CALIFORNIA STATE UNIVERSITY, BAKERSFIELD
DEPARTMENT OF NURSING

Family Nurse Practitioner Program Preceptor Handbook

2025-2028

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. This includes information about the CSUB Doctor of Nursing Practice - Family Nurse Practitioner (DNP-FNP) Program, the Preceptor Program expectations, and tips for you as a preceptor. The FNP Program Preceptor Handbook can be obtained online at 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. This Handbook lists the sequence of FNP courses, the Guidelines for Student Progress, and a Summary of Minimum Clinical Requirements.

The clinical rotation covers one academic semester. The Nurse Practitioner Preceptorship Agreement form needs to be completed by both the student and the preceptor, the Preceptor Biography /Curriculum Vitae form must be completed by the preceptor, and these forms must be returned to the faculty member before 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 benefit both the graduate student and clinical site and contribute 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 5 decades, more than 3,000 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, both the Traditional BSN Program and the RN-BSN Program have been granted Impacted Status designation by 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.

The majority of the RN-BSN Program is delivered in an online format. All of the nursing didactic courses are offered online and do not require on-campus attendance. The program's one clinical course, Community Health Practicum, requires 90 hours of clinical experience.

Graduate Program

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.

The MSN program was in moratorium between 2010 and 2014, due to statewide budget cuts. However, during this time, leaders within our community and on campus continued to monitor 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 the Fall of 2014 with full approval by the California BRN and was accredited by the CCNE. Initially approved for a single cohort in 2014, the program progressed to biannual admissions by 2016 and to an annual admission schedule by 2019, effectively doubling the MSN-FNP program enrollment to better address the shortage of primary care providers in the community.

The Department of Nursing (DON) transitioned the MSN-FNP program to the Doctor of Nursing Practice (DNP) degree program to meet the emerging national NP education standards that a DNP degree is required for all entry-level NPs by 2025. The DON received official approval from the CSU Chancellor's office in 2024. The inaugural DNP class started in Fall 2025. The MSN-FNP program was placed on a mortarium.

Nursing Faculty
The Department's nursing faculty are highly qualified nurse scholars and educators prepared in the research and practice of their respective nursing disciplines. Faculty members meet the California Board of Registered Nursing's (BRN) expectations for clinical competence, and 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, and the simulation centers with an attached smart classroom to support multiple forms of technology-assisted classroom instruction.

Community Partners
Students practice their nursing skills at many locations in Bakersfield and the surrounding areas. These facilities include hospitals, physicians' offices, health clinics, schools, public health agencies, homeless shelters, hospice agencies, 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

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. University and Department Mission Congruence

The DOM mission, goals, and expected program outcomes are congruent with the university mission.

UNIVERSITY MISSION[1]	**DON MISSION[2] & PHILOSOPHY[3]**
CSUB is a comprehensive public university offering **excellent undergraduate** and **graduate** programs that advance the **intellectual and personal development** of its students.	The DON provides nursing education to **undergraduate** and **graduate** students seeking entry into **professional nursing or advanced education.**[2] Graduates will have the acquired **knowledge**, **skills**, **attitudes**, and **values** essential to the practice of professional nursing.[2]
We emphasize student learning through our commitment to scholarship, ethical behavior, diversity, service, global awareness, and lifelong learning.	The faculty provides a **collaborative**, **inclusive**, and **interactive learning environment** committed to excellence in **teaching**, **scholarship**, **service**, and **practice**.[2] The DON fosters an environment that encourages **lifelong learning** and **advancement** within the profession.[2] Teaching/learning practice provides the student with opportunities to care for individuals, families and communities. The **student comes to the learning situation with a specific cultural and ethnic background**. Each student's learning style, strengths, and

	goals have evolved out of past interactions between innate characteristics and the environment. With the assistance of the faculty, it is the student's responsibility to strive to identify personal strengths and weaknesses and to achieve **self-understanding**, which **enhances personal and professional growth**.[3]
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.	The DON accomplishes the mission through **collaboration** with the **communities of interest**.[2] 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**. [2] The effectiveness of the program is measured ultimately by the extent to which students demonstrate **achievement of the program's terminal objectives**…and make significant contributions to the **improvement of healthcare** and the profession of nursing.[3]

[1]CSUB Mission Statement retrieved from www.csub.edu/about/mission on September 15, 2023
[2]DON Mission Statement (*Faculty Handbook*)
[3]DON Philosophy of the Teaching Learning Process and Professional Education (*Faculty Handbook*)

E. DNP Programs Description

The DNP program has two subprograms: A Master of Science in Nursing to Doctor of Nursing Practice (MSN-DNP) and a Doctor of Nursing Practice Family Nurse Practitioner Program (DNP-FNP).

