# FLORIDA STATE UNIVERSITY
## COLLEGE OF NURSING

Adult-Gerontology Acute Care Nurse Practitioner
Program Guidelines

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

2022

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**Adult-Gerontology Acute Care Nurse Practitioner BSN to DNP**
A total of 71 semester hours and 1080 clinical hours

This major is designed to prepare nurses for the highest level of clinical practice in the profession of nursing as an Adult Gerontology Acute Care Nurse Practitioner (AG-ACNP).  This track includes a total of 77 credit hours of post baccalaureate study and 1080 clinical hours.  This major is designed in accordance with the AACN Essentials of Doctoral Education for Advanced Practice Nursing, the NONPF Core Competencies, and Population Focus Nurse Practitioner Competencies (2022).  Upon successful completion of this major, graduates will be eligible to sit for the AG-ACNP certification exam and be awarded the DNP degree.

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

A total of 1080 clinical hours are required for this program (CCNE accreditation body requires a minimum of 1000 clinical hours for a DNP, NTF requires a minimum 750 clinical hours within the population of focus).  The distribution of clinical hours for the program is as follows:

| Course | Clinical Hours |
|---|---|
| NGRXXXXL Advanced Health Assessment and Skills for the APN Practicum | 60 |
| NGR 6210L Acute Care Practicum I | 60 |
| NGR 6211L Acute Care Practicum II | 180 |
| NGR 6212L Acute Care Practicum III | 180 |
| NGR 6213L Acute Care Practicum IV | 240 |
| NGR 6214L Acute Care Practicum V | 240 |
| NGR XXXXC   DNP Project Planning & Application for APN | 60 |
| NGR XXXXC DNP Project Implementation, Evaluation & Dissemination for APN | 60 |
| Total: | **1080** |

**Adult Gerontology Acute Care Nurse Practitioner BSN to DNP Program of Study**
**Cohort 2022**

**THE FLORIDA STATE UNIVERSITY**
**College of Nursing**
BSN to DNP Adult-Gerontology Acute Care Nurse Practitioner
(Fall Admission-Full-time)

| Fall Semester 22<br>9 credit hours | Spring Semester 23<br>9 credit hours | Summer Semester 23<br>7 credit hours |
|---|---|---|
| NGR 5140 Advanced Patho Concepts in Nursing Science (3)<br><br>NGR 5172 Pharmacology for Advanced Practice (3)<br><br>NGR 7769 DNP Roles & Leadership within Complex HC Environments (3) | NGR XXXX Theoretical Constructs and Methods for Evidence-Based Practice (3)<br><br>NGR XXXX Advanced Health Assessment & Diagnostic Reasoning for the APN (4)<br><br>NGR XXXX Methods of Program Evaluation & Quality Improvement (2) | NGR XXX Skills of the APN (3)<br><br>NGRXXXXL Advanced Health Assessment and Skills for the APN Practicum (1) (60 clinical hours)<br><br>NGR 5846 Biostatistics (3) |
| **Fall Semester 23**<br>**10 credit hours** | **Spring Semester 24**<br>**9 credit hours** | **Summer Semester 24**<br>**8 credit hours** |
| NGR XXXX Appraisal & Translation of Evidence for Practice (2)<br><br>NGR 6210 Acute Care I (3)<br><br>NGR XXXL Acute Care Practicum I (3) (60 CH)<br><br>NGR XXXX Health Equity & Social Determinants of Health (2) | NGR XXXX Genetics and the Environment (3)<br><br>NGR 6211 Acute Care II (3)<br><br>NGR 6211L Acute Care Practicum II (3) (180 CH) | NGR 6212 Acute Care III (3)<br><br>NGR 6212L Acute Care Practicum III (3) (180 CH)<br><br>NGR XXXXC DNP Project Planning & Application for APN (2) (60 indirect clinical hours) |
| **Fall Semester 24**<br>**9 credit hours** | **Spring Semester 25**<br>**10 credit hours** | **71 Credit hours and 1080 clinical hours**<br><br>**[960 population specific & 120 indirect hours]** |
| NGR XXXXC DNP Project Implementation, Evaluation & Dissemination for APN (2) (60 indirect clinical hours)<br><br>NGR 6674 Population Health and Applied Epidemiology (3)<br><br>NGR 6213L Acute Care Practicum IV (4) (240 CH) | NGR XXXX Policy& Legal and Ethical Complexities in Healthcare (3)<br><br>NGR 6893 Healthcare Finance, Economics, and Entrepreneurship (3)<br><br>NGR 6214L Acute Care Practicum V (4) (240 CH) | (v8) |

**THE FLORIDA STATE UNIVERSITY**
**College of Nursing**
BSN to DNP Adult-Gerontology Acute Care Nurse Practitioner
(Fall Admission-Part-time example *can be adjusted to meet the needs of students)

