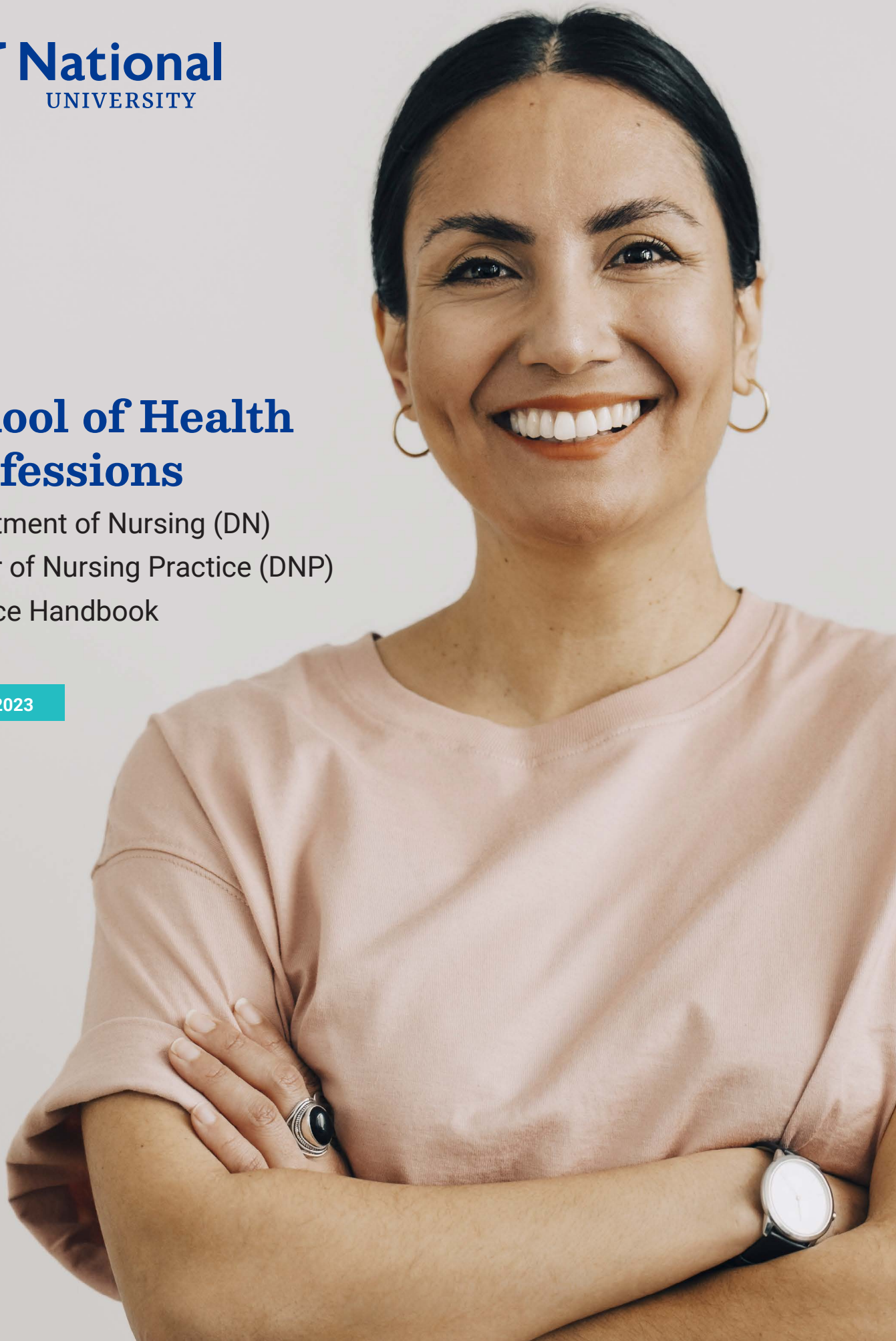# National
UNIVERSITY

School of Health Professions

Department of Nursing (DN)

Doctor of Nursing Practice (DNP)

Practice Handbook

June 2023

This Doctor of Nursing Practice (DNP) Practice Handbook was designed to document requirements specific to the DNP program in the School of Health Professions Department of Nursing (DN). National University reserves the right to change any provision or requirement, including fees, at any time with or without notice. Failure to read this DNP Practice Handbook does not excuse students from the requirements and regulations described herein.

National University welcomes all qualified adult students and does not discriminate on the basis of race, color, religion, gender, sexual orientation, national origin, veteran status, or disability. This applies to all National University policies, practices, or procedures involving applicants, students, faculty members, employees, and the public reserves the right to refuse admission to anyone the University believes does not meet National University academic standards or demonstrates actions or behaviors not aligned with National University policy.

 The Master of Science in Nursing and Doctor of Nursing Practice degree programs at National University are accredited by the Commission on Collegiate Nursing Education
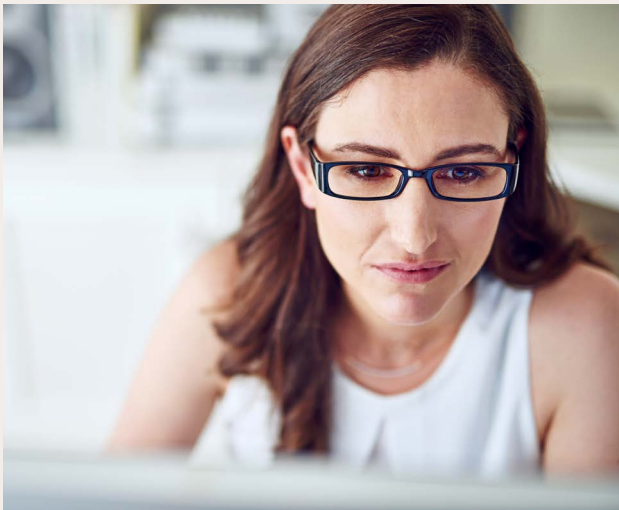
Table of Contents

Table of Contents

1 **Introduction**

1 – Introduction

This Doctor of Nursing Practice (DNP) Practice Handbook has been prepared to serve as a guide for students enrolled in the School of Health Professions Department of Nursing (DN) DNP degree program at National University. University-wide rules and regulations can be found in the **NU Catalog**. The educational and practice experience protocols of the program are designed to align with the American Association of Colleges of Nursing (AACN) DNP Essentials (2006).

Please read this DNP Practice Handbook carefully, as you are expected to know this information. Download the forms located in the appendices, and complete the applicable forms associated with your practice experience requirements. If you have any questions, please contact the Academic Program Director, Department of Nursing in the School of Health Professions (SHP) at **shp@nu.edu**. This document will be revised periodically to reflect necessary programmatic changes that may occur due to changes in the profession, the University, and other requirements or relevant contexts. All policies, and any changes to these policies, shall be reviewed and approved by appropriate administrative personnel and will be communicated to students as needed.

The DNP Program abides by the University's Non-Discrimination Policy, as found in the current NU Catalog. In addition, faculty are invested in the personal and professional growth of students and developing an understanding and appreciation for diversity as an important element of this growth. Diversity includes, but is not limited to, ethnicity, relationship status, gender identity, health status, national origin, race, color, religion, spiritual values, gender, sexual orientation, SES, learning disabilities, physical limitations, age, veteran status, belief systems, and academic and professional background. Respect for diversity is embedded in the nature of the DNP program at National University, and the program is committed to acknowledging and discussing issues of diversity. Due to the online nature of the program, students and faculty members come from a wide variety of backgrounds. As such, the importance of diversity can be seen in the actual diversity of our students and faculty, and is evident throughout our curriculum and educational outcomes.

This DNP Practice Handbook shall be distributed to the following named persons or groups of persons: 1) All DNP faculty members, DNP mentors, and leadership associated with the DNP Program; 2) All DNP students entering the DNP degree program; and 3) The Dean of the School of Health Professions.

