# FSU | COLLEGE OF NURSING
## Graduate Program

Family Nurse Practitioner
Program Guidelines

**These program guidelines are supplemental to the Graduate Student Handbook
for students and clinical faculty**

2025-2026

## Table of Contents

**Post-MSN/DNP Family Nurse Practitioner Certificate (non-degree seeking student)**

To earn the **Family Nurse Practitioner Certificate**, students are required to maintain a minimum cumulative grade point average of 3.0 across all graduate-level courses. Any course with a grade below "B" will not be credited toward the certificate. Additionally, all clinical practical labs must be completed with a **satisfactory** grade.

Before starting the program, incoming graduate students must have completed the following graduate-level courses:
- Advanced Health Assessment, Advanced Pathophysiology, and Advanced Pharmacology.
- These courses will be evaluated by the FNP Track Coordinator to see if they fulfill the requirements of the FSU College of Nursing. If they do not meet these requirements then the student will be required to the course before starting the certificate program.

Below is an example program of study for the FNP Certificate. Courses may be offered in different semesters. The FNP Track Coordinator will finalize your program of study.

| Fall Semester<br>10 credit hours | Spring Semester<br>6 credit hours | Summer Semester<br>6 credit hours |
|---|---|---|
| **NGR 6348** Women's Health care for Family Adv Practice Nurses (3)<br><br>**NGR 6304** Pediatrics for Advance Practice (3)<br><br>**NGR 6606** Advanced Skills for the APN (3)<br><br>**NGR 6004L** Advanced Health Assessment and Skills for the APN Practicum (1) (90 CH) | **NGR 6601** Advanced Management of the Family I (3)<br><br>**NGR 6601L** FNP Practicum I (3) (180 CH) | **NGR 6602** Advanced Management of the Family II (3)<br><br>**NGR 6602L** FNP Practicum II (3) (180 CH) |
| **Fall Semester<br>5 credit hours** | • 27 credit hours and 750 clinical hours (required clinical hours will be based on a formal gap analysis, students must have 750 specific population hours)<br><br>• *Dedicated **225 primary care clinical hours.***<br>• ***125 pediatric clinical hours***<br>• ***125 women's health clinical hours***<br><br>• Students <u>must</u> have 3 discrete courses in Advanced Pathophysiology, Advanced Health Assessment, and Advanced Pharmacology <u>across the lifespan</u> *prior* to starting the program.<br><br>• Students must maintain a cumulative grade point of at least 3.0 in all graduate courses. No course hours with a grade below "B" will be credited for this certificate.<br>• All clinical practical labs must be completed with a Satisfactory | |
| **NGR 6619L** FNP Practicum III (5) (300 CH) | | |

# Doctor of Nursing Practice (DNP)

The **Doctor of Nursing Practice (DNP)** degree is designed to prepare nurses for the highest level of clinical practice in the profession of nursing. 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 Population Focus Nurse Practitioner Competencies (2021).

## Family Nurse Practitioner BSN to DNP

This major is designed to academically and clinically prepare the nurse to become a Family Nurse Practitioner (FNP). **This major includes a total of 73 credit hours of post-baccalaureate study and includes 1020 clinical hours**. Upon successful completion of this major, graduates will be eligible to sit for the national FNP certification exam and be awarded the DNP degree.

## DNP Family Nurse Practitioner Major Program of Study
**(Admission-Full Time)**

| Fall Semester<br>10 credit hours | Spring Semester<br>9 credit hours | Summer Semester<br>7 credit hours |
|---|---|---|
| NGR 5140 Advanced Patho Concepts in Nursing Science (4)<br><br>NGR 5172 Pharmacology for Advanced Practice (3)<br><br>NGR 7769 DNP Roles & Leadership within Complex HC Environments (3) | NGR 5846 Biostatistics (3)<br><br>NGR 5003 Advanced Health Assessment & Diagnostic Reasoning for the APN (4)<br><br>NGR 6826 Methods of Program Evaluation & Quality Improvement (2) | NGR 6066 Skills of the APN (3)<br><br>NGR6004L Advanced Health Assessment and Skills for the APN Practicum (1) (60 CH*)<br><br>NGR 6811 Theory and Evidence-Based Practice Scholarship (3) |
| **Fall Semester<br>11 credit hours** | **Spring Semester<br>9 credit hours** | **Summer Semester<br>9 credit hours** |
| NGR 6853 Appraisal & Translation of Evidence for Practice (3)<br><br>NGR 6348 Women's Health care for Family Adv Practice Nurses (3)<br><br>NGR 6304 Pediatrics for Advance Practice (3)<br><br>NGR 6662 Health Equity & Social Determinants of Health (2) | NGR 6895 Nursing Ethics and Health Policy in Advanced Practice (3)<br><br>NGR 6601 Advanced Management of the Family I (3)<br><br>NGR 6601L FNP Practicum I (3) (180 CH) | NGR 6931C DNP Project Planning & Application for the APN (3) (60 indirect clinical hours)<br><br>NGR 6602 Advanced Management of the Family II (3)<br><br>NGR 6602L FNP Practicum II (3) (180 CH) |
| **Fall Semester<br>10 credit hours** | **Spring Semester<br>7 credit hours** | 72 credit hours and 1020 clinical hours [900 direct population specific and 120 indirect hours] |
| NGR 6935C DNP Project Implementation, Evaluation & Dissemination for the APN (3) (60 indirect clinical hours)<br><br>NGR 6674 Population Health and Applied Epidemiology (3)<br><br>NGR 6619L FNP Practicum III (4) (240 CH) | NGR 6893 Healthcare Finance, Economics, and Entrepreneurship (3)<br><br>NGR 6942L FNP Practicum IV (4) (240 CH) | • Dedicated **225 primary care clinical hours.**<br>• **125 pediatric clinical hours**<br>• **125 women's health clinical hours**<br><br>*CH=Clinical Hours* |

- Students must maintain a cumulative grade point of at least 3.0 in all graduate courses. No course hours with a grade below "B" will be credited for this certificate.
- All clinical practical labs must be completed with a Satisfactory.

**Total Clinical Hours for DNP/FNP Students**

A total of 1020 direct and indirect clinical hours are required for this program (CCNE accreditation body requires a minimum of 1000 clinical hours for a DNP). Of these clinical hours:

- A minimum of **125 pediatric clinical hours**
- A minimum of **125 women's health clinical hours**
- *A minimum of 225 clinical hours must take place in a <u>family practice setting</u>.*

The distribution of clinical hours for the program is as follows:

| Course | | Clinical Hours |
|---|---|---|
| | | **Direct** |
| NGR 6004L | Advanced Health Assessment and Skills for the APN | 60 |
| NGR 6601L | FNP Practicum I | 180 |
| NGR 6602L | FNP Practicum II | 180 |
| NGR 6619L | FNP Practicum III | 240 |
| NGR 6942L | DNP Practicum IV | 240 |
| | | **Indirect** |
| NGR 6931C | DNP Project Planning and Application for the APN | 60 |
| NGR 6935C | DNP Project Implementation, Evaluation & Dissemination for the APN | 60 |
| Total Hours | | **1020** |

## Family Nurse Practitioner MSN to DNP

The MSN to DNP Program of Study is tailored individually for each Master's-prepared student following a thorough review of their MSN transcript. To qualify for a DNP, each student must complete a minimum of 1000 post-baccalaureate clinical hours.

## Post-Master's FNP to DNP Family Nurse Practitioner
### (Fall Admission-Part-time)

| Fall Semester 8 credit hours | Spring Semester 8 credit hours | Summer Semester 3 credit hours |
|---|---|---|
| **NGR 7769** DNP Roles & Leadership within Complex HC Environments (3)<br><br>**NGR 6674** Population Health and Applied Epidemiology (3)<br><br>**NGR 6662** Health Equity & Social Determinants of Health (2) | **NGR 5846** Biostatistics (3)<br><br>**NGR 6826** Methods of Program Evaluation & Quality Improvement (2)<br><br>**NGR 6895** Nursing Ethics and Health Policy in Advance Practice (3) | **NGR 6811** Theory and Evidence-Based Practice Scholarship (3) |
| **Fall Semester 8 credit hours** | **Spring Semester 6 credit hours** | **Summer Semester 3 credit hours** |
| **NGR 6853** Translation of Evidence for Practice (3)<br><br>**NGR 6619L** FNP Practicum III (5) (300 CH) | **NGR 6893** Healthcare Finances, Economics, and Entrepreneurship (3)<br><br>**NGR 6931C** DNP Project Planning & Application for the APN (3) (60 indirect clinical hours) | **NGR 6935C** DNP Project Implementation, Evaluation & Dissemination for the APN (3) (60 indirect clinical hours) |

- **36 Credit hours and 420 clinical hours (combination of direct and indirect) (students will need a total of 1000 post-baccalaureate hours).**
- **We can bring hours in from previous programs with primary source documentation from prior schools.**
- **Required clinical hours will be based on formal gap analysis)**
- **All clinical practical labs must be completed with a Satisfactory.**

## Total Clinical Hours for Post-Master's FNP to DNP Students
A total of 420 direct and indirect clinical hours are required for this program:

| Course | | Clinical Hours |
|---|---|---|
| | | **Direct** |
| NGR 6619L | FNP Practicum III | 300 |
| | | **Indirect** |
| NGR 6931C | DNP Project Planning and Application for the APN | 60 |
| NGR 6935C | DNP Project Implementation, Evaluation & Dissemination for the APN | 60 |

**FNP Appropriate Preceptors and Field Sites**

Students are expected to secure preceptors throughout their enrollment and before starting each semester. All clinical forms must be uploaded to American Databank, and clinical clearance must be obtained.
The Clinical Coordinator and Program Coordinator reviews clinical sites and Preceptor credentials, and an affiliation agreement is completed if required by the site.

