



**Division of Advanced Nursing
Practice
Preceptor Handbook
2026-2027**



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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 partners offer our students real-world experiences that inspire and guide them on their journey to becoming advanced practice nurses. The time you spend sharing your 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!

Tracy R. Vitale, DNP, RNC-OB, C-EFM, NE-BC, CNE, FAAN

Associate Dean of Clinical Affairs, Associate Professor, Specialty Director for the DNP Project/DNP Project Courses



Overview of Rutgers School of Nursing

Our History

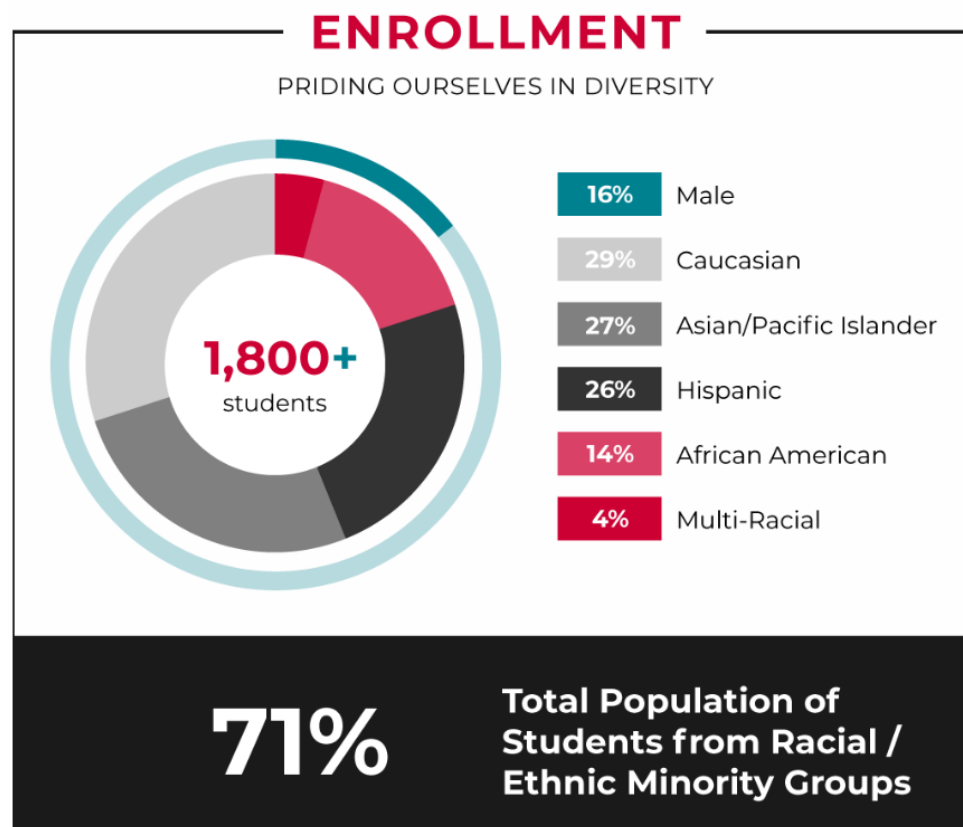
Rutgers School of Nursing (RSON) is one of eight schools within Rutgers Health at Rutgers University, The State University of New Jersey. The School of Nursing emerged through the 2014 integration of Rutgers College of Nursing and the University of Medicine and Dentistry of New Jersey School of Nursing and is part of one of the most influential alliances of academic institutions in the US. Rutgers Health is 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, RSON is committed to excellence in education, research, and evidence-based policy and practice. RSON is home to more than 100 full-time faculty members, 120 staff members, more than 1,900 students, and more than 15,000 alumni, with campus locations in Newark, New Brunswick, and Blackwood, New Jersey. We are proud that our student body is among the most diverse in the country; we are passionately and joyfully dedicated to the lifelong pursuit of being an anti-racist, anti-bias institution.

