



UConn | Elisabeth DeLuca School of Nursing

Advanced Nursing Practice & Advanced Practice Nursing
Precepted Practicum Handbook

Academic Year: 2026 – 2027



Title	APN & ANP Precepted Practicum Handbook for Graduate Students
Policy Owner	Elisabeth DeLuca School of Nursing
Applies to	All students who matriculate in AY 2026-2027
Campus Applicability	Storrs
Approved on	August 25, 2026
Effective Date	August 25, 2026
For More Information Contact	Associate Dean of Graduate Studies
Contact Information	Associate Dean of Graduate Studies, Program Support catherine.coviello@uconn.edu
Official Website	Home Elisabeth DeLuca School of Nursing

Table of Contents

Welcome Statement	4
Program Overview	5
Our PRAXIS.....	6
Compliance and Scholarly Integrity	7
Precepted Learning Experiences	7
Experiential Learning Experiences & Requirements	7
Requirements, Milestones and Intensives	8
Requirements and Milestones	8
Intensives.....	9
Professional Engagement Expectations	9
Practicum Hours Expectations	9
Practicum Implementation	10
Practicum and Preceptor Selection.	10
Graduate Nursing Program Clinical Placement Guideline.....	11
Exception Policy for Employed Sites	11
Contractual Site Agreements	11
Preceptor Qualifications & Credentialling	11
Practicum Experience Guidelines	12

AGPCNP & FNP students	12
Acute Care Adult-Gero NP (AGACNP) students	13
Practicum Patient Encounters	14
ACPCNP and FNP Student Experiences Thresholds	15
AGACNP Student Experiences Thresholds	15
Practicum team and responsibilities of members	16
Faculty Expectations	16
Student Expectations	16
Documentation for the Precepted Learning Experience Practicum.....	18
o Patient encounters	18
o Field notes	18
Practicum Course Requirements.....	19
Clinical Evaluation	19
Minimum GPA & Grade Expectations	19
Grading Policy:.....	20
Enrollment Expectations	20
Maintenance of Records.....	20
Graduate School Grievance and Appeals Procedures	21
SON Graduate Program Administration, Faculty and Staff	21
Appendix.....	23

Welcome Statement

Welcome to the Master's Nursing Program at the University of Connecticut Elisabeth DeLuca School of Nursing! We are delighted that you have chosen to pursue your graduate studies with us. This program offers an exciting opportunity to deepen your knowledge, advance your skills, and engage meaningfully with a vibrant academic community.

This handbook is designed to help you navigate your journey through the experiential learning experience, practicum, associated with your specialty track. It outlines key expectations, academic milestones, available supports, and program-specific policies that will guide your success. We encourage you to actively engage with faculty, staff, and peers and to take ownership of your educational and professional development.

We look forward to supporting your growth and celebrating your achievements throughout your time at the Elisabeth DeLuca School of Nursing.

Dr Annette Jakubisin Konicki
Associate Dean of Graduate Studies

Important Contact Information – School of Nursing

Valarie Artigas, DNP, APRN, NNP-BC

Associate Clinical Professor, Neonatal Nurse Practitioner Graduate Track Director

Valarie.artigas@uconn.edu

Kristin Berghoff, DNP, RN, CNL, CNE

Assistant Clinical Professor, Nurse Educator Graduate Track Director, and Interim Nursing Administration & Leadership Graduate Track Director

Kristin.berghoff@uconn.edu

Kristin Bott, DNP, APRN, ACNP-BC

Associate Clinical Professor, Adult-Gerontology Acute Care Nurse Practitioner Graduate Track Director

kristin.bott@uconn.edu

Brenda McNeil, DNP, APRN, FNP-BC

Associate Clinical Professor, Family Nurse Practitioner Program Graduate Track Director

brenda.mcneil@uconn.edu

Annette Jakubisin Konicki, PhD, APRN, ANP-BC, FNP-BC, FAANP, FAAN

Associate Dean of Graduate Studies, Clinical Professor

O: 860-486-2418

annettejk@uconn.edu

Lisa Caruso

Educational Program Coordinator – MS Program

lisa.caruso@uconn.edu

MS-Programs-Coordinator@uconn.edu

Megan McNerney

Verification Specialist

megan.mcnerney@uconn.edu

Program Overview

The Master of Science Program at the University of Connecticut (UConn) Elisabeth DeLuca School of Nursing (SON) prepares exceptional, skilled, visionary nurse leaders who synthesize best evidence and translate it into practice. Our mission is to cultivate the next generation of

nursing clinicians, leaders, scholars and healthcare consumers for the advancement of health among the local, national and global populations.

