

# YSN PRECEPTOR ORIENTATION MANUAL

**YSN Mission Statement:** The ultimate Mission of the Yale School of Nursing is *better health for all people*. We accomplish this by educating each generation of nurse leaders, scholars and practitioners; transforming healthcare practice; and advancing science. Building on the tradition of our Founding Dean, Annie W. Goodrich, the YSN community relates the “adventure of thought to the adventure of action, in touch with the fundamentals of human experience”<sup>1</sup> across local, national and international systems of care. <sup>1</sup> Annie W. Goodrich, 1934

**YSN Value Statement:** The Yale School of Nursing is a community that holds an expansive view of health and believes that access to high quality patient-centered health care is a social right, not a privilege. In our intellectual and clinical work, we value integrity, dignity, rigor, curiosity and excellence. Mindful of our traditions, as well as those of Yale University, we emphasize innovation grounded in creativity and the integration of education, scholarship, practice and policy in service of social justice and health equity. Respect for diversity of thought, ideas, and opinions of others, guides all our work. We value the wise use of resources. We are committed to interprofessional education, research, and practice and mentorship of the next generation of leaders. We strive to create an environment for study that is caring and supports openness and transparency.

## YSN Workplace Values

- Embracing diversity and inclusion as fundamental to our community
- Treating each other with dignity and respect
- Listening thoughtfully and responding respectfully
- Owning our work, following through on commitments, and holding each other accountable

## COMMITMENT TO DIVERSITY, EQUITY, INCLUSION, AND BELONGING (DEIB)

**Acknowledgements.** Yale University acknowledges that indigenous peoples and nations, including Mohegan, Mashantucket Pequot, Eastern Pequot, Schaghticoke, Golden Hill Paugussett, Niantic, and the Quinnipiac and other Algonquian speaking peoples, have stewarded through generations the lands and waterways of what is now the state of Connecticut. We honor and respect the enduring relationship that exists between these peoples and nations and this land. Further, we acknowledge the extensive labor of people who were enslaved in the United States, primarily of African descent. Their exploited labor provided a framework upon which much of this country was built, with little recognition. We recognize the labor of many Black and Brown people whose lives were taken for the benefit of our country.

**YSN DEIB Commitment.** YSN strives to be an inclusive academic environment, which recognizes and encourages diverse perspectives as an expectation in the learning process. YSN welcomes the range of human experiences and social representations of all identities. Students are encouraged to be active participants in the learning process, which includes contributing to discourse in the classroom. YSN faculty, staff, and administration are committed to creating and sustaining a learning environment that equitably supports diverse representation and thought. We all share and belong at Yale and we encourage varying opinions, based on the belief that all students have value and that sharing unique perspectives is an asset to the educational experience. Additionally, we are devoted to fulfilling our role in dismantling systems of oppression that do not align with our commitment to excellence in DEIB. For support related to DEIB, contact the YSN Office of Diversity, Equity, and Inclusion at [ysn.diversity@yale.edu](mailto:ysn.diversity@yale.edu) or (203) 737-6594.

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**Yale University Policy Against Discrimination and Harassment.** Yale University is committed to maintaining a non-discriminatory learning and working environment for students, faculty, and staff. As defined in this policy, Yale prohibits discrimination, harassment, and retaliation. These forms of conduct undermine Yale's mission and its commitment to diversity, equity, and belonging. Yale adopts this policy with a commitment to preventing and addressing discrimination, harassment, and retaliation, consistent with Connecticut and federal law. If you feel that you have been subjected to discrimination or harassment, please contact the YSN Discrimination and Harassment Resource Coordinator, Heather Reynolds, at [heather.reynolds@yale.edu](mailto:heather.reynolds@yale.edu). For more information on Yale's policy against discrimination and harassment, visit the [Office of Institutional Equity and Accessibility website](#).

**Yale University Policy Against Sexual Misconduct.** Yale University prohibits all forms of sexual misconduct. Yale aims to eradicate sexual misconduct through education, training, clear definitions and policies, and serious consequences for policy violations. The University Title IX Coordinator has responsibility for ensuring compliance with Yale's policies regarding sexual misconduct. The University-Wide Committee on Sexual Misconduct (UWC) and the University and Deputy Title IX coordinators address allegations of sexual misconduct. If you feel that you have been subjected to sexual misconduct, please contact the YSN Deputy Title IX Coordinator, Heather Reynolds, at [heather.reynolds@yale.edu](mailto:heather.reynolds@yale.edu). For definitions and other information on Yales policy against sexual misconduct, visit the [Office of the Provost Title IX](#) and the [Office of Institutional Equity and Accessibility](#) websites.

