Doctor of Nursing Practice Program Handbook
2024- 2025
Jefferson College of Nursing

Jefferson
Thomas Jefferson University

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Doctor of Nursing Practice Program Guidelines 2024-2025

Welcome!

Welcome to the Doctor of Nursing Practice (DNP) Program at Jefferson's (Philadelphia University + Thomas Jefferson University) College of Nursing! This guidebook was created to be a reference for all Jefferson DNP students and faculty and is not meant to be an exhaustive resource. The guidelines are revised annually and include information to guide DNP students in the completion of program progression, the DNP Project and practicum hours.

The DNP is a practice doctorate designed to prepare professional nurses for scholarly practice as clinical and health systems experts who will lead and inspire health care improvement and reform. Jefferson College of Nursing's DNP curriculum focuses on leadership, systems thinking, reflective practice, health policy, implementation science and evidence-based clinical practice.

Doctoral study is rigorous and requires independence, discipline and self-direction. The best way to succeed is to immerse oneself in the educational process. An expectation of all students is to stay current with course work and keep informed by maintaining communication with the Graduate faculty, checking the course board/s and JeffMail email daily.

Jefferson College of Nursing DNP- Post Baccalaureate Entry
Organizing Framework

Jefferson University, Jefferson College of Nursing Graduate Program has adopted the components of doctoral education defined in The Essentials of Doctoral Education for Advanced Nursing Practice published by the American Association of Colleges of Nursing as the organizing framework of the Doctor of Nursing Practice (DNP) program. Two components form the organizing framework for the doctoral level curriculum: 1) core curriculum comprised of the DNP Essentials 1 through 8 that are the foundational outcome competencies deemed essential for all graduates of a DNP program regardless of specialty or functional focus, and 2) specialty curriculum comprised of the specialty competencies/content that prepares the DNP graduate for those practice and didactic learning experiences for a particular specialty. Competencies, content, and practicum experiences needed for specific roles in specialty areas are delineated by national specialty nursing organizations. The core curriculum constitutes foundational curriculum content that has been identified as essential for all students who pursue a DNP degree in nursing.

The courses incorporated into the core curriculum are foundational to all advanced nursing practice roles.

- o Essential I: Scientific Underpinnings for Practice prepares graduates to: 1) use science- based theories and concepts to 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; and 2) develop and evaluate new practice approaches based on nursing theories and theories from other disciplines.

o   Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking prepares graduates to: 1) 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; 2) ensure accountability for quality of health care and patient safety for populations with whom they work, and 3) develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research.

o   Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice prepares graduates to: 1) use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice; 2) design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care; 3) apply relevant findings to develop practice guidelines and improve practice and the practice environment; 4) use information technology and research methods appropriately; 5) function as a practice specialist/consultant in collaborative knowledge-generating research; and 6) disseminate findings from evidence-based practice and research to improve healthcare outcomes.

o   Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care prepares graduates to: 1) 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; 2) analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology; 3) demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases; and 4) evaluate consumer health information sources for accuracy, timeliness, and appropriateness.

o   Essential V: Health Care Policy for Advocacy in Health Care prepares graduates to: 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; 2) demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy; 3) educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes; 4) advocate for the nursing profession within the policy and healthcare communities; 5) develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery; and 6) advocate for social justice, equity, and ethical policies within all healthcare arenas.

o   Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes prepares graduates to: 1) 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; and 2) lead interprofessional teams in the analysis of complex practice and organizational issues.

o Essential VII: Clinical Prevention and Population Health for Improving the Nation's Health prepares graduates to: 1) analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health; and 2) 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.

o Essential VIII: Advanced Nursing Practice prepares graduates to: 1) conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches; 2) design, implement, and evaluate therapeutic interventions based on nursing science and other sciences; 3) develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes; 4) demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes; 5) guide, mentor, and support other nurses to achieve excellence in nursing practice; 6) educate and guide individuals and groups through complex health and situational transitions; and 7) use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues. The specialty curriculum constitutes the specialty competencies/content that prepares the DNP graduate for those practice and didactic learning experiences for a particular specialty. Competencies, content, and practice experiences needed for specific roles in specialty areas are delineated by national specialty nursing organizations.

American Association of Colleges of Nursing (2006) The Essentials of Doctoral Education for Advanced Nursing Practice Washington D.C.

Jefferson College of Nursing DNP-Post Baccalaureate Entry
Program Outcomes

Upon completion of this program, the graduate will be able to:

1. Synthesize knowledge from ethics and the biophysical, psychosocial, analytical, and organizational sciences into the conceptual foundation of advanced nursing practice at the doctoral level. (Essential I)

2. Employ organizational and systems-level leadership principles in the development and evaluation of care delivery approaches that meet the current and future needs of communities and populations. (Essential II)

3. Design, direct and evaluate scholarly inquiries that incorporate evidence appraisal, research translation, and standards of care to improve practice and the practice environment. (Essential III)

4. Analyze ethical and legal issues in the use of information, information technology, communication networks, and patient care technologies used to support sage, highquality patient care. (Essentials II, IV)

5. 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. (Essential V)

6. Integrate skills of effective communication, collaboration, shared decision-making, and leadership with interprofessional teams to create change in health care. (Essential VI)

7. Synthesize individual, aggregate, and population health data in the development, implementation, and evaluation of interventions that address health promotion/disease prevention, access, and disparities. (Essential VII)

8. Demonstrate advanced levels of leadership, systems thinking, clinical judgement, and analytical skills in designing, delivering, and evaluating evidence-based care at the highest level of advanced practice. (Essential VIII)

In the Summer of 2023, Jefferson instituted new Post MSN DNP Clinical Practice track and new Executive Leadership curricula, based on the 2021 organizing framework from the American Association of Colleges of Nursing;

The Essentials: Core Competencies for Professional Nursing Education

Domain 1: Knowledge for Nursing Practice:
Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice

Domain 2: Person-Centered Care:
Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic,

individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.

Domain 3: Population Health:
Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes. (Kindig & Stoddart, 2003; Kindig, 2007; Swartout & Bishop, 2017; CDC, 2020).

Domain 4: Scholarship for the Nursing Discipline:
The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care (AACN, 2018).

Domain 5: Quality and Safety:
Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.

Domain 6: Interprofessional Partnerships:
Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

Domain 7: Systems-Based Practice:
Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, and equitable care to diverse populations.

Domain 8: Informatics and Healthcare Technologies:
Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards

Domain 9: Professionalism:
Formation and cultivation of a sustainable professional identity, including accountability, perspective, collaborative disposition, and comportment, that reflects nursing's characteristics and values.

