



FLORIDA STATE UNIVERSITY

COLLEGE OF NURSING

Psychiatric Mental Health Nurse Practitioner Program Guidelines

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

2026-2027

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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****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.****

The **Psychiatric Mental Health Nurse Practitioner 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. Additionally, all clinical practical labs must be completed with a grade of Satisfactory. The entering graduate student must have the following graduate-level courses prior to starting the program: Advanced Health Assessment, Advanced Pathophysiology, and Advanced Pharmacology *across the lifespan*. Advanced NPs who do not hold a certification across the lifespan must also take additional courses while in the program.

Post-Master’s or Post DNP NP to Psychiatric Mental Health Nurse Practitioner Certificate Program of Study (non-degree seeking)

A total of 24 credit hours and 780 clinical hours are required for the PMHNP Certificate

Psychiatric Mental Health NP Certificate - 2026 Fall Admission

Fall 1 (Aug. – Dec.) - Semester 1	Credit Hours	Clinical Hours
NGR 5538 Psychopharmacology for Psychiatric Nursing	3	
NGR 5053 Advance Psychiatric Assessment and Diagnostic	2	
NGR 5053L Advance Psychiatric Assessment and Diagnostic Lab	2	120
Total Semester Hours	7	
Spring 1 (Jan. – May)-Semester 2		
NGR 5503 Psychiatric/MH Nurse Practitioner I: Individual Psychotherapy	3	
NGR 5503L Psychiatric/MH NP I Lab: Individual Psychotherapy	3	180
Total Semester Hours	6	
Summer 1 (May – Aug.) - Semester 3		
NGR 5508 Psychiatric/MH Nurse Practitioner II: Family & Group Psychotherapy	3	
NGR 5508L Psychiatric/MH NP II Lab: Family & Group Psychotherapy	3	180
Total Semester Hours	6	
Fall 2 (Aug. – Dec.) - Semester 4		
NGR 5504L Practicum – Psychiatric/Mental Health Nursing	5	300
Total Semester Hours	5	
Total Program Credit Hours	24	
Total Program Clinical Hours		780

ALL STUDENTS MUST FOLLOW THIS PLAN UNLESS THE GRADUATE PROGRAM APPROVES COURSE TRANSFER OR WAIVER
PMHNP students must complete a minimum of 780 clinical hours to be eligible for certification boards. This includes 45 hours of psychotherapy with a licensed therapist (e.g., psychologist, LCSW, or LMHC), with the remaining hours completed under the supervision of a psychiatric medication management provider—a psychiatrist, PMHNP, or PA—to meet program requirements.

All clinical practical labs must be completed with a Satisfactory grade

Doctor of Nursing Practice (DNP)

The **Doctor of Nursing Practice (DNP)** degree is designed to prepare nurses for the highest level of clinical practice in the profession of nursing as a Psychiatric Mental Health Nurse Practitioner. The program is designed in accordance with the American Association of Colleges of Nursing (AACN) Essentials of Doctoral Education for Advanced Practice Nursing, National Organization of Nurse Practitioner Faculty (NONPF) Core competencies, and Population Focus Nurse Practitioner Competencies (2021).

Full Time BSN to DNP Program: Psychiatric Mental Health NP- 2026 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 6505C Advanced Foundations of Medical and Psychiatric Integration for Advanced Practice Nurses	4	120
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 5538 Psychopharmacology for Psychiatric Nursing	3	
Total Semester Hours	8	
Spring 2 (Jan. – May) - Semester 5		
NGR 6895 Policy, Legal and Ethical Complexities in Healthcare	3	
NGR 5053L Advance Psychiatric Assessment and Diagnostic	2	
NGR 5053L Advance Psychiatric Assessment and Diagnostic Lab	2	120
Total Semester Hours	7	
Summer 2 (May – Aug.) - Semester 6		
NGR 6931C DNP Project Planning & Application for the APN	3	60
NGR 5503 Psychiatric/MH Nurse Practitioner I: Individual Psychotherapy	3	
NGR 5503L Psychiatric/MH NP I Lab: Individual Psychotherapy	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 5508 Psychiatric/MH Nurse Practitioner II: Family & Group Psychotherapy	3	
NGR 5508L Psychiatric/MH NP II Lab: Family & Group Psychotherapy	3	180
Total Semester Hours	12	
Spring 3 (Jan. – May)- Semester 8		
NGR 6893 Healthcare Finance, Economics, and Entrepreneurship	3	
NGR 5504L Practicum – Psychiatric/Mental Health Nursing	5	300
Total Semester Hours	8	
Total Program Credit Hours		
	70	
Total Program Clinical Hours		
		1020

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

PMHNP students must complete a minimum of 780 clinical hours to be eligible for certification boards. This includes 45 hours of psychotherapy with a licensed therapist (e.g., psychologist, LCSW, or LMHC), with the remaining hours completed under the supervision of a psychiatric medication management provider—a psychiatrist, PMHNP, or PA—to meet program requirements.

All clinical practical labs must be completed with a Satisfactory grade

Total Clinical Hours for Psychiatric Mental Health DNP Students

A total of 1,020 clinical hours are required for this program (CCNE accreditation body requires a minimum of 1000 clinical hours for a DNP). The distribution of clinical hours for the program are as follows, keeping in mind there are an additional 120 *indirect* clinical hours for the DNP Project:

Course		Clinical Hours
		Direct
NGR 6505C	Advanced Foundations of Medical and Psychiatric Integration for Advanced Practice Nurses	120
NGR 5053L	Advance Psychiatric Assessment and Diagnostic Lab	120
NGR 5503L	Psychiatric/MH NP I Lab: Individual Psychotherapy	180
NGR 5508L	Psychiatric/MH NP II Lab: Family & Group Psychotherapy	180
NGR 5504L	Practicum – Psychiatric/Mental Health Nursing	240
		Indirect
NGR 6931C	DNP Project Planning and Application for the APN	60
NGR 6935C	DNP Project Implementation, Evaluation, & Dissemination	60

Post-Master's PMHNP to DNP (Fall Admission)

The MSN to DNP Program of Study is developed for each Master's prepared student on a case-by-case basis, following a review of the MSN transcript.

