



FLORIDA STATE UNIVERSITY

COLLEGE OF NURSING

Adult-Gerontology Acute Care Nurse Practitioner Program Guidelines

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

2026-2027

*** Students are responsible for knowing and adhering to the policies, procedures, and expectations outlined in this handbook. You will be asked to sign an attestation document for your student file.**

Student Responsibilities and Expectations:

As a Doctor of Nursing Practice (DNP) graduate or Master of Science in Nursing (MSN) graduate, you are preparing for a leadership role that requires a high level of professionalism, accountability, communication, attention to detail, and commitment to lifelong learning. We are committed to supporting your success throughout the program and recognize that doctoral education requires you to take an active role in managing your academic and professional development.

To help you navigate the program successfully, please review and become familiar with all College of Nursing (CON) policies and procedures, the CON Graduate Education Handbook, and this track-specific Supplemental Handbook. These resources provide important information regarding program expectations, academic policies, progression, and your responsibilities as a graduate student. Because policies and procedures may be updated, you are expected to review these resources at the beginning of each semester and remain aware of any changes. You should also carefully review the syllabus for each course and regularly monitor the course materials, announcements, and communications provided through Canvas.

Plan of Study (POS):

Your Plan of Study (POS) is an academic plan developed with your track coordinator upon admission to the program. The POS outlines the courses and credit hours you are expected to complete each semester to meet program and graduation requirements.

Your POS should serve as your primary guide for semester-by-semester registration and academic planning. It is your responsibility to review your POS carefully and communicate with your track coordinator before the beginning of the program if you would like to request a plan that differs from the standard plan of study available online. If changes to your POS become necessary during the program because of personal, academic, or other circumstances, those changes must be discussed with and approved by your track coordinator.

Students are responsible for registering for their courses each semester unless otherwise communicated by the program or College. For example, registration for designated track-specific courses may be completed by the program team. Please do not assume that courses will be added or changed on your behalf. You are ultimately responsible for ensuring that your registration aligns with your approved Plan of Study and program requirements.

Taking an active role in reviewing your POS, planning for upcoming semesters, and confirming your registration is an important part of your development as an advanced practice nurse and leader. Attention to these details will help prevent delays in progression and graduation.

Communication and Professional Responsibility

Effective communication is an essential leadership competency for graduate nursing students. Throughout the program, we encourage you to communicate proactively with your professors, track coordinator, and program leadership whenever you have questions, concerns, or circumstances that may affect your ability to successfully progress in the program. Please do not wait until a concern becomes urgent to reach out. Early communication allows faculty and program leadership to better understand your circumstances, identify available resources, and work with you to determine an appropriate path forward when possible. Because timely communication is essential to your academic success, you are expected to regularly monitor your FSU email and Canvas, including course announcements and messages. At a minimum, please check these communication platforms daily so that you do not miss important information, deadlines, policy updates, registration information, or other program communications.

Developing the habit of being informed, responsive, proactive, and accountable is an important part of your professional preparation. Our goal is not simply to help you complete the degree, but to support your development into a thoughtful, prepared, and highly effective DNP graduate.

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Adult-Gerontological Acute Care Nurse Practitioner BSN to DNP

This Doctor of Nursing Practice (DNP) degree is designed to prepare nurses for the highest level of clinical practice in the profession of nursing as an Adult Gerontology Acute Care Nurse Practitioner (AG-ACNP). This track includes a total of **72 credit hours** of post-baccalaureate study and **1080 clinical hours**. This major is designed in accordance with the American Association of Colleges of Nursing (AACN) Essentials of Doctoral Education for Advanced Practice Nursing, the National Organization of Nurse Practitioner Faculty (NONPF) Core Competencies, and Population Focus Nurse Practitioner Competencies (2021). Upon successful completion of this major, graduates will be eligible to sit for the AG-ACNP certification exam and be awarded the DNP degree.

Adult-Gerontological Acute Care Nurse Practitioner BSN to DNP Program of Study

BSN to DNP Program: Adult-Gerontology Acute Care NP - 2025 Fall Admission

Fall 1 (Aug. – Dec.) - Semester 1	Credit Hours	Clinical Hours
NGR 5140 Advanced Patho Concepts in Nursing Science	4	
NGR 5172 Pharmacology for Advanced Practice	3	
NGR 7769 DNP Roles & Leadership within Complex HC Environments	3	
Total Semester Hours	10	
Spring 1 (Jan. – May)-Semester 2		
NGR 5846 Biostatistics	3	
NGR 5003 Advanced Health Assessment & Diagnostic Reasoning for the APN	4	
NGR 6826 Methods of Program Evaluation & Quality Improvement	2	
Total Semester Hours	9	
Summer 1 (May – Aug.) - Semester 3		
NGR 6811 Theory and Evidence-Based Practice Scholarship	3	
NGR 6066 Skills of the APN	3	
NGR 6004L Advanced Health Assessment and Skills for the APN Practicum	1	60
Total Semester Hours	7	
Fall 2 (Aug. – Dec.) - Semester 4		
NGR 6853 Translation of Evidence for Practice	3	
NGR 6662 Health Equity & Social Determinants of Health	2	
NGR 6210 Acute Care I	3	
NGR 6210L Acute Care Practicum I	3	60
Total Semester Hours	11	
Spring 2 (Jan. – May) - Semester 5		
NGR 6895 Policy, Legal and Ethical Complexities in Healthcare	3	
NGR 6211 Acute Care II	3	
NGR 6211L Acute Care Practicum II	3	180
Total Semester Hours	9	
Summer 2 (May – Aug.) - Semester 6		
NGR 6931C DNP Project Planning & Application for the APN	3	60
NGR 6212 Acute Care III	3	
NGR 6212L Acute Care Practicum III	3	180
Total Semester Hours	9	
Fall 3 (Aug. – Dec.) - Semester 7		
NGR 6935C DNP Project Implementation, Evaluation & Dissemination for the APN	3	60
NGR 6674 Population Health and Applied Epidemiology	3	
NGR 6213L Acute Care Practicum IV	4	240

Total Semester Hours	10	
Spring 3 (Jan. – May)- Semester 8		
NGR 6893 Healthcare Finance, Economics, and Entrepreneurship	3	
NGR 6214L Acute Care Practicum V	4	240
Total Semester Hours	7	
Total Program Credit Hours	72	
Total Program Clinical Hours	1080	

ALL STUDENTS MUST FOLLOW THIS PLAN UNLESS THE GRADUATE PROGRAM APPROVES COURSE TRANSFER OR WAIVER

Clinical Requirements: All ACNP Students must have clinical hours in Acute Care settings only to complete this program. All clinical practical labs must be completed with a Satisfactory grade. *Plan of study may change at the discretion of the Graduate Program.

