Master of Science in Nursing
CLINICAL HANDBOOK

For

Nurse Educator Option
Nurse Administrator Option
Clinical Nurse Specialist Option

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

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Welcome to the clinical courses in the School of Nursing at California State University, Dominguez Hills (CSUDH). Our faculty instructors and preceptors join with hundreds of other nurses and health care professionals to facilitate the learning of our nursing students in professional nursing practice. We appreciate their willingness to lend their expertise as instructors or preceptors, and mentors to our students who are seeking to advance their careers. In partnership with the program faculty, they are making a most valuable contribution to the next generation of Master of Science in Nursing (MSN) nurses.

We welcome students to the “heart” of our program, the clinical courses of the MSN programs. Their performance in these courses will distinguish them among their peers as professional nurses who possess excellent knowledge and skills in their chosen role. We look forward to our graduates taking a leadership role in providing better nursing care and services for diverse populations in a variety of settings.

The purpose of the School of Nursing MSN Clinical Handbook is to provide an orientation to the roles and responsibilities of the student, preceptor and instructor in the School of Nursing clinical courses. Whether you are an instructor, preceptor or student, please read the MSN Clinical Handbook carefully to understand the roles of each and the interactions among all that are required for successful learning in role performance courses. Please note that the Family Nurse Practitioner (FNP) option has a separate Handbook on the School of Nursing Website.

OVERVIEW OF THE NURSING PROGRAMS

California State University, Dominguez Hills (CSUDH) (www.csudh.edu) is one of the most ethnically diverse universities in the country. Its mission is to provide access to students who seek education as a key to a career and personal fulfillment in a world of unprecedented challenge and change. The 365-acre campus is strategically located in the heart of a major complex of technology, industry, and transportation at the southwestern end of the Los Angeles basin in the community of Carson, California. Accredited by the Western Association of Schools and Colleges, CSUDH has developed considerable expertise in distance learning education.

Established in 1981, the School of Nursing supports the University’s mission by providing access and opportunity to students to become leaders in the nursing profession through its baccalaureate and graduate nursing programs. The BSN and MSN degree programs and certificate programs are offered throughout the state of California, as well as nationally and internationally. The School’s goal is to offer innovative nursing education that is responsive to the needs of adult learners whose time, lifestyles, and work schedules make it difficult to complete a traditional program of study on campus. The proactive curricula address the needs of society for accessible, culturally competent, cost-effective, quality healthcare for an increasingly diverse population. The programs are fully accredited by the Commission on Collegiate Nursing Education (CCNE).
The School offers the following programs for Registered Nurses:

- Bachelor of Science in Nursing
- Eligibility for Public Health Nurse Certificate
- Master of Science in Nursing, with role options as:
  - Nurse Educator*
  - Nurse Administrator
  - Clinical Nurse Specialist - Pediatric*+ and Adult-Gerontology**
  - Family Nurse Practitioner*+
- Post-Master’s Pediatric*+ and Adult-Gerontology Clinical Nurse Specialist Certificate*+
- Post-Master’s Nurse Educator Certificate*
- Post-Master’s Nurse Administrator Certificate

*Graduates of these MSN role options are eligible for national certification
+Graduates of these MSN role options are eligible for APRN certification by the California Board of Registered Nursing (BRN)
The Curriculum

The curriculum is composed of didactic courses and practice-based clinical 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/role performance courses provide opportunities for students to apply knowledge; practice skills; plan, implement and evaluate interventions and programs; and learn the full scope of the role for which they are preparing.

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 conference rooms, classrooms, and clinics on weekends and evenings to accommodate students near work or home settings. Web-based courses are available to students within and outside the state, wherever they have Internet capability, through the Blackboard application.

Class size varies depending on the nature of the course. For example, the faculty instructors teach the clinical theory and clinical courses to a section of 10-20 students. In these courses, the faculty work 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 clinical vary according to the course requirements, and may include hospitals, medical centers, home health agencies, public health departments, primary care clinics, medical practices, nursing homes, schools, workplace wellness centers, health maintenance organizations, homeless shelters, and other community-based programs. Students take an active part in choosing a site for clinical performance that is located within their community or convenient for travel from work or home. Program faculty takes responsibility for make the necessary approvals of preceptors and sites.

THE FACULTY

The members of the CSUDH School of Nursing faculty have doctoral and/or master’s degrees related to their field of nursing practice. They serve as master educators and professional mentors for students and colleagues, as well as facilitators, instructors, role models and resource persons in their particular area of expertise. The full-time faculty role encompasses teaching, scholarship, and service, including practice in their field. The part-time faculty members teach courses as in their specialty, according to the needs of the program.

As an instructor, the faculty members guide and facilitate the learning process and evaluate the students according to the course objectives and the students’ performance of the learning activities for a particular role outcome. Faculty instructors communicate directly with students and preceptors to collaboratively establish the student’s learning contract and evaluate the student’s performance.

The Director and Program Coordinators are the faculty who administer the School of Nursing programs. They are responsible for scheduling courses and overseeing the contractual arrangements with the affiliated clinical sites. Advisors oversee the different role options and advise students within the option. Together with the course faculty, coordinators and advisors implement and interpret policies and procedures pertaining to the clinical learning component of the programs.
THE STUDENT’S ROLE

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

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

Faculty 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.
Preparation

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, assemble important pre-clinical documents, and draft a learning contract. Forms and instructions are posted to the nursing website under the Forms and Clinical Handbooks link. The prerequisites for each course are listed in the University Catalog and in the course syllabi. A listing of all of the MSN role performance courses with the number of clinical performance hours required in the practice setting is provided in Appendix B. NOTE: The process for FNP students is different - refer to the FNP Handbook and FNP Role Option Eligibility form.

To begin the role option/clinical courses, graduate students must complete a two-step process: (1) establish eligibility to enroll in the role option courses and (2) submit required clinical documents (e.g. CPR training, immunity to disease, learning contract) as outlined in this Clinical Handbook.

The process must be completed the term before the student intends to begin the role option courses:

December 1st for Spring entry to the role option
May 1st for Fall entry to the role option

The Role Option Eligibility process document is located on the School of Nursing website under the forms link in the section "Miscellaneous BSN/MSN Forms."

