

California State University of Fresno
School of Nursing

Psychiatric Mental
Health Nurse
Practitioner
Student Handbook

The following guidelines were developed to clarify faculty, preceptor, and student roles during the student's clinical experience. Students are held accountable for information and policies presented in the following guidelines.

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California State University, Fresno

School of Nursing

Mission Statement

The mission of the School of Nursing is to offer quality nursing education to undergraduate and graduate nursing students. This education prepares nurses with clinical decision-making skills based on Evidence Based Practice. Additionally, the School seeks to establish an academic foundation for Advanced Practice Nursing and Doctoral preparation. As life-long learners, graduates are prepared to deliver holistic health care to diverse populations across health care settings. (Approved by Faculty Council: 8/23/13; reviewed 4/20/18: 4/26/19).

Philosophy

California State University, Fresno offers comprehensive programs that lead to bachelor's and master's degrees in a wide variety of fields of study. A strong general education component in the undergraduate programs fosters the importance of lifelong learning. The master's programs are designed to provide specialized study in selected advanced practice fields. The University's special commitment to the San Joaquin Valley is to prepare students for industries and professions serving the community. To achieve the mission, California State University, Fresno supports applied research and public service programs as a means to enhance faculty development and instruction, especially those which contribute to the intellectual, social, cultural, and economic vitality of the San Joaquin Valley and California.

The School of Nursing philosophy, consistent with the mission of the University and College of Health and Human Services, is an expression of the commitment to excellence in professional education in meeting the health needs of the community. The School of Nursing, therefore, offers a baccalaureate program for generalists, a School Nurse Credential Program, and a master's program for advanced practice in selected areas. In order to meet the rapidly changing needs of society and the requirements of the profession, the faculty continually evaluates existing programs for effectiveness, initiates new programs, and implements change when necessary. The faculty believe that the nursing profession is characterized by the four concepts of person, environment, health, and nursing.

The faculty further believe that a person is a unique being in constant interaction with environmental stressors: intrapersonal, interpersonal, and extrapersonal in nature. Response to these stressors is influenced by the interaction of the individual's physiological, psychological, sociocultural, and developmental variables. It is also believed that individuals have the right to make decisions that affect their lifestyle and well-being. The environment encompasses internal and external forces including societal, technological, cultural, and other multidimensional influences.

Health and illness are viewed as continuing processes along a wellness-illness continuum, in which the individual attempts to achieve a sustainable balance between needs and available resources. Nursing responds to the reciprocal interaction between the person and the environment to facilitate a state of dynamic equilibrium or change in the level of health at any point along the wellness-illness continuum. Nursing is directed toward reducing stress factors that influence or could influence the attainment of an optimum level of wellness by an individual, family, or community.

This goal is achieved through the nursing process, a systematic, problem-solving technique used for implementing independent, interdependent, and dependent nursing actions. This process consists of assessing the person's actual and/or potential health problems, constructing a diagnostic statement, formulating goals and objectives with expected outcomes, implementing therapeutic interventions, and evaluating the effectiveness of these interventions/preventions. The philosophy of the department is actualized through application of the Neuman Systems Model.

Nursing is advancing into a new era of expanding roles, responsibilities and functions in primary, secondary, and tertiary prevention. Faculty are responsible for the preparation of professional nurses who can assume current nursing roles and adapt to future health needs and evolving health care requirements. Thus, professional nursing education requires a flexible curriculum that emphasizes a total person approach and is based on evolving nursing theory and knowledge from the sciences and other related disciplines.

The faculty believe that learning is a process that influences and promotes change in behavior. Learning is viewed as a life-long process involving the continuing development of personal, intellectual, and professional growth. Learning is facilitated by professional role modeling and an educational environment conducive to the exchange of ideas, critical thinking, decision-making, creativity, experimentation and innovation.

Inherent in the teaching/learning process is the reciprocal responsibility of faculty and students in influencing the process of learning outcomes. In this relationship, faculty serve as role models and valuable resources in facilitating the advancement of nursing practice through leadership, research, and scientific inquiry. The faculty recognize the unique diversity of the Central Valley including cultural and ethnic backgrounds, language, beliefs, values, learning styles, and support systems. This diversity is viewed as an asset that is incorporated into curriculum development, implementation, and evaluation. The learner is expected to exhibit self-direction, and a sense of responsibility and accountability in mastery of knowledge and skills consistent with professional practice.

As scholars, nurses, and citizens, faculty accept the responsibility for the development of the profession and improvement of health care through continuing practice, study, and research. The faculty believe that well-developed leadership abilities are essential in professional practice. Nurses need to seek improved ways of service to clients through research and effective dissemination of knowledge.

The faculty is committed to an educational process that prepares undergraduate nurses for entry level positions in nursing. Consistent with the concept of career mobility, opportunities are provided for returning RNs to articulate with the program at appropriate academic levels. The generalist education of the baccalaureate program serves as a foundation for graduate education in nursing.

The Master of Science in Nursing program prepares professionals in the functional role of primary care nurse practitioner (family). It also provides foundation for doctoral study.

The graduate curriculum supports the functional areas and facilitates competence in the essential clinical domains which include management of client health/illness status; the nurse-client relationship; teaching and outcome based evaluations, professional role development; health promotion and human diversity; managing health care delivery systems; and monitoring quality of health care practice. The graduate curriculum also supports the functional areas and facilitates

competence in the essential clinical domains which include Management of client health/illness status; the nurse-client relationship; teaching and outcome based evaluations; professional role development; health promotion and human diversity; managing health care delivery systems; and monitoring quality of health care practice.

(Approved by Faculty Council, March 14, 1987. Revised Fall, 1998; April 8, 2005; March 28, 2008; February 28, 2013; August 23, 2013; Reviewed April 26, 2019).