DNP In Executive Leadership

The DNP in Executive Leadership specialization is designed for experienced nurses who want to expand their career options. This specialty prepares advanced degree nurses to assume a broader leadership role as nurse executives within a healthcare organization and to actively participate in and lead interdisciplinary teams. In addition to the American Association of Colleges of Nursing (AACN) DNP Essentials (2006), the specialization outcomes were based upon the American Organization for Nursing Leadership (AONL) Nurse Executive Competencies (2015).

DNP Program AACN Essentials

I.   Scientific Underpinnings for Practice

II.   Organizational and Systems Leadership for Quality Improvement and Systems Thinking

III.   Clinical Scholarship and Analytical Methods for Evidence-Based Practice

IV.   Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Healthcare

V.   Healthcare Policy for Advocacy in Healthcare

VI.   Interprofessional Collaboration for Improving Patient and Population Health Outcomes

VII. Clinical Prevention and Population Health for Improving the Nation's Health

VIII. Advanced Nursing Practice

DNP: Executive Leadership Specialization: AONL Competencies

I.   Communication and Relationship Building

II.   Knowledge of the Healthcare Environment

III. Leadership

IV.   Professionalism

V.   Business Skills

DNP Project

According to the AACN, "All students must complete sufficient time in supervised practice hours to integrate and demonstrate the new skills and knowledge needed to achieve the DNP Essential outcomes. This expectation applies to all DNP students, including those focusing on organizational and executive leadership, health policy, and all direct care roles." (AACN, The Doctor of Nursing Practice: Current Issues and Clarifying Recommendations, 2015, p.9. **https://www.aacnnursing.org/DNP**)

The DNP project should include planning, implementation, and evaluation components. The type of project may vary depending on the healthcare setting; however, the main focus is on quality improvement for change that impacts healthcare outcomes through indirect care. The following list provides the requirements for all DNP projects:

•   Based on a needs assessment at your practice facility using a PICOT question

•   Have a system (micro-, meso-, or macro-level) or population/aggregate focus.

•   Demonstrate implementation in the appropriate arena or area of practice.

•   Include a plan for sustainability
    (financial, systems, or political realities, not only theoretical abstractions).

•   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.

•   Provide a foundation for future practice scholarship.

•   (AACN, The Doctor of Nursing Practice: Current Issues and Clarifying Recommendations, 2015, p.4. **https://www.aacnnursing.org/DNP**)

DNP Project Examples

Health Policy Improvement/Change · Evidence-Based Practice Implementation/Change · Innovative Technology Implementation/Change Evaluation · Program Development Implementation/Evaluation · Practice Guidelines Development Improvement/Change · Design Models of Care Improvement/Change Evaluation · **DNP PROJECT FOCUS QUALITY IMPROVEMENT**

Verification of MSN Hour Requirements

Verification of mentored clinical/practice experience hours is a requirement of the NU School of Health Professions DNP program. A total of 1000 post- baccalaureate mentored clinical/practice experience hours are required for DNP program completion. Students will complete 570 mentored practice hours within the program. Students requiring additional hours will follow an Individualized Practice Plan to obtain the required number of mentored practice hours. DNP students will receive the Verification of Hours form while enrolled in the first course. Students must download and complete the student section of the Verification of Hours form. The student sends the Verification of Hours form to the program/institution where MSN program, APRN program/certificate, or post-master's certificate clinical/practice experience hours were mentored and received. The completed form will serve as an official verification of obtained hours.

Individualized Practice Plan

During the program, all students will complete 570 practice hours within the practice experience courses and the DNP project implementation and manuscript courses. Students will log practice hours within Typhon. Students with less than 430 mentored practice hours from their DNP program will receive an Individualized Practice Plan (IPP) to complete the required 1000 hours during the DNP project implementation and manuscript courses. Students who require additional hours will follow their plan under the supervision of their DNP project chair. (See Appendix A for the Individualized Practice Plan).

2 Practice Experience Requirements
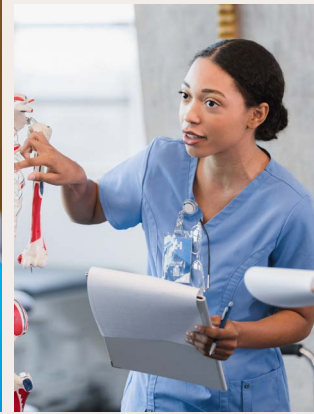
2 – Practice Experience Requirements

A practice experience setting is defined as the healthcare environment where the DNP student will conduct and complete indirect care activities during enrollment in the DNP program and DNP Project development. Indirect care refers to "nursing decisions, actions, or interventions that are provided through or on behalf of individuals, families, or groups. These decisions or interventions create the conditions under which nursing care or self-care may occur. Nurses might use administrative decisions, population or aggregate health planning, or policy development to affect health outcomes in this way." (AACN, The Doctor of Nursing Practice: Current Issues and Clarifying Recommendations, 2015, p.12. **https://www.aacnnursing.org/DNP**)

The practice experience hours will begin when students are enrolled in the first practice course.* Prior to starting the DNP practice experience, all documents must be completed, and the arrangements for the practice experience setting must be approved by the Department of Nursing by receipt of a confirmation email from the program director or Director of Clinical Affairs. The Affiliation Agreement must be in place during enrollment, or at least four months prior to the student engaging in any mentored practice experiences at the designated practice facility. The student may not take part in any activities in the practice experience setting until the Affiliation Agreement and all other documents have been received, reviewed, and signed by the Program Director or designated authority. Refer to NU catalog for a list of required courses with the practice hours required for each course.

*All Classes are subject to change and availability. For the most up-to-date information, please visit NU's Catalog.

Affiliation Agreement

Once the student has worked with the Program Director and Director of Clinical Affairs to identify a mentor and site, an Affiliation Agreement form will be sent to the point of contact at the practice site by the School of Health Professions. The student must assist with identifying the appropriate individual at the practice site to whom the institution Affiliation Agreement should be forwarded. The Affiliation Agreement must be executed between National University and the practice experience setting institution. The Affiliation Agreement is usually reviewed by legal counsel of the practice experience site facility and may take some time to complete. The student is advised to start the process of securing a practice experience site and mentor prior to entering by the third course in the program. The signed Affiliation Agreement, Mentor Agreement, and curriculum vita/resume of the mentor must be uploaded to Typhon during enrollment, or one month prior to the student engaging in any practice experiences at the designated practice institution. The student may not take part in any activities at the practice experience setting until the Affiliation Agreement and all other documents have been received, reviewed, and signed by the designated SOHP authority.

Practice Experience Documents

Students may perform practice hours at their place of employment, but not while working or having their supervisor as a mentor. The rotation must be separate from the student's primary employment area. Students may only be involved in the obtainment of practice experience hours with their Northcentral University-approved mentor, and they may not utilize other individuals at the facility without prior approval of the Program Director of Nursing. Students are also responsible for developing a log of the practice experiences, including accurate reflections on activities and attainment of course outcomes. Practice experience hours are required to be documented within each course, uploaded to Typhon, and approved during the DNP program. Please note that travel time to and from your practice experience site may not be claimed as practice experience hours.

The DNP project and mentored practice experiences require collaboration among the student, course faculty member, mentor, Program Director, and the SOHP. Students, faculty, and mentors must assure that mentored practice experience hours are not falsely represented during the DNP project and practice experience activities. The DNP project and mentored practice experience hours are intended to cultivate meaningful learning while helping you achieve appropriate learning outcomes and competencies. Please review all appendices in this DNP Practice Handbook.

Licensure

A current and unencumbered* license as a registered nurse (RN) is required in the U.S. state or territory in which the student completes all assignments for the DNP program practice experience courses. (Note that military, federal, and foreign-educated nurses must meet this state requirement for nursing licensure.) A current and unencumbered* RN license must be maintained throughout the program. Students must have the registered nursing (RN) license number and state of licensure on file with NCU and uploaded to Typhon. The DNP student is responsible for updating this file when a renewal or change occurs. Each student is responsible for informing the Program Director of Nursing if their license becomes inactive or encumbered. Failure of notification for an inactive or encumbered status can lead to failure to progress in the program. If relocating, please ensure that the program is approved for practice placement within that state.

