



Graduate Nursing Preceptor Handbook 2025-2026

Dear Valued Preceptor,

Thank you for serving as a preceptor for an Advanced Practice Registered Nurse (APRN) student from American University of Health Science (AUHS) School of Nursing. We know that you are fully engaged in your role as you balance all that comes with the clinical and or administrative responsibilities of your practice setting. You are the key to successful learning experiences, and we sincerely appreciate your partnership.

Participation as a preceptor for the APRN tracks is an essential component of the curriculum. Clinical practice rotations offer a unique opportunity for the graduate nursing student to observe and practice patient care management, nursing education, and leadership roles. Through their participation in the clinical decision-making process, students develop their ability to safely perform clinical problem-solving and learn the value of collaboration among healthcare providers. We believe that the clinical setting is where the synthesis of concepts and application of principles for quality healthcare delivery is achieved. As part of the processes for clinical sites and prospective preceptors, you should have completed the following process:

- **Fully vetted as preceptor based on the preceptor requirements**
 - Submit CV and licensure information to the University
 - Complete interview with the SON program leadership
 - Verification of submitted licensures, certifications and clinical area(s) of expertise and experience
 - Acknowledgement of Roles and Responsibilities of a preceptor
- **Completed the orientation for newly accepted preceptors**

As a preceptor, you will need to complete the following forms:

- Clinical affiliation agreement on file with the University and facility
- Clinical Agreement with the faculty, and students
- Signed "AUHS CLINICAL PLACEMENT PLANNING FORM"
- Signed "Preceptor Acknowledgement of Academic Policies"

Throughout the rotation:

- Sign clinical time logs to validate days/times the student was present at the clinical
- Communicate with faculty and students regarding performance

After the clinical rotation ends:

- Complete evaluation forms regarding student performance
- Meet with the faculty about the student performance for final grades to be completed by the faculty.

We hope the information in this handbook will assist you in your preceptor role. If you have any questions or suggestions, please do not hesitate to contact the nursing leadership at AUHS

Sincerely,

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Mission and Vision of AUHS

American University of Health Sciences (AUHS) is a private Christian-based, minority-serving university of higher education. The University welcomes students of diverse backgrounds and prepares them to make a positive impact on society through the provision of exceptional quality patient-centered care within the context of a global perspective of the human condition.

This mission is accomplished through the creation of a strong and caring academic environment where excellence, diversity, and the development of the entire person—mind, body, and spirit are addressed and where teaching/learning, research, service, and scholarship are valued and supported. Inspired by a strong belief in God and the Christian values of love and caring for humankind, and of justice and respect, the University's core values include a holistic approach to education, promotion of the intellectual, analytical, and critical thinking abilities of its students, evidence-based knowledge, and service to our fellow man, and a commitment to life-long learning.

General Information

The practicum courses provide MSN and post-graduate students the opportunity to apply newly developed skills and relate theoretical content to advanced practice settings across the lifespan. Experiential learning prepares students for the highest level of practice. While the AUHS clinical site coordinator shall arrange for clinical placement, instruction and supervision of the student, students have the option to recommend a suitable location and preceptor for each practicum course. It allows students to enhance communication, teamwork, professionalism, and critical thinking skills. For the nurse practitioner student, it allows them to differentiate primary care needs for patients across the lifespan.

A successful practicum experience requires collaboration among course faculty, students, preceptors, practicum coordinators, and the University. Students, faculty, and preceptors must ensure that practicum hours are not misappropriated or falsely represented during the practicum experience. Practicum hours are intended to facilitate learning and must be focused on helping the student achieve learning goals

Nurse Education Track

Preceptor Qualifications

- Have a master's degree or higher in nursing and competency in a nurse education specialty area (Certified Nurse Educator preferred)
- Hold an active and unencumbered nursing license in the state of California and be employed in a practice or academic setting in California where the student practicum will take place.
- Preceptors can oversee more than one student at a time if the students' practicum hours are on different days.
- Preceptors may not be family members.
- Students may not count work hours in their usual position as practicum hours.

Clinical Hour Requirements

The *Field Teaching Practicum* provides exposure to direct patient-focused education through patient care, evaluation and assessment.

- Graduate students will spend two days (7 hours per day) per week for 11 weeks in their final academic quarter, totaling 150 hours.

Roles and Responsibilities

You agree to accept responsibility for the student for a specified time. Generally, the development of a learning environment for the student would include:

- Patient-focused curriculum design, assessment and evaluation.
- Updates, and implements new and current patient-focused education curriculum to address a broad range of healthcare challenges.
- Act as an adviser and mentor for the students, assisting them in their journey toward becoming a nurse educator in a hospital clinical setting.

