Middle Georgia State University

School of Health and Natural Sciences
Department of Nursing

Adult-Gerontology Acute Care Nurse Practitioner

Student Handbook

Developed January 2016
Modified May 2019
Updated 7/2020,11/2020, 2/2021, 8/2021, 11/2021,
07/2022, 8/2023
Reviewed 7/2024

Please note:

The Official Handbook will be updated on a regular basis and the most recent version will be located at the following URL:

https://www.mga.edu/health-natural-sciences/graduate-programs/docs/MSN_AGACNP_Handbook.pdf

and it will be updated as changes occur.

Students will be responsible for accessing and using the most current version.

.

Table of Contents

3

Middle Georgia State University Handbook Purpose

This handbook is designed to facilitate your progression through the Adult Gerontology Acute Care Nurse Practitioner (AGACNP) curriculum and should be maintained throughout the program as a primary reference. Students enrolled in the program are expected to adhere to the policies outlined in this handbook.

The policies of the Office of Graduate Studies are outlined in the Graduate Studies Academic Catalog which can be accessed at

http://mga.edu/graduate-studies/docs/catalogs/Graduate_Catalog_MGA_2016-2017.pdf.

The AGACNP handbook is updated regularly to ensure its consistency with any changes resulting from ongoing program evaluation and curriculum revision. The most current AGACNP student handbook can be accessed on the Department of Nursing website and Master of Nursing (MSN) courses.

The AGACNP Student Handbook is subject to change with due notice to students. Any revisions to policies, guidelines, or resources will be distributed to students. The most recently revised copy of the AGACNP Student Handbook will supersede all previous publications of the document.

MGA Department of Nursing Mission

The mission of the Middle Georgia State University (MGA) Nursing Program is to provide quality evidence-based nursing education to a diverse student population. The purpose of the nursing programs is to prepare culturally sensitive graduates who are committed to provide safe and effective nursing care through health promotion and disease prevention and are able to use clinical reasoning skills in the provision of care.

MGA Department of Nursing Master of Science in Nursing Program Mission

The mission of the Middle Georgia State University (MGA) Master of Science in Nursing Program is to prepare nurses with advanced degrees in achieving health promotion and disease prevention/management to improve patient and population health outcomes.

MGA Department of Nursing Philosophy

The nursing programs serve as an integral part of MGA, and are grounded in the arts, sciences, and humanities. The faculty of these programs are dedicated to the pursuit of higher learning and are committed to the improvement of human health by educating health practitioners to provide exemplary health care. The improvement of human health is facilitated by the organizing conceptual framework based on the *Quality and Safety Education for Nurses* (QSEN) concepts – patient centered care, teamwork and collaboration, evidence-based practice, quality improvement, informatics, and safety. Two additional concepts are integral to MGA's nursing programs – professionalism and leadership. The overall goal is to prepare future nurses with the knowledge, skills, and attitudes (KSAs) necessary to continuously improve the quality and safety of the healthcare systems in which healthcare providers work. Furthermore, as the nursing faculty consistently strive for individual and collective excellence, the cultivated environment is one that stimulates optimal improvement of others and maximizes teamwork. The nursing programs at MGA consistently demonstrate accountability, professional conduct, and the illustration of values that are guided by characteristics such as mutual respect, caring, integrity, trust, unity, and engagement.

The mission of Middle Georgia State University is to educate and graduate inspired, lifelong learners whose scholarship and careers enhance the region through professional leadership, innovative partnerships, and community engagement. Consistent with this mission, the MGA

Nursing Programs seek to provide quality evidence-based nursing education to a diverse student population and to prepare culturally sensitive graduates who are committed to provide safe and effective nursing care. The nursing faculty believe in providing nursing education programs that facilitate the education of nurses at both the Associate, Baccalaureate, and Graduate levels. We believe in affordable and accessible professional degree programs that lead to rewarding careers that enhance the economic vitality of central Georgia. We believe in providing educational opportunities for the career mobility and professional development of all nurses. The nursing faculty believe nursing is a complex practice discipline that is interactive in nature. The nurse and human beings interact in a relationship that is individually unique and requires respect for human dignity, sensitivity to cultural variations, procurement and use of available resources, and adaptation of the environment to optimize patient health and self-care. Nursing serves society within local, regional, national, and international contexts. Nursing is a theory-guided, evidence-based practice that is reflective and is focused on holistic, person-centered caring that facilitates health and healing, through a commitment to quality health care for all. Nurses have unique privileges regarding privacy and relationships with patients that require ethical, responsible behavior which consists of respect for the dignity of every human being. Nursing therapeutics include art and science and refer to the work of nursing, consisting of evidence-based practice, reflective inquiry, cultural competence, and knowledge of disease processes and restorative health procedures. Caring relationships are central to the work of nursing, and the goal of the work of nursing is health and healing. Feeling cared for empowers humans to make decisions regarding self-determination and leads to improved outcomes and satisfaction for the nurse and the patient. In the current environment of rapidly changing technology, terrorism, disaster recovery, diversity, prevalent chronic disease, and a nursing shortage, the faculty believe that caring relationships are instrumental in providing quality health care.

The nursing faculty believe that the opportunities for service and outreach extend beyond the classroom and clinical settings. The nursing faculty at MGA believe it is essential to serve the institution, the community, and to maintain involvement in professional organizations. In addition, the faculty promote health and wellness by participating in collaborative events throughout the community. The faculty believe that evolving nursing education and practice require a commitment to diversity and interdisciplinary partnerships to meet the healthcare needs of individuals, families, groups, and society. Appendix A outlines important definitions, concepts, and threads for the nursing program.

MGA Department of Nursing Description of AGACNP Program Information

The Department of Nursing (DON) offers two program options for the AGACNP role. The MGA Master's and Post Master's Certificate program options prepare professional nurses with an emphasis in: Adult Gerontology Acute Care Nurse Practitioner (AGACNP).

The program is accredited by the Accreditation Commission for Education in Nursing (ACEN).

The AGACNP embodies the characteristics of graduate education accepted by the National League for Nursing, the American Association of Colleges of Nursing, and the National Organization of Nurse Practitioner Faculties.

ADULT GERONTOLOGY ACUTE CARE NURSE PRACTITIONER

The AGACNP emphasis prepares the nurse for advanced clinical practice as an Adult Gerontology Acute Care Nurse Practitioner (AGACNP). This emphasis teaches health promotion, assessment, diagnosis, monitoring, treatment, and coordination of care of acutely and critically ill adolescents, adults, and older adults.

The program addresses the needs of both urban and rural communities and emphasizes the importance of transitions of care and aging in place. The Master of Science in Nursing (MSN) – Adult Gerontology Acute Care Nurse Practitioner (AGACNP) program will require students to complete 43 hours of graduate coursework. The Post Master's Certificate is a 19-hour certificate which includes three courses of fully online instruction and is suitable for Advanced Practice Registered Nurses (ARPN) who are certified in other population foci to receive the necessary professional skills and knowledge to sit for AGACNP certification. These advanced practice programs will prepare nurses to provide care to a broad population base (young adult to geriatric populations) in a variety of acute/sub-acute care settings. The curriculum content will focus on health promotion, health maintenance, differential diagnosis, disease management, and the use and prescription of pharmacologic and non-pharmacologic interventions. Learning activities will be designed to promote the transference of Lean Management skills and Six Sigma principles into the advanced practice nursing and healthcare environment. Graduates will possess the skills to provide advanced nursing care for the adult patient in acute healthcare environments including emergency rooms, intensive care units, trauma units, advanced diagnostic areas, specialty clinics, and long-term care facilities.

Program Format

All courses in the program options will be offered fully online with intensive immersion sessions held on campus each semester (see Immersion Day Policy on page 30). Clinical practice will be planned in a variety of settings and will be designed to address the program and course outcomes. The Master's program is designed to be completed in 5 consecutive semesters with 630 clinical practice hours. The Post-Master's Certificate is designed to be completed in 3 consecutive semesters with students completed the required clinical hours as determined by a GAP analysis.

Accreditation

The Master of Science in Nursing program at Middle Georgia State University is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)

3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326
(404) 975-5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the Master of Science in Nursing program is Initial Accreditation.
View the public information disclosed by the ACEN regarding this program at
http://www.acenursing.us/accreditedprograms/programSearch.htm

MGA Master's Program Outcomes

Upon completion of the MSN Program, the graduate will be able to:

1. Synthesize nursing and related sciences to continually improve healthcare outcomes for individuals, families, communities, populations, or systems in a multicultural society.
2. Lead multidisciplinary team collaboration, communication, and coordination to achieve health promotion and disease prevention, with the goal of improving patient and population health outcomes.
3. Integrate current evidence, expert opinion, and clinical expertise as a basis for professional nursing practice and clinical judgment.
4. Incorporate quality improvement principles in the monitoring, analyzing, and prioritizing of healthcare outcomes.
5. Formulate advanced nursing measures to reduce risks and support safe, cost-effective practices within a legal and ethical framework to improve health outcomes.
6. Integrate the use of appropriate information technology resources into the provision of patient care to enhance care outcomes.
7. Develop a leadership role in promoting health, shaping healthcare delivery systems, and advancing values through policy development and advocacy at the local, state, national and global levels.

*Program Outcomes: The DON monitors and evaluates successful achievement of learning outcomes, student/employer satisfaction, certification pass rates, and program completion. Program outcome information for certification and program completion may be accessed online at the following site: https://www.mga.edu/health-natural-sciences/nursing/about.php

MGA Graduate Student

Services & Engagement

MGA Graduate School

The MGA Graduate School home page is: https://www.mga.edu/graduate-studies/index.php

Here are some Graduate School items to note:

- ☐ **Current Students page**: https://www.mga.edu/graduate-studies/index.php
  - o Includes links to the Graduate School Handbook, policies, deadlines, campus resources, guidelines for theses and dissertations, forms, and more.
- ☐ **Deferral prior to start of program**
  - o You must enroll in courses during the first year of admission. If you choose to defer prior to starting your first semester, please discuss with your program coordinator, then complete this deferral process through the individualized account you created for the MGA Graduate application.
- ☐ **Transfer Credit from another institution**
  - o Course Substitution from other Universities. Course Substitution/Exception Form (mga.edu)
- ☐ **Graduate Student Petition for Exception** (used for exceptions to time to completion and leave of absence from the program etc.)
- ☐ **Withdrawal from a course or the program due to hardships** (additionally, please communicate with your program advisor prior to taking these steps) https://www.mga.edu/registrar/docs/Medical_or_Hardship_Withdrawal_Form.pdf

***NOTE: The Graduate School requirements supersede this Handbook. Every effort is made to keep this handbook up to date, but information and forms should be verified with the Graduate School website to be sure that you have the most up-to-date information and/or version of a form.

