



Post-Licensure Nursing Preceptor Handbook

 WEST COAST
UNIVERSITY
Founded 1909

Welcome

On behalf of the nursing faculty, we want to thank you for agreeing to be a preceptor and contributing to the education of the students at West Coast University. The clinical setting is where synthesis of concepts and application of principles for quality healthcare delivery are achieved. Precepting is an opportunity to shape a new generation of nurses, influence real change in healthcare and give back to the profession.

We greatly appreciate the time and energy spent as well as the expertise you will provide our students, and we recognize that you make a significant difference in helping prepare our graduates. Your willingness to partner with West Coast University in one of our nursing program tracks — RN to Bachelor of Science in Nursing (RN-BSN), Master of Science in Nursing (MSN), Post-Master Certificate Advanced Practice Registered Nurse (APRN) — helps to provide our communities with nurses who are prepared for roles in higher education, nursing administration, and clinical practice.

This handbook has been created to serve as a reference and guide for your role, as well as to delineate the roles and responsibilities of the faculty and student. Please utilize the table of contents links to access the information pertinent to the program for which you are precepting.

Again, thank you for your vital contribution to the clinical education of our students!

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Table of Contents

| | |
|---|----------|
| WELCOME..... | 2 |
| ABOUT WEST COAST UNIVERSITY..... | 5 |
| UNIVERSITY ACCREDITATION..... | 5 |
| UNIVERSITY MISSION AND INSTITUTIONAL LEARNING OUTCOMES | 5 |
| University Mission..... | 5 |
| Institutional Learning Outcomes | 5 |
| NURSING PROGRAM ACCREDITATION AT WEST COAST UNIVERSITY | 5 |
| COLLEGE OF NURSING MISSION | 6 |
| OVERVIEW OF PRECEPTING AT WEST COAST UNIVERSITY | 6 |
| Benefits of Precepting | 6 |
| General Responsibilities of the Preceptor | 6 |
| Preceptor Evaluation | 6 |
| Post-Licensure Program Overview | 7 |
| APRN PROGRAMS: PRECEPTOR-SPECIFIC INFORMATION | 7 |
| Mission Statement | 7 |
| Philosophy of the APRN Program..... | 7 |
| Purpose of the APRN Program..... | 8 |
| Learning Outcomes of the APRN Program | 8 |
| Preceptor Qualifications/Criteria | 8 |
| Additional West Coast University Preceptor Criteria..... | 9 |
| APRN Preceptor Roles and Responsibilities..... | 9 |
| Administrative Responsibilities | 9 |
| Clinical Responsibilities..... | 9 |
| Completing WCU Clinical Evaluation Forms..... | 10 |
| Managing Student Concerns | 10 |
| APRN Clinical Faculty Responsibilities..... | 10 |
| APRN Student Responsibilities | 11 |
| APRN Clinical Sequences | 12–24 |



| | |
|--|-----------|
| DOCTOR OF NURSING PRACTICE (DNP) PROGRAM | 25 |
| Mission Statement | 25 |
| DNP Program Learning Outcomes..... | 25 |
| Experiential Learning Expectations | 25 |
| Experiential Hours | 26 |
| Preceptor Qualifications | 26 |
| Preceptor Responsibilities | 27 |
| Project Faculty Responsibilities | 27 |
| DNP Student Responsibilities..... | 28 |
| DNP Scholarly Project..... | 28 |
| DNP Program Courses | 29 |
| MASTER OF SCIENCE IN NURSING (MSN) PROGRAM..... | 29 |
| Mission Statement | 29 |
| MSN Program Learning Outcomes..... | 29 |
| Preceptor Qualifications | 30 |
| Nurse Generalist | 30 |
| Nurse Educator..... | 30 |
| Nurse Leader | 31 |
| Nurse Informatics | 31 |
| Preceptor Responsibilities..... | 31 |
| Faculty Responsibilities | 31 |
| Student Responsibilities..... | 32 |
| Master of Science in Nursing (MSN) Generalist Track Clinical Sequence | 33 |
| Master of Science in Nursing (MSN) Nurse Educator Track Clinical Sequence | 34 |
| Master of Science in Nursing (MSN) Nurse Leader Track Clinical Sequence..... | 35 |
| Master of Science in Nursing (MSN) Nursing Informatics Track Clinical Sequence | 36 |
| RN-BSN PROGRAM | 37 |
| Mission..... | 37 |
| Philosophy..... | 37 |
| Program Learning Outcomes..... | 37 |
| Preceptor Qualifications | 37 |
| Preceptor Responsibilities..... | 38 |
| Faculty Responsibilities | 38 |
| Student Responsibilities..... | 38 |
| RN-BSN Program Courses | 39 |

About West Coast University

Founded in 1909, West Coast University is a private institution focused on healthcare education. The university offers both undergraduate and graduate health sciences degrees, delivering transformational education within a culture of integrity and personal accountability. West Coast University is dedicated to helping prepare the next generation of nursing, healthcare, and business professionals. Campuses are located throughout Los Angeles, Orange County, and San Bernardino County in California, as well as in Richardson, Texas and Miami, Florida.

University Accreditation

West Coast University is accredited by WASC Senior College and University Commission (WSCUC), a regional accreditation body recognized by the U.S. Department of Education (USDOE) and the Council on Higher Education Accreditation (CHEA). www.wascsenior.org WITH West Coast University is accredited by WASC Senior College of University Commission (WSCUC), a regional accreditation body recognized by the U.S. Department of Education (USDOE) and the Council on Higher Education Accreditation (CHEA). 1001 Marina Village Parkway, Suite 402 Alameda, CA 94501, (510) 748- 9001/ www.wscuc.org

University Mission and Institutional Learning Outcomes

UNIVERSITY MISSION

At West Coast University, we embrace a student-centric learning partnership that leads to professional success. We deliver transformational education within a culture of integrity and personal accountability. We design market-responsive programs through collaboration between faculty and industry professionals. We continuously pursue more effective and innovative ways through which students develop the competencies and confidence required in a complex and changing world.

INSTITUTIONAL LEARNING OUTCOMES

Upon graduating from a degree program offered by West Coast University, students should be able to:

1. Implement intellectual and practical problem-solving skills through information assessment and critical thinking.
2. Demonstrate effective written communication skills.
3. Demonstrate effective oral communication skills.
4. Demonstrate computer proficiency and information literacy.
5. Describe ethical standards and legal guidelines associated with one's chosen career field.
6. Explain why knowledge of and respect for the societal contributions of diverse cultures and perspectives is an important quality in one's discipline.
7. Apply professional values and ethics, knowledge of roles and responsibilities, and effective communication skills as a contributing member of a cohesive interprofessional team.

Nursing Program Accreditation at West Coast University



The baccalaureate degree program in nursing, master's degree program in nursing, Doctor of Nursing Practice program, and post-graduate APRN certificate program at West Coast University are accredited by the Commission on Collegiate Nursing Education 655 K Street, Suite 750, Washington DC 20001, (202) 877-6791 www.ccneaccreditation.org.



College of Nursing Mission

The mission of the College of Nursing is to provide evidence-based and innovative nursing education to culturally diverse learners, preparing nurses to provide quality and compassionate care that is responsive to the needs of the community and the global society.

Overview of Precepting at West Coast University

The practicum experience is very important to the overall learning of West Coast University's post-licensure degree students. As such, we want to make sure that you understand your role before you agree to become a preceptor, and we want to provide continuing support for those who decide to pursue this role. Post-licensure students are those students who have completed an associate, bachelor's, or master's degree in nursing or a related field and hold a registered nurse license. Please review the information included in this handbook that is specific to the program you will be precepting in as qualifications and responsibilities will differ.

BENEFITS OF PRECEPTING

- Certificate of acknowledgement of precepting hours for certification renewal and additional experience for your resume or CV.
- Precepting hours can be included in the service obligation hours of the Nurse Faculty Loan Forgiveness Program.
- Pay forward the dedication of those who were preceptors in your education.
- Contribute to the profession of nursing.
- Recruitment opportunities to add to your organization.

GENERAL RESPONSIBILITIES OF THE PRECEPTOR

- Collaborate with WCU clinical team, and faculty to promote student success in the practicum courses.
- Orient the student to the practicum site environment, policies, and procedures.
- Identify suitable experiential opportunities that align with the course outcomes.

- Serve as mentor and role model for students in professional development.
- Provide supervision of the student's clinical practice and constructive feedback about the performance in the practicum.
- Incorporate teaching and practice based on principles of diversity, equity, and inclusion (DEI) to prepare graduates who are equipped to advance nursing practice within safer and healthier inclusive communities.
- Refrain from unlawful discrimination by gender, age, race, color, national origin, religion, sexual orientation, political affiliation or belief, or disability.
- Provide feedback to WCU faculty as requested.

PRECEPTOR EVALUATION

The nursing accrediting body CCNE, California Board of Nursing, and other state boards of nursing require that preceptors are evaluated or reviewed at a minimum of every two years to ensure that expectations of the role are being met. The following criteria are considered when reviewing preceptors in their role:

- Demonstrates collaboration with WCU practicum faculty to promote student success.
- Provides practicum student with constructive formative and evaluative feedback.
- Orients the student to practicum site environment, policies, and procedures.
- Identifies suitable experiential opportunities to align with practicum course outcomes.
- Adheres to all non-discrimination policies of WCU and the organization providing the practicum site.
- Demonstrates professionalism in all interactions and communications between the practicum student and WCU faculty.
- Serves as a professional role model for the practicum student.

| Post-Licensure Program Overview | | | | |
|---|---|---|---------------------------|--|
| UNDERGRADUATE | GRADUATE | | | POST-GRADUATE |
| BACHELOR OF SCIENCE IN NURSING (RN-BSN) | MASTER OF SCIENCE IN NURSING (MSN) | | | DOCTOR OF NURSING PRACTICE (DNP) |
| The RN-BSN degree completion option is for students who have completed a pre-licensure nursing program, are registered nurses, and seek to earn a bachelor's degree in nursing. The RN-BSN degree consists of 120 credit hours and a 135-hour clinical/practicum completed in a community health setting. | The MSN program is for registered nurses pursuing a master's degree in nursing. The MSN program offers different entry points and concentration areas and is administered by three program deans and an assistant director. Program Dean assignments are based upon population focus or specialty area. | | | The DNP program is for master's-prepared Registered Nurses seeking a terminal degree in nursing focusing on leadership. Students complete a translational research project in a practice setting during the program. The DNP program does not prepare graduates for license or certification as an APRN. |
| | ENTRY POINTS | | | |
| | RN-MSN | MSN | Post-Master's Certificate | |
| | SPECIALTY/POPULATION-FOCUS | | | |
| | Non-Advanced Practice Registered Nurse | Advanced Practice Registered Nurse (APRN) | | |
| | Advanced Generalist (AG) Nurse Informatics (NI) Nurse Educator (NE) Nurse Leader (NL) | Adult Gero Acute Care Nurse Practitioner (AGACNP) Adult Gero Primary Care Nurse Practitioner (AGPCNP) Family Nurse Practitioner (FNP) Psychiatric Mental Health Nurse Practitioner (PMHNP) | | |

Advanced Practice Registered Nurse (APRN) Programs: Preceptor-Specific Information

The design of the APRN Program is to provide students with a high-quality and differentiated curriculum, emphasizing advanced clinical practice with a sound theoretical and scientific basis. The role of the APRN integrates health maintenance, disease prevention, physical assessment, diagnosis, and treatment of common episodic and chronic problems with equal emphasis on health teaching and disease management. Preceptors are utilized in NP practicum courses to serve as role models, mentors, and direct supervisors of students in the practicum area. Ongoing collaboration occurs with course faculty to evaluate student learning through mastery of course outcomes. The APRN program prepares graduates to practice with a high level of independence and decision-making in ambulatory, acute, and chronic settings, functioning as a member of a healthcare team in collaboration with physicians and other healthcare professionals.

MISSION STATEMENT

The mission of the College of Nursing is to provide evidence-based and innovative nursing education to culturally diverse learners, preparing nurses to provide quality and compassionate care that is responsive to the needs of the community and the global society.

PHILOSOPHY OF THE APRN PROGRAM

The APRN administration and faculty are committed to preparing qualified APRN graduates to provide quality, holistic, and person-specific care that is based on the best available evidence aiming to promote health and prevent and manage diseases.

