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Henry P. Becton College of
Nursing and Allied Health

Advanced Practice Nurse/Nurse Practitioner
Preceptor Manual

2026 Edition

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Welcome & Thank You

On behalf of the Graduate Programs of Henry P. Becton College of Nursing & Allied Health (CoNAH), I thank you for your willingness to serve as a preceptor for our Nurse Practitioner students. We are deeply grateful for your commitment to clinical teaching and mentorship, which are foundational to the preparation of advanced practice nurses.

In your role as a preceptor, you provide the critical bridge between academic preparation and advanced clinical practice. Your guidance allows students to integrate theoretical knowledge with hands-on clinical experience, sharpen clinical reasoning, and develop the professional judgment required for safe, effective, and ethical practice. Through your expertise, modeling of professional standards, and dedication to excellence in patient care, you play a pivotal role in shaping competent, confident, and practice-ready nurse practitioners.

We recognize that precepting requires a significant investment of time, energy, and thoughtful engagement. Your willingness to share your knowledge and clinical insight contributes not only to the success of individual students, but also to the advancement of the nursing profession and the quality of healthcare delivery. We sincerely appreciate your partnership and your ongoing support of the next generation of advanced practice providers.

This preceptor manual has been developed to support you in this important role. It outlines program objectives, preceptor and student expectations, evaluation processes, and required documentation. The information provided is intended to promote clear communication, consistency, and a positive clinical learning experience for both preceptors and students.

Please do not hesitate to reach out to the program faculty with any questions, concerns, or feedback. We value your collaboration and perspective and look forward to working closely with you throughout the clinical rotation.

Thank you again for your leadership, mentorship, and dedication to advanced practice nursing education.

With sincere appreciation,

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I. Overview

Fairleigh Dickinson University (FDU) has long been involved in educating health care professionals to meet the needs of the communities we serve locally, regionally and globally. To build on this longstanding legacy, FDU Health was formed in 2023 to provide a hub for interdisciplinary health care education and training for students pursuing bachelor's, master's and doctoral studies. This comprehensive division, composed of the Henry P Becton College of Nursing and Allied Health (CoNAH), College of Pharmacy and Health Sciences (CoPHS), and the Marion Turpan College of Psychology and Counseling (CoPC), features longstanding programs such as nursing and psychology along with more recently introduced programs such as pharmacy, physician assistant, public health, social work and occupational therapy.

CoNAH Mission

In 2026, The faculty of the CoNAH revised and affirmed the CoNAH mission, which is consistent with the FDU mission:

The College of Nursing and Allied Health educates and trains future health professionals and individuals pursuing healthcare and health-adjacent careers so that they can elevate human health locally, regionally, and nationally. We advance academic excellence through interprofessional and interdisciplinary collaboration and the promotion of critical thinking, information literacy, ethical reasoning, leadership capacity, transcultural understanding, and responsible use of technology. Through didactic education and experiential learning, we prepare graduates to thrive as health professionals, scholars, advocates, leaders, and change agents in evolving healthcare and health-related systems.

APN Nursing Program

The Nurse Practitioner Master of Science in Nursing (MSN) Program prepares students to become advanced practice nurses (APNs) with advanced knowledge and clinical skills for diagnosing and managing common medical conditions in a population specialization. As a Nurse Practitioner, graduates will be qualified to treat clients across a wide array of acute, chronic, and complex health problems, as well as provide guidance for health promotion and disease prevention. Our [Nursing MSN Advanced Practice/Nurse Practitioner](#) offers focused population curricula for:

- Adult Gerontology Primary Care
- Family Primary Care
- Psychiatric-Mental Health Care
- Women's Health Care

Upon completion of the Nurse Practitioner MSN curriculum, the graduate is eligible to take the associated advanced practice nurse practitioner certification examination (i.e., ANCC, AANP, NCC). Individuals with a MSN degree in an advanced practice population focus may also go on to earn a Postgraduate Certificate in another area of population focus (see [Advanced Practice Nursing Postgraduate Certificate](#)).