Guidelines for Graduate Advanced Practice Registered Nurse (APRN) Clinical Experiences

Section I: Definition of Terms

Academic Warning: Notification to a student by faculty that the student's course work and/or clinical performance is not acceptable or is at risk of failing; and/or the student is exhibiting unprofessional behaviors in the clinical or online academic settings. The academic warning includes a written plan for the student to work towards successful completion of the course/clinical requirements. An academic warning follow-up issued to track student's progression of improvement recommendations.

Clinical Affiliation Agreement: A facility contract between California State University, Fresno and the clinical site.

Clinical faculty: Faculty assigned to students in a clinical course. This faculty monitors Typhon and schedules practicum site visits to evaluate students' clinical performance and assign the clinical grade.

Clinical Preceptor: A Psychiatric Mental Health Nurse Practitioner (PMHNP) or a board-certified psychiatrist, who provides clinical preceptorship to a PMHNP student at an approved clinical site.

Affiliation Agreement Request Form: The form submitted to the PMHNP Coordinator to begin the process of establishing a clinical affiliation agreement between California State University, Fresno and the clinical site.

Section II: Admissions

The Certificate of Advanced Study for Psychiatric Mental Health Nurse Practitioner (PMHNP) program is offered by the School of Nursing (SON) at California State University, Fresno, in cooperation with the Division of Continuing and Global Education (CGE). A Certificate of Advanced Study program is a structured program of at least twelve semester-units of graduate courses, determined in advance by a department or school and designed to meet the educational objectives of specific groups of individuals. The PMHNP program was approved at all levels of the University.

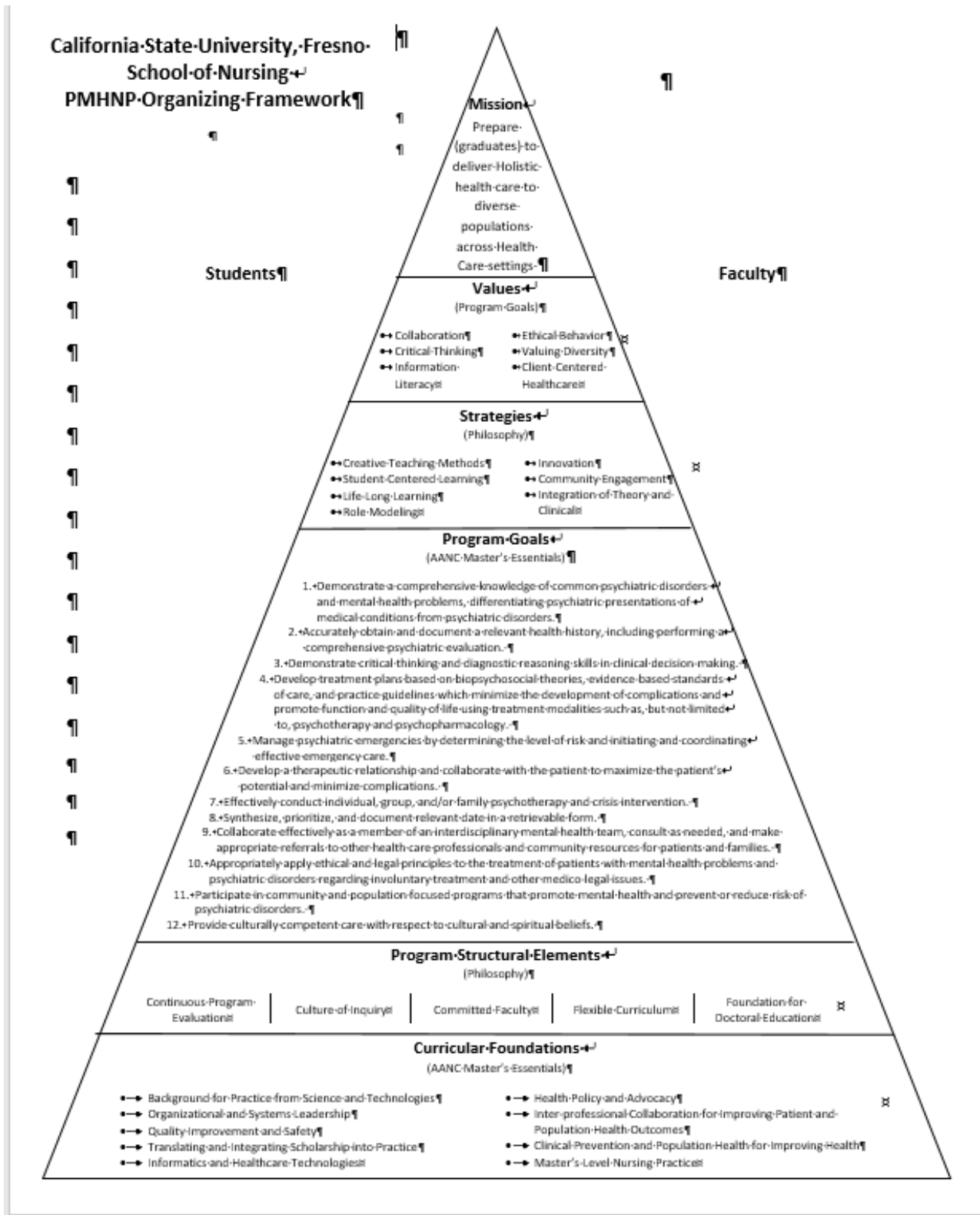
This one-year post-master's program is designed to prepare primary care nurse practitioners to provide a full range of psychiatric services to patients throughout the life cycle. Students are prepared to manage adult and childhood mental health disorders.

The program consists of four theory courses and 520 hours of precepted clinical experience for a total of nineteen units. The program is online (Canvas, video conferencing etc.) and requires four on site visits. Successful completion of this program results in a Certificate of Advanced Study.