1. We believe that the focus of care for the APRN graduate is children and adults of all ages.
2. We believe that our APRN graduates are educated to provide high-quality, continual, and comprehensive wellness and illness care to children and adults by providing preventive health services, patient education, disease management, and illness prevention.



3. We believe that our APRN graduates are prepared to implement evidence-based practice guidelines and to critically analyze and adapt healthcare interventions based on individualized assessments of individual/family needs.
4. We believe that our APRN graduates will practice in the context of community, with broad knowledge, sensitivity, and awareness of the specific needs of people from diverse populations and cultural backgrounds.
5. We believe that our APRN graduates will collaborate inter-professionally with other members of the health team recognizing the contributions of each member, utilizing shared decision-making strategies, leveraging effective communication technologies in the design, coordination, and evaluation of patient-centered care.

PURPOSE OF THE APRN PROGRAM

Our purpose is to develop the next generation of highly skilled and competent APRNs ready to practice in a growing complexity of healthcare by providing the knowledge and clinical skills to meet the needs of patients and families in primary care settings.

LEARNING OUTCOMES OF THE APRN PROGRAM

The APRN track prepares the graduate to:

1. Synthesize the core knowledge of advanced pathophysiology, pharmacology, health assessment, and physical examination to develop informed differential diagnoses.
2. Deliver individualized, evidence-based, culturally competent, and equitable person-centered care to diverse populations.
3. Employ therapeutic communication strategies utilizing emerging technologies to facilitate interdisciplinary collaborative care across the healthcare continuum.
4. Coordinate effective patient-specific care utilizing policies, standards of care, and available resources.
5. Advocate for policy changes that create safe, accessible, and quality healthcare for patients leading to principles of entrepreneurship and innovation within a dynamic healthcare environment.

PRECEPTOR QUALIFICATIONS/CRITERIA

The clinical experience of the advanced practice nurse must be carefully monitored by a qualified preceptor. West Coast University follows the recommendations from the National Organization for Nurse Practitioner Faculties (NONPF), California State Statute § 1484 Nurse Practitioner Education, state regulatory bodies governing other WCU campus locations, and the Commission on Collegiate Nursing Education (CCNE) accreditation by requiring the following criteria:

- Preceptors located in California must have a current and active, unencumbered California state license and national certification, as appropriate, in the population focused or specialty practice area.^{1,2,3}
- Preceptors located in states outside California must hold a current and active, unencumbered license in that state and national certification, as appropriate, in the population focused or specialty practice area.^{1,2,3}
- The preceptor must have at least one year of experience in the population focused or specialty practice area.²
- Preceptors are expected to participate in teaching, supervising, and evaluating students, and they shall be competent in the content and skills being taught to the students.¹
- Preceptor functions and responsibilities shall be clearly documented in a written agreement between the agency, the preceptor, and the nurse practitioner education program, including the clinical preceptor's role to teach, supervise, and evaluate students.¹
- Preceptor profiles include title, discipline, credentials, evidence of licensure/approval/recognition, education, years in role, site (e.g., pediatrics, family, adult, or women's health), and types of patients (acute, chronic, in-hospital, etc.).²
- Preceptors are oriented to the APRN program and curriculum requirements, including responsibilities related to student supervision and evaluation.^{1,2,3}

- The required student-to-preceptor ratio should be 1:1 if the preceptor is seeing his/her own patients and 2:1 if the preceptor is not seeing his/her own patients.²
- A clinical preceptor shall be evaluated by the program faculty at least every two (2) years utilizing student and faculty feedback.¹

ADDITIONAL WEST COAST UNIVERSITY PRECEPTOR CRITERIA

- Students may precept with a nurse practitioner, physician (e.g., MD, DO), or physician assistant (PA) meeting the credentialing requirements listed above in the state where the practicum hours will be completed. Depending on the program track, there may be additional specific criteria pertaining to the population focus.
- Students may not precept with relatives or close friends as preceptors.
- Students may not use their workplace (e.g., office, unit, department of employment) as a clinical site. However, if employed at a large health system, the student may obtain a clinical placement at another setting/unit/department within the system.²
- Preceptors cannot be responsible for supervision of the student as an employee.

APRN PRECEPTOR ROLES AND RESPONSIBILITIES

Administrative Responsibilities

- Provide licensure and other professional documentation as required during the preceptor approval process.²
- Review and understand the Program Learning Outcomes (PLO) and Course Learning Outcomes (CLO) prior to final student placement.
- Complete a preceptor orientation.
- Orient the student to the office and clinic facilities (e.g., staff members, policies, attire, protocols, patient flow, records/documentation, requisitions, accessing other departments, communications, preceptor practice preferences and expectations).

- Provide the student with access to patient clinical records, documentation, and electronic health records systems if available.
- Explain to the student your organization, prioritization, patient evaluation, exam, diagnostic decisions, management, patient education, and follow-up for patients.
- Discuss expectations and parameters for practice with the student. Communicate expectations relative to patient flow, sharing in the management of visits, and documentation.
- Ensure that during clinical learning experiences, students may not be utilized for healthcare facility staffing.

Clinical Responsibilities

- Students are limited to observation to the first 1-2 days, after which the student should begin seeing a few patients in a dependent clinical role. Over the next several clinical days/weeks, the student should become increasingly independent, but always with preceptor oversight of student practice.
- Direct care is defined by the National Organization of Nurse Practitioner Faculties (NONPF) as “Hours/time in which direct clinical care is provided to individuals, families, and groups in one (1) of the six (6) population focused areas of NP practice and in primary care or acute care as appropriate.” Observation/shadowing hours do not count towards clinical hours.²
- Assist the student with the selection/inclusion of appropriate and increasingly challenging learning experiences.
- Be available to consult with the student or to assume responsibility for care as needed.



- Cosign all records and orders written by the APRN student unless otherwise restricted.
- APRN students are also at no time permitted to sign prescriptions, dispense medications, or e-prescribe medications. This is the responsibility of the licensed preceptor and is beyond the student's scope of practice. Prescriptive authority is gained after the student is successfully licensed in the state in which he/she practices. The student is encouraged to confer with the preceptor and make recommendations regarding the need for prescriptions.¹
- Encourage and expect the student to become increasingly more responsible, proactive, and self-reliant during the term.
- Review clinical experiences daily, provide constructive formative feedback to the student regarding areas of success and need for improvement.
- Promptly communicate issues of concern or unsafe practice (student behavior, clinical skills, and/or student progression) regarding the student to the clinical faculty.
- Notify clinical faculty of any clinical incident.
- Assist the overseeing clinical faculty in the evaluation of student performance by completing the Midterm/Final Preceptor Evaluation of the student and providing ongoing feedback as requested.

Completing WCU Clinical Evaluation Forms

Honest and timely preceptor feedback is critical to the student, the faculty, and the role of the APRN. The clinical evaluation tool is designed to give formal feedback to the student at midterm and at the end of the term. Students are expected to progress in skill and knowledge development throughout the program. If you have concerns about student progress at any time during the term, contact the clinical faculty via email/ phone as soon as possible.

Managing Student Concerns

While each student who enters the graduate program is highly qualified academically, the role transition to advanced practice nurse may be challenging for some. Identify any professional, clinical, or boundary issues early and communicate them to the student with expectations for change. Any concern(s) addressed during the term should be documented in the midterm evaluation or final evaluation as appropriate along with the student progress toward resolution of the concern(s). Do not hesitate to seek the assistance of the faculty for early intervention.

APRN CLINICAL FACULTY RESPONSIBILITIES

- Maintains ultimate responsibility for the clinical practicum course and student evaluation.^{2,3}
- Reviews and approves preceptors and clinical sites.²
- Be available to students and preceptors. Information regarding availability should be provided to students and preceptors at the beginning of the term and included on the course syllabus.
- Collaborate with students and preceptors regarding development of specific learning goals.
- Communicate at least a minimum of two times per term with students regarding clinical experiences and progress via emails, phone, and/or video conferencing.²
- Communicate with preceptors at minimum during the midterm and final weeks of the term as well as on a regular basis via phone, email, and/or videoconferencing for collaboration regarding student learning needs.²
- Incorporate teaching and practice based on principles of diversity, equity, and inclusion (DEI) to prepare graduates who are equipped to advance nursing practice within safer and healthier inclusive communities.

- Notify the student promptly if problems with the clinical practicum experience are identified (e.g., inadequate numbers or types of patients to meet the clinical course objectives).
- Communicate to the student any clinical deficiencies or concerns related to meeting clinical objectives that have been identified.
- Establish a defined plan for student remediation to address any deficiencies noted by the preceptor.
- Evaluate, score, and provide feedback on all field encounter notes and clinical assignments on a weekly basis.
- Validate and approve the student's clinical hours in the electronic accounting system for each day the student is present in his/her clinical site. Only days where the student participated in supervised direct patient care may be counted for hours.
- Complete the midterm and final evaluation of the student's progress based on the clinical objectives for the course, incorporating the preceptor evaluation feedback data.^{2,3}
- Students are prohibited from direct patient interaction if the clinical preceptor is not physically at the clinical site.
- Adhere to professional attire that is in accordance with clinical site requirements and the WCU Department of Nursing professional dress code, including a WCU clinical name badge.
- Maintain professional behavior in the clinical setting.
- Attend all scheduled clinical experiences on time and prepared, completing all required clinical hours for each clinical course.
- Exemplify principles of diversity, equity, and inclusion in provision of care.²
- Enter clinical hours completed at the end of each clinical shift into the electronic clinical accounting compliance system so course faculty can verify and approve hours. Transit time to and from the clinical site cannot be counted toward practicum hours.
- Enter patient field encounter data in the electronic accounting system within 24 hours of the clinical experience.

APRN STUDENT RESPONSIBILITIES

- Complete all required clinical placement paperwork prior to entering the clinical site.
- Create and complete the American Databank Complio Clinical Compliance Account and maintain compliance throughout the entire program.
- Contact preceptor for orientation prior to the initiation of the actual practicum experience.
- Establish a mutually agreeable schedule for clinical time with the preceptor.
- Demonstrate increasing competencies and progressive independence in clinical knowledge and skills. Take on the role of nurse practitioner under the supervision of the preceptor.
- Incorporate evidence-based practice guidelines and follow clinical site policies.
- Complete all course, preceptor, and site evaluations as assigned at the end of the clinical rotation.²

1 = California Board of Nursing Statute 1484

2 = 2016/2022 National Organization of Nurse Practitioner Faculties Criteria for Evaluation of Nurse Practitioner Education (NONPF)

3 = Commission on Collegiate Nursing Education (CCNE)



APRN Clinical Sequences

| Post-Master's Psychiatric Mental Health NP (PMHNP) | | | |
|--|---|---|--|
| COURSE | CREDITS | COURSE DESCRIPTION | COURSE COMPETENCIES |
| NURS 686L Mental Healthcare Across Lifespan Practicum I | 3 Credits 150 Clinical Hours | This is the first of a two-part clinical course that focuses on application of theoretical knowledge in caring for clients with psychiatric mental health issues. The delivery of culturally competent care and interventions are addressed using advanced assessment, differential diagnosis, diagnostic criteria/testing, and effective management plan. | <ol style="list-style-type: none"> 1. Demonstrate competency in performing psychiatric diagnostic interviews and evaluations. 2. Demonstrate diagnostic reasoning with emphasis on appropriate diagnostic screening tools and differential diagnoses. 3. Utilize evidence-based pharmacological, non-pharmacological, psychotherapeutic treatments, and complementary modalities. 4. Demonstrate professional role development with increasing independence in the care and management of mental healthcare for patients and families. |
| NURS 687L Mental Healthcare Across Lifespan Practicum II | 3 Credits 150 Clinical Hours | This is the second of a two-part clinical course that focuses on application of theoretical knowledge in caring for clients with psychiatric-mental health issues. The delivery of culturally competent care and interventions are addressed using advanced assessment, differential diagnosis, diagnostic criteria/testing, and effective management plan. | <ol style="list-style-type: none"> 5. Utilize best practices for the given clinical setting when documenting psychiatric evaluations and treatment plans. 6. Collaborate with patients, families, and other healthcare providers to evaluate effectiveness of treatment plans and patient education to improve health outcomes. 7. Prepare for the psychiatric mental health nurse practitioner national certification exam by expanding and refining knowledge and skills. 8. Incorporate therapeutic skills in the psychiatric visit and recommend appropriate therapy strategies. |
| NURS 682L-A Advanced Healthcare Residency I | 2 Credits 100 Clinical Hours | This is the first of a two-part clinical course that provides the final comprehensive clinical management experience, allowing advanced practice registered nurse students to apply knowledge, skills, and competency gained throughout their course of study. | <ol style="list-style-type: none"> 1. Assess, plan, manage, evaluate, and revise the care of patients and their families in primary healthcare settings, referring clients to other healthcare providers and/or community resources as appropriate. 2. Practice the APRN role using nurse practitioner standardized procedures or office/clinic protocols. 3. Develop a plan for independent or collaborative practice. |
| NURS 682L-B Advanced Healthcare Residency II | 2 Credits 100 Clinical Hours | This is the second of a two-part clinical course that provides the final comprehensive clinical management experience, allowing advanced practice registered nurse students to apply knowledge, skills, and competency gained throughout their course of study. | <ol style="list-style-type: none"> 4. Demonstrate understanding of the role components critical to primary healthcare such as collaboration, advocacy, change, ethics, and quality assurance. 5. Develop care plan that emphasizes assessment, prevention, and management of physiological, social, emotional, intellectual, spiritual, and educational needs of clients across the lifespan. 6. Apply knowledge of pharmacokinetic and pharmacodynamics principles of common drug categories used to prevent illness and to restore and maintain health for clients across the lifespan. 7. Demonstrate knowledge of assessment and management of complex and comorbid conditions of clients across the lifespan. |