*Students are not permitted to begin any clinical experiences until they receive a signed Practicum Education Plan (PEP) from the preceptor and Clinical Coordinator confirming clearance, preceptor approval, and the establishment of the requisite practice contract at the clinical site.*

| Course (clinical hours) | Appropriate Preceptor | Appropriate Field Sites | NOT acceptable |
|---|---|---|---|
| **NGR 6004L** Advanced Health Assessment and Skills for the APN (60 – 90 clinical hours) | Family Nurse Practitioner (FNP); PA, MD, DO who will permit the student **to focus only on assessment and clinical skills**, and upon completion, the student will be able to perform a complete health assessment including a medical history, and comprehensive physical exam and perform skill including suturing, EKG (basic and advanced), radiology, casting and splinting and dermatological procedures. Students are encouraged to discuss differential diagnoses and treatment plans (both diagnostic and pharmacotherapeutics) with the preceptor, but proficiency is not expected for this course. | Urgent Care; Emergency Department; Dermatology clinics; private practice/clinics that perform advanced skills procedures. Other sites will be determined on an individual basis. | Hospital Inpatient (including medical surgical or ICU) |
| **NGR 6601L** Advanced Mgmt of the Family I (180 clinical hours) | Family Nurse Practitioner (FNP); PA, MD, DO) This course focuses on the care of patients with acute illness. The earlier clinical didactic courses have covered care of patients with advanced skills, advanced health assessment, pathophysiology, and pharmacology. | Private practice, urgent care clinic, community clinic, or pre-approved specialty care facility, or any other site where the FNP student has an opportunity to develop skills in caring for patients with acute illness to include physical assessment, advanced skills, and medication treatment plans. Other sites will be determined and approved on an individual basis. | Hospital (including with Hospitalist, ICU, or ED) |

| | | | |
|---|---|---|---|
| **NGR 6602L** Advanced Mgmt of the Family II (180 clinical hours) | Family Nurse Practitioner (FNP); PA, MD, DO This course focuses on the care of patients with chronic illness. The earlier clinical didactic courses have covered care of patients with acute illness, advanced skills, advanced health assessment, pathophysiology, and pharmacology. | Private practice, community clinic, or specialty care facility, or any other site where the FNP student has an opportunity to develop skills in caring for patients with chronic illness to include physical assessment, advanced skills, and medication treatment plans. Other sites will be determined and approved on an individual basis. | Hospital (including with Hospitalist, ICU, or ED) |
| **NGR 6619L** FNP Practicum III (240 -300 clinical hours) | Family Nurse Practitioner (FNP); PA, MD, DO This practicum course focuses on the care of patients with chronic illnesses. The earlier clinical didactic courses have covered care of patients with acute illness, advanced skills, advanced health assessment, pathophysiology, and pharmacology. | Private practice, community clinic, or pre-approved specialty care facility, or any other site where the FNP student has the opportunity to develop and hone skills in caring for patients in all health care settings. The FNP student should be able to assess, diagnosis, and develop a treatment plan. Other sites will be determined and approved on an individual basis. | Hospital (including with Hospitalist, ICU, or ED) |
| **NGR 66942L** FNP Practicum IV (240 clinical hours | Family Nurse Practitioner (FNP); PA, MD, DO This course provides an intensive clinical 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 to their faculty. Clinical experiences will be individually designed within the context of the focus of the students' program. | Private practice, community clinic, or pre-approved specialty care facility, or any other site where the FNP student has an opportunity to see a full complement of patients depending on the clinical site. The student is expected to develop "decision readiness" and accountability for the diagnostic management steps. This can only be perfected through practice and repetition. Each treatment plan should include diagnostics and pharmacotherapeutics, as indicated, as these are areas of expected competencies. | Hospital (including with Hospitalist, ICU, or ED) |

- For any questions related to American DataBank, you may contact them by email at complio@americandatabank.com or by calling 1-800-200-0853.
- For any questions related to preceptor forms or clinical site affiliation agreements, you can contact Katie Lambert at kel22g@fsu.edu.
- For any questions related to preceptors or the Practicum Education Plan, please contact your Clinical Faculty or FNP Program Coordinator, Dr. Jennifer Schnippert, at jas03c@fsu.edu

**<u>Information for Students and Faculty Regarding Preceptors</u>**

This process was designed to provide guidance to preceptors, ensuring their understanding of expectations and roles in facilitating DNP students' development of the knowledge, skills, and attitudes necessary to deliver optimal care to patients and families.

**Student's Responsibility:**
1. Complete the Practicum Education Plan for *each rotation.*
2. Include your course syllabus and Practicum Education Plan.
3. Include your CV/resume in the packet for the preceptor.
4. Discuss the content with your preceptor prior to starting your clinical rotation.
5. Have the preceptor review and sign the Practicum Education Plan.
6. ***Prior to beginning any clinical experience*, email the PEP signed by yourself and your preceptor to the Clinical Coordinator for a signature and upload the document to the appropriate section in Canvas. This step is very important, for *clinical hours will not be accepted until this process is finalized.***

**Clinical Faculty's Responsibility:**
1. Account for the signed Practicum Education Plan from your students within the first 3 weeks of classes (example will be to have a S/U in the gradebook and your course syllabus).
2. Review Typhon logs.
3. Ensure all clinical evaluations and assignments are uploaded to Canvas throughout the semester.
4. Forward all evaluations to the Clinical Coordinator at the end of the semester for review.
5. Faculty meet with students and preceptors throughout the semester.
6. Ensure student portfolios are comprehensive and completed each semester (include documentation from previous semesters).

**<u>Preceptor Guidelines</u>**

At the beginning of each Practicum semester, the student will provide each preceptor with a copy of the Practicum Education Plan (PEP). The PEP provides the course description, course objectives, the student's personal objectives, as well as the Clinical Instructor information. The preceptor will adhere to the PEP throughout the duration of the clinical rotation.

**<u>PRECEPTOR INFORMATION</u>**

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 for Graduate Programs.

<u>Functions and Responsibilities of the College of Nursing</u>:
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 United States.

<u>Functions and Responsibilities of the Preceptor</u>:
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.

<u>Functions and Responsibility of the Student</u>:
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.

## Preceptor Tuition Waiver

As of summer 2021, our preceptors are eligible to earn tuition waivers for completing 300 clinical precepted hours.

*If you are interested in receiving a tuition waiver or a preceptor verification letter for being our preceptor, please follow the link and complete the survey:*
> https://fsu.qualtrics.com/jfe/form/SV_b7WgswhgRdzuEv4

1. The Qualtrics survey will have two boxes to check, one for tuition waiver and one for preceptor verification (preceptors can check both). Our Clinical Coordinator will receive the Qualtrics surveys and divide them into the appropriate areas, waiver, or verification. She will forward the verification information to the Assistant Dean for Graduate Programs, who will complete the preceptor verification letter. The Clinical Coordinator will add the preceptor information to an Excel spreadsheet in TEAMs for those preceptors who wish to be considered for a tuition waiver.
2. Qualtrics Survey content:
   a. Preceptor information: full name, credentials, email, and clinic address
   b. Student precepted: full name, course, semester/year, hours precepted
   c. When do you anticipate using the tuition waiver?

Only Florida Residents are eligible (as stated in the Florida State University Office of Admissions "Florida Residency for Tuition Purposes Policy https://admissions.fsu.edu/residency/policy/).

**About the Certificate**: Once you have accumulated 300 hours precepting our graduate students you can request a Certificate of Participation which entitles the holder the matriculation fee for up to six hours during one term of instruction, including credit courses offered through continuing education programs, at any State of Florida University. The holder will be required to pay all current fees applicable at the time of registration except matriculation fees and comply with all applicable statues and policies of the State of Florida and its agencies regarding admission and registration.

**Additional Practicum Guidelines**

1.  **Attendance** at all practicum rotations is mandatory for the entire number of hours required.

    *Please note:*
    **Requirements and Procedures for Clinical Placement:**
    *   All contracts and prerequisite paperwork must be submitted before the initiation of clinicals. This is mandatory. Any hours performed without proper clearance will not be counted. We require all legal documents before any clinical hours begin.
    *   Your projected schedule must be documented in the designated area on your PEP prior to the start of your clinical hours. Please include your name, location (with address), preceptor's name, and a reachable contact number. It is crucial for us to know your practice location at all times. If there are any changes to your schedule, please notify your faculty and update the revised schedule in Canvas.
    *   You may submit projected schedules as you arrange them with each specialty. You are not obligated to know all dates at once. You will have the opportunity to submit multiple schedules in Canvas throughout the semester.

2.  **Communication of Schedule Changes**: *It is imperative that we are aware of any changes to your projected schedule.* Whether it is due to an unplanned absence by your preceptor or yourself, please **promptly update the revised schedule**. This ensures you do not miss the opportunity to complete your clinical notes, which must be done within **14 days** from the start of your clinical rotation. Failure to comply will result in a grade of "zero" for that note unless an extension is granted by your instructor.

3.  **Completion of Required Clinical Hours**: You are required to fulfill and clearly document the minimum clinical hours as a Family Nurse Practitioner student under the guidance of qualified preceptors. These hours must involve **direct patient care**.

4.  **Students are not permitted to complete any clinical hours outside of the designated semester dates**.

5.  **Professional Attire**: When attending clinicals, adhere to the College of Nursing policy regarding professional attire. Remember, you represent FSU CON, so dress accordingly.

6.  You are required to submit a clinical/practicum attendance at least every 2 weeks throughout the semester.

**Clinical Clearance**

Per the FSU College of Nursing Graduate Student Handbook:

This process involves 4 steps:

**Step 1:  Qualtrics Request**: Please use the provided link to initiate an evaluation for your clinical clearance. This request indicates your intention to participate in clinical rotations and request clearance. Failure to complete this request will result in a delay in the initiation of clearance, potentially affecting your ability to complete clinical hours on time. https://fsu.qualtrics.com/jfe/form/SV_56dpTSltoMU5cZn

**Step 2: Typhon request**: If your preceptor is not in Typhon, please follow the instructions provided to request approval for your preceptor to be added to the approved list. If your preceptor is already on Typhon, this step is not required.

**Step 3**:  **PEP Completion**: See the information provided below.

**Step 4: Complio (American Databank) Completion**:  See the information provided below.

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, health status, immunizations, and health insurance. It is the responsibility of each student to upload documentation to American Databank (and keep current) for the following:
- Physical exam
- Immunizations (MMR, Varicella, Hep B)
- Influenza – renewed seasonally.
- CPR
- TB/PPD – renewed annually.
- Current unencumbered APRN License
- Current unencumbered RN license for BSN to DNP students
- Affidavit of Good Moral Character – renewed annually.
- Personal Health Insurance
- Driver's License
- Authorization and Disclosure Form
- Essential Functions Form
- VECHS Waiver Agreement
- FDLE Background Screening – schedule through American Databank; renewed annually.
- Drug Screening – schedule through American Databank; renewed annually.

This documentation must be on file with American Databank for students to obtain Clinical Clearance. Clinical Clearance will be issued when all documentation is approved. For any questions, please contact the company or CON representative Katie Lambert (kel22g@fsu.edu). American DataBank is available to assist you Monday-Friday 7am-6pm MST or you can contact them by email complio@americandatabank.com or by calling 1-800-200-0853.

It is important to note that even if your preceptor is a College of Nursing faculty member, you must still submit all required paperwork for your faculty preceptor.

Certain facilities or offices may necessitate an **affiliation agreement** with the College of Nursing. These contracts can take considerable time to finalize, sometimes up to 3 months. It is advised to initiate this process during the semester preceding the planned clinical experience. If the College of Nursing does not currently have a contract with a clinic or facility, the student must provide the Clinical Coordinator with a contact at the facility to initiate the agreement process. For information regarding your specific facility request or agreement on file, please contact Katie Lambert at kel22g@fsu.edu.

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**<u>Practicum Education Plan (PEP):</u>**

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At the start of the semester, students are required to upload their completed Practicum Education Plan (PEP) to the course Canvas site before commencing any clinical activities. The PEP must be signed and dated by both the preceptor and the student. Before uploading the PEP to the course, it must be sent to Katie Lambert (kel22g@fsu.edu) for signature. *All sections of the preceptor form must be completed accurately before submission, and signed by the preceptor, student, and Clinical Coordinator.* To submit the PEP, scan and email the document to Katie Lambert or upload and share it using the OneDrive app.

