CSUDH | SCHOOL OF NURSING

Bachelor of Science in Nursing

Clinical Handbook

BSN 423

School of Nursing
California State University, Dominguez Hills
College of Health, Human Services, and Nursing

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WELCOME

Welcome to the clinical performance courses for Bachelor's Program in the School of Nursing at California State University, Dominguez Hills (CSUDH). Our faculty instructors and preceptors join with hundreds of other nurses and healthcare professionals to facilitate the learning of our nursing students in professional nursing practice. We appreciate their willingness to lend their expertise as instructors, preceptors, and mentors to our students who are seeking to advance their careers in the area of community and/or public health settings. In partnership with the program faculty, they are making a most valuable contribution to the next generation of BSN nurses.

The purpose of the *RN to BSN Clinical Handbook* is to provide an orientation to the roles and responsibilities of the student, preceptor, and instructor in the BSN program clinical courses. Students and preceptors are required to read and be familiar with the *RN to BSN Clinical Handbook* to understand the various roles in regard to interactions required for successful learning in clinical courses.

The content of the Handbook includes:

- Program Overview
- Expectations for the Students
- Clinical Placement Process (including Preceptor Qualifications and Course Requirements)
- Clinical Clearance Process (including clinical forms)
- The Learning Contract Process
- Confidentiality, Ethics and Professional Behaviors
- Roles and Responsibilities of Preceptors, Instructors, and Students
- Problem Resolution

Your instructor will be your guide in this process and can assist you once the class begins. The instructor email addresses can be found https://www.csudh.edu/son/faculty-staff/

For other questions or concerns, please contact the Clinical Coordinator or the BSN Program Director.

Clinical Coordinator @ sonclinical@csudh.edu
(Sam Castruita, M.A.Ed.)
BSN Program Director @ candrade@csudh.edu
(Dr. Cathy Andrade DNP, RN)

PROGRAM OVERVIEW

The BSN curriculum is composed of online didactic courses and practice-based or role performance courses. Each course is comprised of specific learning objectives, activities, and evaluation measures. The didactic courses present nursing topics, theoretical concepts, models, and research that inform patient care and evidence-based practice. The clinical course provides opportunities for students to apply knowledge, practice skills; plan, implement and evaluate interventions and programs, and learn the full scope of nursing practice.

The curriculum is delivered online with one precepted clinic course in a public health related setting (not in a hospital/acute care setting). Class size varies depending on the nature of the course. For example, faculty instructors teach clinical theory (BSN 422) and role performance course (BSN 423) with sections of up to 20 students. In these courses, the faculty works together with individual students and their preceptors to define individual learning needs, establish learning goals, design learning activities, and evaluate the learning outcomes. The School of Nursing maintains affiliation agreements with a wide variety of healthcare agencies. The clinical sites for role performance meet course requirements and may include medical centers, public health departments, schools, workplace wellness centers, and other community-based programs.

EXPECTATIONS FOR STUDENTS

BSN students lead very full lives and, as adult learners, are seeking educational opportunities that meet their own goals and build on their previous personal and professional experience.

Faculty expect students to be self-directed and internally motivated. The faculty recognizes that adult learners are diverse and vary widely in learning styles, motivators, and prior experience and patterns of participation in educational programs. Therefore, our programs use various learning strategies that meet the adult learners' need to participate in defining needs, goals, activities, and evaluation of outcomes.

Faculty instructors and preceptors strive 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.

CLINICAL PREPARATION/PREREQUISITES

Advance planning is necessary to ensure a smooth entry into a precepted clinical course. Please note that this process *begins early in the semester* <u>prior to taking BSN 423</u>.

<u>Before taking the required clinical course, students must complete the following requirements:</u>

- Active Registered Nurse licensure (in the state where clinical hours will be completed) unencumbered, unrestricted, with no disciplinary action, including probation. **Interim Permits (IP) are not acceptable.**

- <u>BSN 346 (Human Pathophysiology),</u>

- <u>BSN 382 (Health Assessment), and BSN 381 (Health Assessment-Skills Seminar)</u>**.**

  - BSN 381 (1 unit), requires 2 scheduled skills-lab days, held virtually (Zoom).

    - Both days must be completed to meet the requirements and the meeting dates are assigned to specific course section numbers.