Our graduate programs are consistently ranked in the top 20 by US News and World Report. For 2026, our Doctor of Nursing Practice (DNP) program ranked #12 and our MSN programs #16 in the nation. We received the 2025 Health Professions Higher Education Excellence and Distinction (HEED) Award from Insight Into

Academia magazine. This award is the only national honor recognizing U.S. health profession schools for their achievements in advancing excellence alongside inclusion and belonging. We have also received the annual Best Schools for Men In Nursing award from the American Association for Men in Nursing for the last eight consecutive years.



Our Mission, Vision, and Program Goals

Mission: Leading the advancement of nursing science, nursing education, health equity for diverse populations, and the translation of science into quality clinical and population-based healthcare.

Vision: Rutgers School of Nursing is a global leader in nursing education, research, and scholarship and an innovator in advancing healthcare that contributes to improved quality of life, health outcomes, and health equity for all individuals, communities, and populations. We are recognized for our holistic approach to equitable, person-centered, and community-involved healthcare.

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

Values: SCARLET

- Service – Commitment to helping others and making a difference.
- Collaboration – Working together to achieve shared goals.
- Accountability – Taking responsibility for actions and outcomes.
- Resilience – Overcoming challenges with determination and adaptability.
- Leadership – Inspiring and guiding others with integrity.
- Excellence – Striving for the highest standards in all endeavors.
- Transparency – Fostering trust through honesty and openness.

Program Outcomes

Our program outcomes are based on the [AACN Essentials](#) and competencies. These outcomes, or goals, differ depending on whether the program is a master's or a doctoral program.

Rutgers School of Nursing MSN and Post-Master's Certificate Program Outcomes	Rutgers School of Nursing DNP Program Outcomes
1. Demonstrate the application and translation of nursing knowledge and ways of knowing from related arts and sciences in the design, delivery, and evaluation of person-centered, population-focused care	1. Integrate evolving scientific knowledge from nursing and other disciplines as the basis for clinical judgement to inform and influence advanced professional nursing practice.
2. Apply evidence-based strategies within diverse populations and systems to promote holistic, evidence-based, person-centered care that is based on a scientific body of knowledge and maximizes health outcomes.	2. Evaluate and lead the implementation of evidence-based strategies within diverse populations to provide person-centered care for individuals, families, organizations, and communities that is holistic, individualized, just, respectful, compassionate, coordinated and developmentally appropriate to maximize health outcomes.
3. Evaluate epidemiologic, ethical, and resource management principles surrounding public policy and engage in collaborative activities with traditional and non-traditional partnerships with diverse stakeholders to promote equitable individual, community, population, and planetary health outcomes.	3. Integrate epidemiologic, ethical, and resource management principles to lead collaborative initiatives that influence public policy, contribute to emergency preparedness, and improve equitable population health outcomes reflective of local, national, and global attributes that contribute to individual, community, organizational and planetary health.
4. Apply and disseminate evidence-based practice derived from the scholarship and discipline of	4. Lead the translation of evidence-based practice methodologies to collect, analyze, synthesize, and

