



RUTGERS
School of Nursing

Division of Advanced Nursing Practice Preceptor Handbook 2023-2024



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Welcome and Thank You!

Dear Colleagues,

On behalf of Rutgers University School of Nursing, I would like to welcome you to our community and thank you for your commitment to graduate nursing education. While our faculty provides students with foundational knowledge and training in classrooms, skills labs, and simulation centers, our clinical preceptors provide them with real-world experiences that inspire and guide them in their journey to becoming advanced practice nurses. The time you spend sharing your clinical expertise with students helps shape the healthcare providers, educators, and leaders of tomorrow and has an immeasurable impact on the health and well-being of our state, region, and country.

As the largest and most comprehensive nursing school in New Jersey, our faculty, staff, and administration are not only dedicated to the education of our students but also to supporting our preceptors and their professional development. As such, this handbook is intended to offer information and resources to assist you.

Please do not hesitate to reach out at any time with questions, suggestions, or concerns. We are here for you and cannot thank you enough for joining us. Onward and upward together!



Caroline Dorsen, PhD, FNP-BC, FAAN
Associate Dean of Clinical Partnerships & Professor



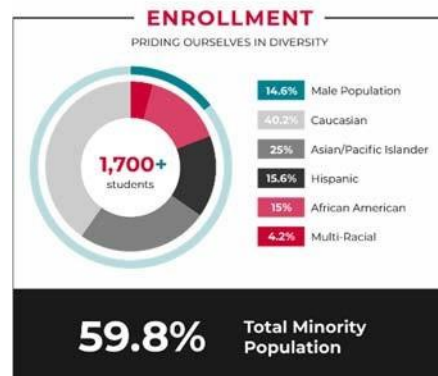
Overview of Rutgers School of Nursing

Our History

Rutgers School of Nursing is one of eight schools within Rutgers Health at Rutgers University, The State University of New Jersey. The School of Nursing emerged through the integration of Rutgers College of Nursing and the University of Medicine and Dentistry of New Jersey School of Nursing and is part of one of the most influential alliances of academic institutions in the US devoted to a full spectrum of health science careers including nursing, medicine, dentistry, advanced health-related sciences, pharmacy, and public health.

What Makes Our School and Programs Unique?

As one of the nation's largest and most comprehensive nursing schools, Rutgers School of Nursing (RSON) is dedicated to the pursuit of excellence in education, research, policy, and evidence-based practice. RSON is home to more than 100 full-time faculty members, 120 staff members, 1,700+ students, and 11,000 alumni with campus locations in Newark, New Brunswick, and Blackwood, New Jersey. We are proud that our student body is one of the most diverse in the country; we are passionately and joyfully dedicated to the life-long pursuit of being an anti-racist, anti-bias institution.



Our graduate programs are consistently ranked in the top 20 of US News and World Report. For 2024, our DNP program ranked as #6 in the nation. We are one of 17 schools nationwide designated as a National League for Nursing Center of Excellence in Education, and we received the annual Best Schools for Men In Nursing award from the American Association for Men in Nursing for the last 3 years.



Our motto, *Excellence in Action* is reflected in all aspects of our school including teaching, research, service, and practice.

Our Mission, Vision, and Program Goals

Mission: To educate students; advance the discipline of nursing through research, scholarship and practice; provide service responsive to the health care needs of diverse populations; and demonstrate local, national, and international leadership.



Vision: Rutgers School of Nursing will be a national and global leader in nursing education, research and scholarship, and clinical care contributing to the improvement of health.

Excellence in Action

The goals of our graduate program are to:

- Integrate scientific underpinnings at the highest level for advanced nursing practice.
- Lead organizations and systems to enhance quality and safety to improve patient, population, and organizational outcomes.
- Lead strategic initiatives to influence public policy and promote value in health care, and improve patient experience and population health.
- Synthesize, implement, evaluate, and disseminate best evidence for advanced nursing practice to optimize organizational and health outcomes.
- Analyze, appraise, and utilize information technology to improve and transform health care delivery at the individual and population level.
- Develop, implement, evaluate, and disseminate interdisciplinary models of care that enhance patient and population health outcomes.
- Incorporate epidemiologic principles in evidence-based practice and improvement of population health outcomes.
- Develop, intervene, and evaluate health care and fiscal policy impact on the health of diverse populations.
- Influence individual, population, and organizational outcomes through DNP and master's-level professional practice and leadership.

