

Bachelor of Science in Nursing

CLINICAL HANDBOOK



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

Copyright 2016 by the CSUDH School of Nursing

Updated January 2019

By

Cathy Andrade, DNP, MSN, RN

Martha Boughen, RN, MSN

Kathleen Chai, PhD, MSN, CNE, CPHQ, FNAHQ

Dale Mueller, EdD, RN, NEA- BC

Nop Ratanasiripong, PhD, RN, CNE

Sharon Tipple, RN, MSN

TABLE OF CONTENTS

Topic	Page
Program Overview	2
Expectations for Students	2
Clinical Placement Process	4
Preceptor Qualifications/Course Requirement	9
Clinical Clearance Process/Certified Background Check	13
The Learning Contract Process	18
Confidentiality, Ethics and Professional Behaviors	20
Roles and Responsibilities of Preceptors, Instructors, and Students	22
Problem Resolution	23

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 or preceptors, and mentors to our students who are seeking to advance their careers. In partnership with the program faculty, they are making a most valuable contribution to the next generation of BSN nurses.

The purpose of the *RN to BSN Clinical Handbook* is to provide an orientation to the roles and responsibilities of the student, preceptor, and instructor in the BSN program clinical courses. Whether you are an instructor, preceptor or student, please read the *RN to BSN Clinical Handbook* carefully to understand the roles of each and the interactions among all that are required for successful learning in 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 at <https://www.csudh.edu/son/faculty-staff/>

For other questions or concerns, please contact *RN-BSN Program Coordinator*:

Cathy Andrade, DNP, MSN, RN
candrade@csudh.edu

PROGRAM OVERVIEW

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

The curriculum is delivered in classroom-based, web-based (online), or a mix of the two (hybrid) courses on the Internet. Classroom-based courses are taught throughout California in health agency rooms, on weekends, weekdays, and evenings to accommodate students near work or home settings. Web-based courses are available to students within and outside the state, wherever they have Internet capability, through the Blackboard application. Class size varies depending on the nature of the course. For example, the faculty instructors teach the clinical theory and role performance courses to a section of up to 20 students. In these courses, the faculty works together with individual students and their preceptors to define individual learning needs, establish learning goals, design learning activities, and evaluate the learning outcomes.

The School maintains affiliations with a wide variety of healthcare agencies. The clinical sites for role performance vary according to the course requirements and may include hospitals, medical centers, home health agencies, public health departments, schools, workplace wellness centers, health maintenance organizations, and other community-based programs.

EXPECTATIONS FOR THE STUDENTS

The School of Nursing students lead very full lives and may have difficulty making their educational studies a priority at all times. Our students are seeking educational opportunities that meet their own goals and build on their previous personal and professional experience. They are adult learners.

The faculty expects students who are adult learners to be self-directed and internally motivated. The faculty recognizes that as adult learners mature, they become more diverse and vary widely in learning styles, motivation, prior experience and patterns of participation in educational programs. Therefore, our programs use the learning strategies that meet the adult learner's need to participate in defining needs, goals, activities, and evaluation of outcomes.

Faculty 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.

CLINICAL PREPARATION/PREREQUISITES

Advance planning is necessary to ensure a smooth entry into a role performance course. Prior to taking the role courses, the student must satisfy all prerequisites. Before you can take these clinical courses, you must complete the following requirements:

- Registered Nurse licensure in the United States, unencumbered, unrestricted, with no disciplinary action, including probation.
- BSN 346 (Human Pathophysiology).
- BSN 380 (Health Assessment), and BSN 381 (Health Assessment-Skills Seminar).
 - **For BSN 381 (1 unit), you need to attend 2 skills-lab days**, held on campus in our Skills Lab or at a location in Southern California in person.
 - Both days must be completed for you to meet the requirements, the dates and locations of the course will be posted prior to the semester so you can sign up for a time that is suitable for you and your work schedule.
 - You should be enrolled concurrently in BSN 380 Health Assessment or have completed BSN 380 prior to enrolling in BSN 381L.