*Unencumbered license – A license that is not revoked, suspended, or made probationary or conditional by the state licensing or registering authority as the result of disciplinary action.

Health Assessment

Students are required to obtain a health assessment as part of the practice experience and prior to the project component in the DNP program. The Student Health Assessment form (see Appendix H) must be completed or uploaded prior. Students are responsible for fees associated with the health assessment and immunization titers or boosters as needed. Mumps, measles, rubella, rubeola, and varicella titers are required. An annual assessment for TB is required. A PPD or QuantiFERON test is required. If a positive tuberculosis screen is received, students must submit one negative chest X-ray report with the original health assessment and obtain an annual physical examination to rule out active chest disease. TB is required within 10 years. Hepatitis B immunization is encouraged. Proof of titers (MMR, rubeola, varicella, and TdaP) as well as current (within last 12 months). If born in or before 1957, TB status is required prior to the approval of any Affiliation Agreement for practice experience course placement. All medical documents must be uploaded and cleared through CastleBranch prior to enrollment. Students who are on a medical leave will need to obtain a medical clearance prior to returning to the practice setting.
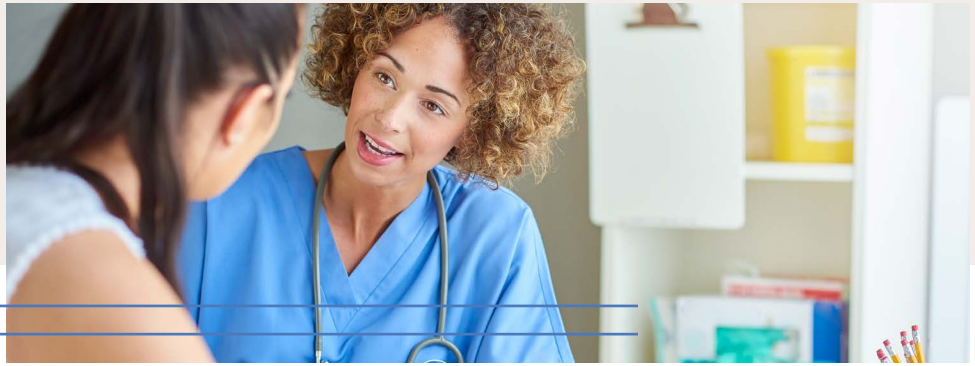
Health Insurance

Each DNP student is required to carry health insurance or comparable coverage for emergency medical care. Some of the practice facilities and agencies require proof of health insurance coverage prior to student participation at practice sites. Students are responsible for obtaining health insurance and any expenses related to any illness or accidents that may occur while participating in the National University DNP program.

Student Liability Insurance

All DNP students are required to have individual, professional liability insurance coverage throughout the DNP program. Students must provide a copy of the current professional liability insurance declaration page and upload in Typhon.

Proof of CPR

DNP Students must provide proof of completion of the American Heart Association Healthcare Provider-level Cardiopulmonary Resuscitation (CPR) course prior to participation in the practice experience courses. Students must agree to maintain current CPR provider status throughout their attendance at Northcentral University. Students will NOT be permitted to attend any practice experience without a valid CPR card. CPR documentation must be uploaded to Typhon.

Proof of CITI Training

All DNP students must complete the Collaborative Institutional Training Initiative (CITI) before beginning the DNP project manuscript courses. Please log in to the CITI site and complete the registration, training modules, and certificate. Students must upload a copy of the CITI completion certificate to Typhon. **https://about.citiprogram.org/en/homepage/**. Students also must upload a copy of the CITI completion certificate to the designated course and ePortfolio.

HIPAA/OSHA Policy

All students are required to submit a current (within the last 12 months) certificate of completion for HIPAA and OSHA training. Documentation of HIPAA/OSHA training is now required prior to entering the practice site. Students may submit a certificate of completion from their employer (completed in last 12 months) or find an online site that provides training (suggestions are noted below). This must be uploaded to CastleBranch.

In addition to HIPAA, required OSHA training must consist of bloodborne pathogens and hazard communication training. There are many HIPAA/OSHA training sites on the internet. The sites listed below are not endorsed by NCU but appear to meet all the requirements for HIPAA/OSHA training. HIPAA and OSHA training is at the expense of the student, since it is required by practice facilities prior to practice placement.

HIPAA: My HIPAA Training

http://myhipaatraining.com/ Basic HIPAA Training Course

OSHA: OSHAcademy Occupational Safety & Health Training

http://www.oshatrain.org/courses/index.html Hazard Communication Program (course number 705) / Bloodborne Pathogens Program Management (course number 755)

Drug Testing

Students will complete the urine drug screening as per instructions in CastleBranch within 90 days of beginning their mentored practice experience, or as required by the practice facility. Students who refuse to obtain a urine drug screen or have a positive urine drug screen may not attend practice experience courses, which could result in dismissal from the nursing program. A student with a positive urine drug screen will be required to obtain medical clearance to assess eligibility for the practice experience. Students are responsible for the financial costs of required drug tests. Students without medical justification for positive drug screens will be removed from the program. Fees associated with the drug screen are the responsibility of the student and are completed through CastleBranch.

Comprehensive Background Checks

Nurses are entrusted with the health, safety, and welfare of patients. The DNP nursing curriculum contains a didactic and an indirect patient-care practice experience component. The healthcare facilities, where DNP student nurses complete practice experience hours, are required by accreditation agencies to obtain background checks for security purposes on individuals who are in the healthcare environment where patient care is encountered.

All students enrolled in the NU DNP nursing program are required to obtain a criminal background investigation prior to starting the first day of their practice experience course. Fees associated with the background check are the responsibility of the student and are completed through CastleBranch. Any student who fails to provide a background check prior to the first day of their practice experience course will be unregistered from the course and will not be allowed to begin the practice experience until the background check is provided. A student's failure to provide a criminal background check prior to their practice experience course start date will result in the following:

- Removal from course
- Cancellation of enrollment
- No final course grades
- No transcript

Certification of a clear criminal/background history is required to place students in practice experience environments. Students are required to meet with the Program Director to review the process, vendor, and designated repository for a certified, comprehensive background check. A student whose investigation shows a felony conviction or findings/misdemeanors that constitute a significant breach of moral or ethical conduct cannot be cleared for clinical/practice experience and thus will be withdrawn from consideration. Or if accepted, they must withdraw from the nursing program. During the nursing program, an enrolled student must notify the Program Director of Nursing of a criminal conviction and of behaviors that constitute a significant breach of moral or ethical standards. Annual updates will be required during the program of study. A felony conviction or misdemeanor conviction that constitutes a significant breach of moral or ethical standards will result in immediate dismissal from the nursing program. Students may be required to obtain additional background checks as requested by practice experience agencies or state boards of nursing.

All practice experience requirements, including but not limited to health assessment, background check, drug screen, labs, titers, and trainings are to be updated annually. There are no exceptions to this rule.