Nurse Administration and Leadership Management Track

Preceptor Qualifications

- Have a master's degree or higher in nursing. Preceptors may hold a nursing degree and have an MBA.
- Hold an active and unencumbered nursing license in the state of California and be employed in a practice setting in California where the student practicum will take place.
- Must be working as mid-level nurse managers or nurse leaders/executives.
- Preceptors can supervise more than one student at a time if the students' practicum hours are on different days.
- Preceptors may not be family members.
- Students may not count work hours in their usual position as practicum hours.

Clinical Hour Requirements

The *Field Practicum* provides exposure to nursing administration, leadership, and management principles.

- Graduate students will spend two days (7 hours each day) per week for 11 weeks during their last academic quarter, totaling 150 hours.

Roles and Responsibilities

You agree to accept responsibility for the student for a specified time. Generally, the development of a learning environment for the student would include:

- Knowledge of nursing practices and the health care field in general.
- Qualities of a nurse administrator include being organized, efficient, a good communicator, empathetic, and resourceful.
- Assess and evaluate organizational structure.
- Apply learned administration, leadership, and management principles.
- Perform conflict resolution modalities when conflict arises.
- Human resource management.
- Budget and business decision-making.
- Organizational healthcare policymaking.

Family Nurse Practitioner Track

Preceptor Qualifications

- Have a minimum of a master's degree in nursing and be nationally and board-certified as a family nurse practitioner by either the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP).

- Hold an active and unencumbered nursing license in the state of California and be employed in a practice setting in California where the student practicum will take place.
- Have **at least one year of full-time** clinical experience as a nurse practitioner and be actively practicing in a direct patient care role.
- A medical doctor (MD) or doctor of osteopathy (DO) can also serve as a preceptor for nurse practitioner students, but they must hold an active medical license in the state of California where they practice and where the student practicum will take place.
- Preceptors must work with you in a non-acute primary care setting.
- Clinical practice experiences involve interaction with practitioners and patients to advance patient welfare in real-life practice settings across the lifespan. This includes performing a History and Physical Examination, formulating diagnoses and management plans, and ordering ancillaries to confirm a diagnosis across the lifespan.
- Students may have more than one preceptor throughout the program, but preceptors can only precept one FNP student at a time.
- Preceptors may supervise more than one student during a semester if the students' hours are scheduled on different days.
- Preceptors cannot be family members.
- Students may not count work hours in their usual position as practicum hours.

Clinical Hour Requirements

- FNP Track students will complete at least 750 clock hours during their four clinical rotations. Students will spend approximately 2-3 days (8-10-hour clock hours) per week for 11 weeks each quarter.

Roles and Responsibilities

You agree to accept responsibility for the student for a specified time. Generally, the development of a learning environment for the student would include:

- Perform history and physical examinations.
- Formulate a working diagnosis.
- Order ancillaries and labs for diagnosis confirmation.
- Formulate the proper diagnosis and management based on evidence-based practice.
- Educate the patient and family about the diagnosed disease process.
- Learn the flow of the clinic, including insurance charges, liabilities, and organization in the practice realm.
- Legalities of clinical practice.
- Referrals and collaboration with other members of the healthcare team
- Logistics of prescribing controlled substances
- Third-party billing (prior authorization procedures, days' supply limitations, resolving third-party problems)

The student is expected to consult with the preceptor regarding each patient and to record the visits in a format appropriate to the clinic's standards. At all times, the student will function under the supervision of the preceptor.

Additional considerations to guide you in your decision to precept a family nurse practitioner student:

- Provide sufficient exam rooms so the student may function at a novice pace.
- Provide opportunities for the student to complete history and physical examinations, make a tentative assessment, present orally to you, propose appropriate diagnoses and therapeutic plans, and write up the encounter as part of the permanent chart/record.
- Follow up with the patient to critique the proposed assessment and plan of care.
- Provide an opportunity for the student to observe or participate in the management of any patient who presents a problem of general education interest.
- Guide in the performance of clinical procedures consistent with the student's learning objectives while under the preceptor's supervision.
- Be available for a telephone conversation and or a brief meeting at your clinic with the academic faculty overseeing the student's work sometime during the term to determine student progress.
- Ensure the clinic staff understand that the nurse practitioner student will function as a health care provider and not perform as front or back-office staff.
- A faculty member may, with advance notice, visit your clinic during the time the student is with you. On this visit, the faculty member would like your permission, as well as the patient, to enter the patient's examination room with the student to observe the student's progress. The faculty members would like to listen as the student presents the case to you. Faculty will need a few minutes to confidentially discuss the student's progress with the preceptor

Student Performance Issues

The following are some examples of unsatisfactory and unacceptable behaviors in the practicum setting. Preceptors should report any unsatisfactory behavior to the course faculty immediately.