Key features of the MS program include:

- MS Program Learner Outcomes: Upon completion of course work and all prescribed experiences, our graduates are prepared to:
 - Synthesize appropriate theories from nursing and related fields to respond to emerging health care challenges.
 - Synthesize appropriate scientific findings and theories from nursing and related fields to lead change to improve outcomes.
 - Influence health care policy for the benefit of person, community, nursing, and environment.
 - Demonstrate PRAXIS at an advanced level of nursing in a selected area of concentration.
 - Exert leadership in creating a collaborative and caring health care community.
 - Synthesize best evidence and translate it into practice to creatively improve health care quality and outcomes.
- Accreditation:
 - UConn's School of Nursing degree programs are accredited by the Commission on Collegiate Nursing Education (CCNE).
 - The University of Connecticut is accredited by the New England Commission of Higher Education (NECHE).
- Available tracks:
 - Advanced Practice Nursing graduate students may choose from multiple population options:
 - [Adult-Gerontology Acute Care Nurse Practitioner](#)
 - [Family Nurse Practitioner](#)
 - [Neonatal Nurse Practitioner](#)
 - Advanced nursing practice graduate students may choose from two foci options:
 - [Nursing Administration & Leadership](#)
 - [Nurse Educator](#)

Our PRAXIS

One of the most important aspects for a student to learn early on is the PRAXIS statement that guides our behaviors and actions within the SON. All members of the SON are expected to abide by these principles, and they are part of the student evaluation criteria in many courses.

The philosophy of the School of Nursing is directed by six guiding principles, known as PRAXIS:

- Professionalism in behavior, presentation, and conduct
- Respectful of the richness and diversity of others and of
- Self-Accountability for actions
- eXcellence in scholarship, practice, teaching, and service
- Integrity, inquisitiveness, and innovation,
- Service to the profession and the community

The SON expectations are consistent with behaviors that will be required of students in the clinical setting. Rude or disrespectful behavior, bullying or unprofessional conduct is not tolerated. As a student at UConn Elisabeth DeLuca School of Nursing, this extends to interactions that students have on and off campus as well as through social media. (*SON Policy 1.28 PRAXIS and Professional Code of Conduct*).

Compliance and Scholarly Integrity

Graduate students must uphold the highest standards of academic and scholarly integrity.

- **Academic, Scholarly and Professional Integrity:** [The Graduate School Conduct Policies](#) and [Community Standards](#)
- **Clinical Compliance** - assures students are prepared for their clinical and/or field placements consistent with legal, course and accreditation requirements as well as the mission of the school and program. ([OCPC Home](#) | [Office of Clinical Placement Coordination](#))
- **Authorship, Data Use and Data Protection:** Students should follow SON and disciplinary guidelines for authorship, data management, *HIPPA compliance requirements*, and intellectual property.

Precepted Learning Experiences

Experiential Learning Experiences & Requirements

The *advanced practice nursing* (APN) practicums are comprised of immersion precepted learning experiences to engage the graduate student in quality and varied clinical experiences. The settings of these experiences vary by specialty track. The AGPCNP and FNP experiences occur primarily in settings providing primary care. FNP students provide care

across the lifespan, while AGPCNP students provide care for patients from adolescence through older adult. The AGACNP student experiences focus on those providing higher acuity healthcare, most typically but not limited to inpatient settings. Neonatal practicums are in settings providing care for normal and high-risk infants and families and critically ill high-risk neonates and their families.

The purpose of the nurse practitioner precepted learning practicums is to:

- Integrate the student in the role of nurse practitioner and health care provider
- Allow for application of theory to practice and integration of evidence-based practice
- Develop skills, competency, and expertise in a variety of practice settings across specific population foci
- Meet the course and clinical outcomes in a mentored and nurturing practice environment.

The *advanced nursing practice* (ANP) practicums are comprised of immersion precepted learning experiences to engage the graduate student in quality and varied clinical experiences. The settings of these experiences vary by specialty track. The Nursing Administration & Leadership experiences occur in either inpatient and/or outpatient healthcare settings. The Nurse Educator experiences occur in inpatient, outpatient, and/or academic settings.

The purpose of the ANP precepted learning practicums is to:

- Integrate students into their specialty role in a mentored and nurturing practice environment
- Allow for application of theory to practice and integration of evidence-based practice
- Develop and demonstrate necessary graduate and specialty-specific competencies.

Requirements, Milestones and Intensives

Requirements and Milestones:

The Master of Science program curriculum is guided by the 2026 AACN Essentials (AACN, 2026). All MS Program graduates are expected to achieve the AACN Essential advanced-level competencies.

The advanced practice nursing tracks prepare students for the nurse practitioner role in accordance with the [Consensus Model for APRN Regulation](#): Licensure, Accreditation, Certification and Education (July 2008), [Nurse Practitioner Role Core Competencies](#) (2022), and [Competency Implementation Guide for Nurse Practitioner Faculty](#) (2024).

