



**Middle Georgia**  
State University

## **School of Health Sciences**

Department of Nursing

**Adult-Gerontology Acute Care Nurse Practitioner**

**Student Handbook**

2019

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## **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](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 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.

## **Mission Statements and Philosophy**

*The mission of the Middle Georgia State University 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.*

### **MSN Program Mission**

*The mission of the Middle Georgia State University Master of Science in Nursing Program is to prepare advanced practice nurses to provide care to the entire adult to older adult age population and across the continuum of care, particularly those with acute care needs.*

### **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 believes 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.

### **AGACNP PROGRAM INFORMATION**

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. This advanced practice program 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, and in advanced diagnostic areas.

### ***Program Format***

All courses in the program will be offered fully online with intensive/immersion sessions held on campus each semester (see Immersion Day Policy on pages 16-17). Clinical practice will be planned in a variety of settings and will be designed to address the program and course objectives. Students will complete 630 clinical practice hours. The program is designed to be completed in five consecutive semesters.

### ***Accreditation***

The MSN Program is accredited by the Accreditation Commission for Education in Nursing\*. Upon successful completion of the program, graduates will be eligible to sit for the American Nurses Credentialing Center's (ANCC) AGACNP certification exam.

\* Accreditation Commission for Education in Nursing (ACEN)

3343 Peachtree Road, Suite 850

Atlanta, GA 30326

404-975-5000

[www.acenursing.org](http://www.acenursing.org)

### ***Program Objectives***

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

1. Synthesize nursing and related sciences into the delivery of advanced professional nursing care to diverse adult populations in various acute care settings.
2. Lead multidisciplinary team collaboration, communication and coordination to achieve health promotion, 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 nursing practice and clinical judgement
4. Incorporate quality improvement principles in the monitoring, analyzing, and prioritizing of health care 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. Model a commitment to the professional, ethical, and legal aspects of the adult-gerontology acute care Nurse Practitioner role.

8. Develop an active 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.

9. Communicate effectively and appropriately to build therapeutic relationships with diverse individuals and families who face acute or chronic complex physical and psychological conditions.

10. Synthesize critical thinking strategies when using advanced knowledge in physical assessment, pharmacology, and pathophysiology to assess, diagnose, plan, intervene, evaluate and revise patient care to positively affect healthcare outcomes for individuals, families, communities, populations or systems in a multicultural society.

11. Perform competently in the teaching and coaching role in the plan of care for complex acute, critical, and critically ill patients.

***Curriculum Plan***

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

### ***Technical Requirements***

The MSN/AG-ACNP 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>
- 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 technical 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.

### ***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.



## 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.

| <b>ISSUE</b>               | <b>PERFORMANCE STANDARD</b>  | <b>EXAMPLES OF NECESSARY ACTIVITIES (NON-ALL-INCLUSIVE)</b>   |
|----------------------------|--|---|
| Critical Thinking          | Critical-thinking ability for effective clinical reasoning and clinical judgement consistent with the level of educational preparation | <ul style="list-style-type: none"> <li>• Identify cause/effect relationships in clinical situations</li> <li>• Maintain client’s physical and emotional safety</li> <li>• Demonstrate competence in administration of meds, treatments and procedures</li> <li>• Use of scientific method in the development of patient care plans</li> <li>• Evaluate effectiveness of nursing interventions</li> </ul>    |
| Professional Relationships | Interpersonal abilities sufficient for interaction with a diverse population of individuals, families and groups                       | <ul style="list-style-type: none"> <li>• Establish rapport with clients and colleagues</li> <li>• Capacity to engage in successful conflict resolution</li> <li>• Peer accountability</li> <li>• Tolerate physically taxing workloads alternating shifts</li> <li>• Function effectively and respond appropriately during stressful and emergency situations (physically, emotionally, mentally)</li> </ul> |
| Communication              | Communication adeptness sufficient for verbal and written professional interactions  | <ul style="list-style-type: none"> <li>• Explanation of treatment procedures and initiation of health teaching</li> <li>• Documentation and interpretation of nursing actions and client responses</li> <li>• Speak clearly and succinctly</li> <li>• Communicate effectively with physicians, staff, clients, and client’s families</li> </ul>   |