Course		Clinical Hours
		Direct
NGR 6004L	Advanced Health Assessment and Skills for the APN	60
NGR 6210L	Acute Care Practicum I	60
NGR 6211L	Acute Care Practicum II	180
NGR 6212L	Acute Care Practicum III	180
NGR 6213L	Acute Care Practicum IV	240
NGR 6214L	Acute Care Practicum V	240
		Indirect
NGR 6931C	DNP Project Planning & Application for APN	60
NGR 6935C	DNP Project Implementation, Evaluation, & Dissemination for the APN	60
Total		1080

**Post-Master's ACNP to DNP Adult-Gerontological Acute Care Nurse Practitioner
(Fall Admission Part-Time)**

Plan of Study Post-Master's AG-ACNP to DNP: Adult-Gerontology Acute Care NP- Fall Admission

Fall 1 (Aug. – Dec.) - Semester 1	Credit Hours	Clinical Hours
NGR 7769 DNP Roles & Leadership within Complex HC Environments	3	
NGR 6674 Population Health and Applied Epidemiology	3	
NGR 6662 Health Equity & Social Determinants of Health	2	
Total Semester Hours	8	
Spring 1 (Jan. – May) - Semester 2		
NGR 6895 Policy, Legal and Ethical Complexities in Healthcare	3	
NGR 5846 Biostatistics	3	
NGR 6826 Methods of Program Evaluation & Quality Improvement	2	
Total Semester Hours	8	
Summer 1 (May – Aug.) - Semester 3		

NGR 6811 Theory and Evidence-Based Practice Scholarship	3	
Total Semester Hours	3	
Fall 2 (Aug. – Dec.) - Semester 4		
NGR 6853 Translation of Evidence for Practice	3	
NGR 6213L Acute Care Practicum IV	5	300
Total Semester Hours	8	
Spring 2 (Jan. – May) - Semester 5		
NGR 6893 Healthcare Finance, Economics, and Entrepreneurship	3	
NGR 6931C DNP Project Planning & Application for the APN	3	60
Total Semester Hours	6	
Summer Semester 2 (May – Aug.) Semester 6		
NGR 6935C DNP Project Implementation, Evaluation & Dissemination for the APN	3	60
Total Semester Hours	3	
Total Program Credit Hours		36
Total Program Clinical Hours		420

ALL STUDENTS MUST FOLLOW THIS PLAN UNLESS THE GRADUATE PROGRAM APPROVES COURSE TRANSFER OR WAIVER

36 Credit hours and 420 clinical hours (120 hours related to DNP project and 300 clinical hours in the acute care setting). Students will need a total of 1000 post-bachelorette hours to meet requirements for the DNP degree. We can waive clinical hours from previous programs with primary source documentation from prior schools and formal gap analysis. Required clinical hours will be based upon formal gap analysis.

Clinical Requirements: All clinical practical labs must be completed with a Satisfactory grade. A DNP student 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 degree. *Plan of study may change at the discretion of the Graduate Program.

Course		Clinical Hours
		Direct
NGR 6213L	Acute Care Practicum IV	300
		Indirect
NGR 6931C	DNP Project Planning & Application for APN	60
NGR 6935C	DNP Project Implementation, Evaluation, & Dissemination for the APN	60
Total		420

Post-MSN/ to Adult-Gerontology Acute Care Nurse Practitioner Certificate (non-degree-seeking student)

To earn the **Adult-Gerontology Acute Care 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 practicum 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 AGACNP Track Coordinator during a gap analysis 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 complete the course before starting the certificate program.

Plan of Study MSN to Adult-Gerontology Acute Care Nurse Practitioner Certificate (Non-Degree Seeking Student)- Fall Admission

Fall 1 (Aug. – Dec.) - Semester 1	Credit Hours	Clinical Hours
NGR 6210 Acute Care I	3	
NGR 6210L Acute Care I Practicum	3	180
Total Semester Hours	6	
Spring 1 (Jan. – May) - Semester 2		
NGR 6211 Acute Care II	3	
NGR 6211L Acute Care II Practicum	3	180
Total Semester Hours	6	
Summer 1 (May – Aug.) - Semester 3		
NGR 6212 Acute Care III	3	
NGR 6212L Acute Care III Practicum	3	180
Total Semester Hours	6	
Fall 2 (Aug. – Dec.) - Semester 4		
NGR 6213 Acute Care IV Practicum	4	240
Total Semester Hours	4	
Total Program Credit Hours	22	
Total Program Clinical Hours	780	

ALL STUDENTS MUST FOLLOW THIS PLAN UNLESS THE GRADUATE PROGRAM APPROVES COURSE TRANSFER OR WAIVER

22 Credit hours and 780 clinical hours are required to meet requirements for the post-master AGACNP Certificate. Required clinical hours will be based upon formal gap analysis with primary source documentation from prior schools. (must have 750 population specific hours). We can waive clinical hours from previous programs with primary source documentation from prior schools.

Clinical Requirements: All clinical practical labs must be completed with a Satisfactory grade. A certificate student must maintain a cumulative grade point of at least 3.0 in all graduate courses. No course hours with a grade below “B” will be credited for this certificate.

Students must have 3 discrete, graduate level courses in Advanced Patho, Advanced Health Assessment and Advanced Pharmacology across the lifespan *prior* to starting the program. *Plan of study may change at the discretion of the Graduate Program.

Course		Clinical Hours
		Direct
NGR 6210L	Acute Care Practicum I	180
NGR 6211L	Acute Care Practicum II	180
NGR 6212L	Acute Care Practicum III	180
NGR 6213L	Acute Care Practicum IV	240
Total		780

AG-ACNP Appropriate Preceptors and Clinical 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 obtained. Clinical sites and Preceptor credentials are reviewed by the Clinical Coordinator and Program Coordinator, 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, the establishment of the requisite practice contract at the clinical site, and approval of PEP from faculty of record.

IN ORDER FOR THE CLINICAL COORIDINATOR TO SIGN A PEP THE PRECEPTOR MUST BE APPROVED IN TYPHON AND YOUR COMPLIO MUST BE UP TO DATE. IT IS YOUR RESPONSIBILITY AS A STUDENT TO MAKE SURE THESE HAPPEN IN A TIMELY FASHION SO THAT YOU DO NOT LIMIT THE TIME AVAILABLE TO COMPLETE YOUR CLINICAL HOURS.

PLEASE NOTE: In addition to the practicum course learning objectives noted in the syllabus, each student will be required to submit on the PEP individual personal learning objectives planned to be achieved in practicum course at the beginning of the semester to their faculty. Clinical experiences and preceptor selection should be guided by the course and personal learning objectives designed within the focus/context of the students' program as an emerging AG-ACNP.

Course (clinical hours)	Appropriate Preceptor	Appropriate Field Sites	NOT acceptable
NGR 6004L Advanced Health Assessment and Skills for the APN Practicum (1) (60 clinical hours)	Family or Internal Medicine ANP, AGPCNP, ACNP, AGACNP, FNP, GNP, MD, DO, PA; or Hospitalist ANP, AGPCNP, ACNP, AGACNP, FNP, GNP, MD, DO, PA who allows the student to focus only on assessment and procedures , and upon completion, the student will be able to perform a complete health assessment including a medical history and comprehensive physical exam. Students are	Private practice, community clinic, hospital hospitalist or specialty care facility, or any other site where students have the opportunity to develop skills in physical assessment. Urgent Care; Emergency Department; Derm clinics; private practice/clinics that perform advanced skills and procedures. Other sites will be determined on an individual basis.	Specialty clinics, Offices, or clinics that do not perform advanced skills or procedures.