The **Neonatal Nurse Practitioner** track also follows the nationally identified and recommended procedures found in the National Association of Neonatal Nurse Practitioners' "*Educational Standards and Curriculum Guidelines for Neonatal Nurse Practitioner Programs*" which may be accessed online at [National Association of Neonatal Nurses \(2023\)](#).

Intensives

APRN Track Competency Assessments and Skill Sessions (Intensives)

- All APRN tracks are required to complete the two in-person intensive Competency Assessment and Skills Sessions (CASS).
- The first CASS occurs prior to the start of Practicum I to assess readiness for clinical practicum.
- The second CASS is held in the final Practicum as a summative competency assessment of readiness for novice NP practice.
 - All APRN track graduates must successfully pass the summative competency assessments in the final semester of their MS program.

Advanced Nursing Practice Tracks (NAL & NE)

- Both ANP tracks engage in ongoing competency assessment through paired didactic and practicum courses in the track-specific section of the plans of study.
- Competency assessment occurs through progressive, authentic learning experiences (formative) and/or evaluations (summative), as well as through preceptor assessment of role-specific competency in the practicum setting.

Professional Engagement Expectations

All students are expected to:

- Follow communication protocols and ethical standards,
 - Complete course identified authentication processes within the first seven (7) days of the course.
 - Respond to faculty and course related @uconn.edu emails within two (2) business days.
- Refer to the Student Code of Conduct: [Responsibilities of Community Life: The Student Code | Community Standards](#),
- Refer to the Academic Integrity Policy (*SON Policy 1.28 PRAXIS and Professional Code of Conduct*).

Practicum Hours Expectations

The following requirements must be met using the ratio of 1 academic credit = 85 hours of practicum experience for the tracks in the MS Program:

- **AGACNP, AGPCNP, FNP & NNP:** Each APN Practicum requires 255 hours for a total required 765 clinical hours for the program of study.
- **NAL and NE** Each ANP Practicum is 85-255 hours for a total minimum required 500

clinical hours for the program of study.

Practicum Implementation

Practicum and Preceptor Selection.

Precepted learning experience practicums and assignments are coordinated through the respective Graduate Track Director (GTD). UConn SON has experienced healthcare providers credentialed in the SON who serve as preceptors in a wide range of settings. The GTD makes practicum assignments with available, credentialed preceptors based on the precepted learning experience needs of the students. Student experiences may vary by semester; the GTD assigns the clinical sites and preceptors to assure the depth and breadth of precepted learning experiences needed for the specific track across the practicum courses.

Students are encouraged to network and identify new preceptors and practicum sites. Except where prohibited by state regulation or healthcare organizations (i.e. Hartford Healthcare, Generations), students may self-identify a qualified healthcare provider known to them that is not a current SON credentialed preceptor. The student completes the Student Clinical Placement Table, which initiates the placement approval process. The student returns the completed table, along with their preceptor's credentialing materials, to the Graduate Track Director by email for review and approval (Appendix B). The Graduate Track Director then sends the table to the MS Program Coordinator and the Office of Clinical Placement Coordination (OCPC) (Appendix C).

- "Cold Calling" as a means of identifying preceptors is not encouraged. Many clinical sites and some states have restrictions or guidelines concerning the identification of preceptors.
- Clinical sites such as **Community Health Center, Inc., (CHC, Inc), Generations, Hartford Healthcare & Hartford Healthcare Medical Group** require coordination of preceptors/placement be initiated by the GTD and their respective placement representative.
- Conflict of Interest (COI) avoidance: Students may not do clinical hours in the setting where they or a family member work. Students may not have close friends or family members as a preceptor.

Neonatal Nurse Practitioner graduate track has specific guidelines and requirements. The UConn School of Nursing follows the nationally identified and recommended procedures found in the National Association of Neonatal Nurse Practitioners' *"Educational Standards and Curriculum Guidelines for Neonatal Nurse Practitioner Programs"* which may be accessed online at [National Association of Neonatal Nurses \(2023\)](#). **NNP** students and preceptors are referred to this document for the specific guidelines and requirements.

Graduate Nursing Program Clinical Placement Guideline

To uphold the academic rigor, professional standards and *avoid conflict of interest (COI)*, the SON Graduate Nursing Program students are generally expected to complete clinical hours in units where they are not employed. These guidelines are designed to ensure that clinical experiences provide new learning opportunities, foster professional growth, and avoid conflicts of interest.

Exception Policy for Employed Sites

In individually approved cases, students may be permitted to complete clinical hours at their place of employment, provided the following conditions are met:

- **Distinct Role Separation:** Clinical activities must be clearly differentiated from the student's regular job duties. The clinical experience must offer new learning aligned with the program's objectives.
- **Qualified Preceptorship:** A designated preceptor who is not the student's employment supervisor must oversee the clinical experience.
- **Educational Value:** The site must provide access to appropriate patient populations, procedures, and professional interactions that support the student's practicum/capstone learning goals.
- **Formal Approval Process:** Students must submit a written request detailing the proposed arrangement, with a description of how the experience will meet their graduate track requirements to Graduate Track Director for approval.

