FLORIDA STATE UNIVERSITY

COLLEGE OF NURSING

GRADUATE STUDENT HANDBOOK 2023

FLORIDA STATE UNIVERSITY MISSION STATEMENT

Florida State University preserves, expands, and disseminates knowledge in the sciences, technology, arts, humanities, and professions, while embracing a philosophy of learning strongly rooted in the traditions of the liberal arts. The University is dedicated to excellence in teaching, research, creative endeavors, and service. The University strives to instill the strength, skill, and character essential for lifelong learning, personal responsibility, and sustained achievement within a community that fosters free inquiry and embraces diversity.

FLORIDA STATE UNIVERSITY VISION

Florida State University will be one of the world's premier institutions of higher education, devoted to transforming the lives of our students, shaping the future of our state and society, and offering programs of national and international distinction in a climate of inquiry, engagement, collegiality, diversity, and achievement.

COLLEGE OF NURSING MISSION STATEMENT

Florida State University, College of Nursing educates clinicians, leaders, scholars, and advanced practitioners who can enhance the quality of life for people of all cultures, economic levels, and geographic locations. The CON integrates the liberal arts and sciences with the knowledge, skills, and attitudes essential for lifelong learning, personal responsibility, and sustained achievement in the nursing profession and the communities in which our graduates reside.

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ACADEMIC RESOURCES

FACULTY RESEARCH INTERESTS

PRECEPTOR INFORMATION

COLLEGE OF NURSING HISTORY AND MILESTONES

1950	Ms. Vivian M. Duxbury appointed as Dean
1950	First class of BSN students admitted
1951	RNs from diploma programs admitted to BSN program
1951	First male student admitted
1951	State Board of Nursing gives provisional approval to FSU School of Nursing
1952	State Board of Nursing and Registration gave full accreditation to FSU School of Nursing
1952	NLN accreditation awarded
1972	Dr. Shirley Martin appointed as Dean
1974	Dr. Marjorie Sparkman was appointed Interim Dean
1975	Self-paced and time variable format introduced for RN students
1975	New four-story building completed
1976	Dr. Emilie D. Henning appointed as Dean
1984	Dr. Evelyn T. Singer appointed as Dean
1985	Four students admitted to MSN program
1985	Funding obtained from the Division of Nursing, Department of Health and Human Services to begin MSN degree program
1987	Graduate Program accredited by NLN
1998	New RN-to-BSN web-based curriculum implemented for students living in Ft. Myers, St. Petersburg, Lake City, and Mariana
1999	Nurse Educator track added to MSN program
2000	School of Nursing building named Vivian M. Duxbury Hall
2001	Dr. Katherine P. Mason appointed as Dean
2001	New community-based undergraduate curriculum implemented
2003	Online RN-to-BSN program offered statewide
2004	CCNE accreditation awarded
2004	Graduate core nursing courses offered online
2005	Family Nurse Practitioner curriculum revised
2005	Grant received from Florida Department of Education to expand graduate education via interactive television to six sites: Pensacola, Fort Walton, Panama City, Mariana, and Madison
2005	Graduate nursing education courses offered online
2006	School of Nursing becomes College of Nursing
2007	Nurse Practitioner courses offered online
2007	Dr. Lisa Ann Plowfield appointed as Dean
2008	FSU Board of Trustees approves Doctor of Nursing Practice degree program
2009	Curriculum Revisions to Undergraduate BSN program
2009	Students admitted to the Doctor of Nursing Practice (DNP) degree program
2010	Students admitted to the Accelerated BSN program

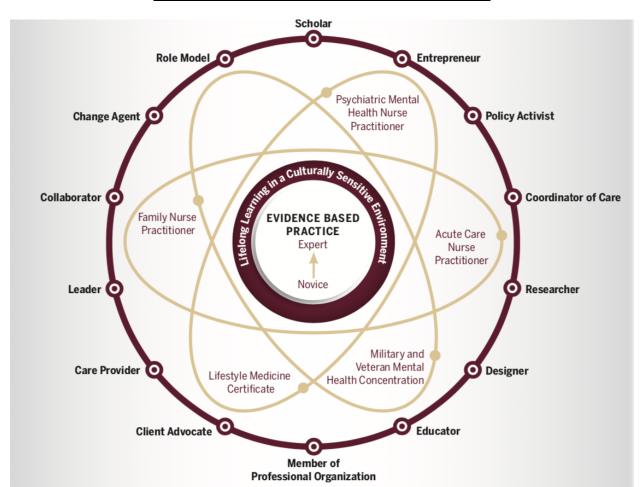|	
2010	Partnership with TMH to establish TMH Mentored Nurse Research Program
2011	Dr. Dianne Speake appointed as Interim Dean
2011	First DNP students graduate
2011	DNP program accredited by CCNE
2012	Nurse Leader track offered to MSN Program
2013	TMH Center for Research and Evidence Based Practice funded by TMH Foundation
2013	Dr. Judith McFetridge-Durdle appointed Dean
2015	Adoption of new strategic plan of CON
2015	HRSA grant awarded for Accelerated Veteran's BSN program
2015	QER 5-year review of graduate program
2016	CCNE accreditation of undergraduate and graduate programs
2017	Psychiatric/Mental Health Nurse Practitioner Certificate program offered online
2017	CCNE accreditation of DNP and PMH Certificate program approved for 10 years
2019	Dr. Laurie Grubbs appointed as Interim Dean
2019	CON received the $1.5 million grant from United Health Foundation
2019	University approval to convert nursing graduate program to online
2019	University approval of the Adult Gerontology Acute Care DNP major
2019	University approval of Psychiatric Mental Health NP DNP major
2019	University approval of Adult Gerontology Acute Care NP certificate program
2021	University approval of Military & Veteran Mental Health Certificate program
2021	University approval of Family Nurse Practitioner certificate program
2021	
2021	Dr. Jing Wang appointed as Dean
2022	University approval of Lifestyle Medicine DNP major and Certificate Program
2022	University approval of Executive Health Systems Leadership DNP major

CURRICULUM

STATEMENT OF BELIEFS

Given the mission of the University and the College of Nursing, the College is guided by a set of beliefs held by the faculty in relation to:
- Nursing's phenomenon of concern as human beings within the context of health;
- Nursing as an evidence-based profession; and
- Nursing education as a lifelong process

The beliefs that guide the nursing education programs and the discipline of nursing at Florida State University are:

a. The foundation of nursing is based upon broad preparation in liberal studies, socialization into the core values of the profession, and preparation in the knowledge and skills requisite to practice at the Baccalaureate and Graduate levels

b. Nursing knowledge is built on nursing practice, theory, and research. In addition, nursing drives knowledge from other disciplines, adapting and applying this knowledge as appropriate to professional practice

c. Nurses bring a unique blend of knowledge, judgement, skills, and caring to the health care team. Professional nursing requires strong critical reasoning, clinical judgement, communication and assessment skills, and a commitment to lifelong learning (AACN Baccalaureate Essentials, 2008)

d. Nurses must process the knowledge and skills needed to provide safe, culturally competent and high-quality care in an environment of increasing diversity and globalization (AACN Baccalaureate Essentials, 2008)

e. Nursing practice is comprised of approaches gained through scientific inquiry designed to broaden the evidence base of the profession. These approaches are designed to explain and facilitate the phenomenon of human existence in the context of health

f. Baccalaureate education, the minimal requirement for entry into professional nursing practice, prepares the generalist and is the foundation for Graduate nursing education (AACN Baccalaureate Essentials, 2008)

g. The fundamental aspects of generalist nursing practice are direct care of the sick in and across all environments, health promotion and prevention of illness, and population-based health care (AACN Baccalaureate Essentials, 2008)

h. Graduate nursing education prepared nurses for role enhancement and advanced professional practice

i. Nursing must educate future professionals to deliver patient-centered care as members of an Interprofessional team, emphasizing evidence-based practice, quality improvement approaches and informatics (IOM, 2003) (AACN Baccalaureate Essentials, 2008)

GRADUATE PROGRAM CONCEPTUAL MAP

The conceptual map of the graduate program consists of three major parts: the core circle, elliptical inner orbits, and the outer orbits. The graduate program is built upon core professional nursing values and life-long learning. An undergraduate baccalaureate degree in nursing is a mandatory criterion for entering the graduate program.

The center of the model depicts the lifelong learning in a culturally sensitive environment encircling Benner's Model of Novice to Expert, depicting students' progression through the program and beyond graduation. Additionally, the core is based on evidence-based practice representing the knowledge content required for mastering, applying, and fine-tuning the concepts and processes students master as they move through the curriculum.

The orbits on the second layer indicate the three majors or roles students may choose as a focus of their studies: family nurse practitioner, psychiatric mental health nurse practitioner, and acute care nurse practitioner which include the various healthcare providers certificate programs.

The outer orbit depicts the major expected roles students will evidence as they move from novice to expert. These roles are expected of students in all curriculum tracks in the graduate program.

CERTIFICATE PROGRAMS

Psychiatric/Mental Health (PMHNP) Nurse Practitioner
A total of 24 semester hours and 780 clinical hours

Students enrolled in this certificate program must maintain a cumulative grade point average of at least 3.0 in all graduate courses. No course hours with a grade below a "B" will be credited toward this certificate. All clinical practice/labs must be completed with a "Satisfactory" grade. All incoming graduate students must be a certified Nurse Practitioner and have completed the following graduate level courses prior to beginning the program: Advanced Health Assessment; Advance Pathophysiology; and Advance Pharmacology. This certificate program prepares the student to sit for the Psychiatric Mental Health Nurse Practitioner certification exam. We will admit one cohort in the spring and one cohort in the fall for a total of twice a year for this certificate program.

PMHNP Program of Study

Semester 1 (Spring/Fall): (7 hours)

NGR 5538　　Psychopharmacology for Psychiatric Nursing (3)
NGR5053L　　Advance Psychiatric Assessment and Diagnostic Lab (2) (120 CH)
NGR5053　　Advanced Psychiatric Assessment and Diagnostics (2)

Semester 2 (Summer/Spring): (6 hours)
NGR 5503　　Psychiatric/MH Nurse Practitioner I: Individual Psychotherapy (3)
NGR 5503L　　Psychiatric/MH NP I Lab: Individual Psychotherapy Clinical lab (3) (180 CH)

Semester 3 (Fall/Summer): (6 hours)
NGR 5508　　Psychiatric/MH Nurse Practitioner II: Family & Group Psychotherapy (3)
NGR 5508L　　Psychiatric/MH NP II Lab: Family & Group Psychotherapy (3) (180 CH)

Semester 4 (Spring/Fall): (5 hours)
NGR 5504L　　Psychiatric/Mental Health Nursing Practicum (5) (300 CH)

Lifestyle Medicine Certificate program

Adult Gerontology Acute Care (AGACNP) Nurse Practitioner
A total of 22 semester hours and 780 clinical hours

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. All clinical practical labs must be completed with a Satisfactory. The entering graduate student must have the following graduate level courses prior to starting the program: Advanced Health Assessment, Advance Pathophysiology, and Advance Pharmacology. This certificate is a total of 22 semester hours and 780 clinical hours.

AGACNP Program of Study

Semester 1 (Fall): (6 hours)
NGR 6217C   Acute Care Skills (2) (120 CH)
NGR 6210   Acute Care I (3)
NGR 6210L   Acute Care Practicum I (1) (60 CH) (*some students willed AC Skills as well NGR6217C)

Semester 2 (Spring): (6 hours)
NGR 6211   Acute Care II (3)
NGR 6211L   Acute Care Practicum II (3) (180 CH)

Semester 3 (Summer): (6 hours)
NGR 6212   Acute Care III (3)
NGR 6212L   Acute Care Practicum III (3) (180 CH)

Semester 4 (Fall): (4 hours)
NGR 6213L   Acute Care Practicum IV (4) (240 CH)

**If a student has not taken an advanced skills course prior to admission, one must also be taken

Family Nurse Practitioner Certificate program
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. All clinical practical labs must be completed with a Satisfactory. The entering graduate student must have the following graduate level courses prior to starting the program: Advanced

Health Assessment, Advanced Pathophysiology, and Advanced Pharmacology. This certificate is a total of 25 Credit hours and 750 clinical hours.