	encouraged to discuss differential diagnoses and treatment plans (both diagnostic and pharmacotherapeutics) with the preceptor but proficiency is not expected for this course.		
NGR 6210L AC Practicum I (60-180 clinical hours)	ANP, AGPCNP, ACNP, AGACNP, FNP, GNP, MD, DO, PA who works in an area that performs the below skills. This course is designed to enable learners to develop skills for use in acute care clinical practice. The learners explore both the theoretical and practical aspects of a variety of procedures and diagnostic modalities including comprehensive history taking, advanced airway management, arterial line and central venous catheter placements, chest tube placement, thoracentesis, paracentesis, lumbar puncture, and cricothyroidotomy procedures. This course includes a one-day skills workshop followed by clinical practice at an acute care based clinical site for total of 60-180 clinical hours. Total amount of clinical hours is dependent upon which program the student is enrolled in and the student plan of study. The clinical portion is an independent experience of at least 6-8 hours of clinical	Acute Care Hospital or Specialty care facility where the AGACNP student will have the opportunity to develop skills in caring for patients with acute/complex chronic illness to include physical assessment, advanced skills, and medication treatment plans. Other sites will be determined and approved on an individual basis.	Outpatient Settings

	practice per clinical day throughout the semester in order to hone advanced skills that focuses only on patients with acute or complex chronic illness and acute care procedures. The earlier clinical didactic courses have covered care of patients with advanced skills, advanced health assessment, pathophysiology, and pharmacology.		
NGR 6211L AC Practicum II (180 clinical hours)	Internal medicine, Neurology/Neurosurgery, Cardiology and Pulmonology ANP, AGPCNP, ACNP, AGACNP, FNP, GNP, MD, DO, PA; or Hospitalist ANP, AGPCNP, ACNP, AGACNP, FNP, GNP, MD, DO, PA who focuses only on patients with acute or complex chronic illness in specific areas listed above. The earlier clinical didactic courses have covered care of patients with advanced skills, advanced health assessment, pathophysiology, and pharmacology.	Acute Care Hospital or Specialty care facility where the AGACNP student will have the opportunity to develop skills in caring for patients with acute/complex chronic illness to include physical assessment, advanced skills, and medication treatment plans. Other sites will be determined and approved on an individual basis.	Outpatient Settings
NGR 6212L AC Practicum III (180 clinical hours)	Internal Medicine, Emergency Medicine, Infectious Disease, and Hematology-Oncology ANP, AGPCNP, ACNP, AGACNP, FNP, GNP, MD, DO, PA; or Hospitalist ANP, AGPCNP, ACNP, AGACNP, FNP, GNP, MD, DO, PA who focuses	Emergency Room, Acute Care Hospital or Specialty care facility where the AGACNP student will have the opportunity to develop skills in caring for patients with acute/complex chronic illness to include	Outpatient Settings

	only on patients with acute or complex chronic illness in specific areas listed above. The earlier clinical didactic courses have covered care of patients with advanced skills, advanced health assessment, pathophysiology, and pharmacology. This course will include an OSCE for AG-ACNP students.	physical assessment, advanced skills, and medication treatment plans. Other sites will be determined and approved on an individual basis.	
NGR 6213L AC Practicum IV (240-300 clinical hours)	Internal Medicine, Endocrinology, GI, Renal ANP, AGPCNP, ACNP, AGACNP, FNP, GNP, MD, DO, PA; or Hospitalist ANP, AGPCNP, ACNP, AGACNP, FNP, GNP, MD, DO, PA who focuses only on patients with acute or complex chronic illness in specific areas listed above. The earlier clinical didactic courses have covered care of patients with advanced skills, advanced health assessment, pathophysiology, and pharmacology. Total amount of clinical hours is dependent upon which program student is enrolled in and student plan of study.	Emergency Room, Acute Care Hospital or Specialty care facility where the AGACNP student will have the opportunity to develop skills in caring for patients with acute/complex chronic illness to include physical assessment, advanced skills, and medication treatment plans. Other sites will be determined and approved on an individual basis.	Outpatient Settings
NGR 6214L AC Practicum V (240 clinical hours)	Internal Medicine and Acute Care Elective Site (can be any of the above clinical rotations or focus on Interventional Radiology, Intensive Care Unit, or Interventional Cardiology) ANP, AGPCNP, ACNP,	Emergency Room, Acute Care Hospital or Specialty care facility where the AGACNP student will have the opportunity to develop skills in caring for patients with acute/complex chronic	Outpatient Settings

	AGACNP, FNP, GNP, MD, DO, PA; or Hospitalist ANP, AGPCNP, ACNP, AGACNP, FNP, GNP, MD, DO, PA who focuses only on patients with acute or complex chronic illness in specific areas listed above. The earlier clinical didactic courses have covered care of patients with advanced skills, advanced health assessment, pathophysiology, and pharmacology. This course will include an OSCE for DNP AG-ACNP students.	illness to include physical assessment, advanced skills, and medication treatment plans. Other sites will be determined and approved on an individual basis.	
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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 AGACNP Program Coordinator, Dr. Fadale, at klavigne@fsu.edu.

SPECIAL PRECEPTOR CONSIDERATIONS

Preceptor/Clinical Setting Selection

Students should carefully assess whether a preceptor and clinical setting can provide sufficient hours, patient volume, and experiences to meet course objectives before committing to a placement. This applies to new placements, previously approved CON preceptors/sites, and paid preceptor services.

Consider:

- Preceptor practice days and availability
- Expected patient volume and types of patients
- Predominant languages spoken
- Number of other students being supervised
- Frequency of cancellations and no-shows
- Number of clinical hours the preceptor can realistically provide

- Ability to complete required hours by the course deadline
- Alignment of patient encounters with course objectives

Students should use conservative estimates when planning clinical hours and should not assume that every scheduled clinical day or hour will be completed.

Preceptor Per Course/Per Semester

Whenever possible, students should have one preceptor per practicum course each semester. This allows the same preceptor to provide both the midpoint evaluation (after approximately half of the required clinical hours are completed) and the final evaluation (at completion of the assigned hours), supporting continuity of feedback and professional growth.

When seeking a placement, students should clearly communicate the total number of clinical hours required for the course and confirm that the preceptor can provide sufficient hours, appropriate patient volume, and experiences aligned with course objectives.

If one preceptor cannot provide all required hours, the student must notify the course faculty and AG-ACNP Track Coordinator by email and obtain approval before adding a second preceptor. Once approved, the student may submit a second PEP to the Clinical Coordinator for processing.

A maximum of two preceptors per practicum course per semester is permitted unless an exception is approved by the AG-ACNP Track Coordinator. Each approved preceptor must complete the required midpoint and final evaluations based on the student's clinical experience with that preceptor.

Preceptor Reuse Request

We recognize that securing preceptors can be challenging. Reusing a preceptor more than twice is generally discouraged and should occur only when necessary, because of limited placement availability, an unexpected site or preceptor change, or other special circumstances. Students requesting to reuse a preceptor must submit a written request to the AG-ACNP Track Coordinator for review and approval on an individual basis.

Whenever possible, students should work with a variety of preceptors. Different providers may approach assessment, diagnosis, treatment, patient education, and follow-up differently while remaining within accepted standards of care. Exposure to diverse clinical perspectives strengthens clinical reasoning, decision-making, and adaptability.

Information for Students and Faculty Regarding Preceptors

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* and for *each preceptor*.
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. Clinical faculty must approve the PEP prior to the start of clinical. 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. Faculty meet with students and preceptors throughout the semester.
5. Ensure student portfolios are comprehensive and completed each semester.

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 statutes 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’s 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’s 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 in the role of an Adult Gerontological Acute Nurse Practitioner 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.

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_56dpTSlttoMU5cZn

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.

Practicum Education Plan (PEP):

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.

Practicum Education Plan (PEP) Process Guidelines:

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 and outcomes 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 outcomes to the PEP. You can find a copy of the course descriptions and outcomes 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

- 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. Goals should be directed at course outcomes. If needed, the Clinical Faculty can assist with objectives.
 - Please follow this link for helpful information on writing SMART Objectives: https://canvas.fsu.edu/courses/41659/pages/smart-goals?module_item_id=5307779
 - Student adds the number of clinical hours and dates for the clinical experience.
- **Signing and Submission Process:**
 - After reviewing the 5 objectives on the PEP, both the student and preceptor sign the PEP form.
 - The student sends the signed PEP to the Clinical Coordinator.
 - **The Clinical Coordinator signs the PEP form after the preceptor and student, indicating that the student's clinical rotation is approved. The signed form is then submitted to the clinical faculty, and once approved the student has clinical clearance to begin.**
 - The Clinical Coordinator sends the signed copy back to the student, clearing them to start clinicals. The student must upload the PEP to Canvas in the course gradebook and receive an "S" (Satisfactory) from clinical faculty before beginning clinical.