APRN Clinical Sequences

| Post-Master's Adult Gerontology Acute Care NP (AGACNP) | | | |
|--|--|---|---|
| COURSE | CREDITS | COURSE DESCRIPTION | COURSE COMPETENCIES |
| NURS 696L Acute Care Adult & Geriatric Patient: Practicum I | 3 Credits 150 Clinical Hours | This is the first of a two-part clinical course that focuses on the scientific knowledge and application of advanced assessment, pathophysiology, diagnosis, and management of young adults and elderly with acute or chronic illness in a variety of acute care settings. | <ol style="list-style-type: none"> 1. Demonstrate competency in performing systematic and accurate physical and psychosocial assessments. 2. Formulate differential diagnoses based on the subjective and objective data of adult and geriatric clients. 3. Analyze relevant laboratory and diagnostic tests for developing a diagnosis. 4. Develop and evaluate treatment plans for individual adult and geriatric clients using pharmacological, non-pharmacological, and complementary therapies. 5. Formulate weekly problem-focused SOAP note documentation or reflective journal based on type of patients seen and clinical experiences. 6. Demonstrate diagnostic reasoning with emphasis on health promotion and disease management commonly encountered in the acute care setting. 7. Utilize evidence-based guidelines for care, coordination, and management of common problems in the acute care setting. |
| NURS 697L Acute Care and Geriatric Patient: Practicum II | 3 Credits 150 Clinical Hours | This is the second of a two-part clinical course that focuses on the scientific knowledge and application of advanced assessment, pathophysiology, diagnosis, and management of young adults and elderly with acute or chronic illness in a variety of acute care settings. | |
| NURS 682L-A Advanced Healthcare Residency I | 2 Credits 100 Clinical Hours | This is the first of a two-part clinical course that provides the final comprehensive clinical management experience, allowing advanced practice registered nurse students to apply knowledge, skills, and competency gained throughout their course of study. | <ol style="list-style-type: none"> 1. Assess, plan, manage, evaluate, and revise the care of patients and their families in primary healthcare settings, referring clients to other healthcare providers and/or community resources as appropriate. 2. Practice the APRN role using nurse practitioner standardized procedures or office/clinic protocols. 3. Develop a plan for independent or collaborative practice. |
| NURS 682L-B Advanced Healthcare Residency II | 2 Credits 100 Clinical Hours | This is the second of a two-part clinical course that provides the final comprehensive clinical management experience, allowing advanced practice registered nurse students to apply knowledge, skills, and competency gained throughout their course of study. | <ol style="list-style-type: none"> 4. Demonstrate understanding of the role components critical to primary healthcare such as collaboration, advocacy, change, ethics, and quality assurance. 5. Develop care plan that emphasizes assessment, prevention, and management of physiological, social, emotional, intellectual, spiritual, and educational needs of clients across the lifespan. 6. Apply knowledge of pharmacokinetic and pharmacodynamics principles of common drug categories used to prevent illness and to restore and maintain health for clients across the lifespan. 7. Demonstrate knowledge of assessment and management of complex and comorbid conditions of clients across the lifespan. |



APRN Clinical Sequences

Post-Master's Adult Gerontology Primary Care NP (AGPCNP) beginning in 2021

| COURSE | CREDITS | COURSE DESCRIPTION | COURSE COMPETENCIES |
|---|---|--|---|
| NURS 679L-A Primary Care Adult & Geriatric Patient: Practicum I | 2 Credits 100 Clinical Hours | This is the first of a two-part clinical course that focuses on the scientific knowledge and application of advanced assessment, pathophysiology, diagnosis, and management of young adults and elderly with common primary health problems. Emphasis is placed on health promotion and maintenance, disease prevention, and curative and restorative care. | <ol style="list-style-type: none"> 1. Assess, plan, manage, evaluate, and revise the care of adult and geriatric clients and their families in primary healthcare settings, referring clients to other healthcare providers and/or community resources as appropriate. 2. Practice the APRN role using nurse practitioner protocols that contain both an evaluation/diagnostic protocol and a plan/management protocol. 3. Begin adaptation of the role of the APRN in primary healthcare. 4. Develop a plan for independent or collaborative practice. 5. Explore the relationship of the role components critical to primary healthcare such as collaboration, advocacy, change, ethics, and quality assurance. |
| NURS 679L-B Primary Care Adult & Geriatric Patient: Practicum II | 2 Credits 100 Clinical Hours | This is the second of a two-part clinical course that focuses on the scientific knowledge and application of advanced assessment, pathophysiology, diagnosis, and management of young adults and elderly with common primary health problems. Emphasis is placed on health promotion and maintenance, disease prevention, and curative and restorative care. | <ol style="list-style-type: none"> 6. Develop care plan that emphasizes assessment, prevention, and management of physiological, social, emotional, intellectual, spiritual, and educational needs of the adult and geriatric client as an individual and as a family member. 7. Experience management of normal and common pathological conditions to prepare students for advanced nursing practice in the role of APRN. 8. Apply knowledge of pharmacokinetic and pharmacodynamics principles of common drug categories used to prevent illness and to restore and maintain health for the adult and geriatric populations. 9. Demonstrate understanding of mechanisms of action, pharmacologic response, usual dosages, adverse effects, indications, interactions, compatibilities, contraindications, and routes of administration in acute and chronic conditions management. 10. Demonstrate knowledge of assessment and management of complex and comorbid conditions in the adult and geriatric populations. 11. Engage in clinical activities as mid-level provider to improving access to care, disease prevention, and health promotion in the adult and geriatric population and their families. 12. Practice the APRN role using the nurse practitioner standardized procedures and/or office/clinic protocols. |

APRN Clinical Sequences

Post-Master's Adult Gerontology Primary Care NP (AGPCNP) beginning in 2021 (Cont.)

| COURSE | CREDITS | COURSE DESCRIPTION | COURSE COMPETENCIES |
|--|---|---|---|
| NURS 684L Primary Care Women's Health: Practicum | 2 Credits 100 Clinical Hours | This clinical course focuses on the scientific knowledge and application of advanced assessment, pathophysiology, diagnosis, and management of children (from birth through adolescence) with normal and common pathological conditions. The effects of culture on development, parenting, and family-centered healthcare practices are emphasized. | <ol style="list-style-type: none"> 1. Demonstrate competency in performing a thorough history, and systematic physical and psychosocial assessments for the female client. 2. Assess, plan, manage, evaluate, and provide a plan of care for the female client in the clinical settings, and refer clients to other healthcare providers and/or community resources as appropriate. 3. Demonstrate diagnostic reasoning with emphasis on health promotion and disease management of normal and common women's healthcare conditions. 4. Develop and evaluate treatment plans for female clients using pharmacological, non-pharmacological, and complementary therapies. 5. Formulate weekly comprehensive SOAP note documentation based on the type of patients seen and clinical experiences. 6. Begin adaptation of the role of the nurse practitioner in women's healthcare clinical setting. 7. Utilize evidence-based guidelines for care, coordination, and management of common female problems in primary care. |
| NURS 682L-A Advanced Healthcare Residency I | 2 Credits 100 Clinical Hours | This is the first of a two-part clinical course that provides the final comprehensive clinical management experience, allowing advanced practice registered nurse students to apply knowledge, skills, and competency gained throughout their course of study. | <ol style="list-style-type: none"> 1. Assess, plan, manage, evaluate, and revise the care of patients and their families in primary healthcare settings, referring clients to other healthcare providers and/or community resources as appropriate. 2. Practice the APRN role using nurse practitioner standardized procedures or office/clinic protocols. 3. Develop a plan for independent or collaborative practice. 4. Demonstrate understanding of the role components critical to primary healthcare such as collaboration, advocacy, change, ethics, and quality assurance. |
| NURS 682L-B Advanced Healthcare Residency II | 2 Credits 100 Clinical Hours | This is the second of a two-part clinical course that provides the final comprehensive clinical management experience, allowing advanced practice registered nurse students to apply knowledge, skills, and competency gained throughout their course of study. | <ol style="list-style-type: none"> 5. Develop care plan that emphasizes assessment, prevention, and management of physiological, social, emotional, intellectual, spiritual, and educational needs of clients across the lifespan. 6. Apply knowledge of pharmacokinetic and pharmacodynamics principles of common drug categories used to prevent illness and to restore and maintain health for clients across the lifespan. 7. Demonstrate knowledge of assessment and management of complex and comorbid conditions of clients across the lifespan. |



APRN Clinical Sequences

| Post-Master's Adult Gerontology Primary Care NP (AGPCNP) program entry prior to 2021 | | | |
|--|---|--|--|
| COURSE | CREDITS | COURSE DESCRIPTION | COURSE COMPETENCIES |
| NURS 663L-A Primary Care Adult and Geriatric Patient: Practicum | 1.5 Credits 97.5 Clinical Hours | This two-part clinical course focuses on the role of the nurse practitioner (NP) in caring for mature adults and aging family members, from young adulthood to elderly adulthood. Emphasis is placed on the management of common primary health problems of these age groups. The delivery of culturally competent primary healthcare interventions of young, middle-aged, and elderly adults are addressed. Practice will focus on health promotion and maintenance, disease prevention, curative and restorative care, and cross-cultural aspects related to male and female healthcare. | <ol style="list-style-type: none"> 1. Assess, plan, manage, evaluate, and revise the care of adult and geriatric clients and their families in primary healthcare settings, referring clients to other healthcare providers and/or community resources as appropriate. 2. Practice the APRN role using nurse practitioner protocols that contain both an evaluation/ diagnostic protocol and a plan/management protocol. 3. Begin adaptation of the role of the APRN in primary healthcare. 4. Develop a plan for independent or collaborative practice. |
| NURS 663L-B Primary Care Adult and Geriatric Patient: Practicum | 1.5 Credits 97.5 Clinical Hours | This clinical course focuses on the role of the nurse practitioner (NP) in caring for mature adults and aging family members, from young adulthood to elderly adulthood. Emphasis is placed on the management of common primary health problems of these age groups. The delivery of culturally competent primary healthcare interventions of young, middle-aged, and elderly adults are addressed. Practice will focus on health promotion and maintenance, disease prevention, curative and restorative care, and cross-cultural aspects related to male and female healthcare. | <ol style="list-style-type: none"> 5. Explore the relationship of the role components critical to primary healthcare such as collaboration, advocacy, change, ethics, and quality assurance. 6. Develop care plan that emphasizes assessment, prevention, and management of physiological, social, emotional, intellectual, spiritual, and educational needs of the adult and geriatric client as an individual and as a family member. 7. Experience management of normal and common pathological conditions to prepare students for advanced nursing practice in the role of APRN. 8. Apply knowledge of pharmacokinetic and pharmacodynamics principles of common drug categories used to prevent illness and to restore and maintain health for the adult and geriatric populations. 9. Demonstrate understanding of mechanisms of action, pharmacologic response, usual dosages, adverse effects, indications, interactions, compatibilities, contraindications, and routes of administration in acute and chronic conditions management. 10. Demonstrate knowledge of assessment and management of complex and comorbid conditions in the adult and geriatric populations. 11. Engage in clinical activities as mid-level provider to improving access to care, disease prevention, and health promotion in the adult and geriatric population and their families. 12. Practice the APRN role using the nurse practitioner standardized procedures and/or office/clinic protocols. |