MGA Student Services

MSN Student Services		
Administrator(s)	**Service**	**Description**
Director of Center for Career & Leadership Development –Dr. Mary Roberts, Ph.D., – Macon Campus **Macon Campus** – Student Life Suite 261	Career Services	Resume development, interview skills, and cover letter

Director – Jessica Hall – Macon Campus	Online - Bookstore	Textbooks
Executive Director of Public Safety/Chief of Police – Chief J. Tripp Mitchell. – Macon Campus **Macon Campus** Police Department- Trish Norwood **Warner Robins** Bursar's Office-Ike Taylor	Card Services Parking	Virtual Knight Card student identification card Virtual permits for on-campus parking
Director – Predita Howard, M.S., LPC, Macon Campus **Macon Campus** -Student Life Building 266	Counseling Center Off-Campus Resources	Provides referrals and off-campus resources for distance and online students.
Director – Allen Chastain, M.Ed., Macon Campus **Macon Campus** – Student Life Room 266	Accessibility Services	Technology, Testing Modification, and Priority Registration for distance and online students
Director of Health Services - Autumn Lucas, MSN, FNP, Macon Campus	Student Health Services	Preventive healthcare and consultations, as well as evaluating, diagnosing and treating health concerns, illnesses and injuries, thereby minimizing their impact on academic and work progress
Resident District Manager – Steven Derrick, Macon Campus	Dining Services	On campus dining options
Director of Library Services, Tamatha Lambert, M.S.L.S, Macon Campus **Graduate Studies Librarian** – Dana Casper, M.L.I.S, Macon Campus	Library – Distance Learners Graduate Studies Librarian	Access to reference materials from a variety of resources. Library Tutorials Accessing library and reference materials Hours of Operation

Chief Information Officer– Geoffrey Dyer, MMIS, Macon Campus	Technology Support	Technical support that students may assess both during business hours and after hours Services include networking, software, and hardware issues.
Learning Management Systems Administrator –Andrew Lenard, Macon Campus	Brightspace – D2L Brightspace	Learning Management support services Allows "anytime, anywhere" access to syllabi, readings, multi-media files, electronic drop boxes, online quizzes, communication, grading, etc. 24-hour USG technology support
Veterans Certification Specialist- Jacqueline Jolly, MS, Cochran Campus	Veterans Certification Office	Process VA forms required for educational benefits, but primarily concerned with the certification of student enrollment to the VA so that students can receive their benefits
Student Success Center – Brock Giddens, B.B.A., M.S.I.T, Director Cochran, Roberts Library, 2nd Floor Paul Johnson, B.A., M.B.A. Macon Library 226 Jeannie Ruggerio, B.B.A., M.P.A. Warner Robins SSC, Oak Hall 128 Sandy Callaway, B.S., M.P.T.W., M.B.A. Warner Robins SSC, Oak Hall 128 Devon Raleigh, B.S. Macon SSC, Macon Library 226	The Writing Center	Offers students practical advice on writing style and format for academic papers Extended hours of operation for part-time and non-traditional students

MGA Student Engagement

Graduate Student Advisory Council (GSAC)
Graduate students have the opportunity to serve on the Graduate Student Advisory Council (GSAC). The mission, student eligibility, meeting schedule, and organizational general information is in the interactive [Graduate Studies Academic Catalog](#) (2021-2022).

MSN Student Representatives
Each cohort of nursing students nominates and elects a student representative at the departmental level. The cohort representative shares classmate/cohort concerns with the DON Chair, the MSN Program Coordinator and other members of the MSN Committee during scheduled monthly MSN Committee meetings. The meetings are hosted virtually via Microsoft Teams.

MGA Graduate Student

Policies

MGA GRADUATE SCHOOL POLICIES

MGA Graduate School academic policies deadlines should be reviewed by each graduate student. These policies are updated on a regular basis and can change from semester to semester. The Department of Nursing and your program coordinators will do his/her best to keep students informed of any important changes in Graduate School policies, but ultimately it is the graduate student's responsibility to be aware of Graduate School policies as an active graduate student.

Graduate School policies: https://mga.smartcatalogiq.com/2021-2022/The-Office-of-Graduate-Studies-Academic-Catalog/General-Academic-Policies

Graduate School form: Documents & Forms: Middle Georgia State University (mga.edu)

Please refer to the MGA Graduate Studies Catalog for the following policies:
- Progression and Academic Standing
- Reinstatement to Master's Degree
- Process for Reinstatement
- Repeated Courses
- Withdrawal Policy
- Graduate Students Responsibilities, Rights and Expectations
- Student Code of Conduct

Course Failures

A student who fails with a *(C, D or F)* in two (2) graduate nursing courses *will* be dismissed from the program and *will not* be eligible for re-entry to the MSN/AGACNP program at MGA.

Advising

Academic advising is provided by MSN faculty. Advising appointments can be made with faculty at any time during the semester and can be conducted in-person or online.

Academic Dishonesty

Nursing is a profession governed by a code of ethics and standards of practice. Suspected or proven academic (including, but not limited to, plagiarism and self-plagiarism) or clinical dishonesty is not tolerated in any form. In consultation with Student Affairs, any suspected incident will be reviewed by the nursing faculty and may result in failure of the course and/or dismissal from the Nursing Program without consideration for reentry. Students charged with

alleged violations of the MGA Student Code of Conduct will be referred to the Office of Student Affairs and will be afforded due process rights through the conduct process.

Behavioral Integrity in the Health Professions Program

Students admitted into MGA's health profession programs must understand their responsibility to act with the highest level of integrity while enrolled in the program and post-graduation. As clearly stated in the MGA Code of Conduct "the primary expectations of all Middle Georgia State University students are integrity and civility." Accordingly, students should avoid the following behaviors:

1. Falsification of clinical site location reporting
2. False statements concerning presence/ absence at clinical site on assigned days; and/or
3. Any other act(s) or omission(s) that constitute academic dishonesty concerning communication to the Department Chair, Director of Clinical Education, Clinical Instructor, or any other university official.

Allegations of such behavior will result in the student's inability to return to the clinical site pending further investigation and reporting to Student Conduct. Depending on the investigation results, the student may be permitted to return to the clinical site and may be required to make up any missed clinical hours or may face dismissal from the program, following student conduct procedures.

Plagiarism Policy
Plagiarism is a very serious offense that can lead to major academic consequences. Kumar, Priya, Musalaiah, and Nagasree (2014) define plagiarism as "the use of others' ideas or works without any credit to the original authors" (p. 193). Plagiarism is not limited to duplication of another person work but can also apply to duplicating one's own work. Burdin, de Castro Maymone, and Vashi (2018) define "text recycling or self-plagiarism as reusing any amount of one's own work from published papers or presentations as new research without referencing the original material" (p. 135). This includes assignments that have been submitted and graded in previous courses. A plagiarism prevention service (Turn it in) is used in evaluation of written work submitted for nursing graduate courses. As directed by the instructor, students are expected to submit or have their assignments submitted through the service to meet course requirements. Papers will be retained by the service for the sole purpose of checking for plagiarized content in future student submissions. Faculty will report any form of plagiarism to the MGA Office of Student Affairs. The consequences for plagiarism in any form on assignments range from a grade of zero on the assignment up to a grade of "F" in the course depending on the severity and number of student infractions. Consequences or sanctions for such offenses will be clearly stated in each course syllabus.

Accessibility Services (Former Disability Services)

Students with special needs are encouraged to participate in the MGA Nursing Program. For the student to qualify for help and receive modifications, the Office of Accessibility Services must officially recognize the disability and address the need for assistance. In accordance with

Federal law, no accommodations will be permitted until valid official medical documentation has been submitted to the Office of Accessibility Services and the student has been approved for "reasonable accommodations". Please see the Nursing Practice Performance Standards/Essential Abilities for contact information for the Office of Accessibility Services.

Students seeking academic accommodations for a special need must contact the Middle Georgia State University Office of Accessibility Services in Macon at (478)-471-2985 or in Cochran at (478)-934-3023. Students may also visit the Accessibility Services Office in room 266 of the Student Life Center on the Macon Campus or in Georgia Hall on the Cochran campus. Students may also view information regarding [Accessibility Services](#).

Electronic and Social Media Policy: E-Professionalism

Purpose
The potential misuse of electronic communication and social media platforms by nursing students creates concerns by nursing programs about breaches of patient confidentiality and potential release of private and inappropriate information that can jeopardize clinical placements and relationships. Because of the potential for legal liability on the part of the student, program and clinical facilities, and the fact that student's actions may lead to academic disciplinary actions and/or program dismissal, the purpose of this policy is to provide clear guidance for students and faculty regarding the use of electronic and social media and to promote e-professionalism (Westrick, S., 2016). See Appendix C for complete policy.

Disruptive and Unprofessional Behavior in Classroom and/or Clinical Setting
It is the policy of the Nursing Program to create and maintain a teaching-learning environment conducive to the sharing of information, exploration of new knowledge and current problems, and the open expression of ideas while demonstrating respect for the dignity and worth of all individuals involved in the teaching-learning process. Students are encouraged to refrain from all behaviors constituting disorderly, disruptive, or obstructive actions which interfere with the teaching-learning process. Unprofessional behaviors include but are not limited to profanity, disrespect of staff, faculty or peers, dishonesty, violations of dress code, and violations of legal and ethical standards of nursing practice. Students who violate this policy will be subject to disciplinary procedures by the School of Health and Natural Sciences, Department of Nursing, and Middle Georgia State University. For further information consult the *Middle Georgia State University Student Handbook* or visit the website www.mga.edu.

Civility Code for Students

Civility is an expectation of each School of Health and Natural Science student at Middle Georgia State University (MGA) and is based upon authentic respect for other students, faculty, clients, college employees and extended member of the MGA community (for example, visitors). Students are responsible for fulfilling their academic responsibilities in an

honest and forthright manner and for conducting themselves with civility in interpersonal relations. Student civility will be referenced in course syllabi and by faculty at the beginning of each semester's instruction. Classroom and clinical expectations for civility will be addressed and a contract signed by the student and faculty pledging adherence to each area of civility.

Expectations of student civility include student commitment, communication, and social interactions as follows:

- ☐ Maintain alert and attentive demeanor during class and clinical instructions. Contribute to the value and meaning of instructional discussions. Avoid monopoly of conversations and discussions.
- ☐ Listen carefully during class and in conversation with others.
- ☐ Remain receptive to the point-of-view of others and seek constructive feedback.
- ☐ Avoid gossip and spreading rumors about other students or faculty.
- ☐ Refrain from idle complaints.
- ☐ Avoid rude remarks or non-verbal actions in response to other students and faculty. Keep conversation respectful in volume and tone and use respectful language free from racial, ethnic, sexual, gender, and religious based terms.
- ☐ Avoid distraction of others through passing notes, sidebar conversations, or use of electronic devices for non-classroom activities.
- ☐ Reflect upon and take personal responsibility for own actions; avoid blaming others.
- ☐ Support and adapt to changing circumstances with a positive attitude.
- ☐ Attempt conflict resolution with others first before contacting/consulting faculty and others not involved in the conflict.
- ☐ Plan ahead and be prepared for class meetings, assignments, and advising appointments.
- ☐ Arrive to class on time and notify professor of necessity to leave early.
- ☐ Address others with respect in all email correspondences and use of social media.
- ☐ Maintain a respectful noise level and unobstructed traffic pattern in hallways and common areas.
- ☐ Avoid any form of dishonesty, including but not limited to theft, falsification of information, fraud, and willful deception, falsification of identification, and / or improper use or disclosure of information.
- ☐ Treat others with equality, respect, and genuine compassion. Treat others as you would like to be treated.
- ☐ Serve as a role model for civility and professionalism by exhibiting respect, restraint, and consideration of others.

COVID-19 Statement

As healthcare professional students, it is highly recommended that you are vaccinated against infectious diseases encountered at clinical/practicum sites. We recommend you discuss these vaccinations with your personal physician. Students are required to follow the medical clearance policies designated by their assigned clinical and/or practicum sites. Please be aware that some clinical/practicum sites mandate vaccinations against specific diseases such as COVID-19, influenza and/or testing for specific diseases such as tuberculosis. If you elect not to be vaccinated or tested, you may not be allowed to attend those clinical/practicum sites. If you do not have all required immunizations and tests, you may have limited access to clinical/practicum sites. This may delay or prevent program completion. Although vaccines are not required for program admission, each clinical/practicum site reserves the right to deny a student entry based on their own policies and procedures. If a student is denied entry to a clinical/practicum site based on lack of vaccinations or testing, the student may not be able to complete the clinical/practicum course. As a result, successful completion of the program may not be possible. Please see individual healthcare facility materials in D2L for information regarding specific vaccine and testing requirements.