The MSN-DNP Program is designed for master's prepared Advance Practice Registered Nurses (APRNs), including Nurse Practitioners (NPs), Clinical Nurse Specialists (CNSs), Nurse Anesthetists (CRNAs), and Nurse Midwives, who are seeking a terminal degree in the nursing discipline and to be prepared for autonomous clinical practice and interprofessional leadership at the highest level. The purpose of the MSN-DNP Program is to meet the emerging educational and scholarly standards for advanced nursing practice.

The DNP-FNP Program is designed for registered nurses who have a Bachelor of Science (BS) or Master of Science (MS) in Nursing, who are not Family Nurse Practitioners, and who aspire to become doctorally prepared nurse practitioners. The purpose of the DNP-FNP Program is to produce doctorally prepared nurse practitioners to address the critical shortages of primary care providers in the region and meet the emerging educational and scholarly standards for nurse practitioners.

F. DNP Degree Program Learning Outcomes (PLOs)

The program learning outcomes for both Doctor of Nursing Practice Programs, MSN-DNP, and DNP-FNP Programs, 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 healthcare 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.

G. DNP Program Student Learning Outcomes (SLOs)

The student learning outcomes for the Doctor of Nursing Practice (DNP) Program are defined as students' abilities to:

1. Assess, analyze, evaluate, and manage complex health environments serving diverse populations to improve patient and population health outcomes using current and emerging best practices.
2. Advance clinical scholarship and contribute the nursing science to inform clinical and system decisions incorporating professional values and ethical principles.
3. Support and improve patient care and healthcare systems using clinical practice models, health policy, informatics, and organizational leadership skills.
4. Advocate for health promotion and disease prevention, population health initiatives, and evidence-based health policy through stakeholder and interprofessional collaboration.
5. Integrate scientific theory, teaching and learning strategies, and clinical expertise to contribute to the advancement of the nursing profession through lifelong learning.

Section II. Overview of the Family Nurse Practitioner Program

A. DNP-FNP Program Overview

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.

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 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

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 Pharmacotherapeutics for Advanced Practice Nursing, Pathophysiology for Advanced Practice Nurses, Advanced Health Assessment, and Diagnostic Reasoning and Clinical Decision-Making courses, which prepare students to conduct comprehensive history and physical exams. The first of the five 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. An outline of the required courses is included below.

Clinical experience, defined as direct client care to individuals/families and/or communities, 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.

B. List of Courses – DNP-FNP Program Course Schedule

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
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**

C. Course Descriptions

DNP Core Courses (10)

NURS 6410 Scholarly Writing and Grant Development (2)
Enhance students' skills in scholarly writing and grant development. Demonstrate proficiency in conducting literature reviews and appraising research articles. Develop scholarly inquiries addressing opportunities for improvement and innovation in healthcare delivery, processes, outcomes, or systems.
Prerequisite: Admission to the DNP Program.
Typically Offered: Fall

NURS 6420 Integrative Healing Practice and Self Care (2)
Explore the principles and concepts of integrative healthcare practices that are inclusive, patient-centered, culturally, and linguistically sensitive. Emphasize personal self-care practices to enhance health, well-being, and resilience in both personal and professional contexts.
Prerequisite: Admission to the DNP Program.
Typically Offered: Fall

NURS 6430 Biostatistics and Epidemiology (3)
Examine biostatistics in scientific research and review concepts of epidemiology. Equip students with knowledge and skills to interpret health-related data and apply statistical concepts to evidence-based practices in healthcare.
Prerequisite: Admission to the DNP Program.
Typically Offered: Spring

