

**CALIFORNIA STATE UNIVERSITY, BAKERSFIELD  
DEPARTMENT OF NURSING**

**FAMILY NURSE PRACTITIONER  
GRADUATE NURSING PROGRAM  
PRECEPTOR HANDBOOK**

**2020-2022**



Dear Preceptor:

Thank you for your participation in the CSUB Nursing Department Preceptor Program. Your willingness to be a preceptor is greatly appreciated by all the students and faculty of California State University, Bakersfield (CSUB). This Preceptor Handbook is designed to provide both the preceptor and the student with an understanding of the roles and responsibilities in this collaborative effort. It includes: information about the CSUB Family Nurse Practitioner (FNP) Graduate Program, the Preceptor Program expectations, and tips for you as a preceptor. The FNP Graduate Program Preceptor Handbook can be obtained on-line at [www.csub.edu/nursing](http://www.csub.edu/nursing).

It is important for the preceptor to know the required number of clinical hours, the responsibilities of the faculty member and preceptor during the clinical experience, and what to expect from the student. The FNP courses are separated into didactic (theory) and clinical courses. The list of FNP courses, the Guidelines for Student Progress, and a Summary of Minimum Clinical Requirements are included in the FNP Graduate Program Preceptor Handbook.

The clinical rotation covers one academic semester. The Nurse Practitioner Preceptorship Agreement form needs to be completed by both the student and the preceptor. If this is the first time the preceptor has agreed to mentor a CSUB graduate student, the Preceptor Biography /Curriculum Vitae form needs to be completed. These forms need to be returned to the faculty member prior to the first day of the clinical experience. At the end of the semester, please complete the Student Evaluation and the Preceptor Evaluation of Clinical Preceptor Experience. Your evaluation feedback is greatly appreciated in that it will aid us in assessing our program's performance improvement efforts.


Your support and guidance can prove beneficial for both the graduate student and clinical site and contributes to the next generation of advanced practice nurses and nurse leaders. The Nursing faculty is readily available to graduate students and their preceptors for consultation and assistance.

Again, thank you for your support. Please feel free to contact us if you have any questions.

Sincerely,



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Section I. **Overview of the Department of Nursing**

## **A. Overview of the Department of Nursing (DON)**

*Undergraduate Program:* The DON has offered the BSN degree since the University first opened its doors in 1970. Over the past 45 years, more than 2,400 students have completed a BSN at CSUB. CSUB remains the only public university in the region where students can earn a BSN.

Non-licensed students can obtain a BSN and eligibility for permission to take the National Council Licensure Examination (NCLEX-RN) through the Traditional BSN Program, a rigorous 3-year experience. Registered nurses can earn a bachelor's degree through the RN-BSN Program, which features a predominantly online curriculum. As a result of heavy demand, the Traditional BSN Program and the RN-BSN Program have both been granted Impacted Status designation from the CSU Chancellor's Office. In the CSU system, a program is granted Impacted Status when the number of applications received exceeds program capacity. At CSUB, admissions standards and ranking criteria for the Traditional BSN and RN-BSN programs are established by the Undergraduate Program Committee (UPC), and cohorts are comprised of the top-ranking candidates. Graduates of the Traditional BSN and RN-BSN Programs have provided an excellent pool of candidates for admission to the Master of Science in Nursing (MSN) program at CSUB.

### *Graduate Program*

The DON opened the MSN program in 1987 with a graduate degree in Nursing Administration, and secured National League for Nursing (NLN) accreditation in 1991. After the implementation of the Family Nurse Practitioner (FNP) Track in 1996, the BSN and MSN programs transitioned successfully to CCNE accreditation in 1998. Additional MSN Tracks were also introduced and discontinued over the years, based on student demand and available resources. Between 1990 and 2010, the MSN program graduated 114 FNPs and 87 Clinical Nurse Leaders, Clinical Nurse Specialists, Nurse Educators, and School Nurses. Most MSN graduates have remained in Kern County and are leaders within the local healthcare community.

Between 2010 and 2014, leaders within our community and on campus monitored the trends within the healthcare system, our community's needs, and the professional goals of our current and prospective students. A feasibility study was conducted, which indicated a tremendous need for more FNPs; a healthy MSN/FNP program is a critical resource for the Central Valley of California. The MSN Program with an FNP Track reopened in Fall 2014 with full approval by the California BRN and is accredited by the CCNE.

### *Nursing Faculty*

The Department's nursing faculty are highly qualified nurse scholars and educators prepared in research and practice of their respective nursing disciplines. Faculty members meet the California Board of Registered Nursing expectations for clinical competence, the University and the Commission on Collegiate Nursing Education's expectations for scholarship, teaching, practice and leadership.

### *Resources*

The Department maintains three technical areas for nursing students in the Romberg Nursing Education Center (RNEC) on the CSUB campus: a nursing skills laboratory, a computer laboratory, and a simulation center with an attached smart classroom to support multiple forms of technology-assisted classroom instruction. The nursing arts laboratory has 13 patient care learning stations, and

the computer lab contain videotapes, PCs and Macintosh computers, instructional software, and multimedia software.

### *Community Partners*

Students practice their nursing skills at many locations in Bakersfield and in the surrounding Kern Country area. These facilities include hospitals, physicians' offices, health clinics, schools, public health agencies, homeless shelters, hospices, and specialty care centers.

### *CSUB Non-Discrimination and Non-Harassment Policy*

The Department of Nursing follows the CSUB policy on non-discrimination and non-harassment and does not discriminate on the basis of race, religion, sex, age, handicap, color, marital status, sexual or national origin. <https://www.csub.edu/equity-inclusion-compliance/dhr>

Approved by Faculty Organization 05/2010; Revised 12/2015; Reviewed 10/2018

## **B. California State University, Bakersfield Mission Statement**

California State University, Bakersfield is a comprehensive public university committed to offering excellent undergraduate and graduate programs that advance the intellectual and personal development of its students. An emphasis on student learning is enhanced by a commitment to scholarship, diversity, service, global awareness and life-long learning. The University collaborates with partners in the community to increase the region's overall educational attainment, enhance its quality of life, and support its economic development.

## **C. Department of Nursing Mission, Vision, Values**

### Mission

The Department of Nursing provides nursing education to undergraduate and graduate students seeking entry into professional nursing or advanced education. The faculty provides a collaborative, inclusive, and interactive learning environment committed to excellence in teaching, scholarship, service, and practice. The Department of Nursing accomplishes the mission through collaboration with the communities of interest.

The Department of Nursing fosters an environment that encourages lifelong learning and advancement within the profession. Graduates will have the acquired knowledge, skills, attitudes, and values essential to the practice of professional nursing. As professional nurses, our graduates will engage in evidence-based practice in an interprofessional healthcare environment. In recognition of the health needs of a multicultural society, professional nurses who are graduates of CSUB will address healthcare issues and needs of their community.

### Vision

The CSUB Department of Nursing pursues innovative ways to advance nursing practice and address the growing complexities associated with creating a healthier population in California's Central Valley.

