College of Nursing
Graduate Handbook
2017
http://nursing.fsu.edu
THE FLORIDA STATE UNIVERSITY
MISSION STATEMENT

The Florida State University preserves, expands, and disseminates knowledge in the sciences, technology, arts, humanities, and professions, while embracing a philosophy of learning strongly rooted in the traditions of the liberal arts. The university is dedicated to excellence in teaching, research, creative endeavors, and service. The university strives to instill the strength, skill, and character essential for lifelong learning, personal responsibility, and sustained achievement within a community that fosters free inquiry and embraces diversity.

Vision
The Florida State University will be one of the world’s premier institutions of higher education, devoted to transforming the lives of our students, shaping the future of our state and society, and offering programs of national and international distinction in a climate of inquiry, engagement, collegiality, diversity, and achievement.

COLLEGE OF NURSING
MISSION STATEMENT

Florida State University, College of Nursing educates clinicians, leaders, scholars, and advanced practitioners who can enhance the quality of life for people of all cultures, economic levels, and geographic locations. The CON integrates the liberal arts and sciences with the knowledge, skills, and attitudes essential for lifelong learning, personal responsibility, and sustained achievement in the nursing profession and the communities in which our graduates reside.
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HISTORY AND MILESTONES OF FSU COLLEGE OF NURSING

1950  Ms. Vivian M. Duxbury appointed as Dean
1950  First class of BSN students admitted
1951  RNs from diploma programs admitted to BSN Program
1951  First male student admitted
1951  State Board of Nursing gives provisional approval to FSU School of Nursing
1952  State Board of Nursing and Registration gave full accreditation to FSU School of Nursing
1952  NLN gives temporary accreditation
1958  NLN accreditation awarded
1971  Dr. Shirley Martin appointed as Dean
1974  Dr. Marjorie Sparkman was appointed Interim Dean
1975  Self-paced and time variable format introduced for RN students
1975  New four-story building completed
1976  Dr. Emilie D. Henning appointed as Dean
1984  Dr. Evelyn T. Singer appointed as Dean
1985  Four students admitted to MSN program
1985  Funding obtained from the Division of Nursing, Department of Health and Human Services to begin MSN degree program
1988  Graduate Program accredited by NLN
1998  New RN-to-BSN web-based curriculum implemented for students living in Ft. Myers, St. Petersburg, Lake City, and Marianna
1999  Nurse educator track added to MSN program
2000  School of Nursing Building name Vivian M. Duxbury Hall
2001  Dr. Katherine P. Mason appointed as Dean
2001  New community-based undergraduate curriculum implemented
2003  Online RN-BSN program offered statewide
2004  CCNE accreditation awarded
2004  Graduate core nursing courses offered online
2005 Family Nurse Practitioner curriculum revised
2005 Grant received from Florida Department of Education to expand graduate education via interactive television to six sites: Pensacola, Fort Walton, Panama City, Marianna, Madison
2005 Graduate nursing education courses offered online
2006 School of Nursing becomes College of Nursing
2007 Nurse Practitioner course offered online
2007 Dr. Lisa Ann Plowfield appointed as Dean
2008 FSU Board of Trustees approves Doctor of Nursing Practice degree program
2009 Curriculum Revisions to Undergraduate BSN Program
2009 Students admitted to the Doctor of Nursing Practice (DNP) Degree Program
2010 Students admitted to the Accelerated BSN program and first graduate in fall 2010
2010 Partnership with TMH to establish THM Mentored Nurse Research Program
2011 Dr. Dianne Speake appointed as Interim Dean
2011 First DNP students graduate
2011 Accreditation of the DNP program
2012 Nurse Leader track offered to MSN program
2013 TMH Center for Research and Evidence Based Practice funded by THM Foundation
2013 Dr. Judith McFetridge-Durdle appointed as Dean
2015 Adoption of new strategic plan of CON
2015 Veteran BSN started
2015 QER 5-year review of graduate program
2016 CCNE accreditation of undergraduate and graduate programs
2017 Psychiatric/Mental Health Nurse Practitioner Certificate-online first classes
Curriculum
Florida State University College of Nursing  
STATEMENT OF BELIEFS

Given the mission of the University and College, the faculty of the College is guided by a set of beliefs held by the faculty in relation to:

- nursing’s phenomenon of concern as human beings within the context of health;
- nursing as an evidence-based profession; and
- nursing education as a lifelong process.

The beliefs that guide the nursing education programs and the discipline of nursing at Florida State University are:

The foundation of nursing is based upon broad preparation in liberal studies, socialization into the core values of the profession, and preparation in the knowledge and skills requisite to practice at the baccalaureate and graduate levels.

Nursing knowledge is built on nursing practice, theory and research. In addition, nursing derives knowledge from other disciplines, adapting and applying this knowledge as appropriate to professional practice.

Nurses bring a unique blend of knowledge, judgment, skills and caring to the health care team. Professional nursing requires strong critical reasoning, clinical judgment, and communication and assessment skills and a commitment to lifelong learning. (AACN Baccalaureate Essentials, 2008)

Nurses must process the knowledge and skills needed to provide safe, culturally competent and high-quality care in an environment of increasing diversity and globalization. (AACN Baccalaureate Essentials, 2008)

Nursing practice is comprised of approaches gained through scientific inquiry designed to broaden the evidence base of the profession. These approaches are designed to explain and facilitate the phenomenon of human existence in the context of health.

Baccalaureate education, the minimal requirement for entry into professional nursing practice, prepares the generalist and is the foundation for graduate nursing education. (AACN Baccalaureate Essentials, 2008)

The fundamental aspects of generalist nursing practice are: direct care of the sick in and across all environments, health promotion and prevention of illness, and population based health care. (AACN Baccalaureate Essentials, 2008)

Graduate nursing education prepares nurses for role enhancement and advanced professional practice.

Nursing must educate future professionals to deliver patient-centered care as members of an inter-professional team, emphasizing evidence-based practice, quality improvement approaches and informatics (IOM, 2003) (AACN Baccalaureate Essentials, 2008).
The conceptual framework of the graduate program consists of three major parts: a four-tier base depicting the foundation upon which rests a three-faceted obelisk encircled by ascending bands containing tags.

The bottom tier illustrates that the graduate program is built upon core professional nursing values and life-long learning. An undergraduate baccalaureate degree in nursing is a mandatory criterion for entering the graduate program. The next tier represents the knowledge content required for mastering, applying, and fine-tuning the concepts and processes students master as they move through the curriculum. These concepts and processes are shown in the third tier. The fourth tier depicts the mastery of skills transcending all roles in the program.

Upon this base rests, the three-faceted obelisk. The facet on the right shows the three primary tracks or roles students may choose as a focus of their studies: professional nurse educator, health systems leadership, or nurse practitioner. The center facet depicts the steps of the nursing process which guides nursing practice. The left facet emphasizes the importance of evidence-based practice in nursing.

The bands, or streamers, encircling the obelisk represent Benner’s Model of Novice to Expert, depicting students’ progression through the program and beyond graduation. It is recognized that students master the level of advanced beginner in their chosen curriculum but may be at the expert level within certain content areas of their program of studies.

Eleven tags are attached to the bands encircling the obelisk. They depict the major expected roles students will evidence as they move from novice to expert. These roles are expected of students in all of the curriculum tracks in the graduate program.
# MASTER’S PROGRAM OUTCOMES

The CON Master’s programs are designed in accordance with the American Association of Colleges of Nursing (AACN) Essentials of Master’s Education in Nursing and the Southern Association of Colleges and Schools (SACs)

<table>
<thead>
<tr>
<th>CON Master’s Program Outcomes</th>
<th>AACN Masters Essentials</th>
<th>SACs Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Integrate nursing and related sciences to improve practice and outcomes in educational and clinical settings.</td>
<td>Essential I: Background for Practice from Sciences and Humanities</td>
<td>Student Evaluation</td>
</tr>
<tr>
<td>7. Apply learning and teaching principles to the design, implementation, and evaluation of health education programs for individuals or groups in a variety of settings.</td>
<td>Essential IX: Master’s-Level Nursing Practice</td>
<td></td>
</tr>
<tr>
<td>6. Advocate for the value and role of the professional nurse as a member and leader of the interprofessional healthcare team.</td>
<td>Essential VIII: Clinical Prevention and Population Health for Improving Health</td>
<td></td>
</tr>
<tr>
<td>1. Integrate nursing and related sciences to improve practice and outcomes in educational and clinical settings.</td>
<td>Essential IX: Master’s-Level Nursing Practice</td>
<td></td>
</tr>
<tr>
<td>3. Demonstrate scholarship and analytical methods when planning and evaluating evidence based nursing practice.</td>
<td>IV. Essential IV: Translating and Integrating Scholarship into Practice</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>7. Apply learning and teaching principles to the design, implementation, and evaluation of health education programs for individuals or groups in a variety of settings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Apply information technology when evaluating outcomes of care, healthcare delivery, and quality improvement.</td>
<td>Essential V: Informatics and Healthcare Technologies</td>
<td>Informatics</td>
</tr>
<tr>
<td>5. Advocates for policies that improve the health of the public and the progression of nursing.</td>
<td>Essential VI: Health Policy and Advocacy</td>
<td>Health Policy</td>
</tr>
<tr>
<td>8. Examine the effect of legal and regulatory processes on nursing practice, healthcare delivery and outcomes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Advocate for the value and role of the professional nurse as a member and leader of the interprofessional healthcare team.</td>
<td>Essential II: Organizational and Systems Leadership</td>
<td>Professional Role Model</td>
</tr>
<tr>
<td>1. Integrate nursing and related sciences to improve practice and outcomes in educational and clinical settings.</td>
<td>Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes</td>
<td></td>
</tr>
</tbody>
</table>
7. Apply learning and teaching principles to the design, implementation, and evaluation of health education programs for individuals or groups in a variety of settings.

<table>
<thead>
<tr>
<th>Essential VIII: Clinical Prevention and Population Health for Improving Health</th>
<th>Communication</th>
</tr>
</thead>
</table>

8. Examine the effect of legal and regulatory processes on nursing practice, healthcare delivery and outcomes.

<table>
<thead>
<tr>
<th>Essential VIII: Clinical Prevention and Population Health for Improving Health</th>
<th>Resource Management</th>
</tr>
</thead>
</table>

1. Integrate nursing and related sciences to improve practice and outcomes in educational and clinical settings.

8. Examine the effect of legal and regulatory processes on nursing practice, healthcare delivery and outcomes.

<table>
<thead>
<tr>
<th>Essential VIII: Clinical Prevention and Population Health for Improving Health</th>
<th>Leadership</th>
</tr>
</thead>
</table>

5. Advocates for policies that improve the health of the public and the progression of nursing.

The Nurse Educator Program has been suspended starting Fall 2017 due to low enrollment; the current students will finish out and no new students will be admitted.

The MSN Nurse Educator program is designed to prepare well-qualified nurses to become well-prepared nursing educators so they may pursue careers in patient education, staff nurse education, pre-licensure nursing education programs in community colleges, and academic nursing.

We strive to take the myth out of teaching and to approach the teaching-learning process in a systematic, orderly fashion. Program content focuses on the theoretical foundations of nursing education, tests and measurements, cultural diversity, ethics, curriculum development, implementation and evaluation, clinical teaching and evaluation, and strategies needed for teaching any group in any setting. Emphasis is on the teacher-learner process, curriculum development, and course implementation and evaluation in both the classroom and clinical areas.

**Fall Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NGR 5140</td>
<td>Advanced Pathophysiological Concepts</td>
<td>4 hours</td>
</tr>
<tr>
<td>NGR 5102</td>
<td>Theoretical Constructs for Nursing Science</td>
<td>3 hours</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>7 hours</strong></td>
</tr>
</tbody>
</table>

**Spring Semester**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NGR 5003</td>
<td>Health Assessment for Advanced Practice (didactic)</td>
<td>2 hours</td>
</tr>
<tr>
<td>NGR 5007L</td>
<td>Health Assessment Lab for NE &amp; NL (45 clinical hours)</td>
<td>1 hour</td>
</tr>
<tr>
<td>NGR 5713</td>
<td>Curriculum Theory and Design</td>
<td>4 hours</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>7 hours</strong></td>
</tr>
</tbody>
</table>
### Summer Semester
- NGR 5172  Pharmacology for Advanced Practice  3 hours
- NGR 5714C  Instruction in Nurse Education (45 clinical hours)  4 hours

**Total**  7 hours

### Fall Semester
- NGR 5846  Biostatistics  3 hours
- NGR 5718C  Evaluation Methods in Nursing Education (45 clinical hours)  4 hours

**Total**  7 hours

### Spring Semester
- NGR 5800  Methods in Nursing Research  3 hours
- NGR 5112C  Advanced Clinical Practice for Nurse Educator’s (60 Clinical hours)  4 hours

**Total**  7 hours

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**Nurse Leader (MSN) (32 credit hours and 315 clinical hours)**

The MSN Nurse Leader program is designed to prepare nurses in various clinical settings to assume leadership roles within their chosen organization. The degree program has an innate focus on combining the complexities of nursing leadership, human, financial and material resource management, and the holistic preparation of the nurse at the MSN level.

### Fall Semester
- NGR 5102  Theoretical Constructs for Nursing Science  3 hours
- NGR 5770  Leadership and Management  3 hours

**Total**  6 hours

### Spring Semester
- NGR 5722C  Financial and Human Resource Management for Nurse leaders (45 clinical hours)  5 hours
- NGR 5800  Methods in Nursing Research  3 hours

**Total**  8 hours

### Summer Semester
- NGR 5638  Health Promotion and Planning  3 hours
- NGR 5891  Healthcare Policy for Nurse Leader  3 hours

**Total**  6 hours

### Fall Semester
- NGR 6702  Effecting Change in Health Quality and Safety  3 hours
- NGR 5772L  Nurse Leadership Practicum I (135 clinical hours)  3 hours

**Total**  6 hours

### Spring Semester
- NGR 5871  Managing Information Technology in HC Organization  3 hours
- NGR 5773L  Nurse Leadership Practicum II (135 clinical hours)  3 hours

**Total**  6 hours
Certificate Programs

Nurse Educator Certificate (12 credit hours and 90 clinical hours)

The Nurse Educator Certificate has been suspended starting Fall 2017 due to low enrollment; the current students will finish out and no new students will be admitted.

A Nurse Educator Post-Master’s Certificate can be obtained by taking three of the Nurse Educator courses offered through the FSU Graduate Nursing Program. These courses will fulfill eligibility requirements for the education courses that are required to apply to take the national certification for Nurse Educators offered by the National League for Nursing.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NGR 5713</td>
<td>Curriculum Theory and Design</td>
<td>4</td>
</tr>
<tr>
<td>NGR 5714C</td>
<td>Teaching Methods for the Nurse Educator (45 clinical hours)</td>
<td>4</td>
</tr>
<tr>
<td>NGR 5718C</td>
<td>Evaluation Methods in Nursing Education (45 clinical hours)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Certificate in Nursing Leadership (14 credit hours and 45 clinical hours)

The Graduate Certificate in Nursing Leadership is designed to provide academic preparation for nurses who are either working in clinical settings as nurse managers or who seek to transition into leadership roles in the near future (Post BSN or Post MSN).

