# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>University / Department of Nursing Mission/MSN Mission</td>
<td>3</td>
</tr>
<tr>
<td>Department of Nursing Philosophy/Definitions</td>
<td>3</td>
</tr>
<tr>
<td>AGACNP MSN Program Information</td>
<td>6</td>
</tr>
<tr>
<td>Responsibilities</td>
<td>9</td>
</tr>
<tr>
<td>Policies</td>
<td>11</td>
</tr>
<tr>
<td>• Admission</td>
<td></td>
</tr>
<tr>
<td>• Nursing Practice Performance Standards/Essential Abilities</td>
<td></td>
</tr>
<tr>
<td>• Progression</td>
<td></td>
</tr>
<tr>
<td>• Technical Requirements</td>
<td></td>
</tr>
<tr>
<td>• White Coat Ceremony</td>
<td></td>
</tr>
<tr>
<td>• Proctor U</td>
<td></td>
</tr>
<tr>
<td>• Academic Dishonesty</td>
<td></td>
</tr>
<tr>
<td>• Policy on Disability Accommodations</td>
<td></td>
</tr>
<tr>
<td>• Withdrawal Policy</td>
<td></td>
</tr>
<tr>
<td>• Immersion Day Policy</td>
<td></td>
</tr>
<tr>
<td>• Capstone Project</td>
<td></td>
</tr>
<tr>
<td>• Capstone Policy</td>
<td></td>
</tr>
<tr>
<td>• IRB Policies</td>
<td></td>
</tr>
<tr>
<td>• Clinical Policies</td>
<td></td>
</tr>
<tr>
<td>• Social Media Policy</td>
<td></td>
</tr>
<tr>
<td>Forms</td>
<td>27</td>
</tr>
<tr>
<td>• Preceptor Qualification Record</td>
<td></td>
</tr>
<tr>
<td>• Preceptor agreement form</td>
<td></td>
</tr>
<tr>
<td>• Preceptor -Student Clinical Evaluation Form</td>
<td></td>
</tr>
<tr>
<td>• Student - Preceptor Clinical Evaluation Form</td>
<td></td>
</tr>
<tr>
<td>• Facility/Practice Evaluation Form</td>
<td></td>
</tr>
<tr>
<td>• Capstone project approval form</td>
<td></td>
</tr>
<tr>
<td>• Capstone project presentation grading rubric</td>
<td></td>
</tr>
<tr>
<td>• Faculty -Student Clinical Evaluation Form</td>
<td></td>
</tr>
</tbody>
</table>
UNIVERSITY MISSION

Middle Georgia State University educates and graduates inspired, lifelong learners whose scholarship and careers enhance the region through professional leadership, innovative partnerships and community engagement.

DEPARTMENT OF NURSING MISSION

The mission of the MGA Nursing Programs 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 utilize 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, as integral parts of Middle Georgia State University, are grounded in the arts, sciences, and humanities, are dedicated to the pursuit of higher learning, and to the improvement of human health by educating health practitioners to provide exemplary health care. Nursing education, as envisioned by the faculty, is based on an eclectic theoretical design that is drawn from the works of several nursing theorists such as Watson’s Caring Theory (1979), Quality Caring Model by Duffy & Hoskins (2003), Benner’s Novice to Expert (1984), and Leininger’s Transcultural Nursing Model (1991) among others. The body of knowledge that we identify as “nursing” includes nursing theory, nursing skills and competencies used in providing care, knowledge of and preparation for the varied practice roles of professional nursing, the unique altruistic caring behaviors, and practices embodied in professional nursing.

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 with regard to 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 nursing education has a responsibility to individuals, families and the global community as a whole in advocating for social justice, environmental responsibility and in responding to society’s needs and 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 to meet the healthcare needs of individuals, families, groups, and society as a whole.

**DEFINITIONS**

**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.

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.
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 annually 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. 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.