### Values

The Department's values align with those of the university, including academic excellence, freedom of inquiry and statement, global awareness and cultural sensitivity, diversity, honesty and fairness,

democratic governance, community engagement, and personal responsibility. The DON embraces professionalism and a respect for the inherent ethical values of altruism, autonomy, human dignity, integrity, and social justice as fundamental to the discipline of nursing.

#### **D. Graduate Program Description**

The purpose of this master's program is to prepare nurses with advanced nursing theory and clinical experiences in the advanced practice nursing role of Family Nurse Practitioner (FNP). Students are prepared to assess the health needs and health risks of all family members, apply family theories, and analyze legal, ethical, economic, leadership, and professional issues pertinent to nurse practitioners. Graduates from this program will be qualified to practice in primary care practice settings within the changing patterns of health care; assume leadership roles in multidisciplinary health groups; and practice family nursing in primary and secondary health care settings. Graduates will be prepared to apply for doctoral programs in nursing.

The content of this program includes advanced health assessment, advanced pathophysiology, and advanced pharmacology; analysis, utilization, and evaluation of theories of nursing; research methodology; role development; care of vulnerable populations; health care policy and delivery systems; leadership; and application of advanced knowledge in providing nursing care for clients representing a variety of cultural and ethnic backgrounds in both urban and rural community settings. Students complete a culminating experience which demonstrates their competence in the conduct of scientific inquiry related to clinical problem solving. Students must complete the requirements for the Master's degree before they can pursue FNP certification from the CA BRN.

The MSN/FNP Option has been approved by the CSU Chancellor's office and has been accredited by the Western Association of Schools and Colleges (WASC). The program is seeking accreditation from the Commission of Collegiate Nursing Education (CCNE) according to their routine procedures. The Bachelor of Science in Nursing (BSN) already holds CCNE accreditation. For further information about the accreditation status of the FNP program, please contact the Department of Nursing office or the Commission of Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, phone (202) 887-6791.

#### **E. Master's Degree Program Objectives**

The program objectives are to prepare students for graduation who can:

1. Expand knowledge and evaluate nursing theories and theories from related disciplines as a basis for advanced roles and nursing practice.
2. Utilize nursing concepts, theories, and knowledge to support advanced practice roles and evidence-based nursing practice.
3. Demonstrate expertise in advanced roles in nursing.
4. Apply evidence based research findings to advanced roles and nursing practice.
5. Utilize the steps of scientific inquiry to evaluate and integrate research, theory, and practice.
6. Advance practice through the development and implementation of strategies for improving nursing care and initiating changes in the health care system.
7. Actively engage in collaborative relationships with other members of the health care team to improve health care and influence health care policies.
8. Assume responsibility for contributing to the advancement of the nursing profession.
9. Utilize technology to enhance the effectiveness of managing client and clinical information.



10. Acquire a foundation for doctoral study in nursing.

Revised Graduate Program Committee (D. Wilson, H. He, S. Pollock) 2014  
H. Sands (08/1998); Revised - P. Leapley, J. Robinson, B. Meyer (10/2002)

## Section II. **Overview of the Family Nurse Practitioner Program**

The Family Nurse Practitioner program at CSUB is a 2-year full-time program, which leads to a Master of Science degree in Nursing with a Family Nurse Practitioner (FNP) specialization. There are four advanced practice registered nurse (APRN) roles: certified registered nurse anesthetist (CRNA), certified nurse midwife (CNM), clinical nurse specialist (CNS), and nurse practitioner (NP). The FNP Program at CSUB prepares APRNs in the role of nurse practitioners (NP). Family nurse practitioners provide care for individuals and families across the lifespan. The FNP role includes preventative healthcare as well as assessment, diagnosis and treatment of acute and chronic illness for individuals and families (NONPF, 2013). Emphasis is placed on health promotion, disease prevention, and management of common health conditions. Graduates are prepared to provide high-quality, evidence-based, and family centered care to infants, children and adults across the lifespan and from diverse backgrounds.

Graduates of the FNP Program are:

- Qualified to be certified as NPs by the State of California
- Qualified to earn their furnishing number from the State of California
- Prepared to take national FNP certification exams
- Prepared to enter a doctoral program in nursing or related field

The FNP Program curriculum is a 2-year, full-time schedule of courses. Clinical hours are completed through preceptorships with local primary care providers in a variety of healthcare settings.

The first semester of the program includes Pharmacotherapeutics for Advanced Practice Nursing, Pathophysiology for Advanced Practice Nurses, and an Advanced Health Assessment course, which prepares students to conduct comprehensive history and physical exams. The first of five clinical nurse practitioner courses begin in the second semester. Students continue to take didactic courses at CSUB during the time they are completing their clinical requirements. An outline of the required courses is included.

Clinical experience, defined as direct client care to individuals/families and/or communities, is a required component of the nurse practitioner curriculum. Clinical experience gives students the opportunity to apply theory in the clinical situation, develop an understanding of the nurse practitioner's role, function as a member of an interdisciplinary team, and demonstrate the ability to mobilize and coordinate available community resources in the management of client health and illness states. Students develop their clinical reasoning skills and test their philosophy of practice throughout clinical experience. This opportunity to apply in practice, the theory, research, and technical skills they are learning must be sufficient to enable the student to develop the competencies necessary for practice.

The FNP Faculty members are accountable for the final evaluation of students; however, preceptors are vital members of the teaching team and are clinically expert individuals with whom students have the opportunity to work. Faculty members, clinical preceptors, and students are continuously collaborating to enhance the clinical experience.

## **A. Family Nurse Practitioner Program Objectives**

Upon graduation or entry to advanced practice, the Family Nurse Practitioner should demonstrate competence in the following:

1. Synthesize theoretical, scientific, and contemporary clinical knowledge for the assessment and management of both health and illness states for the purposes of health promotion, health protection, disease prevention, and treatment of the individual, the family, aggregate groups, and the community.
2. Demonstrate a personal, collegial, and collaborative approach which enhances the Family Nurse Practitioner's effectiveness in patient care.
3. Function as a licensed independent practitioner by using best available evidence to continuously improve quality of clinical practice.
4. Demonstrate a commitment to the implementation, preservation, and evolution of the Family Nurse Practitioner role.
5. Implement clinical reasoning and build collaborative, interdisciplinary relationships to provide optimal health care to the patient.
6. Oversee and direct the delivery of clinical services within an integrated system of health care to achieve improved health outcomes for patients, communities, and systems.
7. Ensure quality of health care through consultation, collaboration, continuing education, certification, and evaluation (eligible for state and national certification upon completion of the program).
8. Provide culturally competent care, deliver patient care with respect to cultural and spiritual beliefs, and make health care resources available to patients from diverse cultures.