FNP Program of Study

Semester 1 (Fall): (8 semester hours and 90 clinical hours)
NGR 5064C   Advanced Skills for the APN (2) (90 clinical hours)
NGR 6348   Women's Health care for Family Adv Practice Nurses (3)
NGR 6304   Pediatrics for Advance Practice Nursing (3)

Semester 2 (Spring): (6 semester hours and 180 clinical hours)
NGR 6601   Advanced Management of Family I (3)
NGR 6601L   FNP Practicum I (3) (180 clinical hours)

Semester 3 (Summer): (6 hours)
NGR 6602   Advanced Management of the Family II (3)
NGR 6602L   FNP Practicum II (3) (180 clinical hours)

Semester 4 (Fall): (5 hours)
NGR 6619L   FNP Practicum III (5) (300 clinical hours)

DOCTOR OF NURSING PRACTICE (DNP) PROGRAM

DNP Program Outcomes

The Doctor of Nursing Practice (DNP) degree is designed to prepare nurses for the highest level of clinical practice in the profession of nursing. The program is designed in accordance with the American Association of Colleges of Nursing (AACN) Essentials of Doctoral Education for Advanced Practice Nursing, National Organization of Nurse Practitioner Faculty (NONPF) Core competencies, and Population Focus Nurse Practitioner Competencies (2022).

Program Outcome	AACN Essential	QSEN Competencies
Demonstrate advanced nursing knowledge by synthesizing and using evidence from nursing, liberal arts, natural and social sciences to plan a systematic, holistic and collaborative approach to care delivery for individuals and populations.	1,2,3,4,5,6,7	Quality Improvement Safety Teamwork and Collaboration Patient Centered Care Evidence-Based Practice
Integrate knowledge into practice and policy initiatives to encourage cultural sensitivity, reduce health disparities and improve access to quality care locally, nationally, and globally.	1,2,3,5,6,7	Quality improvement Safety Evidence-Based Practice Patient-Centered Care
Apply data analytic methods and use of information systems and technology to evaluate and integrate knowledge that will improve programs, outcomes, and systems of care.	1,3,5,7,8	Quality Improvement Safety Evidence-Based Practice Informatics
Exhibit the judgement and behaviors of a nurse leader through reflective practice, accountability and adherence to nursing's set of core values.	2,9,10	Safety Patient-Centered Care Teamwork and Collaboration
Influence intentional change by leading and participating in interprofessional partnerships that promote patient engagement, continued growth, flexibility, advocacy, and service.	2,6,9,10	Quality Improvement Safety Patient-Centered Care Teamwork and Collaboration

DNP Family Nurse Practitioner BSN to DNP
A total of 78 semester hours and 1035 clinical hours

This major is designed to prepare nurses for the highest level of clinical practice in the profession of nursing as a Family Nurse Practitioner (FNP). The FNP major includes a total of 71 semester hours of post-baccalaureate study and 1020 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 FNP certification exam and be awarded the DNP degree.

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 (AGACNP). This new major includes a total of 71 semester hours of post baccalaureate study and 1080 clinical hours. The AGACNP 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 AGACNP certification exam and be awarded the DNP degree.

Psychiatric/Mental Health Nurse Practitioner DNP
A total of 53 semester hours and up to 840 clinical hours

The Doctor of Nursing Practice (DNP) degree is designed to prepare nurses for the highest level of clinical practice in the profession of nursing as a Psychiatric/Mental Health (PMH) Nurse Practitioner. The program includes a total of 42 credit hours of post master's study and varied clinical hours of DNP study depending on transfer clinical hours from previous NP program(s). The PMH program is designed in accordance with the American Association of Colleges of Nursing (AACN) Essentials of Doctoral Education for Advanced Practice Nursing, National Organization of Nurse Practitioner Faculty (NONPF) Core Competencies, and Population Focus Nurse Practitioner Competencies (2013). Upon completion of the Psychiatric/Mental Health Nurse Practitioner program, students will be awarded the Doctor of Nursing Practice degree.

Executive Health Systems Leadership DNP
A total of 42 semester hours and up to 510 clinical hours

The Doctor of Nursing Practice (DNP) degree is designed to prepare nurses for the highest level of clinical practice in the profession of Executive Health Systems Leadership (EHSL). The program includes a total of 42 credit hours of post master's study and varied clinical hours of DNP study depending on transfer clinical hours from previous NP program(s). The EHSL program is designed in accordance with the American Association of Colleges of Nursing (AACN) Essentials of Doctoral

Education for Advanced Practice Nursing, National Organization of Nurse Practitioner Faculty (NONPF) Core Competencies, and Population Focus Nurse Practitioner Competencies (2013). Upon completion of the Executive Health Systems Leadership program, students will be awarded the Doctor of Nursing Practice degree.

Lifestyle Medicine DNP

SCHOLARLY ENGAGEMENT

The purpose of the Scholarly Engagement requirement is to ensure that doctoral students are active participants in the scholarly community. To meet the Scholarly Engagement requirement, doctoral students should interact with faculty and peers in ways that may include enrolling in courses; attending seminars, symposia, and conferences; engaging in collaborative study and research beyond the university campus; and utilizing the library, laboratories, and other facilities provided by the university. The goal is to prepare students to be scholars who can independently acquire, evaluate, and extend knowledge, as well as develop themselves as effective communicators and disseminators of knowledge.

PROGRESSION IN THE GRADUATE PROGRAM

Students in the graduate program are required to make a grade of "B" or better in all graduate nursing coursework. Additionally, nursing students are required to make a Satisfactory (S) in all graduate clinical courses. Any course grade below a "B" or "Unsatisfactory" cannot count toward the graduate degree. A student who fails to achieve a grade of "B" or better, or a Satisfactory in a clinical course is required to take the course again. If a student is unsuccessful in a clinical course, they must retake the course including retaking all required clinical hours for that course again. A student who fails to achieve a grade of "B" or better, or a Satisfactory in a clinical course a second time in a course cannot continue in the graduate program. Additionally, if a student receives less than a B or an Unsatisfactory in two courses the student will be dismissed from the program. If transfer credits are accepted, they must be a B or better.

ACADEMIC POLICIES

FSU GRADUATE SCHOOL POLICIES

Students are encouraged to access University polices related to graduate students at:
http://registrar.fsu.edu/bulletin/graduate/.

Seven-Year Timeline

The work for graduate nursing degrees must be completed within seven (7) years from the time
the student first registers for graduate credit. Any graduate work transferred from another
institution must have commenced not more than seven (7) years prior to completion of the
degree for the credits to be applicable to the graduate nursing degree.

Registration for Final Term

For doctoral students and master's students in a thesis-type program, registration shall be
required in the final term in which a degree requiring a thesis, dissertation, or treatise is granted.
If a student does not make the manuscript final submission deadline for a given term but
completes all degree requirements before the first day of the next term, it is possible to waive the
registration requirement.   To be eligible for this registration exemption, all degree requirements,
including manuscript clearance, must be completed prior to the first day of the next term. If the
student has not been enrolled for the previous two terms, readmission is required before
registration.

Graduation

During the first two weeks of the term in which a student expects to receive a degree, application
for graduation must be made with the Office of the Registrar, Graduation Section,
(850.644.5850). An online application for graduation is available at
https://registrar.fsu.edu/graduation/.

CON STUDENT POLICIES

Complete College of Nursing Policies are located at: https://nursing.fsu.edu/academics/student-
resources/student-policies.

Academic Requirements

The Graduate Program seeks to maintain its academic integrity and that of its students in
accordance with University graduate policies. Students in the College of Nursing graduate
program are required to have a "B" (3.0) or better in all graduate nursing coursework. Any
course grade below a "B" (3.0) cannot count toward the graduate degree. A student who fails to
achieve a grade of "B" or better in a course is required to take the course again. A student who
fails to achieve a grade of "B" or better a second time in a course cannot continue in the graduate
program (CON Student policy G-1).

Students in the graduate program are required to maintain a 3.0 grade point average in all nursing course work each semester. Failure to do so will result in the student being placed on academic probation. During the semester in which the student is on academic probation she/he is expected to improve the Nursing GPA to a 3.0 or greater. The inability to meet this expectation will require that the student be dismissed from the program.

Procedures for Dismissing a Graduate Student

College of Nursing's Procedure:
Dismissal of students from nursing major for reasons other than poor grades (CON policy S-14) is as follows:

A student may be dismissed from the nursing major for reasons that may include a pattern of unsafe or unethical conduct and/or a particularly serious incident of unethical or unsafe conduct in a clinical or non-clinical setting. Except for emergencies, the student is told of specific deficiencies and given written guidance and the opportunity to remediate the situation prior to the dismissal.

When a faculty member, in consultation with the Assistant Dean for Undergraduate Programs or Assistant Dean for Graduate Programs, determines that a student may need to be removed from the nursing major because of a pattern of unsafe or unethical conduct and/or a particularly serious incident or unethical or unsafe conduct in a clinical setting, the following procedures apply:

A. The faculty member reviews recorded documentation of relevant incident(s), including any guidance or remediation that has been offered.

B. The faculty member discusses with the Assistant Dean for Undergraduate Programs or Assistant Dean for Graduate Programs the observed behaviors, the problems identified, the guidance/teaching strategies employed, including remediation and outcome, and the rationale for a recommendation to remove the student from all clinical settings.

C. The Assistant Dean for Undergraduate Programs or Assistant Dean for Undergraduate Programs examines the situation and determines whether or not the faculty member's rationale for a recommendation to remove the student form the clinical setting is soundly based and documented.

D. The Assistant Dean for Undergraduate Programs or Assistant Dean for Graduate Programs and faculty meet with the student and informs him/her of the decision, rationale, and suggestions for assistance. The student receives a copy of the Removal from the Nursing Major for Reason Other than Poor Grades Form and is requested to sign the original.

E. The Associate Dean for Academic Affairs notifies the student in writing of the College of Nursing's intent to dismiss the student from the program. The notification will include what acts of commission or omission by the student warranted the dismissal, what laws,

rules, or policies these acts have violated, and how the student was previously informed of these laws, rules, or policies.

F. The student has the right to challenge this academic determination under the grade appeal process and academic grievance procedures set forth in College of Nursing Student and the Florida State University Bulletins.

Florida State University's Procedure:
The University reserves the right to terminate progress in an academic program and dismiss a student whose conduct is deemed improper or prejudicial to the interest of the University community or whose academic performance is substandard, regardless of GPA. Dismissed students will not be permitted to register for graduate study, including registering as a non-degree student.

Program terminations (dismissal for a reason other than GPA) are processed at the academic program/departmental level and may occur for a number of different reasons, including but not limited to:

- Inability to conduct research in a fashion appropriate with the accepted norms of a discipline,
- Inability to function within a team environment to the degree that it negatively affects the learning, practice and/or research of fellow graduate students,
- Demonstration of behavior that is not acceptable with the general community in which the student would be practicing should he or she graduate (typically clinical or school settings),
- Failure meeting one or more major milestone requirements,
- Inability to pass the diagnostic/preliminary examination/comprehensive examination,
- Failure to complete the doctoral degree/make progress towards the dissertation, or
- Extensive petitions for candidacy extension.

Graduate program handbooks should provide information about failure to meet specific milestone or behavioral requirements and the appeals process. At minimum, the following elements must be addressed.

Step 1: A graduate student is identified by his/her academic program/department as not making sufficient progress towards the degree, failing to complete the degree within the specified time-period, displaying substandard academic performance, regardless of GPA, or exhibiting unacceptable behavior(s) that are relevant to professional standards.

Step 2: The graduate student meets with his/her major professor and/or program director to develop a remediation plan improvement.
- The department should provide a written remediation plan or written academic "warning" to the student containing specific information about improvement(s) needed to avoid dismissal.
- The remediation plan/academic warning should be developed by the department/program for the individual student and documented accordingly. (For

doctoral students, the annual evaluation is one opportunity to document unsatisfactory progress.) NOTE: programs should establish a reasonable timeline for the graduate student to respond to the remediation plan/warning. The length of time for remediation is dependent on the situation and is up to the program to decide.

- The academic dean, or appropriate designee, must also be notified of the situation, the deficiencies, and the remediation steps presented to the student.

Step 3: If the graduate student fails to resolve/remediate the specified and documented deficiency within a reasonable timeframe, the department may initiate a program termination. If the program chooses to terminate the academic progress of the student, the following steps must be completed **prior** to notifying the student.

- The academic unit must consult with the academic dean (or designated individual) regarding their plan to terminate. The consultation should include the unit's handbook language, the remediation steps taken, the student's efforts to date to resolve or address the deficiencies, and the grounds for the program termination.
- At the time of dismissal, the department chair may petition the academic dean for consideration of special circumstances that they believe justify an alternative resolution.
- The academic dean's office should inform the Registrar's Office and the Graduate School of its intent to move forward with program termination. In conjunction, the three offices will tailor a letter specific to the circumstances of the student. The dismissal letter must be sent to the student, but also sent to several offices for processing (see below).
- At this point, programs may offer the student the opportunity to change their degree program level within the same major/plan (i.e., PhD to EdS, PhD to MS, etc.) or change his/her academic plan to another degree program, but this is at the unit's discretion.