NURS 6440 Population and Global Health (3)
Use theories from nursing and other disciplines to address issues related to the social determinants of health and health disparities. Promote health and prevent illness at the individual, community, population, and global levels incorporating nursing scientific knowledge and evidence-based practices.
Prerequisite: Admission to the DNP Program.
Typically Offered: Spring

NURS 6450 Informatics and Telehealth (3)
Utilize technology in healthcare settings and data management to drive decision-making and manage clinical support. Explore the use of informatics and telehealth to improve the delivery of safe and efficient healthcare services using evidence-based practices, professional and regulatory standards.
Prerequisite: Admission to the DNP Program.
Typically Offered: Summer

NURS 6460 Leadership Role and Interprofessional Collaboration (3)
Cultivate a sustainable professional identity reflecting nursing values, professionalism, and leadership as a change agent at the system level. Integrate evidence-based practices and concepts of diversity, equity, and inclusion through interprofessional collaboration to improve patient outcomes and population health.
Prerequisite: Admission to the DNP Program.
Typically Offered: Summer

NURS 6470 Evidence Based Practice and Quality Improvement (3)
Critically appraise and translate scientific evidence into practice and lead quality improvement initiatives. Analyze quality improvement methodologies to promote a culture of safety, optimal healthcare outcomes, and effective healthcare delivery.
Prerequisite: Admission to the DNP Program.
Typically Offered: Fall

NURS 6480 Human Diversity and Healthcare Ethics (3)
Integrate the concepts of diversity, equity, and inclusion to create an equitable and inclusive healthcare environment and improve healthcare outcomes. Apply ethical concepts to promote reflective practices and foster cultural humility and life-long learning.
Prerequisite: Admission to the DNP Program.
Typically Offered: Spring

NURS 6490 Healthcare Economics and Policy (3)
Appraise the healthcare policies and economic factors in complex healthcare systems. Evaluate systemic barriers to equitable healthcare delivery while advocating for policy changes to improve cost-effectiveness and healthcare outcomes.
Prerequisite: Admission to the DNP Program.
Typically Offered: Summer

NURS 6810 Curriculum Strategies in Nursing Education (3)
Provide students with the knowledge and skills needed to design, implement, and evaluate nursing education curricula. Focus on the use of evidence-based curriculum design to meet the needs of diverse students.
Prerequisite: Admission to the DNP program or the Post-Graduate Nurse Educator Certificate program.
Typically Offered: Fall

APRN Core Courses (7)
NURS 6510 Advanced Physiology and Pathophysiology (3)
Explore advanced principles and concepts of human physiology, etiology, pathogenesis, and progression of diseases at the cellular and systemic levels. Synthesize and integrate current and emerging scientific evidence into clinical judgment and diagnostic reasoning in clinical practices.
Prerequisite: Admission to the DNP Program.
Typically Offered: Fall

NURS 6520 Advanced Pharmacotherapeutics I (3)
Meet California Board of Registered Nursing requirements regarding furnishing medications, controlled substances and devices for the treatment and prevention of health conditions across the lifespan. Provide in-depth understanding of advanced pharmacological principles and therapeutics in disease management.
Prerequisite: Admission to the DNP Program.
Typically Offered: Fall

NURS 6530 Advanced Health Assessment Across the Lifespan (Didactic) (2)
Focus on advanced knowledge and skills to perform comprehensive health assessments on individuals across the lifespan. Collect and analyze relevant health information to develop individualized, comprehensive, holistic plan of care using evidence-based practice.
Prerequisites: N6510, N6520 (Minimum grade of B- is required for all prerequisites).
Co-requisites: N6532 Advanced Health Assessment Across the Lifespan Clinical.
Typically Offered: Spring

NURS 6532 Advanced Health Assessment Across the Lifespan (Clinical) (2)
Conduct comprehensive health history and physical assessment on individuals across the lifespan using advanced knowledge and skills learned in N6530. Formulate individualized and comprehensive care management based on data acquired through interviewing, physical assessment, and clinical laboratory tests.
Prerequisites: N6510, N6520 (Minimum grade of B- is required for all prerequisites).
Co-requisite: N6530.
Typically Offered: Spring