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. 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
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.
Graduate School Outcomes:

- Define, describe, summarize, and defend their mastery of program subject matter.
- Produce graduate level scholarship, research, or professional project that is original and significant.

**CURRICULUM PLAN**

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

|        | 43 | 630 |
RESPONSIBILITIES

Preceptor

• The preceptor shall be a 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

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.
**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.

**Project Committee Chair Responsibilities**

- Collaborate with student to finalize project topic.
- Provide guidance in all aspects of project development.
- Ensure student is on track with completing project in designated timeframe.
- Attend a minimum of (2) meetings with student and project committee to discuss project progression.
- Approve and attend Proposal and Final project presentation.
- In conjunction with committee members/course coordinator, assign final project grade utilizing MSN Capstone Rubric

**Project Committee Responsibilities**

- Collaborate with student on topic selection .
- Attend a minimum of (2) meetings with student and project committee to discuss project progression.
- Provide student with timely feedback related to project deliverables (i.e.: Proposal, Project Instruments, Final Paper)
- Attend Proposal and Final project presentation.
POLICIES

Admission Requirements

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
- Urine Drug Screen
- 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.
- Interview*
- 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.
- Meet Southern Regional Education Board Council (SREB) on Collegiate Education**

*Further instructions about the interview are part of the application form
**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.

<table>
<thead>
<tr>
<th>ISSUE</th>
<th>PERFORMANCE STANDARD</th>
<th>EXAMPLES OF NECESSARY ACTIVITIES (NON-ALL-INCLUSIVE)</th>
</tr>
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| 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 |
| Mobility | Physical abilities sufficient for movement from room to room and in small spaces | • Movement about client’s room, work spaces 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 |

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

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<tr>
<th>ESSENTIAL ABILITIES</th>
<th>EXAMPLES OF NECESSARY ACTIVITIES (NON-ALL-INCLUSIVE)</th>
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<tr>
<td>Judgment Skills</td>
<td>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.</td>
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<td>Neurological Functions</td>
<td>Ability to use the senses of seeing, hearing, touch and smell to make correct judgments regarding patient conditions and meet physical expectations to perform required interventions for the purpose of demonstrating competence to safely engage in the practice of nursing. Behaviors that demonstrate essential neurological and physical functions include, but are not limited to observation, listening, understanding relationships, writing, and psychomotor abilities consistent with course and program expectations.</td>
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<tr>
<td>Emotional Coping Skills</td>
<td>Ability to demonstrate the mental health necessary to safely engage in the practice of nursing as determined by professional standards of practice.</td>
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<tr>
<td>Intellectual/Conceptual Skills</td>
<td>Ability to measure, calculate, analyze, synthesize and evaluate to engage competently in the safe practice of nursing.</td>
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<tr>
<td>Other Essential Behavior Attributes</td>
<td>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 School of Nursing and as a developing professional nurse consistent with accepted standards of practice.</td>
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Adopted from Indiana University School of Nursing


Students enrolled in MGA’s Nursing Programs must be able to meet both academic standards and the above mentioned technical/performance standards with or without reasonable accommodations. Students enrolled in the MGA's Nursing Programs 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 Nursing Program, if a student falls below satisfactory standards, they may be asked to withdraw from the program.
Progression

Students enrolled in a degree program must maintain a minimum graduate program grade point average of 3.0 for the master’s. Students must be in Good Academic Standing to be eligible for graduation. Courses earned with grades of "C" or lower may not be used toward a nursing graduate degree, but will be calculated in the overall grade point average. Graduate students are expected to maintain Good Academic Standing as they progress toward completing their programs. Students will be evaluated each term on the basis of the program GPA. The academic standing of graduate students is classified as follows:

1. Good Academic Standing
2. Academic Probation
3. Academic Dismissal

Good Academic Standing. Good Academic Standing is defined for graduate students as a program GPA of 3.0 or higher.