*(Adapted from the Nurse Practitioner Core Competencies, NONPF 2017.)*

## B. List of Courses and Units for FNP Option

Semester	Course	Units
<b>Fall</b>		
N5200	Advanced Health Assessment (Theory)	2
N5201	Advanced Health Assessment (Clinical)	1
N6300	Pathophysiology for Advanced Practice Nurses	3
N6310	Pharmacotherapeutics for Advanced Practice Nurses	3
		<b>9</b>
<b>Spring</b>		
N5220	Theoretical Foundations of Nursing	2
N6260	Advanced Nursing Research	2
N6320	Advanced Practice Nursing Care for Individuals and Families Across the Lifespan I (Theory)	3
N6321	Advanced Practice Nursing Care for Individuals and Families Across the Lifespan I (Clinical)	3*
		<b>10</b>
<b>Summer</b>		
N5240	Human Diversity & Health Care Policy	3
N6330	Advanced Practice Nursing Care for Individuals and Families Across the Lifespan II (Theory)	3
N6331	Advanced Practice Nursing Care for Individuals and Families Across the Lifespan II (Clinical)	2*
		<b>8</b>
<b>Fall</b>		
N5250	Transformational Leadership and APRN Role Development	3
N6340	Advanced Practice Nursing Care for Individuals and Families Across the Lifespan III (Theory)	3
N6341	Advanced Practice Nursing Care for Individuals and Families Across the Lifespan III (Clinical)	4*
		<b>10</b>
<b>Spring</b>		
N5230	Educational Principles and Methodology Applied to Nursing	2 (elective)
N6290	Culminating Experience: Comprehensive Examination	3
N6351	Advanced Practice Practicum (Clinical)	4*
		<b>7 (9)</b>
	<b>Total</b>	<b>44 (46 w/N5230)</b>
	<b>Clinical Experience (Direct Patient Care)</b>	<b>13 units (585 hours)</b>
	<b>Minimum Requirements:</b> <b>BRN 12 units</b> <b>CCNE 500 hours</b>	

### **C. FNP Course Descriptions**

**NURS 5200 Advanced Health Assessment (Theory) (2)** Advanced knowledge and skills needed for performing comprehensive health assessments will be explored. Emphasis on analysis and synthesis of all relevant physiological, pathophysiological, psychopathological as well as physical and psychosocial data. Individualized, comprehensive, and holistic protocols for client care management based on best available evidence will be developed. Focus on the identification of health risk factors, health promotion, and disease prevention. Prerequisite: Senior standing in BSN program or Post-Baccalaureate status with permission of instructor, or Admission to the MSN Program. Corequisite: NURS 5201.

**NURS 5201 Advanced Health Assessment (Clinical) (1)** Comprehensive health histories for individuals of all ages will be conducted using advanced knowledge and skills learned in the theory class. Data acquired through interviewing, physical assessment, and clinical laboratory tests will be used to assess the health status of the individual, identify client problems, formulate, implement, and evaluate individualized nursing care plans at an advanced level of nursing practice. Following a comprehensive health appraisal, students will plan for individualized client care management including health counseling, health education, and referral. Prerequisite: Senior standing in BSN program or Post-Baccalaureate status with permission of instructor, or Admission to the MSN Program. Corequisite: NURS 5200.

**NURS 5220 Theoretical Foundations of Nursing (2)** A seminar dealing with the relationships between philosophy, theory, research, and practice in nursing. An historical analysis of nursing's professional progress to its present theoretical state provides the background for analysis, discussion, and evaluation of different nursing theories. Included will be analysis of relevant mid-range theories from a wide range of disciplines. Prerequisite: Senior standing in BSN program or Post-Baccalaureate status with permission of instructor, or Admission to the MSN Program.

**NURS 5230 Educational Principles and Methodology Applied to Nursing (2)** The focus of the course is on the use of a variety of teaching skills and strategies to help nursing staff, students, and other health care workers establish policies and standards. These skills enable the advanced practice nurse to influence attitudes and understanding about nursing health care. Students in this course develop and present programs or classes for nursing staff development, education of nursing students, or programs of health education for consumers and other health care providers. Prerequisite: Senior standing in BSN program or Post-Baccalaureate status with permission of instructor, or Admission to the MSN Program.

**NURS 5240 Human Diversity and Health Care Policy (3)** Exploration of health care policy, organization and financing of health care systems in order to provide the basis for leadership in the planning of provision of quality cost-effective care. Includes as an essential foundation for the delivery of health care services: examination of legislation, regulation, distributive justice and the social determinants of health that cause (or contribute to) health disparities in vulnerable populations; comparison of various care delivery systems; exploration of various modes of health care financing; consideration of culture, ecology, and epidemiology. Prerequisite: Senior standing in BSN program or Post Baccalaureate status with permission of instructor, or Admission to the MSN Program.

**NURS 5250 Transformational Leadership and APRN Role Development (3)** Role development in advanced practice nursing from historical, economic, political, legal, and ethical perspectives. Discussion of role definition, transition, ambiguity and development. Concepts of collegial practice, inter-professional and intra-professional relationships, legal issues, healthcare policy, organizations, and financing will be emphasized. Prerequisite: Senior standing in BSN program or Post Baccalaureate status with permission of instructor, or Admission to the MSN Program.

**NURS 6260 Advanced Nursing Research (2)** In-depth study of selected research strategies commonly used in nursing such as clinical case study, experimental, quasi-experimental, historical, ethnographic, ex-post-facto, and survey methods. Identification and clarification of nursing problem statements and related hypotheses. Admission to the MSN Program and successful completion of the Graduate Writing Assessment Requirement (GWAR) of the university.

**NURS 6290 Culminating Experience: Comprehensive Examination (3)** The comprehensive examination will allow the student to demonstrate mastery of the subject matter including: client assessment, diagnostic reasoning, and clinical reasoning in developing a treatment and management plan. The comprehensive examination will include a multiple choice examination preparing the student for the national certification examination for the Family Nurse Practitioner. The comprehensive examination will include a written component that will incorporate nursing theory, nursing leadership, nursing research, educational principles, and patient care management. Prerequisites: Candidacy status in the MSN program. Completion of all MSN/FNP courses except NURS 6351.

**NURS 6300 Pathophysiology for Advanced Practice Nurses (3)** Physiology based course focusing on the pathogenesis of human disease as a consequence of abnormalities and alterations of normal physiologic function based on a cellular and systems-oriented framework. Regulatory and compensatory mechanisms that aim at maintaining and restoring homeostasis in response to changes in the internal and external environment are explored. Synthesis of current research regarding pathophysiological patterns and its application to primary care are emphasized. Prerequisite: Admission to the MSN Program.

**NURS 6310 Pharmacotherapeutics for Advanced Practice Nurses (3)** Designed to meet the California Board of Registered Nursing requirement for nurse practitioners to furnish medications and/or devices commonly used in the diagnosis, prevention, and treatment of health care conditions affecting patients across the life span, pursuant to the Business and Professions Code including utilizing standardized procedures, including controlled substances (Schedule II-V) and risk of addiction associated with their use. Content of focused discussion and testing will include, but not limited to: pharmacokinetics, pharmacodynamics, pharmacotherapeutic management; recognizing and managing side effects; interactions with medications, foods, and dietary supplements; ethical and legal issues related to the furnishing process, including furnishing controlled substance. Emphasis is on achieving optimal drug therapy outcomes as well as preparation for application for a furnishing license.