Note: we are revising the following courses therefore new numbers will be assigned but we have this certificate available.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NGR 5770</td>
<td>Nurse Leadership and Resource Management</td>
<td>3</td>
</tr>
<tr>
<td>NGR 5722C</td>
<td>Financial and Human Resource Management for NL</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>(45 clinical hours)</td>
<td></td>
</tr>
<tr>
<td>NGR 5891</td>
<td>Healthcare Policy for NL</td>
<td>3</td>
</tr>
<tr>
<td>NGR 6702</td>
<td>Effecting change in Health Quality and Safety</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

Post Master’s/post DNP Psychiatric/mental Health Certificate

(23 credit hours and 540 clinical hours):

A certificate student must maintain a cumulative grade point of at least 3.0 in all graduate courses. No course hours with a grade below “C” will be credited for this certificate. All clinical practica/labs must be completed with a Satisfactory. The entering graduate student must be a certified Nurse Practitioner and have the following graduate level courses prior to starting the program: Advanced Health Assessment, Advance Pathophysiology, and Advance Pharmacology. This certificate program prepares the student to sit for Psychiatric Mental Health Nurse Practitioner certification.

Spring Semester 1: (6 semester hours and 45 clinical hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NGR 5056C</td>
<td>Advanced Psychiatric Assessment and Diagnostics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(3 SH and 45 clinical hours)</td>
<td></td>
</tr>
<tr>
<td>NGR 5538</td>
<td>Psychopharmacology for Psychiatric Nursing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(3 SH)</td>
<td></td>
</tr>
</tbody>
</table>

Summer Semester 2: (6 semester hours and 135 clinical hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NGR 5503</td>
<td>Psychiatric/MH Nurse Practitioner 1</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Individual Psychotherapy</td>
<td></td>
</tr>
<tr>
<td>NGR 5503L</td>
<td>Psychiatric/MH NP I Lab</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Individual Psychotherapy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(135 clinical hours)</td>
<td></td>
</tr>
</tbody>
</table>
Фall Semester 3: (6 semester hours and 135 clinical hours)
NGR 5508 Psychiatric/MH Nurse Practitioner I: Family and Group Psychotherapy (3)
NGR 5508L Psychiatric/MH NP II Lab: Family and Group Psychotherapy (3) (135 Clinical hours)

Spring Semester 4: (5 semester hours and 225 clinical hours)
NGR 5504L Practicum - Psychiatric/Mental Health Nursing (5 credit-225 clinical hours)

### DNP PROGRAM

**Program Outcome for DNP Program**

The Doctor of Nursing Practice (DNP) degree is designed to prepare nurses for the highest level of clinical practice in the profession of nursing as a Family Nurse Practitioner. The program includes a total of 83 credit hours of post baccalaureate study and 1035 clinical hours. The program is designed in accordance with the American Association of Colleges of Nursing (AACN) Essentials of Doctoral Education for Advanced Practice Nursing, National Organization of Nurse Practitioner Faculty (NONPF) Core competencies, and the Southern Association of Colleges and Schools (SACs).

<table>
<thead>
<tr>
<th>CON DNP Program Outcomes</th>
<th>AACN DNP Essentials</th>
<th>NONPF Core Competencies</th>
<th>SACs Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop, implement and evaluate complex practice approaches based on theoretical, ethical, and scientific knowledge.</td>
<td>Essential I: Scientific Underpinnings for Practice</td>
<td>I. Scientific Foundation</td>
<td>Student Evaluation</td>
</tr>
<tr>
<td>6. Work collaboratively with transdisciplinary teams to meet complex health care needs of diverse individuals and populations.</td>
<td></td>
<td>VIII. Ethics</td>
<td></td>
</tr>
<tr>
<td>3. Demonstrate analytical methodologies for the evaluation of clinical practice, health outcomes, and the application of scientific evidence.</td>
<td>Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice</td>
<td>IV. Practice Inquiry</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>4. Utilize technological information systems to evaluate outcomes of care, health care delivery, and quality improvement.</td>
<td>Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care</td>
<td>V. Technology and Informational Literacy</td>
<td>Communication</td>
</tr>
<tr>
<td>6. Work collaboratively with transdisciplinary teams to meet complex health care needs of diverse individuals and populations.</td>
<td></td>
<td>II. Leadership</td>
<td></td>
</tr>
<tr>
<td>4. Utilize technological information systems to evaluate outcomes of care, health care delivery, and quality improvement.</td>
<td>Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care</td>
<td>V. Technology and Information Literacy</td>
<td>Informatics</td>
</tr>
<tr>
<td>3. Demonstrate analytical methodologies for the evaluation of clinical practice, health outcomes, and</td>
<td></td>
<td>IV. Practice Inquiry</td>
<td></td>
</tr>
<tr>
<td>Essential V: Health Care Policy for Advocacy in Health Care</td>
<td>II. Leadership</td>
<td>III. Quality</td>
<td>VI. Policy</td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
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</tr>
<tr>
<td>Essential V: Health Care Policy for Advocacy in Health Care</td>
<td>VI. Policy</td>
<td>VIII. Ethics</td>
<td>Health Policy</td>
</tr>
<tr>
<td>Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes</td>
<td>VII. Health Delivery Systems</td>
<td>VIII. Ethics</td>
<td>Professional Role Model</td>
</tr>
<tr>
<td>Essential VII: Clinical Prevention and Population Health for Improving the Nation’s Health</td>
<td>IX. Independent Practice</td>
<td>Population and Prevention Illness Strategies</td>
<td></td>
</tr>
<tr>
<td>Essential VIII: Advanced Nursing Practice</td>
<td>IV. Practice Inquiry</td>
<td>VII. Health Delivery Systems</td>
<td>IX. Independent Practice</td>
</tr>
</tbody>
</table>

5. Develop, evaluate and provide leadership for health care policy which shapes health care financing, regulation, and delivery.

2. Ensure accountability for quality care and patient safety for diverse populations.

5. Develop, evaluate and provide leadership for health care policy which shapes health care financing, regulation, and delivery.

3. Demonstrate analytical methodologies for the evaluation of clinical practice, health outcomes, and the application of scientific evidence.

6. Work collaboratively with transdisciplinary teams to meet complex health care needs of diverse individuals and populations.

7. Analyze epidemiological, biostatistical, environmental, and organizational data for the development, implementation and evaluation of programs of clinical prevention and population health.

8. Demonstrate advanced levels of clinical judgment, systems thinking and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.
# DNP Family Nurse Practitioner Track

A total of 83 credit hours and 1035 clinical hours are required for the FNP track.

<table>
<thead>
<tr>
<th>Full Time - 8 Semesters</th>
<th>Part Time - 14 Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester-1 Fall (13 hours) (Monday)</strong></td>
<td><strong>Semester-1 Fall (7 hours) (Monday)</strong></td>
</tr>
<tr>
<td>NGR 5140 Advanced Patho Concepts in Nursing Science (4)</td>
<td>NGR5149 Advanced Patho Concepts in Nursing Science (4)</td>
</tr>
<tr>
<td>NGR 6768 DNP Roles &amp; Interprofessional Collaboration (3)</td>
<td>NGR6768 DNP Roles &amp; Interprofessional Collaboration (3)</td>
</tr>
<tr>
<td>NGR 5102 Theoretical Constructs for Nursing Science (3)</td>
<td></td>
</tr>
<tr>
<td>NGR 6995 Healthcare Policy, Politics, and Power (3)</td>
<td></td>
</tr>
<tr>
<td><strong>Semester-2 Spring (13 hours) (Monday)</strong></td>
<td></td>
</tr>
<tr>
<td>NGR 5871 Managing Info and Technology in Health Systems (3)</td>
<td></td>
</tr>
<tr>
<td>NGR 5766 Nursing Leadership within Complex HC Environments (3)</td>
<td></td>
</tr>
<tr>
<td>NGR 6185 Genetics and Emerging Diseases (3)</td>
<td></td>
</tr>
<tr>
<td>NGR 5003 Health Assessment for APN (2)</td>
<td></td>
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<tr>
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SCHOLARLY ENGAGEMENT
The purpose of the Scholarly Engagement requirement is to ensure that doctoral students are active participants in the scholarly community. To meet the Scholarly Engagement requirement, doctoral students should interact with faculty and peers in ways that may include enrolling in courses; attending seminars, symposia, and conferences; engaging in collaborative study and research beyond the university campus; and utilizing the library, laboratories, and other facilities provided by the university. The goal is to prepare students to be scholars who can independently acquire, evaluate, and extend knowledge, as well as develop themselves as effective communicators and disseminators of knowledge.

GRADUATE COURSE DESCRIPTIONS

Nursing Science Core Courses

NGR 5003 Health Assessment for Advanced Practice (2)
*Prerequisite: Admission to the MSN or DNP Program*
This course is designed to provide the learner with a strong foundation in the health assessment skills requisite for advanced nursing practice. The focus of the course is on the diagnostic reasoning process as it relates to building a clinical database. History taking, physical examination skills, laboratory, diagnostic and radiographic modalities are included in the course content. The course has a clinical component wherein the students will utilize the diagnostic process in drawing conclusions based upon the database formed through various assessment modalities.

NGR 5003L Health Assessment for Advance Practice Lab (2) (90 clinical hours)
*Co-requisite: NGR 5003*
This course is designed to provide the clinical component of NGR 5003 for graduate nursing students in the Family Nurse Practitioner track. The focus of the course is on the diagnostic reasoning process as it relates to building a clinical database. History taking, physical examination skills, laboratory, diagnostic and radiographic modalities are included in the course content.

NGR 5007L Health Assessment for Nurse Educator (1) (45 clinical hours)
*Co-requisite: NGR 5003*
This course is designed to provide the clinical component of NGR 5003 for graduate nursing students in the Nurse Educator Tracks. The focus of the course is to gain clinical experience to augment what is learned in the didactic course. Students are to seek out guidance of health care professionals in the community to validate findings and techniques.

NGR 5102 Theoretical Constructs for Nursing Science (3)
*Prerequisite: Admission to the MSN or DNP Program or Permission of the Instructor*
This course is designed to assist the learner in analyzing and evaluating selected theories appropriate for advanced practice nursing. The relationship between theory, practice and research will be examined. Sources of theory for the discipline will be explored. The contributions and philosophies of early nurse leaders and theorists will be examined along with those from other disciplines that are appropriate to health care. Topics covers include

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development and evaluation of nursing knowledge and nursing theory, analysis and application of theories and models in nursing practice, education, administration, and research.

NGR 5140  Advanced Pathophysiological Concepts in Nursing Science (4)
Prerequisite: Admission to the MSN or DNP Program or Permission of the Instructor
This course is designed to build on basic pathophysiology principles and explore the principles of normal body functions and pathophysiological changes that occur as a result of disease, lifestyle, and homeostatic changes in the body. Altered pathophysiological health is explored at the genetic, cellular and organ system level. Epidemiology, pathophysiological processes and related systems interaction are examined. Disease processes across the life span are explored and case studies are used to demonstrate the clinical assessment approaches for the advanced practice nursing student.

NGR 5172  Pharmacology for Advanced Practice (3)
Prerequisite: Admission to the DNP Program or Permission of the Instructor
This course provides a broad overview of pharmacology using a lifespan approach. Special consideration is given to professional practice and statutory issues related to prescribing. A broad overview of agents commonly used in primary care will be provided. This will follow a system specific approach, with special attention paid to issues specific to the various stages of the lifespan. Concepts of compliance and collaboration will be examined in the context of effecting positive changes for the patient. The course emphasis will be placed on facilitating pharmacologic management of patients for advanced practice nurses in independent and collaborative practice.

NGR 5887  Legal and Ethical Complexities in Healthcare (3)
Prerequisite: Admission to the DNP Program or Permission of the Instructor
This course focuses on legal and ethical issues confronting healthcare professionals and practitioners. The course applies ethical theories to inter-professional team resolution of these dilemmas. Emphasis will be placed on the use of decision-making models. Finally, the course will familiarize students with ethical and legal considerations, patient-provider relationships, and the concepts of moral judgment.

NGR 6185  Genetics and Emerging Disease (3)
Prerequisite: NGR 5140 Advanced Pathophysiological Concepts in Nursing Science (4)
This course is designed to facilitate the advanced nursing student’s understanding of genetics and emerging diseases and their impact on professional nursing practice. Topics will include basic concepts of genetics and emerging diseases and their application to nursing practice and global health. In addition, related ethical, legal and social issues will be examined.

Research Core Courses

NGR 5800  Methods in Nursing Research and Evidence Based Practice (3)
Prerequisite: Admission to the MSN or DNP Program or Permission of the Instructor
This course builds upon the knowledge of the research process learned at the baccalaureate level. It focuses on the importance of empirical investigation in the development of nursing theory and the formulation of testable hypotheses in nursing practice. Emphasis is directed to the nurse as consumer and practitioner in the area of research and evidence-based practice.

NGR 5846  Biostatistics (3)
Prerequisite: Admission to the MSN or DNP Program or Permission of the Instructor
This course provides basic principles and applications of statistics to problems in clinical and
public health settings. Topics covered include descriptive statistics, probability, sampling, hypothesis testing, proportions, t-tests, chi-square tests, analysis of variance, correlation, linear regression and correlation coefficients, multiple regression, and nonparametric statistics. It is expected that the student will be able to apply the steps of statistical inference, perform the appropriate statistical test, and interpret the results and computer output for commonly used statistical procedures. Analytic techniques to support evidence-based practice will include NNT, Risk Ratio, Odds Ratio, and Relative Risk. SPSS will be incorporated.

NGR 6674 Population Health and Applied Epidemiology (3)
Prerequisite: Admission to the DNP Program or Permission of the Instructor
This course provides a foundation in population health and applied epidemiology. The emphasis is on analysis of epidemiologic and scientific data for the assessment and evaluation of population health. Students will apply descriptive epidemiology concepts including social and economic determinants of health, measurement of disease, distribution of disease and health disparities to the assessment of populations, development of interventions and evaluation of outcomes. Students will examine a broad array of interventions for impacting population health with emphasis on collaboration, care coordination, disease surveillance, outbreak investigation, and screening.

NGR 6853 Translation and Synthesis of Evidence (3)
Prerequisite: NGR 5800 Methods in Nursing Research
This course is designed to provide the tools for locating, evaluating, refining, synthesizing, channeling, applying, and explaining appropriate research findings to improve the efficiency and effectiveness of nursing care in inter-professional settings. Quality improvement methods and grant writing will be discussed.

NGR 6931C DNP Project I (1) (15 clinical hours)
Prerequisite: NGR 6853 Translation and Synthesis of Evidence
Co-requisite: NGR 5846 Biostatistics
This course is the first of four DNP Project courses (DNP Project I-IV). This course provides the student with a structured seminar based experience during which the components of the DNP project will be fully developed. The purpose of this course is to take student’s beginning work, and through a process of dialogue with the course faculty, DNP project major professor, and along with class discussion of the project with student colleagues, the DNP project proposal will be refined. During this course students will explore the components of the DNP project proposal while focusing heavily on preparing the clinical question, aims/objectives, use of appropriate statistical test, use of theoretical underpinning, and completion of DNP proposal. Project options may include: design and testing of a critical pathway, design and testing of an innovative intervention in patient care, and development, testing or evaluation of a program.

NGR 6935 C DNP Project II (1) (15 Clinical hours)
Prerequisite: NGR 6931 DNP Project I
This course is the second of four DNP Project courses (DNP Project I-IV). The course provides the student with a structured seminar based experience during which the components of the DNP project will be fully developed. The purpose of this course is to take student’s Project Proposal, developed in DNP Project I, and move forward to IRB acceptance and ultimately start data collection. During this course students will explore the components of the project while focusing heavily on the development of a realistic implementation plan. This will include liaison with the
site at which the project will be performed and development of a concise protocol for the performance of the project.

**NGR 6910L  DNP Project III (1) (30 clinical hours)**
*Prerequisite:  NGR 6931 & NGR 6935 DNP Project I & II*

This course is the third of four DNP Project courses (DNP Project I-IV). This course provides students with the opportunity to evaluate and improve healthcare systems and clinical outcomes. With Major Professor guidance, students will synthesize, integrate and translate newly acquired knowledge and skills in the design, planning, and implementing of a scholarly project. During this course students will complete project implementation and data collection.

