



TOURO UNIVERSITY

C A L I F O R N I A

**COLLEGE OF EDUCATION
AND HEALTH SCIENCES**

**Family Nurse Practitioner
Certificate Program
Student Handbook**

This Student Handbook will be your primary source of information for the Program. Read it. Refer to it. Keep it close to you. The Program will expect you to refer to it prior to calling or emailing with a question. Changes to this document will be highlighted in yellow and available on the SON website and Blackboard courses.

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TOURO UNIVERSITY CALIFORNIA

INTRODUCTION

The Student Handbook contains policies and requirements that govern academic performance and student conduct. These policies are unique to Touro University California (TUC), and are designed to promote standards for academic competency, professional discipline and personal responsibility. It represents the parameters of achievement and behavior the faculty expects of its students. It is the responsibility of all students to be knowledgeable about TUC policies. These policies will be applied to all aspects of the student's academic progress and personal conduct for as long as the student is enrolled.

TUC SON reserves the right to make changes at any time in this handbook. TUC maintains the right to refuse to matriculate a student deemed by the faculty to be academically incompetent or otherwise unfit or unsuited for enrollment.

Non-Discrimination Policy

Touro University California does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy or childbirth), gender identity or expression, marital status, disability, medical condition, genetic information, age, sexual orientation, veteran status, or any other status characteristic protected by applicable laws in employment, or in admission, treatment or access to educational programs or activities.

Historical Perspective

Touro University is a Jewish-sponsored independent institution of higher and professional education founded by Bernard Lander, PhD, LHD. The institution derives its name from Judah and Isaac Touro, leaders of colonial America who represented the ideal upon which we base our mission.

Touro College was chartered by the State of New York in 1970. The first students enrolled in 1971; the class consisted of 35 liberal arts and science students. Since those early days, the institution has experienced substantial growth.

Touro College has developed into a major institution of higher education, which includes the following schools: The College of Arts and Sciences (1971); the School of Health Sciences (1972); the School of General Studies (1974); the Graduate School of Jewish Studies (1979); the Jacob D. Fuchsberg Law Center (1980); the School for Lifelong Education (1989); the New York School of Career and Applied Science (1995); the Graduate School of Education and Psychology (1995); Touro University College of Osteopathic Medicine California (founded in 1997 as the San Francisco College of Osteopathic Medicine); the Lander College for Men in Kew Garden Hills (2001) created through a merger of two previously separate divisions, the School of General Studies (founded in 1974) and the School of Career and applied Studies

(created in 1995); Touro University Nevada (2004); Touro College South in Florida (2006), and Touro University College of Osteopathic Medicine – New York (2007).

Touro opened a branch in Moscow in spring 1991 and its operations now include the Institute of Jewish Studies (branch campus) and a business program with Moscow University Touro (an independent entity) operated through an inter-institutional agreement. The branch campus in Jerusalem comprises the Graduate School of Jewish Studies, an undergraduate business program and the Touro Israel Option (year abroad program). In October 2003, Touro opened a small branch campus in Berlin.

Touro has long been interested in medical education. In 1983, Touro established the Center for Biomedical Education, a cooperative program leading to an M.D. from the Technion-Israel Institute of Technology, Israel's premier school of applied sciences. Success in this and other related programs led Touro to explore the possibility of establishing a college of osteopathic medicine. Touro sought incorporation in the State of California, and in 1997 located a campus in the San Francisco Bay Area. The campus was moved to Mare Island in Vallejo, California in 1999. In 2003, Touro University College of Osteopathic Medicine (TUCOM) became the Founding College of Touro University California. Touro University California is now composed of three colleges: College of Osteopathic Medicine (grants the Doctor of Osteopathic Medicine Degree – D.O. and the Master of Science in Medical Health Sciences); the College of Education and Health Sciences (grants Master's degrees in education and provides teacher credentials; the Master of Science in Physician Assistant Studies-MSPAS and Master of Public Health); the Master of Science in Nursing; and the College of Pharmacy (grants the Doctor of Pharmacy).

As Touro College looked to other potential sites for a college of osteopathic medicine, Nevada was chosen as a potential site due to the current physician shortage in Nevada and the rapidly growing population within Las Vegas and the surrounding communities. The branch campus, Touro University College of Osteopathic Medicine - Nevada, matriculated its first class in fall 2004 and provided programs in osteopathic medicine and physician assistant studies. Touro University – Nevada now consists of the College of Osteopathic Medicine and the College of Health and Human Services providing programs in nursing, occupational therapy, physical therapy and education.

Mission of Touro College

Touro College is an independent institution of higher and professional education under Jewish auspices, established to transmit and perpetuate the Jewish heritage and to serve the general community in keeping with the historic Judaic commitment to intellectual inquiry, the transmission of knowledge, social justice, and to serve society.

Mission of Touro University California

To provide graduate and professional educational excellence in the fields of Health Sciences, Public Health, and Education. The TUC learning experience is student-centered, enriched by focused research and scholarship, and prepares professionals for rewarding lives in service to others both locally and around the globe.

Vision Statement of Touro University California

Inspirational teaching and scholarship, transformative leadership, and exemplary service.

Values of Touro University California

- Respect for the inherent value and dignity of each individual
- Intellectual inquiry, discovery, and passion for life-long learning
- Acceptance and appreciation of diversity
- Compassion and service to society
- Student-centered education
- Collaboration and sense of community
- Promotion of interprofessionalism

Institutional Learning Outcomes

To exemplify Judaic values of social justice, intellectual pursuit and service to humanity, Touro University students will demonstrate the ability to:

- Think critically to make evidence-informed decisions and evaluate conclusions in a real-world context.
- Act in a professional and ethical manner.
- Use knowledge, skills and effective communication to benefit diverse communities.
- Collaborate across disciplines toward a common goal.

Accreditation

Touro University California (TUC), and its branch campus in Henderson, Nevada, are fully accredited by the WASC Senior College and University Commission (WSCUC). The Commission reaffirmed the [Institutional Accreditation](#) on July 20, 2018 after a three-stage review.

Master of Science in Nursing Program

The Master's Degree program in nursing at Touro University California is accredited by the Commission on Collegiate Nursing Education (<http://www.cneaccreditation.org>).

Doctor of Nursing Practice Program

The Doctor of Nursing Practice program at Touro University California is accredited by the Commission on Collegiate Nursing Education (<http://www.cneaccreditation.org>).

Family Nurse Practitioner Program

Approved by the California Board of Registered Nursing.

FAMILY NURSE PRACTITIONER PROGRAM OVERVIEW

The post-graduate Family Nurse Practitioner Certification (FNPC) is designed for nurses who

desire to assume an advanced practice nursing role as a Family Nurse Practitioner (FNP). Graduates prepared for the advanced practice-nursing role as an FNP, will demonstrate practice expertise, specialized knowledge, and expanded responsibility, and accountability in the care and management of individuals and families. The FNPc graduates are prepared as clinical experts in the delivery of primary care, with a focus on management of the diabetes across the lifespan. The program includes a minimum of 630 clinical practice hours to build and assimilate knowledge for advanced practice at a high level of complexity. Graduates are eligible to take the FNP national certification exams through the American Nurses Credentialing Center (ANCC) or American Association of Nurse Practitioners (AANP).

The 30-semester-unit program is provided primarily online with face-to-face immersion experiences once each semester. This provides students the ability to continue to work in their current positions and home communities. Students have opportunities for personal interaction with faculty and peers in weekly video conferencing and focused intensive sessions during each semester/session.

Clinical coursework and immersion experiences will be arranged in primary care settings across region. Students will likely complete most clinical requirements in their home community but may need to travel for specialized clinical experiences including rural health care settings.

MISSION STATEMENT SCHOOL OF NURSING

To serve the community and larger society through the preparation of professional nurses as transformational leaders to meet the needs of the complex and diverse health care environment.

PURPOSE

To achieve the mission and to prepare students with Associate, Baccalaureate, and Graduate Degrees for roles as advanced nursing leaders, clinicians, and educators.

VALUES

- Leadership
- Diversity
- Professionalism
- Collaboration
- Life-long Learning

VISION

To be a leader in progressive nursing education.

PROGRAM STUDENT LEARNING OUTCOMES

1. Provide the highest level of advanced nursing care resulting in high quality, cost-effective patient outcomes. **DNP Essential I/NP Competency: Area Scientific Foundation Competencies**

2. Evaluate healthcare programs and outcomes to improve and achieve quality healthcare services. **DNP Essential II/NP Competency Area: Leadership Competencies**
3. Analyze patient outcomes related to healthcare interventions built on evidence-based practice recommendations and professional standards of care. **DNP Essential III/NP Competency Area: Practice Inquiry Competencies**
4. Integrate Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care. **DNP Essential IV/NP Competency Area: Technology and Information Literacy Competencies**
5. Analyze the influence of public policy decisions on the health promotion, disease prevention, and health restoration services provided to diverse populations. **DNP Essential V/ NP Competency Area: Policy Competencies**
6. Collaborate with healthcare providers in intra-disciplinary and inter-disciplinary healthcare teams to provide patient-centered, quality, and safe healthcare services. **DNP Essential VI/ NP Competency Areas Health Delivery System Competencies and Quality Competencies**
7. Expand clinical judgment and decision-making abilities based on ethical and moral principles to promote the well-being of individuals, families, and health care providers and in local, national, and international communities. **DNP Essential VII/NP Competency Area: Ethics Competencies**
8. Apply theoretical and research-based knowledge from nursing and other disciplines to plan and implement safe, quality health care for vulnerable individuals and groups within the context of a specific APRN or advanced nursing practice (APN) role serving specified populations. **DNP essential VIII/NP Competency Area: Independent Practice Competencies**

Consistent with *The Essentials of Doctor of Nursing Practice* will demonstrate competency in the following areas:

Essential I: Scientific Underpinnings for Practice

The practice doctorate in nursing provides the terminal academic preparation for nursing practice. The scientific underpinnings of this education reflect the complexity of practice at the doctoral level and the rich heritage that is the conceptual foundation of nursing.

Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking

Organizational and systems leadership are critical for DNP graduates to improve patient and healthcare outcomes. Doctoral level knowledge and skills in these areas are consistent with nursing and health care goals to eliminate health disparities and to promote patient safety and excellence in practice.

Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice

Scholarship and research are the hallmarks of doctoral education. Although basic research has been viewed as the first and most essential form of scholarly activity, an enlarged perspective of scholarship has emerged through alternative paradigms that involve more than discovery of new knowledge (Boyer, 1990). These paradigms recognize that (1) the scholarship of discovery and integration “reflects the investigative and synthesizing traditions of academic life” (Boyer, p. 21); (2) scholars give meaning to isolated facts and make connections across disciplines through the scholarship of integration; and (3) the scholar applies knowledge to solve a problem via the scholarship of application (referred to as the scholarship of practice in nursing).

Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care

DNP graduates are distinguished by their abilities to use information systems/technology to support and improve patient care and healthcare systems and provide leadership within healthcare systems and/or academic settings. Knowledge and skills related to information systems/technology and patient care technology prepare the DNP graduate to apply new knowledge, manage individual and aggregate level information, and assess the efficacy of patient care technology appropriate to a specialized area of practice.

Essential V: Health Care Policy for Advocacy in Health Care

Health care policy--whether it is created through governmental actions, institutional decision making, or organizational standards--creates a framework that can facilitate or impede the delivery of health care services or the ability of the provider to engage in practice to address health care needs. Thus, engagement in the process of policy development is central to creating a health care system that meets the needs of its constituents.

Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes

Today’s complex, multi-tiered health care environment depends on the contributions of highly skilled and knowledgeable individuals from multiple professions. In order to accomplish the IOM mandate for safe, timely, effective, efficient, equitable, and patient- centered care in a complex environment, healthcare professionals must function as highly collaborative teams (AACN, 2004; IOM, 2003; O’Neil, 1998).

Essential VII: Clinical Prevention and Pop. Health for Improving the Nation’s Health

Clinical prevention is defined as health promotion and risk reduction/illness prevention for individuals and families. *Population health* is defined to include aggregate, community, environmental/occupational, and cultural/socioeconomic dimensions of health. Aggregates are groups of individuals defined by a shared characteristic such as gender, diagnosis, or age.

Essential VIII: Advanced Nursing Practice

The increased knowledge and sophistication of healthcare has resulted in the growth of specialization in nursing in order to ensure competence in these highly complex areas of practice.

The reality of the growth of specialization in nursing practice is that no individual can master all advanced roles and the requisite knowledge for enacting these roles. DNP programs provide preparation within distinct specialties that require expertise, advanced knowledge, and mastery in one area of nursing practice.

Incorporation of Specialty-Focused Competencies into DNP Curricula

DNP education is by definition specialized, and DNP graduates assume a variety of differing roles upon graduation. Consequently, a major component of DNP curricula focuses on providing the requisite specialty knowledge for graduates to enact particular roles in the larger healthcare system. While all graduates demonstrate the competencies delineated in *DNP Essentials* 1 through 8, further DNP preparation falls into two general categories: roles that specialize as an advanced practice nurse (APN) with a focus on care of individuals, and roles that specialize in practice at an aggregate, systems, or organizational level.

Advanced Practice Nursing Focus

The DNP graduate prepared for an APN role must demonstrate practice expertise, specialized knowledge, and expanded responsibility and accountability in the care and management of individuals and families. By virtue of this direct care focus, APNs develop additional competencies in direct practice and in the guidance and coaching of individuals and families through developmental, health-illness, and situational transitions (Spross, 2005). The direct practice of APNs is characterized by the use of a holistic perspective; the formation of therapeutic partnerships to facilitate informed decision-making, positive lifestyle change, and appropriate self-care; advanced practice thinking, judgment, and skillful performance; and use of diverse, evidence-based interventions in health and illness management (Brown, 2005).

NURSE PRACTITIONER CORE COMPETENCIES

Scientific Foundation Competencies

- Critically analyzes data and evidence for improving advanced nursing practice.
- Integrates knowledge from the humanities and sciences within the context of nursing science.
- Translates research and other forms of knowledge to improve practice processes and outcomes.
- Develops new practice approaches based on the integration of research, theory, and practice knowledge.

Leadership Competencies

- Assumes complex and advanced leadership roles to initiate and guide change.
- Provides leadership to foster collaboration with multiple stakeholders (e.g., patients, community, integrated health care teams, and policy makers) to improve health care.
- Demonstrates leadership that uses critical and reflective thinking.
- Advocates for improved access, quality and cost-effective healthcare.
- Advances practice through the development and implementation of innovations

incorporating principles of change.

- Communicates practice knowledge effectively both orally and in writing.
- Participates in professional organizations and activities that influence advanced practice nursing and/or health outcomes of a population focus.

Quality Competencies

- Uses best available evidence to continuously improve quality of clinical practice.
- Evaluates the relationships among access, cost, quality, and safety and their influence on health care.
- Evaluates how organizational structure, care processes, financing, marketing and policy decisions impact the quality of health care.
- Applies skills in peer review to promote a culture of excellence.
- Anticipates variations in practice and is proactive in implementing interventions to ensure quality.

Practice Inquiry Competencies

- Provides leadership in the translation of new knowledge into practice.
- Generates knowledge from clinical practice to improve practice and patient outcomes.
- Applies clinical investigative skills to improve health outcomes.
- Leads practice inquiry, individually or in partnership with others.
- Disseminates evidence from inquiry to diverse audiences using multiple modalities.
- Analyzes clinical guidelines for individualized application into practice.

Technology and Information Literacy Competencies

- Integrates appropriate technologies for knowledge management to improve health care.
- Translates technical and scientific health information appropriate for various users' needs.
- Assesses the patient's and caregiver's educational needs to provide effective, personalized health care.
- Coaches the patient and caregiver for positive behavioral change.
- Demonstrates information literacy skills in complex decision making.
- Contributes to the design of clinical information systems that promote safe, quality and cost-effective care.
- Uses technology systems that capture data on variables for the evaluation of nursing care.

Policy Competencies

- Demonstrates an understanding of the interdependence of policy and practice.
- Advocates for ethical policies that promote access, equity, quality, and cost.
- Analyzes ethical, legal, and social factors influencing policy development.
- Contributes in the development of health policy.
- Analyzes the implications of health policy across disciplines.
- Evaluates the impact of globalization on health care policy development.

Health Delivery System Competencies

- Applies knowledge of organizational practices and complex systems to improve health care

delivery.

- Effects health care change using broad based skills including negotiating, consensus-building, and partnering.
- Minimizes risk to patients and providers at the individual and systems level.
- Facilitates the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders.
- Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment.
- Analyzes organizational structure, functions and resources to improve the delivery of care.
- Collaborates in planning for transitions across the continuum of care.

Ethics Competencies

- Integrates ethical principles in decisionmaking.
- Evaluates the ethical consequences of decisions.
- Applies ethically sound solutions to complex issues related to individuals, populations and systems of care.

Independent Practice Competencies

- Functions as a licensed independent practitioner.
- Demonstrates the highest level of accountability for professional practice.
- Practices independently managing previously diagnosed and undiagnosed patients.
- Provides the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end of life care.
- Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings.
- Employs screening and diagnostic strategies in the development of diagnoses.
- Prescribes medications within scope of practice.
- Manages the health/illness status of patients and families over time.
- Provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision-making.
- Works to establish a relationship with the patient characterized by mutual respect, empathy, and collaboration.
- Creates a climate of patient-centered care to include confidentiality, privacy, comfort, emotional support, mutual trust, and respect.
- Incorporates the patient's cultural and spiritual preferences, values, and beliefs into health care.
- Preserves the patient's control over decision making by negotiating a mutually acceptable plan of care.

FNPC CURRICULUM

Course #	FNPC Spring Matriculation		FNPC Summer Matriculation	
	Spring Semester	Units	Spring Semester	Units
NRSC 604a/b	Advanced Physical Assessment *	3		
NRSC 607a/b	Advanced Pharmacology *	3		
NRSC 608a/b	Advanced Pathophysiology *	3		
	Summer Semester		Summer Semester	
NRSC 707	Diagnostics and Procedures for the FNP	1	Diagnostics and Procedures for the FNP	1
NRSC 708	FNP Role I* (Adult/Geriatrics)	2	FNP Role I* (Adult/Geriatrics/Psych)	2
NRSC 709	Management of Common Chronic & Acute Health Problems I* (135 hours)	3	Management of Common Chronic & Acute Health Problems I* (135 hours)	3
NRSC 704	Family and Behavioral Approaches to Population Health	2	Family and Behavioral Approaches to Population Health	2
	Fall Semester		Fall Semester	
NRSC 711	FNP Role II (Obstetrics/Women's Health/Pediatrics/Psych/Special Populations)	2	FNP Role II (Obstetrics/Women's Health/Pediatrics/Special Populations)	2
NRSC 712	Management of Common Chronic & Acute Health Problems II* (135 hours)	3	Management of Common Chronic & Acute Health Problems II* (135 hours)	3
	Spring Semester		Spring Semester	
NRSC 713	Advanced Clinical Management of Diabetes Across the Lifespan	2	Advanced Clinical Management of Diabetes Across the Lifespan	2
NRSC 714	Family Nurse Practitioner Residency I ** (180 hours)	3	Family Nurse Practitioner Residency I ** (180 hours)	3
NRSC 715	Family Nurse Practitioner Residency II ** (180 hours)	3	Family Nurse Practitioner Residency II ** (180 hours)	3
		30		21
* NRSC 709 and NRSC 712 – 135 direct clinical hours each course (270 hours)				630
** NRSC 714 and NRSC 715 – 180 direct clinical hours each course (360 hours)				hours

I

If the student is requesting transfer credit for **Advanced Physical Assessment, Advanced Pharmacology, and Advanced Pathophysiology** coursework must have been completed no more than 5 years prior to matriculation into the program and complete an online diagnostic reasoning test for the 3Ps with a pass score of 80%.