## YSN Programs

### The Graduate Entry Prespecialty in Nursing (GEPN)

The GEPN Program is the first of a three-year, full-time course of study that combines preparation in basic nursing with advanced preparation in a clinical specialty. Recognizing that students arrive to the GEPN program with vast experiences and knowledge outside of nursing, the GEPN curriculum balances both the arts and the sciences in the curriculum and clinical components. Students are offered experiences in acute-care hospital units and community settings to achieve YSN's overall mission of better health for all people. We believe that the integration of preventive and curative practice is key to the education of nurses.

Upon completion of the prespecialty year, students continue with their graduate studies which includes theory, practice, and research. Students are admitted into their designated specialty when accepted into the program. The Certificate in Nursing and a license to practice nursing in Connecticut are the two prerequisites required for the GEPN student to continue with their graduate work to earn their M.S.N. degree. [GEPN Plan of Study](#)

### GEPN Chair

[Laura Kierol Andrews](#), PhD, APRN, ACNP-BC

Associate Professor of Nursing and Chair

Email: [laura.andrews@yale.edu](mailto:laura.andrews@yale.edu)

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## Master of Science in Nursing

Nurses in advanced practice are professionals committed to the delivery and study of high-quality clinical service: responsible, accountable, and with the authority to help shape the health care system of the future.

MSN Chair

[Alison Moriarty Daley](#), PhD, APRN, PPCNP-BC, FAAN

Professor of Nursing and Chair

Email: [alison.moriartydaley@yale.edu](mailto:alison.moriartydaley@yale.edu)

The MSN program of study in the school is viewed as preparation for a variety of leadership roles.

Master's Specialties include:

### Adult/Gerontology Acute Care Nurse Practitioner

The Adult/Gerontology Acute Care Nurse Practitioner (AGACNP) specialty prepares acute care nurse practitioners to assess and manage collaboratively the needs of patients who are acutely and critically ill across the full continuum of adult acute care services.

AGACNP Specialty Director

[Mary-Ann Cyr](#), MSN, DNP, APRN, ACNP-BC

Senior Lecturer and Specialty Director

Email: [mary-ann.cyr@yale.edu](mailto:mary-ann.cyr@yale.edu)

### Adult/Gerontology Primary Care Nurse Practitioner

The adult/gerontology primary care nurse practitioner (AGPCNP) specialty emphasizes the primary care of adults and older adults in a variety of health care settings.

AGPCNP Specialty Director

[Ami Marshall](#), EdD, MSN, APRN

Senior Lecturer and Specialty Director

Email: [ami.marshall@yale.edu](mailto:ami.marshall@yale.edu)

P: (203) 737-5437

### Family Nurse Practitioner

The family nurse practitioner (FNP) program prepares students as nurse practitioners who provide primary care across the lifespan, including pediatrics, adolescents, adults, and older adults within the context of family-centered care.

FNP Specialty Director

[Nicole Colline](#), DNP, FNP-C, MSN, BSN

Senior Lecturer and Specialty Director

Email: [nicole.colline@yale.edu](mailto:nicole.colline@yale.edu)

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## [Nurse-Midwifery](#)

The Nurse-Midwifery (NM) Specialty prepares students as competent nurse-midwives who provide family-centered primary health care.

NM Specialty

TBD

## [Women's Health Nurse Practitioner](#)

The Women's Health Nurse Practitioner (WHNP) program prepares students for the role of a patient-centered primary health care provider who focuses on gender related health care needs.

WHNP Specialty Director

[Tamika Julien](#), DNP, CNM, WHNP-BC, CLC

Senior Lecturer and Specialty Director

Email: [tamika.julien@yale.edu](mailto:tamika.julien@yale.edu)

## [Pediatric Nurse Practitioner - Primary Care](#)

The pediatric nurse practitioner – Primary Care (PNP-PC) specialty prepares graduates for expanded roles in the provision of primary care to children and adolescents across multiple community settings. Evidence-based research and concepts from nursing, pediatrics, and the natural and social sciences provide a foundation for clinical practice.

