



Family Nurse Practitioner Student Handbook

CSUDH School of Nursing

Revised Jan 2020

Approved by CSUDH SON Faculty

Table of Contents

PART I: <i>Background</i>	3
Introduction and Welcome to the FNP Program	3
FNP Handbook.....	4
Accreditation	4
Overview of the Family Nurse Practitioner Program	5
Clinical Sites and Preceptors.....	5
Certification as a Nurse Practitioner by the Board of Registered Nursing.....	6
National Certification	6
MSN Pathway Students.....	6
Credit for Prior Primary Care Experience	6
The Family Nurse Practitioner Curriculum	7
The Clinical Experience: Clinical Requirements and Preparation	7
FNP Program Clinical Experience Requirements.....	7
Clinical Preceptors, Sites & Placements	8
The Faculty Role	8
The Student Role	9
The Clinical Instructor’s Role.....	10
The Preceptor Role.....	11
The Site Evaluator Role.....	11
Academic Policies	12
Progression Policies.....	12
Program Progression with Standardized Examinations	13
Withdrawal Policies	14
Clinical Policies	14
Behavioral Policies – expected professional conduct.....	15
Confidentiality.....	15
Ethical Behavior and Academic Integrity.....	15
Professional Behavior.....	15
<i>Impaired Behavior</i>	16
<i>Dismissal Policy</i>	16
Clinical Requirements, Learning Contract, and Preceptor Information	17
PART II: <i>Preparation for Clinical Experiences</i>	18
CLINICAL PROGRESSION PACKET	18
<i>Due Dates & Deadlines FNP Role Progression Packet & clinical requirements:</i>	19
<i>Due Dates & Deadlines Learning Contract:</i>	20
Clinical Site Affiliation Contracts	20
Clinical Activities.....	20
Appendices	22
<u>Appendix A</u> – School of Nursing Mission, Philosophy & Objectives	22
<u>Appendix B</u> – FNP Statement of Purpose, Philosophy, & Objectives.....	24
FNP Clinical Course Descriptions, Course Objectives, & Student Learning Outcomes.....	25

<u>Appendix C</u> – 2019 FNP Plans of Study.....	27
<u>Appendix D</u> – FNP Program Clinical Placement Form	30
<u>Appendix E</u> – Castlebranch & Clinical Requirements Instructions	31
<u>CSUDH Clinical Document Requirements to be uploaded to Castlebranch.....</u>	32
<u>Medical Document Manager.....</u>	32
Castlebranch Clinical Forms & Document Managers to order.....	33
<u>Appendix F</u> – School of Nursing Full-Time Faculty and Contact Information	37
<u>Appendix G</u> – Electronic Log System for FNP Courses.....	38
<u>Appendix H</u> – Evaluation of Preceptor & Clinical Sites Forms	39

PART I: *Background*

Introduction and Welcome to the FNP Program

Welcome to the Family Nurse Practitioner (FNP) program in the School of Nursing (SON) at California State University, Dominguez Hills (CSUDH). The FNP program began in 2001 and to date, has graduated 416 family nurse practitioners who are providing primary health care to their patients in communities all over California. Our program is primarily on-line, designed for the working nurse who may not be able to attend a traditional program due to geography, time, or life limitations. Our program is for students who are licensed as Registered Nurses in California and all clinical experiences will be in California settings.

The FNP program will prepare you to provide primary care to patients of all ages in an ambulatory setting such as a clinic or private physician’s office. Your responsibilities will be to gather a history, conduct a physical examination; analyze diagnostic test results, consult with colleagues, make a diagnosis, order additional diagnostic tests if needed, select appropriate non-pharmacologic, and pharmacologic treatments according to the diagnosis, and provide education as appropriate while taking into considerations the unique perspectives and characteristics of each individual patient. If necessary, you will refer the patient to other health care professionals when needed and consult appropriately while insuring your plans of care are the latest and best for your patient.

As an FNP student, you will have a nurse practitioner or physician preceptor and complete clinical hours in primary care, outpatient settings. To take on this role you need to be an experienced registered nurse, have outstanding oral and written communication skills, and be an independent thinker with excellent critical thinking and decision-making skills. You will have excellent knowledge of pathophysiology, physical assessment, and pharmacology. Your practice will be evidenced and theory based, and you will utilize current research from all disciplines to make the decisions that will be in the best interest of your patients. You will practice ethically and with your patient’s safety and health and

well being always at mind. You will communicate clearly with the patient and be sensitive to your patient's needs and cultural perspectives and beliefs.

Graduates of our program qualify for California Board of Registered Nursing (BRN) certification as a nurse practitioner, and a furnishing number by applying to the California BRN. Graduates also qualify to sit for a national certification examination as a Family Nurse Practitioner through the American Nurses Credentialing Center and the American Association of Nurse Practitioners. Although not currently required by the Calif. BRN, national certification is required by many employers and insurance companies, including Medi-Cal/Medicare.

FNP Handbook

The FNP Handbook serves as a guide to the FNP program at CSUDH. It includes the policies specific to the FNP program and it provides an orientation to the roles and responsibilities of the student, instructor and preceptor in the School of Nursing courses. Whether you are an instructor, 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 completion of theory and clinical courses. It is expected that students will provide the preceptor with a copy to review the sections pertinent to preceptors.

All FNP students are responsible for knowing and following the guidelines, policies and procedures in this handbook and those posted on the CSUDH web site for SON and CSUDH graduate students). The FNP Handbook is updated and published each summer as needed. FNP students have access to the FNP advising site where information is posted and frequently updated under the "organizations" tab in Blackboard. Students are strongly encouraged to access the advising site and review the FNP Handbook on a regular basis. It also is advised that each student review the University catalog for the year of admission for specific University policies

Accreditation

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 WASC Senior College and University Commission (WSCUC).

The FNP program meets the requirements of the California Board of Registered Nursing (BRN) and is a BRN-approved nurse practitioner program. Registered Nurse 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 national certification examinations as Family Nurse Practitioners.

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. There is a focus on wellness, health promotion and maintenance, disease prevention, disease treatment, and rehabilitation. Included in the course of study are advanced health assessment, advanced 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.

Didactic content is taught on line and students are required to have adequate computer equipment, internet service, and computer skills with various software programs to complete the course assignments. On-campus testing and instruction sessions are mandatory for Advanced Health Assessment and all FNP role option courses. The frequencies of mandatory on-campus sessions vary from semester to semester and are designed to meet course objectives and BRN requirements. The frequencies of these sessions for clinical courses typically occur between one and three times per semester, at the discretion of the faculty.