|  |  |  |
|--|--|--|
| Mobility   | Physical abilities sufficient for movement from room to room and in small spaces     | <ul style="list-style-type: none"> <li>• Movement about client's room, work spaces and treatment areas</li> <li>• Administration of rescue procedures – cardiopulmonary resuscitation</li> <li>• Stand for long periods of time</li> <li>• Work at a fast pace</li> </ul>                |
| Motor Skills   | Gross and fine motor abilities sufficient for providing safe, effective nursing care | <ul style="list-style-type: none"> <li>• Calibration and use of equipment</li> <li>• Therapeutic positioning of clients</li> <li>• Manual dexterity to use sterile technique to insert catheters (i.e. IV, Foley) and to prepare medication aseptically (i.e. IV, SC, IM, PO)</li> </ul> |
| Hearing  | Auditory ability sufficient for monitoring and assessing health needs                | <ul style="list-style-type: none"> <li>• Ability to hear monitoring device alarm and other emergency signals</li> <li>• Ability to discern auscultatory sounds and cries for help</li> </ul>   |
| Visual   | Visual ability sufficient for observation and assessment necessary in nursing care   | <ul style="list-style-type: none"> <li>• Ability to observe patient's condition and responses to treatment</li> <li>• See nurse call/emergency light</li> <li>• Read doctor's orders</li> <li>• Read very fine, small print on medication</li> </ul>                                     |
| Tactile  | Tactile ability sufficient for physical assessment                                   | <ul style="list-style-type: none"> <li>• Ability to palpitate in physical examinations and various therapeutic interventions</li> </ul>  |
| <p>Adopted from SREB Council on Collegiate Education for Nursing,<br/> <a href="https://www.sreb.org/publication/americans-disabilities-act">https://www.sreb.org/publication/americans-disabilities-act</a></p> |  |  |

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

| <b>NURSING STUDENT ESSENTIAL ABILITIES</b> |  |
|--|--|
| <b>ESSENTIAL ABILITIES</b>                 | <b>EXAMPLES OF NECESSARY ACTIVITIES<br/>(NON-ALL- INCLUSIVE)</b>   |
| Judgment Skills                            | Ability to identify, assess, and comprehend conditions surrounding patient situations for the purpose of problem solving around patient conditions and 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.<br>Ability to ensure the physical safety of a patient/client at all times.<br>Ability to provide or direct general care and emergency treatment for patients/clients and respond appropriately in a timely manner to emergency situations.<br>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.<br><br>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.<br><br>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.<br><br>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 judgment. 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 Disability Services in Macon at (478)-471-2985 or in Cochran at (478)-934-3023. Students may also visit the Disability 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 Disability Services at: <https://www.mga.edu/disability-services/>

## CLINICAL INFORMATION

### *Expectations*

Students are to complete the designated number of clinical hours for each ACNP 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 absences 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. Students are expected to dress in business casual attire with comfortable footwear. Lab coat and student identification is required 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 **SHOULD NOT** 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.
- Comply with host agency policies and procedures at all times.
- 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 (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.
- 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 (i.e. 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), and immunization tracking via PreCheck/Sentry MD. (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.