1. A candidate for admission must be a primary care nurse practitioner, i.e. Family Nurse Practitioner, Pediatric Nurse Practitioner, Adult Nurse Practitioner, or Geriatric Nurse Practitioner with two-years of experience at the time that the application is submitted.
2. The candidate must have a current unencumbered, valid California Nurse Practitioner license and furnishing and DEA numbers. Practicum hours are required to be completed in California.
3. Prospective students must apply to both California State University, Fresno Graduate Admissions at Cal State Apply (<https://www2.calstate.edu/apply>) and the PMHNP Program. The PMHNP Program application is available through the SON home page.

Once admitted to the program, the PMHNP Coordinator will email class numbers and enrollment deadlines to students prior to each semester. The student uses these numbers to register for courses at My Fresno State (<https://my.fresnostate.edu/>). After registration, the student must pay course fees within 24 hours. Students may also register by submitting a paper registration form to the Division of Continuing and Global Education.

Section III: PMHNP Organizing Framework



Section IV: PMHNP Program of Study

Semester 1		Units	Course Description
NURS 243	Management of Psychiatric Disorders and Mental Health Problems Across the Life Span	2	Major theories and models of psychiatric disorders and mental health problems. Symptoms, underlying causes, and management of common mental disorders seen in primary care settings such as eating disorders, anxiety, substance abuse, and depression discussed. Ethical issues. Focus on patient as individual.
NURS 244	Advanced Psychopharmacology Across the Life Span	3	Current scientific knowledge of psychotropic regimens and application to psychiatric disorders, and mental health problems. Advanced concepts in neuroscience, pharmacokinetics, pharmacodynamics, and clinical management.
NURS 245	Management of Common Psychiatric Across the Life Span Practicum (108 hours)	2	Assessment, diagnosis and management of common mental health disorders in primary care. Critical analysis of clinical strategies and interventions in health promotion and maintenance and prevention of common psychiatric problems in primary care. Role of PMHNP in community mental health
Total Semester Units		7	
Semester 2		Units	Course Description
NURS 246	Methods of Psychotherapy	2	Types and principles of family, adult, and child psychotherapeutic interventions. Group psychotherapeutic processes and methods of facilitation. Models of crisis intervention, cognitive behavioral and motivational interventions. Focus on families and groups.
NURS 247	Management and Care of Patients with Acute and Chronic Psychiatric Conditions Practicum (206 hours)	4	Assessment, diagnosis, and psychopharmacologic and psychotherapeutic management of common mental disorders, including psychotic conditions, uncommon presentations, acute exacerbations, and crises. 45 of the 206 hours are to be in psychotherapy.
Total Semester Units		6	
Semester 3		Units	Course Description
NURS 248	Psychiatric Disorders and Mental Health Problems in Special Populations	2	Assessment, diagnosis, and management of common psychiatric conditions in elderly, children, adolescents, and diverse populations. Effect of culture on expression of illness, help-seeking behaviors, and treatment. Disparities in mental health care, legal and ethical issues. Focus is on community.
NURS 249	Management and Mental Health Care of Special Populations Practicum (206 hours)	4	Assessment, diagnosis, and psychopharmacologic and psychotherapeutic management of common mental disorders, with an emphasis on care of the elder adult, children, adolescents, and diverse populations. 45 of the 206 hours are to be in psychotherapy.
Total Semester Units		6	
Total Program Units		19	

Section V: Clinical Hours

- Management of Common Psychiatric Conditions, NURS 245, requires 108 hours of documented, precepted, direct patient care clinical hours in the first semester.
- Management and Care of Patients with Acute and Chronic Psychiatric Conditions, NURS 247, requires 206 hours of documented, precepted, direct patient care clinical hours in the second semester. Of the 206 hours, 45 hours are to be in psychotherapy.
- Management and Mental Health Care of Special Populations, NURS 249, requires 206 hours of documented, precepted, direct, patient care clinical hours in the third semester. Of the 206 hours, 45 hours are to be in psychotherapy.

COURSE	CLINICAL HOURS
NURS 245	108
NURS 247	206
NURS 249	206

Section VI: PMHNP Coordinator, Clinical Sites and Preceptors

PMHNP Coordinator

The coordinator of the PMHNP program at California State University, Fresno oversees the program requirements for the PMHNP graduate nursing student.

The PMHNP Coordinator provides leadership to the entire process from needs forecasting, budgeting, curriculum development, the affiliation process, sequencing the student experience(s), student placement, site evaluation and follow up. The PMHNP Coordinator is responsible, in conjunction with the faculty, for matching the needs of students, preceptors, and instructors to agencies assuring appropriate clinical experiences.

The PMHNP Coordinator is responsible for complex communication and problem solving to maintain positive working relationships with a variety of individuals, schools, and organizations, both within the university system and independent of it.

The PMHNP Coordinator operates from an understanding of nursing education and practice, combined with knowledge of the organizational practice environments. The incumbent as a representative of the university cultivates and maintains relationships critical to the success of the program.

Responsibilities

- a. Manage planning and coordination of all aspects of the PMHNP program and its operation.
- b. Oversee faculty in the PMHNP program.
- c. Manage and support faculty who provide advising and clinical supervision to students during student clinical experiences.
- d. Review data related to student experiences and ascertain that all program and licensing requirements are met.
- e. Educate and advise students.
- f. Collaborate with Graduate Program Coordinator and faculty to ensure quality clinical experiences.
- g. Engage in scholarly activities and maintain clinical expertise.
- h. Approve where students are placed.
- i. Plan with placement facility personnel in advance of student's arrival, if needed.
- j. Provide the student with information about the community, placement facility, preceptor, academic, and personal responsibility prior to placement.

Selection Criteria for Clinical Sites

California State University, Fresno School of Nursing requires that PMHNP student clinical experiences occur in clinical sites that meet the criteria below. In order to meet the criteria, students should be prepared to travel to clinical sites outside of the city in which they reside during any semester.

Student clinical placements must be in behavioral health care settings. Students may be able to obtain some clinical hours in conducting therapy. The maximum therapy hours that can be obtained per semester is 40 hours.