Coursework needs to be completed according to established Plans of Study (appendix C) that include: MSN APRN core courses (3P's), FNP role (didactic) and role performance (clinical) courses and the culminating experience for a total of 48 units. Deviations from the student's selected Plan of Study are not allowed without approval of the FNP Program Director. Achievement of progression milestones, such as the Graduation Writing Assessment Requirement (GWAR) and passing standardized, nationally normed exams, developed for Family Nurse Practitioner students, is required for progression in the program.

The FNP program is rigorous and students will need to adjust work and life schedules to accommodate on-line course work, readings, on-campus instruction days, and clinical practice days in ambulatory settings that usually are open Monday to Friday, during normal working hours. Part-time students should expect to invest approximately 26-30 hours per week and full-time students should plan for 36-44 hours per week. Summer courses are subject to availability and may not always be available. Prior to beginning the first clinical practicum, health requirements must be satisfactorily completed.

Clinical Sites and Preceptors

Program representatives assign students to the clinical sites and preceptors. The program will consider recommendations and requests for preceptors from students. Students are to submit a completed Clinical Placement Form early each semester (see due dates and

deadlines in Table of Contents) for assignments the following semester. All clinical sites and preceptors must be approved by the program instructors and fit the requirements for each course. An affiliation agreement (signed contract with the clinical agency) must be in place prior to starting clinical hours.

Certification as a Nurse Practitioner by the Board of Registered Nursing

After the degree is awarded, the successful student can apply to the California Board of Registered Nursing (BRN) for a certificate to practice as a nurse practitioner. The Pharmacology course (MSN 526), meets the BRN criteria for an approved pharmacology course to support an application for a furnishing number. Application to the BRN to practice as an FNP and to furnish medications occurs only after the successful completion of the program; award of the MSN/ FNP degree; and submission of both applications with fees to the BRN. This process can take several months after the completion of the program.

National Certification

National certification as an FNP is not currently required in the State of California, however, many employers do require this and reimbursement to your employer for your professional services by the patient's MediCal and Medicare coverage requires that you have national certification as an FNP. It is highly recommended that students apply to one of the national certification examination organizations during their final semester. Research has shown that students perform best on these examinations when taken soon after graduation. National certification for FNPs is available from the American Academy of Nurse Practitioners or the American Nurses Credentialing Center.

MSN Pathway Students

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

Pathway students apply for admission to the FNP program after all undergraduate prerequisite courses are completed (Pathophysiology, Health Assessment with Lab, and Research). The Pathway Coordinator creates an individualized plan for each student. All required BSN "bridge" courses must be completed prior to starting the sequence of graduate courses as outlined in the FNP Handbook.

Credit for Prior Primary Care Experience

Students with previous primary care education or experience as a primary care provider 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. Students who wish to discuss credit or challenge options should contact the Director of the FNP Program to review prior transcripts and clinical experiences, according to their individual situation.

The Family Nurse Practitioner Curriculum

The FNP curriculum is composed of MSN core, APRN core, and role-specific FNP courses that total 48 semester units. See course descriptions in CSUDH Catalog, (<http://www.csudh.edu/university-catalog/index>). Students select a 3 or 4 year Plan of Study (appendix C).

The FNP program includes didactic (theory) courses and practice-based, clinical, “role performance” courses. Each course is comprised of specific student learning outcomes (i.e. 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 through the Internet, or in hybrid format (web-enhanced with some on-campus sessions). Web-based courses are available to students through the Blackboard Learning Management System. MSN 521/522 Advanced Health Assessment and the FNP clinical role performance courses are web enhanced; each course requires between one and three on-campus sessions. On campus attendance is mandatory, the exact number of sessions/hours vary according to the course.

The Clinical Experience: Clinical Requirements and Preparation

FNP Program Clinical Experience Requirements

In accordance with the State of California Board of Registered Nursing CSUDH FNP students complete a total of 576 precepted clinical hours. This is met by completing 144 clinical precepted hours each semester in primary care in each of four clinical role performance courses. Students must promptly enter, and frequently review, their cumulative Patient Encounter Log records (Elogs) to ensure that these requirements have, or will be met prior to intended graduation. At the beginning and end of each semester, the clinical instructor will go over the hours completed and the hours needed in each of the areas listed below. Each role performance course has specific Student Learning Outcomes (objectives) that must be met in order to progress in the program. FNP role performance courses must be completed in the state of California. 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.

Minimal specialized clinical expectations for the total program are:

- 100 hours with pediatric patients
- 100 hours with geriatric patients over the age of 66
- 60 hours of women’s health
- 40 hours with obstetrics patients
- 20-40 pelvic examinations

All clinical experiences will address a variety of topics including health promotion, acute/chronic psychosocial issues, 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 & gender health, obstetrics, and pediatrics. The focus of the third and fourth semesters is primary care for acute and complex chronic health problems that may be found in internal medicine settings.

Specialized clinical experiences are allowed for short periods during the last semester as approved by the instructor. Some examples of these include: diabetes, orthopedics, dermatology (not medi-spa), AIDS clinics, etc.; 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. Limited experiences in emergency rooms and urgent care are allowed with approval in the third and fourth semesters. The clinical instructor or FNP Director approves the specialty sites on a case-by-case basis. Clinical experiences in acute care (in-patient hospital), and skilled nursing facilities are not permitted.

Clinical Preceptors, Sites & Placements

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)). Physician Assistants are **not** approved as preceptors for FNP students.

FNP program representatives will assign clinical sites and Preceptors with the goal of matching the student's geographic location and experience to the site. Students will be placed at sites **within 100 miles** of the student's home based on information obtained from the Clinical Placement Form.

A student may request a specific preceptor. If an appropriate provider has been identified who agrees to be a preceptor, the student makes this request on the Clinical Placement Form. The FNP Director (or designee) must approve all preceptor requests. If approved, the student requests an Affiliation Agreement with the clinical site (see School of Nursing Website). Students are expected to stay in contact with the clinical placement representative throughout the summer. Make sure to check CSUDH email frequently.

First semester students will not be approved to complete clinical hours in urgent care sites, specialty sites, including urgent care may be requested during the final semesters.

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.

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 MSN Program Coordinator and FNP Program Director are the faculty who administer the School of Nursing, FNP Program. 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.