Middle Georgia State University, the Department of Nursing and the University System of Georgia are not responsible for any adverse reactions that may occur as a result of vaccines and/or testing.

Master of Science in Nursing: Adult Gerontology Acute Care Nurse Practitioner - AGACNP

General Information For AGACNP

The Master of Science in Nursing (MSN) – Adult Gerontology Acute Care Nurse Practitioner (AGACNP) program requires students to complete 43 hours of graduate coursework. This advanced practice program prepares nurses to provide care to a broad population base (young adult to geriatric populations) in a variety of acute/sub-acute care settings. The curriculum content focuses on health promotion, health maintenance, differential diagnosis, disease management, and the use and prescription of pharmacologic and non-pharmacologic interventions. Learning activities are designed to promote the transference of Lean Management skills and Six Sigma principles into the advanced practice nursing and healthcare environment. Graduates will possess the skills to provide advanced nursing care for the adult patient in acute healthcare environments including emergency rooms, intensive care units, trauma units, specialty clinics, long-term care facilities, and in advanced diagnostic areas.

Graduates have secured positions in the following areas:

- Infectious Disease
- Oncology
- Pulmonary
- Gastrointestinal
- Palliative Care
- Pain Management
- Trauma
- Internal and Hospital Medicine

Full Acceptance Requirements

Admission into the MSN program is cohort based and admits students every fall semester.

Full acceptance to the program will require the following:

1. One (1) year experience as Registered Nurse with adult population.
2. Unrestricted license as a Registered Nurse in the State of Georgia.
3. Bachelor of Science in Nursing from either a Commission on Collegiate Nursing Education (CCNE) or Accreditation Commission for Education in Nursing (ACEN) accredited program.
4. Overall undergraduate GPA of 3.0.
5. Grade of "C" or better in an undergraduate statistics course.
6. Grade of "C" or better in a 3000- or 4000-level physical/health assessment course.

7. Not eligible for admission if applicant has earned a grade of "C," "D," "F," or "WF" in any two or more graduate nursing courses.

Additional Required Materials:

- Criminal Background Check **(following admission into the MSN Program)**
- Urine Drug Screen **(following admission into the MSN Program)**
- Resume
- Statement of personal and professional goals
- Three letters of recommendation from either a previous or immediate supervisor or a former faculty member attesting to aptitude for graduate study.
- Meet identified technical/performance standards and essential abilities with or without reasonable accommodations.
- Interview that will be scheduled by the Department of Nursing after application and program specific documents are submitted.
- Essay - All eligible applicants must write an APA document discussing the role of an AGACNP professional in the health care environment and how this specialty impacts health care and health care outcomes on the day of their scheduled interview. Document is limited to no more than 800 words. Essay will be written day of scheduled interview.
- Proof of professional malpractice liability insurance.

Program Format

All courses in the program are offered fully online with two full-day intensive immersion sessions held each semester. Clinical practice is planned in a variety of settings and is designed to address the program and course objectives. Students will complete 630 clinical practice hours. MSN students may choose to complete these hours at Atruim Healthcare or they may choose to complete these hours at a Georgia Healthcare facility of their choice pending approval from the MSN Program Coordinator. Upon successful completion of the program, graduates will be eligible to sit for the American Nurses Credentialing Center's (ANCC) AGACNP certification exam or the American Association of Critical Care Nurses ACNPC-AG certification exam. The program is designed to be completed in five consecutive semesters.

NURSING PRACTICE PERFORMANCE STANDARDS/ESSENTIAL ABILITIES

Based on the core performance standards of the Southern Regional Education Board (SREB) Council on Collegiate Education, students who participate in the nursing program are required to demonstrate abilities and skills in cognitive, sensory, affective, and psychomotor performance. Each student should use these standards as an objective measure in deciding whether he/she is "qualified" to meet these requirements. Each standard is

accompanied by examples of an activity that a student would be required to perform in the nursing education program.

Issue	Performance Standard	Examples of necessary activities (non-all inclusive)
Critical Thinking	Critical-thinking ability for effective clinical reasoning and clinical judgement consistent with the level of educational preparation	☐ Identify cause/effect relationships in clinical situations ☐ Maintain client's physical and emotional safety ☐ Demonstrate competence in administration of meds, treatments, and procedures ☐ Use of scientific method in the development of patient care plans ☐ Evaluate effectiveness of nursing interventions
Professional Relationships	Interpersonal abilities sufficient for interaction with a diverse population of individuals, families, and groups	☐ Establish rapport with clients and colleagues ☐ Capacity to engage in successful conflict resolution ☐ Peer accountability ☐ Tolerate physically taxing workloads alternating shifts ☐ Function effectively and respond appropriately during stressful and emergency situations (e.g. physically, emotionally, and mentally).
Communication	Communication adeptness sufficient for verbal and written professional interactions	☐ Explanation of treatment procedures and initiation of health teaching ☐ Documentation and interpretation of nursing actions and client responses ☐ Speak clearly and succinctly ☐ Communicate effectively with physicians, staff, clients, and client's families

Mobility	Physical abilities sufficient for movement from room to room and in small spaces	☐ Movement about client's room, workspaces, and treatment areas ☐ Administration of rescue procedures-cardiopulmonary resuscitation ☐ Stand for long periods of time ☐ Work at a fast pace
Motor Skills	Gross and fine motor abilities sufficient for providing safe, effective nursing care	☐ Calibration and use of equipment ☐ Therapeutic positioning of clients ☐ Manual dexterity to use sterile technique to insert catheters (i.e., IV, Foley) and to prepare medication aseptically (i.e., IV, SC, IM, PO)
Hearing	Auditory ability sufficient for monitoring and assessing health needs	☐ Ability to hear monitoring device alarm and other emergency signals ☐ Ability to discern auscultatory sounds and cries for help
Visual	Visual ability sufficient for observation and assessment necessary in nursing care	☐ Ability to observe patient's condition and responses to treatment ☐ See nurse call/emergency light ☐ Read doctor's orders ☐ Read very fine, small print on medication
Tactile	Tactile ability sufficient for physical assessment	☐ Ability to palpitate in physical examinations and various therapeutic interventions
Adopted from SREB Council on Collegiate Education for Nursing https://www.sreb.org/publication/americans-disabilities-act		

In addition to the SREB Nursing Practice Performance Standards, the Department of Nursing faculty have identified essential abilities critical to the success of students.

NURSING STUDENT ESSENTIAL ABILITIES	
Essential abilities	**Examples of necessary activities** **(non-all inclusive)**
Judgment Skills	Patient situation for the purpose of problem solving around patient conditions and coming to appropriate conclusions and/or

	course of actions coming to appropriate conclusions and/or course of actions.
Patient/Client Care Skills	Ability to safely assist patients/clients. Students must also have the ability to move their body and the patient/client in three-dimensional space in order to perform tests, measures, and interventions. Ability to ensure the physical safety of a patient/client at all times. Ability to provide or direct general care and emergency treatment for patients/clients and respond appropriately in a timely manner to emergency situations. Must meet applicable safety standards for the environment and follow standard precautions.
Emotional Coping Skills	Ability to demonstrate the mental health necessary to safely engage in the practice of nursing as determined by professional standards of practice. Must demonstrate the emotional stability to function effectively under stress and to adapt to an environment that may change rapidly without warning and/or in an unpredictable manner. Must demonstrate interpersonal skills including the ability to provide, accept and apply feedback in a professional manner.
Intellectual/ Conceptual Skills	Ability to measure, calculate, analyze, synthesize, and evaluate to engage competently in the safe practice of nursing. Must be able to learn through a variety of modalities, including but not limited to classroom instruction; laboratory instruction, small-group, team, and collaborative activities; individual study; preparation of reports; and use of computer technology.
Other Essential Behavior Attributes	Ability to engage in activities consistent with safe nursing practice without demonstrated behaviors of addiction to, abuse of, or dependence on alcohol or other drugs that may impair behavior or judgement. The student must demonstrate responsibility and accountability for actions as a student in the Department of Nursing and as a developing professional nurse consistent with accepted standards of practice.
Adopted in part from Samuel Merritt University.	

Students enrolled in MGA's Nursing Program must be able to meet both academic standards, the above mentioned technical/performance standards, and essential abilities with or without reasonable accommodations. Students enrolled in the MGA's Nursing Program must meet the performance standards as identified. Students must maintain satisfactory compliance to these essential abilities throughout their stay in the program. At any point in the MSN Program, if a student fails to meet academic, clinical, or professional standards, they may be dismissed from the program after receiving notice from the school dean and being afforded the opportunity of appeal to the school dean; if it is a matter of public, student, personal, patient safety, or a violation of a clinical MOU, a student may be suspended immediately from a clinical or classroom setting before such an appeal.

For further information regarding services and resources to students with disabilities and/or to request accommodations please contact the Middle Georgia State University Office of Accessibility Services in Macon at (478)471-2985 or in Cochran at (478)934-3023. Students may also visit the Accessibility Services Office in room 266 of the Student Life Center on the Macon Campus or in Georgia Hall on the Cochran campus

Adult Gerontology Acute Care Nurse Practitioner Post-Master's Certificate – AGACNP

Middle Georgia State University and the Office of Graduate Studies announce a Post-Master's Certificate in Adult Gerontology Acute Care Nurse Practitioner. This credential is housed in the School of Health and Natural Sciences and is administered by the Department of Nursing.

The 19-hour certificate includes three courses of fully online instruction and is suitable for Advanced Practice Registered Nurses (ARPN) who are certified in other population foci to receive the necessary professional skills and knowledge to sit for AGACNP certification. The three required courses are NURS 5400 Adult/Gero Acute Care I (3-9-6), NURS 6400 Adult/Gero Acute Care II (2-12-6) and NURS 6500 Adult/Gero Acute Care III (2-15-7). The program is designed to be completed in three consecutive semesters.

Dress Code

Guidelines for professional attire requirement consideration for patients, visitors, and coworkers, as well as personal safety. Therefore, MGA students are expected to promote a professional image by following these guidelines for clinical and immersion days.
- Clothing should be clean, neat, in good repair, and appropriate for the profession.
- Casual or athletic wear, such as sweat suits or warm-up pants, are not acceptable.
- Shorts are not acceptable.
- Skirt length shall be no shorter than two inches above the top of the knee and may not be tight fitting.

- Undergarments shall be worn and shall not be visible, even when in stretching or bending positions.
- Shoes shall be appropriate for the work environment and compliant with professional attire. Flip Flops are not appropriate.
- Caps or head coverings are not acceptable unless they are for religious purposes or are part of a uniform.
- Sunshades (or hand-tinted, non-prescription glasses) shall not be worn unless they are required for medical purposes.
- **<u>Identification badges shall be worn at all times</u>**.

Grooming:
Piercings
- Facial and/or body adornments are not permitted other than in the earlobe.
- No more than two pairs of earrings may be worn. Earrings will be no longer than one inch in diameter or length.

Hair:
- Hair should be clean and neat
- Hair may not be dyed unnatural colors and/or have patterns
- Hair ornaments should be moderate and in good taste.
- Hair should be will-groomed, closely trimmed beards, sideburns, and mustaches are allowed

Daily Hygiene:
- Daily hygiene must include clean teeth, hair clothes, and body, including use deodorant.