There are 2 clinical courses you need to take

- BSN 423 Community Based Nursing (2 units, with **72 precepted hours and 18 non-precepted hours**)
- BSN 451 Leadership & Management (2 units, 48 precepted hours).
- You need to take the theory course concurrently or prior to the clinical course.
 - For example, you will take BSN 422 with BSN 423, and BSN 450 with BSN 451.

1. You may find it challenging to take **more than** one clinical course in one semester. If you decide to take more than one clinical course in a semester, please consider:

- The time commitment for clinical classes that require 48-90 hours in an agency.
- If you are working and/or have other responsibilities, you may need to take some vacation time to get it all completed in the required timeframe.

2. To begin the clinical course, BSN students must complete a two-step process: (1) Securing a clinical site and (2) Passing the clinical clearance process. More details are in the following section.

CLINICAL PLACEMENT PROCESS

In order for you to secure a clinical site for your course, you need to strictly follow the detailed guideline below. Failing to adhere to the timelines and steps may cause delayed graduation and frustration. **Start Early! The middle of the previous semester is the appropriate time to begin this process.**

3 Months prior to the semester starts:

1. Review the complete clinical handbook. Before you contact a potential site, you need to be well-versed in:
 - a. The course objectives
 - b. Learning activities you need to accomplish
2. Watch “How to Find a Preceptor” video at the links below:
<http://sohstream.csudh.edu/bsn/video.html>
3. Attempt to locate potential clinical sites in your area (within 50 mile-radius) and check for the BSN clinical site lists at **<https://www.csudh.edu/son/forms/>**. Once you click on the link, scroll down to the “RN to BSN Clinical Resources and Forms” and look for the Clinical Site Lists.
 - a. There are 4 specific lists of clinical sites (BSN 423, and BSN 451. Some sites may accept students for more than one course. For example-
 - A clinical site is listed under BSN 423 site list, but if you can find a nurse administrator with at least a BSN degree to precept you, you can do BSN 451-Leadership and Management at this clinical site as well.
 - You cannot do two clinical courses with the same preceptor in the same semester.

NOTE:

1. Depending on feasibility, the SON may also set up a BSN 423-56 section where 12 students will be completing the hours with a clinical instructor on-site at Los Angeles Department of Public Health. If you wish to enroll in this class, you **do not** need to seek a preceptor on your own.
 2. The SON may also be able to secure over 30 clinical spots at public health-related sites such as Los Angeles Unified School District Pls check with Kathy and Karla..is this still true?, Long Beach Unified School District, CSU Long Beach Health Center, and Ventura County Public Health Department. Contact the Clinical Coordinator (sonclinical@csudh.edu) if you wish to secure a spot there.
- b. It is less challenging if you find a site with an active affiliation agreement (contract) with us.

- c. When you find a site on the list, check for the affiliation agreement's expiration date. If there is no expiration date noted, you need to contact the Clinical Coordinator at sonclinical@csudh.edu to confirm if the contract is indeed open (with no expiration date) or it is inadvertently left blank.
- d. Just because we have a contract with the agency, it does not mean they will take you. Many agencies are currently overwhelmed with clinical placement (from other nursing programs) or have new employees they need to orient. Please be patient.
- e. Carefully pay attention to the **additional requirements** noted on the clinical site list. *If you see "do not contact site directly" statement on the list, you need to contact the SON Clinical Coordinator, to make an arrangement.*
- f. You will encounter one of the 3 scenarios below:
 - If the contract is active **and** covers until your last day at the clinical site → go to **Scenario I (below)** for the step-by-step procedure.
 - If the contract is listed but expired **or** will be expired before you complete your course → go to **Scenario II (page 6)** for the step-by-step procedure.
 - If the site of your interest is not listed on the clinical site list (a "new site") → go to **Scenario III (page 7)** for the step-by-step procedure.

