

FNP Student Handbook

Family Nurse Practitioner Program 2011-2012

*California State University Dominguez Hills
School of Nursing*

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Updated October 2011**

Welcome

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

The purpose of the *FNP Student Handbook* is to provide an orientation to the roles and responsibilities of the student, instructor and preceptor in the School of Nursing courses. Whether you are an instructor, preceptor or student, please read the *FNP Student Handbook* carefully to understand the roles of each and the interactions among all that are required for successful learning in clinical courses. The content of the *FNP Student Handbook* includes:

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

Please note: All students, those conditionally accepted to the FNP program and those waiting for admission decision, are responsible for the content in this handbook. The Handbook is updated and published each August. Any matriculated student who is either conditionally admitted to the FNP program, or admitted to the FNP role option have access to the FNP advising site. All information is posted and frequently updated on the advising site. Students are strongly encouraged to access these avenues of information on a regular and ongoing basis. It also advised that each student secure the University catalog in the year of admission for specific University policies.

Overview of the Family Nurse Practitioner Program

The CSUDH School of Nursing offers the Family Nurse Practitioner Program for nurses who want to develop advanced practice knowledge, skills and competencies in primary care of the family. Included in the course of study are advanced health assessment, advance pharmacology and advanced pathophysiology. In addition, comprehensive assessment and management of common acute, chronic and complex health problems across the life span within a culturally diverse environment comprise the curricular path. Travel to campus is required for some sessions of the Advanced Health

Assessment and FNP role option courses. To receive the MSN degree, FNP students must complete 48 units of course work and achieve success in the Culminating Experience.

The FNP program, as part of the Master of Science in Nursing Program at CSUDH, is accredited by the Commission on Collegiate Nursing Education (CCNE). The University is accredited by the Western Association of Schools and Colleges (WASC). The FNP program meets the requirements of the California Board of Registered Nursing (BRN) and is a BRN-approved program. Graduates of this program are eligible to be certified as nurse practitioners in the State of California. Eligibility to be certified as a nurse practitioner in many other states requires the successful completion of a national certification examination.

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

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

A. Admission to the CSUDH MSN Program in good standing requires:

- Completion of an accredited baccalaureate degree program in nursing from a regionally accredited institution, or the equivalent, as determined by the SON Student Affairs Committee.
- Overall grade point average of 3.0 (on a four-point scale) in the last 60 semester or 90 quarter units attempted, as determined by the University Admissions office; or recommendation by the faculty for Conditionally Classified Status based on demonstrated academic ability.
- Current RN licensure in the United States.
- Satisfaction of the Graduate Writing Assessment Requirement prior to entry.
- Completion of prerequisite courses (see below).
- Submission of a professional resume and a 100-200 word statement describing the congruence of the applicant's educational goals with the resources of the CSUDH MSN Program.

B. Pre-Requisite Courses for the MSN Program:

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

Basic Pathophysiology: An undergraduate course or equivalent.

Statistics: An undergraduate course which includes probability and inferential measures.

Research: An introductory undergraduate course, or equivalent.

C. Admission to the FNP Role Option:

All students who apply to the FNP role option and meet the MSN Program requirements are admitted on a Conditional Basis, pending successful completion of the FNP Admission Procedure outlined below. **Students admitted or readmitted in summer 2009 to present, and students who submit a Graduate Change of Objective form from 1/1/09 to present, must follow the 2-step FNP Admission Procedure.**

Admission Procedure for Family Nurse Practitioner Option

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

1. Step 1: Apply for admission to the university at www.csumentor.edu. Assuming basic MSN admission criteria are met, all candidates who declare the FNP role option will be admitted on a **conditional basis**. Students who have already been admitted into another role option are required to submit a Graduate Change of Objective form and conform to deadlines noted in this document. If basic MSN admission criteria are met, students who submit a Graduate Change of Objective form may be admitted to the FNP option on a **conditional basis**.
 - a. Conditionally admitted students may enter a program of study for fall or spring admission. See the Program of Study in this document.
 - b. It is strongly recommended that candidates attend the Orientation in which a FNP faculty reviews the proper submission of the FNP Portfolio, preparation for role option and other critical information.
2. Step 2: Submit FNP Portfolio to the School of Nursing for Level I review (see information regarding deadlines in this document).
 - a. For Level I review, the student will compile and submit a Portfolio consisting of the following:
 - i. Letter of intent
 - ii. Curricula vitae (resume)
 - iii. Unofficial transcripts
 - iv. 3 reference letters using the Recommendation for Graduate Study form included in this document in (**Appendix B**)
 - v. Reflection statement (see guidelines included in this document in (**Appendix B**))
 - vi. Evidence of admission and current enrollment in graduate nursing courses

- b. The completed Portfolio is to be scanned *in the prescribed order above* into **one** pdf file and uploaded to the FNP Advising Site Digital Drop Box (DDB). Office supply stores and copy centers are able to quickly and accurately scan documents provided to them in the order specified. Please include only the above documents in the scanned submission. *Incomplete submissions or submissions not prepared as specified will not be reviewed and will be returned to the student as incomplete.* This may seriously delay the FNP admission process. *Note: only admitted and matriculated students have access the FNP Advising Site and the drop box for uploading portfolios.* (**Appendix J**)
 - c. The Portfolio will be scored at the Level I review by the FNP Admissions Committee. If qualified, the student will be approved to proceed to a Level II review.
 - d. Prospective FNP Role Option students will follow one of the two program of studies, either Fall admission or Spring admission. Please consult **Appendix C** for the sequence of course work required. *All student desiring admission to the FNP Role Option are expected to follow the appropriate program of study.*
 - e. Upon completion of MSN 526 Pharmacology, MSN 527 Advanced Health Assessment, MSN 528 Advanced Pathophysiology, MSN 530 Research Utilization in Advanced Nursing Practice, and the Graduate Writing Assessment Requirement (GWAR)/Graduate Writing Examination (GWE), the student will submit the ***Role Option Eligibility Form*** and GWAR/GWE score documentation and proceed to Level II review by the FNP Admissions Committee. In the event the student does not meet the admission criteria after the Level II review, the student will have the option of selecting another role option by submitting a Graduate Change of Objective form or transfer to another university. Please consult the CSUDH catalog for a list of role options available in the School of Nursing. All documents are electronically submitted.
 - f. The Clinical Packet documentation as outlined in the ***FNP Handbook*** posted to the nursing website is required at this time.
 - g. FNP faculty will conduct a final evaluation and students will be notified of acceptance into the FNP role option. Please note that the actual start date in role option courses may be contingent on space availability, as well as student qualifications.
3. The following are due dates for the required documents:

Application Term	FNP Portfolio Due	Role Option Eligibility Form Due	Clinical Packet Due
Fall term	November 1 st	July 1 st	July 15th
Spring term	April 1 st	Nov15 th	Dec 15th

Example: A student applying for admission to the FNP role option in the fall 2011 term will be required to submit the FNP Portfolio by November 1, 2010. The Role Option Eligibility is due on July 1st 2011 and Clinical Packets are due July 15, 2011. A student who applies for admission in the spring 2012 term is required to submit the FNP Portfolio by April 1, 2011, the Role Option Eligibility is due Nov. 15th and the Clinical Packet is due December 15, 2011. If you are taking one of the requisite science courses and have not yet completed, put down IP (in progress). **NO LATE OR INCOMPLETE SUBMISSIONS ARE ACCEPTED.**

Pathway Students

Individuals admitted as Pathway Students must obtain specific advising for the outlined program of study. During the pathway workshop, the faculty adviser will document the sequence of courses expected. NOTE: All BSN courses must be completed prior to portfolio submission and application to the FNP Role Option.

The Family Nurse Practitioner Curriculum

The FNP curriculum is composed of core, advanced science and role-specific courses which total 48 units. The FNP program includes 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 courses provide opportunities for students to apply knowledge; practice skills; plan, implement and evaluate interventions and programs; and learn the full scope of the FNP role for which they are preparing.

The curriculum is delivered primarily in web-based courses taught online through the Internet, or in hybrid format (web-enhanced). Web-based courses are available to students through the Blackboard application. Hybrid courses combine online learning with some class sessions held on campus. MSN 527 Advanced Health Assessment and the FNP clinical role performance courses are taught in the hybrid format.

Prior to the beginning of the Role Option Course, MSN 558, the student must demonstrate proficiency in performance of a complete history and physical exam of well adult, pediatric client and prenatal patient by successful completion of MSN 527 Advanced Health Assessment. It is strongly advised that students take MSN 527 prior to the semester they anticipate starting the role performance courses. Course descriptions and objectives are found in [Appendix D](#).

FNP Program Clinical Experience Requirements

All nurse practitioner programs approved by the State of California Board of Registered Nursing require that nurse practitioner students complete a total of 576 precepted clinical hours. Each program is also responsible to insure that students complete clinical experiences appropriate to the area of specialty. In compliance with this, students must complete 144 clinical precepted hours in primary care in each of four clinical role performance courses **prior to the end of the program.** Students must review Patient Encounter Log records to ensure that these requirements have, or will be met prior to intended graduation. Each role performance course has specific objectives that must be met in order to progress in the program. Clinical hours must be performed during regular semester hours. Students may not attend clinical during holidays, spring break or University closure dates.

Clinical hours must be in primary care and be provided in approximately equal proportion to clients of all ages. These clinical experiences must address health promotion and acute/ chronic psychosocial and physical health problems that are typically seen in a primary care setting. The focus of the first semester is primary care for general health problems. The focus of the second semester is women's health, pediatrics and obstetrics. The focus of the third and fourth semester is primary care for acute and complex chronic health problems. In these final semesters the student is expected to provide care to patients with chronic and complex conditions often found in internal medicine settings. Highly specialized clinical experiences are encouraged for short periods during the last semester. Some examples of these include: diabetes, orthopedics, dermatology or AIDS clinics; they may not be a major focus in the student's clinical experiences unless the student is performing common primary care functions in those specialty sites. Specialty sites are to be discussed with the clinical instructor for approval on a case-by-case basis.

The Faculty Role

The members of the CSUDH School of Nursing faculty have doctoral and/or master's degrees related to their field of nursing practice. They serve as master educators and professional mentors for students and colleagues, as well as facilitators, instructors, role models and resource persons in their particular area of expertise. The full-time faculty role encompasses teaching, scholarship, and service, including practice in their field. The full-time faculty and SON Student Services numbers are listed in **Appendix E.** The part-time faculty provide instruction in courses in their field, according to the needs of the program.

As an instructor, the faculty guides and facilitates the learning process and evaluates the students according to the course objectives and the students' performance of the learning activities for a particular role outcome. Clinical instructors and site evaluators assess learning opportunities and evaluate the student's performance in the clinical setting.

The SON Director, the SON Chair and FNP Program Director are the faculty who administer the School of Nursing programs. They are responsible for scheduling courses and overseeing the contractual arrangements with the affiliated clinical sites. Together

with the course faculty, they implement and interpret policies and procedures pertaining to the clinical learning component of the programs.

Questions and correspondence regarding FNP admissions or FNP student advising should be directed to the email addresses listed below. The SON FNP advising faculty will respond to these emails. Use of these emails will allow the SON FNP advising faculty to address student needs and respond in a timely manner.

Acting SON Director Rose Aguilar Welch, EdD, RN 310-243- 2112 rwelch@csudh.edu	SON Chair and Graduate Program Coordinator Cynthia Johnson, EdD, RN 310-243-3522 cjohnson@csudh.edu	FNP Program Director Gay L. Goss, PhD, RNC, WHNP-BC, CNS 310-243-2871 ggoss@csudh.edu
FNP Advising for Students fnpadvising@csudh.edu	FNP Admissions fnpadmissions@csudh.edu	Information Technology Helpdesk 310-243-2500

The Student Role

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

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

Faculty and clinical instructors try to incorporate and build upon the assumptions that the adult learner:

- Is self-directed.
- Has accumulated experiences that serve as a resource for learning.
- Has a need to relate learning to real-life situations.
- Wants to apply newly acquired knowledge and skills immediately.

Incorporation of these assumptions into the educational experience facilitates and enhances learning and satisfaction.

Specific tasks of the student include:

1. Drafting a learning contract, seeking input from the course instructor about opportunities in the agency and documenting appropriate learning objectives,

activities, and outcome measures on the learning contract objectives form appropriate to the FNP role option level. (**Appendix D**)

2. Fulfilling the learning contract that is mutually agreed upon by the student and instructor.
3. Functioning within the framework and policies of the assigned agency.
4. Seeking direct and indirect supervision from the instructor.
5. Participating in conferences with the instructor and seeking feedback about progress toward completing the learning contract.
6. Maintaining an activity log, clinical journal, patient database, or other records (e.g. E-logs) as required by the instructor or preceptor. (**Appendix F**)
7. Seeking assistance from the instructor if problems occur in fulfilling the learning contract, or if a need arises to modify the contract.
8. Coming on time and fully prepared to each clinical session.
9. Informing the agency and instructor if unable to arrive at the agency as scheduled.
10. Acting in an ethical and professional manner at all times.
11. Fulfilling the time requirements as stated in the syllabus for each clinical course.
12. Participating in group and individual conferences as scheduled by the instructor.
13. Satisfactorily completing all course assignments.
14. Evaluating the clinical experience and clinical agency on the standard course evaluation forms, adding comments as desired.
15. Becoming an adaptable and flexible learner.
16. Strengthening their areas of weakness.
17. Developing a long term plan and setting short term goals.
18. Seeking safe opportunities to practice new skills.
19. Communicating and behaving in a professional and civil manner.
20. Rewarding themselves each step along the way.