Full-time Plan of Study

Post Master's (already PMHNP) to DNP Program of Study – DNP ONLY

2026 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	
Total Semester Hours	6	
Spring 1 (Jan. – May)-Semester 2		
NGR 5846 Biostatistics	3	
NGR 6826 Methods of Program Evaluation & Quality Improvement	2	
NGR 6893 Healthcare Finance, Economics, and Entrepreneurship	3	
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 6662 Health Equity & Social Determinants of Health	2	
Total Semester Hours	5	
Spring 2 (Jan. – May) - Semester 5		
NGR 6895 Policy, Legal and Ethical Complexities in Healthcare	3	
NGR 6931C DNP Project Planning & Application for the APN	3	60
Total Semester Hours	6	
Summer 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	31	
120 indirect DNP plus up to 780 clinical hours	Total Program Clinical Hours	120

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

Completion of 1,000 post-baccalaureate hours is required for DNP degree eligibility

All clinical practical labs must be completed with a Satisfactory grade

31 Credit hours. Students will need a total of 1000 post-bachelor's hours. We can bring hours in from previous programs with primary source documentation from prior schools. Required clinical hours will be based on formal gap analysis. If you do not have enough hours you will have to take a clinical course to meet the required hours.

- Applicants must have 3 discrete, graduate level courses in Advanced Pathophysiology, Advanced Health Assessment, and Pharmacology *across the lifespan prior* to starting the program.
- Adult NPs must also take additional pediatric courses and Pediatric NPs must also take additional course work in Women's and Family Care while in the program.
- Minimum graduate school GPA of 3.0.
- **20 hours of clinical must be completed with the pediatric/adolescent population (with an age of less than 18) during the program.**

- **45 hours of psychotherapy must be completed with a LSW, LMHC, professional counselor, or licensed psychologist during the program. All other hours must be done with a provider that prescribes. *This can only occur during the second semester or after.***
- **The student MUST have an active license in the same state the preceptor practices in when seeing clients.**
- **Students CANNOT complete clinical hours in the following states: Arizona, California, Hawaii, Louisiana, Minnesota, New Jersey, New York, and Oregon.**

Post-Master's NP (not PHM NP) to Psychiatric Mental Health DNP (Fall Admission)

This major is designed to academically and clinically prepare the nurse practitioner to become a Psychiatric Mental Health APRN Provider. This major includes a total of 53 credit hours of post master's study and varied clinical hours for DNP study (transfer clinical hours vary depending on the previous NP program). Upon successful completion of this major, graduates will be eligible to sit for the Psychiatric Mental Health Nurse Practitioner certification exam and be awarded the DNP degree.

Post Master's (Not PMHNP) to PMHNP DNP Program: Psychiatric Mental Health NP 2026 Fall Admission

Fall 1 (Aug. – Dec.) - Semester 1	Credit Hours	Clinical Hours
NGR 7769 DNP Roles & Leadership within Complex HC Environments	3	
NGR 5538 Psychopharmacology for Psychiatric Nursing	3	
NGR 5053 Advance Psychiatric Assessment and Diagnostic	2	
Total Semester Hours	8	
Spring 1 (Jan. – May)-Semester 2		
NGR 5846 Biostatistics	3	
NGR 5053L Advance Psychiatric Assessment and Diagnostic Lab	2	120
NGR 6826 Methods of Program Evaluation & Quality Improvement	2	
Total Semester Hours	7	
Summer 1 (May – Aug.) - Semester 3		
NGR 6811 Theory and Evidence-Based Practice Scholarship	3	
NGR 5503 Psychiatric/MH Nurse Practitioner I: Individual Psychotherapy	3	
NGR 5503L Psychiatric/MH NP I Lab: Individual Psychotherapy	3	180
Total Semester Hours	9	
Fall 2 (Aug. – Dec.) - Semester 4		
NGR 6853 Translation of Evidence for Practice	3	
NGR 6662 Health Equity & Social Determinants of Health	2	
NGR 5508 Psychiatric/MH Nurse Practitioner II: Family & Group Psychotherapy	3	
NGR 5508L Psychiatric/MH NP II Lab: Family & Group Psychotherapy	3	180
Total Semester Hours	11	
Spring 2 (Jan. – May) - Semester 5		
NGR 6895 Policy, Legal and Ethical Complexities in Healthcare	3	
NGR 6893 Healthcare Finance, Economics, and Entrepreneurship	3	
NGR 5504L Practicum – Psychiatric/Mental Health Nursing	2	120
Total Semester Hours	8	
Summer 2 (May – Aug.) - Semester 6		

NGR 6931C DNP Project Planning & Application for the APN	3	60
NGR 5504L Practicum – Psychiatric/Mental Health Nursing	2	120
Total Semester Hours	5	
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 5504L Practicum – Psychiatric/Mental Health Nursing	3	180
Total Semester Hours	9	
Total Program Credit Hours	57	
120 indirect DNP plus up to 780 clinical hours	Total Program Clinical Hours	1,020

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

PMHNP students must complete a minimum of 780 clinical hours to be eligible for certification boards. This includes 45 hours of psychotherapy with a licensed therapist (e.g., psychologist, LCSW, or LMHC), with the remaining hours completed under the supervision of a psychiatric medication management provider—a psychiatrist, PMHNP, or PA—to meet program requirements.

All clinical practical labs must be completed with a Satisfactory grade

Program of Study for NP (not PMH NP) to PMH DNP

Students must:

Hold an MSN in a Nurse Practitioner track and be a nationally certified APRN.

Have 3 discrete, graduate level courses in Advanced Patho, Advanced Health Assessment & Pharmacology across the lifespan *prior* to starting the program.