The Student Role

CSUDH School of Nursing students are adult learners and the curriculum is designed for the adult learner. The faculty expects students 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 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.

Professional nurses lead very full lives and because of that, may have difficulty making their educational studies a priority at all times. To be successful, students must be well organized and make plans to adjust their lives to fit the demands of this rigorous program.

Student responsibilities during the clinical preceptorship:

1. Complete the learning contract for each clinical course, write objectives based on course objectives and opportunities available in the assigned clinical setting. Consult with course faculty and preceptor as appropriate. (Appendix D)
2. Practice within the framework and policies of the FNP Program, SON, CSUDH, and the assigned agency.
3. Seek direct and indirect supervision from the instructor as needed.
4. Participate in conferences with the instructor and preceptor; seek feedback about progress toward completing the learning contract.
5. Maintain the Elogs during or after each clinical session. Complete other required documentation as assigned by instructor or preceptor (activity log, clinical journal, patient database, etc.). (Appendix F)
6. Act in an ethical and professional manner at all times, arriving on time and fully prepared for each clinical session; inform the agency and instructor if unable to

- arrive at the agency as scheduled. Wear professional dress with a lab coat and student ID tag at all times while in the clinic.
7. Fulfill the learning objectives, assignments, and submit by due dates as stated in the syllabus for each clinical course.
 8. Participate in group and individual conferences as scheduled by the instructor.
 9. Evaluate the course, instructor, clinical experience and clinical agency on the standard evaluation forms at the end of each semester.
 10. 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

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 arranging for clinical experiences and oversees the student's performance and clinical experience. The instructor works with the student to structure the learning experience and develop the learning contract, 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, all clinical requirements are met, etc.).
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, which may be in-person, or via electronic or telephonic means.
5. Assigning student grades based on course learning outcome measures, and the learning contract.
6. At the beginning of each semester, the clinical instructor will assess the progress of the student and evaluate the numbers and types of patients students have provided care for in the clinical settings.
7. At the end of each clinical course the clinical instructor will evaluate the student's clinical logs and will outline goals for the number and types of patients to focus on in the upcoming semester.
8. Submitting grades by the published deadline using the online grading system.
9. Forwarding all evaluation forms to the FNP Program Director.

The Preceptor Role

Preceptors are role models; they provide direct patient care and supervision, demonstrate professional interactions, and share their expertise and experience. They work closely with our students to model primary care methods and caring attitudes towards patients and families in need. They supervise and guide their assigned student to learn the role of a primary care provider, encouraging, guiding, and correcting behaviors and decisions as appropriate. Preceptors are expected to voice concerns, and consult with the course instructor, when student behaviors are in question or patient safety is of issue.

Students provide to preceptors the learning contract, course descriptions and objectives, syllabus, clinical evaluation forms, and clinical requirements documentation. The faculty member, with input from the preceptor, evaluates the student's progress and ability to meet the course objectives and assigns grades.

The Site Evaluator Role

Each semester the student receives a site evaluation in the clinical setting that typically occurs during the end of the semester. Evaluation forms are located in the syllabus and on the FNP advising site. This evaluation may be conducted by the course instructor or a site evaluator.

Site evaluators are nurse practitioners who have a contract with the University. They are approved by the SON. 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 score 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. Specific requirements for site evaluations are located in each role performance syllabus.

Academic Policies

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

Progression Policies

1. Students must attend an Orientation Session for Family Nurse Practitioner students
2. Students must achieve a minimum of **B (83%)** grade in all courses required for the degree, or credit grade (**CR**) in the clinical courses, and maintain an overall grade point average of 3.0 in order to progress in the program. In the event of course failure:
 - a. MSN Core and APRN Core courses must be repeated successfully in the next semester.
 - b. The BRN requires theory and clinical courses to be taken concurrently. In the event a student does not successfully complete either the theory or clinical course, both must be repeated.
 - c. If an FNP role course is failed, the student will meet with the clinical instructor and/or the FNP director; an individualized remediation plan will be formulated for the student.
 - d. The School of Nursing reserves the right to disallow a course repeat depending on the reasons for the failure (see dismissal policies below).
 - e. Continuous enrollment is required. If there are no courses to take during the time off, you must formally apply for a Leave of Absence to avoid being dropped from the program. Students who are dropped will need to reapply and may be accepted on a space-available basis.
3. All MSN coursework must be completed within five years starting with the date of enrollment in the first MSN course. Older coursework will need to be re-validated prior to graduation.
4. To advance into the FNP Role and Clinical courses students must:
 - a. Satisfy the Graduate Writing Assessment Requirement (GWAR) requirement and submit the verification form to the School of Nursing on admission or prior to completing 9 units of graduate coursework.
<http://www.csudh.edu/testing-center/gwar/options-for-meeting-gwar/index>
 - b. Pass a standardized, nationally normed, examination to verify a sufficient knowledge base in advanced pathophysiology, advanced health assessment, and advanced pharmacology. The exam will be administered in the late Spring semester and students that do not achieve the minimal score will have the opportunity to remediate over the summer and re-take the exam at the beginning of the Fall semester. If the minimum score is not achieved on the second attempt, the student will need to take a Leave of Absence to engage in further remediation and return the following year.

- c. Demonstrate proficiency of complete history & physical. Prior to the beginning of the first Role Option Course the student must demonstrate proficiency successful completion of MSN 521/522 Advanced Health Assessment the semester prior to beginning the Role courses. Students who have not taken Advanced Health Assessment at CSUDH within one calendar year, must have their skills validated by performance evaluation with FNP faculty (by appointment, fee applies). Students who took the course at another university must take the one unit lab course (MSN 522) the semester prior to beginning role courses
 - d. Submit clinical placement forms and clinical documents by the due date.
 - i. The Clinical Placement Form with student resume must be updated each semester and submitted by the deadline to trigger clinical placement.
 - ii. Clinical Requirements, including immunizations, titers, license, etc. uploaded & updated per expiration dates
 - iii. Learning Contract and Preceptor information is submitted for approval by the clinical instructor
5. FNP students are expected to complete the courses as sequenced in the specific FNP Plan of Study selected at time of matriculation. Students must register early to ensure space is available in each of the core courses. Seats in core courses are *not* reserved for FNP students and they fill quickly. Students who register late and find courses have filled, will need to meet with the FNP director to formulate a new Plan of Study, which may include a delay in time to graduation. The FNP Director must approve any deviations from the plan. Deviations may result in students being placed into an alternate cohort, on a space available basis and may result in a delayed time to graduation. In all cases, the following courses must be successfully passed before starting FNP Role Option courses: Advanced Nursing Roles, Research, Advanced Pathophysiology, Advanced Pharmacology, and Advanced Physical Assessment. See course descriptions in CSUDH Catalog, (<http://www.csudh.edu/university-catalog/index>).
6. All MSN candidates complete a culminating activity to be eligible for graduation.
7. **No late or incomplete clinical document submissions are accepted, no exceptions.** If clinical documents are not submitted by the due dates, the student **will not** be allowed to progress.