Practice Experience Requirement Checklist

	CastleBranch	Typhon
Mentor/Practice Site		
CV		•
Agreement		•
Affiliation Agreement		•
Student Information		
RN licensure		•
CPR (American Heart)		•
Liability insurance	•	•
Background check	•	
Drug screen	•	
HIPAA/OSHA Policy	•	
Health insurance	•	
Health Screenings/Immunizations		
Health assessment	•	
MMR	•	
Rubeola	•	
Varicella	•	
Influenza	•	
Tetanus or TdaP	•	
PPD or negative chest x-ray	•	
Hepatitis B (suggested)	•	
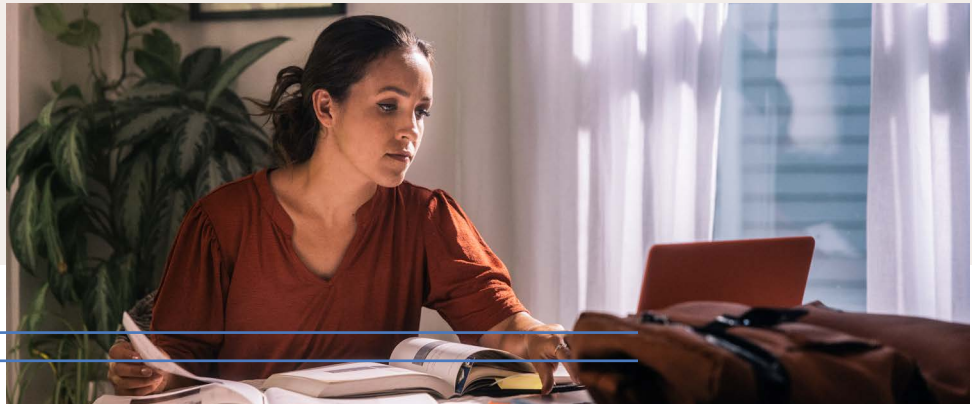
Approval for Practice Experience

Before the DNP student enters the practice experience or registers for the initial practice experience course, the Program Director of Nursing will verify the following:

- Both the student and practice experience mentor have an active, clear, unencumbered license to practice nursing in that state. Providing proof of licensure is required.

- The student has met all the health screening requirements, including the physical exam, immunizations, drug screen, background check, OSHA/HIPAA, and TB clearance.

- A Mentor Agreement is in place and the credentials of the mentor were reviewed for appropriateness for the practice area.

- An Affiliation Agreement with the facility/agency is complete and in effect through the end of the scheduled practice courses.

- National University has met the legal and regulatory requirements for conducting practice experience courses in the state where the practice experience is being conducted.

- Procedures are in place for communication, feedback, and evaluation of the student's experiences from the student, mentor, and facility/agency.

3 Mentor
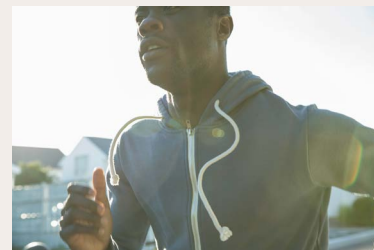
3 – Program Goals and Outcomes

The mentor has a unique opportunity to share their executive leadership experiences, skills, knowledge, and abilities with a DNP student who may have limited experience in this specialization. The mentor is the expert and has the opportunity to assist the student in learning about their professional healthcare practice setting.

The mentor serves as a professional exemplar, coach, and communicator for the DNP student. A professional exemplar allows the student to observe and experience what the mentor does daily while encouraging the student to ask questions. The mentor challenges, guides, and leads the student. Crucial to this process is the mentor's willingness to share one's professional values, beliefs, and competencies while incorporating legal, ethical, and professional practice standards. The student is a professional nurse, but they may be inexperienced with the practice experience area of the mentor.

The mentor needs to remember that the student is an adult learner and is motivated by professional and personal attributes. While the student may be experiencing some anxiety and uncertainty, they are there to learn. Knowles (1990) identified the characteristics of an adult learner as briefly summarized in the following statements:

- Adults prefer to know why they need to learn something before undertaking to learn it.
- Adults will invest considerable energy into something that they want to learn and perceive the value in learning.
- Adult learners wish to be treated with respect and believe that they are capable of self-direction.
- Adults want to learn materials that have practical application and to learn in real-life situations.

Mentor Qualifications

The National University School of Health Professions, Department of Nursing, defines mentors as qualified individuals who work one-on-one with DNP students in the practice experience area to promote attainment of student learning objectives. Mentors are experts in the field, who have a minimum of a graduate degree in nursing and a current, unencumbered RN license within the state of practice. Mentors serve on a voluntary basis and are exemplars for the DNP practice experience. Mentors do not replace faculty, but work closely with faculty in facilitating student success. Mentors do not replace faculty but work closely with faculty in facilitating student success.

During midterm and at the end of each practice experience course, the mentor will complete the DNP Practice Experience Evaluation in Typhon (see Appendix H). Each form must be completed in Typhon and uploaded to the Dropbox within the course.

Mentors are vital in contributing information for evaluating student performance; however, the NCU DNP program course faculty maintains responsibility for determining and assigning the student's course grade.

Mentor Responsibilities

To be consistent with mentor policy and provide clarification of roles, the following responsibilities are identified and will be used as a guide for all mentored practice experiences:

The DNP Mentor will:

- Orient students to the practice setting, including identification of facility policies and procedures.

- Serve as an exemplar, specialist, coach, and facilitator of practice experience.

- Become familiar with course objectives and evaluation requirements.

- Provide documentation of student performance to DNP course faculty for the purpose of evaluation at midterm and at completion of the course.

- Maintain open communication with the Program Director of Nursing, course faculty, and student. Provide current phone number, address, and email.

- Identify appropriate practice experience-setting opportunities that align with course outcomes.

- Evaluate the student's ability to provide organized and safe nursing practice according to the established evaluation criteria.

- Provide suggestions that will assist and improve student performance to achieve course and practice outcomes.

- Communicate and return feedback in a timely manner.

- Notify the student and the Program Director immediately if not able to continue serving as mentor.

- If the mentor is no longer available or not able to complete service as mentor, a new mentor agreement will need to be completed and submitted to the Program Director for any change of mentor.

- Refrain from unlawful discrimination based on gender, age, race, color, national origin, religion, sexual orientation, political affiliation or belief, or disability.

4 Student

4 – Student

The DNP student is responsible to comply with all academic, hospital, practice, or community facility policies and procedures. Each student will be required to comply with all National University, School of Health Professions, Department of Nursing policies and procedures identified in the University Catalog and DNP Student Handbook. Failure to demonstrate integrity, ethical conduct, or professional standards may necessitate dismissal from National University. The following list provides student responsibilities in the DNP program:

- Work with the Program Director and the Director of Clinical Affairs to locate, assess, identify, and arrange a practice experience site.
- Work with the Program Director to identify a mentor who meets the NU School of Health Professions DNP program requirements and qualifications.
- Work with the Program Director to locate, assess, identify, and arrange a practice experience site.
- Work with the Program Director to identify a mentor who meets the DNP program requirements and qualifications.
- Work with the Program Director to encourage the mentor to complete and sign the Mentor Agreement and provide a copy of their curriculum vitae/resume. All information must be provided on the agreement, including the mentor's position title, licensure information, and contact information (telephone number and email address).
- Ensure that the Affiliation Agreement, Mentor Agreement, and all other necessary documents are executed, received, and uploaded in Typhon BEFORE beginning the mentored practice experience.
- Complete DNP Practice Experience Acknowledgment and Instructions (See Appendix D).
- Be present at the approved practice experience site with the approved mentor for the specified course designated for practice experience activities.
- Identify learning goals for the practice experience with course faculty and practice mentor prior to beginning the practice experience courses using the proposed practice plan. This will be uploaded to your course in week 1.
- Review learning goals before starting the practice experience with course faculty and mentor.
- Comply with health and other professional requirements of the practice facility prior to the start of the practice experience.
- Dress in a professional manner consistent with practice experience facility guidelines and be clearly identified as a National University DNP student.
- Demonstrate safe and professional nursing practice behaviors and arrive at the agreed time.
- Abide by the practice experience site rules, policies, and regulations, including any IRB requirements at the practice experience site related to the DNP project.

Practice Experience Hours & Activities

DNP Practice hours are experiences identified by the student to attain knowledge for successful completion of the DNP program. The DNP practice experiences must align with Program Learning Outcomes (PLOs) and the Essentials of Doctoral Education. The DNP Hours will include hours spent working on the DNP Project. Students accrue DNP practice hours by engaging in mentored experiences, activities, and/or events DURING THE DNP PROGRAM that aligns with new knowledge of the role and responsibilities of the DNP-prepared nurse.

DNP Essentials

Students are required to attain practice hours activities aligned with the DNP Essentials to ensure program outcomes are met. The student must be able to demonstrate attainment of the DNP Essentials prior to completing the DNP program.

DNP Program Learning Outcomes

Program Learning Outcomes are found within the DNP Program Handbook and are shared with each mentor during the mentor approval process via the Mentor Guide.