  - Concurrent enrollment in BSN 382 Health Assessment and BSN 381 is required.

  Required Clinical Courses:
- BSN 423 Community-Based Nursing (2 units, with **72 precepted hours** <u>*and*</u> **18 non-precepted hours**) can be taken concurrently with BSN 422, but **<u>not prior to</u>** BSN 422.
- BSN 422, the didactic course is recommended to be taken concurrently **<u>or</u>** prior to BSN 423

To begin the clinical course, BSN students must complete the following process:
1. Applying for a clinical site via the Clinical Placement Application
   a. Identify an appropriate clinical site and preceptor.
      i. This step may be in progress when submitting the clinical placement application.
2. Completing the clinical clearance process using EXXAT PRISM by the established deadline.

BSN 423- Community-Based Nursing Role Performance (2 units)

BSN 423 is the complement to BSN 422 Community Based Nursing and should be taken concurrently or after BSN 422. Students are required to complete 90 clinical hours – <u>72 hours must be from precepted experiences </u>(e.g., hands-on care, guiding, supporting, and teaching) and <u>18 hours may be from non-precepted experience </u>(e.g., windshield survey, case study, service learning, and group teaching project).

Students may complete up to 16 precepted hours per week and the schedule is based on the preceptor's work schedule, which may vary from week to week. Any other arrangement needs to be approved by the instructor. Sometimes RN students may find they may need to make arrangements with work to be off or to take a vacation day in order to complete the clinical hours. Completion of Clinical Hours-Activity Tracking log is required unless you take BSN 423, section 56 where the instructor may be onsite with you.

PRECEPTOR QUALIFICATIONS & COURSE REQUIREMENTS

BSN 423, students will complete the clinical hours at a public health-related agency. Previous students have had an interest in working with Head Start Programs, school health centers, community health clinics, college health centers, STI/HIV clinics, LGBTQ counseling/health clinics, community education, correctional facilities, and public health departments. Appropriate credentials for public health preceptors include BSN or MSN working in public health settings, RN with PHN, RN with MPH, NP/MD working in community health clinics, Dr.PH or MPH with CHES certificate (Certified Health Education Specialist).

Seeking a Preceptor and Placement
1. When seeking placement, call the site that you are interested in and ask to speak with someone from the Education department, unless directed not to contact the agency.
    a. Express your interest in the facility (do some research on the facility) and let them know that you are already an RN, and you want to obtain a BSN degree at Cal State Dominguez Hills and are looking to complete preceptorship for public health clinical
    b. Explain that you will only need to complete a total of 72 precepted hours and will need to meet with the preceptor prior to the start of the clinical to complete the required forms. (Preceptors will not be involved in the 18 non-precepted hours)
2. Be polite and express gratitude for the opportunity.

BSN 423 Course Objectives
Upon completion of this course, students will be able to:
1. Explore the roles and responsibilities of home health/hospice and public health nurses in a community-based setting.
2. Apply epidemiological concepts and evidence-based practice principles to assess and identify health-related problems of individuals, family, and community.
3. Plan and implement holistic nursing interventions to meet the needs of diverse patients, families, or communities in relation to the agency's missions/goals to its patients.
4. Perform one planned health education session to a group in the community.
5. Evaluate the outcomes of nursing intervention (s) in order to improve quality of life of the individual, family, and/or community.
6. Observe and discuss how multidisciplinary providers collaboratively work together to meet the needs of individuals, family, and community.
7. Evaluate case management activities as they relate to Community Based Nursing, such as referral to community resources, multidisciplinary collaboration, and coordination of care and services.

CLINICAL PLACEMENT PROCESS

In order to secure a clinical site, students need to strictly follow the detailed guideline below. Failing to adhere to the timelines and steps may cause **delayed graduation**.