Scenario I: If the contract is active AND covers until your last day at the clinical site

1. Contact an appropriate person at the site and identify a preceptor to discuss learning activities based on course objectives and identify if any additional health-related documents are needed. If a contact name is not listed on the clinical site list, you may start off with a nursing education department at the organization. If there is no nursing department, ask for a nurse administrator/manager to consult on potential preceptors. The details of preceptor qualifications can be found on page 9.
2. Some sites may ask you to contact them back again when time *gets closer* so that they do not *forget*. Your part is to:
 - a. Tell them that you will do so and ask for the contact information and email to thank them for their consideration and let them know that you will email them periodically to keep in touch.
 - b. If possible before the semester starts, discuss with your preceptor the Learning Contract & Objectives, learning activities, and additional documents that the site may require so that you can submit the documents to Castle Branch (Certified Background Check) and receive feedback from the instructor once the semester starts. **You must not begin the preceptorship experience without the instructor's approval. If you start collecting the hours without the instructor's approval, you may automatically failed the course.**

3. While the SON updates our clinical lists every semester, not all sites notify us when they *change their mind*. If a site informs you that they no longer accept our students, your part is to:
 - a. Gently ask for a reason and ask if they will ever accept a student from us. If they say *no*, notify the Clinical Coordinator (sonclinical@csudh.edu) so that the clinical list can be updated. This will greatly help other students in the future.
 - b. Look for another site as soon as possible.

Note: Students who wish to obtain clinical hours with any agency in San Diego -

1. Even when the contract is active, most sites are a part of San Diego Consortium and you must be approved by the Consortium before you can start your clinical.

2. Email the Clinical Coordinator (sonclinical@csudh.edu) directly to check if your site is a part of the Consortium. If so, the Clinical Coordinator will work with you to get the information needed and submit the request to the Consortium on your behalf.

Scenario II: If the contract is listed, but expired OR will be expired before you complete your course

1. Contact an appropriate person at the site (e.g., a nursing education dept., a nurse administrator) and inform them that CSUDH has the clinical affiliation agreement with them, but it is expired/close to being expired. Ask if they will accept you for your chosen clinical class.
2. If the site says yes, you need to:
 - a. Ask for advice to identify a preceptor. The details of preceptor qualifications can be found on page 9.
 - b. Inform them that you will request a contract renewal through CSUDH. Ask for the contact information of the agency's authorized personnel who can sign the contract (usually, it is an agency administrator). Inform them that the authorized person will receive the contract in a couple weeks.
 - c. Ask for the contact information of the person who will correspond with CSUDH regarding the contract.
 - d. Request the clinical affiliation agreement to be renewed by completing the form at <https://www.csudh.edu/son/forms/clinical-affiliation>. Complete all areas of the form including your name ID # and course, the name of the facility and exact address, the name of the Chief Nursing Officer or Administrator, their title, email address, telephone number, FAX number, and their website if they have one. **If the form is not complete, the contract will not be initiated.** Once the information has been provided, you should be receiving an email in the next 2 weeks that a contract has been sent.

The deadlines to submit your clinical affiliation request:

BSN and MSN deadline for Spring courses is November 1st

BSN and MSN deadline for Summer courses (if offered) is April 1st

BSN and MSN deadline for Fall courses is June 1st

- e. *Two weeks after you initiate the request*, follow-up with the site to determine if they have received/signed the contract. If they have not received the contract, email the Clinical Coordinator (sonclinical@csudh.edu).
 - f. Check back with the site and the school every a few weeks to get the status of the contract. **With no complications, this entire process should take 8-12 weeks. Students must not begin the preceptorship experience until the signed contract is finalized AND approval from the instructor has been obtained. If you start collecting the hours without the instructor's approval, you may automatically be failed from the course.**
 - g. The Clinical Coordinator will notify you when the contract is established.
 - h. If possible before the semester starts, discuss with your preceptor the Learning Contract & Objectives, learning activities, and additional documents that the site may require so that you can submit the documents to Castle Branch and receive feedback from the instructor once the semester starts.
 - i. The first week of school, inform your instructor of the contract status. Often times, the contract may be delayed. Consult with your instructor for *plan B*.
3. If the site informs you that they no longer accept CSUDH students, your part is to:
 - a. Gently ask for a reason and ask if they will ever accept a student from us. If they say *no*, notify the Clinical Coordinator (sonclinical@csudh.edu) so that the clinical list can be updated. This will greatly help other students in the future.
 - b. Look for another site as soon as possible.

