Preceptor Handbook
Louisiana State University Health Sciences Center- New Orleans
Doctor of Nursing Practice

LSUHSC School of Nursing
1900 Gravier Street
New Orleans, LA 70112
Phone: 504-568-4106
Fax: 504-599-0573
Dear Preceptor,

Thank you for agreeing to serve as a preceptor in the LSUHSC School of Nursing, Doctor of Nursing Practice (DNP) Program. The Preceptor Handbook provides an overview of the School of Nursing (SON) and outlines the required qualifications of the preceptor and the roles and responsibilities of faculty, students, preceptors, the School of Nursing and the clinical facility. Faculty members will work closely with the student and the preceptor to achieve clinical and course outcomes and to evaluate the student’s progress. The SON faculty member will assure that there is ongoing communication between the faculty, preceptor and student regarding the student’s progress through site visits to the clinical facility, preceptor consultation, and telephone or email correspondence.

Again, thank you for your time and commitment to this program; it is greatly appreciated. Please don’t hesitate to contact me at XXX for any additional questions or concerns you may have.

Sincerely,
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- Graduate SON Student Handbook
- Graduate Nursing Homepage
- Louisiana State Board of Nursing
- AACN

Appendix A – AACN DNP Essentials
1. INTRODUCTION

The purpose of this preceptor orientation handbook is to foster communication among students, faculty members, and preceptors regarding the advanced nursing practicum courses and scholarly inquiry project requirements, expectations, and policies and procedures. The Advanced Nursing Practicum courses are designed:

- To provide opportunities to advance the DNP student’s expertise and competence through the application of leadership skills and clinical knowledge within the healthcare system of the selected agency site.

- To facilitate the DNP student’s involvement in professional meetings, projects, and networking opportunities related to the focus area of study.

- To assist the student to increase skills, competence, and expertise in the identified role and population area by providing clinical and leadership experiences that are individually planned.

- To fulfill course outcomes in an atmosphere that provides greater professional nurturance and facilitates practice in the advanced nursing roles.
Practice in the health care agency setting allows the students to observe and actively participate in the delivery of health care services, incorporating advanced practice nursing concepts. This preceptor program occurs with an advanced practice registered nurse, physician, or health care administrator at a health care agency. The preceptor will act as teacher, leader, supervisor, and mentor to the student in the setting for the duration of the time assigned for the advanced practicum rotation.

2. LOUISIANA STATE BOARD OF NURSING (LSBN): RULES AND REGULATIONS

Definitions: The following definitions are defined in the Rules and Regulations of the Louisiana State Board of Nursing Title 46 Professional and Occupational Standards Part XLVII. Nurses. Subpart 2, Chapter 45 Advanced Practice Registered Nurses.

- **Preceptor/clinical practicum coordinator** is defined as “an advanced practice registered nurse, physician, dentist, who provides guidance, serves as a role model, resource person, and clinical teacher to enhance the learning experiences of an advanced practice nursing student on a one-to-one basis for a specified time or as specifically approved by the board.”

- **Under the guidance of an approved preceptor** is defined as “guidance by a licensed APRN, physician, dentist, or person approved by the board within the same or related practice specialty or functional role must be accessible but not physically present.”

Preceptorship Learning Experiences: The following lists the criteria for the preceptorship learning experiences as defined in the Rules and Regulations of the Louisiana State Board of Nursing Title 46 Professional and Occupational Standards Part XLVII. Nurses. Subpart 2, Chapter 45 Advanced Practice Registered Nurses.

- Nurse faculty shall retain the responsibility for selecting and guiding student learning experiences and the evaluation of student performance with input from preceptors.
• Preceptors shall be selected according to written criteria jointly developed by faculty, nursing administration in the clinical facility, and in accordance with guidelines established by the board.

• A faculty member shall be available on a frequent basis to preceptors while students are involved in a preceptorship experience.

AUTHORITY NOTE: Promulgated in accordance with R.S. 37:918.

3. LSUHSC School of Nursing – MISSION STATEMENT

The mission of LSUHSC SON is to provide local, national and international leadership in the education of professional nurses to function as generalists, advanced practitioners, educators, scholars, and researchers who shape the delivery of nursing practice and education.

The mission is achieved through several strategies:

• Provide clinically relevant teaching, learning, and practice in culturally diverse settings, community service, and research which builds the science of nursing,
• Development and dissemination of scientific, ethical and evidence based practice knowledge,
• Preparation of nurse generalist, advanced practice nurses, nurse scholars, nurse scientist, nurse educators, and nurse executives that expand the nursing workforce and expand the development of the nursing discipline,
• Advancement and dissemination of evidence based practice nursing models that enhance health care delivery,
• Provision of evidence based quality health care services,
• Engagement in interprofessional and transdisciplinary domains of scholarship (discovery, integration, application, and teaching),
• Launch innovative programs and entrepreneurial nursing initiatives,
Serve as leaders within nursing discipline and health care delivery systems in the local, state, national, and international arena,

Creation of an organizational and environmental climate and culture that supports our core values and promotes quality enhancement, continual learning, entrepreneurship, scholarly dialogue, mentor-protégé relationships, and positive morale in a caring environment.

4. LSUHSC SON – PHILOSOPHY STATEMENT

Nursing is a professional discipline concerned with the promotion of health, the prevention and treatment of disease, and the alleviation of human suffering. The faculty ascribes to the belief that the purpose of nursing is to promote the well-being and empowerment of individuals, families, groups, and communities.

We believe that professional nursing accomplishes these goals through a blend of health care sciences, clinical expertise, and caring practices. We believe that nursing care is designed to address specific features of human environments that impact individuals’ responses to health care and is sensitive to cultural diversity. Nursing collaborates with other disciplines to promote human wholeness and healing within a caring environment.