Rutgers School of Nursing MSN and Post-Master's Certificate Program Outcomes	Rutgers School of Nursing DNP Program Outcomes
advanced nursing practice to optimize patient care and improve outcomes in diverse health settings and populations.	disseminate scholarship and knowledge from advanced nursing practice to improve health and transform health care.
5. Design, foster, and advocate for emerging principles of safety and improvement science using data to enhance quality and minimize risk of harm to improve patient, provider, population, and organizational effectiveness.	5. Evaluate and lead organizations and systems using data and emerging principles of safety and implementation science to enhance quality, promote a just culture, mitigate barriers, and minimize risk of harm to improve patient, provider, population, and organizational effectiveness.
6. Model the use of effective communication and collaboration strategies to strengthen the interprofessional team to improve health outcomes.	6. Create and evaluate interprofessional models of care that promote teamwork, foster mutual respect, and incorporate knowledge of the contributions of nursing and other professions to enhance patient and population health outcomes.
7. Apply strategies of systems-based practice to coordinate and lead approaches that improve health outcomes for diverse populations and sustain system effectiveness.	7. Evaluate and develop initiatives to address complex systems of health care to effectively and proactively enhance value, access, quality, and cost-effective care to diverse populations.
8. Analyze and apply information technologies, documentation, data transmission standards, and data models for efficient clinical and administrative communication and decision making aimed at delivery of safe, high-quality outcomes.	8. Critically appraise information technology documentation standards, modeling, and transmission of high quality, reliable data for clinical and administrative decision-making, and delivery of safe, high quality, and efficient services.
9. Develop a sustainable professional identity, including accountability, perspective, collaborative disposition, and comportment which is reflective of nursing's characteristics and values.	9. Cultivate, engage in, and advocate for a sustainable professional nursing identity that incorporates principles of ethics, equity and belonging to promote optimal care outcomes.
10. Contribute to activities that foster resiliency and flexibility that lead to lifelong growth as a person, practitioner, and leader in conjunction with the development of a professional voice used to advocate for and mentor within healthcare.	10. Incorporate practices that foster resiliency, flexibility, and lifelong growth as a person, practitioner, and leader in conjunction with the development of a professional voice, used to advocate for and mentor within healthcare professions, organizations, populations and beyond.



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 Programs
- Adult-Gerontology Acute Care Nurse Practitioner - Family Nurse Practitioner - Family Nurse Practitioner in Emergency Care - Nurse Anesthesia - Nurse-Midwifery - Nursing Leadership** - Pediatric Primary Care Nurse Practitioner - Dual Primary/Acute Care Pediatric Nurse Practitioner - Psychiatric/Mental Health Nurse Practitioner - Dual Women's Health/Nurse Midwifery**	- Adult-Gerontology Acute Care Nurse Practitioner - Family Nurse Practitioner - Family Nurse Practitioner in Emergency Care - Nurse-Midwifery - Pediatric Acute Care Nurse Practitioner - Pediatric Primary Care Nurse Practitioner
	Coming Summer 2027!
	- Nursing Education Technology - Psychiatric-Mental Health
Master's in Nursing Programs	
	Coming Summer 2027!
- Nurse-Midwifery - Nursing Informatics - Nursing Leadership	- Adult-Gerontology Acute Care - Family - Family-Emergency Care - Nursing Education Technology - Pediatric Acute Care - Pediatric Primary Care - Dual Pediatric Acute/Primary Care - Psychiatric-Mental Health

** Admission paused for the Fall 2026 admit cycle

Accreditation

The baccalaureate degree program in nursing/master's degree program in nursing/Doctor of Nursing Practice program, and/or post-graduate APRN certificate program at Rutgers School of Nursing is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 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)
10275 W. Higgins Rd., Suite 906
Rosemont, IL 60018-5603
Phone: 224-275-9130
Fax: 847-728-8128
Email: accreditation@coacrna.org
Website: <https://www.coacrna.org>

Accreditation Commission for Midwifery Education
(ACME)
2000 Duke Street, Suite 300
Alexandria, Virginia 22314
Phone: 703-835-4565
Email: support@theacme.org
Website: www.theacme.org

Practicum Education

Practicum education is an essential component of the professional development of advanced practice nurses, nurse anesthetists, midwives, informaticists, and leaders. During practicum experiences, students apply the knowledge and skills learned in the classroom and simulation instruction to real-world clinical situations. Practicum education includes experiences in clinical and community settings. Specialty courses that include practicum experiences are sequenced throughout the curriculum to help students gain in-depth, advanced knowledge and skills.



Preceptors

Preceptors are the bedrock of our clinical programs. They provide individualized education during practicum experiences by teaching and modeling evidence-based, culturally responsive, person-centric clinical care. Our school, faculty, staff, and students are eager to collaborate with diverse and unique clinical and community partners to educate our students in caring for the current and future health needs of our patients, populations, and systems. Preceptors can be advanced practice providers (NPs, CNM, CRNAs, and, in some cases, 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 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 continuing education programs at RSON, and access the Rutgers library.