APRN Clinical Sequences

Post-Master's Adult Gerontology Primary Care NP (AGPCNP) program entry prior to 2021 (Cont.)

| COURSE | CREDITS | COURSE DESCRIPTION | COURSE COMPETENCIES |
|--|---|--|--|
| NURS 664L-A Primary Care Women's Health: Practicum | 1.0 Credits 65 Clinical Hours | This clinical course focuses on women's healthcare and prepares the student to provide primary care of episodic illnesses of women across the lifespan. Students will engage in comprehensive assessment, diagnosis, and women's healthcare management for women across the lifespan and assume professional practice roles and responsibilities in managing common health pattern variations pertaining to gynecological and primary care. This course will also prepare students to assume professional roles in the care of normal antepartum women and those with health pattern variations with an at-risk pregnancy. Emphasis is placed on the collaborative management of interventions to achieve desired outcomes during pregnancy. | <ol style="list-style-type: none"> 1. Complete a thorough history. 2. Perform a complete GYN physical examination. 3. Assess, plan, manage, evaluate, and provide a plan of care for the female client in the clinical settings, and refer clients to other healthcare providers and/or community resources as appropriate. 4. Complete a thorough prenatal intake history, including all appropriate genetic and prenatal screening. 5. Provide comprehensive prenatal care. 6. Practice the APRN role using nurse practitioner protocols that contain both an evaluation/diagnostic protocol and a plan/management protocol. 7. Begin adaptation of the role of the nurse practitioner in women's healthcare clinical setting. 8. Develop a plan for independent or collaborative practice. 9. Explore the relationship of the role components critical to women's healthcare such as collaboration, advocacy, change, ethics, and quality assurance. 10. Develop a care plan that emphasizes assessment, management, and prevention of the physiological, social, emotional, intellectual, spiritual, and educational needs of the female client as an individual and as a family member. 11. Experience management of normal and common women's healthcare conditions in preparation of becoming an advanced practice nurse in the role of the nurse practitioner. 12. Develop knowledge of pharmacokinetic and pharmacodynamics principles of common drug categories used to prevent illness and to restore and maintain health for the female population. 13. Practice the APRN role using the nurse practitioner standardized procedures and/or office/clinic protocols. |



APRN Clinical Sequences

Post-Master's Adult Gerontology Primary Care NP (AGPCNP) program entry prior to 2021 (Cont.)

| COURSE | CREDITS | COURSE DESCRIPTION | COURSE COMPETENCIES |
|--|---|--|---|
| NURS 668L-A Advanced Healthcare Residency | 1.5 Credits 97.5 Clinical Hours | This two-part course provides the final comprehensive clinical management experience, allowing NP students to apply knowledge gained throughout their course of study. Students engage in the clinical assessment and management of adults with routine and complex health problems in urban and/or rural settings to include those of diverse cultural backgrounds. Students work under the supervision of qualified preceptors and School of Nursing faculty to ensure that students achieve entry-level clinical competency in the nurse practitioner role. Clinical conferences provide opportunity for discussion of role development issues and clinical case studies. This clinical course promotes the development of care management skills in collaborative practice with members of the healthcare team. It allows the student opportunities to apply principles of care management and utilize care management tools and methods to improve patient care and patient outcomes. Six hours of legal, ethical, and financial content related to prescribing is addressed in this course as required by the California Board of Nursing. | <ol style="list-style-type: none"> 1. Assess, plan, manage, evaluate, and revise the care of patients and their families in primary healthcare settings, referring clients to other healthcare providers and/or community resources as appropriate. 2. Practice the APRN role using nurse practitioner standardized procedures or office/clinic protocols. 3. Develop a plan for independent or collaborative practice. 4. Demonstrate understanding of the role components critical to primary healthcare such as collaboration, advocacy, change, ethics and quality assurance. 5. Develop care plan that emphasizes assessment, prevention, and management of physiological, social, emotional, intellectual, spiritual, and educational needs of clients across the lifespan. 6. Apply knowledge of pharmacokinetic and pharmacodynamics principles of common drug categories used to prevent illness and to restore and maintain health for clients across the lifespan. 7. Demonstrate knowledge of assessment and management of complex and comorbid conditions of clients across the lifespan. |
| NURS 668L-B Advanced Healthcare Residency | 1.5 Credits 97.5 Clinical Hours | This two-part course provides the final comprehensive clinical management experience, allowing NP students to apply knowledge gained throughout their course of study. Students engage in the clinical assessment and management of adults with routine and complex health problems in urban and/or rural settings to include those of diverse cultural backgrounds. Students work under the supervision of qualified preceptors and School of Nursing faculty to ensure that students achieve entry-level clinical competency in the nurse practitioner role. Clinical conferences provide opportunity for discussion of role development issues and clinical case studies. This clinical course promotes the development of care management skills in collaborative practice with members of the healthcare team. It allows the student opportunities to apply principles of care management and utilize care management tools and methods to improve patient care and patient outcomes. Six hours of legal, ethical, and financial content related to prescribing is addressed in this course as required by the California Board of Nursing. | |

APRN Clinical Sequences

Post-Master's Family Nurse Practitioner (FNP) beginning in 2021

| COURSE | CREDITS | COURSE DESCRIPTION | COURSE COMPETENCIES |
|---|---|--|--|
| NURS 679L-A Primary Care Adult and Geriatric Patient: Practicum I | 3 Credits 100 Clinical Hours | This is the first of a two-part clinical course that focuses on the scientific knowledge and application of advanced assessment, pathophysiology, diagnosis, and management of young adults and elderly with common primary health problems. Emphasis is placed on health promotion and maintenance, disease prevention, and curative and restorative care. | <ol style="list-style-type: none"> 1. Assess, plan, manage, evaluate, and revise the care of adult and geriatric clients and their families in primary healthcare settings, referring clients to other healthcare providers and/or community resources as appropriate. 2. Practice the APRN role using nurse practitioner protocols that contain both an evaluation/diagnostic protocol and a plan/management protocol. 3. Begin adaptation of the role of the APRN in primary healthcare. 4. Develop a plan for independent or collaborative practice. 5. Explore the relationship of the role components critical to primary healthcare such as collaboration, advocacy, change, ethics, and quality assurance. 6. Develop plan of care that emphasizes assessment, prevention, and management of physiological, social, emotional, intellectual, spiritual, and educational needs of the adult and geriatric client as an individual and as a family member. 7. Experience management of normal and common pathological conditions to prepare students for advanced nursing practice in the role of APRN. 8. Apply knowledge of pharmacokinetic and pharmacodynamics principles of common drug categories used to prevent illness and to restore and maintain health for the adult and geriatric populations. 9. Demonstrate understanding of mechanisms of action, pharmacologic response, usual dosages, adverse effects, indications, interactions, compatibilities, contraindications, and routes of administration in acute and chronic conditions management. 10. Demonstrate knowledge of assessment and management of complex and comorbid conditions in the adult and geriatric populations. 11. Engage in clinical activities as mid-level provider to improving access to care, disease prevention, and health promotion in the adult and geriatric population and their families. 12. Practice the APRN role using the nurse practitioner standardized procedures and/or office/clinic protocols. |
| NURS 679L-B Primary Care Adult and Geriatric Patient: Practicum II | 3 Credits 100 Clinical Hours | This is the second of a two-part clinical course that focuses on the scientific knowledge and application of advanced assessment, pathophysiology, diagnosis, and management of young adults and elderly with common primary health problems. Emphasis is placed on health promotion and maintenance, disease prevention, and curative and restorative care. | |
| NURS 684L Primary Care Women's Health: Practicum | 2 Credits 100 Clinical Hours | This clinical course focuses on the scientific knowledge and application of advanced assessment, pathophysiology, diagnosis, and management of children (from birth through adolescence) with normal and common pathological conditions. The effects of culture on development, parenting, and family-centered healthcare practices are emphasized. | <ol style="list-style-type: none"> 1. Demonstrate competency in performing a thorough history, and a systematic physical and psychosocial assessments for the female client. 2. Assess, plan, manage, evaluate, provide a plan of care for the female client in the clinical settings, and refer clients to other healthcare providers and/or community resources as appropriate. 3. Demonstrate diagnostic reasoning with emphasis on health promotion and disease management of normal and common women's healthcare conditions. 4. Develop and evaluate treatment plans for female clients using pharmacological, non-pharmacological, and complementary therapies. 5. Formulate weekly comprehensive SOAP note documentation based on the type of patients seen and clinical experiences. 6. Begin adaptation of the role of the nurse practitioner in women's healthcare clinical setting. 7. Utilize evidence-based guidelines for care, coordination, and management of common female problems in primary care. |



APRN Clinical Sequences

Post-Master's Family Nurse Practitioner (FNP) beginning in 2021 (Cont.)

| COURSE | CREDITS | COURSE DESCRIPTION | COURSE COMPETENCIES |
|---|---|---|--|
| NURS 685L Primary Care Pediatric Patient: Practicum | 2 Credits 100 Clinical Hours | This clinical course focuses on the scientific knowledge and application of advanced assessment, pathophysiology, diagnosis, and management of children (from birth through adolescence) with normal and common pathological conditions. The effects of culture on development, parenting, and family-centered healthcare practices are emphasized. | <ol style="list-style-type: none"> 1. Assess, plan, manage, evaluate, and revise the care of pediatric patients and their families in primary healthcare settings, referring clients to other healthcare providers and/or community resources as appropriate. 2. Practice the APRN role using nurse practitioner protocols that contain both an evaluation/diagnostic protocol and a plan/management protocol. 3. Begin adaptation of the role of the APRN in primary healthcare. 4. Develop a plan for independent or collaborative practice. 5. Explore the relationship of the role components critical to primary healthcare, such as collaboration, advocacy, change, ethics and quality assurance. 6. Develop care plan that emphasizes assessment, prevention, and management of physiological, social, emotional, intellectual, spiritual, and educational needs of the child as an individual and as a family member. 7. Experience management of normal and common pathological conditions to prepare students for advanced nursing practice in the role of APRN. 8. Develop knowledge of pharmacokinetic and pharmacodynamics principles of common drug categories used to prevent illness and to restore and maintain health for the pediatric population. 9. Demonstrate understanding of mechanisms of action, pharmacologic response, usual doses, adverse effects, indications, interactions, compatibilities, contraindications, and routes of administration in acute and chronic conditions management. 10. Practice the APRN role using the nurse practitioner standardized procedures and/or office/clinic protocols. |
| NURS 682L-A Advanced Healthcare Residency I | 2 Credits 100 Clinical Hours | This is the first of a two-part clinical course that provides the final comprehensive clinical management experience, allowing advanced practice registered nurse students to apply knowledge, skills, and competency gained throughout their course of study. | <ol style="list-style-type: none"> 1. Assess, plan, manage, evaluate, and revise the care of patients and their families in primary healthcare settings, referring clients to other healthcare providers and/or community resources as appropriate. 2. Practice the APRN role using nurse practitioner standardized procedures or office/clinic protocols. 3. Develop a plan for independent or collaborative practice. 4. Demonstrate understanding of the role components critical to primary healthcare such as collaboration, advocacy, change, ethics and quality assurance. |
| NURS 682L-B Advanced Healthcare Residency II | 2 Credits 100 Clinical Hours | This is the second of a two-part clinical course that provides the final comprehensive clinical management experience, allowing advanced practice registered nurse students to apply knowledge, skills, and competency gained throughout their course of study. | <ol style="list-style-type: none"> 5. Develop care plan that emphasizes assessment, prevention, and management of physiological, social, emotional, intellectual, spiritual, and educational needs of clients across the lifespan. 6. Apply knowledge of pharmacokinetic and pharmacodynamics principles of common drug categories used to prevent illness and to restore and maintain health for clients across the lifespan. 7. Demonstrate knowledge of assessment and management of complex and comorbid conditions of clients across the lifespan. |