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.

**THE FLORIDA STATE UNIVERSITY
COLLEGE OF NURSING GRADUATE PROGRAM**

PRACTICUM EDUCATION PLAN

Semester & year _____
 Course Number and Course Name. _____
 Student: _____
 Address: _____
 Telephone: _____
 Primary Preceptor (**Please include credentials and specialty**)
 Address: _____
 Preceptor phone _____
 Preceptor e mail _____
Preceptor preferred method of contact/communication
 Clinical Faculty: _____

COURSE DESCRIPTION: Student copies and pastes Course Description

COURSE OUTCOMES: Student copies and pastes Course Outcomes

PERSONAL OBJECTIVES: (List at least five (5), specific and measurable personal objectives for each 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:

Student

Date

Preceptor

Date

Katie Lambert, RN, Clinical Coordinator

Date

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

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's 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've 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.

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) ACUTE
 - Credentials (APRN, M.D., D.O., PA, LCSW, MFT, etc.)
 - E-Mail
 - Phone #
 - Alt. Phone #
 - Fax #
 - Address
 - City
 - State
 - Zip/Postal Code

- Hospital Affiliation

*Preceptor requests will be checked once weekly

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 once weekly. Once a preceptor is approved, their name will appear as a choice in Typhon. Students should plan accordingly to have their request in at a minimum 30 days prior to when needed. Last minute requests may result in delayed preceptor approvals. Preceptor request will be reviewed weekly by the AG-ACNP track coordinator.

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
- CPT billing code(s)
- Time spent with each patient
- Brief comments

Ensure that you *select the correct course* when making your entries. For example, in the first acute care semester, the student would select NGR6210L 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.

Florida State University (Acct #3221)	
Case ID #: 1451-20221122-001 (Status: Approved)	Date of Encounter:
Student Information	
Semester: Fall Course: NGR 6210L Acute Care Practicum I Preceptor: Clinical Site: Hospital Setting Type:	
Patient Demographics	
Age: 77 Biological Sex: Female	
Clinical Information	
Time with Patient: 180 minutes Consult with Preceptor: Type of Decision-Making: High complexity Student Participation: Primary (>50%) Reason for Visit: New Consult Chief Complaint: Acute Encephalopathy Encounter #: 1 Type of HP: Comprehensive Social Problems Addressed:	
ICD-10 Diagnosis Codes	
#1 - G93.40 – ENCEPHALOPATHY, UNSPECIFIED #2 - S00.03- SCALP HEMATOMA #3 - I16.1 – HYPERTENSIVE EMERGENCY #4 - J96.01 – RESPIRATORY FAILURE #5 - E87.20 - ACIDOSIS	
CPT Billing Codes	
#1 - 99291 – CRITICAL CARE TIME 30-74 MINUTES #2 - 99292 – ADDITIONAL 30 MINUTES X 4 #3 -	
Medications	
# OTC Drugs taken regularly: unknown # Prescriptions currently prescribed: unknown # New/Refilled Prescriptions This Visit:	
<u>Types of New/Refilled Prescriptions This Visit:</u>	<u>Adherence Issues with Medications:</u>
Other Questions About This Case	
Patient Interaction: In person Visit Type: Critical Care	

Clinical Notes

Patient History

HPI: a 77 y.o. female with a limited past medical history of bipolar disorder, depression, CKD stage 4, HTN, PVD, and frequent falls. Presenting to the ED via EMS as a trauma, alert s/p unwitnessed fall at SNF with an unknown onset time. EMS states that the patient was found down when the nursing home staff with an unknown last seen normal. On arrival patient was GCS 3, intubated in TB due to concern for airway compromise. Patient hypertensive on arrival with BP 200s/100s. An arterial line was placed and she was started on Cardene for hypertension. All initial work up including CT head, CT E-spine, CT CAP, ECG, and laboratory values were grossly negative for definitive source of patient's acute encephalopathy. Neurosurgery consulted and recommended MRI brain and C-spine for further work up. Critical care medicine consulted for further medical management due to lack of traumatic cause for patient's condition. Patient transferred to the ICU for further work up.

O: T- 33.4 HR- 92 R- 18 BP- 208/140 O2- 99% on 40% FiO2

Neuro: no eye opening to noxious stimuli, lower extremities extension to central noxious stimuli, orally intubated, right eye swollen shut, left pupil fixed

Extremities: Moves lower extremities 1/5, bilateral upper extremities 0/5, no edema, pulses 2+ symmetrically

Cardiovascular: NSR, no murmur appreciated

Respiratory: intubated, lungs are diminished bilaterally GI/Nutrition: NPO,

last BM PTA

Infectious Disease: No acute infectious process - unknown

PROBLEM LIST

- Acute encephalopathy, toxic vs metabolic
- S/P fall, trauma alerted on admission
- Acute scalp hematoma
- Hypertensive emergency
- Respiratory failure
- Non anion gap metabolic acidosis

PLAN

- Obtain MRI brain w/ and w/o contrast
- Obtain MRI C-spine
- UDP pending
- Continuous EEG
- TTE pending
- SBP < 160
- Cardene drip to maintain SBP goals
- insert arterial line for hemodynamic monitoring
- S/P intubation
- VAP bundle
- NPO
- Insert OG tube for enteral access
- Pepcid ulcer prophylaxis
- LR @ 75
- Insert foley catheter for accurate I/Os
- Replace electrolytes per protocol
- Q 4 hour accuchecks
- SSI (L)
- Pan Culture
- Bearhugger for normothermia

Preceptor Guidelines

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 outcomes, 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. Each PEP will encompass student objectives and goals aligned with the specific course outcomes.

Bi-weekly Meeting with Clinical Faculty

The purpose of bi-weekly meetings with your faculty member is to provide a scheduled opportunity to connect with clinical faculty and discuss student progress towards outcomes/objectives. Prior to each meeting, the student will fill-in the information on the STUDENT BI-WEEKLY FORMATIVE EVALUATION to guide the short conversation between student and faculty. Some meetings will also include "Cold Calls." These are scenarios much like you will encounter as a practicing hospital-based ACNP and gives the student an opportunity to work through the scenario with faculty support.

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 not a correspondence program. Each faculty member is expected to schedule class meetings via Zoom *at least 3-6 times (depending on the course)* during the semester. 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 bi-weekly meeting schedule for practicum courses. 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 FSU Information Technology Services at <https://its.fsu.edu/services/its-service-desk> or 850-644-4357 for assistance, the CON IT manager, Mr. Charles Roop, at croop@fsu.edu or the IT Support Specialist, Mr. Hunter Boline, at 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 3 to 4 times per semester. Additionally, faculty members will initiate contact with the students' preceptors to discuss the student's progress and address any questions the preceptor may have. A rubric for this dialogue is provided in Attachment 1.

Required Course Documents

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

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. **Student Self-evaluation** (submitted at the end of the course)
6. **Clinical Summary sheet** (submitted at the end of the course)
7. **Episodic notes**
8. **Comprehensive notes**
9. **Accumulative portfolio**
10. **Any additional assignments for each course**

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 Clinical Coordinator to be reviewed and placed in the student's file in the Student Services Office. Please see each course syllabus for most up to date rubrics as assignments may change.

