Family Nurse Practitioner (FNP) Student Handbook 2016
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Welcome & Overview of the FNP Program

Welcome to the Family Nurse Practitioner (FNP) program in the School of Nursing (SON) at California State University, Dominguez Hills (CSUDH). Our faculty and clinical instructors are committed to facilitating the learning of our nursing students in professional advanced nursing practice. Please take time to review this Handbook, as it contains the policies and procedures utilized by the FNP faculty for all aspects of the program.

The purpose of the FNP Handbook is to provide an orientation to the roles and responsibilities of the student, instructor and preceptor in the School of Nursing courses. Whether you are an instructor, preceptor or student, please read the FNP Handbook carefully to understand the roles of each and the interactions among all that are required for successful learning in clinical courses.

The content of the FNP Handbook includes:

• Admission Policies
• The Faculty Role
• The Student’s Role
• The Instructor’s Role
• The Preceptor’s Role
• The Clinical Experience
• Problem Resolution
• Performance Course Units
• Policy for Clinical Placement Preceptorship
• Ethical Considerations
• Appendices

Please note: All students, those conditionally accepted to the FNP program and those waiting for FNP role option admission decision, are responsible for the content in this handbook. The FNP Handbook is updated and published each Summer and updated as needed. Students who attend the mandatory orientation, and conditionally admitted to the FNP role option have access to the FNP advising site. All information is posted and frequently updated on the advising site. Students are strongly encouraged to access the advising site and FNP Handbook on a regular and ongoing basis. It also advised that each student secure the University catalog in the year of admission for specific University policies.

Overview of the Family Nurse Practitioner Program

The CSUDH School of Nursing offers the Family Nurse Practitioner Program for nurses who want to develop advanced practice knowledge, skills and competencies in primary care of the family. Included in the course of study are advanced health assessment, advance pharmacology and advanced pathophysiology. In addition, comprehensive assessment and management of common acute, chronic and complex health problems across the life span within a culturally diverse environment comprise the curricular path. Travel to campus is required for Advanced Health Assessment and FNP role option courses. To receive the MSN degree, FNP students must complete 48 units of course work and achieve success in the Culminating Experience.
The FNP program, as part of the Master of Science in Nursing Program at CSUDH, is accredited by the Commission on Collegiate Nursing Education (CCNE). The University is accredited by the Western Association of Schools and Colleges (WASC). The FNP program meets the requirements of the California Board of Registered Nursing (BRN) and is a BRN-approved program. Graduates of this program are eligible to be certified as nurse practitioners in the State of California. Students who successfully complete this program are qualified to take the national certification examination as Family Nurse Practitioners.

The mission statement and MSN program objectives are located on the website and Appendix A of this handbook.

Admission Requirements for the Master of Science Family Nurse Practitioner (FNP) Program

A. Admission to the CSUDH MSN Program in good standing requires:

* Completion of a baccalaureate degree program with a NLNAC- or CCNE-accredited upper division major in nursing (BSN) from a regionally accredited institution or the equivalent as determined by the SON Student Affairs Committee.
* Overall grade point average of 3.0 (on a four-point scale) or higher in the last 60 semester (90 quarter) units of upper division course work attempted. Students not meeting this grade point average requirement may be admitted to Conditionally Classified status on the recommendation of the faculty.
* Registered nurse licensure in the United States and California, unencumbered, unrestricted, with no disciplinary action pending or imposed.
* Satisfaction of the Graduation Writing Assessment Requirement (GWAR) prior to entry into the program or by the completion of 9 graduate units.
* Completion of prerequisite courses (see below).
* Submission of a professional resume and a 100-200 word statement describing the congruence of the applicant’s educational goals with the resources of the CSUDH MSN Program. Note: These are University requirements, and are separate from the FNP role option admission process.

B. Pre-Requisite Courses for the MSN Program:
Completion of a statistics course including probability and inferential; and introductory research course or equivalent; a pathophysiology course; and a basic health assessment course, including a skills lab. Specifically:

**Basic Health Assessment:** An upper division, undergraduate course with clinical lab experience or equivalent.
**Basic Pathophysiology:** An undergraduate course or equivalent.
**Statistics:** An undergraduate course which includes probability and inferential measures.
**Research:** An introductory undergraduate course, or equivalent.
C. Admission to the FNP Role Option:

All students who apply to the FNP role option and meet the University’s MSN Program requirements are admitted on a **Conditional Basis**, pending successful completion of the FNP Admission Procedure outlined below. **NOTE: the FNP admissions is a 3 step process.**

**Admission Procedure for Family Nurse Practitioner Option**

Students desiring admission to the FNP role option will complete a two-step application process:

**Step 1: Apply for admission to the university at** [www.csumentor.edu](http://www.csumentor.edu). Assuming basic MSN admission criteria are met, all candidates who declare the FNP role option will be admitted on a conditional basis.

a) Conditionally admitted students may enter a program of study for fall or spring admission. See the Program of Study in this document. Students must enroll in MSN 502 and MSN 528 sections dedicated to the FNP option in the first semester. Students are cohorted and preference is given to those students who follow the outlined program of study outlined in Appendix C&D.

b) All candidates must attend the mandatory FNP Orientation in which a FNP faculty reviews the proper submission of the FNP Portfolio, preparation for role option and other critical information. After attending the orientation, paying University fees and registration in the required courses, students are granted access to the FNP Advising site. Orientation is held every August and January. It is advised that students attend the orientation just prior to enrolling in the introductory courses MSN502 and MSN 528.

**Step 2: Submit FNP Portfolio to the School of Nursing for Level I review (see information regarding deadlines in this document).**

a) For Level I review, the student will compile and submit a Portfolio consisting of the following:

i. Letter of intent

ii. Curricula vitae (resume) all information must include dates.

iii. Unofficial transcripts for ALL college work. Transcripts of RN training are required.

iv. 3 reference letters using the Recommendation for Graduate Study form included in this document in **(Appendix B)**. Reference letters should reflect the student’s professional ability, not personal references. Letters are submitted to the advising site within the portfolio, not mailed individually to the school of nursing.

v. Reflection statement (see guidelines included in this document in **(Appendix B)**)
vi. Evidence of admission and current enrollment in graduate nursing courses.

vii. Proof of attendance of orientation

viii. Signed Program of Study

The completed Portfolio is to be scanned in the prescribed order above into one pdf file and uploaded to the FNP Advising Site in the Submission area. Office supply stores and copy centers are able to quickly and accurately scan documents provided to them in the order specified. Please include only the above documents in the scanned submission. PDF Documents are read electronically and must be legible and appear upright on the computer screen. Incomplete submissions or submissions not prepared as specified will not be reviewed and will be returned to the student as incomplete. This may seriously delay the FNP admission process. Note: only admitted and matriculated students have access to the FNP Advising Site and the Submissions area for uploading portfolios. (Appendix J)

The Portfolio will be scored at the Level I review by the FNP Admissions Committee. If qualified, the student will be approved to proceed to a Level II review. Note: preference is given to students following the Program of Study and cohorted.

Prospective FNP Role Option students will follow one of the two program of studies, either Fall admission of Spring admission. Please consult Appendix C for the sequence of course work required. All students desiring admission to the FNP Role Option are expected to follow the appropriate program of study.

Step 3: Submit the Role Option Eligibility Form and GWAR/GWE score documentation and proceed to Level II review by the FNP Admissions Committee.

Upon completion of MSN 526 Pharmacology, MSN 527 Advanced Health Assessment, MSN 528 Advanced Pathophysiology, MSN 530 Research Utilization in Advanced Nursing Practice, and the Graduate Writing Assessment Requirement (GWAR)/Graduate Writing Examination (GWE), the student will submit the Role Option Eligibility Form and GWAR/GWE score documentation and proceed to Level II review by the FNP Admissions Committee. Level II includes rating of MSN 528, MSN 526, and MSN 527 GPA. All documents are submitted electronically through the advising site. No hard copies are accepted.

In the event the student does not meet the admission criteria after the Level II review, the student will have the option of selecting another role option by submitting a Graduate Change of Objective form or the student may choose to transfer to another university. Please consult the CSUDH catalog for a list of role options available in the School of Nursing.

Students who are selected to begin the FNP role option after the Level II review are expected to submit the Clinical Packet documentation. The guidelines are outlined in the FNP Handbook. The information is posted to the Advising Site according to published due dates. There are two categories of information that are required, 1) Student information including license, CPR, immunizations, etc. and 2) Preceptor Information including learning contract signed by preceptor and including course objectives, preceptor CV and license
information from online license verification sites, and proof of valid contract between the university and the preceptor. An independent agency is contracted to assist with clinical documentation.

FNP faculty will conduct a final evaluation and students will be notified of acceptance into the FNP role option. Please note that the actual start date in role option courses may be contingent on space availability, as well as student qualifications.

