CALIFORNIA STATE UNIVERSITY
BAKERSFIELD

FNP Preceptor Orientation

Department of Nursing

Doctor of Nursing Practice – Family Nurse Practitioner Program

Welcome Preceptors

Thank you for partnering with the CSUB Family Nurse Practitioner Program. Your willingness to mentor our FNP students and share your clinical expertise is invaluable. You play a vital role in shaping practice-ready, compassionate, and knowledgeable nurse practitioners, and we truly appreciate the time and commitment you invest in this work.

To support you in this role, we provide a Preceptor Handbook, which outlines expectations, course structure, clinical requirements, and helpful guidance for supervising FNP students. We encourage you to review the handbook as you begin the semester—it serves as a quick reference and helps ensure a smooth, productive clinical experience for both you and the student.

Throughout the rotation, our faculty remains available to assist you, answer questions, and provide support whenever needed. Your input and feedback help us continually strengthen the program and improve the learning experience.

Thank you again for your partnership and mentorship. We are grateful to have you as part of our clinical teaching team.

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Please Note: This document is intended as a brief overview and reference of the DNP- FNP Program requirements, student responsibilities, and preceptor responsibilities. Preceptors and students should refer to the Preceptor Handbook for full descriptions.

DNP-FNP Program Overview

Mission Statement

The CSUB Department of Nursing provides high-quality nursing education to undergraduate and graduate students pursuing careers in professional nursing and advance practice nursing roles. The faculty provides a collaborative, inclusive, and interactive learning environment committed to excellence in teaching, scholarship, service and practice. Faculty are dedicated to empowering students with essential life-long learning skills, emphasizing evidence-based practices, quality and safe patient care across the lifespan for a diverse and global society. The Department of Nursing accomplishes the mission through collaboration with the communities of interest.

Vision Statement

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, as well as other communities that our students may serve after graduation

Values Statement

The CSUB Department of Nursing's values align with those of the university to include academic excellence and student success. In addition, the department embraces the following professional values to advance the discipline of nursing:

- Cultivating a caring and healing client-nurse relationship.
- Promoting holistic care for the client and their family.
- Recognizing the impact of social, political and economic factors on health.
- Respecting individual dignity and patient autonomy.
- Implementing evidence-based practices to ensure high-quality care.

DNP-FNP Program Description

The purpose of the DNP-FNP Program is to produce doctorally prepared nurse practitioners to address the critical shortage of primary care providers in the region and to meet the emerging educational and scholarly standards for nurse practitioners. This three-year, eight-semester, program is designed for registered nurses (RNs) who have a Bachelor of Science (BS) or Master of Science (MS) in Nursing, and who aspire to become doctorally prepared nurse practitioners. Currently, our DNP-FNP Program only offers the Family Nurse Practitioner (FNP) concentration.

The FNP Program at CSUB prepares APRNs for the role of nurse practitioners (NP). Family nurse practitioners provide care for individuals and families across the lifespan. The FNP's role includes preventative healthcare, 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

DNP-FNP Program Objectives

The program learning outcomes for the DNP- FNP program are to produce graduates who can:

1. Synthesize and integrate scientific knowledge from nursing and other disciplines into clinical judgment and diagnostic reasoning in healthcare practices as the basis for the highest level of nursing practice.
2. Design, deliver, manage, and evaluate comprehensive person-centered care using evidence-based and best practices within a variety of contexts, with respect for diversity and social determinants of health unique to the individual.
3. Engage in effective partnerships across the healthcare delivery continuum to promote culturally competent practices, increase health promotion and disease prevention, and advance equitable population health policy.
4. Generate, integrate, and disseminate evidence-based practice and research that integrates nursing science and knowledge to improve health and transform healthcare.
5. Improve quality and safety through both system effectiveness and individual performance using scientific evidence.
6. Collaborate with the interprofessional team and community of interest to optimize safe, effective person-centered, and population-centered care.
7. Demonstrate innovative organizational and systems leadership across the health care continuum to improve health outcomes.
8. Utilize informatics and communication technology to influence decision-making processes in delivering safe, quality healthcare.
9. Support the interprofessional healthcare team as an equal partner and adhere to ethical principles by providing unique nursing perspectives and professional attributes.
10. Engage in activities and self-reflection that foster lifelong learning, and support a sustainable progression toward holistic well-being, professional and interpersonal maturity, and robust leadership capacity.