Students are required to fill out a Clinical Placement Application during the availability window (*see below*) to ensure placements and requirements will meet all necessary deadlines and guidelines.

https://www.csudh.edu/son/forms/bsn-clinical-placement-process

- Complete the Clinical Application during the appropriate term window.
  - **Fall applications:** March 1st – May 1st
  - **Spring applications:** August 1st to October 1st
  - **Summer applications:** February 1st to April 1st
- Submit the completed Clinical Application.
  - Please allow the Clinical Coordinator **at least 4 weeks** to review your application and follow-up **after** the application close date.
  - Late applications **will not** be accepted. If you miss the application window, please prepare to submit an application for the next available term.
- EXXAT PRISM accounts: **Students approved for BSN 423 by the Clinical Coordinator will be invited to set up an EXXAT PRISM account from the EXXAT PRISM Customer Service Team.** Please search help.exxat.com or contact EXXAT PRISM at support@EXXAT.com for technical assistance.
  - Create a complete profile on EXXAT PRISM including any other/prior names (i.e. maiden name). Also include your cell phone number.
  - EXXAT PRISM Approve: Compliance document management **$35*** (required)
  - EXXAT PRISM STEPS: Site and course document management **$129*** (required)
  - Please verify your clinical site requires a background check and/or a drug screen prior to purchasing. Please note that not all clinical sites have this requirement.
  - Fees (subject to change).
    - Background check: **$62.00***
    - Drug screen: **$29.00***
    *Please note that 3rd party vendor fees are subject to change.
  - A list of commonly used clinical sites is located on the SON website @ https://www.csudh.edu/son/forms/bsn-clinical-placement-process under BSN Clinical Sites. If you do not see a site listed within 50 miles of your home, contact the Clinical Coordinator at **SONclinical@csudh.edu.**
  - If you have a site and a preceptor willing and able to precept you that **is not on** the clinical agency list, check with the Clinical Coordinator to see if there is a contract in place with the agency. If there is no active contract, the use of this site/preceptor will be dependent upon CSUDH acquiring a contract with the site and the clinical faculty member's approval of the preceptor.
    - New contracts may take up to 6 months to be approved, if approved. And new contracts should be avoided if at all possible.

- Note: Students who wish to obtain clinical hours with any agency in San Diego:
    - Even when the contract is active, most sites are a part of San Diego Consortium and must be approved by the Consortium before starting clinical.
    - Email the Clinical Coordinator **SONclinical@csudh.edu** directly to check if the desired site is a part of the Consortium. If so, the Clinical Coordinator will work with the student to get the information needed and submit the request to the Consortium on the student's behalf.
- ➢ San Diego Consortium students do not create EXXAT PRISM accounts.

BSN 423 has specific requirements for learning activities and preceptor qualifications and the instructor must approve the selection of the agency and the preceptor qualification before the student may begin the precepted experience.

The students may also suggest a specific preceptor, understanding that the faculty gives final approval of the preceptor. The preceptor must be endorsed by the agency before the course instructor approves the selection of the preceptor. The preceptor receives no compensation for participation in the student's learning experience.

It is the student's responsibility to set up a meeting with the approved preceptor to discuss the Learning Contract and Objectives (found in EXXAT PRISM). Students may discuss agency and preceptor options with their faculty prior. "The learning activities" sample sheet can be found on Canvas, once the semester begins.

Students will automatically fail the course if they start collecting the hours before the clinical affiliation agreement is signed, the clinical clearance is completed, and/or the learning contract is approved (by the instructor).

Note: In some circumstances, students may seek preceptorship with their current employer.
- Students **must not** collect the clinical hours within her/his own department.
- Students **may not be** precepted by a direct manager/supervisor or co-worker no matter what degree or nursing experience they may have.
- **A personal friend, peer, or relative of the student are not acceptable as a preceptor.**
    - When the student and preceptor have a personal relationship, the preceptor cannot evaluate the student's performance objectively.

The School's *Collaborative Preceptor Model* (Nordgren, Richardson, & Laurella, 1998) of clinical teaching is grounded in clinical practice excellence and promotes professional collaboration among the instructor, preceptor, and student within the framework of a role performance course. The interactive Model is especially appropriate in a distance education program for the post-licensure nursing student. Working nurses find it particularly beneficial because this Model takes advantage of their previous education and experience. The RN students are able to apply theoretical learning directly in the practice setting, within the context of the performance course, and concurrently in their own work setting. Students also benefit from the preceptor's currency in expert clinical practice and first-hand knowledge of the practice setting. The Collaborative Preceptor Model provides the opportunity for collaboration and development of collegial relationships between academia and nursing service.
Reference:
Nordgren, J., Richardson, S. J., & Laurella, V. B. (1998). A Collaborative Preceptor Model
    for Clinical Teaching of Beginning Nursing Students. *Nurse Educator, 23*(3), 27-32.