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**Practicum Education Plan (PEP) Process Guidelines:**
*(see PEP form at the end of this handbook)*

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**Faculty, Clinical Coordinator, and Student Responsibilities**
- **New PEP for Each Rotation:** A new Practicum Education Plan (PEP) is required for every clinical rotation and for each preceptor. You can find a clean copy of the PEP on the CON Graduate Program Canvas site under "Forms" or by clicking on the following link: https://canvas.fsu.edu/courses/41659/pages/forms?module_item_id=2602708

- **Evaluation Tool:** The completed PEP serves as the primary tool to evaluate the student's clinical performance. Fulfilling objectives is a crucial aspect of the evaluation process, both by the Preceptor and the Clinical Faculty member.

- **Completion of PEP Form:**
  - Student fills out student demographics, preceptor demographics, and faculty contact information on the PEP.
  - Student adds specific course description and course objectives to the PEP. You can find a copy of the FNP course descriptions and objectives on the CON Graduate Program Canvas site under "FNP Program Information and Forms" or by clicking on the following link: https://canvas.fsu.edu/courses/41659/modules
  - Student develops five specific, appropriate, and measurable goals for each course, showcasing gradual advancement towards achieving independent proficiency in

critical thinking, diagnostic reasoning, formulation of differential diagnoses, and development of appropriate treatment plans. If needed, the Clinical Faculty can assist with objectives.

- o Please follow this link for helpful information on writing SMART Objectives: https://canvas.fsu.edu/courses/41659/pages/smart-goals-2?module_item_id=7168520
- o Student adds the number of clinical hours and dates for the clinical experience.

- **Signing and Submission Process:**
  - o After reviewing the 5 objectives on the PEP, both the student and preceptor sign the PEP form.
  - o The student sends the signed PEP to the Clinical Coordinator.
  - o **The Clinical Coordinator signs the PEP form after the preceptor and student, indicating that the student's clinical rotation is approved, and the student has clinical clearance to begin.**
  - o The Clinical Coordinator sends the signed copy back to the student, clearing them to start clinicals. The student must upload the PEP to Canvas before beginning the clinical rotation.

## Clinical Rotation and Preceptor Request Process

- Each student is required to submit a signed Practicum Education Plan (PEP) to the Clinical Coordinator as outlined above.
- Additionally, each student must complete a clinical request using Qualtrics. This step is mandatory every semester, even if the student is rotating with the same preceptor as in the previous semester.
- Furthermore, each student must submit a preceptor request on Typhon and include the preceptor's curriculum vitae (CV) and license.
- It is important to note that all of these steps are REQUIRED for approval of the clinical rotation.

**Typhon NPST™ Patient Records**

Typhon NPST™ (pronounced "TY-fun") is a clinical data management system designed to enhance the student clinical experience and facilitate job searches after graduation. Students are required to pay a one-time registration fee for Typhon, which grants access throughout their clinical courses and for up to five years post-graduation.

Typhon serves multiple purposes, including:
- Logging clinical experiences electronically
- Creating an electronic student portfolio
- Managing external documents such as preceptor resumes and licenses.
- Generating detailed reports of clinical experiences

This electronic logging system becomes an integral part of the student's permanent file and supports the recommendation of the Dean of Graduate Studies and/or Clinical Major Coordinator when applying for certification upon graduation. It is important to note that a comprehensive listing of clinical hours and experiences may be required by the testing agency during Board Certification application, State certification application, and/or hospital credentialing processes.

**Typhon NPST™ Instructions:**

1. Upon receiving an email from the Typhon NPST™ system with your account information (unless previously set up), you must set up your account within 24 hours. *Use your FSU Email exclusively for this purpose.*

2. After account setup, you will need to purchase access to Typhon. Upon initial login, you will be directed to a credit card payment page to complete the payment process. Once payment is approved, your account will be automatically activated. Please change your password from the default and accept the end-user license agreement.

3. Students can access the Typhon website on their handheld devices at no additional charge.

4. For additional technical support, students can refer to the Student Frequently Asked Questions (FAQ) or submit an online support ticket through Typhon. Response time is typically one (1) business day.

5. Access the "Support Tickets" page on your main menu after logging into your online account. Select "Create New Ticket" and provide complete details regarding your issue and any troubleshooting steps you have already attempted.

6. You can find helpful tutorials related to Typhon usage under the "Help" section on the main menu. We recommend reviewing these tutorials before beginning a clinical course. You may also review the Typhon and PEP informational video on the CON Graduate Program Canvas site or by clicking on the following link: https://canvas.fsu.edu/courses/41659/pages/typhon-and-pep-video?module_item_id=3743198

**Student Responsibility:**

1. It is your responsibility to maintain an up-to-date clinical database.

2. Expectations for documentation may vary between courses. Make sure to review the course syllabus and consult with course faculty to confirm the required components of documentation in Typhon.

3. Be prepared for a learning curve—collecting this amount of information can be overwhelming initially. Many students find that it may take 5-10 minutes to enter each encounter during the first few days, but this time drastically reduces by the end of the first week.

4. **Clinical logs must be submitted within 14 days of your clinical experience.** Aim to enter each day's encounters on the same day. Establishing the habit of documenting today's cases today eliminates the stress of meeting deadlines and accelerates your learning curve. It also helps you become accustomed to the expectations of a practicing nurse practitioner with a full patient load.

5. Utilize the "blank case log worksheet" provided in Typhon to ensure you capture all necessary data for each patient encounter.

6. Regularly check your "missing information" screen and address any discrepancies while the data is still fresh in your mind.

7. For clinical-related content entry questions, reach out to your course faculty for assistance.

8. It is crucial to keep your patient encounter records up to date. The documented clinical hours in Typhon should match the completed clinical hours listed during mid-term and final clinical evaluations each semester.

9. **Log all hours as CASE HOURS (Patient Case Log). Avoid using the Time Log:**
   a. Multiply the number of hours in your daily shift by 60 to determine total shift minutes.
   b. Divide the total daily shift minutes by the number of patients seen to determine the minutes allocated for each patient. Enter this number as the Time with Patient for each patient seen that day. For example, if you spend an 8-hour shift at the site and see 10 patients, calculate as follows: 8 hours x 60 = 480 minutes per day. 480 minutes /10 patients = 48 minutes per patient. Enter 48 minutes for each patient seen that day. Avoid separate Consult hours.

**Clinical logs must be submitted within 14 days of your clinical experience. It is highly recommended to complete the logs as soon as possible after your clinical sessions to ensure accurate documentation of specifics. Please note that clinical logs will be locked after 14 days, and late submissions will not receive credit hours. You will not be able to add in additional information for patients past this point or add additional patients to that date.**

It is mandatory for each patient encounter to be documented in the Typhon system as part of all clinical experiences. Your work in Typhon will be graded within your courses and is crucial for certifying your competence to sit for boards after graduation. Each student is responsible for maintaining and retaining records of their own clinical experience logs for both class and personal use. All patient encounters, whether seen independently, in collaboration with a preceptor, or as observation, require an entry into Typhon.

**Student Access to the Preceptor List in Typhon NPST™**
Students and faculty can view an electronic directory of the approved FSU graduate preceptor list.

### Requesting Preceptors and Clinical Site additions to the Preceptor List

1. If your preceptor and/or clinical site is not already listed within Typhon, students should request additions to the preceptor list. Please note that the approval of a clinical preceptor and clinical site is at the discretion of each Specialty/Program Director and/or clinical/theory faculty member.
2. All requests must be approved by an FSU Typhon Administrator (or their designee) before the person becomes part of the official list.
3. Students can access the request area on their "Setup Default Choices" page by clicking "REQUEST ADDITION" next to the preceptor drop-down list.
4. Students are required to enter all preceptor/site information.
5. Once a student request has been made, the system will automatically notify the Typhon Administrator (or their designee) that a request is pending. Please allow at least 48-72 hours for this request to be reviewed.
6. Students will automatically be notified when action is taken on their request.
7. Incomplete or inaccurate data will result in the request being denied.

8. Students are required to enter the following information:
   - Specialty
   - Practice/Group Name
   - Preceptor LAST NAME, First Name (the last name entered in ALL CAPITAL LETTERS)
   - Credentials (APRN, M.D., D.O., PA, LCSW, MFT, etc.)
   - E-Mail
   - Phone #
   - Alt. Phone #
   - Fax #
   - Address
   - City
   - State
   - Zip/Postal Code
   - Hospital Affiliation

Once a student request has been made, the system will automatically notify the FSU, CON Typhon Administrator (or their designee) that a request is pending. Please allow at least 48-72 hours for this request to be reviewed.

**Adding Preceptor License and CV to Typhon:**

1. If the preceptor is not visible on the list in Typhon, request the addition of the new preceptor (see instructions below). We have enabled features to allow you to provide more demographic information in this section.
2. On your main page, in section #3, Other Activities & Reports, you will find a section named External Documents. We would like you to upload the preceptor's CV and a copy of their license in this section.
3. The Preceptor Requests in Typhon are checked daily. Once a preceptor is approved, their name will appear as a choice in Typhon.

**Setting:**

At the beginning of the semester, please provide a description of your clinical setting(s) and the types of clients typically encountered in this setting. Utilize the PEP form for this purpose and submit it under the appropriate assignment area to your clinical instructor.

**Log Entries:**

The clinical log will track the total time spent in clinical practice, as well as with each patient. It should include the following details:
- Preceptor site
- Date
- Patient demographics
- ICD-10 codes
- DSM-5 code(s)
- CPT codes
- Time spent with each patient.
- Brief comments

Ensure that you *select the correct course* when making your entries. For example, in the first semester, the student would select **NGR 5056L** for clinical log entries. Any entries logged into an incorrect area of Typhon must be corrected by the student before the end of the semester. This is the same manner you will be keeping track of your clinical hours throughout the program.

**Typhon Case Log Totals (Graphical):**
Print/download the *Graphical* Typhon Case Log Totals reflecting your entire clinical course hours for the semester. Upload this document to the appropriate assignment tab in Canvas.