All requests are evaluated on a case-by-case basis and approval is not guaranteed.

Contractual Site Agreements

Prior to the start of any precepted learning experience, a *site agreement* must be in place. The site agreement is the written contractual agreement between the SON and the hosting clinical organization. The MS-Program Coordinator coordinates with the Office of Clinical Placement Coordination (OCPC) to facilitate all site contractual agreements and notifies the GTD of the status of the site contractual agreements at the start of each semester. Students may not begin any precepted learning experiences until all onboarding is completed and site agreements executed.

Preceptor Qualifications & Credentialling

APRN Preceptors are licensed clinicians that will supervise, mentor, and educate the APRN student in the range of clinical experiences needed to meet the specific graduate track and MS program objectives. Preceptors for the NP track students may be APRNs or physicians (DO or MD) that are licensed to practice in the state in which the clinical experience will occur. Master's prepared Physician Assistants licensed to practice in the state in which the clinical experience will occur may precept for students in AGACNP, AGPCNP, and Family NP tracks,

not for the NNP track. A mix of preceptors supports an interprofessional experience for the student. “(National Council State Boards of Nursing [NCSBN], 2021; National Task Force [NTF], 2022).

NAL & NE Preceptors are licensed clinicians that will supervise, mentor, and educate the ANP student in a range of clinical experiences needed to meet the program objectives. Preceptors must be licensed to practice in the state in which the clinical experience will occur, have a master’s degree in nursing, and ideally function in either the nurse leader or nurse educator role.

The SON accreditor, Commission on Collegiate Nursing Education (CCNE), the National Taskforce and NCSBN require that all preceptors meet certain requirements. Verification of the preceptor requirements is completed upon approval and assignment by the track director following for credentialing of preceptors with the SON.

Preceptor credentialing includes submission from the preceptor verification of:

- **Certification:** Nurse Practitioner preceptors must be certified by a nationally recognized certifier (i.e. AACN, ANCC, AANP, NCC) in their area of population foci and have a minimum of one year of clinical experience. Physicians and physician assistants must demonstrate board certification in their area of practice. Although not required, certification in the chosen specialty is preferred for preceptors of nurse leader and nurse educator students.
- **Education:** Copy of vitae or resume listing education and graduation from an accredited program.
- **Licensure:** Verification of licensure in the state of clinical practice (i.e. copy of current license as APRN, physician, or physician assistant on file and for NAL & NE preceptors an RN license).

Practicum Experience Guidelines

AGPCNP & FNP students

- AGPCNP & FNP students will have most of their clinical hours providing primary care. Women’s Health experience should include well- woman visits/total woman care (AGPCNP & FNP) and prenatal/post-natal care (FNP students).
- AGPCNP & FNP geriatric experiences may be done during any of the three APN Practicums and should include but are not limited to assisted living, long-term care facilities, and nursing homes.
- Pediatric experiences (*FNP only*) may include but are not limited to family practices, pediatric practices, or school-based health clinics.
- There is no set minimum number of hours per area of experience (pediatric, primary care, or geriatric care); the student is expected to monitor their encounter logs and

negotiate their patient encounters to assure they are gaining experience within their population foci.

Specialty experiences

- At the discretion of the respective Graduate Track Director (GTD), students may complete specialty clinical hours with a specialist preceptor.
 - *Older adults, pediatrics, and Women's Health rotations are sub-populations, not specialties.*
- After review of previous clinical experiences, the GTD will determine the number of hours that may be spent in a specialty rotation on an individual basis.
- AGPCNP students usually may be considered for a specialty rotation in the last two clinical practicum semesters.
- FNP students may be considered for a specialty rotation only in the final semester, which is not to exceed 60 hours (approximately seven (7) clinical days).

Acute Care Adult-Gero NP (AGACNP) students

- AGACNP students will have most of their clinical hours providing acute care. Settings are not specific to hospitals or critical care, may include hospitalist, emergency and specialty practice rotations in areas such as (but not limited to) cardiology, nephrology, pulmonary, and hematology.
- AGACNP specialty experiences will be evaluated and assigned at the discretion of the GTD.
- There is not a set minimum number of hours per area of experience, but the student is expected to monitor their encounter logs to assure they are gaining experience within their population foci.

Neonatal Nurse Practitioner (NNP) students

- All practicum experiences must occur in a Level III or Level IV NICU. These settings provide the breadth and complexity of neonatal care required for NNP education.
- Clinical experiences should align with NNP program objectives and national NNP competencies. Students are expected to progressively develop advanced assessment, diagnostic reasoning, and management skills.
- Delivery room experiences are a required component of experiential learning. Students should actively participate in neonatal stabilization, resuscitation, and management of newborns during the transition from birth.
- Students should seek a diverse range of patient care experiences, including management of critically ill and high-risk neonates across varying diagnoses and levels of acuity.