**NURS 6320 Advanced Practice Nursing Care for Individuals and Families Across the Lifespan I (Theory) (3)** The roles of the Advanced Practice Nurse in the primary health care management of individuals and families across the lifespan are introduced. Disease prevention, and health and

wellness care in rural, urban, and multi-ethnic and culturally diverse populations across the lifespan are emphasized. Theoretical models of family, aggregate, and community systems as they relate to health promotion, risk reduction, and health restoration are explored. Prerequisites: NURS 5200, 5201, 6300, 6310. Classified status in the MSN Program and the FNP option. Corequisite: NURS 6321.

**NURS 6321 Advanced Practice Nursing Care for Individuals and Families Across the Lifespan I (Clinical) (3)** Development and utilization of disease protocols for intervention and management are emphasized. Emphasis is placed on data gathering, conducting routine health histories, physical examinations, and health promotion/risk reduction activities in rural, urban, and multi-ethnic and culturally diverse populations across life span. Prerequisites: NURS 5200, 5201, 6300, 6310. Classified status in the MSN Program and the FNP option. Corequisite: NURS 6320.

**NURS 6330 Advanced Practice Nursing Care for Individuals and Families Across the Lifespan II (Theory) (3)** Family Nurse Practitioner concepts in family assessment, diagnosis, and management in primary care and community based settings are explored. The diagnosis, management, and evaluation of treatment outcomes of common health problems to families and individuals across lifespan are examined. Care of individuals and families across the lifespan with acute self-limiting illness and chronic illness are emphasized. Prerequisites: NURS 6320, 6321. Classified status in the MSN Program and the FNP option. Corequisite: NURS 6331.

**NURS 6331 Advanced Practice Nursing Care for Individuals and Families Across the Lifespan II (Clinical) (2)** Application of Family Nurse Practitioner concepts and skills in assessment, diagnosis, and management in primary care and community based settings. Pathophysiological and pharmacological concepts are applied in clinical decision making process. Supervised clinical practice emphasizes on using best evidence to formulate diagnosis and management plan for the common acute self-limiting illness and chronic illness in individuals and families across lifespan with the guidance of preceptors. Prerequisites: NURS 6320, 6321. Classified status in the MSN Program and the FNP option. Corequisite: NURS 6330.

**NURS 6340 Advanced Practice Nursing Care for Individuals and Families Across the Lifespan III (Theory) (3)** Family Nurse Practitioner concepts in family assessment, diagnosis, and management in primary care and community based settings are explored. The diagnosis, management, and evaluation of treatment outcomes of common health care problems to families and individuals across lifespan are examined. Care of individuals and families across the lifespan with complex acute illness, chronic multi-system illness, and psychological/behavioral problems are discussed. The theoretical base for provision of care to older adults is emphasized. Prerequisites: NURS 6330, 6331. Candidacy status in the MSN Program and the FNP option. Corequisite: NURS 6341.

**NURS 6341 Advanced Practice Nursing Care for Individuals and Families Across the Lifespan III (Clinical) (4)** Application of Family Nurse Practitioner concepts and skills in assessment, diagnosis, and management in primary care and community based settings. Pathophysiological, pharmacological, psychosocial concepts are applied in clinical decision making process. Supervised clinical practice emphasizes on using best evidence to formulate diagnosis and management plan for complex acute illness and chronic multisystem illness in individuals and families across lifespan with



the guidance of preceptors. Prerequisites: NURS 6330, 6331. Candidacy status in the MSN Program and the FNP option. Corequisite: NURS 6340.

**NURS 6351 Advanced Practice Practicum (4)** Supervised nurse practitioner role development practice with a preceptor and faculty guidance in a primary care and community-based setting. Problem solving strategies as they apply to multiethnic clients and culturally diverse client/ systems are implemented through the utilization of theoretical models and research across practice settings. Emphasis is placed on advanced competency in the formation and evaluation of comprehensive evidence based plans of care for complex and multisystem disorders. Extensive clinical experiences prepare the student to assume the role and professional responsibilities of the entry level FNP. Prerequisites: NURS 6341. Candidacy status in the MSN Program and the FNP option.

#### **D. Standards Used in Developing the Family Nurse Practitioner Course Content:**

1. *California Code of Regulations, Title 16, Section 1484: Nurse Practitioner Programs* (Board of Registered Nursing [BRN], updated 2019). BRN approval is required in order for the FNP program to operate in the State of California.
2. *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs* (Commission on Collegiate Nursing Education [CCNE],-2018). CCNE accreditation is required in order for FNP graduates to become licensed, certified, and eligible for reimbursement.
3. *Criteria for Evaluation of Nurse Practitioner Programs* (National Task Force [NTF] on Quality Nurse Practitioner Education, 2016). CCNE accreditation requires demonstration that the *NTF Criteria* have been met.
4. *The Essentials of Master's Education in Nursing* (American Association of Colleges of Nursing [AACN], 2011). CCNE accreditation requires demonstration that the *Essentials* have been met.
5. *Population-Focused Nurse Practitioner Competencies: Family/Across the Lifespan* (National Organization of Nurse Practitioner Faculties (NONPF, 2013).
6. *Nurse Practitioner Core Competencies Content* (National Organization of Nurse Practitioner Faculties (NONPF, 2017).

The NONPF (2013 & 2017) guidelines address the nine domains of curricular content:

1. Scientific Foundation Competencies
2. Leadership Competencies
3. Quality Competencies
4. Practice Inquiry Competencies
5. Technology and Information Literacy Competencies
6. Policy Competencies
7. Health Delivery System Competencies
8. Ethics Competencies
9. Independent Practice Competencies

Available at:

<https://www.nonpf.org/page/14>

**E. Clinical Course Timetable**

<i>Semester 1</i>	<i>Semester 2</i>	<i>Semester 3</i>
<b>Fall First Year</b> Students attend classes at CSUB, including 3 hours per week of clinical laboratory time.	<b>Spring First Year</b> Students attend classes at CSUB and spend minimal of 135 hours with preceptor.	<b>Summer Session</b> Students attend classes at CSUB and spend minimal of 90 hours with preceptor.
<i>Semester 4</i>	<i>Semester 5</i>	
<b>Fall Second Year</b> Students attend classes at CSUB and spend minimal of 180 hours with preceptor.	<b>Spring Second Year</b> Students attend classes at CSUB and spend minimal of 180 hours with preceptor.	

**F. Guidelines for Student Progress**

*End of First Semester (N5201)*

In addition to the successful completion of theory requirements, the student will:

1. Complete an adequate screening physical exam.
2. Use their instruments properly.
3. Demonstrate necessary interviewing and communication skills for patient encounters.
4. Consider the patients' growth and development as part of assessing, planning and intervening.
5. Develop basic procedural skills commonly performed by nurse practitioners in primary care setting.

*End of Second Semester (N6321 - First Clinical Rotation)*

The emphasis in this Semester will be on data gathering, conducting routine H & P's, and health promotion/risk reduction activities. The student will:

1. Perform a thorough and complete screening history and physical, including developmental health history, psycho-social assessment.
2. Perform a focused history and physical on the common "walk-in" patient problems and report the findings to the preceptor. In doing focused histories and physicals, it is expected that the student will cover at least what is needed, but probably make the error of gathering too much data.
3. Demonstrate basic communications skills including active listening, acknowledging concerns of the patients, responding and using appropriate language, and avoiding medical jargon.
4. Recall and elicit through interviewing a review of systems for major organ systems. For example, if a patient comes in complaining of a respiratory complaint, the student will be able to state what the basic respiratory ROS he or she would obtain.
5. Develop and use diverse protocols as a basis for intervention and management of common health problems.

