FSU | COLLEGE OF NURSING

Master of Science in Nursing 2025-2026

Program Guidelines

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

BOLDLY *RISING*

Table of Contents

Master of Science in Nursing

Total Program Requirements:

40 Semester Credit Hours | 500 Clinical/Practicum Hours

Welcome to the Master of Science in Nursing (MSN) Program at the Florida State University College of Nursing. This handbook serves as a comprehensive resource to guide you through your academic journey, providing essential information about program expectations, academic policies, and the wide range of resources available to support your success.

The MSN program is designed to prepare advanced nursing professionals who are equipped to lead, innovate, and drive change in today's dynamic healthcare environments. Through rigorous coursework, immersive clinical experiences, and focused project work, you will cultivate the critical thinking, leadership, and professional competencies needed to make a meaningful impact across diverse healthcare settings.

Rooted in our mission of excellence, innovation, and service, the MSN curriculum includes 40 credit hours and 500 supervised clinical/practicum hours, aligned with national standards and competencies outlined by the American Association of Colleges of Nursing (AACN, 2021). These hours ensure the integration of theory into practice and are flexibly structured to support competency attainment specific to each specialty track.

We proudly offer two distinct MSN tracks:

AI in Healthcare Track

A nurse with a Master's in Nursing focusing on AI in Healthcare is uniquely positioned to bridge the gap between advanced nursing practice and cutting-edge technology. This enhances patient outcomes, improve care delivery efficiency, and apply specialization to equip nurses to harness artificial intelligence for enhanced patient outcomes, greater efficiency in care delivery, and the application of predictive analytics in clinical environments.

[Plans of Study, Master of Science in Nursing, Artificial Intelligence Applications in Healthcare](#)

Graduates from this track are prepared for roles such as Clinical Informatics Specialist, Healthcare Data Analyst, or AI Integration Consultant, and may also advance into executive leadership roles like Chief Nurse Informatics Officer, Chief Nurse Digital Officer, Chief Nursing Officer within healthcare technology firms, or Chief Clinical AI Officer. In these positions, nurses support the deployment of AI tools that facilitate early diagnosis, risk stratification, and personalized care planning. They ensure that AI systems are clinically relevant, ethically sound, and aligned with patient-centered care goals.

These professionals often collaborate with IT teams and technology developers to ensure AI applications meet regulatory standards, integrate smoothly into clinical workflows, and improve quality and safety across care environments. They also play a key role in guiding ethical AI implementation, developing policies, and educating healthcare teams on AI tools and systems.

Beyond direct practice, this degree provides a solid foundation for advanced academic pursuits, including doctoral studies in Digital Health Research, Health Informatics, or Data Science in Healthcare. MSN-prepared nurses on this track are not only equipped to lead at the bedside and in boardrooms—but also as researchers and innovators shaping the future of digital health.

Nursing Education Track

The Nursing Education track is designed to prepare nurse educators who are passionate about shaping the next generation of nurses through evidence-based teaching and curriculum development. With a deep understanding of adult learning theory, instructional design, and evaluation strategies, graduates are equipped to design engaging learning experiences in academic and clinical settings.

Nurses completing this track are prepared for roles such as Academic Faculty, Clinical Nurse Educator, Instructional Designer, and Professional Development Specialist. They are essential in driving innovation in teaching methodologies, designing inclusive and competency-based curricula, and implementing simulation and technology-enhanced education strategies.

Nurse educators play a vital role in bridging theory to practice and are instrumental in cultivating a competent, confident, and compassionate nursing workforce.

Graduates are also well-positioned to pursue doctoral education, including a PhD in Nursing Education, Doctor of Nursing Practice (DNP) with an education focus, or an EdD in Higher Education, to further develop their expertise and contribute to nursing education research and leadership.

This track not only prepares nurses to teach but to lead, mentor, and transform the educational landscape—ensuring that nursing programs remain responsive to workforce needs, evolving science, and the complex realities of healthcare delivery.