NURS 6540 Diagnostic Reasoning and Clinical Decision Making (2)
Develop diagnostic reasoning and clinical decisioning skills to formulate evidence-based plan of care for individuals across the lifespan. Enhance knowledge in assessing, diagnosing, and formulating differential diagnoses, and developing plan of care for diverse patient populations.
Prerequisites: N6510, N6520, N6530, and N6532 (Minimum grade of B- is required for all prerequisites).
Co-requisite: N6542.
Typically Offered: Summer

NURS 6542 Advanced Diagnostics Simulation (2)
Enhance the APRN students' skills in diagnostic reasoning and clinical decision-making through simulation using realistic, scenario-based clinical situations. Emphasize hands-on experience and critical thinking in providing patient-centered care across the lifespan.
Prerequisites: N6510, N6520, N6530, and N6532 (Minimum grade of B- is required for all prerequisites).
Co-requisite: N6540.
Typically Offered: Summer

NURS 6560 Advanced Pharmacotherapeutics II and Herbals (2)
Expand knowledge of the Advanced Pharmacotherapeutics I course. Acquire expertise as APRNs utilizing a holistic approach, on both pharmacological and non-pharmacological treatments, for the

management of multiple and complex problems. Focus on therapeutics, pharmacokinetics, drug metabolism, interactions, safety, and efficacy.
Prerequisite: N6520 (Minimum grade of B- is required for all prerequisites).
Typically Offered: Spring

FNP Population Focused Courses (14)

NURS 6610 Person Centered Care I (Didactic) (3)
Explore the roles of the Advanced Practice Nurse in the primary care settings. Appraise person-centered strategies for health promotion and disease prevention in diverse populations. Develop advanced clinical reasoning skills using problem focused assessment.
Prerequisite: N6540 (Minimum grade of B- is required for all prerequisites).
Co-requisites: N6611 and N6612.
Typically Offered: Fall

NURS 6611 Person Centered Care I (Clinical) (3) (135 hours)
Provide direct advanced nursing care, with a focus on health promotion and disease prevention to diverse populations. Increase knowledge and skills directly related to the FNP role. Emphasize on common episodic patient encounters in primary care settings.
Prerequisite: N6542 (Minimum grade of B- is required for all prerequisites).
Co-requisites: N6610 and N6612.
Typically Offered: Fall

NURS 6612 Advanced Primary Care-Adult Simulation (1)
Enhance the APRN students' experience of patient health management through simulation using realistic, scenario-based clinical situations. Emphasize hands-on experience, critical thinking, patient assessment techniques, and improve decision-making abilities in providing primary care in adult patients.
Prerequisite: N6542 (Minimum grade of B- is required for all prerequisites).
Co-requisites: N6610 and N6611**.**
Typically Offered: Fall

NURS 6620 Person Centered Care II (Didactic) (3)
Explore the roles of the Advanced Practice Nurse in the primary care settings. Appraise person-centered strategies for health promotion and disease prevention in diverse populations, emphasizing on pediatric populations. Develop advanced clinical reasoning skills and a comprehensive plan of care.
Prerequisite: N6610 (Minimum grade of B- is required for all prerequisites).
Co-requisites: N6621 and N6622.
Typically Offered: Spring

NURS 6621 Person Centered Care II (Clinical) (3) (135 hours)
Provide direct advanced nursing care, with a focus on age-appropriate interventions. Increase knowledge and skills directly related to the FNP role. Emphasize on pediatric populations, acute and chronic illness across the lifespan in primary care settings.
Prerequisite: N6611 (Minimum grade of B- is required for all prerequisites).
Co-requisites: N6620 and N6622.
Typically Offered: Spring

NURS 6622 Advanced Primary Care - Pediatrics Simulation (1)
Enhance the APRN students' experience of patient health management through simulation using realistic, scenario-based clinical situations. Emphasize hands-on experience, critical thinking, patient assessment techniques, and improve decision-making abilities in providing primary care in pediatric patients.
Prerequisite: N6610 (Minimum grade of B- is required for all prerequisites).
Co-requisites: N6620 and N6621.
Typically Offered: Spring

NURS 6630 Person Centered Care III (Didactic) (2)
Develop the Advanced Practice Nurse role in the primary care settings. Integrate person-centered strategies to provide comprehensive healthcare to diverse populations, emphasizing on women's health. Implement and evaluate therapeutic interventions to address multiple and complex problems.
Prerequisite: N6620 (Minimum grade of B- is required for all prerequisites)**.**
Co-requisites: N6631 and N6632.
Typically Offered: Summer

