



School of Nursing

DNP Residency Preceptor Manual

Welcome

Dear Residency Preceptors,

Thank you for your continued support and willingness to assist in the clinical education of our Doctor of Nursing Practice (DNP) students. Your expert guidance provides our students with the opportunity to apply their newly acquired skills and knowledge in evidence-based practice and quality improvement. As a busy professional with numerous demands and responsibilities, your commitment to this process is commendable and demonstrates your personal dedication to the continued development of doctorally prepared students functioning in a leadership and/or clinical role.

Each student will gain confidence and validation through your exemplary teaching, coaching, and role modeling. It is difficult to imagine successfully preparing qualified professionals without your collaboration.

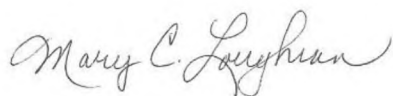
This DNP Residency Preceptor Manual contains documents to support the Residency experience of your student, and to provide you with important information on our program, your roles and responsibilities, and completing the student evaluation.

Please review the information enclosed in this manual. It will be updated on a regular basis, so feel free to make comments for future improvement. Should you have any suggestions that will make the Residency experience more valuable for the student, please contact me. The DNP Program at Duquesne University welcomes your recommendations for making this experience more effective.

Additionally, if you have any questions or concerns throughout the Residency please do not hesitate to contact me.

Thank you again for your contribution to our DNP Program.

Sincerely,



Mary C. Loughran, DNP, MHA, RN
Assistant Professor and DNP Program Coordinator
Duquesne University School of Nursing
Room 516 Fisher Hall 412-396-6537
loughranm@duq.edu

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Introduction

The Duquesne University School of Nursing was established in 1937, and from the beginning it has been building a reputation for innovation and service. Duquesne University established Pennsylvania's first BSN program and has several degree variations to meet the needs of diverse student groups – high school graduates, registered nurses, and second degree students. The Doctor of Nursing Practice was initiated in 2008 and was revised by the faculty in 2013 to meet the evolving healthcare needs in the nation due to the Affordability Care Act (ACA) and increased complexity in healthcare.

The DNP program has undergone curricular changes in 2012, 2014 and 2015, as the role of the DNP has evolved, and the nursing profession and the community of nurse educators have developed new evidence about how students are best prepared to fulfill that role. The postmaster DNP program focuses on preparing advanced practice nurses and nursing leaders to contribute to the transformation of health care systems and utilizes the *AACN's DNP Essentials* (AACN, 2006) as the foundation for its program outcomes and curriculum.

The outcomes of the DNP program-are derived from the School of Nursing's mission and reflect the highest standards of on-line nursing education, practice excellence and scholarly work. Using national guidelines from professional organizations such as National Organization of Nurse Practitioner Faculties (NONPF), the AACN, and NLN, the faculty created a post masters DNP program focused upon clinical leadership development. Revision to the initial curriculum took place in 2012 and 2014 in response to the faculty's increasing understanding of the need for DNPs who are uniquely prepared to lead through change in clinical practice settings and health care organizations. The DNP Competencies, as outlined by the *DNP Essentials* (AACN, 2006), provide the foundation of the DNP program outcomes, curriculum, and student evaluation criteria.