APRN Clinical Sequences

Post-Master's Family Nurse Practitioner (FNP) program entry prior to 2021

| COURSE | CREDITS | COURSE DESCRIPTION | COURSE COMPETENCIES |
|---|--|---|---|
| NURS 663L A Primary Care Adult and Geriatric Patient: Practicum I | 1.5 Credits 97.5 Clinical Hours | This clinical course focuses on the role of the nurse practitioner (NP) in caring for mature adults and aging family members, from young adulthood to elderly adulthood. Emphasis is placed on the management of common primary health problems of these age groups. The delivery of culturally competent primary healthcare interventions of young, middle-aged, and elderly adults are addressed. Practice will focus on health promotion and maintenance, disease prevention curative and restorative care, and cross-cultural aspects related to male and female healthcare. | <ol style="list-style-type: none"> 1. Assess, plan, manage, evaluate, and revise the care of adult and geriatric clients and their families in primary healthcare settings, referring clients to other healthcare providers and/or community resources as appropriate. 2. Practice the APRN role using nurse practitioner protocols that contain both an evaluation/diagnostic protocol and a plan/management protocol. 3. Begin adaptation of the role of the APRN in primary healthcare. 4. Develop a plan for independent or collaborative practice. 5. Explore the relationship of the role components critical to primary healthcare such as collaboration, advocacy, change, ethics and quality assurance. 6. Develop plan of care that emphasizes assessment, prevention, and management of physiological, social, emotional, intellectual, spiritual, and educational needs of the adult and geriatric client as an individual and as a family member. |
| NURS 663L B Primary Care Adult and Geriatric Patient: Practicum II | 1.5 Credits 97.5 Clinical Hours | This clinical course focuses on the role of the nurse practitioner (NP) in caring for mature adults and aging family members, from young adulthood to elderly adulthood. Emphasis is placed on the management of common primary health problems of these age groups. The delivery of culturally competent primary healthcare interventions of young, middle-aged, and elderly adults are addressed. Practice will focus on health promotion and maintenance, disease prevention, curative, and restorative care and cross-cultural aspects related to male and female healthcare. | <ol style="list-style-type: none"> 7. Experience management of normal and common pathological conditions to prepare students for advanced nursing practice in the role of APRN. 8. Apply knowledge of pharmacokinetic and pharmacodynamics principles of common drug categories used to prevent illness and to restore and maintain health for the adult and geriatric populations. 9. Demonstrate understanding of mechanisms of action, pharmacologic response, usual dosages, adverse effects, indications, interactions, compatibilities, contraindications, and routes of administration in acute and chronic conditions management. 10. Demonstrate knowledge of assessment and management of complex and comorbid conditions in the adult and geriatric populations. 11. Engage in clinical activities as mid-level provider to improving access to care, disease prevention, and health promotion in the adult and geriatric population and their families. 12. Practice the APRN role using the nurse practitioner standardized procedures and/or office/clinic protocols. |



APRN Clinical Sequences

Post-Master's Family Nurse Practitioner (FNP) program entry prior to 2021 (Cont.)

| COURSE | CREDITS | COURSE DESCRIPTION | COURSE COMPETENCIES |
|--|--------------------------------------|--|--|
| NURS 664L-A Primary Care Women's Health: Practicum | 1 Credit 65 Clinical Hours | This two-part clinical course focuses on women's healthcare and prepares the student to provide primary care of episodic illnesses of women across the lifespan. Students will engage in comprehensive assessment, diagnosis, and women's healthcare management for women across the lifespan and assume professional practice roles and responsibilities in managing common health pattern variations pertaining to gynecological and primary care. This course will also prepare students to assume professional roles in the care of normal antepartum women and those with health pattern variations with an at-risk pregnancy. Emphasis is placed on the collaborative management of interventions to achieve desired outcomes during pregnancy. | <ol style="list-style-type: none"> 1. Complete a thorough history. 2. Perform a complete GYN physical examination 3. Assess, plan, manage, evaluate, and provide a plan of care for the female client in the clinical settings, and refer clients to other healthcare providers and/or community resources as appropriate. 4. Complete a thorough prenatal intake history including all appropriate genetic and prenatal screening. 5. Provide comprehensive prenatal care. 6. Practice the APRN role using nurse practitioner protocols that contain both an evaluation/diagnostic protocol and a plan/management protocol. 7. Begin adaptation of the role of the nurse practitioner in women's healthcare clinical setting. 8. Develop a plan for independent or collaborative practice. |
| NURS 664L-B Primary Care Women's Health: Practicum | 1 Credit 65 Clinical Hours | The second of the two-part clinical course focuses on women's healthcare and prepares the student to provide primary care of episodic illnesses of women across the lifespan. Students will engage in comprehensive assessment, diagnosis, and women's healthcare management for women across the lifespan and assume professional practice roles and responsibilities in managing common health pattern variations pertaining to gynecological and primary care. This course will also prepare students to assume professional roles in the care of normal antepartum women and those with health pattern variations with an at-risk pregnancy. Emphasis is placed on the collaborative management of interventions to achieve desired outcomes during pregnancy. | <ol style="list-style-type: none"> 9. Explore the relationship of the role components critical to women's healthcare such as collaboration, advocacy, change, ethics, and quality assurance. 10. Develop a plan of care that emphasizes assessment, management, and prevention of the physiological, social, emotional, intellectual, spiritual, and educational needs of the female client as an individual and as a family member. 11. Experience management of normal and common women's healthcare conditions in preparation of becoming an advanced practice nurse in the role of the nurse practitioner. 12. Develop knowledge of pharmacokinetic and pharmacodynamics principles of common drug categories used to prevent illness and to restore and maintain health for the female population. 13. Practice the APRN role using the nurse practitioner standardized procedures and/or office/clinic protocols. |

APRN Clinical Sequences

Post-Master's Family Nurse Practitioner (FNP) program entry prior to 2021 (Cont.)

| COURSE | CREDITS | COURSE DESCRIPTION | COURSE COMPETENCIES |
|---|-------------------------------|---|---|
| URS 662L-A Primary Care Pediatric Patient: Practicum | 1 Credit 65 Clinical Hours | This two-part course focuses on management of healthcare of children (from birth through adolescence) and their families. The clinical experiences emphasizes assessment, prevention, and management of physiological, social, emotional, intellectual, spiritual, and educational needs of the child as an individual and as a family member. The clinical experiences in the management of normal and common pathological conditions will prepare students for advanced nursing practice in the role of nurse practitioner. | <ol style="list-style-type: none"> 1. Assess, plan, manage, evaluate, and revise the care of pediatric patients and their families in primary healthcare settings, referring clients to other healthcare providers and/or community resources as appropriate. 2. Practice the APRN role using nurse practitioner protocols that contain both an evaluation/diagnostic protocol and a plan/management protocol. 3. Begin adaptation of the role of the APRN in primary healthcare. 4. Develop a plan for independent or collaborative practice. 5. Explore the relationship of the role components critical to primary healthcare, such as collaboration, advocacy, change, ethics, and quality assurance. |
| NURS 662L-B Primary Care Pediatric Patient: Practicum | 1 Credit 65 Clinical Hours | This two-part course focuses on management of healthcare of children (from birth through adolescence) and their families. The clinical experiences emphasizes assessment, prevention, and management of physiological, social, emotional, intellectual, spiritual, and educational needs of the child as an individual and as a family member. The clinical experiences in the management of normal and common pathological conditions will prepare students for advanced nursing practice in the role of nurse practitioner. | <ol style="list-style-type: none"> 6. Develop care plan that emphasizes assessment, prevention, and management of physiological, social, emotional, intellectual, spiritual, and educational needs of the child as an individual and as a family member. 7. Experience management of normal and common pathological conditions to prepare students for advanced nursing practice in the role of APRN. 8. Develop knowledge of pharmacokinetic and pharmacodynamics principles of common drug categories used to prevent illness and to restore and maintain health for the pediatric population. 9. Demonstrate understanding of mechanisms of action, pharmacologic response, usual doses, adverse effects, indications, interactions, compatibilities, contraindications, and routes of administration in acute and chronic conditions management. 10. Practice the APRN role using the nurse practitioner standardized procedures and/or office/clinic protocols. |



APRN Clinical Sequences

Post-Master's Family Nurse Practitioner (FNP) program entry prior to 2021 (Cont.)

| COURSE | CREDITS | COURSE DESCRIPTION | COURSE COMPETENCIES |
|--|--|--|---|
| NURS 668L-A Advanced Healthcare Residency | 1.5 Credits 97.5 Clinical Hours | This two-part course provides the final comprehensive clinical management experience, allowing NP students to apply knowledge gained throughout their course of study. Students engage in the clinical assessment and management of adults with routine and complex health problems in urban and/or rural settings to include those of diverse cultural backgrounds. Students work under the supervision of qualified preceptors and School of Nursing faculty to ensure that students achieve entry-level clinical competency in the nurse practitioner role. Clinical conferences provide opportunity for discussion of role development issues and clinical case studies. This clinical course promotes the development of care management skills in collaborative practice with members of the healthcare team. It allows the student opportunities to apply principles of care management and utilize care management tools and methods to improve patient care and patient outcomes. Six hours of legal, ethical, and financial content related to prescribing is addressed in this course as required by the California Board of Nursing. | <ol style="list-style-type: none"> 1. Assess, plan, manage, evaluate, and revise the care of patients and their families in primary healthcare settings, referring clients to other healthcare providers and/or community resources as appropriate. 2. Practice the APRN role using nurse practitioner standardized procedures or office/clinic protocols. 3. Develop a plan for independent or collaborative practice. 4. Demonstrate understanding of the role components critical to primary healthcare such as collaboration, advocacy, change, ethics and quality assurance. 5. Develop care plan that emphasizes assessment, prevention, and management of physiological, social, emotional, intellectual, spiritual, and educational needs of clients across the lifespan. 6. Apply knowledge of pharmacokinetic and pharmacodynamics principles of common drug categories used to prevent illness and to restore and maintain health for clients across the lifespan. 7. Demonstrate knowledge of assessment and management of complex and comorbid conditions of clients across the lifespan. |
| NURS 668L-B Advanced Healthcare Residency | 1.5 Credits 97.5 Clinical Hours | This two-part course provides the final comprehensive clinical management experience, allowing NP students to apply knowledge gained throughout their course of study. Students engage in the clinical assessment and management of adults with routine and complex health problems in urban and/or rural settings to include those of diverse cultural backgrounds. Students work under the supervision of qualified preceptors and School of Nursing faculty to ensure that students achieve entry-level clinical competency in the nurse practitioner role. Clinical conferences provide opportunity for discussion of role development issues and clinical case studies. This clinical course promotes the development of care management skills in collaborative practice with members of the healthcare team. It allows the student opportunities to apply principles of care management and utilize care management tools and methods to improve patient care and patient outcomes. Six hours of legal, ethical, and financial content related to prescribing is addressed in this course as required by the California Board of Nursing. | |

The APRN preceptor partnerships with WCU help to graduate extraordinary healthcare professionals who transform the health of people in the community.

Thank you again for your commitment to education for our students.

Doctor of Nursing Practice (DNP) Program

The DNP curriculum at West Coast University aligns with the 2006 American Association of Colleges of Nursing (AACN) *Essentials of Doctoral Education for Advanced Nursing Practice* commonly referred to as the *DNP Essentials*. DNP core courses focus on utilization of research in the practice setting, quality of care delivery, examination of healthcare outcomes, and leadership in practice. Graduates from this program should be prepared to serve as leaders in healthcare organizations.

MISSION STATEMENT

The Doctor of Nursing Practice program exists to promote foundational competencies that are core to all advanced nurse practice in an ever-changing and globally reaching healthcare environment. Academic, practicum, and interpersonal preparation are characterized by increased depth in organizational and systems' leadership within a culture of integrity and personal accountability. Standards of ethical behavior and decision-making are essential foundations that guide individuals to distinguish ethical principles and to understand the consequences and implications beyond personal and organizational self-interest. By pursuing more effective and innovative methodologies through which students utilize administrative expertise with the ability to analyze problems, structure and facilitate development, and find and implement solutions, WCU graduates can make a positive impact on society.

DNP PROGRAM LEARNING OUTCOMES

1. Evaluate new practice approaches based on scientific knowledge and theories from nursing.
2. Adapt organizational and systems leadership for quality improvement and systems thinking.
3. Demonstrate clinical scholarship and analytical methods for evidence-based practice.

4. Analyze critical elements necessary to the selection, use, and evaluation of healthcare information systems and patient care technology.
5. Influence healthcare policy at institutional, state, and/or federal levels.
6. Lead interprofessional teams in the analysis of complex practice and organizational issues.
7. Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.
8. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.