Domain 10: Personal, Professional, and Leadership Development:
Participation in activities and self-reflection that foster personal health, resilience, and well-being; contribute to lifelong learning; and support the acquisition of nursing expertise and the assertion of leadership

Concepts threaded throughout the curriculum across various courses and domains include:

1. Clinical Judgement
2. Communication
3. Compassionate Care
4. Diversity, Equity, Inclusion
5. Ethics
6. Evidence-Based Practice
7. Health Policy
8. Social Determinants of Health

Jefferson College of Nursing DNP- Post Master's Entry
Program Outcomes 2023 Curriculum

1. Integrate, translate, and apply established and evolving disciplinary nursing and transdisciplinary knowledge to form the basis for clinical judgment and innovation in nursing practice. Domain: 1. Concepts: 1, 2, 5

2. Model advanced clinical reasoning and person-centered care to improve health equity and population health outcomes across the healthcare delivery continuum. Domains: 2, 3. Concepts: 2,3,4,8

3. Synthesize scientific knowledge to inform evidence-based practice, influence policy, improve health outcomes, and transform health care. Domain: 4. Concepts: 5, 6, 7

4. Lead within complex systems of health care through coordination of resources; through utilization of information and communication technologies and informatics processes; and, through the application of principles of safety and improvement science to deliver safe, high quality, equitable care. Domain: 5, 7, 8. Concepts: 2, 3, 4

5. Integrate reflective practices to model a sustainable professional nursing identity that fosters personal health, resilience, and well-being; cultivates lifelong learning; reflects nursing's characteristics and values; and supports

acquisition of nursing expertise and the assertion of leadership. Domain: 9,10.
Concepts: 2, 3, 5

6. Build intentional interprofessional partnerships to optimize care and improve
health outcomes for patients, families, communities, and other stakeholders.
Domain: 6. Concepts: 2, 3

Academic Advising

Upon enrollment, students in the DNP program are assigned a DNP faculty member(s) as
an academic advisor. The academic advisor will assist students in interpreting DNP and
College of Nursing program and policy requirements as well develop a plan of study.
Students shall arrange a meeting with their academic advisor as soon as possible after
being assigned as well as communicate with their advisor at least once per semester and
keep the advisor informed regarding current or anticipated plans, goals, and progression
issues. Students should initiate meetings with advisers. It is recommended that these
meeting are held via Zoom, Teams, Skype, Face Time, and/or in person. Students having
questions about academic advisors should contact the DNP Program Director.

The following list of faculty includes nursing faculty who advise students, and/or teach in
the DNP program:

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Doctor of Nursing Practice Program Options

Please refer to the 2023-2024 Jefferson College of Nursing Student Handbook & Course Catalog for DNP program options and full-time and part-time plans of study. All students should consult with their advisor to create and/or revise their plan of study.

DNP-Post Baccalaureate Entry Course Listing and Course Descriptions

NU701: Scientific Underpinnings for Nursing Practice
Credits: Three (3) Credits
Course Description: Explores the evolution and development of theories relevant to nursing practice, grand and middle-range theories, and their philosophical underpinnings and implications. This course has a minimum practicum component of 20-40 hours.

NU702: Practice Inquiry: Designs, Methods and Analyses
Credits: Three (3) Credits
Course Description: Examines advanced research designs, methods and analysis common to clinical research focused on solving clinical problems and improving health outcomes. The course will prepare students to design, implement, interpret and translate research into clinical practice. Methodologies to be studied include quantitative, qualitative and mixed

methods. The course will focus on the formulation of researchable questions and hypotheses, various research designs, types of research variables and measurement. This course has a minimum practicum component of 20-40 hours.

NU703: Theoretical Foundations for Organizational Change in Healthcare Systems
 Credits: Three (3) Credits
Course Description: Provides a comprehensive exploration of organizational change theories and systems thinking approaches within an ethical context. The goal of this course is to develop and refine the leadership/management change skills of students to transform practice and educational environments in order to enhance the quality of nursing and healthcare delivery systems. This course has a minimum practicum component of 20-40 hours.

NU704: Philosophy, Foundations and Methods for Evidence Based Practice
Credits: Three (3) Credits
Course Description: Introduces the concepts associated with evidence-based nursing practice models. The steps in implementing evidence-based practice are explored in depth. Issues related to information management technology will be introduced. Strategies for creating a culture of evidence-based practice both for individual and systems will be identified and barriers to evidence-based practice will also be identified. This course has a minimum practicum component of 20-40 hours.

NU705: Advanced Topics in Health Informatics
Credits: Three (3) Credits
Course Description: Examines advanced topics in health informatics including revolutionizing health care through information and computer technology. This course has a minimum practicum component of 20-40 hours.

NU706: Quality Measurement and Outcomes Analysis in Healthcare
Credits: Three (3) Credits
Course Description: Focuses on quality and patient safety initiatives. Strategies for creating a culture of quality and patient safety will be examined. The goal of the course is to provide the student with the scientific knowledge base and practical tools necessary for leadership in healthcare quality and patient safety initiatives so that an organizational quality infrastructure can be built. This course has a minimum practicum component of 2040 hours

NU707: Leadership and Inter-professional Collaboration
Credits: Three (3) Credits
Course Description: Focuses on the knowledge and skills necessary to provide exemplary leadership of groups and inter-professional teams with an emphasis on relationship building and team building. The goal of this course is to further enhance the student's leadership skill development in order to resolve complex clinical situations, improve practice environments, and lead integrated healthcare delivery teams. This course has a minimum practicum component of 20-40 hours.

NU708: Clinical Prevention and Population Health for Improving the Nation's Health
Credits: Three (3) Credits
Course Description: Examines concepts related to health care outcomes identification, health promotion, disease prevention, disease management, and the design of innovative health care delivery models for vulnerable, underserved, and minority populations. This course has a minimum practicum component of 20-40 hours.

NU709: Current Issues in Health and Social Policy: Planning, Participating and Policy Making
Credits: Three (3) Credits
Course Description: Focuses on understanding how health care is organized, financed, and delivered in the U.S. and examines key issues currently on the U.S. national policy agenda. Students will conduct health policy analysis, examine stakeholders' perspectives and environmental factors, and develop feasible policy options and recommendations. This course has a minimum practicum component of 20-40 hours.

NU710 Practicum I
Credits: Three (3) Credits
Course Description: This is the first of three practicum courses to provide students the opportunity for application of knowledge gained in all core courses over the final three semesters of doctoral study. The Practice Inquiry Project begins in this course. This course has a minimum practicum component of 20-60 hours.

NU711 Practicum II
Credits: Three (3) Credits
Course Description: This is the second of three practicum courses to provide students the opportunity for application of knowledge gained in all core courses over the final three semesters of doctoral study. The Practice Inquiry Project continues in this course. This course has a minimum practicum component of 20-60 hours.

NU712 Practicum III
Credits: Three (3) Credits
Course Description: This is the third of three practicum courses to provide students the opportunity for application of knowledge gained in all core courses over the final three semesters of doctoral study. The Practice Inquiry Project concludes in this course. This course has a minimum practicum component of 20-60 hours.

DNP-Post Master's Entry Course Listing and Course Descriptions

NU702: Practice Inquiry: Designs, Methods and Analyses
Credits: Three (3) Credits
Course Description: Examines advanced research designs, methods and analysis common to clinical research focused on solving clinical problems and improving health outcomes. The course will prepare students to design, implement, interpret and translate research into clinical practice. Methodologies to be studied include quantitative, qualitative and mixed

methods. The course will focus on the formulation of researchable questions and hypotheses, various research designs, types of research variables and measurement. This course has a minimum practicum component of 20-40 hours.

NU704: Philosophy, Foundations and Methods for Evidence Based Practice
Credits: Three (3) Credits, Practicum 20-60 hours (at the discretion of the course faculty)
Course Description: Introduces the concepts associated with evidence-based nursing practice models. The steps in implementing evidence-based practice are explored in depth. Issues related to information management technology will be introduced. Strategies for creating a culture of evidence-based practice both for individual and systems will be identified and barriers to evidence-based practice will also be identified. This course has a minimum practicum component of 20-40 hours.