| Fall Semester 22<br>6 credit hours | Spring Semester 23<br>5 credit hours | Summer Semester 23<br>3 credit hours |
|---|---|---|
| **NGR 5140** Advanced Patho Concepts in Nursing Science (3)<br>**NGR 7769** DNP Roles & Leadership within Complex HC Environments (3) | **NGR XXXX** Theoretical Constructs and Methods for Evidence-Based Practice (3)<br>**NGR XXXX** Methods of Program Evaluation & Quality Improvement (2) | **NGR 5846** Biostatistics (3) |
| **Fall Semester 23<br>5 credit hours** | **Spring Semester 24<br>7 credit hours** | **Summer Semester 24<br>4 credit hours** |
| **NGR 5172** Pharmacology for Advanced Practice (3)<br>**NGR XXXX** Appraisal & Translation of Evidence for Practice (2) | **NGR XXXX** Advanced Health Assessment & Diagnostic Reasoning for the APN (4)<br>**NGR XXXX** Genetics and the Environment (3) | **NGR XXX** Skills of the APN (3)<br>**NGRXXXXL** Advanced Health Assessment and Skills for the APN Practicum (1) (60 clinical hours) |
| **Fall Semester 24<br>6 credit hours** | **Spring Semester 25<br>6 credit hours** | **Summer Semester 25<br>6 credit hours** |
| **NGR 6210 Acute Care I (3)<br>NGR XXXL Acute Care Practicum I (3) (60 CH)** | **NGR 6211 Acute Care II (3)<br>NGR 6211L Acute Care Practicum II (3) (180 CH)** | **NGR 6212 Acute Care III (3)<br>NGR 6212L Acute Care Practicum III (3) (180 CH)** |
| **Fall Semester 25<br>6 credit hours** | **Spring Semester 26<br>7 credit hours** | **Summer Semester 26<br>2 credit hours** |
| **NGR XXXX** Health Equity & Social Determinants of Health (2)<br>**NGR 6213L Acute Care Practicum IV (4) (240 CH)** | **NGR XXXX** Policy& Legal and Ethical Complexities in Healthcare (3)<br>**NGR 6214L Acute Care Practicum V (4) (240 CH)** | **NGR XXXXC** DNP Project Planning & Application for the APN (2) (60 indirect clinical hours) |
| **Fall Semester 26<br>5 credit hours** | **Spring Semester 27<br>3 credit hours** | **71 Credit hours and 1020 clinical hours [900 population specific & 120 indirect hours]** |
| **NGR XXXXC** DNP Project Implementation, Evaluation & Dissemination for the APN (2) (60 indirect clinical hours)<br>**NGR 6674** Population Health and Applied Epidemiology (3) | **NGR 6893** Healthcare Finance, Economics, and Entrepreneurship (3) | (v8) |

**THE FLORIDA STATE UNIVERSITY**
**College of Nursing**

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

(Fall Admission-Part-time)

| Fall Semester<br>6 credit hours | Spring Semester<br>6 credit hours | Summer Semester<br>6 credit hours |
|---|---|---|
| **NGR 6210** Acute Care I (3)<br><br>**NGR 6210L** Acute Care Practicum I (1) (60 CH)<br>**NGR 6217C** Acute Care Skills (2) (120 CH) | **NGR 6211** Acute Care II (3)<br><br>**NGR 6211L** Acute Care Practicum II (3) (180 CH) | **NGR 6212** Acute Care III (3)<br><br>**NGR 6212L** Acute Care Practicum III (3) (180 CH) |
| **Fall Semester**<br>**4 credit hours** | 22 Credit hours and 780 clinical hours (required clinical hours will be based on formal gap analysis-must have 750 specific population hours)<br><br>Students must Have 3 discrete courses in Advanced Patho, Advanced Health Assessment & Pharmacology across the lifespan *prior* to starting the program.<br><br>A certificate student must maintain a cumulative grade point of at least 3.0 in all graduate courses. No course hours with a grade below "B" will be credited for this certificate.<br><br>All clinical practical labs must be completed with a Satisfactory.<br>(v7) | |

**AG-ACNP Appropriate Preceptors and Clinical Sites**

Students are expected to secure preceptors throughout their enrollment and before starting each semester. All clinical forms must be uploaded to Complio/American Databank and clinical clearance obtained. Clinical sites and preceptor credentials are reviewed by the Clinical and Program Coordinators, and an affiliation agreement is completed if required by the site. *No clinical experiences are to begin until the student receives a signed PEP indicating that the student has clinical clearance, their preceptor(s) has/have been approved and the clinical site has the appropriate practice contract in place.*

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

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

| | | | |
|---|---|---|---|
| | patients with advanced skills, advanced health assessment, pathophysiology, and pharmacology. | | |
| NGR 6211L AC Practicum II (180 clinical hours) | Internal medicine, Neurology/Neurosurgery, Cardiology and Pulmonology ANP, AGPCNP, ACNP, AGACNP, FNP, GNP, MD, DO, PA; or Hospitalist ANP, AGPCNP, ACNP, AGACNP, FNP, GNP, MD, DO, PA who **focuses only on patients with acute or complex chronic illness in specific areas listed above.** The earlier clinical didactic courses have covered care of patients with advanced skills, advanced health assessment, pathophysiology, and pharmacology. This course will include an OSCE for DNP AG-ACNP students. | Acute Care Hospital or Specialty care facility where the AGACNP student will have the opportunity to develop skills in caring for patients with acute/ complex chronic illness to include physical assessment, advanced skills, and medication treatment plans. Other sites will be determined and approved on an individual basis. | Outpatient Settings |
| NGR 6212L AC Practicum III (180 clinical hours) | Internal medicine, Emergency Medicine, Infectious Disease and Hematology-Oncology ANP, AGPCNP, ACNP, AGACNP, FNP, GNP, MD, DO, PA; or Hospitalist ANP, AGPCNP, ACNP, AGACNP, FNP, GNP, MD, DO, PA who **focuses only on patients with acute or complex chronic illness in specific areas listed above.** The earlier clinical didactic courses have covered care of patients with advance skills, advanced health assessment, pathophysiology, and pharmacology. This course will include an OSCE for DNP AG-ACNP students. | Emergency Room, Acute Care Hospital or Specialty care facility where the AGACNP student will have the opportunity to develop skills in caring for patients with acute/ complex chronic illness to include physical assessment, advanced skills, and medication treatment plans. Other sites will be determined and approved on an individual basis. | Outpatient Settings |
| NGR 6213L AC Practicum IV (240 clinical hours) | Internal medicine, Endocrinology, GI, Renal ANP, AGPCNP, ACNP, AGACNP, FNP, GNP, MD, | Emergency Room, Acute Care Hospital or Specialty care facility where the AGACNP | Outpatient Settings |

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

For any questions related to American DataBank you can contact us by email complio@americandatabank.com or by calling 1-800-200-0853.