The site must be able to provide the following:

1. Patient with characteristics representing diversity (education, gender, income, insurance, race/ethnicity).
2. Adequate patient volume to ensure sufficient patients per day for students to acquire the skills to meet core curriculum guidelines, program goals, and practice in a work environment upon graduation.
3. Adequate space is available for students (examination room, area for documentation).
4. Adequate resources available on site
 - a. Preceptor
 - b. APRN or Physician consultation
 - c. Medical record system (electronic preferred but not required)
 - d. Current medical reference books, Internet access or other informatics technologies (apps, polycom, telemedicine)
5. Clinical sites should provide opportunity for unbiased experience with adequate growth and development of the student per professional nursing standards. Placement in a student place of employment cannot occur unless specific criteria for the clinical experience are

met. There must be a clear distinction between when the student is an employee and when the individual is a student and the student, preceptor, and employer are in agreement.

Clinical Preceptors

Students in the program engage in clinical practice under the guidance of a qualified clinical preceptor.

The clinical preceptor must meet the following qualifications:

1. Formally educated for professional practice:
 - a. A master's or doctorly prepared, nationally certified PMHNP
Each student must spend some time with a PMHNP during clinical experiences. The PMHNP must have a minimum of one year of clinical experience.
 - b. Physician (MD or DO) – must be board certified in psychiatry.
2. Hold an unencumbered and current licensed to practice in the state where the practice site is located unless placed in a federal clinical site.

Identifying a Clinical Preceptor

It is the responsibility of the SON to place students in clinical preceptorships. However, students often identify a site where they would like to do clinical hours.

If a site is identified, the clinical site and preceptor must be approved by California State University, Fresno by sending a signed copy of the agency information form and preceptor CV to the School of Nursing. This process is completed prior to the student starting clinical hours. This process can take several months, so if a site is identified, notify the PMHNP Coordinator as soon as possible to avoid delay in starting clinical hours.

The PMHNP Coordinator works to arrange the clinical placement. Students are responsible for maintaining contact with the PMHNP Coordinator and the SON so that clinical placement and all the proper forms are completed in a timely manner. If a student finds an additional site the student must still take the steps outlined above to have the clinical site and preceptor approved.

Approval of Clinical Site and Preceptor

For students obtaining their own preceptor and clinic site: Once a provider (NP or Physician) has agreed to serve as a clinical preceptor, the Agency Information form, and the Clinical Preceptor form, and the Preceptor's CV must be completed and turned in to the SON.

Once completed, these forms are faxed or scanned/emailed to the PMHNP Coordinator who approves all clinical sites and clinical preceptors according to student learning needs and specific course objectives. The PMHNP Coordinator along with the SON administrative assistant will verify that an Affiliation Agreement for the approved site is on file at the SON.

If not, the student must complete and submit the Affiliation Agreement Request. Prior to the start of the clinical experience, a copy of the preceptor's license, certification, and a CV must also be on file at the SON. It is the responsibility of the student to obtain this.

Agreement Contract

California State University, Fresno, SON must have a facility contract with the clinical site prior to the student beginning clinical experiences. An Agreement Contract must be obtained for each clinical site the student plans to use. It is the responsibility of the student to complete the Agreement Contract Request form so that the SON can work directly with leadership at the facility to obtain a signed legal contract.

Please remember this is not a contract when submitted for approval. It is only a planning form that begins the process of securing the final agreement with the SON to ensure liability coverage for students. Failure to complete the form accurately and entirely can slow this process and may prevent the student from beginning the clinical experience on time.

If a current agreement is not already in place, the legal contract will be sent directly to the preceptor's agency from the SON. Completing new facility agreements is extremely time consuming. The agreement must be in place at least one semester prior to the semester of the clinical course. At least two months should be allowed for an agreement to be finalized. Once an agreement has been finalized, students will be notified via email and provided the details of the clinical placement.

Please note that some clinical sites require students to carry more liability insurance than the amount provided by California State University, Fresno, SON. Students at clinical sites that require additional insurance will be expected to obtain a private policy or make up the difference. The [Nurses Service Organization](#) provides professional liability insurance options through their website.

Initial Contact with the Clinical Preceptor

Once a clinical preceptor is approved, the student should contact the preceptor prior to the start of a clinical rotation. Students are expected to contact the preceptor within three weeks of receiving preceptor approval notice.

Students are encouraged to call their preceptor's office as the initial contact to make an appointment to meet in person. This is a great way for students to learn about their preceptor.

If a student does not contact a preceptor in a timely manner and the preceptor can no longer serve in that role because contact was not made, the student will be responsible for finding a replacement. This is considered unprofessional behavior (please review SON Graduate Handbook).

Students are expected to share their syllabi, these clinical guidelines, and the California State University, Fresno SON website address for the preceptor's reference and use.

All students must remember that clinical preceptors are not being paid to precept students. Preceptors are providing mentoring and teaching as part of their professional role. It is important to express appreciation and write a thank you note at the end of the semester.

Progression of Clinical Courses

It is intended that students stay with the same clinical preceptor and site throughout the progression of their clinical courses. If the fit between the student and clinical preceptor/site is not working or the student is not being exposed to the required patient populations as, determined by the midterm and final clinical evaluations, the clinical faculty and student are to discuss the need to identify another clinic site. All students who do not wish to remain with their preceptor and site for other various reasons are responsible for finding a new clinical preceptor and s

Clinical Evaluation Criteria

1. If the student's performance is unsatisfactory on any given clinical day, the clinical preceptor initiates an informal conference with the student. This informal conference provides the student with constructive feedback to assist them in on-going improvement in clinical practice.
2. Should the student's performance continue to be unsatisfactory, the clinical preceptor will notify the clinical faculty who will assist the clinical preceptor in formulating a written plan explaining areas of concern and behaviors necessary to correct these deficiencies. This process will be completed by mid-semester, if possible, so the student has time to improve. The clinical faculty will issue an Academic Warning after communicating with the course faculty to acknowledge the preceptor's concerns and develop the written plan.
3. The PMHNP Coordinator and student will receive a copy of the written remediation plan and any follow-up documentation will be placed in the student's record. The student will be given copies of all documentation.
4. If the conditions of the remediation plan are not met by the student by the last clinical day, the student's clinical performance will be noted as unsatisfactory on the final evaluation and the student will receive a failing grade. At any time if a student's clinical performance in a clinical course indicates an inability to perform at a safe and/or professional level of practice, the clinical faculty and clinical preceptor, in consultation with the PMHNP Coordinator, will assign a failing grade regardless of the point in time such a decision is made. In such a case, the student will be ineligible to continue the course.
5. If mid-term and final evaluations indicate course competencies are not being met, the student may be required to obtain additional clinical hours as determined by clinical faculty and documented in the remediation plan.