- Failure to notify preceptor of late attendance to practicum experience.
- Leaving the practicum experience early without the preceptor's approval.
- Failure to be prepared for the practicum experience.
- Failure to dress appropriately for the practicum experience. The student should follow the facility dress code.
- Failure to possess equipment needed for the practicum experience.
- Failure to follow practicum site policy, procedures, and guidelines.
- Violation of patient confidentiality.
- Failure to keep the environment and patients safe.
- Failure to meet moral and ethical standards.
- Failure to protect self from contact with the body fluids of others.
- Inappropriate use of social media.
- Blatant medication errors.

Evaluation Forms

The following evaluation forms enable the clinical preceptor to provide feedback to the student and faculty regarding the student's observed performance in the clinical setting. Additional comments are encouraged. This evaluation form must be completed at the conclusion of the clinical rotation. All preceptor and student documents, including the evaluation forms, can be accessed and completed electronically through CORE® ELMS clinical tracking software. You will be able to access CORE® ELMS via links that will be sent to your email.



PRECEPTOR EVALUATION OF STUDENT

NURSE EDUCATOR & NURSE ADMIN/LEADERSHIP TRACKS

Purpose: This assessment allows the clinical preceptor to give feedback to the student and faculty about a student's observed performance while in the clinical setting.

Student Name:

Course Name/Number:

Preceptor Name:

Date:

Instructions: Please check the number which best indicates your level of agreement or disagreement with the statement. You will be able to access this evaluation electronically through CORE® ELMS via links that will be sent to your email.

	1-Needs Improvement	2-Satisfactory	3- Proficient
1. Articulates the methods, tools, performance measures, and standards related to quality and prepares to apply these principles within an organization.			
2. Translates and integrates scholarship into practice by applying research outcomes within the practice setting, resolving practice problems, and working as change agents to disseminate results.			
3. Utilize informatics and health care technologies to deliver and enhance care and use communication technologies to integrate and coordinate care.			
4. Uses interprofessional collaboration to improve patient and population health outcomes.			
5. Applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning,			

delivery, management, and evaluation of population care.			
6. Practices with advanced knowledge of nursing and relevant sciences background and integrate this knowledge into practice.			
7. Demonstrates practice that includes evidence-based nursing intervention that influences healthcare outcomes for individuals, populations and or systems with the intention to positively impact care.			

Please provide the following feedback:

1. Describe how the student is meeting outcomes.
2. Please provide any suggestions for improvement.

Preceptor information

Print Name: _____ Degree: _____

Signature: _____ Date: _____



PRECEPTOR EVALUATION OF STUDENT

FNP TRACK

Purpose: This assessment allows the clinical preceptor to give feedback to the student and faculty about a student’s observed performance while in the clinical setting.

Student Name:

Course Name/Number:

Preceptor Name:

Date:

Instructions: Please check the number that best indicates your level of agreement or disagreement with the statement based on your judgment of the student's knowledge, skills, and behaviors for his/her stage of training. You will be able to access this evaluation electronically through CORE® ELMS via links that will be sent to your email.

	1-Needs Improvement	2-Satisfactory	3- Proficient
Medical Knowledge: This student			
Exhibits a basic knowledge of pathophysiology and disease mechanisms.			
Exhibits knowledge of Pharmacology as related to practice setting.			
Patient Care / History Taking: This student			
Elicits patient history at a depth that is appropriate for the clinical situation.			
Includes psychosocial and health maintenance/risk factor information as appropriate.			
Patient Care- Physical Examination (including mental status examination): This student			
Performs a physical examination that is thorough, technically accurate and appropriate to the clinical setting.			
Maintains sensitivity to issues of patient privacy, comfort, and dignity during the examination.			
Recognizes and correctly interprets abnormal clinical findings.			

Patient Care- Documentation: This student

Accurately records information in an organized and logical fashion and in a way that is appropriate to the clinical situation (SOAP notes, progress notes, complete H&P, etc.)

Records information that is free of personal bias or inappropriate comments.

Presents information in an accurate, logical, and organized manner

Patient Care- Clinical Problem Solving: This student

Generates an appropriate problem list based on the history and physical findings.

Effectively prioritizes clinical problems

Creates a differential diagnosis relevant to the presenting complaint(s).