NURS 6631 Person Centered Care III (Clinical) (2) (90 hours)
Provide direct advanced nursing care, with a focus on age-appropriate interventions. Increase knowledge and skills directly related to the FNP role. Emphasize on women's health, acute and chronic illness across the lifespan in primary care settings.
Prerequisite: N6621 (Minimum grade of B- is required for all prerequisites).
Co-requisites: N6630 and N6632.
Typically Offered: Summer

NURS 6632 Advanced Primary Care - Women's Health Simulation (1)
Enhance the APRN students' experience of patient health management through simulation using realistic, scenario-based clinical situations. Emphasize hands-on experience, critical thinking, patient assessment techniques, and improve decision-making abilities in providing primary care in women's health.
Prerequisite: N6622 (Minimum grade of B- is required for all prerequisites).
Co-requisites: N6630 and N6631.
Typically Offered: Summer

NURS 6640 Person Centered Care IV (Didactic) (3)
Develop the Advanced Practice Nurse role in the primary care settings. Integrate person-centered strategies to provide comprehensive healthcare to diverse populations, emphasizing psychiatric and behavioral health. Implement and evaluate therapeutic interventions addressing complex problems and social determinants of health.
Prerequisite: N6630 (Minimum grade of B- is required for all prerequisites).
Co-requisites: N6641 and N6642.
Typically Offered: Fall

NURS 6641 Person Centered Care IV (Clinical) (3) (135 hours)
Provide direct advanced nursing care, with a focus on age-appropriate interventions. Increase knowledge and skills directly related to the FNP role. Emphasize psychiatric and behavioral health, acute and chronic illness across the lifespan in primary care settings.
Prerequisite: N6631 (Minimum grade of B- is required for all prerequisites).
Co-requisites: N6640 and N6642.
Typically Offered: Fall

NURS 6642 Advanced Primary Care - Mental Health/Psychiatric Simulation (1)
Enhance the APRN students' experience of patient health management through simulation using realistic, scenario-based clinical situations. Emphasize hands-on experience, critical thinking, patient assessment techniques, and improve decision-making abilities in providing primary care in mental health.
Prerequisite: N6332 (Minimum grade of B- is required for all prerequisites).
Co-requisites: N6640 and N6641.
Typically Offered: Fall

NURS 6650 Person Centered Care V (Didactic) (3)
Assume the role of the Advanced Practice Nurse in the primary care settings. Demonstrate competency, knowledge, skills, and attitude as an entry level APRN. Transition to practice as an APRN providing care for diverse populations across the lifespan.
Prerequisite: N6640 (Minimum grade of B- is required for all prerequisites).
Co-requisite: N6651.
Typically Offered: Spring

NURS 6651 Person Centered Care V (Clinical) (7) (315 hours)
This culminating clinical course allows students to demonstrate competency in clinical decision-making and problem solving as FNPs at the advanced beginner level. Be ready to transition to practice as an APRN providing care for diverse populations across the lifespan.
Prerequisite: N6641 (Minimum grade of B- is required for all prerequisites).
Co-requisite: N6650.
Typically Offered: Spring

NURS 6691 Clinical Refresher Course (1)
Meet the needs of the student who is out of sequence in nursing clinical courses in the DNP Program at CSUB. Tailored to meet the clinical course requirements to facilitate the student's progression in the DNP program.
Prerequisite: Admission to the DNP Program.
Typically Offered: To Be Determined

DNP Project Courses (4)
NURS 6710 DNP Project I: Concept Development (2)
The first of a four-course series designed to guide students in completing the doctoral project. Focus on identifying practice problems, conducting literature review, formulating research questions, and developing a project to address a healthcare issue or improve nursing practice.
Prerequisite: Admission to the DNP Program.
Typically Offered: Fall

NURS 6720 DNP Project II: Proposal (2)
The second of a four-courses series designed to guide students in completing the doctoral project. Focus on developing appropriate methodology, designing feasible implementation plan, submitting proposal for IRB approval, and defending the project proposal.
Prerequisite: N6710 (Minimum grade of B- is required for all prerequisites).
Typically Offered: Spring