1. **Official Role Option:** Check MyCSUDH to ensure that the role option listed (the Plan) is correct. If not, submit a Change of Objective form to the School of Nursing.

2. **MSN Coursework and Graduate Writing Assessment Requirement (GWAR/GWE):** Log into MyCSUDH. Click Student Center > click My Academics > click View My Advisement Report. This section lists the requirements for your degree including GWAR, courses, and Culminating Activity. Click on the "expand all" button so that all the areas will open up. **Print this document** -- be sure your name, student ID, GPA, and all courses are included in the print out.

3. **Plan for Completion of Clinical Hours:** This form (located in Appendix D) will assist faculty in determining that your plan to complete clinical hours is reasonable, appropriate and feasible. In the plan, discuss how you will arrange your work hours to accommodate the minimum total number of hours required for the role performance courses.

4. **Special Circumstances:**
   - **MSN Pathway:** Submit a copy of your unofficial transcript and your MSN Pathway Plan of Study to show that you have completed all BSN courses on your plan of study Open University Courses - If you took courses prior to formal admission, those must be transferred into your degree program using the Credit for Transferred Graduate Work form. Contact the Graduate Coordinator to initiate this transfer.
   - **Transfer of Graduate Courses:** Students using graduate coursework from other universities must submit a Course Substitution Petition.

5. The following courses must be completed prior to the role option courses: Advanced Pathophysiology and Advanced Health Assessment (Nurse Educator and CNS), elective (Nurse Educator), Quality Improvement (Nurse Administrator), and Advanced Pharmacology (CNS).
Clinical Document Requirements (Appendix C) will be submitted for review and storage via an online documentation service. After initial submission, only new or updated documents will need to be uploaded for subsequent role performance courses (unless the instructor notes otherwise). The service has been contracted to achieve compliance, confidentiality of student records, and secure document archival.

**Documents uploaded after the deadline will be reviewed on a space available basis. Failure to submit documents by the posted deadlines may result in the student being administratively dropped from the role option courses.**

1. Purchase the appropriate online documentation package (see Appendix C) for the clinical requirements needed by the clinical agency of your preceptorship. All students will need to purchase the minimum package of the document tracker and professional license verification. You may need to add a background check or drug screen if required by your agency.

Note: MSN Pathway students do not need to purchase a new package. The BSN package will be converted to the appropriate MSN role option package. Contact the Graduate Coordinator Dr. Terri Ares tares@csudh.edu to request the change.

2. Carefully review the descriptions for the clinical requirements. Documents will be rejected if they do not meet the requirements as defined. For example, results reflected on actual lab reports (not an employee health summary); CPR card must be signed and both front and back copied. The descriptions are provided in Appendix C and also in the online package.

3. Check with the clinical agency to determine if they have any different or additional requirements (e.g. physical exam, online orientation, confidentiality agreement). If so, those specific items must also be submitted.

4. Clinical documents can be uploaded as PDF files (other image files or cell phone photos will not be accepted) or mailed/Faxed to the service provider to be uploaded. When uploading PDF files, you will be able to submit only one file for each requirement (e.g. measles, mumps, and rubella titers will need to be combined into one file). Do not combine all of your clinical documents into one mega file to be uploaded repeatedly. The reviewers at the service (medical transcriptionists) will have too many pages to sift through and may miss your item resulting in a rejection. It is recommended that you get all of your documents arranged per the required list in Appendix C. Then you can convert them into separate PDF files. Office Supply stores can do this for you and save to a USB drive. Once the files are ready, you may upload them yourself.

Policies for Role Option/Clinical

Clinical hours may be started each semester only when:

- The student has received email confirmation from the role performance/clinical faculty that all required documents have been received and verified.
- The student has submitted the learning contract, preceptor information form, and preceptor resume/CV and they are approved by the faculty.
- The student has paid fees, registered for the course, and the first day of the semester has commenced.
Students are absolutely prohibited from starting role performance/clinical hours in advance of the semester. If the student is unable to complete clinical hours before the end of the semester, she/he may request an incomplete grade from the instructor. Incomplete grades are given at the discretion of the instructor. A contract for completion must be developed by the student and faculty (documented in the online grading system). The time allowed for the student to complete the required hours is at the discretion of the instructor; however, all clinical hours must be completed and the grade submitted prior to advancing to the next semester of the role option.

**MSN role option courses must be taken in sequence. Multiple semesters cannot be taken concurrently.**

**Preceptor Selection**

Each clinical course has specific requirements for learning activities and preceptor qualifications. Therefore, the process and timing for obtaining preceptors differs, depending on the course and the location of the student. However, the faculty **instructor must approve the selection of the preceptor and the agency before the student may begin the preceptored experience.** All students should anticipate where they would like to do their preceptorship **several semesters** before they plan to take the performance course. They may also select a particular preceptor, understanding that the faculty gives final approval of the preceptor.

Note that preceptor qualifications are outlined in **Appendix A.** Students should touch base with the Role Advisor to discuss their selection of preceptor well before the documents are due.

In some geographical areas, preceptorships need to be arranged through an education consortium. In some facilities, a coordinator in the agency needs to be contacted and in others, preceptors may be approached individually. Please refer to the “MSN Clinical List” posted on the website under Forms and Clinical Handbooks to determine if the agency/preceptor you are considering requires initial contact from CSUDH rather than from the student. Once the student receives approval, he/she may contact the preceptor to schedule a meeting to discuss the learning objectives, activities, outcomes, and time frame for completing the course requirements.

**Clinical Site Affiliation Contracts**

An affiliation agreement is required between clinical sites and the University. A master list titled "MSN Clinical List" is provided online under the Forms and Clinical Handbooks link. Agreements can take months to complete and **students may not begin the preceptored experience until the signed agreement is finalized.**

Refer to the "How to Request a Clinical Affiliation Agreement" in the forms section if you will need to request an agreement. Requests are made via an online form.
Learning Process

The student develops the learning contract together with the preceptor and instructor. Part of this process involves the student in identifying her or his own goals and learning needs, as well as preferred learning style. The student combines the required course learning objectives (outlined in Appendix A) and competencies with personal goals to develop an individualized educational experience. The student then collaborates with the preceptor to select and design the learning activities that will lead to achievement of goals and objectives. Signature of the learning contract by the preceptor indicates he/she has reviewed the entire document. The student shall provide a copy of the learning contract and syllabus to the preceptor.