Program Outcomes

CoNAH has identified nursing program outcomes that are consistent with several guiding documents, including *AACN Essentials*; *NLN Core Competencies*; *ANA Scope and Standards of Practice*; *ANA code of Ethics*; *QSEN Competencies*; *AONL Nurse Leader Core*; and *Healthy People 2030*. Our curriculum supports the achievement of the end-of-program student learning outcomes and role-specific competencies for each degree level.

MSN End-of-Program Student Learning Outcomes are described in the table below:

Knowledge, Science & Scholarship	Apply disciplinary theory and knowledge, as well as knowledge from the arts and humanities, natural and social sciences, and other disciplines, to support role-specific judgment.
Person-Centered Care	Synthesize data as a basis for providing role-specific care/care coordination, and for evaluating the outcomes of care.
Quality, Efficiency & Safety	Use informatics processes and communication strategies that contribute to a culture of patient safety.
Interprofessional Teamwork	Practice self-assessment to mitigate conscious and implicit biases toward patients/clients and members of the interprofessional team.
Population Health	Promote processes that enhance healthcare access, relevance, and effectiveness to mitigate health disparities.
Personal, Professional, and Leadership Development	Demonstrate a sustainable professional identity that includes accountability, critical thinking, and the capacity for leadership and mentorship.

These competencies are intentionally integrated throughout the curriculum and are systematically developed over **four clinical practicum courses** spanning **four consecutive semesters**.

Standards Alignment

CoNAH's MSN program and postmasters certificate align with:

- American Association of Colleges of Nursing (AACN) Core competencies
- National Organization of Nurse Practitioner Faculties (NONPF) Role core competencies
- NJ State Board of Nursing regulations
- Accreditation Commission for Education in Nursing (ACEN) Standards and Criteria

II. Academic Program & Courses Descriptions

Prior to entering the first clinical practicum, all APN students have successfully completed the **3Ps**: Advanced Pathophysiology, Advanced Pharmacology and Advanced Health Assessment. Clinical courses are intentionally designed in a sequential manner, with each course building upon the knowledge, skills, and clinical competencies developed in preceding coursework to ensure progressive mastery and safe application in practice. Clinical courses for each track and the number of supervised direct care hours required in each are described below:

Adult Gerontology Primary Care

- Adult Gerontology Clinical 1 (Spring) – 200 hours
- Adult Gerontology Clinical II (Summer) – 150 hours
- Adult Gerontology Clinical III (Fall) – 200 hours
- APN Synthesis Clinical IV (Spring) – 200 hours

Family Primary Care

- Adult Gerontology Clinical 1 (Spring) – 200 hours
- Adult Gerontology Clinical II (Summer) – 150 hours
- Family Primary Care: Women & Children Clinical III (Fall) – 200 hours
- APN Synthesis Clinical IV (Spring) – 200 hours

Psychiatric Mental Health Care

- Psych Mental Health Clinical I (Spring) – 200 hours
- Psych Mental Health Clinical II (Summer) – 150 hours
- Psych Mental Health Clinical III (Fall) – 200 hours
- APN Synthesis Clinical IV (Spring) – 200 hours

Women's Health Care

- Adult Gerontology Clinical 1 (Spring) – 200 hours
- Women's Health GYN Clinical 2 (Summer) – 150 hours
- Women's Health OB Clinical 3 (Fall) – 200 hours
- APN Synthesis Clinical IV (Spring) – 200 hours

Course Descriptions

Adult Gerontology Clinical 1

This course will focus on the health care management of adult and geriatric clients in the primary care setting, addressing alterations in health which are frequently encountered and managed by clinicians. The emphasis is on diagnosing and treating common deviations in health using a system-based approach. All aspects of a client's health are examined, from wellness and disease prevention, chronic disease management, regenerative and restorative care to hospice/palliative care. Students will apply this knowledge directly in clinical practice under the guidance of experienced preceptors.

Adult Gerontology Clinical II

This course will continue to focus on the health care management of adult and geriatric clients in the primary care setting, addressing alterations in health which are frequently encountered and managed by clinicians. The emphasis is on diagnosing and treating common deviations in health using a systems-based approach. All aspects of a client's health are examined, from wellness and disease prevention, chronic disease management, regenerative and restorative care to hospice/palliative care. Students will apply this knowledge directly in clinical practice under the guidance of experienced preceptors.