NURS 6730 DNP Project III: Implementation (2)
The third of a four-courses series designed to guide students in completing the doctoral project. Focus on the implementation, data collection and analysis, and the evaluation of the DNP project outcome.
Prerequisite: N6720 (Minimum grade of B- is required for all prerequisites).
Typically Offered: Summer

NURS 6740 DNP Project IV: Evaluation and Dissemination (2)
The last of a four-courses series designed to guide students in completing the doctoral project. Focus on the evaluation and completion of the project, and the dissemination of doctoral project results.
Prerequisite: N6730 (Minimum grade of B- is required for all prerequisites).
Typically Offered: Fall

D. Standards Used in Developing the Family Nurse Practitioner 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, 2015).*
8. *Nursing's Social Policy Statement: The Essence of the Profession (ANA, 2010).*
9. *Nursing: Scope and Standards of Practice (ANA, 2015).*
10. *California Code of Regulations (CCR) pertaining to nursing education (California BRN, regularly updated).*

The crosswalk of Core Competencies for Professional Nursing Education (AACN, 2021) and Nurse Practitioner Core Competencies (NONPF, 2022)

Core Competencies	
AACN Essentials Advanced-Level Nursing Education	**NONPF Nurse Practitioner (NP) Role Core Competencies**
Domain 1: Knowledge of Nursing Practice	NP Domain 1: Knowledge of Practice
Domain 2: Person-Centered Care	NP Domain 2: Person-Centered Care
Domain 3: Population Health	NP Domain 3: Population Health
Domain 4: Scholarship for the Nursing Discipline	NP Domain 4: Practice Scholarship and Translational Science

Domain 5: Quality and Safety	NP Domain 5: Quality and Safety
Domain 6: Interprofessional Partnerships	NP Domain 6: Interprofessional Collaboration in Practice
Domain 7: Systems-Based Practice	NP Domain 7: Health Systems
Domain 8: Informatics and Healthcare Technologies	NP Domain 8: Technology and Information Literacy
Domain 9: Professionalism	NP Domain 9: Professional Acumen
Domain 10: Personal, Professional, and Leadership Development	NP Domain 10: Personal and Professional Leadership

E. Clinical Course Timetable

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	

F. Guidelines for Student Progress

By the end of Semester 1 (didactic courses), the student will:

1. Conduct literature reviews, appraise articles, synthesize information, and integrate best evidence into nursing practice.
2. Correlate pathophysiologic alterations with advanced knowledge of physiological function to facilitate clinical decision-making.
3. Integrate current and emerging scientific evidence into clinical judgment and diagnostic reasoning.
4. Identify appropriate therapeutic regimens and devices used in the diagnosis, prevention, and treatment of healthcare conditions
5. Critically appraise inequalities and health disparities in the quality and access of integrative therapies for racial, ethnic, and socioeconomic minorities.
6. Develop and implement strategies related to self-care to promote health, well-being, and resilience.

End of Semester 2 (N6532 Advanced Health Assessment Across the Lifespan - Lab)
In addition to the successful completion of theory requirements, the student will:

1. Obtain pertinent health histories using appropriate communication techniques as APRNs.

2. Demonstrate proper techniques of systematic and comprehensive physical examination on individuals across the lifespan as APRNs.
3. Synthesize subjective and objective data to formulate differential diagnoses.
4. Identify evidence-based patient-centered plans of care for common health problems.
5. Educate patients on the relevance of preventive health practices and risk reduction strategies and engage patients in decision-making to promote optimal health in simulation.

