

FNP Student Handbook

Family Nurse Practitioner Program

*California State University Dominguez Hills
School of Nursing*

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Welcome

Welcome to the Family Nurse Practitioner (FNP) program in the School of Nursing at California State University, Dominguez Hills (CSUDH). Our faculty and clinical instructors are committed to facilitate the learning of our nursing students in professional advanced nursing practice. We appreciate their willingness to lend their expertise as instructors and mentors to our students who are seeking to advance their careers. They are making a most valuable contribution to the next generation of Family Nurse Practitioners.

The purpose of the ***FNP Student Handbook*** is to provide an orientation to the roles and responsibilities of the student and instructor in the School of Nursing courses. Whether you are an instructor or student, please read the ***FNP Student 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 Student Handbook*** includes:

- Admission Policies
- The Faculty Role
- The Student's Role
- The Instructors Role
- The Clinical Experience
- Problem Resolution
- Performance Course Units
- Policy for Clinical Placement Preceptorship
- Ethical Considerations
- Appendices

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

The School of Nursing offers the Family Nurse Practitioner Program for nurses who want to develop advanced practice knowledge and skill 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 assessment and FNP role option courses.

The FNP program, as part of the Graduate 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 and is a BRN approved program. Graduates of this program are eligible to be certified as nurse practitioners in the State of California. Eligibility to be certified as a nurse practitioner in many other states requires the successful completion of a national certification examination.

Students who successfully complete this program are qualified to take the American Nurses Credentialing Center and/or the American Academy of Nurse Practitioners' certification examinations as Family Nurse Practitioners. The mission of the University and MSN program objectives are found in Appendix A.

Admissions and Eligibility Requirements

Admission to the University in good standing

- Overall grade point average of 3.0 (on a four-point scale) in the last 60 semester or 90 quarter units attempted determined by the University Admissions office, or demonstrated academic ability as required by the graduate faculty, following the appeal process.
- Current RN licensure in the United States.

Pre- Requisite into the Major Requirements

Basic Health Assessment: An academic, upper division, undergraduate course with clinical lab experience or equivalent

Basic Pathophysiology: An academic upper division, undergraduate course or equivalent

Admission to the FNP Role Option

Admission Procedure for Family Nurse Practitioner Option

For students admitted or readmitted summer 2009 to present and for students who submit a Change of Objective form 1/1/09 to present

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

1. Step 1: Apply for admission to the university at www.csumentor.edu. Assuming basic admission criteria are met, all candidates who declare the FNP role option will be admitted on a **conditional basis**. Students who have already been admitted into another role option are required to submit a Change of Objective form and conform to deadlines noted in this document. Assuming basic admission criteria are met, students who submit a Change of Objective form will be admitted to the FNP option 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.
 - b. It is strongly recommended that candidates attend the Orientation which reviews the proper submission of the FNP Portfolio, preparation for role option and other critical information.
2. 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)
 - iii. Unofficial transcripts
 - iv. 3 reference letters using the Recommendation for Graduate Study form included in this document
 - v. Reflection statement (see guidelines included in this document)
- b. The completed Portfolio is sent to the following address:

School of Nursing
 FNP Admissions Committee
 Welch Hall
 California State University, Dominguez Hills
 1000 E. Victoria St.
 Carson, CA 90747
- c. The Portfolio will be scored by the FNP Admissions Committee at the Level I review. If qualified, the student will be approved to proceed to a Level II review.
- d. Upon completion of MSN 526-Pharmacology, MSN 527 Advanced Health Assessment and MSN 528 Advanced Pathophysiology, the student will submit the Role Option Eligibility Form and proceed to Level II review by the FNP Admissions Committee. 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 and submitting a Change of Objective form or transfer to another university. Please consult the CSUDH catalog for a list of role options available in the School of Nursing.
- e. Clinical Packet documentation as outlined in the FNP Handbook posted to the nursing web is required at this time. Students will be re-evaluated and notified of acceptance into the FNP role option.

3. The following are due dates for the required documents:

Application Term	FNP Portfolio Due	Role Option Eligibility Form Due	Clinical Packet Due
Fall term	November 1 st	July 15 th	July 15th
Spring term	April 1 st	Dec 15 th	Dec 15th

Example: A student applying for admission in the fall 2010 term will be required to submit the FNP Portfolio by November 1, 2010. The Role Option Eligibility and Clinical Packet are due July 15, 2011. A student who applies for admission in the spring 2011 term is required to submit the FNP Portfolio by April 1, 2011 and the Role Option Eligibility and Clinical Packet are due December 15, 2011.