The Clinical Instructor's Role

The role of the clinical instructor is an important component of the clinical education experience. The instructor teaches the clinical course, assists in making arrangements for clinical experiences and oversees the student's performance and clinical experience. She or he works with the student to structure the learning experience and develop the learning contract. The instructor monitors and assesses appropriate learning experiences to facilitate the student's achievement of the course objectives. The instructor is also responsible and accountable for assuring that it is possible to meet the course objectives in a specific agency. The instructor communicates on a regular basis with the student regarding student progress and learning needs, and is available to resolve problems if they arise. The course instructor is responsible for evaluating the student's work and assigning a final grade.

Faculty who teach sections of the clinical courses may be full-time or part-time instructors. The content expert for each clinical course has the responsibility to coordinate the sections of the course and serves as a resource to the instructors.

Specific clinical instructor responsibilities and activities include:

1. Verifying the student's readiness to begin the course (prerequisites met, documentation of immunity, etc, documented).
2. Approving each student's clinical site on the basis of established criteria and in consultation with the appropriate agency designee.
3. Providing guidance to the student in formulating the learning contract.
4. Conferring with the student individually and in groups.
5. Conducting group seminars.
6. Submitting copies of the learning contracts and evidence of learning outcomes to the School of Nursing office.
7. Assigning student grades following review of the learning outcome measures identified in the course and the learning contract.
8. Submitting grades by the published deadline using the online grading system.
9. Forwarding all evaluation forms to the Program Coordinator.

The Preceptor Role

Preceptors are responsible for providing role modeling, direct patient supervision, professional interactions, and sharing expertise and experience. Preceptors are expected to voice concerns when student behaviors are in question or patient safety is of issue. Preceptors do not assign final grades

Preceptors are provided with a learning contract, course descriptions and objectives, syllabus, clinical evaluation forms and clinical requirement documentation. It is the responsibility of the student to make these documents available to the preceptor. The faculty member with input from the preceptor evaluates the student's progress and ability to meet the course objectives.

The Site Evaluator Role

Each semester, the student receives a minimum of two site evaluations. These encounters typically occur during the mid point of the semester and immediately prior to the end of the semester. The clinical instructor evaluates the students during and OSP on campus. Evaluation forms are located in the syllabus and on the FNP advising site.

A final site evaluation occurs ideally in the clinical setting. If demographics, time constraints or other conflicting issues arise, the student will be evaluated in a simulated patient encounter at alternative sites.

Site evaluators are individuals contracted with the University. They are approved by the SON and BRN. Site evaluators are assigned by expertise, geographic location and ability to adequately assess student performance. Site evaluators do not assign grades. Site evaluators contact the student during the last half of the semester to schedule a mutually convenient time for preceptors, agency and student for the evaluation time. Specific requirements for site evaluations are located in each role performance syllabus.

The Clinical Experience: Preparation and Clinical Requirements

In the semester prior to taking the role performance course:

- Student collects documents related to the role performance course.
- Student submits all documents to the FNP Advising Website.
- Student contacts the School of Nursing Office for selected appropriate clinical sites and receives approval to contact preceptor to make arrangements for placement at that site.
- Staff initiates clinical contract process after the student has submitted a completed affiliation agreement form (available on SON website, under 'forms').
- Deadlines for all clinical information are **July 15 for Fall semester, Dec. 15 for Spring semester**. No late paperwork will be accepted and the student will not be able to enter the clinical setting without approval.

The number of units for each clinical role performance course is 3 units of semester credit which translates to 144 clinical hours. In addition to clinical hours, the student spends additional hours studying, preparing and completing assignments, usually twice the amount of time spent in actual class or role activities, depending on the time necessary to complete assignments and meet individual objectives. A listing of the four FNP clinical courses with the number of clinical hours required in the practice setting is provided in **Appendix D**.

Prior to taking the Role Option Courses, the student must demonstrate proficiency in the performance of physical exam (this is met in MSN 527 Advanced Health Assessment). The student must also satisfy all prerequisites and assemble important documents for instructor verification. Students will provide documentation of all the requirements listed on the FNP *Clinical Requirements Form* which is posted to the nursing web under “forms” at <http://www.csudh.edu/cps/son/forms.htm>. The *Clinical Requirements Form* and *Instructions* are presented in **Appendix H**.

Beginning Fall 2011, an electronic system for clinical documentation is utilized. The instructions for using the electronic certified background check are listed in **Appendix H**. All matriculated FNP students have access to the advising site, and the repository for this documentation is located within the site.

The minimum requirements must be posted and received in the FNP Advising Site by:

Fall Admits	July 15
Spring Admits	Dec 15

NO LATE OR INCOMPLETE SUBMISSIONS ARE ACCEPTED

The minimum requirements include: See **Appendix H** for details.

- Signed and dated Learning Contract and completed Learning Contract Objectives form, documenting agreement for clinical preceptorship hours and objectives of the preceptorship between the student and preceptor. This form must be approved by the clinical instructor.
- Current and active California Nursing License or equivalent from another state
- Current CPR BLS certification (many institutions only accept certification from American Heart Association)
- Current annual verification of training in universal precautions and blood borne pathogens
- Current annual verification of training in HIPAA requirements
- Annual PPD or annual chest x-ray if positive (some institutions may require two-step PPD)
- Documentation (less than 5 years old) of Immunity or Proof of Immunization for the following infectious diseases: Hepatitis B, Rubeola, Rubella, Mumps and Varicella. Titers ***must include*** **original numerical titer values with reference ranges OR results with a laboratory statement that positive value represents “Immunity/Immune Status” for the specific laboratory test.**
 - * Vaccines or titers older than 5 years will not be accepted as evidence of immunity.
 - * Titers without a numerical titer value OR laboratory reference to “Immunity/Immune Status” will not be accepted.
 - * Some Health Care Agencies may have additional clinical requirements.
- Employee health checklists are NOT ACCEPTABLE.

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

Affiliation agreements with CSUDH are required. Students should note that additional time may be required to complete the agency orientation before the clinical course actually starts, as previously described.