Scenario III: If the site of your interest is not listed on the clinical site list (a new site)

1. Consult with the Course Content Expert (CCE) for appropriateness of the potential site and/or preceptor.

Course Content Experts:
BSN 423- Nop Ratanasiripong nratanasiripong@csudh.edu
BSN 451- Dale Mueller dmueller@csudh.edu
2. Contact an appropriate person at the site (e.g., a nursing education dept., a nurse administrator) and ask if they will accept you for your chosen clinical class.

3. If the site says *yes*, you need to:

- a. Ask for advice to identify a preceptor. The details of preceptor qualifications can be found on page 9.
- b. Inform them that you will request the contract initiation through CSUDH. Ask for the contact information of the agency's authorized personnel who can sign the contract (usually, it is an agency administrator). Inform them that the authorized person will receive the contract in a couple weeks.
- c. Ask for the contact information of the person who will correspond with CSUDH regarding the contract—you need this information when you do the next step.
- d. Request for the clinical affiliation agreement to be initiated by completing the form at <https://www.csudh.edu/son/forms/clinical-affiliation> Complete all areas of the form including your name ID # and course, the name of the facility and exact address, the name of the Chief Nursing Officer or Administrator, their title, email address, telephone number, FAX number, and their website if they have one. **If the form is not complete, the contract will not be initiated.** Once the information has been provided, you should be receiving an email in the next 2 weeks that a contract has been sent.

The deadlines to submit your clinical affiliation request are:

BSN and MSN deadline for Spring courses is November 1st

BSN and MSN deadline for Summer courses (if offered) is April 1st

BSN and MSN deadline for Fall courses is June 1st

- e. *Two weeks after you initiated the request*, follow-up with the site if they have received/signed the contract. If they have not received the contract, email the Clinical Coordinator (sonclinical@csudh.edu).
- f. Check back with the site and the school every a few weeks to get the status of the contract. **With no complications**, this entire process should take 8-12 weeks. **Students must not begin the preceptorship experience until the signed contract is finalized AND approval from the instructor has been obtained. If you start collecting the hours without the instructor's approval, you may automatically be failed from the course.**
- g. The Clinical Coordinator will notify you when the contract is established.
- h. If possible, before the semester starts, discuss with your preceptor the Learning Contract & Objectives, learning activities, and additional documents that the site may require so that you can submit the documents to Castle Branch and receive feedback from the instructor once the semester starts.
- i. The first week of school, inform your instructor the contract status. Often times, the contract may be delayed. Consult with your instructor for *plan B*.

PRECEPTOR QUALIFICATIONS & COURSE REQUIREMENTS

In most settings, it is the student's responsibility to identify a preceptor. However, a few settings require that someone from the facility find the preceptor. The best approach is to ask what the agency policy is.

It is also the student's responsibility to set a meeting with the preceptor to discuss the Learning Contract and Objectives - <https://www.csudh.edu/son/forms/>. In some courses, students may discuss agency and preceptor options with the faculty instructor once the semester begins or prior to the semester with the Course Content Expert.

Each course has specific requirements for learning activities and preceptor qualifications. Therefore, the process and timing for obtaining preceptors differ, depending on the course and the location of the student. However, 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 particular 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 remuneration for participation in the student's learning experience. **Note: In some circumstances, students may seek preceptorship with their current employer. However, students must not collect the clinical hours within her/his own department. A student's direct manager/supervisor or co-worker are not qualified to precept no matter what degree or nursing experience they may have. In addition, 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 and fairly.

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

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.

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 – 72 hours must be from precepted experience (e.g., hands-on care, guiding, supporting, and teaching) and 18 hours may be from non-precepted experience (e.g., simulation, case study, service learning, and observational activities) as explained in detail in the syllabus.

Students need to complete one 8-hour day/week for 9 weeks. The exception is if you are working with a preceptor who works at different hours, you then can alter the hours according to your preceptor's schedule. However, the students cannot collect more than 16 hours/week.