CLINICAL CLEARANCE PROCESS

The CSUDH SON utilizes EXXAT PRISM, a 3rd party vendor, to centralize the required documents for clinical classes. You will create a profile for multiple instructors to review, thereby decreasing duplication of efforts and documentation.

A. Clinical Clearance Documents

DOCUMENT NAME	DOCUMENT GUIDELINES

Physical Exam	1. Only when required by the site.
	  ➔ The physical exam health clearance form is located in EXXAT PRISM and the BSN website https://www.csudh.edu/son/clinical/.
	2. Students placed at **Los Angeles Department of Public Health (LADPH)** are required to submit a physical exam health clearance form.
	  ➔ The Physical Exam Form is located in EXXAT PRISM and the BSN website https://www.csudh.edu/son/clinical/.
	➢ Download and/or print the fillable PDF physical exam form.
	➢ Enter completion date as date of the exam listed on the form.

TB Test	**One of the following is required**: • NEGATIVE 2 consecutive annual TB Skin Tests (no more than 12 months between tests AND at least one being within the last 12 months) OR • NEGATIVE 2 step TB Skin Test (1-3 weeks apart) is required if no TST is done in the last 12 months OR • NEGATIVE 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. ➢ **Non-LADPH: Enter completion date as 'date read' or 'result date'** ➢ **LADPH: Enter completion date as date administered.** ➢ **Enter expiration date as 1 year from the completion date**
MMR Vaccination or Titer	**One of the following is required:** • 2 documented vaccinations (4 weeks apart) **OR** ➢ POSITIVE antibody titer (IgG) for all 3 components (lab report required). If you report an equivocal or negative titer, you MUST receive two doses of MMR (4 weeks

	apart). **Enter completion date as date of last vaccination or titer lab draw date.** <mark>**LADPH site specific requirements:**</mark> ➢ POSITIVE antibody titer (IgG) for all 3 components (lab report required). If you report an equivocal or negative titer, you MUST receive two doses of MMR (4 weeks apart). ➢ **Enter completion date as date of titer/lab draw date and last vaccination booster, if indicated (equivocal/negative lab result).**
Varicella	**One of the following is required:** ➢ 2 documented vaccinations OR ➢ POSITIVE antibody titer (IgG) for Varicella (lab report required). If you report an equivocal or negative titer, you MUST receive two doses of Varicella, 4 weeks apart. **Enter date as date of last vaccination or titer draw date.** <mark>**LADPH site specific requirements:**</mark> ➢ POSITIVE antibody titer (IgG) for Varicella (lab report required). If you report an equivocal or negative titer, you MUST receive two doses of Varicella, 4 weeks apart. ➢ **Enter date as date of last vaccination or titer draw date.** ➢ **Upload documentation of boosters, when required (unequivocal/negative titers).**
Tdap	**One of the following is required:** • One Tdap at any point (within the past 10 years) OR • A documentation of a Td or Tdap booster within the past 10 years ➢ **Enter completion date as the date vaccine administered.** ➢ **Enter expiration date as 10 years from the completion date.**

Hepatitis B Series	Non-LADPH Clinical Site requirements:
	
	One of the following is required:
	• POSITIVE antibody titer (lab report required with titer results) **OR**
	• A 3-dose series of Recombivax AB or Engerix-B (2 doses must be completed before the clinical) **OR**
	• A 2-dose series of Heplisav-B, 4 weeks apart **OR**
	➢ A signed declination waiver (for medical reasons only). Must include documentation from the provider for a medical reason. The form is in EXXAT PRISM.
	    o **Declination waivers not acceptable at Kaiser.**
	    o **Enter completion date as date of last vaccination or titer result.**
	==**LADPH Clinical Site Requirement:**==
	• POSITIVE antibody titer (lab report required with titer results)
	➢ **Enter date as date of titer draw date.**

Flu Vaccination	**One** of the following is required: A documentation of a flu shot administered during the current flu season. Document uploaded must include date vaccine administered and administered by. Receipts are NOT accepted. ➢ Enter completion date as the date flu vaccine was administered. ➢ Enter expiration date as August 31st of the year following vaccine date. OR • Completed and signed flu vaccine waiver/declination (for medical reasons only). Form located on EXXAT PRISM website.