NU713: Digital Transformation in Healthcare: Trends and Opportunities
Credits: Three (3) Credits, Practicum 20-60 hours (at the discretion of the course faculty)
Course Description: This course focuses on understanding the current and future state of digital transformation. At the core of this transformation is the ability to leverage data to deliver actionable insights and predictions using artificial intelligence and machine learning. Students explore digital technologies and apply informatics processes, tools and tactics to retrieve and critically analyze digital data and information to promote and lead effective and equitable delivery of health care services in accordance with best practice and professional, ethical, and regulatory standards.

NU714: Healthcare Systems Safety, Quality, and Improvement Science
Credits: Three (3) Credits, Practicum 20-60 hours (at the discretion of the course faculty)
Course Description: This course focuses on principles and practices of safety science, quality improvement and implementation science and applies evidence-based strategies to minimize risk of harm to patients and providers of care. Students will apply associated principles, practices and tools to establish safe and just environments of care, foster cultures of physical and psychological safety, and engage patients and interprofessional partners in the provision of safe, equitable, team-based, person-centered care.

NU715: Leading Strategic Change in an Era of Healthcare Transformation
Credits: Three (3) Credits, Practicum 20-60 hours (at the discretion of the course faculty)
Course Description: This course focuses on leadership and organizational change theories and how they apply to successfully leading strategic, unplanned, and chaotic change in complex healthcare settings. The course offers a unique blend of evidence-based content, personal insight assessments, role-specific examples and scenarios, and change application exercises and discussions. The goal of the course is for students to cultivate a growth mindset to build and lead problem-solving interprofessional teams that transform systems in diverse, dynamic, volatile and ambiguous health care environments

NU716: Perspectives in Community Engagement and Population Health
Credits: Three (3) Credits, Practicum 20-60 hours (at the discretion of the course faculty)
Course Description: This course explores population health as a framework for improving health in society. The course focuses on an application of the concepts and methods for conducting an in depth assessment of health status among populations, which serves as the foundation for the health improvement planning process. Principles of epidemiology are

applied in analyzing population and organizational level data to provide understanding of population needs and resources. Multiple determinants are examined in relation to health status measurement, health and disease trends, and health disparities at a community, national, and global perspective. Students will explore how evidence is utilized in determining population-based interventions and policies directed at health promotion and disease prevention

NU717: Health and Social Policy
Credits: Three (3) Credits, Practicum 20-60 hours (at the discretion of the course faculty)
Course Description: This course focuses on understanding how health care is organized, financed, and delivered in the U.S. and examines key issues currently on the national and global policy agendas. Students conduct health and social policy analyses, examine stakeholders' perspectives, ethics, environmental factors, and anticipated consequences. Goal-directed feasible policy options and recommendations are developed. Advocacy strategies related to the profession, justice and vulnerable populations are explored and applied to a variety of venues.

NU718: Introduction to DNP Studies and the Scholarly Project
Credits: One (1) Credit
Course Description: This course explores the requisite mindset and essential skills and abilities necessary for success in the DNP journey. Topics include intellectual curiosity, professionalism, personal well-being, time management, academic writing, ethical conduct, and the scholarly project process.

NU719: DNP Scholarly Project and Practicum Seminar I
Credits: Three (3) Credits, Practicum 20-60 hours (at the discretion of the course faculty)
Course Description: This course requires students to finalize the evidence-based project proposal and project management plan, implement the plan and evaluate the outcomes. Implementation strategies are aligned with the healthcare systems' or community of interests' existing culture, infrastructure, and practices.

NU720: DNP Scholarly Project and Practicum Seminar II
Credits: Three (3) Credits, Practicum 20-60 hours (at the discretion of the course faculty)
Course Description: This course is designed to assist students in the completion of their project. Focus is placed on the business, policy, technology, and leadership implications of students' projects and dissemination strategies. Students evaluate sustainability of the project, appropriateness of key indicators and adoption for larger scale implementation in clinical practice or health systems. Strategies and tools to help students proactively navigate their careers as clinical practice leaders are discussed.

The DNP Executive Leadership (DNP-EL) Track Program

Program Overview

The Doctor of Nursing Practice in Executive Leadership (DNP-EL) Program offers nurses with a master's degree a dynamic, flexible program preparing them for executive leadership roles across all care delivery sites and systems. The online program designed for current and aspiring senior leaders, focuses on evidence-based leadership and innovation and integrates

experiential learning tailored to each student's interests often within their practice setting or community.

DNP-EL Program Outcomes

At the completion of the DNP-EL the graduates will be able to:

1. Integrate, translate, and apply established and evolving disciplinary nursing and transdisciplinary knowledge to form the basis for clinical judgment and innovation in nursing practice.
Domain: 1. Concepts: 1, 2, 5

2. Model advanced clinical reasoning and person-centered care to improve health equity and population health outcomes across the healthcare delivery continuum.
Domains: 2, 3. Concepts: 2, 3, 4, 8

3. Synthesize scientific knowledge to inform evidence-based practice, influence policy, improve health outcomes, and transform health care. Domain: 4. Concepts: 5, 6, 7

4. Lead within complex systems of health care through coordination of resources; through utilization of information and communication technologies and informatics processes; and, through the application of principles of safety and improvement science to deliver safe, high quality, equitable care.
Domain: 5, 7, 8. Concepts: 2, 3, 4

5. Build intentional interprofessional partnerships to optimize care and improve health outcomes for patients, families, communities, and other stakeholders. Domain: 6. Concepts: 2, 3

6. Integrate reflective practices to model a sustainable professional nursing identity that fosters personal health, resilience, and well-being; cultivates lifelong learning; reflects nursing's characteristics and values; and supports acquisition of nursing expertise and the assertion of leadership. Domain: 9, 10. Concepts: 2, 3, 5

Curriculum

A two or three-year plan of study provides students with flexibility in an online format. The program is thirty-two credits (32). The DNP-EL program prepares nurses to become innovators, strategic planners, and expert leaders in the complex healthcare industry. Nurse executives are vital to lead change based on the evidence from research and improve clients' health care outcomes, decrease cost, and improve patient satisfaction.

The DNP-EL Program Course Descriptions

NU702: Practice Inquiry: Designs, Methods and Analyses

Credits: Three (3) Credits, Practicum 20-60 hours (at the discretion of the course faculty)
Course Description: This course focuses on research and quality improvement designs, methods, and measurements pertaining to students' evidence-based project proposals. Proposals include problem identification; a search, analysis, and synthesis of the literature and evidence; translating evidence to construct a strategy or method to address the problem, and a plan for implementation. Project management principles are applied to the proposed project.

NU713: Digital Transformation in Healthcare: Trends and Opportunities
Credits: Three (3) Credits, Practicum 20-60 hours (at the discretion of the course faculty)
Course Description: This course focuses on understanding the current and future state of digital transformation. At the core of this transformation is the ability to leverage data to deliver actionable insights and predictions using artificial intelligence and machine learning. Students explore digital technologies and apply informatics processes, tools and tactics to retrieve and critically analyze digital data and information to promote and lead effective and equitable delivery of health care services in accordance with best practice and professional, ethical, and regulatory standards.

