



Graduate Program

**VOLUNTEER CLINICAL  
FACULTY (PRECEPTOR)  
CLINICAL HANDBOOK**

**Revised September 2021**

## Introduction

The University of Cincinnati College of Nursing 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 Volunteer Clinical Faculty (VCF) Clinical Handbook has been developed to help provide information about the educational experience. The practicum and internship courses are those in which the student will learn to integrate all the knowledge gained in the didactic courses. When enrolled in a practicum course, the student's UC malpractice insurance is activated and the student is responsible for observing all the requirements in the VCF (preceptor) Clinical Handbook. It is recommended that the student become familiar with the guidelines or clinical practice at each site prior to beginning clinical work at each location.

During the clinical experience, the student will have a primary UC faculty member for the course in which she/he is enrolled. Faculty will be available as needed and will initiate communication with the student and preceptor. Preceptors and students may also initiate communication with the course faculty as necessary. **If the student is having an issue that is not moving toward resolution, all parties concerned should contact the course faculty.** Course faculty will consult with the program director as needed. Please consult the list below for the corresponding coordinator/director's contact information.

**Adult-Gerontology Primary Care Nurse Practitioner Program Coordinator (AGPC MSN Online):** Kim Mullins DNP, APRN, AOCNP: [Kimberly.Mullins@uc.edu](mailto:Kimberly.Mullins@uc.edu)

**Adult-Gerontology Primary Care Nurse Practitioner Program Coordinator (AGPC MSN On-Campus, AGPC Post-Master's Certificate On-Campus, AGPC BSN to DNP Online):** Christine Colella, DNP, APRN-CNP, FAANP: [Christine.Colella@uc.edu](mailto:Christine.Colella@uc.edu)

**Family Nurse Practitioner Program Coordinator (FNP MSN On-Campus, FNP Post-Master's Certificate On-Campus and FNP BSN-DNP Online):**

Jeff Trees DNP, APRN, FNP-C: [William.Trees@uc.edu](mailto:William.Trees@uc.edu)

**Family Nurse Practitioner Program Coordinator (FNP MSN Online):**

Jason Gregg DNP, APRN, FNP-C: [Jason.Gregg@uc.edu](mailto:Jason.Gregg@uc.edu)

**Family Nurse Practitioner Post-Master's Program Coordinator (FNP Post-Master's Certificate Online):**

Sherry Donaworth, DNP, APRN, ACNP-BC, FNP-BC: [Sherry.Donaworth@uc.edu](mailto:Sherry.Donaworth@uc.edu)

**Nurse-Midwifery Program Director (NMID MSN Online):**

Eva Fried, DNP, WHNP, CNM: [friedev@ucmail.uc.edu](mailto:friedev@ucmail.uc.edu)

**Women's Health Nurse Practitioner Program Coordinator (WMSH MSN Online):** Tamara Pavlik-Maus, MSN, WHNP-BC:

[pavlikta@ucmail.uc.edu](mailto:pavlikta@ucmail.uc.edu)

**Acute Care Pediatric Nurse Practitioner Program Coordinator (ACPNP MSN On-Campus, ACPNP Post-Master's Certificate On-Campus, ACPNP BSN to DNP Online):** Robyn Stamm, DNP, APRN, CPNP-PC/AC: [Robyn.Stamm@uc.edu](mailto:Robyn.Stamm@uc.edu)

**Adult-Gerontology Acute Care Nurse Practitioner Program Coordinator (AGAC MSN On-Campus, AGAC Post-Master's Certificate On-Campus, AGAC BSN to DNP On-Campus):**

Kathleen Ballman, DNP ACNP-BC, CEN: [Kathleen.Ballman@uc.edu](mailto:Kathleen.Ballman@uc.edu)

**Neonatal Nurse Practitioner Program Director (NEON MSN On-Campus, NEON Post-Master's Certificate On-Campus):**

Valerie Moniaci DNP, MSN, RN, APRN: [Valerie.Moniaci@uc.edu](mailto:Valerie.Moniaci@uc.edu)

**Psychiatric Mental Health Nurse Practitioner Program Coordinator (PP Post Master's Certificate Online and PP BSN-DNP Online):**

Lee Tyson, DNP, DMin, APRN-CNP, PMHNP-BC, CARN-AP: [Ronald.Tyson@uc.edu](mailto:Ronald.Tyson@uc.edu)

**Systems Leadership Program Coordinator (formerly referred to as Nursing Administration) (NADM MSN Online and NADM BSN-DNP Online):**

Joan Sevy Majers, DNP, RN, FACHE, CENP, CCM: [Joan.Sevymajers@uc.edu](mailto:Joan.Sevymajers@uc.edu)