For any questions related to clinical site affiliation agreement you can contact Katie Lambert at kel22g@fsu.edu.

For any questions related to preceptors or Practicum Education Plan, please contact your Clinical Faculty or ACNP Program Coordinator, Dr. Barfield at lhbarfield@fsu.edu.

## **Information for students and faculty regarding preceptors**

This process was developed to assist the preceptor in understanding the expectations and role of the preceptor to facilitate the DNP student in developing the knowledge, skills, and attitude needed to provide 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 in your clinical rotation
5. Have the preceptor sign the Practicum Education Plan
6. Email the signed verification form to your faculty and to the Clinical Coordinator and *prior to starting any clinical experience*. If this is not completed, then no clinical hours will be accepted until the process is complete.

Clinical Faculty's Responsibility:
Account for the signed Practicum Education Plan from your students within the first 3 weeks of classes (example is to have a S/U in the gradebook and your course syllabus); forward Practicum Education Plan forms to Program Coordinator. Clinical faculty will forward all evaluations to the Clinical Coordinator at the end semester for review.

## Additional Practicum Guidelines

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

    ****Please note-→**

    Contracts and pre-requisite paperwork must be received *before* anyone can begin clinicals. This is mandatory. If any hours are performed without the proper clearance, the hours will not be counted. We must have all the legal documents before your starting any clinical hours.

    We must have your projected schedule in the appointed area on Canvas before you begin your clinical hours. Please list your name, location (with address), preceptor's name, and a number where we can reach you. It is very important that we know where you are practicing at all times. If your schedule changes, please notify your faculty and also place a revised schedule in Canvas.

    You may submit projected schedules as you arrange them with each specialty. You are NOT required to know all dates at once....You will be able to submit more than one schedule in CANVAS for projected schedules over the period of the semester.

    **WE MUST KNOW WHERE YOU ARE! Be sure to let us know if your posted schedule changes (i.e. Your preceptor has an unplanned absence, or you do) and post the revised schedule.** This will be important, so you do not miss the opportunity to complete your notes. **You must have your clinical notes completed within 10 days from the first day of your clinical rotation.** If this is not followed, a grade of "zero" will be assigned for that note unless your instructor grants you an extension.

2. You must complete and clearly document the required minimum clinical hours in the role of an Adult Gerontological Acute NP student with qualified preceptors. Required hours must be spent **in direct patient care** in the acute care setting.

3. Be sure to dress professionally and in accordance with the CON policy when in clinicals- Remember that you are a representative of FSU CON.

## Clinical Clearance

This process involves 4 steps:

Step 1: Qualtrics Request: Please follow the link provided to initiate an evaluation of your clinical clearance. This request serves as notification by the student that he/she plans to do clinical rotations and would like clearance. Without this request, the clearance will not be initiated and will result in possible delays in completing clinical hours. https://fsu.qualtrics.com/jfe/form/SV_56dpTSltoMU5cZn

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

Step 3. PEP Completion: See information provided.

Step 4. Complio (American Databank) Completion:  See 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 ARNP 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 us by email complio@americandatabank.comor by calling 1-800-200-0853.

No clinical experiences are to be conducted until all documentation is complete and the student has clinical clearance from the clinical coordinator.  Unapproved hours will not be counted toward clinical hours for the course. Please note even if your preceptor is a CON faculty you still need to submit all the appropriate paperwork for your faculty preceptor.

Some facilities/offices require an affiliation agreement with CON.  These contracts take time to complete (sometimes up to 3 months).  Please begin this process the semester prior to the planned experience.  If the CON does not have a current contract with a clinic or facility, the student must provide the clinical coordinator a contact at the facility in order to initiate the agreement.  Please contact Katie Lambert at kel22g@fsu.edu for information regarding your specific facility request/agreement on file.

## Practicum Education Plan (PEP):

At the beginning of the semester, the student will upload their completed PEP prior to beginning any clinical time. This form must be signed and dated by the preceptor and student and then must be sent to Katie Lambert at kel22g@fsu.edu for signature. All information requested on the preceptor form must be provided and complete before submission. Scan and email to Katie Lambert (kel22g@fsu.edu) or upload and share using One Drive app. You may not attend clinical until you have received final clearance from Katie. Incomplete forms will result in the student being unable to attend clinical in a timely manner.

Practicum Education Plan (PEP) Process Guidelines:

Faculty, Clinical Coordinator and Student responsibilities:
• A new PEP is required for each clinical rotation and for each preceptor.
• The completed PEP form is the tool that will be used to evaluate the student's clinical performance; completing objectives is a key portion of the evaluation process-both by the Preceptor and the Clinical Faculty member.
• Student fills out student demographics, preceptor demographics & faculty contact information on the PEP.
• Student adds specific course description and course objectives to the PEP.
• Student formulates 5 specific & measurable goals for the clinical experience. Clinical Faculty or the Program Coordinator can assist students with objectives, if needed.
• Student adds the number of clinical hours and dates for the clinical experience.
• After reviewing the 5 objectives on the PEP, the Student and Preceptor sign the PEP form.
• The Student sends the 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 deemed suitable, and the student has clinical clearance to begin clinical rotation.
• The Clinical Coordinator sends signed copy back to the student and the student is cleared to start clinicals.
• At the end of the semester, the Clinical Faculty will submit the signed PEP form to Program Coordinator to be placed in the student files.