NU714: Healthcare Systems Safety, Quality, and Improvement Science
Credits: Three (3) Credits, Practicum 20-60 hours (at the discretion of the course faculty)
Course Description: This course focuses on principles and practices of safety science, quality improvement and implementation science and applies evidence-based strategies to minimize risk of harm to patients and providers of care. Students will apply associated principles, practices and tools to establish safe and just environments of care, foster cultures of physical and psychological safety, and engage patients and interprofessional partners in the provision of safe, equitable, team-based, person-centered care.

NU715: Leading Strategic Change in an Era of Healthcare Transformation
Credits: Three (3) Credits, Practicum 20-60 hours (at the discretion of the course faculty)
Course Description: This course focuses on leadership and organizational change theories and how they apply to successfully leading strategic, unplanned, and chaotic change in complex healthcare settings. The course offers a unique blend of evidence-based content, personal insight assessments, role-specific examples and scenarios, and change application exercises and discussions. The goal of the course is for students to cultivate a growth mindset to build and lead problem-solving interprofessional teams that transform systems in diverse, dynamic, volatile and ambiguous health care environments.

NU716: Perspectives in Community Engagement and Population Health
Credits: Three (3) Credits, Practicum 20-60 hours (at the discretion of the course faculty)
Course Description: This course explores population health as a framework for improving health in society. The course focuses on an application of the concepts and methods for conducting an in depth assessment of health status among populations, which serves as the foundation for the health improvement planning process. Principles of epidemiology are applied in analyzing population and organizational level data to provide understanding of population needs and resources. Multiple determinants are examined in relation to health status measurement, health and disease trends, and health disparities at a community, national, and global perspective. Students will explore how evidence is utilized in determining population-based interventions and policies directed at health promotion and disease prevention.

NU725: Introduction to Executive Leadership DNP Studies
Credits: One (1) credit
Course Description: This course introduces students to the opportunities and rigor of doctoral education, as well as to the mindset and skills that contribute to academic success. Topics include personal and professional well-being, ethical conduct, academic resources, practicum requirements and the scholarly project process.

NU726: Trends in Executive Health Care Leadership
Credits: Three (3) credits, Practicum 20-60 hours (at the discretion of the course faculty)
Course Description: This course focuses on the accelerating demands on today's healthcare leaders and the essential skills needed to inspire, influence, and foster inclusive, positive work environments. Topics include the impact of economic, political, and socio-cultural forces, the implications of law, standards, and regulatory

NU727: Innovation, Creativity and Well-Being in Health Care
Credits: Three (3) credits, Practicum 20-60 hours (at the discretion of the course faculty)
Course Description: This course focuses on using innovation to lead effectively, work collaboratively, and engage employees in their health and well-being, despite everyday challenges. Students will apply design-thinking concepts, processes and tools to harness the power of diverse perspectives and creative thinking to solve health care's critical workforce and workplace problems

NU728: Executive Leadership DNP Project and Practicum Seminar I
Credits: Four (4) Credits, Practicum 120 hours
Course Description: This course provides students with opportunities to gain executive leadership experience in health care systems or communities of interest across the health care delivery continuum. Tailored to individual interests and experience, students will participate, manage and evaluate agency-designated projects or finalize and implement a project related to an organizational healthcare or nursing practice problem. Seminars will address key operational questions that challenge students to think and listen more deeply and enhance their ability to lead in increasingly complex healthcare environments.

NU729: Executive Leadership DNP Project and Practicum Seminar II
Credits: Three (3) Credits, Practicum 120 hours
Course Description: This course provides students with continuing opportunities to gain executive leadership experience in health care systems or communities of interest across the health care delivery continuum. Students will finalize, evaluate, and disseminate their organizational healthcare or nursing practice project. Seminars will address key strategic questions that challenge students to think more deeply and listen more attentively as they refine their ability to lead in increasingly complex healthcare environments.

*Elective: Students will take a 3-credit doctoral elective course. Approval will be given by the program director.

Doctoral Practicum Requirements

The American Association of College of Nursing requires 1,000 post BSN practicum hours for the DNP. On application to the DNP program, students submit a letter from the college where they earned a master's degree, stating the hours they obtained in their program. This serves as the baseline to determine the number of hours still to be earned throughout the DNP Program. Students entering the BSN to DNP will earn all 1,000 throughout their clinical placements and the DNP practica. The hour requirement is determined at admission and recorded on the student's Plan of Study

Practicum hours earned in a course are null and void in the case of course failure or course withdrawal. When the course is repeated, practicum hours are not counted from the first attempt. Therefore, when the course is repeated, the student must complete all required hours at that time.

Clinical Affiliation Agreements and Consent and Release Forms

While JCN strives to provide enriching and engaging clinical practicum experiences for our DNP students, it is imperative that we respect and protect legal and ethical boundaries of both our students and clinical sites.

- For practicum sites that constitute <u>ongoing contact</u>, the university must have a clinical affiliation agreement with the agency/site/individual. Students shall work with individual course faculty to determine if the university has a pre-existing clinical affiliation agreement with the intended agency/site/individual.

- For one-time interfaces (observations, interviews, etc.) or experiences that constitute <u>a single contact and/or one-time event</u>, students must complete a consent and release form with the agency/site/individual. Note: Some course assignments may require a consent and release form as well. Students shall provide copies of completed consent and release forms with their practicum log submissions or course assignments, as appropriate.

- The consent and release form can be found in the Forms section of the DNP Handbook.

Prior to confirming an individual's participation with you in an interview designed to fulfill curricular requirements of the Jefferson College of Nursing, the following must occur:
- You must explain to the intended interviewee/observation location who you are.

- You must explain your role as a Doctor of Nursing Practice (DNP) student at the Jefferson College of Nursing, Thomas Jefferson University.

- You will explain the project upon which you are working, the extent to which you will publish or otherwise share the information obtained from your interactions with them, and the media you intend to utilize to obtain information.

- You will read a description of your intended activities to the interviewee or provide them with the option to read an explanation of your planned interview.

The Consent and Release Form will help you fully convey to the interviewee/observation location the important elements of their participation. After the potential interviewee/location receives information sufficient to satisfy the criteria identified in the section above, you must ask them to sign the Agreement to Interview/Observe Form. Give the interviewee/observation location a copy of the signed form and submit a copy of the signed form to the course board. You may also keep a copy for your records. Do not conduct the interview/observation until you have obtained a signed copy of the Consent and Release Form.

Practicum Hours: NU701 through NU709, NU713 through NU718, and NU725 through NU727

Each course contains practicum hours related to the course purpose and objectives. The nature of the hours is mutually agreed upon by the student and course faculty, and is detailed in each course's syllabus. At the beginning of each course, students will write a practicum hour completion plan and discuss the plan with the course faculty. Using the program template, students will maintain a practicum journal that includes practicum goals and objectives, a description of practicum activities, alignment with the course objectives, an evaluation of practicum activities and completed hours. At the course completion, students will submit lessons learned from the overall practicum experience, identify areas of clinical strength, areas for improvement and a plan of action. Students who do not submit practicum journals (initial or interim) by the established due dates will be considered in clinical jeopardy. A cumulative practicum journal will be submitted to the course board at the end of the semester. All cumulative journals must be signed by the student, attesting to the veracity of the practicum hours earned. At the conclusion of the semester, students will load their faculty approved journal to the Doctoral Practicum Journal Repository in Canvas.