## Graduate Objectives

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

- Integrate theoretical perspectives from nursing science and related sciences as a framework for planning holistic care to enhance, modify, or support the health patterns of client systems in various environmental contexts.
- Demonstrate competence in advanced nursing practice with focus on direct and indirect delivery of care and evaluation of outcomes for defined client systems.
- Demonstrate critical thinking and effective communication skills for advanced nursing practice as a part of a multidisciplinary team within various environmental contexts.
- Design programs for defined client systems in health promotion, maintenance, restoration and palliation within a framework of population-focused advanced nursing practice.
- Demonstrate professional roles to operationalize standards of care and to effect change in nursing practice.
- Critically appraise available evidence in the planning and delivery of safe and effective care.
- Participate in the political process to influence health and social policy.
- Demonstrate legal, ethical, and financial accountability from the perspective of advanced nursing practice and within various environmental contexts.
- Exhibit a commitment to excellence in nursing practice and to advancement of the discipline of nursing through engaging in scholarly inquiry.

## Administrative Requirements for Volunteer Clinical Faculty

A major component of the MSN, the Post-Master's Certificate, and BSN-DNP 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, acceptable preceptor **may not be related to the student, and may not work in the same department as the student (some**

**ACPNP students can do clinical in the same unit as they work).** It is at the discretion of the program coordinator which practicum sites and preceptors are appropriate for clinical courses.

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

Volunteer Clinical Faculty (preceptor) applicants will be reviewed for assignment based on the fulfillment of the following mandatory requirements:

- Licensed to practice in the jurisdiction of her/his employment
- Master's degree or higher
- Practitioner certified in her/his field of experience
  - If a WHNP, certification through NCC
  - If a CNM, certified as a nurse-midwife by the ACNM/AMCB
  - If a NP, certification through ANCC, AANP or PNCB (for Pediatrics)
  - If a CNS, education and certification and functioning in CNS role
  - In some circumstances MD / DO
  - *Please note, physician assistants may not precept students*
  - PMHNP (or other professional licensed to practice psychotherapy)
- If a Nurse Administrator (Manager, Director, CNO, etc.), the preceptor must have a MSN, or BSN with at least a Master's degree in another field (i.e. MBA, MHA). *The expectation is that the preceptor is at least one administrative level above the student.*
- Submission of current professional curriculum vitae
- Practicing at least one year in advanced practice/leadership

### **State Boards of Nursing**

The UC College of Nursing has approval to admit students from every state except for the states listed below. The UC Graduate Programs meet requirements for licensure in all other states. It is highly recommended that applicants who reside outside of Ohio contact the appropriate state licensing agency to seek information and guidance before beginning the program. State licensing board contact information can be found on the [National Council of State Boards of Nursing](#) website, and most State Boards of Nursing have a ListServ that allow students to join so that they can be informed about these compliance requirements and processes.

Online Programs that originate in one state, but offer enrollments to students in another state are required to seek state approval. Each state has different requirements and processes which are continuously being updated and sometimes changed.

Please note that as a result of state boards of nursing and the DOE Higher Education regulation changes, the UC College of Nursing does not accept applications for our **online program** from students residing in the following states:

### **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

Students planning to participate in clinical experience in one of the states above should speak with his/her faculty advisor prior to further consideration.

### **Critical Requirements and Malpractice Insurance**

The UC College of Nursing can verify that all students have an active HIPPA, 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.

Students will be covered under the University of Cincinnati's comprehensive program of self-insurance and commercially purchased insurance. The malpractice insurance is in effect during the enrollment of a clinical course. The clinical site coordinator can provide a copy of the insurance verification, to the site (if needed).

### **Preceptor and Student Expectations**

It is recommended that the student and preceptor discuss the following:

- The student's background and skills (developmental level), and areas the student has identified as needing special attention.
- Review the core competencies for their specific specialty area.
- The student's learning style and ways that the student has successfully learned in the past.
- The preceptor's preferred learning style which will be used in the clinical setting
- The need for an orientation period for the student. The length of this orientation will vary depending on the student's familiarity with the setting.
- Any dress requirements (students are required to wear UC picture ID at all times.)
- The best mechanism by which the student communicate with the preceptor if illness or emergency necessitate a missed clinical day.
- The practice guidelines for their specific specialty area.
- The student's clinical schedule and the needs of the site. Include a review of the appropriate didactic requirements and the consequences if this work is not completed in a timely fashion.
- The length of time needed by the student to feel comfortable in the new role will vary greatly. It is up to the individual student and preceptor to design the clinical experience that best meets their needs.
- Discuss how many hours/days per week needed to work with the preceptor to obtain the required clinical hours. Discuss adjustments to the clinical schedule as necessary.
- Any special considerations in dealing with hospital, clinic personnel, or clients.
- Any expectations for attendance at staff meetings, case review, grand rounds or other department functions.
- Off-site conferences do not count towards clinical time.