The following are due dates for the required documents:

<table>
<thead>
<tr>
<th>Application Term</th>
<th>FNP Portfolio Due</th>
<th>Role Option Eligibility Form Due</th>
<th>Clinical Packet Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall term</td>
<td>November 1st</td>
<td>June 20th</td>
<td>July 15th</td>
</tr>
<tr>
<td>Spring term</td>
<td>April 1st</td>
<td>Dec. 15th</td>
<td>Dec 31st</td>
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</tbody>
</table>

Example: A student applying for admission to the FNP role option in the Fall 2015 will be required to submit the FNP Portfolio by November 1, 2014, during their first semester taking MSN 502 and MSN 528. The Role Option Eligibility is due on June 20th and Clinical Information is due July 15. A student who applies for admission in the Spring 2016 term is required to submit the FNP Portfolio by April 1, 2016, during their first semester taking MSN 502 and MSN 528. The Role Option Eligibility is due Dec. 15th and the Clinical Packet is due December 31. NO LATE OR INCOMPLETE SUBMISSIONS ARE ACCEPTED. NO EXCEPTIONS.

**Change of Objective Students**

Students who have already been admitted into another role option and want to change roles to the FNP program are required to submit a Graduate Change of Objective form. All deadlines noted in this document are required of all students. If basic MSN admission criteria are met, if students follow the FNP admission procedures and students who submit a Graduate Change of Objective form may be admitted to the FNP option on a conditional basis. There is no guarantee of FNP admission with a change of objective alone.

Preference is given to students following outlined program of study, and who are cohorted. It is advised that change of objective students reflect on their choice, as space for change of objectives students is limited.

**MSN Pathway Students**

The MSN pathway program is for registered nurses with non-nursing baccalaureate degrees. Pathway students must participate in a MSN Pathway workshop during which the pathway advisor will determine the BSN courses required for the MSN program.

Pathway students who desire the FNP will complete all required BSN courses prior to starting the sequence of graduate courses outlined in the Handbook (see Appendix C). NOTE: All BSN courses must be completed prior to portfolio submission and application to the FNP Role Option. It is advised to follow the Program of Study as closely as possible.
The Family Nurse Practitioner Curriculum

The FNP curriculum is composed of core, advanced science and role-specific courses which total 48 units. The FNP program includes didactic courses and practice-based clinical or role performance courses. Each course is comprised of specific learning objectives, activities, and evaluation measures. The didactic courses present the nursing knowledge, theoretical concepts, models, and research that inform patient care and evidence-based practice. The clinical courses provide opportunities for students to apply knowledge; practice skills; plan, implement and evaluate interventions and programs; and learn the full scope of the FNP role for which they are preparing.

The curriculum is delivered primarily in web-based courses taught online taught through the Internet, or in hybrid format (web-enhanced). Web-based courses are available to students through the Blackboard application. Hybrid courses combine online learning with some class sessions held on campus. MSN 527 Advanced Health Assessment and the FNP clinical role performance courses are taught in the hybrid format. On campus attendance is mandatory, the exact number of hours vary according to the course.

Prior to the beginning of the Role Option Course, MSN 558, the student must demonstrate proficiency in performance of a complete history and physical exam of well adult, pediatric client and prenatal patient by successful completion of MSN 527 Advanced Health Assessment. It is strongly advised that students take MSN 527 prior to the semester they anticipate starting the role performance courses. Course descriptions and objectives are found in Appendix D.

The Faculty Role

The members of the CSUDH School of Nursing faculty have doctoral and/or master’s degrees related to their field of nursing practice. They serve as master educators and professional mentors for students and colleagues, as well as facilitators, instructors, role models and resource persons in their particular area of expertise. The full-time faculty role encompasses teaching, scholarship, and service, including practice in their field. The full-time faculty and SON Student Services numbers are listed in Appendix E.

The part-time faculty provide instruction in courses in their field, according to the needs of the program.

As an instructor, the faculty guides and facilitates the learning process and evaluates the students according to the course objectives and the students’ performance of the learning activities for a particular role outcome. Clinical instructors and site evaluators assess learning opportunities and evaluate the student’s performance in the clinical setting.

The SON Director, the SON Chair and FNP Program Director are the faculty who administer the School of Nursing programs. They are responsible for scheduling courses and overseeing the contractual arrangements with the affiliated clinical sites. Together with the course faculty, they implement and interpret policies and procedures pertaining to the clinical learning component of the programs.

Questions and correspondence regarding FNP admissions or FNP student advising should be directed to the email addresses listed below. The SON FNP advising faculty will respond to these emails. Use of these emails will allow the SON FNP advising faculty to address
student needs and respond in a timely manner.

<table>
<thead>
<tr>
<th>Director, SON</th>
<th>FNP Program Director</th>
<th>Graduate Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathleen Chai, MSN, CNE, PhD</td>
<td>Sharon Johnson PhD, FNP</td>
<td>Terri Ares, RN, PhD</td>
</tr>
<tr>
<td>310-243-2005</td>
<td>310-243-2103</td>
<td>310-243-2644</td>
</tr>
<tr>
<td><a href="mailto:kchai@csudh.edu">kchai@csudh.edu</a></td>
<td><a href="mailto:Sjohnson343@csudh.edu">Sjohnson343@csudh.edu</a></td>
<td><a href="mailto:tares@csudh.edu">tares@csudh.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Services</th>
<th>Administrative Support</th>
<th>Information Technology Helpdesk</th>
</tr>
</thead>
<tbody>
<tr>
<td>310-243-2120</td>
<td><a href="mailto:sondepartment@csudh.edu">sondepartment@csudh.edu</a></td>
<td>310-243-2500</td>
</tr>
<tr>
<td>SON FAX</td>
<td>310-516-3542</td>
<td></td>
</tr>
</tbody>
</table>

**The Student Role**

The School of Nursing students lead very full lives and may have difficulty making their educational studies a priority at all times. Our students are seeking educational opportunities that meet their own goals and build on their previous personal and professional experience. They are adult learners and the curriculum is designed for the adult learner. The faculty expects students who are adult learners to be self-directed and internally motivated. The faculty recognizes that as adult learners mature, they become more diverse and vary widely in learning styles, motivation, prior experience and patterns of participation in educational programs. Therefore, our programs use the learning strategies that meet the adult learner’s need to participate in defining needs, goals, activities, and evaluation of outcomes.

Faculty and clinical instructors try to incorporate and build upon the assumptions that the adult learner:

- Is self-directed.
- Has accumulated experiences that serve as a resource for learning.
- Has a need to relate learning to real-life situations.
- Wants to apply newly acquired knowledge and skills immediately.

Incorporation of these assumptions into the educational experience facilitates and enhances learning and satisfaction.

Specific tasks of the student include:

1. Drafting a learning contract, seeking input from the course instructor about opportunities in the agency and documenting appropriate learning objectives, activities, and outcome measures on the learning contract objectives form appropriate to the FNP role option level. ([Appendix D](#))

2. Fulfilling the learning contract that is mutually agreed upon by the student and instructor.
3. Functioning within the framework and policies of the assigned agency.

4. Seeking direct and indirect supervision from the instructor.

5. Participating in conferences with the instructor and seeking feedback about progress toward completing the learning contract.

6. Maintaining an activity log, clinical journal, patient database, or other records (e.g. E-logs) as required by the instructor or preceptor. (Appendix F)

7. Seeking assistance from the instructor if problems occur in fulfilling the learning contract, or if a need arises to modify the contract.

8. Coming on time and fully prepared to each clinical session.

9. Informing the agency and instructor if unable to arrive at the agency as scheduled.

10. Acting in an ethical and professional manner at all times.

11. Fulfilling the time requirements as stated in the syllabus for each clinical course.

12. Participating in group and individual conferences as scheduled by the instructor.

13. Satisfactorily completing all course assignments.

14. Evaluating the clinical experience and clinical agency on the standard course evaluation forms, adding comments as desired.

15. Becoming an adaptable and flexible learner.

16. Strengthening their areas of weakness.

17. Developing a long term plan and setting short term goals.

18. Seeking safe opportunities to practice new skills.

19. Communicating and behaving in a professional and civil manner.

20. Rewarding themselves each step along the way.

The Clinical Instructor’s Role

The role of the clinical instructor is an important component of the clinical education experience. The instructor teaches the clinical course, assists in making arrangements for clinical experiences and oversees the student’s performance and clinical experience. She or he works with the student to structure the learning experience and develop the learning contract. The instructor monitors and assesses appropriate learning experiences to facilitate the student’s achievement of the course objectives. The instructor is also responsible and accountable for assuring that it is possible to meet the course objectives in a specific agency.
The instructor communicates on a regular basis with the student regarding student progress and learning needs, and is available to resolve problems if they arise. The course instructor is responsible for evaluating the student’s work and assigning a final grade.

Faculty who teach sections of the clinical courses may be full-time or part-time instructors. The content expert for each clinical course has the responsibility to coordinate the sections of the course and serves as a resource to the instructors.