Section VII: Clinical Preceptor Responsibilities

Clinical Preceptor Responsibilities

1. Complete Clinical Preceptor Information form and CV form prior to the student beginning the clinical experience. Student submits the completed form to the PMHNP Coordinator.
2. Provide a copy of license and specialty certification to the PMHNP Coordinator and to California State University, Fresno SON.
3. Orient the student to the clinical site and agency policies. Discuss with student the preferred method for communication with clinical preceptor and/or clinic site.
4. Review with the student the clinical site's patient population, most frequent diagnoses and procedures commonly performed.
5. Discuss preceptor and agency expectations for the documentation of patient encounters.
6. Facilitate an informal collaborative and mutually respectful environment in which to learn.

7. Promptly communicate to PMHNP Coordinator issues of concern or unsafe practice.
8. Review course objectives and student's clinical objectives to determine the type of learning opportunities that will enhance the student's learning. Direct the student to resources and evidence-based readings.
9. Provide daily feedback to improve the student's assessment, management, and presentation skills.
10. Provide a variety of learning experiences with appropriate client populations. If available, encourage participation in interdisciplinary team meetings.
11. Facilitate student's progressive independence in clinical knowledge and skills by supporting the student's autonomous assessment and evaluation.
12. Complete student's midterm and final clinical feedback form and review with clinical faculty during required phone conference and/or email communication. Mid-semester and final feedback forms are completed by the clinical preceptor and reviewed with the student. Student's final clinical grade is awarded by the assigned California State University, Fresno SON clinical faculty. Students provide clinical preceptors with a copy of their Typhon at midterm and final feedback meetings. The clinical preceptor verifies the student's time log and documents this on the midterm and final feedback forms.

Section VIII: Student Responsibilities

Note: All information regarding clinical experiences and Typhon requirements applies to PMHNP students.

Role/Responsibilities of the Student

PMHNP students see fewer patients, 2-4 in the first clinical course working toward 3-5 in the second clinical course, and then to 5-8 in the final clinical course.

Faculty understands that patient numbers may vary depending on the clinical site and level of acuity. Students must see a mixture of patient populations as well as ages. Students are required to complete and evaluate their personal Typhon chart detailing the demographics of patients they have seen at mid-term and final when evaluations are due. Clinical faculty review Typhon logs documented at mid-term and at the end of semester to ensure learning objectives are met.

Students are ultimately responsible for making sure they are exposed to a mixture of ages and patients.

Important: Please contact the PMHNP Coordinator for any questions or concerns.

Student Responsibilities

1. Integrate personal learning objectives with course objectives.
2. Ensure the Clinical Agreement has been approved. The student may then contact the approved clinical preceptor and determine the schedule for the clinical experience, including days of the week and hours per day.

3. Ensure preceptor's CV and Agreement form are completed and submitted prior to starting clinical hours.
4. Develop the clinical calendar of dates and times the student to be in the clinical setting with the preceptor. The calendar is a contract between the student, preceptor, and clinical course faculty. It is required that clinical hours be completed consistently during the semester, up to and including the last week of the semester, unless otherwise directed by the course faculty. There is to be no longer than 2 weeks (except for official California State University, Fresno SON closings) between clinical dates.
5. Complete clinical calendar of dates approved for student to attend clinical setting, in Typhon, as directed by faculty by the second week of the clinical course.
6. Develop and share clinical learning needs/objectives with clinical preceptor and discuss strategies to meet them.
7. Adhere to professional attire that is in accordance with clinical site requirements or what is approved by the clinical site.
8. Maintain professional behavior in the clinical setting at all times.
9. Collect and enter all patient encounter data in Typhon (electronic clinical log) within 72 hours of the clinical experience. If not entered within 72 hours, the clinic hours for that day will not count and will need to be made up by the student.
10. Demonstrate increasing competencies in assessment, management, and presentation of patients to the clinical preceptor.
11. Function in the role of the nurse practitioner under the supervision of the clinical preceptor incorporating evidence-based practice guidelines.
12. Attend all scheduled clinical experiences, be on time and prepared, complete all required clinical hours by the final date of each clinical course.
13. Notify the clinical preceptor and California State University, Fresno SON clinical faculty as soon as possible if unable to attend clinical as scheduled and arrange a make-up clinical day.
14. Communicate the date of the make-up day to the clinical faculty via e-mail.
15. Complete clinical preceptor and clinical site evaluations at the end of the clinical rotation and before the semester ends.
16. Printout a Typhon time log of clinical hours at midterm and final for the clinical preceptor to review, verify and email to the PMHNP Coordinator.

Section IX: Faculty Responsibilities

Clinical Faculty Responsibilities

1. Complete a site visit and document communication with clinical preceptor regarding student's performance and requirements of specific clinical rotation at mid-semester and as needed. Provide this documentation to the PMHNP coordinator.
2. Assist student and clinical preceptor to optimize clinical learning environment.
3. Review Typhon clinical electronic log entries each week throughout the semester and verify scheduled clinical day attendance as posted in Typhon clinical calendar.
4. Review student Typhon graphical charts of patients evaluated in clinic at midterm and final to ensure students are seeing a mixture of ages and patients.
5. _____ with students as needed throughout the semester.
6. Provide preferred method of communication and be available to answer questions or concerns regarding the student's clinical experience.
7. Award student's final grade upon achievement of clinical competencies.
8. Review the student's evaluation of the clinical preceptor and clinical site and provide information to the PMHNP coordinator.
- 9.