These required documents must be complete and be scanned as described later in this document in conjunction with the Clinical Requirements Form (Appendix H). Incomplete packets will be returned to the student and considered late. Students submitting late packets will be placed on a waiting list and will be admitted to the program on a space-available basis.

Preceptor Qualifications

Graduates of the FNP role option will be competent to provide beginning level primary care to patients of all ages. Emphasis is placed on the primary care of the individual and family within a culturally diverse environment. To achieve this objective, student clinical experiences must be well-planned and diverse. Each student must complete a total of 576 hours of preceptor-supervised experience in a clinical setting (BRN criteria) over 4 semesters. Students are required to attend on campus skill labs and evaluations.

The ideal preceptor is a Family Nurse Practitioner with a *Master of Science in Nursing* degree and experience in the role. Other acceptable preceptors include nurse practitioners other than FNP, nurse midwives holding a *Master's Degree* for the obstetric hours, and physicians who precept students in their area of expertise such as pediatricians, internal medicine specialists, gynecologists, and orthopedists. Physician Assistants are *not* acceptable as preceptors for FNP students. Preceptors should be practicing in a setting appropriate to the student's area of study. The clinical faculty must approve all preceptors assigned to students.

Preceptors must be practicing within the BRN regulations and under Standardized Procedures. For questions, consult the www.rn.ca.gov/ for guidelines.

Learning Contract

The student develops the learning contract together with the instructor and the preceptor. Part of this process involves the student in identifying her or his own goals and learning needs, as well as preferred learning style. The student combines the required objectives and competencies with personal goals to develop an individualized educational experience. The student then collaborates with the instructor and preceptor to select and design the learning activities that will lead to achievement of goals and objectives. The student conducts a self-assessment to evaluate the achievement of goals. This includes a description of what was or was not accomplished as planned, and the student's satisfaction with what was achieved. The preceptor completes a written performance evaluation that is returned to the instructor for consideration in calculating the final grade.

Students and faculty site visitors also evaluate the preceptor and clinical preceptorship site using the standard evaluation forms. ([Appendix I](#))

Students are encouraged to improve their learning experience by using the following strategies:

- Developing supportive relationships
- Finding others with different learning styles to form a study group
- Improving the fit between their learning style and their lifestyle or situation
- Becoming a more adaptable and flexible learner
- Strengthening their areas of weakness
- Developing a long term plan and setting short term goals
- Seeking safe opportunities to practice new skills
- Rewarding themselves each step along the way

Clinical Site Affiliation Contracts

Clinical site affiliation agreements between the University and the agency are required. The process may take four weeks or longer to obtain a signed agreement. ***Students may not begin the preceptored experience until the signed contract is finalized and evidence of the completed process is provided to the clinical instructor.*** The School staff work with the student and the instructor to obtain the signed contract. For the student contact person information, please see the FNP Advising site. Students may initiate the clinical site affiliation agreement process by submitting the Form for Requesting Clinical Site Affiliation provided on the School of Nursing Website.

Learning Activities

Learning activities must fit with the course objectives and outcomes, the student's goals, the agency's clinical resources and opportunities, and the level of FNP practice that the student is enrolled. In addition, role performance activities and clinical hours must be tailored to meet licensure and certification standards and requirements. The instructor or preceptor must approve the student's learning activities that take place during clinical performance hours. Some examples of acceptable and unacceptable activities to be performed during clinical hours are noted in the table below. The student should clarify with the instructor desired learning activities, whenever necessary. *Please note that these are general examples of acceptable and unacceptable Clinical Learning Activities. Other activities may be counted as clinical hours for specific courses. Refer to the course syllabus for specific instructions.*

Examples of <i>Appropriate Clinical Activities</i>	Examples of <i>Unacceptable Clinical Activities</i>
Orientation to the unit or agency, policies, procedures, and patient population	Library and research time spent in preparation for the clinical experience
Assessments performed on patients	Writing reports and papers, or other course assignments
Actual time spent at the agency interacting with patients and families	Travel to and from the clinical site, or to and from home visits, or to class meetings

Examples of <i>Appropriate Clinical Activities</i>	Examples of <i>Unacceptable Clinical Activities</i>
Review of records and patient care and clinical interventions	Lunch or coffee breaks or time waiting for patients
Documentation of care-related activities	Preparation time for class meetings or online discussions
Gathering data or collaborating with other health professionals on issues related to patient care, community health, and healthcare services delivery	Reviewing media or doing assigned readings

General Information

1. The instructor has been oriented to the faculty role and the clinical course via the ***FNP Clinical Handbook***.
2. The student will need to meet several times with the instructor to discuss progress toward completing the learning contract. Either the student or the instructor can initiate these conferences.
3. The instructor will assess the progress at the end of the course and provide written feedback to the student. The instructor is encouraged to share the findings of the evaluation with the student.
4. The instructor will schedule conferences as necessary to evaluate the attainment of the course objectives and outcomes. The student may also initiate these conferences, which may take place in person, by phone, email or in Blackboard course.

Academic Policies

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

1. Students are absolutely prohibited from starting clinical practice hours in advance of the semester. Students may not perform clinical hours during vacation time, summer session, spring break or holiday time.
2. Students must be on time for classroom and clinical courses.
4. **Students must complete a minimum number of hours of learning activities for each clinical course as specified in the syllabus.** The number of hours is determined by the number of units allocated to the clinical portion of the course, and in some cases, by standards and requirements of certifying bodies such as the California Board of Registered Nursing. The time spent meeting course requirements cannot be paid time as an employee, unless it is structured as a work-study course.

5. All clinical hours must be completed and the grade submitted prior to the student's advancing to the next course in curriculum.
6. Students must achieve a minimum of **B (83%)** grade in all courses required for the degree, or credit grade (**CR**) in the case of a clinical course, and maintain an overall grade point average of 3.0 in order to progress in the program. In the event of course failure, students may only progress to the next level of course work once earlier levels are successfully completed.
7. In the event of a failure, students can repeat a course only once.
8. A maximum of two courses may be repeated.
9. The School of Nursing reserves the right to not allow a course repeat depending on the reasons for the failure (see dismissal policies below).

Expectations for Professional Conduct

Confidentiality, Ethics, and Professional Behavior

Confidentiality is of paramount importance to protect the privacy of patients, families, staff and agencies. Students must adhere to agency policies regarding protection of patient privacy. When students are given access to patients' records and reports, these must be treated as confidential. HIPAA regulations must be followed and no personal identifying information such as names, initials, birthdates or dates of service may be recorded and removed from the agency. If students transcribe patient data related to their assignments, they must *omit full names, addresses, phone numbers, social security and medical record numbers*. Students must not leave notebooks or other personal materials containing patient data unattended, nor should confidential information about patients be discussed with persons not directly involved with patient care or the student's education.