**NGR 6912L  DNP Project IV (1) (30 clinical hours)**
*Prerequisite:  NGR 6931 DNP Project I, NGR 6935 DNP Project II, and NGR 6910 DNP Project III*

This course is the fourth of four DNP Project courses (DNP Project I–IV). This course provides students with the opportunity to evaluate the collected data and synthesis the results in preparation to disseminate the information to the nursing community as well as with the shareholders. With their major professor’s guidance, students will synthesize, integrate and translate newly acquired knowledge and skills related to their scholarly project.

**Leadership/Policy Core Courses**

**NGR 5766  Nursing Leadership within Complex Healthcare Environments (3)**
*Prerequisite:  NGR 6895 Healthcare Policy, Politics and Power*

This course examines leadership theories within the context of organizational culture. Students will analyze traditional and transformational leadership models and their effects on healthcare environments. Emphasis will be placed on the role of health politics in the workplace, organization, government, and community with a focus on social policy, power, and political behaviors. Professional attributes and requisites for the next generation of advanced practice nursing leaders within the evolving healthcare system will be explored.

**NGR 5871  Managing Information and Technology in Health Systems (3)**
*Prerequisite:  Admission to the DNP Program or Permission of the Instructor*

This course examines the critical elements and use of healthcare information systems and patient care technology as applied to healthcare delivery, quality improvement, patient safety and organizational outcomes evaluation. Health applications related to clinical, administrative, research and educational decision-making are explored. Emphasis is on exploration of issues and trends related to human technology interface, implementation science, ethics and cultural diversity.

**NGR 6768  DNP Roles and Interprofessional Collaboration (3)**
*Prerequisite:  Admission to the DNP Program*

This course offers students the opportunity to examine roles and responsibilities of the DNP that lead to effective practice and inter-professional collaboration. Theoretical concepts related to role theory and models of inter-professional collaboration will be utilized as a basis for analysis of individual, unit based and organizational communication and work strategies that promote quality and culturally competent care.
NGR 6893  Healthcare Finances, Economics, and Entrepreneurship (3)
Prerequisite: NGR 5887 Legal and Ethical Complexities in Healthcare
This course will examine changes in healthcare systems based on evolving healthcare priorities and economic outcomes. Students will analyze the relationship among process, outcomes, and economic indicators. The analysis of financial models of healthcare delivery will include resource management, distribution of services, cost-benefit analyses, return on investments, and outcomes-based care. Financing the practice of care delivery systems will be analyzed on a continuum of individual practitioner care delivery to acute and complex, multi-level organizational systems. Key entrepreneurial leadership principles, practices, and creative strategic planning for healthcare ventures will be explored.

NGR 6895  Health Care Policy, Politics, and Power (3)
Prerequisite: Admission to the DNP Program or Permission of the Instructor
This course offers the student an opportunity to analyze the impact of politics and power on healthcare policies that affect healthcare delivery systems and advanced nursing practice. Legal and ethical considerations of healthcare policies will be examined in the context of providing quality and cost-effective services. The leadership role of nurses in advanced practice in designing strategies for influencing healthcare policy development to promote optimal healthcare outcomes and quality care will be explored.

Family Nurse Practitioner Specialty Courses

NGR 5064C  Advanced Skills for the APN (2) (45 clinical hours)
Prerequisite: Admission to the FNP Program
The advanced skill course is designed to enable students to develop skills for use in primary clinical practice. The students explore both the theoretical and practical aspects of a variety of procedures and diagnostic modalities including microscopy, suturing, EKG (basic and advanced), radiology, casting and splinting and dermatological procedures. The course is web assisted, and is formatted so that didactic content is provided via web assisted methodology, and the skills are practiced during an intensive two-day session, followed by clinical practice.

NGR 6601  Advanced Management of the Family I (3)
Prerequisite: NGR 5003 and NGR 5003L Health Assessment for Advanced Practice and DNP Core Courses
Co-requisite: NGR 6601L FNP Practicum I (3)
This course is the second course focusing on the nurse practitioner role. It is designed to provide learners with the knowledge and skills to develop basic strategies designed to promote health, diagnose and manage basic acute and chronic health problems across the life span. The focus of the course is the development of sound diagnostic skill through an emphasis on the differential diagnostic process and institution of clinical strategies to address common acute and chronic disorders. The course will provide a foundation for the development of the student’s approach to the nurse practitioner role as they progress through the program.

NGR 6601L  FNP Practicum I (4) (180 clinical hours)
Prerequisite: NGR 5003 and NGR 5003L Health Assessment for Advanced Practice and DNP Core Courses; Co-requisite: NGR 6601 Advanced Management of the Family I
The course is designed to apply the knowledge and skills gained in Advanced Health Assessment and to develop basic strategies to promote health, diagnose, and manage simple, acute and chronic health problems across the life span. The focus of the course is the development of sound diagnostic skills utilizing the differential diagnostic process during clinical patient visits. The
student also will begin to develop collaborative partnerships with the clinical preceptor and other healthcare professionals in the management of patients.

NGR 6602 Advanced Management of the Family II (3)
*Prerequisite:* NGR 6601 Advanced Management of the Family I; NGR 6601L FNP Practicum I;
*Co-requisite:* NGR 6602L FNP Practicum II

This course examines and refines methods of diagnosis and management of health problems that affect the individual and family. The focus will be on the prevention of illness, promotion of wellness, and the management of complex acute and chronic health problems and their impact on communities. The role of the advanced practice nurse as a vital force in contemporary health care will be explored. In the accompanying laboratory course (FNP Practicum II), clinical experiences are expanded to encompass a wider variety of primary care settings based on the student’s needs.

NGR 6602L FNP Practicum II (4) (180 clinical hours)
*Prerequisite:* NGR 6601 Advanced Management of the Family I; NGR 6601L FNP Practicum I;
*Co-requisite:* NGR 6602 Advanced Management of the Family II

This course is designed to provide students with advanced knowledge and skills related to the clinical management of actual and potential health problems across the life span in a primary care setting. The focus will be on promoting health, preventing illness and the management of complex acute and chronic illnesses. Clinical experiences, encompassing clients across the age span and families, occur in various primary care settings. The role dimensions of manager, collaborator and teacher will be explored within the context of the Family Nurse Practitioner role.

NGR 6619L FNP Practicum III (5) (225 clinical hours)
*Prerequisite:* NGR 6601 Advanced Management of the Family I; NGR 6601L FNP Practicum I;
NGR 6602 Advanced Management of the Family II; NGR 6602L FNP Practicum II

This course is designed for students to synthesize the advanced practice knowledge, skills, and abilities into the advance practice nursing leader’s role prior to the residency. Students are expected to complete their transition to the nurse practitioner role with the assistance of a physician, nurse practitioner, or physician assistant. The student in collaboration with faculty will select a practice setting that reflects the individual interests and completes the advanced practice preparation.

NGR 6304 Pediatrics for Advance Practice (3)
*Prerequisite:* NGR 5003 and NGR 5003L

The purpose of this course is to provide a comprehensive overview of pediatric practice in the context of Family Nurse Practitioner Competencies. Emphasis will be on the following areas: Pediatric review, Growth & Development, Pediatric Theorists, Role of the Nurse Practitioner, Pediatric Health Assessment and Physical Exam, and Diagnosis and Management of Common Illness in Children and Adolescents.

NGR 6348 Women’s Health Care for Family Advance Practice Nurses (3)
*Prerequisite:* NGR 5003 and NGR 5003L

This course is designed to address women’s health care across the lifespan. It should facilitate the family advanced practice nurse’s understanding of how to provide primary care, reproductive care, and problem based care unique to women. The focus will be on clinical decision-making, progressing from the reason women seek care, through assessment, diagnosis, screening and diagnostic testing, management plans, and patient teaching.
NGR 6942L  DNP Residency (1-5) (45-225 clinical hours)
Prerequisite: Admission to the DNP Program or Permission of the Instructor
This course provides an intensive clinical residence experience that is intended to demonstrate the culmination of the students’ advanced practice role. Each student will be required to submit individual objectives at the beginning of the semester. Clinical experiences will be individually designed within the context of the focus of the student’s program. With faculty guidance, students will use scientific theory, systematic evidence appraisal, organizational and policy analysis, and models of care delivery.

NGR 6943L  DNP Residency II (1-5) (45-225 clinical hours)
Prerequisite: Admission to the DNP Program or Permission of the Instructor
This course provides an intensive clinical residence experience for students seeking additional clinical hours to meet certification examination requirements or to demonstrate the culmination of the students’ advanced practice role. Each student will be required to submit individual goals at the beginning of the semester. Clinical experiences will be individually designed within the context of the focus of the student’s program. An advanced practice expert will facilitate the clinical residency experience.

Total clinical hours for DNP/FNP students:
A total of 1035 clinical hours is required for this program (CCNE accreditation body requires a minimum of 1000 clinical hours for a DNP) and of these clinical hours, a minimum of 125 pediatric and a minimum of 125 women’s hours is required. You also need a minimum of 225 clinical hours that reflect being in a family practice setting. The distribution of clinical hours for the program is as following: NGR 5003L-90 clinical hours, NGR 5064-45 clinical hours, NGR 6601L-180 clinical hours, NGR 6602L-180 clinical hours, NGR 6619L 225 clinical hours, NGR 6942L-225 clinical hours, NGR 6931C-15 clinical hours, NGR 6935C-15 clinical hours, NGR 6910L-30 clinical hours, and NGR 6612L-30 clinical hours.

Requirement for FNP certification:
The Family Nurse Practitioner examination tests clinical knowledge in family/individual across the life span (prenatal, pediatric, adolescent, adult, women’s, elderly, and frail elderly primary care). In order to sit for certification, you must have a minimum of 500 clinical hours in Family specialty preparation and complete all the Family Nurse Practitioner specialty courses. You must have documented that you have had a rotation with an ARNP. There are two national certifying bodies, American Nurses Credentialing Center (ANCC) and American Association of Nurse Practitioners (AANP).

MSN Specialty/DNP Elective Courses

NGR 5112C  Advanced Clinical Practice for Nurse Educators (3) (60 clinical hours)
Prerequisite: NGR 5003, NGR 5007L, NGR 5140, and NGR 5172
This course is designed to facilitate the student’s ability to identify and analyze new knowledge, trends, and issues pertinent to advances in healthcare and their impact on advanced nursing practice of adult patients and families. The clinical experience focuses on the advanced practice nurse’s role in the integration of new information and technologies into nursing practice through reflective and evidence-based practice that ensures optimal patient care and safety.

NGR 5638  Health Promotion and Planning (3)
This focus of this course is the development of concepts and skills for advanced risk assessment and the synthesis of knowledge and strategies to promote healthy lifestyles in client populations.
Health promotion models and evidence-based strategies are used to design programs to address behavioral and social factors that contribute to morbidity and mortality in diverse populations.

NGR 5722C  Financial and Human Resource Management for Nurse Leaders (5) (45 clinical hours)
This course will examine healthcare organization financial and human resource management within emergent healthcare environments. Students will analyze the relationship among process, outcomes, and economic indicators. Effective management of human resources including recruitment, interviewing, hiring, and legal issues will be explored. Budget development, accounting principles, distribution of services, cost-benefit analyses, return on investments, and outcomes-based care will be examined. The financing of health care will be analyzed within the framework of value based service delivery, transparency and interprofessional collaboration.

NGR 6702  Effecting Change in Health Quality and Safety (3)
This course examines implementing change in quality and safety in a challenging healthcare environment. Course content includes change theory, quality management models and tools, benchmarking and quality databases, safety in the healthcare environment, use of evidence in quality and safety, interprofessional relationships in improving organizational outcomes, descriptive statistics and relationship statistics and risk management. Emphasis will be placed on the student’s development of a change project in quality or safety.

NGR 5891 Healthcare Policy for Nurse Leader (3)
This course offers the nurse leader/manager students an opportunity to analyze the impact of politics and power on healthcare policies that affect healthcare delivery systems. Legal and ethical considerations of healthcare policies will be examined in the context of providing quality and cost-effective services. The leadership role of nurses in designing strategies for influencing healthcare policy development to promote optimal healthcare outcomes and quality care will be explored.

NGR 5770 Nurse Leadership and Resource Management (3)
Prerequisite: admission to the graduate program or instructor permission
This course examines leadership theories and evidence based management strategies for application in health care clinical microsystems and mesosystems. Course content focuses on leadership styles, change theory, fiscal and human resource management, and performance improvement strategies to promote patient safety and enhance worker productivity and quality of patient care. Emphasis will be placed on the student’s professional development as a leader in transforming patient care delivery systems.

NGR 5772L Nurse Leadership Practicum I (3)
Prerequisite: NGR 5770 Leadership and Resource Management
This course emphasizes the development of nursing leadership skills in managing health care microsystems and mesosystems. The course provides students with opportunities to integrate bioethical and legal dimensions into clinical leadership and management decision making. Innovations in human resource management and patient care delivery systems will be emphasized.

NGR 5773L Nurse Leadership Practicum II (3)
Prerequisite: NGR 5770 Leadership and Resource Management; NGR 5772L Clinical Leadership Practicum I
This course continues student development of nursing leadership and decision-making skills in managing health care microsystems. Special emphasis is placed on planning and integrating evidence-based practice into patient care delivery systems to improve health care outcomes. Clinical guidelines and emergency preparedness strategies are examined.

**NGR 5713  Curriculum Theory and Design (4)**
*Prerequisite: admission to the graduate program*
This initial course in the Nursing Educator sequence is designed to introduce the graduate nursing student to the theoretical foundations of nursing education. Emphasis will be placed on the relationship among these theories, curriculum development and course design.

**NGR 5714C  Instruction in Nursing Education: Design and Strategies (4) (45 clinical hours)**
*Prerequisite: NGR 5713*
This course is designed to introduce the graduate nursing student to instructional design and strategies for both classroom and clinical instruction. Emphasis is placed on the interrelationship of learning theories, the population of interest to be educated, the learning environment and evidence-based instructional strategies. Teaching opportunities will be provided in the classroom and nursing education laboratory settings.

**NGR 5718C  Evaluation in Nursing Education (4) (45 clinical hours)**
*Prerequisite: NGR 5713 and 5714C*
This course will focus on educational program evaluation and change. The emphasis will be on applications of testing and measurement relevant to the health professions. The student will learn effective test design and test writing skills. Methods of evaluating student performance in the classroom and clinical settings will also be explored. Evaluation tools for educational programs, courses and students will be discussed. The course will address the change process in relation to educational outcomes and course evaluations.

**NGR 5143  Neuroscience Concepts in Rehabilitation Engineering (3)**
This course is designed to build on basic human anatomy and physiological principles to explore neuroscience concepts essential to rehabilitation engineering. In addition, differentiation between developmental changes and pathophysiological changes is discussed. Selected common pathophysiological changes that occur as a result of disease, lifestyle, and homeostatic changes in the body and their clinical presentation are examined. Case studies are used to familiarize the advanced orthotic and prosthetic student with medical cases and language.

**NGR 5638  Health Promotion and Program Planning (3)**
*Prerequisite: Instructor permission.*
This course focuses on the development of concepts and skills for advanced risk assessment and the synthesis of knowledge and strategies to promote healthy lifestyles in client populations. Health promotion models and evidence-based strategies are used to design programs to address behavioral and social factors that contribute to mortality in diverse populations.

**NGR 5941Lr  Supervised Teaching Laboratory (1–5).**
*Prerequisite: Instructor permission.*
This course is designed to run concurrently with the courses in the nurse educator sequence. The primary purpose is to afford students the opportunity to put into practice theories, concepts and principles of the teaching-learning process while functioning as a teaching assistant. Under supervision, students design, implement and evaluate teaching episodes for delivery to
individuals and groups of nursing students, health care personnel, clients and their families. May be repeated to a maximum of five semester hours will count toward degree.