Advanced Practice Nursing Programs

Our Post-Baccalaureate Doctor of Nursing and Post-Master's Certificate Specialty Programs are as follows:

BS to DNP Programs	Post Master's (Graduate) Certificate
<ul style="list-style-type: none"> • Adult-Gerontology Acute Care Nurse Practitioner • Adult-Gerontology Primary Care Nurse Practitioner • Family Nurse Practitioner • Family Nurse Practitioner in Emergency Care • Pediatric Primary Care Nurse Practitioner • Dual Pediatric Primary/Acute Care Nurse Practitioner • Psychiatric/Mental Health Nurse Practitioner • Women's Health Nurse Practitioner • Nurse Midwifery • Dual Women's Health/Nurse Midwifery Program • Nurse Anesthesia • Nursing Leadership 	<ul style="list-style-type: none"> • Adult-Gerontology Acute Care Nurse Practitioner • Adult-Gerontology Primary Care Nurse Practitioner • Family Nurse Practitioner • Family Nurse Practitioner in Emergency Care • Pediatric Primary Care Nurse Practitioner • Pediatric Acute Care Nurse Practitioner • Nurse Midwifery • Leadership
Masters in Nursing Programs	
<ul style="list-style-type: none"> • Nursing Informatics • Nursing Leadership 	

Accreditation

Our Baccalaureate, Master's, Post-Master's Certificate, and Doctor of Nursing Practice Programs are accredited by the:

Commission on Collegiate Nurse Education (CCNE)

One Dupont Circle, NW, Suite 530
Washington, DC 20036
(202) 887-6791

In addition, our Nurse Anesthesia and Nurse-Midwifery programs are accredited by the:

Council on Accreditation of Nurse Anesthesia Educational Programs (COA)

222 South Prospect Avenue
Park Ridge, IL 60068
(847) 692-7050

Accreditation Commission for Midwifery Education (ACME)

8403 Colesville Road, Suite 1550
Silver Spring, MD 20910
(240) 485-1800

Clinical Education

Clinical education is an essential component of the professional development of advanced practice nurses, nurse anesthetists, midwives, informaticists, and leaders. During clinical experiences, students apply the knowledge and skills learned through classroom and simulated instruction to real-life clinical situations. Clinical courses and practicum are sequenced throughout the curriculum to help students gain in-depth advanced knowledge and skills.



Clinical Preceptors

Preceptors are the bedrock of our clinical programs. They provide individualized education during clinical experiences by teaching and modeling evidence-based, culturally responsive, person-centric clinical care. Our School, faculty, staff, and students are eager to work with diverse and unique clinical and community partners to help educate our students to care for the current and future health needs of our patients, populations, and systems. Preceptors can be advanced practice providers (NPs, CNM, CRNAs, and some PAs) physicians (MDs or DOs), or other healthcare providers (psychologists, social workers) and must have:

- Current state licensure,
- At least one (1) year of relevant experience, and
- National/Board certification (if applicable)
- Doctoral degrees (for APRNs) are preferred but not required.

The benefits of serving as a clinical preceptor are many. Besides playing a key role in contributing toward the future of advanced practice nursing, medicine, and healthcare, preceptors may receive credit from select certifying bodies, participate in annual CEU programs at RSON and access the Rutgers library. Committed preceptors may apply for volunteer faculty appointments.

Role Expectations

Clinical education is a partnership between preceptors, students, and faculty. These roles are coordinated to help students achieve course and program outcomes. Preceptors offer hands-on teaching in the clinical setting while meeting their own workplace expectations (Burns et al., 2006). Students are expected to be engaged learners and work with clinicians and staff to ensure patients receive evidence-based, compassionate care. Faculty members are expected to teach didactic courses, ensure that clinical experiences meet course and program objectives, and to informally and formally evaluate students.

Responsibilities

Post-Baccalaureate DNP and Post Master's Certificate programs require students to complete clinical courses comprised of practicum instruction and clinical practicum. The number and types of clinical courses and required clinical hours varies by program. Outlined are the responsibilities of our faculty, preceptors, and students related to the practicum experience.



Rutgers School of Nursing Faculty

RSON faculty are assigned to each student in clinical rotations. Faculty members are always available to answer questions or address concerns. As well, the faculty member:

Prior to the semester

1. Verifies and approves the preceptor and clinical site are appropriate to meet the clinical course objectives and expectations.
2. Confirms student clinical site placement with preceptor and provides appropriate course information (syllabus and course objectives), precepting and other resources.