[Plans of Study Master of Science in Nursing, Nurse Educator Track](#)

At Florida State University, we are committed to fostering a supportive, inclusive, and intellectually engaging environment where each student can thrive. As you embark on this transformative journey, you'll not only advance your clinical expertise but also emerge as a compassionate, forward-thinking nursing leader, ready to shape the future of healthcare and nursing education.

This handbook is your companion and guide throughout the program designed to help you navigate your academic path, stay informed, and fully engage in the exceptional opportunities that await you.

Total Clinical Hours for MSN Students

A total of 500 clinical hours is required for completion of the Master of Science in Nursing (MSN) program, regardless of track. These hours are designed to provide students with supervised, immersive experiences that support the development and demonstration of the advanced nursing competencies outlined in the American (AACN) Essentials (2021). The clinical/practicum experiences are intentionally distributed across each track to ensure students have sufficient depth and breadth of applied learning opportunities to translate theory into practice.

Clinical hours in this program are distinct from traditional direct patient care and may include a wide variety of supervised practice activities such as curriculum design and implementation, data analysis, technology integration, interprofessional collaboration, program evaluation, leadership engagement, and innovation in healthcare delivery. These diverse experiences are tailored to the unique outcomes of each track and support students in achieving Level 2 (Advanced-Level Nursing Education) sub-competencies, per AACN Essentials.

While 500 total hours are required, there is flexibility in how these hours are attained depending on the students' track and their individual professional goals and project focus:

Name	Track	Credits	Clinical Hours
Nursing Education Practicum	NE	3	140
MSN Scholarly Project I	NE	3	180

MSN Scholarly Project II	NE	3	180
	Track Total:		**500**
Clinical Application of AI in Healthcare	AI	3	140
MSN Scholarly Project I	AI	3	180
MSN Scholarly Project II	AI	3	180
	Track Total:		**500**

These experiences are guided by qualified faculty and preceptors and are systematically evaluated for quality and relevance. Across both tracks, students are expected to apply theoretical knowledge to real-world challenges in their area of focus and demonstrate readiness for advanced nursing practice roles.

The clinical/practicum components of the MSN program fulfill the CCNE requirement for "appropriate clinical experiences" and reflect the program's commitment to preparing nurse leaders who are innovative, evidence-informed, and responsive to the evolving needs of healthcare systems and academic environments.

MSN Nurse Educator Clinical Practicum Hours

Purpose

To define and operationalize direct and indirect clinical practice hours for the MSN Nurse Educator track in accordance with the AACN Essentials: Core Competencies for Professional Nursing Education (2021). This guideline supports competency-based education and ensures that clinical experiences are intentional, supervised, and mapped to Level 2 sub-competencies.

Type of Clinical Hour and Purpose	Description	Examples
Direct To gain experience in the practical application of teaching and direct learner assessment. Impact on individuals and populations	Supervised engagement with learners or clinical environments that simulate or support patient care or Activities where the student directly supervises or interacts with learners in an educational setting.	Teaching in simulation or clinical settings, conducting evaluations, facilitating skill labs, or conducting direct patient education with individuals or groups.

Indirect	Supervised activities that support educational outcomes without direct learner or patient interaction	Curriculum design, educational research, QI initiatives, academic leadership tasks
To enhance professional competencies in strategic planning, academic program assessment, and the structural and operational dimensions of nursing education		Examples include: • Developing an evidence-based educational project. • Analyzing learning needs and developing a curriculum. • Evaluating student performance or program outcomes. • Creating educational materials, such as presentations or handouts. • Participating in a simulation that requires analysis of clinical competencies.

These definitions reflect the Nurse Educator's role and are **program-specific**, provided they are competency-mapped and supervised.

MSN AI in Healthcare Clinical Practice Hours Guideline

Clinical hours for the MSN AI in Healthcare track are program-defined and competency-aligned in accordance with The Essentials (2021). The Essentials empower graduate nursing programs to design direct and indirect experiences that reflect Level 2 sub-competencies and prepare students for advanced roles in education, leadership, and scholarship. Bedside RN care is not a required component of these experiences. The Practicum Education Plan (PEP) operationalizes this approach, promoting shared understanding, intentional goal setting, and alignment of outcomes among students, preceptors, and faculty.