Section X: Typhon

Typhon Clinical Logs

Typhon is the software system that NP students use to track clinical hours and patient encounters. Students will need to buy a subscription to Typhon that will be used during the year that they are in the PMHNP program. They will receive a Typhon username and password by email upon purchase of the program. Currently, the cost for the program is \$100.00 per user. (Please note that the price is subject to change at the discretion of the Typhon). Students will be introduced to the Typhon system during the beginning of the NURS 245 course.

Typhon is only to be used for direct patient encounters. Any observation time in the clinic setting are not count toward the total number of clinical hours required for each course. As stated in the National Organization of Nurse Practitioner Faculties (NONPF) guidelines:

“Direct patient care clinical hours refer to hours in which direct clinical care is provided to individuals&families in one of the three population—focused areas of NP practice; these hours do not include skill lab hours, physical assessment practice sessions, or a community project, if it does not include provision of direct care. Clinical experiences and time spent in each experience should be varied and distributed in a way that prepares the student to provide care to the populations served. In addition, whereas 500 direct patient care clinical hours is regarded as a minimum, it is expected that programs preparing NPs to provide direct care to multiple age groups, e.g. FNP (or lifespan), will exceed this minimum requirement.”

Documented clinical time in Typhon must be direct patient care. Typhon allows students to divide time into 'Patient Time', 'Consult time', 'Conference Time' and 'Shift Time'. For SON documentation, "Patient Time" **must equal your "Shift Time"**. It is suggested that students divide the number of patients they are documenting in Typhon by their total shift hours. For example, if students are in clinic for 8 hours and document 6 patients in Typhon, the patient time will be 80 minutes for each patient, so the total time will equal the 8 hours which is the time log shift time. Students may leave consult and conference time at zero.

Clinical faculty are aware that student time with patients in clinic may vary depending on the problem, diagnosis, or situation, however, it is necessary that the work being done during the shift time is attributed to direct patient care. This is important for accreditation and compliance within the college as well as ensuring earned clinical hours count towards requirements for graduation.

IMPORTANT TYPHON INFORMATION

It is imperative that students keep current with their Typhon. **Students are expected to complete the Typhon log within 72 hours of the clinic day just as providers complete patient documentation in the clinic setting.** Delay in completion of Typhon often means information required is lost. Students will receive an Academic Warning if there are no Typhon entries within the first two weeks of a clinical course. If students do not complete their Typhon clinical log within 72 hours after their clinical day, they will have to make up the clinical day. Faculty will determine any adjustments to clinical time according to the requirements of each clinical course. *Students are expected to complete half of their clinical hours per clinical course by mid-semester and the calendar of clinical days and hours should reflect this.*

Faculty Typhon Responsibilities

1. Review student Typhon entries and provide educational feedback.
2. Review Typhon with the student at mid-semester and final to assess learning objectives and appropriate clinical placement.
3. Communicate with the student and PMHNP coordinator if there are concerns about the student's clinical performance. Develop a remediation plan for borderline or unsatisfactory academic or professional behaviors.
4. Ensure the student submits the mid-semester (self-evaluation and feedback from the preceptor) and final evaluation paperwork (feedback from the preceptor and student evaluations of self, preceptor and clinical site) by due date as determined by PMHNP Coordinator.

Student Typhon Responsibilities

1. Notify the clinical faculty and preceptor in advance if the student cannot attend a clinical day noted on the calendar. (The student must then negotiate a make-up date with the preceptor and notify the clinical faculty).
2. Complete Typhon logs within 72 hours of the scheduled clinical day. If this does not occur, the clinical day will need to be made up by the student.
3. Must start clinical and Typhon entries within two weeks of the start of the semester.
4. Upload preceptor signed clinical calendar which verifies clinical hours by the last day of each month every semester. Each day of attendance requires verification with the preceptor signature.
5. For documentation, "Patient Time" must equal your "Shift Time".
6. Respond to faculty questions regarding Typhon entries.
7. Review Clinical Graphics Report (Typhon graphical pie chart) to ensure a wide range of demographics and diagnoses are seen during the semester to develop learning objectives for clinical. This should be done at mid-semester, near the end of semester and review with the clinical faculty.
8. The total number of clinical hours will be reviewed and confirmed during mid-semester and final feedback sessions with preceptor. The preceptor will be asked to confirm this on their Typhon student feedback forms.

Section XI: Evaluations

Students are asked to evaluate the clinical site and clinical preceptor at the end of the semester. These evaluations are imperative and provide necessary feedback for future placements with the preceptor/site. Students will also provide a self-evaluation to their clinical preceptor mid-semester and at the end of the semester. This is to be provided to the clinical preceptor one week prior to evaluations being completed by the clinical preceptor. Students are to review and sign mid-semester and final evaluations during each clinical course with their preceptor.

Key to PMHNP Program Evaluation Criteria:

1-----Below expected skill level: Consistently requires substantial assistance/supervision to perform task adequately.

2-----Basic skill level: Performs tasks with basic skill and with moderate amount of assistance/supervision.

3-----Intermediate skill level: Performs tasks with skill and interprets findings with minimal assistance/supervision.

4-----High skill level: Performs with proficiency and skill, interprets with consistently accurate judgment, does not need assistance/supervision.

Section XII: Grievances

Grievance (Dispute)

Disputes arise from University decisions or actions that are alleged to be arbitrary, capricious, or contrary to accepted procedures. In nearly all such cases, these disputes are handled through normal academic and administrative channels.