During the semester

1. Maintains communication with the preceptor throughout the clinical rotation.
2. Responds and works to resolve any preceptor or student questions and concerns.
3. Conducts a minimum of two contacts with preceptor during the semester. Preferably, at least one contact is a face-to-face visit with the student and preceptor.
4. Facilitates two (2) clinical evaluations with the student and/or preceptor (mid-semester and final).
5. Reviews and evaluates/approves student progress, clinical assignments, and clinical log submissions.
6. Seeks preceptor insight when finalizing student clinical evaluation.

At the end of the semester

1. Provides feedback to the student based on their own observations and preceptor discussion and evaluation.
2. Completes and submits faculty evaluation of clinical site/preceptor.
3. Facilitates student completion of clinical site/preceptor evaluations.

Preceptors

Preceptor responsibilities include:

1. Creates a mutually agreed upon schedule with the student.
2. Orients the student to the clinical site, including its policies and procedures.
3. Reviews student's previous professional experience and goals moving forward.
4. Reviews course objectives and provides hands-on experiences that meet course expectations as per the syllabus.
5. Provides clinical supervision during the clinical experience
6. Acts as a role model during the clinical experience.
7. Offers regular and constructive student feedback.
8. Offers additional resources and readings.
9. Verifies student clinical hours.
10. Provides input about student progress to faculty two times per semester (at midterm and final) with attentiveness to passing standards.
11. Notifies the faculty about any concerns surrounding student performance or professional judgment.
12. Notifies the faculty immediately if the student is involved in an adverse event.

Students

Student responsibilities include:

Prior to the start of the semester

1. Completes all required clinical clearance procedures.
2. Reviews clinical course objectives and expectations with preceptor.
3. Reviews clinical evaluation materials and deadlines (midterm and final) with preceptor.
4. Coordinates clinical schedule with the preceptor and shares schedule with faculty.

During the semester

1. Arrives prepared for the day.
2. Follows clinical site policies and procedures.
3. Maintains excellent communication with the clinical preceptor, site, and faculty.
4. Ensures patient safety and recognizes the confidential nature of the clinical experience.
5. Applies didactic course material to the clinical environment, considering best available evidence and patient preference with consideration to social determinants of health.
6. Consults with faculty and preceptor about progress and concerns during the clinical experience.
7. Maintains and submits patient logs and de-identified patient notes for faculty review and evaluation.
8. Records and submits accurate clinical hours.
9. Notifies the faculty immediately if the student is involved in an adverse event.

At the end of the semester

1. Completes and submits student clinical site/preceptor evaluations.

Preceptor Resources

The following resources may be helpful and provide educational opportunities as you evolve and grow as a preceptor. We are always looking for additional resources to share so please, if you are aware or have come across others, let us know so we can share with others.

Clinical learning tracking systems

RSON uses two cloud-based clinical education tracking systems—Typhon and EXXAT Prism. These user-friendly programs facilitate communication between preceptors, faculty, and students. HIPAA and FERPA-compliant, student progression and evaluations are easily tracked through these systems both online and on mobile devices. Information and training sessions are offered throughout the semester to ensure any questions are answered.

More information can be found at:

<https://exxat.com/>

<https://typhongroup.com>

Preceptor-Focused Resources

American College of Nurse Midwives (ACNM) Preceptor Page

This web page has been designed for preceptors of midwifery and nurse practitioner students. A team of faculty from several graduate midwifery and advanced practice nurse programs collaborated to create this page with tools and training for preceptors in the clinic setting. Its purpose is to provide practical ideas and training to assist preceptors in their role.

<https://www.midwife.org/Preceptors>



National Organization of NP Faculty (NONPF) Preceptor Portal Main

https://www.nonpf.org/page/PreceptorPortal_Main

NONPF FAQs for Preceptor Orientation

<https://cdn.ymaws.com/www.nonpf.org/resource/resmgr/docs/preceptororientationfaqs.pdf>

NONPF Preceptor and Faculty Expectation Checklist (attached)

<https://cdn.ymaws.com/www.nonpf.org/resource/resmgr/docs/checklistforfacultypreceptor.pdf>

NONPF Preceptor Videos

https://www.nonpf.org/page/Preceptor_Vignettes?

[Precepting the Acute Care NP Student \(6:50\)](#)

Watch NP faculty actors play the roles of the NP and preceptor in the acute care setting. Pick up tips on reasonable expectations for the student role.