The purpose of this guideline is to define and operationalize direct and indirect clinical practice hours for the MSN AI in Healthcare track in alignment with The Essentials: Core Competencies for Professional Nursing Education (2021). This framework ensures that all practicum experiences are intentional, competency-based, and outcomes-driven, supporting the

development of advanced nurse educator competencies at Level 2. The guidelines establish clear expectations for supervision, documentation, and evaluation of practicum activities, providing a consistent approach for aligning student learning experiences with identified sub-competencies. Through this structure, the program ensures that students engage in meaningful, faculty-supervised learning designed to foster the knowledge, skills, and professional behaviors required for excellence in academic and clinical education roles.

Definitions: These definitions are specific to the AI in Healthcare role and are program-specific, provided that all clinical practice experiences are competency-mapped, supervised, and aligned with Level 2 sub-competencies outlined in The Essentials (2021).

Essentials (2021)

Type of Clinical Hour and Purpose	Description	Examples
Direct: To gain supervised experience in the practical application of AI-enabled tools and the direct, supervised use of technology in clinical, clinical support, or community encounters that impact individuals or populations.	Direct hours involve supervised engagement with patients, learners, clinical or technical teams in real or high-fidelity simulated environments where the student participates in activities that have an immediate influence on care decisions, patient education, clinical workflows, or technology aligned with clinical care, research, and outcomes. These hours require a preceptor to be present or immediately available and to verify that the student performed the activity and documented it appropriately. Direct hours demonstrate the student's ability to apply clinical judgment when interpreting algorithm outputs, coach staff or patients in the safe use of AI decision support and ensure patient safety during technology-enabled development and care.	• Supervised co-facilitation of bedside or clinic education where an AI decision-support output is used to inform patient teaching or shared decision-making, with preceptor verification. • Coaching frontline clinicians during the live rollout of an AI clinical decision support (CDS) tool (e.g., clarifying algorithm recommendations, verifying appropriate escalation) while the preceptor observes. • Conducting supervised patient education sessions that use AI-generated risk estimates or patient-facing analytics. • Performing supervised bedside validation of an AI alert (e.g., confirming a false positive/false negative) and documenting the clinical rationale and actions taken. • Leading an observed simulation where students apply AI outputs during scenario management and

		receive structured preceptor feedback. • Actively participating in the evaluation of data, technical operations testing, evaluation of outcomes data or otherwise actively participating in work related to AI-supported clinical technologies.
Indirect: To enhance professional competencies in AI implementation, evaluation, education, and system improvement that directly or indirectly support clinical outcomes but do not involve immediate direct patient interaction.	Indirect hours are supervised activities that support patient care, systems change, or education without the student being the primary provider in a face-to-face clinical interaction. These activities include technical and evaluative tasks (for example, dataset audits, workflow mapping, educational content development) and require supervisor verification of completion and quality rather than preceptor observation during live patient contact. Indirect hours demonstrate scholarship, systems thinking, quality and safety work, and contribution to interprofessional processes that enable safe AI deployment and equitable outcomes.	• Performing a dataset bias or fairness audit and producing a written report with recommended mitigation strategies, verified by faculty or the preceptor. • Mapping clinical workflows to identify where an AI tool integrates into care, documenting potential safety risks, and presenting the workflow map to stakeholders for review. • Developing and piloting an educational module or competency checklist for staff on interpreting and responding to AI outputs, with attendance records and preceptor confirmation. • Designing evaluation metrics and a data collection plan for an AI implementation project (e.g., measuring alert fatigue, accuracy, disparities in algorithm performance), with supervisor sign-off. • Writing or revising policies, standard operating procedures, or training materials related to AI governance, privacy, or clinical use; evidence is the finalized document and a

		verification signature.
		• Conducting stakeholder interviews, needs assessments, or feasibility analyses that inform an AI intervention, with documented interview notes and faculty review.
		• Engaging in additional educational and simulation activities targeted at developing the skills needed for effective engagement in direct hours and project outcomes.