- Clinical responsibilities should increase progressively throughout the program, with students assuming greater independence in patient assessment, presentation, clinical decision-making, and plan-of-care development under preceptor supervision.
- Interprofessional collaboration and family-centered care are essential components of all practicum experiences. Students should engage with the multidisciplinary team and participate in communication with families.
- Students are expected to maintain accurate and timely clinical documentation and logs in accordance with program requirements.
- Preceptors and students should work together to ensure that clinical experiences provide adequate exposure to neonatal medical management, procedures, rounds, delivery room attendance, and transitional care.

Practicum Patient Encounters (NP students)

- The number of patients a student will be able to see per day/shift depends upon the setting, the acuity of the patient, and the student's level of experience (i.e. APN Practicum I, II or III).
- Students are NOT expected to see every patient on the preceptor's schedule.
 - Using shared decision making, the preceptor and student should select patient encounters that will support meeting the student's personal clinical learning goals. (See negotiating the clinical practicum experience)
- Typically, every patient is a "new patient" encounter for the student, necessitating a longer period for reviewing the patient's history and time with the patient.
- Time is needed for the student to familiarize themselves with the patient's history, medications, and to review evidence-based resources for the best approach to the care of the patient with a particular presentation or diagnosis.

ACPCNP and FNP Student Experiences Thresholds

- PRIMARY CARE PROVISION
- The target minimum number of patients per 8-hour clinical day the student should be seeing is:
 - First clinical semester: 4 per day to start and increase to 6-7 patients per 8-hour clinical day by mid-semester (Max 8 per day at end of semester)
 - Second clinical semester: 6 – 9 patients per 8-hour clinical day, increasing to a max of 9 per day by mid-semester.
 - Third clinical semester: 8 – 12 patients per 8-hour clinical day, increasing to a max of 12 per day by mid-semester.
- The number of patient encounters per day will vary depending on the complexity of the care. Students should discuss this with their clinical faculty and preceptor(s) at the beginning of the semester.
- Patient encounter logs must be congruent with the number of hours logged per day.
 - Example: In an ambulatory clinic setting, a log of only 2 or 3 patient encounters would not support logging an 8-hour clinical day.

AGACNP Student Experiences Thresholds

- ACUTE CARE PROVISION
 - The number of patient encounters in these settings will be variable. By the nature of these complex cases the number seen will be lower than the projections given above.
 - The target number of patients per clinical day should be 1-2 in a critical care setting, 2-4 in less acute settings and four (4) or more if a consult service.

NNP Student Experiences Thresholds

Students advance from supervised assessment and care planning in Practicum I, to increasing clinical independence in Practicum II, and ultimately to management of a full NNP patient assignment with entry-level practice readiness by the completion of Practicum III. Patient assignments in the NICU should be individualized based on patient acuity, complexity, and the student's level of development. Because neonatal patients often require intensive assessment, frequent monitoring, complex clinical decision-making, and multidisciplinary management, the number of patients assigned may be lower than what is typical in other advanced practice settings. As students' progress through the curriculum, expectations should focus on increasing competence, efficiency, and independence rather than patient volume alone.

- Practicum I: Target patient assignment: approximately 4 patients (range 4-6 depending on acuity and unit expectations).

- Practicum II: Target patient assignment: approximately 6 patients (range 6-8 depending on acuity and unit expectations).
- Practicum III: Target patient assignment: approximately 6 patients (range 6-8 depending on acuity and unit expectations).

Practicum team and responsibilities of members

Faculty Expectations

- The Practicum Faculty varies by semester. They are full-time or adjunct faculty who lead the practicum course. The clinical practicum faculty responsibilities include review/grading student documentation, mentoring and evaluating student skill development, communicating with preceptors, and performing practicum site visits. They report student-related issues or concerns to the respective specialty Graduate Track Director.
- The practicum faculty name and contact information is sent to each preceptor at the start of the semester.

Questions and comments should be directed to the practicum faculty members. If a preceptor is unsure who the assigned practicum faculty is or cannot reach the practicum faculty member, the Graduate Track Directors (see list above) can assist.

Student Expectations

Starting and completing the Precepted Learning Experience Practicum

- Students will be knowledgeable about their state Nurse Practice Act and legal scope of practice in the role as student and for their specific population foci.
- (See <http://www.nursingworld.org/statelawandregulation>)
- Students must always act in a professional manner. The guiding principles of *PRAXIS* (**P**rofessionalism, **R**espect, **A**ccountability **eX**cellence, **I**ntegrity and **S**ervice) must be evident in all student activities. This includes but is not limited to communications with faculty/preceptors, scheduling of clinical days, timely attendance at clinical for the full scheduled shift, and notification to preceptors and clinical practicum faculty in advance of any inability to attend a scheduled clinical shift.
- The student is responsible for contacting the preceptor prior to the start of the semester. The MS Program Coordinator notifies the site of the student having met the site agreement requirements (onboarding/clearance). In rare cases, the site will require the student to provide copies of professional documentation (e.g. licensure, resume, proof of immunizations, CPR certifications etc.). The student will need to contact the sites to check on any specific requirements (orientation, ID, parking), and to establish the schedule of clinical days with that preceptor for the semester.