The preceptor completes a written performance evaluation that is returned to the instructor for consideration in calculating the final grade. In some courses the students also evaluate the preceptored experience using standard evaluation forms.

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. In addition, the clinical nursing specialist (CNS) role performance activities and clinical hours must be tailored to meet certification standards and requirements. The instructor and preceptor must approve the student’s learning activities that take place during clinical performance hours.

Some examples of acceptable and unacceptable activities for clinical performance hours are noted in the table below. The student should clarify with the instructor desired learning activities, whenever necessary. Please note that these are general examples of acceptable and unacceptable Clinical Learning Activities. Other activities may be counted as clinical hours for specific courses. Refer to the course syllabus for specific instructions.

<table>
<thead>
<tr>
<th>Examples of Appropriate Clinical Activities</th>
<th>Examples of Unacceptable Clinical Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation to the unit or agency, policies, procedures, and patient population</td>
<td>Library and research time spent in preparation for the clinical experience</td>
</tr>
<tr>
<td>Preparation for patient/family or learner contact at the agency or off-site locations</td>
<td>Writing reports and papers, or other course assignments</td>
</tr>
<tr>
<td>Actual time spent at the agency or off-site in interaction with patients/families or learners</td>
<td>Travel to and from the clinical site</td>
</tr>
<tr>
<td>Records review, instruction, managerial activities, and clinical interventions</td>
<td>Breaks or time waiting for patients</td>
</tr>
<tr>
<td>Gathering data and collaborating with other health professionals</td>
<td>Time for which a student receives monetary compensation</td>
</tr>
</tbody>
</table>
CONFIDENTIALITY, ETHICS AND PROFESSIONAL BEHAVIOR

Confidentiality is of paramount importance to protect the privacy of patients, families, staff and agencies. Students must adhere to agency policies regarding protection of patient privacy. When students are given access to patients’ records and reports, these must be treated as confidential. HIPAA regulations must be followed and no personal identifying information such as names, initials, birthdates or dates of service may be recorded and removed from the agency.

If students transcribe patient data related to their assignments, they must omit full names, addresses, phone numbers, social security and medical record numbers. Students must not leave notebooks or other personal materials containing patient data unattended, nor should confidential information about patients be discussed with persons not directly involved with patient care or the student’s education.

Students must practice in clinical courses according to the current ANA Code for Nurses with Interpretive Statements. The Code states the ethical ideals for which nurses should be accountable, including but not limited to: fully respecting patients, safeguarding patients’ right to privacy, advocating for safe, ethical and legal care, and maintaining their own clinical competence.

Ethical behavior also extends to academic study by nursing students according to the concept of academic integrity. Nursing students must live their professional values as they write papers, do patient assessments, work together with peers in group projects, and give patient care in the clinical setting. The University’s statement of Academic Integrity is published in the University Catalog. Disciplinary actions will be taken against students who do not abide by these standards.

Students are expected to present themselves as professional nurses in the practice settings at all times. They are required to wear the official clinical site identification badge or the CSUDH photo identification card slipped into a plastic badge holder. Student identification cards are obtained from the Admission Office (pre-pay $5 cash to the Cashier). Distance students may obtain the identification via mail by following instructions outlined in the "Student ID for Distance Learners" document located at https://www.csudh.edu/son/forms/ Dress in a manner that is appropriate to the practice setting.

Students must assume responsibility for their actions and be accountable for their behavior. They should take safety precautions to protect themselves and their patients.
Specific student responsibilities and activities include:

1. The CSUDH School of Nursing required documents for participation in role performance (clinical) must be provided. Additional requirements of the specific agency must also be provided in order to engage in a preceptorship at that site.

2. Conferring with the instructor who approves the arrangements for a preceptor and clinical site prior to beginning the role performance activities.

3. Drafting a learning contract and seeking input from the preceptor about opportunities in the agency for achieving the course learning objectives. See Appendix A for learning objectives specific to each clinical course.

4. Participating in orientation to the clinical facility, personnel, policies, procedures, and agency goals and philosophy.

5. Fulfilling the learning contract that is mutually agreed upon by the student, preceptor, and instructor.

6. Functioning within the framework and policies of the assigned agency.

7. Seeking direct and indirect supervision from the preceptor.

8. Participating in conferences with the preceptor and seeking feedback about progress toward completing the learning contract.

9. Maintaining an activity log, field experience log, or other records as required by the instructor or preceptor.

10. Seeking assistance from the preceptor if problems occur in fulfilling the learning contract, or if a need arises to modify the contract.

11. Arriving on time and fully prepared to each performance session.

12. Informing the agency and preceptor if unable to arrive at the agency as scheduled.

13. Acting in an ethical and professional manner at all times.

14. Fulfilling the time requirements as stated in the syllabus for each role performance course.

15. Participating in group and individual conferences as scheduled by the instructor.

16. Satisfactorily completing all course assignments.

17. Evaluating the preceptored experience and clinical agency on the standard evaluation forms, if requested.

General Information for the Student

1. The preceptor will be oriented to the preceptor role and the role performance course via the Clinical Handbook 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.
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 to your instructor. The preceptor is encouraged to share her or his findings with you.

5. Your instructor will schedule conferences with you as necessary to evaluate your attainment of the course objectives and outcomes. You may also initiate these conferences, which may take place in person, by phone, email or the web-based Blackboard course.

6. The number of hours you spend each week with your preceptor is arranged mutually and may be flexible. However, **you must complete a minimum number of hours of learning activities for each performance course as specified in the syllabus.** The number of hours is determined by the number of units allocated to the clinical portion of the course, and in some cases, by standards and requirements of certifying bodies such as the American Nurses Credentialing Center or the California Board of Registered Nursing.

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**THE PRECEPTOR’S ROLE**

**The Collaborative Preceptor Model**

The School’s *Collaborative Preceptor Model* 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 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. 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.