- If coursework was taken greater than 5 years prior to matriculation into the program, student must enroll in all three courses for credit.
- If student is an actively practicing advanced practice nurse (NP, CNS, CRNA, Mid-Wife) or CNL and desires to change their specialty to the Family Nurse Practitioner they must submit syllabi from previous master's or post-master's nurse practitioner program for evaluation of equivalency.
- If student is an actively practicing advanced practice nurse in (NP, CNS, CRNA, Mid-Wife) or CNL, NRSC 604 Advanced Physical Assessment can be waived after demonstrating competency using the rubric for the final head to toe exam of NRSC 604.

For completion of the program, a student will complete **630 direct clinical hours** as part of the Family Nurse Practitioner portion of the program (through clinical rotations).

COURSE DESCRIPTIONS

NRSC 604 Advanced Physical Assessment

This course provides the student with knowledge and clinical experience in advanced health assessment of diverse clients across the life span within the context of the advanced practice role. Emphasis is on acquisition and analysis of relevant data for the development of a comprehensive and holistic assessment.

NRSC 607 Advanced Pharmacology

This course is designed to prepare advanced practice nurses to manage drug therapy for clients across the lifespan. Pharmacokinetic and pharmacodynamic principles and current research form the foundation for discussion of selected drug groups. Emphasis is given to indications, mechanisms of action, dosages, adverse side effects and control, cost containment, and client education.

NRSC 608 Advanced Pathophysiology

The course builds on a basic understanding of pathophysiology, providing in- depth understanding of adaptation and alteration in cellular function, biorhythms, cardiovascular system, pulmonary system, neuroendocrine system, immune system, and musculoskeletal system. Alterations due to internal/external stressors and aging will be identified.

NRSC 707 Diagnostics for Family Nurse Practitioner

This course provides the diagnostic reasoning skills, which enables the family nurse practitioner to order and interpret appropriate clinical laboratory tests. Students apply these skills during clinical experiences throughout the family nurse practitioner curriculum for the management of chronic and acute illnesses.

NRSC 708 FNP Role I (Adult/Gero/Psych)

This seminar analyzes family health theories and frameworks. Emphasis is on the integration and application of theoretical and methodological approaches to family health care. The family nurse practitioner's role and function as a member of an interdisciplinary team are introduced.

NRSC 709 Management of Common Chronic and Acute Health Problems I

Focus of the course is on the recognition and management of common chronic and acute health problems of clients across the lifespan encountered in primary care. The course integrates assessment, current research findings, and theory into the diagnostic reasoning and management of healthcare. Clinical experiences are used to apply knowledge to practice (135 hours).

NRSC 704 Family and Behavioral Approaches to Population Health

Explores existing theories across disciplines relevant to health promotion and risk reduction. Students will review and critique individual, interpersonal and community level models used in health promotion and risk reduction research.

NRSC 711 FNP Role II (Pediatrics/Women's Health/Vulnerable Populations)

This seminar explores issues related to advanced practice roles and functions. Attention is also given to the individual's exploration of a personal/professional ideology and clinical style.

NRSC 712 Management of Common Chronic and Acute Health Problems II

This course is a continuation of Management of Common Chronic and Acute Health Problems I. The focus continues on the family nurse practitioner's role in the recognition and management of selected common chronic and acute health problems of clients across the lifespan that are encountered in primary health care settings. The course integrates assessment, current research findings, and theory into the diagnostic reasoning and management of health care. Concepts of health promotion and maintenance, anticipatory guidance, health education, behavioral management strategies, and family-focused health care are emphasized. Clinical experiences are utilized for the application of knowledge to practice (135 hours).

NRSC 713 Advanced Clinical Management of Diabetes across the Lifespan

This course will focus on diabetes (T1 and T2) throughout the lifespan. Course will include epidemiology and detection of diabetes through the lifespan, pathophysiology, clinical disease management, treatment, education and self-care management expectations for the patient and their families.

NRSC 714 Family Nurse Practitioner Residency I

This clinical practicum provides the student with an in-depth focus on the development of leadership and clinical management skills and the application, refinement, and synthesis of knowledge and skills developed in previous didactic and clinical courses. Interdisciplinary collaborative practice and the student's own advanced nursing practice model are emphasized (180 hours).

NRSC 715 Family Nurse Practitioner Residency II

This course is a continuation of Family Nurse Practitioner Residency I. This clinical practicum provides the student with an in-depth focus on the development of leadership and clinical management skills and the application, refinement, and synthesis of knowledge and skills developed in previous didactic and clinical courses. Interdisciplinary collaborative practice and the student's own advanced nursing practice model are emphasized (180 hours).

CLINICAL HOURS FOR COMPLETION

Family Nurse Practitioner

Behavioral Health/Counseling (includes ADHD, anxiety, depression, addictions, smoking cessation, medication education, and lifestyle modification)	50 hours
Management of Uncomplicated Pregnancy (Ambulatory Prenatal Management – Includes pregnancy to 8 weeks postpartum) Women’s Health/Gynecological Care (Includes contraception management, STDs, annual exams, hormone therapy, breast health, bone density evaluation)	115 hours (20hrs*)
Pediatric Management: Newborn (< 1 year), Pre-School, School-Aged and Adolescent (18 years or younger)	155 hours (30hrs*)
Adult Management (Ages 19-59 years)	155 hours (50hrs*)
Geriatric Management (Ages 60+ years)	155 hours (50hrs*)

Total: **630 hours (150 hours in management of Metabolic Dysfunction (pre-diabetes, T1DM and T2DM))** *Hours required in addressing Metabolic Dysfunction (pre-diabetes, T1DM and T2DM)

FAMILY NURSE PRACTITIONER LICENSURE BOARD OF REGISTERED NURSING CALIFORNIA

The Board of Registered Nursing (BRN) certifies public health nurses and advanced practice nurses. Advanced practice nurses include nurse practitioners, nurse-midwives, clinical nurse specialists, and nurse anesthetists.

The nurse practitioner is a registered nurse who possesses additional preparation and skills in physical diagnosis, psychosocial assessment, and management of health and illness needs in primary health care.

<http://www.rn.ca.gov/applicants/ad-pract.shtml#np>

FAMILY NURSE PRACTITIONER FURNISHING NUMBER BOARD OF REGISTERED NURSING CALIFORNIA

The BRN issues a furnishing number to a nurse practitioner that allows him or her to "order" or furnish drugs and devices to patients using approved standardized procedures. A nurse practitioner with a furnishing number may obtain a Drug Enforcement Administration (DEA) registration number if they want to order controlled substances as needed for patient care.

<http://www.rn.ca.gov/applicants/ad-pract.shtml#np>

FAMILY NURSE PRACTITIONER CERTIFICATION

American Academy of Nurse Practitioners

<https://www.aanpcert.org/>

American Credentialing Center

<http://www.nursecredentialing.org/default.aspx>

GRADUATE NURSING STUDENT CLEARANCE REQUIREMENTS

To ensure the safety of patients, students, and faculty, and to meet contractual obligations with outside agencies, graduate students are required to have evidence of completion of the Graduate Nursing Student Clearance Requirements listed in this section. All clinical clearance requirements will be provided to and maintained by Certified Background.com. The student is responsible for the \$107.00 payable directly to CBC prior to matriculation.

Drug and Alcohol Screen: All students are required to have a negative drug and alcohol screen prior to entry to the graduate nursing program. The screen detects alcohol, amphetamines, barbiturates, benzodiazepines, cocaine, marijuana, opiates and phencyclidine. Results are provided to the Director of the School of Nursing and remain confidential. Students who test positive will be contacted and counseled by the Director.

Criminal Background Check: All clinical agencies and the Board of Registered Nursing, in compliance with the Joint Commission, require investigation of any prior convictions and disciplinary actions. Failure to disclose a conviction may interfere with clinical placements. Individuals with reported convictions should refer to the “Frequently Asked Questions Regarding Prior Convictions and Disciplinary Actions” in the “Licensing & Examination” section of the Board of Registered Nursing website: <http://www.rn.ca.gov/enforcement/convictions.shtml> All background checks must be performed by the agency designated by the School of Nursing. Background checks performed by other agencies will not be accepted. Results of the criminal background check remain confidential. Students with prior convictions or disciplinary actions, which will interfere with clinical placement, will be contacted and counseled by the Director of the School of Nursing.

Current RN Licensure: Licensure must be achieved prior to beginning clinical hours in the graduate program. Students are expected to maintain RN licensure throughout the duration of the program.