- The student must negotiate the clinical days with the respective preceptor(s); the AGACNP, AGPCNP, FNP, NNP, NAL and NE students enter the selected scheduled dates into the web-based tracking software (CoreElms) at the start of the semester.
 - The student must keep this schedule current, updating it with any changes during the semester.
 - Students may contact and meet with the preceptor before the semester starts.
 - Students should obtain contact information from the preceptor for use in case of a delay in getting to the clinical or a need to be absent.
 - Students will negotiate goals/objectives each semester with the assigned preceptor(s) and clinical practicum faculty.
- Students must be given permission to start clinical practice hours EACH semester.
 - Students will be notified that they are cleared to begin clinical AFTER all clinical clearance documents have been submitted and reviewed as complete and all site agreements have been verified as current.
 1. Please review the clinical clearance documentation checklist for those verifications that the student must submit. (Appendix C)
 2. Students may not begin their clinical hours until they receive this notification.
- Clinical hours must be spread throughout each semester.
 - Hours may begin the first day of the semester.
 - Hours may not be front-loaded and must be scheduled weekly throughout the semester.
 - Hours may not be carried over from one semester to the next.
 - Clinical hours may occur on any day of the week and any time within a 24-hour period (i.e. 24/7 coverage) following the preceptor's schedule.
- Clinical experiences must support the student's population focus.
- Students unable to complete the required clinical hours for the associated practicum course by the end of the semester will be given an "I" (incomplete) grade until all required hours and elements have been completed.
 - This incomplete must be fulfilled prior to the start of the subsequent semester.
 - The student must complete the [Incomplete Course Agreement](#) form, located on the Graduate School website, and submit it to the clinical faculty and respective Grad Track Director for approval.
 - In the final APN and ANP Practicum, the final grade must be entered by the Registrar-identified grade due date to be eligible for the May degree conferral date.
- Students are expected to attend all scheduled clinical days
 - Students are to be on time and complete the full scheduled clinical shift/day.

- o Notifications of being late or absent should be sent to both the preceptor and clinical practicum faculty before it occurs.
- o Students should use the agreed upon method of communication(s) with the preceptor and clinical practicum faculty. This may be email, text, phone calls.
 - o These are elements of professional comportment as addressed in the SON PRAXIS.

Documentation for the Precepted Learning Experience Practicum

- o **Patient encounters (AGACNP, AGPCNP, & FNP students)**
 - *Documentation must be complete within the week the encounter occurred.*
 - Students must log ALL encounters with patients where the student has provided some element of care in a HIPPA-compliant fashion in the web-based tracking system (Core Elms).
 - o Students must include all the required documentation elements as identified in the Core Elms Student User Guide (see attachment within HuskyCT).
 - o This includes if the participation level was any portion of the following: history, physical examination, development/implementation of the plan of care.
 - o Clinical practicum faculty will review these patient encounter documents on a weekly basis and approve/not approve the entry. Not approved entries must be addressed by the student within one week of return by the faculty.
- o **Field notes (NAL & NE students)**
 - *Documentation must be complete within the week clinical hours occurred.*
 - Students must record activities in accordance with the provided rubric.
 - Clinical practicum faculty will review the documentation and provide feedback to students on a weekly basis.
- o **Completed clinical hours (AGACNP, AGPCNP, FNP & NNP students)**
 - *Documentation must be complete within the week the encounter occurred.*
 - o Students are responsible for logging all clinical hours *on the day they occur*.
 - o Clinical hours are those spent in direct patient care (see glossary of terms). *Lunch time, in-service/grand rounds, or course related documentation are not clinical time.*
 - o *Documented clinical hours must be congruent with the number of patient encounters logged.*
 - o CoreElms Reports on clinical hours are submitted to the clinical practicum faculty member at mid & end of semester.
 - o Submit all required clinical documents and review with the assigned clinical practicum faculty in a virtual synchronous meeting at the completion of the APN

Practicum. Typically, this is during the final week of the APN Practicum in the semester.