The Family Nurse Practitioner Curriculum

The curriculum is composed of didactic courses and practice-based or clinical 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 in classroom-based, web-based (online), or a mix of the courses on the Internet (web enhanced). Classroom-based courses are taught on campus or at our partnering agencies through out the State. Web-based courses are available to students through the Blackboard application.

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. Course descriptions and objectives are found in Appendix C.

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 each semester with **these specific requirements completed prior to the end of the program.** Students must review Patient Encounter Log records to ensure that these requirements have, or will be met. 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, spring break or University closure dates.

Clinical hours must be in primary care and be disbursed equally amongst clients of all ages. These clinical experiences must address health promotion and acute/ chronic psychosocial and physical health problems that are typically seen in primary care. The focus of the first semester is primary care. The focus of the second semester is women's health, pediatrics and obstetrics. The focus of the third & fourth semester is primary care. 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. 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.

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 service numbers are listed in Appendix D. The part-time faculty teach 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 evaluate the student's performance in the clinical setting.

The SON Director and Program Coordinators 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.

<p>Acting Associate Dean Carole A. Shea, PhD, RN, FAAN 310-243-2059 cshea@csudh.edu</p>	<p>Chair SON and Graduate Coordinator Rose Aguilar Welch, EdD, RN 310-243- 2112 rwelch@csudh.edu</p>	<p>Coordinator FNP Program Gay L. Goss, PhD, RNC, WHNP-BC, CNS 310-243-2871 ggoss@csudh.edu</p>
<p>Student Advisor Barbara Kennedy, ND, FNP bkennedy@csudh.edu 310 243-2067</p>	<p>Student Advisor Linda Goldman MSN, RNC, WHNP-BC, FNP lgoldman@csudh.edu 310-243-2093</p>	<p>Clinical Contract Advisor Cathy Crandall 310-243-3426 ccranall@csudh.edu</p>

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.

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 and seeking input from the course instructor about opportunities in the agency and appropriate learning objectives, activities, and outcome measures.
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. elogs) as required by the instructor or preceptor. (Appendix E)
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.
 - Become an adaptable and flexible learner
 - Strengthen their areas of weakness
 - Develop a long term plan and setting short term goals
 - Seeking safe opportunities to practice new skills
 - Reward themselves each step along the way

The Instructor's Role

The role of the faculty 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 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, immunizations, 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 Clinical Experience

Preparation and Clinical Requirements

In the semester prior to taking the role performance course:

- Student collects documents related to the role performance course.
- Student sends documents to the School of Nursing Office.
- Student contacts the School of Nursing Office for selected appropriate clinical sites and receives approval to contact preceptor to make arrangements.
- 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 is July 15 for Fall semester, Dec. 15 for spring semester. No late paperwork will be accepted and the student will not be able to enter the clinical

The number of units for performance courses 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 double 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 all of the FNP clinical courses with the number of clinical hours required in the practice setting is provided in Appendix C.

Prior to taking the Role Option Courses, the student, in the majority of cases, 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 requirements listed on the FNP *Clinical Requirements Form* which is posted to the nursing web under “forms” at <http://www.csudh.edu/hhs/son/forms.htm>. The *Clinical Requirements Form* and *Instructions* are in Appendix F.

These minimum requirements must be received in The School of Nursing Office by the due dates listed below.

Fall Admits	5:00pm July 15
Spring Admits	5:00pm Dec 15

The minimum requirements include: Appendix F

- Learning Contract between student & preceptor including Learning Objectives

- Preceptor Curriculum Vitae
- Current & Active California Nursing License or equivalent from another state
- Annual CPR BLS certification (many institutions only accept certification from American Heart Association)
- Verification of training in universal precautions and blood borne pathogens
- Verification of training in HIPAA requirements
- Annual PPD or chest x-ray if positive (some institutions may require two-step PPD)
- Documentation of Positive Immunity or Proof of Immunization to the following infectious diseases: Hepatitis B, Rubeola, Rubella, Mumps and Varicella vaccinations or titers. Titers **MUST INCLUDE original lab results and reference ranges**. Employee health checklist are NOT ACCEPTABLE.
 - Positive Hepatitis B Surface Antibody Titer or Immunization record of 3 vaccines
 - Positive Rubella Titer or proof of immunization
 - Positive Rubeola Titer or proof of immunization
 - Positive Varicella Titer or proof of immunization
 - Positive Mumps Titer or proof of immunization
- * Vaccines older than 5 years will not be accepted as evidence of immunity. A recent MMR vaccine or recent titer results no older than five years will be accepted.
- * Some Health Care Agencies may have additional clinical requirements.

