#### NRS-493 Individual Success Plan

**REQUIRED PRACTICE HOURS: 100 Direct Clinical Experience (50 hours community/50 hours leadership) – 25 Indirect Clinical Experience Hours.**

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| **Student Information** | **GCU** | |
| Name: |  | |
| E-mail: |  |  |
| Phone Number: |  |  |
| **Course Faculty Information** | **GCU** | |
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| **Practicum Preceptor Information** | **Practice Setting** | |
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| **Application-based Learning Course Assignments** | **List of Current Course Objectives** | **Assignment**  **Date Due** | **Self-Assessment:**  **Programmatic Domains & Competencies**  **(see Appendix A)** | **Self-Assessment:**  **GCU RN-to-BSN**  **University Mission Critical Competencies**  **(see Appendix A)** | **Date**  **Assignment**  **Completed** |
| **Topic One**  **Professional Capstone and Practice Documentation**  **Professional Capstone and Practicum Reflective Journal and Scholarly Activities** | 1. Review evidence-based practice and demonstrate ability to ask critical clinical question which is a key factor in evidence-based practice. 2. Examine evidence-based practice .Examine the future of nursing as well as role of nurse. 3. Determine evidence-based practice and solutions that address the role of nursing. 4. Examine evidence-based practice and demonstrate the ability to share the spirit of inquiry. 5. Explore adopting of evidence-based practice in clinical decision making. 6. Explore nurses' perceptions, knowledge, and barriers. | 10 hours  02/02/2020 | . Domain 1: Professional Role Graduates of Grand Canyon University’s RN-BSN program will be able to incorporate professional values to advance the nursing profession through leadership skills, political involvement, and life-long learning.  **Competencies**  1.1  1.2  2.3  1. 4  1.5 | **MC1: Effective Communication:** Therapeutic communication is central to baccalaureate nursing practice. Students gain an understanding of their ethical responsibility and how verbal and written communication affects others intellectually and emotionally. Students begin to use nursing terminology and taxonomies within the practice of professional and therapeutic communication. Courses require students to write scholarly papers, prepare presentations, develop persuasive arguments, and engage in discussion that is clear, assertive, and respectful.  **MC2: Critical Thinking:** Courses require students to use critical thinking skills by analyzing, synthesizing, and evaluating scientific evidence needed to improve patient outcomes and professional practice.  **MC4:** **Global Awareness, Perspectives, and Ethics:** The concept of global citizenship is introduced to baccalaureate students in the foundational curriculum. Some courses will focus on the human experience across the world health continuum. The World Health Organization (WHO) definitions of health, health disparities, and determinants of health are foundational to nursing practice.  **MC5: Leadership:** Students are required to develop skills and knowledge associated with their professional role. Courses require students to develop self-leadership skills such as time management, setting priorities, self-control, and evaluation of their abilities and performance. |  |
| **Topic 2**  **Topic Selection Approval Paper**  **Reflection Journal Entry** | 1. Review evidence-based practice, step by step and demonstrate ability to ask the clinical question. 2. Examine evidence-based practice: Share the spirit of inquiry. 3. Explore integrated comprehensive care. Analyze case study in nursing leadership and system transformation. 4. Examine educational and community-based programs. | 10 Hours  02/09/2020 | Domain 1: Professional Role Graduates of Grand Canyon University’s RN-BSN program will be able to incorporate professional values to advance the nursing profession through leadership skills, political involvement, and life-long learning.  **Competencies:**  **1.1:** Exemplify professionalism in diverse health care settings.  **1.2:** Manage patient care within the changing environment of the health care system.  **1.3:** Exercise professional nursing leadership and management roles in the promotion of patient safety and quality care.  **1.4:** Participate in health care policy development to influence nursing practice and health care.  **1.5:** Advocate for autonomy and social justice for individuals and diverse populations. | **MC1: Effective Communication:** Therapeutic communication is central to baccalaureate nursing practice. Students gain an understanding of their ethical responsibility and how verbal and written communication affects others intellectually and emotionally. Students begin to use nursing terminology and taxonomies within the practice of professional and therapeutic communication. Courses require students to write scholarly papers, prepare presentations, develop persuasive arguments, and engage in discussion that is clear, assertive, and respectful.  **MC2: Critical Thinking:** Courses require students to use critical thinking skills by analyzing, synthesizing, and evaluating scientific evidence needed to improve patient outcomes and professional practice.  **MC4:** **Global Awareness, Perspectives, and Ethics:** The concept of global citizenship is introduced to baccalaureate students in the foundational curriculum. Some courses will focus on the human experience across the world health continuum. The World Health Organization (WHO) definitions of health, health disparities, and determinants of health are foundational to nursing practice.  **MC5: Leadership:** Students are required to develop skills and knowledge associated with their professional role. Courses require students to develop self-leadership skills such as time management, setting priorities, self-control, and evaluation of their abilities and performance. |  |