DNP Course Learning Outcomes

Faculty will share Course Learning Outcomes (CLOs) in week one of each practice experience course. Course learning outcomes are found within NCUOne and course syllabi.

Documenting Practice Hours In Typhon

DNP hours will be logged in Typhon each week during the practice experience and project courses. The student must log the hours in the "Time Log "area of Typhon. The following information is required to complete each log:

The number of mentored practice hours spent with the mentor and/or additional hours approved by nursing leadership or faculty.

Which DNP Essential aligns with the practice hour(s) being logged. An activity may align with more than one DNP Essential, please document hours in each applicable Essential.

The student must provide a narrative summary in the notes section of each log, indicating the activity for the mentored practice hours. The activity and practice experience will be detailed within the weekly journals with supporting evidence submitted by course assignment or as applicable (e.g., CE certificate of attendance).

DNP Practice Experience Activities

All DNP students have an active role in creating the Individual Practice Plan. If additional DNP hours are required, the time will be completed engaging in appropriate activities in the Doctoral Student Education (DSE) courses.

Note: Students may complete their DNP Scholarly Project and DNP hours at their place of employment under the supervision of the mentor. Any activities completed must be outside assigned/typical job responsibilities and not within the same department or aligned under their current job supervisor.

Students will complete a Proposed Practice Plan (P3) with their mentor and submit the plan for review in week one of each practice experience course. The Proposed Practice Plan (P3) can be found in Typhon program documents and templates.
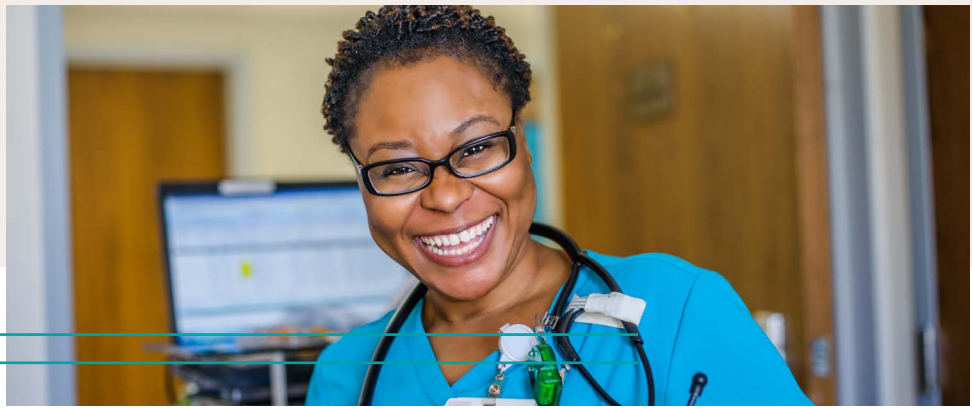
The following types of activities may be applied toward the DNP practice experience hours:

- Attendance and participation in clinical education programs (e.g., seminars or conferences that relate to the student's future practice) that are pre-approved by faculty and Program Director of Nursing.

Experiences, activities, and/or events (i.e., meetings, planning sessions, etc.) related to the DNP Scholarly Project.

- DNP Project-focused planning, implementation and evaluation in the DNP Project courses also require an integration of the DNP Essentials. However, all eight Essentials are not required to be demonstrated in the DNP Project. For a specific course sequence, please visit the NU Catalog.

- DNP coursework that provides evidence toward the program outcomes**

The time spent in the following activities may NOT be applied toward the DNP Hours:

- Writing and reading (i.e., for coursework, etc.)

- Editing (i.e., Scholarly Project)

- Travel

- DNP coursework can be counted as evidence of meeting or addressing a program outcome or professional role competency, the time spent engaged in that coursework cannot attribute to the DNP hours. Time spent completing coursework is not counted as DNP practice experience hours.

- **Practice as a nurse educator should not be included in the DNP practice hours.**
  The focus of a DNP program, including practice experiences and the DNP Project, should not be on the educational process, academic curriculum, or on educating nursing students.

Students may attain practice hours. For information on courses, please see the NU Catalog.

Practice Experience Requirement Checklist

DNP Essential I: Scientific Underpinning of Practice

- Participate in implementation of research or Evidenced-Based leadership practice
- Become a member of a committee that is trying to solve a practice problem in a healthcare setting
- DNP Scholarly Project work that relates to integrating nursing science and theory to improve health

DNP Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking

- Shadow/participate in QI meetings (skilled nursing homes have these monthly)
- Shadow/participate in organizational meetings related to patient safety
- Shadow the Patient Safety Officer in your organization
- Attend a lecture/seminar on patient safety
- Shadow organization leadership responsible for budgets
- Review a real budget with a nurse leader (i.e., a Director of Nursing with a budget for their unit)
- Attend/participate in ethics rounds
- Attend/participate in rounds at a health organization with your mentor
- DNP Scholarly Project work that requires interacting with budgetary leaders for host site, IRB approval, any work with patient safety/ HIPPA as it relates to the DNP Scholarly Project

DNP Essential III: Clinical Scholarship and Analytical Methods for Evidenced- Based Practice

- Shadow nursing leadership and have them review the benchmarks used to measure staff performance
- Present a poster at a conference
- Speak at a local, regional, or national conference
- Write an evidenced base article for publication
- DNP Scholarly Project work around taking the current literature and developing and implement evidenced-based practice interventions
- The design, development, and implementation of the DNP Scholarly Project
- DNP Scholarly Project work related to data collection, analysis, developing a database

DNP Essential IV: Information Systems/Technology and Patient Care Technology or the Improvement and Transformation of Healthcare

- Spend time shadowing the health IT department leadership
- Participate in the testing/develop of EHR programs
- Shadow the legal department as it relates to HIPAA/protection of patient information
- Explore social media use within your organization, how it is managed and safeguards for patient confidentiality
- DNP Scholarly Project work related to EHR use, development, changes (as they relate to the DNP Project)

DNP Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes

- Take on a leadership role within an organization to complete a small project or Continuous Quality Improvement process
- Bring together a multidisciplinary team to analyze organizational issues and create change
- Lead a workgroup supported by a professional organization
- DNP Scholarly Project work related to establishing an interdisciplinary team and meeting with those team members to further the project
- DNP Scholarly Project work related to communicating the implementation of the project

DNP Essential VII: Clinical Prevention and Population Health for Improving the Nation's Health

- Participate in a health promotion booth/fair (informing the public or leading a health fair)
- Attend a local hearing on a public health concern (local Department of Health)
- DNP Scholarly Project work related to health promotion efforts
- DNP Scholarly Project work related to conducting a needs assessment to determine the individual or aggregate's health

DNP Essential VIII: Advanced Nursing Practice

- Create a process to inform patient care outcomes
- Conference/CME related to the executive management of patients or healthcare leadership
- Shadow a leader in a specialty outside of your expertise (social work, pharmacy, HR)
- Work with your mentor
- Lead other health professionals through an executive project

DNP Practice Hours

DO

- Count activities that are directly related to the completion of DNP project goals and objectives, especially meetings with stakeholders, nursing or professional leaders, and your Project Committee
- Explore local experiences that contribute to attaining the Essential Outcomes
- Search for leaders in various disciplines to ensure a variety of experiences
- Perform activities that are directly related to the completion of DNP project goals and objectives

DON'T

- Count hours while you are in your paid position or working
- Log travel time related to the practice site
- Log communication, such as emails and phone calls, unless conferencing, meeting, or conducting practice or project-related communications
- Count review of literature, library work, or development of the written document related to the DNP project
- Log time spent during editing (i.e., Scholarly Project)

5 Course Faculty

05 — Course Faculty

The course faculty member is responsible for being available to the mentor to discuss any issues that may arise with the student or provide counsel with the mentor and student during the course. The role of the course faculty is a combination of many roles, such as facilitator, advisor, organizer, professional relations coordinator, and coach. Regular contact will occur between the course faculty member, student, and mentor via email, Zoom, or telephone to provide support for the student and mentor.