Specific clinical instructor responsibilities and activities include:

1. Verifying the student’s readiness to begin the course (prerequisites met, documentation of immunity, etc, documented).
2. Approving each student’s clinical site on the basis of established criteria and in consultation with the appropriate agency designee.
3. Providing guidance to the student in formulating the learning contract.
4. Conferring with the student individually and in groups.
5. Conducting group seminars.
6. Submitting copies of the learning contracts and evidence of learning outcomes to the School of Nursing office.
7. Assigning student grades following review of the learning outcome measures identified in the course and the learning contract.
8. Submitting grades by the published deadline using the online grading system.
9. Forwarding all evaluation forms to the Program Coordinator.

**The Preceptor Role**

Preceptors are responsible for providing role modeling, direct patient supervision, professional interactions, and sharing expertise and experience. Preceptors are expected to voice concerns when student behaviors are in question or patient safety is of issue. Preceptors do not assign final grades.

Preceptors are provided with a learning contract, course descriptions and objectives, syllabus, clinical evaluation forms and clinical requirement documentation. It is the responsibility of the student to make these documents available to the preceptor. The faculty member with input from the preceptor evaluates the student’s progress and ability to meet the course objectives.

**The Site Evaluator Role**

Each semester, the student receives a minimum of two site evaluations. These encounters typically occur during the midpoint of the semester and immediately prior to the end of the semester. The clinical instructor evaluates the students during an OSP on campus. Evaluation forms are located in the syllabus and on the FNP advising site.
A final site evaluation occurs ideally in the clinical setting. If demographics, time constraints or other conflicting issues arise, the student will be evaluated in a simulated patient encounter at an alternative site.

Site evaluators are individuals contracted with the University. They are approved by the SON and BRN. Most often the site evaluator is the faculty of record for the clinical course. Site evaluators are assigned by expertise, geographic location and ability to adequately assess student performance. Site evaluators complete a scoring rubric during the evaluation. The scored earned during the site evaluation represents a portion of the final clinical grade assigned by the clinical instructor. Site evaluators contact the student during the last half of the semester to schedule a mutually convenient time for preceptors, agency and student for the evaluation time. Specific requirements for site evaluations are located in each role performance syllabus.

The Clinical Experience: Clinical Requirements and Preparation

FNP Program Clinical Experience Requirements

All nurse practitioner programs approved by the State of California Board of Registered Nursing require that nurse practitioner students complete a total of 576 precepted clinical hours. Each program is also responsible to insure that students complete clinical experiences appropriate to the area of specialty. In compliance with this, students must complete 144 clinical precepted hours in primary care in each of four clinical role performance courses prior to the end of the program. Students must review Patient Encounter Log records to ensure that these requirements have, or will be met prior to intended graduation. Each role performance course has specific objectives that must be met in order to progress in the program. Clinical hours must be performed during regular semester hours. Students may not attend clinical during holidays, winter and spring break, summer or University closure dates.

Clinical hours must be in primary care and be provided in approximately equal proportion to clients of all ages. These clinical experiences must address health promotion and acute/chronic psychosocial and physical health problems that are typically seen in a primary care setting. The focus of the first semester is primary care for general health problems. The focus of the second semester is women’s health, pediatrics and obstetrics. The focus of the third and fourth semester is primary care for acute and complex chronic health problems. In these final semesters the student is expected to provide care to patients with chronic and complex conditions often found in internal medicine settings. Highly specialized clinical experiences are encouraged for short periods during the last semester as approved by the instructor. Some examples of these include: diabetes, orthopedics, dermatology or AIDS clinics; they may not be a major focus in the student’s clinical experiences unless the student is performing common primary care functions in those specialty sites. Specialty sites are to be discussed with the clinical instructor for approval on a case-by-case basis.

Preparation

In the semester prior to taking the role performance course:
• Student collects documents related to the role performance course.

• Student submits all documents to the FNP Advising Website.

• Student contacts the School of Nursing Office for selected appropriate clinical sites and receives approval to contact preceptor to make arrangements for placement at that site.

• Staff initiates clinical contract process after the student has submitted a completed affiliation agreement form (available on SON website, under ‘forms’).

• Deadlines for all clinical information are July 15th for Fall semester, Dec. 31st for Spring semester. No late paperwork will be accepted and the student will not be able to enter the clinical setting without approval.

The number of units for each clinical role performance course is 3 units of semester credit which translates to 144 clinical hours. In addition to clinical hours, the student spends additional hours studying, preparing and completing assignments, usually twice the amount of time spent in actual class or role activities, depending on the time necessary to complete assignments and meet individual objectives. A listing of the four FNP clinical courses with the number of clinical hours required in the practice setting is provided in Appendix D.

Prior to taking the Role Option Courses, the student must demonstrate proficiency in the performance of physical exam (this is met in MSN 527 Advanced Health Assessment). The student must also satisfy all prerequisites and assemble important documents for instructor verification. Students will provide documentation of all the clinical requirements listed on the “Medical Tracker” form from Castlbranch in Appendix H.

**DUE DATES:** The minimum requirements must be posted and received in the FNP Advising Site by:

<table>
<thead>
<tr>
<th>Admit Type</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Admits</td>
<td>July 15</td>
</tr>
<tr>
<td>Spring Admits</td>
<td>Dec 31</td>
</tr>
</tbody>
</table>

**NO LATE OR INCOMPLETE SUBMISSIONS ARE ACCEPTED**

The minimum requirements include: See Appendix H for details.

- Signed and dated Learning Contract and completed Learning Contract Objectives form, documenting agreement for clinical preceptorship hours and objectives of the preceptorship between the student and preceptor. This form must be signed by the student and preceptor and approved by the clinical instructor.
- Current and active California Nursing License
- Current CPR BLS certification (many institutions only accept certification from American Heart Association)
- Current annual verification of training in universal precautions and blood borne pathogens
- Current annual verification of training in HIPAA requirements
- Annual PPD or annual chest x-ray if positive (some institutions may require two-step
• Documentation (less than 5 years old) of Immunity or Proof of Immunization for the following infectious diseases: Hepatitis B, Rubeola, Rubella, Mumps and Varicella. Titers must include original numerical titer values with reference ranges OR results with a laboratory statement that positive value represents “Immunity/Immune Status” for the specific laboratory test.

Vaccines or titers older than 5 years will not be accepted as evidence of immunity. Titers without a numerical titer value OR laboratory reference to “Immunity/Immune Status” will not be accepted. Some Health Care Agencies may have additional clinical requirements. Employee health checklists are NOT ACCEPTABLE. The student must submit original results from the laboratory or signed and dated vaccine administration form.

Students may be required to complete a criminal background check, fingerprinting, or drug screen if required by the clinical preceptor site. Additional agency specific requirements may be necessary and are dealt with on an individual basis.

Affiliation agreements with CSUDH are required. Students should note that additional time may be required to complete the agency orientation before the clinical course actually starts, as previously described. Students must strive to initiate the affiliation agreement and the preceptor site one semester prior to the beginning of the clinical course.

These required documents must be complete and be scanned as described later in this document in conjunction with the Clinical Requirements Form (Appendix H). Incomplete packets will be returned to the student and considered late. Students submitting late packets will be placed on a waiting list and will be admitted to the program on a space-available basis.

Preceptor Qualifications

Graduates of the FNP role option will be competent to provide beginning level primary care to patients of all ages. Emphasis is placed on the primary care of the individual and family within a culturally diverse environment. To achieve this objective, student clinical experiences must be well-planned and diverse. Each student must complete a total of 576 hours of preceptor-supervised experience in a clinical setting (BRN criteria) over 4 semesters. Students are required to attend on campus skill labs and evaluations.

The ideal preceptor is a Family Nurse Practitioner with a minimum of a Master of Science in Nursing degree and experience in the role. Other acceptable preceptors include nurse practitioners other than FNP, nurse midwives holding a Master’s Degree for the obstetric hours, and physicians, (Medical Doctors (MD) or Doctor of Osteopathy (DO) are acceptable as physician preceptor when they precept students in their area of expertise such as pediatricians, internal medicine specialists, gynecologists, and orthopedists. Physician Assistants are not acceptable as preceptors for FNP students. Preceptors should be practicing in a setting appropriate to the student’s area of study. The clinical faculty must approve all preceptors assigned to students.
Preceptors must be practicing within the BRN regulations and under Standardized Procedures. For questions, consult the www.rn.ca.gov/ for guidelines.