EXPERIENTIAL LEARNING EXPECTATIONS

All graduates of a Doctor of Nursing Practice program (DNP) must complete experiential learning that is sufficient to demonstrate mastery of the *DNP Essentials*. Experiential learning is wide-ranging and can include supervised and unsupervised activities. The term supervised is used broadly and may include other scholarly experiences as verified by faculty. Mastery in doctoral nursing practice is achieved by the student through a series of applied learning experiences designed to allow the learner to integrate cognitive learning with the affective and psychomotor domains of nursing practice. Experiential learning allows the learner to experiment and acquire competence with advanced knowledge, skills, and attitudes. These experiences provide the opportunity for delivery of services or programs of wide diversity and focus and may occur in multiple settings including hospitals, community settings, public health departments, primary care practice offices, and integrated healthcare systems. Experiential learning experiences align to course and program outcomes as well as the *DNP Essentials*. A minimum of 1,000 hours of practice post-baccalaureate must be verified and demonstrated as part of this academic program.



EXPERIENTIAL HOURS

Experiential hours are non-direct patient care and academic experiences either completed in an MSN program or while enrolled in DNP courses. Experiential hours support course-specific activities aligned with the *DNP Essentials* to add to the knowledge, skills, and attitudes required of DNP students to demonstrate mastery of competencies expected of a DNP graduate. Examples of acceptable experiential hours include observations, participation in research and academic activities, and attendance or presentation at professional conferences.

The doctoral student may engage in experiential learning at the student's employing agency. This arrangement allows the student to engage in new practice activities, framed by the learning objectives of the program and overseen or supervised by a preceptor or faculty member. This type of learning experience assists the student to acquire advanced nursing knowledge and leadership role experience. **All experiential hours are to be completed for non-paid activities and in a role other than the student's primary job if hours are completed at the student's place of employment.**

The DNP program requires completion of 1,000 post-baccalaureate experiential hours. All hours completed in the program are documented, evaluated, and verified using an electronic accounting system. Students reflect upon each experiential learning activity, submitting a narrative description that includes alignment to the *DNP Essentials*. At a minimum, each narrative entry includes the amount of time, location, and description of the activity and reflects alignment to the course and program outcomes and *DNP Essentials*.

Students enrolled in the DNP program at West Coast University will achieve the required 1,000 experiential hour minimum post-baccalaureate upon degree completion based on the following:

- **Prior MSN Hours.** Hours completed in an MSN program (maximum of 490 hours) are evaluated and verified by the Program Dean/Director and/or designee and credited toward the 1000-hour requirement.
- **Project Courses.** 80% of the hours needed to reach the required 1000-hour threshold are completed in the 4 DNP project courses (715, 760, 761, 762) and are specific to the DNP project. The series of courses provides the student the opportunity to develop, propose, implement, and present the DNP project. Students document hours in the electronic accounting system. Faculty and/or program administration evaluates and verifies the hours.
- **Non-Project Hours.** The remaining 20% of the hours needed to reach the 1000-hour threshold are completed throughout DNP program. These are meaningful practicum experiences that relate to one of the *DNP Essentials* and contribute to the student's meeting the end of program learning outcomes.

PRECEPTOR QUALIFICATIONS

- DNP or PhD in Nursing preferred. Other graduate degrees are considered based on professional role and practice area.
- Preceptors located in California must have a current and active, unencumbered California state license if applicable.
- Preceptors located in states outside California must hold a current and active, unencumbered license in that state if applicable.
- Actively practicing in an advanced nursing or healthcare leadership role.
- Area of practice must be relevant to the educational practice component.
- Desire to be preceptor and interested in professional growth while being sensitive to the learning needs of the student.
- Minimum two years' experience working in leadership specialty area.
- Students may not precept with relatives or close friends as preceptors.
- Preceptors cannot be responsible for supervision of the student as an employee.

PRECEPTOR RESPONSIBILITIES

The preceptor guides and coaches the student throughout the project. Preceptors are oriented to their role by faculty and students and may support orientation as needed. Preceptors communicate with project faculty and throughout the project courses through evaluations and other mechanisms, as indicated.

Additional responsibilities are listed below:

- Provide current Curriculum Vitae or resume to student, faculty, and/or program administration.
- Review and understand the Program Learning Outcomes (PLO) and Course Learning Outcomes (CLO) prior to final student placement.
- Complete preceptor orientation.
- Participate in routine evaluation and communication with the student, faculty, and program administration.
- Orient the student to the practicum site environment, policies and procedures.
- Serve as a mentor for students in professional development.
- Provide constructive feedback to the student on project development.
- Assist the project faculty in the evaluation of student performance.

Preceptors for the DNP student do not necessarily need to be employed by the practice site. However, if the preceptor is not employed at the practice site, an additional on-site contact is needed to support the project and assist with knowledge of the organization and key stakeholders. More than one preceptor may be used for a project depending upon the student's needs and the scope of the project. The use of multiple preceptors must be approved by and communicated to faculty. Each preceptor must meet qualifications, complete an orientation to the role, and provide a current CV or resume.

PROJECT FACULTY RESPONSIBILITIES

Faculty should review and be familiar with the *DNP Essentials*. Faculty will facilitate student achievement of course and programmatic objectives through provision of didactic instruction, identification of appropriate experiential activities, observation, collaboration, and evaluation of an evidence-based doctoral project.

The faculty will:

- Maintain ultimate responsibility for the clinical practicum course and student evaluation.
- Review the DNP Handbook and specific objectives of experiential learning experiences.
- Review credentials and ensure the preceptor is experientially and academically prepared to serve in the role as preceptor.
- Provide orientation to the preceptor in relation to teaching, supervising, and evaluation.
- Review expectations of experiential learning with the student.
- Evaluate experiential time log documentation.
- Assess and monitor student progress through review of the DNP experiential time log entries.
- Review student reflections of experiential learning experiences and provide constructive feedback.
- Act as a counselor, consultant, and teacher.
- Serve as a role model to demonstrate effective communication, leadership, and nursing practice at an advanced level.
- Encourage the student to verbalize and demonstrate the use of theoretical and conceptual frameworks for care and decision-making.
- Incorporate teaching and practice based on principles of diversity, equity, and inclusion (DEI) to prepare graduates who are equipped to advance nursing practice within safer and healthier inclusive communities.
- Maintain open communication with the persons involved in the project (e.g., student, preceptor).



- Provide adequate supervision, teaching, and evaluation of the student for the achievement of practicum course and learning objectives as needed.
- Schedule regular meetings with the student and/or preceptor to discuss specific learning objectives and experiences.
- Review the policies of the agency to be followed by faculty and assigned students.
- Provide guidance to students regarding completion of required forms, agreements, and evaluations.
- Submit final course grade following review of materials and DNP Scholarly Committee recommendations.
- Review the student's evaluation of the preceptor and practice site.
- Participate in clinical preceptor evaluation utilizing student and faculty feedback.
- Complete the midterm and final evaluation of the student, incorporating feedback from the preceptor.
- Coordinate personal schedule with the preceptor's work schedule to avoid any conflicts.
- Demonstrate professional role behaviors for advanced nursing practice.
- Exemplify WCU's principles of diversity, equity, and inclusion.
- Demonstrate accountability for thoroughness and timeliness in completing assigned role responsibilities.
- Conduct ongoing reflection of the practicum experience and actively seek early resolution if learning goals are not being met.
- Provide for and fund all travel arrangements and any associated expenses.
- Demonstrate progressive independence and competency in the advanced nursing leadership role.
- Actively seek input into the evaluation process and participate in self-evaluation of strengths and identified areas for professional growth with faculty.
- Complete experiential hours log and reflection at the end of every term.
- Complete all course, preceptor, and site evaluations as assigned.
- Present findings of the DNP Scholarly Project to the DNP Scholarly Project committee.

DNP STUDENT RESPONSIBILITIES

The student is 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 the advanced nursing practice role. Students should review and refer to the *DNP Essentials* for alignment of experiential learning experiences.

To achieve project outcomes, the student will:

- Complete all required clinical placement paperwork prior to entering the clinical site.
- Create and complete the American Databank Complio Clinical Compliance Account and maintain compliance throughout the DNP program.
- Provide a letter of support from the practice site in which the project will occur.
- Contact preceptor to discuss specific objectives and negotiate a schedule with the preceptor or faculty prior to the actual experiential learning activity.

DNP SCHOLARLY PROJECT

The DNP Scholarly Project is the culminating event for the DNP program. Preparing for the project begins as early as the student's initial course. As a student progresses through the program, they will complete tasks related to the project. The DNP Scholarly Project includes a scholarly paper, presentation of findings, and professional poster.

The final paper includes three sections, should be formatted using current APA Style, and be about 40 pages in length, excluding the title page, abstract, reference page, tables, figures, graphs, and appendices. Completing a DNP project is an iterative process and requires many revisions and editing based on feedback from the preceptor and faculty.

| DNP Program Courses | | |
|---------------------|---|-----------|
| COURSE NUMBER | COURSE NAME | CREDITS |
| NURS 710 | Scientific Foundations of Nursing Practice | 3 Credits |
| NURS 725 | Leadership I: Organizational and Systems Leadership | 3 Credits |
| NURS 730 | Informatics in Nursing and Healthcare | 3 Credits |
| NURS 750 | Social Ethics and Health Policy | 3 Credits |
| NURS 720 | Biostatistics | 3 Credits |
| NURS 715 | Translation of Research and Analytical Methods | 3 Credits |
| NURS 740 | Clinical Prevention and Population Health | 3 Credits |
| NURS 745 | Leadership II: Leadership in Complex Healthcare Organizations | 3 Credits |
| NURS 735 | Health Status Outcomes: The Individual and Family | 3 Credits |
| NURS 755 | Economics and Decision Making | 3 Credits |
| NURS 760 | Advanced Nursing Practice I | 2 Credits |
| NURS 761 | Advanced Nursing Practice II | 2 Credits |
| NURS 762 | Advanced Nursing Practice III | 2 Credits |

A successful DNP project and practicum experience requires collaboration among course faculty, students, and preceptors.

Thank you for contributing to the success of WCU students.

Master of Science in Nursing (MSN) Program

The Master of Science in Nursing tracks at West Coast University are built upon the curricular framework of the nine *Essentials of Master's Education in Nursing*. Master's education helps equip nurses with valuable knowledge and skills to lead change, promote health, and elevate care in various roles and settings. The complexities of health and nursing care today make expanded nursing knowledge a necessity in contemporary care settings. Students may use the MSN to pursue areas of indirect clinical roles (leadership, education, informatics) or advance their education to pursue APRN direct care roles.

MISSION STATEMENT

The graduate program in nursing promotes foundational competencies that are core to advanced nursing practice in an ever-changing and globally reaching healthcare environment. Both academic, practicum and interpersonal preparation are

characterized by increased depth in organizational and systems' leadership within a culture of integrity and personal accountability in a community that values the dignity and contributions of our members. Standards of ethical behavior and decision-making are essential foundations of our graduate education programs, which guide individuals to distinguish ethical principles and understand the consequences and implications beyond personal and organizational self-interest. By pursuing more effective and innovative methodologies through which students utilize administrative expertise with the foresight to analyze problems, structure and facilitate development, and find and implement solutions, WCU graduates should be prepared to make a positive impact on society.

MSN PROGRAM LEARNING OUTCOMES

- Integrate nursing science and related fields, such as physiology, statistics, psychosocial, political, financial, genetics, public health, and organization sciences in the continued improvement of nursing across the continuum of healthcare settings.



- Provide leadership in a variety of settings that promote high-quality, safe patient care that also incorporates ethical decision-making and effective inter-professional working relationships.
- Demonstrate the skills needed to effect quality improvement that incorporates the various models, standards, and performance measures necessary to apply quality principles, within any type of organization.
- Apply evidence-based research in clinical practice by identifying actual or potential practice problems in a setting and resolving them through the role of change agent.
- Demonstrate proficiency in computer skills both technical and in the application of informatics to enhance, deliver, communicate, integrate, and coordinate patient care.
- Recognize the need for and ability to affect policy changes by using the policy development process and advocacy strategies to influence individual health and healthcare systems.
- Communicate and coordinate inter-professionally in a variety of settings to manage and coordinate care.
- Identify and integrate the various evidence-based practices of health promotion and disease prevention using client-centered, culturally and age-appropriate concepts in the nursing process of services to individuals, families, and broad-based aggregate populations.
- Demonstrate an advanced level of scientific and nursing-specific knowledge with the ability to integrate that knowledge into nursing practice that influences healthcare outcomes for individual, families, populations, and/or systems.