Practicum Hours: NU710 through NU712, NU719, NU720, NU728 and NU729

Practicum hours are directly related to the student's unique scholarly project and support the Doctor of Nursing Practice Project (DNP Project) and the student's identified clinical practice goals and course objectives. The practicum hours are mutually agreed upon among the student, course faculty, committee chair, and co-operating agencies. At the beginning of each of these courses, students will write a practicum hour completion plan and discuss the plan with the course faculty and their committee chair. Using the program template, students will maintain a practicum journal that includes practicum goals and objectives, description of practicum activities, evaluation of practicum activities and completed hours. The template can be found on the NU710, NU711, NU712, 719, 720, NU 728, and NU 729

DNP course boards. At the course completion, students will submit lessons learned from the overall practicum experience, identify areas of clinical strength, areas for improvement and a plan of action. A cumulative practicum journal will be submitted to the course board periodically and at the end of the course. A cumulative practicum journal will be submitted to the course board at the end of the semester. All cumulative journals must be signed by the student, attesting to the veracity of the practicum hours earned. At the conclusion of the semester, students will load their faculty approved journal to the Doctoral Practicum Journal Repository in Canvas.

The NU710, NU711, NU712, NU719, NU720, NU728, NU729 practicum experience may include, but is not limited to:
- Practice experiences
- Conference attendance (pre-approved)
- Site visits
- Consultation with a national expert
- Planning meetings with the organization where the project will be implemented
- Leading the change team
- Creating/leading support groups

DNP Project Practicum Preceptors/Mentors

The practicum hours in NU710, NU711, NU712, NU719, NU720, NU728, and NU729 require a student preceptor/mentor. This individual is usually the external member of the student's DNP Project Team. Preceptors assist the student to conceptualize and approach practice through a scientific mindset – challenging the habits of practice, cultivating curiosity about the scientific and theoretical underpinnings of practice, and formulating practice inquiry questions. Students are encouraged to select preceptors who are subject matter experts in their selected area of inquiry, and who agree to guide, advise, counsel, motivate, coach and facilitate the work of the student.

To be successful with the DNP Project and as a mentee, students must establish clear goals and expectations, determine their personal and professional interests, be open to learning, correction, and even failures, and carefully choose the project topic and mentors. Successful mentoring relationships require commitment from both parties, as well as the recognition of the needs of both and the understanding that these needs will change with time. <u>Students must collect a CV, professional license and credentials, when appropriate, from the preceptor/mentor at the beginning of the NU710, NU 719 semester.</u>

DNP Project Practicum Evaluation

A clinical practicum evaluation is required for NU710, NU711 NU712, NU719, NU720, NU728, and NU729. The clinical practicum evaluation incorporates identified behaviors outlined in the AACN's Essentials of Doctoral Education for Advanced Practice Nursing and The Essentials: Core Competencies for Professional Nursing Education. The clinical evaluation will be completed at the end of each semester by the student's preceptor/mentor. As well, each student will complete a Practicum Site/Preceptor-Mentor Evaluation at the

end of each semester. The form for preceptor evaluation of the student is placed in the NU710, NU711, NU712, NU719, NU720, NU728, and NU729 course boards. Student evaluations of their preceptor will be conducted through a Qualtrics survey link provided by email from the College of Nursing each semester. A copy of completed evaluations from each semester shall be submitted to the project team leader as well as maintained in the student's files.

DNP Scholarly Project

All Doctor of Nursing Practice (DNP) students are expected to complete a DNP Project. The DNP Project is a faculty-guided scholarly process of quality improvement that is relevant to the student's practice/interests or a clinically relevant problem. The DNP Project provides evidence of the student's practice inquiry knowledge and skills and one's ability to apply evidence, principles and skills learned in the DNP didactic courses. Students identify a problem or area for improvement, develop a proposal to address the problem or improve quality related to clinical practice, the health care delivery system, or health care policy. Students implement their plan and evaluate the outcomes.

Much of what goes into the DNP Project selection reflects the professional and personal interests of the student. As with any major undertaking, success includes a series of realistic and achievable goals and expectations. Students are expected to begin NU710, NU 719, or NU728 with a well- defined Project topic, working closely with the DNP Project chairperson.

The DNP Project is guided by a project team leader from the JCN faculty, and an external team member. The external team member also typically serves as the student's practicum preceptor. Requirements for project team members are outlined below.

The DNP Project is conducted during three consecutive courses. Typically, in NU710, students write the proposal and submit the proposal to the appropriate Institutional Review Board, in NU711, students implement the project, and in NU712, students evaluate and disseminate the project results. Students in the new 2023 Curricula conduct the project over two semesters in NU719, and NU720 or NU728 and NU729.

Types of DNP Projects
DNP Projects may include, but are not limited to, the following examples.

1. Quality Improvement projects are strongly encouraged as a prototype of professional practice change initiatives. Practice change initiatives may also be represented by a pilot study, demonstration project, program evaluation, research utilization project, or an evaluation of a new practice model.
2. Development of innovative products to foster patient engagement in health-related activities.
3. Substantive involvement in a large-scale clinical practice project.
4. Systems wide initiative executive leadership projects.
5. Feasibility studies
6. Case study research

DNP Project Timeline

Students must begin NU710, NU719 or NU728 with a solid practice inquiry topic and question related to clinical practice, the health care delivery system or a health care policy issue. During the semester prior to beginning NU710, NU719 or NU728 each student will submit a 1 to 2 page paper. This document must include the proposed DNP Project type, title, purpose, objectives, 1-2 referenced paragraphs indicating the need for such a Project, the anticipated practicum site and any student preferences for their project team leader. This information provides the DNP faculty the opportunity to review and discuss the topics/ideas and discuss and identify appropriate chairs and determine if a clinical affiliation agreement exists for the anticipated practicum site. DNP faculty will meet to discuss the assignment of faculty team leaders to student projects and students will be notified of their team leader prior to the beginning of their project semesters. Students are not to assemble a project team prior to being assigned a project team leader and discussing the team composition with the assigned team leader.

NU710 DNP Project Requirements

- Identify a DNP Project Team Leader. A team leader will be identified prior to beginning NU710. The leader must hold an earned doctorate and be a member of the Jefferson College of Nursing graduate faculty. The student and team leader are expected to work closely throughout all stages of the doctoral project. The student and team leader will discuss their communication expectations and needs, as well as identification of potential committee members.

- Identify a Practicum Site. Using the student's professional network, determine a practicum site for completion of the Project. Work with the DNP Project team lead to determine if a current clinical affiliation agreement exists for this site.

- Select DNP Project Team Members. In consultation with the DNP Project team leader, the student will identify an external community preceptor/mentor. The external team member must hold an earned doctorate. This team member will have clinical expertise or a research collaborative relationship that may either facilitate the student's access to the project study site, population or data or supplement the clinical expertise of faculty team members. The external team member also typically agrees to serve as the student's practicum preceptor/mentor. The student must obtain and submit a curriculum vitae (CV) for all team members other than those affiliated with Jefferson College of Nursing. Students must also obtain license and/or credentials, when appropriate, from external team members and/or preceptors. Students may at times also have an internal team member who should be a subject matter or methods expert or have interest in the topic, hold an earned doctorate and be a member of the Jefferson University faculty. Students should not contact, ask or speak with potential DNP Project team members until after they meet with their project leader, and the leader approves of the members.