Step 4: A written letter must be sent to the graduate student being dismissed. The dismissal letter should be sent to the student and copied to the dean's office, the Registrar's Office (Kim Barber), the Office of Faculty Development and Advancement (Jennifer Buchannan), and the Graduate School (James Beck). The letter should specify the following information:

- The process followed to notify the student of their deficiencies and allow them an opportunity to rectify those deficiencies.
- The termination reasons,
- Benchmarks missed,
- The fact that dismissal from the program constitutes dismissal from the University,
- And an academic hold will be placed on registration to prevent future registration,
- Outlining alternatives a student could request, e.g., graduating with a master's instead of Ph.D. (assuming coursework and degree requirements are met),
- Timeline to complete specific coursework, if any. For example, the letter needs to clearly articulate to the student that the courses in which they are currently

reenrolled need to be completed by the dismissal date in order to earn credit for them.
- Notification of the right to appeal and information about how to do so, and
- A deadline for any appeal submittal. *See "General Academic Appeals Process" for more information.

Reinstatement

In order to be reinstated into the College of Nursing's Graduate Program, after having been dismissed for academic reasons, the student is required to do the following:

1. Submit a written request for consideration of reinstatement to the Assistant Dean for Graduate Programs.
2. As part of the reinstatement process the student will be expected to meet with the College of Nursing Admissions Committee to provide justification for a reinstatement decision.
3. Upon reinstatement the student will be expected to successfully complete a prescribed plan of study in her/his first semester achieving a semester GPA of 3.0 or greater.

Directed Individual Study (DIS)

The purpose of a DIS is to permit a student time to concentrate on an individually selected topic of interest in nursing. The student initiates a request to a specific faculty member who agrees to guide the study. Faculty members do not initiate or offer DISs. No faculty member will be expected to sponsor more than five (5) DISs (either individual or group total) during any one term. Four (4) credit hours will be the maximum number of credit hours allocated to any DIS. All DISs will be directly related to nursing. Extracurricular or volunteer activities will not be considered appropriate for a DIS. The total number of DIS hours completed cannot be more than six (6). (CON Policy S-7)

Procedure
1. The student identifies a faculty member willing to sponsor the project.
2. The student obtains a copy of the CON Proposal for DIS form from the Assistant Dean for Graduate Programs. This form is completed by the faculty sponsor to include a title and a description of the learning objectives and activities. Methods of assessment and grading policy will be determined by the faculty sponsor in collaboration with the student.
3. The DIS form is approved by the Dean and then the faculty responsible for the DIS will give the completed form to Jackie Sessions who will secure a DIS course number and upload it into the system. Once this is complete the Graduate Advisor will register the student for the course.

Transfer Credit

Transfer of courses not counted toward a previous degree from another regionally accredited graduate school is limited to six semester hours. A maximum of 12 credit hours as a non-degree seeking student at Florida State University may apply toward a graduate degree in the College of Nursing. See Policy G-4 Transfer Graduate Credits.

Upon transcript evaluation, applicants to the Doctor of Nursing Practice (DNP) program who already have a Master of Science in Nursing (MSN) degree from a program accredited by CCNE or NLN may be approved for a maximum of 48% of previous credits and 675 clinical hours of transfer credit toward a DNP degree. A minimum of 51% credit hours and 340 clinical hours must be completed at the Florida State University College of Nursing.

Procedure

1. An applicant to the graduate nursing program must petition the Assistant Dean for Graduate Programs for acceptance of transfer credits and/or clinical hours and provide official transcripts, course descriptions, and course syllabi for review by the graduate nursing program.
2. The Assistant Dean for Graduate Programs will review the transcripts, course descriptions, and course syllabi to determine equivalency of previous course work with current graduate nursing courses. A DNP Transfer Credit Approval Form will be completed for the DNP applicant.
3. The request for transfer credit with course descriptions and syllabi, if requested, are provided to the College of Nursing Curriculum Committee. For DNP applicants, a copy of the DNP Transfer Credit Approval Form is provided to the College of Nursing Curriculum Committee.
4. Following the approval of transfer credit hours by the College of Nursing Curriculum Committee, applicants are notified in writing of the number of transfer credits approved. A copy of the DNP Transfer Credit Approval Form is provided to DNP applicants indicating the number of approved transfer credit hours and clinical hours accepted by the College of Nursing.
5. Students must then meet with the Graduate Program Academic Advisor to redesign the Program of Study.

Professional Critical Behavior Policy

The College of Nursing strictly adheres to the Florida State University Academic Honor Code as stated in the FSU General Bulletin. In addition, the following apply within the College of Nursing: the CON Academic Honesty Policy, the CON Plagiarism Policy, the Substance Abuse Policy, and the Professional Critical Behaviors Policy.

Since each nursing student represents the College of Nursing, the University and the nursing profession, the faculty believes the following are behaviors deemed to be critical for all nursing students in each learning environment throughout the program of study:

1. Abide by the FSU Academic Honor Code and the Student Conduct Code, the College of Nursing Academic Honesty Policy, Plagiarism Policy, and Professional Critical Behaviors Policy.
2. Exhibit professional nursing behaviors including, but not limited to, the following:
   - Dress appropriately at all times when representing the College of Nursing by adhering to the dress code for courses and clinical assignments.
   - Communicate using appropriate language and terms and demonstrate respect for others including addressing them by proper name and title.
   - Demonstrate ethical behavior including maintaining confidentiality.
   - Resolve conflicts appropriately and follow appropriate lines of communication/chain of command.
   - Deliver safe, effective nursing care including using appropriate judgment when making decisions; properly using and caring for equipment; and using correct techniques and cautions when delivering care.
   - Adhere to the policies and protocols of the College of Nursing, affiliating agencies, the Florida Nurse Practice Act, and the legal mandates of society.

Note: An unsatisfactory in one or more of # 1 and # 2 will result in disciplinary action. This can include, but is not limited to the following:
   a. Failing the course regardless of grades in other course requirements; and/or
   b. Expulsion from the nursing program.

Individual courses or terms may have course-specific or term-specific behaviors with subsequent consequences. The nursing student is bound by the consequences of the course/term requirements as appropriate.

Academic Honor Policy and Plagiarism

The legal foundation for the coordinated efforts of faculty and students to uphold academic integrity and combat academic dishonesty is provided in the Academic Honor System (FAC 6C2-3.005), which can be found in the *Florida State University Student Handbook.* The specific authority for FAC 6C-3.005, "Academic Honor System," is provided for in 240.227(1), 240.202(1), and 240.261(2) FS; and Florida Board of Education rule 6C-6.0105 "Student Discipline."

The Academic Honor Policy can be found at the following site:
https://dsst.fsu.edu/srr/policies/academic-honor-policy.
The *Florida State University Student Handbook* can be found at the following site:
http://deanofstudents.fsu.edu under Resources.

Students are expected to uphold the Academic Honor Policy published in *The Florida State University Bulletin* and the *Student Handbook.* The Academic Honor System of the Florida State University is based on the premise that each student has the responsibility (1) to uphold the highest standard of academic integrity in the student's own work, (2) to refuse to tolerate

violations of academic integrity in the University community and (3) to foster a high sense of integrity and social responsibility on the part of the University Community.

Examples of Academic Honor Violations include but are not limited to the following:

1. PLAGIARISM. Intentionally presenting the work of another as one's own (i.e., without proper acknowledgement of the source). Typical examples include:
   - Using another's work from print, web, or other sources without acknowledging the source; quoting from a source without citation; using facts, figures, graphs, charts, or information without acknowledgement of the source.
2. CHEATING. Improper application of any information or material that is used in evaluating academic work. Typical examples include:
   - Copying from another student's paper or receiving unauthorized assistance during a quiz, test, or examination; using books, notes, or other devices (e.g., calculators, cell phones, or computers) when these are not authorized; procuring without authorization a copy of or information about an examination before the scheduled exercise; unauthorized collaboration on exams.
3. UNAUTHORIZED GROUP WORK. Unauthorized collaborating with others. Typical examples include:
   - Working with another person or persons on any activity that is intended to be individual work, where such collaboration has not been specifically authorized by the instructor.
4. FABRICATION, FALSIFICATION, AND MISREPRESENTATION. Intentional and unauthorized altering or inventing of any information or citation that is used in assessing academic work. Typical examples include:
   - Inventing or counterfeiting data or information; falsely citing the source of information; altering the record of or reporting false information about practicum or clinical experiences; altering grade reports or other academic records; submitting a false excuse for absence or tardiness in a scheduled academic exercise; lying to an instructor to increase a grade.
5. MULTIPLE SUBMISSIONS. Submitting the same academic work (including oral presentations) for credit more than once without instructor permission. It is each instructor's responsibility to make expectations regarding incorporation of existing academic work into new assignments clear to the student in writing by the time assignments are given. Typical examples include:
   - Submitting the same paper for credit in two courses without instructor permission; making minor revisions in a credited paper or report (including oral presentations) and submitting it again as if it were new work.
6. ABUSE OF ACADEMIC MATERIALS. Intentionally damaging, destroying, stealing, or making inaccessible library or other academic resource material. Typical examples include:
   - Stealing or destroying library or reference materials needed for common academic purposes; hiding resource materials so others may not use them; destroying computer programs or files needed in academic work; stealing, altering, or intentionally damaging another student's notes or laboratory experiments. (This refers only to abuse as related to an academic issue.)

7. COMPLICITY IN ACADEMIC DISHONESTY. Intentionally helping another to commit an act of academic dishonesty. Typical examples include:
   - Knowingly allowing another to copy from one's paper during an examination or test; distributing test questions or substantive information about the material to be tested before a scheduled exercise; deliberately furnishing false information.
8. ATTEMPTING to commit any offense as outlined above.

Student Responsibility

- Each student shall be responsible for abiding by the Academic Honor Policy at all times. If required by an instructor, at the conclusion of each examination or submission of an assignment, each student shall sign a pledge that the student has neither given nor received aid from any unauthorized source during the examination or in preparing the assignment.

- Any student who knows of violations of the Academic Policy is expected to report the violation to the instructor and/or the University judicial officer.

- If a student observes cheating during an examination, the student should consult with the instructor of the course as soon as reasonable so that the cheating may be stopped. If a student otherwise observes or learns of another student's violation of the Academic Honor Policy, the student shall either: a) ask the student to report the violation to the instructor of the course and/or the University judicial officer or b) report the violation to the instructor of the course and the University judicial officer. In the event that a student asks another student to report himself/herself and such student does not do so, then the student shall report, as soon as practicable, the violation to the instructor of the course and/or the University judicial officer. The student should provide the name of such student or students involved, if known, and furnish such evidence as is available to support the charge.

Academic Penalties

When an instructor believes that a student has violated the Academic Honor Policy in one of the instructor's classes, the instructor must first contact the Office of the Dean of Faculties to report the alleged violation and to determine if the student has a history of prior violations before deciding whether to proceed with a Step 1 agreement. The instructor must also inform the department chair or dean. If the intent to pursue a Step 1 Agreement is determined, the instructor shall discuss the evidence of academic dishonesty with the student and explore the possibility of a Step 1 agreement in accordance with the procedures for resolving cases as outlined in https://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy.

Plagiarism Prevention

Plagiarism is grounds for suspension from the University as well as for course failure and will not be tolerated. Any instance of plagiarism must be reported to the Dean of the College of

Nursing. Plagiarism is included among the violations defined in the Academic Honor Code, section b), paragraph 2, as follows: "Regarding academic assignments, violations of the Academic Honor Code shall include representing".

FSU has a site-wide license to TurnItIn for detecting plagiarism. This service scans materials to see if content has been copied from papers available on the Internet or other papers in the database. All required papers may be subject to submission for textual similarity review to TurnItIn or the detection of plagiarism and may be entered into the database.

While there are a variety of reasons for plagiarism, every instance of plagiarism may not be deliberate. Most cases of plagiarism can be avoided by citing sources, acknowledging that the material and/or the essential idea has been borrowed, and providing the information necessary to locate that source.

The resources below include checklists, guidelines, examples, and explanations on how to research and write papers without risk of plagiarism. These resources are concise in content and presentation and should be valuable to the beginner and the experienced student alike.