In addition to these basic guidelines, students are expected to follow any additional provisions of a facilities dress code while in clinical practice.

Dress Code Infractions:
Failure to comply with the above dress code requirements will result in removal from programs activities until requirements are met. Students will be counted as absent (unexcused) and will receive a grade of zero for any missed work during that time with no opportunity to make-up the missed work.

Infection Control

Because students are working with patients having low immunities, the clinical supervisor/preceptor reserves the right to send any student to be evaluate according to facility policies if the need arises. The clinical supervisor/preceptor will notify the Program Coordinator that the student was dismissed and sent off duty if she/he has an infection of any kind. The student must then acquire a doctor's written permission to return to clinical education. Students

are required to adhere to the policy of the clinical affiliate for working with patients with local infections or infection diseases. Students are required to inquire about this policy at the beginning of rotation at their perspective facility.

Professional Liability Insurance

Liability insurance is provided by the MGA for all students registered for clinical education courses. The coverage protects students in any assigned clinical site to which they are assigned as a student.

If student choose to carry their own Liability insurance, students must provide a copy to the University.

MSN-AGACNP Post-Master's Certificate Program GAP Analysis Policy

As part of the application process into the Post-master's Certificate program, each applicant's transcripts are reviewed by the MSN Program Coordinator. This review determines which courses will be required to complete the certificate. Applicants are required to complete the AGACNP Post-Master's GAP Analysis Form to identify which courses they want evaluated as equivalent to the required certificate program's courses. Upon completing this form, the applicant is required to have the form notarized and return it along with the respective course syllabus to the Program Coordinator. Syllabi must be from the semester and year the student took the courses. Any request submitted without the correct syllabus and /or inadequate documentation will be denied.

For acknowledgement with adjustment in the plan of study:

- The 3P's (advanced pathophysiology, pharmacology, and physical assessment) must be across the lifespan.
- All coursework must be readily identifiable on the transcripts(S).
- At a minimum, a total of 750 direct patient care clinical hours as defined in the National Task Force on Quality Nurse Practitioner Education/s Standard for Quality Nurse Practitioner Education 6th education Criterion III. H. are to be included the past APRN graduate education program and postgraduate certificate program specially to meet the same end-of-program outcomes for the new NP role and/or new population.

The Program Coordinator will use the GAP Analysis for NP Post-Graduate Certificate Programs form for a student who is a nationally certified NP seeking partial credit or waiver of coursework towards completion of a Post-Master's Certificate in another NP practice area (e.g., a Pediatric NP seeking certification as a Family NP, or Adult PMH NP seeking across the lifespan PMN NP

certification). The form should be completed after a thorough analysis of completed coursework and clinical experiences compared with the program requirements and national NP competencies necessary for certification in the second NP population-focused area of practice.

- In column 1, list all required courses (didactic and clinical) required for the identified postgraduate certificate program (include NP role and population focused course.)
- In column 2, list the courses and/or clinical hours, accepted form student's prior graduate program that align with the course in the 1st column. Add an explanatory note when the course title does not fully describe the expected content.
- In column 3, list all courses and clinical hours the student completed to fulfill the NP postgraduate program requirements for your institution.

The student will be provided a copy of the gap analysis form as it serves as notification of the individualized plan of study and a copy will be placed in the student's file.

Immersion Day Policy

All MSN AGACNP students will attend two (2) Mandatory Immersion Days per semester. Students are excused from attendance for the following reasons:

- ☐ Personal illness and /or hospitalization
- ☐ Death or critical illness of an immediate family member: (spouse, child, grandchild, parent, stepparent, and grandparent). Exceptions to the immediate family maybe allowed at the discretion of the MSN Program Coordinator.
- ☐ Active Military Duty
- ☐ Jury Duty
- ☐ Other *unanticipated exceptions* as deemed appropriate by the MSN Program Coordinator. Please note vacations are not considered as an excusable absence.

Students must notify the course instructor or MSN Program Coordinator immediately of inability to attend Immersion Days and provide documentation related to the absence. If hospitalized, a physician's excuse without any medical information will be acceptable. The physicians excuse must be submitted on professional practice or facility stationary. The MSN Program Coordinator will determine the necessary documentation to support other absences listed above.

The student must arrange a make-up session with the course instructor within one (1) week of the excused absence. In some cases, a make-up session may not be possible due to the schedules of Immersion Day speakers.

Failure to attend Immersion Days without an excusable absence **may result in a grade of "F" in the graduate course that included the Immersion Days.**

Course Sequences and Plans of Study

For

AGACNP Emphasis

Master of Science in Nursing:
Adult Gerontology Acute Care Nurse Practitioner

Course Sequence (43 credits)

Semester One Fall	Semester Two Spring	Semester Three Summer
NURS 5000 Advanced Pathophysiology	NURS 5300 Advanced Pharmacology/Therapeutic Interventions	NURS 5500 Research and Evidence Based Practice
NURS 5100 Professional Concepts	NURS 5400 Adult/Gerontology Acute Care I Total: 9 Credit Hours	NURS 5600 Quality/Safety/Improvement Processes Total: 6 Credit Hours
NURS 5200 Advanced Health Assessment/Diagnostic Reasoning Total: 9 Credit Hours		

Semester Four Fall	Semester Five Spring
NURS 6200 Leadership/Management & Healthcare Policy	NURS 6500 Adult/ Gerontology Acute Care III
NURS 6400 Adult/ Gerontology Acute Care II Total: 9 Credit Hours	NURS 6600 Project Management in Healthcare Total: 10 Credit Hours

Curriculum Plan Credit Hours Master of Science in Nursing: Adult Gerontology Acute Care Nurse Practitioner

SEMESTER ONE - FALL		
COURSE	**CREDIT HOURS**	**CLINICAL HOURS**
NURS 5000 Advanced Pathophysiology	3	
NURS 5100 Professional Concepts	2	
NURS 5200 Advanced Health Assessment/Diagnostic Reasoning	4	45
SEMESTER TWO - SPRING		
NURS 5300 Advanced Pharmacology/Therapeutic Interventions	3	
NURS 5400 Adult/Gerontology Acute Care I	6	135
SEMESTER THREE - SUMMER		
NURS 5500 Research and Evidence Based Practice	3	
NURS 5600 Quality/Safety/Improvement Processes	3	
SEMESTER FOUR - FALL		
NURS 6200 Leadership/Management & Healthcare Policy	3	
NURS 6400 Adult/ Gerontology Acute Care II	6	180
SEMESTER FIVE - SPRING		
NURS 6500 Adult/ Gerontology Acute Care III	7	225
NURS 6600 Project Management in Healthcare	3	45
TOTAL HOURS	**43**	**630**

MSN Adult Gerontology Acute Care Nurse Practitioner (AGACNP) PLAN OF STUDY

NAME: _____ **Swords ID Number:** _____
ADDRESS: _____
Telephone: _____ **Email**: _____@MGA.edu

SEMESTER ONE - Fall		
COURSE	**CREDIT HOURS**	**CLINICAL HOURS**
NURS 5000 Advanced Pathophysiology	3	
NURS 5100 Professional Concepts	2	
NURS 5200 Advanced Health Assessment/Diagnostic Reasoning	4	45
SEMESTER TWO - SPRING		
NURS 5300 Advanced Pharmacology/Therapeutic Interventions	3	
NURS 5400 Adult/Gerontology Acute Care I	6	135
SEMESTER THREE - SUMMER		
NURS 5500 Research and Evidence Based Practice	3	
NURS 5600 Quality/Safety/Improvement Processes	3	
SEMESTER FOUR - FALL		
NURS 6200 Leadership/Management & Healthcare Policy	3	
NURS 6400 Adult/ Gerontology Acute Care II	6	180
SEMESTER FIVE - SPRING		
NURS 6500 Adult/ Gerontology Acute Care III	7	225
NURS 6600 Project Management in Healthcare	3	45
TOTAL HOURS	**43**	**630**

APPROVALS

(The Department of Nursing requires the signature of the student and the program advisor. The student should keep a copy of this form for their records. Place a copy in the students file)

Student Signature: _____ Date: _____
Program Coordinator Signature: _____ Date: _____

Master of Nursing Post-Masters Certificate
Adult Gerontology Acute Care Nurse Practitioner

Course Sequence (19 credits)

Semester One Spring	Semester Two Fall	Semester Three Spring
NURS 5400 Adult/Gerontology Acute Care I (3-9-6) Total: 6 Credit Hours	NURS 6400 Adult/ Gerontology Acute Care II (2-12-6) Total: 6 Credit Hours	NURS 6500 Adult/ Gerontology Acute Care III (2-15-7) Total: 7 Credit Hours

Curriculum Plan Credit Hours Master of Science in Nursing: Adult Gerontology Acute Care Nurse Practitioner

SEMESTER ONE - Spring		
COURSE	**CREDIT HOURS**	**CLINICAL HOURS***
NURS 5400 Adult/Gerontology Acute Care I	6	
SEMESTER TWO - Fall		
NURS 6400 Adult/ Gerontology Acute Care II	6	
SEMESTER THREE- SPRING		
NURS 6500 Adult/ Gerontology Acute Care III	7	
Total Hours	19	

****Clinical hours determined by GAP analysis*

MSN Adult Gerontology Acute Care Nurse Practitioner (AGACNP) Post-Masters Certificate PLAN OF STUDY

NAME: _____ **Swords ID Number:** _____

ADDRESS: _____

Telephone: _____ **Email**: _____@MGA.edu

SEMESTER ONE - Spring		
COURSE	**CREDIT HOURS**	**CLINICAL HOURS**
NURS 5400 Adult/Gerontology Acute Care I	6	
SEMESTER TWO - Fall		
NURS 6400 Adult/Gerontology Acute Care II	6	
SEMESTER THREE - Spring		
NURS 6500 Adult/Gerontology Acute Care III	7	
TOTAL HOURS	19	

APPROVALS

(The Department of Nursing requires the signature of the student and the program advisor. The student should keep a copy of this form for their records. Place a copy in the students file)

Student Signature: _____ Date: _____

Program Coordinator Signature: _____ Date: _____

MGA Department of Nursing Class Requirements

Technical Requirements

The MSN/AGACNP courses are delivered completely online. Students are required to have the following in order to obtain necessary course material and instructions:

- Computer capable of running Desire2Learn (D2L/BRIGHTSPACE). To determine adequacy of your computer and software, at the D2L/BRIGHTSPACE login page.
- Smart phones and iPads may be suitable for reading pages in the course but typically are NOT suitable for doing work within the course such as discussions, tests, or submitting assignments to the Dropbox.
- Browsers: Firefox 15 or 16, or Internet Explorer 9, or Google Chrome.
- High-speed Internet connection.
- Microsoft Office Suite, especially Word and PowerPoint.
- Adobe Acrobat Reader at http://get.adobe.com/reader/
- Windows Media Player: a free download, available at http://windows.microsoft.com/en-US/windows/download-windows-media-player
- Microsoft TEAMS available at https://www.microsoft.com/en-us/microsoft-365/microsoft-teams/download-app#allDevicesSection
- Laptop or Computer that has web camera and recording capabilities with a microphone/headset combination.

Proctor U

Proctor U will be utilized in all courses that require online testing. Students must ensure that he/she has the outlined techinical requirements before scheduling an exam. Students are responsible for setting up a Proctor U account and scheduling course exams during the testing period. Exam fees are located in the course syllabus and are determined by Proctor U. Fees are subject to change without notice. Exams must be scheduled within 72 hours of the exam date to avoid a late fee.