- <u>Complete Form A.</u> The student will obtain the leader's and team members' signatures on the Doctoral Project Team Member Appointment (Form A).

- The form can be found on the NU710, NU719 or NU728 course board. The student shall submit the completed form to the DNP Project team leader and to the NU710 course board. The student will develop a DNP Project proposal timetable, including a plan to meet the clinical practicum hour requirement and review the plan with the team leader.

- <u>Refine the DNP project question and project purpose.</u> Once the student and team leader agree on the type of project and a clinical question/purpose, the student will begin to write the DNP Project proposal, consistent with writing the DNP Project format, noted below.

- <u>Write and revise.</u> The student will review the draft proposal with the team leader and revise as recommended, allowing ample time between revisions. The student should plan to have the proposal completed and approved by the faculty project team in sufficient time for the full team to review and revisions to occur, when necessary, prior to the end of the semester. Once approved, the team leader will distribute the proposal to the project team members for review. Members should be given two weeks to review the proposal.

- <u>Complete Form B.</u> Once all project team members approve the project proposal, the student will direct each member to sign the DNP Project Proposal Approval (Form B). The form can be found on the NU710, NU719 or NU728 course board. Students shall submit the completed form to their team leader and to the course board.

- <u>IRB submission.</u> Upon project team approval of the DNP Project proposal, the student is ready to submit the proposal to the appropriate Institutional Review Board (IRB).

- Projects that are strictly quality improvement and meet the criteria as outlined on OHR 36 in the NU710, NU719, and NU728 course board, will not require IRB approval. Please check with course faculty for confirmation prior to making a final decision.

- Projects that do not meet the criteria of OHR 36 will require IRB approval only from the organization where the project will take place. The student shall prepare the required IRB application forms in consultation with the appropriate institutional IRB departments. NU710, NU719 or NU728 Course and Project Team Faculty will guide students regarding IRB submission. The student is not permitted to start official work implementing the project until the project receives IRB approval from all required organizational IRBs. IRB submission or conformation that the project meets the criteria of OHR 36 is a requirement of NU710, NU719 or NU728

NU711 DNP Project Requirements

- <u>Implement</u>. Once IRB approval is obtained, the student implements the DNP Project. During this time, the student maintains frequent communication with the project team members throughout the implementation and completion of the project.

NU712 DNP Project Requirements

- <u>Analyze and synthesize results</u>.

- <u>Write and revise</u>. The student will write the remainder of the Project document and submit to the project team leader according to a mutually agreed-upon schedule. As with the DNP Project proposal, ample time should be allocated for revisions. Once approved, the team leader will distribute the proposal to the project team members for review. Members should be given two weeks to review the proposal.

- <u>Prepare a final oral report</u>. Once the project team leader and members approve of the final DNP Project report, the student shall arrange a mutually agreed-upon date and time for oral presentation. The student will give a 20-minute oral summary including significance or implications for theory, future research, clinical practice, health policy or education. The oral summary will be followed by discussion. The oral presentation is open to project team, JCN faculty and DNP students.

- <u>Complete Form C</u>. The student will complete the DNP Project Successful Completion (Form C). The form can be found on the NU712 course board. Upon final DNP Project approval, the student must submit an electronic copy to the NU712 course board. The student is encouraged to deposit the DNP Project abstract into the Jefferson Digital Commons AFTER the committee has approved the DNP Project and signed Form C.

- <u>Disseminate results</u>. The student shall begin to prepare a manuscript for submission to an identified peer-reviewed journal. If possible, the student will submit the manuscript before the completion of NU712.

  NOTE: Students in the DNP-EL program practicum will take NU728 and NU729.Students in the DNP-CP Post Master's Entry will take NU719 and NU720.

Writing the DNP Project
The length of the proposal may vary depending on the DNP Project option selected. Students may find that they need to rework their proposals several times to achieve clarity, brevity and completeness. All work is to adhere to the most recent edition of the APA style manual.
As appropriate to the nature of the project, the following format should be followed.

Title Page

Abstract should not exceed 120 words

Part I: Problem Identification, Conceptual Framework and Review of the Literature, Project Design and Methods

Background and Significance Description
     of the problem Population
     affected
     Epidemiology
     Brief description of the state of general knowledge Organizational/local knowledge of
     Significance of the problem
     Purpose statement
     Clinical questions
     Project objectives
     Assumptions and limitations
Conceptual Framework
     Description of framework or model
     Figure or model, if relevant
     Clear link to purpose and clinical question/s Conceptual definitions
Review of the Literature
     How have other researchers examined the problem?
     Other sources of evidence: guidelines, expert panels
     Critical synthesis (what are the similarities and differences among studies) What
     is the level of evidence to date?
     Gaps in the literature
Setting
     Population/sample
     Inclusion/exclusion criteria
     Methods:
       • What data will be collected?
       • What tools will be used to collect these data?
       • What is the quality of the measure?
       • Who will collect the data?
       • How will the data collection methods be systematic and rigorous?
       • How will the data be protected, and how will the data be analyzed?
     Timetable
     Resources: Personnel, technology

Identification of key stakeholders and site support
Protection of human subjects
Plan for dissemination to key stakeholders

Part II: Results, Discussion and Conclusions, Implications and Recommendations.

Presentation of data and results Explanation
of analysis used
Extent to which each objective was achieved or question answered Limitations and
lessons learned

Application for practice, theory, policy, research and/or education
Relevance to change in practice and/or leadership role of the doctorally-prepared
nurse
Recommendations

References

Appendices

FORMS, INSTRUCTIONS and INFORMATION

Thomas Jefferson University
Jefferson College of Nursing
Doctor of Nursing Practice (DNP) Program

Doctoral Project Team Member Appointment (Form A)

Student Name: _____ Date: _____

Proposed Project Title:

_____

_____

_____

Project Team
Project Team Leader (JCN Faculty Member):

_____   _____   _____
Print Name   Signature   Date

Project Member (TJU Faculty Member, if indicated)
☐ Not applicable

_____   _____   _____
Print Name   Signature   Date

_____   _____   _____
Address   Email/phone number

Project Member (External Member/Preceptor):

_____   _____   _____
Print Name   Signature   Date

_____   _____   _____
Address   Email/phone number

*NOTE: The student is to submit the completed form to the team leader and the NU710 course board

Thomas Jefferson University
Jefferson College of Nursing
Doctor of Nursing Practice (DNP) Program

Doctoral Project Proposal Approval * (Form B)

Student Name: _____ Date: _____

Proposed Project Title:

_____

_____

_____

I hereby accept the Doctoral Project proposal submitted by the above named student.

_____
Name of Project Team Leader (Please print)

_____
Signature of Team Member   Date

_____
Name of Team Member (Please print)

_____
Signature of Team Member   Date

_____
Team Member if indicated (Please print)
☐ Not applicable

_____
Signature of Team Member   Date

*NOTE: The student is to submit a copy of the completed form to:
- Project team leader
- NU 710 Course Board

Thomas Jefferson University
Jefferson College of Nursing
Doctor of Nursing Practice Program

Form C: Doctoral Project Successful Completion

Student Name:

_____

Title of Doctoral Project:

_____

I hereby certify that the above named student has successfully completed the DNP Project requirements.