COVID Vaccination
• **Required for all clinical sites.**
• **Waivers accepted by CSUDH are <u>not</u> accepted by clinical partners/sites.**
	• Please upload proof of COVID - 19 vaccination.
	    o 2 doses of Pfizer or Moderna
	    o 1 dose of Johnson & Johnson
	    o Booster (per CDC guidelines)
	• Document must include manufacturer's name and date vaccine administered.
	• Enter completion date as date of the last dose administered.

CPR Certification	Must be the **American Heart Association** BLS course (not Heartsaver course). Upload the front and back of the card. The back of the card must be signed OR Printout of an e-card or certificate is acceptable. CPR that expires during the clinical rotation will need to be renewed prior to the start of the semester.

	➢ Enter completion date as issue date listed on the card/certificate. ➢ Enter expiration date as renewal date listed on the card/certificate.
HIPAA	Submit a certification of completion from an employer **OR** CSUDH: https://www.csudh.edu/son/info/hipaa-precautions ➢ <mark>LADPH</mark> students must complete online modules provided/required by LADPH. ➢ Enter completion date as listed on the certificate.
Universal Precautions and Blood-borne Pathogens	Submit a certification of completion from an employer **OR** https://www.csudh.edu/son/info/hipaa-precautions/ ➢ Enter completion date as listed on the certificate.
RN License	Upload your current, unencumbered Registered Nursing license in the State of California Proof of online verification of the license is accepted – BreEZe. **Interim Permits (IP) are not acceptable**. ➢ **Enter expiration date as the date on the license.**
Proof of CA Driver's License	Only when required by the site. ➢ <mark>LADPH</mark> Requirement.
Proof of Car Insurance	Only when required by the site. ➢ <mark>LADPH</mark> Requirement.
Learning Contract	Only for those who are on Preceptor Track.
Background Check	Only when required by the site.
Drug Screen	Only when required by the site.
Fit Test	Only when required by the site. ➢ <mark>LADPH</mark> Requirement.

References:
https://www.cdc.gov/vaccines/adults/rec-vac/hcw.html
https://www.cdc.gov/tb/topic/testing/healthcareworkers.htm

B. **Other Clinical Forms**

Other forms you may need in your clinical course are listed below. These forms are found at
https://www.csudh.edu/son/clinical/
<mark>*(Note: This section does not apply to BSN 423 students placed at LADPH)*</mark>

1. **Clinical Hours-Activity Tracking Log –** Students are required to submit the completed log to their preceptor.
2. **Midpoint Progress Note** -- Check on Canvas or check with your instructor at the first week of the semester.
3. **Preceptor Assessment of Student Progress Form --** The preceptor will complete and email the form along with the Clinical Hours-Activity Log to the instructor The instructor will upload the form and the log to CANVAS,
4. **Student Evaluation of Preceptor Form --** You need to complete and submit this form to CANVAS once you complete the clinical hours.

Procedure:
Upload all required Clinical Clearance documents. Smartphone scanner apps are typically available at no charge and convert images to PDF: TinyScanner, Genius Scan, etc.

THE LEARNING CONTRACT PROCESS

The student develops the Learning Contract in collaboration with the instructor and the preceptor. Part of this process involves the student first identifying her or his own goals and learning needs, as well as preferred learning style. The student combines the required course goals and competencies with personal goals to develop an individualized educational experience. The student then collaborates with the instructor and preceptor to select and design the learning activities that will lead to the achievement of goals and objectives. ***Please refer any course related questions to your BSN 423 faculty.***

At the end of the course, 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 performance evaluation that is submitted to EXXAT PRISM for the instructor to review for consideration in determining the final grade.

Students also evaluate the precepted experience using the Student Evaluation of Preceptor form.

Students are encouraged to improve their learning experience by using the following strategies:
- Developing supportive relationships.
- 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.

Learning Contract & Objectives*:
1. The Learning Contract & Objectives form for BSN 423 provided by SON can be found on EXXAT PRISM. BSN 423 has specific Learning Contract & Objectives Form (BSN 423). Please complete the learning contract and objectives in EXXAT PRISM.
2. Collaborate with the preceptor and fill out page 1 and the *Learning Activities* and *Evaluation Measures* column prior to uploading to EXXAT PRISM. Meeting with the preceptor to create a proposed Learning Contract is **not** counted towards clinical hours.
3. If the Learning Contract & Objectives form is initially reviewed and signed by the facility clinical coordinator or main preceptor, you must discuss and share your Learning Contract with each designated preceptor.