Rotation and Preceptor Request

• Each student must submit a signed PEP to the Clinical Coordinator (see above).
• Each student must do a clinical request using Qualtrics (this must be done every semester even if the student is rotating with the same preceptor as the previous semester).
• Each student must submit a preceptor request on Typhon and add preceptor CV and license to Typhon.
• All of this is REQUIRED for approval of the clinical rotation.  Unapproved hours will not be counted toward clinical hours for the course.

PRACTICUM EDUCATION PLAN (PEP)
Semester & year _____

Course Number and Course Name. _____
Student:
Address:
Telephone:
Primary Preceptor
Address:
Clinical Faculty:

COURSE DESCRIPTION:  Copy and paste Course Description
COURSE OBJECTIVES:   Student copy 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.  Student formulates personal objectives
3.  Student formulates personal objectives
4.  Student formulates personal objectives
5.  Student formulates personal objectives

Expected Clinical Experience Hours with this Preceptor:
BEGINNING DATE:_____   ENDING DATE: _____

_____          _____
Student                                                              Date

_____          _____
Preceptor                                                           Date

_____          _____
Clinical Coordinator                                              Date

_____          _____
Clinical Faculty                                                   Date

Log Entries: The log will track the total time spent in clinical as well as with each patient and

**Typhon NPST™ Patient Records**

Typhon NPST™ (pronounced "TY-fun") is a clinical data management system that will aide in the student 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/or Clinical Major Coordinator's recommendation of the student in applying for certification upon graduation (A complete listing of clinical hours and experiences may be required by the testing agency at the time of Board Certification application, application for State certification, and/or hospital credentialing).

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 fill out the form completely, 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. It is your responsibility to keep and maintain an up-to-date clinical data base.
2. Expectations vary from course-to-course. It is the student's responsibility to read the course syllabus and speak with course faculty to confirm the required components of documentation in Typhon.

3. There is a learning curve—this is a lot of information to collect. Most students say that the first few days it may take 5-10 minutes to enter each encounter but that drastically drops by the end of the first week.

4. Clinical logs are due with 14 days of your clinical experience!!! You should always try to enter each day's encounters on the actual day. If you get into the habit of doing today's cases today, you won't have to worry about a deadline, and it will help you get past the learning curve more quickly. This will also help you get acclimated to what will be expected of you as a practicing nurse practitioner with a full patient load.

5. Don't forget to print and use the "blank case log worksheet" to help remind you of the data for each patient.

6. Don't forget to monitor your "missing information" screen. Clear it each day while the data is still fresh in your mind.

7. If you have a clinical question related to content entry requirements contact your course faculty.

8. You are expected to keep the record of your patient encounters up to date. 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.

9. All hours are to be logged as CASE HOURS (Patient Case Log). Do not use Time Log.
   a) Multiply the number of hours in daily shift by 60 to determine total shift minutes
   b) Divide total daily shift minutes by number of patients seen to determine minutes allocated for each patient. The number of minutes is entered as the Time with Patient for each patient seen that day. Shift hours x 60 = Total Shift Minutes Total Shift Minutes / Total Number of Patients Seen For example, if a student spends an 8-hour shift at the site and sees 10 patients, then: 8 x 60 = 480 minutes per day 480/10 = 48 minutes per patient The student would enter 48 minutes for each patient seen that day. Do not put in separate Consult hours.

**Again, clinical logs are due within 14 days of your clinical experience; we recommend completing the logs as soon as possible after your clinical so specifics can be captured in your documentation. Clinical logs will be locked after 14 days and you will not be able to receive credit hours for late clinical logs.**

Submission of a clinical log for each patient encounter into the Typhon system is a mandatory expectation of all clinical experiences. Again, your work in Typhon will be a graded effort within your courses and is essential in certifying your competence to sit for boards after graduation. Each student is responsible for maintaining and keeping achieved records of his or her own clinical experience logs for class and personal use. All patient encounters, whether seen independently, in collaboration with 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 approved FSU graduate

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 it is at the discretion of each Specialty/Program Director and/or clinical/theory faculty member to approve the use of a clinical preceptor and clinical 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.
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
    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.  Request 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.  We would like you to upload the preceptor CV and Copy of License in this section.
3.  The Preceptor Requests in Typhon will be checked every day.  Once a preceptor is approved, their name will populate as a choice in Typhon.

Setting:

At the beginning of the semester, please describe your clinical setting(s), and types of clients usually encountered in this setting and submit to your clinical instructor. Please use the Clinical Site Description form to do this and submit it under the appropriate assignment area.

Log Entries:

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, DSM code, time spent with each patient, and brief comments.

This is the same manner you will be keeping track of your clinical hours throughout the program. Make sure that you select the correct class to make your entries. For example, this semester, the student would select NGR5056L to make clinical log entries. Any entries logged into an incorrect area of typhon must be corrected by the student before the end of the semester.

Typhon Case Log Totals (Graphical): You will need to print/download and then upload to the appropriate assignment tab in Canvas the Graphical Typhon Case Log Totals reflecting your entire clinical course hours for the semester.