MGA Department of Nursing White Coat Ceremony

The White Coat Ceremony ritual conducted near the end of the student's first semester symbolizes a rite of passage in the journey toward a healthcare career. The white coat represents the virtues of humanism, altruism, responsibility, duty, honor, respect, and compassion. Graduate students receiving their symbolic white coat are called to always provide patient centered care. Graduate students being robed are expected to declare a commitment to the profession of nursing and to practice within approved advanced practice guidelines.

MGA Department of Nursing Clinical Information

Expectations

Students are to complete the designated number of clinical hours for each AGAC/NP course. Students must meet with his/her preceptor and develop a schedule of the days they will be in the clinical setting. Students must submit the clinical schedule form prior to starting clinical. It is expected that each student is prompt in reporting to clinical and notify the clinical faculty as well as preceptor of any abscences in a timely manner. Students are required to complete time and patient encounter logs during their clinical rotation. Patient encounter logs must be submitted to clinical faculty on a bi-weekly basis. The preceptors signature is required on the time log. MGA Department of Nursing Master's program will be converting to Typhon's NP Student Tracking System (NPST) which is an intuitive and secure student tracking platform that makes logging, tracking, and managing student data simple. Students are expected to dress in business casual attire with comfortable footwear. Lab coat and student identification are requried at all times. Scrubs maybe worn depending on the clinical setting. It is expected that students see 4-8 patients during the clinical day. Patient load may vary depending on the clinical site. Patient load may increase as the student progresses through the program. If the University is closed, students **ARE NOT ALLOWED TO** be in the clinical setting.

Clinical Responsibilities

Student

- Be accountable for his/her behavior and learning experience.
- Attend all clinical experiences as scheduled. If unable to attend a scheduled clinical experience, student will contact preceptor and clinical faculty.
- Develop and maintain effective, professional communication with the preceptor at all times.
- Always comply with host agency policies and procedures.
- Maintain confidentiality and demonstrate respect for all clients.
- Seek guidance, direction, clarification, advice and feedback from the preceptor at all times.
- Dress appropriately for the clinical setting and display facility and university name badges at all times.
- Complete evaluations of preceptor and facility.

Clinical Preceptor

- The preceptor shall be an APRN, MD/DO, currently licensed according to the Georgia Registered Professional Nurse Practice Act or the law in the state/country in which the practice setting is located.
- Provide the student with an orientation to the unit or agency, staff members, policies/protocols.
- Complete preceptor agreement and qualification form and return via student to clinical faculty.
- Collaborate with student to develop a schedule for completing clinical hours.
- Discuss expectations related to the clinical experience (e.g., patient flow, documentation, patient exams, diagnostic decisions, patient education, referrals and follow-up).
- Allow students to be directly involved in patient care and decision-making early in the clinical rotation with increasing autonomy over the course of the semester. Preceptor should always be cognizant of student practice.
- Establish effective communication with the student.
- Notify faculty of any clinical or professional concerns.
- Notify student in a timely manner of changes to clinical rotation schedule.
- Provide student with constructive feedback to enhance professional growth and development.
- Verify student's time in the clinical setting by signing clinical log sheet daily until conversion to Typhon is complete.
- Complete student evaluation at the end of the rotations and return to clinical faculty via student

MSN Coordinator & Clinical Faculty

- Review preceptor qualifications.
- Assure students have met all facility requirements before beginning clinical (e.g., Immunizations, Physical, Drug screen, Background check, current nursing license).
- Provide preceptor with necessary course information.
- Maintain contact with student and preceptor over the course of the semester.
- Review clinical time and daily encounter log biweekly and notify student of any issues.
- Conduct site visits as deemed necessary to evaluate students' progress, environment, and preceptor engagement (at least (1) per semester).
- Notify student of unsatisfactory performance in a timely manner.

Student Requirements

Department of Nursing Requirements

- ☐ Criminal background check (CBC), urine drug screen (UDS) via StudentCheck/Precheck. Immunization tracking via Typhon. This is independent of the University's immunization requirement (Please be aware that CBC and UDS findings may affect your ability to attend clinical).
- ☐ Physical Examination, immunizations, required titers, and TB testing at practitioner and/or clinic of your choice. Refer to the health requirement form which will be accessible once an account is set up in PreCheck / Sentry MD. See Appendix B for cost and any special instructions related to clinical requirements.

Atrium Health Navicent Requirements

- ☐ Criminal background check and UDS ($169.50) through Verified Credentials. Current physical exam with a provider of student's choice. Submit all required documents to Verified Credentials per the instructions in the Student Letter. Prices subject to change at the vendor's discretion. An instruction sheet is included with this packet.

- ☐ Review and sign Atrium Health Navicent Confidentiality and Security Access Agreement. Upload the completed form to the Brightspace / D2L MGA_Nursing Departmental-MSN Student.CO- classroom.

- ☐ Complete EPIC training. This will be arranged by Atrium Health Navicent

- ☐ Obtain a Student ID badge from Atrium Health Navicent HR department **once notified** that credential checklist is completed. You will receive notification from Atrium Health Navicent when to arrange to have badge made. Make sure you take your Driver's License with you when you go to obtain your badge.

- ☐ See Appendix B for cost and any special instructions related to clinical requirements.

Other Facility Requirements

Students who attend clinical at facilities other than Atrium Health Navicent **must** contact the facility to determine necessary onboarding documentation.

MOU

A MOU between the University and Healthcare facility is required before students can start clinical. Students must verify with the MSN Program Coordinator if a MOU is in place with the facility of choice. The student must provide the following information to the MSN Coordinator if there is not an MOU in place:

- ☐ Facility/Practice Name and Address
- ☐ Contact Person's name, email address, phone, and fax number
- ☐ Proposed Preceptor

Initiating a MOU is a process and may take a considerable amount of time. Information should be submitted early to prevent delays in processing and starting clinical. MOU initiation does not guarantee the facility will agree with the terms or allow students. The preceptor qualification and agreement forms are not the same as a MOU. Students are permitted to start any clinical until the MOU is fully executed.

Preceptor Requirements
1. Current unrestricted licesnsure as a APRN(preferably in Acute Care) or MD/DO .
2. At least 1 year of expereince as a APRN or MD/DO in their respective specialty.
3. Exceptional interpersonal skills to support the learning needs of the APRN student.
4. Preceptor can not be the immediate supervisor of the APRN student in the workplace.
5. Preceptor are not permitted to be a relative or close friend of the student.
6. Submit curriculum vitae along with preceptor qualification form.

Clinical Evaluation
Clinical is graded as *Satisfactory* or *Unsatisfactory*. Students must have their preceptor complete the clinical evaluation form upon completion of the rotations and submit to the clinical faculty. Students must perform satisfactorily in clinical to progress to the next semester. In addition, students must submit facility and preceptor evaluations to their clinical faculty by the end of each semester.

MGA Department of Nursing Requirements for Program Completion

Student Learning Outcomes Portfolio

The Professional Portfolio is a collection of the student nurse practitioner's education, training, and experience. The portfolio should contain the following: cover letter, curriculum vitae, summary of patients, and a chart showing how the student met the seven (7) end of program student learning outcomes in each course. Portfolios must be detailed and clearly atriculate the methods used to meet the outcomes. The portfolio can serve as a resume and marketing tool for potential employment. Specific guidelines for portfolio construction will be provided during the program orientation.

Barkley Diagnostic Exam

The Diagnostic Readiness test is a 100-item exam which helps students identify strengths and weakness related to content that will be covered on the certification exam (Barkley & Associates, 2018). The test provides rationales for responses upon completion of the exam and students can remediate where there is a need. A score report will be generated upon completion, which will show how the student compared to individuals across the country in each area. In addition, the

student will receive a performance score. The exam will be administered at the end of the last semester of the AGACNP program.

DRT Score	Rating
>/= 80	Excellent Performance; mastery of content
70-79	Strong performance; needs improvement
60-69	Good performance; needs focused remediation
</= 59	Deficient performance; needs much remediation

Adapted from Barkley &Associates Faculty Score Report Analysis

Scholarly Capstone Project

Purpose

The Scholarly Project is a final product of the AGACNP/MSN program in which the student identifies a healthcare problem or need that is relevant to the acute care setting. Students will utilize knowledge gained from current evidence, academic coursework, professional and clinical experiences to develop an innovative lean based project that will position the nurse practitioner as a quality leader at the facility level, with the potential of fostering change at the state and national level. Students will complete the project in the last semester of the program.

Guidelines

1. The student will identify project topic/focus in NURS 6600 and develop a project that can be implemented within the practice setting. The project topic must be submitted to the Course Coordinator by the second week of class during the Spring semester. **Projects will not be implemented**. Specific dates for deliverables will be outlined in the course syllabus.

2. Students must present a professional poster at the last Immersion Day of the final Spring semester. Poster guidelines and grading rubric will be available in the NURS 6600 course.

3. Students must submit a 15-page final paper utilizing APA guidelines. Must have a Turnitin score 30%. Students will use APA 7th edition. The final paper must contain the following:

   - ☐ Abstract
   - ☐ Background/problem
   - ☐ Theoretical framework
   - ☐ Literature review
   - ☐ Methodology
   - ☐ Implications for practice

- ☐ Conclusion
- ☐ References (no older than 5 years)

Topic Selection

Topics can cover a wide range of lean healthcare concepts and acute care areas to include but not limited to:

- ☐ Condition Management (i.e. CHF, Diabetes, etc.)
- ☐ Quality Improvement
- ☐ Program Evaluation
- ☐ Policy/procedure Development
- ☐ Process Improvement
- ☐ Measurement Systems
- ☐ Process Variability
- ☐ Recruitment and Retention

Graduation Requirements

Each student regardless of his or her intent to participate in graduation exercise must apply for graduation through their SWORDS account. It is recommended that students apply for graduation at least two semesters before their expected graduation term. Additional information regarding graduation can be found at https://www.mga.edu/graduation/.

What do you need to do before applying for Graduation?

- Fulfill all outstanding obligations: Holds will prevent you from applying for graduation online, receiving a transcript and/or a diploma. These include, but are not limited to:
  - Athletic holds
  - Bursar Office holds
  - Housing fees
  - Library late fees
  - Parking tickets
- **Complete Financial Aid Exit Counseling**: If you received loans while you were enrolled at Middle Georgia State University (MGA), you must complete Exit Counseling. This must be done whenever you cease enrollment or are no longer enrolled at least halftime or meet any of the criteria listed above. Here is how to complete Exit Counseling on the web:
  - Sign on to www.studentloans.gov
  - Click on "Complete Counseling"

- Click on "Start Exit Counseling"
- Upon completion of the counseling session, confirmation of your completion is automatically sent to the MGA Financial Aid Office

- **Meet all Degree Requirements**: In order to graduate, you must meet all degree requirements as listed in a single Middle Georgia State University catalog. Choose any catalog less than 5 years old beginning with the catalog you've used during your studies here.
  - Seeing an advisor each semester will help you stay on track
  - Re-Admittance or Change of Major circumstances: If you stop attending and are subsequently readmitted to MGA or if you change major, your matriculation catalog is reset to the year of readmission or change of major. **You must have attended at least one term under your chosen graduation catalog.**

Applying for Graduation

- **Apply at least two full semesters before term of completion**. Failure to complete an application for a degree or certificate at least two semesters in advance may prevent graduation in the anticipated term. Students who do not complete an application until the published application deadline may not be able to resolve deficiencies discovered in the degree audit for that term.
- **Meet all deadlines**: Including graduation application and cap and gown order deadlines. Resolve deficiencies (petitions, course substitutions, and history and constitution requirements). Failure to do so can cause you not to graduate in a timely manner.
  - Go online to SWORDS account and apply https://www.mga.edu/technology/services/banner.php
  - The first term the online application asks for is the curriculum term.
  - Choose a term, then click submit. You will be asked to choose a graduation term a few steps later. MGA Graduation Outline Revised 3/24/20 2
  - Check your SWORDS account to confirm the spelling of your legal name (the name on file) and your correct mailing address; update here https://www.mga.edu/registrar/docs/Change_of_Record.pdf if change is necessary.
- There is an application fee: Graduate Student - $50
  - To pay online, go to https://www.mga.edu/technology/services/banner.php for secure login to your SWORDS account.
  - After successful login, select the Student tab and click the "Pay Now" link. o You are then redirected to the Middle Georgia State University ePayment window. If guidance is needed, click the "help" menu item for a listing of available topics.