**NGR 6194  Orthopedics for Advance Practice Nursing (3)**
Prerequisite: Admission to the DNP-FNP program.
This course provides a comprehensive overview of the diagnosis and management of musculoskeletal disorders for patients across the lifespan. The integration of physical examination techniques specific to selected problems, the ordering and interpretation of radiologic tests, and the initiation of advanced treatments specific to musculoskeletal conditions are discussed.

**NGR 6506  Mental Health Care Coordination in Primary Care (3)**
Prerequisite: Admission to the DNP-FNP Program.
This course is designed to prepare students to effectively coordinate mental health care of clients in primary care, DNP’s must be knowledgeable about various treatment modalities; their availability, cost and effectiveness. This elective seminar explores treatment modalities that may be appropriate for clients who present in primary care settings, with mental health concerns.

**NGR 5930  Special Topic: Global Health (1-2 varied)**
The purpose of this course is designed to provide an in-depth understanding and appreciation of the broad field of global (or international) health. The student will have the opportunity to tailor the experience to their own interest that may include an overview of the health situation in a given country and/or specific conditions such as nutrition, mother-child health, communicable disease, etc. This elective course should be considered in one of the following situations: 1) as a stand-alone course with a broad interest in global health (1 SH); 2) as an international experience with FSU COM and CON faculty in Nicaragua (2 SH).

**Psychiatric/Mental Health Courses:**
**NGR 5056C  Advanced Psychiatric Assessment and Diagnostics (3) (45 clinical hours)**
This course provides students with a knowledge base in mental health assessment of clients across the life span within the context of the advanced psychiatric mental health nursing role. Emphasis is on the acquisition and analysis of relevant data for the development of a comprehensive and holistic mental health assessment and subsequent diagnoses. Focus is on history taking, analysis, data categories, and specific techniques used to identify mental health problems and differential diagnoses in clients across the life span.

**NGR 5538  Psychopharmacology for Psychiatric Nursing (3 SH)**
This course provides knowledge of psychoactive medications related to nursing care with psychiatric-mental health clients, including children, adolescents, and adults. Emphasis is on the selection and use of psychoactive medications in the treatment of clients experiencing psychiatric disorders and in the restoration of wellness. An additional focus is the impact of psychoactive medications on the client, family, and community. Content is presented in relation to the role of psychiatric-mental health nurse who functions in an advanced role in a variety of settings.

**NGR 5503  Psychiatric/MH Nurse Practitioner 1: Individual Psychotherapy (3 credit hours)**
This course provides the PMHNP student with advanced knowledge in group psychotherapy techniques that is applicable across lifespan. This course will focus on the theoretical and conceptual models of group dynamics and utilize evidence-based practices in assessing, planning, treating, and evaluating dysfunctional patterns in groups.
Additionally, this course will promote and maintain effective and therapeutic communication patterns in a variety of groups settings.

**NGR 5503L  Psychiatric/MH NP I Lab: Individual Psychotherapy** (3) (135 clinical hours)

This course provides clinical experiences in the assessment, diagnosis, treatment, and evaluation of clients across the lifespan who are experiencing acute and/or chronic psychiatric disorders. Emphasis is placed evidenced-based practice and the utilization of theoretical and conceptual models for assessing, planning, and treating major psychiatric disorders. Moreover, emphasis is given to promoting, maintaining, and restoring wellness to individual clients of all ages. Holistic therapeutic approaches are used to enhance the functioning of diverse individuals across the lifespan.

**NGR 5508  Psychiatric/MH Nurse Practitioner II: Family and Group Psychotherapy** (3)

This course provides the PMHNP student with advanced knowledge in group psychotherapy techniques that is applicable across lifespan. This course will focus on the theoretical and conceptual models of group dynamics and utilize evidence-based practices in assessing, planning, treating, and evaluating dysfunctional patterns in groups. Additionally, this course will promote and maintain effective and therapeutic communication patterns in a variety of groups settings.

**NGR 5508L  Psychiatric/MH NP II Lab: Family and Group Psychotherapy** (3) (135 Clinical hours)

This course provides clinical experiences in the assessment, diagnosis, treatment, and evaluation of clients across the lifespan who are experiencing acute and/or chronic psychiatric disorders. Emphasis is placed evidenced-based practice and the utilization of theoretical and conceptual models for assessing, planning, and treating major psychiatric disorders. Moreover, emphasis is given to promoting, maintaining, and restoring wellness to clients of all ages. Holistic therapeutic approaches are used to enhance the functioning of diverse individuals across the lifespan.

**NGR 5504L  Practicum - Psychiatric/Mental Health Nursing** (5) (225 clinical hours)

This course provides an opportunity to synthesize advanced knowledge and role behaviors in an advance practice role within clinical specialty tracks. Student will under the supervision of faculty with agency preceptors in an appropriate facility or institution. With faculty guidance, student will develop a practicum plan based on course objectives to include specific objectives, learning activities, and evaluation methods.
DNP Project Information
DNP Project Introduction

Doctor of Nursing Practice programs require an evidence based major synthesis project that results in a quality improvement change and has a substantial effect on healthcare outcomes (source: American Association of Colleges of Nursing and National Organization of Nurse Practitioner Faculty). The project is completed as a part of the DNP Project courses but begins with the very first DNP courses. Refer to the DNP Project Guidelines 2017 for specific details on getting started to completion of your project.

As an advanced practice nurse with a Doctor of Nursing Practice degree, graduates will be able to:

1. Develop, implement and evaluate complex practice approaches based on theoretical, ethical, and scientific knowledge.
2. Ensure accountability for quality care and patient safety for diverse populations.
3. Demonstrate analytical methodologies for the evaluation of clinical practice, health outcomes, and the application of scientific evidence.
4. Utilize technological information systems to evaluation outcomes of care, health care delivery, and quality improvement.
5. Develop, evaluate and provide leadership for health care policy which shapes health care financing, regulation, and delivery.
6. Work collaboratively with interprofessional teams to meet complex health care needs of diverse individuals and populations.
7. Analyze epidemiological, biostatistical, environment, and organizational data for the development, implementation and evaluation of programs of clinical prevention and population health.
8. Demonstrate advanced levels of clinical judgment, system thinking and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.

Type of DNP Projects

All projects should involve assessment, planning, intervention and evaluation components. Types of project may include (1) the design and testing of a critical pathway, (2) the design and testing of an innovative intervention in patient care, (3) the development, testing or evaluation of a program, (4) an evidence-based policy project, (5) a system change project and (6) integrated review with presentation of Toolkit. Projects must be consistent with the AACN Essentials for “Clinical Scholarship and Analytical Methods for Evidence-Based Practice.”

Getting Started on the Project

It is highly recommended that the student identifies a population-based in an area of interest during the first year of study (NGR 6768 DNP Roles and NGR 5800 Methods in Nursing Research and Evidence Based Practice courses). In the NGR 6853 Translations & Synthesis of Evidence class, which is taken the Fall of the 2nd year, it is expected that the review of literature is completed, development of the purpose is refined, a model/conceptual framework is developed, and methodology is initiated which includes variable selection, levels of measurement identified, and statistical analysis selected.
The next step will be accomplished with completing the four (4) DNP Project courses are as follows:

- **NGR 6931C DNP Project I-Proposal Development**, the student writes the proposal using the format below and prepares to submits to IRB. This course is faculty directed with assistance by the student’s major professor. There are 15 clinical hours required for this course which are gained by any work on the project such as preparation of project proposal, IRB preparation, literature review, etc. The clinical hours are to be log into the google docs under the tab for NGR 6931 and reflect any work on the DNP project.

- **NGR 6935C DNP Project II –IRB Protection of Human Participants**, the students submit the proposal to IRB. This course is faculty directed with the assistance by the student’s major professor. There are 15 clinical hours required for this course which are gained as indicated above. Students may not proceed with any type of recruitment, data collection, or analysis until they receive written approval from the University IRB and non-FSU facility approval, if applicable. The proposal is in future tense, as it has not yet happened, and should be used to complete the IRB proposal.

- **NGR 6910L DNP Project III –Implementation and Data Analysis**, the student initiates the project with data collection and data analysis. This course is Major Professor directed and there are 30 clinical hours connected to this course. The clinical hours are to be log into the google docs and reflect any work on the DNP project to include meeting with the major professor.

- **NGR 6912L DNP Project IV- Dissemination**, which includes writing the data results, findings, limitations, and implications for nursing in preparation for dissemination. This course is Major Professor directed and there are 30 clinical hours connected to this course. The clinical hours are to be log into the google docs and reflect any work on the DNP project to include meeting with the major professor. An oral or poster presentation of findings, conclusions and recommendations are approved by major professor and presented at the DNP Expositions in April/May of the final semester of the program. Other areas of dissemination in addition to the require DNP Exposition can include presenting findings to shareholders, presentation/poster at a conference, and/or producing a manuscript.

Note: the DNP project is called different things as it progresses through the process:

1) The initial idea starts with literature review and is a clinical question. The clinical question is developed based of the literature review (Translations & Synthesis of Evidence).

2) Once the literature review is completed, the DNP Project becomes a Proposal as is developed and used to submit to the IRB (DNP Project I and II);

3) The proposal is a working document that is used throughout the implementation and data collection phase (DNP Project I-III);

4) When the data collection is completed and the results analyzed, the proposal becomes a DNP Project (DNP Project IV).
Academic Policies
FSU GRADUATE SCHOOL POLICIES

Student are encouraged to access University polices related to graduate students at http://registrar.fsu.edu/bulletin/graduate/.

RECENTY OF WORK

The work for graduate nursing degrees must be completed within seven (7) years from the time the student first registers for graduate credit. Any graduate work transferred from another institution must have commenced not more than seven (7) years prior to completion of the degree for the credits to be applicable to the graduate nursing degree.

REGISTRATION FOR FINAL TERM

For doctoral student and master’s students in a thesis-type program, registration shall be required in the final term in which a degree requiring a thesis, dissertation, or treatise is granted… If a student does not make the manuscript final submission deadline for a given term, but completes all degree requirements before the first day of the next term, it is possible to waive the registration requirement. To be eligible for this registration exemption, all degree requirements, including manuscript clearance, must be completed prior to the first day of the next term. If the student has not been enrolled for the previous two terms, readmission is required before registration.

GRADUATION

During the first two weeks of the term in which a candidate expects to receive a degree, application for graduation must be made with the Office of the Registrar, Graduation Section, (850.644.5850). An online application for graduation is available at http://registrar.fsu.edu/services/graduation/

COLLEGE OF NURSING STUDENT POLICIES

Complete College of Nursing Policies are located at: http://nursing.fsu.edu/programs/student-policies

ACADEMIC REQUIREMENTS

The Graduate Program seeks to maintain its academic integrity and that of its students in accordance with University graduate policies and ensure the quality of each clinical experience. A higher level of academic performance is expected in clinical courses to assure patient and student safety. No clinical course for which a student receives a grade of "B-" (2.75 quality points) or below may count toward any graduate degree in the College of Nursing. A student must petition the Assistant Dean of Graduate Programs for permission to repeat a clinical course in which a grade of “B-" or below is received.

Students in the graduate program are required to maintain a 3.0 grade point average in all nursing course work each semester. Failure to do so will result in the student being placed on academic
probation. During the semester in which the student is on academic probation she/he is expected to improve the Nursing GPA to a 3.0 or greater. The inability to meet this expectation will require that the student be dismissed from the program.

REINSTATMENT

In order to be reinstated into the College of Nursing graduate program after having been dismissed for academic reasons the student is required to do the following:
1. Submit a written request for consideration of reinstatement to the Assistant Dean of Graduate Programs.
2. As part of the reinstatement process the student will be expected to meet with the College of Nursing Admissions Committee to provide justification for a reinstatement decision.
3. Upon reinstatement the student will be expected to complete successfully a prescribed plan of study in her/his first semester achieving a semester GPA of 3.0 or greater.

DIRECTED INDIVIDUAL STUDY (DIS)

The purpose of a DIS is to permit a student to concentrate on an individually selected topic of interest in nursing. The student initiates a request to a specific faculty member who agrees to guide the study. Faculty members do not initiate or offer DIS. No faculty member will be expected to sponsor more than five (5) DISs (either individual or group total) during any one term.

Four (4) credit hours will be the maximum number of credit hours allocated to any DIS. All DISs will be directly related to nursing. Extracurricular or volunteer activities will not be considered appropriate for a DIS. The total number of DIS hours completed cannot be more than six (6).

Procedure
1. The student identifies a faculty member willing to sponsor the project.
2. The student obtains a copy of the CON Proposal for DIS form from the Assistant Dean of Graduate Programs. This form is completed by the faculty sponsor to include a title and a description of the learning objectives and activities. Methods of assessment and grading policy will be determined by the faculty sponsor in collaboration with the student.
3. The DIS form is approved by the Dean and then the faculty responsible for the DIS will give the completed form to Jackie Sessions who will secure a DIS course number and upload it into the system. Once this is complete the Graduate Advisor will register the student for the course.

TRANSFER CREDIT

Transfer of courses not counted toward a previous degree from another regionally accredited graduate school is limited to six semester hours. A maximum of 12 credit hours as a non-degree seeking student at Florida State University may apply toward a graduate degree in the College of Nursing.

Upon transcript evaluation, applicants to the Doctor of Nursing Practice (DNP) program who already have a Master of Science in Nursing (MSN) degree from a program
accredited by CCNE or NLN may be approved for maximum of 40 credits and 675 clinical hours of transfer credit toward a DNP degree. A minimum of 43 credit hours and 340 clinical hours must be completed at Florida State University College of Nursing.

**Procedure**

1. An applicant to the graduate nursing program must petition the Assistant Dean of Graduate Programs for acceptance of transfer credits and/or clinical hours and provide official transcripts, course descriptions, and course syllabi for review by the graduate nursing program.

2. Assistant Dean of Graduate Programs will review the transcript, course descriptions, and course syllabi to determine equivalency of previous course work with current graduate nursing courses. A DNP Transfer Credit Approval Form will be completed for the DNP applicant.

3. The request for transfer credit with course descriptions and syllabi, if requested, are provided to the College of Nursing Curriculum Committee. For DNP applicants, a copy of the DNP Transfer Credit Approval Form is provided to the College of Nursing Curriculum Committee.

4. Following the approval of transfer credit hours by the College of Nursing Curriculum Committee, applicants are notified in writing of the number of transfer credits approved. A copy of the DNP Transfer Credit Approval Form is provided to DNP applicants indicating the number of approved transfer credit hours and clinical hours accepted by the College of Nursing.

5. Students must then meet with the Graduate Program Academic Advisor to redesign the Program of Study.

**PROFESSIONAL CRITICAL BEHAVIOR POLICY**

The College of Nursing strictly adheres to the Florida State University Academic Honor Code as stated in the FSU General Bulletin. In addition, the following apply within the College of Nursing: the CON Academic Honesty Policy, the CON Plagiarism Policy, the Substance Abuse Policy and the Professional Critical Behaviors Policy.

Since each nursing student represents the College of Nursing, the University and the nursing profession, the faculty believes the following are behaviors deemed to be critical for all nursing students in each learning environment throughout the program of study:

1. Abide by the FSU Academic Honor Code and the Student Conduct Code, the College of Nursing Academic Honesty Policy, Plagiarism Policy, and Professional Critical Behaviors Policy.

2. Exhibit professional nursing behaviors including, but not limited to the following:

   - Dress appropriately at all times when representing the College of Nursing by adhering to the dress code for courses and clinical assignments.
Communicate using appropriate language and terms and demonstrate respect for others including addressing them by proper name and title.