Role Expectations

Practicum 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 support preceptors and students to ensure that practicum experiences meet course and program objectives, and informally and formally evaluate students.



Responsibilities

Post-Baccalaureate Master's, DNP, and Postgraduate Certificate programs require students to complete specialty courses comprised of theory and practicum. The number and types of specialty courses, as well as the required practicum hours, vary 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 practicum rotations. Faculty and staff members are always available to answer questions or address concerns.

Prior to the semester, faculty

1. Confirm that preceptor and practicum sites are appropriate to meet the course objectives and expectations for the semester.
2. Confirm student practicum site placement with preceptor and provides appropriate course information (syllabus and course objectives), precepting and other resources.

During the semester, faculty

1. Maintain communication with the preceptor throughout the practicum rotation.
2. Respond to and work to resolve any preceptor or student questions and concerns.
3. Conduct a minimum of two contacts with preceptors during the semester. Preferably, at least one contact is a face-to-face visit with the student and preceptor.
4. Facilitate two (2) practicum evaluations with the student and/or preceptor (mid-semester and final).
5. Review and evaluate/approve student progress, practicum assignments, timesheets, and patient log submissions.
6. Seek preceptor insight when finalizing student practicum evaluation.

At the end of the semester, faculty

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

Preceptors

Preceptors are responsible for:

1. Creating a mutually agreed-upon schedule with the student.
2. Orienting students to the practicum site, including its policies and procedures.
3. Reviewing students' previous professional experience and identify goals moving forward.
4. Reviewing course objectives and providing hands-on experiences that meet course expectations as per the syllabus.
5. Providing supervision during the practicum experience.
6. Acting as role models during the practicum experience.
7. Offering regular and constructive student feedback.
8. Offering additional resources and readings.

9. Verifying student practicum hours.
10. Providing input about student progress to faculty two times per semester (at midterm and final) with attentiveness to clinical competency as outlined in the AACN Essentials and other professional standards.
11. Notifying faculty about any concerns surrounding student performance or professional judgment.
12. Notifying faculty immediately if the student is involved in an adverse event.

Students

Student responsibilities include:

Prior to the start of the semester, students

1. Complete all required clinical clearance procedures.
2. Review course objectives and expectations with preceptors.
3. Review practicum evaluation materials and deadlines (midterm and final) with preceptors.
4. Coordinate practicum schedule with preceptor and share schedule with faculty.

During the semester, students

1. Arrive prepared for the day.
2. Follow practicum site policies and procedures.
3. Maintain excellent communication with the preceptor, site, and faculty.
4. Ensure patient safety and recognize the confidential nature of the practicum experience.
5. Apply didactic course material to the practicum environment, considering best available evidence and patient preference with consideration to social determinants of health.
6. Consult with faculty and preceptors about progress and concerns during the practicum experience.
7. Maintain and submit patient logs and de-identified patient notes for faculty review and evaluation.
8. Record and submit accurate practicum hours.
9. Notify the faculty immediately if the student is involved in an adverse event.

At the end of the semester, students

1. Complete and submit practicum site and preceptor evaluations.



Exxat and Typhon

RSON uses two cloud-based clinical education tracking systems—[Exxat](#) Prism and [Typhon](#). All of our programs use Exxat, except the Anesthesia Program, which uses Typhon. These user-friendly programs are HIPAA- and FERPA-compliant and can be accessed on computers or mobile devices. The system's comprehensive data collection supports ongoing quality improvement efforts and provides essential documentation for accreditation and program evaluation processes. Information and training sessions are offered throughout the semester to ensure any questions are answered.

Exxat is used by students to:

- Document clinical encounters
- Complete preceptor and practicum site evaluations.