[Precepting the Primary Care NP Student \(5:58\)](#)

Watch NP faculty actors play the roles of the NP and preceptor in the primary care setting. Pick up tips on reasonable expectations for the student role.

[Working with the Overly Confident NP Student \(7:21\)](#)

This vignette offers preceptors strategies on how to recognize and work with the overly confident and confrontational NP student.

[Working with the Overly Sensitive NP Student \(9:18\)](#)

This vignette offers preceptors strategies on how to overcome the challenges of working with the overly sensitive NP student.

[Precepting in a Busy Clinic](#) (12:32)

This vignette offers guidance to the preceptor for the student clinical experience when working in a busy clinic.

[Preparing NP Students for Pediatric Clinical Experiences](#) (7:20)

This vignette offers faculty guidance on how to place and prepare NP students for pediatric clinical experiences.

Why I precept by the University of Arizona

<https://vimeo.com/266409061>

Effective Precepting Video by the University of Arizona

<https://vimeo.com/266409033>

Precepting the beginning student by the University of Arizona

<https://vimeo.com/266409023>

Precepting the intermediate student by the University of Arizona

<https://vimeo.com/266409040>

Precepting the proficient student by the University of Arizona

<https://vimeo.com/266409054>

AANP Preceptor Toolkit Presentation by Elizabeth R. Barker, PhD, CNP, FACHE, FAANP, FAAN <https://nursing.osu.edu/sites/default/files/attachments/AANP-Preceptor-Toolkit.pdf>

GAPNA Preceptor Toolkit

<https://www.gapna.org/publications/toolkits>

QSEN Preceptor Resources

<https://qsen.org/new-preceptor-resources/>

Articles and Books

How to be an Efficient and Effective Preceptor by Frances E. Biagioli and Katherine G. Chapelle

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2879074/>

Dunn, H., Lofgren, M. A., Reyes, J., & Dirks, M. (2022). Perspectives, experiences, and opinions precepting advanced practice registered nurse students. *Nursing Outlook*, 70(4), 559-561.

Competency-Based Education

Competency Based NP Education. In 2021, the AACN announced a transition to competency-based learning for nursing at the baccalaureate, master's, and clinical doctorate level. This is a major change in how we think about nursing education.

AACN Essentials, 2021

<https://www.aacnnursing.org/AACN-Essentials>

Competency-Based Nurse Practitioner Education: An Overview for the Preceptor

by Gretchen Schumacher and Kerry Risco

<https://www.sciencedirect.com/science/article/abs/pii/S1555415517306396>

Additional Resources

Cultural Humility and Anti-Bias. The National Institutes of Health (NIH) defines cultural humility as “a lifelong process of self-reflection and self-critique whereby the individual not only learns about another’s culture, but one starts with an examination of her/his own beliefs and cultural identities.” Providing evidence-based, culturally sensitive care to diverse populations is a core value of our School of Nursing and profession.

We encourage all providers to learn more about the intersection of culture and health and consider 1) how structural racism in the US continues to impact individual and population level health outcomes and 2) how we must actively work to decrease implicit bias to provide the highest quality care for all. The following resources might be helpful:

<https://thinkculturalhealth.hhs.gov/>

<https://lms.marphc.pitt.edu/mod/page/view.php?id=195>

<https://ready.web.unc.edu/section-1-foundations/module-8/>

Contact Information

Faculty and staff are available to address any questions, concerns, or issues you may have. Listed below are important contact details at the School of Nursing:

General Phone Number and Email Address

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Rutgers School of Nursing Webpages

Academic Calendar for the Rutgers School of Nursing

<https://scheduling.rutgers.edu/scheduling/academic-calendar>

Center for Professional Development (continuing education opportunities)

nursing.rutgers.edu/ceri

Doctor of Nursing Practice Programs (overview page)

nursing.rutgers.edu/academics/dnp

Rutgers University Libraries Resource Guide (about mobile apps for iPhone, iTouch and Android devices)

libguides.rutgers.edu/MobileDeviceResources

FERPA (student privacy rules and procedures)

<https://uec.rutgers.edu/programs-2/ferpa-student-privacy/>

Reference List

Burns, C., Beauchesne, M., Ryan-Krause, P., & Sawin, K. (2006). Mastering the Preceptor Role: Challenges of Clinical Teaching. *Journal of Pediatric Health Care*, 20(3), 172-183.