End of Semester 3 (N6542 Advanced Diagnostics Simulation)

The emphasis during this Semester will be on developing diagnostic reasoning and clinical decision skills to formulate an evidence-based plan of care for individuals across the lifespan. Enhance knowledge in assessing, diagnosing, and formulating differential diagnoses, and developing plans of care for diverse patient populations. The student will:

1. Integrate skills in advanced history-taking and physical assessment to generate diagnostic reasoning and clinical decision-making in patient care.
2. Involve patients in decision-making when ordering and evaluating diagnostic tests utilizing evidence-based guidelines in simulation.
3. Promote therapeutic relationships by using effective communication skills when educating patients/families about their health conditions, treatment options, and medical and self-management strategies.
4. Practice cultural humility when providing person-centered care to diverse populations, taking into consideration cultural, ethnic, economic, and social determinants of health.
5. Utilize healthcare technologies and electronic health records systems to ensure accurate clinical documentation using SOAP format, and effective collaboration among healthcare providers.
6. Maintain professional standards of the APRN role while promoting safety, preserving ethical principles, and demonstrating respect for autonomy.
7. Engage in self-reflection to improve clinical performance following a simulation session.

End of Semester 4 (N6611 Person Centered Care I – 135 hours)

The emphasis during 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, and 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 communication skills including active listening, acknowledging the 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 smoking 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 settings.

End of Semester 5 (N6621 Person Centered Care III – 135 clinical hours – First Clinical Course)
The emphasis during this first clinical course will be on health promotion, disease prevention, and management of patients with acute self-limiting illnesses across the lifespan. The student will start incorporating referrals to other healthcare 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 database 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 settings

End of Semester 6 (N6631 Person Centered Care I – 90 clinical hours)
The emphasis during this semester will be prioritized on pediatric, women, and behavioral health populations. The student will:

1. Engage with individuals and caregivers in establishing a caring relationship.
2. Communicate effectively with individuals on plans of care.
3. Provide care coordination and enable effective transitions of care to specialists.
4. Integrate population health data to achieve effective healthcare outcomes.
5. Engage in interprofessional efforts in plans of care.
6. Incorporate ethical principles in resource allocation to achieve equitable health and advocacy.

7. Evaluate the impact of healthcare emergency preparedness in vulnerable populations.

End of Semester 7 (N6641 Person Centered Care IV – 135 clinical hours)
The emphasis during this Semester will be the consolidation of prior skills, the management, and the follow-up of patients with chronic diseases across the lifespan. The student will be expected to apply pathophysiological concepts to clinical practice, 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 database 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 settings.

End of Semester 8 (N6651 Person Centered Care V – 315 clinical hours)
The emphasis during 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. Develop a greater depth in the interpretation of labs, pharmacotherapeutics, and nutrition.
2. Refer and consult with other health professionals and specialists.
3. Demonstrate efficiency in office practice.
4. Demonstrate patient follow-up skills, especially regarding patients with chronic multi-system disease.
5. Focus on the professional aspects of the nurse practitioner's role, including the legal and ethical implications of advanced practice.
6. Integrate best evidence into NP practice.
7. Apply quality improvement principles in care delivery.
8. Contribute to a culture of safety in patients, providers, and work environment.
9. Perform effectively in a team role by applying knowledge of systems to work effectively across the continuum of care.
10. Complete any outstanding requirements for graduation.

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).

G. Summary of Minimum Clinical Requirements for FNP Students

The following information is intended to serve as a guide for the student's *selection of clinical experiences* required for the FNP courses: N6611, N6621, N6631, N6641, and N6651. 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 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 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.

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 the primary health care of families.

MINIMUM CLINICAL REQUIREMENTS
For Family Nurse Practitioner Students

A total of 810 hours of direct patient care is required in the Family Nurse Practitioner program. FNP students must complete a minimum of

- 540 hours in primary care settings
- 160 hours with a nurse practitioner, and a minimum of
- 160 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 the Health Resources and Services Administration (HRSA) Workforce Glossary.
https://bhw.hrsa.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): 20 or more encounters, including 10 or more encounters in well-baby/ child visits or sports physicals. These may count for other disease categories as well

Respiratory – ENT: 40 or more encounters, including but not limited to COPD, asthma, rhinitis, bronchitis, pneumonia, otitis media, otitis externa, or sinusitis.

Eye: 10 or more encounters including but not limited to performing a fundoscopic examination, conjunctivitis, foreign body, or wood lamp.

Cardiovascular: 40 or more encounters including but not limited to congestive heart failure, chest pain, valve disease, hypertension, or CAD.

GI: 40 or more encounters including but not limited to abdominal pain, hepatitis, duodenal ulcer, GERD, appendicitis, pancreatitis, biliary disease, or other acute abdomen.