Program Progression with Standardized Examinations

1. Family Nurse Practitioners have a deep responsibility to our patients and have exceptional and comprehensive knowledge regarding pathophysiology, pharmacology and health assessment, skills which are the foundation of our role in providing primary health care to individuals of all ages. For this reason, we require that all students will pass a standardized, nationally normed, examination

to verify that the student meets minimum knowledge prior to advancing to FNP Role and clinical courses.

- This examination will be initially administered during the final week of advanced health assessment lab (MSN 522), and the score will include a content breakdown that delineates areas of content strengths and weaknesses. Failure to successfully pass this test will result in the development of a remediation plan and schedule to retake the test. Advancement to beginning FNP Role and clinical courses will be delayed until this examination is successfully passed.
2. Equally important is that our graduating students are safe and competent to provide beginning level primary care to patients. For this reason, students are required to successfully complete a standardized, nationally normed, examination during the final clinical course (MSN 588).
 - This examination covers the breadth of topics common to primary care across the lifespan. Students who fail to successfully pass this examination will develop a remediation plan and schedule another date to retake the examination. Students who are unable to pass this test are considered unsafe to practice and may be required to repeat additional course content until the examination is successfully passed.

Withdrawal Policies

1. There is a formal process to withdraw from the program. Students seeking to withdraw need to contact the MSN Coordinator.
2. Students who choose to leave the program must re-apply according to the policies outlined and readmission is not assured. Readmission is based on availability. Outdated course work must be validated and in many instances repeated.

Clinical Policies

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 time spent meeting clinical course requirements cannot be paid time as an employee.
4. All clinical hours must be completed and the grade submitted prior to the student advancing to the next course in the curriculum
5. Clinical logs are how students track and share clinical experiences with faculty. Much like the medical chart, they should be updated the same day patients are seen, but no more than one week from the date of service.

Behavioral Policies – expected professional conduct

Confidentiality

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 or removed from the agency. If students transcribe patient data related to their assignments, they must *omit identifying information such as 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.

Ethical Behavior and Academic Integrity

Students must practice in clinical role performance courses according to the ANA's *Code for Nurses with Interpretive Statements* (2010) available at:

<http://www.nursesbooks.org/ebooks/download/CodeofEthics.pdf> 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 as they provide 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 must assume responsibility for their actions, be accountable for their behavior, and take safety precautions to protect themselves and their patients.

Professional Behavior

Dress code

Students are expected to present themselves as professional nurses in the practice settings at all times. Are required to wear the official CSUDH nursing Identification and to dress professionally, in a manner that is appropriate to the practice setting. In most cases this will be a lab coat over business-casual street clothes.

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 only return to the clinical area once they have received written medical clearance 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 FNP Program Director and the course coordinator immediately of the incident and any action 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.

Serious unprofessional, unethical, or illegal behavior may be reported to the Board of Registered Nursing.

For additional information related to student conduct see:

<http://www.csudh.edu/student-rights/student-conduct-procedures/student-code-of-conduct>

Clinical Requirements, Learning Contract, and Preceptor Information

CSUDH uses Castlebranch, a secure online repository service for storing and sharing student clinical and personal information with clinical faculty. Students pay a fee for this service.

Clinical Requirements: includes proof of Calif. RN licensure, knowledge of HIPAA & Blood Borne Pathogens, and immunity to various communicable diseases. Some immunizations are required.

Learning Contract: an agreement between the student, the preceptor and the clinical faculty. It contains names and contact information of each party above, the dates the clinical hours will be completed, and the student learning outcomes (clinical objectives) that the student will need to achieve during the semester. In conjunction with the preceptor, the student identifies the learning activities that will be met during the semester. Then describe how these activities will be evaluated at the end of the semester to determine if each objective has been met. This learning contract is completed by the student, both pages are signed by the student and the preceptor, and it is approved by the clinical faculty on the Castlebranch website. A word document with instructions for completing the student learning outcomes/objectives can be found on the “Forms” page on the FNP advising site in Blackboard. The fillable form to use for the first page is located at: <http://www.csudh.edu/son/forms/index>

Preceptor Information: Includes a CV (resume) and a clear & current license downloaded from the California Breeze system. Photocopies of licenses is not acceptable

Clinical requirements, Learning Contracts and Preceptor information must be submitted by the due date. Students failing to submit any required documentation by the due date will need to meet with the FNP director to revise their educational progression plan.

PART II: Preparation for Clinical Experiences

CLINICAL PROGRESSION PACKET

1. ***FNP Role Clinical Progression Packet: Due by Feb 1.***

Castlebranch CG53FNPI tracker (see p. 34 -36 for more information on ordering trackers): The semester prior to the first FNP I Role courses (MSN 556 & 558) students submit the FNP Role Progression Packet:

a. Role Option Eligibility (3 bulleted items below)

- Copy of your Plan of Study approved by the FNP director
- Copy of unofficial transcripts (download from MYCSUDH student portal)
- Evidence of NP student status and GVAR (GWE) requirement met (copy & paste area that includes the green check box from your MYCSUDH portal under “academic requirements”)

b. The Clinical Placement form (2 bulleted items below)

- Complete the form in full (the form is in appendix D of this handbook)
- Resume: attach a one - two page resume that details prior work experience as a Registered Nurse. It will be forwarded to the preceptor or agency. Languages, other than English, that are spoken fluently should be included as some clinical sites have language requirements for students.

