



Advanced Practice Nursing
Graduate Program
CLINICAL
PRECEPTOR GUIDE

Revised May 2026

Introduction

The University of Cincinnati (UC) College of Nursing (CON) faculty welcomes you to the graduate program clinical experience. We are very pleased to have you with us and anticipate an extremely productive and exciting experience. Thank you for offering your time and attention to our students.

This Preceptor Clinical Guide has been developed to support the clinical education experience. Clinical practicum and internship courses are designed to help students to integrate and apply knowledge gained throughout their didactic coursework in real-world clinical settings. Upon enrollment in a UC CON program, the student's UC malpractice insurance becomes active. Students are responsible for observing all the requirements outlined in this guide. Students should familiarize themselves with the policies, procedures, and clinical practice expectations of each site prior to beginning their clinical work.

During the clinical experience, the student will have a primary UC CON faculty member for the course in which they are enrolled. Faculty will initiate communication with the student and preceptor and are available for consultation as needed. Preceptors and students are likewise encouraged to reach out to course faculty at any time. **If an issue arises that is not progressing toward resolution, all parties involved should promptly contact the course faculty, who will collaborate with the program director as necessary to address and resolve the situation.**

For additional support, please refer to the contact information for the appropriate program director below.

Program	Program Director	Email
Adult-Gerontology Acute Care Nurse Practitioner	Jody Beckington, DNP, APRN, ACNP-BC	beckinjl@ucmail.uc.edu
Adult-Gerontology Primary Care Nurse Practitioner	Kim Mullins DNP, APRN, AOCNP	mullinkk@ucmail.uc.edu
Family Nurse Practitioner	Jason Gregg DNP, APRN, FNP-C	greggjn@ucmail.uc.edu
Family Nurse Practitioner	Jeff Trees DNP, APRN, FNP-C*	treeswm@ucmail.uc.edu
Neonatal Nurse Practitioner	Valerie Moniaci DNP, MSN, RN, APRN	moniacvk@ucmail.uc.edu
Nurse-Midwifery	Cynthia Nypaver, PhD, APRN-CNM, WHNP-BC, FACNM	nypavec@ucmail.uc.edu
Nursing Education	Robyn Stamm, DNP, APRN, CPNP-PC/AC	stammrw@ucmail.uc.edu
Pediatric Acute Care Nurse Practitioner	Robyn Stamm, DNP, APRN, CPNP-PC/AC	stammrw@ucmail.uc.edu
Psychiatric-Mental Health Nurse Practitioner	Lee Tyson, DNP, DMin, APRN-CNP, PMHNP-BC, CARN-AP	tysonrl@ucmail.uc.edu
Psychiatric-Mental Health Nurse Practitioner	Chris Williamitis, PhD, DNP, APRN, PMHNP-BC, FNP-BC, ACNP-BC*	willci@ucmail.uc.edu
Occupational Health Nursing	Beverly Hittle, PhD, RN	neltnebm@ucmail.uc.edu
Public Health Nursing	Tasha Turner-Bicknell, DNP, RN, CPH	turnerta@ucmail.uc.edu
Systems Leadership	Kathy Oliphant, DNP, RN, CNL, NEA-BC	oliphakm@ucmail.uc.edu
Women's Health Nurse Practitioner	Tamara Pavlik-Maus, MSN, WHNP-BC	pavlikta@ucmail.uc.edu

***Assistant Program Director**

MSN and Post-MSN Certificate Program Objectives

The MSN and Post-MSN Certificate program objectives are listed below. By the completion of the program, the student is expected to:

- Integrate research, scholarship, and evidence based practice from nursing and related sciences as a framework for planning holistic care of the patient in various environmental contexts.
- Demonstrate competence in providing and evaluating advanced nursing practice with an emphasis on safety and quality.
- Demonstrate leadership for advanced nursing practice as a member of an interprofessional team within various environmental contexts.
- Design evidence-based clinical prevention and population care and services to individuals, families, and communities.
- Critically appraise evidence in the planning, delivery and evaluation of safe and effective care within various environmental contexts.
- Demonstrate knowledge and skills to promote health and help shape the health delivery system through policy, processes, and advocacy.
- Develop culturally sensitive, ethical, and financially sound comprehensive nursing care to individuals, aggregates, and/or communities.