Adult Gerontology Clinical III

This course will continue to present the principles of disease management of adult-gerontology clients in the primary care setting with an emphasis on multimorbidity or complex/multiple chronic health care problems. Management may include care coordination, establishment of effective partnerships, and advocacy among other strategies that improve health outcomes. Students will apply this knowledge directly in clinical practice under the guidance of experienced preceptors.

Family Primary Care: Women & Children Clinical III

This course prepares the Family Nurse Practitioner (FNP) student for the care of infants, children and adolescents, and health care issues specific to women. This course will be divided into two distinct subject areas health management from young infancy to young adults in the primary care setting focusing on common deviations in pediatric health in diverse populations through a family-centered and developmentally appropriate approach; and primary care of women from menarche through the climacteric building upon knowledge of women from the adult health theory and practicum courses.

Women's Health GYN Clinical 2

This course provides theoretical basis and clinical experience for the application of evidence-based practice for the provision of culturally responsive care in the management of gynecological clients across the life span. Emphasis is on etiology, pathophysiology, diagnostic reasoning, clinical decision making, complementary and alternative therapies. A precepted clinical experience will include comprehensive assessment and primary care of gynecological clients

Women's Health OB Clinical 3

This course provides the theoretical basis and clinical experience for the application of evidence-based practice for the provision of culturally responsive care to women during the prenatal, and post-natal periods. It builds on components of diagnostic reasoning and clinical decision making, emphasizing prenatal risk assessment and primary care of the obstetrical client, within the context of the family. The social, behavioral, and cultural aspects of pregnancy as well as the etiology, pathophysiology, diagnosis, complementary, alternative therapies and management of problems during pregnancy will be explored. The precepted clinical experience will include assessment and management of obstetrical clients presenting comprehensive care and/or common complaints of pregnancy.

Psych Mental Health Clinical I

The nurse practitioner student will acquire theoretical and conceptual foundations in advanced practice in psychiatric mental health with an emphasis on theory and its role on the assessment, diagnosis, treatment, and evaluation of diverse populations throughout the lifespan.

Psych Mental Health Clinical II

The nurse practitioner student will build upon theoretical and conceptual foundations of the psychiatric mental health nurse practitioner, emphasizing the assessment, diagnosis, and client and family focused care throughout the lifespan.

Psych Mental Health Clinical III

The nurse practitioner student will strengthen their understanding of the role of the psychiatric mental health nurse practitioner with an emphasis on providing holistic care through assessment diagnosis, treatment, and evaluation of diverse populations throughout the lifespan.

APN Synthesis Clinical IV

This course prepares the advanced practice nurse student for entry into practice. The course will address practice issues including state licensing, marketing and contract negotiation, payment for APRN services, credentialing and collaborative practice agreements, prescriptive authority, and malpractice. At the conclusion of the required review course, students are expected to apply for the certification exam appropriate for their specialty. Through supervised clinical practice, the practicum component of this course will provide students with the opportunity to continue to develop clinical knowledge and skills in their area of specialty. Emphasis is on health promotion, disease prevention, clinical management, and referral in chosen population focus.

III. Preceptors

By serving as preceptors, clinicians not only mentor APN students but also gain professional satisfaction, continued learning, and recognition for their expertise.

Agreement

Designated College staff are responsible for providing all required preceptor and clinical site documentation prior to the student beginning the clinical experience, ensuring that approvals, agreements, and compliance requirements are completed in accordance with institutional and regulatory standards.

Qualifications

Preceptors must:

- Hold an active and unencumbered APRN or MD/DO license
- Have at least 1 year of practice experience
- Practice in the population focus area, in the United States

Responsibilities

A clearly defined preceptor role is essential to helping students develop competency in their advanced practice area and patient population. Preceptors take on the responsibility of guiding students as they build the skills necessary to deliver quality patient care within a clinical environment. This involves learning about each student's strengths and areas for growth through observation and dialogue, helping them establish meaningful clinical goals aligned with practice competencies, presenting appropriate clinical challenges to foster development, addressing any concerns with both the student and faculty, and assessing the student's attainment of advanced-level competencies. Preceptors may also arrange opportunities for students to work alongside colleagues, broadening their learning experiences.