Evaluations

Evaluation of Student by Preceptor: Clinical evaluation by faculty and preceptor: Form must be completed by preceptor at the conclusion of each semester. The evaluation serves as a formal assessment of the student's progression toward proficient-level behaviors, which reflect the performance expectations of a graduating Doctor of Nursing Practice (DNP)-prepared nurse practitioner. Proficient performance is defined as the consistent demonstration of safe and independent practice, sound clinical judgment, professional leadership, and readiness for entry into advanced nursing practice. Performance levels and course-specific expectations are delineated within the evaluation table below. Students enrolled in their final semester (NGR 6214L) are expected to demonstrate proficient-level behaviors consistently across all evaluated domains. A student who receives an "Unsatisfactory/Poor" rating on two or more behavioral objectives is considered at risk for failure of the course. In such cases, faculty and the preceptor will promptly convene to review the student's performance and establish a formal support and remediation plan.

Course	Rating	Descriptor
NGR 6210L	Novice	Beginning to apply foundational knowledge, minimal application of clinical knowledge; requires frequent prompting and close supervision.
NGR 6211L	Advanced Beginner	

NGR 6212L		Demonstrates growing independence; applies evidence and basic skills with occasional prompting; may need help prioritizing; progressing safely.
NGR 6213L	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 6214L	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 of Preceptor and Clinical Site by Student: Form must be completed by the student at end of each semester.

Student Self-Evaluation: The form must be completed by the student at the end of the semester. Student should reflect on the data as related to the course outcomes. All course outcomes must be addressed. Student should use specific examples how they address each outcome.

Faculty consultation with Preceptor is required through the 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.

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 students' 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
 - All clinical hours must be entered into Typhon within 14 days of the patient encounter. Hours documented after this time will not be accepted.
 - 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:
 - An Incomplete is not automatic and will only be considered under exceptional

circumstances.

- The student must have completed a substantial portion of the course and be otherwise passing.
- The reason for the incomplete must be beyond the student's control and well-defined.
- The instructor retains full authority to determine whether an Incomplete is appropriate.
- 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.
- 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 (FSU Card 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.

Portfolio for 6210L

Note- your evaluations and Typhon clinical log will be a large part of this assignment. Submit a log of clinical activities with specialists using the approved CON method. Accurate clinical documentation is required for all clinical courses in an appropriate timeframe.

The practicum portfolio is a comprehensive folder used to succinctly organize and document evidence of the activities involved in the practicum experience. (*Each practicum course will have a portfolio assignment-please save each semester's portfolio as you will be required to submit a combined portfolio of the student's program clinical experience in your last semester).

The portfolio must contain the following:

Combine files so each student has one portfolio to turn in; save each portfolio as you will need them to create your final portfolio prior to graduation

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). Provide a brief overview of the NGR 6210L practicum, linking clinical experiences to course outcomes and the student's PEP goals. Include specific clinical examples demonstrating development of diagnostic reasoning and management of acute and chronic complex conditions. The introduction should be organized, reflective, and aligned with course outcomes, NONPF competencies, and student personal objectives.

4. Practicum site descriptions with student's objectives for each rotation- did you meet all your objectives? If so, how? If not, why and what will you do to ensure you will meet the objective in the next clinical experience?

5. Include preceptor information (CV and license) as well as signed PEP.

***We must have ALL prerequisite paperwork signed prior to approval of all objectives for each rotation. You may not begin clinicals until all prerequisite paperwork is received and signed. Any clinical hours performed without following these requirements will NOT be accepted or counted.

6. Age-Friendly Care: Application of the 4Ms. Select one older adult cared for during the practicum. In a brief reflection (250-400 words), apply the 4Ms of Age-Friendly Health Systems (What Matters, Medication, Mentation, and Mobility) to the patient's care. Discuss how the 4Ms influences, or could have influenced, the patient's assessment, clinical decision-making, or plan of care. Identify one implication for your future AGACNP practice.

7. Clinical-Case Log Total Report. Clinical Attendance Log. Your log should document all patients seen during your clinical hours and should reflect your progress toward meeting the course outcomes. The log will track the total time spent in clinical. This form can be created in Typhon-make sure your entire

experience is reflected on this report before submitting it. For the portfolio, a Graphical Case Log Total should be used for each semester.

8. **Episodic SOAP** All notes related to the care delivered by the Acute Care Nurse Practitioner Student and the Primary Preceptor.

9. **One comprehensive SOAP** note related to the care delivered by the Acute Care Nurse Practitioner Student and the Primary Preceptor. (Include ICD and CPT codes and cultural considerations)

10. Drug Logs

1. List of all prescribed medications for the course (template will be provided).
2. Include at least 5 newly prescribed drugs in correct format (using templet that has been provided).

11. **Listing of all laboratory and diagnostic tests ordered. Include CPT codes.** (using templet that has been provided). **Procedure log.**

10. **Formative Evaluation Tools** (submitted bi-weekly). This is mandatory. It is the faculty's way of documenting communication and feedback to you throughout the semester. Your faculty will read and respond. This is part of your clinical grade.

12. **Preceptor Evaluation of Student.** We must have the signed original evaluations from your preceptors by the designated date. You will place a clear, scanned PDF copy in the assignment tab in Canvas as well as including them in your portfolio.

13. **Student's Evaluation of preceptors and clinical sites-** clear, scanned PDF copies should be placed in Canvas and your portfolio.

14. **Student's Self-Evaluation** - again, scanned copies should be placed in Canvas and your portfolio.

15. **Conclusion** -Student should reflect on the data as related to the course outcomes. All course outcomes must be addressed. Student should use specific examples how they address each outcome. APA style should be used.

GRADING CRITERIA PORTFOLIO	POSSIBLE POINTS
Title Page – APA format Needs to be double spaced and centered Needs page numbers right upper corner	2 points
Introduction Paragraph format describing the focus of the practicum experience, the patients, the setting(s), the goals,	10 points

purpose, roles and contents of the portfolio. Provide an overview of the NGR 6210L practicum course, linking experiences to the course outcomes and the student's personal goals/objectives from their PEP. Students should include specific clinical examples that demonstrate development of strategies for diagnosis, and management of acute and chronic complex conditions. The introduction should be organized, reflective, and connect to NONPF competencies and course outcomes.	
Table of Contents	2 points
Section I ○ (2 points) Preceptor Information (CV and license) ○ (8 points) Clinical Site(s) description and signed PEP. Did you meet all your objectives? If so, how? If not, why and what will you do to ensure you will meet the objective in the next clinical experience? ○ (5 points) Age-Friendly Care: Application of the 4Ms. Addresses all 4Ms and demonstrates appropriate clinical reasoning by connecting the framework to patient assessment, management, safety, function or outcomes, with meaningful reflection on future practice.	15 points
Section II Clinical Notes ○ (5 points) All Episodic and Comprehensive Notes ○ (5 points) Clinical Attendance Logs ○ (5 points) Clinical Case Log Totals ○ (5 points) Labs/Diagnostics ○ (10 points) Drugs List & Drug Cards ○ (5 points) Procedure Log	35 points
Section III ○ (2 points) Preceptor Evaluation of Student ○ (2 points) Student's Evaluation of Preceptor ○ (2 points) Student's Self-Evaluation, Signed faculty meeting logs	6 points

Conclusion Reflect on the data as related to the course outcomes, using specific examples of how they address each outcome. All course outcomes must be addressed. This should include an integrative reflection on the NGR 6210L practicum experience, focusing on how the student achieved the course outcomes and their personal goals from the PEP. Reflection should include specific examples of caring for patients during their clinical rotation. Students should connect their experiences to NONPF competencies and course outcomes. Use APA style.	20 points
Total points-	90 points

****Please see 6210L course syllabus for most accurate portfolio assignment and rubric**

Portfolios for 6211L, 6212L, 6213L

Note- your evaluations and Typhon clinical log will be a large part of this assignment. Submit a log of clinical activities with specialists using the approved CON method. Accurate clinical documentation is required for all clinical courses in an appropriate timeframe.