## Clinical Site Agreement

**An approved agreement between the University of Cincinnati, College of Nursing and each clinical site must be in effect prior to the onset of a student's clinical experience.**

UC can offer a one page **Letter of Agreement** or a six page **Educational Affiliation Agreement** (contract), depending upon the agency requirement. VCF Application Packets should indicate which type of agreement each clinical site will require. Educational Affiliation Agreements (contracts) will be processed as soon as possible.

- Most health care organizations such as hospitals will require an educational affiliation agreement. The UC College of Nursing Graduate Programs has a standard educational affiliation agreement approved by UC's Office of General Council, but many sites prefer to use their own standard educational affiliation agreement.

***Note: The process of getting the educational affiliation agreements approved and executed can take several months so please start the process early.***

Letters of Agreement will be emailed to the preceptor and Educational Affiliation Agreements will be emailed to the administrative contacts before the start of the clinical course.

### **Clinical Site Coordinator Office**

UC College of Nursing - Procter Hall  
3110 Vine Street  
Cincinnati, OH 45221-0038  
Fax: (513) 558-6417

If you have questions regarding the process of clinical site approval please contact the appropriate Clinical Site Coordinator. Please consult the program codes in the introduction for the long-form title of each program.



**Angela (Angie) Gresham (angela.gresham@uc.edu or (513) 558-0005):**

**Adult-Gero Acute Care Nurse Practitioner  
Adult-Gero Primary Care Nurse Practitioner  
Family Nurse Practitioner (Post-MSN Certificate Only)  
Neonatal Nurse Practitioner**

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

**Acute Care Pediatric Nurse Practitioner  
Family Nurse Practitioner (MSN and DNP Only)  
Neonatal Nurse Practitioner**

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

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

**Jalicia Ruttino (jalicia.ruttino@uc.edu or (513) 558-3815):**

**Psychiatric Mental Health Nurse Practitioner Systems Leadership  
(formerly referred to as Nursing Administration)**

## **Clinical Experiences**

During the clinical component of the graduate program, the UC College of Nursing 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 an affiliation agreement or letter of agreement with the College of Nursing. If the student has any questions about this, please contact a Clinical Site Coordinator.
- Work as a practitioner in the same clinic or unit where the student is doing clinical work as a student in his/her education program.
- Work with a preceptor with whom they are related.

When working as a staff nurse, health practitioner student, or practitioner in any setting where the student is known as a student Nurse Practitioner/ Clinical Nurse Specialist, it is the student's responsibility to practice within the scope of the student's nursing license. The student must not assume any additional responsibilities based on the student's enrollment in a graduate program or based on the student's advanced knowledge base.

**ANY VIOLATION OF THE ABOVE POLICIES COULD RESULT IN DISMISSAL FROM THE UC COLLEGE OF NURSING 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.

**Clinical Responsibilities**

In order to maximize outcomes of the clinical practicum, students, preceptors, and course faculty have certain responsibilities that should be demonstrated during the clinical experience. It is through the collaboration and partnership amongst all involved that student's fine-tune their clinical skills and provide strong patient care.

**Responsibilities of the Student:**

- Prepare personal learning objectives for the clinical experience that complement the course objectives.
  - Identify these objectives with measurable outcomes
  - Gain approval of these objectives from the preceptor and the faculty.
  
- Demonstrate responsible professional behavior.
  - Follow the dress code, policies, and procedures of the agency.
  - Be on time for all scheduled clinical experiences.
  - Call in a timely manner if unable to attend clinical experience.
  - Avoid personal use of tablets or cell phones in the clinical setting, only accessing apps which may enhance the clinical learning experience.
  
- Clinical Responsibilities:

- Prepare for clinical experiences.
  - Maintain confidentiality of patients.
  - Perform appropriate assessments of clients.
  - Interpret data obtained from labs, diagnostic tests, and monitoring devices to trend patient condition.
  - Prepare a differential diagnosis list and present patient case to the preceptor.
  - Develop a plan of care for the patient.
  - Recognize emergency situations and make appropriate decisions regarding treatment with preceptor.
  - Perform new or advanced interventions only under the direction of the preceptor and according to agency policies.
  - Provide appropriate health teaching for patients and families specific to disease process or illness.
  - Ensure that preceptor is informed of patient condition.
  - Recommend appropriate referrals for specialty services.
  - Document patient encounters according to agency policy and identify self as a RN, NP student. Have documentation cosigned by preceptor.
  - Communicate effectively with other members of the health care team.
- Maintain a practicum journal which is turned in to the faculty at least three during the semester.
  - Confer with the faculty and preceptor at least twice during the semester regarding progress toward meeting clinical and course objectives.
  - Update progress toward personal learning objectives in each practicum journal using specific examples of achievement.
  - Independently seek learning opportunities in the clinical setting.