### ***Navicent Health Requirements***

- CBC and UDS through Verified Credentials, and current physical at provider of student's choice. Submit all required documents to Verified Credentials per the instructions. See table for costs.
- IOTA orientation completion (<http://w3.mccg.org/IOTA/> . Complete the following modules: Environment of Care, Blood-borne Pathogens, Annual Compliance Training, HIPAA Compliance Training, and Infection Control Orientation). Scroll to the bottom of the IOTA link to locate the Study Guide link.
- Review and sign Navicent Health *Confidentiality and Security Access Agreement*. Upload the completed form to the Brightspace / D2L MGA\_Nursing Departmental-MSN Student.CO-classroom. Click on the assignments link, then the Navicent Health drop-box.
- PowerChart Training. Complete the PowerChart quiz in same classroom above. The quiz is accessed via the Quizzes link in the Brightspace / D2L MGA\_Nursing Departmental-MSN Student.CO- classroom.
- All students must obtain a Student ID badge from Navicent Health HR department once notified that credential checklist is completed. 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.

### ***Outside Facility Requirements***

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

### ***Preceptor Requirements***

1. Current unrestricted license as a APRN(preferably in Acute Care) or MD/DO .
2. At least 1 year of experience 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 should not 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 faculty and preceptor evaluations to their clinical faculty by the end of each semester.

## POLICIES

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.

### *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 in order 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.

### ***Policy on Disability Accommodations***

Students with special needs are encouraged to participate in the MGA Nursing Program. The Office of Disability Services must officially recognize the disability and address the need for assistance to qualify the student for modifications. In accordance to Federal law, no accommodations will be permitted until valid official medical documentation has been submitted to the Office of Disability 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 Disability Services.

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 Disability Services in Macon at (478)-471-2985 or in Cochran at (478)-934-3023. Students may also visit the Disability 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 Disability Services at: <https://www.mga.edu/disability-services/>

### ***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, step-parent, 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 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 provided 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 case, 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.

### ***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 any and 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 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](http://www.mga.edu).

### ***Civility Code for Students***

Civility is an expectation of each School of Health 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.

## 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 (11) end of program student learning outcomes in each course. Portfolios must be detailed and clearly articulate 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.

| <b>DRT Score</b> | <b>Rating</b>                                 |
|------------------|---|
| >/= 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. Specific dates will be outlined in the course syllabus.
2. Students must present at a professional poster at the Interprofessional Immersion Day.
3. Students must submit a 15-page final paper utilizing APA 6<sup>th</sup> edition format. 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 Application***

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/>.

# FORMS

**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:

Dr. Lawanda Greene  
Email:lawanda.greene@mga.edu  
100 University Blvd. Warner Robins, GA 31093  
Fax: 478-929-6788

**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 \_\_\_\_\_

Mail, email or fax completed form to:  
Dr. Lawanda Greene  
100 University Blvd. Warner Robins, GA 31093  
Fax: 478-929-6788  
lawanda.greene@mga.edu

**MIDDLE GEORGIA STATE UNIVERSITY  
DEPARTMENT OF NURSING  
MSN/AGACNP PROGRAM**

**PRECEPTOR -STUDENT CLINICAL EVALUATION FORM**

Mail, email or fax completed form to:  
Dr. Lawanda Greene  
100 University Blvd. Warner Robins, GA 31093  
Fax: 478-929-6788  
lawanda.greene@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 each category on the Final Evaluation**

**Fail- Rating of 2 or below in each category on the Final Evaluation**

| <b>COMMUNICATION</b>  |   |   |   |   |     |
|---|---|---|---|---|-----|
| Communicates well with patients, families, staff , providers and preceptor.   | 1 | 2 | 3 | 4 | N/A |
| Keeps clinical information confidential.  | 1 | 2 | 3 | 4 | N/A |
| Respects patients/families cultural practices and adjust care as much as possible to accomadate their needs.        | 1 | 2 | 3 | 4 | N/A |
| Communicates approporaitely with families when crisis situations arise.   | 1 | 2 | 3 | 4 | N/A |
| Reviews patient chart prior to each encounter.  | 1 | 2 | 3 | 4 | N/A |
| Able to articulate physical findings and problems both written and verbally. Uses correct medical terms.            | 1 | 2 | 3 | 4 | N/A |
| <b>ASSESSMENT/DIAGNOSIS</b>   |   |   |   |   |     |
| 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 |
| Utilizes correct exam techniques.   | 1 | 2 | 3 | 4 | N/A |
| Develops an appropriate plan for diagnostics and labs based on assessment findings.                                 | 1 | 2 | 3 | 4 | N/A |