- Citation Style for Research Papers (APA, Purdue Owl APA);
  http://owl.english.purdue.edu

- IPL Teen Space: A+ Research and Writing (useful for teens and college students, a list of steps, processes, and tips) http://www.ipl.org/div/aplus/stepfirst.htm

- Information Literacy Tutorials (multimedia, interactive tutorial—requires Authorware plugin to view) http://libraries.dal.ca/

- Evaluating Electronic Resources: Beware of Geeks Bearing Gifts
  http://libguides.mit.edu/content.php?pid=80743&sid=598619

- Writing Research Papers: A Step-by-Step Procedure (a 1-page checklist)
  http://owl.english.purdue.edu

FSU CON ACADEMIC HONOR POLICY STATEMENT

The College of Nursing expects students to uphold the Florida State University Academic Honor Policy which outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at (http://fda.fsu.edu/Academics/Academic-Honor-Policy)

In addition, the following apply in the College of Nursing: the CON Student Academic Honesty (S -10), the CON Required Professional Behaviors Policy (S -16), and the CON Substance Abuse Policy (S - 5). Each policy can be found on the College of Nursing website at https://nursing.fsu.edu/programs/student-policies.

I have read the Academic Honor Policy of the Florida State University, the College of Nursing policies on Academic Honesty, Plagiarism, Substance Abuse, and Professional Critical Behaviors and understand the statements provided above.

I affirm my commitment to the concept of responsible freedom. I will be honest and truthful and will strive for personal and institutional integrity at Florida State University. I will abide by the Academic Honor Policy at all times.

Student Signature _____   Date_____

Print Student Name _____

SUBSTANCE ABUSE POLICY

Students who are unable to practice nursing with reasonable skills and safety to clients/patients due to the use of alcohol, drugs, or chemical or any other type of material or as a result of any physical or mental condition may be dismissed from the nursing program.

The College of Nursing is committed to maintaining a drug and alcohol-free workplace and academic environment; therefore, the use, possession, manufacturing, distribution, dispensing, selling or arranging to distribute illegal drugs and/or alcohol by students in the Florida State University College of Nursing will not be tolerated.

*Please be aware, all clinical sites affiliated with FSU CON are drug free/tobacco free environments.

Procedure

1. Upon admission, students must complete a urine drug screen using the Urine 10 Panel Test as provided by American Databank.

2. Should physical and/or behavioral signs of alcohol and/or other drug intoxication be exhibited by a student and/or detected by agency personnel, staff, clients, faculty or peers, the student will be required to immediately undergo testing by an independent laboratory designated by the College of Nursing or by using the Urine 10 Panel Test as provided by American Databank. The tests will consist of, but not be limited to, a Blood Alcohol Level and/or a Urine 10 Panel Test.

3. If the student tests positive in either of the above situations (#1 or #2), the student will be dismissed from the College of Nursing and the College of Nursing will make a referral to the Intervention Project for Nurses (IPN) program for further testing, counseling, and evaluation. If the student refuses to voluntarily cooperate with the IPN program, the student will be dismissed from the College of Nursing and no further consideration will be given for readmission. The only exception made will be results that coincide with a prescribed drug that is currently being taken by the student. This must and will be substantiated by a Medical Review Officer (MRO) associated with American Databank.

4. Students who have been dismissed must write a letter to the College of Nursing Admission and Graduation Committee asking for readmission.

5. Following dismissal, reinstatement into the College of Nursing will be contingent upon the student's involvement and evaluation by IPN and/or one of the approved programs designed and approved by IPN. The student must have a period of success as documented by IPN for one (1) year.

6. Students will receive a letter from the College of Nursing Admissions, Retention and Graduation Committee informing the student of their decision.

CLINICAL CLEARANCE

Clinical Clearance is required for a student to participate in a required clinical experience. Any lapse in Clinical Clearance may result in the student being dropped from courses. 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, professional liability insurance, health insurance, and health status. Clinical Clearance will be issued when all documentation is current and complete. Please note: The criminal background check and 10-panel drug screen is an **annual requirement**.

- Current unencumbered/unrestricted RN License
- Personal health insurance
- Current CPR Certification
- Criminal History Background Check (annually)
- 10-panel drug screen (annually)
- Health Examination (annual PPD/TB screen)
- Affidavit of Good Moral Character (annually)

*The student will be responsible for information/practice related to standard precautions and bloodborne pathogens in the clinical setting. Please refer to pp. 52-56 of this handbook for reference and update as needed.

Upon provision of this information, as well as confirmation from the Assistant Dean for Graduate Programs that the signed preceptor approval form is on file in the Student Services Office, students will receive Clinical Clearance. Evidence of clinical clearance will be sent to the preceptor and student by way of a statement in the preceptor approval letter. Clinical clearance must be obtained before students can participate in clinical courses. Failure to provide evidence of Clinical Clearance may result in the student being dropped from the course. Some clinical agencies require additional background screening and drug testing prior to initiation of clinical activities at the agency.

It is the responsibility of the student to provide updated information and to obtain Clinical Clearance **each semester**. Clinical clearance documents should be submitted to your online Clinical Clearance account (American Databank).

GRADUATE STUDENT RECORD

The Graduate Program requires that the following information be kept current. Please provide updates to the following each semester to the Graduate Program Advisor.

1. Local address
2. Home phone number
3. Cellular phone number
4. E-mail address
5. Permanent address
6. Academic Honesty Statement

CRIMINAL BACKGROUND CHECKS

Florida Law restricts access to children, elderly and disabled patients by persons convicted of specific misdemeanors and felonies. (Chapter 435 Florida Statutes). This law places restrictions on health care facilities, which in turn require students to comply with the same restrictions as their employees and volunteers. On entry to any program in the College of Nursing, the student must submit to a FDLE/FBI Level II Criminal Background Check via American Databank. Please note: The criminal background check and 10-panel drug screen is an **annual requirement**.
This includes, but is not limited to, a review of:

- County of Residence Criminal Records
- Residence History (last 7 years)
- Social Security Verification
- Nationwide Healthcare Fraud & Abuse Scan
- Nationwide Sexual Offenders Registry Scan

If any negative findings are reported to the College of Nursing from these reviews, the results will be forwarded to the Assistant Dean of the College of Nursing. After review of the documents, the Assistant Dean will discuss the findings with the student and request a copy of the Disposition of Charges to be placed in the student's file. If the charges are incompatible with eligibility for licensure as a registered nurse in the state of Florida, the student will be dismissed from the program.

A waiver signed by the student will be placed in the student's file allowing the College of Nursing to send a copy of this report to clinical facilities requiring this information. The clinical facility may determine that the information on the report does not meet their policies and may deny the student admission to the facility and/or access to their patients based on evidence of arrests or criminal convictions. If that should occur, and a comparable assignment cannot be made to meet the course objectives, the student's enrollment in the College of Nursing will be discontinued.

Students will be required to submit a notarized Affidavit of Good Moral Character on an annual basis following the initial background check to certify that no offenses have been committed since the initial background check was completed. Absolute honesty is essential. Students who are not enrolled for two or more consecutive semesters will be required to resubmit all criminal background check materials at the time of re-entry.

Instructions for the Criminal Background Check through American Databank are available on the CON Graduate Program Canvas site. Digital fingerprinting may be done at any many agencies throughout Florida. Please read and follow all instructions very carefully to avoid errors which could cause delays or result in the discontinuation of enrollment.

![American Red Cross logo]

Preventing the Spread of Bloodborne Pathogens

Bloodborne pathogens, such as bacteria and viruses, are present in blood and body fluids and can cause disease in humans. The bloodborne pathogens of primary concern are hepatitis B, hepatitis C and HIV. These and other bloodborne pathogens are spread primarily through:

- *Direct contact.* Infected blood or body fluid from one person enters another person's body at a correct entry site, such as infected blood splashing in the eye.

- *Indirect contact.* A person's skin touches an object that contains the blood or body fluid of an infected person, such as picking up soiled dressings contaminated with an infected person's blood or body fluid.

Follow standard precautions to help prevent the spread of bloodborne pathogens and other diseases whenever there is a risk of exposure to blood or other body fluids. These precautions require that all blood and other body fluids be treated as if they are infectious. Standard precautions include maintaining personal hygiene and using personal protective equipment (PPE), engineering controls, work practice controls, and proper equipment cleaning and spill cleanup procedures.

TO PREVENT INFECTION, FOLLOW THESE GUIDELINES:

- Avoid contact with blood and other body fluids.
- Use CPR breathing barriers, such as resuscitation masks, when giving ventilations (rescue breaths).
- Wear disposable gloves whenever providing care, particularly if you may come into contact with blood or body fluids. Also wear protective coverings, such as a mask, eyewear and a gown, if blood or other body fluids can splash.
- Cover any cuts, scrapes or sores and remove jewelry, including rings, before wearing disposable gloves.
- Change gloves before providing care to a different victim.
- Remove disposable gloves without contacting the soiled part of the gloves and dispose of them in a proper container.
- Thoroughly wash your hands and other areas immediately after providing care. Use alcohol-based hand sanitizer where hand-washing facilities are not available if your hands are not visibly soiled. When practical, wash your hands before providing care.

TO REDUCE THE RISK 0F EXPOSURE, FOLLOW THESE ENGINEERING AND WORK PRACTICE CONTROLS:

- Use biohazard bags to dispose of contaminated materials, such as used gloves and bandages. Place all soiled clothing in marked plastic bags for disposal or cleaning. Biohazard warning labels are required on any container holding contaminated materials.
- Use sharps disposal containers to place sharps items, such as needles.
- Clean and disinfect all equipment and work surfaces soiled by blood or body fluids.

  ○ Use a fresh disinfectant solution of approximately 1½ cups of liquid chlorine bleach to 1 gallon of water (1 part bleach per 9 parts water, or about a 10% solution) and allow it to stand for at least 10 minutes.

  ○ Scrub soiled boots, leather shoes and other leather goods, such as belts, with soap, a brush and hot water. If worn, wash and dry uniforms according to the manufacturer's instructions.

FACT SHEET *Continued*

IF YOU ARE EXPOSED, TAKE THE FOLLOWING STEPS IMMEDIATELY:
- Wash needlestick injuries, cuts and exposed skin thoroughly with soap and water.
- If splashed with blood or potentially infectious material around the mouth or nose, flush the area with water.
- If splashed in or around the eyes, irrigate with clean water, saline or sterile irrigants for 20 minutes.
- Report the incident to the appropriate person identified in your employer's exposure control plan immediately. Additionally, report the incident to emergency medical services (EMS) personnel who take over care.
- Record the incident by writing down what happened. Include the date, time and circumstances of the exposure; any actions taken after the exposure; and any other information required by your employer.
- Seek immediate follow-up care as identified in your employer's exposure control plan.

Occupational Safety and Health Administration (OSHA) regulations require employers to have an exposure control plan, a written program outlining the protective measures the employer will take to eliminate or minimize employee exposure incidents. The exposure control plan guidelines should be made available to employees and should specifically explain what they need to do to prevent the spread of infectious diseases.

Additionally, OSHA requires that a hepatitis B vaccination series be made available to all employees who have occupational exposure within 10 working days of initial assignment, after appropriate training has been completed. However, employees may decide not to have the vaccination. The employer must make the vaccination available if an employee later decides to accept the vaccination.

Check out OSHA's website (www.osha.gov) or refer to your employer's exposure control officer for more information on OSHA's Bloodborne Pathogens Standard (29 CFR part 1910.1030).

American
Red Cross

Removing Disposable Gloves

Note: To remove gloves without spreading germs, never touch your bare skin with the outside of either glove.

1 PINCH GLOVE

Pinch the palm side of one glove near your wrist. Carefully pull the glove off so that it is inside out.

2 SLIP TWO FINGERS UNDER GLOVE

Hold the glove in the palm of your gloved hand. Slip two fingers under the glove at the wrist of the remaining gloved hand.

3 PULL GLOVE OFF

Pull the glove until it comes off, inside out. The first glove should end up inside the glove you just removed.

4 DISPOSE OF GLOVES AND WASH HANDS

After removing the gloves:

- Dispose of gloves and other personal protective equipment (PPE) in a proper biohazard container.

- Wash your hands thoroughly with soap and running water, if available. Otherwise, rub hands thoroughly with an alcohol-based hand sanitizer if hands are not visibly soiled.

STANDARD

Assume that every person is potentially infected or colonized with an organism that could be transmitted in the healthcare setting and apply the following infection control practices.

ATTENTION!

Hand Hygiene

Avoid unnecessary touching of surfaces in close proximity to the patient.

When hands are visibly dirty, contaminated with proteinaceous material, or visibly soiled with blood or body fluids, wash hands with soap and water.