Academic Probation: A student whose program grade point average falls below 3.0 after the completion of at least nine (9) hours of graduate work in their program begins the next term on academic probation. A student must earn a term GPA of 3.0 or higher each term while on Academic Probation. One of three possible actions will be implemented for a student on Academic Probation at the end of each term of enrollment:

1) A student who earns a term GPA of 3.0 or higher and raises his or her program GPA to 3.0 or higher will return to Good Academic Standing.
2) A student whose term GPA is 3.0 or higher, but whose program GPA remains below 3.0, will remain on Academic Probation.
3) A student who earns a term GPA below 3.0 while on Academic Probation, regardless of the program GPA, will be on Academic Dismissal for one term.

Removal from Probation: Occurs when, at the end of a probationary term a student's graduate program grade point average equals or exceeds 3.0.

Academic Dismissal: Occurs when a student on academic probation earns a term GPA below 3.0, regardless of the program GPA. The length of Academic Dismissal will be a minimum of one term. One term is defined as the Fall, Spring, or Summer term. The Summer term includes all sessions; thus, a student on Dismissal is required to sit out all sessions that comprise the Summer term. The student must apply to be reinstated by the program and University.

(Excerpt taken from MGA Graduate handbook, pages 32-33)
Advising

Academic advising is provided by the School of Health Sciences. Advising hours and locations are posted electronically in BrightSpace; on the information page of the Graduate Studies Office; and on the information page of the School of Health Sciences. Advising appointments may be conducted in-person, by phone, or by Skype or similar programs.
(excerpt taken from MGA Graduate handbook, page 19)

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 instruction:

- Computer capable of running Desire2Learn (D2L/BRIGHTSPACE). To determine adequacy of your computer and software, at the D2L/BRIGHTSPACE login page, click on the link: [Please click here for a System Check before you log in.]
- 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.
- Laptop or Computer that has web camera and recording capabilities with a microphone/headset combination.

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 a 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.

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.

**Academic Dishonesty**

Nursing is a profession governed by a code of ethics and standards of practice. Suspected or proven academic or clinical dishonesty is not tolerated in any form. Any incident will be critically reviewed by the nursing faculty and may result in dismissal from the Nursing Program without consideration for reentry.

**Plagiarism Policy**

A plagiarism prevention service (Turn it in) is used in evaluation of written work submitted for this course. As directed by the instructor, students are expected to submit or have their assignments submitted through the service in order to meet requirements for this course. The papers will be retained by the service for the sole purpose of checking for plagiarized content in future student submissions.

**Policy on Disability Accommodations**

Students seeking academic accommodations for a special need must contact Middle Georgia State University’s 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 Sanford Hall on the Cochran campus.

**Withdrawal Policy**

Students may withdraw from the course and earn a grade of “W” up to and including the midterm date. After midterm, students who withdraw will receive a grade of “WF.” The MGA Withdrawal Form, which is available online or in the Office of the Registrar, must be signed by the instructor in advance of withdrawal.

**Immersion Day Policy**

All MSN/AGACNP students will attend two (2) Mandatory Immersion Days per semester. Students are excused from attendance for reasons such as:
- Personal illness and/or hospitalization
- Death or critical illness of an immediate family member: (spouse, child, grandchild, parent, step-parent, grandparent). Exceptions maybe allowed at the discretion of the MSN Program Coordinator.
- Active Military Duty
- Jury Duty
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.

The student must arrange a make-up session with the course instructor within one (1) week of the excused absence.

Failure to attend Immersion Days for reasons not listed above may result in a grade of “F” in the graduate course which included the Immersion Days.

SCHOLARLY CAPSTONE PROJECT

Purpose

The Scholarly Project is a final product of the Acute Gerontology /Adult Care Nurse Practitioner 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 specific portions of the project over four semesters.

Guidelines

1. The student will identify project topic/focus, select project committee members (with approval from program coordinator), and submit a Project Approval Form prior to completing the NURS 5400 course in the second semester. The student will also identify a healthcare facility that they will collaborate with to complete the project with committee chair approval.