The course faculty member's responsibility is to maintain ongoing and effective communication throughout each DNP project and practice experience. The course faculty member is also responsible for the final evaluation of the student's learning during each project and practice experience course. The following list provides course faculty responsibilities in the DNP program:

- Approve log-hour entries weekly, while providing feedback, as necessary.
- Identify at-risk students and notify the Program Director by midterm.
- Initiate and follow up on remediation plans as needed.
- Review and complete all evaluations.
- Maintain active communication with the student and mentor regarding practice experience performance.
- Maintain responsibility for the final grade determination based on the grading rubric and the practice performance evaluation.
- Instruct students to abide by the practice experience site policies, procedures, and requirements.
- Ensure documentation of student performance evaluation at midterm and at completion of the course, provided by mentor, in Typhon.

AP Appendix A-I

Appendix A: Department of Nursing Individual Practice Plan

Verification of mentored clinical/practice experience hours is a requirement for the NU School of Health Professions DNP program. A total of 1000 post- baccalaureate mentored clinical/practice experience hours are required for DNP program completion. A minimum of 570 hours will be acquired during the DNP program. If the Verification of Hours form reflects less than 430 previous mentored practice/ clinical hours, students are required to complete additional practice experience hours during enrollment in the DNP project courses. Mentored practice hours will be completed in the Applied Doctoral Experience (ADE) courses for the fulfillment of additional hours required for the DNP Degree.

Name of DNP Student: _____

Verified Hours: _____ verified via letter on program letterhead or official documentation on transcript

Verification Date: _____ /_____ /_____

Additional Hours Needed: _____

*Refer to the DNP Practice Handbook for additional information regarding the attainment of practice experience hours. Hours from an Education focus or academic MSN program do not qualify as mentored practice hours**

Nursing Program Leadership: _____

Student Acknowledgement Signature: _____

Appendix B: NU DNP Practice Experience Acknowledgment and Instructions

DNP Executive Leadership

Please read all instructions prior to completing and submitting the practice experience proposal form to the Program Director.

The final practice experience proposal is due to the Program Director. Revisions are accepted up to four (4) weeks prior to the practice course start date. If students do not start in the indicated practice experience course, all documents must be resubmitted, and the proposal form must indicate to the new practice experience start date.

By signing below, you acknowledge that you have read the DNP Practice Handbook and instructions. You also give NU permission to verify, if requested, that a criminal background check and medical clearances have been obtained.

Student

Student name: _____

Date the form is submitted: _____ /_____ /_____

Date starting practice experience course: _____ /_____ /_____

Practice Experience Site

- Students are prepared to be a nurse executive leader.
- Students are allowed to perform practice experience rotations at their place of employment, but not while working or having their supervisor as a mentor. The rotation must be separate from their primary employment.
- The practice experience site must afford the opportunity for the student to meet course objectives. Students are expected to review course descriptions in the DNP Handbook for the upcoming DNP practice courses before completing the Practice Proposal Form.
- Students must follow the Practice Experience Requirements for the DNP program.
- DNP Executive Leadership practice experience courses must be completed in a healthcare administrative setting, i.e. a place that provides organized patient care services.

Specific name of the practice experience site where the student intends to complete practice experience hours. If there is a parent site and several satellite sites, identify the specific site where the mentor is employed and where the student will complete practice experience hours. Include the complete name, rather than an abbreviated name or initials:

_____

Specific address of the practice experience site. Provide suite or office number if needed:

_____

The telephone number which will directly connect to the practice experience site. Include specific extension if needed:

_____

The parent organization, such as healthcare or university system, if applicable:

_____

Identify if the student resides in the same state as the proposed practice experience site and is licensed to practice within that state. If the proposed practice experience site is in a state other than where the student resides, please notify the Program Director through email: **SHP@nu.edu**

_____

Mentor

- Identify potential mentors through professional contacts and colleagues, as well as former faculty or nurse administrators. Students are encouraged to maintain regular contact with the mentor prior to the start of the practice experience course.
- A mentor should not be anyone with whom you have a non-professional relationship (such as a family member or personal friend).
- To comply with accreditation and governing guidelines, an identified mentor may have no more than two National University students per course session.
- All nurse mentors must have a minimum of a graduate degree in nursing.
- All mentors must have current licensure. Verify licensure on the state board of nursing website. Any discipline noted on the license will be reviewed by the Academic Program Director, Department of Nursing. Note that discipline may be significant or recent enough to determine that this mentor may not be used at this time or at all.
- Mentors must notify the student, course faculty, and the Program Director in a timely manner if not able to continue serving as a mentor.
- All mentors must have a minimum of two (2) years of experience prior to the start of the practice experience course.
- Request current curriculum vitae (CV)/resume from mentor and upload to designated repository.

Name of the mentor as listed on their Registered Nursing license:

_____

Verify and enter the work email address of the mentor:

_____

Check mentor credentials as appropriate. Enter mentor credentials:

_____

State in which the mentor is licensed. Enter Registered Nursing license number:

_____

Student signature:

X _____

Appendix C: NU DNP Practice Experience Mentor Agreement

DNP Student Name: _____

Program: _____

Number of Practice Hours: _____ **Start Date:** _____ / _____ / _____ **End Date:** _____ / _____ / _____

Mentor Name and Credentials

State of Licensure: _____ **License #:** _____ **Date of Expiration:** _____ / _____ / _____

Mentor Email Address: _____

Mentor Phone Number: _____

Full Name of Practice Experience Site: _____

Address: _____

City: _____ **State:** _____ **Zip Code:** _____

Office Telephone Number: _____ **Fax Number:** _____

Expectations of the Mentor

Please review the Mentor Guide, Practice Handbook, and each Course Learning Outcomes applicable to the student practice experience. In addition to the mentor description, qualification, evaluations, and responsibilities, please acknowledge the following summary and provide a signed and dated agreement. If you find you are not able to complete responsibilities as the student's mentor for any reason, you must notify the student and the Academic Program Director, Department of Nursing immediately so a replacement mentor can be established.

Professional Exemplar

- Credentialed as a nurse with a minimum of a graduate degree* in nursing and currently licensed in the state where the practice will take place. *Terminal degree in nursing is preferred.
- Provide teaching/learning experiences in the practice experience setting.
- Exhibit leadership skills during the practice experience.
- Demonstrate professional responsibilities as a professional example for the DNP student.
- Review DNP Handbook and Practice Experience Handbook in full to understand the requirements for the DNP student.

Coach

- Assess the DNP student's learning needs.
- Assess the student's list of strengths and weaknesses.
- Review the student's personal learning goals.
- Collaborate with the student to plan effective learning experiences.
- Provide ongoing feedback and evaluation of the student.
- Collaborate with NU course faculty to evaluate the student's practice performance.
- Schedule and complete a midterm evaluation. For specific information, please visit the NU Catalog.
- Schedule and complete a final evaluation. For specific information, please visit the NU Catalog.

- Confirm and approve practice experience hours required for designated course and DNP experience in Typhon.
- A satisfactory practice evaluation is necessary to complete the course and graduate.

Communicator

- Communicate with course faculty by phone at the beginning of the course, midterm, and final evaluation.
- Contact course faculty and Academic Program Director, Department of Nursing a for concerns, problems, or incidents involving the student.
- Welcome the student and actively integrate the student into the administrative setting.
- Assist the student with their transition to the DNP role.
- Effectively communicate with the student, course faculty, and the Academic Program Director, Department of Nursing.

I have read the Mentor Guide, and the DNP Practice Handbook in full, acknowledge the mentor expectations, qualifications, and responsibilities, and agree to serve as a mentor.

Mentor Name (Printed): _____ **Date:** _____ /_____ /_____

Mentor Signature: X _____ **Date:** _____ /_____ /_____

Appendix D: NU DNP Project Proposal Approval Form

DNP Student Name: _____ DNP Project Title: _____

DNP Project Proposal Approval

The DNP Project is a culmination of the knowledge gained in the DNP courses. The project is an opportunity to demonstrate an analytical approach to programmatic, administrative, policy, or practice issues in a format that supports the synthesis, transfer, and utilization of knowledge.