DNP Program Objectives

The DNP program objectives are listed below. By the completion of the program, the student is expected to:

- Apply concepts related to clinical prevention in developing and evaluating interventions and programs to address health promotion/disease prevention efforts
- Demonstrate leadership for the delivery of ethical, safe, cost-effective, high quality health care through expert collaboration, consultation, analysis, and administration
- Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from clinical information
- Develop quality programs designed to improve health care of individuals, populations, or society through the use of multidisciplinary teams
- Formulate strategies for the development of institutional, local, or national health policy

- Integrate nursing science with knowledge from biophysical, psychosocial, political, economic, organizational, and analytical sciences as the basis for the highest level of nursing practice
- Provide and/or direct exemplary patient care within the scope of practice for the specialty

Administrative Requirements for Preceptors

A major component of advanced practice nursing programs involves the preceptor who will help students complete their clinical requirements. The preceptor provides training, mentorship, and supervision. To gain credit for clinical requirements, each student must identify a preceptor who is qualified to approve and sign off on clinical evaluations as they are performed successfully.

Acceptable preceptors, and clinical sites, cannot be perceived to have a conflict of interest as relates to evaluation of the student. For example, an acceptable preceptor **may not be related to the student, and may not work in the same department as the student (some Pediatric Acute Care Nurse Practitioner students can do clinical in the same unit as they work)**. It is at the discretion of the program director which practicum sites and preceptors are appropriate for clinical courses.

Preceptor Applications

Preceptor applications are to be submitted to the Clinical Site Coordinator three months before the start of the term.

Preceptor Eligibility and Approval Requirements

All preceptors participating in graduate nursing clinical education must meet established professional, licensure, and experiential requirements. The College of Nursing conducts a formal review and approval process to ensure that preceptors possess the qualifications necessary to support student learning and maintain compliance with regulatory and accreditation standards.

Preceptor Vetting and Approval

All preceptors undergo a thorough vetting process to confirm that they meet standards of professionalism, clinical competence, and role alignment with program objectives. Preceptors are approved based on the respective program requirements and individual student learning needs.

As part of the approval process:

- Preceptors must hold an active, unencumbered professional license in their respective disciplines.
 - Licenses reflecting disciplinary actions, restrictions, or sanctions may be subject to additional review to determine the appropriateness of the individual serving in the preceptor role on a case-by-case basis.
 - Preceptors must be licensed to practice in the state where the clinical experience occurs.

Preceptor Education and Certification Requirements

Preceptors must possess appropriate education and professional certification aligned with their area of practice. Minimum requirements include:

- Master's degree or higher in nursing or related field.
- Certification in their area of clinical practice, where applicable.

Examples include:

- Nurse Practitioner (NP) – Certification through
 - American Nurses Credentialing Center (ANCC)
 - American Academy of Nurse Practitioners Certification Board (AANPCB)
 - Pediatric Nursing Certification Board (PNCB)
 - American Association of Critical-Care Nurses (AACN)
- Women's Health Nurse Practitioner (WHNP) – Certification through
 - National Certification Corporation (NCC)
- Certified Nurse Midwife (CNM) – Certification through
 - American Midwifery Certification Board (AMCB)
- Physicians (MD or DO) with expertise relevant to the student's clinical specialty

- Psychiatric-Mental Health Nurse Practitioners (PMHNP) or other licensed professionals authorized to practice psychotherapy when aligned with course objectives
- Other licensed healthcare professionals, such as a Physician Assistant (PA), whose role and clinical expertise align with program requirements and individual student learning needs, when approved by the program director.

Clinical and Professional Experience

To ensure adequate expertise for mentoring graduate-level students, preceptors must:

- Have a minimum of one year of practice experience in their advanced practice role, specialty area, or leadership position.

Nurse Leadership and Administration Preceptors

For students completing leadership or administrative practicum experiences (e.g., Nurse Manager, Director, Chief Nursing Officer):

- Preceptors must hold a Master of Science in Nursing (MSN), or a BSN with a master's degree in another relevant field (e.g., MBA, MHA).
- The preceptor must be at least one administrative level above the student within the organizational structure.