Program Outcomes

The Essential of Doctoral Education for Advanced Nursing Practice	DNP Program Outcome	Learning Outcome/Curriculum Integration
<p>Essential I: Scientific underpinnings for practice</p>	<p>Demonstrate effective clinical judgement in the interpretation, application, and evaluation of multiple sources of data and evidence.</p> <p>Foster the exploration of knowledge for translation in the delivery of health care services.</p>	<p><i>GPNS 935 Epidemiology & Biostatistics</i> Examine principles of epidemiology to draw inferences regarding the health status of diverse populations.</p> <p><i>GPNS 949 Foundations of Evidence Based Practice: Evaluation of Research</i> Critically evaluate epidemiology studies or programs in regard to design and quality/outcome measures.</p> <p><i>GPNS 952 DNP Residency I</i> Integrate and synthesize knowledge by demonstrating competency in an area of nursing practice or leadership.</p>
<p>Essential II: Organizational and systems leadership for quality improvement and systems thinking</p>	<p>Design, implement, and evaluate strategies to transform processes and systems to enhance patient care services and outcomes.</p> <p>Lead change to transform cost, quality, and access to health care services.</p>	<p><i>GPNS 937 Ethical Leadership in Complex Organizations</i> Initiate and manage organizational change as healthcare leaders using change theory and strategies for implementation of successful change initiatives.</p> <p><i>GPNS 952 & 953 DNP Residency I & II</i> Implement, and evaluate a DNP Quality Improvement Project aimed at improving patient care services and outcomes.</p>
<p>Essential III: Clinical scholarship and analytical methods for evidence-based practice</p>	<p>Design, implement, and evaluate strategies to transform processes and systems to enhance patient care services and outcomes.</p> <p>Foster the exploration of knowledge to translation in the delivery of health care services.</p>	<p><i>GPNS 949 Foundations of Evidence Based Practice: Evaluation of Research</i> Recognize how and why research evidence is crucial to evidence-based practice (EBP) as well as the importance of evidence-based practice as an integral part of the success of a system or organization.</p> <p><i>GPNS 950 Foundations of Transformation: Translating Evidence into Practice</i> Analyze clinical research findings in order to determine effectiveness of research study to address specific clinical problems</p>

		<p>by analyzing research methodologies and interpreting utilization of evidence-based statistics.</p> <p><i>GPNS 953 DNP Residency II</i> Evaluate and analyze the data from a DNP Quality Improvement Project aimed at improving patient care services and outcomes.</p>
<p>Essential IV: Information systems/technology and patient care technology for the improvement and transformation of health care</p>	<p>Design, implement, and evaluate strategies to transform processes and systems to enhance patient care services and outcomes.</p> <p>Create collaborative learning environments and relationships to advance patient comfort and safety.</p>	<p><i>GPNS 916 Health Care Information Systems</i> Be familiar with and utilize software applications and existing healthcare information systems which support nursing practice issues in planning, organizing, delivering, and evaluating health care.</p> <p><i>GPNS 950 Foundations of Transformation: Translating Evidence into Practice</i> Describe the role of interdisciplinary health care professionals and the role of the advanced practice nurse when implementing evidence-based organizational change.</p>
<p>Essential V: Health care policy for advocacy in health care</p>	<p>Empower colleagues, patients, families, communities to act on behalf of justice.</p> <p>Foster the exploration of knowledge for translation in the delivery of health care services.</p>	<p><i>GPNS 929 Program Analysis and Evaluation</i> Synthesize principles of analysis and program evaluation in the development of strategies to improve outcomes to assure patient safety and quality improvement.</p> <p><i>GPNS 936 Health Policy & Finance</i> Understand the process and financing of health policies in the United States and beyond. Appreciate the impact of professional, organizational, and governmental policies on health care practice and delivery and the influence of politics and insurance programs.</p> <p><i>GPNS 950 Foundations of Transformation: Translating Evidence into Practice</i> Analyze clinical research findings in order to determine effectiveness of research study to address specific clinical problems</p>