Students must provide evidence of licensure of preceptor by visiting one of the following sites:

- Nurse Practitioners & Nurse Midwives: https://www.breeze.ca.gov/
- Medical Doctors Physician (MD): http://www.mbc.ca.gov/Breeze/License_Verification.aspx

**Learning Contract**

The student develops the learning contract together with the instructor and the preceptor. Part of this process involves the student in identifying her or his own goals and learning needs, as well as preferred learning style. The student combines the required objectives and competencies with personal goals to develop an individualized educational experience. The student then collaborates with the instructor and preceptor to select and design the learning activities that will lead to achievement of goals and objectives. The student conducts a self-assessment to evaluate the achievement of goals. This includes a description of what was or was not accomplished as planned, and the student’s satisfaction with what was achieved. The preceptor completes a written performance evaluation that is returned to the instructor for consideration in calculating the final grade. Students and faculty site visitors also evaluate the preceptor and clinical preceptorship site using the standard evaluation forms. (Appendix I)

Students are encouraged to improve their learning experience by using the following strategies:

- Developing supportive relationships
- Finding others with different learning styles to form a study group
- Improving the fit between their learning style and their lifestyle or situation
- Becoming a more adaptable and flexible learner
- Strengthening their areas of weakness
- Developing a long term plan and setting short term goals
- Seeking safe opportunities to practice new skills
- Rewarding themselves each step along the way

**Clinical Site Affiliation Contracts**

Clinical site affiliation agreements between the University and the agency are required. The process may take up to four weeks or longer to obtain a finalized affiliation agreement. *Students may not begin the preceptored experience until the signed contract is finalized and evidence of the completed process is provided to the clinical instructor.* The School of Nursing staff work with the student and the instructor to obtain the signed contract. For the
student contact person information, please see the FNP Advising site. Students may initiate the clinical site affiliation agreement process by submitting the Form for Requesting Clinical Site Affiliation provided on the School of Nursing Website. It is recommended to initiate his process the semester prior to the beginning of the clinical courses. **Contracts are not automatically renewed or granted, so it is strongly advised to start the process early.**

**Learning Activities**

The instructor or preceptor must approve the student’s learning activities that take place during clinical performance hours. Some examples of acceptable and unacceptable activities to be performed during clinical hours are noted in the table below. The student should clarify with the instructor desired learning activities, whenever necessary. *Please note that these are general examples of acceptable and unacceptable Clinical Learning Activities. Other activities may be counted as clinical hours for specific courses. Refer to the course syllabus for specific instructions.*

<table>
<thead>
<tr>
<th>Examples of Appropriate Clinical Activities</th>
<th>Examples of Unacceptable Clinical Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation to the unit or agency, policies, procedures, and patient population</td>
<td>Library and research time spent in preparation for the clinical experience</td>
</tr>
<tr>
<td>Assessments performed on patients</td>
<td>Writing reports and papers, or other course assignments</td>
</tr>
<tr>
<td>Actual time spent at the agency interacting with patients and families</td>
<td>Travel to and from the clinical site, or to and from home visits, or to class meetings</td>
</tr>
<tr>
<td>Review of records and patient care and clinical interventions</td>
<td>Lunch or coffee breaks or time waiting for patients</td>
</tr>
<tr>
<td>Documentation of care-related activities</td>
<td>Preparation time for class meetings or online discussions</td>
</tr>
<tr>
<td>Gathering data or collaborating with other health professionals on issues related to patient care, community health, and healthcare services delivery</td>
<td>Reviewing media or doing assigned readings</td>
</tr>
</tbody>
</table>

**General Information**

1. The instructor has been oriented to the faculty role and the clinical course via the *FNP Clinical Handbook.*

2. The student will need to meet several times with the instructor to discuss progress toward completing the learning contract. Either the student or the instructor can initiate these conferences.

3. The instructor will assess the progress at the end of the course and provide written feedback to the student. The instructor is encouraged to share the findings of the evaluation with the student.

4. The instructor will schedule conferences as necessary to evaluate the attainment of the course objectives and outcomes. The student may also initiate these conferences, which may take place in person, by phone, email or in Blackboard course.
**Academic Policies**

Students and faculty must adhere to all SON academic policies and especially the policies that pertain to courses in the clinical area.

1. Students are absolutely prohibited from starting clinical practice hours in advance of the semester. Students may not perform clinical hours during vacation time, summer session, spring or winter break or holiday time.

2. Students must be on time for classroom and clinical courses.

3. **Students must complete a minimum number of hours of learning activities for each clinical course as specified in the syllabus.** The number of hours is determined by the number of units allocated to the clinical portion of the course, and in some cases, by standards and requirements of certifying bodies such as the California Board of Registered Nursing. The time spent meeting course requirements cannot be paid time as an employee, unless it is structured as a work-study course.

4. All clinical hours must be completed and the grade submitted prior to the student’s advancing to the next course in curriculum.

5. Students must achieve a minimum of **B (83%)** grade in all courses required for the degree, or credit grade (**CR**) in the case of a clinical course, and maintain an overall grade point average of 3.0 in order to progress in the program. In the event of course failure, students may only progress to the next level of course work once earlier levels are successfully completed.

6. In the event of a failure, students can repeat a course only once.

7. A maximum of two courses may be repeated.

8. The School of Nursing reserves the right to not allow a course repeat depending on the reasons for the failure (see dismissal policies below).

9. Students who leave the program must re-apply according the policies outlined. Re-admission is based on availability. Outdated course work must be validated and in many instances repeated.

**Professional Conduct, Confidentiality, Ethics, and Professional Behavior**

Confidentiality is of paramount importance to protect the privacy of patients, families, staff and agencies. Students must adhere to agency policies regarding protection of patient privacy. When students are given access to patients’ records and reports, these must be treated as confidential and photocopied or printed copies may not leave the clinical site. HIPAA regulations must be followed and no personal identifying information such as names, initials, birthdates or dates of service may be recorded and removed from the agency. If students transcribe patient data related to their assignments, they must **omit identifying**
information such as full names, addresses, phone numbers, social security and medical record numbers. Students must not leave notebooks or other personal materials containing patient data unattended, nor should confidential information about patients be discussed with persons not directly involved with patient care or the student’s education. Students must practice in clinical role performance courses according to the ANA’s Code for Nurses with Interpretive Statements (2001). The Code states the ethical ideals for which nurses should be accountable, including but not limited to: fully respecting patients, safeguarding patients’ right to privacy, advocating for safe, ethical and legal care, and maintaining their own clinical competence.

Ethical behavior also extends to academic study by nursing students according to the concept of academic integrity including the avoidance of plagiarism. Nursing students must live their professional values as they write papers, do patient assessments, work together with peers in group projects, and give patient care in the clinical setting. The University’s Statement of Academic Integrity is published in the University Catalog. Disciplinary actions will be taken against students who do not abide by these standards.

Students are expected to present themselves as professional nurses in the practice settings at all times. They may be required to wear the official CSUDH nursing name pin and to dress in a manner that is appropriate to the practice setting. They must assume responsibility for their actions and be accountable for their behavior. They should take safety precautions to protect themselves and their patients.

**Impaired Behavior**

Students who exhibit signs of impaired behavior or thought processes, related to physical, mental or emotional illness or substance abuse, will be dismissed for the day and assisted to leave the clinical area immediately by the instructor or preceptor. They will be referred to the CSUDH Student Development Office for further professional assessment and individual or group counseling as the situation requires (see the University Catalog). Professional counselors may recommend more intensive treatment and will make appropriate referrals as necessary. Students may not return to the clinical area without a note from a health professional indicating that they are cleared for clinical practice as a nursing student.

**Dismissal Policy**

The course instructors have the right to dismiss a student immediately from the class or clinical area for behavior that, in the instructor’s professional judgment, is deemed to be unethical, unsafe, impaired, or professionally inappropriate in the clinical setting. The instructor will notify the Program Director and the course coordinator immediately of the incident and any action that needed to be taken at that time. Depending on the seriousness of student’s behavior and the circumstances, the instructor may determine that the student should receive a grade of No Credit (NC) for the clinical day or for the entire course. Ultimately, students may be disqualified from the program for egregious unethical, unsafe or unprofessional behavior in a clinical course.
Problem Resolution

There may be times when the clinical instructor needs clarification of student or course expectations, validation of the appropriateness of the learning activities, or resolution of disagreements between the student and the instructor. Usually, the instructor and the student can resolve problems that are based on different expectations of performance, inadequate communication, or dissimilar learning styles. The following suggestions are offered to assist the instructor in problem resolution:

1. Meet with the student first and foremost to attempt to solve the issue at hand.

2. Identify the source of the problem. Is it a communication problem, knowledge deficit, difference in expectations, or conflict in learning styles?

3. Discuss your and the student’s perception of the problem.

4. In situations when you and the student can identify the nature of the problem, mutually develop a plan for correction or resolution that includes actions and a timeline for completion.

5. Meet regularly to check on progress.

6. In situations when the instructor and the student cannot agree on the problem or the appropriate steps to resolve the problem, contact the FNP Program Director. The Director will meet with the student (in person or by phone) to discuss the problem and steps for resolution.

Requirements for Online Classes

Basic information and computer literacy is required in one of the computer formats (Windows, Macintosh, or GNU/Linux). Students must have a ToroMail account and be able to use Blackboard. Students must also be able to:

- Choose appropriate library and other scholarly sources of information.
- Search for and find relevant scholarly information effectively.
- Use and share relevant information without plagiarizing.