This model assumes that for the preceptor to be effective, she or he must be knowledgeable about the mission and philosophy of the program, the course requirements, the principles of adult learning, and collaborative strategies to actively engage the student in developing an individualized learning plan. The preceptor facilitates and guides students in meeting practice-based objectives and achieving clinical learning outcomes. The preceptor and student work together to arrange times, select appropriate experiences, and collaborate on projects of mutual interest. The student is expected to exercise initiative, sound judgment, and ethical behavior throughout the clinical experience.

A preceptor is a highly competent RN, who offers student access to required learning activities to achieve the outcomes of the role performance course. The preceptor works closely with the student in a one-to-one relationship, providing orientation, training, demonstration of skills, and supervision within the framework of pre-established clinical objectives. In addition, the preceptor serves as a clinical guide, facilitator, and role model for the student. She or he has the ability to assist the student in choosing appropriate opportunities for learning. The preceptor participates in the evaluation of the student’s performance, although the final judgment for the grade always rests with the course instructor.
The selection of the preceptor is a collaborative effort among the School of Nursing, the healthcare agency, and the student. The School takes responsibility for approving the selection of and making arrangements with the preceptor and agency for clinical instruction. Preceptors are selected based on their educational preparation, professional experience and level of expertise, and their ability and willingness to assist a graduate nursing student in obtaining appropriate learning experiences to meet clinical course objectives. The preceptor receives no remuneration for participation in the student’s learning experience.

Preceptor Selection Criteria and Characteristics

The selection of the preceptor is a collaborative effort among the School of Nursing, the healthcare agency, and the student. However, the School faculty gives the final approval for arrangements and the selection of the preceptor for the clinical instruction.

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

Preceptors are selected based on the following criteria:

- Educational preparation appropriate to MSN-level clinical teaching
- Current and active unencumbered RN licensure in the state of practice
- Professional work experience and level of expertise in the role
- Clinical Nurse Specialist (CNS) preceptors must possess certification/licensure as a CNS from their state or national certification as a CNS
- Additional criteria for each specific Role Option is outlined in Appendix A

In addition to the formal criteria for selection, preceptors are expected to exhibit these characteristics:

- Ability and willingness to assist students in achieving clinical goals
- Extensive knowledge base and proficient skills related to an area of nursing practice that is pertinent to the course.
- Current practice experience to maintain competency
- Ability to relate theoretical and evidence-based concepts to nursing practice
- Communication skills that foster professional growth and learning
- Role modeling that demonstrates expert judgment, professional attitudes and values, and ethical behavior.
Role of the Preceptor

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:

1. Submitting the Preceptor Information Form and curriculum vitae or resume.
2. 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.
3. Orienting the student to the clinical facility, personnel, policies, procedures, and the goals and philosophy of the agency.
4. Informing the student of potential learning opportunities available in the agency.
5. Maintaining verbal and/or written communication with the course instructor as mutually agreed.
6. Conferring with the student on a regular basis regarding progress toward meeting learning contract objectives and completing the learning activities as planned.
7. Providing the instructor with a written assessment of the student’s progress.

The preceptor orients the student to the agency and her or his new role within the work group or agency. The student’s experience differs from that of a new employee since the student is in the agency only for a specific learning experience and length of time. The preceptor needs to facilitate the student’s rapid integration into the clinical facility. Although not an employee, the student must quickly learn the rules, policies, and procedures that guide the work of the agency, understand the organizational structure and how the preceptor fits within the structure, and learn new clinical skills and competencies. To assist the student with this transition, the preceptor might reflect upon some of these questions:

- Thinking about the first time you entered this agency, what were your first impressions?
- What made the transition easier for you?
- Given that the student’s time in the agency is limited, how can you facilitate the student’s transition into the agency?
- Whom does the student need to meet?
- How do the lines of communication flow in this agency?
- What are the essential agency policies and procedures that the student needs to understand the work of the agency?
- What are the agency’s expectations of the student’s role?
- What are your expectations of the student? Of yourself as preceptor?
The preceptor assists the student in selecting appropriate learning experiences. As the student’s guide and mentor, the preceptor helps the student to identify and gain access to opportunities within the agency that meet the course objectives and student’s learning goals. The student communicates with the preceptor to review the learning contract and obtain suggestions prior to commencing the clinical experience. Based on the feedback, the student revises the learning contract before beginning the experience in the agency. The signed copy of the entire learning contract is submitted to the online clinical document repository. A copy is also provided to the preceptor. The student retains the original copy.

The purpose of the learning contract is to guide the student’s achievement of required and complementary objectives. The first part of the contract contains contact information of preceptor and faculty, as well as the number of clinical hours and inclusive dates of the clinical experience. The second part contains the learning plan which includes objectives, activities, and outcome measures the student plans to achieve during the clinical rotation that semester.

- **Objectives** are behavioral statements that reflect the course requirements and personal goals the student has identified. The required course objectives are stated broadly to allow students to individualize the plan and meet their own professional goals. The student’s personal objectives are stated to meet a specific learning need or desire. Each learning objective must be stated as a measurable outcome. Each objective requires several specific learning activities; some activities may be used to meet more than one objective.
- **Activities** are the learning experiences in which the student engages to achieve the stated objectives. Appropriate activities are based on the course content and may include comprehensive assessments, direct patient care, ongoing management of health and illness, caseload management, community-based intervention, patient and staff education, interviews, involvement in team activities, and nursing or program management experiences.
- **Outcome measures** are stated as the behavior or end product of the learning activities. They consist of required assignments such as a case study, assessment, project report, field log, oral presentations, and observed demonstrations of clinical skills and procedures. Outcome evaluation reflects the extent to which the objectives have been met.

When reviewing the learning objectives and activities identified by the student, the preceptor should consider the following:

- Can the student realistically meet the objectives in your agency?
- Are the resources of time (yours and possible other staff) and opportunities sufficient within the agency, or should the student seek an additional site to meet some of the objectives?
- Are the objectives sufficiently specific to be measured, but broad enough to allow for creative initiatives?
- Do the activities flow logically from the objectives?
- Can the objectives be measured by completion of the stated activities?