PRECEPTOR QUALIFICATIONS

All graduates of a master's nursing program must have supervised practice experiences that are sufficient to demonstrate mastery of the *MSN Essentials*. These learning opportunities may include experiences in business, industries, and with disciplines that are recognized as innovators in safety, quality, finance, management, or technology (CCNE, 2011). These

immersion experiences afford the student an opportunity to focus on a population of interest and a specific role.

Students are responsible for identifying an appropriate location for the practicum component that will meet the expectations of the MSN project. Students are assisted in this effort by the clinical placement team.

Typical sites include healthcare-related organizations or nursing institutions related to the MSN track (e.g., hospital, outpatient clinic, long-term care facility, home-care services, school or college of nursing). Students in the Informatics track might seek a practicum experience with a vendor of information systems or an information-systems consulting firm.

A qualified preceptor must supervise the student's practicum experience. West Coast University follows the CCNE accreditation and *Essentials of Master's Education in Nursing* by requiring the following qualifications based on the specialty track:

Nurse Generalist:

- Be a registered nurse with a minimum of a Master of Science in nursing.
- Preceptors located in California must have a current and active, unencumbered California state license.
- Preceptors located in states outside California must hold a current and active, unencumbered license in that state.

Nurse Educator:

- Be a registered nurse with a minimum of a Master of Science in nursing.
- Certified Nurse Educator (CNE) or Nursing Professional Certification (NPD-BC) preferred.
- Preceptors located in California must have a current and active, unencumbered California state license.
- Preceptors located in states outside California must hold a current and active, unencumbered license in that state.
- Minimum two years' experience working in a nursing education role (staff development, patient education, academia).

Nurse Leader:

- Be a registered nurse with a minimum of a Master of Science in nursing.
- Specialty in Nursing Leadership/Administration preferred.
- Preceptors located in California must have a current and active, unencumbered California state license.
- Preceptors located in states outside California must hold a current and active, unencumbered license in that state.
- Minimum two years' experience working as a nurse leader/administrator.

Nursing Informatics:

- A registered nurse with a minimum of a Master of Science in nursing preferred.
- Specialty in nursing informatics preferred.
- Non-nurse master's-prepared clinical informaticist with a minimum of two years of experience in health informatics or related field. This individual could be employed as a health informatics specialist, clinical informatics specialist, or a clinical informatics manager. If this individual is not a nurse, then the faculty will provide the nursing perspective overview.
- A Bachelor of Science in Nursing with HIMSS or AANC Informatics Certification or a bachelor's degree in health informatics with a minimum of four years of experience in health informatics or related field. This individual could be employed as a health informatics specialist, clinical informatics specialist, or a clinical informatics manager. If this individual is not a nurse, then the faculty will provide the nursing perspective overview.
- Registered nurse preceptors located in California must have a current and active, unencumbered California state license.
- Registered nurse preceptors located in states outside California must hold a current and active, unencumbered license in that state.

PRECEPTOR RESPONSIBILITIES

- Provide current Curriculum Vitae or resume to student, faculty, and/or program administration.
- Review and understand the Program Learning Outcomes (PLO) and Course Learning Outcomes (CLO) prior to final student placement.
- Complete preceptor orientation.
- Participate in routine evaluation and communication with the student, faculty, and program administration.
- Orient the student to the practicum site environment, policies, and procedures.
- Serve as a mentor for students in professional development.
- Provide constructive feedback to the student on project development.
- Provide formative and summative constructive feedback through written evaluations at the midpoint and completion of both course terms.
- Inform the designated MSN faculty of concerns related to unsafe practice by the student or if the student is identified as having difficulties in meeting the requirements of the practicum experience.
- Assist the project faculty in the evaluation of student performance.

FACULTY RESPONSIBILITIES

- Maintain ultimate responsibility for the clinical practicum course and student evaluation.
- Review the MSN Handbook and specific objectives of practicum experiences.
- Review credentials and ensure the preceptor is experientially and academically prepared to serve in the role as preceptor.
- Contact information should be provided to students and preceptors at the beginning of the term and included on the course syllabus.
- Review the expectations for the students, the preceptor, and the faculty.



- Provide guidance to students regarding completion of required forms, agreements, and evaluations.
- Communicate at least a minimum of two times per term with students regarding clinical experiences and progress via emails, phone, and/or video conferencing.
- Communicate with preceptors at minimum during the midterm and final weeks of the term as well as on a regular basis via phone, email, and/or videoconferencing for collaboration regarding student learning needs.
- Serve as a role model to demonstrate effective communication, leadership, and nursing practice at an advanced level.
- Assess student progress through review of practicum log entries.
- Validate and approve the student's clinical hours.
- Encourage student to verbalize and demonstrate the use of theoretical and conceptual frameworks for care and decision-making.
- Incorporate teaching and practice based on principles of diversity, equity, and inclusion (DEI) to prepare graduates who are equipped to advance nursing practice within safer and healthier inclusive communities.
- Review the student's evaluation of the preceptor and practice site.
- Participate in clinical preceptor evaluation utilizing student and faculty feedback.
- Complete the midterm and final evaluation of the student, incorporating feedback from the preceptor.

STUDENT RESPONSIBILITIES

- Complete all required clinical placement paperwork prior to entering the clinical site.
- Create and complete the American Databank Complio Clinical Compliance Account and maintain clinical compliance throughout the MSN program.
- Contact preceptor for orientation prior to the initiation of the actual practicum experience.
- Coordinate personal schedule with the preceptor's work schedule to avoid any conflicts.
- Maintain open communication with the preceptor and faculty.
- Adhere to professional attire that is in accordance with clinical site requirements and the WCU Department of Nursing professional dress code, including WCU clinical name badge.
- Demonstrate professional role behaviors for advanced nursing practice.
- Prepare for each clinical experience as needed.
- Attend all scheduled clinical experiences on time and prepared, completing all required clinical hours for each clinical course.
- Maintain a practicum activity/time log according to course requirements.
- Exemplify WCU's principles of diversity, equity, and inclusion.
- Perform advanced nursing practice competencies under the supervision of the preceptor, recognizing the limitation of educational preparation and complying with professional standards, practicum site policies, and advanced nursing practice protocols.
- Demonstrate accountability for thoroughness and timeliness in completing assigned role responsibilities.
- Complete all course, preceptor, and site evaluations as assigned at the end of each clinical rotation.

Master of Science in Nursing (MSN) Generalist Track Clinical Sequence

The generalist Master of Science in nursing degree builds upon prior clinical knowledge and experience and focuses on the core knowledge, skills, and abilities that are essential to meet the complexities of healthcare. The generalist curriculum provides a foundation for an advanced nursing practice role. In the practicum setting, students will identify a change project utilizing the research process.

| COURSE | CREDITS | COURSE DESCRIPTION | COURSE COMPETENCIES |
|-------------|-------------|---|---|
| NURS 591L A | 1.5 Credits | In this clinical practicum, the student provides in-depth care in a community, office, hospital, or outpatient clinic. This course focuses on the development of clinical decision-making and advanced practice skills by analyzing the specific needs of a vulnerable population of clients/patients. The student will experience advanced assessment, diagnosis, planning, and evaluation of clients/patients and their families with complex problems specifically related to a vulnerable population. Students are mentored by preceptors that are experienced in leadership roles in complex health systems. The student is required to select and complete a mentored clinical experience with only master's-level RN clinician as preceptors. Each preceptor and site must be approved by the faculty prior to starting this clinical. | <ol style="list-style-type: none"> 1. Demonstrate knowledge transfer and practical application of information/performance improvement sources, usage, application and management in the clinical practice setting. 2. Execution of nursing project proposal (591) utilizing a microsystem approach for nursing informatics or performance improvement in effectiveness or efficiency and measurable outcomes. 3. Demonstrate an understanding of the legal, ethical, and social implications of performance improvement and/or informatics use on interprofessional collaboration and decision-making from a microsystem perspective. 4. Apply theory and research to nursing management of patients with health risks and acute health problems in a clinical setting. 5. Develop collaborative and interdependent relationships within a diverse clinical setting. |
| NURS 591L B | 1.5 Credits | In this clinical practicum, the student provides in-depth care in a community, office, hospital, or outpatient clinic. This course focuses on the development of clinical decision-making and advanced practice skills by analyzing the specific needs of a vulnerable population of clients/patients. The student will experience advanced assessment, diagnosis, planning, and evaluation of clients/patients and their families with complex problems specifically related to a vulnerable population. Students are mentored by preceptors that are experienced in leadership roles in complex health systems. The student is required to select and complete a mentored clinical experience with only master's-level RN clinician as preceptors. Each preceptor and site must be approved by the faculty prior to starting this clinical. | <ol style="list-style-type: none"> 6. Assume the role of leader, change agent, and consumer advocate in a practice setting. 7. Model the role of advanced practice nurse confidently and professionally to healthcare team members, policy makers, and consumers. |



Master of Science in Nursing (MSN) Nurse Educator Track Clinical Sequence

Faculty shortages at nursing schools across the country are limiting student capacity at a time when the need for nurses continues to grow. Budget constraints, an aging faculty, and increasing job competition from the service setting have contributed to this emerging crisis. The Nurse Educator track at WCU helps prepare graduates to step into roles as a clinical nurse educator, academic nurse educator, or staff development.

| COURSE | CREDITS | COURSE DESCRIPTION | COURSE COMPETENCIES |
|-------------|-------------|---|---|
| NURS 641L A | 1.5 Credits | This course, which covers two terms, is designed as a teaching practicum where students are placed in schools of nursing, staff development, or client education settings that are not a part of their current job. The course provides an opportunity for the application of teaching and learning theory to nursing education, where students use evidence-based practice to implement quality, culturally competent teaching to address the learning needs and goals of the individuals and groups in academic or service settings. This practicum includes time with the mentor, class and clinical observation time, class and clinical preparation time, and actual classroom teaching and clinical supervision time. Mentors must have a minimum of an MSN degree. | <ol style="list-style-type: none"> 1. Define student and preceptor learning objectives, adhere to a learning contract, and meet all required practicum hours. 2. Demonstrate an ability to develop effective teaching practices in relation to selected practicum project using a variety of innovative teaching and evaluation methodologies, including the National League of Nursing Nurse Educator Core Competencies. 3. Implement a variety of teaching strategies appropriate to learner needs, desired learner outcomes, content, and context. 4. Engage in self-reflection and continued learning to improve teaching practices that facilitate learning. 5. Design a lesson that facilitates learning outcomes that demonstrate an understanding of the scope of practice for academic nurse educators. 6. Recognize demographic, multicultural, gender, and experiential influences on teaching and learning. |
| NURS 641L B | 1.5 Credits | This course, which covers two terms, is designed as a teaching practicum where students are placed in schools of nursing, staff development, or client education settings that are not a part of their current job. The course provides an opportunity for the application of teaching and learning theory to nursing education, where students use evidence-based practice to implement quality, culturally competent teaching to address the learning needs and goals of the individuals and groups in academic or service settings. This practicum includes time with the mentor, class and clinical observation time, class and clinical preparation time, and actual classroom teaching and clinical supervision time. Mentors must have a minimum of an MSN degree. | <ol style="list-style-type: none"> 7. Practice skilled oral, written, and electronic communication that reflects an awareness of self and others, along with an ability to convey ideas in a variety of contexts in relation to classroom management. 8. Create opportunities for learners to develop their critical thinking and critical reasoning skills. 9. Formulate and implement a teaching experience that demonstrates an understanding of academic nurse educator practice. |

Master of Science in Nursing (MSN) Nurse Leader Track Clinical Sequence

The MSN Program Nurse Leader Track at West Coast University is designed to help prepare the graduate for the challenges of leading healthcare organizations through these times of constant change and innovation, which demands highly qualified leaders with a well-rounded understanding of clinical, managerial, and business concepts. Students will learn the theories and concepts of leadership models, research utilization, strategic planning, and financial management, as well as policy development, ethical concepts and practices, and opportunities to collaborate with other healthcare disciplines. The program helps prepare the nurse leader to lead processes and teams and apply analytical and problem-solving skills daily to enhance the quality of patient care outcomes in a variety of settings.