2. ***FNP Clinical Documents (Fall Clinical: Due May 1 Spring Clinical: Dec 1***

- Clear Calif. Registered Nurse License (from Calif. Breeze system)
- Current CPR (BLS) from American Heart Association
- Annual verification of training in universal precautions and blood borne pathogens and HIPAA requirements
- Evidence of immunity to MMR, Varicella, Hepatitis B by immunizations or serum titers. Titers must include lab results with reference ranges; checklists from occupational health are not accepted. Students with equivocal or “non-immune” results may be required to obtain necessary immunizations before entering the clinical site to protect patients.
- Evidence of Annual Flu vaccination & Tdap (within 10 years)
- Annual TB clearance (e.g. PPD or CXR if + ppd) required documents, etc.
- Once a clinical site has been assigned, some students may be required to complete one or more criminal background checks, fingerprinting, drug screen or additional documents if required by the clinical agency. These are discussed on an individual basis and if needed, are uploaded to Castlebranch prior to final clinical clearance.
- SEE PAGE 34-36 for details on ordering Castlebranch trackers

3. The required documents are scanned and uploaded into the appropriate areas on Castlebranch. Students will want to check their Castlebranch account after uploading to ensure the documents are legible and the orientation is upright (not upside down, etc.) Check again a few days later to see if documents were approved or rejected. All rejected documents will have an explanation. Follow the instructions on the rejection notification and re-upload the entire single pdf file with the correct documents. **Students submitting late packets will not be allowed to proceed in the FNP program and will be placed on a wait list to begin the FNP program the following year, on a space available basis. Schedule a time to meet with the FNP director.**

Due Dates & Deadlines FNP Role Progression Packet & clinical requirements:

FNP Role Progression Packet must be uploaded to Castlebranch by Feb 1

Renewal dates for items with expiration dates will have reminders set

4. ***The Learning Contract:*** is an agreement between the student, preceptor and clinical instructor that outlines the student learning outcomes (objectives) of the clinical course and states how each will be achieved and evaluated. A new Learning Contract is submitted each semester prior to beginning clinical hours
 - Download the fillable PDF Learning Contract from the SON forms page: <http://www.csudh.edu/son/forms/index>
 - o On page one, complete the form including all contact names, phone numbers, and email addresses.
 - Download the starter pages for page two from the FNP Advising Website in Blackboard, under “Forms”, includes objectives for each clinical course.
 - o On page two, In Column 1, Paste the appropriate Course Objectives according to the course from appendix B of the FNP Handbook (e.g. MSN 558, 568, 578, or 588)
 - o In Column 2, work with your preceptor to identify how you will meet each of the learning objectives
 - o In Column 3, work with your preceptor to identify how you will evaluate each of the learning objectives, how will you know you have met each one? How will you evaluate your progress?
 - o Both you *and* your preceptor will sign both pages of the Learning contract (including the page with the objectives) and submit to Castlebranch
 - o Submit the completed and signed form to Castlebranch
 - ***Preceptor information form:*** Download the form from: <http://www.csudh.edu/son/forms/> complete and submit to Castlebranch
 - ***Preceptor Resume or CV:*** obtain from preceptor, submit to CastleBranch
 - ***Preceptor License Verification:*** Submit your Verification of Preceptor’s current license with the state Breeze site for both physicians and nurses at: <https://www.breeze.ca.gov/>

Due Dates & Deadlines Learning Contract:

Learning Contracts and Preceptor Information Fall: is due by May 1

Learning Contracts and Preceptor Information Spring: is due by Dec. 1

Renewal date will be set accordingly for the subsequent semester

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. ***Students may not begin the preceptored experience until the signed contract is finalized.*** The School of Nursing staff will obtain this contract (affiliation agreement). Students who request a specific clinical site may initiate this process by submitting the Form for Requesting Clinical Site Affiliation provided on the School of Nursing Website.

Clinical Activities

Students should expect to spend the first day orienting to the clinical site. Review patient flow, the charting processes, etc. Do not bring valuables into the clinical site, as there may not be a secure place to store them. After the first day, students are expected to see patients alone while consulting with the preceptor as outlined below:

- Review the chart, medication lists, & lab results
- Interview the patient (History)
- Perform the appropriate physical exam according to the patient's individual needs
- Develop a differential diagnosis, diagnosis, and preliminary plan
- Present the patient to the preceptor
- Revise the plan according to preceptor input. The preceptor may wish to re-interview and/or re-examine any or all of the patient's History & Physical. They may agree or disagree with your plan. The preceptor will approve the final plan, including all medications.
- Provide patient education to the patient

Examples of <i>Appropriate</i> Clinical Activities (Clinical hours can be counted)	Examples of <i>Unacceptable</i> Clinical Activities (Clinical hours can not be counted)
Orientation to the unit or agency, policies, procedures, and patient population	Library and research time spent in preparation for the clinical experience
Assessments performed on patients	Writing reports, papers, & other assignments
Actual time spent at the agency interacting with patients & families, including follow up phone calls	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, breaks or <u>time waiting</u> to see patients or waiting to present patient to preceptor.

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

Additional Resources

The MSN Clinical handbook can be found at: <http://www.csudh.edu/son/forms/index>

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 School of Nursing website at <http://www.csudh.edu/son/index>

Appendices

Appendix A – School of Nursing Mission, Philosophy & Objectives

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:

American Nurses Association. (2015). *Code of ethics for nurses with interpretive statements*. Available here: <https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/coe-view-only/>

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 – FNP Statement of Purpose, Philosophy, & Objectives

California State University, Dominguez Hills
Family Nurse Practitioner Program

FNP Statement of Purpose

The purpose of the CSUDH FNP Program is to prepare nurses in California as family nurse practitioners. Our graduates will have the knowledge, skills, and capabilities to provide competent and safe primary care to diverse populations of all ages. This primary care will include diagnostic abilities, psychosocial assessment, health promotion, disease prevention, and disease management.

Approved by FNP Faculty on 9-12-16

FNP Philosophy Statement

The faculty believes that the California State University, Dominguez Hills, Family Nurse Practitioner (FNP) Program prepares graduates to provide excellent, compassionate, primary care, to diverse populations of all ages. Graduates will be competent in utilizing technology for diagnostic, documentation, and information seeking purposes. They will work collaboratively with other health care professionals to optimize care. Our graduates will promote health and wellness, and provide evidence based disease management to individuals and their families.

The faculty believes our educational program can be provided effectively in a distance-learning format. Our FNP program is designed to offer quality primary care education to nurses who are limited in their ability to access quality programs due to geography, time, life circumstances, or other obstacles.

Approved by the FNP Faculty and School of Nursing Academic Affairs Committee July 11, 2016.