	APPROVED	NOT APPROVED
DNP Mentor: _____	☐	☐
DNP Course Faculty: _____	☐	☐
Academic Program Director, Department of Nursing: _____	☐	☐

Title of DNP Project: _____

Description of DNP Project: _____

Reviewed and verified by the Academic Program Director, Department of Nursing:

Signature: X _____ **Date:** _____ /_____ /_____

Appendix E: NU DNP Project Team Agreement

DNP Student Name: _____

DNP Project Title and Description: _____

Course Faculty Team Member:

Name: _____ **Date:** _____ /_____ /_____

Title and Credentials: _____

I agree to serve on the DNP Project Team for the above-named DNP student.

Signature: X _____

SME Team Member

Name: _____ **Date:** _____ /_____ /_____

Title and Credentials: _____

I agree to serve on the DNP Project Team for the above named DNP student.

Signature: X _____

Approved by Academic Program Director, Department of Nursing

Name: _____ **Date:** _____ /_____ /_____

Signature: X _____

Appendix F: NU DNP Final Project Approval

This document serves as the official record of the DNP Project submission to the NU School of Health Professions, Nursing, and must be submitted before the DNP degree may be awarded.

Please print and sign all information clearly.

Student Agreement:

• I hereby certify that, if appropriate, I have obtained authorization statements from each third-party copyright holder.

• I certify that I have submitted the final copy of relevant documents approved by my DNP Project Team.

Student Name: _____

Graduation Date: _____ /_____ /_____

Name of Doctoral Program: _____

Name of Degree: _____

DNP Project Title:: _____

Review and Acceptance: Documents have been reviewed and approved by the student's DNP Project Team. This Approval Form serves as the Certificate of Approval for the DNP Project, including any abstracts enclosed within.

Team Member: Course Faculty Chair

Printed Name: _____ **Signature:** X _____ **Date:** _____ /_____ /_____

Team Member: Mentor

Printed Name: _____ **Signature:** X _____ **Date:** _____ /_____ /_____

Team Member: SME

Printed Name: _____ **Signature:** X _____ **Date:** _____ /_____ /_____

School of Health Professions, Academic Program Director, Department of Nursing

Printed Name: _____ **Signature:** X _____ **Date:** _____ /_____ /_____

School of Health Professions, Dean

Printed Name: _____ **Signature:** X _____ **Date:** _____ /_____ /_____

Appendix G: NU DNP Student Health Assessment Form

DNP Student Name: _____ **Date:** _____ / _____ / _____

Address: _____

City: _____ **State:** _____ **Zip Code:** _____

Email: _____ **Date of Birth:** _____ / _____ / _____

☐ **Male**   ☐ **Female**   **Phone Number:** _____

PLEASE NOTE:
This health assessment must be completed by an MD, DO, PA, or ARNP.
Assessment by other healthcare providers will NOT be accepted.

Physical Assessment

Height: _____ **Weight:** _____ **Vital Signs:** BP _____ P _____ R _____ **Tempeture:** _____

Visual Acuity: (R) _____ (L) _____   **Uses Eyeglasses:** ☐ **Yes** ☐ **No**   **Uses Contact Lenses:** ☐ **Yes** ☐ **No**

Uses Hearling Aids: ☐ **Yes** ☐ **No**

Medical History

Allergies:	☐ **No**	☐ **Yes**	If yes, explain: _____
Hospitalizations:	☐ **No**	☐ **Yes**	If yes, explain: _____
Orthopedic Problems:	☐ **No**	☐ **Yes**	If yes, explain: _____
Heart Problems:	☐ **No**	☐ **Yes**	If yes, explain: _____
Lung Problems:	☐ **No**	☐ **Yes**	If yes, explain: _____
Skin Problems:	☐ **No**	☐ **Yes**	If yes, explain: _____
HEENT:	☐ **Normal**	☐ **Abnormal**	If Abnormal, explain: _____
Heart:	☐ **Normal**	☐ **Abnormal**	If Abnormal, explain: _____
Lung:	☐ **Normal**	☐ **Abnormal**	If Abnormal, explain: _____
Abdomen:	☐ **Normal**	☐ **Abnormal**	If Abnormal, explain: _____
Musculoskeletal:	☐ **Normal**	☐ **Abnormal**	If Abnormal, explain: _____
Neurological:	☐ **Normal**	☐ **Abnormal**	If Abnormal, explain: _____

Immunization Verification Instructions

IMMUNIZATION CONTACT INFORMATION	
Hotline:	**800-CDC-INFO / 800-232-4636**
Email:	**nipinfo@cdc.gov**
Website:	**http://www.cdc.gov/vaccines/hcp.htm**

TB test	PPD must be 0 mm or negative IGRA (blood) testing annually.
	If POS, must have proof of negative CXR and annual symptom analysis.
Tetanus Vaccination/Td:	Every ten years. TdaP booster as replacement for one Td dose.
Hepatitis B Vaccination	Evidence of 3-dose series with positive Ab titer.
	If non-responder (NEG Ab after three-dose series), follow CDC recommendations to repeat series and titer.
MMR (Measles, Mumps, Rubella)	Healthcare personnel (HCP) born in 1957 or later can be considered immune to measles, mumps, or rubella only if they have documentation of (a) laboratory confirmation of disease or immunity or (b) appropriate vaccination against measles, mumps, and rubella (i.e., 2 doses of live measles and mumps vaccines given on or after the first birthday and separated by 28 days or more, and at least 1 dose of live rubella vaccine). HCP with 2 documented doses of MMR are not recommended to be serologically tested for immunity, but if they are tested and results are negative or equivocal for measles, mumps, and rubella, these HCP should be considered to have presumptive evidence of immunity to measles, mumps, and/or rubella and are not in need of additional MMR doses.
Varicella (Chicken Pox)	Must have a positive varicella titer. If no serologic proof of immunity, prior vaccination, or diagnosis or verification of a history of varicella or herpes zoster by a healthcare provider, give two doses of varicella vaccine, four weeks apart. Not recommended that healthcare personnel get tested for immunity to varicella after two doses of vaccine, as commercial assays are not sensitive enough in all instances to detect antibodies after vaccination.

Healthcare provider MUST sign the bottom of the Immunization and Statement of Health Form to prove that the student has been screened AND that the vaccinations have been verified. All immunizations must be uploaded to Typhon after completed in Castle Branch. Castle Branch will serve as your personal repository for your immunizations, drug testing and criminal background check.

Based upon standard history and physical exam findings, this student is free from communicable diseases and able to conduct practice experiences in an environment that provides patient care services. All immunization dates above are hereby certified and all other medical records of this student are on file at the physician's office.

Faculty Name: _____ **Phone Number:** _____

Address: _____

City: _____ **State:** _____ **Zip Code:** _____

Healthcare Provider's Signature: _____ **Date:** _____ / _____ / _____

ALL immunization requirements **MUST** be met prior to starting the practice experience courses in the the National University School of Health Professions Nursing Program unless approved special circumstances exist. By signing this statement, the student provides a waiver for the NU DNP Program administration and faculty to maintain and release immunization and tuberculosis screening results.

DNP Student Signature: _____ **Date:** _____ / _____ / _____

Appendix H: NU DNP Practice Experience Performance

The mentor evaluation of the DNP student's practice experience performance addresses the DNP Practice Experience course objectives.

Evaluations are conducted at midterm and at the end of each course. The evaluations are intended to assess overall student performance in the practice experience setting.

The evaluations are based on successful completion of each course objective in the DNP courses with clinical/practice experience components. Evaluations are completed in Typhon with required electronic signature but may be reviewed here. Paper versions of the midterm and final evaluations may be used if technology challenges, or issues arise.

DNP Executive Leadership

Midterm and Final Evaluation

Purpose: The DNP evaluation is to be completed by the mentor on or before week six at midterm and week 11 for final evaluation of the student practice experience. Students demonstrating proficiency will receive ratings of 4 or higher for evaluation of mentored experiences. Please provide the most accurate feedback possible to enable best educational support for the student. Thank you.