CPR Certification: All graduate nursing students are required to maintain current CPR certification. CPR must be American Heart Association for health care providers.

Personal Health Insurance: All nursing graduate students must carry personal health insurance from an insurance provider of their choosing.

Health Admission Requirements

All students in the FNPC program are required to provide proof of the following prior to matriculation:

1. Hepatitis B (Hep B)
2. Serologic testing that establishes immunity through a positive antibody titer or -
3. Proof of previous adequate vaccination (3 doses over 6 months)
4. Rubella (Measles), Mumps, Rubella, Varicella and Zoster (chicken pox) by one of the following:
5. Serologic testing that establishes immunity through a positive antibody titer or -
6. Proof of previous adequate vaccination (two doses, four weeks apart)
7. Tdap Booster within 10 years
8. Tuberculosis Screening: A negative TB skin test is required within the past three months of admission; A positive PPD result requires a clinical evaluation by a healthcare provider and proof of negative chest x-ray. PPD skin tests are required annually.
9. Influenza vaccine verification must be received by November 1st of each year. Students may provide proof of immunization or provide a written *declination* statement.

Immunizations are required for the safety of our students as well as those with whom they will come into contact during their time in the program. For this reason, immunization requirements will not be waived. Students whose immunizations and titers are not up to date will be removed from classes or from clinical rotation(s) until the deficiency is corrected. No exceptions will be made. **All students must have annual tuberculosis screening.**

SUPPLIES

Medical Supplies

- Nurse Practitioner Clinical Kit (Total cost \$725, purchased through SON)
- Riester otoscope / ophthalmoscope
- Stethoscope – ProCardial Titanium (Optional)
- Airius Single hand plan sphygmomanometer with adult cuff
- Tuning forks (2)
- Taylor reflex hammer
- Pocket eye chart
- Insufflator bulb
- Scrubs
- Nametag

Laptop/Tablet Requirements:

Students are required to have a laptop computer. By making these a program requirement, the cost is included in your financial aid budget.

Laptop computers provide students access to primary and supportive information to better prepare for and supplement the learning process. Blackboard, an electronic learning tool, will be used as the central component of the “electronic classroom” employed throughout much of the curriculum. Assignments, course material, assessments, and other tools are available for each class through Blackboard. Blackboard is not resident on the laptop but is simply a web address to

our servers at Touro. Because of this, students will be able to access materials from any location with web access.

Technology

Communication between administration, faculty, and graduate students occurs primarily through the course Canvas sites. Announcements are posted in course Canvas sites under the announcement tab. For non- course specific communication students are required to communicate with their faculty, advisors, and peers through the Touro email system unless otherwise instructed by faculty.

It is important that students have a fundamental understanding of online activities such as managing email, document storage, word processing, and use of the internet. Course websites are window based with drop down menus and multiple folders. Students will need to be capable of locating and downloading documents and information. Some testing will also occur in online formats.

All courses require access on Canvas (a course management system). You will need access to the internet and an internet browser (Internet Explorer, Mozilla Firefox, Safari, or Google Chrome). The lecture areas offer a wireless environment enabling accessibility to informational resources via the Internet and proprietary Touro sites such as the online Library and other University resources.

Any laptop computer made within the last 3-4 years with at least 2GB of memory is acceptable and should work well. **PC (Windows) and Apple Laptop Computers are supported:** Supported versions of Windows are XP, Vista, and Windows 7. Supported Mac OS X 10.6 and 10.7.4.

Software required.

Apple - MS Office Windows - MS Office 2010 [Java Free Download](#)
[Adobe Reader](#)
[Avast! \(free\) Anti-virus software](#)

A laptop with these specifications should cost between \$1000 - \$1200 depending on memory and hard drive size and whether it has a CD/DVD writer (not required but recommended). Students should also purchase an external hard drive to back up their data (highly recommended).

Books

Students can plan on spending approximately \$2,000-3,000 on required textbooks. Course syllabi and the Program Book List also include recommended books which students are not required to purchase but may wish to have as important reference materials. In addition, Touro University library provides access to many online textbooks, some of which are required texts for courses. If a required text is available online, purchase of a hard copy text is optional. Students are expected to have purchased required texts that are not available online by the beginning of class for each semester.

SCHOOL OF NURSING FNPc PROGRAM FACULTY/STAFF DIRECTORY

Program Director

Terry Moore-Harper, DNP, APRN, ACNS-BC, CNL
Terrye.mooreharper@tu.edu

DNP Program Chair

DorAnne Donesky, PhD, ANP-BC, ACHPN, ATSF
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FNP Program Chair

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Clinical Experience Coordinator

Elizabeth Cook, DNP, CNM, WHNP-BC, CP
Elizabeth.cook@tu.edu

Administrative Coordinator

Monica McFadden
Monica.Mcfadden@tu.edu

PROGRAM SPECIFIC POLICIES & PROCEDURES

PURPOSE OF THIS SECTION

This section contains policies and requirements that govern academic performance and professional conduct for the School of Nursing Programs. These policies are unique to the Programs and are designed to promote standards for academic competency, professional behavior and integrity, conduct and personal responsibility necessary for advanced nursing practice. It represents the parameters of achievement and behavior the Program faculty expects of its

students as advanced practice nurses who will be serving the public and consumers of health care. It is the responsibility of all students to be knowledgeable about Program policies. The policies will be applied to all aspects of the student's academic progress and conduct for as long as the student is enrolled in the Program.

The School of Nursing has a responsibility to safeguard the patient and public by educating competent graduates. As such, the SON maintains the right to refuse to matriculate or graduate a student, as well as the right to remove a student from a clinical experience or rotation who is deemed by the faculty to be academically, clinically or professionally incompetent or otherwise unfit or unsuited for continued enrollment in the Program.

The Program reserves the right to make changes at any time to the Handbook or to the requirements for admission, graduation, tuition, fees, and any other rules or regulations.

The School of Nursing specific policies are in addition to and may be more stringent than the Touro University policies. Please read this section carefully and thoroughly. Students are expected to refer to these policies as needed.

GOVERNANCE

The TUCSON operates on a shared governance model and uses consultative and democratic principles for curricular decision-making. It is the professional responsibility, as part of a community of learners, for students to participate in course, faculty, and program evaluation. Constructive formative and summative feedback are imperative to program and faculty improvement and are encouraged and may be delivered in person or in writing, at regular meetings of the faculty. Two elected students represent each cohort as members of the Community Advisory Council (CAC) and as such are the voice for each cohort at the CAC meetings.

ATTENDANCE

The Family Nurse Practitioner

Certificate program is accelerated and builds upon previous instruction. Attendance at immersion face-to-face and clinical labs is mandatory.

ABSENCES

Students are not permitted to take “time off” during the seven sessions. Illness and family emergencies are generally the only acceptable reasons for an absence. Students are required to notify the Program of any absence and if in clinical, must notify the preceptor. Absence from

instructional periods for any reason do not relieve the student from the responsibility for the material covered.

LATE WORK

To avoid penalties for late work, there must be a prior arrangement with an agreed upon date for submission. Assignments submitted late without approval or after the agreed-upon date will receive a deduction of up to 25% the total points for that assignment.

Assignment Extension Form

A written request for an assignment extension must be submitted prior to the assignment due date. This extension can be granted for up to 5 calendar days. Assignments submitted late without approval or after the agreed-upon date will receive a deduction of 25% of the total points for that assignment per course syllabus. The start date for the extension will begin on the assignment due date. The Assignment Extension Form does not apply to examinations.

HOLIDAYS

Touro University California is a Jewish sponsored institution. TUC observes most federal and Judaic holidays. Judaic holidays vary yearly, therefore university closures and semester breaks may vary for each calendar year.

STUDENT TIME AWAY REQUESTS

While it is the Program policy that students attend all classes and scheduled clinical experiences, a student may have exceptional events that might keep them from classes. Any student requesting time away for an exceptional event must contact the course faculty a minimum of **one month** in advance. Time away from class for professional conferences must be approved in advance through the same mechanism.

USE OF WIRELESS DEVICES IN THE CLASSROOM

Laptops, tablets/ iPads and smart phones may be used in the classroom at the discretion of the course faculty. However, use of these and other electronic equipment in a manner not consistent with classroom topics, often create unacceptable disruptions when used during class. Instructors will notify students if electronic equipment will be required for an in-class activity. The following activities are considered disruptions:

- Texting
- Cell phone ringing
- Web surfing
- Checking email

Distractions in class are considered a professionalism issue and will be addressed individually by the course faculty.

INTERNET SERVICES AND USER-GENERATED CONTENT POLICY, INCLUDING SOCIAL MEDIA POLICY

See Appendix A

Social media are internet-based tools designed to create a highly accessible information highway.

They are powerful and far-reaching means of communication that, as a nursing student at Touro University California, can have a significant impact on your professional reputation and status. Examples include, but are not limited to, LinkedIn, Twitter, Facebook, Second Life, Flickr, YouTube, and Instagram.

Students are liable for anything they post to social media sites and the same laws, professional expectations, and guidelines must be maintained as if they were interacting in person. The following guidelines have been developed to outline appropriate standards of conduct for your future and the reputation of our program. Take responsibility and use good judgment. Incomplete, inaccurate, threatening, harassing posts, or use of profanity on postings is strictly prohibited. It is inappropriate to use social media sites as a venue for venting.