Any other arrangement needs to be approved by the instructor. Sometimes RN students 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- 56 where the instructor is onsite with you.*

For 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, HIV clinics, community education, 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).

The objectives for the course: 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.

* Students admitted **prior to Spring 2016** may be qualified to make the request to change the catalog year if they have not taken either BSN 410/411L OR BSN 420/421L.

1. Students wishing to change the catalog year must first discuss with the major advisor (bsnmajoradvising@csudh.edu) who may consult further with a BSN Program Coordinator.

Advisement notes will be made on mycsudh.edu for the record.

2. If the student is qualified to take BSN 422/423L instead of BSN 410/411L and BSN 420/421L, the student will be instructed to:
 - i. Email the California RN license number to a designated supporting staff at SON (sondepartment@csudh.edu) to earn 6 units of NCLEX credit. The same procedure to obtain the NCLEX credit as noted above will be applied.
 - ii. When the students apply for graduation, they need to fill out and submit the Change of Catalog Year (<https://www.csudh.edu/son/forms/>) to the major advisor who will approve and forward the form to University Advisement Center advisor.
3. The University Advisement Center will review and sign-off the request as appropriate.

If students have taken BSN 410 and 420, but have not taken 411L and 421L, they may be qualified to request for course substitution to take BSN 423 in lieu of BSN 411L and 421L as long as they have sufficient units to graduate (120 units).

BSN 451- Leadership & Management Role Performance (2 units)

BSN 451 is the complement to BSN 450 Nursing Leadership and Management and is highly recommended be taken concurrently with BSN 450 (or after). A minimum of 48 clinical hours is required. The hours can be collected consecutively (more than one day/week). Completion of the *Clinical Hours-Activity Tracking log* is required.

The clinical performance of this course can be done in any of the contracted agencies in the current Home Health/Hospice, Public Health, and Leadership/Management lists. They can be hospitals, home health or other agencies. The preceptor for this clinical experience must hold a BSN or higher in nursing and must be currently employed in a nursing leadership or management position (e.g., staff evaluation, staff scheduling and management, budgeting).

Other non-nursing degrees (MPH, MBA, MD, etc.) are not qualified. For nursing college/university agency setting, you must seek a preceptor who works in nursing education administration position (e.g., Dean, Chair, and Director of School of Nursing/ Nursing Department) and you need to collect the clinical hours within the college/university premises. Attending nursing leadership meetings/conference with the preceptor is encouraged. Accompanying a faculty member to a hospital venue for the nursing leadership field experience is not acceptable. In addition, direct patient care hours may not be counted toward the clinical hours in this course since it will not help the student to meet the course learning objectives.

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

The learning objectives of this course include:

The student will apply management/leadership skills and techniques to formulate a plan for change that is designed to resolve an organizational, leadership, or management problem in a specific practice setting. The student and preceptor will enable learning opportunities during a planned clinical experience in several content areas as listed below such that the preceptor will provide an evaluation of stated learning outcomes.

- Leadership, management, and followership

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

development activities (e.g., designing in-services with a staff developer as preceptor) are not acceptable for this course.

CLINICAL CLEARANCE PROCESS

In 2012, SON began using Certified Background Check (<https://www.certifiedbackground.com/>) as known as Castle Branch (<https://www.castlebranch.com/>) to centralize the required documents for clinical classes. You are able to create a profile for multiple instructors to review, thereby decreasing duplication of efforts and documentation.