Nurse-Midwifery Preceptors Required Documentation

As part of the approval process, preceptors of Nurse-Midwifery students must:

Submit a current professional resume/curriculum vitae in addition to the preceptor application.

State Boards of Nursing and Accreditation Compliance

All preceptors must meet requirements established by:

- State Boards of Nursing governing the location of the clinical experience
- Program accreditation standards (e.g., Commission on Collegiate Nursing Education (CCNE))
- National certification requirements for the APRN role and population focus

Please note: The UC CON is authorized to have a clinical presence in all states except:

MSN Programs

- Arizona
- Louisiana
- Massachusetts
- New York
- Oregon
- Rhode Island
- Tennessee

Post- Master's Certificate Programs

- Arizona
- Louisiana
- Massachusetts
- New York
- Oregon
- Rhode Island
- Tennessee

BSN-DNP Programs

- Arizona
- Louisiana
- Massachusetts
- New York
- Oregon
- Rhode Island
- Tennessee
- Washington

In addition to the list of states that we do not have authorization or only have partial authorization granted by the respective state board of nursing, there are other limitations regarding clinical activity outside of the approved states that we wish to specifically highlight:

- Students cannot complete clinical activity within a U.S. Territory.
- Students cannot complete clinical activity at a U.S. Embassy.
- Students cannot complete clinical activity in a country outside of the U.S. (unless residing on a military base while the student (or a partner) is serving in the military; additional guidance provided in the below:
 - Only persons serving in the military (or are a military partner) who reside on a military base can complete clinical requirements on the military base outside of the contiguous United States and abroad. The student serving in the military (or the military partner) should confirm that they will have the ability to complete clinical requirements on the military base. Military base contracts can take over 6 months to a year for approval (and approval is not guaranteed). If the military base and the University of Cincinnati are unable to establish a contract with the military base, students would have to delay clinical activity until they return to an approved U.S. state.

If a state regulatory body specifies additional qualifications or limitations for clinical preceptors, those requirements will supersede institutional policy. For example, only certain states permit Physician Assistants (PAs) to serve as clinical preceptors for graduate APRN students. *Please refer to the following section to learn more about PAs serving as a preceptor.*

Physician Assistants (PAs) as Preceptors (Nurse Practitioner and Nurse-Midwifery Students in Select States Only)

Nurse Practitioner Track Students: Minimum Precepted Hours with a Nurse Practitioner

To ensure that students meet program requirements and the individual student learning needs, each Nurse Practitioner track requires that a minimum of 20% of the required clinical hours be completed under the direct supervision of a certified Nurse Practitioner (NP) whose population focus aligns with the student's program of study.

While students may engage in collaborative or interprofessional learning experiences with other qualified healthcare professionals (e.g., physicians, specialists, or other licensed providers), these experiences do not replace the required minimum number of precepted hours with a certified Nurse Practitioner.

Nurse-Midwifery Track Students: Minimum Precepted Hours with a Certified Nurse-Midwife

To ensure that students meet program requirements and the individual student learning needs, the Nurse-Midwifery track requires that a

minimum of 50% of the required clinical hours be completed under the direct supervision of a certified Nurse-Midwife (CNM) or certified Midwife (CM).

While students may engage in collaborative or interprofessional learning experiences with other qualified healthcare professionals (e.g., physicians, nurse practitioners, or other licensed providers), these experiences do not replace the required minimum number of precepted hours with a certified Nurse-Midwife (CNM) or a certified Midwife (CM).

Please note: PAs are only eligible to precept Nurse-Midwifery students for a maximum of 20 hours during their first clinical course (ANW8006 Primary Care and Episodic Illnesses in Women) only, which requires approval of the program director. A PA is not an appropriate preceptor for all other Nurse-Midwifery clinical courses.

In states where Physician Assistants (PAs) are not recognized as eligible APRN preceptors, or where regulatory guidance is not explicitly defined, PA preceptors will not be approved.