		<p>by analyzing research methodologies and interpreting utilization of evidence-based statistics.</p> <p><i>GPNS 952 DNP Residency I</i> Utilize technology and information for the improvement and transformation of selected role.</p>
<p>Essential VI: Interprofessional collaboration for improving patient and population health outcomes</p>	<p>Promote and model interprofessional collaboration.</p> <p>Create collaborative learning environments and relationships to advance patient comfort and safety.</p>	<p><i>GPNS 949 Foundations of Evidence Based Practice: Evaluation of Research</i> Identify leadership models as conceptual frameworks for transformational leadership and practice that support using evidence based decision making to address practice problems for populations of patients, communities, and clinicians working in diverse interdisciplinary teams.</p> <p><i>GPNS 952 & 953 DNP Residency I and II</i> Implement, and evaluate a DNP Quality Improvement Project aimed at improving patient care services and outcomes.</p>
<p>Essential VII: Clinical prevention and population health for improving the nation's health</p>	<p>Demonstrate effective clinical judgment in the interpretation, application, and evaluation of multiple sources of data and evidence.</p> <p>Establish culturally competent environments and systems of care that respect diversity.</p>	<p><i>GPNG 917 Transcultural and Global Health Perspectives</i> Understand the influence of culture on healthcare models and successful approaches to facilitate positive health outcomes for all populations.</p> <p><i>GPNS 928 Social Justice and Vulnerable Populations</i> Integrate evidence about vulnerable populations, determinants of health and social justice teachings into research, practice, and education, and develop interventions that liberate and empower.</p>

		<p><i>GPNS 935 Epidemiology & Biostatistics</i> Critically evaluate epidemiology studies to draw inferences on the health status of diverse populations and to evaluate preventive and therapeutic interventions that may be applicable.</p> <p><i>GPNS 950 Foundations of Transformation: Translating Evidence into Practice</i> Analyze clinical research findings in order to determine effectiveness of research study to address specific clinical problems by analyzing research methodologies and interpreting utilization of evidence-based statistics.</p>
<p>Essential VIII: Advanced Nursing Practice</p>	<p>Demonstrate effective clinical judgment in the interpretation, application, and evaluation of multiple sources of data and evidence.</p> <p>Model ethical decision making in all aspects of practice with self, patient/family, community, and health care delivery systems.</p>	<p><i>GPNS 935 Epidemiology & Biostatistics</i> Utilize epidemiologic principles to evaluate preventive and therapeutic interventions as they apply to advance nursing practice.</p> <p><i>GPNS 937 Ethical Leadership in Complex Organizations</i> Apply principles of ethical leadership in all situations as they relate to leading healthcare organizations and/or groups.</p> <p><i>GPNS 952 & 953 DNP Residency I & II</i> Design, implement, and evaluate a DNP Quality Improvement Project aimed at improving patient care services and outcomes.</p> <p>Demonstrate highly refined clinical and professional skills in a residency setting.</p>

The DNP Program is a post master’s program and builds upon the competencies developed in BSN and MSN programs. DNP admission criteria include a Master’s degree in Nursing from a nationally accredited program with priority given to APRN and executive leadership graduates. Applicants who hold a non-nursing master’s degree will be evaluated for admission on an individual basis including review of a portfolio or other evaluative mechanisms, and may require completion of some master’s level nursing course(s). Certification as an advanced practice nurse is necessary to practice in an advanced role. In specialties where legal certification is not required

for practice (forensic nurses and nurse executives) certification is not required; GPA of 3.5 or higher; current unencumbered license as a Registered Nurse and undergraduate or graduate course in Statistics with a grade of "B" or better. These criteria serve as foundational knowledge and skills on which the DNP curriculum builds. The DNP Essentials are integrated into the DNP Program Outcomes and course objectives. Courses within the DNP curriculum build upon prior knowledge and competency achievement. For example the DNP course Foundations of Evidence Based Practice and Foundations of Transformation: Translating Evidence into Practice are correlated with DNP Essential 4, 5 & 6 and builds from students attaining the MSN Essential Competencies 2, 3, 4, 5 & 7. Prior knowledge is correlated through the DNP Competency Tracking Form and documented in the DNP Portfolio.