2. Students will meet project committee members at the beginning of the NURS 5500 course in the third semester to discuss required deliverables and develop a project timeline. The student will work with committee members to develop a project proposal outlining their project. Students must submit a PowerPoint presentation to the project committee for review **10 days** prior to student’s scheduled oral presentation. The Proposal PowerPoint presentation must contain the following:
   - Abstract
   - Background/problem
   - Theoretical framework
   - Literature review
   - Methodology
3. Students must identify a peer reviewed journal that he/she can submit the final written paper for potential publication.
4. Students must present Proposal and/or Final Presentation at a professional conference prior to completion of NURS 6600 in the fifth and final semester of the program.
5. Research can only be conducted status post successful oral presentation and IRB approval (as appropriate).
6. Final written deliverables (paper and PowerPoint) must be constructed using APA format and must be approved before student’s oral defense.
   The Final PowerPoint presentation and paper must contain the following:
   - Abstract
   - Background/problem
   - Theoretical framework
   - Literature review
   - Methodology
   - Analysis
   - Recommendations/Implications for practice
   - Appendices/References
7. Oral defense must occur 4 weeks prior to the end of the semester in which student plans to graduate.

**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

**Project Committee Members**

Project Committee members must be composed of the following:
- Two Middle Georgia State University faculty (includes at least one terminally prepared Chair and one faculty member whose areas of interest and research background closely relate to the student’s research)
- One Healthcare Facility staff member
Grading

Students will be scored on a scale of 1-3 (1 = Below Standard; 2 = Meets Standard; 3 = Exceeds Standard) on the following components:

- Abstract
- Background/problem
- Theoretical framework
- Literature review
- Methodology
- Analysis
- Recommendations/Implications for practice
- APA/Professional Writing
- Professional Presentation

Capstone Attempts Policy

a. All MSN/AGACNP students will have two (2) attempts per semester to defend their Project Proposal and Final Project.

b. If a student does not successfully defend their Project Proposal or Final Project, the student must arrange a meeting with the project committee to discuss deficiencies and make necessary changes prior to the second attempt.

c. The second attempt for the Project Proposal or Final Project must be completed within 10 days of the first attempt.

d. If the student is unsuccessful on the second attempt of the Project Proposal the student will be ineligible to progress in the MSN/AGACNP program. If the student is unsuccessful on the second attempt of the Final Project the student will be ineligible for graduation from the MSN/AGACNP program. Students must meet with committee chair to discuss deficiencies and necessary steps towards degree completion.

IRB Policies

Individuals conducting research are required to have the institutions IRB committees review their proposals. Middle Georgia State’s IRB policies and procedures can be located at: http://www.mga.edu/faculty-staff/governance/16-17/standing-committees.aspx
Clinical

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 should not be a relative or close friend of the student.
6. Submit curriculum vitae along with preceptor qualification form.

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 their schedule to their clinical faculty before starting clinical and provide schedules on a weekly basis. 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. 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 4-6 patients during the clinical day during the first clinical rotation with increasing load as they progress through the program. If the University is closed, students SHOULD NOT be in the clinical setting.

Student Requirements

Department of Nursing Requirements

- Criminal background check*, urine drug screen, and immunization tracking via PreCheck/Sentry MD. *(Please be aware that criminal background 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

Navicent Health Requirements
• Criminal background check ($53.80), UDS ($32.00) through Verified Credentials, and current physical at provider of student’s choice* Submit all required documents to Verified Credentials per the instructions in the Student Letter.
• 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 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.

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.

Electronic and Social Media Policy: E-Professionalism

II. Purpose

A. 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).

III. Policy

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.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 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.