FNP Program Objectives

Graduates of the FNP program will:

1. Demonstrate competency in utilization of technology to find current evidence based information to guide diagnosis and treatment for the health, prevention and treatment of disease, in their patient populations.
2. Utilize their advanced practice nursing and primary care knowledge and skills to assess, diagnose and provide safe and effective primary care to families and patients of all ages.
3. Analyze data from psychosocial, cultural, ethical, and current scientific research to develop plans for individualized patient care.
4. Be prepared to take national certification examinations for Family Nurse Practitioners.

Approved by the FNP Faculty 8-12-16

FNP Clinical Course Descriptions, Course Objectives, & Student Learning Outcomes

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:

1. Systematically perform complete health exams on clients across the life span.
2. Conduct comprehensive family assessments with a special emphasis on at risk, vulnerable and diverse clients.
3. Analyze historical data, physical exam findings, and laboratory data to determine differential diagnoses for common primary care problems across the life span.
4. Evaluate the impact of community, cultural, socioeconomic, and psychosocial factors on the health care needs of individuals and families across the life span.
5. Analyze the pathophysiological basis for selected primary care problems across the life span.
6. Create a comprehensive database for the diagnosis and management of selected primary care problems across the life span.
7. Develop and evaluate treatment plans and criteria for evaluation of treatment for selected primary care problems across the life span.
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.
9. 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:

1. Systematically perform and document complete history and obstetric and gynecologic health exams.
2. Systematically perform and document history and complete exam of the male genito-urinary system.
3. Perform, adapt and document a relevant health history and exam on pediatric clients.
4. Conduct comprehensive family assessments with a special emphasis on at risk, vulnerable and diverse clients in the context of women's health and pediatrics.
5. 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.

6. Provide anticipatory guidance to pregnant women and children.
7. Create a comprehensive database for the diagnosis and management of selected primary care problems in women and children.
8. Develop and evaluate treatment plans and criteria for evaluation of treatment for selected primary care problems in men, women and children.
9. 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.

Appendix C – 2019 FNP Plans of Study

2019 FNP Plans of Study

Students may choose the plan of their choice. All graduate courses must be completed within five years. FNP Theory and clinical courses must be taken concurrently and in order as designated. Students may take MSN core courses in summers if offered.

Three Year Plan of Study- No Summers

Full time plan intended for non-working students

Year	Fall Term	Units	Spring Term	Units
1 F19	MSN 502 Advanced Nursing Roles	3	MSN 526 Advanced Pharmacology	3
	MSN 528 Advanced Pathophysiology	3	MSN 521& 522 Advanced Health Assessment with Lab	3
	MSN 530 Research Utilization in Advanced Practice Nursing	3		
2 F20	MSN 514 Health Promotion/Disease Prev.	3	MSN 531 Nursing Ethics	3
	MSN 556: Primary Care of Family I	4	MSN 561: Primary Care of Family II – Pediatrics	2
		3	MSN 562: Primary Care of Family II – Women’s/Gender Health	2
	MSN 558: Primary Care of Family I, Role Performance - (144 clinical hours)	3	MSN 568: Primary Care of Family II, Role Performance - (144 clinical hours)	3
3 F21	MSN 576 Primary Care of the Family III	4 3	MSN 513 Health Care Policy/Economics	3
	MSN 578: Primary Care of the Family III, Role Performance - (144 clinical hours)		MSN 588: Primary Care of the Family IV, Role Performance - (144 clinical hours)	3
			Culminating Activity	0

Four Year Plan of Study

Part time plan for working students

Year	Fall Term	Units	Spring Term	Units
1 F19	MSN 502 Advanced Nursing Roles	3	MSN 513 Health Care Policy/Economics	3
	MSN 528 Advanced Pathophysiology	3	MSN 530 Research Utilization in Advanced Practice Nursing	3
2 F20	MSN 526 Advanced Pharmacology	3	MSN 521& 522 Advanced Health Assessment with Lab	3
	MSN 531 Nursing Ethics	3	MSN 514 Health Promotion/Disease Prev.	3
3 F21	MSN 556: Primary Care of Family I	4	MSN 561: Primary Care of Family II – Pediatrics	2
	MSN 558: Primary Care of Family I, Role Performance - (144 clinical hours)	3	MSN 562: Primary Care of Family II – Women’s/Gender Health MSN 568: Primary Care of Family II, Role Performance - (144 clinical hours)	2 3
4 F22	MSN 576 Primary Care of the Family III	4	MSN 588: Primary Care of the Family IV, Role Performance - (144 clinical hours)	3
	MSN 578: Primary Care of the Family III, Role Performance - (144 clinical hours)	3	Culminating Activity	0

Three Year Plan of Study with Summers Option:

**In this option, summer courses are not guaranteed to be offered and students may take longer than planned to complete the program.*

Year	Fall Term	Units	Spring Term	Units	Summer *	Units
1 F19	MSN 502 Advanced Nursing Roles	3	MSN 526 Advanced Pharmacology	3	<i>MSN 530 Research Utilization in Advanced Practice Nursing</i>	3
	MSN 528 Advanced Pathophysiology	3	MSN 521& 522 Advanced Health Assessment with Lab	3	<i>MSN 514 Health Promotion/Disease Prev.</i>	3
2 F20	MSN 556: Primary Care of Family I	4	MSN 561: Primary Care of Family II – Pediatrics	2	<i>MSN 531 Nursing Ethics 3 Units</i>	3
	MSN 558: Primary Care of Family I, Role Performance -(144 clinical hours)	3	MSN 562: Primary Care of Family II – Women’s/Gender Health	2		
			MSN 568: Primary Care of Family II, Role Performance (144 clinical hours)	3		
3 F21	MSN 576 Primary Care of the Family III	4	MSN 588: Primary Care of the Family IV, Role Performance -(144 clinical hours)	3		
	MSN 578: Primary Care of the Family III, Role Performance (144 clinical hours)	3	MSN 513 Health Care Policy/ Economics	3		
			Culminating Activity	0		

Appendix D – FNP Program Clinical Placement Form

**California State University Dominguez Hills
FNP Program Clinical Placement Form**

All student clinical placements will be assigned by the FNP program. You may request a clinical site where an eligible preceptor has already confirmed they are able and willing to precept you. The preceptor will need to be approved and there is no guarantee that we will be able to place you in that location. Complete the following form and email to the FNP Program Director according to the schedule in the FNP Student handbook or as advised by the FNP Director or course faculty. **Attach a copy of your one to two page CV/ resume.**

Please complete electronically, no hand written forms accepted.