The preceptor provides ongoing guidance and support as the student gains experience and new competencies. Each student comes to the preceptorship with different experiences and expectations. Some students will need more guidance than others. The frequency and length of meetings with a student should be based on the preceptor’s assessment of the student’s learning needs, the agency’s policy regarding students, the complexity of the role in practice, and the capability of the student to perform the assignments. In general, once the student
is oriented to the agency’s policies, procedures, and role expectation, the preceptor should establish a mutually convenient schedule for dialogue, observation and feedback about practice activities.

The goal of ongoing communication is to assist students in improving their performance and achieving the outcomes stated in the learning contract. The preceptor observes the student’s behavior, notes progress, and gives feedback about the behavior to the student. Feedback must be timely, specific, factual, and descriptive to guide the student in the right direction. Feedback should be clear, sensitive to the student’s feelings, and directed at behavior rather than the student’s personality, thoughts or emotions. By giving constructive feedback to the student, the preceptor improves performance and conveys support and caring. Constructive feedback affirms the positive aspects of behavior and encourages the student to identify how her or his behavior could be improved. The student remains motivated, experiences at least partial success, learns from the experience, and moves forward to attain the goal.

Most of us use more than one learning style depending on what we are attempting to learn. However, we tend to have a preferred learning style. It is important for the preceptor to identify the student’s preferred or most used learning styles to facilitate activities that are tailored to that style. The table below lists the four basic learning styles and some examples of learning activities that match the style.

<table>
<thead>
<tr>
<th>Learning Style</th>
<th>Learning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concrete experience</td>
<td>Role playing, games, personal feedback</td>
</tr>
<tr>
<td>Abstract conceptualization</td>
<td>Thinking, reading, studying alone</td>
</tr>
<tr>
<td>Active experimentation</td>
<td>Doing, practicing with feedback, projects</td>
</tr>
<tr>
<td>Reflective observation</td>
<td>Watching, listening, journaling</td>
</tr>
</tbody>
</table>

To create a good learning environment, facilitate communication and ensure that feedback is helpful, the preceptor might want to consider the following suggestions and questions:

- Ask the student to describe how she or he learns best. A student’s learning style may differ from yours. This can lead to misunderstanding and a premature assessment of poor student performance. It is helpful to discuss your own learning style with the student and compare ideas about the ideal learning environment.

- Determine how much direction or guidance the student thinks she or he needs. Discuss with the student the form and frequency of feedback that would be most helpful to both of you. In some situations, you and the student will work together throughout the experience. In other situations, once you are comfortable that the student can work more independently, the scheduled feedback sessions may be the main form of contact. The level of student independent practice should be relative—never totally independent or totally dependent. Your continued involvement with the student is critical to maximize the learning experience.

- During your regular feedback sessions, have the student review her or his progress made on each objective.
  - To what extent are the learning activities helping the student to meet the objectives?
  - What are the facilitators or barriers to achieving the objectives?
  - Does the learning contract need to be modified to meet the objectives?
  - What new insights has the student gained?
  - What behaviors or skills need improvement?
  - What does the student need from you and the agency to continue to progress?
The preceptor evaluates the student’s performance based on goals and objectives specified in the student’s learning contract. Evaluation of student performance is both formal and informal. Formal evaluation takes place when the preceptor assesses performance and writes comments on the course forms provided. The preceptor must provide evaluation directly to the instructor. Informal evaluation is the ongoing feedback the preceptor gives to the student, together with the guidance and support necessary to meet the student’s objectives. Although the faculty instructor assigns the final grade, the preceptor’s evaluation of the student’s performance is essential in determining the grade. In considering the student’s progress, try to think of the experience as a whole:

- Did the student accept responsibility and accountability for her or his learning experience?
- Did the student meet the objectives as stated?
- Were there unexpected events or situations that either enhanced or detracted from the learning experience?
- Was the student intellectually curious and assertive in seeking meaningful learning experiences? Did the student demonstrate safe and ethical practice?
- How did the student interact with others at the agency?
- Would you hire this student if you had the opportunity?

A list of the clinical/role performance course descriptions with preceptor qualifications may be found in Appendix A.

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

Preceptor Evaluation

Preceptors, instructors and students participate in the evaluation of the clinical experience. Students engage in formal evaluation of the preceptor using the standard evaluation forms which are submitted to faculty. Faculty monitor preceptor effectiveness through periodic contact, reading clinical logs, and review of student informal and formal feedback.
THE INSTRUCTOR’S ROLE

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 in making arrangements for and approves the selection of the preceptor, and oversees the student’s performance and clinical experience. The instructor monitors and assesses appropriate preceptored learning experiences to facilitate the student’s achievement of the course objectives. The instructor communicates on a regular basis with the preceptor regarding student progress and learning needs, and is available to resolve problems if they arise. The instructor is responsible for evaluating the student’s work and assigning a final grade after receiving the preceptor’s written evaluation.

Faculty who teach sections of the role performance courses may be full-time or part-time instructors. The course content expert for each role performance course is a full-time 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 Preceptor Model. The functions of each are compared next.

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Preceptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitates course objectives</td>
<td>Facilitates the learning environment</td>
</tr>
<tr>
<td>Oversees clinical arrangements</td>
<td>Gains access to clinical experiences</td>
</tr>
<tr>
<td>Collects documentation</td>
<td>Collects information on the forms</td>
</tr>
<tr>
<td>Structures the learning experience</td>
<td>Guides experience to meet objectives</td>
</tr>
<tr>
<td>Helps student to form learning contract</td>
<td>Gives input to the learning contract</td>
</tr>
<tr>
<td>Initiates communication interaction</td>
<td>Responds to communication interaction</td>
</tr>
<tr>
<td>Teaches clinical content of the course</td>
<td>Teaches application to practice</td>
</tr>
<tr>
<td>Fosters professional socialization</td>
<td>Provides role modeling</td>
</tr>
<tr>
<td>Evaluates student’s course work</td>
<td>Evaluates student’s performance</td>
</tr>
<tr>
<td>Assigns grade</td>
<td></td>
</tr>
</tbody>
</table>

The faculty instructor is responsible for conducting the course according to the syllabus. The instructor approves the selection of the preceptor and the agency. The instructor plans and evaluates the student’s experience with the preceptor. The instructor is also responsible and accountable for assuring that it is possible to meet the course objectives in a specific agency.