The Family Nurse Practitioner Program

OVERVIEW: The FNP Program curriculum is a 3-year, 8-semester full-time schedule of courses. Clinical hours are completed through preceptorships with local primary care providers in various healthcare settings.

The first 3 semesters of the program include the following courses that prepare students to conduct comprehensive history and physical exams:

- Pharmacotherapeutics for Advanced Practice Nursing
- Pathophysiology for Advanced Practice Nurses
- Advanced Health Assessment
- Diagnostic Reasoning and Clinical Decision-Making

The 1st of the 5 nurse practitioner clinical courses starts in the 4th semester. Students continue to take didactic courses at CSUB during the time they are completing their clinical requirements.

CLINICAL EXPERIENCE: Defined as direct client care to individuals/families and/or communities, clinical experience is a required component of the nurse practitioner curriculum. Clinical experience allows students 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 through 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.

Semester 1	Semester 2	Semester 3
Fall - First Year Students attend classes at CSUB	Spring - First Year Students attend classes at CSUB, including clinical laboratory time	Summer – First Year Students attend classes at CSUB, including advanced diagnostics simulation
Semester 4	**Semester 5**	**Semester 6**
Fall - Second Year Students attend classes at CSUB and spend a minimum of 135 hours with a preceptor	Spring - Second Year Students attend classes at CSUB and spend a minimum of 135 hours with a preceptor	Summer – Second Year Students attend classes at CSUB and spend a minimum of 90 hours with a preceptor
Semester 7	**Semester 8**	
Fall - Third Year Students attend classes at CSUB and spend a minimum of 135 hours with a preceptor	Spring - Third Year Students attend classes at CSUB and spend a minimum of 315 hours with a preceptor	

List of Courses and Units

Semester 1- Fall		Units
N6510	Advanced Physiology and Pathophysiology	3
N6520	Advanced Pharmacotherapeutics I	3
N6410	Scholarly Writing and Grant Development	2
N6420	Integrative Healing Practice and Self Care	2
		10
Semester 2- Spring		
N6530	Advanced Health Assessment Across the Lifespan Didactic	2
N6532	Advanced Health Assessment Across the Lifespan Clinical	2
N6430	Biostatistics and Epidemiology	3
N6440	Population and Global Health	3
		10
Semester 3- Summer		
N6540	Diagnostic Reasoning and Clinical Decision Making	2
N6542	Advanced Diagnostics simulation	2
N6450	Informatics and Telehealth	3
N6460	Leadership Role and Interprofessional Collaboration	3
		10
Semester 4- Fall		
N6610	Person Centered Care I Didactic	3
N6611	Person Centered Care I Clinical 135 hours	3
N6612	Advanced Primary Care-Adult Simulation	1
N6470	EBP and Quality Improvement	3
N6710	DNP Project I: Concept Development	2
		12

List of Courses and Units Continued

Semester 5- Spring		
N6620	Person Centered Care II Didactic	3
N6621	Person Centered Care Ⅱ Clinical 135 hours	3
N6622	Advanced Primary Care - Pediatrics Simulation	1
N6480	Human Diversity and Healthcare Ethics	3
N6720	DNP Project II: Proposal	2
		12
Semester 6- Summer		
M6630	Person Centered Care III Didactic	2
N6631	Person Centered Care III Clinical 90 hours	2
N6632	Advanced Primary Care - Women's Health Simulation	1
N6490	Healthcare Economics and Policy	3
N6730	DNP Project III: Implementation	2
		10
Semester 7- Fall		
N6640	Person Centered Care IV Didactic	3
N6641	Person Centered Care IV Clinical 135 hours	3
N6642	Advanced Primary Care-Psychiatric/Mental Health Simulation	1
N6740	DNP Project IV: Evaluation and Dissemination	2
N6810	Curriculum Strategies in Nursing Education**	3
		12
Semester 8- Spring		
N6650	Person Centered Care V Didactic	3
N6651	Person Centered Care V Clinical 315 hours	7
N6560	Advanced Pharmacotherapeutics Ⅱ and Herbals	2
		12
	Program Total	88