Develops a strategy for confirming the diagnosis.

Integrates diagnostic test data with the clinical presentation of the patient.

Formulates a treatment plan appropriate for the diagnosis

Takes an evidence-based approach to patient care

Interpersonal and Communication Skills: This student

Establishes good rapport with patients.

Communicates well with patients, their families, and all members of the healthcare team.

Provides disease-specific information and/or prevention education to patients as appropriate.

Exhibits empathy toward the patient and the patient's perspective.

Communicates in a way that shows sensitivity to cultural and ethnic differences.

Practice-Based Learning and Improvement/Self-directed Learning: This student

Identifies gaps in his/her knowledge and abilities and seeks appropriate solutions			
Demonstrates initiative in supplementing his/her knowledge about patients on the service.			
Demonstrates ability to access current and accurate patient care information using a variety of modalities including texts, journals, lectures, and electronic resources.			

Professionalism/Ethics: This student (please circle Yes or No)

Displays a motivation to learn (teachable).	Yes	No
Is a reliable, responsible, punctual, and well-prepared team member.	Yes	No
Displays professional public demeanor and deportment.	Yes	No
Is honest, trustworthy, and adheres to legal standards.	Yes	No
Manages patient and healthcare team member relationships appropriately.	Yes	No
Respect patients' rights to privacy and confidentiality.	Yes	No
Elicits and respects the point of view and preferences of the patient (autonomy).	Yes	No

Comments on Professionalism:

Overall Summary of the Student's Performance (please discuss with student comments about strengths and provide opportunities for growth and improvement).

Do you have any reservations about the suitability of this student for the practice of advanced nursing and medicine? **Yes** **No**

If yes, please describe below using specific examples to illustrate your concerns.

Preceptor information

Print Name: _____ Degree: _____

Signature: _____ Date: _____



AUHS CLINICAL PLACEMENT PLANNING FORM

STUDENT INFORMATION

Student Name:

Address:

City, State, Zip Code

Email address:

Primary Phone

Secondary Phone

Areas worked as an RN and number of years:

Languages spoken:

COURSE INFORMATION

Course Number:

Term & Year:

Student Signature: _____ Date: _____

PRECEPTOR INFORMATION

Preceptor Name:

Credentials (e.g. MD, DO, NP, CNM):

License(s) Number and Expiration Date(s):

Preceptor Specialty:

Years in current role:

Best phone number to contact:

Email address (required for student evaluations):

Educational background: Medical or advanced nursing degree(s) and year(s) obtained:

Professional experience in the last five (5) years: ***Can include copy of CV**

Additional Licensure and Certifications:

CLINIC/AGENCY PRACTICE INFORMATION

Clinic/Agency Legal Name, group or physician who owns the practice:

Clinical/Agency Address (City, State, Zip Code):

Office Manager Name:

Office Manager Phone number:

Email Address:

- I agree to serve as a preceptor for: _____ (Student Name). I have received, read, and understood the **AUHS Graduate Nursing Preceptor Handbook** including clinical objectives and evaluation of the student indicated in each clinical course. My name and signature below indicate that I agree to abide by the policies and regulations, clinical expectations, and clinical objectives as stated in my preceptor's responsibilities.

Preceptor Name: _____

Preceptor Signature: _____ Date _____

Note: Clinical placement requires a legal contract between the clinical agency/preceptor and AUHS. Completion of this form does not guarantee clinical placement. An Affiliation Agreement will be sent directly to the preceptor/agency for signature by an AUHS representative.

PRECEPTOR ACKNOWLEDGEMENT OF ACADEMIC POLICIES

SIGNATURE AND CONFIRMATION PAGE OF PRECEPTOR HANDBOOK

I _____ HAVE READ AND UNDERSTAND THE AUHS MASTER OF SCIENCE IN NURSING STUDENT PRECEPTOR HANDBOOK INCLUDING CLINICAL OBJECTIVES AND EVALUATION OF STUDENTS INDICATED IN EACH CLINICAL COURSE. MY NAME AND SIGNATURE BELOW INDICATES THAT I AGREE TO ABIDE BY THE POLICIES AND REGULATIONS, CLINICAL EXPECTATIONS, CLINICAL OBJECTIVES AS STATED IN MY PRECEPTOR RESPONSIBILITIES.

PRECEPTOR NAME: _____

PRECEPTOR SIGNATURE: _____ DATE: _____

FACULTY ACKNOWLEDGEMENT

FACULTY NAME: _____

FACULTY SIGNATURE: _____ DATE: _____