_____
Name of Team Leader (Please print)

_____
Signature of Team Leader   Date

_____
Signature of Student   Date

_____
Signature, Chair of Graduate Programs   Date

Jefferson College of Nursing
Doctor of Nursing Practice Program
Practicum Journal, Evaluation and Hours

Student: _____ Course _____ Dates: _____

Practicum Goal: _____

Practicum Objectives
1.

2.

3.

Directions: Please describe all practicum activities. In the evaluation section indicate how the activity helped you meet your practicum goal/objectives and course objectives

Date	Practicum Activity	Activity Evaluation and Associated Course Objective/s	Hours	Cumulative Hours

Date	Practicum Activity	Activity Evaluation and Associated Objective/s	Hours	Cumulative Hours

Complete this section only for final cumulative practicum hours.

Summary:
Please write a paragraph indicating the most important lessons learned from the overall practicum experience.

Identify 2 major strengths.

Identify 2 improvement areas and a brief plan of action.

*Student Signature: _____ Date: _____

*By signing this practicum log, I attest that my hours are complete, truthful and honestly earned

Jefferson College of Nursing
Doctor of Nursing Practice Program
Information for Practicum Preceptor/Mentor

NU710, NU711 and NU712 General Information All Thomas Jefferson University, Jefferson College of Nursing, Doctor of Nursing Practice (DNP) degree students must successfully complete a Doctor of Nursing Practice Project (DNP Project). The DNP Project is a faculty-guided scholarly process to address a theoretically and clinically relevant problem. The DNP Project provides evidence of the student's practice inquiry knowledge and skills and one's ability to apply research principles through problem identification, proposal development, implementation, and evaluation of a problem related to clinical practice, the health care delivery system, or a health care policy issue.

Each of the three practicum courses (NU710, NU711 and NU712) includes a practicum component. The practicum hours are related to the student's unique area of clinical inquiry and support the DNP Project, the student's identified practicum goals, course objectives and enhance the DNP competencies as described in The American Association of Colleges of Nursing's Essentials of Doctoral Education for Advanced Practice Nursing (2006).

Students are mentored by faculty and selected practicum preceptor(s/mentors) to conceptualize and approach practice through a scientific mindset – challenging the habits of practice, cultivating curiosity about the scientific and theoretical underpinnings of practice, and formulating practice inquiry questions. Students are encouraged to select preceptors/mentors who are subject matter experts in their selected area of clinical inquiry, and who agree to guide, advise, counsel, motivate, coach and facilitate the work of the student. In most cases, the preceptor will be the external member of the student's Doctoral Project Team.

Practicum Preceptor/Mentor Requirements
- Preceptors/mentors, as project team members must hold an earned doctoral degree and provide copies of the current curriculum vitae, when applicable, professional license and professional certifications.

- The preceptor-student relationship should begin with clearly defined expectations and address issues such as how long the relationship will last, how frequently the preceptor and student will meet and the need for confidentiality.

- Preceptors will complete a student practicum evaluation at the completion of each semester.

Note: The following forms will apply to DNP- Post Master's Entry students.
NU719 and NU720 DNP Clinical Practicum Courses

NU728 and NU729 DNP Executive Leadership Courses.

Date of Review _____ Preceptor Name _____

Practicum Site _____

Student Name _____

Directions: Please circle the option which best reflects your opinion of the student's clinical performance.

Student Learning Outcome			
1. Analyze knowledge and evidence from the biophysical,	Met	Unmet	Not Applicable

psychosocial, analytical, and organizational sciences.	Comments:		
2. Formulate therapeutic interventions based on nursing science and other sciences.	Met	Unmet	Not Applicable
	Comments:		
3. Utilize advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.	Met	Unmet	Not Applicable
	Comments:		
4. Demonstrate advanced nursing leadership.	Met	Unmet	Not Applicable

	Comments:		
5. Implement therapeutic interventions based on nursing science and related sciences.	Met	Unmet	Not Applicable
	Comments:		
6. Evaluate therapeutic interventions based on nursing science and related sciences.	Met	Unmet	Not Applicable
	Comments:		
	Met	Unmet	Not Applicable

7. Assess information technology, communication tools and networks.	Comments:		
8. Support individuals, patients, populations and/or organizations through complex health and ethical/legal components. .	Met	Unmet	Not Applicable
	Comments:		
9. Utilize conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues	Met	Unmet	Not Applicable
	Comments:		
10. Exhibit advanced levels of	Met	Unmet	Not Applicable

clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.	Comments:

Thank you for taking the time to evaluate and comment on the student's performance.

Strengths: (Please provide specific examples):

Areas needing improvement: (please provide specific examples):

Reviewed with student (circle): yes no

Preceptor Signature: _____

Student Signature: _____

Course Faculty Signature: _____

Date of Review _____ Preceptor Name _____

Practicum Site _____

Student Name _____

Directions: Please circle the option which best reflects your opinion of the student's clinical performance.

Student Learning Outcome			
1. Analyze knowledge and evidence from the biophysical, psychosocial, analytical, and organizational sciences.	Met	Unmet	Not Applicable
	Comments:		
2. Formulate therapeutic interventions based on nursing science and other sciences.	Met	Unmet	Not Applicable
	Comments:		
3. Utilize advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.	Met	Unmet	Not Applicable
	Comments:		
4. Demonstrate advanced nursing leadership.	Met	Unmet	Not Applicable
	Comments:		

5. Implement therapeutic interventions based on nursing science and related sciences.	Met	Unmet	Not Applicable
	Comments:		

6. Evaluate therapeutic interventions based on nursing science and related sciences.	Met	Unmet	Not Applicable
	Comments:		

7. Assess information technology, communication tools and networks.	Met	Unmet	Not Applicable
	Comments:		

| 8. Support individuals, patients, populations and/or organizations through complex health and ethical/legal components.
.	Met	Unmet	Not Applicable
	Comments:		

9. Utilize conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues	Met	Unmet	Not Applicable
	Comments:		
	Met	Unmet	Not Applicable

10. Exhibit advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.	Comments:

Thank you for taking the time to evaluate and comment on the student's performance.
Strengths: (Please provide specific examples):

Areas needing improvement: (please provide specific examples):

Reviewed with student (circle): yes no

Preceptor signature: _____

Student signature: _____

Course Faculty signature: _____

Date of Review _____ Preceptor Name _____

Practicum Site _____

Student Name_____

Directions: Please circle the option which best reflects your opinion of the student's clinical performance.

Student Learning Outcome			
1. Analyze knowledge and evidence from the biophysical, psychosocial, analytical, and organizational sciences.	Met	Unmet	Not Applicable
	Comments:		
2. Formulate therapeutic interventions based on nursing science and other sciences.	Met	Unmet	Not Applicable
	Comments:		
3. Utilize advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.	Met	Unmet	Not Applicable
	Comments:		
4. Demonstrate advanced nursing leadership.	Met	Unmet	Not Applicable
	Comments:		

5. Implement therapeutic interventions based on nursing science and related sciences.	Met	Unmet	Not Applicable
	Comments:		
6. Evaluate therapeutic interventions based on nursing science and related sciences.	Met	Unmet	Not Applicable
	Comments:		
7. Assess information technology, communication tools and networks.	Met	Unmet	Not Applicable
	Comments:		
8. Support individuals, patients, populations and/or organizations through complex health and ethical/legal components. .	Met	Unmet	Not Applicable
	Comments:		
9. Utilize conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues	Met	Unmet	Not Applicable
	Comments:		
10. Exhibit advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.	Met	Unmet	Not Applicable
	Comments:		

Thank you for taking the time to evaluate and comment on the student's performance.
Strengths: (Please provide specific examples):

Reviewed with student (circle): yes no

Preceptor signature: _____

Student signature: _____

Course Faculty signature: _____

Jefferson College of Nursing
Student Evaluation of Practicum Site & Preceptor
NU710, NU711, NU712, NU 719, NU720, NU728, and NU729

Date of Review _____ Preceptor Name _____

Course _____ Practicum Site_____

_____

Instructions: Describe your general impression of your clinical "site" and your preceptor.