|   |   |   |   |   |     |
|---|---|---|---|---|-----|
| Develops a list of differential diagnoses based on assessment( at least 3).   | 1 | 2 | 3 | 4 | N/A |
| Identifies the most appropriate diagnosis for the patients symptomology for acute, critical, and chronic physical illnesses and common mental health problems, recognizing disease progression, multisystem health problems, associated complications, and iatrogenic conditions. | 1 | 2 | 3 | 4 | N/A |
| Develops a problem list for each patient.   | 1 | 2 | 3 | 4 | N/A |
| <b>PLAN OF CARE</b>   |   |   |   |   |     |
| Develops an evidence based plan of care to include non pharmacological, pharmacological treatments, referrals( if needed) and follow-up based on cost , quality and patient safety.   | 1 | 2 | 3 | 4 | N/A |
| Evaluates patient educational needs regarding health condition and risks associated with acute, complex, and chronically ill health needs.  | 1 | 2 | 3 | 4 | N/A |
| Provides patient education and counseling on health conditions considering patients literacy level, age , culture and gender.   | 1 | 2 | 3 | 4 | N/A |
| Makes modifications to treatment plan after evaluating patient's response to treatment.   | 1 | 2 | 3 | 4 | N/A |
| Intitates or suggests referrals or consultations ( if applicable).  | 1 | 2 | 3 | 4 | N/A |
| Documents accurately and according to legal standards.  | 1 | 2 | 3 | 4 | N/A |
| <b>PROFESSIONALISM</b>  |   |   |   |   |     |
| Presents clinical information to preceptor in a concise and organized manner.   | 1 | 2 | 3 | 4 | N/A |
| Seeks opportunities to increase knowledge and skill level.  | 1 | 2 | 3 | 4 | N/A |
| Works well with all members of the healthcare team.   | 1 | 2 | 3 | 4 | N/A |
| Always arrives promptly in professional attire. Notifies preceptor in a timely manner if unable to attend clinical.   | 1 | 2 | 3 | 4 | N/A |

Strengths:

Areas that need improvement:

Plan to address areas that need improvement with timeline:

Preceptor Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Faculty Signature \_\_\_\_\_ Date \_\_\_\_\_

**MIDDLE GEORGIA STATE UNIVERSITY  
DEPARTMENT OF NURSING  
MSN/AGACNP PROGRAM**

**STUDENT-PRECEPTOR CLINICAL EVALUATION FORM**

**Student Name** \_\_\_\_\_ **Semester** \_\_\_\_\_ / **Course** \_\_\_\_\_

**Preceptor Name** \_\_\_\_\_ **Facility/Agency** \_\_\_\_\_

**Please 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  
DEPARTMENT OF NURSING  
MSN/AGACNP PROGRAM**

**FACULTY -STUDENT CLINICAL EVALUATION FORM**

**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 each category on the Final Evaluation**

**Fail- Rating of 2 or below in each category on the Final Evaluation**

| <b>COMMUNICATION</b>  |   |   |   |   |     |
|---|---|---|---|---|-----|
| Communicates well with patients, families, staff , providers and preceptor.   | 1 | 2 | 3 | 4 | N/A |
| Keeps clinical information confidential.  | 1 | 2 | 3 | 4 | N/A |
| Respects patients/families cultural practices and adjust care as much as possible to accomadate their needs.        | 1 | 2 | 3 | 4 | N/A |
| Communicates approporaitely with families when crisis situations arise.   | 1 | 2 | 3 | 4 | N/A |
| Reviews patient chart prior to each encounter.  | 1 | 2 | 3 | 4 | N/A |
| Able to articulate physical findings and problems both written and verbally. Uses correct medical terms.            | 1 | 2 | 3 | 4 | N/A |
| <b>ASSESSMENT/DIAGNOSIS</b>   |   |   |   |   |     |
| 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 |
| Utilizes correct exam techniques.   | 1 | 2 | 3 | 4 | N/A |
| Develops an appropriate plan for diagnostics and labs based on assessment findings.                                 | 1 | 2 | 3 | 4 | N/A |
| Develops a list of differential diagnoses based on assessment( at least 3).   | 1 | 2 | 3 | 4 | N/A |