Other Documents Required by the Agency:
In case the agency requires you to submit additional documents, you will submit the documents to EXXAT PRISM under the *Agency Required Documents*.
Please note: The LADPH requires additional documents with specific instructions for submission.

*San Diego area students *should contact their preceptor prior to ordering because a different system may be used by hospitals in that area. **

Learning Activities

Learning activities must fit with the course objectives and outcomes, the student's goals, the agency's clinical resources and opportunities, and the specific role that the student is studying.

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

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

Examples of Appropriate Learning Activities	Examples of Unacceptable Learning Activities
Preparation for patient/family contact at the agency, at off-site clinics, or in-home visits.	Library and research time spent in preparation for the clinical experience.
Actual time spent at the agency or home visits in interaction with patients and families.	Writing reports and papers, or other course assignments.
Records review and patient care and clinical interventions.	Travel to and from the clinical site, or to and from home visits, or to class meetings.
Documentation of care-related activities.	Lunch or coffee breaks or time waiting for the patient to arrive.
Implementation and evaluation of clinical plans.	Preparation time for class meetings or online discussions.
Gathering data about the community or collaborating with other health professionals on issues related to patient care, community health, and healthcare services delivery.	Time for which a student receives monetary compensation. Research (such as a library search) that is done at home cannot be counted as clinical hours as no agency is needed to perform those tasks.
	Reviewing media or doing assigned readings.

CONFIDENTIALITY, ETHICS AND PROFESSIONAL BEHAVIOR

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. 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.

Ethics/Unlawful Solicitation:
Students must practice in role performance courses according to the ANA's Code for Nurses with Interpretive Statements (2015). 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, document learning activities, 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. No faculty or student may engage in solicitation at any clinical site. Solicitation shall include, but is not limited to, promoting, advertising, selling, or distributing any product or program.

Nursing Appearance Policy:
For the duration of all clinical role performance courses, students must recognize that they are ambassadors of the nursing profession in general and CSUDH in particular. Our aim is to meet the needs of the community, whether our patients or our clinical partners, through an adherence to time-honored standards of professionalism and conduct. Appearance, being above all else clean and safe, must serve to emphasize our professional role and not our individuality.
The specific agency policy for dress and appearance must be adhered to by students preparing for or engaging in clinical hours at the agency. Agency specifics shall be discussed with the facilitating preceptor or instructor prior to the beginning of the first clinical. Students must dress in a manner that is appropriate to the practice setting (e.g., nursing scrubs, long pants, shirts/blouses). Tights, shorts, short skirts, tank-tops, and flip-flops are not appropriate.

Student ID Card:
Students are required to wear the CSUDH ID Badge. This is critical in case of emergency/disaster event occurs. Please find the ID Card Request form on the SON website under Miscellaneous BSN/MSN Forms: https://www.csudh.edu/son/forms/ and follow the instructions on the form.

Social and Electronic Media Policy:
Students, faculty, and staff of CSUDH, College of Health, Human Services and Nursing (CHHSN), School of Nursing shall not post or contribute any inappropriate content to any social networking, or other internet sites (e.g., Facebook, Twitter, Smart phone texting, Instagram) Inappropriate content includes but is not limited to patient information, stories or pictures related to patients or families cared for during clinical, and information related to health care agencies, co-workers, faculty and/or managers. Information should not be shared with family members, friends, or posted on social media even if names or other identifying information are not used. Absolutely no pictures should be taken, saved, forwarded, or posted of patients or family members, even with their permission. Patient confidentiality must be upheld at all times. Taking pictures and videos in the classroom and/or student lab on campus may be allowed at the discretion of the faculty.

Students who violate this policy can be fined for a HIPAA violation*, and/or sued independently for breach of confidentiality or for ruining the reputation of patients, family members, faculty, or co-workers. Inappropriate material placed on these sites may also be subject to the Universities Code of Professional Conduct Policy. Individuals or groups within the College community are not permitted to present personal opinions in ways that imply endorsement by the College.