Adult NPs must also take an additional pediatrics course while in the program.

54 credit hours and up to 780 clinical hours (CH)

- Applicants must hold an MSN in a Nurse Practitioner track, be a nationally certified APRN, and have 3 discrete courses in Advanced Pathophysiology, Advanced Health Assessment, and Pharmacology across the lifespan prior to starting the program.
- APRNs who do not hold a certification across the lifespan must also take additional courses while in the program.
- Minimum graduate school GPA of 3.0. 53 Credit hours and up to 780 clinical hours (required clinical hours will be based on formal gap analysis).
- 20 hours of clinical must be completed with the pediatric/adolescent population (with an age of less than 18) during the program.

Total Clinical Hours

Up to 780 clinical hours are required for this program (CCNE accreditation body requires a minimum of 1000 clinical hours for a DNP).

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

Course		Clinical Hours
		Direct
NGR 5053L	Advance Psychiatric Assessment and Diagnostic Lab	120
NGR 5503L	Psychiatric/MH NP I Lab: Individual Psychotherapy	180

NGR 5508L	Psychiatric/MH NP II Lab: Family & Group Psychotherapy	180
NGR 5504L	Practicum – Psychiatric/Mental Health Nursing (2)	120
NGR 5504L	Practicum – Psychiatric/Mental Health Nursing (4)	240
		Indirect
NGR XXXC	DNP Project Planning and Application for the APN	60
NGR XXXC	DNP Project Implementation, Evaluation, & Dissemination	60

PMH Appropriate Preceptors and Field Sites

Students are expected to secure preceptors throughout their enrollment with the help of the CON Clinical Coordinator and faculty member 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 an approval letter confirming clearance, preceptor approval, and the establishment of the requisite practice contract at the clinical site.

Table 1: Types of Appropriate Preceptors per Course

Course (clinical hours)	Appropriate Preceptor	Appropriate Field Sites	NOT acceptable
NGR 6505C Advanced Foundations of Medical and Psychiatric Integration for Advanced Practice Nurses	Licensed and appropriately credentialed FPN, AGPCNP/AGNP, AGACNP, MD, DO, or PA practicing within the scope and population appropriate for the course. The purpose of this course is to strengthen students' medical foundation and understanding of physical health conditions that may affect, mimic, or complicate psychiatric presentations; therefore, clinical experiences should emphasize medical assessment and management rather than	Primary care, family practice, internal medicine, urgent care, community health, outpatient medical clinics, specialty medical practices, and other approved settings that provide opportunities for assessment and management of medical conditions and integration of medical and psychiatric care.	Psychiatric-only clinical sites that do not provide sufficient exposure to medical assessment and management; preceptors whose practice does not align with course objectives; RNs, LPNs, or other professionals who are not approved advanced practice/medical providers for this course.

	primarily psychiatric care.		
NGR 5053L - Advanced Psychiatric Assessment and Diagnostics (120 CH)	Psychiatric mental health nurse practitioner (PMHNP), psychiatric mental health clinical nurse specialist (PMH CNS), psychiatrists, or PA working in psychiatry. This includes initial psychiatric evaluations and follow-up visits. The preceptor has prescriptive authority AND offers medication management.	Private practice, community psychiatric center, college counseling center, employee assistance program (EAP) sites, or assisted living/Alzheimer's facility; hospital specialty care facility, drug/alcohol rehabilitation centers, crisis centers, community centers, or any other site where psychiatric evaluation and follow up assessment takes place. Other sites will be determined on an individual basis.	FNP, AGACNP, AGPCNP or any other NP other than a board-certified psychiatric/mental health nurse practitioner. MD, DO or PA that is not certified or licensed to provide psychiatric services or therapy or any provider that is required to be supervised as part of their licensure requirement.
NGR 5503L - Psychiatric/MH NP I Lab: Individual Psychotherapy (180 CH)	PMHNP, PMH CNS, psychiatrists, LSW, LMHC, professional counselor, licensed psychologist, other appropriately licensed/certified mental health professional (who engages in individual psychotherapy, not only medication management; if the preceptor is seeing patients for 15-minute medication checks, this is not psychotherapy, and this preceptor is not acceptable).	Private practice, community psychiatric center, college counseling center, employee assistance program (EAP) sites, or assisted living/Alzheimer's facility; hospital or specialty care facility, drug/alcohol rehabilitation centers, crisis centers, community centers, or any other site where psychiatric evaluation and follow up assessment takes place. Other sites will be determined on an individual basis.	FNP, AGACNP, AGPCNP or any other NP other than a board-certified psychiatric/mental health nurse practitioner. MD, DO or PA who is not certified or licensed to provide psychiatric services or therapy or any provider who is required to be supervised as part of their licensure requirement.

NGR 5508L - Psychiatric/MH NP II Lab: Family & Group Psychotherapy (180 CH)	Psychiatric mental health nurse practitioner (PMHNP), psychiatric mental health clinical nurse specialist (PMH CNS), psychiatrists, licensed social worker (LSW), licensed mental health counselor (LMHC), professional counselor, licensed psychologist, other appropriately licensed/certified mental health professional who engages in psychiatric and mental health assessment . This includes initial psychiatric evaluations and follow-up visits.	Private practice, community psychiatric center, college counseling center, employee assistance program (EAP) sites, or assisted living/Alzheimer's facility; hospital specialty care facility, drug/alcohol rehabilitation centers, crisis centers, community centers, or any other site where psychiatric evaluation and follow up assessment takes place. Other sites will be determined on an individual basis.	FNP, AGACNP, AGPCNP or any other NP other than a board-certified psychiatric/mental health nurse practitioner. MD, DO or PA that is not certified or licensed to provide psychiatric services or therapy or any provider that is required to be supervised as part of their licensure requirement.
NGR 5504L - Practicum – Psychiatric/Mental Health Nursing (300 CH)	PMHNP, PMH CNS, psychiatrists, LSW, LMHC, professional counselor, licensed psychologist, other appropriately licensed/certified mental health professional who engages in any psychiatric and mental health practice .	Private practice, community psychiatric center, college counseling center, employee assistance program (EAP) sites, or assisted living/Alzheimer's facility; hospital or specialty care facility, drug/alcohol rehabilitation centers, crisis centers, community centers, or any other site where psychiatric evaluation and follow up assessment takes place. Other sites will be determined and approved on an individual basis.	FNP, AGACNP, AGPCNP or any other NP other than a board-certified psychiatric/mental health nurse practitioner. MD, DO or PA that is not certified or licensed to provide psychiatric services or therapy or any provider that is required to be supervised as part of their licensure requirement.
NGR 5504L DNP (120 CH)	PMHNP, PMH CNS, psychiatrists, LSW, LMHC, professional	Private practice, community psychiatric center, college	FNP, AGACNP, AGPCNP or any other NP other than a board-