Example: A student posts on Facebook about his frustration with a course instructor (or preceptor) after he is given feedback. The instructor is not identified by name, but is identified by title (my course instructor, or my preceptor), with negative or derogatory comments. Think before posting as internet and email archives can permanently affect your reputation. Social networking during class, program activities and clinical hours is strictly prohibited. HIPPA laws apply to all social networking so it is the utmost priority to protect patient privacy by not sharing information or photographs.

Example of a privacy breach: A student posts heartfelt concern on her Facebook page for a patient she is caring for. The patient is not identified by name, MR number or date of birth. However, the type of treatment, prognosis and the time of treatment are provided, and personal characteristics of the patient are described making the patient identifiable. Protect your own privacy by using privacy settings to prevent outsiders from seeing your personal information, as you may be held liable for postings from other individuals as well. If you state a connection to the School of Nursing or Touro University California, you must identify yourself, your role in the program, and use a disclaimer stating that your views are that of your own and do not reflect the views of the TUC School of Nursing. All laws governing copyright and fair use of copyrighted material must be followed. Consult your faculty advisor or the Program Director if you have any questions regarding the appropriateness of social networking use.

Failure to follow the above stated guidelines may be considered a breach of appropriate professional behavior and be subject to discipline, up to and including dismissal from the Program.

Students may not communicate with a member of the media or an outside source attempting to gather information regarding the Nursing Program or TUC through social networks. Refer all questions regarding program information, policies and procedures to the Program Director. Questions regarding TUC should be referred to the TUC Director of External Relations, Andrea Garcia (andrea.garcia@tu.edu).

COMMUNICATION WITH THE PROGRAM AND THE UNIVERSITY

You have been assigned a University (tu.edu) email address. This is the only email address that will be answered by TUC personnel. Forwarding your TUC email to another email account is discouraged. These accounts can lack the security, capability and sometimes, sufficient space

necessary for downloading important attachments.

The following are additional information for email communication:

- Students are expected to check their Touro email accounts a minimum of every 24 hours.
- Students are expected to respond to program emails within 48 hours or the next business day.
- Email responses and forwarded emails should include the original message when appropriate.
- Email messages and responses should be saved to a file (if necessary) as a reference.
- It is helpful to use a signature line in your emails, including your full name and class, as well as a phone number.
- Joe Smith 707-123-4567
- You are responsible for maintaining access to your email account as you move during your education.
- Official University communication is sent to the student's tu.edu email. Students are expected to adhere to deadlines such as registration, graduation applications, and student health insurance waivers: these are only sent via the tu.edu email system.

RECORDING OF LECTURES

Permission to record lectures is solely at the discretion of the faculty unless a University approved accommodation. Otherwise, prior approval must be obtained. The instructor's approval is on a voluntary basis and as such a privilege, which may be withdrawn at any time. Recording of group discussions needs the approval of the participants as sensitive material may be part of the discussion.

GRADING

At the end of each course, a grade for each student will be submitted to the Registrar.

Definition of Grades

Numerical percentage score obtained for a course. A cumulative grade of 80% and above is considered passing.

Pass (P)

Satisfactory completion of a clinical rotation or P/F course will be noted as a P on the transcript.

Pass (P) grades are not calculated into a student's GPA.

Incomplete (INC)

An incomplete grade indicates that a student has not been able to finish all required work for issuance of a grade. An incomplete grade is not counted in the grade point calculations until a final grade replaces it. Replacement of an incomplete is under the direction of the course faculty. If the required work is not completed within the terms set forth in the Incomplete Grade Contract, the (INC) will be automatically converted to an unsatisfactory grade (U). It is to the student's advantage to arrange to make up any incomplete work as soon as possible. Students who receive an (I) grade are not eligible for financial aid in subsequent semesters for completing the same course. Note: Students must take at least 6 credits to be eligible for financial aid. Please contact the Financial Aid office with any questions.

Withdrawal (W)

A withdrawal indicates that a student has withdrawn from the University in good academic standing.

Withdrawal/Unsatisfactory (W/U)

If a student withdraws from the University and is on academic probation or is currently failing a course or rotation, the student will receive a W/U for all registered courses or rotations.

Grade Appeal

Faculty has the sole right and responsibility to provide careful evaluation and timely assignment of appropriate grades. There is a presumption that grades assigned are correct. It is the responsibility of anyone appealing an assigned grade to demonstrate otherwise. In the absence of compelling reasons, such as instructor or clerical error, prejudice or capriciousness, the grade assigned by the instructor of record is to be considered final.

Students who believe that an appropriate grade has not been assigned should first seek to resolve the matter informally with the instructor of record. If the matter cannot be resolved informally, the student may present his/her case to the Director of SON, have it reviewed and, where justified, receive a grade correction.

ACADEMIC INTEGRITY

Academic honesty and integrity are expected of all students throughout their course of study at TUC. Any violation of this code is considered to be a serious academic violation. Academic dishonesty constitutes a breach of academic integrity that violates the academic foundation of an institution and compromises the integrity and well-being of the educational program. It makes the learning and working environment hostile and offensive; it undermines the credibility of the educational process; it destroys opportunities for students to develop a strong sense of self-esteem and pride in accomplishment and the self-confidence that is an integral part of the educational growth and learning process. Students are obliged to adhere to the standards and expectations for academic integrity as delineated in the Code of Responsibilities and Rights of the Students of Touro University [Touro University Catalog](#) (see appendix E).

Student Discipline Procedures

See Appendix E - Code of Responsibilities and Rights of the Students of Touro University of the [Touro University Catalog](#).

ACADEMIC ADVISING

Each student will be assigned a faculty advisor upon or near matriculation. Advisement by faculty shall be viewed by the student as a privileged part of the academic process and its use is encouraged. Students are encouraged to meet with their advisor more frequently if they feel they are having problems academically or personally. It is desirable to identify problems at an early stage and bring these to the attention of the faculty advisor so that remedies can be developed and implemented. Students experiencing academic and/or other difficulties have access to Student Services, which includes tutoring and counseling. Although it is the responsibility of a student to request help, the faculty advisor may encourage and/or help facilitate an advisee to seek

assistance.

GRIEVANCE POLICY

Students may present general grievances, concerns or suggestions for improvement to the Program Director. If there is a concern from the class as a whole, then the student leaders are encouraged to meet with the Program Director to share these concerns in an in-person meeting. The purpose of these meetings is to encourage open communication between the students and Program administration, and address student concerns. It is the Program's goal to encourage feedback for the purpose of quality improvement. Students should voice their concerns in a thoughtful and constructive manner. Any specific situation involving specific faculty members, specific students or individual student's grades should be addressed in individual sessions as outlined below.

Grievances with a specific faculty member should initially be addressed directly with the faculty member unless the nature of the complaint is such that the student feels uncomfortable doing this. Complaints should be expressed using a diplomatic, reasoned approach with the goal of quick amicable conflict resolution. If the student feels uncomfortable approaching the involved faculty member, or if they have not been successful at resolution of the conflict with the faculty member, they should register the grievance with the Program Director. If the grievance is with the Program Director, or if they have not been able to resolve a conflict at that level, they should contact the Dean of the College of Education and Health Sciences.

If the grievance is with the Dean of the Student Services, students should contact the Office of the Provost. Violations of the Code of Responsibilities and Rights of the Students should be addressed using the policies outlined in Appendix E of this handbook. See Appendix F: Resolution Process for Disputes and Grievances and Misconduct for additional information.

LEAVE OF ABSENCE AND WITHDRAWAL

Students can request a Leave of Absence (LOA) or withdrawal from the program for medical or personal reasons. Students must make this request in writing to the Program Director and follow all procedures as outlined in [Section I](#) regarding University policies and procedures. Students who take a Leave prior to the completion of a semester or clinical block will not receive credit for that material/rotation.

BACKGROUND CHECKS/TOXICOLOGY SCREENS

A background check and toxicology (including alcohol) screen will be completed prior to admission to the program. Some sites required an additional background check and/or toxicology (including alcohol) screen immediately prior to the start of the rotation, therefore students may be required to complete multiple screens throughout enrollment.

CHANGE OF ADDRESS, E-MAIL ADDRESS OR PHONE NUMBER

Students are required to keep the Program and the Office of the Registrar informed of any changes to mailing address, e-mail address and/or phone numbers within one business day of the change. Please visit the Registrar's website to submit address and personal contact information at <http://studentservices.tu.edu/registrar/index.html>.

ACADEMIC AND PROFESSIONAL PROGRESS-PROGRAM POLICES AND PROCEDURES

Academic Progress

Satisfactory academic progress is achieved with a grade of 80% in each course and must be demonstrated by students in the Program in order to continue in the Program. Any failure to progress academically up to and including the failure of a course will be cause for referral to the Student Affairs Committee. If a student needs to take an *Incomplete* grade in a course, it is incumbent on the student to submit the Incomplete Grade form no less than two weeks before the end of the semester to the faculty of record in the course. The form must include a date the student will complete the outstanding assignments or clinical hours and a list of all outstanding requirements. The student must complete the requirements by the specified date to receive a passing grade in the course. Failure to follow this policy will result in the student's Administrative Withdrawal from the program.

Students may have a maximum of *one* incomplete grade to progress in the program.

Professional Progress

Professionalism is as important as, and holds equal importance to, academic progress. Students are expected to demonstrate the legal, moral and ethical standards required of a health care professional and display behavior that is consistent with these qualities. Professionalism and professional ethics are terms that signify certain scholastic, interpersonal and behavioral expectations. Among the characteristics included in this context are the knowledge, competence, demeanor, attitude, appearance, mannerisms, integrity, and morals displayed by the students to faculty, staff, preceptors, peers, patients, colleagues in health care and other educational settings and the public. The Program expects nothing short of respect and professional demeanor at all times.