Clinical Log Example

| **Florida State University**   (Acct #3221) | |
|---|---|
| **Case ID #: 1336-20210421-002**   (Status: Approved) | **Date of Service: 4/21/2021** |
| **Student Information -** | |
| **Semester:** Spring | |
| **Course:** NGR5003L Health Assessment for APN | |
| **Preceptor:** | |
| **Clinical Site:** | |
| **Setting Type:** | |
| **Patient Demographics** | |
| **Age:** 60 years | |
| **Gender:** Male | |
| **Clinical Information** | |
| **Time with Patient:** 60 minutes | |
| **Consult with Preceptor:** | |
| **Type of Decision-Making:** Low complexity | |
| **Student Participation:** Shared (50-50) | |
| **Reason for Visit:** Follow-up (Hospital Visit) | |
| **Chief Complaint:** RUQ pain | |
| **Encounter #:** 1 | |
| **Type of HP:** Expanded Problem Focused | |
| **Social Problems Addressed:** | |
| **ICD-10 Diagnosis Codes** | |

**#1 -** I50.22 - CHRONIC SYSTOLIC (CONGESTIVE) HEART FAILURE

**#2 -** K80.70 - CALCULUS OF GB AND BILE DUCT W/O CHOLECYST W/O OBSTRUCTION
**#3 -** K86.2 - CYST OF PANCREAS

## CPT Billing Codes

**#1 -** 99231 - SUBSEQUENT HOSP CARE 2+ KEY COMPONENTS:PROB FOCUS INT HX;PROB FOCUS EXAM;MED DEC STRTFWD/LOW COMPLEX

## Medications

**# OTC Drugs taken regularly:** 0

**# Prescriptions currently prescribed:** 0

**# New/Refilled Prescriptions This Visit:** 0

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

## Other Questions About This Case

**Patient Interaction:** In person

**Visit Type:** General

## Clinical Notes

Follow up for RUQ pain, pancreatic mass, elevated LFT's.

BH is a 60-year-old male with a PMH of HTN, CHF, TAVR, who presented to the ED yesterday for c/o RUQ pain. Some tachycardia in the ED. Afebrile. He did endorse some intermittent anorexia with N/V over the last few months, with an associated 5-6 pound weight loss. A RUQ ultrasound was performed which indicated some non-obstructive cholelithiasis in the bile duct, and a pancreatic mass.

Today, the patient is found resting comfortably in bed. He received an ERCP procedure early in the morning and he is somewhat lethargic from the anesthesia at this time. He denies pain or discomfort. V/S today are stable and back to baseline.


CHOLELITHIASIS
PANCREATIC MASS

ERCP done today by GI, Await pancreatic biopsy results.
Clear liquid diet for now, monitor pt's ability to tolerate

CONGESTIVE HEART FAILURE

Continue metoprolol and lisinopril
Continue PO furosemide
Continue PO potassium 10mEq
PRN clonidine 0.1mg
Monitor BP
Monitor telemetry

**<u>Bi-weekly meeting with Clinical Faculty/Major Coordinator</u>**

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

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

<u>Evaluation By Preceptor</u>: 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 and it will need to be retaken the next time it is offered.

<u>Evaluation of Preceptor By Student</u>: Form must be completed by student at end of semester

<u>Self-Evaluation</u>: Form must be completed by student at end of 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 and will be arranged at a date/time convenient for the faculty and the student.**

**<u>Class Meetings</u>**

While the Graduate Nursing Program at FSU is conducted in an asynchronous and synchronous online format, please understand it is <u>not a correspondence program</u>, 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. Jamie Marsh at jmarsh@nursing.fsu.edu to assist you with connecting to Zoom if you have questions or issues.

**Faculty teaching a clinical course will discuss student personal objectives from Practicum Education Plan with students about 3 to 4 times in a semester; they will also contact the students' preceptor to dialogue about the student's progress and any question the preceptor may have (rubric provided in Attachment 2).**

## **Required Course Documents**

The following are the **CRITICAL** course documents required to be turned in to 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 Student Services Office.

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

**CLINICAL PERFORMANCE EVALUATION FOR NGRXXXXL Advanced Health**
**Assessment and Skills for the APN Practicum**

Student's Name: _____

Who performed evaluation    [  ] Faculty      [  ] Preceptor

Dates performed: _____

Location: _____

Preceptor: _____

This rating of the student will become a part of his or her clinical evaluation.  The final clinical grade will be a compilation of the student's self-evaluation, the preceptor's rating, and the clinical faculty member's rating. The faculty is ultimately responsible for the student's final grade.

**RATING SCALE:**    **Met (M) =Expected Level of Performance.**
Student demonstrates appropriate understanding of required knowledge, skills, or behavior; requires minimal prompting to meet objectives.

**Not Met (NM) =        Unacceptable Level of Performance.**
Student demonstrates limited understanding of required knowledge, skills or behavior; requires significant guidance to meet objective.