States That Permit PAs as Preceptors for Graduate APRN Students

The College of Nursing will consider approval of PA preceptors only in states where the applicable state regulatory board permits PAs to function in this role. The College of Nursing maintains a current list of approved states and preceptor types based on ongoing review of state regulatory requirements. Based on this review, Physician Assistants (PAs) may be considered as preceptors in the following states for Nurse Practitioner and Nurse-Midwifery students:

<u>Arkansas</u>	<u>Michigan</u>
<u>Colorado</u>	<u>Mississippi</u>
<u>Connecticut</u>	<u>Montana</u>
<u>Idaho</u>	<u>North Carolina</u>
<u>Illinois</u>	<u>North Dakota</u>
<u>Kentucky</u>	<u>Texas</u>
<u>Maine</u>	

Telehealth Precepted Clinical Experiences (Graduate APRN Students Only)

Select Graduate APRN tracks (Adult-Gero Primary Care Nurse Practitioner, Family Nurse Practitioner, Nurse-Midwifery, Pediatric Acute Care Nurse Practitioner, Psychiatric-Mental Health Nurse Practitioner, and Women's Health Nurse Practitioner) may permit graduate APRN students to participate in a limited number of telehealth clinical experiences on a case-by-case basis with prior Program Director approval, provided all activities are affiliated with an approved clinical site in accordance with track-specific guidelines and comply with applicable state regulatory body requirements.

Students must be physically located within a U.S. state where the University of Cincinnati College of Nursing is authorized to operate during all telehealth encounters. Participation in U.S.-based telehealth clinical experiences while residing outside of the United States is not permitted (with the exception of students residing on a U.S. military base), and such hours will not be accepted toward program requirements. The student must hold a current, active, unrestricted Registered Nurse (RN) licensure with no restriction(s) or disciplinary action(s) in the state where the patient is located.

All telehealth encounters must be conducted under the supervision of an approved preceptor and align with program learning objectives. The preceptor must hold an active, unencumbered license in their respective field in the state where the patient is located. Additionally, both the preceptor and clinical site must be located in a U.S. state where the University of Cincinnati College of Nursing is authorized by the respective state regulatory body to operate.

The clinical site must utilize a secure, HIPAA-compliant telehealth platform that supports real-time audio and video communication appropriate for clinical education and patient care.

Track-Specific Requirements:

- Adult-Gero Primary Care Nurse Practitioner, Family Nurse Practitioner, and Pediatric Acute Care Nurse Practitioner: Telehealth encounters must include both real-time audio and video. Students are expected to be physically co-located with the preceptor at the approved clinical site during telehealth visits to support direct supervision and clinical learning.
- Nurse-Midwifery and Psychiatric-Mental Health Nurse Practitioner: Telehealth encounters may be conducted with the student located outside of the physical clinical site, provided the student remains connected to the preceptor via secure, real-time video for the duration of the encounter and all other regulatory and site requirements are met.

Professional Environment Expectations:

Students are required to participate in telehealth encounters from a private, secure, and professional environment that ensures patient confidentiality and minimizes distractions. Public or non-secure locations (i.e., coffee shops, shared public spaces) are strictly prohibited. The environment must align with HIPAA standards and reflect professional clinical practice expectations.

Failure to comply with these requirements may result in clinical hours being deemed invalid, which may delay progression and impact program completion.

Critical Requirements

The UC CON can verify that all students have an active HIPAA, Blood Borne Pathogen, Basic Life Support certification and have met the University's Health Service requirements for health profession students in clinical settings, which include titers, immunizations, Flu and TB testing, at the beginning of the term. Students will have also successfully passed a 12- panel drug screen and criminal background check. If verification of a student's compliance status is required, the UC CON, or the student directly, can provide a copy of their compliance summary or letter of good standing.

Students are covered under the University of Cincinnati's comprehensive program of self-insurance and commercially purchased insurance. Upon enrollment in a UC CON program, the student's UC malpractice insurance becomes active. The Clinical Site Coordinator can provide a copy of the insurance verification to the site (if needed).

Preceptor and Student Expectations

Successful clinical experiences are essential to a student's professional growth and rely on thoughtful planning and active collaboration between students, preceptors, faculty, and clinical sites. To support this process, the [Clinical Planning Reference Guide](#) provides critical information on expectations, qualifications, and best practices for all involved. It outlines the roles and responsibilities of each party, helps ensure clinical readiness, and promotes a high-quality, safe, and enriching learning environment. We encourage all participants, especially preceptors and students, to thoroughly review this guide as a foundational tool for effective preparation, clear communication, and a meaningful clinical experience that aligns with academic and professional standards.