[American Nurses Association Code of Ethics](#)

Academic/Professionalism Probation Contract and Probation

An *Academic Contract* is the first step in remediating unsatisfactory scholarship or issues of professionalism. Two incomplete grades will automatically result in an Academic Contract. If the concern is not resolved through the terms/time specified in the Contract, it may result in *Academic Probation* which can lead to dismissal from the Program. Academic Probation and Dismissal are both documented on the official transcript.

The following are criteria for which a student will be placed on probation:

1. Failure of a course
2. Professional misconduct, behavior and/or attitude inconsistent with the profession or in violation of the Professional Code of Ethics.
3. Failure to adhere to the Program policies and procedures found in the Student Handbook.
4. Verbal or written reports and/or evaluations from academic faculty, clinical preceptor or designees indicating that a student is not progressing academically and/or not demonstrating proficiency to a level where it may jeopardize patient safety.
5. Verbal or written reports and/or evaluations from academic faculty, clinical preceptors or

designees indicating that a student is not adhering to site regulations, site schedule, ethical standards of conduct, limitations of student role.

APPEAL PROCESS & PROCEDURE FOR PROGRAM DISMISSAL

Appeals may only be filed for decisions of dismissal. Following notification (email plus hand or traceable delivery) of a decision for dismissal, a student may wish to appeal the decision to the Dean of the College of Education and Health Sciences and if necessary, to the University Provost. He or she has seven (7) business days from the date on the dismissal letter from the Program within which to submit a formal written appeal of the decision to the Dean of the College of Education and Health Sciences. The appeal request must be submitted in writing and received by the Office of the Dean within this seven-day period. The request should be accompanied by a narrative explaining the basis for the appeal. The narrative should fully explain his/her situation and substantiate the reason(s) for advocating a reversal of the dismissal. Failure to submit an appeal within the deadline will cause the student to lose his/her right to appeal.

While the appeal is pending, the status of the student will not be altered, unless the reason for the dismissal occurred in clinical and in that case the Program reserves the right to remove the student from clinical rotations until such time the appeal decision is rendered by the Dean if there is concern about patient safety. Removal from a clinical rotation may prolong the length of the program and delay the student's graduation should the appeal be granted.

The Dean may grant an appeal only on showing one of the following:

- Bias of one or more of the members of the School of Nursing Faculty.
- New, material, and/or documented information is made available that was not considered at the time of the initial decision.
- Procedural error.

The Dean may choose any of the following options when an appeal to dismiss a student is under consideration:

- Concur with recommendation of the Faculty and/or Program Director to dismiss.
- Amend the recommendation of the Faculty and/or Program Director.
- Convene an *ad hoc* committee consisting of three members not involved with the student to review the Program Director's decision. The ad-hoc committee will present its findings to the Dean for consideration.

If the Dean concurs with the recommendation to dismiss, the student may make a final appeal to the Provost.

Appeal to the Provost

This appeal request must be submitted in writing and received by the Office of the Provost within seven (7) business days from the date on the appeal decision letter from the Dean. The request should be accompanied by a narrative explaining the basis for the appeal. The narrative should fully explain his/her situation and substantiate the reason(s) for advocating a reversal of the dismissal.

The Provost may grant an appeal only on showing one of the following:

- Bias of one or more of the members of the Faculty, Program Director or Dean.
- New material, documented information not available to the committee, Program Director or

- Dean at the time of its initial decision.
- Procedural error.

The Provost may choose any of the following options when an appeal to dismiss a student is under consideration:

- Concur with recommendation of the Dean to dismiss.
- Amend the recommendation.
- Convene an *ad hoc* committee consisting of three members to review the Student Promotion Committee, Program Director and Dean's recommendation. The ad-hoc committee will present its findings to the Provost for consideration.

The decision of the Provost is final and notification of his or her decision will be sent directly from the Provost to the student. If the Provost upholds the decision to dismiss, the dismissal is effective immediately and the student must withdraw from the University.

ACADEMIC FREEDOM

Touro University California is committed to the pursuit of truth and to its transmission. The integrity of the University as an institution of higher learning requires proper autonomy and freedom. This freedom is the freedom to examine data, to question assumptions, to be guided by evidence, to be a learner, and to be a scholar. Such freedom implies that any faculty member whose teaching is questioned should be subject to the judgment of one's peers only in accordance with the accepted rules of academic due process. It also implies the active, defined and recognized role of the faculty in those policy-making decisions, which affect the educational program.

The obligation of the faculty is to distinguish in their teaching between personal and partisan opinion and convictions grounded in sources and methods appropriate to their respective disciplines. The faculty member should, to the best of his/her ability, present materials in a manner that respects the cultures and sensitivities of the students. The obligation of the student is to be a responsible participant in the academic activities of Touro University California.

The University further endorses the 1940 Statement of Principles of Academic Freedom of the American Association of University Professors. Each faculty member is expected to uphold the goals, aims and mission of Touro University California.

TOURO COLLEGE AND UNIVERSITY SYSTEM TITLE IX GRIEVANCE POLICY

Effective August 14, 2020 1.0 POLICY the Touro College and University System, specifically: Touro College, Touro University California, Touro University Nevada, New York Medical College and Hebrew Theological College (hereinafter collectively referred to as "Touro"), seek to maintain a safe learning, living, and working environment for all members of its community. In addition, as individual educational institutions, Touro subscribes to all federal, state, and institutional laws and regulations necessary to ensure that goal. The policy can be found at:

[TCUSTitleIXGrievancePolicyFINALFORPUBLICATION-UPDATE-08142020.pdf \(tu.edu\)](#)

APPENDIX A: INTERNET SERVICES AND USER-GENERATED POLICY

Touro recognizes that emerging Internet-based services offer both potential organizational opportunity and risk and, as such, requires use of these services in ways that improve the commitment to our community of students, faculty and staff. These Internet services encompass a broad spectrum of online activity. For the purposes of this document, “Internet-based services” is defined as those that allow for user-generated content. These would include, but not be limited to: “wikis,” “blogs” (for which you write entries or comments); “live”-blogging tools such as “Twitter”; social networks such as “Facebook” and “MySpace”; professional networks such as “LinkedIn”; streaming media such as “YouTube”; discussion forums such as “listservs”; instant messaging; and social bookmarking tools such as “Digg.” Internet-based services extend to services that are not owned, operated, or controlled by Touro, as well as those that we do control, such as our websites and our Web portal and any networking sites paid to host a presence on Touro’s behalf.

As an educational institution, we recognize that these Internet-based services can support your academic and professional endeavors, but we are also aware that if not used properly they can be damaging. Both in professional and institutional roles, students, faculty and staff should follow the same behavioral standards online as they should offline and are responsible for anything they post to a social media site regardless of whether the site is private (such as a portal open to only the Touro community) or public site. The same laws, professional expectations, and guidelines for interacting with students, parents, alumni, donors, media and other college agents apply online as apply offline.

Recognizing the benefits and risks associated with using these services, we have developed a policy to provide guidance to students, faculty and staff of Touro. This policy does not replace other policies or guidelines of Touro; it is in addition to specific policies such as the Information Security Policy, Code of Conduct, or the Acceptable Use Policy. This Policy will be reviewed periodically and will be updated, as necessary. You are responsible for keeping current on any changes to this or any other Touro policy and acting accordingly.

SECTION I: POLICIES FOR ALL INTERNET-BASED SERVICES, INCLUDING SOCIAL MEDIA SITES

Protect restricted, confidential and proprietary information: You may not post restricted, confidential, or proprietary information about Touro, students, faculty, staff or alumni to any site. Faculty and staff are required to follow the requirements of the Family Education Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA) and Health Information Technology Economic and Clinical Health Recovery (HITECH) Act, and to adhere to all Touro policies associated with privacy and confidentiality.

Respect copyright and fair use: Touro will always endeavor to respect the copyright and intellectual property rights of others and of the Institution. For guidance on these policies and questions on permissible use or copyrighted material please contact your local Library group at Touro.

IMPORTANT DISCLAIMER

This policy does not form a contract. Touro College reserves the right to amend, modifies, supplement or revoke this policy, in whole or in part, at any time with or without notice in its sole discretion. This policy is neither written nor meant to confer any rights or privileges on an individual or entity or impose any obligations on Touro College other than its obligations under the law. As with all Touro College policies, this policy is written for informational purposes only, may contain errors and may not be applicable to every situation or circumstance. Any dispute, claim or controversy arising out of or related to this policy, which is not resolved through Touro College's internal procedures (hereinafter, "Disputes"), shall be resolved exclusively through final and binding expedited arbitration conducted solely by the American Arbitration Association ("AAA"), or any successor in interest, in accordance with the AAA Rules then in effect. The location of the arbitration shall be Touro College's main campus.

Touro logos may not be used for endorsements: You may not use "Touro College," "Touro University" or any other Touro logo or iconography on personal social media sites unless permission is granted by the Touro "Legal Department" and the posting is made in conformity with Touro logo usage policy which is incorporated here by reference. You may not use Touro's name or any Touro logo to promote a product, cause or political party or candidate.

Respect property: Touro computers and use of Touro IT resources are reserved for Touro- related business as approved by supervisors and in accordance with the Acceptable Use Policy, incorporated herein by reference.

Monitoring: Know that Touro can track Internet usage, as well as review the content of the usage. This review may be used to determine the efficacy and legality of usage by Touro employees. We are particularly concerned with anything that may compromise network security or restricted or confidential information, such as student records.