**If a student earns two Not Met (NM) then the course will need to be retaken and they will receive an Unsatisfactory for the clinical course.**

| Check the appropriate box for each item: | Met | Not Met | Not Applicable |
|---|---|---|---|
| 1. Obtains a thorough and appropriate history from patients. | [  ] | [  ] | [  ] |
| 2.  Performs a thorough and appropriate physical examination of patients using proper technique. | [  ] | [  ] | [  ] |
| 3.  Incorporates patient/family education in management plans. | [  ] | [  ] | [  ] |
| 4. Documents in an appropriate manner (legible, complete, proper terminology, abbreviations, spelling, format). | [  ] | [  ] | [  ] |
| 5.  Communicates with patients appropriately and effectively. | [  ] | [  ] | [  ] |

| | | | |
|---|---|---|---|
| 6.  Collaborates with colleagues appropriately and effectively. | [  ] | [  ] | [  ] |
| 7.  Manages time appropriately. | [  ] | [  ] | [  ] |
| 8.  Presents self as a professional in appearance and demeanor. | [  ] | [  ] | [  ] |
| 9.  Recognizes own limitations | [  ] | [  ] | [  ] |
| 10. Progress during the semester. | [  ] | [  ] | [  ] |

Preceptor Comments:

Student Signature/Date          _____

Preceptor Signature/Date        _____

Faculty Signature/Date          _____

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

**CLINICAL PERFORMANCE EVALUATION FOR PRACTICUM COURSES**

Student's Name: _____

Who performed evaluation    [  ] Faculty      [  ] Preceptor

Course (please check the course):
[  ] NGR 6210L - Acute Care Practicum I
[  ] NGR 6211L - Acute Care Practicum II
[  ] NGR 6212L - Acute Care Practicum III
[  ] NGR 6213L – Acute Care Practicum IV
[  ] NGR 6214L – Acute Care Practicum V

Dates performed: _____

Location: _____

Preceptor: _____

This rating of the student will become a part of his or her clinical evaluation.  The final clinical grade will be a compilation of the student's self-evaluation, the preceptor's rating, and the clinical faculty member's rating. The faculty is ultimately responsible for the student's final grade.

**RATING SCALE:**    **Met (M) =Expected Level of Performance.**
Student demonstrates appropriate understanding of required knowledge, skills, or behavior; requires minimal prompting to meet objectives.

**Not Met (NM) =      Unacceptable Level of Performance.**
Student demonstrates limited understanding of required knowledge, skills or behavior; requires significant guidance to meet objective.

**If a student earns two Not Met (NM) then the course will need to be retaken and they will receive an Unsatisfactory for the clinical course.**

| Check the appropriate box for each item: | Met | Not Met | Not Applicable |
|---|---|---|---|
| 1. Obtains a thorough and appropriate history from patients. | [  ] | [  ] | [  ] |
| 2.  Performs a thorough and appropriate physical examination of patients using proper technique. | [  ] | [  ] | [  ] |

| | | | |
|---|---|---|---|
| 3. Formulates appropriate diagnoses, based on analysis of findings from a patient's history and physical examination | [ ] | [ ] | [ ] |
| 4.  Incorporates patient/family education in management plans. | [ ] | [ ] | [ ] |
| 5. Communicates with patients appropriately and effectively. | [ ] | [ ] | [ ] |
| 6.  Presents the case succinctly with recommendations. | [ ] | [ ] | [ ] |
| 7.  Interprets diagnostic tests appropriately. | [ ] | [ ] | [ ] |
| 8. Develops appropriate management plans (diagnostic studies, treatments, referral) | [ ] | [ ] | [ ] |
| 9.  Utilizes appropriate resources in developing management plans. | [ ] | [ ] | [ ] |
| 10.  Presents self as a professional in appearance and demeanor. | [ ] | [ ] | [ ] |
| 11.  Documents in an appropriate manner (legible, complete, proper terminology, abbreviations, spelling, format). | [ ] | [ ] | [ ] |
| 12.  Collaborates with colleagues appropriately and effectively. | [ ] | [ ] | [ ] |
| 13.  Organized and manages time appropriately. | [ ] | [ ] | [ ] |
| 14.  Recognizes own limitations. | [ ] | [ ] | [ ] |
| 15.  Manages the expected number of patients | [ ] | [ ] | [ ] |
| 16. Progress during the semester. | [ ] | [ ] | [ ] |

Preceptor Comments:

Student Signature/Date        _____

Preceptor Signature/Date      _____

Faculty Signature/Date        _____

**Clinical Evaluation Form for NGR 6914L <u>Part I</u>**
**Florida State University College of Nursing**

Student_____ Semester_____

Faculty_____

This is Part I of the clinical evaluation for NGR 6914L. Your preceptor will use Part II to evaluate your clinical performance and the faculty evaluation will include both Part I and Part II. The faculty responsible for the course will assign the final grade using Part I, Part II, self-evaluation, and clinical log.

For this form, the student is to develop areas of evaluation for the clinical rotation that mirrors the DNP Program competencies. Each student will complete the form and turn it into their clinical instructor for review.

| <u>RATING SCALE:</u> **Met (M) =Expected Level of Performance.** Student demonstrates appropriate understanding of required knowledge, skills, or behavior; requires minimal prompting to meet objectives.<br><br>**Not Met (NM) = Unacceptable Level of Performance.** Student demonstrates limited understanding of required knowledge, skills or behavior; requires significant guidance to meet objective.<br><br><u>**If a student earns two Not Met (NM), the student will receive an Unsatisfactory for the course and it will need to be retaken the next time it is offered.**</u> | | Final Date: _____<br><br>Initial: _____ | |
|---|---|---|---|
| **DNP Program Competencies** | **Areas of evaluation (Students will write individual objectives pertinent to each of the corresponding program competencies in the space provided below prior to giving to preceptor)** | **Met** | **Not Met** |
| Develop, implement and evaluate complex practice approaches based on theoretical, ethical, and scientific knowledge. | | | |
| Ensure accountability for quality care and patient safety for diverse populations. | | | |
| Demonstrate analytical methodologies for the evaluation of clinical practice, | | | |

| | | | |
|---|---|---|---|
| health outcomes, and the application of scientific evidence. | | | |
| Utilize technological information systems to evaluate outcomes of care, healthcare delivery, and quality improvement. | | | |
| Develop, evaluate and provide leadership for healthcare policy, which shapes healthcare financing, regulation, and delivery. | | | |
| Work collaboratively with interprofessional teams to meet complex healthcare needs of diverse individuals and populations. | | | |
| Analyze epidemiological, biostatistical, environment, and organizational data for the development, implementation and evaluation of programs of clinical prevention and population health. | | | |
| Demonstrate advanced levels of clinical judgment, systems thinking and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes. | | | |