Hardware requirements: Multimedia capable computer with Internet connection. Fast Internet connection such as broadband Internet (DSL, cable modem, etc.) is recommended. Minimum recommendations are:

Windows: Windows XP, Vista, or Windows 7; Microsoft .NET Framework 3.0; 3.0GHz Pentium 4 processor; 1GB RAM or more

Mac: Mac OS X 10.4.11, or 10.5.5 or later; QuickTime 7.5.5 or later; 2GHz Intel Core 2 Duo processor; 2GB RAM or more

Software requirements: Adobe Acrobat Reader (free; PC, MAC, Linux): Flash (free; PC, MAC, Linux) RealPlayer (free; PC, MAC, Linux), Web browsing software (e.g., Internet explorer, Google Chrome, Firefox/Mozilla); Word processing software (student's choice)
**Credit for Prior Primary Care Experience**

Students with previous primary care experience are allowed to challenge content within courses specific to their area of expertise. For example, certified Women’s Health Nurse Practitioners may request to challenge content related to their knowledge and experience in providing care related to women’s health in MSN 566, Primary Care of the Family II where the Women’s Health theory and clinical content are focused. Students who have had primary care experience or education in primary care areas, prior to attending our program, and if they wish to challenge content where they feel they are competent, should contact their instructor to arrange for credit or challenge of that content.

**Additional Resources**

There are several other handbooks that provide useful information about CSU Dominguez Hills and School of Nursing policies and procedures.

The *Graduate Studies Handbook* (2005) presents University policies and procedures that pertain to all graduate students.

*Forms* related to registration, petitions, workshops, clinical placement, etc. are located on the Blackboard FNP Advising site and on the School of Nursing website at [http://www.csudh.edu/cps/son/msn/](http://www.csudh.edu/cps/son/msn/)
Appendix A

SON Mission

The mission of the School of Nursing is to provide adult learners with the knowledge, skills and values to improve nursing and health care for populations of unprecedented diversity in the community. The faculty achieves this mission by offering a quality nursing education that prepares learners to be competent providers of nursing care and leaders in the profession. Guiding principles are respect for each learner's uniqueness, the ethic of caring, collaborative partnerships with the community, and health as a fundamental right for all. The nursing programs are characterized by accessibility, flexibility, currency, and innovative instructional delivery using distance education methods and informational technology. The School’s mission reflects the mission and goals of the College of Professional Studies and the California State University, Dominguez Hills.

Philosophy

The philosophy of the School of Nursing is a statement of beliefs and values held by the faculty about health, persons, environment, nursing, healthcare, education and learning. We believe that health is a dynamic continuum of interactive processes and health conditions, ranging from wellness to end-of-life. Persons participate in health-related activities based on their beliefs and values within the context of culture and society. The term "person" refers to individuals, families, communities and populations, especially those who are at risk, vulnerable or living in underserved communities. We believe the environment is global and dynamic in nature; it includes the constant, mutual interaction of internal and external forces upon individuals, families, communities and societies. We value diversity and strive to assure the provision of quality, cost-effective, culturally competent nursing care to all persons.

We believe that quality healthcare should be accessible to all people and that it should be delivered according to the principle of justice. Professional nurses assume multiple roles in providing healthcare services to persons in settings wherever nursing is required. Nurses adhere to the American Nurses Association Code of Ethics and the professional standards that define safe and effective nursing practice. Through political awareness and action, nurses shape the healthcare delivery system.

We believe that nursing education at the University level prepares registered nurses for roles that focus on prevention and health, as well as illness. We value ongoing opportunities to employ technological advances to make higher-degree programs accessible to registered nurses locally, nationally and internationally using distance education delivery systems. We believe that education is a shared undertaking wherein the faculty is the facilitator and the learner is an active participant in knowledge development through the use of technology and student-centered learning activities. Further, we believe that learning is lifelong, and includes all facets of the adult learner's environment - home, workplace and society.

We believe that curricula are designed to prepare registered nurses for roles in an ever-changing, evolving society and healthcare system. Curricula reflect responses to current trends and the demands of nursing and healthcare delivery systems, and proactive thinking about the future of nursing and healthcare.
The undergraduate curriculum is a vehicle for registered nurse students to develop personal and professional accountability, critical thinking, and the ability to select and apply theories, principles, concepts and research to the delivery of quality nursing care. The graduate curriculum builds directly upon the undergraduate nursing program and prepares registered nurses for advanced practice roles as leaders, educators, and providers of health promotion, disease prevention and disease management for individuals, families, groups, and populations. Graduates are prepared with in-depth scientific knowledge and advanced skills to critically analyze information and systems to provide, or direct others to provide, evidence-based patient care, recognizing its contextual nature and novel circumstances. Success is achieved when students meet or exceed the program outcomes and fulfill their personal and professional goals for their career and stage of life.

Reference:

**MSN Program Objectives**

Upon completion of the Master of Science in Nursing Program, the student will be able to:

- Integrate knowledge, theory, research and skills in planning and evaluating comprehensive plans of care for individuals, families and populations.

- Design culturally sensitive programs and systems of care that meet the needs of diverse and vulnerable populations.

- Provide evidence-based, clinically proficient care using critical thinking skills in advanced nursing roles.

- Adapt oral, written and technological communication skills to be effective and appropriate in clinical, educational, and professional contexts and systems.

- Integrate ethical theory and principles into nursing theory, research and practice in advanced nursing roles.

- Advocate for healthcare policies and financing that promote, preserve and restore public health.

- Provide leadership in collaborative efforts with other disciplines to influence improvement in healthcare systems.

- Demonstrate commitment to lifelong learning to enhance the nursing profession.
Appendix B

RECOMMENDATION FOR GRADUATE STUDY IN NURSING

(Candidate’s Name) is applying to the Family Nurse Practitioner Program Program at California State University Dominguez Hills. This is a program to prepare nurses for practice as Family Nurse Practitioners. Please evaluate this candidate’s abilities and skills, based on your knowledge and interaction with her/him. We also appreciate your comments.

How long have you known the candidate? _______ In what capacity? ________________________________

Please rate the candidate: (5=Excellent, 4=Very Good, 3=Good, 2=Fair, 1=Poor, 0=Don’t Know)

<table>
<thead>
<tr>
<th>Abilities/Skills</th>
<th>Excellent 5</th>
<th>Very Good 4</th>
<th>Good 3</th>
<th>Fair 2</th>
<th>Poor 1</th>
<th>0</th>
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<tbody>
<tr>
<td>Academic Ability</td>
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<td>Problem Solving</td>
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<td>Writing Skills</td>
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<td>Oral Skills</td>
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<td>Interpersonal Skills</td>
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<td>Motivation to Succeed</td>
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<td>Leadership</td>
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<td>Organization Skills</td>
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<td>Time Management</td>
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<tr>
<td>Computer Skills</td>
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<tr>
<td>Independent Work Ability</td>
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</tr>
</tbody>
</table>

The candidate’s chief strengths are:

The candidate’s limitations are:

Please check one:

___Strongly Recommend  ___Recommend  ___Recommend with reservations  ___Do not recommend

Comments:

____________________  __________________  ___________________  ___________________  
Signature                                                                 Print Name  Position/Institution

____________________  
Date
Appendix B cont.

Reflection Statement
In order to help you organize your thoughts and reflect on the decision to pursue the FNP role option, consider the following questions. Please refer to this reflection when writing your essay.

1. Describe your academic preparation and how it might be applied to the FNP Program.
2. How would you characterize your work and nursing experience to date? Where do you work and what do you do?
3. Describe your understanding of the Family Nurse Practitioner role.
4. Why are you pursuing a career as a Family Nurse Practitioner NOW?
5. What are your expectations about our FNP program?
6. What are your greatest personal strengths and what is one weakness?
7. What do you think would keep you from succeeding in the FNP program?
8. What steps do you plan to take to help you succeed in the program?
9. What are your career goals?
10. How do you plan on completing the required clinical hours? What kinds of clinical placements do you have in mind and how does this fit into the curriculum?
11. Full-time employment has proven to be challenging for FNP students. How do you intend to balance the academic and clinical demands of the FNP program with your employment and personal commitments?
12. In the event you are not considered for this role option, what other plans have you considered?
### Appendix C
Spring Admits Program of Study

1. **Apply to the University** ([www.csumentor.com](http://www.csumentor.com))

2. Attend the mandatory FNP orientation (dates posted to SON website)

3. Register for MSN 502 & MSN 528 section for FNP students. When complete access to FNP advising site granted.

4. Apply for FNP role option by submitting portfolio

5. **Portfolio Due April 1st**

6. GWE completed or taken in first semester

7. **Take coursework:**
   - **Spring Semester (1)**
     - MSN 502 3 units
       - Advanced Nursing Roles
     - MSN 528 3 units
       - Advanced Pathophysiology
   - **Summer Session (1)**
     - MSN 513 3 units
       - Health Care Policy and Economics
     - MSN 530 3 units
       - Research Utilization in Advanced Nursing Practice
   - **Fall Semester (1)**
     - MSN 526 3 units
       - Advanced Pharmacology
     - MSN 521/522 3 units
       - Advanced Health Assessment

8. **Secure affiliation agreement:** [http://www4.csudh.edu/son/forms/index](http://www4.csudh.edu/son/forms/index)