Demonstrate ethical behavior including maintaining confidentiality.

Resolve conflicts appropriately and follow appropriate lines of communication/chain of command.

Deliver safe, effective nursing care including using appropriate judgment when making decisions; properly using and caring for equipment; and using correct techniques and cautions when delivering care,

Adhere to the policies and protocols of the College of Nursing, affiliating agencies, the Florida Nurse Practice Act and the legal mandates of society.

Note: An unsatisfactory in one or more of # 1 and # 2 will result in disciplinary action. This can include, but is not limited to the following:
   a. Failing the course regardless of grades in other course requirements; and/or
   b. Expulsion from the nursing program.

Individual courses or terms may have course-specific or term-specific behaviors with subsequent consequences. The nursing student is bound by the consequences of the course/term requirements as appropriate

ACADEMIC HONOR POLICY

The legal foundation for the coordinated efforts of faculty and students to uphold academic integrity and combat academic dishonesty is provided in the Academic Honor System (FAC 6C2-3.005), which can be found in the Florida State University Student Handbook. The specific authority for FAC 6C-3.005, "Academic Honor System," is provided for in 240.227(1), 240.202(1), and 240.261(2) FS; and Florida Board of Education rule 6C-6.0105 "Student Discipline."

The Academic Honor Policy and the Florida State University Student Handbook can be found at the following site: http://deanofstudents.fsu.edu.

Students are expected to uphold the Academic Honor Policy published in The Florida State University Bulletin and the Student Handbook. The Academic Honor System of the Florida State University is based on the premise that each student has the responsibility (1) to uphold the highest standard of academic integrity in the student’s own work, (2) to refuse to tolerate violations of academic integrity in the University community and (3) to foster a high sense of integrity and social responsibility on the part of the University Community.

Examples of Academic Honor Violations include but are not limited to the following:

1. PLAGIARISM. Intentionally presenting the work of another as one's own (i.e., without proper acknowledgement of the source).
   Typical Examples Include: Using another's work from print, web, or other sources without
acknowledging the source; quoting from a source without citation; using facts, figures, graphs, charts or information without acknowledgement of the source.

2. CHEATING. Improper application of any information or material that is used in evaluating academic work.
   Typical Examples Include: Copying from another student's paper or receiving unauthorized assistance during a quiz, test or examination; using books, notes or other devices (e.g., calculators, cell phones, or computers) when these are not authorized; procuring without authorization a copy of or information about an examination before the scheduled exercise; unauthorized collaboration on exams.

3. UNAUTHORIZED GROUP WORK. Unauthorized collaborating with others.
   Typical Examples Include: Working with another person or persons on any activity that is intended to be individual work, where such collaboration has not been specifically authorized by the instructor.

4. FABRICATION, FALSIFICATION, AND MISREPRESENTATION. Intentional and unauthorized altering or inventing of any information or citation that is used in assessing academic work.
   Typical Examples Include: Inventing or counterfeiting data or information; falsely citing the source of information; altering the record of or reporting false information about practicum or clinical experiences; altering grade reports or other academic records; submitting a false excuse for absence or tardiness in a scheduled academic exercise; lying to an instructor to increase a grade.

5. MULTIPLE SUBMISSIONS. Submitting the same academic work (including oral presentations) for credit more than once without instructor permission. It is each instructor's responsibility to make expectations regarding incorporation of existing academic work into new assignments clear to the student in writing by the time assignments are given.
   Typical Examples Include: Submitting the same paper for credit in two courses without instructor permission; making minor revisions in a credited paper or report (including oral presentations) and submitting it again as if it were new work.

6. ABUSE OF ACADEMIC MATERIALS. Intentionally damaging, destroying, stealing, or making inaccessible library or other academic resource material.
   Typical Examples Include: Stealing or destroying library or reference materials needed for common academic purposes; hiding resource materials so others may not use them; destroying computer programs or files needed in academic work; stealing, altering, or intentionally damaging another student's notes or laboratory experiments. (This refers only to abuse as related to an academic issue.)

7. COMPLICITY IN ACADEMIC DISHONESTY. Intentionally helping another to commit an act of academic dishonesty.
   Typical Examples Include: Knowingly allowing another to copy from one's paper during an examination or test; distributing test questions or substantive information about the material to be tested before a scheduled exercise; deliberately furnishing false information.

8. ATTEMPTING to commit any offense as outlined above.

Student Responsibility
1. Each student shall be responsible for abiding by the Academic Honor Policy at all times.
   If required by an instructor, at the conclusion of each examination or submission of an assignment, each student shall sign a pledge that the student has neither given nor received aid from any unauthorized source during the examination or in preparing the assignment.

2. Any student who violates the Academic Policy is expected to report the violation to the instructor and/or the University judicial officer.
3. If a student observes cheating during an examination, the student should consult with the instructor of the course as soon as reasonable so that the cheating may be stopped. If a student otherwise observes or learns of another student’s violation of the Academic Honor Policy, the student shall either: a) ask the student to report the violation to the instructor of the course and/or the University judicial officer or b) report the violation to the instructor of the course and the University judicial officer. In the event that a student asks another student to report himself/herself and such student does not do so, then the student shall report, as soon as practicable, the violation to the instructor of the course and/or the University judicial officer. The student should provide the name of such student or students involved, if known, and furnish such evidence as is available to support the charge.

**Academic Penalties**

When an instructor believes that a student has violated the Academic Honor Policy in one of the instructor’s classes, the instructor must first contact the Office of the Dean of Faculties to report the alleged violation and to determine if the student has a history of prior violations before deciding whether to proceed with a Step 1 agreement. The instructor must also inform the department chair or dean. If the intent to pursue a Step 1 Agreement is determined, the instructor shall discuss the evidence of academic dishonesty with the student and explore the possibility of a Step 1 agreement in accordance with the procedures for resolving cases as outlined in [http://fda.fsu.edu/Academics/Academic-Honor-Policy](http://fda.fsu.edu/Academics/Academic-Honor-Policy).

**Plagiarism Prevention**

Plagiarism is grounds for suspension from the University as well as for course failure and will not be tolerated. Any instance of plagiarism must be reported to the Dean of the College of Nursing. Plagiarism is included among the violations defined in the Academic Honor Code, section b), paragraph 2, as follows: "Regarding academic assignments, violations of the Academic Honor Code shall include representing

FSU has a site-wide license to Turnitin for detecting plagiarism. This service scans materials to see if content has been copied from papers available on the Internet or other papers in the database. All required papers may be subject to submission for textual similarity review to SafeAssign for the detection of plagiarism and may be entered into the database.

While there are a variety of reasons for plagiarism, every instance of plagiarism may not be deliberate. Most cases of plagiarism can be avoided by citing sources, acknowledging that the material and/or the essential idea has been borrowed, and providing the information necessary to locate that source.

The resources below include checklists, guidelines, examples, and explanations in how to research and write papers without risk of plagiarism. These resources are concise in content and presentation and should be valuable to the beginner and the experienced student alike.

- Citation Style for Research Papers (APA, Purdue Owl APA); [http://owl.english.purdue.edu](http://owl.english.purdue.edu)
- IPL Teen Space: A+ Research and Writing (useful for teens and college students, a list of steps, processes, and tips) [http://www.ipl.org/div/aplus/stepfirst.htm](http://www.ipl.org/div/aplus/stepfirst.htm)
• Information Literacy Tutorials (multimedia, interactive tutorial—requires Authorware plugin to view) [http://libraries.dal.ca/](http://libraries.dal.ca/)


• Writing Research Papers: A Step-by-Step Procedure (a 1-page checklist) [http://owl.english.purdue.edu](http://owl.english.purdue.edu)

FSU College of Nursing
Academic Honor Policy

The College of Nursing expects students to uphold the Florida State University Academic Honor Policy which outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “… be honest and truthful and … [to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at [http://fda.fsu.edu/Academics/Academic-Honor-Policy](http://fda.fsu.edu/Academics/Academic-Honor-Policy))

In addition, the following apply in the College of Nursing: the CON Academic Honesty Policy (S -10), the CON Professional Critical Behaviors Policy (S -13 Attachment 1), and the CON Substance Abuse Policy (S - 5). Each policy can be found on the College of Nursing website at [http://nursing.fsu.edu/programs/student-policies](http://nursing.fsu.edu/programs/student-policies).

I have read the Academic Honor Policy of the Florida State University, the College of Nursing policies on Academic Honesty, Plagiarism, Substance Abuse, and Professional Critical Behaviors and understand the statements provided above.

I affirm my commitment to the concept of responsible freedom. I will be honest and truthful and will strive for personal and institutional integrity at Florida State University. I will abide by the Academic Honor Policy at all times.

Student Signature ______________________________ Date ________________

Print student name ______________________________
SUBSTANCE ABUSE POLICY

Students who are unable to practice nursing with reasonable skills and safety to clients/patients due to the use of alcohol, drugs, or chemical or any other type of material or as a result of any physical or mental condition may be dismissed from the nursing program.

The College of Nursing is committed to maintaining a drug and alcohol-free workplace and academic environment; therefore, the use, possession, manufacturing, distribution, dispensing, selling or arranging to distribute illegal drugs and/or alcohol by students in the Florida State University College of Nursing will not be tolerated.

Procedure:

1. Upon admission, students must complete a urine drug screen using the Urine 10 Panel Test as provided by American Databank.

2. Should physical and/or behavioral signs of alcohol and/or other drug intoxication be exhibited by a student and/or detected by agency personnel, staff, clients, faculty or peers, the student will be required to immediately undergo testing by an independent laboratory designated by the College of Nursing or by using the Urine 10 Panel Test as provided by American Databank. The tests will consist of, but not be limited to, a Blood Alcohol Level and/or a Urine 10 Panel Test.

3. If the student tests positive in either of the above situations (#1 or #2), the student will be dismissed from the College of Nursing and the College of Nursing will make a referral to the Intervention Project for Nurses (IPN) program for further testing, counseling, and evaluation. If the student refuses to voluntarily cooperate with the IPN program, the student will be dismissed from the College of Nursing and no further consideration will be given for readmission. The only exception made will be results that coincide with a prescribed drug that is currently being taken by the student. This must and will be substantiated by a Medical Review Officer (MRO) associated with American Databank.

4. Students who have been dismissed must write a letter to the College of Nursing Admission and Graduation Committee asking for readmission. (see Policy U-13)

5. Following dismissal, reinstatement into the College of Nursing will be contingent upon the student’s involvement and evaluation by IPN and/or one of the approved programs designed and approved by IPN. The student must have a period of success as documented by IPN for one (1) year.

6. Students will receive a letter from the College of Nursing Admissions, Retention and Graduation Committee informing the student of their decision.
CLINICAL CLEARANCE

Clinical Clearance is required for a student to participate in a required clinical experience. Any lapse in Clinical Clearance may result in the student being dropped from courses. For the health and safety of nursing students and the patients encountered in the nursing program, the FSU College of Nursing and participating agencies require current documentation of CPR, professional liability insurance, health insurance, and health status. Clinical Clearance will be issued when all documentation is current and complete.

- Current unencumbered Florida RN License
- Personal Health Insurance
- CPR Certification
- Criminal History Background Check (Affidavit of Good Moral Character required annually)
- Health Examination (TB/PPD required annually)
- 10-panel Drug Screen

Upon provision of this information, as well as confirmation from the Assistant Dean of Graduate Programs that the signed preceptor approval form is on file in the Graduate Office, students will receive Clinical Clearance. Evidence of clinical clearance will be sent to the preceptor and student by way of a statement in the preceptor approval letter. Clinical clearance must be obtained before students can participate in clinical courses. Failure to provide evidence of Clinical Clearance may result in the student being dropped from the course. Some clinical agencies require additional background screening and drug testing prior to initiation of clinical activities at the agency.

It is the responsibility of the student to provide updated information and to obtain Clinical Clearance each semester. Clinical clearance documents should be submitted to your online Clinical Clearance account (American Databank).

COLLEGE OF NURSING GRADUATE STUDENT RECORD

The Graduate Program requires that the following information be kept current. Please provide updates to the following each semester to the Graduate Program Advisor.

1. Local address
2. Home phone number
3. Cellular phone number
4. E-mail address
5. Permanent address
6. Academic Honesty Statement
CRIMINAL BACKGROUND CHECKS

Florida Law restricts access to children, elderly and disabled patients by persons convicted of specific misdemeanors and felonies. (Chapter 435 Florida Statutes). This law places restrictions on health care facilities, which in turn require students to comply with the same restrictions as their employees and volunteers. On entry to any program in the College of Nursing, the student must submit to a FDLE/FBI Level II Criminal Background Check via American Databank. This includes, but is not limited to, a review of:

- County of Residence Criminal Records
- Residence History (last 7 years)
- Social Security Verification
- Nationwide Healthcare Fraud & Abuse Scan
- Nationwide Sexual Offenders Registry Scan

If any negative findings are reported to the College of Nursing from these reviews, the results will be forwarded to the Assistant Dean of the College of Nursing. After review of the documents, the Assistant Dean will discuss the findings with the student and request a copy of the Disposition of Charges to be placed in the student’s file. If the charges are incompatible with eligibility for licensure as a registered nurse in the state of Florida, the student will be dismissed from the program.

A waiver signed by the student will be placed in the student’s file allowing the College of Nursing to send a copy of this report to clinical facilities requiring this information. The clinical facility may determine that the information on the report does not meet their policies and may deny the student admission to the facility and/or access to their patients based on evidence of arrests or criminal convictions. If that should occur, and a comparable assignment cannot be made to meet the course objectives, the student’s enrollment in the College of Nursing will be discontinued.

Students will be required to submit a notarized Affidavit of Good Moral Character on an annual basis following the initial background check to certify that no offenses have been committed since the initial background check was completed. Absolute honesty is essential. Students who are not enrolled for two or more consecutive semesters will be required to resubmit all criminal background check materials at the time of re-entry.

Instructions for the Criminal Background Check through American Databank are available on the CON Graduate Program Blackboard site. Digital fingerprinting may be done at any many agencies throughout Florida. Please read and follow all instructions very carefully to avoid errors, which could cause delays or result in the discontinuation of enrollment.
AFFIDAVIT OF GOOD MORAL CHARACTER

State of Florida
County of ______________________

Before me this day personally appeared __________________________ who, being duly sworn, deposes and says:

I am an applicant for employment as a caretaker (or similar position requiring level 2 screening under Chapter 435, Florida Statutes), or I am currently employed as a caretaker with:

The Florida State University College of Nursing

By signing this form, I am swearing or affirming that I have not been found guilty or entered a plea of guilty or nolo contendere (no contest), regardless of the adjudication, to any of the following charges under the provisions of the Florida Statutes or under any similar statute of another jurisdiction. I also attest that I do not have a delinquency record that is similar to any of these offenses.

I understand I must acknowledge the existence of any criminal records relating to the following list regardless of whether or not those records have been sealed or expunged. I understand that I am also obligated to notify my employer of any possible disqualifying offenses that may occur while employed in a position subject to background screening under Chapter 435, Florida Statutes.