Final Comments:

Signatures:

Student _____ Date _____

Preceptor _____ Date_____

Faculty _____ Date_____

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

EVALUATION OF PRECEPTOR BY STUDENT

**Preceptor:** _____

**Inclusive Dates:** _____

Course (please check the course):

[ ] NGR 5003L - Health Assessment for APN
[ ] NGR 5064L - Advanced Skills for the Advance Practice Nurse
[ ] NGR 6210C – Advanced Acute Care Skills
[ ] NGR 6210L - Acute Care Practicum I
[ ] NGR 6211L - Acute Care Practicum II
[ ] NGR 62xxL - Acute Care Practicum III
[ ] NGR 62xxL – Acute Care Practicum IV
[ ] NGR 62xxL – Acute Care Practicum V

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

| _____1_____ | \_\_\_\_\_2\_\_\_\_\_ | \_\_\_\_\_3\_\_\_\_\_ | \_\_\_\_\_4\_\_\_\_\_ | \_\_\_\_\_5\_\_\_\_\_ |
|---|---|---|---|---|
| *Not very effective* | | | | *Very effective* |

\_\_\_\_\_ 1.  facilitated the student in meeting clinical objectives.

\_\_\_\_\_ 2.  acted as a role model as a health care provider.

\_\_\_\_\_ 3.  promoted optimal understanding of health problems and their management.

\_\_\_\_\_ 4.  acted as a resource for clinical decision-making.

\_\_\_\_\_ 5.  promoted independent clinical decision-making.

\_\_\_\_\_ 6.  provided feedback to the student.

Comments:

Would you recommend this preceptor to other students? \_\_\_\_yes \_\_\_\_no

## SELF-EVALUATION - CLINICAL EXPERIENCE

[  ] NGR 5003L - Health Assessment for APN
[  ] NGR 5064L - Advanced Skills for the Advance Practice Nurse
[  ] NGR 6217C – Advanced Acute Care Skills
[  ] NGR 6210L - Acute Care Practicum I
[  ] NGR 6211L - Acute Care Practicum II
[  ] NGR 6212L - Acute Care Practicum III
[  ] NGR 6213L – Acute Care Practicum IV
[  ] NGR 6214L – Acute Care Practicum V

Student: _____     Date:_____

**Strengths:**

**Areas for Improvement:**

# Attachment 1

## DNP Essentials Table

**Part I: Doctor of Nursing Practice Essential Table**
Student must enter the course number that you completed within your entire program of study that fits the DNP Essential. For example: Essential I Scientific Underpinnings for Practice, number 1, you should include all courses that you completed that fall under this essential. Just list the course number in the completed box. Once you have completed this table you will give it to your clinical instructor. Your clinical instructor will submit it to track coordinator to be placed in our student file.

| Doctor of Nursing Practice Essential Table | | |
|---|---|---|
| **Student Name (print):** _____ **Date:** _____ | | |
| Essential I: Scientific Underpinning for Practice | Completed place an X | Completed put course # |
| 1. Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice. | | |
| 2. Use science-based theories and concepts to: <br> a. determine the nature and significance of health and health care delivery phenomena; <br> b. describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and health care delivery phenomena as appropriate; and <br> c. evaluate outcomes | | |
| 3. Develop and evaluate new practice approaches based on nursing theories and theories from other disciplines | | |
| Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking | Complete place and X | Completed put course # |
| 1. Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences | | |
| 2. Ensure accountability for quality of health care and patient safety for populations with whom they work. <br> a. Use advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care systems. <br> b. Employ principles of business, finance, economics, and health policy to develop and implement effective plans for practice-level and/or system-wide practice initiatives that will improve the quality-of-care delivery. <br> c. Develop and/or monitor budgets for practice initiatives. <br> d. Analyze the cost-effectiveness of practice initiatives accounting for risk and improvement of health care outcomes. <br> e. Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers. | | |
| 3. Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in-patient care, the health care organization, and research. | | |

| Essential III:  Clinical Scholarship and Analytical Methods for Evidence Based Practice | Completed put an X | Completed put Course # |
|---|---|---|
| 1.  Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice | | |
| 2. Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends | | |
| 3. Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care. | | |
| 4. Apply relevant findings to develop practice guidelines and improve practice and the practice environment | | |
| 5. Use information technology and research methods appropriately to:<br> a.  collect appropriate and accurate data to generate evidence for nursing practice<br> b.  inform and guide the design of databases that generate meaningful evidence for nursing practice<br> c.  analyze data from practice<br> d.  design evidence-based interventions<br> e.  predict and analyze outcomes<br> f.  examine patterns of behavior and outcomes<br> g.  identify gaps in evidence for practice | | |
| 6. Function as a practice specialist/consultant in collaborative knowledge-generating research. | | |
| 7. Disseminate findings from evidence-based practice and research to improve healthcare outcomes | | |
| Essential IV:  Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care | Completed put an X | Completed put course # |
| 1. Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement, including consumer use of health care information systems. | | |
| 2. Analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology. | | |
| 3. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases | | |
| 4. Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology | | |
| 5. Evaluate consumer health information sources for accuracy, timeliness, and appropriateness | | |