A. Clinical Clearance Documents-
Start submitting these documents two months before the semester starts.

VACCINATIONS:
1. Measles, Mumps & Rubella (MMR) –
<p>a. There must be documentation of ONE of the following:</p> <ul style="list-style-type: none"> i. Two doses of MMR. ii. Laboratory confirmation of disease or immunity. Positive antibody titer for Measles, Mumps & Rubella. IgG's results must be reported. <ul style="list-style-type: none"> 1. If you have received two doses of MMR and report an equivocal or negative titer, there is no need to repeat the vaccine. 2. If you have NOT received two doses of MMR and report an equivocal or negative titer, you MUST receive two doses of MMR, 28 days apart. No follow up titer is needed.
2. Varicella (Chicken Pox) –
<p>a. There must be documentation of ONE of the following:</p> <ul style="list-style-type: none"> i. Two doses of Varicella Vaccine. ii. Laboratory confirmation of disease or immunity. Positive antibody titer (lab report required) for Varicella. IgG results must be reported. <ul style="list-style-type: none"> 1. 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.
3. Hepatitis B –
<p>a. There must be documentation of ONE of the following:</p> <ul style="list-style-type: none"> i. Three dose Hepatitis B series WITH Positive antibody titers. Typically scheduled 1-2 months after dose #3. Hep B AB (antibody) titers must be reported. <ul style="list-style-type: none"> 1. If the titer is negative, you should complete another 3 dose series, with titer drawn 1-2 months after dose #3. <ul style="list-style-type: none"> a. If titer remains negative, you are considered a non-responder. No further testing needed. ii. Signed declination waiver
4. Tetanus, Diphtheria & Pertussis (Tdap)
<p>a. There must be documentation of ONE of the following:</p> <ul style="list-style-type: none"> i. Tdap within last 10 years. ii. One time vaccination of Tdap (at any point) AND Td booster within the last 10 years.
5. Influenza:
<p>a. There must be documentation of the following:</p> <ul style="list-style-type: none"> i. One dose of influenza vaccine annually.

Center of Disease Control and Prevention, (2011). *Immunization of Health-Care Personnel: Recommendations of the Advisory Committee on immunization practices*. Retrieved from <http://www.cdc.gov/mmwr/pdf/rr/tr6007.pdf>
Immunization Action Coalition. (2014). *Healthcare worker immunization requirements*. Retrieved from <http://www.immunize.org/catg.d/p2017.pdf>

READ this “Titer and Vaccination Explanations” link* below to save you time and money

https://web.csulb.edu/colleges/chhs/departments/nursing/docs/TiterandVaccinationInformation_00.pdf

*This link was created by CSU-Long Beach

TB Skin test (TST):

There must be documentation of ONE of the following:

- 1 step TB Skin Test (TST) or if required by your clinical site, 2 step TST (1-3 weeks apart).
- 2 consecutive annual TSTs (no more than 12 months between tests AND at least one being within the last 12 months).
- TB blood test (QuantiFeron Gold Test or T-spot).
- 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.

CPR Certification:

CPR Certification: Must be the American Heart Association BLS course (not Heartsaver course). A copy must be front and back of the card, it has to be signed.

HIPAA Certification:

Submit certification of completion from an employer OR <https://www.csudh.edu/son/info/hipaa-precautions/>

Universal Precautions and Blood Borne Pathogens:

Submit certification of completion from an employer OR <https://www.csudh.edu/son/info/hipaa-precautions/>

RN License:

Submit verification of RN licensure through the state website http://www.rn.ca.gov/online_services/perm-verif.shtml

Learning Contract & Objectives:*

1. The Learning Contract & Objectives form provided by SON can be found at <https://www.csudh.edu/son/forms/>. Each course has its specific Learning Contract & Objectives Form (BSN 423, and BSN 451).
2. You need to discuss with the preceptor and fill out page 1 and the “Learning Activities” and “Evaluation Measures” columns before you upload the form to CB. 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 clinical coordinator or main preceptor, you must discuss and share your Learning Contract with each designated preceptor.

Preceptor Resume or CV:

1. **BSN 423** -- You do not need to submit the Preceptor Resume or CV.
2. **BSN 451** -- You need to submit the Preceptor Resume or CV to Certified Background Check.

Other Documents Required by the Agency:

In case the agency requires you to submit additional documents, you will submit the documents to CB under the “Agency Required Documents.”

A. Castle Branch (CB)

Ordering:

You will submit the CSUDH required clinical documents (above) and additional requirements specified by the clinical agency via a secure online service - <https://www.castlebranch.com/>

Various packages have been set up for the student to purchase only the components that are needed. **All students must order the Document Tracker and Professional License Verification (CQ90im).** The Document Tracker will remain available to you throughout the entire program without additional cost.