Relating to:

Sections: 393.135 relating to sexual misconduct with certain developmentally disabled clients
394.4593 relating to sexual misconduct with certain mental Health patients
415.111 adult abuse, neglect, or exploitation of aged persons or disabled adults
741.30 domestic violence and injunction for protection (defined in 741.28) means any assault, aggravated assault, battery, aggravated battery, sexual assault, sexual battery, stalking, aggravated stalking, kidnapping, false imprisonment, etc. of a family or household member
782.04 murder
782.07 manslaughter, aggravated manslaughter of an elderly person or disabled adult, or aggravated manslaughter of a child
782.071 vehicular homicide
782.09 killing an unborn child by injury to the mother
784.011 assault, if the victim of offense was a minor
784.021 aggravated assault
784.03 battery, if the victim of offense was a minor
784.045 aggravated battery
784.075 battery on a detention or commitment facility staff
787.01 kidnapping
787.02 false imprisonment
787.04(2) taking, enticing, or removing a child beyond the state limits with criminal intent pending custody proceedings
787.04(3) carrying a child beyond the state lines with criminal intent to avoid producing a child at a custody hearing or delivering the child to the designated person
790.115(1) exhibiting firearms or weapons within 1,000 feet of a school
790.115(2)(b) possessing an electric weapon or device, destructive device, or other weapon on school property
794.011 sexual battery
794.041 prohibited acts of persons in familial or custodial authority (former)
Chapter: 796 prostitution
Section: 798.02 lewd and lascivious behavior
Chapter: 800 lewdness and indecent exposure
Section: 806.01 arson
Chapter: 812 felony theft and/or robbery and related crimes, if a felony
Sections: 817.563 fraudulent sale of controlled substances, if the offense was a felony
825.102 abuse, aggravated abuse, or neglect of disabled adults or elderly persons
825.1025 lewd or lascivious offenses committed upon or in the presence of an elderly person or disabled adult
825.103 exploitation of disabled adults or elderly persons, if the offense was a felony
826.04 incest
827.03 child abuse, aggravated child abuse, or neglect of a child

CONTINUED ON NEXT PAGE
827.04 contributing to the delinquency or dependency of a child
827.05 negligent treatment of children
827.071 sexual performance by a child
843.01 resisting arrest with violence
843.025 depriving an officer means of protection or communication
843.12 aiding in an escape
843.13 aiding in the escape of juvenile inmates in correctional institution
Chapter: 847 obscene literature
Section: 874.05(1) encouraging or recruiting another to join a criminal gang
Chapter: 853 drug abuse prevention and control only if the offense was a felony or if any other person involved in the offense was a minor
Sections: 916.0175 relating to sexual misconduct with certain forensic clients
944.35(3) inflicting cruel or inhuman treatment on an inmate resulting in great bodily harm
944.46 harboring, concealing, or aiding an escaped prisoner
944.47 introduction of contraband into a correctional facility
965.4045 sexual misconduct in juvenile justice programs
965.4046 contraband introduced into detention facilities

ONE OF THE FOLLOWING STATEMENTS MUST BE MADE:

Under the penalty of perjury, which is a first degree misdemeanor, punishable by a definite term of imprisonment, not exceeding one year and/or a fine not exceeding $1,000 pursuant to ss.837.012, or 775.082, or 775.083, Florida Statutes, I attest that I have read the foregoing, and I am eligible to meet the standards of good character for this caretaker position.

______________________________
Signature of Affiant

OR

To the best of my knowledge and belief, my record may contain one or more of the foregoing disqualifying acts or offenses.

______________________________
Signature of Affiant

OR

for teachers and non-instructional personnel in lieu of fingerprint submission:

I swear or affirm that I have been fingerprinted under Chapter 1012, Florida Statutes, when employed as a teacher or non-instructional employee and have not been unemployed from the school board for more than 90 days. I swear the findings of that background check did not include any of the above offenses and that I meet the standards of good character for this caretaker position.

______________________________
Signature of Affiant

OR

To the best of my knowledge and belief, my record may contain one or more of the foregoing disqualifying acts or offenses.

______________________________
Signature of Affiant

Sworn to and subscribed before me this ____ day of ______________________, ______

______________________________
My commission expires

NOTARY PUBLIC, STATE OF FLORIDA

My signature, as a Notary Public, verifies the affiant’s identification has been validated by
Academic Resources
LIBRARY RESOURCES

Books and Articles
On the library homepage (www.lib.fsu.edu) you will find a Research Guide for Nursing (http://guides.lib.fsu.edu/nursing) which links you to all the databases and give you a tutorial for searching databases. If you have any questions about resources or library services, please contact Mike Siriwardena who is our library liaison.

To locate books
To find books go to www.lib.fsu.edu.
Click on the “Find books, journal, and more” tab to the left of the page
Type in your request
Click on search.
All patrons are responsible for returning library materials on or before the date the material is due. Due dates can be found online by logging into your library account. Material may be renewed if it has not been recalled by another patron or is overdue by going to the Catalog Renewal Service. Materials may be renewed up to three times, after which they must be returned to the library for renewal. Periodicals and other restricted materials may not be renewed online.

If you cannot find a book, here are some alternatives (look under Services on the Home page at the top for all library services)

FSU Library List of Services
From the library home page, you can click on Services and it has a list of all services available to graduate students. The following are just a few of the services:
Ask a Librarian - Ask a Librarian provides FSU students, faculty, and staff with virtual reference services through live chat and text messaging whenever the library is open

Library Liaison - are now referred to as subject librarians. They order materials, perform consultations, and work with graduate students and faculty of FSU our subject librarian is Mike Siriwardena at msiriwrdena@fsu.edu.

Bradley Reading Room- The Scholars Commons Reading Room (located on the ground floor of Strozier Library) provides an environment for independent and collaborative research. The Scholars Commons Reading Room (located on the ground floor of Strozier Library) provides an environment for independent and collaborative research.

Consultation- A consultation with a librarian who specializes in your area of study will be able to assist with your research needs at any level.

DigiNole-Florida State University's digital repository, provides online access to thousands of unique and historical materials, as well as the products of original research by the FSU community.
Get Library Help Research help at the libraries includes face to face and virtual. Search the Research Guides for specific areas of study, contact a librarian who specializes in your area, or use chat.

Grad Boxes (Digital Media Resources for Active Learning)- Scholars Commons in Strozier Library "Grad Box" is available on a first-come, first served walk-in basis. It can be charged out at the Scholars Commons Office.

Interlibrary Loan- Interlibrary Loan (ILL) is a service where a student, faculty, or staff of Florida State University may obtain books or obtain photocopies of articles from other institutions.

Library Instruction- Librarians are available to meet with classes for instruction in the effective use of information resources. Customized library sessions may be requested to introduce classes to the major research tools in specific disciplines, with an emphasis on the use and comparative value of these resources and how they fit into the context of the research process.

Off Campus Access- Access to our resources off-campus requires logging into a proxy server. Logging in allows databases to recognize you as a member of FSU and to download and browse articles as needed.

Printing, Scanning, and Copying- Printers are provided on the ground, main, and second floors of Strozier and Dirac Library. Printing requires the use of an FSU card with a positive balance. Page includes visitor instructions for printing.

Statistics Consulting- The Statistical Consulting Center, a program of the FSU Department of Statistics, offers services to students and faculty in all disciplines.

Study Spaces- Study spaces are available to individual and groups of students. Please use the room booking form to reserve your study room.

UBorrow- allows you to request materials directly from participating libraries within Florida’s state university and college system. This unmediated borrowing service increases your access to the collections of the other universities and colleges in Florida and delivers faster than standard Interlibrary Loan.

Writing Center@Strozier- the Reading/Writing Center (RWC) is available at Strozier on the main floor, next to the reference desk. The RWC offers individualized instruction in composition and reading through one-to-one tutoring and small group workshops. Students may make appointments or walk-in for assistance. Students can be seen at the writing center by appointment or as walk-in. CON encourages graduate students to take ENG 5998, an online writing course through the English Department. ENG 5998 provides individualize instruction for graduate students working on papers, articles, research projects, these, and dissertation. They now offer students the opportunity to schedule appointments online, 24/7. To make an appointment, please visit this website:
fsu.mywconline.com. If you are interested in take ENG 5998 contact the Director, Dr. Stephen McElroy of the RWC at smcelroy@fsu.edu.

General Library Information:

The **Paul Dirac Science Library**, in the heart of the Science Center complex scientific and technical books and periodicals. Public access terminals and microcomputers connected to the University’s Computer Center are available for student use. Many nursing-related journals are housed here. Contact numbers is (850) 644-5534.

The **Robert Manning Strozier Library** and its four branch libraries hold over 1,800,000 books and periodicals, over 150,000 maps, and over 590,000 government documents. The library is a depository for U.S. Federal and State of Florida documents as well as for the United Nations and UNESCO. Within the library is a Micro Materials Center with facilities for making paper copies of microforms. The FSU library has acquired many electronic journals, books and databases, which are available to students and faculty. Please go to [http://www.lib.fsu.edu/](http://www.lib.fsu.edu/) for a description of the services provided by the FSU Library. Tutorials on use of e-journals and databases are located at this website.

**The Library Users Information Service (LUIS):** allows access to an on-line computer catalog of the holdings of all the libraries at Florida State University and of each library in the State University System of Florida. Bibliographical subject searches are provided by library staff through computer terminals located in the Strozier and Dirac libraries. Through the Inter-Library Loan Program, materials may be borrowed from other libraries at no or minimal cost. Library hours change during breaks, holidays, and summer sessions. Call (850) 644-3278 for a recorded message giving current hours.

**The College of Medicine Medical Library:** Though the emphasis is on delivering information electronically whenever available, the Medical Library has acquired a quality core print collection of books and journals. The Medical Library collection focuses on medicine and delivery of medical care to rural, geriatric and other underserved populations. The library’s collection includes 18 electronic journals and 38 on-line medical databases including Harrison’s Online, Stat!Ref, and MEDLINE which are accessible to nursing students and can be accessed through an off-campus proxy server. For general information contact the library at (850) 644-3883 or see [www.med.fsu.edu/library](http://www.med.fsu.edu/library)
CON RESOURCES

Simulation and Skills Laboratory is a suite for practice and demonstration located on the third floor of the College of Nursing Building. The facility is fully equipped with a wide variety of supplies and equipment. It may be used for practicing such skills as advanced health assessment and can also provide graduate Teaching Assistants practice teaching opportunities with undergraduate students. The Skills Lab also houses the adult and pediatric Human Patient Simulators. For practice with either, arrange dates and times with Lab Coordinator at (850) 645-0657.

COMPUTER RESOURCES

Establishing a Student Internet Account

All FSU faculty, staff, students, retirees, and alumni are eligible to receive email accounts. For most users, the email login and password credentials will be the same as their FSUID. Students: email addresses are created after activating an FSUID. Students are normally issued email addresses based on the first initial of their first, middle, last name, and the 2-digit year of admission. For more information go to Information Technology Services at http://its.fsu.edu.

College of Nursing Graduate Program Blackboard Site-this will be changing in January 2018 to a Canvas site-more to come provides Information and announcements pertaining to the College of Nursing and the Graduate Nursing Program. Discussion boards allow students to post questions they may have about the program. Students are encouraged to check this site weekly to keep informed of upcoming events and updated materials. A student computer lab is available in Room 209 of Duxbury Hall. Go to nursing.fsu.edu for more information on available resources.

The FSU Information Technology Services: Computing: There is a Guide to Computing at FSU and other information available from their web site http://www.its.fsu.edu and the help desk is at http://helpdesk.fsu.edu.

The FSU Computer Store handles all computer purchase programs enabling students, faculty and staff to purchase Apple, Compaq, Dell and Gateway computers at educational prices. Information and pricing is available at the Computer Store web site http://www.bkstr.com/floridastatestore/shop/technology/computers-and-tablets.

The FSU Bookstore handles all software packages and offers exceptional education pricing. Software is available in the store and on-line at http://www.fsu.bkstr.com. (850) 644-2072

Computer Labs: FSU information Technology Services (ITS) provides a campus computer lab that are available to the entire university. This lab is open to all FSU students, faculty, and staff with a valid FSU Card. The computer lab is in Oglesby Union
room 202. Go to [http://its.fsu.edu/service-catalog/end-point-computing/computer-lab](http://its.fsu.edu/service-catalog/end-point-computing/computer-lab) to get more information and schedule time.

**GRADUATE COMPUTER SPECIFICATIONS**

*Florida State University College of Nursing*

**Part 1: Computer System Specifications**

**Hardware:**
Any computer that is older than 2 years will typically not be able to perform the tasks required to complete the program. Your computer needs to have full multimedia capabilities (sound, microphone, and web cam). Headphones or ear buds, web cam, and microphone will be required to access online presentations and to participate in online video conferencing sessions. An important part of your computer is having a plan for backing up your data. There are several inexpensive services (DropBox, Mozy, Carbonite, etc.) that will insure your important files are automatically backed up.

**Software:**
The University provides you with a free version of Microsoft Office 365 online with your @my.fsu.edu account. The link below will take you to the FSU Information Technology Services site for Student Essentials: [http://its.fsu.edu/student-essentials](http://its.fsu.edu/student-essentials). This page basically explains what is available and offers links to imports sites. There is also student version of Microsoft Office available for a discounted price and Google Docs is available for free. You will want to make sure you have an anti-virus program (Microsoft Security Essentials is free) and a program to remove malware (Super AntiSpyWare is free). Software is typically updated every month and you need to make sure you have the latest updates for your computer to function properly.

**Internet Connection:**
As a student, you are responsible for setting up an account with an Internet Service Provider (ISP), a company that provides the software and service necessary for accessing the Internet. If you are not comfortable troubleshooting problems on your computer you will want to sign up with an ISP with a 24-hour help desk.

**Internet Browsers:**
It is highly recommended that you load at least two browsers on your computer. If you have problems accessing course material the first thing to do is try a different browser. The most popular browsers are Chrome, Firefox and Internet Explorer. All browsers are constantly being updated and it is important to check for updates. Please note that many programs require Flash or Java. These must be downloaded separately from Adobe.com and Java.com. Both of these programs are updated at least every month and you may need to have the latest version for the software to work.

**Mobile device (smart phones, iPod Touch, tablets, etc.)**
You are required to have a device with a mobile app for your use in the clinical setting. You can download a mobile app from the FSU College of Medicine Maguire library site. Go to [https://www.lib.fsu.edu](https://www.lib.fsu.edu); go to libraries-in the drop-down box click on Maguire Medical Library-in the Resources box click on Mobile Resources. You will find a number of resources that you can put on your mobile device. You should download either u-Central or Epocrates or both if you wish. You need to follow the direction for
each item in order to access it. Since you are an FSU student you do not have to pay for these Apps. http://med.fsu.edu/index.cfm?fuseaction=library.home

The u-Central Mobile App
The Epocrates App

If you have questions on which program to purchase contact Dr. Porterfield and she can help with your decision.

Please note that there may be discounts for students so watch for an announcement. The point of contact for mobile software is Dr. Susan Porterfield at sporterfield@fsu.edu.

Part 2: Communications

E-Mail Service - As an FSU student, you will receive a University e-mail account that is used for all communications from the University. If you prefer to use a private e-mail account instructions are provided for forwarding your e-mail. It is your responsibility to check your email at least daily and to insure that if you have forwarding set up for your email that it is working properly.

Google Plus or Videoconferencing - You will need a webcam, a microphone and a set of earphones or ear buds to participate in videoconferencing required for some online and practicum courses. If your laptop does not have a built-in microphone you will need to purchase an external microphone to participate in the videoconferences.

Video Recording – You may be required to video yourself for course assignments. Video uploads may be submitted through Canvas through the FSU dropbox (dropbox.fsu.edu). Video should be in MP4 or QuickTime format. If you need assistance to make sure you are submitting an appropriate format, please contact Victoria Reeves at (850) 644-1473 or email vreeves@nursing.fsu.edu.

Human Resourcefulness – The success of technology application depends on your persistence and ingenuity. Your grades will not depend on your successful use of technology, but successfully using technology will enhance your educational experience. Please do your best to make it work. It is highly recommended to have a network for technical support. Share problems, useful experiences and tips with your classmates and instructors on the Discussion Board of your course sites. The University provides general computer support by phone (850-644-4357) and its website: http://helpdesk.fsu.edu. Canvas support is provided through the Canvas website, by e-mailing help@campus.fsu.edu or calling (850) 644-8004.