|   |   |   |   |   |     |
|---|---|---|---|---|-----|
| Identifies the most appropriate diagnosis for the patients symptomology for acute, critical, and chronic physical illnesses and common mental health problems, recognizing disease progression, multisystem health problems, associated complications, and iatrogenic conditions. | 1 | 2 | 3 | 4 | N/A |
| Develops a problem list for each patient.   | 1 | 2 | 3 | 4 | N/A |
| <b>PLAN OF CARE</b>   |   |   |   |   |     |
| Develops an evidence based plan of care to include non pharmacological, pharmacological treatments, referrals( if needed) and follow-up based on cost , quality and patient safety.   | 1 | 2 | 3 | 4 | N/A |
| Evaluates patient educational needs regarding health condition and risks associated with acute, complex, and chronically ill health needs.  | 1 | 2 | 3 | 4 | N/A |
| Provides patient education and counseling on health conditions considering patients literacy level, age , culture and gender.   | 1 | 2 | 3 | 4 | N/A |
| Makes modifications to treatment plan after evaluating patient's response to treatment.   | 1 | 2 | 3 | 4 | N/A |
| Intitates or suggests referrals or consultations ( if applicable).  | 1 | 2 | 3 | 4 | N/A |
| Documents accurately and according to legal standards.  | 1 | 2 | 3 | 4 | N/A |
| <b>PROFESSIONALISM</b>  |   |   |   |   |     |
| Presents clinical information to preceptor in a concise and organized manner.   | 1 | 2 | 3 | 4 | N/A |
| Seeks opportunities to increase knowledge and skill level.  | 1 | 2 | 3 | 4 | N/A |
| Works well with all members of the healthcare team.   | 1 | 2 | 3 | 4 | N/A |
| Always arrives promptly in professional attire. Notifies preceptor in a timely manner if unable to attend clinical.   | 1 | 2 | 3 | 4 | N/A |

**Clinical Grade:** Pass      Fail

**Strengths:**

**Areas that need improvement:**

**Plan to address areas that need improvement with timeline:**

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

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. INITIALS                                      |  |  |  |
| AGE   |  |  |  |
| ETHNICITY   |  |  |  |
| GENDER  |  |  |  |
| PRIMARY<br>DIAGNOSIS<br>(ICD-10 CODE)             |  |  |  |
| SECOND AND<br>THIRD<br>DIAGNOSIS<br>(ICD-10 CODE) |  |  |  |
| BRIEF<br>TREATMENT<br>PLAN                        |  |  |  |
| FOLLOW-UP   |  |  |  |
| REFERRAL  |  |  |  |

## Student Resources

### Library Services

Dana Casper, Graduate Librarian

Email: [dana.casper@mga.edu](mailto:dana.casper@mga.edu)

### Brightspace Concerns

Charles Smith

Email: [charles.smith@mga.edu](mailto:charles.smith@mga.edu)

### Student ID/Parking Permit

You may visit the following office to obtain your student ID/Parking Permit

| Campus           | Location                                   | Hours   | Phone #        |
|------------------|--|---|----------------|
| Macon            | Police Department                          | 8 am-5:30pm (Mon.-Thurs.)<br>8 am-12pm (Fri.)       | (478) 471-2414 |
| Warner<br>Robins | WRACC-Student ID                           | 9 am-11 am (Mon. Thurs.)<br>4 pm-6 pm (Mon.-Thurs.) | (478)471-2740  |
|                  | Academic Services Bldg.-<br>Parking Permit | 8 am-5:30 pm (Mon.-Thurs.)<br>8 am-12 pm (Fridays)  | (478)731-9901  |