| COURSE | CREDITS | COURSE DESCRIPTION | COURSE COMPETENCIES |
|-------------|-------------|--|--|
| NURS 595L A | 1.5 Credits | This is the first part of a two-part course which provides field-based activities in a healthcare setting under the supervision of a nurse leader. The goal is to prepare students for leadership opportunities where they will observe experts in their field and apply their previous course learnings and skills obtained to address complex microsystem issues within selected healthcare organizations, promote quality patient outcomes, and utilize advanced communication skills in collaboration with other healthcare disciplines. | <ol style="list-style-type: none"> 1. Define student- and preceptor-nurse leader learning objectives, adhere to a learning contract, and meet all required practicum hours. 2. Utilize knowledge from previous work experience and courses to apply nurse leader concepts and utilize tools/technology in a practicum setting. 3. Apply current research during application of nurse leader activities/projects. 4. Engage in self-reflection and continued learning to improve nurse leader knowledge and application. 5. Comply with all legal, ethical, and site-specific standards while completing nurse leader activities/projects during the practicum experience. |
| NURS 495L B | 1.5 Credits | In this second part of the course, students will continue to work on their field-based activities in nursing leadership. Upon completion of this practicum course, the student will be able to demonstrate evidence of their knowledge and understanding of the role of the nurse leader. | <ol style="list-style-type: none"> 6. Develop collaborative and interdependent relationships with your preceptor and all stakeholders on your nurse leader projects. |



Master of Science in Nursing (MSN) Nursing Informatics Track Clinical Sequence

West Coast University's Master of Science in Nursing with a focus in Nursing Informatics helps prepare students for an exciting career in the development and management of healthcare information technology, incorporating the tools and skills to design and improve the use of informatics into practice, education, administration, and research. This program helps prepare graduates to assist in the creation, analysis, and testing of applications utilized in electronic health records, provide support and training and act as a liaison between all departments involved in the introduction and use of healthcare technology, as well as facilitate the analysis of clinical data for performance improvement programs and enhance the continuity of care.

| COURSE | CREDITS | COURSE DESCRIPTION | COURSE COMPETENCIES |
|-------------|-------------|--|---|
| NURS 675L A | 1.5 Credits | This is the first part of a two-part course which provides field-based activities in an informatics setting under the supervision of an informatics specialist. The goal is to prepare students for real-world experiences they may encounter in the informatics field. Students will observe and apply their previous course learnings and skills obtained in such activities as identifying, evaluating, and selecting healthcare technology systems to improve the quality and efficiency of healthcare which generate the maximum return on investment for healthcare organizations. | <ol style="list-style-type: none"> 1. Define student- and preceptor- informatics learning objectives, adhere to a learning contract, and meet all required practicum hours. 2. Utilize knowledge from previous work experience and courses to apply informatics concepts and utilize tools/ technology in a practicum setting. 3. Apply current research during application of informatics activities/projects. 4. Engage in self-reflection and continued learning to improve informatics knowledge and application. 5. Utilize the systems development life cycle model in planning/application of informatics activities/projects. 6. Comply with all legal, ethical, and site-specific standards while completing informatics activities/ projects during the practicum experience. 7. Develop collaborative and interdependent relationships with your preceptor and all stakeholders on your informatics projects. |
| NURS 675L B | 1.5 Credits | In this second part of the course, students will continue to work on their field-based activities in informatics focusing on the evaluation of healthcare technology systems to improve the quality and efficiency of the healthcare systems. They will complete their field-work which demonstrates evidence of the student's understanding of informatics technology and the role of the nurse informaticist. | |

The MSN specialization program is designed to help prepare graduates with an active registered nurse (RN) license to practice in their chosen area of specialization at an advanced level in the United States.

Thank you for advancing not only our students' education, but also the nursing profession.

RN-BSN Program

The RN to BSN program at West Coast University is intended to build and expand on the RN competencies needed for our students to lead change and positively affect healthcare, as well as help prepare them for graduate school should they choose to continue their education. The online RN to BSN track is a specialized program of study designed specifically for the working registered nurse (RN) with an associate degree or diploma in nursing. All RN to BSN students are required to complete a 135-hour community health clinical experience to complement their coursework, 90 hours of which are directly supervised in a community health site.

MISSION

The mission of the College of Nursing is to provide evidence-based and innovative nursing education to culturally diverse learners; preparing nurses to provide quality and compassionate care that is responsive to the needs of the community and the global society.

PHILOSOPHY

The philosophy of the College of Nursing is that education is a continuous process occurring in phases throughout an individual's lifetime. Nurses are lifelong learners and critical thinkers.

PROGRAM LEARNING OUTCOMES

Upon graduation, RN to BSN students should:

1. Integrate the various sciences from nursing and such other fields as physiology, statistics, psychosocial, political, financial, genetics, public health, and the organizations sciences in the continued improvement of nursing across the continuum of various healthcare settings.
2. Provide leadership in a variety of settings that promote high-quality safe patient care that also incorporates ethical decision-making and effective working relationships across a variety of disciplines.
3. Demonstrate the skills needed to effect quality improvement that incorporates the various models, standards, and performance measures necessary to apply quality principles within any type of organization.
4. Apply evidence-based research in clinical practice by identifying actual or potential practice problems in a setting and resolving them through the role of change agent.

5. Demonstrate proficiency in computer skills both technical and in the application of informatics to enhance, deliver, communicate, integrate, and coordinate patient care.
6. Recognize the need for and ability to affect policy changes by using the policy development process and advocacy strategies to influence health and healthcare.
7. Communicate and coordinate with a variety of health professionals in a variety of settings to manage and coordinate care.
8. Identify and integrate the various evidence-based practices of health promotion and disease prevention using client-centered, culturally and age-appropriate concepts in the nursing process of services to individuals, families, and broad-based aggregate populations.
9. Demonstrate an advanced level of nursing and relevant sciences and the ability to integrate that knowledge into nursing practice that influences healthcare outcomes for individual, families, populations, or systems.

PRECEPTOR QUALIFICATIONS

- If the preceptor is a registered nurse, must be educated at the BSN level or higher.
- Nurse preceptors located in California must have a current and active, unencumbered California state license.
- Nurse preceptors located in states outside California must hold a current and active, unencumbered license in that state.
- The preceptor may be the primary day-to-day agency contact for the student or assist in connecting the student(s) with others in the agency.
If the preceptor is not a nurse, the overseeing clinical faculty will provide the nursing perspective overview.
- Students may not precept with relatives or close friends as preceptors.
- Students may not use their workplace (e.g., office, unit, department of employment) as a clinical site. However, if employed at a large health system, the student may obtain a clinical placement at another setting/unit/department within the system.
- Preceptors cannot be responsible for supervision of the student as an employee.



PRECEPTOR RESPONSIBILITIES

- Provide licensure and other professional documentation as required during the preceptor approval process.
- Review and understand the Program Learning Outcomes (PLO) and Course Learning Outcomes (CLO) prior to final student placement.
- Complete preceptor orientation.
- Collaborate with the student to establish personal and professional goals for the community/public health clinical experience.
- Orient student to the clinical practice setting, including identification of facility policies and procedures.
- Be available as a resource for the student in the clinical practice setting.
- Serve as a role model, practitioner, teacher, and mentor.
- Supervise/support the student in the clinical practice setting.
- Contact course faculty member concerning any issues that may arise.
- Complete a midterm evaluation of student progress toward personal and course outcomes.
- Complete a final evaluation of the student's progress at the end of the clinical experience.

FACULTY RESPONSIBILITIES

- Maintain ultimate responsibility for the clinical practicum course and student evaluation.
- Review the syllabus and specific objectives of the practicum experiences.
- Review credentials and ensure the preceptor is experientially and academically prepared to serve in the role as preceptor.
- Be available to students and preceptors. Contact information should be provided to students and preceptors at the beginning of the term and included on the course syllabus.
- Review the expectations for the students, the preceptor, and the faculty.
- Collaborate with students and preceptors regarding development of specific learning goals in the practicum setting.
- Role model the principles of diversity, equity, and inclusion in provision of care and communication.

- Communicate with preceptors at minimum during the midterm and final weeks of the term as well as on a regular basis via phone, email, and/or videoconferencing for collaboration as student learning needs arise.
- Validate, evaluate, and approve the student's clinical hours.
- Notify the student promptly if any problems with the clinical practicum experience are identified.
- Complete the final evaluation of the student's progress based on the clinical objectives for the course, incorporating the preceptor evaluation feedback data.

STUDENT RESPONSIBILITIES

- Complete all required clinical placement paperwork prior to entering the clinical site.
- Create and complete the American Databank Complio Clinical Compliance Account and maintain compliance throughout the RN-BSN program.
- Contact preceptor for orientation prior to the initiation of the actual practicum experience.
- Coordinate personal schedule with the preceptor's work schedule to avoid any conflicts.
- Maintain open communication with the preceptor and faculty.
- Adhere to professional attire that is in accordance with clinical site requirements and the WCU Department of Nursing professional dress code, including WCU clinical name badge.
- Prepare for each clinical experience as needed.
- Attend all scheduled clinical experiences on time and prepared, completing all required clinical hours for each clinical course.
- Maintain a practicum activity/time log according to course requirements.
- Exemplify WCU's principles of diversity, equity, and inclusion.
- Demonstrate accountability for thoroughness and timeliness in completing assigned role responsibilities.
- Adhere to safety principles and legal standards in the performance of nursing care.
- Complete all course, preceptor, and site evaluations as assigned at the end of each clinical rotation.

RN-BSN Program Courses

| COURSE NUMBER | COURSE NAME | CREDITS |
|---------------|--|-------------|
| NURS 350 | Research in Nursing | 3 Credits |
| NURS 500 | Theoretical Foundations of Nursing Practice | 3 Credits |
| NURS 440 | Issues and Trends in Nursing | 3 Credits |
| NURS 510 | Policy, Organization and Financing in Healthcare | 3 Credits |
| NURS 521 | Ethics in Healthcare | 3 Credits |
| NURS 561 | Health Promotion and Disease Prevention | 3 Credits |
| NURS 340 A | Public Health Nursing | 1.5 Credits |
| NURS 340 B | Public Health Nursing | 1.5 Credits |
| NURS 495L-A | Community Practice Experience | 1.5 Credits |
| NURS 495L-B | Community Practice Experience | 1.5 Credits |
| NURS 490 | Nursing Capstone for Post-Licensure Students | 3 Credits |

All students in the RN-BSN program are required to complete a 135-hour community health course, 90 hours of which is a direct supervised clinical experience in a public/community health setting.

This 16-week clinical experience introduces the student to the nursing care of populations and communities to facilitate optimal health outcomes.

| COURSE | CREDITS | COURSE DESCRIPTION | COURSE COMPETENCIES |
|-------------|-------------|--|---|
| NURS 495L A | 1.5 Credits | The emphasis in this course is to provide a practice experience, also known as experiential learning, where there is an opportunity to incorporate new public health principles with nursing knowledge and skills in a community setting where healthcare is delivered or the health of aggregate populations is influenced. | <ol style="list-style-type: none"> 1. Demonstrate knowledge of the concept of community health in different community settings. 2. Utilize knowledge from previous nursing courses, support courses, and public health science to gain an understanding of individuals, families, groups, and communities. 3. Utilize the community health nursing process to provide services to select individuals and families in the community setting. 4. Apply current research and current nursing theories to community health nursing practice. 5. Utilize modeling and role-modeling, nursing process, and the appropriate level of prevention in the community, focusing on individuals, families, groups, and communities. 6. Incorporate nursing practices, which demonstrate respect for ethnic identity, and sociocultural practices of clients in the community. 7. Apply theory and best evidence for decision-making in public health nursing. 8. Always maintain a safe environment not only for the client but for yourself as well during all aspects of care. |
| NURS 495L B | 1.5 Credits | The emphasis in this course is to provide a practice experience, also known as experiential learning, where there is an opportunity to incorporate new public health principles with nursing knowledge and skills in a community setting where healthcare is delivered or the health of aggregate populations is influenced. | |

Thank you for your continued support and willingness to precept West Coast University post-licensure students. Your expert guidance provides our students with an opportunity to apply their clinical skills and knowledge in preparation in various advanced roles within the nursing profession. As a busy professional

with numerous demands and responsibilities, your commitment to this process is commendable and demonstrates your personal dedication to the ongoing development of qualified nursing professionals and the nursing profession as a whole.