Students must practice in clinical role performance courses according to the ANA's *Code for Nurses with Interpretive Statements* (2001). The *Code* states the ethical ideals for which nurses should be accountable, including but not limited to: fully respecting patients, safeguarding patients' right to privacy, advocating for safe, ethical and legal care, and maintaining their own clinical competence.

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

Students are expected to present themselves as professional nurses in the practice settings at all times. They may be required to wear the official CSUDH nursing name pin and to dress in a manner that is appropriate to the practice setting. They must assume

responsibility for their actions and be accountable for their behavior. They should take safety precautions to protect themselves and their patients.

Impaired Behavior

Students who exhibit signs of impaired behavior or thought processes, related to physical, mental or emotional illness or substance abuse, will be dismissed for the day and assisted to leave the clinical area immediately by the instructor or preceptor. They will be referred to the CSUDH Student Development Office for further professional assessment and individual or group counseling as the situation requires (see the *University Catalog*). Professional counselors may recommend more intensive treatment and will make appropriate referrals as necessary. Students may not return to the clinical area without a note from a health professional indicating that they are cleared for clinical practice as a nursing student.

Dismissal Policy

The course instructors have the right to dismiss a student immediately from the class or clinical area for behavior that, in the instructor's professional judgment, is deemed to be unethical, unsafe, impaired, or professionally inappropriate in the clinical setting. The instructor will notify the Program Director and the course coordinator immediately of the incident and any action that needed to be taken at that time.

Depending on the seriousness of student's behavior and the circumstances, the instructor may determine that the student should receive a grade of No Credit (NC) for the clinical day or for the entire course. Ultimately, students may be disqualified from the program for egregious unethical, unsafe or unprofessional behavior in a clinical course.

Problem Resolution

There may be times when the clinical instructor needs clarification of student or course expectations, validation of the appropriateness of the learning activities, or resolution of disagreements between the student and the instructor. Usually, the instructor and the student can resolve problems that are based on different expectations of performance, inadequate communication, or dissimilar learning styles. The following suggestions are offered to assist the instructor in problem resolution:

1. Meet with the student first and foremost to attempt to solve the issue at hand.
2. Identify the source of the problem. Is it a communication problem, knowledge deficit, difference in expectations, or conflict in learning styles?
3. Discuss your and the student's perception of the problem.
4. In situations when you and the student can identify the nature of the problem, mutually develop a plan for correction or resolution that includes actions and a time line for completion.
5. Meet regularly to check on progress.
6. In situations when you and the student cannot agree on the problem or the appropriate steps to resolve the problem, contact the FNP Program Director. The Director will meet with the you and the student (in person or by phone) to discuss the problem and steps for resolution.

Additional Resources

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

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

Forms related to registration, petitions, workshops, clinical placement, etc are located on the Blackboard FNP Advising site and on the School of Nursing website at <http://www.csudh.edu/cps/son/msn/>

Appendix A

Mission and Philosophy (<http://www.csudh.edu/cps/son>)

The mission of the School of Nursing is to provide adult learners with knowledge, skills, and values to improve nursing and health care for diverse individuals and populations in the community. The faculty achieves this mission by offering a quality nursing education that prepares learners to be competent providers of nursing care and leaders in the profession. Guiding principles are respect for each learner's uniqueness, the ethic of caring, collaborative partnerships with the community, and health as a fundamental right for all. The nursing programs are characterized by accessibility, flexibility, currency, and innovative instructional delivery using standard and distance education methods and information technology. The School's mission reflects the mission and goals of the College of Health and Human Services and the California State University, Dominguez Hills.

(Revised and approved in 2006 by the nursing faculty)

The **philosophy** of the School of Nursing is a statement of beliefs and values held by the faculty about health, persons, environment, nursing, healthcare, education and learning. We believe that *health* is a dynamic continuum of interactive processes and health conditions, ranging from wellness to end-of-life. Persons participate in health-related activities based on their beliefs and values within the context of culture and society. The term "*person*" refers to individuals, families, communities and populations, especially those who are at risk, vulnerable or living in underserved communities. We believe the *environment* is

global and dynamic in nature; it includes the constant, mutual interaction of internal and external forces upon individuals, families, communities and societies. We value diversity and strive to assure the provision of quality, cost-effective, culturally competent *nursing* care to all persons.

We believe that quality *healthcare* should be accessible to all people and that it should be delivered according to the principle of justice. Professional nurses assume multiple roles in providing healthcare services to persons in settings wherever nursing is required. Nurses adhere to the American Nurses Association's *Code of Ethics for Nurses with Interpretive Statements* (2001) and the professional standards that define safe and effective *nursing practice*. Through political awareness and action, nurses shape the healthcare delivery system.

We believe that *nursing education* at the University level prepares professional nurses for roles that focus on prevention and health, as well as illness. We value ongoing opportunities to employ technological advances to make higher-degree programs accessible to nursing students locally, nationally and internationally using distance education delivery systems. We believe that education is a shared undertaking wherein the faculty is the facilitator and the *learner* is an active participant in knowledge development through the use of technology and student-centered learning activities. Further, we believe that *learning* is life-long, and includes all facets of the adult learner's environment – home, workplace and society.

We believe that curricula are designed to prepare professional nurses for roles in an ever-changing, evolving society and healthcare system. Curricula reflect responses to current trends and the demands of nursing and healthcare delivery systems, and proactive thinking about the future of nursing and healthcare. The Bachelor of Science in Nursing (BSN) curriculum is a vehicle for nursing students to develop personal and professional accountability, critical thinking, leadership, and the ability to select and apply theories, principles, concepts and research to the delivery of quality nursing care. The BSN graduates provide comprehensive nursing care to individuals, families and communities. They are leaders, managers and educators in a variety of healthcare settings.

The Master of Science in Nursing (MSN) curriculum builds upon undergraduate education and prepares registered nurses for advanced practice roles as leaders, educators, and providers of health promotion, disease prevention and disease management for individuals, families, groups, and populations. The MSN graduates are prepared with in-depth scientific knowledge and advanced skills to critically analyze information and systems to provide, or direct others to provide, evidence-based patient care, recognizing its contextual nature and novel circumstances.