If hands are not visibly soiled, or after removing visible material with soap and water, decontaminate hands with alcohol-based hand rub. Alternatively, hands may be washed with an antimicrobial soap and water.

Perform Hand Hygiene:
- Before having direct contact with patients
- After contact with blood, body fluids, or excretions, mucous membranes, non-intact skin, or wound dressings.
- After contact with a patient's intact skin (e.g. when taking a pulse or blood pressure or lifting a patient)
- If hands will be moving from a contaminated body site to a clean body site during patient care
- After contact with inanimate objects (including medical equipment) in the immediate vicinity of the patient
- After removing gloves

Personal Protect Equipment (PPE)

Wear PPE when the nature of the anticipated patient interaction indicates that contact with blood or body fluids may occur.

Before leaving the patient's room or cubicle, remove and discard PPE.

Gloves

Wear gloves when contact with blood or other potentially infectious materials, mucous membranes, non-intact skin, or potentially contaminated intact skin (e.g. of a patient incontinent of stool or urine) could occur.

Remove gloves after contact with a patient and/or the surrounding environment using proper technique to prevent hand contamination. Do not wear the same pair of gloves for the care of more than one patient.

Change gloves during patient care if the hands will move from a contaminated body site (e.g. perineal area) to a clean body site (e.g. face).

Gowns

Wear a gown to protect skin and prevent soiling or contamination of clothing during procedures and patient-care activities when contact with blood, body fluids, secretions, or excretions is anticipated.

Wear a gown for direct patient contact if the patient has uncontained secretions or excretions.

Remove gown and perform hand hygiene before leaving patient's environment.

Mouth, Nose, Eye Protection

Use PPE to protect the mucous membranes of the eyes, nose and mouth during procedures and patient-care activities that are likely to generate splashes or sprays of blood, body fluids, secretions or excretions.

During aerosol-generating procedures wear one of the following: a face shield that fully covers the front and sides of the face, a mask with attached shield, or a mask and goggles.

Respiratory Hygiene/Cough Etiquette

Educate healthcare personnel to contain respiratory secretions to prevent droplet and fomite transmission of respiratory pathogens, especially during seasonal outbreaks of viral respiratory tract infections.
Offer masks to coughing patients and other symptomatic persons (e.g. persons who accompany ill patients) upon entry into the facility.

Patient Placement

Include the potential for transmission of infectious agents in patient-placement decisions.

Patient-Care Equipment and Instruments/Devices

Wear PPE (e.g. gloves, gown) according to the level of anticipated contamination, when handling patient-care equipment and instruments/devices that are visibly soiled or may have been in contact with blood or body fluids.

Care of the Environment

Include multi-use electronic equipment in policies and procedures for preventing contamination and for cleaning and disinfection, especially those items that are used by patients, those used during delivery of patient care, and mobile devices that are moved in and out of patient rooms frequently (e.g. daily).

Textiles and Laundry

Hand used textiles and fabrics with minimum agitation to avoid contamination of air, surfaces and persons.

Safe injection practices

Needles, cannulae and syringes are sterile, single-use items; they should not be reused for another patient nor to access a medication or solution that might be used for a subsequent patient.

Florida State University
College of Nursing

GUIDELINE FOR ISOLATION PRECAUTIONS
Preventing Transmission of Infectious Agents in Healthcare Settings

Standard Precautions

IV. Standard Precautions
Assume that every person is potentially infected or colonized with an organism that could be transmitted in the healthcare setting and apply the following infection control practices during the delivery of health care.

IV.A. Hand Hygiene
IV.A.1.   During the delivery of healthcare, avoid unnecessary touching of surfaces in close proximity to the patient to prevent both contamination of clean hands from environmental surfaces and transmission of pathogens from contaminated hands to surfaces.
IV.A.2.   When hands are visibly dirty, contaminated with proteinaceous material, or visibly soiled with blood or body fluids, wash hands with either a nonantimicrobial soap and water or an antimicrobial soap and water.
IV.A.3.   If hands are not visibly soiled, or after removing visible material with nonantimicrobial soap and water, decontaminate hands in the clinical situations described in IV.A.2.a-f. The preferred method of hand decontamination is with an alcohol-based hand rub. Alternatively, hands may be washed with an antimicrobial soap and water. Frequent use of alcohol-based hand rub immediately following handwashing with nonantimicrobial soap may increase the frequency of dermatitis.
IV.A.3.a.   Before having direct contact with patients.
IV.A.3.b.   After contact with blood, body fluids or excretions, mucous membranes, nonintact skin, or wound dressings.
IV.A.3.c.   After contact with a patient's intact skin (e.g., when taking a pulse or blood pressure or lifting a patient).
IV.A.3.d.   If hands will be moving from a contaminated-body site to a clean-body site during patient care.
IV.A.3.e.   After contact with inanimate objects (including medical equipment) in the immediate vicinity of the patient.
IV.A.3.f.   After removing gloves.
IV.A.4.   Wash hands with non-antimicrobial soap and water or with antimicrobial soap and water if contact with spores (e.g., *C. difficile* or *Bacillus anthracis*) is likely to have occurred. The physical action of washing and rinsing hands under such circumstances is recommended because alcohols, chlorhexidine, iodophors, and other antiseptic agents have poor activity against spores.
IV.A.5.   Do not wear artificial fingernails or extenders if duties include direct contact with patients at high risk for infection and associated adverse outcomes (e.g., those in ICUs or operating rooms).
IV.A.5.a.   Develop an organizational policy on the wearing of non-natural nails by healthcare personnel who have direct contact with patients outside of the groups specified above.

IV.B. Personal protective equipment (PPE)
IV.B.1.   Observe the following principles of use:
IV.B.1.a.   Wear PPE, as described in IV.B.2-4,when the nature of the anticipated patient interaction indicates that contact with blood or body fluids may occur.
IV.B.1.b.   Prevent contamination of clothing and skin during the process of removing PPE (see Figure).
IV.B.1.c.   Before leaving the patient's room or cubicle, remove and discard PPE.
IV.B.2. Gloves
IV.B.2.a.   Wear gloves when it can be reasonably anticipated that contact with blood or other potentially infectious materials, mucous membranes, nonintact skin, or potentially contaminated intact skin (e.g., of a patient incontinent of stool or urine) could occur.
IV.B.2.b.   Wear gloves with fit and durability appropriate to the task.
IV.B.2.b.i.Wear disposable medical examination gloves for providing direct patient care.
IV.B.2.b.ii.Wear disposable medical examination gloves or reusable utility gloves for cleaning the environment or medical equipment.
IV.B.2.c.   Remove gloves after contact with a patient and/or the surrounding environment (including medical equipment) using proper technique to prevent hand contamination. Do not wear the same pair of gloves for the care of more than one patient. Do not wash gloves for the purpose of reuse since this practice has been associated with transmission of pathogens.
IV.B.2.d.   Change gloves during patient care if the hands will move from a contaminated body-site (e.g., perineal area) to a clean body-site (e.g., face).
IV.B.3. Gowns
IV.B.3.a.   Wear a gown, that is appropriate to the task, to protect skin and prevent soiling or contamination of clothing during procedures and patient-care activities when contact with blood, body fluids, secretions, or excretions is anticipated.
IV.B.3.a.i.Wear a gown for direct patient contact if the patient has uncontained secretions or excretions.
IV.B.3.a.ii.Remove gown and perform hand hygiene before leaving the patient's environment.
IV.B.3.b.   Do not reuse gowns, even for repeated contacts with the same patient.
IV.B.3.c.   Routine donning of gowns upon entrance into a high risk unit (e.g., ICU, NICU, HSCT unit) is not indicated.
IV.B.4. Mouth, nose, eye protection
IV.B.4.a.   Use PPE to protect the mucous membranes of the eyes, nose and mouth during procedures and patient-care activities that are likely to generate splashes or sprays of blood, body fluids, secretions and excretions. Select masks, goggles, face shields, and combinations of each according to the need anticipated by the task performed.
IV.B.5.   During aerosol-generating procedures (e.g., bronchoscopy, suctioning of the respiratory tract [if not using in-line suction catheters], endotracheal intubation) in patients who are not suspected of being infected with an agent for which respiratory protection is otherwise recommended (e.g., *M. tuberculosis*, SARS or hemorrhagic fever viruses), wear one of the following: a face shield that fully covers the front and sides of the face, a mask with attached shield, or a mask and goggles (in addition to gloves and gown).

IV.C. Respiratory Hygiene/Cough Etiquette
IV.C.1.   Educate healthcare personnel on the importance of source control measures to contain respiratory secretions to prevent droplet and fomite transmission of respiratory pathogens, especially during seasonal outbreaks of viral respiratory tract infections (e.g., influenza, RSV, adenovirus, parainfluenza virus) in communities.
IV.C.2.   Implement the following measures to contain respiratory secretions in patients and accompanying individuals who have signs and symptoms of a respiratory infection, beginning at the point of initial encounter in a healthcare setting (e.g., triage, reception and waiting areas in emergency departments, outpatient clinics and physician offices.
IV.C.2.a.   Post signs at entrances and in strategic places (e.g., elevators, cafeterias) within ambulatory and inpatient settings with instructions to patients and other persons with symptoms of a respiratory infection to cover their mouths/noses when coughing or sneezing, use and dispose of tissues, and perform hand hygiene after hands have been in contact with respiratory secretions.
IV.C.2.b.   Provide tissues and no-touch receptacles (e.g.,foot-pedaloperated lid or open, plastic-lined waste basket) for disposal of tissues.

IV.C.2.c.   Provide resources and instructions for performing hand hygiene in or near waiting areas in ambulatory and inpatient settings; provide conveniently-located dispensers of alcohol-based hand rubs and, where sinks are available, supplies for handwashing.
IV.C.2.d.   During periods of increased prevalence of respiratory infections in the community (e.g., as indicated by increased school absenteeism, increased number of patients seeking care for a respiratory infection), offer masks to coughing patients and other symptomatic persons (e.g., persons who accompany ill patients) upon entry into the facility or medical office and encourage them to maintain special separation, ideally a distance of at least 3 feet, from others in common waiting areas.
IV.C.2.d.i. Some facilities may find it logistically easier to institute this recommendation year-round as a standard of practice.

IV.D. Patient placement
IV.D.1. Include the potential for transmission of infectious agents in patient-placement decisions. Place patients who pose a risk for transmission to others (e.g., uncontained secretions, excretions or wound drainage; infants with suspected viral respiratory or gastrointestinal infections) in a single-patient room when available.
IV.D.2. Determine patient placement based on the following principles:
-Route(s) of transmission of the known or suspected infectious agent
-Risk factors for transmission in the infected patient
-Risk factors for adverse outcomes resulting from an HAI in other patients in the area or room being considered for patient-placement
-Availability of single-patient rooms
-Patient options for room-sharing (e.g., cohorting patients with the same infection)

IV.E. Patient-care equipment and instruments/devices
IV.E.1. Establish policies and procedures for containing, transporting, and handling patient-care equipment and instruments/devices that may be contaminated with blood or body fluids.
IV.E.2. Remove organic material from critical and semi-critical instrument/devices, using recommended cleaning agents before high level disinfection and sterilization to enable effective disinfection and sterilization processes.
IV.E.3. Wear PPE (e.g., gloves, gown), according to the level of anticipated contamination, when handling patient-care equipment and instruments/devices that is visibly soiled or may have been in contact with blood or body fluids.

IV.F. Care of the environment
IV.F.1.   Establish policies and procedures for routine and targeted cleaning of environmental surfaces as indicated by the level of patient contact and degree of soiling.
IV.F.2.   Clean and disinfect surfaces that are likely to be contaminated with pathogens, including those that are in close proximity to the patient (e.g., bed rails, over bed tables) and frequently-touched surfaces in the patient care environment (e.g., door knobs, surfaces in and surrounding toilets in patients' rooms) on a more frequent schedule compared to that for other surfaces (e.g., horizontal surfaces in waiting rooms).
IV.F.3.   Use EPA-registered disinfectants that have microbiocidal (i.e., killing) activity against the pathogens most likely to contaminate the patient-care environment. Use in accordance with manufacturer's instructions.
IV.F.3.a. Review the efficacy of in-use disinfectants when evidence of continuing transmission of an infectious agent (e.g., rotavirus, *C. difficile,* norovirus) may indicate resistance to the in-use product and change to a more effective disinfectant as indicated.
IV.F.4.   In facilities that provide health care to pediatric patients or have waiting areas with child play toys (e.g., obstetric/gynecology offices and clinics), establish policies and procedures for cleaning and disinfecting toys at regular intervals.
Use the following principles in developing this policy and procedures:
-Select play toys that can be easily cleaned and disinfected
        -Do not permit use of stuffed furry toys if they will be shared
        -Clean and disinfect large stationary toys (e.g., climbing equipment) at least weekly and whenever visibly soiled
        -If toys are likely to be mouthed, rinse with water after disinfection; alternatively wash in a dishwasher
        -When a toy requires cleaning and disinfection, do so immediately or store in a designated labeled container separate from toys that are clean and ready for use
IV.F.5.   Include multi-use electronic equipment in policies and procedures for preventing contamination and for cleaning and disinfection, especially those items that are used by patients, those used during patient care, and mobile devices that are moved in and out of patient rooms frequently (e.g., daily).
IV.F.5.a. No recommendation for use of removable protective covers or washable keyboards. *Unresolved issue*

IV.G. Textiles and laundry
IV.G.1.   Handle used textiles and fabrics with minimum agitation to avoid contamination of air, surfaces and persons.
IV.G.2.   If laundry chutes are used, ensure that they are properly designed, maintained, and used in a manner to minimize dispersion of aerosols from contaminated laundry.