PNP-PC Specialty Director

[Elizabeth Ann Doyle](#), DNP, APRN, PPCNP-BC, BC-ADM, CDCES

Associate Professor of Nursing and Specialty Director

Email: [elizabeth.doyle@yale.edu](mailto:elizabeth.doyle@yale.edu)

## [Pediatric Nurse Practitioner-Acute Care](#)

The Pediatric Nurse Practitioner-Acute Care (PNP-AC) specialty prepares graduates for the advanced practice role of providing complex, comprehensive care to infants, children, adolescent and young adults. With a foundation in primary care and the study of more complex acute or chronic health conditions, there is an emphasis on integrating current evidence-based research, family-centered care, and cultural humility into clinical practice.

PNP-AC Specialty Director

[Nancy Cantey Banasiak](#), DNP, PNP, PPCNP-BC, APRN

Wendy U. and Thomas C. Naratil Professor of Nursing and Specialty Director

Email: [nancy.banasiak@yale.edu](mailto:nancy.banasiak@yale.edu)

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## [Psychiatric-Mental Health Nurse Practitioner](#)

The psychiatric–mental health nurse practitioner (PMHNP) specialty prepares students for advanced practice in the provision of psychiatric–mental health services to individuals across the lifespan and their family members in a variety of settings and roles.

PMHNP Specialty Director - Residential

[Katy Maggio](#), MS, RN, ANP, PMHNP-BC,  
Lecturer and Interim Specialty Director  
Email: [katy.maggio@yale.edu](mailto:katy.maggio@yale.edu)

PMHNP Online Program Director

[Katy Maggio](#), MS, RN, ANP, PMHNP-BC,  
Lecturer and Interim MSN Online  
Program Director  
Email: [katy.maggio@yale.edu](mailto:katy.maggio@yale.edu)

## Affiliation Agreements

Affiliation agreements between YSN and the clinical agency are required prior to the start of any clinical experience. The Clinical Support Unit manages the affiliation agreements and will notify Preceptor Liaisons of the status of the affiliation agreements at the start of each semester.

**Preceptor Qualifications:** A preceptor is an experienced clinician who works with the student in a clinical setting for a defined period of time.

Qualifications for GEPN preceptors:

- Master's prepared Registered Nurse with a minimum of one year of experience

Licensure: Verification of licensure in state of clinical practice

Education: Copy of curriculum vitae or resume listing education

Qualifications for MSN preceptors:

- Nurse Practitioner: must be certified by either AACN, ANCC, AANP or ACME in their area specialty and be licensed to practice with a minimum of one year of experience.
- Psychologist, Social Worker, Family & Marriage Therapist, Licensed Counselor: must have at minimum a master's degree with corresponding license or state authorization to practice in the state where they practice and national certification.
- Physician and Physician Associate: must be board certified in their area of practice

Licensure: Verification of licensure in state of clinical practice

Education: Copy of curriculum vitae or resume listing education.

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## Preceptor Expectations

- ❖ Sets clear expectations for student(s) and provides feedback using the Student Clinical Performance Evaluation form provided via email at the appropriate time
- ❖ Serves as a professional role model regarding ethical practice, legal and regulatory compliance
- ❖ Demonstrate practices in clinical settings that are consistent with the goal of providing optimal patient care in service of social justice and health equity. Preceptors' interactions with students, clients and other professionals in these settings should role model respect for differences, maintenance of confidentiality according to federal and state privacy standards, avoidance of stereotyping, and reflect nursing's ultimate commitment to caring
- ❖ Provides opportunities for student to document in the medical record
- ❖ Facilitates learning at an optimal level
- ❖ Demonstrates care that is culturally sensitive and respectful to the patient populations
- ❖ Reviews or conducts a self-assessment using [Harvard's Implicit Bias Research](#)
- ❖ Contacts YSN faculty member if student is delaying patient flow in practice

We are very grateful to you for your key role in educating the next generation of health professionals, we recognize that it can be challenging to incorporate students into your busy schedules so thank you for providing our students with the best clinical opportunities.

**Courtesy Faculty Appointments:** Once CVs/Resumes are received, they are submitted for processing of a courtesy faculty appointment at YSN. The appointment is not official until the preceptor completes the appropriate paperwork.