If the clinical agency requires a background check and/or drug screen, those items must also be ordered. **San Diego area students** should contact their preceptor prior to ordering because a different system is used by hospitals in that area.

Package	BSN
Document Tracker and Professional License Verification (\$43)	CQ90im
Background Check only (\$43, optional)	CQ90bg
Drug Test only (\$35, optional)	CQ90dt
Professional License Verification only (for license renewal, \$8, optional))	CQ90L

Procedure:

1. Go to <https://www.castlebranch.com/>
2. In the “Place Your Order” area of the website, insert the appropriate package code. 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. Use the same name (first name, middle initial, last name) and email address in all packages you order. *However, be sure to inform your instructor if the last name you are using in Certified Background is different from the last name that is listed on the course roster.*

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 CB account. This echain will explain where you need to go to complete your drug test (LabCorp sites).
5. Once you know which courses you'll be enrolled, you'll need to order the corresponding course document manager. This is where the clinical agency is listed, and the completed Learning Contract is posted. To place a new order once you're logged into your profile, just click on the "Place Order" button located on the top right side of the screen. Use the same name (first name, middle initial, last name) and email address in all packages you order. You'll then be asked to type in your package code. There is no additional cost on this order. Based on which course you're taking type in one of the four package codes:

If you are enrolled in BSN 423 use the code: CQ90bsn423

If you are enrolled in BSN 451 use the code: CQ90bsn451

6. Read the "How to Upload Documents to CB" file. Click on the embedded file below.
NOTE: You can upload more than one document at the same time.



How to Upload Documents to CB.d

7. Upload all required documents (e.g., vaccination/TST record, HIPAA, Universal Precaution, CPR certificate, RN license verification). Faxing the document is another alternative as noted in the "How to Upload Documents to CB" file above. One more alternative- Depending on your scanner, when a document is scanned, each page may be saved as a separate file. Full version of Adobe acrobat could merge files. But if you do not have an access to one, you may print all documents. Then, you scan them and save in Jpeg format as pictures. Then, you post the pictures into one MS word file, and convert it to pdf. However, the major issue is the loss of quality of the document.
8. In the "clinical affiliation site" box, type the clinical site name. **Don't abbreviate. Also, include the current status of your site contract by indicating one of these following conditions:**
 - **Active contract**

- **Expired contract but a renewal request has been made.**
- **New site- request for the affiliation agreement initiation has been made.**

Should you need to update the clinical site information (e.g., the contract cannot be established, the preceptor is no longer available), you can request the CB to “reset” the item and then enter in the new site information.

Results:

Your results will be posted directly to your CB account and will be reviewed by the Certified Background staff. 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 “Pending” 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. When a document has been approved the word **Complete** will be next to it.

There are 3 possible results of your clearance submission:

- **Complete** --> you are good to go.
- **Rejected** --> you need to upload new files that will satisfy the requirement.
- **Pending** --> you need to wait. However, if you inadvertently submit an incorrect document, you can ask CB representative to clear the document so that you can re-submit.

CSUDH advisors and instructors can also securely view your results online with their unique username and password. You do NOT need to share your file with the instructor. If requested by the agency, the “share” function could be used for your potential employers to give them access to your information on the Certified Background Check website.

NOTE: The instructor will review the Learning Contract & Objectives and preceptor’s CV (for BSN 451). Most instructors do this within the first 1-2 weeks of the semester. You can check back in the CB website again during the first week to see if you are cleared. If not, you can contact the instructor to seek guidance. **Do remember, you cannot start your clinical hours until you are approved by the instructor (who has the final say). If you start collecting the hours without the instructor’s approval, you may automatically be failed from the course.**

Need Help?

If you need assistance please contact **Certified Profile at 888.723.4263 x 7196 or cpservicedesk@certifiedprofile.com** and a Student Support Representative will be available **Monday-Thursday 8am-8pm, Friday 8am-8pm & Sunday 10am-6:30pm EST.**

B. Other Clinical Forms

Other forms you may need in your clinical course are listed below. These forms are NOT submitted to the CB.