	counselor, licensed psychologist, other appropriately licensed/certified mental health professional who engages in any psychiatric and mental health practice or business management and leadership of behavioral, mental health or integrated practice. Preference would be for providers to have a PhD, DNP, MD, or MBA if possible	counseling center, employee assistance program (EAP) sites, or assisted living/Alzheimer's facility; hospital or specialty care facility, drug/alcohol rehabilitation centers, crisis centers, community centers, or any other site where psychiatric evaluation and follow up assessment takes place. Other sites will be determined and approved on an individual basis.	certified psychiatric/mental health nurse practitioner. MD, DO or PA who is not certified or licensed to provide psychiatric services or therapy or any provider who is required to be supervised as part of their licensure requirement.
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For any questions related to American Data Bank 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 PMHNP Program Coordinator, Dr. Jerri Edwards, at jsedwards@fsu.edu or jls17t@fsu.edu

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*.
2. Include your course syllabus and Practicum Education Plan.
3. Include your CV/resume in the packet for the preceptor.
4. Discuss the content with your preceptor prior to starting your clinical rotation.
5. Have the preceptor review and sign the Practicum Education Plan.
6. ***Prior to beginning any clinical experience, email the PEP signed by yourself and your preceptor to the Clinical Coordinator for a signature and upload the document to the***

appropriate section in Canvas. This step is very important, for *clinical hours will not be accepted until this process is finalized.*

Clinical Faculty's Responsibility:

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

Additional Practicum Guidelines

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

Please note:

- 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 commence.
 - Your projected schedule must be documented in the designated area on Canvas 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 can 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 for projected schedules throughout the semester.
2. **Communication of Schedule Changes:** *It is imperative that we are aware of any changes to your projected schedule.* Whether it's due to an unplanned absence by your preceptor or yourself, please **promptly update the revised schedule.** This ensures you do not miss the opportunity to complete your clinical notes, which must be done within **14 days** from the start of your clinical rotation. Failure to comply will result in a grade of "zero" for that note unless an extension is granted by your instructor.
 3. **Completion of Required Clinical Hours:** You are required to fulfill and clearly document the minimum clinical hours as a PMHNP student under the guidance of qualified preceptors. These hours must involve **direct patient care in the psychiatric setting.**
 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/Compact license
- 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 at kel22g@fsu.edu. American DataBank is available to assist you Monday-Friday 7am-6pm MST or you can contact them by email at complio@americandatabank.com or by calling 1-800-200-0853.

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 it to kel22g@fsu.edu (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 is a crucial aspect of the evaluation process, both by the Preceptor and the Clinical Faculty member.
- **Completion of PEP Form:**
 - Student fills out student demographics, preceptor demographics, and faculty contact information on the PEP.
 - Student adds specific course description and course objectives to the PEP. You can find a copy of the PMH course descriptions and objectives 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. 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, and 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 before beginning the clinical rotation.

Clinical Rotation and Preceptor Request Process

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

DESIGNATED CLINICAL RESPONSIBILITIES FORM

Student Name: _____
Preceptor Name: _____
Semester: _____
Course: _____

Information for the Preceptors in the Psychiatric Nurse Practitioner Program at FSU

Dear Potential Preceptor,

Thank you for considering the role of a preceptor in the Psychiatric Nurse Practitioner Program. Your participation is crucial in shaping the future of psychiatric nurse practitioners. The purpose of precepted clinical experiences is to provide nurse practitioner students with an opportunity to participate in:

- Psychiatric assessments of patients
- Counseling and guidance in accordance with identified needs
- Management of the care of patients under direct supervision of the preceptor

Guidelines for Preceptorship

- The student must maintain current, unrestricted, unencumbered RN licensure or compact agreement in the state in which they are engaging in precepted clinical experiences.
- Students may not complete a clinical rotation in any unit or clinic where they are employed or receive compensation of any kind while obtaining clinical hours.
- Students may not claim work hours as clinical hours.
- Students may not use the same preceptor for more than 2 semesters without prior approval from the PMHNP Coordinator.
- Students may not provide care at sites in which they have not been through the approval process at FSU.
- Additionally, they will maintain and upload their current, unencumbered licenses and/or compact agreement within Florida State University's clinical tracking system.

Expected Preceptor Responsibilities to the Student through mentorship and guidance, clinical supervision, educational support, innovation and leadership, as well as communication and feedback.

- Be present to observe student clinical activities. The preceptor must be present on site or present via telehealth. At all times, the student will function under the direct supervision of the preceptor.
- Model clinical skills and professional/ethical behaviors for student learning.

- Including students as a pertinent part of the healthcare team and encourage interprofessional collaboration between students and other team members.
- Encourage learning using direct questioning methods and allowing reflection on feedback.
- Orient student to clinical sites, clinical site policies, EHR, and clinical team prior to students' patient experiences.
- Outline appropriate tasks, patient cases, and caseload for each clinical day.
- To enhance the student's learning, preceptor(s) of record may provide students with opportunities to observe or work with other disciplines within the clinical setting.

