

CSUDH
1000 EAST VICTORIA
CARSON, CA 90747

CLINICAL COURSES

- **BSN 381:**
Health Assessment
- **BSN 411:**
Home Health Role Performance
- **BSN 421:**
Public Health Role Performance
- **BSN 451:**
Leadership and Management Role Performance

INSIDE TOPICS

Required Documents	2
Facility Contracts	2
Preceptors	3
Health Assessment	3
Roles	4
BSN 411 and 421	4
Problem Resolution	5
BSN 451	5
Learning Contract	6
Confidentiality	6
Clinical Form	7

RN TO BSN CLINICAL MANUAL

SCHOOL OF NURSING

JULY, 2011

Welcome to the clinical performance courses for Bachelor's Program in the School of Nursing at California State University, Dominguez Hills (CSUDH). Our faculty instructors and preceptors join with hundreds of other nurses and health care professionals to facilitate the learning of our nursing students in professional nursing practice. We appreciate their willingness to lend their expertise as instructors or preceptors, and mentors to our students who are seeking to advance their careers. In partnership with the program faculty, they are making a most valuable contribution to the next generation of BSN nurses. The purpose of the **RN to BSN Clinical Handbook** is to provide an orientation to the roles and responsibilities of the student, preceptor and instructor in the BSN program clinical courses. Whether you are an instructor, preceptor or student, please read the **RN to BSN Clinical Handbook** carefully to understand the roles of each and the interactions among all that are required for successful learning in role

performance courses.

The content of the Handbook includes:

- ✓ Overview of the BSN Nursing Program.
- ✓ Minimum required documents.
- ✓ Facility Contracts.
- ✓ The Student, Instructor and Preceptor Role.
- ✓ Course Descriptions and Objectives.
- ✓ The Learning Contract Process.
- ✓ Confidentiality, Ethics and Professional Behavior.
- ✓ Problem Resolution.
- ✓ The Clinical Requirements Form.

Your instructor will be your guide in this process and can assist you once the class begins. For other question or concerns, please contact:

BSN Coordinator

Kathleen Chai, PhD, MSN
310-243-2005
kchai@csudh.edu



Program Overview

The curriculum is composed of didactic courses and practice-based 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 nursing practice. The curriculum is delivered in

classroom-based, web-based (online), or a mix of the two (hybrid) courses on the Internet. Classroom-based courses are taught throughout California in health agency rooms, on weekends and evenings to accommodate students near work or home settings. Web-based courses are available to students within and outside the state, wherever they have Internet capability, through the Blackboard application. Class size varies depending on the nature of the course. For example, the faculty instructors teach the clinical theory and role performance courses to a section of up to 20 students.

In these courses, the faculty works together with individual students and their preceptors to define individual learning needs, establish learning goals, design learning activities, and evaluate the learning outcomes. The School maintains affiliations with a wide variety of healthcare agencies. The clinical sites for role performance vary according to the course requirements, and may include hospitals, medical centers, home health agencies, public health departments, schools, workplace wellness centers, health maintenance organizations, and other community-based programs.

Minimum Required Documents

Before you begin clinical courses, you will need to be sure your Health and related orientation documents are in place. At this time, you will need to submit documentation of the requirements to your instructor at the beginning of each semester. They are not to be submitted to the school. In the future, we are planning a process where this will need to be done only once and then updated as needed. The requirements outlined below are the CSUDH minimum. Additional requirements may be required by the agency. Students must produce evidence of these important documents for each role performance course:

- ⇒ Current and active RN license (Instructor will access primary source information from the BRN website. Do not send photocopies as the State has discouraged that process.)
- ⇒ Annual BLS certification (American Heart
- Association).
- ⇒ Annual Training in universal precautions (certificate from current employer or School of Nursing webpage).
- ⇒ Annual HIPAA training (certificate from current employer or School of Nursing webpage).
- ⇒ Annual PPD or chest x-ray, if positive.
- ⇒ Documentation of Positive immunity for: hepatitis B, rubeola, rubella, mumps & varicella vaccine. Provide documentation of vaccination or positive serology titer within the last 5 years. Serology titers must have the lab results with references ranges included. Please note specifics on documentation form on the last page of the handbook.
- ⇒ Learning Contract.
- ⇒ Preceptor information sheet and Curriculum Vitae (CV).