DNP Practice Scholarship

Duquesne University's DNP graduates are prepared to transform the health care delivery system and design new systems to improve the context in which health care is offered. Nurses prepared at the DNP level will practice from a strong evidence based foundation, effectively assessing health care policy, organizational effectiveness, and economic trends in health care to design new models for patient care services. Upon graduation students will demonstrate advanced levels of clinical judgment, systems thinking, and accountability for improving patient outcomes

DNP practice scholarship is focused upon the integration of organizational leadership, quality improvement processes and translation of evidence into practice directed towards improving health and care outcomes (AACN, 2015). DUSON's Post Masters DNP Graduates are prepared to develop and evaluate models of clinical practice that are built upon evidence, experience and innovative thinking in order to achieve improved health outcomes.

The DNP student will demonstrate their achievement of the knowledge and skills delineated in DNP Essentials through the following:

- DNP Residency
- DNP Project
- DNP Portfolio

Faculty Mentor

A Faculty Mentor is assigned to each student when they enter the graduate program. The Faculty Mentor assists the students in the development and completion of their DNP Project, Residency, and Portfolio utilizing the DNP Competencies Tracking Form (Appendix A).

Additionally, the Faculty Mentor is responsible for approving the final written DNP Project manuscript and signing off on the completed DNP Portfolio.

The Faculty Mentor serves on the DNP Project Team and assists the student in selecting their DNP Project team members. The Faculty Mentor assists the students in meeting all graduation requirements.

DNP Residency

DNP residency experiences are structured to promote the achievement of DNP Essential Competencies and Duquesne DNP Program objectives. Residency experiences are individualized

and based on the student's unique professional goals. All DNP Students are required to complete a total of 1000 practice hours, with a minimum of 500 practice hours in the Post Masters DNP program. Residency hours needed to fulfill this requirement is determined through transcript review and review of graduate coursework at the time of admission into the DNP program. This information is recorded on the DNP Competencies Tracking Form (Appendix A) and is maintained throughout the student's program through collaboration between the student and their Faculty Mentor. Proficiency of these DNP competencies, outlined in the DNP Essentials (AACN, 2006), are demonstrated through a variety of means, such as, but not limited to completion of the DNP Project, residency experiences, course related projects, attending case conferences, practice contact hours, or a combination of these elements. Successful completion of these objectives is documented in the DNP Portfolio through logs of practice hours and experiences in the Typhon system.

DNP Preceptors

It is highly desirable that the DNP Residency Preceptor hold a commonly held terminal degree in their field: i.e. PhD, D.Ph., DNP, MD, etc. Certification in the practice arena is also highly desirable.

DNP Residency Preceptor Role, Responsibilities, and Expectations

Upon approval of a DNP Residency Preceptor(s) by the student's DNP Faculty Mentor, the Clinical Coordinator will process the preceptor and site contacts. The contracts include the roles, responsibilities and expectations of the preceptor. In addition, the Clinical Coordinator includes the course profile for the course that the preceptor's student is enrolled in so that the preceptor is familiar with the learning objectives.

The DNP preceptor/external member will/must:

- Support the University's values and goals of the program
- Share their expertise in the interest area of the student
- Be committed to the student's academic advancement
- Understand the general principles that guide the exploration of knowledge (i.e. HIPAA, IRB, etc.)
- Pave the way for access and support to the student in order to complete the DNP Project
- Offer feedback and evaluate the student's progress for every semester of the DNP Project
- Certify completion of ~~clinical~~ practice hours
- Participate in fostering and facilitating the completion of the DNP Project
- Participate with faculty and DNP Committee

**To avoid any conflict of interest, your preceptor cannot be a relative, significant other, close friend, or be in the same practice with those individuals.

Residency Supervision

Residency experiences must be supervised by one or more expert preceptors at the residency site. The Residency Preceptor will supervise the student during the residency period and certify the achievement the objectives delineated for each rotation or residency experience. Students

will work with their Faculty Mentor to: identify residency preceptors, insure affiliation agreements are in place for practice sites, preceptor approval has been documented in Footprints, and Residency objectives have been approved by their Faculty Mentor prior to starting their residency. The student, along with the DNP Residency Preceptor and DNP Faculty Mentor, works to coordinate implementation and completion of the DNP Project. At the end of the residency experience for any residency site, the DNP Residency Preceptor will complete an evaluation of the student's experience and certify their practice hours/experience log (Appendix B).