6. Plan appropriate health promotion/discuss prevention interventions. For example, if a patient has a history of smoking, the student will be able to encourage smoke cessation.
7. Assess family structure and support mechanisms as well as identify community resources.
8. Demonstrate a beginning level in interpretational laboratory findings.
9. Evaluate the assessment data to provide a preliminary diagnosis of health and developmental problems.
10. Be aware of their limitations. They have to be able to acknowledge areas of limited knowledge and say: "I don't know." The corollary of this is that they request appropriate preceptor help depending on the clinical problem at hand.
11. Continue to develop basic procedural skills performed by nurse practitioners in primary care setting.

### ***End of Third Semester (N6331)***

Emphasis this semester will be on health promotion, disease prevention and management of patients with acute self-limiting illnesses across the life span. The student will start incorporating referrals to other health care professionals in their plan of care and understand the implications of this dimension in terms of coordinating primary care. The student will:

1. Collect a focused data base on common self-limiting and acute health problems including: bronchitis, otitis media, conjunctivitis, pharyngitis, chest pain, etc.
2. Make accurate assessments and differential diagnoses for common acute problems seen in the primary care setting.
3. Demonstrate basic counseling skills and improved communication skills with patients and their families.
4. Elicit and record developmental health history, psycho-social assessment and nutritional assessment.
5. Make consistent and accurate problem lists for all patients they see.
6. Order and interpret appropriate diagnostic tests, including radiology tests, and initiate and evaluate treatments, including pharmacotherapy, for health problems that have been covered in class or by standardized procedures.
7. Incorporate nutritional assessment and intervention into their assessment and management of chronic health problems.
8. Perform, when required, special physical exam techniques, for example, checking for jugular venous distension, testing for ascites, etc.
9. Provide an oral presentation to the preceptor or faculty member, in which the student gives pertinent positives and negatives for patient problems encountered.
10. Refine procedural skills performed by nurse practitioners in primary care setting.

### ***End of Fourth Semester (N6341)***

Emphasis during this semester will be consolidation of prior skills, the management and follow up of patients with chronic diseases across the life span. The student will be expected to apply pathophysiological concepts to clinical practice and have knowledge of common differential diagnoses and develop sound assessments. The student will continue to emphasize risk reduction and health promotion activities. The student will:

1. Collect a focused data base on common chronic diseases, including: hypertension, diabetes, COPD, congestive heart failure, rheumatoid arthritis, coronary artery disease, and cerebral vascular disease.
2. Make accurate assessments and differential diagnoses for common chronic health problems.
3. Evaluate patients with common chronic diseases and, with preceptor consultation recommend appropriate pharmacological and non-pharmacological interventions. Provide appropriate follow up care.
4. Develop greater depth in determining the need to order laboratory tests and in interpreting those tests.
5. Refine oral presentation skills, in which the student gives pertinent positives and negatives for patient problems encountered in an organized and concise fashion.
6. Initiate and provide emergency treatments. For example, if a patient comes in with an allergic reaction, the student will provide initial treatment.
7. Continue to refine procedural skills performed by nurse practitioners in primary care setting.

### ***End of Fifth Semester (N6351)***

Emphasis this Semester will be on the refinement of clinical skills. The student should be able to collect a focused database on patients with chronic multi-system disease, for example, COPD with underlying coronary artery disease, poorly controlled hypertension with underlying diabetes mellitus, etc. Any deficiency in depth or breadth of clinical experiences will be corrected by the end of the semester. The student will:

1. Compose condensed H & P notes and appropriate, but brief, SOAP notes.
2. Assess, diagnose, and treat common problems with some level of preceptor consultation.
3. Complete focused history and physicals, limited to the problem.
4. Evaluate patients with common chronic disease and acute self-limiting illness across the life span.
5. Develop greater depth in laboratory interpretation, Pharmacotherapeutics, and nutrition.
6. Refer and consult with other health professionals and specialists.
7. Complete any outstanding requirements for graduation.
8. Demonstrate efficiency in office practice.
9. Demonstrate patient follow up skills, especially regarding patients with chronic multi-system disease.
10. Focus on the professional aspects of the nurse practitioner's role, including legal and ethical implications of advanced practice.

**Note to Preceptors:** The student is responsible for working with you and your office staff in choosing appropriate patients to meet these requirements. The number of patients seen will depend upon the complexity of the patients' problems and the students' familiarity with the condition. Students are expected to be thorough and complete. Student productivity is expected to increase as the student progresses in the program. Typically, students see an average of 3-4 patients per day during their first clinical rotation (N6321), and 5-6 patients per day in their second semester (N6331) and gradually increasing in the subsequent semesters (N6341 and N6351).

## G. Summary of Minimum Clinical Requirements for FNP Students

### Introduction

The following information is intended to serve as a guide for the student's *selection of clinical experiences* required of the FNP courses: N6321, N6331, N6341, and N6351. It is recognized that patient problems encountered in the clinical setting do not always coincide with the order of gaining didactic knowledge through the scheduled classes and assignments. However, the student is expected to gather complete subjective and objective data, even though the student may not currently be able to *fully assess the problem or to develop a complete treatment plan*. At any given time, the student will be responsible for the diagnoses and treatment of only those conditions covered didactically in the FNP courses.

### Level of Responsibility (LOR)

- LEVEL 1      Observation Only: Student observes provider or "assists" peripherally in procedure. Utilized when student observes surgery or other procedures without scrubbing. Can be recorded on Patient Log Records but not MCRs.
- LEVEL 2      Major Consultation: Preceptor rechecks almost all of history and or exam and provides most of the assessment and plan. Utilized for students very early in the Program or for a patient with very complex or potentially life-threatening problems.
- LEVEL 3      Dual Responsibility: Approximately half FNP student responsibility; utilized for beginning students or complex patient problems.
- LEVEL 4      Complete Encounter: The student sees a patient without preceptor consultation during the patient visit. However, the student must briefly present the patient's case to the preceptor prior to the patient leaving.

### OR

Brief Consultation: The student utilizes the preceptor for less than 5 minutes, usually for presentation or to confirm positive exam findings. The student is responsible for assessment and plan with preceptor approval.

### IMPORTANT:

Students are expected to write the progress note on the chart for Levels 2-4, although preceptor may write an additional note for patients who require consultation for potentially life-threatening problems. This is a legal requirement.

### Minimum Clinical Requirements (MCR)

The impetus for using the MCR is twofold:

1. Provide necessary record keeping of depth and breadth of nurse practitioner student experiences as mandated by the Board of Registered Nursing.
2. Assure a broad foundation of clinical experience that is oriented to primary health care of families.