## Clinical Log Example:

The following example shows the correct format for clinical log entries.
**Faculty will periodically review your log and provide annotations to assist you in accurately and efficiently logging your clinical experiences.**

***See Following Page***

**Florida State University**   (Acct #3221)

Case ID #: 1451-20221122-001   (Status: Approved)          Date of Encounter: 11/22/2022

## Student Information
**Semester:** Fall
**Course:** NGR6943L DNP Practicum V
**Preceptor:**
**Clinical Site:** Urgent Care Clinic
**Setting Type:**

## Patient Demographics
**Age:** 56 years
**Biological Sex:** Male

## Clinical Information
**Time with Patient:** 45 minutes
**Consult with Preceptor:**
**Type of Decision-Making:** Low complexity
**Student Participation:** Primary (>50%)
**Reason for Visit:** Episodic
**Chief Complaint:** dysuria/hematuria
**Encounter #:** 1
**Type of HP:** Expanded Problem Focused
**Social Problems Addressed:** Nutrition/Exercise

## ICD-10 Diagnosis Codes
**#1 -** R30.0 - DYSURIA
**#2 -** R31.0 - GROSS HEMATURIA
**#3 -** N39.0 - URINARY TRACT INFECTION, SITE NOT SPECIFIED

## CPT Billing Codes
**#1 -** 99204 - OFFICE/OP VISIT, NEW PT, MEDICALLY APPROPRIATE HX/EXAM; MODERATE LEVEL MED DECISION; 45+ MIN
**#2 -** 81000 - URINALYSIS, DIP STICK/TABLET REAGENT; NON-AUTOMATED W/MICROSCOPY
**#3 -** 96372 - THERAPEUTIC PROPHYLACTIC/DX INJECTION SUBQ/IM

## Medications
**# OTC Drugs taken regularly:** 1
**# Prescriptions currently prescribed:** 5
**# New/Refilled Prescriptions This Visit:** 1

**Types of New/Refilled Prescriptions This Visit:**          **Adherence Issues with Medications:**
Infectious Diseases - Fluoroquinolones

## Other Questions About This Case
**Patient Interaction:** In person
**Visit Type:** General

## Clinical Notes
S:  Presents to the Center with complaints of dysuria, polyuria, and passing blood clots in the urine for the past 3-4 days. He denies fever, abdominal pain, back pain, nausea, vomiting, or diarrhea; reports occasional constipation. He did take AZO for the past 2 days. Reports recent history of "engorged prostate" via cystoscopy and has been passing blood clots in his urine since the end of September. He reports hematuria worsens with physical activity and after long car rides. He is under the care of his PCP and urologist in Boston, and they recommend he be evaluated for a

UTI today. At-home urinalysis testing was positive for blood and leukocytes.

O: Vital signs: temp 98.6, HR 81, BP 139/89, RR 17, SaO2 99%, pain level 5/10

Sitting comfortably and in no acute distress, vital signs are stable. Abdomen is soft with normoactive bowel sounds in all 4 quadrants, mild tenderness with palpation of the lower abdomen, no masses. No CVA tenderness. Breath sounds are clear throughout all fields with good air exchange, no wheezing/rales/or rhonchi. Heart- regular rate and rhythm without murmur, rubs, or gallops. Pulses are 2+ throughout, no dependent edema in the lower extremities.

Urinalysis is positive for 250 of blood, bili 0.5, Uro 1.0, protein 1000, and 75 leukocytes: negative nitrites.

A: Dysuria, gross hematuria, UTI, constipation

P: Discussed with patient that AZO will often alter the result of the urinalysis. Urine culture sent to the lab, will follow up with results when available. History and exam findings are consistent with UTI. Will give 1 gram of Rocephin IM and start Cipro 500mg twice daily x 7 days for additional prostate coverage. He was encouraged to increase his fluid intake. Recommend using MiraLAX as needed for occasional constipation and increase his fiber intake. He will monitor his symptoms carefully and contact the Center with any additional questions or concerns, or if his symptoms worsen. He will also f/u with urologist and PCP in Boston for any further needs when he returns next week. He verbalized understanding and agreement with treatment plan and will follow-up as needed.

_____

## **Class Meetings**

While the Graduate Nursing Program at FSU primarily operates in an asynchronous and synchronous online format, it is important to note that it is <u>not a correspondence program.</u> Faculty may schedule NON-MANDATORY meetings in a course to reinforce complex concepts. Additionally, faculty members are encouraged to maintain frequent contact with individual students to discuss their progress in practicum courses.

Please review the syllabus for each course to determine mandatory meeting times. Information regarding scheduled meetings can be found in the "Zoom" app on the course site within Canvas. If you have any questions or encounter issues regarding Zoom, please contact the CON IT manager, Mr. Charles Roop, at [croop@fsu.edu](mailto:croop@fsu.edu) or the IT Support Specialist, Mr. Hunter Boline, at [hboline@fsu.edu](mailto:hboline@fsu.edu) for assistance.

**Faculty members teaching a clinical course will engage with students regarding their personal objectives from the Practicum Education Plan _approximately 2-3 times per semester_. Additionally, faculty members will initiate contact with the students' preceptors to discuss the students' progress and address any questions the preceptors may have.**

## **Required Course Documents**

To ensure success in the course, the following **critical** course documents must be submitted to your course instructor:

1. **Practicum Education Plan** (submitted at the beginning of the course)
2. **Student Formative Evaluations** (submitted throughout the course)
3. **Preceptor Evaluation of Student** (submitted at mid-term and end of course)
4. **Student Evaluation of Preceptor and Clinical Site** (submitted at the end of the course)
5. **Episodic notes (2)**
6. **Comprehensive notes (1)**
   _Note about episodic and comprehensive SOAP notes. Students must achieve an average of an 80% on ALL SOAP notes in order to successfully past the course regardless of other assignments._
7. **Accumulative portfolio**
8. **Reflection exercise and project abstract for NGR 6942L**

All of the above documents contribute to the partial completion of the student portfolio. Please refer to the rubric below for portfolio instructions. The course instructor will submit the completed documents to the Graduate Program Manager for review and placement in the student's file in the Student Services Office.

_NOTE:_ There may be other required assignments and/or activities such as OSCEs, clinical case logs, practicum attendance logs, etc. All course assignments and activities are required to be completed in their entirety and turned in to the faculty on time to be able to pass the practicum course. This includes any remediation assignments that have been assigned to a student.

<u>**Evaluations**</u>

<u>**Evaluation of Student by Preceptor**</u>: Clinical evaluation by faculty and preceptor: The student must receive a Met (M) = Expected Level of Performance, in his/her clinical performance evaluation, to progress with a Satisfactory. If a student receives two Not Met (NM), they will receive an Unsatisfactory for the course, and it will need to be retaken the next time it is offered. You may place a scanned copy in the assignment tab in Canvas as well as including them in your portfolio.

<u>**Evaluation of Preceptor and Clinical Site by Student**</u>: Form must be completed by the student at end of each semester and a copy should be placed into your portfolio.

<u>**Student Formative Evaluation:**</u> (scheduled meeting with Instructor).

**Faculty consultation with Preceptor is required mid semester.** It is the student's responsibility to ensure this occurs. Once the faculty member meets with the preceptor (via email or phone call, whichever the preceptor prefers), the student must meet with the faculty to discuss clinical performance. This meeting will generally occur via Zoom and will be arranged at a date/time convenient for the faculty and the student.

**<u>Portfolio</u>**

The practicum portfolio is a comprehensive folder used to succinctly organize, and document evidence of the activities involved in the practicum experience. Combine files so each student has one portfolio to turn in; save each portfolio for use in creating your final portfolio prior to graduation.

***Each semester, the portfolio is cumulative.***

- *Update the table of contents to reflect all previous practicum courses and the current course.*
- *It must contain #3-10 (Preceptor Information, Clinical Log, Episodic SOAP notes, Comprehensive SOAP note, Formative Evaluations, Preceptor Evaluations, and Student Evaluations of Preceptor/Site) from each of the previous practicum courses (NGR6004L, NGR6601L, NGR6602L, NGR6619L, and NGR6942L).*
- *The introduction and conclusion should cover just the course in which the student is actively enrolled.*

The portfolio must contain the following:
1. **Title Page.**
2. **Table of Contents.**
3. **Introduction Section.** Paragraph format describing the focus of the practicum experience, the patients, the setting(s), the goals, purpose, roles, and contents of the portfolio.
4. **Preceptor information:** PEP
5. **Clinical Log:** Your Typhon log should document all patients seen during your clinical hours and should reflect your weekly progress toward meeting the course objectives. The log will track the total time spent in clinical as well as with each patient and should include the preceptor site, date, patient demographics, ICD-10 codes/CPT codes, time spent with each patient, and brief comments. For the portfolio, a Graphical Case Log Total should be used.
6. **Episodic SOAP notes** related to the care delivered by the Family Care Nurse Practitioner student in conjunction with his/her rotation preceptors.
7. **One comprehensive SOAP note** related to the care delivered by the Family Care Nurse Practitioner and the Primary Preceptor.
8. **Formative Evaluation Tools:** This is mandatory. It is the faculty's way of documenting our communication and feedback to you. Your faculty will read and respond. This is part of your clinical grade.
9. **Preceptor Evaluation:** We must have the signed original evaluations from your preceptors by the designated date. You may place a scanned copy in the assignment tab in Canvas as well as including them in your portfolio.
10. **Student's Evaluation of preceptors and clinical sites**: again, scanned copies should be placed into your portfolio.
11. **Conclusion**: Student should reflect on the data as related to the course objectives. All course objectives must be addressed. Student should use specific examples how they address each objective.

## NGR6004L Portfolio Rubric

| Section | Description | Points |
|---|---|---|
| | | |

| **Title Page**<br>*Needs to be doubled spaced and centered*<br>*Needs page numbers right upper corner* | Includes the following:<br>Name<br>Title<br>College of Nursing, Florida State University,<br>Course Code and Name<br>Date | _____/2 |
|---|---|---|
| **Table of Contents** | Includes all required sections and documents with page numbers | _____/2 |
| **Clinical Sites & Preceptors Information Page** | Site and Preceptor Details for NGR6004L | _____/2 |
| **Introduction (15 pts total):** *Provide an overview of the NGR6004L practicum course, linking experiences to the course objectives and the student's personal goals/objectives from their PEP. Students should highlight their transition into the APN role, focusing on integrating advanced health assessment, diagnostic reasoning, and nursing skills. Specific examples should be included that show the application of evidence-based interventions and the development of proficiency in assessment and diagnostic modalities. The introduction should be organized, reflective, and connect to NONPF competencies and course outcomes.* | **Excellent (14–15 pts):** Comprehensive overview with strong integration of outcomes and PEP goals. Specific examples. Organized, scholarly, reflective.<br>**Above Expectations (12–13 pts):** Addresses all outcomes and goals with clear connections, may lack depth in some areas. Includes examples.<br>**Meets Expectations (8–11 pts):** Provides overview of most outcomes/goals with limited or inconsistent examples. Some connections made.<br>**Below Expectations (6–7 pts):** Partial overview of outcomes/goals; vague or no examples.<br>**Unsatisfactory (0–5 pts):** Minimal content, superficial, no integration of outcomes/goals. | _____/15 |
| **Section I: Core Clinical Documentation (20 pts total)** | | |
| NGR6004L | *Include the following from each course:*<br>*PEP(s) – one for each preceptor (2 pt)*<br>*Preceptor Evaluations of Student – need to have midterm and final from each preceptor (4pts)*<br>*Student Evaluation of Preceptor/Site (one for each preceptor (2 pt)*<br>*Formative Evaluation 2 per course (midterm and final) (4 pt)* | _____/10 |
| Typhon Case Log | Graphical Case Log from Typhon | _____/10 |
| **Section II - SOAP Notes - Need to include from each course – 24 pts total** | | |
| NGR6004L | 3 "SO" Notes (8 pts per note) | _____/24 |
| **Conclusion / Reflection:**<br>*Provide an integrative reflection on the NGR6004L practicum experience, focusing on how the student achieved the course objectives and their personal goals from the PEP. Reflection should include specific examples that show how the student demonstrated proficiency in advanced health assessment, applied diagnostic reasoning, performed advanced nursing skills, and evaluated evidence-based interventions. Students should reflect on their initial transition into the APN role and connect their experiences to* | **Excellent (27–30 pts):** Rich, integrative reflection on NGR6004L. Specific examples clearly demonstrate achievement of outcomes and goals. Strong connection to NONPF and AACN Essentials. Scholarly and deeply reflective.<br>**Above Expectations (24–26 pts):** Covers all outcomes/goals with clear connections; includes examples but may lack depth.<br>**Meets Expectations (18–23 pts):** Addresses most outcomes/goals; provides some linkage with limited or general examples.<br>**Below Expectations (11–17 pts):** Uneven, limited coverage of outcomes/goals; weak or vague connections.<br>**Unsatisfactory (0–10 pts):** Minimal or absent reflection; no meaningful integration of outcomes/goals. | _____/30 |