Terms of service: Adhere to the Terms of Service of any and all social media and Internet services used. Remember that any services hosted and contracted for on Touro's behalf are required to abide by Touro policies and practices, as well.

Consequences for infractions: If you work for or represent Touro, we trust you to be responsible with your work time. Please note that violations of this policy, like any other Touro Policy, are governed by the Touro Code of Conduct Policy. Any disregard of Touro policies that are impacted in any way by this policy shall be considered violations and may be grounds for discipline, including termination of employment.

SECTION II: PRACTICES FOR ALL INTERNET-BASED SERVICES INCLUDING SOCIAL MEDIA

Posting, interacting and managing online services on behalf of Touro:
Our most valuable commodities are the Touro name and reputation. Only designated people directly representing Touro are authorized to post and interact online on behalf of Touro, to

reduce risk and ensure our message is consistent and that we're not duplicating effort or information. Touro retains ownership of any online content posted on its behalf, thus it is always important to obtain permission to speak or write on behalf of Touro; when in doubt ask your supervisor, Program Director and/or Communications Director.

Regardless of whether you are managing a presence (e.g., portal page, Facebook, etc.) on Touro's behalf or have contracted this service out on Touro's behalf, you are required to adhere to all of Touro's policies and practices. When managing the site, consider the following:

Have a plan. Departments should consider their messages, audiences, and goals, as well as a strategy for keeping information on social media sites accurate and up to date.

Departments that have or wish to have a social media presence should contact their local communications director or Web Services to discuss logistics and planning and provide the proposed written plan (a form to guide you thru this process is included as Appendix A) to the Office of the Chief Information Security Officer (CISO), who will have final review to ensure that all required parties have reviewed the site and approved program content. All department sites should designate a point of contact that is responsible for content and ensuring compliance with Touro policies. Administering a social media site on behalf of any Touro program requires the Dean, or his/her designee of the relevant program to make the commitment to managing the "presence" (for example, on Facebook, this means that if the Dean chooses to create a "page," the "page" must routinely be reviewed and any issues arising from posting addressed on a regular basis); and, requires the program to submit appropriate documentation that contains the site name of where the posting will appear (e.g., Facebook, LinkedIn, etc.), the name of the Dean and the person charged with managing the site for the program (a form to guide you thru this process is included as Appendix A).

For any newsworthy photos, permission to post may not be required. Absent newsworthiness, any photos or videos posted require a signed permission form (it.touro.edu/pdf/forms/mediarelease.pdf) to be on file as per Touro policy. Each Program must maintain all appropriate authorization forms that allow media to be posted, if used on any site that they manage.

Include Disclaimers: Disclaimers with Touro legal-approved language must be prominently displayed on any Web page not maintained by Touro's Web Services group or contracted out on Touro's behalf. The disclaimer may be modified from time to time and its current version is annexed hereto as Appendix B.

Removal of post: Posted material that is not in line with Touro policies, Touro published program content or is in disregard of Touro's code of conduct or mission should not be posted and is subject to a request for removal and approval of the site can be withdrawn.

If you are authorized to go online on behalf of Touro, at any and all times:

Identify yourself: Disclose your name and your affiliation with Touro and include contact information when possible, unless it is clear you are acting on behalf of Touro as an overall institution or as the "Touro" entity itself. In such cases, provide contact information for your institution (primary office phone number and Web address, at a minimum).

Never post restricted, confidential or proprietary information: Refer to Touro's

Information Security Policy and ask your supervisor, Program Director and/or Communications Director and the Chief Information Security Officer (CISO) if you are not sure what is restricted, confidential or proprietary.

Attribute what you post: When providing information that can be sourced, provide appropriate attribution and permissions, letting others know where you obtained your information. Be especially mindful of copyright, trademark and other intellectual property rights.

To foster the smooth administration of the public relations function and ensure that Touro is in compliance with copyright laws, all members of the Touro community, when circulating or posting media coverage of or about Touro or its community members, must utilize an electronic link to the coverage. By 'link' we mean a link to a news article on a media outlet's website that opens up to the coverage when one clicks on it.

If such a link is not available and you still desire to post the item, then you must receive express written permission from the media outlet to post or circulate the coverage in another manner.

(In other words, if you see a story published in the hard copy of a newspaper, and you would like to circulate or post it, check to see if it is available online and copy the link from your browser to circulate it. If a link is not available, you must obtain written permission to distribute the story internally or externally. You may not circulate or post PDFs or copy a story into another document or Web page and circulate it or post it on a Touro website without written permission from the media outlet.)

Note that compliance applies to media coverage authored by non-Touro community Members. For op-eds, columns, and other editorial copy including advertising and 'Advertorials' authored or co-authored by Touro community members, other rules may apply.

Please call the Office of Communications or the Office of the General Counsel for questions on these issues or other permissions questions.

Be helpful and professional: Understand that your supervisor and others may monitor your online activity to be sure it doesn't interfere with other duties or reflect poorly on Touro or anything we do. You must respect Touro Policies on Information Technology, Information Security and Acceptable Use, in addition to your Staff and Faculty Administration Handbooks.

If a staff member is offered payment to produce a blog for a third party this could constitute a conflict of interest and must be discussed with employee's immediate supervisor and manager and program director, as well as Human Resources where appropriate.

If any staff member is contacted by the media about posts on their blog that relate to Touro they should speak to their immediate supervisor and manager before responding and also prior to responding contact and consult with the Director of Communications.

Control of Content

Touro reserves the right to control and remove any content issued on its behalf, whether the employee/agent had authorization to post on Touro's behalf, or not. Touro will work with you to remove content in a way that respects your privacy whenever possible.

SECTION III: PERSONAL SOCIAL MEDIA

Touro understands and respects that most of us participate in a variety of online activities as individuals. Sometimes these efforts are good for professional development and in that way are assets to Touro. Sometimes, however, individual actions online are purely for the sake of connecting with family or friends, entertainment or distraction. These uses are not beneficial to Touro, but sometimes the lines between these types of interaction blur.

Examples of good personal social media that are an asset to Touro:

- Suggesting someone contact another Touro employee or program for more information on a relevant topic.
- Illustrating connections between Touro and partner organizations (provided the partner organization approves of such publicizing) and directing others to contact information for /both.
- Connecting with others in the education community, using your real identity, on LinkedIn, Twitter, Facebook, our own Web portal or other social networks.
- Examples of unacceptable personal social media:
- Speaking on behalf of Touro when not specifically authorized to do so.
- Revealing restricted or confidential information about Touro.
- Trying to “friend” students, clients, or others on social networks that may not be interested in communicating online (e.g., students may prefer not to communicate with their teachers).
- Using your real or a fake identity to engage in any illegal or unethical activity, including but not limited to file sharing, harassing, stalking, defamation, plagiarism, etc.

During work hours

Generally, personal use of social media during work hours should be limited so as not to interfere with work tasks and functions. Think of using time at work for social media as you would use time at work for personal phone calls or emails.

Staff members are not allowed to update their personal blog from a Touro computer at work if it interferes with their job responsibilities.

Furthering Touro’s mission or work

Unless you are authorized to speak on behalf of Touro, be careful how you participate online in areas relating to Touro’s mission and services. Ask before you post anything that may be construed as the official view or statement of Touro. See Section II.1 for requirements for posting on behalf of Touro.

Ancillary to Touro’s mission or work (individual professional development)

Employees are encouraged to participate in social networks for professional development. Ask your colleagues for suggestions on who to follow or what blogs to read to keep up on industry topics and people of interest. Remember to:

- Use your real identity and say how you are affiliated with Touro, unless you choose not to

for personal or client safety reasons. In such cases, create an alternate Touro identity, approved by your supervisor, so others know you are affiliated with Touro.

- Indicate that you are writing on your own behalf, not Touro's. Write in the first person.

As a Touro employee/agent

Any time you can be identified as a Touro employee or agent, you should disclose your connection to Touro and indicate you are writing on your own behalf, not Touro's. If your employer is listed as Touro in your Facebook profile, realize that what you post there may reflect on Touro as an organization. The same applies to your LinkedIn profile or anywhere that your Touro affiliation is indicated.

Remember we live and work in relatively small (online and offline) communities. Even if you are not directly self-identified as a Touro employee/agent, people may know you work or volunteer for Touro. Anything you say or do online under your real name can reflect on Touro. Please be mindful of this fact and act responsibly during all of your online activity.

Use your personal email address and other contact information for non-Touro correspondence and participation.

Posting anonymously or with a pseudonym

Posting under a fake name or identity is discouraged, unless you believe it to be necessary for privacy or security reasons. Instead, try adjusting your privacy settings on social network sites to limit visibility. If you do create a pseudonym, it is good practice to keep it consistent across networks/platforms, so you can be accountable for that activity. As noted above, creating or using a fake identity for the purpose of illegal or unethical activity is explicitly prohibited at Touro and is in violation of the Touro Information Security Policy.

Identifiable as a Touro employee/agent

Touro is not interested in monitoring or censoring what you do on your own time. But it's important to remember that some online actions can affect your employment or service with Touro even if they are done on your own time and equipment.

If you mention Touro, disclaimers should be visible on all blogs, something like "these are my personal views and not those of Touro."

Staff members are free to talk about non-confidential Touro programs and content on their blogs, but if there is any doubt, staff members should consult their immediate supervisors and managers for clarification of what may and may not be posted. Supervisors and managers should coordinate through their Office of Communications if there is any question whether the content is an appropriate representation of Touro.