The practicum portfolio is a comprehensive folder used to succinctly organize and document evidence of the activities involved in the practicum experience. (*Each practicum course will have a portfolio assignment-please save each semester's portfolio as you will be required to submit a combined portfolio of the student's program clinical experience in your last semester).

The portfolio must contain the following:

Combine files so each student has one portfolio to turn in; save each portfolio as you will need them to create your final portfolio prior to graduation

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). Provide a brief overview of the NGR 6213L practicum, linking clinical experiences to course outcomes and the student's PEP goals. Include specific clinical examples demonstrating development of diagnostic reasoning and management of acute and chronic complex conditions. The introduction should be organized, reflective, and aligned with course outcomes, NONPF competencies, and student personal objectives.

4. Preceptor information, including license/license verification, curriculum vitae

5. Practicum site descriptions with student's objectives for each rotation and signed PEPs- did you meet all your objectives? If so, how? If not, why and what will you do to ensure you will meet the objective in the next clinical experience?

***We must have ALL prerequisite paperwork signed prior approval of all objectives for each rotation. You may not begin clinicals until all prerequisite paperwork is received. Any clinical hours performed without following these requirements will NOT be accepted or counted.

6. Age-Friendly Care: Integration of the 4Ms. Select a complex older adult cared for during this practicum. In a brief reflection (250-300 words), analyze how the 4Ms of Age-Friendly Health Systems: What Matters, Medication, Mentation, and Mobility influenced your clinical decision-making and management of the patient.

Describe how you incorporated the patient's priorities and goals into care; evaluated medications in relation to safety, cognition, function, and the patient's clinical condition; assessed mentation and mobility; and used these findings to guide the patient's management and/or disposition plan.

Conclude by briefly describing how integration of the 4Ms improved the patient's care and identify any opportunities for further optimization of age-friendly care.

7. Clinical-Case Log Total Report. Your log should document all patients seen during your clinical hours and should reflect your progress toward meeting the course outcomes. The log will track the total time spent in clinical. This form can be created in Typhon-make sure your entire experience is reflected on this report before submitting it.

8. Episodic SOAP All notes related to the care delivered by the Acute Care Nurse Practitioner Student and the Primary Preceptor.

9. One comprehensive SOAP note related to the care delivered by the Acute Care Nurse Practitioner Student and the Primary Preceptor. (Include ICD and CPT codes and cultural considerations)

10. Drug Logs

1. List of all prescribed medications for the course (template will be provided).
2. Include at least 20 newly prescribed drugs in correct format (using templet that has been provided).

11. Listing of all laboratory and diagnostic tests ordered. Include CPT codes. (using templet that has been provided). Include procedure log.

12. Formative Evaluation Tools (submitted bi-weekly). This is mandatory. It is the faculty's way of documenting communication and feedback to you throughout the semester. Your faculty will read and respond. This is part of your clinical grade.

13. Preceptor Evaluation of Student. We must have the signed original evaluations from your preceptors by the designated date. You will place a clear, scanned PDF copy in the assignment tab in Canvas as well as including them in your portfolio.

14. **Student's Evaluation of preceptors and clinical sites**- clear, scanned PDF copies should be placed in Canvas and your portfolio.

15. **Student's Self-Evaluation** - again, scanned copies should be placed in Canvas and your portfolio.

16. **Conclusion** -Student should reflect on the data as related to the course outcomes. All course outcomes must be addressed. Student should use specific examples of how they address each outcome. For post-master certificate students, how will this program impact your future clinical practice?

GRADING CRITERIA PORTFOLIO	POSSIBLE POINTS
Title Page Needs to be double spaced and centered Needs page numbers right upper corner	2 points
Introduction: Paragraph format describing the focus of the practicum experience, the patients, the setting(s), the goals, purpose, roles and contents of the portfolio. Provide an overview of the NGR 6213L practicum course, linking experiences to the course outcomes and the student's personal goals/objectives from their PEP. Students should include specific clinical examples that demonstrate development of strategies for diagnosis, and management of acute and chronic complex conditions. The introduction should be organized, reflective, and connect to NONPF competencies and course outcomes.	6 points
Table of Contents	2 points
Section I ○ (5 points) Preceptor Information (CV and license verification) ○ (5 points) Clinical Site(s) descriptions, signed PEP. Did you meet all your objectives? If so, how? If not, why and what will you do to ensure you will meet the objective in the next clinical experience? ○ (5 points) Age-Friendly Care: Integration of the 4Ms: Applies What Matters, Medication, Mentation, and Mobility to the care of a complex older adult encountered during practicum. Demonstrates integration of the 4Ms into clinical decision-making, management, safety, function,	15 points

and/or disposition planning. Reflection demonstrates the clinical judgment and independence expected of a student functioning at the Competent level and identifies opportunities to optimize age-friendly care.	
Section II Clinical Notes ○ (10 points) All Episodic and Comprehensive Notes ○ (5 points) Clinical Attendance Logs ○ (5 points) Clinical Case Log Totals ○ (10 points) Labs/Diagnostics ○ (10 points) Drugs List & Drug Cards ○ (10 points) Procedures	50 points
Section III ○ (10 points) Preceptor Evaluation of Student ○ (5 points) Student's Evaluation of Preceptor ○ (5 points) Student's Self-Evaluation and Signed Faculty meeting logs	20 points
Conclusion: Reflect on the data as related to the course outcomes, using specific examples of how they address each outcome. All course outcomes must be addressed. This should include an integrative reflection on the NGR 6213L practicum experience, focusing on how the student achieved the course outcomes and their personal goals from the PEP. Reflection should include specific examples of caring for patients during their clinical rotation. Students should connect their experiences to NONPF competencies and course outcomes. Use APA style.	5 points
Total points-	100 points

****Please see 6211L/6212L/6213L course syllabus for most accurate portfolio assignment and rubric**

Portfolio for 6214L

1. Acute Care Practicum Specific Student Portfolio

Note- your clinical logs will be a large part of this assignment. Submit a log of clinical activities with specialists using the approved CON method. Accurate clinical documentation is required for all clinical courses in an appropriate timeframe.

The practicum portfolio is a comprehensive folder used to succinctly organize and document evidence of the activities involved in the practicum experience. The portfolio must contain the following: Combine files so each student has one portfolio to turn in; save each portfolio as you will need them to create your final portfolio prior to graduation.

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). Provide a brief overview of the NGR 6214L practicum, linking clinical experiences to course outcomes and the student's PEP goals. Include specific clinical examples demonstrating development of diagnostic reasoning and management of acute and chronic complex conditions. The introduction should be organized, reflective, and aligned with course outcomes, NONPF competencies, and student personal objectives.

4. Preceptor information, including license/license verification, curriculum vitae

5. Practicum site descriptions with student's objectives for each rotation and signed PEPs- did you meet all your objectives? If so, how? If not, why and what will you do to ensure you will meet the objective in the next clinical experience?

***We must have ALL prerequisite paperwork signed prior approval of all objectives for each rotation. You may not begin clinicals until all prerequisite paperwork is received. Any clinical hours performed without following these requirements will NOT be accepted or counted.