These definitions are specific to the Nurse AI in Healthcare role and are program-specific, provided that all clinical practice experiences are competency-mapped, supervised, and aligned with Level 2 sub-competencies outlined in *The Essentials (2021)*.

FLORIDA STATE UNIVERSITY
College of Nursing
MSN Appropriate Preceptors and Clinical Sites

Course Clinical Hr.	Appropriate Preceptor(s)	Appropriate Clinical/Practicum Sites	NOT Acceptable
Nursing Education Practicum (140 hours)	MSN, DNP, or PhD-prepared nurse educator serving in academic, clinical, simulation, or professional development settings.	Schools of Nursing (ADN, BSN, MSN); hospital-based education departments; clinical simulation centers; staff development or patient education teams in healthcare systems.	Non-nursing programs (e.g., allied health, public health); organizations not directly focused on nursing education.
Clinical Application of AI in Healthcare (140 hours)	MSN-, DNP-, or PhD-prepared registered nurse, a healthcare professional with a graduate degree (e.g., MS, MPH, MHI, MSCS) **or** ≥3 years of advanced practice/industry experience, with demonstrated expertise in AI, health informatics, clinical transformation, data science, or digital health.	Hospitals or health systems with digital health/AI initiatives; AI healthcare start-ups or health IT companies; quality improvement departments; clinical informatics teams; academic health centers with AI integration projects.	Sites without a clear AI or digital health focus; roles unrelated to healthcare system innovation, education, or informatics.

Practicum Guidelines

To effectively develop into an expert nurse educator or AI-in-healthcare leader, MSN students must gain applied experience under the guidance of seasoned professionals. This is accomplished through preceptor clinical/practicum placements aligned with their track focus—Nursing Education or AI in Healthcare.

These preceptor experiences provide a critical bridge between theoretical knowledge and real-world practice. Students apply course concepts, refine professional skills, and gain insight into leadership, education, or technology-enhanced practice settings.

Clinical Planning & Clearance Process

Before starting any practicum or clinical hours, students must:

1. Secure an appropriate preceptor in consultation with the Program Coordinator.
2. Submit a Preceptor Planning Form and supporting documentation to the Graduate Administrative Coordinator by the assigned deadline.
3. Upload all clinical documents to Complio/American Databank and obtain formal clinical clearance.

Students may not begin clinical experiences until they receive a signed Practicum Education Plan (PEP) confirming:

- ☐ Approval of preceptor qualifications
- ☐ Site appropriateness
- ☐ All legal/affiliation documentation (if required)

Affiliation Agreements:

Florida State University does not require affiliation agreements. However, if your clinical site requests one, the university will initiate the process.

Professional Conduct in Practicum Settings

Students are expected to:

- Dress professionally in accordance with College of Nursing policy
- Represent FSU College of Nursing with integrity and professionalism
- Demonstrate initiative, reflective practice, and accountability in all clinical/practicum engagements

Roles & Responsibilities

Student Responsibilities

- Complete and submit the Practicum Education Plan (PEP) for each rotation

- Provide your course syllabus, PEP, and CV/resumé to the preceptor
- Discuss practicum expectations and learning outcomes with your preceptor prior to the start of the rotation
- Ensure the preceptor signs the PEP
- Submit the signed PEP to your clinical faculty and Clinical Coordinator before beginning any hours

Failure to complete this process will result in non-acceptance of clinical hours.

Clinical Faculty Responsibilities

- Verify receipt of the signed Practicum Education Plan within the first 3 weeks of the term (S/U gradebook placeholder recommended)
- Forward all completed PEPs to the Program Coordinator
- Submit end-of-term evaluations to the Clinical Coordinator for final review

Clinical Clearance Process

To ensure a safe, compliant, and meaningful practicum experience, all MSN students must complete the clinical clearance process prior to engaging in any clinical hours. This process involves four essential steps that verify preceptor eligibility, clinical site appropriateness, and student readiness. Clinical hours completed without proper clearance will not be accepted.