Personal blogs and websites should not reveal confidential information about Touro. If in doubt about what might be confidential, staff members should consult their immediate supervisors and managers for clarification.

Personal blogs and websites should not be used to attack or abuse colleagues. Staff members

should respect the privacy and the feelings of others. Remember also that if you break the law on a blog (for example, by posting something defamatory), you will be personally responsible. If a staff member thinks something on their blog or website gives rise to concerns about a conflict of interest, and in particular concerns impartiality or confidentiality, this must be discussed with their immediate supervisor and manager. An Incident Report Form must be filed.

Anonymous or with a pseudonym

If you post anonymously or use a pseudonym that does not connect you to your real identity or affiliation with Touro, remember that you are still responsible for abiding by Touro policies associated with your online activity and you should always be respectful of Touro and its clients, vendors, partners and competitors.

Disclaimer: Owner and Touro make no warranties, either expressed or implied; concerning the accuracy, completeness, reliability, or suitability of the information contained on this website or any other website to which this site is linked (hypertext links on this website allow you to leave this website and enter websites not under the control of Touro or Owner), and expressly disclaim liability for errors and omissions in the contents of this website, links, or linked websites. Your use and/or viewing of this website are acceptance of the terms of this Disclaimer.

Unsolicited Ideas and Concepts and Claims Resulting from Use of this Website.

Any information provided to Owner in connection with this website shall be provided on a non-confidential basis. User shall not submit licensed material or material owned by another; Owner shall be free to use the information on an unrestricted basis and such information will become the exclusive property of Owner to be used by it as it deems appropriate without compensation of any kind to any other party.

Indemnification and Venue of Disputes

As a condition of use of this website, you agree to indemnify Owner and Touro from any and all liabilities from your use of this website. By accessing and/or using this website, the Internet user agrees that any dispute, claim or controversy arising out of or related to this website or its contents shall be resolved exclusively through final and binding expedited arbitration conducted by the American Arbitration Association (“AAA”) by one arbitrator who shall be an attorney, in New York, New York, in accordance with the AAA Commercial Arbitration Rules then in effect. Unless otherwise required by law, each party shall bear his/her or its costs of arbitration, including attorney’s fees; provided, however, that the arbitrator may award costs and attorney’s fees to the prevailing party under the provisions of any applicable law. The arbitrator shall not award any special, direct, indirect, punitive, incidental or consequential damages arising out of or in connection with the use of this including, without limitation, any lost profits, business interruption, or loss of programs or information even if Owner or Touro has been specifically advised of the possibility of such damages. The Internet user understands that, by viewing this website, he/she is electing to resolve all Disputes described above exclusively in an arbitration forum rather than in a judicial forum, and he/she is, to the extent permitted by law, waiving any right he/she may have to a jury trial of any such Dispute. The Internet user agrees that if for any reason any Dispute arises out of this website and is, for some reason, resolved in court rather than through arbitration, then, to the extent permitted by law, trial of that Dispute will be to a judge sitting without a jury, and the Internet user specifically waives any rights he may have to trial by jury of any such disputes.

APPENDIX B

COVID-19 General Disclaimer

The Touro College and University System endeavors to provide on-going and uninterrupted educational experiences in a safe and effective environment for our students, staff and faculty. Given the dynamic circumstances surrounding COVID-19 and any other future unknown or unforeseen events and the uncertainties that may be attendant thereto, Touro may be obligated or otherwise compelled to change the method of course delivery and other relevant policies at any time. Any changes will be communicated in a timely manner and can be found on Touro's website.

The COVID-19 global pandemic, which has caused a disruption to all higher education institutions and has forced Touro to move temporarily to an online modality, has affected some of our policies and procedures. While we will continue to operate with the same policies that we had prior to the pandemic, slight procedural modifications may be needed. Students are asked to please stay in contact with their Program administration, faculty and student services staff and remain current with any guidance issued in response to the COVID 19 pandemic.

COVID-19 Related Clinical Procedures Each student's Academic Program has certain clinical/course requirements and sequencing. While the Program strives to adhere to its established timing of courses and clinical experiences, unforeseen events may hamper their availability. When such situation occurs, it is possible that the completion of the Program may be delayed and the time in the Program extended to meet accreditation requirements. Furthermore, once appropriate clinical experiences have been arranged, it is up to the student, not the Program, to decide whether to attend the clinical site. Should a student decline to participate, the student understands that their progression in the program may be delayed. Students declining to participate in clinical or other experiential components of their program should contact their Academic Program administration to ensure that they understand the requirements for graduation as well as financial aid and other rules and regulations are satisfied.

**APPENDIX C
CLINICAL RELEASE**

Name of Student	Touro ID No.	Program
Emergency Contact Name	Emergency Contact Phone	Emergency Contact Email

1. I would like to participate in in-person clinical rotations at placement sites and/or other practical experiences (“Experiential Opportunities”) to continue or complete my degree requirements.
2. I was given, and acknowledge that I have, other options for my Experiential Opportunities, including a delayed start and/or participation via remote electronic mediums, if available, (distance learning, e-conferences, live webinars, remote grand rounds, etc.) based on then current state, federal and accreditor standards and requirements.
3. After considering all of the options, I have decided to pursue Experiential Opportunities to satisfy my degree requirements.
4. I understand that my participation at all Experiential Opportunities may involve encounters with patients or other individuals who may be or have been exposed to, suffering and/or dying from COVID-19.
5. I will conduct myself safely as required to protect myself and others at all Experiential Opportunities I am attending, including maintaining good hygiene and wearing adequate Personal Protective Equipment (masks, gloves and other personal protective gear) at all times and as mandated by the rules of my then current Experiential Site.
6. However, I understand that the above precautions, even if followed, are no guarantee against sickness, injury or death, and I assume all risks in connection with my Experiential Opportunities.
7. I release Touro University California, and each of its entities, respective officers, trustees, employees, contractors, volunteers, agents, anyone acting under its control or on its behalf, and each of their respective affiliates and related entities and successors and/or assigns from all liability in connection with my Experiential Opportunities. This release is unconditional and binds all of my successors.

Read, Acknowledged and Agreed:

x _____
Name of Student

Date: _____

APPENDIX D
STUDENT HANDBOOK SIGNATURE SHEET

I have read, understand, and agree to follow the policies and procedures set forth by Touro University California and the Master of Science Program as outlined in this handbook. As a student I am responsible for referring to this Handbook for specific policies and procedures governing my status as a student to include program requirements, goals and objectives, satisfactory academic and professional progress, graduation requirements and grievance policies.

Student Name (Print)

Signature

Date

Signature Sheet Due to Program Office by second class meeting

APPENDIX E
Touro University California
FNPc STUDENT EVALUATION FORM

Student: Insert name of student here

Semester/Year of internship: Sem/Yr

Agency: Insert name of agency here

Preceptor: Insert name of preceptor here

TO THE STUDENT: This evaluation is an opportunity for you to provide an open and honest assessment of your FNPc clinical experience. Feedback provided in this evaluation will remain confidential. Your comments should reflect thoughtful consideration of your experience and relevant criticisms or shortcomings of the experience should be presented in a constructive, forthcoming manner.

AGENCY	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1. The facility was adequate.					
2. This agency was clearly setup to have FNP students.					
3. The atmosphere at the agency was professional.					
4. I would consider accepting employment at this agency.					
5. I was able to meet the FNP competencies at this facility.					
6. I recommend this agency to FNP students in the future.					
PRECEPTOR					
1. I was encouraged to ask questions and/or give opinions.					
2. The preceptor demonstrates knowledge of the FNP role.					
3. Preceptor provides availability for consultation, collaboration, and guidance.					
4. The preceptor modeled compassion and caring in professional practice.					
5. I would recommend this preceptor for future student placements.					
6. The preceptor effectively coaches students in integrating knowledge in practice.					
7. The preceptor exhibits a positive attitude for coaching students.					

APPENDIX F

Preceptor Evaluation of Student FNP

Preceptor _____ Student _____ Date: _____

Patient Population: _____ Adult _____ Gero _____ Family _____ Pediatrics _____ WH _____ OB _____ PMH Other _____

Place a check mark \checkmark in the appropriate box U Unsatisfactory S Satisfactory NI Needs Improvement N/A Not applicable or no opportunity to observe	U	NI	S	N/A	Areas where improvement is needed/comments
Presentation to patients, staff, & colleagues. Exemplifies FNP role, professional comportment, team spirit, & caring approach.					
Interviewing skills (organization, content, quality, rapport with patient, thoroughness in gathering information).					
History includes review of systems, analysis of symptoms and cultural considerations.					
Reviews records. Interprets lab data, diagnostics, referrals, and tracking health maintenance.					
Physical examination skills (correctly performed, systematic, & appropriate for chief complaint).					
Documentation in the medical record (appropriate, organized and concise).					
Diagnostic skills (reflective of critical thinking, considers appropriate differentials, and knowledge of conditions).					
Management plan (appropriate, comprehensive, considers cost & patient preferences and resources, emphasizes lifestyle).					
Knowledge of pharmacologic treatments/proper prescribing, considers national guidelines for management.					
Seeks new learning opportunities. Reviews current research.					
Provides health teaching/counseling/guidance (adequate and appropriate for needs). Considers holistic measures.					
Presents information to preceptor in a systematic format and offers a diagnosis and plan.					
Makes appropriate referrals and collaborates with preceptor.					

Evaluates plan and provides for appropriate follow-up.					
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