- ❖ Benefits
  - You may use your official courtesy faculty title, as confirmed in your letter of appointment (e.g., Clinical Instructor, Assistant or Associate Clinical Professor, Clinical Professor), and your affiliation Yale's School of Nursing may be listed on your curriculum vitae, commencing with your initial appointment.
  - Yale.edu email address to be assigned for the term of your appointment. Contact [ysn.clinical@yale.edu](mailto:ysn.clinical@yale.edu) for further instructions.
  - Yale School of Nursing courtesy faculty are invited to Yale School of Nursing events throughout the year, including the Sybil Palmer Bellos lecture and Wisser Tea reception, Scholar's Day, and additional events.
  - Courtesy Faculty are welcome to use the Harvey Cushing/John Hay Whitney Medical Library, located at 333 Cedar Street, as well as any of the University libraries, although these require a University identification (I.D.) card. You may obtain a Yale University I.D. by contacting the Clinical Support Unit at [ysn.clinical@yale.edu](mailto:ysn.clinical@yale.edu).
  - Eligible to audit one YSN course per year, with permission from the course faculty.
  - Membership at the [Payne Whitney Gymnasium](#) is also available to our Courtesy Faculty (valid University I.D. is required). For information about membership, facilities, programs and fees, please call 203-432-1444.
  - With a valid University I.D., you will receive preferred seating at [Yale University Athletics](#) events, e.g., football games, hockey, basketball, etc. For additional information about events and tickets call 203-432-1400 or the Yale Sports Hotline at 203-432-YALE.
  - You may also visit the [Yale Golf Course & Grille Room](#) (203-432-0895), [Yale Peabody](#)

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[Museum of Natural History](#) (203-432-5050), [Yale University Art Gallery](#) (203-432-0600), [Yale Cabaret](#) (203-432-1566) and [Yale School of Drama Productions](#) (203-432-1234), [Yale Center for British Art](#) (203-432-2800), [Yale School of Music concerts](#) (203-432-4157), [McNay Family Sailing Center](#) (203-488-9333), and the [Yale Repertory Theatre](#) (203-432-1234).

- Invitation to the Annual Preceptor Event at YSN; CNE credit is provided.
- Opportunity to attend CNE opportunities; for more information, please contact [ysn.clinical@yale.edu](mailto:ysn.clinical@yale.edu)
- Faculty Discount: Neuroscience Education Institute ([neiglobal.com](http://neiglobal.com), [hmpglobal.com](http://hmpglobal.com)). Contact [ysn.clinical@yale.edu](mailto:ysn.clinical@yale.edu) for more information
- Receive Continuing Education (CE) credits for precepting students through:
  - [American Nurses Credentialing Center \(ANCC\)](#); see renewal Category 5: Preceptor Hours
  - [American Academy of Nurse Practitioners Certification Board \(AANPCB\)](#); Option 1: Recertify by Clinical Practice Hours and Continuing Education (CE)

## Evaluations/Verification of Clinical Hours and/or Experiences

- ❖ eValue is the software that YSN uses to capture student clinical encounters and clinical hours. YSN faculty are ultimately responsible for monitoring the information that students are entering but depending on the program, preceptors may be asked to verify the experiences and/or hours that the students submit. If the program for which you are precepting requires preceptors to sign off on student hours and/or encounters, you will receive automated email notifications from eValue.
- ❖ Evaluations: eValue is also used for preceptors to submit clinical performance evaluations about their students. Preceptors will receive an automated email notification when the evaluation is available.
- ❖ Preceptors will receive an email with a link that will bring them right into the system to complete any pending evaluations and/or verification of hours, etc.

## Student Expectations

- ❖ Fulfill YSN Immunization and Certification requirements and remain compliant while enrolled at YSN.
- ❖ Complete any specific site requirements.
  - The Clinical Support Unit works with students and clinical sites to assure requirements are fulfilled.
  - Site requirements are posted in eValue for the students but in some cases will be communicated directly by the preceptors and/or site coordinators.
    - If not completed in timely manner, it may delay clinical start date.
- ❖ Documentation of patient encounters and clinical hours in eValue is required.
- ❖ Attendance in clinical experience is mandatory. There are only three exceptions to this policy:
  - **Illness or emergency:** In the case of true illness or family emergency, the students are required to inform the preceptor or call the clinical unit a minimum of 1 hour before clinical is scheduled to begin. The student is also responsible for sending an email to the faculty of record/course coordinator within 24 hours of their absence. Students with communicable illness are expected to notify

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their preceptors of the illness and to forgo attending clinical experiences.