Preceptors agree to:

- Orient the student to the clinical site
- Assist students to identify goals/needs for clinical experiences
- Provide ample opportunities for students to participate in clinical experiences to meet goals/needs
- Supervise patient care activities
- Provide feedback, for example, areas of strengths and improvements
- Review and co-sign documentation as required
- Maintains fair and impartial judgment of student performance
- Complete midterm and final evaluations
- Communicate with faculty when indicated

Concerns & Remediation

If a preceptor has concerns about a student's performance, professionalism, or ability to meet clinical expectations, the preceptor should contact the clinical faculty promptly to discuss the concern and collaborate on appropriate support or intervention.

If a student demonstrates unsafe or potentially harmful clinical practice requiring immediate action, the preceptor should intervene promptly and contact clinical faculty without delay. The student may be removed from patient care activities until the situation is reviewed and appropriate next steps are determined in collaboration with the clinical faculty and program leadership.

Midterm & Final Evaluations

The clinical evaluation process includes both **midterm** and **final** assessment to ensure comprehensive, developmental feedback throughout the clinical rotation. Preceptors will receive a secure link from FDU to complete the clinical evaluation that is initiated by the student through the FDU SoftDocs e-forms system. Open access Softdocs troubleshooting resources are [available here](#). Timely completion of this evaluation supports accurate assessment of student performance and successful progression in the clinical course.

Midterm Evaluation

The midterm evaluation provides an early checkpoint during the clinical experience. Its purpose is to:

- Assess the students' initial performance and integration into the clinical environment.
- Identify strengths, emerging competencies, and areas needing improvement.
- Give the student actionable feedback while there is still sufficient time left in the rotation to grow, adjust, and strengthen skills.
- Allow faculty to intervene early if additional support or remediation is needed.

This evaluation supports ongoing learning and helps ensure the student is on track to meet expected clinical competencies by the end of the term.

Final Evaluation

The final evaluation serves as a summative measure of the student's overall performance. Its purpose is to:

- Document the student's competency level at the completion of the clinical rotation.
- Confirm the student's readiness to progress to the next level of training or toward independent practice expectations.
- Capture growth demonstrated since midterm evaluation.
- Provide faculty with standardized, preceptor verified evidence of the student's achievement of program and certification aligned outcomes.

Together, the midterm and final evaluations create a balanced system of **formative** (midterm) and **summative** (final) assessment. This dual evaluation structure ensures that students receive meaningful feedback during the learning process and that their final performance is accurately and fairly documented at the end of the rotation.

IV. Students

NP students are active participants in the clinical setting and are responsible for engaging in supervised patient care experiences, demonstrating professional behavior, adhering to clinical site policies, and applying evidence-based knowledge while progressing toward established clinical competencies.

Eligibility to Participate in Clinical

Prior to the start of clinical, students are expected to:

- Be in good academic standing
- Complete the 3Ps
- Ensure readiness to participate fully and professionally in the clinical setting
- Complete clinical clearance processes, including:
 - Hold an active and unencumbered RN license
 - Recent satisfactory physical examination
 - Evidence of required immunity and/or disease-free status per [FDU requirements](#)
 - Evidence of current comprehensive health insurance.

Prior to the start of the semester and clinical experience, students are responsible for completing all required clinical documentation which includes but is not limited to:

- E-placement request form
- Any additional documentation as per clinical agency requirements

Student Expectations

- Identifies goals/needs for clinical experiences
- Seeks opportunities to participate in clinical experiences to meet goals/needs
- Manages acute and chronic conditions within population of focus
- Logs all patient encounters through Typhon
- Sees increasing patient volume
- Assumes increasing responsibility (observation to minimum supervision)
- Participates in interprofessional collaboration
- Receives preceptor feedback applying it promptly to improve clinical performance
- Initiates evaluation at midterm and final.
- Arranges for clinical site visit with CoNAH faculty and preceptor
- Demonstrates clinical competence and professional conduct
- Complete additional course-specific requirements as established by faculty

Direct Care Clinical Hour Experiences

Students in the Advanced Practice Nursing/APN Program are expected to complete a minimum of **750 direct care clinical hours**.