6. Age-Friendly Care: Integration of the 4Ms. Select a complex older adult cared for during this final practicum. In a brief reflection (no more than 500 words), demonstrate how you integrated the 4Ms of Age-Friendly Health Systems- What Matters, Medication, Mentation, and Mobility- into the assessment, clinical decision-making, management, and/or disposition plan.

Describe how you synthesized the patient's acute and chronic conditions, functional and cognitive status, medication-related risks, and goals of care to prioritize problems and

develop an evidence-based plan. Explain how you incorporated the patient's priorities and goals; evaluated medications in relation to safety, cognition, function, and the patient's clinical condition; and assessed mentation and mobility to guide care. Include how you collaborated with the patient, family/caregiver, and interprofessional team as appropriate.

Conclude by identifying one example of how you demonstrated your DNP-level leadership, advocacy, accountability, or care coordination to promote safe, patient-centered care. Briefly reflect on your progression across the program by identifying one way your current integration of the 4Ms demonstrates readiness for entry-level AGACNP DNP practice and one area for continued professional growth.

6. Clinical-Case Log Total Report. Your log should document all patients seen during your clinical hours and should reflect your progress toward meeting the course outcomes. The log will track the total time spent in clinical. This form can be created in Typhon-make sure your entire experience is reflected on this report before submitting it. For the portfolio, a *Graphical Case Log Total* should be used for each semester.

7. One comprehensive SOAP note related to the care delivered by the Acute Care Nurse Practitioner Student and the Primary Preceptor. (Include ICD and CPT codes and cultural considerations)

8. Drug Logs

1. List of all prescribed medications for the course (template will be provided).
2. Include at least 20 newly prescribed drugs in correct format (using templet that has been provided).

9. Listing of all laboratory and diagnostic tests ordered, and procedures performed. Include CPT codes. (using templet that has been provided). Include procedure log.

10. Faculty Meeting Formative Evaluation Tools (submitted monthly). This is mandatory. It is the faculty's way of documenting communication and feedback to you throughout the semester. Your faculty will read and respond. This is part of your clinical grade.

11. Preceptor Evaluation of Student. We must have the signed original evaluations from your preceptors by the designated date. You will place a clear, scanned PDF copy in the assignment tab in Canvas as well as including them in your portfolio.

12. Student's Evaluation of preceptors and clinical sites- clear, scanned PDF copies should be placed in Canvas and your portfolio.

13. Student's Self-Evaluation - again, scanned copies should be placed in Canvas and your portfolio.

14. Conclusion -Student should reflect on the data as related to the course outcomes. All course outcomes must be addressed. Student should use specific examples how they address each outcome.

GRADING CRITERIA PORTFOLIO	POSSIBLE POINTS
Title Page	2 points
Introduction: Paragraph format describing the focus of the practicum experience, the patients, the setting(s), the goals, purpose, roles, and contents of the portfolio.	6 points
Table of Contents	2 points
Section I - (2 points) Preceptor Information - (3 points) Clinical Site(s) descriptions, signed PEP. Did you meet all your objectives? If so, how? If not, why and what will you do to ensure you will meet the objective in the next clinical experience? - (10 points) Age-Friendly Care: Integration of the 4Ms: Demonstrate integration of the 4Ms when caring for a complex older adult. Describe how you synthesized clinical, functional, cognitive, medication, and patient-goal data to prioritize care and guide an evidence-based management and/or disposition plan. Include an example of DNP-level leadership, advocacy, accountability, or care coordination, and identify how this experience reflects for entry-level AG-ACNP practice and continued growth.	15 points
Section II Clinical Notes - (5 points) IM – Comprehensive Note - (5 points) Clinical Attendance Logs - (5 points) Clinical Case Log Totals - (10 points) Labs/Diagnostics - (10 points) Drugs List & Drug Cards - (10 points) Procedures	45 points
Section III - (10 points) Preceptor Evaluation of Student, Faculty meetings (signed) - (10 points) Student's Evaluation of Preceptor and Clinical Site - (5 points) Student's Self-Evaluation	25 points

Conclusion: Reflect on the data as related to the course outcomes. All course outcomes must be addressed. Use specific examples of how you addressed each outcome.	5 points
Total points	100 points

2. Acute Care PROGRAM Cumulative Student Portfolio

This practicum portfolio is a comprehensive folder used to succinctly organize and document evidence of the activities involved throughout the *entire* AG-ACNP DNP program. The portfolio must contain the following: combined files from early portfolios.

1. Title Page

2. Table of Contents

3. Introduction Section (paragraph format describing the focus of the AG-ACNP Program experience, the patients, the setting(s), the goals, purpose, roles and contents of the portfolio). Provide an overview of the student's academic and clinical journey across all five AGACNP 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.

4. PEP/Practicum site descriptions with student's objectives for each rotation- all PEPs with signatures, explanation of activities that support the student meeting objectives throughout the program. Also, include a list of all preceptors used with credentials of preceptors and descriptions of facilities and patient populations.

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 outcomes. 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 for each semester.

6. All Episodic SOAP notes related to the care delivered by the Acute Care Nurse Practitioner Student in conjunction with their specialty rotation preceptors.

7. One exemplar comprehensive SOAP note related to the care delivered by the Acute Care Nurse Practitioner Student and the Primary Preceptor. (Include ICD and CPT codes and cultural considerations)

8. Drug Logs. List of all prescribed medications for the program (template will be provided)

9. Listing of all laboratory and diagnostic tests ordered, and procedures performed throughout the program. Include CPT codes (template will be provided).

10. Formative Evaluation Tools- A section with all signed copies throughout the program.

11. Preceptor Evaluation. A section with signed copies throughout the program.

12. Student's Evaluation of preceptors and clinical sites. A section with all signed copies throughout the program.

13. Student's CV

14. DNP Reflective Exercise. DNP Program Reflection: How does your DNP project work influence your practice and leadership/advocacy skills in the future? How have you grown as an AGACNP throughout the program? How have your clinical experiences and DNP project shaped your progression throughout the program and into the future as a DNP-prepared AGACNP? Address each program outcome using specific examples. Also include DNP project abstract and final paper.

15. Conclusion. Student should reflect on the data as related to the program outcomes. All program outcomes must be addressed. Student should use specific examples how they address each outcome. 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 achieved the FSU DNP program outcomes and connect their experiences to the 2021 AACN Essentials and the 2022 NONPF competencies. This section should demonstrate growth, integration of knowledge, and readiness for advanced practice.

GRADING CRITERIA ACUTE CARE PROGRAM CUMULATIVE STUDENT PORTFOLIO	POSSIBLE POINTS
Title Page Table of Contents	5 points
Section I -Intro: Paragraph format describing the focus of the AG-ACNP Program experience, the patients, the setting(s), the goals, purpose, roles and contents of the portfolio -Clinical Sites and Preceptors, PEP forms, Preceptor CV and license, explanation of activities that support the student meeting outcomes throughout the program	70 points
Section II -Clinical Notes	50 points

-Comprehensive Note (one exemplar note) -Episodic Notes (all) -Clinical Logs -Labs/Diagnostics -Drug List & Drug Cards -Procedures	
Section III -Evaluations -Student's CV -DNP Reflection Exercise: How does your DNP project work influence your practice and leadership/advocacy skills in the future? How have you grown as an AGACNP throughout the program? How have your clinical experiences and DNP project shaped your progression throughout the program and into the future as a DNP-prepared AGACNP? Address each program outcome using specific examples. Also include DNP project abstract and final paper. -Conclusion: Student should reflect on the data as related to the program outcomes. All program outcomes must be addressed. Student should use specific examples how they address each outcome. Student should reflect on the data as related to the program outcomes. All program outcomes must be addressed. Student should use specific examples how they address each outcome. 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 and the 2022 NONPF competencies. This section should demonstrate growth, integration of knowledge, and readiness for advanced practice.	125 points
Total points	250 points

**Florida State University College of Nursing
Adult-Gerontology Acute Care Nurse Practitioner Program
Competency Progression Evaluation Tool**

(NGR 6210L, NGR 6211L, NGR 6212L, NGR 6213L, NGR 6214L)

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 6210L	Novice	Beginning to apply foundational knowledge, minimal application of clinical knowledge; requires frequent prompting and close supervision.
NGR 6211L	Advanced Beginner	Demonstrates growing independence; applies evidence and basic skills with occasional prompting; may need help prioritizing; progressing safely.
NGR 6212L		
NGR 6213L	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 6214L	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

- **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 62124L.