### Laboratory Equipment

The nursing lab has the following items available for check out:

- Bluetooth Stethoscopes

**The stethoscopes are property of the University and must be returned at the conclusion of the course. Any student who does not return the stethoscope will be charged \$400 (the cost of the device). Additional disciplinary action is possible if the device nor the \$400 is received at the end of the course.**

## **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.



## Appendix B

Middle Georgia State University  
School of Health Sciences (SOHS)  
Clinical Checklist

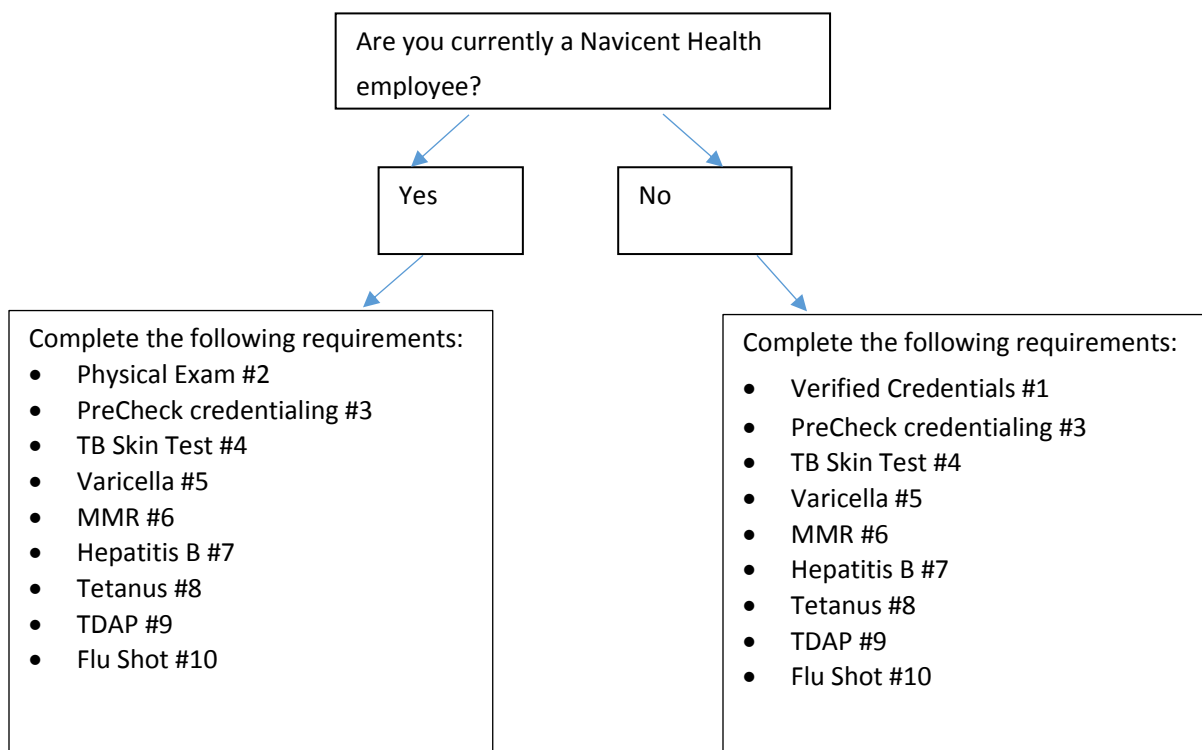
| Item  | Vendor  | Costs        | Comments/Special Instructions  |
|---|---|--------------|--|
| <b>1. Navicent Health Credentialing</b>   | Verified Credentials, Inc.                                      | \$120.80     | <p><b><i>Requirement for all Non-Navicent Health employed students</i></b></p> <p>Includes:</p> <ul style="list-style-type: none"> <li>• Physical Form at Macon Occupational Medicine (MOM)</li> <li>• Background Check</li> <li>• 10 Panel Drug Screen (<i>FormFox</i>)</li> </ul> <p>See Navicent Health flyer</p> |
| <b>2. Physical Exam</b>   | Student choice  | Varied       | <b><i>Requirement for all MSN students.</i></b>  |
| <b>3. Healthcare Facility Credentialing</b>   | StudentCheck/PreCheck and Sentry Clinical Tracking Requirements | \$123.50     | <p><b><i>Requirement for all SOHS students</i></b></p> <p>Includes:</p> <ul style="list-style-type: none"> <li>• Background Check</li> <li>• 10 Panel Drug Screen with ETOH</li> <li>• Clinical Tracking System</li> </ul> <p>See PreCheck instructions</p>  |
| <p><b>4. TB Skin Test</b><br/>(2 required)<br/><i>Student must present proof of <u>TWO</u> negative TB tests done at least 7 days apart</i></p> <p style="text-align: center;">- OR -</p> <p><b>T-Spot</b></p> <p style="text-align: center;">-OR-</p> <p><b>Chest X-Ray:</b></p> | Students choice   | See comments | <p>MOM charge:<br/>\$20 for 2 TB Skin Test (\$10 each)<br/>\$70 for TSPOT<br/>\$50 for Chest X-RAY</p>   |