IV.H. Safe injection practices
The following recommendations apply to the use of needles, cannulas that replace needles, and, where applicable intravenous delivery systems
IV.H.1.   Use aseptic technique to avoid contamination of sterile injection equipment.
IV.H.2.   Do not administer medications from a syringe to multiple patients, even if the needle or cannula on the syringe is changed. Needles, cannulae and syringes are sterile, single-use items; they should not be reused for another patient nor to access a medication or solution that might be used for a subsequent patient.
IV.H.3.   Use fluid infusion and administration sets (i.e., intravenous bags, tubing and connectors) for one patient only and dispose appropriately after use. Consider a syringe or needle/cannula contaminated once it has been used to enter or connect to a patient's intravenous infusion bag or administration set.
IV.H.4.   Use single-dose vials for parenteral medications whenever possible .
IV.H.5.   Do not administer medications from single-dose vials or ampules to multiple patients or combine leftover contents for later use.
IV.H.6.   If multidose vials must be used, both the needle or cannula and syringe used to access the multidose vial must be sterile.
IV.H.7.   Do not keep multidose vials in the immediate patient treatment area and store in accordance with the manufacturer's recommendations; discard if sterility is compromised or questionable.
IV.H.8.   Do not use bags or bottles of intravenous solution as a common source of supply for multiple patients.
IV.I.   Infection control practices for special lumbar puncture procedures
Wear a surgical mask when placing a catheter or injecting material into the spinal canal or subdural space (i.e., during myelograms, lumbar puncture and spinal or epidural anesthesia).
Worker safety
Adhere to federal and state requirements for protection of healthcare personnel from exposure to bloodborne pathogens.

ACADEMIC RESOURCES

LIBRARY RESOURCES

On the library homepage (www.lib.fsu.edu) you will find a Research Guide for Nursing (http://guides.lib.fsu.edu/nursing) which links you to all the databases and gives you a tutorial for searching databases. The nursing subject librarian is Kelly Grove, kegrove@fsu.edu. She is a wonderful resource for answering question about the library or finding articles.

FSU Library List of Services

From the library home page, you can click on "Help and Support," and it has a list of all services available to graduate students.

The following are just a few of the services:
Ask a Librarian - Ask a librarian provides FSU students, faculty, and staff with virtual reference services through live chat and text messaging whenever the library is open

Subject librarians -They order materials, perform consultations, and work with graduate students and faculty of FSU. The nursing subject librarian is Kelly E. Grove

Bradley Reading Room – The Scholars Commons Reading Room (located on the ground floor of Strozier Library) provides an environment for independent and collaborative research. The Scholars Commons Reading Room (located on the ground floor of Strozier Library) provides an environment for independent and collaborative research.

Consultation – A consultation with a librarian who specializes in your area of study will be able to assist with your research needs at any level.

DigiNole – Florida State University's digital repository, provides online access to thousands of unique and historical materials, as well as the products of original research by the FSU community.

Get Library Help – Research help at the libraries includes face to face and virtual. Search the Research Guides for specific areas of study, contact a librarian who specializes in your area, or use the chat function.

Interlibrary Loan – Interlibrary Loan (ILL) is a service through which a student, faculty, or staff of Florida State University may obtain books or obtain photocopies of articles from other institutions.

Off Campus Access – Access to our resources off-campus requires logging into a proxy server. Logging in allows databases to recognize you as a member of FSU and to download and browse articles as needed.

UBorrow – Allows you to request materials directly from participating libraries within Florida's state university and college system. This unmediated borrowing service increases your access to

the collections of the other universities and colleges in Florida and delivers faster than standard Interlibrary Loan.

Writing Center @Strozier – The Reading/Writing Center (RWC) is available at Strozier on the main floor, next to the reference desk. The RWC offers individualized instruction in composition and reading through one-to-one tutoring and small group workshops. Students may make appointments or walk-in for assistance. Students can be seen at the writing center by appointment or as walk-in. CON encourages graduate students to take ENG 5998, an online writing course through the English Department. ENG 5998 provides individualized instruction for graduate students working on papers, articles, research projects, these, and dissertation. They now offer students the opportunity to schedule appointments online, 24/7. To make an appointment, please visit this website: fsu.mywconline.com. If you are interested in take ENG 5998 contact Kamila Albert of the RWC at **english-rwc-ds@fsu.edu**.

General Library Information

The **Paul Dirac Science Library**, in the heart of the Science Center complex scientific and technical books and periodicals. Public access terminals and microcomputers connected to the University's Computer Center are available for student use. Many nursing-related journals are housed here. Contact numbers is (850) 644-5534.

The **Robert Manning Strozier Library** and its four branch libraries hold over 1,800,000 books and periodicals, over 150,000 maps, and over 590,000 government documents. The library is a depository for U.S. Federal and State of Florida documents as well as for the United Nations and UNESCO. Within the library is a Micro Materials Center with facilities for making paper copies of microforms. The FSU library has acquired many electronic journals, books and databases, which are available to students and faculty. Please go to http://www.lib.fsu.edu/ for a description of the services provided by the FSU Library. Tutorials on use of e-journals and databases are located at this website.

The Library Users Information Service (LUIS) allows access to an online computer catalog of the holdings of all the libraries at Florida State University and of each library in the State University System of Florida. Bibliographical subject searches are provided by library staff through computer terminals located in the Strozier and Dirac libraries. Through the Inter-Library Loan Program, materials may be borrowed from other libraries at no or minimal cost. Library hours change during breaks, holidays, and summer sessions. Call (850) 644-3278 for a recorded message giving current hours.

The **College of Medicine Medical Library** Though the emphasis is on delivering information electronically whenever available, the Medical Library has acquired a quality core print collection of books and journals. The Medical Library collection focuses on medicine and delivery of medical care to rural, geriatric, and other underserved populations. The library's collection includes electronic journals and on-line medical databases which are accessible to nursing students and can be accessed through an off-campus proxy server. For general information contact the library at (850) 644-3883 or see www.med.fsu.edu/library.

COLLEGE OF NURSING RESOURCES

Simulation and Skills Laboratory is a suite for practice and demonstration located on the third floor of the College of Nursing Building. The facility is fully equipped with a wide variety of supplies and equipment. It may be used for practicing such skills as advanced health assessment and can also provide graduate Teaching Assistants practice teaching opportunities with undergraduate students. The Skills Lab also houses the adult and pediatric Human Patient Simulators. For practice with either, arrange dates and times with Lab Coordinator at (850) 645-0657.

COMPUTER RESOURCES

Establishing a Student Internet Account

All FSU faculty, staff, students, retirees, and alumni are eligible to receive email accounts. For most users, the email login and password credentials will be the same as their FSUID. Students email addresses are created after activating an FSUID. Students are normally issued email addresses based on the first initial of their first, middle, last name, and the 2-digit year of admission. For more information go to Information Technology Services at http://its.fsu.edu.

College of Nursing Graduate Program Canvas Site

Provides Information and announcements pertaining to the College of Nursing and the Graduate Nursing Program. Students are encouraged to check this site weekly to keep informed of upcoming events and updated materials. Go to nursing.fsu.edu for more information on available resources.

FSU Information Technology Services

There is a Guide to Computing at FSU and other information available from their web site http://www.its.fsu.edu and the help desk is at http://helpdesk.fsu.edu.

FSU Computer Store

Handles all computer purchase programs enabling students, faculty and staff to purchase Apple, Compaq, Dell and Gateway computers at educational prices. Information and pricing is available at the Computer Store web site http://www.bkstr.com/floridastatestore/shop/technology/computers-and-tablets.

FSU Bookstore

Handles all software packages and offers exceptional education pricing. Software is available in the store and on-line at http://www.fsu.bkstr.com or (850) 644-2072.

Computer Labs

FSU Information Technology Services (ITS) provides a virtual computer lab—myFSUVlab—that is available to the entire university. This lab is open to all FSU students, faculty, and staff. MyFSUVlab is accessible at https://myfsuvlab.its.fsu.edu/vpn/index.html. To sign in, use your FSUID and password. Go to https://its.fsu.edu/service-catalog/end-point-computing/myfsuvlab to get more information.

COMPUTER SPECIFICATIONS

Part 1: Computer System Specifications

Hardware:
Any computer that is older than 2 years will typically not be able to perform the tasks required to complete the program. Your computer needs to have full multimedia capabilities (sound, microphone, and web cam). Headphones or ear buds, web cam, and microphone will be required to access online presentations and to participate in online video conferencing sessions. An important part of your computer is having a plan for backing up your data. There are several inexpensive services (Dropbox, Mosy, Carbonite, etc.) that will ensure your important files are automatically backed up.

Software:
The University provides you with a free version of Microsoft Office 365 online with your @fsu.edu account. The link below will take you to the FSU Information Technology Services site for Student Essentials: http://its.fsu.edu/student-essentials . This page explains what is available and offers links to imports sites. There is also student version of Microsoft Office available for a discounted price and Google Docs is available for free. You will want to make sure you have an anti-virus program (Microsoft Security Essentials is free) and a program to remove malware (Super AntiSpyWare is free). Software is typically updated every month and you need to make sure you have the latest updates for your computer to function properly.

Internet Connection:
As a student, you are responsible for setting up an account with an Internet Service Provider (ISP), a company that provides the software and service necessary for accessing the Internet. If you are not comfortable troubleshooting problems on your computer, you will want to sign up with an ISP with a 24-hour help desk.

Internet Browsers:
It is highly recommended that you load at least two browsers on your computer. If you have problems accessing course material the first thing to do is try a different browser. The most popular browsers are Chrome, Firefox, Safari, and Microsoft Edge. All browsers are constantly being updated and it is important to check for updates.

Mobile device (smart phones, tablets, etc.):
You are required to have a device with a mobile app for your use in the clinical setting. You can download various useful mobile apps from the FSU College of Medicine Maguire library site.

Go to https://www.lib.fsu.edu ; go to libraries in the drop-down box, click on Maguire Medical Library in the Resources box, click on Mobile Resources. You will find a number of resources that you can put on your mobile device. You need to follow the directions for each item in order to access it. These apps are free for FSU students. The following is the direct web address for the College of Medicine's library site: https://med.fsu.edu/library.

If you have questions about other apps to purchase contact Dr. Barfield and she can help with your decision.

Part 2: Communications

E-Mail Service:
As an FSU student, you will receive a University e-mail account that is **used for all communications from the University**. It is your responsibility to check your email daily and to ensure that email forwarding, if you have that set up, is working properly.

Videoconferencing:
You will need a webcam, a microphone and a set of earphones or ear buds to participate in videoconferencing required for some online and practicum courses. If your laptop does not have a built-in microphone you will need to purchase an external microphone to participate in the videoconferences. Please note that if you have problems accessing videoconferencing sessions with your computer a good alternative may be to use your smartphone or tablet; they come standard with built-in cameras and microphones.

Human Resourcefulness:
The success of technology application depends on your persistence and ingenuity. Your grades will not depend on your successful use of technology, but successfully using technology will enhance your educational experience. Please do your best to make it work. It is highly recommended to have a network for technical support. Share problems, useful experiences and tips with your classmates and instructors on the Discussion of your course sites. The University provides general computer support by phone (850-644-4357) and its website: https://its.fsu.edu/its-service-desk . Canvas support is provided through the Canvas website, the Canvas Support site: http://support.canvas.fsu.edu , by e-mailing canvas@fsu.edu , or calling (850) 644-8004.