Step 1: Qualtrics Clinical Request Form

To initiate your clinical clearance, complete the official request form each semester using the following link:

[FSU MSN Clinical Clearance Request – Qualtrics](#)

This form alerts the College of Nursing that you intend to complete clinical hours and begins the review process. Clearance will not proceed unless this request is submitted, and delays may affect your ability to start your rotation on time.

Step 2: Typhon Preceptor Request

If your preceptor is not already listed in Typhon, you must submit a request to add them. Include your preceptor's CV/resumé and current professional license.

- If your preceptor is already in Typhon, this step may be skipped.
- Ensure that the preceptor's information is complete and accurate to avoid delays.

Step 3: Practicum Education Plan (PEP) Submission

The Practicum Education Plan (PEP) must be completed and submitted prior to the start of any clinical hours. This form documents key information, including preceptor and faculty contacts, course objectives, and student goals. It must be:

- Signed by the student and preceptor
- Submitted to Katie Lambert (Clinical Coordinator) via email at kel22g@fsu.edu or shared securely through OneDrive
- Approved and signed by the Clinical Coordinator, who will then confirm official clinical clearance

Incomplete forms or missing signatures will result in clinical delays. You may not begin your clinical rotation until final approval is confirmed and documented in Canvas.

Step 4: Complio (American DataBank) Requirements

To ensure compliance with health and safety standards, all required documentation must be uploaded to Complio/American DataBank and maintained throughout the program. The following are required for clinical clearance:

- Physical exam
- Immunization records (MMR, Varicella, Hepatitis B)
- Seasonal Influenza vaccine
- CPR certification (must remain current)
- TB/PPD (renewed annually)
- Active, unencumbered U.S. RN license
- Personal health insurance
- Driver's license
- Affidavit of Good Moral Character (renewed annually)
- Essential Functions form
- FDLE Background Screening (completed through Complio; renewed annually)
- Drug Screening (scheduled through Complio; renewed annually)
- Authorization and Disclosure Form
- VECHS Waiver Agreement
- Once all documents are submitted and verified by American DataBank, clinical clearance will be issued.
- For assistance, contact:
- Katie Lambert, Clinical Coordinator – kel22g@fsu.edu
- Complio Support:
- Email: complio@americandatabank.com
  Phone: 1-800-200-0853
- Hours: Monday–Friday, 7 AM–6 PM (MST)

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-6 pm MST or you can contact us by email complio@americandatabank.comor
by calling 1-800-200-0853

Practicum Education Plan (PEP) Guidelines

The PEP is a foundational tool used to guide and evaluate each student's clinical performance.
A new PEP is required for every clinical course and for each preceptor.

PEP Requirements and Process:

- Completed by the student, with input from the preceptor and clinical faculty
- Must include:
    o Student and preceptor demographics
    o Faculty contact information
    o Course title, description, and objectives
    o Five individualized, measurable student objectives using Bloom's taxonomy
    o Total number of clinical hours and anticipated schedule
- After review, the student and preceptor sign the form
- The form is then submitted to the Clinical Coordinator for final approval and
  signature
- Finalized PEP is uploaded by the student to Canvas as documentation of clearance

The signed PEP also serves as a reference for clinical evaluations and learning outcomes.

Rotation and Preceptor Requests – Summary Checklist

Requirement	Action
Qualtrics Clinical Request	Complete each semester
Typhon Preceptor Entry	Required if preceptor is new
PEP Completion	Submit and receive all required signatures before clinicals begin
Documentation in Complio	Ensure compliance with all health and safety records

Unapproved hours will not count toward course requirements. All steps must be completed before any clinical activity.