The Doctoral Project

The DNP Project should demonstrate original thinking and the ability to develop, implement and/or evaluate an area of advanced nursing practice. The DNP Project must be evidence-based, and should involve a population, program, system, or clinical intervention within a health or health educational system. All DNP Projects should:

- a. Focus on a change that impacts healthcare outcomes either through direct or indirect care.
- b. Have a systems (micro-, meso-, or macro- level) or population/aggregate focus.
- c. Demonstrate implementation in the appropriate arena or area of practice.
- d. Include a plan for sustainability (e.g. financial, systems or political realities, not only theoretical abstractions).
- e. Include an evaluation of processes and/or outcomes (formative or summative). DNP Projects should be designed so that processes and/or outcomes will be evaluated to guide practice and policy. Clinical significance is as important in guiding practice as statistical significance is in evaluating research.
- f. Provide a foundation for future practice scholarship. p. 4 AACN 2015

Team Projects will be considered as long as each individual student contributes equally to the project and demonstrates equally to one component of the project. A rubric will be used to evaluate each student's contribution to the project.

Integrative and systematic review will not be considered as DNP Projects.

Examples of DNP projects

- Evaluation of clinical interventions in a practice setting
- Evaluation of a health program directed at prevention or a clinical symptom, ex. Pain, Immobility
- Compare strategies of health teaching within a health education program in a practice setting
- Design, implement, and evaluate a program of medication administration for a specific patient population
- Create an innovation in care technique that is piloted and evaluated within the health care setting
- Undertake the evaluation of a program of services for a specific population

DNP Project Team and DNP Project Faculty Mentor Role

The DNP Project Team will at a minimum include three members: the DNP student, their Faculty Mentor, and the student's DNP Residency Preceptor(s). A doctorally prepared DUSON faculty may serve as a content expert if applicable. Other collaborators from Duquesne University or the community may contribute to the DNP Project Team throughout the project.

The DNP Project team will contribute to the development, implementation and evaluation of the DNP Project. The final evaluation of the DNP Project will be the responsibility of the Faculty Mentor and include feedback from the Project Team members.

Dissemination of the DNP Project

The DNP student will be asked to prepare a manuscript for publishing in a peer reviewed print or on-line journal. The DNP Faculty Mentor will assist the student in the selection of an appropriate journal. The Faculty Mentor will evaluate the manuscript as part of the overall evaluation of the DNP Project.

DNP Portfolio: Digital Repository for DNP Competency Completion

Each DNP student is required to develop a digital professional portfolio to document the achievement of the DNP essential competencies. The development of the portfolio begins at the time of admission. The Professional Portfolio will be documented through the digital repository, Typhon.

The following documents are entered at the time of admission into the student's DNP Portfolio in Typhon:

- Current curriculum vitae (CV): a complete resume with dated work and practice, honors, awards, publications and presentations
- Copy of current RN license
- Copies of current advance practice certifications
- Formal goal statement regarding student's interest in DNP

Students will meet with their Faculty Mentor during their first or second semester to identify objectives that reflect the achievement of DNP Essential competency areas and Duquesne DNP Program outcomes. The DNP Competencies Tracking Form assists the student in meeting all DNP competencies. This form will be used throughout the students program and submitted to their Faculty Mentor as evidence of meeting this graduation requirement.

Examples of activities that would meet the competencies include:

- Article/assignment written for a particular course
- Documentation of achievement of a minimum of 500 residency hours
- Presentations
- Publications
- Clinical practice guidelines
- Policy planning/implementation
- Case studies
- Conferences activities

- Other agreed upon activities.