| | | |
|---|---|---|
| *NONPF competencies and course outcomes.* | | |
| **Grammar, Writing, and APA Mechanics** | **Excellent (5 pts):** Writing is clear, scholarly, and professional. Virtually error-free in grammar, spelling, and punctuation. Consistently follows APA style with correct formatting, citations, and references. <br>**Above Expectations (4 pts):** Writing is strong and professional with only a few minor grammar, spelling, or APA errors that do not affect clarity or readability. APA formatting is generally correct with minor inconsistencies. <br>**Meets Expectations (3 pts):** Writing is generally clear but contains noticeable grammar, spelling, or APA errors. Errors occasionally affect flow or readability. APA formatting is present but inconsistently applied. <br>**Below Expectations (2 pts):** Frequent grammar, spelling, or APA errors are present. Writing may lack clarity and professionalism. APA style is inconsistently or poorly applied. <br>**Unsatisfactory (0–1 pts):** Writing is unclear, unprofessional, and contains significant grammar and APA errors throughout. APA style is largely absent or incorrect, and errors interfere with readability. | _____/5 |
| **TOTAL** | | **_____/100** |

## NGR6601L Portfolio Rubric

| Section | Description | Points |
|---|---|---|
| **Title Page** <br>*Needs to be doubled spaced and centered* <br>*Needs page numbers right upper corner* | Includes the following: <br>Name <br>Title <br>College of Nursing, Florida State University, <br>Course Code and Name <br>Date | _____/2 |
| **Table of Contents** | Includes all required sections and documents with page numbers | _____/2 |
| **Clinical Sites & Preceptors Information Page** | Site and Preceptor Details for NGR6601L | _____/1 |
| **Introduction (15 pts total):** *Provide an overview of the NGR6601L practicum course, linking experiences to the course objectives and the student's personal goals/objectives from their PEP. Students should include specific clinical examples that demonstrate the beginning development of strategies for health promotion, diagnosis, and management of common acute and chronic conditions. The introduction should be organized, reflective, and connect to NONPF competencies and course outcomes.* | **Excellent (14–15 pts):** Comprehensive overview with strong integration of outcomes and PEP goals. Specific examples. Organized, scholarly, reflective. <br>**Above Expectations (12–13 pts):** Addresses all outcomes and goals with clear connections, may lack depth in some areas. Includes examples. <br>**Meets Expectations (8–11 pts):** Provides overview of most outcomes/goals with limited or inconsistent examples. Some connections made. <br>**Below Expectations (6–7 pts):** Partial overview of outcomes/goals; vague or no examples. <br>**Unsatisfactory (0–5 pts):** Minimal content, superficial, no integration of outcomes/goals. | _____/15 |
| **Section I: Core Clinical Documentation (25 pts total)** | | |
| NGR6004L <br><br>NGR6601L | *Include the following from each course:* <br>*PEP(s) – one for each preceptor (2 pt)* <br>*Preceptor Evaluations of Student – need to have midterm and final from each preceptor (4 pts)* | _____/10 <br><br>_____/10 |

| | *Student Evaluation of Preceptor/Site (one for each preceptor (2 pt)* *Formative Evaluation 2 per course (midterm and final) (4 pt)* | |
|---|---|---|
| Typhon Case Log | Graphical Case Log from Typhon | _____/5 |
| **Section II - SOAP Notes - Need to include from each course – 20 pts total** | | |
| NGR6004L | 3 "SO" Notes (3 pts per note) | _____/9 |
| NGR6601L | 2 Episodes and 1 comprehensive (3 pts per episodic note and 5 pts for comprehensive note) | _____/11 |
| **Conclusion / Reflection:** *Provide an integrative reflection on the NGR6601L practicum experience, focusing on how the student achieved the course objectives and their personal goals from the PEP. Reflection should include specific examples of caring for patients with simple acute and chronic conditions, with attention to diversity, cultural competence, quality, safety, equity, and interprofessional collaboration. Students should connect their experiences to NONPF competencies and course outcomes.* | **Excellent (27–30 pts):** Rich, integrative reflection on NGR6601L. Specific examples clearly demonstrate achievement of outcomes and goals. Strong connection to NONPF and AACN Essentials. Scholarly and deeply reflective. **Above Expectations (24–26 pts):** Covers all outcomes/goals with clear connections; includes examples but may lack depth. **Meets Expectations (18–23 pts):** Addresses most outcomes/goals; provides some linkage with limited or general examples. **Below Expectations (11–17 pts):** Uneven, limited coverage of outcomes/goals; weak or vague connections. **Unsatisfactory (0–10 pts):** Minimal or absent reflection; no meaningful integration of outcomes/goals. | _____/30 |
| **Grammar, Writing, and APA Mechanics** | **Excellent (5 pts):** Writing is clear, scholarly, and professional. Virtually error-free in grammar, spelling, and punctuation. Consistently follows APA style with correct formatting, citations, and references. **Above Expectations (4 pts):** Writing is strong and professional with only a few minor grammar, spelling, or APA errors that do not affect clarity or readability. APA formatting is generally correct with minor inconsistencies. **Meets Expectations (3 pts):** Writing is generally clear but contains noticeable grammar, spelling, or APA errors. Errors occasionally affect flow or readability. APA formatting is present but inconsistently applied. **Below Expectations (2 pts):** Frequent grammar, spelling, or APA errors are present. Writing may lack clarity and professionalism. APA style is inconsistently or poorly applied. **Unsatisfactory (0–1 pts):** Writing is unclear, unprofessional, and contains significant grammar and APA errors throughout. APA style is largely absent or incorrect, and errors interfere with readability. | _____/5 |
| **TOTAL** | | **_____/100** |

## NGR6602L Portfolio Rubric

| Section | Description | Points |
|---|---|---|
| **Title Page** *Needs to be doubled spaced and centered* *Needs page numbers right upper corner* | Includes the following: Name Title College of Nursing, Florida State University, | _____/2 |

| | Course Code and Name<br>Date | |
|---|---|---|
| **Table of Contents** | Includes all required sections and documents with page numbers | _____ /2 |
| **Clinical Sites & Preceptors Information Page** | Site and Preceptor Details for NGR6602L | _____ /1 |
| **Introduction (15 pts total):** *Provide an overview of the NGR6602L practicum course, linking experiences to the course objectives and the student's personal goals/objectives from their PEP. The introduction should be clearly written, organized, reflective, and connect to NONPF competencies and course outcomes.* | **Excellent (14–15 pts):** Comprehensive overview with strong integration of outcomes and PEP goals. Specific examples. Organized, scholarly, reflective.<br>**Above Expectations (12–13 pts):** Addresses all outcomes and goals with clear connections, may lack depth in some areas. Includes examples.<br>**Meets Expectations (8–11 pts):** Provides overview of most outcomes/goals with limited or inconsistent examples. Some connections made.<br>**Below Expectations (6–7 pts):** Partial overview of outcomes/goals; vague or no examples.<br>**Unsatisfactory (0–5 pts):** Minimal content, superficial, no integration of outcomes/goals. | _____ /15 |

**Section I: Core Clinical Documentation (25 pts total)**

| NGR6004L | *Include the following from each course:*<br>*PEP(s) – one for each preceptor (1 pt)* | _____ /6 |
|---|---|---|
| NGR6601L | *Preceptor Evaluations of Student – need to have midterm and final from each preceptor (2 pts)* | _____ /6 |
| NGR6602L | *Student Evaluation of Preceptor/Site (one for each preceptor (1 pt)*<br>*Formative Evaluation 2 per course (midterm and final) (2 pt)* | _____ /6 |
| Typhon Case Log | Graphical Case Log from Typhon | _____ /7 |

**Section II - SOAP Notes - Need to include from each course – 20 pts total**

| NGR6004L | 3 "SO" Notes (2 pts per note) | _____ /6 |
|---|---|---|
| NGR6601L | 2 Episodes and 1 comprehensive (2 pts per note) | _____ /6 |
| NGT6602L | 2 Episodes and 1 comprehensive (2 pts per Episodic, 4 pts for the comprehensive note) | _____ /8 |
| **Conclusion / Reflection:**<br>*Provide an integrative reflection on the NGR6602L practicum experience, focusing on how the student achieved the course objectives and their personal goals from the PEP. Reflection should include specific examples from clinical practice and demonstrate how the student incorporated age, culture, risk factors, epidemiology, and health policy into care. It should also address evidence-based diagnosis and management, strategies to promote quality, safety, equity, and access to care, and interprofessional collaboration. Students should connect their experiences to NONPF competencies and course* | **Excellent (27–30 pts):** Rich, integrative reflection on NGR6602L. Specific examples clearly demonstrate achievement of outcomes and goals. Strong connection to NONPF and AACN Essentials. Scholarly and deeply reflective.<br>**Above Expectations (24–26 pts):** Covers all outcomes/goals with clear connections; includes examples but may lack depth.<br>**Meets Expectations (18–23 pts):** Addresses most outcomes/goals; provides some linkage with limited or general examples.<br>**Below Expectations (11–17 pts):** Uneven, limited coverage of outcomes/goals; weak or vague connections.<br>**Unsatisfactory (0–10 pts):** Minimal or absent reflection; no meaningful integration of outcomes/goals. | _____ /30 |

| *outcomes.* | | |
|---|---|---|
| **Grammar, Writing, and APA Mechanics** | **Excellent (5 pts):** Writing is clear, scholarly, and professional. Virtually error-free in grammar, spelling, and punctuation. Consistently follows APA style with correct formatting, citations, and references. <br> **Above Expectations (4 pts):** Writing is strong and professional with only a few minor grammar, spelling, or APA errors that do not affect clarity or readability. APA formatting is generally correct with minor inconsistencies. <br> **Meets Expectations (3 pts):** Writing is generally clear but contains noticeable grammar, spelling, or APA errors. Errors occasionally affect flow or readability. APA formatting is present but inconsistently applied. <br> **Below Expectations (2 pts):** Frequent grammar, spelling, or APA errors are present. Writing may lack clarity and professionalism. APA style is inconsistently or poorly applied. <br> **Unsatisfactory (0–1 pts):** Writing is unclear, unprofessional, and contains significant grammar and APA errors throughout. APA style is largely absent or incorrect, and errors interfere with readability. | _____/5 |
| **TOTAL** | | **_____/100** |