## MINIMUM CLINICAL REQUIREMENTS For Family Nurse Practitioner Students

A total of 585 hours of clinical practice is required in the Family Nurse Practitioner program. FNP student must complete a minimum of

- 400 hours in primary care settings,
- 120 hours with a nurse practitioner, and a minimum of
- 120 hours in state or nationally designated medically under-served areas or rural areas.

Definitions of primary care settings, medically underserved areas and rural areas can be found in Health Resources and Services Administration (HRSA) Workforce Glossary.

<https://bhwhrsa.gov/grants/resourcecenter/glossary>

A balance in clinical experience is important. The desirable distribution of adult health, women's health and child health should be 60%, 20% and 20%. The following detailed the minimum clinical encounters required in the program. Encounter refers to one client. The detail of requirements can be counted in two areas or twice in the same area but not more than twice

**Pediatrics** (less than 18 years old): 10 or more encounters, including 5 or more encounters in well baby/ child visits or sports physicals. These may count for other disease categories as well

**Respiratory – ENT:** 20 or more encounters, including but not limited to COPD, asthma, rhinitis, bronchitis, pneumonia, otitis media, otitis externa, or sinusitis.

**Eye:** 5 or more encounters including but not limited to performing fundoscopic examination, conjunctivitis, foreign body or wood lamp.

**Cardiovascular:** 20 or more encounters including but not limited to congestive heart failure chest pain, valve disease, hypertension, or CAD.

**GI:** 15 or more encounters including but not limited to abdominal pain, hepatitis, duodenal ulcer, GERD, appendicitis, pancreatitis, biliary disease or other acute abdomen.

**Musculo-Skeletal:** 10 or more encounters, including but not limited to extremity injury, joint disease, or low back pain.

**Neurology:** 10 or more encounters including but not limited to headache, vertigo, CVA/TIA, head trauma, movement or sensory disorders.

**Endocrine:** 10 or more encounters including but not limited to diabetes, thyroid disorders, parathyroid disorders, hypothalamus or pituitary disorders, or amenorrhea.

**GU:** 10 or more encounters including but not limited to prostate exams, urinary tract infection, BPH, renal stone, or pyelonephritis.

**Dermatology:** 10 or more encounters including but not limited to acne, eczema/atopic dermatitis, contact dermatitis, actinic keratosis, tinea/candidiasis, cellulitis or abscess.

**OB/GYN:** 10 or more encounters, including but not limited PAP Smears, pelvic exam, STD, contraception, obstetric care, intrapartum or postpartum care.

**Psychiatry:** 10 encounters including but not limited to situational/individual/family crises, anxiety, depression, bipolar, schizophrenia, drug/alcohol dependency or abuse.

Approved by GPC 2020

### Section III. **MSN/FNP Preceptor Program**

## **A. Preceptor Policies and Procedures (based on California BRN Regulations for Preceptorships)**

1. Definition: The Graduate Preceptor Program at California State University, Bakersfield (CSUB) is a component of the Nursing Program that includes a teaching strategy designed to provide students with learning experiences that are guided by a Primary Health Care Provider who may also be an expert in his or her area of specialty.
2. Selection of Preceptors
  - a. A preceptor must have:
    - i. A current license to practice in the state of California either as a physician or as a nurse practitioner;
    - ii. At least one year of clinical experience either as a physician or as a nurse practitioner.
    - iii. In a group practice, any other provider participating in supervision of the student must also meet the same qualifications regarding education and clinical experience.
  - b. With the advance permission of the clinical instructor, a relief preceptor, who meets the qualifications specified by CSUB Nursing Department, shall be available on the designated preceptor's days off to:
    - i. Ensure continuity of the student's precepted learning experience.
    - ii. Ensure that a preceptor is present and available on the patient care unit at all times while the student is providing care/nursing services.
3. Students shall be enrolled in the designated CSUB course in which he/she is assigned to a preceptor and will not be compensated by the clinical facility where the clinical rotation occurs.
4. Over the course of the program, the student must complete a minimum of 120 hours with a nurse practitioner, and a minimum of 120 hours in state or nationally designated medically underserved areas.
5. The Preceptor Program files shall be kept in the CSUB Nursing Department office and includes the following information for the designated semester/year assigned:
  - a. Dates of preceptorship
  - b. Preceptor's name
  - c. Preceptor's current licenses
  - d. Preceptor responsibilities (as designated by the assigned course)
6. Preceptor responsibilities (as designated by the assigned course)
7. Preceptorship Orientation
  - a. The Preceptor Handbook orients preceptors and serves as the written guidelines regarding the program, courses, role, and responsibilities of Nursing Faculty (Course Team Leader, Clinical Instructor), Preceptor, and Student and the required forms.
  - b. The Preceptor Handbook and syllabus are kept on file in the Nursing Department for all graduate clinical courses.
  - c. Clinical faculty orient the preceptor to ensure adequate identification of performance expectations and goals/objectives for the students' learning experience.
  - d. Faculty/Graduate Student ratio shall not exceed 1:6.



## **B. Tips for the Preceptor**

As the preceptor, you are the main source of experienced information for the student. It is not uncommon for you to want to explain everything there is to know about the patients, procedures, medications, patient care systems, etc. In addition to role modeling advanced nursing practice for the student, the following tips may help you to maximize the learning experience.

1. Be patient, patient, patient. What seems like logical sense for the experienced practitioner can be quite a challenge for beginning FNP students.
2. Keep your hands behind your back and lips sealed. Allow the student to make the decisions as you watch, unless he/she is proceeding in an unsafe manner.
3. Use guided questioning with the student, allowing the student to give the rationale for an action. Talk the student through decisions and procedures, but ask them, “what do you think you should do?” After they answer, ask them for their rationale. This helps them with their critical thinking ability.
4. Do not be too quick to give the students answers to their questions (unless it is a life-threatening situation); instead, help them to develop their clinical reasoning skills.
5. Review the course objectives for each course and help the student seek appropriate clinical skills/experiences. Not all students have had the opportunity to perform every advanced nursing procedure.
6. Encourage the student to communicate patient status and needs with you.
7. Have the student document in the patient record.
8. Provide plenty of verbal feedback, both positive and negative. Most students want to be told if they have done something wrong in order to learn the correct process.
9. Complete the student evaluation; the evaluation is a written report of student performance. It will be used in conjunction with the Clinical Instructor’s evaluation and other assignments to determine the student’s final grade (see forms).
10. Have fun and relax, you have a nurse who is eager to learn and help you during this semester!