In response to concerns or complaints or information provided by individuals, CHHSN administrators may look up profiles on social networking sites and may use the information in formal proceedings. If CHHSN administrators find the information to be in violation of this policy, it may lead to suspension or dismissal from the College.

All cell phones and social media devices should be turned off during class and clinical time. Cell phones may only be used during breaks and mealtimes (if mealtime is not utilized as part of clinical time for conference). They may not be used in hallways or patient rooms.
With permission from the faculty, cell phones may be used for research, data collection, or in family emergency situations in designated areas.

* HIPAA noncompliance fine is based on the level of negligence with a maximum penalty of $1.5 million per violation (U.S Department of Health and Human Services, 2013).
Reference:

U.S Department of Health and Human Services. (2013). *New rule protects patient privacy, secures health information.* Retrieved from http://www.hhs.gov/news/press/2013pres/01/20130117b.html

ROLES AND RESPONSIBILITIES OF PRECEPTORS, INSTRUCTORS, & STUDENTS

Role of the Preceptor	Role of the Instructor	Role of the Student
The preceptor functions as a guide, resource person, and consultant as well as a clinical role model for the student. The preceptor must, in the judgment of the course instructor, be able to provide a learning environment in which the student can participate in the learning activities required to attain course outcomes. Specific preceptor responsibilities and activities include: • Completing with the student the Learning Contract and submitting a curriculum vitae or resume if required. • Reviewing the student's individual Learning Contract to determine how the course and student objectives can be met given the agency's mission and resources. • Orienting the student to the clinical facility, personnel, policies, procedures, and the goals and philosophy of the agency. • Informing the student of potential learning opportunities available in the agency.	The role of the faculty instructor in ensuring a successful student/ preceptor relationship is a vital component of the clinical education experience. The instructor teaches the role performance course, assists, if necessary, in making arrangements for and approving the selection of the preceptor, and oversees the student's performance and clinical experience. She or he works with the student and the preceptor to structure the learning experience and develop the Learning Contract. The instructor also: • Verifies the student's submission of the required preclinical documents and other requirements. • Monitors and assesses appropriate precepted learning experiences to facilitate the student's achievement of the course objectives. • Communicates as needed with the preceptor regarding student progress and learning needs. • Is available to resolve problems if they arise.	Faculty instructors and preceptors 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. The student is expected to: • Identify an appropriate contracted agency to complete the clinical requirements; if there is no appropriate agency, identify an agency to begin a contracting process with. • Identify a preceptor; have agency and preceptor approved by the instructor. • Complete health and other documentation requirements.

• Maintaining verbal and/or written communication with the course instructor when needed. • Conferring with the student on a regular basis regarding progress toward meeting Learning Contract objectives and completing the learning activities as planned. • Providing the instructor with a written assessment of the student's progress.	• Is responsible for evaluating the student's work and assigning a final grade after receiving the preceptor's written evaluation. Faculty members who teach sections of the role performance courses may be full-time or part-time instructors. The content expert for each role performance course is the faculty member who has the responsibility to coordinate the sections of the course and serves as a resource to the instructors and preceptors in those sections. The roles of the instructor and the preceptor are collaborative and complementary in the School's *Preceptor Model*.	• Develop the Learning Contract with preceptor and submit for instructor approval. Complete expectations noted in the syllabus.

General Information:

1. The preceptor will be oriented to the preceptor role and the role performance course via the clinical handbook weblink you have provided and by questions posed to the clinical instructor.
2. It is your responsibility to arrange an initial meeting with your assigned preceptor. This conference will assist you in determining which learning experience(s) available at the agency might be useful in constructing your Learning Contract. The Learning Contract approved by your instructor and preceptor will help guide your experience. Remember, the Learning Contract must be posted to EXXAT PRISM to be approved by your instructor.
3. Students will need to meet several times with your preceptor to discuss progress toward completing your Learning Contract. Either you or your preceptor can initiate these conferences.
4. Your preceptor will assess your progress at the end of the course and provide written feedback via "Preceptor Assessment of Student Progress" form to your instructor (https://www.csudh.edu/son/forms/). The preceptor is encouraged to share her or his findings with you.

PROBLEM RESOLUTION PROCESS

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

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