Learning Environment for the Student

- Sufficient exam rooms so the student may function at a novice pace.
- Opportunities to perform histories and intakes, make tentative assessments, present orally to the preceptor, propose appropriate diagnoses and therapeutic plans, and write up the encounters as part of the permanent chart/record.
- Preceptors follow up with each patient including a critique of the proposed assessment and plan of care before the end of each patient encounter.
- Opportunities for the student to observe or participate in the management of patients within their scope of practice who present with a problem of general educational interest.
- An established plan for student progression from observing to conducting visits with minimal intervention.
- Guidance in the performance of clinical procedures that are consistent with the student's learning objectives outlined in their Practicum Educational Plan (PEP) while under direct supervision of the preceptor.
- An in-person site visit with the academic faculty/instructor if deemed necessary by the faculty, overseeing the student's work.

Expected Assigned Faculty Responsibilities

- During the semester, the faculty will initiate contact to determine if there are any questions about the expectations for the semester based on the course description, course outcomes, personal clinical learning outcomes, or responsibilities of the preceptor, student, and faculty member.
- Faculty or instructor will obtain feedback from the preceptor at a minimum of midterm of the semester about the student's progression. This feedback can be sent to the preceptor via email, or the instructor may obtain feedback via phone conference with the preceptor.
- Faculty or instructor will always follow established FERPA laws during and after the student experience. The Family Educational Rights and Privacy Act (FERPA) is a federal law governing the privacy and handling of educational records/information and giving specific rights to students.

Expected Student Responsibilities

In collaboration with the preceptor of record while under direct supervision (onsite with the student or following appropriate telehealth standards) the student should be able to:

- Perform complete histories and psychiatric examinations in a manner appropriate for the patient.
- Differentiate normal and abnormal findings based on the psychiatric examination, history, laboratory findings, and other tests and procedures.
- Develop working diagnoses, differential diagnoses, or problem lists and preliminary plans.
- Identify and explain significant pathophysiology related to the patient's clinical problems.
- Problem solves through evaluation of history and psychiatric examinations, usage of established criteria for management, and collaboration with preceptor plans of care.
- Present findings in a concise, accurate, and organized manner.
- Institute and provide continuity of care. Interact with each patient to assure understanding of and compliance with the therapeutic regimen.
- Provide instructions and counseling regarding health promotion, patient teaching, discharge planning, family care, etc. As appropriate to patients and/or families.
- Consider the cost implications of care provided.
- Recognizing when referring to other healthcare providers is appropriate.
- Coordinate care with other health professionals and agencies when appropriate.
- Demonstrate appropriate interpersonal relationships with staff, patients, families, and other health professionals.

PMHNP Track Outcomes

- Demonstrate advanced levels of clinical judgment in psychiatric care by integrating physical science, behavioral science, humanities, and experience as an advanced practice nurse as a foundation for evidence based advanced psychiatric clinical practice.
- Develop, implement, and evaluate complex psychiatric practices based on theoretical, ethical, and scientific knowledge to provide safe, cost-effective strategies to promote mental health and reduce risk across the lifespan.
- Effectively utilize healthcare technology across different healthcare systems to enhance psychiatric clinical practice and improve mental health outcomes for patients and families in underserved populations.
- Incorporate and advocate for culturally sensitive psychiatric care and mental healthcare policies that meet legal and ethical standards to improve health outcomes for the patients and their families.
- Develop and demonstrate professional growth and leadership by actively participating in interdisciplinary groups to evaluate and influence safe and effective psychiatric care of the patients and their families.

Course Description and course learning outcomes for each lab course are found on the Practicum Education Plan (PEP) which the student will review and discuss with each preceptor before beginning the clinical rotation. The student must sign a separate PEP for each preceptor.

Students may not provide care for any patient outside of the psychiatric mental health nurse practitioner track. Students must provide a signed responsibilities document for each preceptor.

Student Signature: _____ Date: _____

Preceptor(s) Signature: _____ Date: _____

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

PRACTICUM EDUCATION PLAN (PEP)

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

COURSE DESCRIPTION: Student copies and pastes Course Description

COURSE OBJECTIVES: Student copies and pastes Course Objectives

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

Clinical Coordinator

Date

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 5 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's 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 is not already listed within Typhon, students should request additions to the preceptor list. Please note that the approval of a clinical preceptor and clinical site is at the discretion of each Specialty/Program Director and/or clinical/theory faculty member.
2. All requests must be approved by an FSU Typhon Administrator (or their designee) before the person becomes part of the official list.
3. Students can access the request area on their "Setup Default Choices" page by clicking "REQUEST ADDITION" next to the preceptor drop-down list.
4. Students are required to enter all preceptor/site information.
5. Once a student request has been made, the system will automatically notify the Typhon Administrator (or their designee) that a request is pending. Please allow at least 48-72 hours for this request to be reviewed.
6. Students will automatically be notified when action is taken on their request.
7. Incomplete or inaccurate data will result in the request being denied.
8. Students are required to enter the following information:
 - Specialty
 - Practice/Group Name
 - Preceptor LAST NAME, First Name (the last name entered in ALL CAPITAL LETTERS)
 - Credentials (APRN, M.D., D.O., PA, LCSW, MFT, etc.)
 - E-Mail
 - Phone #
 - Alt. Phone #
 - Fax #
 - Address
 - City
 - State
 - Zip/Postal Code
 - Hospital Affiliation

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

Adding Preceptor License and CV to Typhon:

1. If the preceptor is not visible on the list in Typhon, request the addition of the new preceptor (see instructions below). We have enabled features to allow you to provide more demographic information in this section.

2. On your main page, in section #3, Other Activities & Reports, you will find a section named External Documents. We would like you to upload the preceptor's CV and a copy of their license in this section.
3. The Preceptor Requests in Typhon are checked daily. Once a preceptor is approved, their name will appear as a choice in Typhon.