Faculty and preceptors use it to:

- Track communication with faculty/preceptors and with students
- Assess student progress
- Evaluate the practicum site

Preceptors are responsible for completing the following activities in Exxat:

- Preceptor Agreements: Review and electronically sign required preceptor agreements before the start of the clinical rotation to confirm participation.
- Timesheet Review and Approval: Regularly review and approve student-submitted timesheets to verify attendance and clinical hours. Timely approval ensures accurate tracking of hours and program compliance.
- Student Evaluations: Preceptors need to complete both:
 - Midterm Evaluation: Provides formative feedback on student progress and identifies areas for improvement.
 - Final Evaluation: Assesses overall student performance and achievement of clinical objectives at the conclusion of the rotation.

Preceptor and Site Evaluation

RSON uses both the Student Instructional Rating Survey (SIRS) end-of-term evaluation and Exxat to evaluate both practicum sites, RSON faculty, and preceptors. These practicum evaluations are reviewed by the academic and placement teams to provide support, investigate any concerns, and determine whether to continue or discontinue use of the site and preceptor. If you have not received the findings from student evaluations, please contact the course faculty.

STUDENTS are invited to rate their preceptors based on the following criteria:

1. Introduced the student to the staff and toured the practicum agency.
2. Explained agency policies and procedures.
3. Assisted the student in identifying goals/needs for each practicum experience.
4. Scheduled time for midterm and final evaluation conferences
5. Modeled high standards of patient/client care.
6. Provided opportunities to observe/participate in the main functions of the advanced practice role.
7. Demonstrated mastery of new knowledge and developments in the advanced practice role.
8. Demonstrated support for the student/student learning.
9. Maintained effective staff relationships to facilitate student practicum experiences.

10. Encouraged the student to assume increasing responsibility throughout the semester
11. Arranged meetings/communicated with the student on a regular basis to discuss progress and/or areas for improvement.
12. Provided written and verbal feedback to students at the midterm and final conferences.
13. Arranged/facilitated learning experiences to meet student goals.
14. Demonstrated comfort in sharing clinical expertise.
15. Was available to the student.

FACULTY are invited to rate preceptors and practicum sites based on the following criteria:

- Preceptor offers students a mix of competencies/skills.
- Preceptor provides timely collaboration/communication to students and faculty.
- Preceptor spends adequate time with students.
- Preceptor efficiently supports students.
- Preceptor provides opportunities for students to be independent.
- Site provides diversity/mix of experiences/patients seen.
- Site provides adequate patient volume.
- Site staff provide student support.
- Site had adequate/necessary resources for students.
- Practicum environment is conducive to learning.
- Practicum environment is conducive to meeting course objectives.



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 of or have come across others, let us know so we can share with others.

Toolkits and Videos

- [American College of Nurse Midwives \(ACNM\) Preceptor Page](#): This web page has been designed for midwifery and nurse practitioner student preceptors. 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.
- General APN [Education Video Resources](#) from NONPF.
- National Organization of Nurse Practitioner Faculties (NONPF) [Preceptor Portal](#) and Clinical Support Hub
- NONPF [FAQs](#) for Preceptor Orientation
- NONPF Preceptor and Faculty Expectation [Checklist](#) (attached as Appendix A)
- NONPF Preceptor Portal [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.
- [Why I precept](#) by the University of Arizona
- [Effective Precepting](#) Video by the University of Arizona
- Precepting the [beginning student](#) by the University of Arizona
- Precepting the [intermediate student](#) by the University of Arizona
- Precepting the [proficient student](#) by the University of Arizona
- GAPNA [Preceptor Toolkit](#)



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.
[https://www.nursingoutlook.org/article/S0029-6554\(22\)00061-6/fulltext](https://www.nursingoutlook.org/article/S0029-6554(22)00061-6/fulltext)

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 levels. This is a major change in how we think about nursing education.