MSN Program Objectives

Upon completion of the Master of Science in Nursing Program, the student will be able to:

- Integrate knowledge, theory, research and skills in planning and evaluating comprehensive plans of care for individuals, families and populations.
- Design culturally sensitive programs and systems of care that meet the needs of diverse and vulnerable populations.
- Provide evidence-based, clinically proficient care using critical thinking skills in advanced nursing roles.
- Adapt oral, written and technological communication skills to be effective and appropriate in clinical, educational, and professional contexts and systems.
- Integrate ethical theory and principles into nursing theory, research and practice in advanced nursing roles.
- Advocate for healthcare policies and financing that promote, preserve and restore public health.
- Provide leadership in collaborative efforts with other disciplines to influence improvement in healthcare systems.
- Demonstrate commitment to lifelong learning to enhance the nursing profession.

Appendix B

RECOMMENDATION FOR GRADUATE STUDY IN NURSING

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

Program at California State University Dominguez Hills. This is a program to prepare nurses for practice as Family Nurse Practitioners. Please evaluate this candidate's abilities and skills, based on your knowledge and interaction with her/ him. We also appreciate your comments.

How long have you know the candidate? _____ In what capacity? _____

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

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

The candidate's chief strengths are:

The candidate's limitations are:

Please check one:

Strongly Recommend Recommend Recommend with reservations Do not recommend

Comments:

Signature

Print Name

Position/Institution

Date

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

Appendix B cont.

Reflection Statement

In order to help you organize your thoughts and reflect on the decision to pursue the FNP role option, consider the following questions. Please refer to this reflection when writing your essay.

1. Describe your academic preparation and how it might be applied to the FNP Program.
2. How would you characterize your work and nursing experience to date? Where do you work and what do you do?
3. Describe your understanding of the Family Nurse Practitioner role.
4. Why are you pursuing a career as a Family Nurse Practitioner NOW?
5. What are your expectations about our FNP program?
6. What are your greatest personal strengths and what is one weakness?
7. What do you think would keep you from succeeding in the FNP program?
8. What steps do you plan to take to help you succeed in the program?
9. What are your career goals?
10. How do you plan on completing the required clinical hours? What kinds of clinical placements do you have in mind and how does this fit into the curriculum?
11. Full-time employment has proven to be challenging for FNP students. How do you intend to balance the academic and clinical demands of the FNP program with your employment and personal commitments?
12. In the event you are not considered for this role option, what other plans have you considered?

Appendix C

Spring Admission FNP Role Option Program of Study

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

Portfolio Due April 1st

GWE completed or taken in first semester

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

Secure affiliation agreement

Role Option Eligibility Form Due Nov 15th And Clinical Requirements Due Dec 15th

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

Apply for graduation

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

Appendix C

Fall Admission FNP Role Option Program of Study

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

Portfolio Due November 1st

GWE completed or taken in first semester

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

Role Option Eligibility Due July 1st Clinical requirements Due July 15th

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

Apply for graduation

Spring Semester (3)	MSN 531 3 units MSN 588L 3 units Culminating Experience	Nursing Ethics Primary Care Role Performance IV
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APPENDIX D

FNP FAMILY NURSE PRACTITIONER OPTION

COURSE DESCRIPTIONS/INFORMATION

LEARNING CONTRACTS

Course Descriptions:

The FNP role option courses provide a preceptored supervised clinical experience concurrent with the Primary Care of the Family didactic courses. Emphasis is placed on comprehensive assessment and management of common acute health problems seen in the primary care of clients across the life span. Emphasis also will be placed on the primary care of the individual as a member of the family within a culturally diverse environment.

Course Objectives/Learning Outcomes/Learning Contracts:

Upon completion of MSN 558L, 578L & 588L, the student will be able to:

- Systematically perform complete health exams on clients across the life span.
- Conduct comprehensive family assessments with a special emphasis on at risk, vulnerable and diverse clients.
- Analyze historical data, physical exam findings, and laboratory data to determine differential diagnoses for common primary care problems across the life span.
- Evaluate the impact of community, cultural, socioeconomic, and psychosocial factors on the health care needs of individuals and families across the life span.
- Analyze the pathophysiological basis for selected primary care problems across the life span.
- Create a comprehensive data base for the diagnosis and management of selected primary care problems across the life span.
- Develop and evaluate treatment plans and criteria for evaluation of treatment for selected primary care problems across the life span.
- Integrate findings from community, cultural, and family assessments into treatment plans for individuals and families across the life span with a special emphasis on at risk, vulnerable and diverse clients.
- Formulate health promotion plans with clients and families from at risk, vulnerable and diverse backgrounds across the life span.

Upon completion of MSN 568L course, the student will be able to:

- Systematically perform and document complete history and obstetric and gynecologic health exams.
- Systematically perform and document history and complete exam of the male genito-urinary system.

- Perform, adapt and document a relevant health history and exam on pediatric clients.
- Conduct comprehensive family assessments with a special emphasis on at risk, vulnerable and diverse clients in the context of women's health and pediatrics.
- Analyze historical data, physical exam findings, and laboratory data to determine differential diagnoses for common primary care problems specific to women and children as well as to conditions related to the male genito-urinary system..
- Provide anticipatory guidance to pregnant women and children.
- Create a comprehensive data base for the diagnosis and management of selected primary care problems in women and children.
- Develop and evaluate treatment plans and criteria for evaluation of treatment for selected primary care problems in men, women and children.
- Integrate findings from community, cultural, and family assessments into treatment plans for men, women, children and families across the life span with a special emphasis on at risk, vulnerable and diverse clients.

Learning Contract Objective Forms:

The Learning Contract documents student and preceptor information and the agreement to fulfill the stated objectives of the clinical course during preceptorship hours at the listed agency.

Learning contract objective forms are provided for each clinical course and are based on each course's learning objectives. The student shall complete the learning activities and evaluation measure columns as appropriate for each listed learning objective. This form is submitted to the clinical instructor in conjunction with the Clinical Requirements Form.

California State University, Dominguez Hills
School of Nursing
LEARNING CONTRACT

Student name _____

Student ID # _____ Last, _____ First _____ E-mail address _____

Day time phone () _____ Evening phone () _____

Academic Program: BSN: _____ MSN: _____ PHN Certificate: _____ Course number _____

1. Preceptor's name _____ Title _____

Phone () _____ E-mail Address _____

2. Agency

Address _____

City _____ ZIP _____

3. Nursing Administrator / Contact Person _____ Phone () _____

4. CSUDH Course Instructor's name _____ Phone () _____

Instructor's Email Address _____

In case of emergency, contact CSUDH Division of Nursing at (310) 243-3596

The number of hours required in each course varies. Please consult the syllabus for the number of hours required.