References


Westrick, S. J. (2016), Nursing Students’ Use of Electronic and Social Media: Law, Ethics, and E-Professionalism, *Nursing Education Perspectives 37*(1);
FORMS
**PRECEPTOR QUALIFICATION FORM**

**PRECEPTOR INFORMATION**

<table>
<thead>
<tr>
<th>First Name</th>
<th>Middle Initial</th>
<th>Last Name</th>
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Address

Home Telephone Number  Work Number

Cell Number  Email

Job Title

Credentials (ACNP, FNP, MD, Other)

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**LICENSURE/CERTIFICATION/EDUCATION**

**Licensure**

<table>
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<th>Professional License Number</th>
<th>State</th>
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**Certification**

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<tr>
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<th>Certification Number</th>
<th>State</th>
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**Education**

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<tr>
<th>College/University</th>
<th>Degree</th>
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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: 478-471-2983
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: 478-471-2983
lawanda.greene@mga.edu
**PRECEPTOR - STUDENT CLINICAL EVALUATION FORM**

Mail, email or fax completed form to:
Dr. Lawanda Greene
100 University Blvd. Warner Robins, GA 31093
Fax: 478-471-2983
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**

<table>
<thead>
<tr>
<th>COMMUNICATION</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
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<tr>
<td>Communicates well with patients, families, staff, providers and preceptor.</td>
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<tr>
<td>Keeps clinical information confidential.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
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<tr>
<td>Respects patients/families cultural practices and adjusts care as much as possible to accommodate their needs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
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<tr>
<td>Communicates appropriately with families when crisis situations arise.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>Reviews patient chart prior to each encounter.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
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<tr>
<td>Able to articulate physical findings and problems both written and verbally. Uses correct medical terms.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
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<table>
<thead>
<tr>
<th>ASSESSMENT/DIAGNOSIS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
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<tbody>
<tr>
<td>Able to obtain health histories from collateral sources.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
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<tr>
<td>Performs physical assessment based on presenting symptomology and able to recognize normal and abnormal variations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
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<tr>
<td>Utilizes correct exam techniques.</td>
<td>1</td>
<td>2</td>
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<td>N/A</td>
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<tr>
<td>Develops an appropriate plan for diagnostics and labs based on assessment findings.</td>
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<td>2</td>
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<td>N/A</td>
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<td>Develops a list of differential diagnoses based on assessment( at least 3).</td>
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<td>2</td>
<td>3</td>
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<td>N/A</td>
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<tr>
<td>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.</td>
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<td>2</td>
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<td>Develops a problem list for each patient.</td>
<td>1</td>
<td>2</td>
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**PLAN OF CARE**

| 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 |
| Initiates 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 |

**PROFESSIONALISM**

| 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:**
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

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

Project Title___________________________________________________________________

Collaborating Facility/Agency____________________________________________________

Project Committee

Chair______________________________________________________________

Member____________________________________________________________________

Member____________________________________________________________________

The above topic and collaborating facility/agency has been reviewed and approved as the focus of my MSN Capstone Project.

Student Signature___________________________________________    Date____________

Committee Chair Signature___________________________________   Date_____________

MSN Coordinator Signature___________________________________  Date_____________
MIDDLE GEORGIA STATE UNIVERSITY
DEPARTMENT OF NURSING
MSN/AGACNP CAPSTONE PROJECT PRESENTATION GRADING RUBRIC

Student Name: ________________________________________________________________
Committee Chair: ______________________________________________________________
Committee Member: ____________________________________________________________
Committee Member: ____________________________________________________________
Project Title: __________________________________________________________________
Date: _________________________________________________________________________

Pass- Student meets or exceeds standards on >50% of criteria.
Fail- Student is below standard on the > 50% of criteria.