- **If you do not graduate in the semester in which you applied, you must submit a new graduation application** (No additional application fee).

What happens after you apply for Graduation?

- When you apply online via SWORDS, the graduation application is retrieved by the Graduation Coordinator in the Office of the Registrar, who will then begin the auditing process.
    - Master's degrees:
        - Audits are processed in the Office of the Registrar within 4-6 weeks and audits are dispersed to each academic department for review o Second Degrees (only if the first degree was received at MGA):
- The MyDegree audit will indicate if anything is missing or if you are on track to graduate. Please review your audit often in MyDegree for any changes.
- Graduation Coordinator will email you a letter requesting you to review your audit on MyDegree once your degree audit is complete.
    - To view MyDegree in SWORDS:
        - Once logged on to your SWORDS account, go to "student", and then click on "MyDegree" to view completed audit
        - If any issues, contact the Graduation Coordinator (yulonda.banks@mga.edu) or the Student Success Coordinator (lakeshia.nelson@mga.edu) in the Office of the Registrar
- Graduation Coordinator will send emails to student email addresses only concerning the Knight's GradFest, graduation ceremony, and guest tickets.

How to prepare for the Graduation Ceremony

- Order Caps and Gowns online via the Campus Store (campusstore@mga.edu)
    - It is your responsibility to ensure that you have proper regalia to participate in the commencement ceremony
    - You are not allowed to walk across the stage without a cap and gown
    - For students, no regalia outside of MGA's can be worn in the commencement ceremony.
    - You must place your order before the designated deadline given by the Campus Store
- **Knight's GradFest:** This exciting event typically takes place in October and April each year and serves as a graduation one-stop shop. At GradFest you can:
    - Check your graduation status o Pick up your cap and gown if ordered early
    - Order class ring
    - Purchase graduation announcements
    - A professional photographer will be on hand to take photos of you in your cap and gown

- Enjoy complimentary refreshments
- All guests must have tickets to enter the graduation ceremony. Guests without tickets will be instructed to go to the designated overflow room based on availability. O
  - Tickets are available for pick-up at the Office of the Registrar on both the Cochran and Macon Campus during a specified time for both Spring and Fall graduation ceremonies. More information regarding exact dates of when to pick up tickets will be sent to your MGA email.
- **BE ON TIME**
- **Diplomas are not distributed at the graduation ceremony**
- All diplomas will be mailed to the address on file approximately 8 weeks from the last final exam date. Please verify your address is correct prior to graduation. You may make changes here https://www.mga.edu/registrar/student-resources/address.php if necessary

Graduate Regalia

- For students receiving a master's degree or graduate certificate
- You will need to purchase the Graduate Cap and Gown package *and* the Hood and Tassel package.
- Honors Cords/Stoles will be given out by the Registrar's Office at check in on the day of Commencement.
- Please be sure to order the correct color hood for your particular degree.
  - MSN – Apricot
  - MSM – Drab
  - MSIT – Gold
  - MAT – Light Blue
  - MATPW - White
- *Hood and Tassel*
- *Cap and Gown*

FORMS

MIDDLE GEORGIA STATE UNIVERSITY
AGACNP/ MSN Clinical Guidelines

Clinical is a vital component of the AGACNP program. It is expected that students submit required documentation in a timely manner to ensure compliance with guidelines set forth by the Department of Nursing and our healthcare facility partners. The following guidelines will go into effect for Fall 2021:

Clinical Placement Dates
All MSN students must submit their desired preceptor's name and desired facility name by **April 15th** for the Fall semester rotation and **September 15th** for the Spring semester rotation.

Facilities using ACEMAPP or My Clinical Exchange
Students rotating at facilities using ACEMAPP or My Clinical Exchange must submit their desired preceptor's name, preceptor contact information, hand-signed preceptor agreement (form located in ACEMAPP; this is not a MGA form), facility's name, the unit precepting on, the proposed clinical schedule (i.e. M, W, F 7A-7P), and statement of facility employment status by **April 15th** for the Fall semester rotation and **September 15th** for the Spring semester rotation.

MGA Clinical Requirement Compliance Date
All MSN students are required to be compliant with their Sentry MD and Precheck clinical requirements (i.e., vaccinations, CPR, background check, and physical exam) **within one week of the start of each semester**.

All MSN Students are required to submit the MGA Preceptor Qualification Form and Preceptor Agreement to Ms. Jean Hubbard **one week prior to attending any clinical**.
Students must submit their **clinical schedule to their assigned clinical faculty one week prior to attending clinical.**

Students who do not comply with the above requirements **will not be able to attend clinical**. If a student is unable to complete their clinical requirements for any reason, they will receive an "incomplete" in the course

I,_____have received and reviewed the **AGACNP/ MSN Clinical Guidelines** and have been given an opportunity to ask questions about the content. I understand it is my responsibility to comply with the clinical guidelines. I understand that failure to abide by these guidelines will result in my inability to attend clinical. I understand that I will receive an "incomplete" in the course if the required clinical hours are not completed by the date outlined in the course syllabus.

_____   _____
Student Signature   Date

MIDDLE GEORGIA STATE UNIVERSITY
DEPARTMENT OF NURSING
MSN/AGACNP PROGRAM

PRECEPTOR QUALIFICATION FORM
PRECEPTOR INFORMATION

First Name_____Middle Initial_____Last Name_____

Address_____

Home Telephone Number_____ Work Number_____

Cell Number_____Email _____

Job Title_____

Credentials (ACNP, FNP, MD, Other)_____

LICENSURE/CERTIFICATION/EDUCATION

Licensure

Professional License Number_____State_____Expiration_____

Professional License Number_____State_____Expiration_____

Certification

Type_____Certification Number_____ State_____Expiration_____

Type_____Certification Number_____ State_____Expiration_____

Education

College/University_____Degree_____Year_____

College/University_____Degree_____Year_____

College/University_____Degree_____Year_____

EMPLOYMENT/EXPERIENCE

Employer

Facility/Practice Name

Address

Phone Number   Fax Number

Experience

How long have you been employed as a APRN/MD/DO at this facility?

How long have you been a APRN/MD/DO?

How many years have you precepted APRN or Medical students?

I attest the the above information is true and correct.

Signature   Date

*** Attach your curriculum vitae with this form. You may mail, email or fax forms to:

Email completed form to:
Dr Kerry Garrett
100 University Blvd Office Oak hall Suite 151 Warner Robins, GA 31093
Kerry.garrett@mga.edu

MIDDLE GEORGIA STATE UNIVERSITY
DEPARTMENT OF NURSING
MSN/AGACNP PROGRAM

PRECEPTOR AGREEMENT FORM

I _____ agree to serve in the role of
                          Preceptor Name

preceptor for _____ an AG-ACNP student at Middle
                          Student Name

Georgia State University. The student will be under my supervision from _____

to _____ at _____ .
                                          Facility/Practice Name

Course Number and Name_____

Facility Address_____ Phone #_____

Clinical Faculty_____

Preceptor Signature_____ Date_____

Student Signature_____ Date_____

Clinical Faculty Signature_____ Date_____

Email completed form to:
Dr. Kerry Garrett
100 University Blvd Office Oak hall Suite 151 Warner Robins, GA 31093
Kerry.garrett@mga.edu

MIDDLE GEORGIA STATE UNIVERSITY
DEPARTMENT OF NURSING
MSN/AGACNP PROGRAM

PRECEPTOR -STUDENT CLINICAL EVALUATION FORM
Email completed form to:
Dr. Kerry Garrett
100 University Blvd Oak hall Suite 151 Warner Robins, GA 31093
Kerry.garrett@mga.edu

Student Name_____ **Semester**_____

Preceptor Name_____ **Date**_____

Check One: Midterm_____ **Final**_____

Please rate the preceptee using the following scale:

1= Inadequate: Unsafe practice that requires constant guidance and redirection.
2= Unsatisfactory: Requires frequent verbal coaching and interaction to perform task.
3= Satisfactory: Competent and performs most tasks independently. Requires intermittent verbal guidance.
4= Exemplar: Independently and accurately performs all tasks.
N/A= Not applicable/not observed

Pass- Rating of 3 or above in every category on the Final Evaluation
Fail- Rating of 2 or below in any category on the Final Evaluation

Please note that it is not expected that all areas are observed at time of evaluation. However, it is
expected that all areas have been observed and rated by the final evaluation in NURS 6500.

Clinical Grade: Pass   Fail

Strengths:

Areas that need improvement:

Plan to address areas that need improvement with timeline:

Student Signature_____**Date**_____

Preceptor Signature_____ **Date**_____

Faculty Signature _____**Date**_____

PRECEPTOR -STUDENT CLINICAL EVALUATION FORM

Patient-Centered Care (EPSLO 1,5,7)					
Respects patients' and families' spiritual, ethical, and cultural practices and aligns care with their wishes as deemed appropriate.	1	2	3	4	N/A
Advocates for patient's autonomy in healthcare decision making.	1	2	3	4	N/A
Keeps patient and family involved as much as possible in plan of care to promote patient-centered care.	1	2	3	4	N/A
Independent Practice (EPSLO 1,3,7)					
Able to obtain health histories from collateral sources.	1	2	3	4	N/A
Performs physical assessment based on presenting symptomology and able to recognize normal and abnormal variations.	1	2	3	4	N/A
Able to articulate and document physical findings and problems using the correct medical terminology.	1	2	3	4	N/A
Utilizes correct exam techniques.	1	2	3	4	N/A
Develops an appropriate plan for diagnostics studies and imaging based on assessment findings.	1	2	3	4	N/A
Develops at least three differential diagnoses based on assessment.	1	2	3	4	N/A
Identifies the most appropriate diagnosis for the patient's symptomlogy recognizing disease progression, multisystem health problems, associated complications, and iatrogenic conditions.	1	2	3	4	N/A
Demonstrates accountability for professional practice.	1	2	3	4	N/A
Evidence-Based Practice (EPSLO 3)					
Develops an evidence-based plan of care to include non pharmocological, pharmacolgical treatments, referrals or consultations (if needed) and follow-up based on cost effectiveness, quality improvement practices, and patient safety.	1	2	3	4	N/A
Evaluates patient educational needs regarding health condition and risks associated with acute, complex chronic, and critical care needs.	1	2	3	4	N/A
Provides evidence-based education and counseling considering patient's literacy level, age, culture, and gender identification.	1	2	3	4	N/A
Utilizes evidence-based treatment guidelines and electronic resources to assist with developing or modifying patient plan of care.	1	2	3	4	N/A
Safety/Quality (EPSLO 4,5,7)					
Able to recognize safety risk for each patient.	1	2	3	4	N/A
Communicates safety risks with patients, families, and healthcare team members.	1	2	3	4	N/A
Implements interventions to promote safety and risk reductions for patient with acute, critical, and complex chronic conditions.	1	2	3	4	N/A