Students may be required to complete a criminal background check if required by clinical preceptor site

Affiliation agreements are required. Students should note that additional time may be required to complete the agency orientation before the clinical course actually starts.

These required documents must be complete and arrive via US Mail, no faxes or emails of documentation will be accepted. 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.

The Preceptor Role/Objectives & 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. Students are encouraged to complete additional hours and experiences to enhance their skills and knowledge.

Preceptor Qualifications

In addition to the general qualifications of a preceptor, the ideal preceptor is a Family Nurse Practitioner with 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

Masters Degree for the obstetric hours and physicians who 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 setting appropriate to the student's area of study. The faculty must approve all preceptors.

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 also evaluate the preceptored experience using the standard evaluation forms. ([Appendix G](#))

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

Some clinical sites require an affiliation agreement or contract between the University and the agency. The process may take four weeks or longer to obtain a signed agreement. If an agreement is necessary, ***students may not begin the preceptored experience until the signed contract is finalized.*** The School staff work with the student and the instructor to obtain the signed contract. The staff member, Cathy Crandall, may be reached at 310-243-3426 or ccrandall@csudh.edu

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 level of FNP practice that the student is enrolled. In addition, role performance activities and clinical hours must be tailored to meet

licensure and certification standards and requirements. 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.*

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

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 break or holiday time.
2. Students must be on time for classroom and clinical courses.
4. **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.
5. All clinical hours must be completed and the grade submitted prior to the student's advancing to the next course in curriculum.
6. Students must achieve a minimum of **B (83%)** grade in all courses required for the degree or credit grade 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. program.
7. In the event of a failure, students can repeat a course only once.
8. A maximum of two courses may be repeated.
9. The School of Nursing reserves the right to not allow a course repeat depending on the reasons for the failure (see dismissal policies below)

Expectations for 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. 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 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*. 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. 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. Identify the source of the problem. Is it a communication problem, knowledge deficit, difference in expectations, or conflict in learning styles?
2. Students must meet with the instructor first and foremost to attempt to solve the issue at hand.
3. Meet with the student and 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 time line 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 Program Director. The Director will meet with the instructor and the student (in person or by phone) to discuss the problem and steps for resolution.

Additional Resources

There are several other handbooks that provide useful information about CSU Dominguez Hills and School of Nursing policies and procedures. You may find it helpful to bookmark the following websites, or download the handbooks and forms so that you have easy access. You may want to print copies and compile all the handbooks and forms in one binder or folder.

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

www.csudh.edu/graduatestudies/GradPolicyHandbook.html

Forms related to registration, petitions, workshops, clinical placement, etc are located on the School of Nursing website at:

www.csudh.edu/hhs/son/forms.htm

Appendix A

Mission and Philosophy (www.csudh.edu/hhs/son)

MSN Program Objectives

The mission of the School of Nursing is to provide adult learners with knowledge, skills, and values to improve nursing and health care for diverse individuals and populations 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 standard and distance education methods and information technology. The School's mission reflects the mission and goals of the College of Health and Human Services and the California State University, Dominguez Hills.

(Revised and approved in 2006 by the nursing faculty)

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's *Code of Ethics for Nurses with Interpretive Statements* (2001) 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 professional 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 nursing students 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 life-long, and includes all facets of the adult learner's environment – home, workplace and society.

We believe that curricula are designed to prepare professional 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 Bachelor of Science in Nursing (BSN) curriculum is a vehicle for nursing students to develop personal and professional accountability, critical thinking, leadership, and the ability to select and apply theories, principles, concepts and research to the delivery of quality nursing care. The BSN graduates provide comprehensive nursing care to individuals, families and communities. They are leaders, managers and educators in a variety of healthcare settings.

The Master of Science in Nursing (MSN) curriculum builds upon undergraduate education 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. The MSN 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.