1. See Appendix D for the End of Semester Documentation Checklist.
 2. Both the student and assigned clinical faculty must sign the attestation that all materials are correct and have been submitted.
- Completed clinical hours (**NAL & NE students**)
 - Documentation must be complete within the week the clinical hours occurred.
 - Students are responsible for logging on clinical hours on the day they occur.
 - Preceptors are responsible for verifying the reported clinical hours.
 - Participate in site visit
 - Each semester the student will coordinate a date with one of their preceptors and the clinical practicum faculty member when the clinical practicum faculty member will perform a site visit. IN more cases, sites visits will be **VIRTUAL**. Some states require **in-person** faculty site visits which will be coordinated by the GTD. Students in multiple sites during a given APN Practicum may not always be visited at every site.
 - All site visits are to be completed by week 9 of the semester.
 - Additional site visits may be scheduled at the discretion of the clinical practicum faculty member.

Practicum Course Requirements

This program maintains the following academic standards, policies and procedures

Clinical Evaluation

- The Clinical Evaluation Tool (in CoreELMS) for the graduate track is scored based on the student's level in the program. The student must achieve a satisfactory evaluation in each of the designated areas on the clinical evaluation tool.
- If the student does not demonstrate satisfactory performance on the designated areas on the evaluation tool for their level in the APN program, they will earn an "unsatisfactory" for the course.
- Students must obtain the status of satisfactory on the clinical evaluation tool to progress in the program.

Minimum GPA & Grade Expectations

- A *cumulative grade point average of 3.0* or above must be maintained in order to earn the Master of Science degree. Students must earn a B (3.0) or better in all nursing graduate courses in order to earn credit toward graduation. If a student

does not earn a B or better on the first try, a collaborative decision between the faculty of record for the course, the advisor, and the student is made to determine if a repeat of the course is appropriate. A graduate nursing student may only repeat one course with a NURS prefix throughout their graduate study. Earning a grade less than B in a second course will result in dismissal from the program. (*SON Policy 1.21 Graduate Courses Grade Expectations*),

- Practicums are graded on a Satisfactory/Unsatisfactory (S/U) basis. All course work must be at a minimum of 83% AND the Clinical Evaluation at a Satisfactory level to earn a Satisfactory grade for the course.

Grading Policy:

- The University has established the following grading policy for [graduate students](#). All intermediate calculations of grades throughout a course will be expressed on a 0.00-100.00 scale and will be recorded to two decimal place precision -e.g., 95.00 or 92.67. Final numeric grades for a course will be based on averaging intermediate grades. Typically, the averaging process will give different weights to different intermediate grades -e.g., exam grades may "count more" than assignment grades. In the conversion of a final numeric grade to a course letter grade, decimal parts below 0.50 will be "rounded down to the closest whole number -e.g., 92.49 becomes 92 and decimal parts at or above 0.50 will be "rounded up" to the closest whole number -e.g., 92.50 becomes 93.

Enrollment Expectations

- Registration is to be completed at least two (2) weeks prior to the start of the semester to assure a seat in a course. (*SON Policy 1.26 Graduate programs registration requirement*)

Maintenance of Records

- Students are to retain the course syllabi and other documents acquired throughout their program as part of their professional portfolio, as these may be needed to pursue other scholarly activities beyond or following program completion. Students have access to MyCreds, an e-portfolio as part of CORE Elms. Graduates retain access to their MyCreds, e-portfolio.
- Students who require accommodations should contact the Center for Students with Disabilities (CSD), Wilbur Cross Building Room 204, (860) 486-2020 or <http://csd.uconn.edu/>. An assessment must be completed each semester by CSD. Once the student is assessed, appropriate accommodations will be

communicated by email to the instructor of record for each course. Only students who complete this process will be granted accommodations.

Graduate School Grievance and Appeals Procedures

- Academic Appeals: Grade appeals, probation/dismissal appeals, and thesis/dissertation committee disputes follow Graduate School policy: [Appeal and Hearing Procedures](#) & [Graduate School Appeal Form](#) .
- Harassment/Discrimination Complaints: Students may contact [Office for Inclusion and Civil Rights](#) for confidential reporting and resolution.
- [Ombuds Office](#) : The University Ombuds Office provides impartial conflict resolution support.

SON Graduate Program Administration, Faculty and Staff

Role	Responsibilities	Contact
Associate Dean of Graduate Studies	Academic & Administrative Operations of graduate programs. (Policies, Procedures)	annette.jakubisin_konicki@uconn.edu
MS Program Coordinator Lisa Carusso	All things clinical-compliance, placements & onboarding	MS-Programs-Coordinator@uconn.edu ; lisa.carusso@uconn.edu
Enrollment Services	Registration, course permission to enroll.	nursingenrollment@uconn.edu
Faculty Advisors	Academic advising, mentoring. Assigned upon admission	Faculty Directory
Office of Clinical Placement Coordination (OCPC)	Compliance, health documents, background clearances	ocpc.compliance@uconn.edu
Student Support Services	Connecting students with resources and supports leading to academic success.	SON Director: chelsea.cichocki@uconn.edu Graduate School Director: kimberly.curry@uconn.edu

Verification Specialist	SON verification for certification or licensure required documents.	megan.mcnerney@uconn.edu
-------------------------	---	--