Continously monitors quality improvement of patient care to assist with decreasing healthcare costs and improving patient satisfaction.	1	2	3	4	N/A
Seeks assistance with any task as appropriate to ensure care is delivered in a safe manner.	1	2	3	4	N/A
Informatics (EPSLO 6)					
Reviews patient's medical record prior to each encounter.	1	2	3	4	N/A
Uses electronic medical record to document according to legal and ethical standards.	1	2	3	4	N/A
Able to synthesize data from a variety of credible electronic resources to improve patient outcomes.	1	2	3	4	N/A
Teamwork/Collaboration (EPSLO 2,5)					
Communicates well with patients, families, staff, providers and preceptor to provide patient-centered care.	1	2	3	4	N/A
Collaborates with preceptor and other health care team members to develop plans of care.	1	2	3	4	N/A
Collaborates with team members to evaluate the effectivness of treatments for each patients.	1	2	3	4	N/A
Consults with lay caregivers (ie family members) in developing plans of care.	1	2	3	4	N/A
Respects the opinions of team members related to proposed plans of care.	1	2	3	4	N/A
Seeks opportunities to increase knowledge and skill level related to pateint care from team members	1	2	3	4	N/A
Professionalism (EPSLO 5)					
Always arrives to the clinical site on time.	1	2	3	4	N/A
Clinical attire is appropriate for the setting.	1	2	3	4	N/A
Lab coat and student name tag worn each clinical day.	1	2	3	4	N/A
Keeps clinical information confidential.	1	2	3	4	N/A
Keeps communication appropriate with families when crisis situations arise.	1	2	3	4	N/A
Provides preceptor with access to clinical documentation system or paperwork in a timely manner.	1	2	3	4	N/A
Notifies preceptor and clinical faculty in a timely manner if unable to attend clinical.	1	2	3	4	N/A
Reports clincal information to preceptor in a clear, concise, organized manner, and professional manner.	1	2	3	4	N/A

MIDDLE GEORGIA STATE UNIVERSITY
DEPARTMENT OF NURSING
MSN/AGACNP PROGRAM

STUDENT-PRECEPTOR CLINICAL EVALUATION FORM

Student Name_____**Semester**_____ **/ Course**_____

Preceptor Name_____**Facility/Agency**_____

Please rate your preceptor using the following scale: 4- Strongly Agree**;** 3- Agree**;** 2- Disagree; 1- Strongly Disagree; N/A- Not applicable

1. Preceptor was knowledgeable of the health care needs of the patient populations.	4	3	N/A	2	1
2. Preceptor provided student with an orientation to the facility/agency.	4	3	N/A	2	1
3. Preceptor provided the student with adequate ongoing feedback.	4	3	N/A	2	1
4. Preceptor was knowledgeable of the AGACNP role.	4	3	N/A	2	1
5. Preceptor worked with student to achieve clinical hours.	4	3	N/A	2	1
6. Preceptor supervised student/patient interaction directly or indirectly.	4	3	N/A	2	1
7. Preceptor allowed student to assess, diagnose, and formulate a plan of care for clients.	4	3	N/A	2	1
8. Preceptor completes all clinical paperwork in a timely manner.	4	3	N/A	2	1
9. Preceptor consulted with clinical faculty about the student's progress.	4	3	N/A	2	1
10. Preceptor possessed excellent communication and clinical skills.	4	3	N/A	2	1
11. I would recommend this preceptor to other students.		YES		NO	

Comments:

MIDDLE GEORGIA STATE UNIVERSITY
DEPARTMENT OF NURSING
MSN/AGACNP PROGRAM

FACILITY/PRACTICE EVALUATION FORM

Facility/Agency_____**Semester**_____

Address_____**Phone Number**_____

Please rate the facility/agency using the following scale: 4- Strongly Agree**;** 3- Agree**;** 2-
Disagree; 1- Strongly Disagree; N/A- Not applicable

1. Facility/agency provided quality learning experience.	4	3	N/A	2	1
2. Facility /agency highly receptive of NP students.	4	3	N/A	2	1
3. The patient population was adequate and diverse.	4	3	N/A	2	1
4. Students had access to patient information.	4	3	N/A	2	1
5. Students were able to document in electronic record.	4	3	N/A	2	1
6. Providers demonstrated excellent communication and professional behavior.	4	3	N/A	2	1
7. Facility/agency provided adequate resources for NP students.	4	3	N/A	2	1
8. Students were provided an orientation to the facility /agency.	4	3	N/A	2	1
9. Facility/agency was well maintained and utilized state of the art equipment.	4	3	N/A	2	1
10. Facility/agency provided quality care to patients.	4	3	N/A	2	1
11. Would you recommend this facility/agency to other students?	YES		NO		

Comments:

MIDDLE GEORGIA STATE UNIVERSITY
MSN/AGACNP PROGRAM
CLINICAL SCHEDULE

Student Name

Preceptor

Clinical Location

Clinical Faculty

Clinical Date	Clinical Hours	Clinical Date	Clinical Hours

I have submitted my proposed clinical schedule to my designated clinical faculty.

Student Signature   **Date**

I have reviewed this document and aware of when the above-named student is in the clinical setting.

Clinical Faculty Signature   **Date**

MIDDLE GEORGIA STATE UNIVERSITY
DEPARTMENT OF NURSING
MSN/AGACNP PROGRAM

CLINICAL TIME SHEET

Semester_____

Student Name_____ **Course**_____

DATE	TIME	TOTAL HOURS	CUMULATIVE HOURS	PRECEPTOR SIGNATURE Please make sure signature is legible.
Example 6/2/16	**8 AM-4:00 PM**	**8**	**8**	*Jane Doe*

I attest that the following hours accurately reflect the amount of time spent in the clinical area.

Student Signature _____   Date _____

I attest that I have reviewed the above clinical hours for accuracy.

_____   _____

Preceptor Signature   Date

I attest that I have reviewed the above clinical hours for accuracy.

_____   _____

Clinical Faculty Signature   Date

MIDDLE GEORGIA STATE UNIVERSITY
DEPARTMENT OF NURSING
MSN/AGACNP PROGRAM

PATIENT ENCOUNTER LOG

STUDENT: _____   SITE: _____

_____

The following is the "detailed" data you will need to collect on (4-8) patients each day. All other patients will be logged up to "primary diagnosis". You are to use this tool to collect and save this information. This information will be used to support your variety of patient encounters during your preceptor clinical rotations.

DATE			
PT. ID(no initials or MRN#) List patients as Patient A,B,C…. or 1,2,3			
AGE			
ETHNICITY			
GENDER			
PRIMARY DIAGNOSIS **(ICD-10 CODE)**			
SECOND AND THIRD DIAGNOSIS **(ICD-10 CODE)**			
BRIEF TREATMENT PLAN			
FOLLOW-UP			
REFERRAL			

Appendix A

Definitions, Concepts, and Threads

Humans

Humans are thinking, feeling, social, sensing beings. Humans are the focus of professional nursing care that may be delivered to them as an individual, or as a part of a family or group.

Environment

The human is in constant and dynamic interaction with the environment. The environment consists of all factors impacting the human such as health care systems, political structures, psycho-social interactions, and global influences. Nursing care occurs within the context of the environment. The environment may be altered in an effort to meet the needs of persons, families, groups and communities.

Health

Health is a dynamic evolving process defined by the humans, family, group, and community. Health includes physical, emotional, psychosocial, spiritual and cultural components. The level of health achieved by humans affects their interaction with, and influence of, the global community. Activities involving health promotion, illness prevention and health maintenance, and health restoration influence one's progress on a continuum toward optimal well-being and global responsiveness.

Nursing

Nursing is an art and a science built upon caring behaviors and evidence-based knowledge. Nursing is, focused on promoting optimal health by partnering with humans, families, groups, communities and members of the multidisciplinary health care system. The professional nurse upholds standards of professional practice and provides safe, compassionate care within an ethical-legal framework.

Patients/Clients

The Department of Nursing at MGA defines patients/clients as persons (men, women, and children) who are under medical care or treatment.

Learning

Learning is viewed as a lifelong process of limitless possibility and is necessary for humans to interact meaningfully with their world. Learning promotes awareness of social and cultural diversity of humans, reflective inquiry, and adaptation. Teaching is a set of skills and behaviors. Teaching is a collaborative partnership between individuals (teachers and learners) that occur in a supportive environment of mutual respect.

Caring

The faculty believe strongly that caring is foundational to nursing practice and professionalism. As described by Duffy & Hoskins (2003), caring relationships are central to the work of nursing and the goal of the work of nursing is health and healing. Feeling cared for empowers humans to make decisions regarding self-determination and leads to improved outcomes and satisfaction for the patient and for the nurse. In the current environment of rapidly changing technology, terrorism, disaster recovery, diversity, prevalent chronic disease, and a nursing shortage, the faculty believe that caring relationships are instrumental to providing quality health care.

Clinical Reasoning

The faculty believes that nurses build clinical reasoning skills through active learning, critical thinking, problem solving and drawing inferences to predict outcomes. In nursing practice, clinical reasoning includes flexible use of systematic processes to guide quality care such as the nursing process, concept maps, clinical pathways, performance improvement, and evidence-based practice. Clinical reasoning includes the transfer of knowledge from familiar situations to unfamiliar or new contexts. Students move along a continuum of thinking from unskilled to skilled to reflective. Student movement along this continuum is dynamic and individualized. Faculty support and challenge student progress through a variety of innovative classroom and clinical experiences.

Globalization

The faculty believe that globalization includes cultural competence. Furthermore, it entails the use of technology not only for communication, but for deliberate awareness of infectious and chronic disease, terrorism and disaster recovery, economic responsibility, and concerns for environmental, political and social issues. The nurse must be proactive in becoming aware of and incorporating global concerns into the provision of quality, holistic care.

Clinical Competence

Clinical competence is a complex phenomenon requiring sufficient nursing knowledge and skill to make sound decisions and demonstrate caring attitudes while acting in a legal and ethical manner. The faculty believes that clinical competence is required to provide safe care to culturally diverse patients across the life span in the promotion, maintenance and restoration of health. Clinically competent nurses are capable of making appropriate decisions within the scope of professional practice, based on nursing knowledge and the needs of individual patients and families. The competent nurse involves the patient and family to determine appropriate therapeutic nursing interventions through the application of the nursing process. The competent nurse collaborates with other members of an interdisciplinary health care team to coordinate care and delegate specific activities to appropriate personnel. The competent nurse recognizes the value of lifelong learning and pursues both formal and informal learning opportunities.

Patient-Centered   Care

The provision of caring and compassionate, culturally sensitive care that is based on a patient's physiological, psychological, sociological, spiritual, and cultural needs, preferences, and values to promote achievement of optimal patient outcomes.

Teamwork and Collaboration

The delivery of patient-centered care in partnership with interprofessional members of the health care team, to achieve continuity of care and optimal patient outcomes.

Evidence Based Practice

The use of best current evidence, expert opinion, and clinical expertise, upon which clinical judgment and patient care is based for the delivery of safe, quality health care. Evidence-based nursing practice is the thoughtful integration of education and quantitative and qualitative research with practice. In today's ever-changing world, nursing practice is constantly evolving. Nurses can no longer practice by trial and error, tradition, or through intuition alone. To provide quality care, nurses must practice according to tried and true methods of care delivery that provide for the best outcomes for patients. Information about evidence-based practice comes through a variety of sources including literature, clinical guidelines, and the Internet. Through nursing education, students are taught to seek and identify quality, reliable information which can guide their practice.