Direct care clinical hours are clinical hours in which the student provides care directly to a patient/client under the supervision of an approved faculty member, preceptor, or clinical supervisor. Direct care may occur in person, through approved telehealth modalities, or through a combination of in-person and telehealth encounters, provided that the experience supports achievement of required course, semester, and track-specific competencies.

Direct care clinical hours do **not** include hours spent developing competencies in a skills laboratory, participating in simulation or virtual reality activities, completing standardized patient activities, or conducting community health projects unless the activity includes direct care provided to an actual patient/client under appropriate supervision and has been approved as a clinical experience.

Direct patient care activities include patient/client contact, whether in-person, remote, or virtual, for the purpose of providing care or services. These activities may include assessment, diagnosis, treatment, prevention of disease or injury, health counseling, health support, health promotion, care coordination, and related advanced practice nursing activities.

Approved methods for achieving direct patient care hours may include:

- **In-person clinical care**, in which the student is physically present with the preceptor and patient/client;
- **Telehealth clinical care**, in which the student participates synchronously and remotely with the preceptor and patient/client through approved telehealth technologies, such as internet-based video conferencing, streaming media, store-and-forward imaging when part of an active clinical encounter, or other approved communication technologies;
- **Combined in-person and telehealth clinical care**, in which the student is physically present with the preceptor and participates in remote care of the patient/client.

Direct care clinical hours must be distributed in a manner that prepares the student to provide care to a broad range of patients/clients upon graduation, including patients who may be remote, medically underserved, or receiving care through telehealth technologies.

In addition to completing the required number of direct care clinical hours, students must achieve all required course, semester, and track-specific competencies. Clinical hours alone do not demonstrate competency. Students must ensure that the clinical placement and method of care delivery provide sufficient opportunities to meet required competencies.

Some competencies require in-person patient/client contact and cannot be validly assessed or performed through telehealth. These competencies (i.e., **IN-PERSON REQUIRED**) must be completed while physically present with the patient/client. Some of these competencies may also be practiced with standardized patients during the Spring semester on-site immersion, but practice with standardized patients does not replace required direct patient/client care unless explicitly approved.

Other competencies are reasonably achievable through telehealth when the clinical encounter, supervision, documentation, and patient/client interaction meet program expectations.

Before submitting an e-placement request form, students are expected to review the required semester and track-specific competencies and determine whether the proposed clinical placement and method of care delivery are appropriate. This includes consideration of whether the placement is in-person, fully telehealth-based, or a combination of in-person and clinic-based telehealth. Placement approval is contingent upon track director review and determination that the site/preceptor supports required clinical hours, supervision, patient/client care expectations, and competency achievement.

For PMHNP students, the majority of competencies will be achievable through telehealth. Students MUST assure that in-person competencies are achieved through planned in-person direct care clinical experiences (e.g., Practicum IV).

For FNP, AGPCNP and WHNP students, the majority of competency achievement will require in-person clinical care. Students should anticipate using telehealth only in combined in-person and telehealth clinical care (e.g., calling patient from clinic to follow up on lab test; meeting with remote patient using in-clinic video conferencing system).

V. Clinical Faculty

Clinical faculty are responsible for providing appropriate oversight of students in the clinical setting by ensuring alignment with course objectives, monitoring student performance and professional conduct, maintaining regular communication with preceptors, and intervening as needed to support safe, effective, and ethical patient care. Clinical faculty will communicate with the assigned preceptor at least once during the semester, with the meeting arranged by the student at a mutually convenient date and time. Additional meetings may be arranged as needed.

Clinical faculty will also review students' documentation of patient encounters, with all personal health information deidentified, within the College's clinical documentation platform, Typhon. Clinical faculty will also facilitate the formal evaluation of NP students at midterm and at the end of the semester, incorporating preceptor input to assess student progress and achievement of clinical competencies, with final review and approval of the evaluation conducted by the track director.

VI. Communication with CoNAH

General Contact Information

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VI. Resources for Preceptors

American Association of Colleges of Nursing [Clinical Preceptor Guide](#)

American Association of Nurse Practitioners [Precepting_With_Purpose_eBook.pdf](#)

National Organization of Nurse Practitioner Faculties [Preceptor Portal - NONPF](#)