- **Family events:** Any request to miss clinical for social or personal reasons (e.g. trips for family weddings which affect clinical attendance) must be made in advance **to the faculty of record/course coordinator**. The faculty of record/course coordinator will determine if request can be accommodated (depending on availability of makeup hours). Preceptors are not authorized to approve nonemergency absences from clinical.
- **Inclement weather:** Preceptors have the prerogative to cancel clinical for the student (s) if local driving conditions interfere with the preceptor's safe access to the site. Students may not attend clinical without the preceptor. Especially during winter and early spring, rotation orientation should include discussion of what communication will be used in the case that the preceptor needs to cancel clinical due to inclement weather. Since driving conditions can vary, sometimes the preceptor is able to get to a site, but road conditions in an area where students live can be unsafe. In this case, it may be appropriate for a student to call the preceptor. Student and preceptor will then determine together whether the student will plan to arrive for a later starting time for the shift or cancel.

- ❖ **Clinical employment:** It is Yale School of Nursing policy that students are not permitted to work in paid positions (as RNs, SNs, PCAs) on any clinical unit where they will be practicing as a graduate student in a YSN clinical course.
- ❖ **Dress:** Students are expected to comply with dress and grooming requirements of the clinical agencies to which they are assigned and will be informed of these requirements during unit orientation sessions.

**Personal Conduct and Academic Integrity Standards:** The Yale School of Nursing (YSN) is an academic and professional community committed to the education of students and the development of professionals for a variety of clinical and scholarly roles. The mission of YSN is better health for all people. This mission requires that all members of the YSN community contribute to creating a work and learning environment that maintains the highest standards of academic integrity, values, honesty, and free expression, and respects individual differences and viewpoints. YSN students must abide by the regulations of the University, including these YSN Personal Conduct and Academic Integrity Standards, the University's sexual misconduct policies, and all other applicable policies. They are also expected to obey local, state, and federal laws, and any criminal charges must be reported to the Dean's Office and may be cause for discipline by YSN. Additionally, students must abide by the American Nurses Association Code of Ethics (<https://nursingworld.org>). Students should be mindful that such violations of these standards, University policy, or local, state, or federal law may impact their future eligibility for professional licenses, boards, or credentialing at a hospital site. By accepting admission and enrolling in the Yale School of Nursing, students certify that they have read this policy and understand the Personal Conduct and Academic Integrity Standards.

### Personal Conduct Standards

YSN strives to cultivate an academic and professional community that respects the health, safety, and property of others, allows all students to participate in its educational offerings, places honesty and integrity at the forefront, and adheres to applicable federal, state, and local laws. With these goals in



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mind, YSN prohibits the following forms of behavior by its students:

1. Physical restriction, assault, or any other act of violence or use of physical force against any member of the University community or while engaged in any University activity, or any act that threatens the use of violence or physical force.
2. Acts of harassment, intimidation, or coercion, including the harassment of a University community member on the basis of race, religion, sex, gender identity, sexual orientation, status as a veteran, disability, or national or ethnic origin, toward any member of the University community or while engaged in any University activity.
3. Disruption of a legitimate function or activity of the University community, including impacting the learning experience of classmates by disrupting in-person or online classes and meetings, blocking entrances and exits to University buildings, unauthorized occupation of any space on the Yale campus, or preventing the free expression or dissemination of ideas.
4. Refusal to comply with the direction of a University police officer, security guard, or other official, including a member of the faculty, acting in the performance of their duties.
5. Misuse, alteration, or fabrication of University credentials or documents, such as an identification card or transcript.
6. Misrepresentation or lying to University officials, including during a formal inquiry.
7. Misrepresentation in applying for admission or financial aid.
8. Without explicit permission of the instructor, recording course lectures or circulating, selling, or distributing notes, transcriptions, or outlines of class lectures, or any course materials, in any course of instruction.
9. The misuse of University funds, materials, or facilities, or willful damage of University property.
10. Unauthorized use or possession of University services, equipment, or facilities.
11. Violation of University rules for using information technology services and facilities, including computers, the University network, software systems, and electronic mail.
12. Trespassing on University property to which access is prohibited.
13. Possession or use of explosives, incendiary devices, or weapons (e.g., firearms, ammunition, air rifles, paintball and pellet guns, stun guns, knives, etc.) on or about the campus.
14. Interference with the proper operation of safety or security devices, including fire alarms, electronic doors or gates, fire extinguishers, and sprinkler systems.
15. Unlawful manufacture, possession, use, or distribution of drugs or alcohol, including serving underage minors, on University property or as part of any University activity, or noncompliance with the YSN Student Alcohol Policy. Yale is a drug-free campus.
16. Use of tobacco products on any location on campus, including outdoor spaces. Yale is a tobacco-free institution.
17. Noncompliance with HIPAA and other patient privacy standards.
18. Noncompliance with patient care and/or workplace policies at any YSN preceptor location.
19. Violation of the American Nurses Association Code of Ethics.