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: Copy and paste Course Description

COURSE OUTCOMES: Student copy and pastes Course Outcomes

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

By the end of this rotation, the student will:

1. Student formulates personal objectives
2. Etc.......

Expected Clinical Experience Hours with this Preceptor:

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

Clinical Site Description

Practice Name:

Practice Address:

Description of the site:

      Type of Practice/Population Focus:

      Students' Anticipated Clinical Schedule

            Days of the week

            Amount of time per day

Total amount of time for this clinical site:

_____   Date _____
Student

_____   Date _____
Preceptor

_____   Date _____
 Katie Lambert, RN, Clinical Coordinator

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™

Typhon NPST™ (pronounced "TY-fun") is a clinical data management system that will aid in the student's clinical experience and job search after graduation. Students pay a one-time fee to register for Typhon; it can be used throughout the clinical courses and up to 5 years after graduation. Typhon will be utilized to log clinical experiences, create an electronic student portfolio, manage external documents (preceptor resumes, licenses, etc.), as well as generate detailed reports of clinical experiences. This electronic logging system becomes part of the student's permanent file and substantiates the Dean of Graduate Studies and Clinical Major Coordinator's recommendation of the student in applying for certification upon graduation.

Typhon NPST™ Instructions:
1. You will receive an email from the Typhon NPST™ system with your account information (unless already set up from a previous semester). You must set up your account within 24 hours of receiving this email. **It is imperative that you use your FSU Email only.**

2. You will then purchase access to Typhon. When you initially log-in, you are automatically directed to a credit card payment page where you pay the fee. Once payment is approved, the system automatically activates your account, and you can begin using the system. Please change your password from the default. You will also need to accept the end-user license agreement.

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

4. Students requiring additional technical support can access the Student Frequently Asked Questions (FAQ) found at: http://www.typhongroup.net/help/ or may complete an online support ticket through Typhon with a response time of approximately one (1) business day.

5. The "Support Tickets" page is available on your main menu when you log in to your online account. Press "Create New Ticket" and complete the form, outlining your issue and any troubleshooting you have already tried.

6. Helpful tutorials related to your use of Typhon can be accessed under the "Help" section on the main menu. Please view these tutorials prior to starting a clinical course.

Student Responsibility:
1. You are responsible for keeping and maintaining an up-to-date clinical database.

2. Expectations vary from course to course. It is the student's responsibility to read the course syllabus and speak with the course faculty to confirm the required documentation components in Typhon.

3. Clinical logs are due within 14 days of your clinical experience.

4. If you have clinical questions related to content entry requirements, please refer to your course faculty

5. The documented clinical hours in Typhon must match the completed clinical hours listed at the time of your mid-term and final clinical evaluations each semester.

Requesting Preceptors and Clinical Site Additions to the Typhon Preceptor List

1. If your preceptor is not already listed within Typhon, students should request additions to the preceptor list. Please note that it is at the discretion of each specialty/program director and/or clinical/theory faculty member to approve using a clinical preceptor and site.

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 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; incomplete information will not be considered

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 at their request.

7. Incomplete or inaccurate data will result in the request being denied

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

Adding Preceptor License and CV to Typhon, **which is required**

1. Request a new preceptor in Typhon if you cannot see the preceptor on the list (See instruction below) a. We have enabled features to allow you to place more demographic information in this section.

2. On your main page, section #3, Other Activities & Reports, you will find a section named External Documents.

    a. Upload the preceptor's CV and copy of the license to this section.

3. The Preceptor Requests in Typhon will be checked daily. Once approved, a preceptor's name will populate as a choice in Typhon.

<u>Summative and Formative Meetings with Clinical Faculty/Major Coordinator</u>

Meetings with your faculty members provide a scheduled opportunity to connect with clinical faculty and discuss student progress towards goals and goals/objectives. These meetings will be

held at midterm and at the end of the semester. Meetings can also be arranged at any other time as needed.

Prior to each meeting, the student will complete the information on the STUDENT FORMATIVE EVALUATION to guide the short conversation between the student and faculty.

Evaluations

Evaluation By Preceptor: Clinical evaluation by faculty and preceptor: You must get a Met (M) = Expected Level of Performance in your clinical performance evaluation to progress with a Satisfactory. If a student earns two Not Met (NM), the student will receive an Unsatisfactory for the course, which must be retaken the next time it is offered.

Evaluation of Preceptor by Student: The student must complete this form at the end of the semester. This is a course requirement.

Self-Evaluation: The form must be completed by the student at the end of the semester

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 or Teams and will be arranged at a date/time convenient for the faculty and the student.