Practicum Site:

Activity	Yes/No	Comments
1. Provides a conducive environment to meet student learning outcomes		
2. Provides orientation as needed		
3. Site personnel is supportive of doctoral nursing education		

Preceptor:

Activity	Yes/No	Comments
1. Available for and amenable to consultation		
2. Encouraged open dialogue and challenged thinking		
3. Acted as coach, advisor and facilitated the work of the student		
4. Provided abundant opportunities to meet student learning outcomes		
5. Offered suggestions for improvement in a constructive manner		
6. Please provide any additional comments that would be helpful in the evaluation of this experience:		

Frequently Asked Questions

1. What is the role of the DNP Project Team Leader?
The team leader works closely with the student as they plan and execute the doctoral project. The team leader should be aware of all plans, timelines, changes and problems throughout the project process. The team leader must hold an earned doctorate and be a member of the JCN faculty. Selection of team leader may be based upon mutual interests, similar clinical or research experience, areaof expertise and/or previous mentorship relationship.

2. How should I determine my external DNP team member?
The external team member must hold an earned doctorate with clinical expertise or a research collaborative relationship that may either facilitate the student's access to the study site, population or data or supplement the clinical expertise of faculty committee members. The external team committee member also typically agrees to serve as the student's practicum preceptor/mentor.

3. Does writing my DNP Project count as practicum hours? No.

4. Does everyone have to apply for IRB approval?
Most students need to apply for IRB approval. Faculty will help determine if the student's project requires approval Students are expected to publish the results of their DNP projects, and IRB approval is necessary for publication, even if a project is determined to be exempt.

5. Does my time preparing the IRB submission count as practicum hours? No.

6. Will I have to get multiple IRB approvals?
This will depend on the nature of the project and policies of the project site. It is the student's responsibility to determine if this is necessary.

7. What if my project proposal gets delayed in the IRB?
If the application does get waylaid in the review process, the student will work with the project team leader to revise the timeline and expectations.

8. What are the characteristics of a successful student?
   • Student takes ownership of the project as their own scholarly work
   • Synthesizes concepts from NU701 through NU709 as a foundation for project design and implementation
   • Clear definition of the support and help you think you need
   • Recognition that one person cannot help you meet all your mentoring needs
   • Recognition that your needs for mentoring change over time
   • Ability to accept and work through meaningful criticism
   • Interest in working with mentors to help you grow
   • Respectful of mentor and project team members' time; adhere to meeting and due dates

Jefferson Digital Commons

About the Jefferson Digital Commons

The Jefferson Digital Commons, or JDC, is Jefferson's open access institutional repository. It is a free service of the Academic Commons (AC) that helps you share your scholarly work with the world. All Jefferson faculty, staff, researchers, and students are able to contribute.

The Jefferson Digital Commons holds a wide variety of material from across Thomas Jefferson University and Jefferson Health. The primary requirement is the work must have been created by a Jeffersonian while affiliated with Jefferson, with a focus toward scholarly and institutional output. Content includes, but is not limited to, published articles, posters, conferences, grand rounds, journals, newsletters, theses, dissertations, and student material.

Why Publish in the JDC?
Publishing in the Jefferson Digital Commons increases the reach and impact of your work. Not only will your work be discoverable through the JDC, it will also show up in major search engines like Google and Google Scholar, making it freely available to anyone in the world. Additionally, the JDC gives you access to a rich set of metrics, like the Author Dashboard and PlumX Metrics, to help you track who is accessing your work.

Dissertations in the JDC

All doctoral students are encouraged to submit their completed dissertations to the Jefferson Digital Commons, and there are two ways to do so.

If you are interested in sharing your entire dissertation, please email the dissertation and a signed release form to Kelsey Duinkerken at kelsey.duinkerken@jefferson.edu. This option allows you to share your research with the widest audience possible.

Alternatively, if you are interested in sharing just your abstract we recommend depositing your dissertation in ProQuest. This option allows users to access your full dissertation from ProQuest (often after paying a fee), but it also automatically adds your abstract to the Jefferson Digital Commons.

Have questions? Feel free to contact digitalcommons@jefferson.edu.

JEFFERSON COLLEGE OF NURSING
DOCTOR OF NURSING PRACTICE
INTERVIEW AND OBSERVATION STUDENT INSTRUCTIONS

(1) Informing the Intended Interviewee(s) OR Observation Location:
Prior to confirming an individual's participation with you in an interview designed to fulfill curricular requirements of Jefferson University College of Nursing the following must occur:

- You must explain to the intended interviewee/observation location who you are.

- You must explain your role as a student at Jefferson University, Jefferson College of Nursing, Doctor of Nursing Practice.

- You will explain the project upon which you are working, the extent to which you will publish or otherwise share the information obtained from your interactions with them, and the media you intend to utilize to obtain information.

- You will read a description of your intended activities to the interviewee or provide them with the option to read an explanation of your planned interview.

(2) The Consent and Release Form
The Consent and Release Form will help you fully convey to the interviewee/observation location the important elements of their participation. After the potential interviewee/location receives information sufficient to satisfy the criteria identified in section (1) above, you must ask them to sign the Agreement to Interview/Observe form. Give the interviewee/observation location a copy of the signed form and return a copy of the signed form to the course board. You may also keep a copy for your records. Do not conduct the interview/observation until you have obtained a signed copy of the Consent and Release Form.

CONSENT and RELEASE FOR INTERVIEWS and OBSERVATIONS

[Name of the Project]

[Student's Name and University Contact Information]

Project Description: [insert]

I, _____, hereby grant the right to use information from written notes taken during interviews and/or observations in which I participated, to _____ (student's name) and Jefferson University's College of Nursing.

I understand that materials derived from the interview/observation(s) will be kept by the University and/or the interviewer/observer, and that the information contained in the interview(s)/observation(s) will be submitted to faculty for evaluation. I received satisfactory answers to my inquiries concerning the project and I understand that my words will be utilized for educational, institutional, and/or scientific purposes. I understand that compensation for use of materials developed as a result of my participation is not available to me. All rights, titles, and interest in the materials gathered during my participation on the project will become and remain the property of Jefferson University, College of Nursing.

I understand that I may contact [insert contact information of faculty member with whom participants may speak] to share comments or concerns regarding the project.

_____By initialing here, I also agree to be identified by name in the project and related materials.

_____By initialing here, I agree to be audio recorded during this interview/observation.

I irrevocably give consent to Jefferson University, its officers, agents, employees, successors, and licensees, forever to make use of my words in the project described above. I acknowledge that I am fully aware of the scope and purpose of my participation on this project and I consent to participation freely without duress, disability, or undue influence at the time of signing this release and consent instrument.

_____ Date: _____
Signature of Interviewee

_____ Date: _____
Signature of Student