Course: ___MSN 558 ___ MSN 568 ___ MSN 578 ___ MSN 588. Semester/Year: _____

Student Name _____ Toro email _____

Home email: _____

Home Address

Cell Phone

Other Phone

Areas worked as an RN, number of months/years:

Languages in which you are fluent for medical communication:

Optional-Clinical Site Request for students who have already secured a clinic site and/or preceptor:

Legal Name of Clinic:

Address of Clinic/Office:

Name and title of preceptor:

Name and title of contact person:

Email address

Cell Phone:

For Office Use only: Requested Preceptor accepted/rejected, Comments, affiliation agreement status

Appendix E – Castlebranch & Clinical Requirements Instructions

1. INCOMPLETE FORMS OR MISSING DOCUMENTATION WILL NOT BE ACCEPTED
2. Student is to obtain, immunizations, blood titers, and other required documentation listed on the Castlebranch requirement list.
3. Scan the Completed Clinical Requirements Form and all supporting documentation. KEEP the original documents! Note: multiple files, **formats other than pdf including photographs**, and upside down or sideways scans are not acceptable. **Submit scanned, PDF documents only.**
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 may 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. <http://www.csudh.edu/son/info/hipaa-precautions/index>
6. Some clinical sites will require background checks and/or drug screens. If your site requires these, be sure to order them on the Castlebranch main page.
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, tares@csudh.edu 310-243-2522
9. Questions specific to the FNP program and curriculum should be directed to: FNP Director: Dr. Linda Goldman, lgoldman@csduh.edu 310-243-2093

School of Nursing Clinical Document Requirements

All students submit the CSUDH required health, clinical documents and any additional documents required by the clinical agency to participate in role performance courses via a secure online service CastleBranch.com. Some agencies have additional requirements such as a drug screen, background check, plus others.

Students order the Medical Document Manager with Professional License Verification which is available throughout the FNP program without additional cost. If the clinical agency requires background checks and/or drug screen, those items must also be ordered. Note costs below are as of 2019 and subject to change

CSUDH Clinical Document Requirements to be uploaded to Castlebranch

Medical Document Manager

Note: all lab results must have reference ranges included.

Measles, Mumps & Rubella (MMR) - One of the following is required: 2 vaccinations OR positive antibody titer for all 3 components (lab report required).

Varicella (Chicken Pox) - 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.

Hepatitis B - There must be documentation of one of the following: • 3 vaccinations • Positive antibody titer (lab report required) • or a signed declination waiver (Declination waivers not acceptable at Kasier)

TB Skin Test - One of the following is required: • 1 step TB Skin Test (TST) OR if required by your clinical site, a 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 positive, a clear Chest X-Ray (with lab report) must be provided **PLUS** documentation from your provider that you are free of active TB disease. 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 active TB disease is to be submitted every year.

Tetanus, Diphtheria & Pertussis (Tdap) There must be documentation of a Tdap booster within the past 10 years OR one Tdap at any point and Td booster within the past 10 years.

Influenza - Submit documentation of a flu shot administered during the current flu season.

CPR Certification - Must be the American Heart Association Healthcare Provider course. Copy must be front and back of the card, it has to be signed. Printout of an ecard is acceptable.

HIPAA Certification - Submit certification of completion from employer OR

<http://www.csudh.edu/son/info/hipaa-precautions/index>

Universal Precautions and Blood Borne Pathogens - Submit certification of completion from employer OR <http://www.csudh.edu/son/info/hipaa-precautions/index>

RN License - Submit verification of your RN licensure through the state website <https://www.breeze.ca.gov/>

Physical Examination - Provide your physical exam form completed and signed by a medical professional.

Castlebranch Clinical Forms & Document Managers to order

Learning Contract - Submit your Learning Contract with Course Objectives form provided by your school. Forms can be found in the appendix of the FNP Handbook


Preceptor Documents

- **Preceptor Resume or CV:** Submit your Preceptor Resume or CV.
- **Verification of Preceptor License:** Submit your Verification of Preceptor NP, MD, DO, or CNM status using the Department of Consumer Affairs Breeze site: <https://search.dca.ca.gov>

Any additional forms if the agency requires them (e.g. trainings, extra materials you have signed)

Submit ALL of these items at the same time in order to gain approval. **Fall documentation due by May 1st. Spring documentation due by Dec. 1st.**

Online Document Submission – Log in to www.castlebranch.com

HOME	PACKAGE SELECTION	FAQ	CONTACT US
<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <ul style="list-style-type: none"> ☰ Please Select ☰ BSN ☰ CNS Program ☰ FNP Program <ul style="list-style-type: none"> 📄 CG53bg: Background Check 📄 CG53dt: Drug Test 📄 CG53FNP1: Document Manager 📄 CG53FNP2p: Document Manager 📄 CG53FNP2w: Document Manager 📄 CG53FNP3: Document Manager 📄 CG53FNP4: Document Manager 📄 CG53t: Medical Document Manager ☰ MEPN Program ☰ Nurse Administrator ☰ Nurse Educator </div> <div style="width: 35%; text-align: center;">  </div> </div>			

Castlebranch Package	Package Code	When to Order
Medical Document Manager with Professional License Verification (Required) \$35 All students order in January prior to FNP I	CG53t	Spring (Jan) prior to FNP I
<u>FNP I, II, III & IV Clinical Document Managers – REQUIRED - no charge</u>	Package Code	When to Order
FNP I Document Manager Order in January prior to FNP I	CG53FNP1	Spring (Jan) prior to FNP I
FNP II Document Manager - Women’s Health Order women’s health & peds in Nov for FNP II	CG53FNP2w	Fall (Nov)
FNP II Document Manager – Pediatrics	CG53FNP2p	Fall (Nov)
FNP III Document Manager	CG53FNP3	Spring (April)
FNP IV Document Manager	CG53FNP4	Fall (Nov)
<u>Additional products - order only if required by site</u>	Package Code	When to Order
Background Check only (If required by site) \$44	CG53BG	Spring (Jan)
Drug Test only (if required by site) \$35	CG53DT	Spring (Jan)

How to upload documents into Castlebranch:

1. Go to www.castlebranch.com and Log in to the site using your Castlebranch credentials. Go to “Place Your Order” & insert the appropriate package code.
2. You will be directed to set up a Certified Profile account. In addition to entering your full name and date of birth, you will be asked for your Social Security Number, current address, phone number and e-mail address.
3. At the end of the online order process, you will be prompted to enter your Visa or Mastercard information. Money orders are also accepted but will result in a \$10 fee and an additional turn-around-time.
4. If a drug test was ordered, within 24-48 hours, an electronic chain of custody form (echain) will be placed directly into your Castle Branch account. This e-chain will

explain where you need to go to complete your drug test (LabCorp sites).