Standards Used in Developing the FNP Course Content

1. Standards for Accreditation of Baccalaureate and Graduate Nursing Programs (CCNE, 2024).
2. The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021).
3. National Task Force Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2022).
4. Nurse Practitioner Core Competencies Content (NONPF, 2022).
5. Population-Focused Nurse Practitioner Competencies (NONPF, 2013).
6. Common Advanced Practice Registered Nurse Doctoral Level Competencies (2017).
7. Code of Ethics for Nurses with Interpretive Statements (ANA, 2025).
8. Nursing's Social Policy Statement: The Essence of the Profession (ANA, 2010).
9. Nursing: Scope and Standards of Practice (ANA, 2021).
10. California Code of Regulations (CCR) pertaining to nursing education (California BRN, regularly updated).

Guideline for Student Progress

Note to Preceptors: The student is responsible for working with you and your office staff to choose appropriate patients to meet these requirements. The number of patients seen will depend upon the complexity of the patient's problems and the student's 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 5 patients per day during their early clinical rotation (N6611), and 8-10 patients per day in their second semester (N6621), and gradually increases in the subsequent semesters (N6631, N6641, and N6651).

Student Responsibilities

Level of Responsibility (LOR)

LEVEL 1 Observation Only: Student observes the provider or "assists" peripherally in the 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: The Preceptor rechecks almost all of the 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 of FNP student responsibility; is 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 a progress note in the chart for Levels 2-4, although the preceptor may write an additional note for patients who require consultation. All student charting should be signed off by the preceptor. This is a legal requirement.

DNP-FNP Preceptor Program Overview

Preceptor Policies and Procedures

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. An active 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 the supervision of the student must also meet the same qualifications regarding education and clinical experience.
    b. With the advance permission of the clinical faculty, a relief preceptor, who meets the qualifications specified by the 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 in 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.

Preceptor Policies and Procedures Continued

4. The Preceptor Program files shall be kept in the CSUB Nursing Department office and include 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)

5. 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 student's learning experience.
d. Faculty/Graduate Student ratio shall not exceed 1:8.

6. A clinical preceptor will be evaluated by the program faculty each semester.

Preceptor Role and Responsibilities

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

Tips for Preceptors

- ✓ Be patient, patient, patient. What seems like logical sense for the experienced practitioner can be quite a challenge for beginning FNP students.
- ✓ 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.
- ✓ 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.
- ✓ 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.
- ✓ 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.

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Tips for Preceptors

- ✓ Encourage the student to communicate patient status and needs with you.
- ✓ Have the student document in the patient record.
- ✓ 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.
- ✓ 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).
- ✓ Have fun and relax, you have a nurse who is eager to learn and help you during this semester!

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Preceptor Forms

Preceptor Forms Due by Week 1

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

Certifications: List any certifications that you hold.

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

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

*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 the 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

Preceptor Evaluation Surveys

Qualtrics survey links with be sent to the preceptors

- Mid Term Evaluation of the Student (due by the 8th week of the semester)
- Final Evaluation of the Student (due by the end of the semester)
- Preceptor Evaluation of the Precepting Experience (due by the end of the semester)

Preceptor Orientation

Dear Family Nurse Practitioner Preceptor:

Thank you for your support in helping our nursing students apply nursing practice concepts in your clinical area. Your willingness to be a preceptor is greatly appreciated by all the students and faculty of California State University, Bakersfield (CSUB).

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.

Your evaluation feedback is greatly appreciated in that it will aid us in assessing our program's performance improvement efforts. Again, thank you for your participation in the CSUB Nursing Department Preceptor Program.

If you would like further information, you can contact me at: (661) 654-2505; lpunsalan@csub.edu.

Sincerely,

Lorelei Punsalan, DNP, FNP-C, CNRN, CHSE
Director, FNP Program

Thank You

Department of Nursing

DNP-FNP Program