## **C. Roles and Responsibilities**

### **1. Graduate Nursing Student**

The Students are responsible for being self-directed in identifying initial and ongoing learning needs, for seeking learning opportunities to meet identified needs, and for being accountable for their performance in advanced practice nursing. The Student responsibilities include:

- a. Provide the preceptor with the preceptor handbook
- b. Present the preceptor with a copy of the student’s resume and clinical objectives
- c. Review the clinical objectives and negotiate clinical schedule with the preceptor prior to actual clinical experience
- d. Maintain a clinical log online through Typhon Group Software For NP clinical
- e. Track clinical hours in Typhon and have all clinical hours verified by the preceptor using the Clinical Hour Verification form. Clinical hours should be initialed by the preceptor at the end of each clinical day.
- f. Demonstrate progressive independence and competency in the advanced practice role in accordance with one’s academic progression
- g. Arrive at clinical sites on time and prepared to perform in accordance with the assigned learning activities in accordance with the course

- h. Perform the advanced practice role under the supervision of the preceptor recognizing the limitations of educational preparation and complying with professional standards, clinical site policies, and advanced practice protocols
- i. Demonstrate Professional behavior of the advanced practice nurse
- j. Demonstrate Accountability for thoroughness and timeliness in completing assigned role responsibilities
- k. Actively seek input into the evaluation process and participate in self-evaluation of strengths and identified areas for professional growth with preceptor and clinical faculty
- l. Contact clinical faculty if faculty assistance is necessary
- m. Respect Patient confidentiality at all times during the clinical experience
- n. Complete Preceptor and clinical site evaluations at the end of the clinical rotation
- o. Ensure patient safety
- p. Seek guidance from preceptor and clinical faculty advisor

(Adapted from Georgetown University AG-ACNP/CNS Preceptor Handbook, 2013)

## 2. Clinical Faculty

- a. Collaborates with the Graduate Nursing Student and the Preceptor to ensure adequate identification of performance expectations and goals/objectives for the student's learning experience. This includes assisting with the assessment, planning, implementation, and evaluation of the student's individualized learning experience.
- b. Provides guidance and learning materials or tools to assist in identifying and meeting the student's learning needs.
- c. Serves as a resource to the Graduate Nursing Student and to the Preceptor; assisting as needed with the implementation of an action plan to address identified areas for improvement of the student's performance.
- d. Provides reliable contact information to preceptors and students. Maintains availability by phone with prompt message return.
- e. Performs site visits to evaluate both clinical placement sites and student performance.
- f. Provides feedback and assigns grades for all required written assignments and on-campus conference participation/performance.
- g. Completes student's evaluation with input from the Preceptor and the graduate nursing student.

## 3. Preceptor

The preceptor serves as a mentor to the students. The preceptor will support students by:

- a. Assist the student by arranging opportunities and resources to obtain learning experiences appropriate to the course and individual learning objectives.
- b. Assign patients as appropriate to the daily or course objectives.
- c. Assign patients consistent with the education and experience level of the student.
- d. Enable The student to perform comprehensive and focused history and physical exams, rechecking any history or physical assessment as necessary.
- e. Guide the student in developing appropriate patient management plans including pharmacologic and non---pharmacologic management
- f. Guide the student to develop differential diagnosis for patients
- g. Encourage the student to investigate and participate in clinical inquiry or research.
- h. Contact the clinical faculty advisor if any problems arise.

- i. Complete the student evaluation at mid--term and upon completion of the Semester, verify Clinical hours at the end of each clinical day by signing the Clinical Hour Verification form.
- j. Complete Preceptor Evaluation of Preceptor Experience at the end of the term.

(Adapted from Georgetown University AG-ACNP/CNS Preceptor Handbook, 2013)  
Revised by GPC 11/2016, 10/2018,1/2021

## Section IV. **Forms**

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD  
 Department of Nursing  
 Family Nurse Practitioner Program  
**Preceptor Profile Form: Biography/Curriculum Vitae**

Name: \_\_\_\_\_ Credential(s): \_\_\_\_\_

License # \_\_\_\_\_ Expiration Date: \_\_\_\_\_

Area of Specialization: \_\_\_\_\_ Years of Experience: \_\_\_\_\_

Facility: \_\_\_\_\_ Business Address: \_\_\_\_\_

Work Phone: \_\_\_\_\_ Work Fax: \_\_\_\_\_

Email Address: \_\_\_\_\_

**Education:** List your basic medical/nursing education/advanced education as a physician or in nursing or other fields

Name of College                      Location                      Degree Earned                      Dates of Attendance

Name of College	Location	Degree Earned	Dates of Attendance

**Certifications:** List any certifications that you hold.

Name of Certification                      Organization Providing Certification                      Dates of Certification

Name of Certification	Organization Providing Certification	Dates of Certification

**Clinical Experience:** List your most recent clinical experience other than your present employment.

Name of Employer                      Job Title/Responsibilities                      Dates of Employment

Name of Employer	Job Title/Responsibilities	Dates of Employment

**Professional Honors and Awards:** List any special professional honors/awards you have received (e.g., Sigma Theta Tau and other professional organizations; conference presentations; scholarships; publications; recognition).

--

**Preceptor Experience:** List prior preceptor experience with CSUB, other colleges, hospitals, & health care organizations

Name of Organization                      Type of Student                      Dates/Length of Preceptorship

Name of Organization	Type of Student	Dates/Length of Preceptorship

\*In lieu of completing this section, attach your curriculum vitae documenting this information.

**PLEASE RETURN TO:**

California State University, Bakersfield  
 Department of Nursing – 29 RNC  
 Attn: Administrative Support  
 9001 Stockdale Highway  
 Bakersfield, CA 93311-1022

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD  
Department of Nursing  
Family Nurse Practitioner Program

**Confirmation of Agreement to Precept**

I, \_\_\_\_\_ (**Printed name of Preceptor**) have met with the graduate student regarding a preceptorship at this agency. I have reviewed the preceptorship agreement, and we have discussed the course objectives, clinical requirements, and the FNP Student Evaluation document for \_\_\_\_\_ (**course number**) and agree to act as Clinical Preceptor to \_\_\_\_\_ RN (**Printed name of Graduate Student**) as part of his/her enrollment in the CSUB Graduate Nursing Program clinical course. I am aware that I will need to confer with the Clinical Instructor during and at the end of the Semester to provide any information I believe is necessary regarding the student's progress in the clinical practicum. A written evaluation of the student, on the provided form should be submitted at the end of the Semester. I meet the following minimum qualifications to precept this student:

- Possession of a current California license to practice as a physician or nurse practitioner.
- A copy of my California License to Practice is available at my facility.
- At least one year of clinical experience either as a physician or nurse practitioner providing primary care.
- In a group practice, any other provider participating in supervision of the student must also meet the same qualifications with regard to education and clinical experience.

I am willing to serve and be available as a preceptor for this student enrolled in the above named course during the period of \_\_\_\_\_ (Semester), in \_\_\_\_\_ (year).

I am also aware that I must complete the FNP Student Evaluation document prior to the end of the Semester in which this student is enrolled.