Appendix A

1. University Graduate Catalog: [2026-27 Graduate Catalog | University of Connecticut Academic Catalog](#)

2. Student Code of Conduct: [Responsibilities of Community Life: The Student Code | Community Standards](#)

3. Curriculum

<https://nursing.online.uconn.edu/#masters>

4. Net Id and listserv

<https://netid.uconn.edu/> & <https://kb.uconn.edu/space/IKB/10726900313/Listserv>

5. Writing resources

<https://writingcenter.uconn.edu/overview-of-grad-support/>

6. Insurance

<https://studenthealth.uconn.edu/fees-insurance/>

6. Academic calendar

<https://registrar.uconn.edu/academic-calendar/>

7. Forms

<https://registrar.uconn.edu/forms/> & [Forms | The Graduate School](#)

8. University of Connecticut Policies

<https://policy.uconn.edu> [Policies and Procedures | The Graduate School](#)

9. UConn Elisabeth DeLuca School of Nursing Policies

[UConn Nursing Student Policies.docx](#)

10. Financial Support

Financial resources for graduate students are listed on our webpage at
<https://nursing.uconn.edu/financial-assistance/>

Appendix B: [Student Clinical Placement Table.docx](#)

Student Clinical Cohort: AY XX-XX(Month 20XX – May 20XX)

Clinical Placements XX XX Track of MS Program

The table below should be completed and emailed as a Word doc attachment ONLY to respective Graduate Track Director

Name:

State of Residence:

Student Contact Info: Address: Phone: Email Address:	Spring/Summer 20XX NURS 5XX9 XX credits = XXX hours	Fall 20XX NURS 5XX9 XX credits = <u>XXX hours</u>	Spring 20XX NURS 5XX9 XX credits = <u>XXX hours</u>
#1 Rotation Name & mailing address of institution (be very specific) Focus: Employee: (yes or no)			
Preceptor name and credentials ☐ CV, ☐ License ☐ Certification Days/week			
Preceptor contact information	Email: Phone number:	Email: Phone number:	Email: Phone number:
Affiliation contract person name and credentials:			
Affiliation contract person information:	Email: Phone number:	Email: Phone number:	Email: Phone number:
#2 Rotation Name & mailing address of institution (be very specific) Focus: Employee: (yes or no)			
Preceptor name and credentials: ☐ CV, ☐ License ☐ Certification Days/week			

Preceptor contact information	Email: Phone number:	Email: Phone number:	Email: Phone number:
Affiliation contract person name and credentials:			
Affiliation contract person information:	Email: Phone number:	Email: Phone number:	Email: Phone number:

Practicum Placement Process

Identification

- Student gathers preceptor and site information.
 - Student requests credentialing documents from each preceptor: resume, professional licensure, and if NP/PA, a copy of national certification.
- Student submits placement plans for review via the Graduate Placement Table document provided by the Graduate Track Director.
- AGPC and FNP students may indicate wanting to be considered for specific CT-based community partners via email to their Graduate Track Director.
- Students are not to independently contact preceptors at Generations or Hartford Healthcare.

Approval

- Graduate Track Director (GTD) reviews the site and preceptor information/credentialing materials.
- GTD determines if proposed placement will provide appropriate experiences for student's required practicum.
- GTD approves or sends back proposed preceptor/site. Student will receive an email notification of disposition and have the opportunity to revise plans, if needed.
- MS Program Coordinator (MS-PC) verifies if an educational site agreement (contract) is in place with the identified site.
 - If no site agreement is in place, MS-PC completes the Office of Clinical Placement Coordination (OCPC) online educational site agreement request form.
- MS-PC communicates the status of the educational site agreement to the appropriate GTD.
- MS-PC enters preceptor and site information in Core ELMS.

Implementation

- MS-PC verifies with site the student(s) attending and dates of placement.
- MS-PC completes any site-required placement requests.
- MS-PC sends student name, email and program of study to site placement coordinator.
- MS-PC verifies site-specific requirements in Core ELMS.
- MS-PC sends orientation information via an email to all preceptors, copying the respective GTD, no later than one week prior to the start of the students' experience(s).

Clearance & Start

- Student completes all University clinical compliance elements and uploads all required documents to American Data Bank (ADB) Complio.
- Student is evaluated by OCPC for compliance with all elements by the identified deadlines prior to the start of the semester in which the experience is to occur.
- Student and MS-PC complete all site-specific requirements in Core ELMS.
- MS-PC sends site-specific requirements and documentation to site.
- MS-PC notifies student, GTD, and student's assigned clinical practicum faculty once the student is "cleared to start" experience.
 - Student MAY NOT start the experience until this clearance email is received.
- Student reaches out to each identified preceptor to establish their schedule with the preceptor and to complete any site-specific requirements prior to the start of the semester in which the experience is to occur.