## NGR6619L Portfolio Rubric

| Section | Description | Points |
|---|---|---|
| **Title Page** <br> *Needs to be doubled spaced and centered* <br> *Needs page numbers right upper corner* | Includes the following: <br> Name <br> Title <br> College of Nursing, Florida State University <br> Course Code and Name <br> Date | _____/2 |
| **Table of Contents** | Includes all required sections and documents with page numbers | _____/2 |
| **Clinical Sites & Preceptors Information Page** | Site and Preceptor Details for NGR6619L | _____/1 |
| **Introduction (15 pts total):** *Provide an overview of the NGR6619L practicum course, linking experiences to NGR6619L course outcomes and the student's personal goals/objectives from their PEP. Must include specific examples, written in a clear, organized, and reflective manner.* | **Excellent (14–15 pts):** Comprehensive overview with strong integration of outcomes and PEP goals. Specific examples. Organized, scholarly, reflective. <br> **Above Expectations (12–13 pts):** Addresses all outcomes and goals with clear connections, may lack depth in some areas. Includes examples. <br> **Meets Expectations (8–11 pts):** Provides overview of most outcomes/goals with limited or inconsistent examples. Some connections made. <br> **Below Expectations (6–7 pts):** Partial overview of outcomes/goals; vague or no examples. <br> **Unsatisfactory (0–5 pts):** Minimal content, superficial, no integration of outcomes/goals. | _____/15 |
| **Section I: Core Clinical Documentation (30 pts total)** | | |
| NGR6004L | *Include the following from each course:* <br> *PEP(s) – one for each preceptor (1 pt)* | _____/6 |
| NGR6601L | *Preceptor Evaluations of Student – need to have midterm and final from each preceptor (2 pts)* | _____/6 |
| NGR6602L | *Student Evaluation of Preceptor/Site (one for each preceptor (1 pt)* | _____/6 |
| NGR6619L | *Formative Evaluation 2 per course (midterm and final) (2 pt)* | _____/6 |
| Typhon Case Log | Graphical Case Log from Typhon | _____/6 |
| **Section II - SOAP Notes - Need to include from each course – 15 pts total** | | |
| NGR6004L | 3 Episodic Notes | _____/3 |
| NGR6601L | 2 Episodes and 1 comprehensive | _____/3 |
| NGT6602L | 2 Episodes and 1 comprehensive | _____/3 |

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| NGR6619L | 2 Episodes and 1 comprehensive | _____/6 |
|---|---|---|
| **Conclusion / Reflection:**<br>*Provide an integrative reflection on NGR6619L only. Students should reflect on how they achieved the course outcomes and met their personal goals/objectives from the PEP, using specific examples. Must also connect to NONPF competencies and AACN Essentials.* | **Excellent (27–30 pts):** Rich, integrative reflection on NGR6619L. Specific examples clearly demonstrate achievement of outcomes and goals. Strong connection to NONPF and AACN Essentials. Scholarly and deeply reflective.<br>**Above Expectations (24–26 pts):** Covers all outcomes/goals with clear connections; includes examples but may lack depth.<br>**Meets Expectations (18–23 pts):** Addresses most outcomes/goals; provides some linkage with limited or general examples.<br>**Below Expectations (11–17 pts):** Uneven, limited coverage of outcomes/goals; weak or vague connections.<br>**Unsatisfactory (0–10 pts):** Minimal or absent reflection; no meaningful integration of outcomes/goals. | _____/30 |
| **Grammar, Writing, and APA Mechanics** | **Excellent (5 pts):** Writing is clear, scholarly, and professional. Virtually error-free in grammar, spelling, and punctuation. Consistently follows APA style with correct formatting, citations, and references.<br>**Above Expectations (4 pts):** Writing is strong and professional with only a few minor grammar, spelling, or APA errors that do not affect clarity or readability. APA formatting is generally correct with minor inconsistencies.<br>**Meets Expectations (3 pts):** Writing is generally clear but contains noticeable grammar, spelling, or APA errors. Errors occasionally affect flow or readability. APA formatting is present but inconsistently applied.<br>**Below Expectations (2 pts):** Frequent grammar, spelling, or APA errors are present. Writing may lack clarity and professionalism. APA style is inconsistently or poorly applied.<br>**Unsatisfactory (0–1 pts):** Writing is unclear, unprofessional, and contains significant grammar and APA errors throughout. APA style is largely absent or incorrect, and errors interfere with readability. | _____/5 |
| **TOTAL** | | **_____/100** |

## NGR6942L Portfolio Rubric

| Section | Description | Points |
|---|---|---|
| **Title Page**<br>*Needs to be doubled spaced and centered*<br>*Needs page numbers right upper corner* | Includes the following:<br>Name<br>Title<br>College of Nursing, Florida State University<br>Course Code and Name<br>Date | _____/2 |

| Table of Contents | Includes all required sections and documents with page numbers | _____/2 |
|---|---|---|
| **Clinical Sites & Preceptors Information Page** | Organized by course, includes site/preceptor details | _____/3 |
| **Introduction (15 pts total):** *Provide an overview of the student's academic and clinical journey across all five practicum courses. It should connect experiences to program outcomes, AACN Essentials, and NONPF competencies, and be written in a clear, organized, and reflective manner that demonstrates growth and preparation for advanced practice.* | **Excellent (14-15 pts):** Comprehensive overview of all five practicum courses. Strong integration of experiences with program outcomes, AACN Essentials, and NONPF competencies. Organized, scholarly, reflective<br>**Above Expectations (12-13 pts):** Addresses all courses and links to competencies/outcomes; generally organized and clear but may lack depth in one area.<br>**Meets Expectations (8-11 pts):** Provides overview of most courses; some connections to outcomes/competencies but inconsistent.<br>**Below Expectations (6-8 pts):** Partial overview, limited discussion of courses; minimal linkage to competencies.<br>**Unsatisfactory (0-5):** Minimal content, superficial; no clear integration of outcomes/competencies. | _____/15 |

| **Section I: Core Clinical Documentation (25 pts total)** | | |
|---|---|---|
| NGR6004L | *Include the following from each course:*<br>*PEP(s) – one for each preceptor (1 pt)*<br>*Preceptor Evaluations of Student – need to have midterm and final from each preceptor (1 pt)*<br>*Student Evaluation of Preceptor/Site (one for each preceptor (1pt)*<br>*Formative Evaluation 2 per course (midterm and final) (1pt)* | _____/4 |
| NGR6601L | | _____/4 |
| NGR6602L | | _____/4 |
| NGR6619L | | _____/4 |
| NGR6942L | | _____/4 |
| Typhon Case Log | Graphical Case Log from Typhon | _____/3 |
| Typhon Conference Log | see instructions on how to print this | _____/2 |

| **Section II - SOAP Notes - Need to include from each course – 15 pts total** | | |
|---|---|---|
| NGR6004L | 3 Episodic Notes | _____/3 |
| NGR6601L | 2 Episodes and 1 comprehensive | _____/3 |
| NGT6602L | 2 Episodes and 1 comprehensive | _____/3 |
| NGR6619L | 2 Episodes and 1 comprehensive | _____/3 |
| NGR6942L | 2 Episodes and 1 comprehensive | _____/3 |

| **Executive Summary** | Include the 1-page executive summary from your DNP Project | _____/5 |
|---|---|---|
| **Conclusion / Reflection:**<br>*Provide an integrative reflection on the entire academic and clinical journey in the DNP program, including academic coursework, five practicum courses, and the DNP project. The student should use specific examples to show how they have achieved the FSU DNP program outcomes and connect their experiences to the 2021 AACN Essentials (Level II competencies and sub-competencies) and the 2022 NONPF competencies. This section should demonstrate* | **Excellent (27–30 pts):** Comprehensive, integrative reflection covering the entire academic and clinical journey, including all courses and the DNP project. Rich detail with specific examples that clearly demonstrate achievement of program outcomes, AACN Essentials, and NONPF competencies. Organized, scholarly, and deeply reflective.<br>**Above Expectations (24–26 pts):** Covers all courses and the DNP project with solid connections to program outcomes, AACN Essentials, and NONPF competencies. Organized and reflective but may lack depth or specificity in some areas.<br>**Meets Expectations (18–23 pts):** Addresses most courses and the project; provides some linkage to competencies and outcomes, but connections are inconsistent or lack depth. Reflection may be general rather than specific.<br>**Below Expectations (11–17 pts):** Reflection is uneven, with limited coverage of courses and project. Minimal or weak connections to competencies and outcomes. Lacks depth or critical reflection. | _____/30 |

| | | |
|---|---|---|
| *growth, integration of knowledge, and readiness for advanced practice.* | **Unsatisfactory (0–10 pts):** Minimal or absent reflection. No clear integration of courses, project, outcomes, or competencies. Superficial or incomplete. | |
| **Grammar, Writing, and APA Mechanics** | **Excellent (5 pts):** Writing is clear, scholarly, and professional. Virtually error-free in grammar, spelling, and punctuation. Consistently follows APA style with correct formatting, citations, and references. <br> **Above Expectations (4 pts):** Writing is strong and professional with only a few minor grammar, spelling, or APA errors that do not affect clarity or readability. APA formatting is generally correct with minor inconsistencies. <br> **Meets Expectations (3 pts):** Writing is generally clear but contains noticeable grammar, spelling, or APA errors. Errors occasionally affect flow or readability. APA formatting is present but inconsistently applied. <br> **Below Expectations (2 pts):** Frequent grammar, spelling, or APA errors are present. Writing may lack clarity and professionalism. APA style is inconsistently or poorly applied. <br> **Unsatisfactory (0–1 pts):** Writing is unclear, unprofessional, and contains significant grammar and APA errors throughout. APA style is largely absent or incorrect, and errors interfere with readability. | _____/5 |
| **TOTAL** | | _____/100 |

**Reflection Exercise:**

Please reflect on the following: ***How does your DNP project work influence your practice and leadership/advocacy skills in the future?***

**Attendance, Absence, and Late/Missed Work Policy:**
- All assignment, quiz, and exam due dates are clearly posted at the start of the semester. It is the student's responsibility to review these deadlines and plan accordingly. Timely, professional communication is expected in this graduate-level course.
- The student is expected to communicate any illnesses, problems, issues, or concerns with ample time for these to be addressed.

1. **On-Time Submission Required**
   - Assignments must be submitted by the posted deadline. It is the student's responsibility to carefully review the course syllabus and monitor all course announcements to understand assignment due dates, submission procedures, and any updates made by the instructor. Faculty reserve the right to adjust deadlines or assignment instructions as needed, and such changes will be communicated through official course channels.
   - Failure to follow submission instructions or to stay informed of posted updates does not constitute a valid excuse for late or missing work. Assignments submitted incorrectly or to the wrong location may be considered late and subject to applicable penalties.

2. **Penalty for Late Work**
   - Assignments submitted late without **_prior_** instructor approval will receive a **5% deduction per day**, up to a maximum of **20%**.
   - Assignments submitted **up to four days late** will be accepted with the applicable daily penalty. Assignments submitted on **day five or later** will receive **no higher than 80%**, regardless of quality.
   - Assignments submitted **more than five days late will not be accepted** unless:
     - The student has made prior arrangements with the instructor **before the original deadline**, or
     - There are **extreme circumstances** as determined by the instructor in consultation with the **Assistant Dean of Graduate Programs**.