The number of hours of clinical experience required for this course is: _____
 Please schedule hours accordingly.

Beginning Date _____ Final Date _____

Student is to keep a copy of this form, provide a copy to the preceptor, and submit original to instructor.

State personal goals here and complete objectives, learning activities, and evaluation measures.

Student's signature _____ Date _____

Preceptor's signature indicates approval of the Learning Contract and acceptance of the clinical schedule.

Preceptor's Signature _____ Date _____

Instructor's signature indicates approval of preceptor, learning contract and clinic schedule.

Instructor's Signature _____ Date _____

Learning Contract Objectives MSN 558L (FNP I)

Objectives	Learning Activities	Evaluation Measures
<ol style="list-style-type: none"> 1. Systematically perform complete health exams on clients across the life span. 2. Conduct comprehensive family assessments with a special emphasis on at risk, vulnerable and diverse clients. 3. Analyze historical data, physical exam findings, and laboratory data to determine differential diagnoses for common primary care problems across the life span. 4. Evaluate the impact of community, cultural, socioeconomic, and psychosocial factors on the health care needs of individuals and families across the life span. 5. Analyze the pathophysiological basis for selected primary care problems across the life span. 6. Create a comprehensive data base for the diagnosis and management of selected primary care problems across the life span. 7. Develop and evaluate treatment plans and criteria for evaluation of treatment for selected primary care problems across the life span. 8. Integrate findings from community, cultural, and family assessments into treatment plans 		

Objectives	Learning Activities	Evaluation Measures
<p>for individuals and families across the life span with a special emphasis on at risk, vulnerable and diverse clients.</p> <p>9. Formulate health promotion plans with clients and families from at risk, vulnerable and diverse backgrounds across the life span.</p> <hr/> <p><i>10. Areas for improvement identified in previous semester.</i></p> <p><i>11. Personal Clinical goals</i></p>		

Learning Contract Objectives MSN 568L (FNP II)

Objectives	Learning Activities	Evaluation Measures
<p>1. Systematically perform and document history and complete exam of the male genito-urinary system.</p> <p>2. Systematically perform and document complete history and obstetric and gynecologic health exams.</p> <p>3. Systematically perform and document history and complete exam of the male genito-urinary system.</p> <p>4. Perform, adapt and document a relevant health history and exam on pediatric clients.</p> <p>5. Conduct comprehensive family assessments with a special emphasis on at risk, vulnerable and diverse clients in the context of women's health and pediatrics.</p> <p>6. Analyze historical data, physical exam findings, and laboratory data to determine differential diagnoses for common primary care problems specific to women and children as well as to conditions related to the male genito-urinary system.</p> <p>7. Provide anticipatory guidance to pregnant women and children.</p> <p>8. Create a comprehensive data base for the diagnosis and management of selected primary care problems in women and children.</p> <p>9. Develop and evaluate treatment plans and criteria for evaluation of treatment for selected primary care</p>		

Objectives	Learning Activities	Evaluation Measures
<p>problems in men, women and children.</p> <p>10. Integrate findings from community, cultural, and family assessments into treatment plans for men, women, children and families across the life span with a special emphasis on at risk, vulnerable and diverse clients.</p> <p>12. Areas for improvement identified in previous semester.</p> <p>13. Personal Clinical goals</p>		

Learning Contract Objectives MSN 578L (FNP III)

Objectives	Learning Activities	Evaluation Measures
<ol style="list-style-type: none"> 1. Systematically perform complete health exams on clients across the life span. 2. Conduct comprehensive family assessments with a special emphasis on at risk, vulnerable and diverse clients. 3. Analyze historical data, physical exam findings, and laboratory data to determine differential diagnoses for common primary care problems across the life span. 4. Evaluate the impact of community, cultural, socioeconomic, and psychosocial factors on the health care needs of individuals and families across the life span. 5. Analyze the pathophysiological basis for selected primary care problems across the life span. 6. Create a comprehensive data base for the diagnosis and management of selected primary care problems across the life span. 7. Develop and evaluate treatment plans and criteria for evaluation of treatment for selected primary care problems across the life span. 8. Integrate findings from community, cultural, and family assessments into treatment plans 		

Objectives	Learning Activities	Evaluation Measures
<p>for individuals and families across the life span with a special emphasis on at risk, vulnerable and diverse clients.</p> <p>9. Formulate health promotion plans with clients and families from at risk, vulnerable and diverse backgrounds across the life span.</p> <hr/> <p><i>10. Areas for improvement identified in previous semester.</i></p> <p><i>11. Personal Clinical goals</i></p>		

Learning Contract Objectives MSN 588L (FNP IV)

Objectives	Learning Activities	Evaluation Measures
<ol style="list-style-type: none"> 1. Systematically perform complete health exams on clients across the life span. 2. Conduct comprehensive family assessments with a special emphasis on at risk, vulnerable and diverse clients. 3. Analyze historical data, physical exam findings, and laboratory data to determine differential diagnoses for common primary care problems across the life span. 4. Evaluate the impact of community, cultural, socioeconomic, and psychosocial factors on the health care needs of individuals and families across the life span. 5. Analyze the pathophysiological basis for selected primary care problems across the life span. 6. Create a comprehensive data base for the diagnosis and management of selected primary care problems across the life span. 7. Develop and evaluate treatment plans and criteria for evaluation of treatment for selected primary care problems across the life span. 8. Integrate findings from community, cultural, and family assessments into treatment plans 		

Objectives	Learning Activities	Evaluation Measures
<p>for individuals and families across the life span with a special emphasis on at risk, vulnerable and diverse clients.</p> <p>9. Formulate health promotion plans with clients and families from at risk, vulnerable and diverse backgrounds across the life span.</p> <hr/> <p><i>10. Areas for improvement identified in previous semester.</i></p> <p><i>11. Personal Clinical goals</i></p>		

Appendix E: School of Nursing Full-Time Faculty and Office Information

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

Nursing Office & Program Support

Nursing	310-243-3527	
Nursing Fax	310-516-3542	
FNP Advising for Students		fnpadvising@csudh.edu
FNP Admissions		fnpadmissions@csudh.edu

Student Service Center

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

Websites:

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

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

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

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

School Mailing Address:

California State University Dominguez Hills
 School of Nursing
 1000 E. Victoria Ave.
 Carson, CA 90747

Appendix F: Electronic Data Base for FNP Courses

An electronic log system is used in all FNP courses. Students are encouraged to go to www.elogs.org and work through the student tutorial. Practice with the system using the student username “roast” with password “tour”. The first day of class, all students will be given their personal passwords. No false-practice data are to be entered under the student’s own username and password. No data can be entered until the student has submitted the preceptor information.