Class Meetings

While the Graduate Nursing Program at FSU is conducted in an asynchronous and synchronous online format, please understand it is not a correspondence program, i.e. it is expected that each faculty set up a time to meet with the students as a class via Zoom at least 3-6 times (depending on the course) during the semester and have frequent contact with individual students to discuss their progress in practicum courses. Please read over each course syllabus to determine the mandatory bi-weekly meeting schedule for practicum courses. The Canvas course should have information regarding scheduled meetings in the "Zoom" app on the course site.

Please contact Mr. Charles Roop at cer23a@fsu.edu if you have questions or issues connecting to Zoom.

Faculty teaching a clinical course will discuss students' personal objectives from their Practicum Education Plan with them approximately three times a semester. They will also contact the student's preceptor to discuss the students' progress and any questions the preceptor may have (rubric provided in Attachment 2).

Required Course Documents

The following are the CRITICAL course documents required to be turned into your course instructor to be successful in the course:

Practicum Education Plan (beginning of course)
Clinical summary sheet (end of course)
Preceptor evaluation by student (end of course)
Student evaluation by faculty (end of course)
Student self-evaluation (end of course)
Student evaluation by preceptor and clinical site (end of course)

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.

MSN Programmatic Outcomes

MSN Programmatic Outcomes	AACN Level 2 Essentials Competencies
Graduates will demonstrate advanced clinical judgment by integrating evidence-based knowledge and scientific inquiry to deliver high-quality, patient-centered care across diverse populations.	1, 2, 4
Graduates will collaborate effectively within interdisciplinary teams and demonstrate leadership skills to improve healthcare delivery and promote shared decision-making in complex care environments.	6, 8, 9
Graduates will implement strategies to promote health equity, reduce healthcare disparities, and address factors impacting patient outcomes in diverse populations.	3, 7, 9
Graduates will evaluate healthcare systems and implement quality improvement initiatives that enhance patient safety, care outcomes, and healthcare system efficiency.	5, 7, 8
Graduates will integrate ethical principles, legal considerations, and professional standards into clinical decision-making to ensure integrity, accountability, and ethical leadership in their nursing practice.	5, 9, 10

Nurse Educator Track Outcomes

NE Track Outcome	NLN Competencies/MSN Program Outcome
Graduates will design, implement, and evaluate nursing curricula that reflect best practices in education, assessment, and evidence-based teaching strategies, fostering learner success and professional development.	**Competency 1:** Facilitate Learning **Competency 4:** Participate in Curriculum Design and Evaluation of Program Outcomes **MSN Outcome 1:** Advanced Clinical Judgment and Evidence-Based Practice **MSN Outcome 4:** Quality Improvement and Systems Thinking
Graduates will create learner-centered, inclusive, and engaging learning environments that accommodate diverse learning styles, encouraging critical thinking and active participation.	**Competency 1:** Facilitate Learning **Competency 3:** Use Assessment and Evaluation Strategies **MSN Outcome 3:** Health Equity and Addressing Healthcare Disparities **MSN Outcome 2:** Leadership and Interprofessional Collaboration
Graduates will demonstrate leadership skills by serving as role models and changing agents in nursing education, promoting excellence in teaching and fostering academic, personal, and professional growth among students.	**Competency 2:** Facilitate Learner Development and Socialization **Competency 6:** Pursue Continuous Quality Improvement in the Nurse Educator Role **MSN Outcome 2:** Leadership and Interprofessional Collaboration **MSN Outcome 5:** Ethical and Professional Nursing Practice
Graduates will integrate and evaluate the use of educational technology, simulation, and digital tools to enhance student learning and assessment outcomes.	**Competency 4:** Participate in Curriculum Design and Evaluation of Program Outcomes **Competency 5:** Function as a Change Agent and Leader **MSN Outcome 4:** Quality Improvement and Systems Thinking **MSN Outcome 2:** Leadership and Interprofessional Collaboration
Graduates will engage in scholarly inquiry, contribute to the nursing education field, and participate in ongoing faculty development and lifelong learning.	**Competency 8:** Function within the Educational Environment **Competency 6:** Pursue Continuous Quality Improvement in the Nurse Educator Role **MSN Outcome 5:** Ethical and Professional Nursing Practice **MSN Outcome 1:** Advanced Clinical Judgment and Evidence-Based Practice