⇒ Additional documents and/or tests required by the student's specific agency.

*NOTE: As of Fall 2006, liability insurance will be provided by the University, however students continue to have the option to purchase personal malpractice insurance, if desired.

All students, regardless of academic goal or geographic area, must obtain this documentation prior to beginning a role performance course and submit this information to the instructor prior to beginning the clinical experience. The clinical faculty verifies the student's clinical documentation and requirements as listed and initials the appropriate boxes on the front page of the student's learning contract. This serves as official verification for school and agency records. The student submits signed copies of the learning



Please access the list of Clinical agencies on the SON website, under forms.

Facility Contracts

Different types of facilities are used in different clinical courses. You will not be able to do all three clinical in the same organization. Please look at each set of clinical course objectives and you will see the focus.

It is each student's responsibility to locate a clinical site appropriate for the course. A list of contracting agencies can be found, based on course

number, in the **BSN Clinical List** found at <http://www.csudh.edu/cps/son/forms.htm>. It is the student's responsibility to contact the clinical site, unless other directions are noted in the list, and identify a preceptor. It is the student's responsibility to set a meeting with the preceptor and identify learning objectives, based on course objectives, to

complete the clinical. An affiliation agreement is required between clinical sites and the University. If there is no agreement with the agency the student desires to work with, the student can request a clinical affiliation. The form to do so is on the Forms page. The process may take four weeks or longer to obtain a signed agreement.

Students may not begin

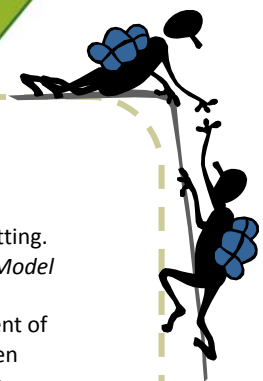
Facility Contracts (Continued)

the preceptored experience until the signed contract is finalized. The School staff work with the student and the instructor to obtain the signed contract.

In some courses, students may discuss agency and preceptor options with the faculty instructor at the first class or web-based session. The instructor will direct students to appropriate agencies and preceptors based on student

learning needs and agency/ preceptor availability.

In some courses, the student may not may contact the preceptor until she or he has received approval from the instructor for that clinical site. Once the student receives approval, the student may contact the preceptor to schedule a meeting to discuss the learning objectives, activities, outcomes, and time frame for completing the



Preceptors

The next area of preparation involves the selection of an agency and a preceptor. Each course has specific requirements for learning activities and preceptor qualifications. Therefore, the process and timing for obtaining preceptors differs, depending on the course and the location of the student. However, the ***instructor must approve the selection of the preceptor and the agency before the student may begin the preceptored experience.*** In some classes, your instructor may also require submission of the learning contract prior to beginning the experience. ***Please check with your instructor.***

All students should anticipate where they would like to do their preceptorship before they plan to take the performance course. They may also suggest a particular preceptor, understanding that the faculty gives final approval of the

preceptor.

The School's *Collaborative Preceptor Model* (Nordgren, Richardson, & Laurella, 1998) of clinical teaching is grounded in clinical practice excellence and promotes professional collaboration among the instructor, preceptor and student within the framework of a role performance course. The interactive *Model* is especially appropriate in a distance education program for the post-licensure nursing student. Working nurses find it particularly beneficial because this *Model* takes advantage of their previous education and experience. The RN students are able to apply theoretical learning directly in the practice setting, within the context of the performance course, and concurrently in their own work setting. Students also benefit from the preceptor's currency in expert clinical practice and "insider"

knowledge of the practice setting.

The *Collaborative Preceptor Model* provides the opportunity for collaboration and development of collegial relationships between academia and nursing service.

The preceptor must be endorsed by the agency before the course instructor approves the selection of the preceptor. The preceptor receives no remuneration for participation in the student's learning experience.

Please note: Preceptors cannot be an employer, personal friend, peer or relative of the student. When the student and preceptor have a personal relationship, the preceptor cannot evaluate the student's performance objectively and fairly.