Site Agreement

An approved site agreement between the UC CON and each clinical site must be in effect before the start of clinical activity.

Our standard site agreement for all clinical and external experiences and approved by UC's Office of General Counsel will be emailed to the administrative contacts and finalized before the start of clinical activity.

Precepted clinical experiences should only occur within the start and end dates of each individual semester, with the exception of students who receive a satisfactory progress or incomplete grade in a clinical course.

If you have questions regarding the process of clinical site approval, please contact the appropriate Clinical Site Coordinator listed below.

Melissa Joos (melissa.joos@uc.edu or (513) 558-2969):

**Family Nurse Practitioner (MSN Only)
Nursing Education**

Maureen (Mo) Koo (maureen.koo@uc.edu or (513) 558-5290):

**Nurse-Midwifery
Pediatric Acute Care Nurse Practitioner Women's
Health Nurse Practitioner**

Joe Letizia (letizijh@ucmail.uc.edu or (513) 558-3815):

**Occupational Health Nursing
Psychiatric Mental Health Nurse Practitioner Public
Health Nursing
Systems Leadership**

Taylor Soria (brisbite@ucmail.uc.edu or (513) 558-0005):

**Adult Gerontology Acute Care Nurse Practitioner
Adult Gerontology Primary Care Nurse Practitioner
Family Nurse Practitioner (Post-MSN Certificate and BSN-DNP Only)
Neonatal Nurse Practitioner**

Clinical Experiences

During the clinical component of the graduate program, the UC CON professionally insures the student for work as an advanced practice nursing student. In order to ensure that the proper amount of risk management is met, the **student may not:**

- Complete any clinical hours with a preceptor unless the site has a site agreement with the College of Nursing. If the student has any questions about this, please contact a Clinical Site Coordinator.
- Students may not be employed or serve in an advanced practice nursing role in the same clinic or unit where they are completing clinical training as part of their academic program. ***Some specialty tracks may allow students to complete clinical hours in the same unit where they are employed, subject to review and approval by the Program Director.**
- Work with a preceptor with whom they are related.
- Students are permitted to function in the advanced practice nursing role only during designated clinical experiences under the supervision of their preceptor.

ANY VIOLATION OF THE ABOVE POLICIES COULD RESULT IN ACADEMIC DISCIPLINARY ACTION FROM THE UC CON GRADUATE PROGRAM.

Clinical Supervision

It is recommended that the preceptor adjust their level of supervision to the student's level of development. Preceptors are to provide direct supervision of students during the entire clinical experience. As the student demonstrates competency in a given area, the preceptor does not have to be present in the room at the time of consultation but must be on site to provide supervision of the student.

Preceptor resources addressing the below topics are available on our [preceptor webpage](#):

- Building an Effective Learning Environment
- Success as a Preceptor
- Feedback and Evaluation
- Student/Preceptor Problem Resolution
- Optimizing Time with Preceptors

Incident Reporting

Any occurrence involving an incident report, or any situation, in which the student has potential liability, must be reported within 24 hours to the course faculty. The course faculty is responsible for notifying the Program Director of the situation and ongoing progress/resolution. Until the student has discussed the incident with the course faculty, the student is required to refrain from discussing the incident with other students, staff, or adjunct faculty. The student is further advised to avoid making statements while in a highly emotional state. Please seek the advice of the course faculty and Program Director as early as possible.

Clinical Records Documentation

Students are required to maintain accurate and complete records of their clinical experiences within the clinical documentation management system. Clinical records must reflect all activities, hours, and encounters in accordance with program expectations.

Students are expected to uphold confidentiality by using only approved client identifiers and to submit documentation promptly within established deadlines.

At the start of each clinical course, the assigned preceptor and clinical site should be verified in the clinical documentation management system. Timely submission of preceptor application materials supports accurate tracking and compliance.

Preceptors are encouraged to reinforce these expectations and notify the course faculty if concerns about documentation arise.