Musculoskeletal: 20 or more encounters, including but not limited to extremity injury, joint disease, or low back pain.

Neurology: 20 or more encounters including but not limited to headache, vertigo, CVA/TIA, head trauma, movement, or sensory disorders.

Endocrine: 20 or more encounters including but not limited to diabetes, thyroid disorders, parathyroid disorders, hypothalamus or pituitary disorders, or amenorrhea.

GU: 20 or more encounters including but not limited to prostate exams, urinary tract infection, BPH, renal stone, or pyelonephritis.

Dermatology: 20 or more encounters including but not limited to acne, eczema/atopic dermatitis, contact dermatitis, actinic keratosis, tinea/candidiasis, cellulitis, or abscess.

OB/GYN: 20 or more encounters, including but not limited to Pap smear, pelvic exam, STI, contraception, obstetric care, intrapartum or postpartum care.

Psychiatry/Mental Health: 20 encounters including but not limited to situational/individual/family crises**,** anxiety, depression, bipolar, schizophrenia, drug/alcohol dependency, or abuse.

Technology*:* 20 encounters including but not limited to interpretation of health technology/device use, mobile health technology, telehealth, or telecommunications.

Interprofessional practice**:** 20 encounters including referrals or consultation with other interprofessional team members in the plan of care of patients.

Leadership*:* 20 encounters including facilitation and management of patient-centered care, leading the NP role in providing proper patient follow-up or patient coaching.

Section III. DNP-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. 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.
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.

B. Preceptor Best Practices

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. <u>Graduate Nursing Student</u>
   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 the 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 the 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

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 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

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

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

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 6611 Person Centered Care I – 135 hours
- ☐ N 6621 Person Centered care II – 135 hours
- ☐ N 6631 Person Centered Care III – 90 hours
- ☐ N 6641 Person Centered Care IV – 135 hours
- ☐ N 6651 Person Centered Care V - 315 hours

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

	Responses				
Questions					
Course Number					
	Semester 4 – Fall – N6611 Person Centered Care I – 135 clinical hours	Semester 5 – Spring – N6621 Person Centered Care II - 135 clinical hours	Semester 6 – Summer – N6631 Person Centered Care III - 90 clinical hours	Semester 7 – Fall – N6641 Person Centered Care IV – 135 Clinical hours	Semester 8 – Fall – N6651 Person Centered Care V - 315 Clinical hours
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 a phone number	No			
Please sign here					
Thank you very much for your support of our FNP students. If you disagree with the student's progression as listed above the faculty on record will contact you.					

Preceptor Final Evaluation of CSUB FNP Students Qualtrics Survey

	Responses				
Questions					
Course Number					
	Semester 4 – Fall – N6611 Person Centered Care I – 135 clinical hours	Semester 5 – Spring – N6621 Person Centered Care II - 135 clinical hours	Semester 6 – Summer – N6631 Person Centered Care III - 90 clinical hours	Semester 7 – Fall – N6641 Person Centered Care IV – 135 Clinical hours	Semester 8 – Fall – N6651 Person Centered Care V – 315 Clinical hours
Student Name					
Preceptor Name					
Agency Name					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 in 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 communication 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 a complete, concise, and well-organized format.	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
The student submits the 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 healthcare 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.					

FNP Students Evaluation of Preceptors Qualtrics Survey

	Responses				
Questions					
Course Number					
	Semester 4 – Fall – N6611 Person Centered Care I – 135 clinical hours	Semester 5 – Spring – N6621 Person Centered Care II - 135 clinical hours	Semester 6 – Summer – N6631 Person Centered Care III - 90 clinical hours	Semester 7 – Fall – N6641 Person Centered Care IV - 180 Clinical hours	Semester 8 – Fall – N6651 Person Centered Care V - 270 Clinical hours
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					
	Semester 4 – Fall – N6611 Person Centered Care I – 135 clinical hours	Semester 5 – Spring – N6621 Person Centered Care II - 135 clinical hours	Semester 6 – Summer – N6631 Person Centered Care III - 90 clinical hours	Semester 7 – Fall – N6641 Person Centered Care IV - 180 Clinical hours	Semester 8 – Fall – N6651 Person Centered Care V - 270 Clinical hours
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?					