Nordgren, J., Richardson, S. J. & Laurella, V. B. (1998). A Collaborative Preceptor Model for Clinical Teaching of Beginning Nursing Students. *Nurse Educator*,

BSN 381. Health Assessment Skills Laboratory (1)

This course is considered clinical, however you do not need to meet the previous requirements for immunization, license, HIPAA and so forth for this class. It is a 2 day session, held on campus in our Skills Lab or at a location in Southern California that you must attend in person. Both days must be completed for you to complete the requirements, the dates and locations of the course will be posted prior to the semester so you can sign up for a time that is suitable for you and your work schedule. You should be enrolled concurrently in BSN 380 Health Assessment or have completed BSN 380 prior to enrolling in BSN 381L. You will receive other information regarding expectations in the BSN 381 Class.

Role of the Preceptor	Role of the Instructor	The Student's Role
<p>The preceptor functions as a guide, resource person, and consultant as well as a clinical role model for the student. The preceptor must, in the judgment of the course instructor, be able to provide a learning environment in which the student can participate in the learning activities required to attain course outcomes.</p> <p>Specific preceptor responsibilities and activities include:</p> <ul style="list-style-type: none"> ◆ Submitting the Agency Information Form, Preceptor Information Form, and curriculum vitae or resume. ◆ Reviewing the student's individual learning contract to determine how the course and student objectives can be met, given the agency's mission and resources. ◆ Orienting the student to the clinical facility, personnel, policies, procedures, and the goals and philosophy of the agency. ◆ Informing the student of potential learning opportunities available in the agency. ◆ Maintaining verbal and/or written communication with the course instructor as mutually agreed. ◆ Conferring with the student on a regular basis regarding progress toward meeting learning contract objectives and completing the learning activities as planned. ◆ Providing the instructor with a written assessment of the student's progress. 	<p>The role of the faculty instructor in ensuring a successful student/ preceptor relationship is an important component of the clinical education experience. The instructor teaches the role performance course, assists if necessary in making arrangements for and approves the selection of the preceptor, and oversees the student's performance and clinical experience. She or he works with the student and the preceptor to structure the learning experience and develop the learning contract. The instructor also:</p> <ul style="list-style-type: none"> ☺ Verifies the student's submission of health and other requirements. ☺ monitors and assesses appropriate preceptored learning experiences to facilitate the student's achievement of the course objectives. ☺ communicates on a regular basis with the preceptor regarding student progress and learning needs, ☺ is available to resolve problems if they arise. ☺ is responsible for evaluating the student's work and assigning a final grade after receiving the preceptor's written evaluation. <p>Faculty who teach sections of the role performance courses may be full-time or part-time instructors. The content expert for each role performance course is faculty member who has the responsibility to coordinate the sections of the course, and serves as a resource to the instructors and preceptors in those sections. The roles of the instructor and the preceptor are collaborative and complementary in the School's <i>Preceptor Model</i>.</p>	<p>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.</p> <p>Faculty instructors and preceptors try to incorporate and build upon the assumptions that the adult learner:</p> <ul style="list-style-type: none"> ⇒ 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. <p>Incorporation of these assumptions into the educational experience facilitates and enhances learning and satisfaction.</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> ● Identify an appropriate contracted agency to complete the clinical requirements; If there is no appropriate agency, identify an agency to begin a contracting process with. ● Identify a preceptor; Have agency and preceptor approved by instructor. ● Complete health and other documentation requirements. ● Develop learning contract with preceptor and submit for instructor approval. ● Complete expectations noted in the syllabus.

BSN 411. Home Health Role Performance (2)

This course is the complement to BSN 410 Community Based Nursing I and should be taken concurrently. It requires a minimum of 48 hours in an agency that provides home health or hospice agency. The objectives for the course are below.