1. **Clinical Hours-Activity Tracking Log** -- You need to submit the complete log via the Blackboard.
2. **Midpoint Progress Note** -- Check on the Blackboard or check with your instructor at the first week of the semester.
3. **Preceptor Assessment of Student Progress Form** -- The preceptor will mail or email the instructor the completed, signed form at the end of your clinical hours.
4. **Student Evaluation of Preceptor Form** -- You need to complete and submit this form to the Blackboard (under Assignment Link) once you complete the clinical hours.

You can access to these forms on the SON website at <https://www.csudh.edu/son/forms/>

NOTE: You do not need to complete form #1, 2, 3, and 4 if you take a clinical class with an onsite instructor (e.g., BSN 423-56).

THE LEARNING CONTRACT PROCESS

The student develops the Learning Contract together 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.

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 written performance evaluation that is returned to the instructor 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.

- Rewarding themselves each step along the way.
- Keeping their eye on the prize—graduation!

Learning Activities

Learning activities must fit with the course objectives and outcomes, the student’s goals, the agency’s clinical resources and opportunities, and the specific role that the student is studying. The instructor and preceptor must approve the student’s learning activities that take place during clinical performance hours. 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:

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, 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.

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 day (Approved by faculty on 8/22/12).

Students must dress in a manner that is appropriate to the practice setting (e.g., nursing scrubs, long pants/blouses). Tights, shorts, short skirts, tank-tops, and flip-flops are not appropriate.

In addition, students are requested to wear the CSUDH ID Badge. This is critical in case of emergency/disaster event occurs. A CSUDH Identification card, available from the Admissions and Records office, can be placed in a badge holder. If you are unable to come to the campus, you need to call the Admissions Office at 310-243-3645 to make an arrangement. If you come in person, you usually receive the photo ID on that day. If the process is done distantly, it may take 7-10 business days before you receive the ID card.

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, MySpace, 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 picture and video 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 breaching 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 meal time (if meal time 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 situation 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
<p>The preceptor functions as a guide, resource person, and consultant as well as a clinical role model for the student. The preceptor must, in the judgment of the course instructor, be able to provide a learning environment in which the student can participate in the learning activities required to attain course outcomes. Specific preceptor responsibilities and activities include:</p> <ul style="list-style-type: none"> • 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. • Maintaining verbal and/or written communication with the course instructor when needed. 	<p>The role of the faculty instructor in ensuring a successful student/preceptor relationship is an important component of the clinical education experience. The instructor teaches the role performance course, assists if necessary in making arrangements for and 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:</p> <ul style="list-style-type: none"> • 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. • Is responsible for evaluating the student's work and assigning a final grade after receiving the preceptor's written evaluation. <p>Faculty who teach sections of the role performance courses may be full-time or part-time instructors.</p>	<p>Faculty instructors and preceptors try to incorporate and build upon the assumptions that the adult learner:</p> <ul style="list-style-type: none"> • Is self-directed. • Has accumulated experiences that serve as a resource for learning. • Has a need to relate learning to real-life situations. • Wants to apply newly acquired knowledge and skills immediately. <p>Incorporation of these assumptions into the educational experience facilitates and enhances learning and satisfaction.</p> <p>The student is expected to:</p> <ul style="list-style-type: none"> • Identify an appropriate contracted agency to complete the clinical requirements; if there is no appropriate agency, identify an agency to begin a contracting process with. • Identify a preceptor; have agency and preceptor approved by the instructor. • Complete health and other documentation requirements. • Develop the Learning Contract

<ul style="list-style-type: none"> • Conferring with the student on a regular basis regarding progress toward meeting Learning Contract objectives and completing the learning activities as planned. • Providing the instructor with a written assessment of the student's progress. 	<p>The 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 <i>Preceptor Model</i>.</p>	<p>with preceptor and submit for instructor approval.</p> <ul style="list-style-type: none"> • 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 experiences 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, your Learning Contract must be posted to Castle Branch to be approved by your instructor.
3. You 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.
6. When you cannot resolve questions or issues with the student and the instructor, contact the BSN Coordinator for consultation. The Coordinators are the appropriate persons to interpret and clarify school policies.