| Essential V:  Health Care Policy for Advocacy in Health Care | Completed put an X | Completed put course # |
|---|---|---|
| 1. Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums. | | |
| 2. Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy | | |
| 3. Influence policy makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or international levels to improve health care delivery and outcomes. | | |
| 4. Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes. | | |
| 5. Advocate for the nursing profession within the policy and healthcare communities. | | |
| 6. Develop, evaluate, and provide leadership for health care policy that shapes healthcare financing, regulation, and delivery | | |
| 7. Advocate for social justice, equity, and ethical policies within all healthcare arenas | | |
| Essential VI: Interprofessional Collaboration for Improved Patient and Population Health Outcomes | Completed put an X | Completed put course # |
| 1. Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products | | |
| 2. Lead interprofessional teams in the analysis of complex practice and organizational issues. | | |
| 3. Employ consultative and leadership skills with interprofessional and interprofessional teams to create change in health care and complex | | |
| Essential VII:  Clinical Prevention and Population Health for Improving the Nation's Health | Completed put an X | Completed put course # |
| 1. Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health. | | |
| 2. Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations. | | |
| 3. Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health. | | |

| Essential VIII:  Advanced Nursing Practice | Completed put an X | Completed put course # |
|---|---|---|
| 1. Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches. | | |
| 2. Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences. | | |
| 3. Develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes | | |
| 4. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes. | | |
| 5. Guide, mentor, and support other nurses to achieve excellence in nursing practice. | | |
| 6. Educate and guide individuals and groups through complex health and situational transitions | | |
| 7. Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues | | |

**Attachment 2**

**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?

**Attachment 3**

**Rubric Bi-weekly Student-Clinical Faculty telephone check-in**

Students must schedule mandatory bi-weekly meetings or telephone conferences with assigned clinical faculty to review clinical activities.  Students should be prepared to:

1. Discuss student and rotation specific objectives, as well as any progress or barriers in meeting goals for the rotation.  **If student is not meeting objectives for the rotation, a plan to either get on track to meeting goals or finding another preceptor/clinical site will be discussed.**
2. Students should be prepared for a *Cold Call* scenario.  As practicing AG-ACNPs, you will often receive telephone calls about patient issues/ concerns in the acute care setting.  This exercise is meant to sharpen the student AG-ACNP's ability to listen to the issue presented, ask further questions and offer intervention to help resolve the situation.  The scenario will be grounded in content previously covered in didactic courses or relevant to current clinical rotation.  Each *Cold Call* will be graded as a Satisfactory/ Unsatisfactory.

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[  ] NGR 6210L - Acute Care Practicum I
[  ] NGR 6211L - Acute Care Practicum II
[  ] NGR 6212L - Acute Care Practicum III
[  ] NGR 6213L – Acute Care Practicum IV
[  ] NGR 6214L – Acute Care Practicum V

**STUDENT BI-WEEKLY FORMATIVE EVALUATION**

**Scheduled Meeting with Faculty Facilitator (can be via Zoom or telephone):**
_____ **with**_____
**Date** _____
**Time** _____
**Place** _____

| **Specific Strengths Identified:** |
| --- |
|  |
|  |
|  |
|  |
|  |
| **Specific Weaknesses Identified:** |
|  |
|  |
|  |

| |
|---|
| |
| **Interventions/Plans to Overcome Weaknesses:** |
| |
| |
| |
| |
| |
| **Progress made toward personal objectives for this rotation:** |
| |
| |
| |
| |

**Faculty:** _____**Student:** _____

**Date:** _____

**Attachment 4**

| AG-ACNP DNP Clinical Summary Sheet | | |
|---|---|---|
| **Course/ Expected Hours** | **Preceptor name and address/ semester** | **Hours achieved by student** |
| NGRXXXXL Advanced Health Assessment and Skills for the APN Practicum (60 hours) | Name: <br> Address: <br> Semester: | |
| NGR 6210L Acute Care Practicum I (60 hours) | Name: <br> Address: <br> Semester: | |
| NGR 6211L Acute Care Practicum II (180 hours) | Name: <br> Address: <br> Semester: | |
| NGR 6212L Acute Care Practicum III (180 hours) | Name: <br> Address: <br> Semester: | |
| NGR 6213L Acute Care Practicum IV (240 hours) | Name: <br> Address: <br> Semester: | |
| NGR 6214L Acute Care Practicum V (240 hours) | Name: <br> Address: <br> Semester: | |
| NGR 6931C DNP Project I (15 hours) NGR XXXXC DNP Project Planning & Application for APN (2) (60 indirect clinical hours) | Name: <br> Address: <br> Semester: | |
| NGR XXXXC DNP Project Implementation, Evaluation & Dissemination for APN (2) (60 indirect clinical hours) | Name: <br> Address: <br> Semester: | |

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

Date Completed _____

Student signature _____ Date:_____

Major Coordinator or Assistant Dean _____ Date:_____

| AG-ACNP Certificate Clinical Summary Sheet | | |
|---|---|---|
| **Course/ Expected Hours** | **Preceptor name and address/ semester** | **Hours achieved by student** |
| NGR 6210L Acute Care Practicum I | | NGR 6210L Acute Care Practicum I |
| (60 hours) | Name: | (60 hours) |
| Address: | | Address: |
| Semester: | | Semester: |

**Hours: Expected/Achieved- Total hours: 780/\_\_\_\_\_**

Date Completed _____

Student signature _____  Date:_____

Major Coordinator or Assistant Dean _____  Date:_____