At the completion of this unit the student will be able to:

- Develop a learning contract that reflects module and individual student learning objectives and activities;
- Assess individual patients

and families within the context of the patient's home setting;

- Implement therapeutic nursing interventions in a community based setting such as the patients home;
- Evaluate patient and family responses to care;
- Develop a plan of care that reflects patients and families needs based on a community based model;
- Demonstrate proficiency in case management activities as a beginning level home health nurse;

The requirements for BSN 411 consist of the following assignments. A total of 48 hours will be spent to meet requirements. No more than 12 hours of clinical time could be completed in a week. The clinical should be completed in a

minimum of four weeks. 33 direct hours will be spent within the clinical agency. Fifteen (15) of those hours will relate to Service Learning. You must account for your 48 hours of clinical in your field log.

BSN 421. Public Health Role Performance (2)

This course is the complement to BSN 420 Community Based Nursing II and should be taken concurrently. It requires a minimum of 48 hours in an agency that provides Public health. Previous students have had an interest in working with Head Start Programs, school nursing, community college health clinics, domestic violence services and shelters, adult day care, HIV clinics, community education,

church parishes, and public health departments. A minimum of six weeks with one eight (8) day is required for a total of 48 hours. The exception is if you are working with a school nurse who works a 7 hour day, then you will have to do 7 weeks of 7 hours. Appropriate credentials for preceptors: Can be a nurse with a minimum of a BSN, a Social Worker, a Physician, and/or a Health Administrator.

The objectives for the course are below.

Upon completion of this course, students will be able to:

- ◆ Perform one planned teaching session to a group of agency clients and/or a group in the community.
- ◆ Develop plans of care related to the agency's mission/goals to its clients.
- ◆ Display beginning competencies in population-focused care expected of a first year Community Health Nurse or Public Health Nurse Level 1.
- ◆ To earn a grade of Credit (CR), the student must earn Satisfactory and an acceptable Preceptor evaluation in the following areas: Learning Objectives, Weekly Progress Notes, Teaching Project, Clinical Reflective Fulfillment, and Preceptor Evaluation.

BSN 451. Leadership & Management Role Performance (2)

This course is the complement to BSN 450 Nursing Leadership and Management and should be taken concurrently. Learning objectives include: The student will apply management/leadership skills and techniques to formulate a plan for change that is designed to resolve an organizational, leadership, or management problem in a specific practice setting illustrating.

The student and preceptor will enable educational opportunities during a planned clinical experience in several content areas as listed below such that the preceptor will provide an evaluation of stated learning outcomes.

- ◇ Leadership, management and followership
- ◇ Mission, vision, philosophy, and goals
- ◇ Stages of change
- ◇ Tools and strategies used in leadership and management processes
- ◇ Legal and ethical principles related to decision-making
- ◇ External and internal forces that drive health care organizations
- ◇ Budgets and other financial aspects of management
- ◇ Organizational, group and interpersonal communication
- ◇ Staffing and logistics of clinical care delivery
- ◇ Quality management and process improvement
- ◇ Employee satisfaction and performance evaluation
- ◇ Strategies for empowerment of self, staff, and nursing as a profession

The clinical performance for this course can be done in any of the contracted agencies in the current list. They can be hospitals, home health or other agencies. The preceptor for this clinical experience must hold a BSN or higher in nursing and must be currently employed in a nursing leadership or management role. The instructor for this course must indicate approval of the preceptor's qualifications before any clinical hours can commence.

There are activities and reports that are to be completed with minimum passing scores; These include a Information Data submittal (5 points), discussion board entries (50 points), a project completion report (45 points) and the final clinical log. In addition, the preceptor's final evaluation of student performance must be received by the instructor for a CR to be granted in this course.

PROBLEM RESOLUTION PROCESS

There may be times when the preceptor needs clarification of student or course expectations, validation of the appropriateness of the learning activities, or resolution of disagreements between the student and the preceptor. Usually, the preceptor and the student can resolve problems that are based on different expectations of performance, inadequate communication, or dissimilar learning styles. However, preceptors are encouraged to contact the course section instructor when questions or problems arise that cannot be satisfactorily resolved with the student. The following suggestions are offered to assist in problem resolution:

1. Identify the source of the problem. Is it a communication problem, knowledge deficit, difference in expectations, or conflict in learning styles?
2. Meet with the student and discuss your and the student's perception of the problem.
3. 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 time line for completion.
4. Meet regularly to check on progress.
5. In situations when you and the student cannot agree on the problem or the appropriate steps to resolve the problem, contact the instructor. The instructor will meet with you and the student (in person or by phone) to discuss the problem and steps for resolution.
6. When you cannot resolve questions or issues with the student and the instructor, contact the BSN Coordinator for consultation. The Coordinators are the appropriate persons to interpret school policies, clarify expectations and resolve conflicts.