Students can purchase an optional Palm PDA version of the software directly from the company but this should not be done until the preceptor data has been entered into the Elogs system. A Palm PDA is not a requirement but having one may make adding data in the clinic site easier.

Students can also enter data into the system from any computer via the Internet. There is NO fee associated with the internet based Elogs system. Students are advised to download the “Jot form in PDA format” which is located on the student opening page. This form can be used for each patient seen in the clinic. The Jot forms can then be taken home and the data entered via the Internet.

This system meets HIPAA requirements. Students are not to use actual patient identifying data such as names, initials, or birthdates. Patients should simply be numbered such as first patient seen is #1 followed by #2, etc.

Instructions for Completion of the Clinical Requirements Form

1. **INCOMPLETE FORMS OR MISSING DOCUMENTATION WILL NOT BE ACCEPTED**
2. **Student is to obtain all immunizations, blood titers, and other required documentation listed in the Clinical Requirements Form.**

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

3. **Scan the Completed Clinical Requirements Form and all supporting documentation in order into *one .pdf file*. An office supply store with a copy center or a copy shop is able to create this file type. **KEEP** the original documents!**
4. **No student will be allowed to begin clinical hours until all required documentation has been received and approved by the clinical instructor.**
5. **You may submit a certificate of completion of HIPAA and Blood-Borne Pathogen courses from your current employer, *OR* you are welcome to obtain a certificate from the courses available on the School of Nursing website . After taking the online course, print out the certificate and include a copy in your packet of documentation.**
6. **Complete and sign a Worker’s Compensation Waiver Form, available on the ‘FORMS page of the School of Nursing web page.**
7. **Some clinical sites will require background checks, if your site requires this, visit the School of Nursing webpage.**
8. **The Clinical Instructor is to review all documentation and sign the form, indicating all clinical requirements have been met by the student. At the end of the semester, the instructor will then send the completed form to Dr. Gay Goss, in the School of Nursing office at the CSU Dominguez Hills, School of Nursing, 1000 E. Victoria St, Carson, CA 90747 .**
9. **FNP advising questions should be directed to: fnpadvising@csudh.edu**
10. **FNP admissions questions should be directed to: fnpadmissions@csudh.edu**
11. **Any questions regarding the MSN core courses or MSN program should be directed to:
MSN Coordinator: Dr. Cynthia Johnson, cjohnson@csudh.edu, 310-243-2522**
12. **Questions specific to the FNP program and curriculum should be directed to:
FNP Director: Dr. Gay L. Goss, ggoss@csudh.edu, 310-243-2871**

DOMINGUEZ HILLS – FNP PROGRAM STUDENT INSTRUCTIONS FOR CALIFORNIA STATE UNIVERSITY

About CertifiedProfile.com

CertifiedProfile is a secure platform that allows you to order your background check online. Once you have placed your order, you may use your login to access additional features of **CertifiedProfile**, including document storage, portfolio builders and reference tools. **CertifiedProfile** also allows you to upload any additional documents required by your school. Background check results are posted to **CertifiedProfile** upon completion.

Before Placing Your Order

- ② **Required Personal Information** -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.
- ② **Immunization** -Immunization trackers provide secure online storage for all of your important documents. At the end of the background check order process you will be prompted to upload specific documents required by your school for immunization, medical or certification records.
- ② **Payment Information** -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.
- ② **Drug Test (LabCorp)** -After you place your order, you will receive an email directly from the lab, within 24-48 hours, containing your electronic chain of custody form (echain); the subject line will read: **“Drug-screen Registration”**. This email will explain where you need to go to complete your drug test.

Place Your Order

Go to: www.CertifiedBackground.com and click on **“Students”** then enter package code: **CG53T – Immunization Tracker with Review Only (Required for all FNP students)**

If preceptor site requires the following documentation, these additional options are available: **CG53bg – Background Check CG53dt – Drug Test CG53 – Background Check & Drug Test** You will then be directed to set up your **CertifiedProfile** account.

View Your Results

Immunization Tracker Requirements

RN License

-Provide a copy of your current RN License or verification of licensure through the state website http://www.rn.ca.gov/online_services/perm-verif.shtml.

CPR Certification

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

Annual Universal Precautions & Blood Borne Pathogen Course

-Submit the certification of completion from an employer or www.csudh.edu/cps/son/. This must be completed within the past year.

Annual HIPAA Course

-Submit the certification of completion from an employer or www.csudh.edu/cps/son/. This must be completed within the past year.

TB Skin Test (1 Step)

-A TB test is required to be completed annually. This must be completed within the past year. If the results are positive a clear annual Chest X-Ray.

Hepatitis B

-There must be documentation of one of the following:

- 3 vaccinations within the past 5 years and positive Hepatitis B surface antibody titer with reference range indicating immunity
- Positive Hepatitis B Surface Antibody (HbsAb) titer with reference range indicating immunity
- Signed declination waiver

Measles (Rubeola), Mumps & Rubella (MMR)

-There must be documentation of one of the following:

- Evidence of vaccination within the past 5 years
- Positive antibody titers for all 3 components (1 for Rubeola, 1 for Mumps & 1 for Rubella) with reference range indicating immunity

Varicella

-There must be documentation of one of the following:

- Evidence of vaccination within the past 5 years
- Positive antibody titer with reference range indicating immunity

Tetanus, Diphtheria & Pertussis (Tdap)

-Submit documentation of a Tdap booster within the past 10 years.

I NEED HELP!!!

If you need assistance with your immunization tracker please visit the help section located in the upper right corner of the website. Here you will find tutorials that you can watch that will show you how to create your Magnus account all the way through completing each requirement. If you need further assistance please contact **CertifiedProfile.com** at **888-666-7788** or studentservices@certifiedprofile.com and a Student Support Representative will be available **Monday-Thursday 8am-8pm, Friday 8am-6pm & Sunday 12pm-8pm EST.**

Your results will be posted directly to your CertifiedProfile 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. Your school's administrator can also securely view your results online with their unique username and password.

**Appendix I
California State University Dominguez Hills
FNP Role Option**

Evaluation of the Preceptor by the Site Evaluator

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

Please indicate your evaluation of the Clinical Site:

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

**California State University Dominguez Hills
FNP Role Option**

Evaluation of the Preceptor by the Student

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

Please indicate your evaluation of the Clinical Site:

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

Appendix J Portfolio Checklist

Letter of Intent			
Curricula Vitae			
Unofficial Transcripts			
3 Reference Letters			
Reflection Statement			
Evidence of Matriculation			
Electronic Submission To FNP Advising Site			