For such disputes, the program follows established policies/procedures. Three options for resolution of problems are available to the student. The following sequence of events characterizes the dispute (grievance) process: (a) resolution on an informal basis between student and faculty member; (b) appeal to the Graduate, Baccalaureate, or PMHNP Coordinator; and (c) appeal to the Student Affairs Committee. If the complaint reaches this level, the recommendation of the committee is stated at the time of the hearing and copies are mailed to the student, the faculty member, and the SON Chair. A copy of the recommendation is placed in the student's file. If the dispute is related to matters other than grades, a student advising form is started and placed in the student file. Each interaction with the student is documented on the advising form.

If dissatisfied with the SON resolution, the student has the option of using the formal California State University, Fresno [Dispute Resolution Policy](#). A detailed description of the grievance (Dispute) procedure is available in the Office of the Vice President for Student Affairs and Dean of Students. University guidelines and policies for [graduate and post-graduate student petitions and appeals](#) can also be found online. In addition, information concerning the System-wide Policy Prohibiting Discrimination, Harassment and Retaliation Against Students and System-wide Procedure for Handling Discrimination, Harassment and Retaliation Complaints by Students — Executive Order 109, is available to students in the handbooks, on the SON website, and Canvas resource boards.

A student-related dispute could arise out of a decision or action, in the course of official duty by a member of the faculty, staff, or administration of California State University, Fresno. The decision or action could be alleged as discriminatory, contrary to accepted academic relationships and procedures, or restrictive of the rights of any student to fair treatment. The dispute resolution process provides a mechanism for students to have a third party review the situation. The student must first make a good faith effort to resolve the matter informally by talking directly with the individual concerned, the individual's direct supervisor or department chair, and the director of the unit or college/school dean. If resolution is not effective through the informal procedures, for assistance, the student should contact the Office of the Vice President for Student Affairs and Dean of Students.

Section XIII: Harassment

Nondiscrimination Policy

California State University, Fresno is committed to a program of equal opportunity for all. The California State University does not discriminate in the educational programs or activities it conducts on the basis of race, color, national origin, gender, age, marital status, religion, mental or physical disability, sexual preference, pregnancy, or special disabled veteran status (Vietnam era or other covered veteran status). California State University, Fresno's Policy Statement (in the Equal Employment and Education Opportunity Plan and the Equal Opportunity Plan for Individuals with Disabilities, Disabled Veterans, Veterans of the Vietnam Era, and Other Eligible Veterans) addresses equal opportunity in employment, admissions, recruitment, financial aid, placement counseling, curricula, and housing for students. These are recognized by the university as basic to our equal opportunity goals.

Race, Color, Ethnicity, National Origin, Age and Religion. California State University, Fresno complies with the requirements of Title VI and Title VII of the Civil Rights Act of 1964, as well as other applicable federal and state laws prohibiting discrimination. No person shall, on the basis of race, color, ethnicity, national origin, age, or religion be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination in any program of the California State University.

Disability. California State University, Fresno does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. Federal laws, including sections 504 and 508 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended, and various state laws prohibit such discrimination. The director of human resources has been designated to coordinate the efforts of California State University, Fresno to comply with all relevant disability laws. Inquiries concerning compliance may be addressed to Marylou Mendoza-Miller, Associate Vice President of Human Resources, Joyal Administration Building, Room 211, 559.278.2032.

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternate formats, immediately notify your course instructor or Jennie Johnson, Director of Services for Students with Disabilities, 559.278.2811. Reasonable efforts will be made to accommodate your special needs.

Sex/Gender. California State University, Fresno does not discriminate on the basis of sex, gender or sexual orientation in the educational programs or activities it conducts. Title IX of the Education Amendments of 1972 and certain other federal and state laws prohibit discrimination on these bases in education programs and activities operated by California State University, Fresno. Such programs and activities include admission of students and employment.

California State University, Fresno is committed to providing equal opportunities to male and female CSU students in all campus programs, including intercollegiate athletics. Persons who are aggrieved may pursue a complaint or seek information by contacting Marylou

Mendoza-Miller, Associate Vice President of Human Resources, reviewer of staff, manager, and coach concerns, 559.278.2032, Joyal Administration Building, Room 211. Or contact the regional director of the Office for Civil Rights, United States Department of Education, 50 Beale Street, Suite 7200, San Francisco, California 94105.

Harassment/Sexual Harassment

Discrimination on the basis of sex is prohibited by Title VII of the Civil Rights Act as well as Title IX of the Education Act. Sexual harassment is a violation of Section 703 of Title VII. Sexual harassment refers to the unwanted imposition of sexual attention usually in the context of a relationship of unequal power, rank, or status, as well as the use of one's position of authority in the university to bestow benefits or impose deprivations on another. This applies equally to all students, staff, faculty, and managers at California State University, Fresno. Sexual harassment, or other harassment based on a person's "protected status," includes verbal, nonverbal, and/or physical conduct that has the intent or effect of unreasonable interference with individuals' or groups' education or work performance. This may also include actions that create an intimidating, hostile, or offensive working or learning environment. Both men and women can be the victims of sexual harassment or harassment based on a "protected status."

Students who believe they are victims of harassment, including sexual harassment, should contact the Office of the Vice President for Student Affairs and Dean of Students, 559.278.2541. The staff can explain the complaint procedures available to students on our campus. For more information about the complaint process, please contact Janice A. Parten, associate vice president of Human Resources, 559.278.2364. Other resources include the deans and associate deans who are trained to respond to inquiries.

Inquiries concerning the application of these laws to programs and activities of California State University, Fresno may be referred to Marylou Mendoza-Miller, the campus Title IX coordinator and Associate Vice President of Human Resources, Joyal Administration Building, Room 211, 559.278.2032; Carolyn Coon, the Assistant Vice President for Student Affairs and Dean of Students, Joyal Administration Building, Room 262, 559.278.2541; the director of Human Resources, Auxiliary Services, 4910 N. Chestnut, 559.278.0860; or the regional director of the Office for Civil Rights, Region 9, 220 Mail Street, 10th Floor, San Francisco, CA 94105. More detailed instructions on filing a complaint against an administrator may be found in the campus "Policies and Procedures for Addressing Discrimination, Harassment, and Retaliation."