RESEARCH AND STATISTICS

Ranked in the prestigious Carnegie Foundations Research I Universities category (one of 88 American universities to earn this distinction), the Florida State University places paramount importance on the value of quality research. Accordingly, the College of Nursing equally values the primary importance of research in nursing education.

College of Nursing also has a statistical advisor, Dr. Glenna Gordon at (850) 645-0699 or ggordon@fsu.edu. Please call her to make an appointment as needed.
GRADUATE STUDENT FACILITIES

Graduate Nursing Students may reserve either a classroom or a conference room in Duxbury Hall as needed for academic purposes. Requests are to be made to Jackie Sessions and should be given at least two weeks in advance. She is located in Room 461 and can be reached at (850) 644-5100.

OTHER UNIVERSITY FACILITIES AND SERVICES

Florida State University offers a vast range of services, which enhance the academic experience. The Oglesby Student Union offers postal, food, banking, and traveling services. The University Book Store (850-644-2072), located on the ground floor of the Call Street parking deck, offers a wide variety of student supplies, software, sportswear, and texts. Online orders can be placed at http://www.fsu.bkstr.com. Another excellent source from which to obtain course-required texts is Bill’s Bookstore. Go to http://www.billsbookstore.com for locations and hours of operations. Ambulatory health services, including counseling and stress management, are available to students at the Health and Wellness Center (850-644-6230). The Leach Student Recreation Center (850-644-0550) offers an array of fitness activities, including work-out equipment, indoor track, racquet ball and squash courts, and Olympic-sized swimming pool. A number of intramural programs are also available each semester. Contact the Campus Recreation Office at 850-644-0551.

The University provides many fine arts programs and cultural activities with music, theater, dance, and visual arts events held throughout the year. "Tallahassee: Seven Days of Opening Nights” is a yearly festival which brings to campus world-renowned actors, authors, musicians, and artists in the fine and performing arts.

The Office of Financial Aid can provide information on financial assistance opportunities from a number of sources (850) 644-0539; https://financialaid.fsu.edu. The Career Center, located in Albert and Judith Dunlap Student Success Center at 100 South Woodward, provides career counseling and advising services (resume writing, job locators). (850) 644-6431. The Office of Parking Services is responsible for the administration of the parking and transportation program on campus (850) 644-5278.

PROFESSIONAL ACTIVITIES/ORGANIZATIONS/FELLOWSHIPS

Sigma Theta Tau

For more than 75 years the Sigma Theta Tau International Honor Society of Nursing has promoted excellence across all areas of nursing practice, from clinical and research to education and administration. It leads and supports the scientific inquiry into how nursing can best respond to patient needs. Members have access to an unequaled array of resources that can be used to benefit their careers in an international community of nurses that positions the profession at the forefront of health care by supporting scholarship, research, and leadership worldwide.
FSU’s chapter is Beta Pi. Membership is conferred upon students who demonstrate exceptional academic performance as well as working nurses who have demonstrated exceptional achievements in their practice. To be eligible for membership as a Master's degree student, one must have completed one-quarter of the master's program, achieved a grade point average of at least 3.5 on a 4.0 scale, and meet the expectation of academic integrity.

**Alumni Association**

The College of Nursing Alumni Association was organized in 1977 to (1) provide an opportunity to maintain a life-long association with the College (2) provide a framework for alumni with a common interest to meet formally or informally for educational, professional, and other alumni-oriented purposes (3) provide an advisory service to the College of Nursing and its alumni and (4) stimulate continued interest in and financial support from the College of Nursing at Florida State University.

The leadership of the College of Nursing Alumni Association encourages alumni to participate in the recruitment of qualified students to the nursing program, to support the development of scholarship fund, to assist in the beautification of the Nursing Building, and to promote interest in The Florida State University in their local areas.

The Alumni Association has an annual get-together during Homecoming weekend with recognition anniversaries of certain classes. Any College of Nursing alumnus, or friend whose interests are related, is eligible for membership in this Association. Contact the College of Nursing Dean’s Office at (850) 644-3299 for more information.

**Membership on College of Nursing Committees**

The Bylaws of the College of Nursing explicitly include student membership on committees. You may be asked, or may volunteer, to serve on the Admission, Curriculum, Student Affairs, and Program Evaluation committees as a graduate student representative. Contact the Assistant Dean of Graduate Programs, Dr. Porterfield, for additional information.

**Florida Nurses Association**

If you are not a member of the Florida Nurses Association (FNA) the faculty strongly encourages you to join. The address of the FNA is 1235 East Concord St., Orlando, FL 32853-6985 and their telephone number is (407) 896-3261 and website is www.floridanurse.org. Masters and DNP prepared nurses have the responsibility of leadership in the profession. The FNA is the voice of the profession and is an agent for change.

**Graduate Nursing Student Organization**

The Graduate Nursing Student Association (GNSA) was organized in the Spring of 1992. Its purpose is to provide a social support system and academic network for graduate students to promote the interests of graduate students, and provide formal input into the College of Nursing graduate program. Membership is open to any graduate nursing student. Participation in this organization offers the opportunity for representation on the Dean’s Advisory Committee and to serve as liaison to the Council for Advanced Practice Nursing. Officers should be elected in the Fall semester of each year.
Council of Advanced Practice Nursing (CAPN)

The Council of Advanced Practice Nurses meets monthly in Tallahassee for continuing education and networking. The Graduate Nursing Student Organization sends a student representative to this meeting. Students may join for a reduced rate, or they may attend any meeting (which provides dinner) for a small fee for Contact Hours. CAPN website is https://capntally.enpnetwork.com/

GRADUATE ASSISTANTSHIPS (GA)

Teaching Assistants (TA) and Research Assistants

The College of Nursing may employee TA/RAs if positions and funds are available. A Student interested in becoming a graduate assistant (TA or RA) must first contact the Assistant Dean of Graduate Programs to discuss general requirements. The prospective GA will then submit in writing to the Assistant Dean of Graduate Programs her/his desire to become a GA and a current CV/resume. Additional polices and information available for GA can be found in the 2017-2018 FSU Graduate Bulletin.

GA General Requirements

Graduate assistants are identified by levels according to their specific responsibilities. Refer to student policy M-3 Graduate Assistantship for specific information but in general all GA’s, regardless of levels, must meet the following general requirements:

1. Have a BS degree in Nursing.
2. Hold a current Florida RN license.
3. Have had recent clinical nursing experience.
4. Be fully admitted to the Masters (MSN) or Doctor of Nursing Practice (DNP) Program in the College of Nursing.
5. Be in good academic standing with a minimum GPA of 3.0.
6. Register for a minimum of 9 credit hours during the semester they are employed as a GA.
7. Attend orientations to the College of Nursing, to clinical agencies, and to the specific course to which they are assigned, including all course and level term meetings, if applicable.
8. Confer on a weekly basis with the assigned Faculty to which they are assigned.
9. Adhere to policies and procedures of Florida State University, the College of Nursing, and assigned course.
10. Teaching Assistants must register for a minimum of 1 credit hour in NGR 5941L (Supervised Teaching) during the first semester they are employed as a TA. Participation in weekly seminars is required. TAs must also attend orientation programs conducted by the FSU Program for Instructional Excellence (PIE), both days.
Faculty Research Interest
## GRADUATE FACULTY RESEARCH INTERESTS

Faculty will be discussing their research interests in various forums with graduate students early in the program. Students are encouraged to contact faculty who have interests which are similar to theirs to discuss thesis and/or research project topics. Please visit the College of Nursing website (http://nursing.fsu.edu/people/specialized-teaching-faculty) to read in detail about faculty and their current research interests.

<table>
<thead>
<tr>
<th>Name</th>
<th>Degrees</th>
<th>Specialty/Role</th>
<th>Research/Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbott, Laurie</td>
<td>PhD, Florida Atlantic Univ. MSN, Florida State Univ. BSN, Florida State Univ.</td>
<td>Health Disparities Public health</td>
<td>Health promotion interventions in rural community settings</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Bamber, Mandy</td>
<td>PhD, St Louis Univ. MSN, Florida State Univ. BSN, Florida State Univ.</td>
<td>Maternal health Nurse Educator</td>
<td>Alternative therapies, mindfulness mediation and effects on stress and anxiety</td>
</tr>
<tr>
<td>Teaching Faculty II</td>
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<tr>
<td>Craig-Rodriguez, Alicia</td>
<td>DNP, Florida State Univ. MBA, Univ. of South Florida BSN, Univ. Central Florida BA, Univ. of South Florida</td>
<td>Family NP Leadership Policy Entrepreneurship</td>
<td>Practice Entrepreneurship, Leadership and Mentoring, Health Care Policy Health Care Access, Integrative and Functional Medicine</td>
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<tr>
<td>Teaching Faculty I</td>
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<tr>
<td>Cormier, Eileen</td>
<td>PhD, Univ. of Florida MSN, Boston College MN, Dalhouse Univ. BSN, Univ. of New Brunswick</td>
<td>Mental health</td>
<td>Decision-making, deliberate practice interventions, nurses’ competencies caring for patients with psychiatric comorbidities; mental health literacy</td>
</tr>
<tr>
<td>Associate Professor</td>
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<tr>
<td>Associate Dean of Research</td>
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<tr>
<td>Dickey, Sabrina</td>
<td>PhD, Florida State Univ. MSN, Florida State Univ. BSN, Florida State Univ.</td>
<td>Health Disparities Nurse Educator</td>
<td>Health disparities among Black populations, family cancer communication, health promotion interventions, prostate cancer screening, quality of life among prostate cancer survivors and family members</td>
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<td>Assistant Professor</td>
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<tr>
<td>Gordon, Glenna</td>
<td>PhD, Florida State Univ. MS Statistics, MT St. Univ. BS Mathematics, California State Univ. Bakersfield</td>
<td>Statistics/Research Methods</td>
<td>Statistical literacy, statistics education; incivility among nurses/workplace violence in healthcare, heart failure and adverse outcomes, self-care; health disparities, public health; emergency department utilization</td>
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<td>Research Faculty I</td>
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<tr>
<td>Graven, Lucinda</td>
<td>PhD, Univ. of Alabama MSN, Florida State Univ. BSN, Florida State Univ.</td>
<td>Cardiovascular disorders Acute Care Nursing</td>
<td>Heart failure and adverse outcomes, Self-care; social problem-solving and social support; instrument development</td>
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<td>Greenhalgh, Jolynn</td>
<td>DNP, Univ. of Florida MSN, Florida State Univ. BSN, Florida State Univ.</td>
<td>Family Nurse Practitioner; Nursing Education</td>
<td>Women’s health, obstetrics, adolescent gynecology, aesthetics, sun protection, nursing entrepreneur</td>
</tr>
<tr>
<td>Teaching Faculty II</td>
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</tr>
<tr>
<td>Grubbs, Laurie</td>
<td>PhD, Univ. of Florida MSN, Univ. of Florida BSN, Florida State Univ.</td>
<td>Primary Care Adult Nurse Practitioner</td>
<td>Health promotion; exercise science; minority health; palliative care</td>
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<td>Hauber, Roxanne</td>
<td>PhD, Georgia State Univ. MS, Georgia State Univ. BSN, Florida State Univ.</td>
<td>Nursing Education Adult health Neuroscience</td>
<td>Brain injury research; learning memory and human performance; evidence-based practice, genetic and genomic applications in nursing practice</td>
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<td>Kariotth, Sally</td>
<td>PhD, Florida State Univ. MSN, Univ. of Florida MS, Florida State Univ. BSN, Univ. of Wisconsin-Madison</td>
<td>Higher Education Community family Clinical Specialist-ARNP</td>
<td>Various aspects of death and dying; Coping with loss; Choices of funeral methods; Adult Education; Trauma and multicultural grief; Internationally nursed; Certified Traumatologist</td>
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<td>Kendall, Lauren</td>
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<td>Nursing Education</td>
<td>Failure to rescue; smoking cessation</td>
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<td>Kung, Mai</td>
<td>DNP, Univ. of Florida MPH, Emory Univ. MN, Emory Univ. BSN, Univ. Texas at Austin Post Master’s NE Certificate-FSU</td>
<td>Family Nurse Practitioner Policy</td>
<td>Women’s health, Healthcare policy and ethics, immunizations, healthcare access</td>
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<td>Lewis, Cindy</td>
<td>DNP, Samford Univ. MSN, Univ. Central Florida MPH, Univ. of South Florida</td>
<td>Public Health Administrations Leadership nursing</td>
<td>Interprofessional collaboration</td>
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<td>administration</td>
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| **Little, Barbara**  
Teaching Faculty III  
BSN, Univ. of South Florida  
MPH, Univ. South Florida  
BSN, Florida State Univ.  
DNP, Univ. of South Florida  
Oral Roberts Univ.  
BSN, Eastern Mennonite College, VA  
PhD, Univ. of South Florida  
Univ. of South Florida  
BSN, Florida State Univ.  
DNP, Univ. of South Florida  
MPH, Univ. South Florida | Public health  
Maternal-child  
Nurse Educator  
Nurse consultant | Population and maternal-child health; health disparities; adolescent health; leadership |
| **Lowe, John**  
Endowed McKenzie Professor for Health Disparity Research;  
Director: Center for Indigenous Nursing Research for Health Equity (INRHE)  
PhD, Univ. of Miami  
MN, Dalhousie Univ., NS  
BSN, Dalhousie Univ., NS | Nurse scientist | Health Disparities of Native American/Alaska Native and Global Indigenous; Community-Based Participatory Research (CBPR); Health Disparities of Vulnerable and Underrepresented Populations; Intervention Development and Testing; Cultural Specific Theoretical Model Development and Testing |
| **Martorella, Geraldine**  
Assistant Professor  
PhD, Univ. of Montreal  
MSN, Univ. of Montreal  
BSN, Univ. of Montreal  
PhD, Florida Atlantic Univ.  
MS, Florida Atlantic Univ.  
BSN Florida Atlantic Univ.  
AA, College of Lake County Post Grad.  
PMHNP | Pain management  
Acute adult care  
Pertoperative care research | Prevention of chronic pain; Web-based tailored interventions; CAM approaches; RCT; mixed method research |
| **McFetridge-Durdle, Judith**  
Dean Professor  
PhD, Univ. of Florida  
MN, Dalhousie Univ., NS  
BSN, Emory Univ.  | Cardiovascular  
Leadership | Cardiovascular, ACS, interprofessional education, coronary heart disease |
| **McLarty, Miriam**  
Teaching Faculty II  
PhD, Samford Univ.  
MN, Emory Univ.  
BSN, Emory Univ.  | Nurse Educator | Childhood and adolescent health; community health |
| **Millender, Eugenia**  
Associate Professor  
PhD Florida Atlantic Univ.  
MS, Florida Atlantic Univ.  
AA, College of Lake County Post Grad.  
PMHNP | Psychiatric mental health NP | Health Disparities; mental health wellness |
| **Pappas, Cara**  
Teaching Faculty III  
NP, Univ. South Carolina  
MSN, Univ. South Carolina  
BSN, Florida State Univ.  | Family Nurse Practitioner  
Acute Care NP | Cardiovascular nursing; Transitional care |
| **Park, Hye Jin**  
Associate Professor  
PhD, Univ. of Illinois at Chicago  
MSN, Chonnam Nat Univ.  
MPH, Univ. of South Florida  
BSN, Korea Open Nat Univ.  
Dip, Chosun College of Nursing | Informatics  
Nursing Admin | Informatics; healthcare; information systems; health disparities; gerontology |
| **Park, So Hyun**  
Assistant Professor  
PhD, Univ. of Illinois at Chicago  
MSN, Yonsei Univ. Seoul, Korea  
BSN, Yonsei Univ. Seoul, Korea | Child & family Health;  
Community Health  
Nursing | Childhood obesity; minority health |
| **Porterfield, Susan**  
Assistant Professor  
Assistant Dean of Graduate Programs  
PhD, Univ. of Florida  
MSN Florida State Univ.  
BSN, Minot State Univ., ND  
MS/HRMD, Chapman Univ., CA  
BA, Western State College, CO | Family Health;  
Women’s Health;  
Family Nurse Practitioner | Phenomenology; qualitative research; women’s live experience with HPV; family and & women’s health; disruptive clinical behavior; workplace violence; incivility in the workplace |
| **Shelton, Susan**  
Assistant Professor  
PhD, Georgia State Univ.  
MSN, Emory Univ.  
BSN, GA Baptist College of Nursing (now Mercer Univ.) | Nurse Midwifery  
Maternal-child; Research | Maternal mental health; postpartum care & education; role of exercise in childbearing women; advocacy |
| **Tucker, Denise**  
Teaching Faculty III  
PhD, Univ. AL Birmingham  
MSN, Univ. of Florida  
BSN, Florida State Univ.  
BA, Florida State Univ. | Adult Health Nursing  
Adult Critical Care Nursing; Nursing Education | Simulation; Palliative and end-of-life care; ethics; music therapy; nursing education; nursing informatics; qualitative methodology |
| **Whitten, Kay**  
Associate in Nursing  
DSN, Louisiana State Univ.  
MSN, Univ. of Arkansas  
BSN, Univ. AL Birmingham | Acute Care  
Family Health  
Family NP with PMH background | Families of adolescents with mental illness, depression, suicide prevention; adolescent health promotion; health disparities |
| **Whyte, James**  
Professor  
PhD, Univ. of Leicester, UK  
ND, Case Western Reserve  
MSN, Clarkson College-Omaha | Acute NP  
Family NP  
Pediatric NP | Simulation studies, HIV, African-American Women studies; clinical performance of nurses; performance based simulation studies |
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<thead>
<tr>
<th>Name</th>
<th>Position/Title</th>
<th>Education/Experience</th>
<th>Interests/Expertise</th>
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<tr>
<td>Whyte, Maria</td>
<td>Teaching Faculty II; Simulation Lab Coordinator</td>
<td>DHSc, Nova Southeastern Univ.; MSN, Clarkson College; BSN, Univ. of South Carolina</td>
<td>Family Nurse Practitioner; Simulation; Interprofessional education and simulation; interprofessional practice; vulnerable population; clinical lab informatics and informatics competency</td>
</tr>
<tr>
<td>Winton, Theresa</td>
<td>Teaching faculty I</td>
<td>DNP, Florida State Univ.; BSN, Florida State Univ.</td>
<td>Family NP; Nursing education; Global health; nursing education; acute care; psychiatric mental health issues</td>
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Preceptor Information
The purpose of the clinical preceptor program is to provide the students with a professional role model whose guidance will enhance the attainment of student learning. The preceptor will act as a facilitator and resource person to the student during the clinical learning experiences and will participate in the evaluation of the student’s learning. The preceptor will act as a facilitator and resource person to the student during the clinical learning experiences and will participate in the evaluation of the student’s learning. A preceptor handbook and training module have been developed and will be supplied to the preceptor by the student or Assistant Dean of Graduate Programs.