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## Academic Integrity Standards

In furtherance of its educational mission, YSN also prohibits academic dishonesty, a term that encompasses making any claim within or about your research or scholarship that is untrue. The following are some forms of academic dishonesty:

1. Plagiarism, that is, the failure to acknowledge ideas, research, or language taken from others, whether intentional or unintentional. YSN requires citations whenever students either directly quote or indirectly draw upon and benefit from the scholarship of others. This requirement applies equally to all scholarly work by students, including a paper or an exam for a course, a presentation in class or at a conference, or a manuscript for publication.
2. The unauthorized collaboration with others on graded course work (including problem sets, lab reports, take-home exam questions, papers) without express permission from the instructor.
3. Cheating on examinations, problem sets, or any other form of assessment, including the unauthorized duplication or distribution of assessments.
4. The falsification, fabrication, or misuse of data.
5. Submitting work from one course for a grade or credit in another, without first obtaining express written permission from both course instructors.

## Sanctions for Violations

Violations of any of the above Personal Conduct and Academic Integrity Standards may be referred to the Dean's Office for review by the Disciplinary Committee. The YSN Disciplinary Procedures apply to all such reviews. A separate process and policy applies to reports of sexual misconduct. Such complaints should be referred to the Title IX Office or to the [University-Wide Committee on Sexual Misconduct](#).

Students found responsible for violating the Personal Conduct and Academic Integrity Standards may be subject to penalties, including, but not limited to, one or more of the following: restitution, reprimand, probation, suspension, or dismissal. Penalties of suspension or dismissal will be noted on the student's transcript. Pending disciplinary charges will be noted on a student's transcript if the student withdraws from YSN after being formally charged but before such charges have been resolved. A student who has petitioned for a degree will not receive the degree while charges are pending or while serving a suspension.

In addition to imposing penalties for offenses subject to disciplinary action, YSN may refer students for prosecution, and students found guilty of unlawful possession, use, or distribution of drugs or alcohol on University property or as part of any University activity may be required to complete an appropriate rehabilitation program.

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## Program/Faculty Expectations

- ❖ Prior to each semester (or rotation), preceptors should expect to receive:
  - Student Assignment (Name and contact).
  - Welcome letter outlining course objectives and expectations.
  - Evaluation templates and instructions.
- ❖ YSN faculty will periodically check-in with preceptors throughout the rotation to discuss student performance.
- ❖ Site visits may be scheduled at the discretion of course faculty, either onsite or virtually
- ❖ At the end of each academic year (typically June), preceptors should expect to receive:
  - Thank you letter to include number of precepted hours for recertification (if applicable)
  - Feedback based on student evaluation.