- AACN Essentials, 2021 <https://www.aacnnursing.org/AACN-Essentials>
- Schumacher G., Risco, K. (2017). Competency-Based Nurse Practitioner Education: An Overview for the Preceptor. *The Journal for Nurse Practitioners*, 13(9), 596-602.
<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:

- The Rutgers Health HEALS (Health-Profession Educators Advancing Learning and Scholarship) Academy is a specialized program designed to support, celebrate, and develop health professions educators, scholars, and learner-supporting staff. It fosters teaching innovation and advances scholarship across Rutgers Health.
- Think Cultural Health, [Culturally and Linguistically Appropriate Services \(CLAS\) in Nursing](#).
- Think Cultural Health, [A Physician’s Practical Guide to Culturally Competent Care](#)
- University of Pittsburgh, Mid-Atlantic Regional Public Health Training Center. [Beyond Competence: Aiming for Cultural Humility](#). (You can log in as a guest.)
- American Hospital Association. [Social Determinants of Health Virtual Expedition Modules](#)



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:** Rutgers School of Nursing Division of Advanced Nursing Practice Main Office: (973) 972-7448
- **Tracy R. Vitale**, DNP, RNC-OB, C-EFM, NE-BC, CNE, FAAN, Associate Dean of Clinical Affairs, Associate Professor, Specialty Director for the DNP Project/DNP Project Course: (973) 972-1584
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- **Sherri Lynn Moose**, Program Coordinator: (848) 932-0891
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Rutgers School of Nursing Program Directors

- **Angela Starkweather**, PhD, ACNP-BC, FAANP, FAAN, Dean and Professor, Specialty Director, Adult-Gerontology Acute Care Nurse Practitioner Program: (973) 353-5149
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oonneke@sn.rutgers.edu

- **Laura Mularz**, DNP, MSN, RN, APN, ACNS-BC, NE-BC, CRRN, Clinical Assistant Professor & Nursing Leadership Programs Specialty Director: 973-972-4211
lam466@sn.rutgers.edu
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tom.pallaria@rutgers.edu
- **Margaret Quinn**, DNP, APRN, CPNP-PC, CNE, Clinical Professor, Specialty Director, Pediatric Nurse Practitioner Programs, RU-ANEW Program Director: (973) 972-8536
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- **Julie Blumenfeld**, DNP, CNM, FACNM, FAAN, Program Director for Nurse Midwifery and the Dual Women's Health/Nurse Midwifery Program; Clinical Associate Professor: (973) 972-8517
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- **Hollie Gentry**, DNP, RN, WHNP-BC, CNE Interim Assistant Dean, Entry to Baccalaureate Nursing Practice Division, Program Director, RN-BS Program, Track Coordinator, Women's Health/Gender-Related DNP Program, and Assistant Professor: (973) 353-5894
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Rutgers School of Nursing Webpages

- [Academic Calendar](#) for the Rutgers University and Rutgers School of Nursing
- [Center for Professional Development](#) (continuing education opportunities)
- Rutgers School of Nursing [Doctor of Nursing Practice](#) Programs (overview page)
- Rutgers University Libraries Mobile App subscription [resources](#) (about mobile apps for iPhone, iTouch and Android devices)
- [FERPA](#) (student privacy rules and procedures)
- The [Rutgers Health HEALS](#) (Health-Profession Educators Advancing Learning and Scholarship)

References

- 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.

Appendix A: Checklist for Faculty & Preceptor to Enhance the Nurse Practitioner Student Practicum Experience

In early 2018, the National Organization of Nurse Practitioner Faculties (NONPF) and the American Association of Nurse Practitioners (AANP) collaborated to develop guidance checklists that outlined expectations when establishing practicum rotations for NP students. The Preceptor Expectation Checklist and the Faculty Expectation Checklist include evidence-based suggestions to promote a healthy, ongoing relationship and reduce barriers experienced by the preceptor, NP faculty, or NP student.