|   |                 |              |   |
|---|-----------------|--------------|---|
| <i>Required for those who have had a positive TB skin test</i>  |                 |              |   |
| <p><b>5. Varicella Vaccine</b><br/>(2 required)<br/>- OR -<br/><b>Varicella Titer</b><br/><i>History of the Chickenpox disease is <u>not acceptable</u>. Student must show proof that he/she has received both vaccines or have a titer drawn to show immunity.</i></p> | Students choice | See comments | MOM charge:<br>\$300 for 2 Varicella Vaccines (\$150 each)<br>\$55 for Varicella Titer    |
| <p><b>6. MMR Vaccine</b><br/>(2 required)<br/>- OR -<br/><b>MMR Titer:</b><br/><i>Two MMR vaccines are needed if born after 1957.</i></p>   | Students choice | See comments | MOM charge:<br>\$200 for 2 MMR Vaccines (\$100 each)<br>\$80 for MMR Titer                |
| <p><b>7. Hepatitis B Vaccine:</b> (3 required)<br/>- OR -<br/><b>Hepatitis B Titer</b></p>  | Students choice | See comments | MOM charge:<br>\$285 for 3 Hepatitis B Vaccines (\$95 each)<br>\$37 for Hepatitis B Titer |
| <p><b>8. Tetanus Shot:</b><br/><i>Must have proof of Tetanus within the past 10 years.</i></p> <p><i>A TDAP can be given as tetanus booster if person has never had TDAP</i></p>  | Students choice | See comments | MOM charge:<br>\$50 for Tetanus Shot  |
| <p><b>9. TDAP:</b><br/><i>Must show proof of TDAP given within lifetime.</i></p> <p><i>A TDAP is sometimes given as tetanus</i></p>   | Students choice | See comments | MOM charge:<br>\$75 for TDAP Vaccine  |

|   |                 |  |   |
|---|-----------------|--|---|
| <i>booster if person has never had TDAP</i> |                 |  |   |
| <b>10. Flu Shot</b>                         | Students choice | See comments                               | MOM charge:<br>\$25   |
| <b>Total Costs</b>                          |                 | \$289.30 (basic)<br>\$486.30<br>\$1,396.30 | <b>excluding vaccinations, TB testing, and titers including titers including vaccines</b> |

Revised 5/23/19 di

### Algorithm



## 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](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.nursingworld.org](http://www.nursingworld.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 parties 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.

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## Notes