### **Responsibilities of the Preceptor:**

- Communicate appropriate policies, procedures, expectations of the agency.
- Assist the student to obtain appropriate identification required by the agency.
- Prepare the agency/staff for the student's arrival and role in the care of clients.
- Be present in the clinical area when students are seeing patients.
- Orient student to the advanced nursing practice role.
- Review and approve student objectives for the experience.
- Provide opportunities to assess patients.
- Review student assessments and validate findings.
- Cosign any documentation according to the policies of the agency.
- Discuss the management of the client.

- Guide the student in the performance of any intervention.
- Guide the student in identifying ways to evaluate the plan of care.
- Assist the student in learning the referral process and the role of the APRN in the health care team.
- Guide the student in suggesting additional readings or other learning opportunities.
- Confer with the faculty and the student at least twice during the semester about student progress.
- Complete a midterm and final evaluation on the student.
- Validate student's time logs biweekly.
- Notify faculty immediately of any student issues or concerns.
- Review and adhere to the Family Educational Rights and Privacy Act (FERPA). See Student & Patient Privacy section at the bottom of this page for more information.
- Review documents related to the clinical course (welcome letter, clinical hours requirement, syllabus, course objectives, etc.) and seek clarification from the respective [faculty program coordinator](#).
- Discuss with student his or her experience/background.

### **Responsibilities of the Faculty:**

- Consider the workspace in your office and which area might best accommodate student learning.
- Keep in mind space in which you can freely offer feedback and address student questions that will not disturb your colleagues.
- Consider your own clinical strengths and weaknesses and how this might affect your teaching style.
- Consider offering the student supplemental readings or identify common disease processes the student should familiarize him/herself with to be successful in the clinical setting.
- Discuss resources or tools the student should bring to the clinical site (e.g, text books or references that are specific to your specialty).
- Explain to colleagues that you are working with a student and request that they consider including your student in possible learning opportunities.
- When questions arise on behalf of the student, encourage him or her to research the answer independently and report back with the findings.

### **Clinical Problem Resolution**

It is vitally important that course faculty be involved in any problem that arises during the clinical experience. As soon as a problem is detected, faculty should be made aware of the problem and should be involved through to the resolution. The course faculty is

responsible for notifying the Program Director of the situation and ongoing progress/resolution. It is also vital that the student's written evaluations reflect the preceptor's concerns.

The students must continue to be present for clinical assignments while the process of problem resolution takes place. Any student who fails to be present for a clinical session, without the expressed written permission of the course faculty will be suspended from the program. In the case of unsafe practices, the preceptor will notify the course faculty who will intervene immediately.

**Preceptors should intervene early and call the course faculty with any concerns. Early intervention increases the chance of a successful resolution of clinical problems. Please document all concerns promptly.**

### **Incident Report**

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.

### **Record Keeping**

The student is required to keep a complete and accurate record of clinical experiences in the clinical management system. Since the student may be asked to pull a chart, it is necessary that the student's record keeping include the client's initials. Students will be required to enter their clinical experiences into the clinical management system using eMedley.

At the beginning of each clinical course, the preceptor and clinical site will be added to the clinical database. Therefore, timely submission of VCF packets are crucial to the clinical record keeping process.

### **Clinical 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.
- If any questions arise about the content of any clinical activity, the student and/or preceptor to the clinical course objectives where specific clinical behaviors are outlined.
- When the student's clinical evaluations are completed in their entirety and are received by the course faculty, the course faculty will give the student a clinical grade for each clinical course. No grade will be awarded until all evaluations are submitted and all clinical hours are documented.
- At the beginning of each clinical course the academic program web page for each specialty will be updated to include the current course syllabus and sample evaluation forms. Preceptors will be notified by the faculty of the frequency that they will need to complete evaluations of student performance.
- Preceptors will be issued login credentials for our online clinical documentation platform. Preceptors will validate student clinical hours and complete formative, midterm, and summative/final assessment as outlined by program requirements of the student's clinical performance. Each preceptor is provided detailed instructions for accessing the platform, completing evaluations, and validating clinical hour entries within the first week 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 following website:  
<https://nursing.uc.edu/admissions-financial-aid/admitted-students/graduate/clinical-planning.html> .

## **Clinical Attendance**

Students are expected to attend all clinical experiences as scheduled by the faculty or preceptor. The number of required clinical hours per week is found in the syllabus for each course. Students unable to attend a scheduled clinical experience due to illness or other reason must notify the preceptor as far in advance as possible.

### **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.