| **Topic 3**  **Capstone Project PICOT Question and Reflection Journal Entry** | 1. Explore translating research for evidence-based practice. 2. Examine the effect of translating research into practice intervention to promote use of evidence-based fall prevention interventions in hospitalized adults: A prospective pre-post implementation study in the U.S. 3. Review the selection of the best theory to implement planned change. 4. Examine science of improvement and testing changes.  |  |  | | --- | --- | |  |  |  1. Demonstrate ability to ask focused questions 2. Formulate a researchable question, and provide a critical step for facilitating good clinical research 3. Determine research questions, hypotheses and objectives. 4. Explore nursing theories | 10 Hours  2/16/2020 | Domain 1: Professional Role Graduates of Grand Canyon University’s RN-BSN program will be able to incorporate professional values to advance the nursing profession through leadership skills, political involvement, and life-long learning.  **Competencies:**  **1.1, 1.3,** **1.4,** Domain 2: Theoretical Foundations of Nursing Practice Graduates of Grand Canyon University’s RN-BSN program will have acquired a body of nursing knowledge built on a theoretical foundation of liberal arts, science, and nursing concepts that will guide professional practice. Competencies:  **2.1:** Incorporate liberal arts and science studies into nursing knowledge.  **2.2:** Comprehend nursing concepts and health theories.  **2.3:** Understand and value the processes of critical thinking, ethical reasoning, and decision making. | **MC1: Effective Communication:** Therapeutic communication is central to baccalaureate nursing practice. Students gain an understanding of their ethical responsibility and how verbal and written communication affects others intellectually and emotionally. Students begin to use nursing terminology and taxonomies within the practice of professional and therapeutic communication. Courses require students to write scholarly papers, prepare presentations, develop persuasive arguments, and engage in discussion that is clear, assertive, and respectful.  **MC2: Critical Thinking:** Courses require students to use critical thinking skills by analyzing, synthesizing, and evaluating scientific evidence needed to improve patient outcomes and professional practice.  **MC4:** **Global Awareness, Perspectives, and Ethics:** The concept of global citizenship is introduced to baccalaureate students in the foundational curriculum. Some courses will focus on the human experience across the world health continuum. The World Health Organization (WHO) definitions of health, health disparities, and determinants of health are foundational to nursing practice.  **MC5: Leadership:** Students are required to develop skills and knowledge associated with their professional role. Courses require students to develop self-leadership skills such as time management, setting priorities, self-control, and evaluation of their abilities and performance. |  |
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| **Topic 4**  **Literature Evaluation Table and Reflection Journal Entry** | 1. Evaluate AORN's new model for evidence rating 2. Examine change theory: Kurt Lewin 3. Determine translation of research for evidence-based practice   4. Demonstrate ability to ask focused questions 5. Determine the ability to formulate a researchable question: A critical step for facilitating good clinical research  6. Explore science of improvement: Testing changes.   |  |  | | --- | --- | |  |  |   7. Explore Nursing Theory | 10 Hours  2/23//2020 | Domain 1: Professional Role Graduates of Grand Canyon University’s RN-BSN program will be able to incorporate professional values to advance the nursing profession through leadership skills, political involvement, and life-long learning.  **Competencies:**  **1.1, 1.2, 1.3, & 1, 4.** Domain 2: Theoretical Foundations of Nursing Practice Graduates of Grand Canyon University’s RN-BSN program will have acquired a body of nursing knowledge built on a theoretical foundation of liberal arts, science, and nursing concepts that will guide professional practice.  Competencies:  **2.2:** Comprehend nursing concepts and health theories.  **2.3:** Understand and value the processes of critical thinking, ethical reasoning, and decision making. Domain 3: Nursing Practice Graduates of Grand Canyon University’s RN-BSN program will be able to utilize the nursing process to provide safe quality care based on nursing best practices.  **Competencies:**  **3.1:**Utilize the nursing process to provide safe and effective care for patients across the lifespan  **3.2:** Implement patient care decisions based on evidence-based practice.  **3.4** Demonstrate professional standards of practice. | **MC1: Effective Communication:** Therapeutic communication is central to baccalaureate nursing practice. Students gain an understanding of their ethical responsibility and how verbal and written communication affects others intellectually and emotionally. Students begin to use nursing terminology and taxonomies within the practice of professional and therapeutic communication. Courses require students to write scholarly papers, prepare presentations, develop persuasive arguments, and engage in discussion that is clear, assertive, and respectful.  **MC2: Critical Thinking:** Courses require students to use critical thinking skills by analyzing, synthesizing, and evaluating scientific evidence needed to improve patient outcomes and professional practice.  **MC4:** **Global Awareness, Perspectives, and Ethics:** The concept of global citizenship is introduced to baccalaureate students in the foundational curriculum. Some courses will focus on the human experience across the world health continuum. The World Health Organization (WHO) definitions of health, health disparities, and determinants of health are foundational to nursing practice.  **MC5: Leadership:** Students are required to develop skills and knowledge associated with their professional role. Courses require students to develop self-leadership skills such as time management, setting priorities, self-control, and evaluation of their abilities and performance. |  |
| **Topic 5**  **Reflection Journal Entry** | 1. Define what evidence is, linking it to patient outcomes, and making it relevant to practice. Provide insight from clinical nurses.  |  |  | | --- | --- | | 1. Best Practice in Nursing: A Concept Analysis | 4. Determine best practices in nursing.     1. Examine evidence-based practice (EBP) | | 10 Hours  03/1/2020 | Domain 1: Professional Role Graduates of Grand Canyon University’s RN-BSN program will be able to incorporate professional values to advance the nursing profession through leadership skills, political involvement, and life-long learning. **Competencies:**  **1.1,** **1.2, 1.3, 1.4**, **1.5** Domain 2: Theoretical Foundations of Nursing PracticeGraduates of Grand Canyon University’s RN-BSN program will have acquired a body of nursing knowledge built on a theoretical foundation of liberal arts, science, and nursing concepts that will guide professional practice. Competencies:  **2.1:** Incorporate liberal arts and science studies into nursing knowledge.  **2.2:** Comprehend nursing concepts and health theories.  **2.3:** Understand and value the processes of critical thinking, ethical reasoning, and decision making. Domain 3: Nursing Practice Graduates of Grand Canyon University’s RN-BSN program will be able to utilize the nursing process to provide safe quality care based on nursing best practices.  **Competencies:**  **3.1:**Utilize the nursing process to provide safe and effective care for patients across the lifespan  **3.2:** Implement patient care decisions based on evidence-based practice.  **3.4:** Demonstrate professional standards of practice | **MC1: Effective Communication:** Therapeutic communication is central to baccalaureate nursing practice. Students gain an understanding of their ethical responsibility and how verbal and written communication affects others intellectually and emotionally. Students begin to use nursing terminology and taxonomies within the practice of professional and therapeutic communication. Courses require students to write scholarly papers, prepare presentations, develop persuasive arguments, and engage in discussion that is clear, assertive, and respectful.  **MC2: Critical Thinking:** Courses require students to use critical thinking skills by analyzing, synthesizing, and evaluating scientific evidence needed to improve patient outcomes and professional practice.  **MC4:** **Global Awareness, Perspectives, and Ethics:** The concept of global citizenship is introduced to baccalaureate students in the foundational curriculum. Some courses will focus on the human experience across the world health continuum. The World Health Organization (WHO) definitions of health, health disparities, and determinants of health are foundational to nursing practice.  **MC5: Leadership:** Students are required to develop skills and knowledge associated with their professional role. Courses require students to develop self-leadership skills such as time management, setting priorities, self-control, and evaluation of their abilities and performance. |  |
| **Topic 6**  **Literature Review Table and Reflection Journal Entry** | 1. Evaluate best practice in nursing and develop a concept analysis. 2. Explore research at the bedside: It makes a difference. 3. Evaluate evidence-based practice. | 10 Hours  03/08/2020 | Domain 1: Professional Role Graduates of Grand Canyon University’s RN-BSN program will be able to incorporate professional values to advance the nursing profession through leadership skills, political involvement, and life-long learning.Competencies: **1.1,** **1.2,** **1.3, & 1.4**. Domain 2 Competencies: **2.1:** Incorporate liberal arts and science studies into nursing knowledge.  **2.2:** Comprehend nursing concepts and health theories.  **2.3:** Understand and value the processes of critical thinking, ethical reasoning, and decision making. Domain 3: Nursing Practice Graduates of Grand Canyon University’s RN-BSN program will be able to utilize the nursing process to provide safe quality care based on nursing best practices.  **Competencies:**  **3.2:** Implement patient care decisions based on evidence-based practice.  **3.4:** Demonstrate professional standards of practice. | **MC1: Effective Communication:** Therapeutic communication is central to baccalaureate nursing practice. Students gain an understanding of their ethical responsibility and how verbal and written communication affects others intellectually and emotionally. Students begin to use nursing terminology and taxonomies within the practice of professional and therapeutic communication. Courses require students to write scholarly papers, prepare presentations, develop persuasive arguments, and engage in discussion that is clear, assertive, and respectful.  **MC2: Critical Thinking:** Courses require students to use critical thinking skills by analyzing, synthesizing, and evaluating scientific evidence needed to improve patient outcomes and professional practice.  **MC4:** **Global Awareness, Perspectives, and Ethics:** The concept of global citizenship is introduced to baccalaureate students in the foundational curriculum. Some courses will focus on the human experience across the world health continuum. The World Health Organization (WHO) definitions of health, health disparities, and determinants of health are foundational to nursing practice.  **MC5: Leadership:** Students are required to develop skills and knowledge associated with their professional role. Courses require students to develop self-leadership skills such as time management, setting priorities, self-control, and evaluation of their abilities and performance. |  |
| **Topic 7**  **Reflective Journal Entry** | 1. Analyze ethical leadership in nursing. 2. Examine leadership for evidence-based practice: Strategic and functional behaviors for institutionalizing EBP. 3. Determine a successful approach to implementing evidence-based practice. 4. Determine implementation of evidence-based practice. 5. Demonstrate the ability to establish evidence-based practice competencies for practicing registered nurses and advanced practice nurses in real-world clinical settings. | 10 HOURS  03/15/2020 | Domain 1: Professional Role Graduates of Grand Canyon University’s RN-BSN program will be able to incorporate professional values to advance the nursing profession through leadership skills, political involvement, and life-long learning.  **Competencies:**  **1.1, 1.3, &1.5** Domain 2: Theoretical Foundations of Nursing Practice Graduates of Grand Canyon University’s RN-BSN program will have acquired a body of nursing knowledge built on a theoretical foundation of liberal arts, science, and nursing concepts that will guide professional practice.  Competencies:  **2.2 & 2.3.** Domain 3: Nursing Practice Graduates of Grand Canyon University’s RN-BSN program will be able to utilize the nursing process to provide safe quality care based on nursing best practices.  **Competencies:**  **3.2:** Implement patient care decisions based on evidence-based practice.  **3.4** Demonstrate professional standards of practice. | **MC1: Effective Communication:** Therapeutic communication is central to baccalaureate nursing practice. Students gain an understanding of their ethical responsibility and how verbal and written communication affects others intellectually and emotionally. Students begin to use nursing terminology and taxonomies within the practice of professional and therapeutic communication. Courses require students to write scholarly papers, prepare presentations, develop persuasive arguments, and engage in discussion that is clear, assertive, and respectful.  **MC2: Critical Thinking:** Courses require students to use critical thinking skills by analyzing, synthesizing, and evaluating scientific evidence needed to improve patient outcomes and professional practice.  **MC4:** **Global Awareness, Perspectives, and Ethics:** The concept of global citizenship is introduced to baccalaureate students in the foundational curriculum. Some courses will focus on the human experience across the world health continuum. The World Health Organization (WHO) definitions of health, health disparities, and determinants of health are foundational to nursing practice.  **MC5: Leadership:** Students are required to develop skills and knowledge associated with their professional role. Courses require students to develop self-leadership skills such as time management, setting priorities, self-control, and evaluation of their abilities and performance. |  |
| **Topic 8**  **Benchmark Written Capstone Project Change Proposal and**  **Reflection Journal Entry** | 1. Determine ability to search for ethical leadership in nursing. 2. Integrate leadership for evidence-based practice, strategic and functional behaviors for institutionalizing EBP. 3. Demonstrate ability to successfully apply approach to implementing evidence-based practice. 4. Determine and demonstrate the ability to establish evidence-based practice competencies for practicing registered nurses and advanced practice nurses in real-world clinical settings. | 10 HOURS  03/22/2020 | Domain 1: Professional Role Graduates of Grand Canyon University’s RN-BSN program will be able to incorporate professional values to advance the nursing profession through leadership skills, political involvement, and life-long learning. **Competencies:**  **1.1**  **1.3**  **1.4** Domain 2 Competencies **2.2**  **2.3.** Domain 3: Nursing Practice Graduates of Grand Canyon University’s RN-BSN program will be able to utilize the nursing process to provide safe quality care based on nursing best practices.  **Competencies:**  **3.1:** Utilize the nursing process to provide safe and effective care for patients across the lifespan  **3.2:**Implement patient care decisions based on evidence-based practice.  **3.4:** Demonstrate professional standards of practice. | **MC1: Effective Communication:** Therapeutic communication is central to baccalaureate nursing practice. Students gain an understanding of their ethical responsibility and how verbal and written communication affects others intellectually and emotionally. Students begin to use nursing terminology and taxonomies within the practice of professional and therapeutic communication. Courses require students to write scholarly papers, prepare presentations, develop persuasive arguments, and engage in discussion that is clear, assertive, and respectful.  **MC2: Critical Thinking:** Courses require students to use critical thinking skills by analyzing, synthesizing, and evaluating scientific evidence needed to improve patient outcomes and professional practice.  **MC4:** **Global Awareness, Perspectives, and Ethics:** The concept of global citizenship is introduced to baccalaureate students in the foundational curriculum. Some courses will focus on the human experience across the world health continuum. The World Health Organization (WHO) definitions of health, health disparities, and determinants of health are foundational to nursing practice.  **MC5: Leadership:** Students are required to develop skills and knowledge associated with their professional role. Courses require students to develop self-leadership skills such as time management, setting priorities, self-control, and evaluation of their abilities and performance. |  |
| **Topic 9**  **Reflection Journal Entry** | 1. Demonstrate ability to integrate comprehensive care by examining a case study in nursing leadership and system transformation. 2. Examine and demonstrate ability to apply the cochrane collaboration. | 10 HOURS  03/29/2020 | Domain 1: Professional Role Graduates of Grand Canyon University’s RN-BSN program will be able to incorporate professional values to advance the nursing profession through leadership skills, political involvement, and life-long learning.  **Competencies:**  **1.3**  **1.5** Domain 2 Competencies: **2.2**  **2.3.** Domain 3: Nursing Practice Graduates of Grand Canyon University’s RN-BSN program will be able to utilize the nursing process to provide safe quality care based on nursing best practices.  **Competencies:**  **3.2**  **3.4** | **MC1: Effective Communication:** Therapeutic communication is central to baccalaureate nursing practice. Students gain an understanding of their ethical responsibility and how verbal and written communication affects others intellectually and emotionally. Students begin to use nursing terminology and taxonomies within the practice of professional and therapeutic communication. Courses require students to write scholarly papers, prepare presentations, develop persuasive arguments, and engage in discussion that is clear, assertive, and respectful.  **MC2: Critical Thinking:** Courses require students to use critical thinking skills by analyzing, synthesizing, and evaluating scientific evidence needed to improve patient outcomes and professional practice.  **MC4:** **Global Awareness, Perspectives, and Ethics:** The concept of global citizenship is introduced to baccalaureate students in the foundational curriculum. Some courses will focus on the human experience across the world health continuum. The World Health Organization (WHO) definitions of health, health disparities, and determinants of health are foundational to nursing practice.  **MC5: Leadership:** Students are required to develop skills and knowledge associated with their professional role. Courses require students to develop self-leadership skills such as time management, setting priorities, self-control, and evaluation of their abilities and performance. |  |
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| **Topic 10**  **Finalized ISP**  **Scholarly Activity Summary**  **Benchmark-Reflection Journal Summary** | 1. Analyze impact of integrated comprehensive care. | 10 HOURS  04/05/2020 | Domain 1: Professional Role Graduates of Grand Canyon University’s RN-BSN program will be able to incorporate professional values to advance the nursing profession through leadership skills, political involvement, and life-long learning. **Competencies:**  **1.1** | **MC1: Effective Communication:** Therapeutic communication is central to baccalaureate nursing practice. Students gain an understanding of their ethical responsibility and how verbal and written communication affects others intellectually and emotionally. Students begin to use nursing terminology and taxonomies within the practice of professional and therapeutic communication. Courses require students to write scholarly papers, prepare presentations, develop persuasive arguments, and engage in discussion that is clear, assertive, and respectful.  **MC2: Critical Thinking:** Courses require students to use critical thinking skills by analyzing, synthesizing, and evaluating scientific evidence needed to improve patient outcomes and professional practice.  **MC4:** **Global Awareness, Perspectives, and Ethics:** The concept of global citizenship is introduced to |  |
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***By typing in his/her signature below, the student agrees to have read, understood, and be accountable for the instructions, assignments, and hours shown above and that all questions have been satisfactorily answered by the faculty.***

***Preceptors will sign upon initial receipt and at the end of the course to confirm that assignments have been complete with your guidance.***

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| **Student Signature** | |
| Name: |  |
| Date: |  |
| **Preceptor Signature [Upon Initiation of Course]** | |
| Name: |  |
| Date: |  |
| **Preceptor Signature [Upon Completion of Course]** | |
| Name: |  |
| Date: |  |