9. **Role Option Eligibility Form Due Dec 15th**

10. **Clinical Requirements Due Dec 31st**

   **Student information to Tracker:** RN License from online site, CPR, HIPPA, Immunizations, titers, etc

   **Preceptor Information to FNP Advising:** Signed Learning Contract, Preceptor CV, Preceptor License from online site, Proof of Affiliation Contract with clinical site

11. **Take Coursework:**
   - **Spring Semester (2)**
     - MSN 556 4 units
       - Primary Care of Family I
     - MSN 558 3 units
       - Primary Care Role Performance I
   - **Summer Session (2)**
     - MSN 514 3 units
       - Health Promotion & Disease Prevention
   - **Fall Semester (2)**
     - MSN 566 4 units
       - Primary Care of Family II
     - MSN 568 3 units
       - Primary Care Role Performance II
   - **Spring Semester (2)**
     - MSN 576 4 units
       - Primary Care of Family III
     - MSN 578 3 units
       - Primary Care Role Performance III

12. **Apply for graduation**

13. **Take Coursework:**
   - **Fall Semester (3)**
     - MSN 531 3 units
       - Nursing Ethics
     - MSN 588 3 units
       - Primary Care Role Performance IV
     - Culminating Experience

14. **Participate in Commencement Exercises Dec**
# Appendix C
## Fall Admits - Program of Study

1. **Apply to the University** ([www.csumentor.com](http://www.csumentor.com))
2. Attend the mandatory FNP orientation (dates posted to SON website)
3. Register for MSN 502 & MSN 528 section for FNP students. When complete access to FNP advising site granted.
4. **Apply for FNP role option by submitting portfolio**
5. **Portfolio Due November 1st**
6. **GWE completed or taken in first semester**
7. **Take coursework:**
   - **Fall Semester (1)**
     - MSN 502 3 units Advanced Nursing Roles
     - MSN 528 3 units Advanced Pathophysiology
   - **Spring Semester (1)**
     - MSN 521/522 3 units Advanced Health Assessment
     - MSN 526 3 units Advanced Pharmacology
   - **Summer Session (1)**
     - MSN 513 3 units Health Care Policy/Economics
     - MSN 530 3 units Research Utilization in Advanced Nursing Practice
8. **Secure affiliation agreement Request for clinical affiliation form:**
   - [http://www4.csudh.edu/son/forms/index](http://www4.csudh.edu/son/forms/index)
9. **Role Option Eligibility Form Due June 20th**
10. **Clinical Requirements Due July 15th**
    - **Student information to Tracker:** RN License from online site, CPR, HIPPA, Immunizations, titers, etc
    - **Preceptor Information to FNP Advising:** Signed Learning Contract, Preceptor CV, Preceptor License from online site, Proof of Affiliation Contract with clinical site
11. **Take Coursework:**
    - **Fall Semester (2)**
      - MSN 556 4 units Primary Care of Family I
      - MSN 558 3 units Primary Care Role Performance I
    - **Spring Semester (2)**
      - MSN 566 4 units Primary Care of Family II
      - MSN 568 3 units Primary Care Role Performance II
    - **Summer Session (2)**
      - MSN 514 3 units Health Promotion/Disease Prevention
    - **Fall Semester (3)**
      - MSN 576 4 units Primary Care of Family III
      - MSN 578 3 units Primary Care Role Performance III
12. **Apply for graduation**
13. **Take Coursework:**
    - **Spring Semester (3)**
      - MSN 531 3 units Nursing Ethics
      - MSN 588 3 units Primary Care Role Performance IV
      - Culminating Experience
14. **Participate in Commencement Exercises in May**
Appendix D

FNP FAMILY NURSE PRACTITIONER OPTION COURSE DESCRIPTIONS/INFORMATION LEARNING CONTRACTS

Course Descriptions:
The FNP role option courses provide a preceptored supervised clinical experience concurrent with the Primary Care of the Family didactic courses. Emphasis is placed on comprehensive assessment and management of common acute health problems seen in the primary care of clients across the life span. Emphasis also will be placed on the primary care of the individual as a member of the family within a culturally diverse environment.

Course Objectives/Learning Outcomes/Learning Contracts:
Upon completion of MSN 558, 578 & 588, the student will be able to:

• Systematically perform complete health exams on clients across the life span.
• Conduct comprehensive family assessments with a special emphasis on at risk, vulnerable and diverse clients.
• Analyze historical data, physical exam findings, and laboratory data to determine differential diagnoses for common primary care problems across the life span.
• Evaluate the impact of community, cultural, socioeconomic, and psychosocial factors on the health care needs of individuals and families across the life span.
• Analyze the pathophysiological basis for selected primary care problems across the life span.
• Create a comprehensive data base for the diagnosis and management of selected primary care problems across the life span.
• Develop and evaluate treatment plans and criteria for evaluation of treatment for selected primary care problems across the life span.
• Integrate findings from community, cultural, and family assessments into treatment plans for individuals and families across the life span with a special emphasis on at risk, vulnerable and diverse clients.
• Formulate health promotion plans with clients and families from at risk, vulnerable and diverse backgrounds across the life span.

Upon completion of MSN 568 course, the student will be able to:

• Systematically perform and document complete history and obstetric and gynecologic health exams.
• Systematically perform and document history and complete exam of the male genito-urinary system.
• Perform, adapt and document a relevant health history and exam on pediatric clients.
• Conduct comprehensive family assessments with a special emphasis on at risk, vulnerable and diverse clients in the context of women’s health and pediatrics.
• Analyze historical data, physical exam findings, and laboratory data to determine differential diagnoses for common primary care problems specific to women and children as well as to conditions related to the male genito-urinary system.
• Provide anticipatory guidance to pregnant women and children.
• Create a comprehensive data base for the diagnosis and management of selected primary care problems in women and children.
• Develop and evaluate treatment plans and criteria for evaluation of treatment for selected primary care problems in men, women and children.
• Integrate findings from community, cultural, and family assessments into treatment plans for men, women, children and families across the life span with a special emphasis on at risk, vulnerable and diverse clients.

Learning Contract Objective Forms:

The Learning Contract documents student and preceptor information and the agreement to fulfill the stated objectives of the clinical course during preceptorship hours at the listed agency.

Learning contract objective forms are provided for each clinical course and are based on each course’s learning objectives. The student shall complete the learning activities and evaluation measure columns as appropriate for each listed learning objective. This form is submitted to the clinical instructor in conjunction with the Clinical Requirements Form.
California State University, Dominguez Hills School of Nursing
LEARNING CONTRACT

Student name ____________________________________________

Last    First

Student ID # ___________________________ E-mail address ____________________________

Day time phone ( ) ___________________________ Evening phone ( ) ___________________________

Academic Program: BSN: _____ MSN: _____ PHN Certificate: _____ Course number ________________

1. Preceptor’s name ___________________________________ Title ____________________________

Phone ( ) ___________________________ E-mail Address ____________________________

2. Agency

Address

________________________________________

City ___________________________ ZIP

________________________________________

3. Nursing Administrator / Contact Person

Phone ( ) ___________________________

4. CSUDH Course Instructor’s name

Phone ( ) ___________________________

Instructor’s Email Address

______________________________

In case of emergency, contact CSUDH School of Nursing at (310) 243-3596

The number of hours required in each course varies. Please consult the syllabus for the number of hours
required.

The number of hours of clinical experience required for this course is: ____________________________

Please schedule hours accordingly

Beginning Date ___________________________ Final Date ___________________________

Student is to keep a copy of this form, provide a copy to the preceptor, and submit original
to instructor.

State personal goals here and complete objectives, learning activities, and evaluation measures.

Student’s signature ___________________________________________ Date ________________

Preceptor’s signature indicates approval of the Learning Contract and acceptance of the clinical
schedule.