Specific responsibilities and activities include:

1. Verifying the student’s readiness to begin the course (prerequisites met, clinical requirements completed, affiliation agreement with agency in place).
2. Approving each student’s preceptor and clinical site on the basis of established criteria and in consultation with the appropriate agency designee.
3. Providing guidance to the student in formulating the learning contract.
4. Conferring with the student individually and in groups.
5. Consulting with the preceptor at least twice each semester and as needed to evaluate the student’s learning experience and plan for future placements.
6. Assigning student grades following consultation with the preceptor and review of the learning outcome measures identified in the course and the learning contract.
7. Reporting to the Role Advisor any concerns regarding preceptors' effectiveness.
PROBLEM RESOLUTION

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 instructor when questions or problems arise that cannot be satisfactorily resolved with the student.

When such issues cannot be resolved with the instructor, the Graduate Coordinator should be contacted for consultation. The Coordinator is the appropriate person to interpret school policies, clarify expectations, and resolve conflicts. If the issue is still unresolved, the Coordinator will consult with the Director and report back to the preceptor and instructor with further suggestions or a decision.
Appendix A

CSUDH School of Nursing

MSN Role Performance Course Descriptions, Learning Outcomes, and Preceptor Qualifications

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Nurse Educator

Graduates of the Nurse Educator Role Option will be competent to provide beginning level nursing education to college nursing students (LVN, Associates, and Bachelors), agency staff, or patients. To achieve this objective, student clinical/teaching experiences must be well planned and diverse. Each role performance class requires a minimum of 144 hours in the clinical setting per semester. This is a total of 288 hours for the option. Students are encouraged to select a preceptor in the type of setting they aspire to teach (e.g. academic, staff development) and to complete additional hours and experiences to enhance their skills and knowledge.

Preceptor Qualifications:
In addition to the general qualifications of a preceptor, the appropriate preceptor for these courses is a master's- or doctorally-prepared nurse who is experienced in the role of educator, willing to serve as a master teacher. The same role setting and preceptor are used for both nurse educator role performance courses. Preferably, the preceptor is a Nurse Educator with a Master of Science in Nursing degree and experienced in teaching methods and strategies; demonstrates expertise in an appropriate clinical area; and can facilitate the student’s application of theoretical knowledge to teaching/learning situations.

MSN 559 Nurse Educator Role Performance I: Curriculum and Teaching

Course Description:
A previously selected nursing clinical focus provides the basis for implementing the nurse educator role in an educational institution or health care setting. Under the supervision of the instructor and a preceptor, the student will apply curriculum development and didactic and clinical teaching/learning concepts and strategies.

Student Learning Objectives:
1. Collaborate with the instructor and preceptor to initiate the nurse educator role in an identified setting and with a selected population, guided by an approved Learning Contract.
2. Apply theoretical and clinical knowledge gained from prior advanced practice courses (Gerontology or Family) to the care of patients, either directly as a patient educator, or indirectly as a staff developer or faculty member.
3. Examine the legal, ethical, and professional issues arising from external accrediting and regulatory bodies that impact the selected role performance setting and the educator role in that setting.
4. Recognize learning needs of target learners and intervene with individuals and groups as appropriate
5. Devise teaching-learning activities that promote development of the learner's divergent and convergent thinking skills.
6. Develop/implement planned learning experiences for a given target learner population and topic.

MSN 569 Nurse Educator Role Performance II: Testing and Evaluation

Course Description:

A previously selected nursing clinical focus provides the basis for implementing the nurse educator role in an educational institution or health care setting. Under the supervision of the instructor and a preceptor, the student will apply testing and evaluation concepts in didactic and clinical situations.

Student Learning Objectives:

1. Collaborate with the instructor and preceptor to implement the nurse educator role in a previously identified setting and with a previously selected population, guided by an approved Learning Contract.
2. Construct and/or select evaluation measures appropriate to a given classroom learning assessment situation.
3. Construct and/or select evaluation measures appropriate to a given clinical learning assessment situation.
4. Explore legal-ethical issues related to learner evaluation.
5. Analyze the governance, operational, and decision-making structures and processes of the role performance setting, including how resources are obtained and allocated.
6. Analyze the elements and processes involved in the evaluation of an academic program or a staff or patient education department, including the role of the nurse educator.
7. Formulate a plan for personal development and evaluation of teaching effectiveness that is congruent with your predicted role evolution, and reflects current nurse educator role expectations as well as personal career aspirations.
8. Devise an activity that positively impacts the role performance setting and demonstrates synthesis and integration of prior learning.
Nurse Administrator

Graduates of the Nurse Administrator Role Option will be competent in the advanced theory and skills necessary to function in administration of organized nursing services at the institutional, staff, and patient/client care levels. To achieve this objective, student clinical experiences must be well planned and diverse. Students are encouraged to select a preceptor that is no more than one management level above the student's position in the organization. Each role performance class requires a minimum of 144 hours in the clinical setting per semester. This is a total of 288 hours for the option. Completion of additional hours and experiences to enhance skills and knowledge is advised.

**Preceptor Qualifications:**
The ideal preceptor is a Nurse Administrator with a Master of Science in Nursing or a related field, a history of demonstrated leadership within an organization and within the profession, experience as an administrator, and access to appropriate learning opportunities. Positions such as Charge Nurse or House Supervisor are not appropriate for this role option.

**MSN 560: Nurse Administrator I**

**Course Description:**
Provides an opportunity to implement the nurse administrator role in a selected health care setting by focusing on forces shaping the role of a nurse departmental and institutional governance. Under the supervision of an instructor and a preceptor, the student will apply valid and reliable measures of performance evaluation to organizational and nurse administrator performance.