- **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 6213L.

- **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 6211L and NGR 6212L.

- **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 6210L.

- **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 6214L) 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						
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).						
Assesses patient priorities, medications, mentation, and mobility and incorporates findings into the plan of care to support age-friendly practice.						
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.						
<u>Interprofessional Collaboration</u> 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.						
<u>Evidence-Based Practice & Quality Improvement</u> 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.						
<u>Clinical Judgment & Safety</u> 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.						
<u>Informatics & Technology</u> 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.						
<u>Professionalism & Accountability</u> 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:

**THE FLORIDA STATE UNIVERSITY
COLLEGE OF NURSING GRADUATE PROGRAM**

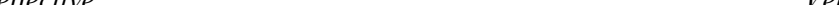
NGR 621XL
Acute Care Practicum X

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. 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 student and the learning process:

Clinical site was safe for the student and staff:

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

**THE FLORIDA STATE UNIVERSITY
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SELF-EVALUATION - CLINICAL EXPERIENCE

- [] NGR 6004L - Advanced Skills for the Advanced Practice Nurse
- [] NGR 6210L - Acute Care Practicum I
- [] NGR 6211L - Acute Care Practicum II
- [] NGR 6212L - Acute Care Practicum III
- [] NGR 6213L – Acute Care Practicum IV
- [] NGR 6214L – Acute Care Practicum V

Student: _____ Date: _____

Strengths:

Areas for Improvement:

Student Signature/Date: _____

Attachment 1**THE FLORIDA STATE UNIVERSITY
COLLEGE OF NURSING GRADUATE PROGRAM****Rubric-Telephone Evaluation of Student by Preceptor as Performed by Faculty**

1. How would you rate the student's overall performance thus far?
2. Is the student able to develop a rapport with clinical staff, patients, and their families?
3. Does the student maintain professionalism in appearance and conduct?
4. What is the student's level of participation in patient care?
 - a. Observer
 - b. Participant
 - c. Independent provider with preceptor supervision
5. Is the student gaining more independence as the semester is progressing?
6. Is the student able to develop appropriate differential diagnoses?
7. Is the student demonstrating appropriate assessment skills and providing suitable treatment options?
8. How is the student progressing with time management?
9. Is the student improving with documentation in the medical record?
10. Are there any issues or concerns regarding the student that you would like to discuss?

Attachment 2**THE FLORIDA STATE UNIVERSITY
COLLEGE OF NURSING GRADUATE PROGRAM**

NGR 62XXL-
Acute Care Practicum X

STUDENT BI-WEEKLY FORMATIVE EVALUATION

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

_____ with _____

Date _____

Time _____

Place _____

Clinical Hours Completed _____

Specific Strengths Identified:**Specific Weaknesses Identified:****Interventions/Plans to Overcome Weaknesses:**

Progress made toward personal objectives for this rotation:

Faculty: _____ **Student:** _____

Date: _____

Attachment 3

**THE FLORIDA STATE UNIVERSITY
COLLEGE OF NURSING GRADUATE PROGRAM
NGR 621XL-
Acute Care Practicum X**

Practicum Attendance Record

Student:	Preceptor Name:
Course Number:	Specialty:
Faculty Facilitator:	Preceptor Telephone Number:
Semester/Year:	Preceptor E-mail Address:

*Student must log at least 30 minutes for meals during clinical shifts longer than 7 hours

Date of Experience	Start Time	End Time	Total Hours	Preceptor's Signature	Date
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Attachment 4**THE FLORIDA STATE UNIVERSITY
COLLEGE OF NURSING GRADUATE PROGRAM****Acute Care Practicum****Labs & Diagnostics Log**

Test Ordered with CPT code	NGR6210L	NGR6211L	NGR6212L	NGR6213L	NGR6214L

Attachment 5

**THE FLORIDA STATE UNIVERSITY
COLLEGE OF NURSING GRADUATE PROGRAM
NGR 621XL
Acute Care Practicum X**

Drug Card # _____

Generic Name:

Brand Name:

Classification:

Indications for Use:

Mechanism of Action:

Normal/Safe Dosage:

Implications for Monitoring of Therapy:

Major Side/Adverse Effects:

Attachment 6

THE FLORIDA STATE UNIVERSITY
COLLEGE OF NURSING GRADUATE PROGRAM
NGR 621XL
Acute Care Practicum X

Drug Log

Medication	NGR 6210L	NGR 6211L	NGR 6212L	NGR 6213L	NGR 6214L
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Attachment 7

**THE FLORIDA STATE UNIVERSITY
COLLEGE OF NURSING GRADUATE PROGRAM
NGR 621XL
Acute Care Practicum X**

Procedure Log

Date	Procedure	Code	Location	Successful (Y/N)	Supervisor Signature

Attachment 8

**THE FLORIDA STATE UNIVERSITY
COLLEGE OF NURSING GRADUATE PROGRAM**

AG-ACNP DNP Clinical Summary Sheet		
Course/ Expected Hours	Preceptor name and address/ semester	Hours achieved by student
NGR 6004L Advanced Health Assessment and Skills for the APN (60 hours)	Name: Address: Semester:	
NGR 6210L Acute Care Practicum I (60 hours)	Name: Address: Semester:	
NGR 6211L Acute Care Practicum II (180 hours)	Name: Address: Semester:	
NGR 6212L Acute Care Practicum III (180 hours)	Name: Address: Semester:	
NGR 6213L Acute Care Practicum IV (240 hours)	Name: Address: Semester:	
NGR 6214L Acute Care Practicum V (240 hours)	Name: Address: Semester:	
NGR 6931C DNP Project I (60 hours)	Name: Address: Semester:	
NGR 6935C DNP Project II (60 hours)	Name: Address: Semester:	

Hours: Expected/Achieved- Total hours: 1080/_____

Date Completed _____

Student signature _____ Date: _____

Track Coordinator _____ Date: _____

Attachment 9

**THE FLORIDA STATE UNIVERSITY
COLLEGE OF NURSING GRADUATE PROGRAM**

AG-ACNP Certificate Clinical Summary Sheet		
Course/ Expected Hours	Preceptor name and address/ semester	Hours achieved by student
NGR 6210L Acute Care Practicum I (180 hours)	Name: Address: Semester:	
NGR 6211L Acute Care Practicum II (180 hours)	Name: Address: Semester:	
NGR 6212L Acute Care Practicum III (180 hours)	Name: Address: Semester:	
NGR 6213L Acute Care Practicum IV (240 hours)	Name: Address: Semester:	

Hours: Expected/Achieved- Total hours: 780/_____

Date Completed _____

Student signature _____ Date: _____

Major Coordinator or Assistant Dean _____ Date: _____