Quality Improvement

The use of data to monitor outcomes of care processes with the goal of developing and implementing a plan to improve health care services and better meet the needs of patients.

Safety

The minimization of risk factors that could cause harm or delay patient recovery while promoting quality care and maintaining a secure environment for patients, self, and others.

Informatics

The use of information technology as a communication and information gathering tool that supports clinical decision-making and evidence-based nursing practice.

Professionalism

The accountable and responsible behavior of the nurse that incorporates legal and ethical principles and regulatory guidelines that comply with standards of nursing practice. Professional nursing is an art and a science, and nursing therapeutics is the work of nursing. Nursing therapeutics include evidence-based practice, critical thinking, communication, cultural competence, knowledge of disease processes and restoration of health. Nurses have unique privileges that require ethical, responsible behavior incorporating respect for the dignity of every

human being. The nursing faculty believe that nursing education has a responsibility to society and the global community. This professional responsibility includes advocating for social justice, environmental responsibility and being responsive to society's needs and the changing local, national and global health care environments. The faculty believe that evolving nursing education and practice require a commitment to diversity and interdisciplinary partnerships through flexible, guided, collaborative, and self-directed learning with innovative educational methodologies that foster lifelong learning.

Leadership

The process by which nurses use a set of skills that directs and influences others in the provision of individualized, safe, quality patient care.

Middle Georgia State University
School of Health and Natural Sciences (SOHNS)
Clinical Checklist

Item	Vendor	Costs	Comments/Special Instructions
1. **Atrium Health Navicent Credentialing**	Verified Credentials, Inc.	Up to $150. Price is set by vendor.	*Requirement for all Non-Atrium Health Navicent __employed__ students* Includes: • Physical Form at Macon Occupational Medicine (MOM) • Background Check • 10 Panel Drug Screen *(FormFox)* See Atrium Health Navicent flyer
2. **Physical Exam**	Student choice	Varied	*Requirement for all MSN students.*
3. **Healthcare Facility Credentialing**	StudentCheck/PreCheck Clinical Tracking Requirements	**Background Check**- $39.50 **Drug Test**- $39.00	*Requirement for all SOHNS students* Includes: • Background Check • 10 Panel Drug Screen with ETOH • Clinical Tracking System See PreCheck instructions
4. **TB Skin Test** (2 required) *Student must present proof of __TWO__ negative TB tests done at least 7 days apart* - OR – **T-Spot** -OR- **Chest X-Ray:** *Required for those who have had a positive TB skin test*	Student choice	See comments	MOM charge: $30 for 2 TB Skin Test ($15 each) $90 for TSPOT $60 for Chest X-RAY
5. **Varicella Vaccine** (2 required) - OR - **Varicella Titer** *History of the Chickenpox disease is __not acceptable__. Student must show proof that*	Student choice	See comments	MOM charge: $300 for 2 Varicella Vaccines ($150 each) $55 for Varicella Titer

he/she has received both vaccines or have a titer drawn to show immunity.			
6. **MMR Vaccine** (2 required) - OR - **MMR Titer:** *Two MMR vaccines are needed if born after 1957.*	Student choice	See comments	MOM charge: $200 for 2 MMR Vaccines ($100 each) $90 for MMR Titer
7. **Hepatitis B Vaccine:** (3 required) - OR - **Hepatitis B Titer**	Student choice	See comments	MOM charge: $285 for 3 Hepatitis B Vaccines ($95 each) $40 for Hepatitis B Titer
8. **Tetanus Shot:** *Must have proof of Tetanus within the past 10 years.* *A TDAP can be given as tetanus booster if person has never had TDAP*	Students' choice	See comments	MOM charge: $50 for Tetanus Shot
9. **TDAP:** *Must show proof of TDAP given within lifetime.* *A TDAP is sometimes given as tetanus booster if person has never had TDAP*	Students' choice	See comments	MOM charge: $75 for TDAP Vaccine
10. **Flu Shot**	Students' choice	See comments	MOM charge: $25
11. **Typhon**		$90	

Revised 4/8/21 di

Appendix C

I.   Electronic and Social Media Policy: E-Professionalism

A. The language governing portions of this policy can be found in federal law (i.e., Public Law 111-148, otherwise known as the Patient Protection and Affordability Care Act (PPACA), the Health Insurance Portability and Accountability Act (HIPPA), 1996, and Health Information Technology for Economic and Clinical Health (HITECH) Act, 2009).

B. State laws that may be applicable (i.e., privacy, defamation, harassment or cyberbullying, nursing regulation, and case law) should also be consulted to reduce the exposure of the students, faculty, and nursing programs.

C. The Middle Georgia State University Social Media Guidelines (2015) are applicable and can be reviewed at http://www.mga.edu/marcomm/docs/social_media_guidelines.pdf

D. In addition, the applicable language in the School of Nursing Educational Training Program agreement that governs is the following:

   a. "To keep in confidence all medical, health, financial and social information (including mental health) pertaining to particular clients or patients."

   b. "To not publish any material related to my educational training program that identifies or uses the name of the Institution, the Board of Regents of the University System of Georgia, the Georgia Hospital Association, the Facility or its members, clients, students, faculty or staff, directly or indirectly, unless I have received written permission from the institution, the Board of Regents of the University System of Georgia, the Georgia Hospital Association and the Facility."

E. Professional organizations, legal and ethical guidelines provide the framework for this policy (i.e. *American Nurses Association (ANA) Code of Ethics for Nurses with Interpretive Statements,* 2015, National Council of State Boards of Nursing (NCSBN) *White paper on Nurses Use of Social Media, 2011, and ANA's "Six Tips for Nurses Using Social Media" can be found at www.nursing world.org*). Guidelines can also be found within the Code of Ethics (ANA, 2015) regarding the duty to act within the professional role and to recognize and maintain boundaries and limits to relationships with patients. (Westrick, S.. 2016)

F. Examples of Electronic and Social Media can include, but are not limited to, *Facebook, Twitter, Myspace, YouTube, LinkedIn, Instagram, and SnapChat.* Taking pictures or videos at clinical sites with phones, cameras or any other electronic recording device can

also subject students to liability and/or academic disciplinary actions leading to termination from the nursing program.

G. All nursing students entering the program must acknowledge awareness of, and agreement to this policy and the Educational Program Training Program Agreement. It is recommended that prior to each class, instructors provide the policy again, to be reviewed by the student to ensure that they are aware of the specific course's applicability to this policy.

H. Students should be aware that their student status will not shield them from the consequences of inappropriate use of social media and/or electronic communication and that all information, irrespective of privacy settings is public, and subject to retrieval even when deleted from a social media site (Westrick, S., 2016).

I. Students using social media and electronic networks shall be aware of issues that could violate this policy and the Educational Training Program Agreement. Examples include, *but are not limited to:*

   a. Postings, images, recordings, or commentary that *intentionally or unintentionally* breaches the duty to maintain privacy and confidentiality (ANA, 2015, p.9) whether *on-duty or off-duty.*

   b. Failure of the student nurse to act within the professional role by not recognizing and maintaining boundaries and limits to relationships with patients. (ANA, 2015)

   c. Failure of the student nurse to exercise extreme caution when discussing any patient-related experience or information on social media sites. Even with a small amount of information, coupled with other revelations (possibly by another person), can result in identification of parities who are entitled to privacy protection (Westwick, S., 2016).

   d. While the State Board of Nursing does not generally have jurisdiction over student nurses until licensure, unprofessional behavior may subject professional registered nurses to fines, censure, reprimand, suspension, and or possible revocation of licensure, therefore nursing students should not engage in any such behavior. To do so, may result in refusal to license by the applicable regulatory nursing board. Disciplinary actions by state boards of nursing have included charges of unprofessional conduct, moral turpitude, mismanagement of patient records, and release of privileged information and breach of confidentiality (Stokowski, 2011).

e. Revelation at any time, via any medium of private health care information learned as a result of clinical experiences. This includes releasing photographs from clinical sites that could, in any way, identify patients or expose their protected health information. It is a violation of this policy to take photographs or videos in patient care areas, or to violate any clinical facilities policies regarding this type of prohibition.

f. Failure to notify the patient of any breaches of confidentiality, and failure to provide for the security protections for patient's data (Melnik, 2013).

g. Failure to protect patient's private health care information may create a private cause of action for breach of confidentiality, intentional or negligent infliction of emotional distress harassment, defamation, or harm to reputation.

h. Breach of confidentiality by sharing privation information (often inadvertently), *even when the patient's name or other identifying information is not revealed.*

i. Engaging in criticism or negative comments online of co-workers, employers, administration, and or clinical facilities may subject the student to civil suits for defamation, breach of privacy or harassment. Caution should be exercised when commenting on any work-related situation. To prevent potential liability or exposure to academic discipline, the student should not include the name of the clinical agency, clinical preceptor, agency staff, or clinical instructor on your social network. Do not discuss school or work-related issues online, including complaints about others. According to Barry & Hardiker, 2012, this includes not criticizing or presenting unflattering images of your educational institution, teachers, or fellow classmates.

j. Do not include photos of your clinical preceptor, agency staff or clinical instructor on your social network without their specific permission and pictures/recordings should never be taken in a patient care area.

k. Do NOT post a patient name, diagnosis, agency where receiving care or any identifying information – such as gender, age, ethnicity, etc. No photos of patient or family. Even a general posting regarding a patient can be linked back to an individual.

l. Be extremely cautious what you say regarding your clinical preceptor, the staff at the agency, your clinical instructor and your fellow classmates in your blog or on your social network. That includes Facebook pages for your classes.

J. Failure to comply with these standards will result in disciplinary action. Any breach of patient confidentiality will result in clinical failure in the course involved and may result in dismissal for the Middle Georgia State University Nursing Program. (See reference page for a complete listing of source used to create this policy.

References

American Nurses Association. (2011). *Social Networking principles toolkit.* Silver Spring, MD: .

    Retrieved from www.nursingworld.org/socialnetworkingtoolkit.

American Nurses Association. (2015) *Code of Ethics for nurses with interpretive statements.*

    Silver Spring, MD.

Barkley & Associates. (2018). 100-Item Diagnostic Readiness Tests (DRTs). Retrieved from

    http://www.npcourses.com/available-tests-registration.

Barry, J. & Hardiker, N. R. (2012). Advancing nursing practice through social media: A global

    perspective. *Online Journal of Issues in Nursing, 17*(3), 1-15. doi:

    10.3912/OJIN.Vol17No03Man05

Burdine,L.K. de Castro Maymone, & Vashi, N.A.(2019). Text recycling: Self-plagiarism in

    scientific writing. *International Journal of Women's Dermatology, 4,134*-136.

Kumar, P.M.,Priya, N.S., Musalaiah, S.V.V.S., & Nagasree, M.(2014). Knowing and avoiding

    plagiarism during scientific writing. *Annals of Medical &Health Sciences Research, 4*,

    193-198.doi:10.4103/2141-9248.141957

Melnik, T. (2013). Avoiding violations of patient privacy with social media. *Journal of Nursing*

    Regulation, 3(4), 39-44.

Stokowski, L.A. (2011). Social Media and Nurses: Promising or perilous? *Medscape Nurses:*

    Nursing Perspectives; Retrieved from www.medscape.com/viewarticles/753317.

Westwrick, S. J. (2016), Nursing Students' Use of Electronic and Social Media: Law, Ethics, and

E-Professionalism, *Nursing Education Perspectives,37(1).*

Notes