Results:

Your results will be posted directly to your Castle Branch account. You will be notified if there is any missing information needed in order to process your order. Although 95% of background check results are completed within 3-5 business days, some results may take longer.

Your order will show as “In Process” until it has been completed in its entirety. You will receive periodic reminders of overdue items, rejected items, and items that are due for renewal. CSUDH advisors and instructors can also securely view your results online with their unique username and password.

Tips:

1. Once documents have been approved, they are locked into place. If a subsequent submission is needed (e.g. change of preceptor) then contact Castle Branch to delete the original document(s).
2. Notify the instructor if your name in Castle Branch and Blackboard so not match.
3. Clinical items that are not required by CSUDH but often required by agencies are included in the Castle Branch account. Typically those have a question attached such as "Does your clinical site require a physical exam?"
4. If an item is rejected, review the reason given. If that does not clearly say what needs to be done - review the item description again to determine what your document is missing (e.g. item is out of date). If you believe your documentation does meet the requirement, contact your instructor or role advisor to review the item. They have the authority to override the "reject" decision.

If you need assistance with uploading your documents please contact **Castle Branch** at **888-723-4263** and a Student Support Representative will be available **Monday-Thursday 8am-8pm, Friday 8am-6pm & Sunday 12pm-8pm EST.**

What to upload and where in Castlebranch DUE Feb 1

The Medical Document Manager Tracker Clinical Requirements (CG535) – individual folders

- Individual lab reports to into appropriate folders (not checklists from work)

- RN license, HIPAA, CPR, etc into appropriate folders
- **Role option Eligibility – include the following**
 1. Plan of Study that you selected, signed by the FNP director (3 yr, 4 yr, etc)
 2. Copy of your unofficial Transcripts showing MSN courses completed
 3. Evidence you are admitted as an NP student (see below*)
 4. Evidence of GWAR (GWE) has been satisfied (see below*)
 - *Go to your MYCSUDH Portal, Click on the Academic Requirements, copy and paste the section showing you are a Nurse Practitioner Student and that you have met your GUAR (GWE) requirements (should have a green circled checkmark). If either of these are not present, contact the FNP director.

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Current Academic Objective		1 of 1
		Requirement (Catalog Term)
Career:	Postbacc and Ext Ed Credit	Fall 2018
Program:	GRAD Degrees	Fall 2018
Plan:	Nursing:Family Nurse Prac	Fall 2018
Graduation Status:		Not Applied

Current Academic Summary	
Last Term Registered:	Summer 2019
Academic Standing:	Good Standing
Overall GPA:	4.000
CSUDH GPA:	4.000

Graduate Graduation Writing Assessment Requirement (GWAR)

Graduate Level Graduation Writing Assessment Requirement (GWAR). Choose either Eng 350 or the Graduation Writing Exam (GWE).

All graduates must pass the Graduation Writing Assessment Requirement. A score of eight or better is required on the GWE test, or in cases where English 350 is taken, a grade of "B" or better is required. Details on the examination are available from the English department office and the Testing Office. The GWAR must be taken in the first semester.

▶ **Graduation Writing Assessment Requirement**



Appendix F – School of Nursing Full-Time Faculty and Contact Information

Name	Phone	Email
Linda Goldman (Lecturer) Interim FNP Director	310-243-2093	lgoldman@csudh.edu
Maria Barbosa (Lecturer) FNP Faculty	310-243-3080	mabarbosa@csudh.edu
Other faculty		
Terri Ares (Assistant Professor) MSN Coordinator	310-243-2644	tares@csudh.edu
Catherine Andrade (Assistant Professor) BSN Coordinator	310-243-2606	candrade@csudh.edu
Kathleen Chai (Professor)	310-243-2005	kchai@csudh.edu
Cathy Earl (Professor)	310-243-3596	cearl@csudh.edu
Cynthia Johnson (Professor)	310-243-2522	cjohnson@csudh.edu
Barbara Kennedy (Professor)	310-243-2067	bkennedy@csudh.edu
Wafa Khasawneh (Assistant Professor) Nurse Ed advisor	310-243-2007	wkhasawneh@csudh.edu
Hernani Ledesma (Assistant Professor) Nurse Admin advisor	310-243-3151	hledesma@csudh.edu
Dale Mueller (Associate Professor)	310-243-2862	dmueller@csudh.edu
Lauren Outland (Associate Professor)	310-243-2709	loutland@csudh.edu
Nop Ratanasiripong (Assistant Professor)	310-243-3225	nratanasiripong@csudh.edu

Nursing Office & Program Support

Nursing	310-243-3596
Nursing Fax	310-516-3542

Student Service Center

Student Services	800-344-5484 option #1	hhsnssc@csudh.edu
Student Services Fax	310-217-6800	
CHHSN Librarian: Joanna Kimmitt:		jkimmitt@csudh.edu

Websites

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

School of Nursing: <http://www.csudh.edu/son/>

Appendix G – 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.

Data is entered into the system from any computer via the Internet. There is NO fee associated with the internet based Elogs system. Data should be entered no later than the completion of the clinic day. It is the student’s responsibility to maintain updated elogs records.

Note: Students have the option to purchase a smart phone application version of the software directly from the Elogs Company. This is not required, but having one may simplify data entry.

The Elogs 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 H - Evaluation of Preceptor & Clinical Sites Forms
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): 568 578 588 MSN 558

Please indicate your evaluation of the Clinical Site:

The Preceptor:	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. Encourages student questions.			
10. Serves as an excellent role model for providing holistic primary care.			
11. Provides immediate and appropriate feedback regarding student's performance.			
12. Would you recommend this preceptor for other students? Why/why not			

Evaluation of the Preceptor by the Site Evaluator

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

Please indicate your evaluation of the Clinical Site:

The Preceptor:	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. Encourages student questions.			
10. Serves as an excellent role model for providing holistic primary care.			
11. Provides immediate and appropriate feedback regarding student's performance.			
12. Would you recommend this preceptor for other students? Why/why not			