California State University, Fresno is committed to providing equal opportunities to male and female CSU students in all campus programs.

Sexual Harassment

<http://www.fresnostate.edu/academics/facultyaffairs/documents/apm/415.pdf>

Dispute Resolution Policy (previously "Student Grievance Procedures")

<http://www.calstate.edu/EO/EO-1097.pdf> System wide Policy Prohibiting Discrimination, Harassment and Retaliation against Students and System wide Procedure for Handling Discrimination, Harassment and Retaliation Complaints by Students — Executive Order 109 sexual harassment

Requesting Accommodation for Disability

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternate formats, immediately notify your course instructor or Jennie Johnson, Director of Services for Students with Disabilities, 559.278.2811. Reasonable efforts will be made to accommodate your special needs.

Section XIV: Marijuana Use

Marijuana Use Following Proposition 68

On November 8, 2016, California Voters passed Proposition 64 legalizing growth, possession, and use of marijuana in the state. However, please be advised that the federal Drug-Free School and Communities Act and Drug Free Workplace Act require California State University, Fresno and all the California State Universities to certify that we are taking reasonable measures to prevent the illegal use of drugs on our campuses. Since drugs as defined under the federal Controlled Substances Act include marijuana, failure to prevent its use on campus would result in the loss of eligibility to federal financial aid for students, as well as federal grants and contracts. I

As a result, students should be aware that they may be subject to disciplinary action by the University for the use/possession/manufacture/distribution of marijuana products, regardless of their age, on University premises or at University-sponsored activities; storage of marijuana products or drug-related paraphernalia at on-campus residences or vehicles; and driving while under the influence of marijuana.

In addition, passage of Proposition 64 does not change restrictions applicable to Fresno State and the CSU concerning marijuana research. Although legal in California, cannabis remains a controlled Schedule I substance under federal law.

Appendix I

Psychiatric Mental Health Nurse Practitioner Student Progression

First semester student

- Student performs a history and physical examination.
- Student uses evidence-based references.
- Student provides a bullet presentation to the preceptor.
- Student needs high level of direction, which decreases as skill level increases.
- As the student progresses, the preceptor allows student to take on more independent responsibilities.
- Student management plans need significant guidance.

Second semester student

- Student becomes more proficient in analyzing data, determining differential diagnoses, & more skilled with assessing and formulating management plans.
- Student improves use of time and resources.
- Student may require assistance in prioritizing and coordinating care.
- Student requires support and assistance for complex cases.
- Student is ~~ready~~ to demonstrate other PMHNP functions such as patient/family teaching and participating in teams.

Third semester student

- Student consistently applies evidence-based guidelines in the clinical setting.
- Student is expected to perform all role functions in an organized, efficient, skillful, and independent manner.
- Student is expected to engage in interdisciplinary role collaboration, consultation and referral.

Objective Student Comprehensive Evaluation:

The PMHNP Program conducts an Objective Student Comprehensive Evaluation (OSCE) at the end of each clinical semester. This is considered a summative evaluation of a student's clinical skills and synthesis of didactic knowledge necessary to progress in the program.

An OSCE is a simulated (ACTOR) patient exam that is observed and graded by a Nursing APRN faculty. The OSCE includes all criteria required for patient care by an APRN, including History, Physical Exam, Assessment, and Formulation of Treatment Plan (diagnostics, pharmaceuticals, education, anticipatory guidance, and follow-up).

The OSCE ~~will~~ pertains to a condition discussed in the didactic course for that semester. It is designed to assess the student NP's ability to meet the stated goals/outcomes of the course. Students are required to pass the OSCE to successfully pass/complete the course. All sections of the OSCE must be passed with a minimum score of 80%. If a student fails the OSCE, they need to remediate with their program or clinical coordinator and repeat the OSCE with a different patient care situation on a different day. The student must pass the OSCE to pass the class.

OSCE Format

Scenario: Undergraduate nursing students play the part of the patient and are provided a scenario to commit to memory. The nursing student (patient) has a chief complaint specific to the outcomes delineated in the accompanying didactic course.

Subjective:

- Chief Complaint/Present Illness
- Past Medical History
- Family History
- ROS
- Personal/Social History

Objective:

- Physical Examination

Assessment:

- Diagnosis
- Differentials (at least 5)
- Problem List

Plan:

- Prioritized Plan Developed (including any further testing and/or follow-up)

Performance assessment is based on the following skills:

- | | |
|--|-----------|
| • Subjective History Taking/Communication | 75 points |
| • Objective Physical Examination | 50 points |
| • Appropriate Assessment | 25 points |
| • Plan Development | 50 points |
| • Oral Presentation to Preceptor (Evaluator) | 25 points |
| • Record Keeping and Documentation | 25 points |

Total Points Possible for OSCE

250 points

Objective Student Clinical Evaluation Remediation Plan

The student **MUST** pass all sections of the Objective Student Clinical Evaluation (OSCE) with a minimum of 80%. If a student **DOES NOT** pass any one of the six sections of the OSCE with a minimum of 80%, then the student is required to remediate.

Criteria for remediation:

1. Meet with coordinator to review OSCE performance. An OSCE remediation agreement will be discussed, agreed upon, and signed by the student and coordinator.
2. Write a summary review of the pathophysiology, signs and symptoms, pertinent history, appropriate exam, assessment, diagnosis, different diagnoses, and treatment plan for the OSCE scenario tested.
3. An alternate OSCE will be offered to the student as arranged with the coordinator. The second OSCE must be passed with a minimum of 80% in each section. The maximum points

that can be earned on the second OSCE is 175/250.

4. If a student FAILS the second OSCE, the opportunity to repeat the course will be evaluated by the PMHNP faculty and the Graduate Committee.

****Note:** Until all practicum hours are successfully completed and logged into Typhon the student has not passed the practicum course.