Clinical Feedback and Evaluation

The College of Nursing is highly invested in the formative evaluation process for students in clinical. The clinical evaluation process is a very important process requiring timely, written, objective documentation. This means:

- It is recommended that each clinical session start with a review of the student's needs for the day, followed by a selection of appropriate clients for the student to examine, and the preceptor's expectations for that clinical session.

- At the end of each day, the expectation is that the preceptor and student conference to review the day, complete any required evaluation forms, and plan for the next session.
- Preceptor, student, and faculty meetings take place throughout the duration of the semester to review student progress and performance in the clinical setting. Students will coordinate the meetings between the course faculty and preceptors at an agreed upon time.
- When the student's clinical evaluations are completed in their entirety and are received by the course faculty, the course faculty will award the student a grade for the course. No grade will be awarded until all evaluations are submitted and all clinical hours are documented.
- Preceptors will validate student clinical hours and complete formative, midterm, and summative/final evaluation(s) in our clinical documentation and evaluation platform as outlined by program requirements of the student's clinical performance.

Feedback

Feedback is critical to student success and learning. Provide the student with anecdotal feedback regularly to improve performance and promote progression in the clinical setting. Feedback should be provided immediately whether offering praise or opportunity for improvement. Consider debriefing at the end of each clinical day. Identify self-directed learning opportunities for the student outside of the clinical setting and set goals for the next clinical day.

Evaluation

Evaluations are deployed by the student twice during the semester using our online evaluation system. The evaluation is a formal assessment of the student's progress in the clinical setting. Consider the feedback you have provided to the student up until this point and whether you have noted progression and improved performance. Use this opportunity to formally identify the student's strengths and areas for improvement. Provide details supporting the evaluation with specific examples if possible. Following the midterm evaluation, set aside time to discuss with the student. Verbally discuss expectations and hold the student accountable for any goals set for the remainder of the semester.

Clinical Courses

Clinical courses are taught through a series of sequential didactic and practicum courses. Each clinical course must be completed in sequence as each course builds on the knowledge and skills of previous learning. Courses are based upon the concepts and theories of adult learning. Clinical requirements for clinical courses are located by program on the [clinical planning webpage](#) (under Program-Specific Information).

Clinical Attendance

Students must follow the attendance, punctuality, and conduct policies of the site of the clinical experience. Clinical schedules are determined in collaboration with the preceptor and should reflect both the site's operational needs and the student's progression requirements. Students are responsible for understanding and complying with any site-specific expectations regarding attendance, breaks, shift duration, and communication protocols. In the event of illness, emergency, or other unforeseen circumstances, students must communicate directly with the preceptor and/or clinical site as soon as possible, following the site's procedures for reporting absences. When appropriate, students should work with their preceptor/site to reschedule missed hours in a timely and professional manner. Students are expected to arrive on time for all clinical experiences. If a delay is unavoidable, students must notify the preceptor and/or site immediately according to site-specific guidelines. All efforts should be made to avoid repeated tardiness, which may be viewed as unprofessional behavior by the site and program faculty. Any missed clinical hours should be addressed in coordination with the preceptor/site and in accordance with course requirements. Flexibility and respect for the preceptor's time and site operations are essential when arranging alternative clinical hours.

Repeated or unexcused absences or tardiness results in:

- Site concerns being reported to the program,
- Remediation requirements,
- or academic consequences, including a failing grade.

Any patterns of concern will be addressed collaboratively by program director/faculty, the student, and, where appropriate, the preceptor/site.

Making up and Completing Clinical Hours Within a Term

Any missed clinical hours should be addressed in coordination with the preceptor/site and in accordance with course requirements. Based upon the course and program, if all required clinical hours are not completed within the term, the student should meet with the respective course faculty and/or program director to discuss the next appropriate steps, which could include a course withdrawal, satisfactory progress grade, or incomplete grade dependent upon individual student circumstances

Clinical Grading

The criteria for successful completion in each clinical course are stated in the corresponding courses' syllabi. Students and preceptors in need of additional clarity regarding the grading criteria should contact the lead faculty for the course. Clinical experiences are evaluated by faculty. Preceptors provide input, but faculty retain responsibility for evaluating performance. In the end, the grade is awarded by the faculty with feedback from the preceptor.