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<tr>
<th>Capstone Project Components</th>
<th>3</th>
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<tbody>
<tr>
<td><strong>Background/Purpose</strong></td>
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<tr>
<td>Clearly explains the topic background.</td>
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<tr>
<td>Clearly states the purpose of the project identifying goals and objectives desired upon completion.</td>
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<tr>
<td><strong>Theoretical Framework</strong></td>
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<tr>
<td>Clearly explains the theoretical framework concepts.</td>
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<tr>
<td>Describes how the theory aligns with the project.</td>
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<tr>
<td><strong>Literature Review</strong></td>
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<tr>
<td>Utilizes an appropriate variety of sources published within the last 5 years.</td>
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<tr>
<td>Synthesizes scholarly material related to research project</td>
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<tr>
<td><strong>Project Methodology</strong></td>
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<tr>
<td>Clearly states measurable project objectives.</td>
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<tr>
<td>Distinctly describes project target population and setting.</td>
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<tr>
<td>Precisely describes the project research design, including: project implementation, tools and resources.</td>
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<tr>
<td><strong>Analysis</strong></td>
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<tr>
<td>Clearly organized and easy to follow.</td>
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<tr>
<td>Appropriate use of figures, tables, and charts.</td>
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<tr>
<td>Utilizes appropriate statistical measures.</td>
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<tr>
<td>Results can be linked to project objectives and theoretical framework concepts.</td>
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<tr>
<td><strong>Recommendations/Implications for practice</strong></td>
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<tr>
<td>Outlines practical recommendations to collaborating facility.</td>
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</tbody>
</table>
Results are effectively applied to current practice and implication thoroughly examined.

Identifies limitations and areas for potential research.

**APA/Professional Writing**
- Adheres to APA guidelines.
- Scholarly language is used throughout deliverable.
- Clear presentation of ideas free of spelling and grammatical errors.

**Professional Presentation**
- Appropriate attire for presentation.
- Exhibits confidence and is prepared for presentation.
- Appropriately responds to questions from audience.
- Evidence of successful collaboration with identified agency in efforts to translate knowledge gained into practice.
- Slides professional and readable.
- Adheres to time limit for presentation.

**Pass Comments**

**Fail Comments**

**Signatures:**

Committee Chair

Committee Member

Committee Member

Student
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

<table>
<thead>
<tr>
<th>COMMUNICATION</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicates well with patients, families, staff, providers and preceptor.</td>
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<tr>
<td>Keeps clinical information confidential.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
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<tr>
<td>Respects patients/families cultural practices and adjust care as much as possible to accommodate their needs.</td>
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<tr>
<td>Communicates appropriately with families when crisis situations arise.</td>
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<tr>
<td>Reviews patient chart prior to each encounter.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
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<tr>
<td>Able to articulate physical findings and problems both written and verbally. Uses correct medical terms.</td>
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<table>
<thead>
<tr>
<th>ASSESSMENT/DIAGNOSIS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to obtain health histories from collateral sources.</td>
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<tr>
<td>Performs physical assessment based on presenting symptomology and able to recognize normal and abnormal variations.</td>
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<tr>
<td>Utilizes correct exam techniques.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>N/A</td>
</tr>
<tr>
<td>Develops an appropriate plan for diagnostics and labs based on assessment findings.</td>
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</tbody>
</table>
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 \\
**PLAN OF CARE** & 1 & 2 & 3 & 4 & N/A \\
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 \\
Initiates 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 \\
**PROFESSIONALISM** & 1 & 2 & 3 & 4 & N/A \\
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________________
Student Resources

Library Services

Chris Nylund, Graduate Librarian    Email: chris.nylund@mga.edu

Brightspace Concerns

Charles Smith    Email: charles.smith@mga.edu
Lana Kempton    Email: lana.kempton@mga.edu

Student ID/Parking Permit

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

<table>
<thead>
<tr>
<th>Campus</th>
<th>Location</th>
<th>Hours</th>
<th>Phone #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Macon</td>
<td>Police Department</td>
<td>8am-5:30pm (Mon.-Thurs.)</td>
<td>(478) 471-2414</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8am-12pm (Fri.)</td>
<td></td>
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</tbody>
</table>

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 conclusion of the course.

- Otoscopes/Ophthalmoscopes

Contact your instructor(s) or Ms. Donna Cottle, Lab Coordinator to complete the paperwork to check out these items.