3. **Missed Exams Due to Excused Absence**
   - Students who miss an exam due to an **approved excused absence** may be required to take an **alternative version of the exam** at a date determined by the instructor but before the last day of the semester. This alternative may differ in format (e.g., essay-based instead of multiple choice) but will cover the same content and course learning outcomes.
   - This policy is designed to:
     - Preserve the **integrity and security** of the original exam,
     - Ensure **fair assessment** of student knowledge,
     - Allow faculty discretion in administering makeup exams in a manner consistent with course standards.

4. **Communication & Exceptions**
   - If unforeseen circumstances arise, students must contact the instructor **prior to the deadline** to discuss alternative arrangements. Exceptions are granted only at the instructor's discretion and must be supported by appropriate documentation.

5. **Excused Absences**

- Excused absences will be accommodated in a way that does not arbitrarily penalize students who have a valid reason. Acceptable excused absences include:
    - Documented illness
    - Deaths in the family or other documented crises
    - Call to active military duty or jury duty
    - Religious holy days (see below)
    - Official university activities (e.g., athletic competitions, academic events sponsored by the student's department or college)
- Students must provide **written documentation** for approval of any excused absence.
    - Consideration may also be given to students whose **dependent children experience serious illness**, provided a medical note from the child's healthcare provider is submitted.

6. **Religious Holy Days**
    - Students have the right to observe religious holy days without academic penalty. To ensure accommodations are made appropriately:
        - Students must notify the instructor **as early as possible**, ideally upon receipt of the course syllabus, but **no later than two weeks prior** to the religious observance.
        - Students will be **excused from class or academic activities** to observe a religious holy day.
        - Students are responsible for all material covered during their absence but will be granted a **reasonable amount of time to make up missed work**.
    - Instructors will not arbitrarily penalize students for absences due to religious observance.

7. **Unacceptable Excuses**
    - **Vacations** are **not acceptable** reasons for missing exams, assignments, or clinical hours. Plan all personal travel during official school breaks.
        - **No changes in due dates, exam schedules, or clinical hour requirements will be made to accommodate vacation/personal travel.**
    - **Work schedules** are **not valid excuses** for missed course requirements. Students are expected to manage their time to meet all academic and clinical obligations.
        - While we recognize that many of our students are employed, it is the student's responsibility to review the course schedule and ensure they are available to meet all deadlines and expectations.
        - If a student identifies a conflict with their work schedule, they are expected to make arrangements to fulfill course requirements as assigned.
        - In the rare case that a conflict *absolutely cannot* be resolved, the student must contact the instructor **within the first week of the course** to discuss potential options.
        - While faculty will make reasonable efforts to accommodate requests, such accommodations are *not guaranteed*.
        - Students should not assume that sending an email is sufficient. If no response is received within a reasonable timeframe, it is the student's responsibility to follow up.
        - Faculty may request documentation from the student's employer verifying that the conflict is unavoidable and that the work schedule cannot be adjusted.

8. **Clinical Hour Completion**
    - All required **clinical hours must be completed by the end of the semester**. Failure to meet clinical hour requirements may result in a final grade of **Unsatisfactory (U)** and the

student will be ineligible for progression, depending on program standards. Students must communicate proactively with faculty and preceptors to ensure timely completion.

- **Clinical Hours Documentation**
  - o All clinical hours must be entered into Typhon within **14 days** of the patient encounter. Hours documented after this time will not be accepted.
  - o *Example:* If you see a patient on **June 1**, you must complete and submit the Typhon entry by **June 15**. After this date, the entry for that patient will be locked—no edits or additional patients for that date can be added.

9. **End-of-Course Incompletes**
   - Students with incomplete assignments at the end of the course will receive the **final grade earned** unless an **Incomplete (I)** is formally granted. Please note:
     - o An **Incomplete is not automatic** and will only be considered under **exceptional circumstances**.
     - o The student must have completed a **substantial portion of the course** and be **otherwise passing**.
     - o The reason for the incomplete must be **beyond the student's control** and **well-defined**.
     - o The instructor retains full authority to determine whether an Incomplete is appropriate.
     - o If the course is taught or facilitated by a Graduate Teaching Assistant, the decision to assign an Incomplete is made in consultation with the TA's faculty supervisor, if applicable.
     - o Students are responsible for reviewing the College and University Grade Policies to understand eligibility and expectations.

## Course Guidelines:

## Use of Artificial Intelligence (AI):

To ensure all students have an equal opportunity to succeed and to uphold the integrity of this course, students are expected to submit work that is their own. Text or content generated by artificial intelligence (AI) systems such as ChatGPT, Bing Chat, Claude, Gemini, or any other automated tools is not permitted for submission in any classwork, assessments, or clinical documentation unless the assignment specifically instructs or allows the use of AI tools.

This includes, but is not limited to:
- Assignments, exams, or projects.
- Clinical documentation such as SOAP notes or Typhon logs.

The purpose of this guideline is to support your development of critical thinking, writing, and research skills, which are essential for success in this course and your academic journey.

Appropriate Use of AI:
Students may use AI tools as part of their research and preparation for assignments, or as a text editor, but the final text submitted must be written and crafted by the student. For example, you may use AI to:
- Generate ideas or brainstorm questions.
- Create summaries or outlines that you then expand and revise.

However, all use of AI must be properly cited, and students are encouraged to critically evaluate the accuracy and reliability of AI-generated content.
Important Reminder:

Using AI in ways that violate this guideline undermines your learning and will be treated as academic misconduct. If an assignment specifically permits or encourages the use of AI for certain tasks, clear instructions will be provided by your faculty. If you have any questions about whether a particular use of AI is acceptable, please ask your faculty for clarification.

This guideline is designed to support your success while helping you engage fully in the learning process.

## Honorlock Testing Policy for Exams

All exams in this course will be administered using **Honorlock online proctoring**. Once you begin the exam, you must complete it in one sitting. Make sure you are prepared, in a distraction-free environment, and have all necessary materials before starting.

### Overview

Honorlock is a secure, online proctoring service that allows you to take exams from the comfort of your home. You do not need to create an account, pay a fee, or schedule an appointment in advance. All that is required is:

- A computer (not a tablet or phone)
- A working **webcam and microphone** (most laptops have these built-in)
- A **stable, high-speed internet connection**
- **Google Chrome** browser with the **Honorlock Chrome Extension**

If your setup does not meet these requirements or if you cannot use Honorlock, you must notify me **within the first two weeks of the semester**. In such cases, you will be required to take your exam at an approved proctored testing facility. See more at (https://testing.fsu.edu/off-campus-testing/proctor).

### How Honorlock Works

- Honorlock records your **computer screen and webcam** throughout the exam and uses AI to flag **suspicious behavior** for my review.
- If any flagged behavior is determined to violate **FSU's Academic Honor Policy** (https://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy) or the **Student Conduct Code** (https://sccs.fsu.edu/conduct-codes/student-conduct-codes), formal charges may be pursued through university procedures.
- After the exam, I will review any flagged footage and may contact you to discuss any concerns.

### Getting Started with Honorlock

1. Install **Google Chrome** if it is not already your default browser.
2. Install the **Honorlock Chrome Extension**: (https://app.honorlock.com/install/extension)
3. Review FSU's **Honorlock Student Guide** for instructions and system requirements: (https://support.canvas.fsu.edu/kb/article/1781-honorlock-resources-for-students/)

### Before Your Exam

- **Check your system compatibility** and internet speed in advance.
- **Familiarize yourself with the exam setup** using these resources:
  - Honorlock Student Best Practices (https://honorlock.kb.help/honorlock-student-best-practices/)
  - How to Use Honorlock – includes video (https://honorlock.kb.help/how-to-use-honorlock-student/)
  - HonorPrep Guided Tour (https://prep.honorlock.com/)
- Perform a **system check and room scan** before starting the test: (https://honorlock.kb.help/completing-a-room-scan-using-honorlock/)

**During the Exam**
- Log into **Canvas**, go to your course, and click on your exam.
- Click "**Launch Proctoring**" to begin. You will be prompted to:
  - Take a **photo of yourself.**
  - Show a **photo ID** (FSUCard or government-issued ID)
  - Complete a **360-degree room scan** of your test environment.
- Make sure your **testing area is well-lit**, quiet, and free from unpermitted materials. Headphones are typically not allowed.
- Remain on screen at all times. Leaving the webcam view may result in a flag.

**After the Exam**
- *You may uninstall the Honorlock extension, but note that it remains inactive unless an Honorlock-enabled exam is running.*
- Your instructor will review the flagged footage and contact you if further discussion is necessary.
- All students have **due process rights** if any conduct issues arise. You can review those rights via the Academic Honor Policy page (https://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy).

**Privacy and Security**
FSU values your privacy. Honorlock complies with **FERPA** and uses encrypted protocols for all recordings. See FSU's FAQ page on Honorlock security and privacy: (https://testing.fsu.edu/off-campus-testing/honorlock-security-privacy).

**Support and Accommodations**
- **Honorlock Support** is available 24/7 through the live chat icon during your exam.
- For **Canvas issues**, contact ODL Technical Support at canvas@fsu.edu.
- If you require **testing accommodations**, notify me well in advance. Refer to the guidelines here: (https://testing.fsu.edu/accommodations).

If you have any concerns about using Honorlock or need an alternative arrangement, you must reach out during the **first two weeks** of the semester. I am here to support your success, so please communicate early and often if questions arise.

**FSU | COLLEGE OF NURSING**
Graduate Program

**PRACTICUM EDUCATION PLAN**

Semester & year:
Course Number and Course Name:
Student Name:
Student Address:
Student Telephone:
Preceptor Name:
                    (**Please include credentials and specialty i.e., DNP, ARPN, FNP-BC**)
Preceptor Address:
Preceptor phone:
Preceptor e-mail:
**Preceptor preferred method of contact/communication:**
Clinical Faculty:

**COURSE DESCRIPTION:  Copy and paste Course Description From Syllabus**
**COURSE OUTCOMES:   Copy and paste Course Outcomes From Syllabus**

**PERSONAL OBJECTIVES:**          **(List at least <u>five (5), specific and measurable</u> personal objectives for <u>each</u> clinical experience. These objectives should be reflected in the student's clinical log and the student should be prepared to discuss personal objective achievements/progress with the Clinical Faculty.)**

By the end of this rotation, the student will:
1.  Student formulates personal objectives.
2.  Etc. ……

**Expected Clinical Experience Hours with this Preceptor:**

**BEGINNING DATE: _____     ENDING DATE: _____**

**Clinical Site Description**

Practice Name:

Practice Address:

Description of the site:

Type of Practice/Population Focus:

Student's Anticipated Clinical Schedule

Days of the week

Amount of time per day

Total amount of time for this clinical site:

**<u>Signatures</u>**

_____          _____
Student                                                                      Date

_____          _____
Preceptor                                                                   Date

_____          _____
 Katie Lambert, RN, Clinical Coordinator                 Date

After all three have signed this form, please upload it to the assignment in the Canvas course for your practicum so that your clinical faculty can give you credit for it in the course.