## Important Contact information

Each MSN program has a designated faculty member serving as the Preceptor Liaison (PL). PL's are the main point of contact for the preceptor. Prior to each semester (or rotation), preceptors will receive a welcome letter which will include the syllabi and more details about the clinical expectations. Please contact the appropriate PL if you do not receive this information. Name and contact information for the PL's are as follows:

- AGACNP: Polly Sather, APRN: [p.sather@yale.edu](mailto:p.sather@yale.edu)
- FNP & AGPCNP: Tania Hossin, APRN: [tania.hossin@yale.edu](mailto:tania.hossin@yale.edu)
- Nurse-Midwifery and Women's Health: Kristin Nowak, RN, MSN, CNM: [kristin.nowak@yale.edu](mailto:kristin.nowak@yale.edu)
- PNP-AC/PC: Stephanie Carper, RN, MSN, PNP: [stephanie.carper@yale.edu](mailto:stephanie.carper@yale.edu)
- PMH: Angela Julian, MSN, APRN, PMHNP-BC: [angela.julian@yale.edu](mailto:angela.julian@yale.edu)  
PMH Online Program, Director of Clinical Education: Susan Boorin, PhD, MSN, PMHNP-BC, [susan.boorin@yale.edu](mailto:susan.boorin@yale.edu)

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Clinical Support Unit (CSU): The clinical support unit works with the PL's to coordinate the clinical placements. Below please find list of CSU staff:

## Director

[Tracy Chidsey](#)

## Email Address

Tracy.chidsey@yale.edu

## Responsible For:

CSU processes; GEPN/MSN Clinical Placements; eValue

## Clinical Site Coordinators

[Leigh Clemens](#)

Lauren Peledge

[Sandy Storck](#)

Leigh.clemens@yale.edu

[Lauren.peledge@yale.edu](#)

Sandra.fischer@yale.edu

MSN Clinical Placements

MSN Online Clinical Placements

Student Compliance / Affiliation Agreements/MSN Onboarding

## Sr. Administrative Assistants

[Dilan Eroglu](#)

Melissa Nixon

[Mary Nusdeo](#)

Dilan.eroglu@yale.edu

[Melissa.nixon@yale.edu](#)

Mary.nusdeo@yale.edu

Affiliation Agreements/Clinical Schedules/ MSN onboarding

Courtesy Faculty Appointments/Courtesy Faculty Benefits/Accounts Payable GEPN onboarding/MSN Clinical placements

Not sure who to contact? Please email [ysn.clinical@yale.edu](mailto:ysn.clinical@yale.edu) and one of the CSU team members will be happy to assist.

## Resources for Preceptors

- [YSN Student Policies & Guidelines](#)
- [Academic Programs](#)
- [Office of Diversity, Equity & Inclusion](#)
- [Resources for Students to Address Discrimination and Harassment Concerns](#)
- Implicit Association Test (IAT) is an educational tool to develop awareness of implicit preferences and stereotypes. [Take the test for free](#) The results are anonymous.

## Preceptor Training Videos

The complimentary videos provided by The National Organization of Nurse Practitioner Faculties (NONPF), share best practices for specific clinical experiences and interactions between preceptors and NP students in acute care, primary care, and specialty settings. Click any video below to view each unique interaction.

- [Precepting the Acute Care NP Student \(6:50\)](#)

*This video will give you a framework to provide feedback to students in an acute care setting, the emergency department. It focuses on how to have the students collect an accurate history assessment and provide differential diagnoses.*

- [Primary Care Setting \(5:58\)](#)

*This video shows a preceptor and student interaction in a primary care setting. In addition, it demonstrates how to provide feedback to a student following an outpatient visit by reinforcing what is done right and correcting mistakes.*

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- [Working with the Overly Confident Student \(7:21\)](#)

*This video shows a preceptor's interaction with an overly confident and confrontational NP student. It demonstrates strategies for communicating expectations and providing constructive feedback.*

- [Dealing with the Challenging Student: The Overly Sensitive Student \(9:18\)](#)

*This video shows a preceptor's interaction with an overly sensitive student. It illustrates different approaches to mentoring students in professional behavior and expectations and providing constructive feedback.*

- [Preparing to Precept: Precepting in a Busy Clinic \(12:32\)](#)

*Preceptors may have to navigate managing a busy clinic while educating NP students. This video provides strategies for pre-planning activities that maximize time.*

- [Preparing to Precept: Precepting Pediatric Clinical Experiences \(7:20\)](#)

*Preceptors in pediatric settings may encounter students without pediatric experience. This video provides strategies for preparing NP students for this population.*

- [Precepting in an Interprofessional Educational Clinic Model \(19:31\)](#)

*This instructional video prepares clinical preceptors to support an interprofessional education experience for students of healthcare professions who will have clinical experience in a community practice environment.*