THE LEARNING CONTRACT PROCESS

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 course goals 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 also evaluate the preceptored experience using the standard evaluation forms.

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.
- ✓ Keeping their eye on the prize—graduation!

Learning Activities

Learning activities must fit with the course objectives and outcomes, the student's goals, the agency's clinical resources and opportunities, and the specific role that the student is studying. The instructor and preceptor must approve the student's learning activities that take place during clinical performance hours. Some examples of acceptable and unacceptable activities for clinical performance 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.*

It is expected that students will maintain an activity log, clinical journal, or other records as required by the instructor or preceptor. Students will also seek assistance from the preceptor if problems occur in fulfilling the learning contract, or if a need arises to modify the contract. Students are expected to fulfill the time requirements as stated in the



Examples of Appropriate Clinical Activities	Examples of Unacceptable Clinical Activities
Orientation to the unit or agency, policies, procedures, and patient population.	Library and research time spent in preparation for the clinical experience.
Preparation for patient/family contact at the agency, at off-site clinics, or in home visits.	Writing reports and papers, or other course assignments.
Actual time spent at the agency or home visits in interaction with patients and families.	Travel to and from the clinical site, or to and from home visits, or to class meetings.
Records review and patient care and clinical interventions.	Lunch or coffee breaks or time waiting for patient to arrive.
Documentation of care-related activities.	Preparation time for class meetings or online discussions.
Implementation and evaluation of clinical plans.	Reviewing media or doing assigned readings.
Gathering data about the community, or collaborating with other health professionals on issues related to patient care, community health, and healthcare services delivery.	Time for which a student receives monetary compensation.

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. 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 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 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*. 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 must assume responsibility for their actions and be accountable for their behavior. They should take safety precautions to protect themselves and their patients. They are requested to wear the identification and to dress in a manner that is appropriate to the practice setting. A CSUDH Identification card, available from the Admissions and Records office, can also be used for identification and can be placed in a badge holder.

California State University, Dominguez Hills
School of Nursing (SON) Clinical Requirements Form

Name:		Student Identification Number:	
Course Number & Semester:		Email address:	
Street Address:		City/State:	Zip:
Home phone:	Work phone:	Cell Phone:	
WRITTEN EVIDENCE IS REQUIRED FOR EACH OF THE FOLLOWING:			UPDATES
RN License Number:			
State of Issue:			
Current CPR certification (American Heart Association)		Expiration Date:	
Annual universal precautions and blood borne pathogen course (certificate from employer or http://www.csudh.edu/hhs/don/handp.html)		Date Taken:	
Annual HIPAA course (certificate from employer or http://www.csudh.edu/hhs/don/handp.html)		Date Taken:	
TB - Annual PPD OR Chest X-ray PPD with negative result: Negative chest X-ray:		Date of PPD read: Date of 2 nd PPD read CXR per agency:	
Hepatitis B Documented by ONE of the following Documentation of vaccine series of 3 injections: or Positive Hep B surface Antibody Titer documenting immunity: Second Vaccine Series: (if titer is neg. after first vaccine series) Signed Hep B vaccine waiver:		1 st Vaccine Date: 2 nd Vaccine Date: 3 rd Vaccine Date: Titer Date Read: Waiver Date signed: Annual	
Rubeola Documented by ONE of the following Titer (positive)		Titer Date Read:	
Rubella Documented by ONE of the following Titer (positive)		Titer Date Read:	
Varicella Documented by ONE of the following Titer (positive) Vaccine:		Titer Date Read: Vaccine Date Given:	
Mumps Documented by ONE of the following Titer (positive)		Titer Date Read:	
Background check Required Yes No (circle one) (http://www.csudh.edu/hhs/don/bcheck.html)		Date Passed:	
Learning Contract (Including learning objectives)		Date Received:	
Preceptor Information Sheet and CV		Date Approved:	