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
Admissions Criteria
RECOMMENDATION FOR GRADUATE STUDY IN NURSING

_____ is applying to the Family Nurse Practitioner Program
(Candidate's Name)

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 know the candidate?_____ In what capacity?_____

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

Abilities/Skills	5 Excellent	4 Very Good	3 Good	2 Fair	1 Poor	0
Academic Ability						
Problem Solving						
Writing Skills						
Oral Skills						
Interpersonal Skills						
Motivation to Succeed						
Leadership						
Organization Skills						
Time Management						
Computer Skills						
Independent Work Ability						

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

Please return this form in a sealed envelope to the applicant.

Reflection

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. Why do you think you will be successful in the FNP 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?

**Spring Admission FNP Role Option
Program of Study**

Apply to the University
Apply for FNP role option by submitting portfolio

Portfolio Due April 1st

GWE completed or taken in first semester

Spring Semester (1)	MSN 502 3 units MSN 528 3 units	Advanced Nursing Roles Advanced Pathophysiology
Summer Session (1)	MSN 513 3 units MSN 530 3 units	Health Care Policy and Economics Research Utilization in Advanced Nursing Practice
Fall Semester (1)	MSN 526 3 units MSN 527 3 units	Advanced Pharmacology Advanced Health Assessment

Secure affiliation agreement

Role Option Eligibility Form And Clinical Requirements Due Dec 15th

Spring Semester (2)	MSN 556 4 units MSN 558L 3units	Primary Care of Family I Primary Care Role Performance I
Summer Session (2)	MSN 510 3units MSN 514 3 units	Theories for Advanced Nursing Roles Health Promotion & Disease Prevention
Fall Semester (2)	MSN 566 4 units MSN 568L 3units	Primary Care of Family II Primary Care Role Performance II
Spring Semester (2)	MSN 576 4 units MSN 578L 3 units	Primary Care of Family III Primary Care Role Performance III

Apply for graduation

Summer Session (3)	MSN 531 3 units	Nursing Ethics
Fall Semester (3)	MSN 588L 3units	Primary Care Role Performance IV Culminating Experience

**Fall Admission FNP Role Option
Program of Study**

Apply to the University
Apply for FNP role option by submitting portfolio

Portfolio Due November 1st

GWE completed or taken in first semester

Fall Semester (1)	MSN 502 3 units MSN 528 3 units	Advanced Nursing Roles Advanced Pathophysiology
Spring Semester (1)	MSN 527 3 units MSN 526 3 units	Advanced Health Assessment Advanced Pharmacology
Summer Session (1)	MSN 513 3 units MSN 530 3 units	Health Care Policy/Economics Research Utilization in Advanced Nursing Practice Secure affiliation agreement

Role Option Eligibility and Clinical requirements Due July 15th

Fall Semester (2)	MSN 556 4 units MSN 567L 3 units	Primary Care of Family I Primary Care Role Performance I
Spring Semester (2)	MSN 566 4 units MSN 568L 3 units	Primary Care of Family II Primary Care Role Performance II
Summer Session (2)	MSN 510 3 units MSN 514 3 units	Theories for Advanced Nursing Roles Health Promotion/Disease Prevention
Fall Semester (3)	MSN 576 4 units MSN 578L 3 units	Primary Care of Family III Primary Care Role Performance III
Apply for graduation		
Spring Semester (3)	MSN 531 3 units MSN 588L 3 units Culminating Experience	Nursing Ethics Primary Care Role Performance IV

APPENDIX C

FNP FAMILY NURSE PRACTITIONER OPTION

COURSE DESCRIPTIONS/INFORMATION

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:

Upon completion of MSN 558L, 578L & 588L, 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 568L 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 genitourinary 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.

School of Nursing Role Performance Courses and Required Seminar/Clinical Hours

Ratio of Unit/Hour Credit Allocation:

Class or seminar: 1 unit x 1 clock hour x 16 weeks = 16 hours per semester

Clinical performance: 1 unit x 3 clock hours x 16 weeks = 48 hours per semester

APPENDIX D

School of Nursing Full –Time Faculty and Office Information 2008-2009

Name	Phone	Email
Terri Ares (Lecturer)	310-243-2644	tares@csudh.edu
Cynthia Bostick (Lecturer)	310-243-2021	cbostick@csudh.edu
Erik Ernst (Lecturer)	310-243-3426	eernst@csudh.edu
Linda Goldman-Levine (Lecturer)	310-243-2093	lgoldman@csudh.edu
Gay Goss (Professor)	310-243-2871	ggoss@csudh.edu
Patricia Hinchberger (Assistant Professor)	310-243-2007	pharvard@csudh.edu
Kathleen Chai (Associate Professor)	310-243-2005	kchai@.csudh.edu
Cynthia Johnson (Professor)	310-243-2522	cjohnson@csudh.edu
Barbara Kennedy (Associate Professor)	310-243-2067	bkennedy@csudh.edu
Dale Mueller (Assistant Professor)	310-243-2862	dmueller@csudh.edu
Lauren Outland (Assistant Professor)	310-243-3426	loutland@csudh.edu
Carole Shea (Director)	310-243-2059	cshea@csudh.edu
Jo Ann Wegmann (Professor)	310-243-2103	jwegmann@csudh.edu
Rose Welch (Professor)	310-243-2112	rwelch@csudh.edu
William Whetstone (Professor)	310-243-2299	wwhetstone@csudh.edu

Nursing Office & Program Support Staff

Cathy Crandall	310-243-3426	ccrnadall@csudh.edu
Jorge Escamilla	310-243-2711	jescailla@csudh.edu
Nursing	310-243-3527	
Nursing Fax	310-516-3542	

Student Service Center

Student Services	800-344-5484 option #1	hhsadvising@csudh.edu
Student Services Fax	310-217-6800	

Websites:

California State University Dominguez Hills : <http://www.csudh.edu>

School of Nursing: www.csudh.edu/hhs/son

School of Nursing Forms: <http://www.csudh.edu/hhs/son/forms.htm>

Academic Technology: <http://www.csudh.edu/actech/>

School Mailing Address:

California State University Dominguez Hills

School of Nursing

1000 E. Victoria Ave.

Carson, CA 90747

Appendix E: Electronic Data Base for FNP Courses

An electronic log system is used in all FNP courses. Students are encouraged to go to www.elog.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 F: 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
Annual Physical		Examination date:	
Current CPR certification (American Heart Association)		Expiration Date:	
Annual universal precautions and blood borne pathogen course (certificate from employer or www.csudh.edu/hhs/son/)		Date Taken:	
Annual HIPAA course (certificate from employer or www.csudh.edu/hhs/son/)		Date Taken:	
TB - Annual PPD OR Chest X-ray PPD with negative result: Negative chest X-ray:		Date of PPD read: CXR:	
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:		1st Vaccine Date: 2nd Vaccine Date: 3rd Vaccine Date: Titer Date Read: Waiver Date signed:	
Rubeola Documented by ONE of the following Titer (positive) Vaccine:		Titer Date Read: Vaccine Date Given:	
Rubella Documented by ONE of the following Titer (positive) Vaccine:		Titer Date Read: Vaccine Date Given:	
Varicella Documented by ONE of the following Titer (positive) Vaccine:		Titer Date Read: Vaccine Date Given:	
Mumbs Documented by ONE of the following Titer (positive) Vaccine:		Titer Date Read: Vaccine Date Given:	
Background check Required (http://www.csudh.edu/hhs/don/bcheck.html)		Date Passed:	

Comments:

I verify that I have received/reviewed the above documentation and read the student handbook.
Faculty Signature: _____ Date: _____

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 above.

Make copies of the documentation; place the copies in the *exact order*, according to the list above.

3. Send or bring the completed form and copies of the documentation to your clinical instructor; contact instructor for exact instructions. **KEEP** the original documents!

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 & 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: www.csudh.edu/hhs/son/ . After taking the online course, print out the certificate and include a copy in your packet of documentation.

6. If your clinical site does not have an affiliation agreement with CSUDH, you will be required to complete and sign a Worker's comp waiver form, available on the 'FORMS' page of the School of Nursing web page: www.csudh.edu/hhs/son/ .

7. Some clinical sites will require background checks, if your site requires this, visit the School of Nursing webpage at: <http://www.csudh.edu/hhs/son/bcheck.html>

8. Clinical Instructor is to review all documentation and sign the form, indicating all clinical requirements have been met by the student. At the end of the semester, the instructor will then send the completed form to Dr. Gay Goss, in the School of Nursing office at the address above.