Setting:

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

Log Entries:

The clinical log will track the total time spent in clinical practice, as well as with each patient. It should include the following details:

- Preceptor site
- Date
- Patient demographics
- ICD-10 codes
- DSM-5 code(s)
- Time spent with each patient
- Brief comments

Ensure that you *select the correct course* when making your entries. For example, in the first semester, the student would select NGR 5053L 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 #: (Status: Pending)	Date of Service: 5/18/2020
Student Information – STUDENT NAME	
Semester: Summer	
Course: NGR XXXXL	
Preceptor: Will populate if approved and entered in system	

Clinical Site: Will populate if approved and entered in system

Setting Type: Underserved area/population

Patient Demographics

Age: 33 years

Gender: Male

Clinical Information

Time with Patient: 60 minutes

Consult with Preceptor: Document as time with patient

Type of Decision-Making: High complexity

Student Participation: Less than shared

Reason for Visit: Initial Visit

Chief Complaint: "The Cartel is trying to kill me"

Encounter #: 1

Type of HP: Expanded Problem Focused

Social Problems Addressed: Income/Economic

Housing/Residence

Safety

Interpersonal Relationships

Emotional

Education/Language

Legal

Substance Abuse

ICD-10 Diagnosis Codes

#1 - F15.921 - OTHER STIMULANT USE, UNSPECIFIED WITH INTOXICATION
DELIRIUM

#2 - F15.151 - OTH STIMULANT ABUSE W STIM-INDUCE PSYCH DISORDER W
HALLUCIN

#3 - F22 - DELUSIONAL DISORDERS

CPT Billing Codes

#1 - 99254 - INPATIENT CONSULT, 3 KEY COMPONENTS: COMPREHENSIVE HX;
COMPREHENSIVE EXAM; MED DECISION MOD COMPLEX

Medications

OTC Drugs taken regularly: 0

Prescriptions currently prescribed: 5

New/Refilled Prescriptions This Visit: 5

Types of New/Refilled Prescriptions This Visit: **Adherence Issues with Medications:**

Other: acute intoxication

Other Questions About This Case

Patient Interaction: In person

Clinical Notes

Patient is 33 yr. Caucasian male brought to inpatient setting by PD after driving his car into the lake while attempting to evade the "cartel who is trying to kill me". Once he was contacted by PD it became obvious he was experiencing paranoia and hallucinations. He admitted to using meth for the first time 2 days ago and has not slept since that time. He also reports routinely drinking 6-12 beers every other day, and occasionally using THC. He is employed in the oil field as a supervisor and is divorced with 2 children residing with their mother. He denies previous Hx: mental health issues. Upon presentation he is very agitated and paranoid- to the point he is unable to complete intake paperwork. He attempts to run out of the facility several times and has to be placed in isolation. He was given emergency medications to help reduce hallucinations and calm panic. Brief psychotherapy was attempted to help calm his agitation, but he was not able to respond to it at the time. Will further assess once he is more capable of participating in his care.

Class Meetings

Please review the syllabus for each course to determine if there are any mandatory meeting times. Information regarding scheduled meetings can be found in the "Zoom" app on the course site within Canvas. If you have any questions or encounter issues regarding Zoom, please contact Mr. Jamie Marsh at jmarsh@nursing.fsu.edu for assistance.

Faculty members teaching a clinical course will engage with students regarding their personal objectives from the Practicum Education Plan. Additionally, faculty members will initiate contact with the students' preceptors to discuss the student's progress and address any questions the preceptor may have.

Preceptor Guidelines

At the beginning of each Practicum semester, the student will provide each preceptor with a copy of the designated form *Information for Preceptors of Psychiatric Nurse Practitioner Students*, which provides a brief description of the Practicum course, and the expectations for student performance, as well as Clinical Instructor information. The student is required to give this, along with the Practicum Education Plan (PEP) at the beginning of each clinical rotation.

The preceptor will adhere to the PEP throughout the duration of the clinical rotation.

Required Course Documents

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

1. **Practicum Education Plan** (submitted at the beginning of the course)
2. **Student Formative Evaluations** (submitted throughout the course)
3. **Preceptor Evaluation of Student** (submitted at mid-term and end of course)
4. **Student Evaluation of Preceptor and Clinical Site** (submitted at the end of the course)
5. **Student Self-evaluation**
6. **Episodic notes (2)**
7. **Comprehensive notes (1)**

8. Accumulative portfolio

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.

Evaluations

Evaluation of Student by Preceptor We must have the signed original evaluations (mid-term and final) from your preceptors by the designated date. The student must receive a Met (M) = Expected Level of Performance, in his/her clinical performance evaluation to progress with a Satisfactory. If a student receives two Not Met (NM), they will receive an Unsatisfactory for the course, and it will need to be retaken the next time it is offered. Place a scanned copy in the assignment tab in Canvas as well as include them in your portfolio.

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

Formative Evaluation Tools (submitted prior to meeting with faculty mid-semester). This is mandatory. It is the faculty's way of documenting our communication and feedback to you. Your faculty will read and respond. This is part of your clinical grade.

Self-Evaluation-Student should reflect on the data as related to the course objectives. All course objectives must be addressed, and students should use specific examples of how they address each objective.

Faculty consultation with Preceptor is required at the end of 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.

PMHNP Portfolio

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

1. **Title Page.** Name, title, semester/year entered the program.
2. **Table of Contents Page.** Listing the items that are included in the portfolio.

3. Introduction Section Page. Paragraph format describing the focus of the clinical experience (lab course description and course objectives), the patients, the setting(s), and clinical goals from PEP. Please include your signed PEP in this area. This area must be completed each semester.