Faculty Expectations of Preceptors	
Establishing Practicum Rotation	Completed
Review NP Program policies regarding student placement guidelines.	
Communicate start date and time with student.	
Review documents related to the course (welcome letter, clinical hours requirement, syllabus, course objectives, etc.) and seek clarification, if needed.	
Review Family Educational Rights and Privacy Act (FERPA).	
Orientation	
Orient the student to the site, site policies, EHR, and team prior to the student's patient experiences.	
Discuss course objectives, course requirements, student learning goals, and practicum experience expectations with the student.	
Discuss with student his/her experience/background.	
Outline appropriate tasks, patient cases, and caseload for each practicum day.	
Establish plan for student progression from observing to conducting visits with minimal intervention.	
Practicum Experience	
Model clinical skills and professional/ethical behaviors for student learning.	
Be present to observe all student practicum activities	
Include student as a pertinent part of the healthcare team and encourage interprofessional collaboration between student and other team members.	
Encourage learning using direct questioning methods and allowing reflection on feedback.	
Verify student practicum hours.	
Communication	
Guide, counsel, and encourage active student learning	
Communicate to faculty pertinent feedback regarding student performance and learning progression related to course expectations and requirements.	
Be available for virtual or face-to-face site visits.	
Evaluation	
Complete appropriate evaluation forms at intervals as outlined in course	
Discuss evaluation(s) with student providing constructive feedback on strengths, weaknesses, and a plan for improvement.	
Participate in faculty-initiated plans of remediation, if necessary.	
Completion of Practicum Rotation	
Submission of all documents as outlined in the course.	

Preceptor Expectations of Faculty	
Establishing Practicum Rotation	Completed
Communicate start date and time with preceptor/site point of contact.	
Identify preceptor's preferred method of communication.	
Send documents related to the course (welcome letter, preceptor handbook, practicum hours requirement, syllabus, course objectives, etc.) to preceptor/site point of contact via mail or email.	
Provide preceptor/site point of contact with student's credentials and clinical clearance paperwork.	
Discuss course objectives, course requirements, student learning goals, and practicum experience expectations with the preceptor.	
Orientation	
Provide the contact number/information to the faculty responsible for the student.	
Discuss the purpose, frequency, length, and number of site visits with the preceptor.	
Offer face-to-face or online orientation opportunities addressing adult learning/teaching strategies and how to serve as an effective preceptor.	
Practicum Experience	
Assume primary responsibility of the student throughout the practicum experience.	
Assess student's clinical skills, knowledge and competencies throughout practicum experience and assess for appropriate progression as it relates to course and practicum objectives.	
Support students in connecting knowledge obtained in academic setting with their practicum experiences.	
Review and confirm student practicum hours.	
Communication	
Engage in open communication with preceptor regarding student performance and learning progression related to course expectations and requirements.	
Schedule virtual or face-to-face site visits.	
Evaluation	
Collect and review evaluation forms completed by the preceptor at intervals, as outlined in course requirements.	
Collect and review preceptor evaluation forms completed by the student.	
Discuss evaluation(s) with student providing constructive feedback on strengths, weaknesses, and a plan for improvement.	
Initiate plans of remediation based on evaluations, if necessary.	
Completion of Practicum Rotation	
Review final evaluation submitted by preceptor, as outlined in the course.	
Send preceptor and/or site a thank you letter and/or token of appreciation, per program and/or university policy. Including but not limited to continuing education credits, monetary compensation, adjunct faculty positions, access to school library resources.	
Provide preceptor with documentation of preceptorship for national certification renewal or dossier.	
Provide preceptor with feedback about preceptorship performance based on student evaluation(s).	

Source: NONPF Preceptor Portal. <https://www.nonpf.org/page/PreceptorPortal>

The [article](#) that presented this checklist can be found in the October 2019 issue of *Journal of the American Association of Nurse Practitioners*:

Pitts, Courtney; Padden, Diane; Knestrick, Joyce; Bigley, Mary Beth. A checklist for faculty and preceptor to enhance the nurse practitioner student clinical experience. *Journal of the American Association of Nurse Practitioners*. 31(10):591-597, October 2019. With permission from Wolters Kluwer, publisher of the *Journal of the American Association of Nurse Practitioners*, the checklist is available for you to download.