9. Any questions regarding the above clinical requirements or the form should be directed to:

MSN coordinator: Dr. Rose Welch rwelch@csudh.edu

FNP Coordinator: Dr. Gay L. Goss ggoss@csudh.edu

Appendix G
California State University Dominguez Hills
FNP Role Option Evaluation of Preceptor & Clinical Site by Site Evaluator

Evaluation of the Preceptor by the Site Evaluator

Name of Site/Location:	Student:
Name and Degree of Preceptor:	Date:
Name of Site Evaluator:	Course (circle one): MSN 558L 568L 578L 588L

Please indicate your evaluation of the Clinical Site:

	Yes	No	Comments
1. Is available to student.			
2. Assists student in developing realistic and appropriate learning objectives.			
3. Identifies learning experiences for the student that enables achievement of the student's learning objectives.			
4. Demonstrates understanding of student's strengths and knowledge.			
5. Has realistic expectations for student based on student's level in FNP program.			
6. Encourages student to accept increasing responsibility.			
7. Reviews student's charting and provides appropriate feedback.			
8. Allows student opportunities to recommend diagnostic tests and treatments			
9. Preceptor encourages student questions.			
10. Preceptor is an excellent role model for providing holistic primary care.			
11. Preceptor provides immediate and appropriate feedback regarding student's performance.			
12. Would you recommend this preceptor for other students? Why/why not			

Evaluation of the Clinical Site by the Site Evaluator

Name of Site/Location:	Student:
Name & Degree of Preceptor:	Date:
Name of Site Evaluator:	Course (circle one): MSN 558L 568L 578L 588L

Please indicate your evaluation of the Clinical Site:

	Yes	No	Comments
1. Is adequate space provided?			
2. Is adequate time given to see clients?			
3. Are there sufficient numbers of clients?			
4. Are the types of clients varied as to age, type of problem, etc.?			
5. Are students allowed to select clients according to their needs?			
6. Are students given the opportunity to follow-up with clients and/or problems of interest?			
7. Are reports from lab and x-ray accessible to student?			
8. Is support staff appropriately helpful to student?			
9. Is support staff accepting of student's role?			
10. Are instructional materials available for clients to supplement their learning (i.e. pamphlets, outside class opportunities, etc.)?			
11. Are community resources, other agencies, and professional disciplines involved with client welfare?			
12. Do you recommend this agency for other students? Why or why not?			

California State University Dominguez Hills
FNP Role Option Evaluation of Preceptor & Clinical Site by Student

Evaluation of the Preceptor by the Student

Name of Site/Location:	Student:
Name and Degree of Preceptor:	Date:
	Course (circle one): MSN 558L 568L 578L 588L

Please indicate your evaluation of the Clinical Site:

	Yes	No	Comments
13. Is available to student.			
14. Assists student in developing realistic and appropriate learning objectives.			
15. Identifies learning experiences for the student that enables achievement of the student's learning objectives.			
16. Demonstrates understanding of student's strengths and knowledge.			
17. Has realistic expectations for student based on student's level in FNP program.			
18. Encourages student to accept increasing responsibility.			
19. Reviews student's charting and provides appropriate feedback.			
20. Allows student opportunities to recommend diagnostic tests and treatments			
21. Preceptor encourages student questions.			
22. Preceptor is an excellent role model for providing holistic primary care.			
23. Preceptor provides immediate and appropriate feedback regarding student's performance.			
24. Would you recommend this preceptor for other students? Why/why not			

Evaluation of the Clinical Site by the Student

Name of Site/Location:	Student:
Name and Degree of Preceptor:	Date:
	Course (circle one): MSN 558L 568L 578L 588L

Please indicate your evaluation of the Clinical Site:

	Yes	No	Comments
13. Is adequate space provided?			
14. Is adequate time given to see clients?			
15. Are there sufficient numbers of clients?			
16. Are the types of clients varied as to age, type of problem, etc.?			
17. Are students allowed to select clients according to their needs?			
18. Are students given the opportunity to follow-up with clients and/or problems of interest?			
19. Are reports from lab and x-ray accessible to student?			
20. Is support staff appropriately helpful to student?			
21. Is support staff accepting of student's role?			
22. Are instructional materials available for clients to supplement their learning (i.e. pamphlets, outside class opportunities, etc.)?			
23. Are community resources, other agencies, and professional disciplines involved with client welfare?			
24. Do you recommend this agency for other students? Why or why not?			