Preceptor’s Signature ___________________________________________ Date ________________

Instructor’s signature indicates approval of preceptor, learning contract and clinic schedule.
Learning Contract Objectives MSN 558 (FNP I)

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Learning Activities</th>
<th>Evaluation Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Systematically perform complete health exams on clients across the life span.</td>
<td></td>
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<tr>
<td>2. Conduct comprehensive family assessments with a special emphasis on at risk, vulnerable and diverse clients.</td>
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<tr>
<td>3. Analyze historical data, physical exam findings, and laboratory data to determine differential diagnoses for common primary care problems across the life span.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Evaluate the impact of community, cultural, socioeconomic, and psychosocial factors on the health care needs of individuals and families across the life span.</td>
<td></td>
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</tr>
<tr>
<td>5. Analyze the pathophysiological basis for selected primary care problems across the life span.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Create a comprehensive data base for the diagnosis and management of selected primary care problems across the life span.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Develop and evaluate treatment plans and criteria for evaluation of treatment for selected primary care problems across the life span.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Integrate findings from community, cultural, and family assessments into treatment plans for individuals and families across the life span with a special emphasis on at risk, vulnerable and diverse clients.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Formulate health promotion plans with clients and families from at risk, vulnerable and diverse backgrounds across the life span.</td>
<td></td>
<td></td>
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</tbody>
</table>

**Areas for improvement identified in previous semester:**

**Personal Clinical goals:**
# Learning Contract Objectives MSN 568 (FNP II)

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Learning Activities</th>
<th>Evaluation Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Systematically perform and document history and complete exam of the male genito-urinary system.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Systematically perform and document complete history and obstetric and gynecologic health exams.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Systematically perform and document history and complete exam of the male genito-urinary system.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Perform, adapt and document a relevant health history and exam on pediatric clients.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Conduct comprehensive family assessments with a special emphasis on at risk, vulnerable and diverse clients in the context of women's health and pediatrics.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Analyze historical data, physical exam findings, and laboratory data to determine differential diagnoses for common primary care problems specific to women and children as well as to conditions related to the male genito-urinary system.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Provide anticipatory guidance to pregnant women and children.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Create a comprehensive data base for the diagnosis and management of selected primary care problems in women and children.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Develop and evaluate treatment plans and criteria for evaluation of treatment for selected primary care problems in men, women and children.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Integrate findings from community, cultural, and family assessments into treatment plans for men, women, children and families across the life span with a special emphasis on at risk, vulnerable and diverse clients.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Areas for improvement identified in previous semester:

Personal Clinical goals:
Learning Contract Objectives MSN 578 (FNP III)

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Learning Activities</th>
<th>Evaluation Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Systematically perform complete health exams on clients across the life span.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Conduct comprehensive family assessments with a special emphasis on at risk, vulnerable and diverse clients.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Analyze historical data, physical exam findings, and laboratory data to determine differential diagnoses for common primary care problems across the life span.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Evaluate the impact of community, cultural, socioeconomic, and psychosocial factors on the health care needs of individuals and families across the life span.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Analyze the pathophysiological basis for selected primary care problems across the life span.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Create a comprehensive data base for the diagnosis and management of selected primary care problems across the life span.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Develop and evaluate treatment plans and criteria for evaluation of treatment for selected primary care problems across the life span.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Integrate findings from community, cultural, and family assessments into treatment plans for individuals and families across the life span with a special emphasis on at risk, vulnerable and diverse clients.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Formulate health promotion plans with clients and families from at risk, vulnerable and diverse backgrounds across the life span.</td>
<td></td>
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</table>

Areas for improvement identified in previous semester:

Personal Clinical goals:
## Learning Contract Objectives MSN 588 (FNP IV)

<table>
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<tr>
<th>Objectives</th>
<th>Learning Activities</th>
<th>Evaluation Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Systematically perform complete health exams on clients across the life span.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Conduct comprehensive family assessments with a special emphasis on at risk, vulnerable and diverse clients.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Analyze historical data, physical exam findings, and laboratory data to determine differential diagnoses for common primary care problems across the life span.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Evaluate the impact of community, cultural, socioeconomic, and psychosocial factors on the health care needs of individuals and families across the life span.</td>
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<td></td>
</tr>
<tr>
<td>5. Analyze the pathophysiological basis for selected primary care problems across the life span.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Create a comprehensive data base for the diagnosis and management of selected primary care problems across the life span.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Develop and evaluate treatment plans and criteria for evaluation of treatment for selected primary care problems across the life span.</td>
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<td></td>
</tr>
<tr>
<td>8. Integrate findings from community, cultural, and family assessments into treatment plans for individuals and families across the life span with a special emphasis on at risk, vulnerable and diverse clients.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Formulate health promotion plans with clients and families from at risk, vulnerable and diverse backgrounds across the life span.</td>
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</table>

**Areas for improvement identified in previous semester:**

**Personal Clinical goals:**
### Appendix E
#### School of Nursing Full-Time Faculty and Contact Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharon Johnson (FNP interim Director)</td>
<td>310-243-2103</td>
<td><a href="mailto:Sjohnson343@csudh.edu">Sjohnson343@csudh.edu</a></td>
</tr>
<tr>
<td>Terri Ares (Assistant Professor) MSN Coordinator</td>
<td>310-243-2644</td>
<td><a href="mailto:tares@csudh.edu">tares@csudh.edu</a></td>
</tr>
<tr>
<td>Linda Goldman (Assistant Professor) FNP Faculty</td>
<td>310-243-2093</td>
<td><a href="mailto:lgoldman@csudh.edu">lgoldman@csudh.edu</a></td>
</tr>
<tr>
<td>Maria Barbosa (Lecturer) FNP Faculty</td>
<td>310-243-3080</td>
<td><a href="mailto:mabarbosa@csudh.edu">mabarbosa@csudh.edu</a></td>
</tr>
<tr>
<td>Kathleen Chai (Associate Professor, SON Director)</td>
<td>310-243-2005</td>
<td><a href="mailto:kchai@csudh.edu">kchai@csudh.edu</a></td>
</tr>
<tr>
<td>Nop Ratanasiripong (Assistant Professor) BSN Coordinator</td>
<td>310-243-3225</td>
<td><a href="mailto:nratanasiripong@csudh.edu">nratanasiripong@csudh.edu</a></td>
</tr>
<tr>
<td>Gay Goss (Professor)</td>
<td>310-243-2871</td>
<td><a href="mailto:ggoss@csudh.edu">ggoss@csudh.edu</a></td>
</tr>
<tr>
<td>Cynthia Johnson (Professor)</td>
<td>310-243-2522</td>
<td><a href="mailto:cjohnson@csudh.edu">cjohnson@csudh.edu</a></td>
</tr>
<tr>
<td>Barbara Kennedy (Professor)</td>
<td>310-243-2067</td>
<td><a href="mailto:bkennedy@csudh.edu">bkennedy@csudh.edu</a></td>
</tr>
<tr>
<td>Dale Mueller (Associate Professor)</td>
<td>310-243-2862</td>
<td><a href="mailto:dmueller@csudh.edu">dmueller@csudh.edu</a></td>
</tr>
<tr>
<td>Lauren Outland (Associate Professor)</td>
<td>310-243-2709</td>
<td><a href="mailto:loutland@csudh.edu">loutland@csudh.edu</a></td>
</tr>
<tr>
<td>Hernani Ledesma (Assistant Professor)</td>
<td>310-243-3151</td>
<td><a href="mailto:hledesma@csudh.edu">hledesma@csudh.edu</a></td>
</tr>
<tr>
<td>Cathy Earl (Professor)</td>
<td>310-243-3596</td>
<td><a href="mailto:cearl@csudh.edu">cearl@csudh.edu</a></td>
</tr>
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</table>

#### Nursing Office & Program Support

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>310-243-3596</td>
</tr>
<tr>
<td>Nursing Fax</td>
<td>310-516-3542</td>
</tr>
</tbody>
</table>

#### Student Service Center

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Services</td>
<td>800-344-5484 option #1</td>
<td><a href="mailto:hhsnssc@csudh.edu">hhsnssc@csudh.edu</a></td>
</tr>
<tr>
<td>Student Services Fax</td>
<td>310-217-6800</td>
<td></td>
</tr>
</tbody>
</table>

### Websites:
- California State University Dominguez Hills: [http://www.csudh.edu](http://www.csudh.edu)
- School of Nursing: [http://www4.csudh.edu/son/](http://www4.csudh.edu/son/)
- School of Nursing Forms: [http://www4.csudh.edu/son/forms/index](http://www4.csudh.edu/son/forms/index)
- Academic Technology: [http://www.csudh.edu/actech/](http://www.csudh.edu/actech/)

### School Mailing Address:
California State University Dominguez Hills School of Nursing  
1000 E. Victoria Ave. Carson, CA 90747
Appendix F
Electronic Log System for FNP Courses

An electronic log system is used in all FNP courses. Students are encouraged to go to www.elogs.org and work through the student tutorial. Practice with the system using the student username “roast” with password “tour”. The first day of class, all students will be given their personal passwords. No false-practice data are to be entered under the student’s own username and password. No data can be entered until the student has submitted the preceptor information.

Students can purchase an optional Palm PDA version of the software directly from the company but this should not be done until the preceptor data has been entered into the Elogs system. A Palm PDA is not a requirement but having one may make adding data in the clinic site easier.

Students can also enter data into the system from any computer via the Internet. There is NO fee associated with the internet based Elogs system. Students are advised to download the “Jot form in PDA format” which is located on the student opening page. This form can be used for each patient seen in the clinic. The Jot forms can then be taken home and the data entered via the Internet.

This system meets HIPAA requirements. Students are not to use actual patient identifying data such as names, initials, or birthdates. Patients should simply be numbered such as first patient seen is #1 followed by #2, etc.
Appendix G

Instructions for Completion of the Clinical Requirements Form

1. INCOMPLETE FORMS OR MISSING DOCUMENTATION WILL NOT BE ACCEPTED

2. Student is to obtain all immunizations, blood titers, and other required documentation listed on the Castlebranch (formerly, Certified Background) requirement list.

3. Scan the Completed Clinical Requirements Form and all supporting documentation in order into one .pdf file. Some copy machines, office supply store with a copy center or copy shops are able to create this file type. KEEP the original documents! Note: multiple files, formats other than pdf and upside down or sideways scans are not acceptable.