Artificial Intelligence In Healthcare Track Outcomes (Using Russell et al. (2023) Competencies

AI Track Outcome	AI Competencies
Graduates will explain core AI concepts, articulate its healthcare applications, and understand its role in enhancing clinical practice, administrative tasks, and patient care.	**Competency 1:** Basic Knowledge of AI **Competency 3:** AI-Enhanced Clinical Encounters **MSN Outcome 1:** Advanced Clinical Judgment and Evidence-Based Practice **MSN Outcome 4:** Quality Improvement and Systems Thinking
Graduates will critically assess the quality, accuracy, safety, and biases of AI-based tools, ensuring they are used ethically and effectively in patient care.	**Competency 4:** Evidence-Based Evaluation of AI-Based Tools **Competency 2:** Social and Ethical Implications of AI **MSN Outcome 5:** Ethical and Professional Nursing Practice **MSN Outcome 1:** Advanced Clinical Judgment and Evidence-Based Practice
Graduates will analyze and adapt workflows, team dynamics, and healthcare processes to accommodate AI-based tools, enhancing efficiency and care delivery in diverse settings.	**Competency 5:** Workflow Analysis for AI-Based Tools **Competency 3:** AI-Enhanced Clinical Encounters **MSN Outcome 4:** Quality Improvement and Systems Thinking **MSN Outcome 2:** Leadership and Interprofessional Collaboration
Graduates will incorporate AI tools in patient-centered care, recognizing and addressing social, ethical, and political influences that impact AI technologies in healthcare.	**Competency 2:** Social and Ethical Implications of AI **Competency 3:** AI-Enhanced Clinical Encounters **MSN Outcome 3:** Health Equity and Addressing Healthcare Disparities **MSN Outcome 5:** Ethical and Professional Nursing Practice
Graduates will engage in professional development and practice-based learning activities to stay updated on advancements and best practices for AI use in healthcare.	**Competency 6:** Practice-Based Learning and Improvement Regarding AI-Based Tools **Competency 1:** Basic Knowledge of AI **MSN Outcome 5:** Ethical and Professional Nursing Practice **MSN Outcome 1:** Advanced Clinical Judgment and Evidence-Based Practice

National League for Nursing Core Competencies for Nurse Educators

Competency 1	Facilitate Learning
Competency 2	Facilitate Learner Development and Socialization
Competency 3	Use Assessment and Evaluation Strategies
Competency 4	Participate in Curriculum Design and Evaluation of Program Outcomes
Competency 5	Function as a Change Agent and Leader
Competency 6	Pursing Continuous Quality Improvement in the Nurse Educator Role
Competency 7	Engage In Scholarship
Competency 8	Function within the Educational Environment

Adapted from National League for Nursing (2005)

Evaluation OF PRECEPTOR BY STUDENT OR FACULTY

Preceptor: _____

Inclusive Dates: _____

Course: _____

Facility: _____

Indicate the extent to which the preceptor(s) met the stated objectives by using the following scale:

_____1_____ _____2_____ _____3_____ _____4_____ _____5_____

Not very effective   Very effective

_____ 1.   Facilitated the student in meeting course objectives

_____ 2.   Acted as a role model as a health care educator

_____ 3.   Promoted optimal understanding of health education needs

_____ 4.   Promoted independent decision making in individuals and populations

_____ 5.   Provided feedback to the student

Student Comments:

Preceptor Comments:

SELF-EVALUATION - CLINICAL EXPERIENCE

Student: _____

Date: _____

Course: _____

Strengths:

Areas for Improvement:

Course Outcomes met by this Practicum Experience:

Total hours: _____

Date Completed: _____

Student Signature: _____ Date: _____

Track Coordinator or Asst. Dean: _____ Date: _____