The updated Portfolio and DNP Competencies Tracking Form is submitted to the Faculty Mentor for formative evaluation at the end of each semester. The completed portfolio must be submitted for summative evaluation at the end of the student's final semester in the program.

GRADUATION REQUIREMENTS

A candidate for the Doctor of Nursing Practice degree must:

1. Complete all course requirements with a minimum cumulative quality point average (QPA) of 3.0 on a 4.0 scale.
2. Successfully complete a DNP Project.
3. Submit a DNP Portfolio.
4. Satisfactorily complete of a minimum of 500 residency hours
5. Receive a satisfactory evaluation from the Residency Preceptor
6. Complete the DNP Project manuscript as determined by the student's Faculty Mentor.

Eligibility for graduation is determined by the Faculty Mentor and Graduate Advisor at the end of the semester preceding the semester of graduation. However, the final recommendation for the degree completion of all requirement elements achieving the DNP Essentials is based on the evaluation and recommendation of the student's Faculty Mentor

Appendix A: DNP Competencies Tracking Form

Name of Student: _____

Competency Area: Scientific Foundations			
Proposed Objective	Residency Objectives and Practice Hours	DNP Project Objectives	DNP Portfolio Documents
Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice.			
Use science-based theories and concepts to: <ul style="list-style-type: none"> • determine the nature and significance of health and health care delivery phenomena; • describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and health care delivery phenomena as appropriate; and evaluate outcomes. 			
Develop and evaluate new practice approaches based on nursing theories and theories from other disciplines.			

Plan Approved Approved (with minor recommendations) Not approved

STUDENT:

DNP FACULTY MENTOR

Printed Name _____ Printed Name _____

Signature _____ Signature _____

Competency Area:

Organizational and Systems Leadership for Quality Improvement and Systems Thinking

Proposed Objective	Residency Objectives and Clinical Hours	DNP Project Objectives	DNP Portfolio Documents
<p>Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences.</p>			
<p>Ensure accountability for quality of health care and patient safety for populations with whom they work.</p> <ol style="list-style-type: none"> a. Use advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care systems. b. Employ principles of business, finance, economics, and health policy to develop and implement effective plans for practice-level and/or system-wide practice initiatives that will improve the quality of care delivery. c. Develop and/or monitor budgets for practice initiatives. d. Analyze the cost-effectiveness of practice initiatives accounting for risk and improvement of health care outcomes. e. Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers. 			

Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research.			
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Plan Approved
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 Not approved

STUDENT:

DNP FACULTY MENTOR

Printed Name _____ Printed Name _____

Signature _____ Signature _____

Competency Area: Clinical Scholarship and Analytical Methods for Evidence-Based Practice

Proposed Objective	Residency Objectives and Clinical Hours	DNP Project Objectives	DNP Portfolio Documents
Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.			
Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends.			
Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.			
Apply relevant findings to develop practice guidelines and improve practice and the practice environment.			
<p>Use information technology and research methods appropriately to:</p> <ul style="list-style-type: none"> • collect appropriate and accurate data to generate evidence for nursing practice • inform and guide the design of databases that generate meaningful evidence for nursing practice • analyze data from practice • design evidence-based interventions • predict and analyze outcomes • examine patterns of behavior and outcomes • identify gaps in evidence for practice 			

Function as a practice specialist/consultant in collaborative knowledge-generating research.			
Disseminate findings from evidence-based practice and research to improve healthcare outcomes.			

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STUDENT:

DNP FACULTY MENTOR

Printed Name _____ Printed Name _____

Signature _____ Signature _____

Competency Area: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care

Proposed Objective	Residency Objectives and Clinical Hours	DNP Project Objectives	DNP Portfolio Documents
Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems.			
Analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology.			
Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases.			
Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology.			
Evaluate consumer health information sources for accuracy, timeliness, and appropriateness.			