Preceptor (Print): \_\_\_\_\_

Telephone: \_\_\_\_\_ FAX: \_\_\_\_\_

Most convenient time to call: \_\_\_\_\_

Email: \_\_\_\_\_

Agency: \_\_\_\_\_

Address: \_\_\_\_\_

City/State: \_\_\_\_\_ Zip: \_\_\_\_\_

\_\_\_\_\_  
Preceptor's Signature

\_\_\_\_\_  
Date

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD  
 Department of Nursing  
 Family Nurse Practitioner Program

**Clinical Attendance Record**

Student Name: \_\_\_\_\_

**Term:** (please check one)

- Fall
- Spring
- Summer
- Year: \_\_\_\_\_

**Course Number:** (please check one)

- N 6321 Advanced Practice: Care for Individual & Families Across Lifespan I
- N 6331 Advanced Practice: Care for Individual & Families Across Lifespan II
- N 6341 Advanced Practice: Care for Individual & Families Across Lifespan III
- N 6351 Advanced Practice Practicum

Preceptor Name		Preceptor Phone Number	
Agency Name		Agency Phone Number	
Agency Address			

Student Schedule				
Date	Time	Number of Hours	Cumulative Hours	Preceptor Initials

Preceptor Name: \_\_\_\_\_

Preceptor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

CALIFORNIA STATE UNIVERSITY, BAKERSFIELD  
 Department of Nursing  
 Family Nurse Practitioner Program

Evaluation Surveys

**Midterm Evaluation of CSUB FNP Student Qualtrics Survey**

Questions	Responses				
Course Number	Spring year 1 - N6321 APN: Care for Individual & Families Across Lifespan I (1)	Summer year 1 - N6331 APN: Care for Individual & Families Across Lifespan II (2)	Fall year 2 - N6341 APN: Care for Individual & Families Across Lifespan III (3)	Spring year 2 - N6351 Advanced Practice Practicum (4)	
Student Name					
Preceptor Name					
Agency Name and Address					
The student is progressing towards meeting the clinical objectives.	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
The student is progressing towards safe clinical practice.	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
The student exhibits professionalism.	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
Please provide your comments if you disagree with any of the above statements.					
Would you like to speak with the Faculty in Charge?	Yes, please provide phone number	No			
Please sign here					
Thank you very much for your support of our FNP students. If you disagree in student's progression as listed above the faculty on record will contact you.					

**Preceptor Final Evaluation of CSUB FNP Students Qualtrics Survey**

Questions	Responses				
Course Number	Spring year 1 - N6321 APN: Care for Individual & Families Across Lifespan I (1)	Summer year 1 - N6331 APN: Care for Individual & Families Across Lifespan II (2)	Fall year 2 - N6341 APN: Care for Individual & Families Across Lifespan III (3)	Spring year 2 - N6351 Advanced Practice Practicum (4)	
Student Name					
Preceptor Name					



Agency Name	Adventist Physician Network	Clinica Sierra Vista	Kern Medical Clinics	Family Healthcare Network	Other
Clinic Address					
The student critically analyzes data and translates new knowledge into practice using evidence-based guidelines.	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
The student takes initiatives to provide safe patient care in related to access, equity, cost, and quality.	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
The student utilizes appropriate technologies at the clinical setting effectively.	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
The student seeks out opportunities to increase levels of independence.	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
The student utilizes effective verbal and nonverbal skills to provide good communications with patients and the health care team.	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
The student collects relevant and appropriate subjective and objective data during patient encounters.	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
The student develops appropriate differential diagnoses during patient encounters.	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
The student integrates health promotion/disease prevention with appropriate patient plan of care including diagnostics, therapies, interventions, pharmacology and referrals.	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
The student records patient data in complete, concise and well-organized format.	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
The student submits preceptor's assistance with unfamiliar and/or complicated situations.	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
The student arrives on time and is appropriate in time management.	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
The student accepts constructive criticism from the health care team.	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
You are satisfied with this student's ability to meet the Family Nurse Practitioner competencies.	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
Please provide comments if you strongly disagree with any of the above statements or any additional comments.					

### Preceptor Evaluation of Clinical Preceptor Experience Qualtrics Survey

	Responses				
Questions					
Course Number	Spring year 1 - N6321 APN: Care for Individual &	Summer year 1 - N6331 APN: Care for Individual &	Fall year 2 - N6341 APN: Care for Individual &	Spring year 2 - N6351 Advanced	

	Families Across Lifespan I (1)	Families Across Lifespan II (2)	Families Across Lifespan III (3)	Practice Practicum (4)	
Student Name					
Preceptor Name					
Agency Name and Address					
The Graduate Preceptor Handbook helped me understand my role as a preceptor.	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
The course objectives increased my understanding of FNP student performance expectations.	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
Ongoing communication with the CSUB nursing faculty increased my ability to identify appropriate learning experiences for FNP students.	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
The course expectations seemed appropriate for preparing the student to function in an advanced practice nursing role.	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
I am able to contact the CSUB nursing facility when necessary to fulfill my role as a preceptor.	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
Overall, I have had a positive experience as a preceptor.	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
Please comment if you disagree with any of the above statements or have any additional comment.					
Would you like to speak with a faculty on your experience	No	Yes, please provide your best contact			

**FNP Students Evaluation of Preceptors Qualtrics Survey**

	<b>Responses</b>				
<b>Questions</b>					
Course Number	Spring year 1 - N6321 APN: Care for Individual & Families Across Lifespan I (1)	Summer year 1 - N6331 APN: Care for Individual & Families Across Lifespan II (2)	Fall year 2 - N6341 APN: Care for Individual & Families Across Lifespan III (3)	Spring year 2 - N6351 Advanced Practice Practicum (4)	
Student Name					
Preceptor Name					
Agency Name and Address					

Preceptor is available to students, serves as a good model and demonstrates as a competent APN.	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
Preceptor demonstrates effective rapport with clients.	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
Preceptor utilizes student's strengths and knowledge.	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
Preceptor assists student in identifying appropriate goals and needs for experience (relative to that particular semester).	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
Preceptor considers student's limits according to level of training.	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
Preceptor provides constructive feedback on student's performance throughout the day.	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
Preceptor leads student through decision making process and facilitate differential diagnoses.	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
Q12 Preceptor reviews/co-signs each documentation/note, if appropriate.	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
Preceptor encourages questions from student.	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
Preceptor thoughtfully reviews diagnosis and differential diagnosis with student.	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
Preceptor discusses alternative management with the student.	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
Preceptor allows student opportunities to suggest drug of choice, calculate dosages, suggest lab and/or radiology to be ordered.	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
Preceptor communicates clinical knowledge well with the student.	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
Please give additional comments and/or examples: _____					

### FNP Students Evaluation of Clinical Sites Qualtrics Survey

	Responses				
Questions					
Course Number	Spring year 1 - N6321 APN: Care for Individual & Families Across Lifespan I (1)	Summer year 1 - N6331 APN: Care for Individual & Families Across Lifespan II (2)	Fall year 2 - N6341 APN: Care for Individual & Families Across Lifespan III (3)	Spring year 2 - N6351 Advanced Practice Practicum (4)	
Student Name					
Agency Name					
Student is given adequate time to see patients	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree

There are sufficient numbers of clients with varied ages, types of problems, etc	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
Student is allowed to select the clients according to the students need	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
Student is given the opportunity to follow up with clients and/or problems of interest.	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
Reports from lab and/or radiology are available for student to review.	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
Support staff are helpful to student and accepting of the student's role.	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
The philosophy of the clinic supports health promotion and disease prevention.	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
Instructional materials are available for clients to supplement their learning, such as pamphlets.	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
Community resources, other agencies, and professional disciplines are involved with client's welfare.	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
Please give examples or comments (especially if you choose strongly disagree):					
How many miles do you travel from CSUB to clinical site?					