RESEARCH AND STATISTICS

Ranked in the prestigious Carnegie Foundations Research I Universities category, the Florida State University places paramount importance on the value of quality research. Accordingly, the College of Nursing equally values the primary importance of research in nursing education.

College of Nursing also has a statistical advisor, Dr. Insu Paek at (850) 644-3064 or ipaek@fsu.edu. Please call him to make an appointment as needed.

GRADUATE STUDENT FACILITIES

Graduate Nursing Students may reserve either a classroom or a conference room in Duxbury Hall as needed for academic purposes. Requests are to be made to Jackie Sessions and should be given at least two weeks in advance. She is in Room 461 and can be reached at (850) 644-5100 or jsessions@fsu.edu.

OTHER UNIVERSITY FACILITIES AND SERVICES

Florida State University offers a vast range of services, which enhance the academic experience. The new FSU Student Union was completed in Summer 2022. The student union offers postal, food, banking, and traveling services. The University Book Store (850-644-2072), located on the ground floor of the Student Union, offers a wide variety of student supplies, software, sportswear, and texts. Online orders can be placed at http://www.fsu.bkstr.com. Another excellent source from which to obtain course-required texts is Bill's Bookstore. Go to http://www.billsbookstore.com for locations and hours of operations. Ambulatory health services, including counseling and stress management, are available to students at the Health and Wellness Center (850-644-6230). The Leach Student Recreation Center (850-644-0550) offers an array of fitness activities, including work-out equipment, indoor track, racquet ball and squash courts, and Olympic-sized swimming pool. A number of intramural programs are also available each semester. Contact the Campus Recreation Office at 850-644-0551.

The University provides many fine arts programs and cultural activities with music, theater, dance, and visual arts events held throughout the year. "Opening Nights" is a yearly concert series that brings to campus world-renowned actors, authors, musicians, and artists in the fine and performing arts.

The Office of Financial Aid can provide information on financial assistance opportunities from a number of sources (850) 644-0539; https://financialaid.fsu.edu. The Career Center, located in Albert and Judith Dunlap Student Success Center at 100 South Woodward, provides career counseling and advising services (resume writing, job locators). (850) 644-6431. The Office of Parking Services is responsible for the administration of the parking and transportation program on campus (850) 644-5278.

PROFESSIONAL ACTIVITIES/ORGANIZATIONS/FELLOWSHIPS

Sigma Theta Tau

For more than 75 years the Sigma Theta Tau International Honor Society of Nursing has promoted excellence across all areas of nursing practice, from clinical and research to education and administration. It leads and supports the scientific inquiry into how nursing can best respond to patient needs. Members have access to an unequaled array of resources that can be used to benefit their careers in an international community of nurses that positions the profession at the forefront of health care by supporting scholarship, research, and leadership worldwide.

FSU's chapter is Beta Pi. Membership is conferred upon students who demonstrate exceptional academic performance as well as working nurses who have demonstrated exceptional achievements in their practice. To be eligible for membership as a graduate degree student, one must have completed one-quarter of the graduate program, achieved a grade point average of at least 3.5 on a 4.0 scale, and meet the expectation of academic integrity.

Alumni Association

The College of Nursing Alumni Association was organized in 1977 to (1) provide an opportunity to maintain a life-long association with the College (2) provide a framework for alumni with a common interest to meet formally or informally for educational, professional, and other alumni-oriented purposes (3) provide an advisory service to the College of Nursing and its alumni and (4) stimulate continued interest in and financial support from the College of Nursing at Florida State University.

The leadership of the College of Nursing Alumni Association encourages alumni to participate in the recruitment of qualified students to the nursing program, to support the development of scholarship fund, to assist in the beautification of the Nursing Building, and to promote interest in Florida State University in their local areas.

The Alumni Association has an annual get-together during Homecoming weekend with recognition anniversaries of certain classes. Any College of Nursing alumnus, or friend whose interests are related, is eligible for membership in this Association. Contact the College of Nursing Dean's Office at (850) 644-3299 for more information.

Membership on College of Nursing Committees

The Bylaws of the College of Nursing explicitly include student membership on committees. You may be asked, or may volunteer, to serve on the Admission, Curriculum, Student Affairs, and Program Evaluation committees as a graduate student representative. Contact the Assistant Dean for Graduate Programs, Dr. Barfield, for additional information.

Florida Nurses Association (FNP)
If you are not a member of the Florida Nurses Association (FNA) the faculty strongly encourages you to join. The address of the FNA is 1235 East Concord St., Orlando, FL 32853-6985, their telephone number is (407) 896-3261 and website is www.floridanurse.org. Masters and DNP prepared nurses have the responsibility of leadership in the profession. The FNA is the voice of the profession and is an agent for change.

American Association of Nurse Practitioners (AANP)
If you are a nurse practitioner (NP), NP student or person or organization interested in the NP role, the American Association of Nurse Practitioners® (AANP) has the information, tools and resources you need. Shaped by the shared vision and challenges of our growing NP community, AANP aims to empower all NPs to advance quality health care through practice, education, advocacy, research and leadership. **AANP website is** https://www.aanp.org/

Graduate Nursing Student Organization (GNSA)
The Graduate Nursing Student Association (GNSA) was organized in the Spring of 1992. Its purpose is to provide a social support system and academic network for graduate students to promote the interests of graduate students and provide formal input into the College of Nursing graduate program. Membership is open to any graduate nursing student. Participation in this organization offers the opportunity for representation on the Dean's Advisory Committee and to serve as liaison to the Council for Advanced Practice Nursing. Officers should be elected in the Fall semester of each year.

Council of Advanced Practice Nursing (CAPN)-Tallahassee
The Council of Advanced Practice Nurses meets monthly in Tallahassee for continuing education and networking. The Graduate Nursing Student Organization sends a student representative to this meeting. Students may join for a reduced rate, or they may attend any meeting (which provides dinner) for a small fee for Contact Hours. CAPN website is https://capntally.enpnetwork.com/.

Florida Nurse Practitioner Network (FNPN)-Florida
FNPN is a network of Nurse Practitioners across all specialties and setting in Florida. FNPN was founded in 2002 through a vision and passion to unite all the NP groups in an organization to effect real change in the profession. The FNPN mission is to promote our profession in such a manner and environment that allows NP to provide the very best health care possible to the citizens of Florida. FNPN website is https://fnpn.enpnetwork.com/

Sarasota County Nurse Practitioners (SCNP) -Sarasota
Sarasota County Nurse Practitioners promote excellence in practice, education, policy, and research. They serve as a resource for NPs, their patients and other health care consumers. They provide educational and professional development for nurse practitioners and encourage networking between members. SCNP website is https://sarasotacountynp.enpnetwork.com/

Central Florida Advance Nursing Practice Council (CFANPC)
The Central Florida Advanced Nursing Practice Council (CFANPC) is an association of Advanced Practice Nurses organized to advance, foster, encourage, promote, and improve the care given to patients by Advanced Practice Nurses. CFANPC website is
https://cfanpc.enpnetwork.com/

GRADUATE TEACHING/RESEARCH ASSISTANTSHIPS

Teaching Assistants (TA) and Research/Graduate Assistants (GA)
The College of Nursing may employee TA/GAs if positions and funds are available.
A student interested in becoming a graduate assistant (TA or GA) must first contact the Assistant Dean of Graduate Programs to discuss general requirements. The prospective GA will then submit in writing to the Assistant Dean for Graduate Programs her/his desire to become a GA and a current CV/resume. Additional polices and information available for GA can be found in the current FSU Graduate Bulletin.

GA General Requirements
Graduate assistants are identified by levels according to their specific responsibilities. Refer to student policy G-3 Graduate Assistantship for specific information in general all GA's, regardless of levels, must meet the following general requirements:
1. Have a BS degree in Nursing.
2. Hold a current Florida RN license.
3. Have had recent clinical nursing experience.
4. Be fully admitted to the Doctor of Nursing Practice (DNP) Program in the College of Nursing.
5. Be in good academic standing with a minimum GPA of 3.0.
6. Register for a minimum of 9 credit hours during the semester they are employed as a GA.
7. Attend orientations to the College of Nursing, to clinical agencies, and to the specific course to which they are assigned, including all course and level term meetings, if applicable.
8. Confer on a weekly basis with the assigned Faculty to which they are assigned.
9. Adhere to policies and procedures of Florida State University, the College of Nursing, and assigned course.
10. Teaching Assistants must register for a minimum of 1 credit hour in NGR 5941L (Supervised Teaching) during the first semester they are employed as a TA. Participation in weekly seminars is required. TAs must also attend orientation programs conducted by the FSU Program for Instructional Excellence (PIE), both days.

FACULTY RESEARCH INTERESTS

FACULTY RESEARCH INTERESTS

Faculty will be discussing their research interests in various forums with graduate students early in the program. Students are encouraged to contact faculty who have interests similar to theirs to discuss thesis and/or research project topics. Please visit the College of Nursing website (https://nursing.fsu.edu/faculty-staff/faculty) to read in detail about faculty and their current research interests.

Name	Degrees	Specialty/Role	Research/Interest
Abbott, Laurie Assistant Professor	PhD, Florida Atlantic Univ. MSN, Florida State Univ. BSN, Florida State Univ.	Health Disparities Public health	Health promotion interventions in rural community settings
Ahn, Hyochol Professor and Associate Dean for Research	PhD, University of Florida MSN, University of Florida BSN, University of Florida	Aging and Geriatric Care	Pain, dementia, psychosocial symptoms, nonpharmacological intervention, brain stimulation, brain imaging, health disparities
Bahorski, Jessica Assistant Professor	PhD, Univ. of Alabama MSN Vanderbilt Univ. BSN Samford Univ.	Pediatric Nurse Practitioner; Women's Health Nurse Practitioner	Care of the pediatric patient in acute care and primary care settings; Parental self-efficacy, feeding practices, weight in infancy, obesity in mother-child dyads; family-based obesity prevention in infants and toddlers
Baker, Susan Associate Dean of Academic Affairs	PhD, Univ. South Florida MSN, Univ. South Florida BSN, Florida A & M Univ.	Administration	Prostate Cancer screening; breast cancer health beliefs in AA women.
Bamber, Mandy Assistant Professor	PhD, St Louis Univ. MSN, Florida State Univ. BSN, Florida State Univ.	Maternal health Nurse Educator	Alternative therapies, mindfulness mediation and effects on stress and anxiety
Barfield, LeeAnn Teaching Faculty II AGACNP Coordinator Assistant Dean for Graduate Programs	DNP, University of South Alabama MSN, University of South Alabama BSN, Florida State University	Acute Care Trauma Care Leadership	Emergent and trauma care, ICU psychosis, Critical communication and collaboration, Enhanced Recovery after Surgery (ERAS), Vicarious trauma/Cost of caring for healthcare providers, Emotional Intelligence in healthcare, Moral courage in leadership, Healthcare and Nursing leadership
Budhwani, Henna Professor	PhD in Medical Sociology, University of Alabama at Birmingham MPH in Health Care Organization and Policy, University of Alabama at Birmingham MA in Sociology with Certification in Gerontology, University of Alabama at Birmingham BS in Biology, Northern Illinois University	Implementation Sciences; Pragmatic Clinical Trials; Intervention Research; Mixed Methods	Stigma reduction and health equity promotion among underserved populations in resource-constrained settings in the southern United States and abroad; mHealth and digital health to improve care engagement among adolescents and emerging adults at risk for HIV, mental illness, and physical harm.
Craig-Rodriguez, Alicia Teaching Faculty II FNP Coordinator	DNP, Florida State Univ. MBA, Univ. of South Florida BSN, Univ. Central Florida BA, Univ. of South Florida	Family NP Functional Medicine Entrepreneurship Leadership Policy	Integrative and Functional Medicine; Epigenetics; Nurse Entrepreneurship, Leadership and Mentoring; Health Care Policy Health; Care Access
Cormier, Eileen Associate Professor	PhD, Univ. of Florida MSN, Boston College MN, Dalhousie Univ. BSN, Univ. of New Brunswick	Mental health CNS	Decision-making and coping, caring for patients with psychiatric comorbidities; mental health literacy, aging, psycho pharmacogenetics