- NU Nursing Leadership

Please use the following scale to rate the student, using criteria based on DNP Essentials and AONL competencies:

1-Not Observed, **2**-Lacks Competency, **3**-Demonstrates Competency, **4**-Demonstrates Proficiency, **5**-Demonstrates Mastery

DNP Essentials

Scientific Underpinnings

	Not Observed	Lacks Competency	Demonstrates Competency	Demonstrates Proficiency	Demonstrates Mastery
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 determine the nature and significance of health and healthcare delivery phenomena.					
Use nursing theories and concepts to describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and healthcare delivery phenomena, as appropriate.					
Evaluate outcomes using nursing theories and concepts.					
Develop and evaluate new practice approaches based on nursing theories and theories from other disciplines.					

Organizational and Systems Leadership for Quality Improvement and Systems Thinking

	Not Observed	Lacks Competency	Demonstrates Competency	Demonstrates Proficiency	Demonstrates Mastery
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.					
Ensure accountability for quality of healthcare and patient safety for populations with whom they work.					
Develop and evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the healthcare organization, and research.					

Scholarship and Analytical Methods for Evidence-Based Practice

	Not Observed	Lacks Competency	Demonstrates Competency	Demonstrates Proficiency	Demonstrates Mastery
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 and systems of care within a practice setting, healthcare 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.					
Use information technology and research methods appropriately to 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, and identify gaps in evidence for practice.					

Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Healthcare

	Not Observed	Lacks Competency	Demonstrates Competency	Demonstrates Proficiency	Demonstrates Mastery
Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement, including consumer use of healthcare information systems.					
Analyze and communicate critical elements necessary to the selection, use, and evaluation of healthcare 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.					
Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professionals, and other stakeholders in policy and public forums.					
Demonstrate leadership in the development and implementation of institutional, local, state, federal, or international health policy.					
Influence policy makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, or international levels to improve healthcare 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.					

	Not Observed	Lacks Competency	Demonstrates Competency	Demonstrates Proficiency	Demonstrates Mastery
Develop, evaluate, and provide leadership for healthcare policy that shapes healthcare financing, regulation, and delivery.					
Advocate for social justice, equity, and ethical policies within all healthcare arenas.					

Interprofessional Collaboration for Improving Patient and Population Health Outcomes

	Not Observed	Lacks Competency	Demonstrates Competency	Demonstrates Proficiency	Demonstrates Mastery
Employ effective communication and collaborative skills in the development and implementation of practice models, peer reviews, practice guidelines, health policy, standards of care, 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 healthcare and complex healthcare delivery systems.					

Clinical Prevention and Population Health for Improving the Nation's Health

	Not Observed	Lacks Competency	Demonstrates Competency	Demonstrates Proficiency	Demonstrates Mastery
Analyze epidemiological, biostatistical, 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.					
Synthesize concepts to improve health status/access patterns and address gaps in care of individuals, aggregates, or populations.					

	Not Observed	Lacks Competency	Demonstrates Competency	Demonstrates Proficiency	Demonstrates Mastery
Evaluate care delivery models and strategies using concepts related to community, environmental and occupational health and cultural and socioeconomic dimensions of health.					

AONL Competencies: DNP Executive Leadership

Communication and Relationship Building

	Not Observed	Lacks Competency	Demonstrates Competency	Demonstrates Proficiency	Demonstrates Mastery
EFFECTIVE COMMUNICATION: Make oral presentations to and produce written materials for diverse audiences on nursing/ healthcare topics/organizational issues.					
RELATIONSHIP MANAGEMENT: Build collaborative relationships, exhibit effective conflict resolution skills, and create a trusting environment.					
DIVERSITY: Establish an environment that values diversity (e.g., age, gender, race, religion, ethnicity, sexual orientation, culture). Establish cultural competency in the workforce.					

Knowledge of the Healthcare Environment

	Not Observed	Lacks Competency	Demonstrates Competency	Demonstrates Proficiency	Demonstrates Mastery
CLINICAL PRACTICE KNOWLEDGE: Integrate bioethical and legal dimensions into clinical and management decision-making. Adhere to professional association standards of nursing practice.					
PATIENT SAFETY: Lead/facilitate performance improvement teams to improve systems/processes that enhance patient safety; LEAN and Six Sigma or complex adaptive systems.					

Leadership

	Not Observed	Lacks Competency	Demonstrates Competency	Demonstrates Proficiency	Demonstrates Mastery
SYSTEMS THINKING: Consider the impact of nursing decisions on the healthcare organization as a whole; use resources from other paradigms.					
CHANGE MANAGEMENT: Adapt leadership style to situational needs and use change theory to implement change.					

Professionalism

	Not Observed	Lacks Competency	Demonstrates Competency	Demonstrates Proficiency	Demonstrates Mastery
PERSONAL AND PROFESSIONAL ACCOUNTABILITY: Role model standards of professional practice (clinical, educational, and leadership) for colleagues and constituents.					
ETHICS: Uphold ethical principles and corporate compliance standards; discuss, resolve, and learn from ethical dilemmas.					

Business Skills

	Not Observed	Lacks Competency	Demonstrates Competency	Demonstrates Proficiency	Demonstrates Mastery
FINANCIAL MANAGEMENT: Interpret financial statements or use business models for healthcare organizations and apply fundamental concepts of economics.					
HUMAN RESOURCE MANAGEMENT: Analyze market data in relation to supply and demand and evaluate the results of employee satisfaction/ quality of work environment survey.					
STRATEGIC MANAGEMENT: Create the operational objectives, goals, and specific strategies required to achieve the strategic outcome.					

Please provide additional comments as needed:

I am certifying that the evaluation feedback provided is a true account of the abilities of the student. This evaluation is for the sole use of National University Department of Nursing, and contains confidential information covered under the Family Education Rights and Privacy Act (FERPA).

Please Print Name: _____

Please Sign Name: X _____ **Date:** _____ /_____ /_____

Appendix I: NU DNP Evaluation Of Practice Site And Mentor

Purpose: This evaluation should be completed by the student at the end of each course to evaluate the mentor and practice site. Honest student feedback is expected. Thank you. -NU Nursing Leadership

Please rate the following statements regarding your mentor:

	Not Observed	Lacks Competency	Demonstrates Competency	Demonstrates Proficiency	Demonstrates Mastery
My mentor was knowledgeable regarding the objectives and learning outcomes of my course.					
My mentor was readily available for consultation.					
My mentor facilitated access to information and resources needed to complete my practice experience.					
My mentor provided opportunities for management of healthcare systems data appropriate to my practice experience expectations.					
My mentor encouraged problem solving through meaningful questioning and systems thinking.					
The quality of patient care delivery systems was appropriate.					
My mentor's ability as a leader helped me apply leadership skills as a student of this program.					
My mentor was a role model in utilizing evidence in choosing interventions for best practice.					
My mentor discussed their expectations of me for this clinical rotation.					
My mentor was respectful of me and my time and encouraged open communication, enabling leadership development and integrative change management.					
My mentor interacted with me in a professional manner.					

Please list and detail the mentor's strengths:

_____

_____

_____

_____

Please list and detail the mentor's weaknesses:

_____

_____

_____

_____

Please rate the practice site:

	Not Observed	Lacks Competency	Demonstrates Competency	Demonstrates Proficiency	Demonstrates Mastery
Orientation to the site included a tour of the facility and introductions to key people.					
Physical facilities were adequate.					
The site is receptive to student participation in patient care.					
The site is receptive to student participation in patient care.					
The site is receptive to student participation in patient care.					
The practice site was professional in appearance, including cleanliness.					
The practice site provided adequate supervision and mentor collaboration for student learning and safety.					
This site provided a variety of learning experiences.					

Please list and detail the practice site's strengths:

_____

_____

_____

_____

Please list and detail the practice site's weaknesses:

_____

_____

_____

_____