4. No student will be allowed to begin clinical hours until all required documentation has been received and approved by the clinical instructor.

5. You may submit a certificate of completion of HIPAA and Blood-Borne Pathogen courses from your current employer, OR you are welcome to obtain a certificate from the courses available on the School of Nursing website. After taking the online course, print out the certificate and include a copy in your packet of documentation.

6. Some clinical sites will require background checks, if your site requires this, visit the School of Nursing webpage.

7. The Clinical Instructor will review all documentation and certify that the student is ready to begin clinical hours.

8. Any questions regarding the MSN core courses or MSN program should be directed to:

   MSN Coordinator: Dr. Terri Ares, 310-243-2522

9. Questions specific to the FNP program and curriculum should be directed to:

   FNP Director: Dr. Sharon Johnson
   sjohnson343@csudh.edu
Instructions below (updated 6/8/16):
Instructions To Place Order

1).  [https://portal.castlebranch.com/CQ96](https://portal.castlebranch.com/CQ96)
2).  Select: Package Selection
3).  Select: FNP Program

All FNP students order:

- cg53dm - medical tracker
- cg53t - document tracker

**NOTE:** If your clinical site requires a **Background check and/or Drug test**, then make sure to order those.

If I have further questions or need additional help, who do I contact?

Please call Castlebranch Service Desk at 888-723-4263 or email servicedesk.cu@castlebranch.com
Medical Tracker

RN License
---Provide a copy of your current RN License or verification of licensure through the state website https://www.breeze.ca.gov/

CPR Certification
---Must be the American Heart Association Healthcare Provider course. Copy must be front & back of the card, it has to be signed.

Annual Universal Precautions & Blood Borne Pathogen Course
---Submit the certification of completion from an employer or http://www4.csudh.edu/son/info/hipaa-precautions/
This must be completed within the past year.

Annual HIPAA Course
---Submit the certification of completion from an employer or http://www4.csudh.edu/son/info/hipaa-precautions/
This must be completed within the past year.

TB Skin Test (1 Step)
---A TB test is required to be completed annually. This must be completed within the past year. If the results are positive, submit a clear Chest X-Ray and annual clearance from health care provider.
One of the following is required:
• 1 step TB Skin Test (TST)
• OR if required by your clinical site:
  • 2 step TB Skin Test (1-3 weeks apart) OR
  • 2 consecutive annual TB Skin Tests (no more than 12 months between tests AND at least one being within the last 12 months) OR
  • TB blood test (QuantiFERON Gold Test or T-spot with lab report).

If the results are positive,
• a clear Chest X-Ray (with lab report) PLUS documentation from your provider that you are free of TB. The chest x-ray must be done within one year of the positive TST, however, it doesn’t have to be within the past 12 months.

Renewal date will be set for 1 year. Upon renewal, one of the following is required:
• 1 step TB Skin test OR
• TB blood test (QuantiFERON Gold Test or T-spot with lab report).
• If past positive results, a repeated chest x-ray is not needed, unless required by the agency. Only documentation from a provider stating that you are screened and free of TB is to be submitted EVERY year.

Hepatitis B
---There must be documentation of one of the following:
• 3 vaccinations within the past 5 years and positive Hepatitis B surface antibody titer with reference range indicating immunity
• Positive Hepatitis B Surface Antibody (HbsAb) titer with reference range indicating immunity
• Signed declination waiver
• One of the following is required: 3 vaccinations OR positive antibody titer (lab report required) OR declination waiver. Declination waiver is available to download, print, complete and re-upload to this requirement. If the titer is negative or equivocal, new alerts will be created for you to repeat series and submit declination waiver.
Measles (Rubeola), Mumps & Rubella (MMR)
---There must be documentation of one of the following:
• Evidence of vaccination within the past 5 years
• Positive antibody titers for all 3 components (1 for Rubeola, 1 for Mumps & 1 for Rubella) with reference range indicating immunity
• One of the following is required: 2 vaccinations OR positive antibody titer for all 3 components (lab report required). If the titer is negative or equivocal, new alerts will be created for you to receive 1 booster shot.

Varicella
---There must be documentation of one of the following:
• Evidence of vaccination within the past 5 years
• Positive antibody titer with reference range indicating immunity
One of the following is required:
• Two doses of Varicella Vaccine OR
• Positive antibody titer (lab report required) for Varicella. IgG results must be reported.
If you report an equivocal or negative titer, you MUST receive two doses of Varicella, 4-6 weeks apart. No follow up titer is needed.

Tetanus, Diphtheria & Pertussis (Tdap)
---Submit documentation of a Tdap booster within the past 10 years.
You must provide one of the following:
• Tdap within the last 10 years OR
• One time vaccination of Tdap (at any point) AND Td booster within the last 10 years
The renewal date will be set for 10 years from the administered date of the booster.

Influenza
• Submit documentation of influenza vaccine for the current year
Submit documentation of a flu shot. Documentation does not need to indicate that the vaccination you received is from a batch for the current flu season. Documentation does need to include the date the vaccine was administered.

Document Tracker:

Learning Contract and Preceptor Documents
• Submit your Learning Contract with Course Objectives form for the specific clinical course as provided in the FNP Handbook (Appendix D) provided by your school.
• Preceptor information form:
  Submit your Preceptor Information Form provided by your school. Forms can be found at www.csudh.edu/cps/son/forms.htm
• Preceptor Resume or CV:
  Submit your Preceptor Resume or CV.
• Verification of Preceptor:
  Submit your Verification of Preceptor current license with the state nursing board website CA Board of Nursing verification webpage link: https://www.breeze.ca.gov/ or the Medical Board of CA at: http://www.mbc.ca.gov/Breeze/License_Verification.aspx
• Please submit ALL of these items at the same time in order to gain approval.
  Fall documentation is due by July 15th
  Spring documentation is due by Dec. 15th
  Renewal date will be set accordingly for the subsequent semester
## Appendix I
California State University Dominguez Hills FNP Role Option

### Evaluation of the Preceptor by the Site Evaluator

<table>
<thead>
<tr>
<th>Name of Site/Location:</th>
<th>Student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name and Degree of Preceptor:</td>
<td>Date:</td>
</tr>
<tr>
<td>Name of Site Evaluator:</td>
<td>Course (circle one):</td>
</tr>
<tr>
<td></td>
<td>MSN 558 568 578 588</td>
</tr>
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</table>

**Please indicate your evaluation of the Clinical Site:**

<table>
<thead>
<tr>
<th>The Preceptor:</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is available to student.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Assists student in developing realistic and appropriate learning objectives.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Identifies learning experiences for the student that enables achievement of the student’s learning objectives.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Demonstrates understanding of student’s strengths and knowledge.</td>
<td></td>
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</tr>
<tr>
<td>5. Has realistic expectations for student based on student’s level in FNP program.</td>
<td></td>
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</tr>
<tr>
<td>6. Encourages student to accept increasing responsibility.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>7. Reviews student’s charting and provides appropriate feedback.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Allows student opportunities to recommend diagnostic tests and treatments</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>9. Encourages student questions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Serves as an excellent role model for providing holistic primary care.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Provides immediate and appropriate feedback regarding student’s performance.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Would you recommend this preceptor for other students? Why/why not.
# Evaluation of the Preceptor by the Student

<table>
<thead>
<tr>
<th>Name of Site/Location:</th>
<th>Student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name and Degree of Preceptor:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

| Course (circle one): | 558 | 568 | 578 | 588 |

Please indicate your evaluation of the Clinical Site:

<table>
<thead>
<tr>
<th>The Preceptor:</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is available to student.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Assists student in developing realistic and appropriate learning objectives.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Identifies learning experiences for the student that enables achievement of the student’s learning objectives.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Demonstrates understanding of student’s strengths and knowledge.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>5. Has realistic expectations for student based on student’s level in FNP program.</td>
<td></td>
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</tr>
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<td>6. Encourages student to accept increasing responsibility.</td>
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<td>10. Serves as an excellent role model for providing holistic primary care.</td>
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<tr>
<td>11. Provides immediate and appropriate feedback regarding student’s performance.</td>
<td></td>
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</tr>
<tr>
<td>12. Would you recommend this preceptor for other students? Why/why not</td>
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# Appendix J  
Portfolio Checklist

<table>
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<tbody>
<tr>
<td>Letter of Intent</td>
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<tr>
<td>Curricula Vitae</td>
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<tr>
<td>Unofficial Transcripts</td>
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<tr>
<td>3 Reference Letters</td>
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</tr>
<tr>
<td>Reflection Statement</td>
<td></td>
</tr>
<tr>
<td>Evidence of Matriculation</td>
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<tr>
<td>Evidence of Orientation</td>
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</tr>
<tr>
<td>Program of Study</td>
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</tr>
<tr>
<td>Electronic Submission To FNP Advising Site</td>
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</tr>
<tr>
<td>Clinical Documents submitted to Castlebranch</td>
<td></td>
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</tbody>
</table>