Name	Degrees	Specialty/Role	Research/Interest
Dickey, Sabrina Assistant Professor	PhD, Florida State Univ. MSN, Florida State Univ. BSN, Florida State Univ.	Health Disparities Community Health	Health disparities among minority populations; family health and cancer communication; prostate cancer/screening and quality of life
Graven, Lucinda Associate Professor	PhD, Univ. of Alabama MSN, Florida State Univ. BSN, Florida State Univ.	Cardiovascular disorders, Chronic Disease Management	Heart failure and adverse outcomes, Self-care; social problem-solving and social support; caregivers of patients with chronic diseases; chronic disease self-management; depression in chronic illness
Greenhalgh, Jolynn Teaching Faculty III	DNP, Univ. of Florida MSN, Florida State Univ. BSN, Florida State Univ.	Family Nurse Practitioner; Nursing Education	Women's health, obstetrics, adolescent gynecology, aesthetics, sun protection, nursing entrepreneur
Hartline, Marsha Teaching Faculty II	DNP, Samford University MSN, Florida State University BSN, The University of Arkansas for Medical Sciences BSE, Jacksonville State University	Nurse Manager Nursing Administration Medical-Surgical Nursing	Patient safety; decreasing inpatient falls, ID errors, CAUTI's and HAPU's; Healthy work environments; Nurse burnout and compassion fatigue; Workplace violence; Nurse retention
Hayes, Tara Teaching Faculty II	DNP, Samford University MSN, Florida State University BSN, Florida State University	Nursing Education; Nursing; CNS Administration	Nurse Focused Heart Failure Education; Case Management
Karioth, Sally Professor	PhD, Florida State Univ. MSN, Univ. of Florida MS, Florida State Univ. BSN, Univ. of Wisconsin-Madison	Higher Education Community family Clinical Specialist-APRN	Various aspects of death and dying; Coping with loss; Choices of funeral methods; Adult Education; Trauma and multicultural grief; International nursing; Certified Traumatologist
Kendall, Lauren Teaching Faculty II	DNP, Samford Univ. MSN, Florida State Univ. BSN, Florida State Univ.	Nursing Education	Failure to rescue; smoking cessation
Kung, Mai Teaching Faculty III	DNP, Univ. of Florida MPH, Emory Univ. MN, Emory Univ. BSN, Univ. Texas at Austin Post Master's NE Certificate-FSU	Family Nurse Practitioner; Psychiatric Nurse Practitioner. Policy	Women's health, Healthcare policy and ethics, immunizations, healthcare access
Lipford, Karen Teaching Faculty II	DNP, Troy State University EdD, University of West Florida Post MSN PMHNP-C, University of South Alabama MSN, Florida State University BSN, Florida State University ADN, Chipola College	Family Medical and Psychiatric Nurse Practitioner	Medical Screening of clients, risk factors for success on the NCLEX-RN exam, Electronic Health Records, and mental health care
Liu, Tingting Associate Professor	PhD, Emory University BSN, Sichuan University	Biobehavioral science, type 2 diabetes, cognitive dysfunction	Gene and lifestyle interactions in predicting risk of developing cognitive dysfunction among cognitively normal individuals with type 2 diabetes
Martorella, Geraldine Associate Professor	PhD, Univ. of Montreal MSN, Univ. of Montreal BSN, Univ. of Montreal	Pain management Acute adult care Perioperative care research	Prevention of chronic pain; Web-based tailored interventions; CAM approaches; RCT; mixed method research
Miao, Hongyu Professor	PhD, University of Rochester MS, University of Rochester BS, Tsinghua University	Statistics and data science	Digital health, clinical trial, neuroimaging, machine learning, time series, network analysis, healthcare decision
Millender, Eugenia Associate Professor	PhD Florida Atlantic Univ. MS, Florida Atlantic Univ. BSN Florida Atlantic Univ. AA, College of Lake County Post Grad. PMHNP	Psychiatric Mental Health NP	Health Disparities; mental health wellness
Newlin-Bradner, Mia Assistant Professor	PhD, Florida State University MSN, Florida State University	Nursing Education; Lifestyle Medicine	Exercise science; Lifestyle medicine and preventative health; Heart failure

Name	Degrees	Specialty/Role	Research/Interest
	BSN, Florida State University		
Paek, Insu Research Faculty I and Statistician	PhD, Univ. of California Berkeley	Statistical methods and psychometrics	Investigations of the issues in applications of statistical methods and psychometric methods, classical test theory, item response theory, rasch analysis, differential item functioning in a test, test score equating, and some latent modeling such as structural equation modeling
Park, Hye Jin Associate Professor	PhD, Univ. of Iowa MSN, Chonnam Nat Univ. BSN, Korea Open Nat Univ. Dip, Chosun College of Nursing	Informatics, Nursing Admin	Health Informatics; eHealth literacy; mobile Health; Information Seeking Behaviors; Standardized medical terminologies
Porterfield, Susan Assistant Professor	PhD, Univ. of Florida MSN Florida State Univ. BSN, Minot State Univ., ND MS/HRMD, Chapman Univ., CA BA, Western State College, CO	Family Health; Women's Health; Family Nurse Practitioner	Phenomenology; qualitative research; women's live experience with HPV; family and & women's health; disruptive clinical behavior; workplace violence; incivility in the workplace; Military/veteran Mental Health
Scott-King, Geneva Teaching Faculty II	DNP, University of Alabama at Birmingham MSN, Albany State University BSN, Valdosta State University	Family Practice, including Women's Health and College Health	Community Based Assessment of Cardiometabolic Risks and Obesity
Tucker, Denise Teaching Faculty III	PhD, Univ. AL Birmingham MSN, Univ. of Florida BSN, Florida State Univ. BA, Florida State Univ.	Adult Health Nursing Adult Critical Care Nursing; Nursing Education	Simulation; Palliative and end-of-life care; ethics; music therapy; nursing education; nursing informatics; qualitative methodology
Wang, Jing Dean and Professor	PhD, University of Pittsburgh MSN, University of Pittsburgh MPH, University of Pittsburgh. BMed, Jiangxi Medical College	Aging, community, informatics	Digital health, health equity, diabetes
Whitten, Kay Teaching Faculty II	DSN, Louisiana State Univ. MSN, Univ. of Arkansas BSN, Univ. AL Birmingham	Acute Care; Family Health; Family NP with PMH background	Families of adolescents with mental illness, depression, suicide prevention; adolescent health promotion; health disparities
Whyte, James Professor	PhD, Univ. of Leicester, UK ND, Case Western Reserve MSN, Clarkson College-Omaha BSN, Univ. of South Carolina	Family NP Critical Care; Emergency Medicine; Military and Veterans Healthcare	Healthcare professional clinical and cognitive performance. Clinical Decision Making, HIV Disease in ethnically diverse populations, Chronic Disease management in African Americans
Whyte, Maria Teaching Faculty III	DHSc, Nova Southeastern Univ. MSN, Clarkson College BSN, Univ. of South Carolina	Family Nurse Practitioner, Simulation	Interprofessional education, practice and simulation; Parental Decision making and Vaccination and technology and educational practice.
Winton, Theresa Teaching Faculty II PMH Coordinator	DNP, Florida State Univ. BSN, Florida State Univ.	Family NP Nursing education, Psychiatric Mental Health NP	Global health; nursing education; acute care; psychiatric mental health issues
Wong, Frankie Professor	PhD (Soc Psy), Texas A&M U B.A. (Honors), U of Guelph, Cdn	HIV & non-HIV STIs Sexual health Substance abuse	Intersectionality of clinical and macrosocial determinants on physical and psychosocial health (both domestic and global)
Xavier Hall, Casey Assistant Professor, Center of Population Sciences for Health Equity	PhD, Emory University MPH, Emory University BA, Western Washington University	Behavioral, Social & Health Education Sciences; Global Health	Health disparities, sexual health, violence, mental health, sexuality, gender, intersectionality

PRECEPTOR INFORMATION

PRECEPTOR INFORMATION

The purpose of the clinical preceptor program is to provide the students with a professional role model whose guidance will enhance the attainment of student learning. The preceptor will act as a facilitator and resource person to the student during the clinical learning experiences and will participate in the evaluation of the student's learning. The preceptor will act as a facilitator and resource person to the student during the clinical learning experiences and will participate in the evaluation of the student's learning. A preceptor handbook and training module have been developed and will be supplied to the preceptor by the student or Assistant Dean for Graduate Programs.

Functions and Responsibilities of the College of Nursing:
1. CON verifies that an FDLE/FBI Level II Background Screening has been completed for the student.
2. CON verifies that the student meets the clinical clearance requirements and able to start participating in the clinical experience.
3. Additionally, CON verifies that the student has completed the required drug screening, has personal health insurance, has professional liability insurance coverage, and proof of current, unencumbered Registered Nurse license in the United States.

Functions and Responsibilities of the Preceptor:
1. Participate in a preceptor orientation.
2. Function as a role model at the clinical site.
3. Orient the student to the agency/clinical site.
4. Assure safe nursing practice by supervising the student's performance of clinical skills.
5. Assist the student in identification and monitoring of available activities, which accomplish the clinical objectives.
6. Communicate verbally and in writing with the student and collaborate with the faculty regarding student performance.
7. Provide feedback to the nursing program regarding clinical activities for students and suggestions for curriculum/program development as needed.
8. Keep the faculty informed of student performance when needed or if any problems occur.
9. Participate in evaluation of the preceptor program as needed.

Functions and Responsibility of the Student:
1. Participate in the selection of a clinical practicum and preceptor, when appropriate.
2. Supply preceptor will a copy of the course syllabus.
3. Maintain accountability for her/his learning activities.
4. Prepare for each clinical experience as needed and expected.
5. Be accountable for nursing practice activities while in the clinical setting. Arrange with your preceptor your clinical schedule for the semester.
6. Share learning experiences in grand rounds, clinical seminars, and student/preceptor/faculty conferences.
7. Keep open communication with preceptor and faculty.

8. Keep all patient and agency information obtained during clinical experiences confidential.
9. Complete all required course assignments.
10. Complete evaluation of preceptor(s).
11. Complete written self-evaluation as outlined in the clinical course.
12. Participate in the evaluation by the preceptor and or faculty of your clinical experience.

ORIENTATION INFORMATION FOR PRECEPTORS

College of Nursing has placed orientation information for preceptors on the nursing website (www.nursing.fsu.edu). The material available for preceptors include a Handbook, PDF of Preceptor PowerPoint slides. Once the preceptor as reviewed the material and taken the post test, which is acknowledging completion of an orientation material, she/he maybe award 2 Continuing Education Units (CEUs). A printed CEU certificate will be sent to the preceptor upon request. Orientation includes review of Preceptor Handbook and review of PDF Preceptor Orientation or participation in Pod Cast of Preceptor Orientation

Preceptor Tuition Waiver
As of summer 2021 our preceptors are eligible to earn tuition waivers for completing 300 clinical precepted hours. If you are interested in receiving tuition waiver or preceptor verification letter for being our preceptor, please follow the link and complete the survey
> https://fsu.qualtrics.com/jfe/form/SV_b7WgswhgRdzuEv4

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

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

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

Please note: FSU now requires all non-degree seeking students to apply for admission one month prior to registration. You may request to receive a Certificate each semester you precept a full-time graduate nursing student. However, only one certificate can be issued per semester, regardless of the number of students you supervise.

The following is the needed information to be added to the Qualtrics survey:

Applicable Nursing Course:_ _____
Preceptor inclusive dates: _____ to _____

Student's name: _____ FSU ID _____
Preceptor (Your) name: _____ Email: _____
Preceptor Office Name:_____ Phone number: _____
Preceptor Address: _____

Education and Degree Information:
Institution _____ Degree: _____
Institution _____ Degree: _____

Previously employed by FSU or other State agency: Yes_____ No _____

Attach current CV:

FREQUENTLY USED TELEPHONE NUMBERS

COLLEGE OF NURSING: (850)
Dean's Office   644-6841
Dean's Assistant   644-3299
Associate Dean for Academic Affairs   645-2622
Assistant Dean for Graduate Programs   644-5644
Assistant Dean for Undergraduate Programs   644-6009
Family Nurse Practitioner Coordinator   644-5377
Adult Gerontology Acute Care Coordinator   klavigne@fsu.edu
Psychiatric Mental Health Coordinator   645-5105
Lifestyle Medicine Coordinator   644-5377
Clinical Coordinator   644-5622
Graduate Student Advisor   644-5638
Student Services Office   644-3296

UNIVERSITY:
Dean of Graduate Studies   644-3500
Registrar   644-1050
Graduate Admissions   644-3420
Drop/Add   644-3403
Transcripts   644-5857
Withdrawal Office   644-1741
Special Students   644-3574
Graduation   644-5850
Financial Aid   644-5871
Strozier Library   644-2706
Dirac Science Library   644-5534
Medical School Library   644-3883
University Health and Wellness Center   644-6230

*All numbers have an (850) area code

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