Functions and responsibilities of the College of Nursing:
1. CON verifies that an FDLE/FBI Level II Background Screening has been completed for the student.
2. CON verifies that the student meets the clinical clearance requirements and able to start participating in the clinical experience.
3. Additionally, CON verifies that the student has completed the required drug screening, has personal health insurance, has professional liability insurance coverage, and proof of current, unencumbered Registered Nurse license in the state of Florida.

Functions and responsibilities of the preceptor:
1. Participate in a preceptor orientation.
2. Function as a role model at the clinical site.
3. Orient the student to the agency/clinical site.
4. Assure safe nursing practice by supervising the student’s performance of clinical skills.
5. Assist the student in identification and monitoring of available activities, which accomplish the clinical objectives.
6. Communicate verbally and in writing with the student and collaborate with the faculty regarding student performance.
7. Provide feedback to the nursing program regarding clinical activities for students and suggestions for curriculum/program development as needed.
8. Keep the faculty informed of student performance when needed or if any problems occur.
9. Participate in evaluation of the preceptor program as needed.

Functions and responsibility of the student:
1. Participate in the selection of a clinical practicum and preceptor, when appropriate.
2. Supply preceptor will a copy of the course syllabus.
3. Maintain accountability for her/his learning activities.
4. Prepare for each clinical experience as needed and expected.
5. Be accountable for nursing practice activities while in the clinical setting. Arrange with your preceptor your clinical schedule for the semester.
6. Share learning experiences in grand rounds, clinical seminars, and student/preceptor/faculty conferences.
7. Keep open communication with preceptor and faculty.
8. Keep all patient and agency information obtained during clinical experiences confidential.
9. Complete all required course assignments.
10. Complete evaluation of preceptor(s).
11. Complete written self-evaluation as outlined in the clinical course.
12. Participate in the evaluation by the preceptor and or faculty of your clinical experience.

Orientation Information for Preceptors

College of Nursing has placed orientation information for preceptors on the nursing website (nursing.fsu.edu). The material available for preceptors include a Handbook, PDF of Preceptor PowerPoint slides. Once the preceptor as reviewed the material and taken the post test, which is acknowledging completion of an orientation material, she/he maybe award 2 Continuing Education Units (CEUs). A printed CEU certificate will be send to the preceptor upon request. Orientation includes review of Preceptor Handbook and review of PDF Preceptor Orientation or participation in Pod Cast of Preceptor Orientation.
Preceptor Approval Form - Graduate Program/FNP Track

This form must be completed and signed by the student and the preceptor and returned to the Graduate Program Advisor at the FSU College of Nursing to obtain clearance to begin the clinical experience.

Deadline for Submission: End of the 2nd week of the semester

All information requested on this form must be provided and complete before submission. Fax your completed forms to Fax # 850-645-7249, or email it to mschaldenbrand@fsu.edu

I. Student Information (Please print or type the following):

Student Name:  
Instructor Name:  
Semester/Year:  
Course:  
  □ NGR 5003C  
  □ NGR 5604C  
  □ NGR 6501L  
  □ NGR 6519L  
  □ NGR 6942L  
  □ NGR 6943L

I understand I may not begin clinical hours until I receive a signed preceptor approval letter from the College of Nursing. I understand that it is my responsibility to make sure that all required clinical documents are on file and that I am cleared to begin my clinical experience. I also understand that if the facility where I intend to complete my clinical experience does not have an approved contract or affiliation agreement with the College of Nursing and requires one, then a Facility Contract Request Form must be submitted.

Student Signature  
Date

II. Preceptor Information (Please print or type the following):

Preceptor Full Name:  
Include all credentials that apply (ARNP, BSN, DN, MD, MSN, RN, etc.)
Present Job/Title:  
Length of Time in Current Role:  
Health Care Provider License # & State of Issue:  
Specialty:  
Preceptor Phone number:  
Email Address:  
Facility Name:  
(Include complete business/clinic name or indicate that it is a private practice)
Facility Mailing Address:  
Full Street Address, including Suite/Room Numbers
City  
State  
Zip Code

Preceptor Educational Background (please list all degrees conferred – add additional sheets, if necessary)

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<tr>
<th>College or University Attended</th>
<th>Degree Earned (Bach, Master's, PhD)</th>
<th>Major Area of Study</th>
<th>Month/Year Degree Conferred</th>
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I certify that the information provided above is accurate and truthful to the best of my knowledge. I agree to precept the student identified above according to the guidelines provided to me in the course syllabus and confirmed by the course instructor.

Preceptor Signature  
Date

Attach a list of all the preceptors you will be working with in the practice group.

FNP Coordinator Approval

Preceptor Criteria Verified:  
  □ Criteria Met  
  □ Criteria Not Met  
Current Contract on File:  
  □ Yes  
  □ No  
  □ Pending  
Clinical Clearance Docs Status:  
  □ Cleared  
  □ Not Cleared

Approved by:  
Date Approved:  

5/2015
Preceptor Approval Form - Graduate Program Nurse Leader Track

This form must be completed and signed by the student and the preceptor and returned to the Graduate Program Advisor at the FSU College of Nursing to obtain clearance to begin the clinical experience.

Deadline for Submission: End of the 1st week of the semester

All information requested on this form must be provided and complete before submission. Fax your completed forms to Fax # 850-645-7249, or email it to jacquelin.davis@fsu.edu (Nikki Davis)

I. Student Information (Please print or type the following):
   - Student Name: ____________________________
   - Instructor Name: ____________________________
   - Course: □ NGR 5722C □ NGR 5772L □ NGR 5773L
   - Semester/Year: ____________________________

I understand I may not begin clinical hours until I receive a signed preceptor approval letter from the College of Nursing. I understand that it is my responsibility to make sure that all required clinical documents are on file and that I am cleared to begin my clinical experience. I also understand that if the facility where I intend to complete my clinical experience does not have an approved contract or affiliation agreement with the College of Nursing and requires one, then a Facility Contract Request Form must be submitted.

___________________________________________  ____________________________
Student Signature                          Date

II. Preceptor Information (Please print or type the following):
   - Preceptor Full Name: ____________________________
   - Present Job/Title: ____________________________
   - Include all credentials that apply (ARNP, BSN, DN, MD, MSN, RN, etc.)
   - Length of Time in Current Role: ____________________________
   - Health Care Provider License # & State of Issue: ____________________________
   - Specialty: ____________________________
   - Preceptor Phone number: ____________________________
   - Email Address: ____________________________
   - Facility Name: ____________________________
   - Facility Mailing Address: ____________________________
     - Full Street Address, including Suite/Room Numbers
     - City: ____________________________ State: ____________________________ Zip Code: ____________________________

Preceptor Educational Background (please list all degrees conferred – add additional sheets, if necessary)

College or University
   - Attended
Degree Earned
   - (Bach, Masters, PhD)
Major Area
   - of Study
Month/Year
   - Degree Conferred

________________________________________________________________________

I certify that the information provided above is accurate and truthful to the best of my knowledge. I agree to precept the student identified above according to the guidelines provided to me in the course syllabus and confirmed by the course instructor.

___________________________________________  ____________________________
Preceptor Signature                          Date

Attach a list of all the preceptors you will be working with in the practice group.

Nurse Educator Coordinator Approval
   - Preceptor Criteria Verified: □ Criteria Met □ Criteria Not Met
   - Clinical Clearance Docs Status: □ Cleared □ Not Cleared
   - Current Contract on File: □ Yes □ No □ Pending

Approved by: ____________________________ Date Approved: ____________________________
Preceptor Approval Form - Graduate Program/Psychiatric/Mental Health

This form must be completed and signed by the student and the preceptor and returned to the Graduate Program Advisor at the FSU College of Nursing to obtain clearance to begin the clinical experience.

**Deadline for Submission:** End of the 1st week of the semester

All information requested on this form must be provided and complete before submission.

Fax your completed forms to Fax # 850-645-7249, or email it to jacquelin.davis@fsu.edu (Nikki Davis)

---

I. **Student Information** (Please print or type the following):

   - **Student Name:** __________________________
   - **Instructor Name:** _________________________
   - **Semester/Year:** __________________________

I understand I **may not begin** clinical hours until I receive a signed preceptor approval letter from the College of Nursing. I understand that it is my responsibility to make sure that all required clinical documents are on file and that I am cleared to begin my clinical experience. I also understand that if the facility where I intend to complete my clinical experience does not have an approved contract or affiliation agreement with the College of Nursing and requires one, then a Facility Contract Request Form must be submitted.

   **Student Signature** ___________________________ **Date** __________

---

II. **Preceptor Information** (Please print or type the following):

   - **Preceptor Full Name:** __________________________
     - Include all credentials that apply (ARNP, BSN, DN, MD, MSN, RN, etc.)
   - **Present Job/Title:** ___________________________
     - **Length of Time in Current Role:** ____________
   - **Health Care Provider License # & State of Issue:** __________________________
     - **Specialty:** __________________________
   - **Preceptor Phone number:** _______________________
     - **Email Address:** _______________________
   - **Facility Name:** __________________________
     - (Include complete business/clinic name or indicate that it is a private practice)
   - **Facility Mailing Address:** __________________________
     - **Full Street Address, including Suite/Room Numbers** __________________________
     - **City:** __________________________
     - **State:** __________________________
     - **Zip Code:** __________________________

**Preceptor Educational Background** (please list all degrees conferred – add additional sheets, if necessary)

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<tr>
<th>College or University Attended</th>
<th>Degree Earned (Bach, Master’s, PhD)</th>
<th>Major Area of Study</th>
<th>Month/Year Degree Conferred</th>
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</table>

I certify that the information provided above is accurate and truthful to the best of my knowledge. I agree to precept the student identified above according to the guidelines provided to me in the course syllabus and confirmed by the course instructor.

   **Preceptor Signature** ___________________________ **Date** __________

---

**Attach a list of all the preceptors you will be working with in the practice group.**

---

**Nurse Educator Coordinator Approval**

- **Preceptor Criteria Verified:** ◯ Criteria Met ◯ Criteria Not Met
- **Clinical Clearance Docs Status:** ◯ Cleared ◯ Not Cleared

Current Contract on File: ◯ Yes ◯ No ◯ Pending

Approved by: ___________________________ **Date Approved:** __________

5/2015
EVALUATION OF PRECEPTOR BY STUDENT

Preceptor: ____________________________________________________________

Course: ________________________

Inclusive Date: _______________________________________________________

Indicate the extent to which the preceptor met the stated objectives by using the following Scale:

   1     2     3     4     5
Not very effective         very effective

   _____ 1. Facilitated the student in meeting clinical objectives.
   _____ 2. Acted as a role model as a health care provider.
   _____ 3. Promoted optimal understanding of health problems and their management.
   _____ 4. Acted as a resource for clinical decision-making.
   _____ 5. Promoted independent clinical decision-making.
   _____ 6. Provided feedback to the student.

Comments:

Would you recommend this preceptor to other students? _____yes _____no
EVALUATION OF PRECEPTOR BY FACULTY

Preceptor: ______________________________________________________________

Course: ______________________________________________________________

Inclusive Date: _________________________________________________________

Indicate the extent to which the preceptor met the stated objectives by using the following Scale:

1 Not very effective  2  3  4  5 very effective

_____ 1. Facilitated the student in meeting clinical objectives.
_____ 2. Acted as a role model as a health care provider.
_____ 3. Promoted optimal understanding of health problems and their management.
_____ 4. Acted as a resource for clinical decision-making.
_____ 5. Promoted independent clinical decision-making.
_____ 6. Provided feedback to the student.

Comments:

Would you recommend this preceptor to other students? _____yes _____no
## FREQUENTLY USED TELEPHONE NUMBERS*

### COLLEGE OF NURSING

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<td>Dean’s Office</td>
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<tr>
<td>Dean’s Secretary</td>
<td>644-3299 or 644-5100</td>
</tr>
<tr>
<td>Associate Dean of Academic Affairs</td>
<td>645-2622</td>
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<tr>
<td>Associate Dean of Research</td>
<td>644-5360</td>
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<td>Assistant Dean of Graduate Programs</td>
<td>644-5621</td>
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<td>Assistant Dean of Undergraduate Programs</td>
<td>645-4905</td>
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<tr>
<td>CON Graduate Student Advisor</td>
<td>644-5638 or 644-3296</td>
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### UNIVERSITY

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*all numbers have a (850) area code