4. Preceptor information. PEP.

5. Clinical Log. Your Typhon log should document all patients seen during your clinical hours and should reflect your weekly progress toward meeting the course objectives. The log will track the total time spent in clinical as well as with each patient and should include the preceptor site, date, patient demographics, ICD-10 codes/CPT codes, time spent with each patient, and brief comments. For the portfolio, a Graphical Case Log Total should be used. In addition, the PMHNP clinical hours summary form will be submitted.

6. Medication Management Notes. Notes related to the care delivered by the Psychiatric Mental Health Nurse Practitioner student in conjunction with his/her rotation preceptors. (Notes completed in NGR5053 & NGR5503).

7. Initial Psychiatric Evaluations. Notes related to the initial intakes by the Psychiatric Mental Health Nurse Practitioner. (Notes completed in NGR5053 & NGR5503).

8. Formative Evaluation Tools (submitted prior to meeting with faculty mid-semester). This is mandatory. It is the faculty's way of documenting our communication and feedback to you. Your faculty will read and respond. This is part of your clinical grade.

9. Preceptor Evaluation. We must have the signed original evaluations (mid-term and final) from your preceptors by the designated date. You may place a scanned copy in the assignment tab in Canvas as well as including them in your portfolio.

10. Student's Evaluation of preceptors and clinical sites- again, scanned copies should be placed into your portfolio.

11. Self-Evaluation-Student should reflect on the data as related to the course objectives. All course objectives must be addressed. Students should use specific examples of how they addressed each objective.

**Florida State University College of Nursing
Psychiatric Mental Health Nurse Practitioner Program
Competency Progression Clinical Evaluation Tool
(NGR5053L, NGR5503L, NGR5508L, NGR5504L)**

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 with this evaluator:

General Overview

This tool evaluates the student's clinical performance based on observable behaviors linked to the AACN & 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 5053L	Novice	Beginning to apply foundational knowledge, minimal application of clinical knowledge requires frequent prompting and close supervision.
NGR5053L	Advanced Beginner	Demonstrates growing independence; applies evidence and basic skills with occasional prompting; may need help prioritizing; progressing safely.
NGR 5503L		
NGR 5508L NGR 5504L	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 5504L	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 Key

- **Proficient: Satisfactory: Demonstrates** skills which indicate a readiness for practice in the clinical settings. Able to provide care in a manner which is safe for graduation. Ability to lead aspects of patient care with autonomy. Student must consistently achieve this rating by NGR5504L
- **Competent: Satisfactory:** Consistently demonstrates independent practice behavior and is meeting course objectives. Utilizes abstract and analytic thinking. Care is excellent and organized. Demonstrates increased level of efficiency and analysis of clinical situations. Safe practitioner; functions appropriate in new situations; understands and accepts responsibility as a professional nurse practitioner student. The student must consistently achieve this rating between NGR5508L and NGR5504L.
- **Advanced Beginner: Satisfactory:** Frequently demonstrates independent practice behavior and is meeting course objectives. Utilizes evidence and standards with additional knowledge and experience. Provides individual care. Demonstrates beginning acceptable performance in the area. The student must consistently achieve this rating by the end of NGR5503L.
- **Novice: Needs further development:** Occasionally demonstrates independent practice behavior but further practice is needed at this time in meeting course objectives. Needs to utilize evidence-based care more with additional individual care. This is an acceptable level of performance during NGR5503L.
- **Unsatisfactory/poor:** Often demonstrates dependent practice behavior, requiring constant direct supervision without evidence of improvement at a satisfactory level. Care is rigid and inflexible without an ability to demonstrate consistent, safe, or appropriate practice in meeting course objectives. The student has difficulty adapting to new situations, lacks awareness of responsibility as a professional nursing student. Fails to communicate effectively and fails to act as a self-directed learner.
- **N/O:** no opportunity to observe this behavior.

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**.

Ultimately, faculty are responsible for evaluation of individual student outcomes and assignment of course grade.

If the student's performance, as evaluated by the Preceptor or Faculty, is below satisfactory on ≥ 2 of the behavioral objectives, the student automatically receives a failing grade for clinical performance. To assist students who are having difficulty in clinical settings, Preceptors and Clinical Faculty should meet immediately when they determine that a student will receive a less than satisfactory rating on ≥ 1 behavioral objective(s). Please provide comments on any grades which are unsatisfactory for a student.

<u>Patient-Centered Care</u> AACN & 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
Obtains a thorough and age-appropriate history from patients across all lifespans						
Performs with appropriate technique a thorough and age-appropriate psychiatric examination of patients across all lifespans						
Communicate with patients appropriately and effectively						
Identifies and selects clients appropriate for individual or group therapy.						
Develops, implements, and evaluates complex practice approaches based on theoretical, ethical, and scientific knowledge.						
<u>Teamwork & Interprofessional Collaboration</u> AACN & 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
Presents and discusses cases succinctly and appropriately with preceptors and others on the health team.						
Collaborates with preceptors and other members of the						

healthcare team to meet complex healthcare needs of diverse populations.						
Utilizes appropriate referral resources in developing management plans for clients throughout the lifespan.						
<u>Evidence-Based Practice & Quality Improvement</u> AACN & 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
Formulates appropriate diagnoses, based on the appropriate use of evidence based diagnostic resources and analysis of the patient's history and psychiatric examination						
Incorporates appropriate patient/family education to meet the client's needs, values, and preferences in management plans						
Demonstrates advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.						
Promotes quality health care to improve health outcomes for						

patients in diverse clinical settings						
Demonstrates analytical methodologies for evaluation of clinical practice, health outcomes and the application of scientific evidence.						
<u>Clinical Judgment & Safety</u> AACN & 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
Effectively recognizes own limitations in the clinical setting and seeks guidance.						
Able to appropriately order, analyze, and interpret diagnostic tests.						
Develops appropriate management plans (diagnostic studies, treatments, referrals)						
Practices within scope, maintaining safety standards.						
Prioritizes care based on acuity and clinical reasoning.						
<u>Informatics & Technology</u> AACN & NONPF Domain: 8. Technology and Information Literacy						
Behavioral Objective	Novice	Advanced Beginner	Competent	Proficient	Unsatisfactory /Poor	N/O
Uses EHR and documentation tools effectively (legible, organized, complete, proper terminology, abbreviations, spelling, format)						