**Student Learning Objectives:**

1. Initiate the graduate student/preceptor relationship in a selected nurse administrator field setting, guided by an approved Learning Contract which extends the degree of role performance and learning objectives begun in MSN 552
2. Analyze forces shaping the role of a nursing administrator in departmental and institutional governance in a selected nursing organizational setting
3. Apply knowledge of development of valid and reliable measures of nurse manager and/or nurse administrator performance in a selected nursing organization
4. Apply knowledge of the development of valid and reliable measures of a nursing organization's performance in selected activities agreed upon with your preceptor and instructor in the organizational setting
MSN 570: Nurse Administrator II

Course Description:

MSN 570 provides an opportunity to implement the nurse administrator role in a selected health care setting by focusing on professional and regulatory requirements. Under the supervision of an instructor and a preceptor, the student will formulate a nursing service plan for integrating quality measures with cost control and case management practice.

Student Learning Objectives:

1. Continue the graduate student/preceptor relationship in a selected nurse administrator field setting guided by an approved learning contract which extends the degree of role performance and learning objectives begun in MSN 560.
2. Analyze current professional and regulatory requirements which affect the distribution, utilization, advancement, and the retention and utilization of nursing staff.
3. Analyze socioeconomic, technological, and other societal forces which will shape the future role of the nurse administrator in a selected nursing practice setting with which you are actually or potentially affiliated.
4. Formulate a nursing service plan for integrating nursing quality measures with cost control and case management practice. Be certain your proposal is congruent with your predicted role evolution and reflects current nurse administrator role expectations as well as personal career aspirations.
5. Propose measurable outcomes for a selected innovation to a practice based problem.
6. Justify the decision to adopt, modify, or reject the innovation.
Clinical Nurse Specialist Parent-Child and Adult-Gerontology

The CNS role is an advanced practice nurse with clinical expertise for a specialty population. Graduates of this program will be prepared to provide nursing care directly to clients, develop evidence-based standards and programs delivered by nursing personnel, and influence systems that affect healthcare. Each state individually determines the legal scope of practice and criteria for entry-into CNS practice. This program meets the requirements of the California Board of Registered Nursing for state CNS certification. Eligibility to be certified as a CNS in other states requires the successful completion of a national certification examination. The CNS student must complete a minimum of 500 hours in a clinical setting under the supervision of a qualified preceptor.

Preceptor Qualifications:
The ideal preceptor is a graduate-prepared nurse, recognized by the state as a Clinical Nurse Specialist. Since the CNS role is one of a clinical expert, the preceptor should practice in a specialty related to the student’s clinical expertise with the population of either gerontology/adults or pediatric. The preceptor should be currently practicing in a CNS role (as opposed to a managerial role).

MSN 547 - Clinical Nurse Specialist Role Performance I (3 units)

Course Description:
144 clinical hour practicum to apply theories for execution of CNS role in clinical settings with a specialty/population focus. Under supervision, the student is provided opportunities for role socialization, exploration of CNS responsibilities, and development of novice competencies.

Student Learning Objectives:
1. Identify scope of practice and regulatory issues for the CNS role in the intended state of practice.
2. Synthesize the forces and barriers that shape the actual and potential role of the Clinical Nurse Specialist.
3. Develop plans of care for patients and families in a clinical setting with a population focus including the physical, psychological, social, cultural, and economic parameters based upon advanced comprehensive assessments, health promotion, and differential diagnoses.
4. Investigate phenomena of concern within the area of specialization involving the patient/client sphere of influence.
5. Demonstrate emerging novice CNS competencies.

MSN 548 - Clinical Nurse Specialist Role Performance II (4 units)

Course Description:
This 212 hour practicum requires the application of evidence-based practice and education principles in the clinical setting. Students will focus on health problems commonly encountered in the population of focus.
Student Learning Objectives:

1. Apply evidence-based practice principles and models to CNS practice problems within the specialty/population of focus.
2. Execute the implementation of an evidence-based protocol or innovation suitable for the selected specialty/population.
3. Evaluate and disseminate key aspects of the implementation of an evidence-based protocol.
4. Critique the interprofessional collaboration involved in the delivery of health care within the context of the area of specialization.
5. Implement a planned educational agenda for staff in the clinical setting.
6. Investigate phenomena of concern within the area of specialization involving the nurses/nursing practice sphere of influence.
7. Demonstrate novice CNS competencies.

MSN 549 - Clinical Nurse Specialist Role Performance III (3 units)

Course Description:

This 144 hour practicum focuses on the CNS role in managing clinical outcomes. Students will provide consultation and wellness services, explore clinical concerns at the organizational level, and prepare for professional practice as a CNS.

Student Learning Objectives:

1. Select outcomes of interest and measurement instruments for evaluation of interventions in the practice setting.
2. Generate a specific cost savings initiative for the practice setting.
3. Evaluate and select technology, products, and devices to support nursing practice and contribute to improved outcomes.
4. Devise a plan for the evaluation of CNS practice outcomes appropriate for the area of specialization.
5. Build a professional portfolio exhibiting development in the CNS role
6. Provide direct care wellness services for clients.
7. Investigate phenomena of concern within the area of specialization involving the health care organization or system.
8. Demonstrate entry-level CNS competencies.
Appendix B

CSUDH School of Nursing

MSN Role Performance Courses and Required Seminar/Clinical Hours

**Ratio of Unit/Hour Credit Allocation:**
Class or seminar: 1 unit x 1 clock hour x 16 weeks = 16 hours per semester
Clinical performance: 1 unit x 3 clock hours x 16 weeks = 48 hours per semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Clinical Performance Units</th>
<th># Clinical Hours/Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSN 559</td>
<td>Nurse Educator Performance I</td>
<td>3</td>
<td>144</td>
</tr>
<tr>
<td>MSN 569</td>
<td>Nurse Educator Performance II</td>
<td>3</td>
<td>144</td>
</tr>
<tr>
<td>MSN 560</td>
<td>Nurse Administrator Performance I</td>
<td>3</td>
<td>144</td>
</tr>
<tr>
<td>MSN 570</td>
<td>Nurse Administrator Performance II</td>
<td>3</td>
<td>144</td>
</tr>
<tr>
<td>MSN 547</td>
<td>Clinical Nurse Specialist Role Performance I</td>
<td>3</td>
<td>144</td>
</tr>
<tr>
<td>MSN 548</td>
<td>Clinical Nurse Specialist Role Performance II</td>
<td>4</td>
<td>212</td>
</tr>
<tr>
<td>MSN 549</td>
<td>Clinical Nurse Specialist Role Performance III</td>
<td>3</td>
<td>144</td>
</tr>
</tbody>
</table>
Appendix C
CSUDH School of Nursing

School of Nursing Clinical Document Requirements

All students must meet the CSUDH minimum requirements (listed below) for the demonstration of health documentation and credentials to participate in role performance courses. Additionally, the student must comply with additional requirements that the clinical agency may have for students. Examples of such additional requirements may include, but are not limited to:

- Background check
- Drug screen
- Physical exam
- Signed acknowledgment of confidentiality, abuse reporting obligation, etc.