**Dear Preceptor,**

**If you are interested in receiving a tuition waiver or preceptor verification letter for being our preceptor, please follow the link and complete the survey. Be sure to complete this survey after EACH semester of service. Thanks so much for helping to educate the next generation!!**

https://fsu.qualtrics.com/jfe/form/SV_b7WgswhgRdzuEv4

**FSU | COLLEGE OF NURSING**
Graduate Program

**Family Nurse Practitioner Program**
**Competency Progression Evaluation Tool**

(NGR 6004L, NGR 6601L, NGR 6602L, NGR 6619L, NGR 6942L)

Student Name:
Course Name/#:
Preceptor Name, Credentials, and Location:

Semester/Year:
Type of Evaluation (check one):  (    )  Mid-term    (    ) Final
Evaluator:
Total Number of Clinical Hours Completed During Rotation:

## General Overview

This tool evaluates the student's clinical performance based on observable behaviors linked to the AACN Essentials (2021) and NONPF Core Competencies (2022) domains. It is designed to support competency-based progression, formative coaching, and reflective practice. Evaluation is based on input from the student, preceptor, and faculty.

| Course | Rating | Descriptor |
|---|---|---|
| NGR 6004L | Novice | Beginning to apply foundational knowledge, minimal application of clinical knowledge; requires frequent prompting and close supervision. |
| NGR 6601L | Advanced Beginner | Demonstrates growing independence; applies evidence and basic skills with occasional prompting; may need help prioritizing; progressing safely. |
| NGR 6602L | | |
| NGR 6619L | Competent | Performs safely and independently in most situations with minimal supervision; integrates evidence, theory, and reasoning to begin prioritizing and managing full patient care. |
| NGR 6942L | Proficient | Demonstrates readiness for practice with advanced clinical judgment, leadership, and autonomy; leads aspects of patient care. |
| Unsatisfactory/Poor | | Performs below safe or acceptable standards; inconsistent, unsafe, or dependent. |
| N/O | | No opportunity to observe this behavior during the evaluation period. |

## Evaluation Level Definitions

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- **Proficient (Graduation Standard):**
Demonstrates readiness to enter advanced nursing practice at the doctoral level, with the ability to deliver safe, evidence-based, and patient-centered care within their population focus. Applies systems thinking, quality improvement principles, and interprofessional collaboration to influence patient and organizational outcomes. Demonstrates clinical leadership, initiative, and consistent, independent decision-making. Applies evidence, critical thinking, and prioritization seamlessly in complex, real-world scenarios. Anticipates needs, adapts quickly, and functions as a safe, confident provider. Continues to build proficiency in managing complex clinical situations and integrating scholarship into practice, consistent with the expectations for a new Doctor of Nursing Practice graduate by the end of NGR 6942L.

- **Competent:**
Demonstrates readiness for entry-level advanced practice nursing, providing safe, effective, and evidence-based patient care with appropriate clinical judgment. Functions independently in routine situations and seeks guidance appropriately in complex or unfamiliar scenarios. Performs with confidence and independence in typical clinical settings. Consistently organizes care, applies theoretical knowledge, and adjusts based on patient needs. Requires minimal oversight. Continues to develop confidence, efficiency, and advanced critical thinking expected of a novice nurse practitioner entering practice caring for the adult-gerontology acute care population by the end of NGR 6619L.

- **Advanced Beginner:**
Applies knowledge and skills safely with some prompting. Demonstrates basic critical thinking and uses evidence-based guidelines with growing confidence. This is the expected level by the end of NGR 6601L and NGR 6602L.

- **Novice:**
Relies heavily on guidance. Performance is inconsistent but improving. Needs further exposure to build confidence and apply foundational clinical concepts. This level is typical for students in NGR 6004L.

- **Unsatisfactory/Poor:**
Demonstrates unsafe or inappropriate care. Requires constant supervision, lacks growth, and may not meet course objectives. Immediate faculty-preceptor intervention is required.

- **N/O – No Opportunity to Observe:**
This competency was not observed during the evaluation period.

**Important Note**

The final clinical grade for this course is either **Satisfactory** or **Unsatisfactory**, based on a combination of the student's **self-evaluation**, **preceptor feedback**, and **faculty assessment**.

**Proficient-level behaviors reflect the expected performance of a graduating nurse practitioner at the doctoral level**—including safe, independent practice, strong clinical judgment, leadership, and readiness for entry into advanced practice. Students in their final semester (NGR 6942L) should consistently demonstrate these behaviors across domains.

If a student receives an **"Unsatisfactory/Poor"** rating on two or more behavioral objectives, they are at risk of failing the clinical course. In those cases, faculty and the preceptor should meet promptly to develop a support and remediation plan.

Please include comments for any areas marked below satisfactory to ensure transparency and guide student growth.

| Patient-Centered Care<br>AACN Domain: 1, 2, 3, 4, 5, 6, 7 \| NONPF Domain: 1. Knowledge of Practice, 2. Person-Centered Care, 3. Population Health, 4. Practice Scholarship and Translational Science, 5. Quality and Safety, 6. Interprofessional Collaboration in Practice, 7. Health Systems | | | | | | |
|---|---|---|---|---|---|---|
| **Behavioral Objective** | **Novice** | **Advanced Beginner** | **Competent** | **Proficient** | **Unsatisfactory /Poor** | **N/O** |
| Conducts a focused, age-appropriate history (adolescents, adults, and geriatric populations). | | | | | | |
| Performs accurate and appropriate physical exams (adolescents, adults, and geriatric populations). | | | | | | |
| Develops differential diagnoses based on clinical data and formulates final diagnosis. | | | | | | |
| Develops and initiates safe, evidence-based treatment plans, including advanced procedural skills. | | | | | | |
| Engages in shared decision-making with patients/ families and other healthcare professionals. | | | | | | |
| **Interprofessional Collaboration** | | | | | | |

| AACN Domain 6, 7, 10 | NONPF Domain: 6. Interprofessional Collaboration in Practice, 7. Health Systems, 10. Personal and Professional Leadership | | | | | |
|---|---|---|---|---|---|---|
| **Behavioral Objective** | **Novice** | **Advanced Beginner** | **Competent** | **Proficient** | **Unsatisfactory /Poor** | **N/O** |
| Communicates clinical information effectively with team. | | | | | | |
| Collaborates with team members to develop care plans. | | | | | | |
| Uses referral systems and consults appropriately. | | | | | | |
| **Evidence-Based Practice & Quality Improvement** AACN Domains:1, 2, 3, 4, 5, 7 | NONPF Domains: 1. Knowledge of Practice, 2. Person-Centered Care, 3. Population Health, 4. Practice Scholarship and Translational Science, 5. Quality and Safety, 7. Health Systems | | | | | |
| **Behavioral Objective** | **Novice** | **Advanced Beginner** | **Competent** | **Proficient** | **Unsatisfactory /Poor** | **N/O** |
| Applies evidence to clinical decision-making. | | | | | | |
| Evaluates outcomes to inform care adjustments. | | | | | | |
| Identifies opportunities for improving care quality. | | | | | | |
| **Clinical Judgment & Safety** AACN Domains: 1, 5, 5, 9, 10 | NONPF: 1. Knowledge of Practice, 5. Quality and Safety, 9. Professional Acumen, 10. Personal and Professional Leadership | | | | | |
| **Behavioral Objective** | **Novice** | **Advanced Beginner** | **Competent** | **Proficient** | **Unsatisfactory /Poor** | **N/O** |
| Recognizes limitations and seeks help appropriately. | | | | | | |
| Practices within scope, maintaining safety standards. | | | | | | |
| Prioritizes care based on acuity and clinical reasoning. | | | | | | |
| **Informatics & Technology** AACN Domain: 8 | NONPF Domain: 8. Technology and Information Literacy | | | | | |
| **Behavioral Objective** | **Novice** | **Advanced Beginner** | **Competent** | **Proficient** | **Unsatisfactory /Poor** | **N/O** |
| Uses EHR and documentation tools effectively. | | | | | | |
| Applies clinical decision support tools and resources. | | | | | | |
| **Professionalism & Accountability** | | | | | | |

| AACN Domains 5, 9, 10 \| NONPF Domain: 5. Quality and Safety, 9. Professional Acumen, 10. Personal and Professional Leadership | | | | | | |
|---|---|---|---|---|---|---|
| **Behavioral Objective** | **Novice** | **Advanced Beginner** | **Competent** | **Proficient** | **Unsatisfactory /Poor** | **N/O** |
| Maintains ethical and professional behavior. | | | | | | |
| Demonstrates personal accountability and follow-through. | | | | | | |
| Accepts feedback and demonstrates growth. | | | | | | |
| Adheres to organizational, legal, and regulatory standards. | | | | | | |

Comments:


Student Signature: _____     Date: _____

**Attention:  The Preceptor's written evaluation is a critical component of this student's overall course evaluation. By signing this, you are attesting that the above comments are accurate, and that the student performed and completed clinical hours with the preceptor for this semester.**

Preceptor Signature: _____     Date: _____


Faculty Signature: _____     Date: _____

**FSU | COLLEGE OF NURSING**
Graduate Program

### STUDENT FORMATIVE EVALUATION

**Course Number: NGR**_____
**Name of Course:**_____

**Scheduled Meeting with Faculty Facilitator (can be via telephone):**

_____ **with**_____

**Date** _____
**Time** _____
**Place** _____

**Specific Strengths Identified:**

**Specific Weaknesses Identified:**

**Interventions/Plans to Overcome Weaknesses:**

**Progress made toward personal objectives for this rotation:**

Rev. date:  08/18/2025 JAS

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**Course Number: NGR_____**
**Name of Course:_____**

*EVALUATION OF PRECEPTOR by*:_____
*(place student name here)*

**Preceptor:** _____

**Date:** _____

*Indicate the extent to which the preceptor(s) 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 students? ____yes ____no**

**Clinical Site Evaluation:**
*Clinical site promoted learning*:

*Clinical staff was supportive of the student and the learning process*:

*Clinical site was safe for the student and staff*:

*Other practitioners at the site were welcoming and encouraged a teaching environment*:

**Student Signature/Date:_____**

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**Practicum Attendance Record FNP Track**

Student:                                      Preceptor Information
Course Number:                         Name:
Faculty Instructor:                      Phone:
Semester/Year:                          Email:

| Date | Start Time | End Time | Meal Time | Total Time | Total # of Patients Seen | Preceptor's Signature (must be signed in ink) |
|------|-----------|----------|-----------|------------|--------------------------|-----------------------------------------------|
|      |           |          |           |            |                          |                                               |
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**Practicum Attendance Record FNP Track**

Total Hours: _____     Total # of Patients Seen: _____

**Student Attestation Statement:**
I attest that the information recorded above accurately reflects the clinical hours completed and the number of patients seen. I understand that falsification of practicum records may result in disciplinary action according to academic integrity policies.

Student Signature: _____     Date: _____

**Preceptor Attestation Statement:**
I attest that the clinical hours and patient encounters documented above were completed under my supervision and are accurate to the best of my knowledge. I understand that my signature verifies the authenticity of this record and the student's participation in clinical activities.

Preceptor Signature: _____     Date: _____