Correct application of clinical decision support tools and resources.						
<u>Professionalism & Accountability</u> AACN & 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
Assumes full accountability for professional behavior and performs within acceptable ethical and legal standards.						
Presents self in accordance with the clinical agency, College of Nursing, and professional standards for appearance and conduct.						
Demonstrates personal responsibility and accountability for accurate history, assessment, plan of care, treatment outcomes, and follow up.						
Ensures accountability for quality care and patient safety						
Manages the expected number of patients based on the semester level.						
Is prepared for each clinical experience						
Progresses through the semester as expected based on the semester level						
Adheres to organizational, legal,						

and regulatory standards.						
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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:

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STUDENT FORMATIVE EVALUATION

Scheduled Meeting with Faculty (can be via telephone):

Faculty _____

Date _____

Time _____

Place _____

Course _____

Semester/Year _____

Self-evaluation and rate your comfort level with the following skills (scale of 0-5, 5-most confident):

Date	Rate Your Comfort Scale 0-5	Comments
		1. History taking
		2. Mental Status Exam
		3. Formulate diagnosis
		4. Formulate treatment plan
		5. Patient & Family Education
		6. Case Presentation to Provider
		7. Charting/Documentation
		8. Time management
		9. Rate your progress toward meeting your personal objectives stated in your PEP above (scale 0-5, 5 best).

Student's Clinical Experience:

Instructions:

- If you have more than 1 preceptor/clinical setting, please describe each (add a column if needed). Delete Preceptor 2 column if you only have one preceptor.
- Type of clinical setting, ex. In-patient, outpatient, drug rehab, eating disorder residential...
- Type of patients (diagnosis) that you normally/commonly see during your clinical experience.
- Your level of independence. i.e., I see patients by myself to obtain a history and perform a physical exam, then I consult with preceptor, or my preceptor and I are in the exam room together...

Progress Report	Name of Preceptor 1	Name of Preceptor 2
Preceptor title & specialty		
Type of clinical setting		
Type of pts & conditions		
Your level of independence		
# Pts seen per day (average)		
# Clinical hours completed		
# Hrs documented in Typhon		

Interventions/Plans to Increase Strengths in Clinical Area:

Faculty Contact with Preceptor (name, date, time, method of contact)

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EVALUATION OF PRECEPTOR AND CLINICAL SITE BY STUDENT
(Students are required to submit a form for each preceptor/clinical site)

Student Information

Student Name:	
Semester:	
Lab Class:	

Preceptor Evaluation

Preceptor Name:	
Inclusive Dates in Clinical:	

- 1 – Not Very Effective
- 2 – Slightly Effective
- 3 – Moderately Effective
- 4 – Effective
- 5 – Very Effective

Criterion (Rate each)	1	2	3	4	5
Facilitated the student in meeting clinical outcomes					
Acted as a role model as a health care provider					
Promoted optimal understanding of mental health problems and their management					
Acted as a resource for clinical decision making					
Promoted independent clinical decision making					
Provided feedback to the student					

Comments: Please provide comments about the preceptor

Would you recommend this preceptor to other students? Yes _____ No _____

Clinical Site Evaluation

Clinical Site Name:	
Inclusive Dates in Clinical:	

Criterion (Rate each)	1	2	3	4	5
Supportive and welcoming to the student					
Provided a safe environment for the student to learn					
Compliant with healthcare regulations and protocols					
Promoted networking opportunities with other healthcare professionals and staff to enhance their professional development.					
Assisted the student with finding learning opportunities to grow in their skills and knowledge					
Ensured the direct supervision of the student					

Comments: Please provide comments about the clinical site

Would you recommend this clinical site to other students? Yes____No____

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SELF-EVALUATION - CLINICAL EXPERIENCE

Student: _____ Date: _____

Course (please check the course):

- ☐ NGR 5053L Adv Psychiatric Assessment and Diagnosis
- ☐ NGR 5503L PMHNP I Lab
- ☐ NGR 5508L PMHNP II Lab
- ☐ NGR 5504L PMHNP Practicum

Students should reflect on the data related to the course objectives. All course objectives must be addressed. Students should use specific examples of how they addressed each objective.

Course Objectives:

PMH Certificate Clinical Summary Sheet		
Course/semester	Preceptor name and address/ semester	hours
NGR 5053L Adv Psychiatric Assessment and Diagnosis (2hr =120 clinical hrs.)	Name: Address: Semester:	
NGR 5503L PMHNP I Lab (3hrs. = 180 clinical hrs.)	Name: Address: Semester:	
NGR 5508L PMHNP II Lab (3 hrs.=180 clinical hrs.)	Name: Address: Semester:	
NGR 5504L PMHNP Practicum (5 hrs.=300 clinical hrs.)	Name: Address: Semester:	

Expected/Achieved

Total hours. 780/_____

Date Completed _____

Student signature _____ Date:

Track Coordinator or Assistant Dean _____ Date:

Rubric-Telephone Evaluation of Student by Preceptor 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?



Practicum Attendance Record PMHNP Track

Student Name:
Course Number:
Faculty Instructor:
Semester/Year:

Preceptor Information

Name:

Phone:

Email:

[illegible]

Practicum Attendance Record PMHNP Track

Total Hours: _____

Total # of Patients Seen: _____

Student Attestation Statement:

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

Student Signature: _____

Date: _____

Preceptor Attestation Statement:

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

Preceptor Signature: _____

Date: _____

- Students are expected to deduct nonpatient hours from their total clinic day. If students worked through a meal break with patient hours, then note time in and out for the day and ignore mealtime entry.
- Use a separate clinical log for each preceptor utilized in the semester.