CSUDH Clinical Document Requirements to be uploaded to Castle Branch

Note: all lab results must have references ranges included.

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

Varicella (Chicken Pox) - One of the following is required: Two doses of Varicella Vaccine OR positive antibody titer (lab report required) for Varicella. IgG results must be reported. If you report an equivocal or negative titer, you MUST receive two doses of Varicella, 4-6 weeks apart. No follow up titer is needed.

Hepatitis B - There must be documentation of one of the following:
- 3 vaccinations
- Positive antibody titer (lab report required)
- Signed declination waiver

TB Skin Test - One of the following is required:
- 1 step TB Skin Test (TST) OR if required by your clinical site, a 2 step TB Skin Test (1-3 weeks apart) OR
- 2 consecutive annual TB Skin Tests (no more than 12 months between tests AND at least one being within the last 12 months) OR
- TB blood test (QuantiFERON Gold Test or T-spot with lab report).
- If positive, a clear Chest X-Ray (with lab report) must be provided PLUS documentation from your provider that you are free of active TB disease. A repeated chest x-ray is not needed, unless required by the agency. Only documentation from a provider stating that you are screened and free of active TB disease is to be submitted every year.

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

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

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

HIPAA Certification - Submit certification of completion from employer OR CSUDH School of Nursing https://www.csudh.edu/son/info/hipaa-precautions/

Universal Precautions and Blood Borne Pathogens - Submit certification of completion from employer OR CSUDH School of Nursing https://www.csudh.edu/son/info/hipaa-precautions/

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

Physical Examination - (Optional – Only required by some Clinical Sites). Provide your physical exam form completed and signed by a medical professional if required by your clinical site.
Role Option Eligibility - Submit your Role Option Eligibility documents (located on the website under the Forms and Clinical Handbooks - Miscellaneous BSN/MSN Forms section). Assemble the documents in the correct order and submit as one file.

Learning Contract - Submit your Learning Contract with Course Objectives form provided by your school. Forms can be found at https://www.csudh.edu/son/forms/

Preceptor Documents
Preceptor information form: Submit your Preceptor Information Form provided by your school. Forms can be found at https://www.csudh.edu/son/forms/
Preceptor Resume or CV: Submit your Preceptor Resume or CV.
Verification of Preceptor APRN Status (CNS students only): Submit your Verification of Preceptor CNS status with the state nursing board website. CA Board of Nursing verification webpage link: https://www.breeze.ca.gov/

Please submit ALL of these items at the same time in order to gain approval. Fall documentation will be due by May 1st. Spring documentation will be due by Dec. 1st.

Online Document Submission

The student will submit the CSUDH required clinical documents and additional requirements specified by the clinical agency via a secure online service 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. 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 advisor prior to ordering because a different system is used by hospitals in that area.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Document tracker and Professional License Verification (Required)</td>
<td>CQ93iml</td>
<td>CQ92siml</td>
<td>CK14iml</td>
</tr>
<tr>
<td>Background Check only (add-on only if agency requires)</td>
<td>CQ93bg</td>
<td>CQ92bg</td>
<td>CK14bg</td>
</tr>
<tr>
<td>Drug Test only (add-on only if agency requires)</td>
<td>CQ93dt</td>
<td>CQ92dt</td>
<td>CK14dt</td>
</tr>
</tbody>
</table>

Procedure:
1. In the Place Your Order area of the CastleBranch.com website, insert the appropriate package code.

2. You will be directed to set up a Certified Profile account. In addition to entering your full name and date of birth, you will be asked for your Social Security Number, current address, phone number and e-mail address.

3. At the end of the online order process, you will be prompted to enter your Visa or Mastercard information. Money orders are also accepted but will result in a $10 fee and an additional turn-around-time.
4. If a drug test was ordered, within 24-48 hours, an electronic chain of custody form (e-chain) will be placed directly into your Castle Branch account. This e-chain will explain where you need to go to complete your drug test (LabCorp sites).

Results:

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

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

Tips:

1. Once documents have been approved, they are locked into place. If a subsequent submission is needed (e.g. change of preceptor) then contact your Role Advisor to delete the original document(s).

2. Notify the Role Advisor and Instructor if your name in Castle Branch and Blackboard are not a match.

3. Clinical items that are not required by CSUDH but often required by agencies are included in the Castle Branch account. Typically those have a question attached such as “Does your clinical site require a physical exam?” Do not answer the question until you are absolutely sure what your site requires.

4. If an item is rejected, review the reason given. If that does not clearly say what needs to be done - review the item description again to determine what your document is missing (e.g. item is out of date). If you believe your documentation does meet the requirement, contact your Role Advisor to review the item. Advisors have the authority to override the “reject” decision.

5. Some agencies require the school to sign-off clinical documents and orientation competencies completed. Typically the Clinical Coordinator at CSUDH will handle this and will need to review all the items expected by the agency (e.g. certificate of completion of online orientation module, signed confidentiality statement).

NEED HELP?

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

For assistance with ongoing issues unresolved by Student Support, please contact the CSUDH Clinical Coordinator and Castle Branch liaison: Karla Castillo - kcastillo@csudh.edu
Appendix D

CSUDH School of Nursing

Plan for Completion of Clinical Hours
(Please Type)

Date:

Student Name:

Student ID #:
(Do not use your Social Security number)

Email address:

Role Option:

Explain how you plan to complete the clinical hours required for your role option. Discuss how you will arrange your work hours to accommodate the minimum total number of hours (across all semesters).