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STUDENT:

DNP FACULTY MENTOR

Printed Name _____ Printed Name _____

Signature _____ Signature _____

Competency Area: Health Care Policy for Advocacy in Health Care

Proposed Objective	Residency Objectives and Clinical Hours	DNP Project Objectives	DNP Portfolio Documents
Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums.			
Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy.			
Influence policy makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or international levels to improve health care delivery and outcomes.			
Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes.			
Advocate for the nursing profession within the policy and healthcare communities.			
Develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery.			
Advocate for social justice, equity, and ethical policies within all healthcare arenas.			

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STUDENT:

DNP FACULTY MENTOR

Printed Name _____ Printed Name _____

Signature _____ Signature _____

Competency Area: Interprofessional Collaboration for Improving Patient and Population Health Outcomes

Proposed Objective	Residency Objectives and Clinical Hours	DNP Project Objectives	DNP Portfolio Documents
Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products.			
Lead interprofessional teams in the analysis of complex practice and organizational issues.			
Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.			

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STUDENT:

DNP FACULTY MENTOR

Printed Name _____ Printed Name _____

Signature _____ Signature _____

Competency Area: Clinical Prevention and Population Health for Improving the Nation's Health

Proposed Objective	Residency Objectives and Clinical Hours	DNP Project Objectives	DNP Portfolio Documents
Analyze epidemiological, bio statistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.			
Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.			
Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.			

Plan Approved Approved (with minor recommendations) Not approved

STUDENT:

DNP FACULTY MENTOR

Printed Name _____ Printed Name _____

Signature _____ Signature _____

Competency Area: Advanced Nursing Practice

Proposed Objective	Deliverable
Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.	
Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences.	
Develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes.	
Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.	
Guide, mentor, and support other nurses to achieve excellence in nursing practice.	
Educate and guide individuals and groups through complex health and situational transitions.	
Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues.	

Plan Approved Approved (with minor recommendations) Not approved

STUDENT:

DNP FACULTY MENTOR

Printed Name _____ Printed Name _____

Signature _____ Signature _____

Appendix B: DNP Preceptor Evaluation Form

Student: _____ Semester: _____

Preceptor: _____ Date: _____

Please mark an X in the most appropriate space below. Space is provided for any written comments you may have.

Quality	Seldom	Sometimes	Frequently	N/A	Comments
1. Student is available to Preceptor as requested and/or needed.					
2. Demonstrates understanding of the DNP role.					
3. Enacts their practice role in a professional manner.					
4. Identifies, monitors, and achieves DNP Residency objectives.					
5. Demonstrates effective practice judgment in the interpretation, application, and dissemination of evidence-based knowledge.					
6. Promotes and models interprofessional collaboration.					
7. Empowers colleagues, patients, families and communities to act in a manner supportive of social justice.					
8. Designs , implements, and evaluates strategies to transform processes and systems to enhance patient care services and outcomes.					
9. Creates collaborative learning environments and relationships to advance patient care.					
10. Fosters the exploration of knowledge for translation in the delivery of health care services.					

11. Establishes culturally competent environments and systems of care that respect diversity.					
Quality	Seldom	Sometimes	Frequently	N/A	Comments
12. Models ethical decision making in all aspects of practice with self, patient/family, community, and health care delivery systems.					
13. Leads change to transform cost, quality and access to health care services.					
14. Treats you with dignity and respect as the DNP Residency Preceptor.					
15. Provides substantive feedback to you during Residency experiences.					
16. Has met Residency expectations consistent with their specific course/clinical objectives.					

Comments:

Appendix C: DNP Program Residency Hours Verification

Student: _____ Semester: _____

Preceptor: _____ Date: _____

Preceptor Name / Title	<i>Proposed</i> Residency Hours for site	<i>Actual</i> Residency Hours for site	Preceptor address

Residency Preceptor

Signature _____

Date _____

Student

Signature: _____

Date: _____

DNP Faculty Mentor

Signature: _____

Date: _____