Six Core Values have been identified by faculty as guiding their teaching and, practice: Caring, Professionalism, Respect, Integrity, Diversity, and Excellence. Curricula are designed to prepare the student to meet the professional standards that define the role of the generalist nurse at the baccalaureate level or specialist nurse at the graduate level.

This philosophy supports the mission of the LSU Health Sciences Center, which promotes excellence in the endeavors of teaching, research/scholarship, and service that will benefit the citizens of the State of Louisiana.
5. LSUHSC SON - VISION AND CORE VALUES

VISION STATEMENT

LSUHSC SON, as a center of nursing excellence, produces local, national and international leaders in nursing education, research and practice.

CORE VALUES

Core Values are the beliefs that describe, define, and direct our work through the university and its operations. Essentially, values underlie what are primary to our belief system. The word value comes from the French verb, valor, meaning "to be worth." Valor and worthiness guide the work we do. Through our mission, philosophy and sharing of experiences, LSUHSC, SON has discovered and unearthed its Core Values. As a fundamental set of guiding principles, Core Values provide direction and purpose.

CARING

Caring is the essence of humanity and the basic constitutive phenomena of the human experience.

- Compassion is the force, which motivates a person to care.
- Caring encompasses the interest, concern, compassion and kindness we demonstrate for our students, faculty and citizens of Louisiana.

This critical link in our common bond supports a healing and holistic culture that nurtures the individual. Facilitating the teaching-learning process, advocating for the needs of others, and mentoring our novice colleagues further defines caring as a core value.

PROFESSIONALISM

Professionalism is the essence of LSUHSC SON. The school creates a climate to encourage personal development of the following professional qualities:
• Accountability
• Responsibility
• Dependability
• Commitment

These qualities are achieved through collaboration, cooperation, and mentoring. Core Values.

As a fundamental set of guiding principles, Core Values provide direction and purpose.

**RESPECT**
The faculty and staff of LSUHSC function in a spirit of mutual respect in dealing with others at all levels (administration, colleagues, faculty, students, and community). This respect is illustrated by the following behaviors:

• Acknowledging the value of others by treating them with respect.
• Exemplifying good human relations skills such as courtesy, consideration and responsiveness to others.
• Acting in a dignified professional manner.
• Listening to others carefully and asking for clarification when necessary.
• Acknowledging others time frame by being on time and making reasonable requests are requisites of respect.

These behaviors reflect pride in oneself, the profession of nursing, and being a part of LSUHSC SON.

**INTEGRITY**
Integrity is a link to our common bond.

• In all endeavors, we will act in an honest, ethical and professional manner.
• We value the modeling and teaching of honesty, integrity, objectivity/fairness, sincerity, self-awareness and loyalty.
• We believe an environment that promotes integrity and trust will create positive educational experiences.

**DIVERSITY**

We value the opportunity to develop the potential of every individual of our diverse community. Diversity falls into two categories: social and intellectual.

• Social Diversity welcomes and appreciates a work force and student body whose diversity mirrors, the population they serve. Other dimensions of social diversity include individuality, sensitivity, tolerance, good will, social justice and cultural competence.

• Intellectual Diversity refers to the broad range of approaches to academia. Other dimensions of intellectual diversity are
  - autonomy in thinking
  - flexibility
  - respect for teaching strategies

We believe it is our responsibility to promote a climate of diversity among faculty, staff, and the student body because it is vital to the community we serve.

**EXCELLENCE**

It is important for the school to encourage, collaborate, and share knowledge and experience among faculty/students in developing and implementing innovations for the advancement of nursing education, practice and research.

Faculty and students will be challenged to continue their development in professional knowledge and skills as well as exploring opportunities for new learning.

We believe that it is important to provide a milieu that encourages leadership, creativity, and scholarship, among faculty and students.
We believe in the importance of providing a reward system that is balanced in acknowledging faculty and students for excellence in teaching, practice, and research.

6. LSUHSC SONORGANIZATIONAL CHART

The organizational charts for the SON can be found at:
http://nursing.lsuhsc.edu/AboutUs/OrganizationalCharts.html

7. DOCTOR OF NURSING PRACTICE PROGRAM OVERVIEW

The Doctor of Nursing Practice (DNP) is a practice-focused doctoral nursing degree designed for nurses seeking careers in advanced clinical nursing practice and nurse executive ranks. The purpose of this program is to prepare nurses in a doctoral curriculum to translate academic research, promote evidence based practice, and develop systems of care based on research utilization. LSUHSC SON is the only school of nursing in Louisiana affiliated with a health sciences center which affords students unique opportunities for interprofessional education and research.

DNP education emphasizes research application and utilization in clinical practice settings as well as interdisciplinary team building skills, organizational leadership and management development, utilization of information technology and quality improvement techniques, development and initiation of public policy, and the establishment of evidence-based practice. DNP education requires a transformational change in the education required for professional nurses and prepares them to practice at the most advanced level of nursing. The goal of the DNP program is to prepare doctoral level nurses who possess the above skills and are experts in their field (e.g. clinical, health care systems). The DNP graduate is expected to improve patient outcomes through the integration of evidence based practice into nursing practice.
**Program Purpose:**
The purpose of the Doctor of Nursing Practice curriculum is to provide nurses at a doctoral level with education beyond that required for entry into practice to meet the need for safe, quality patient care in an increasingly complex health care environment. The program emphasizes critical thinking, careful assessment of current practices, scholarly inquiry, and decision-making based on evaluation of the best available research and evidence. Additionally, the program will serve to meet the growing need for insightful, visionary leaders and educators in the chosen role and population.

**Program Outcomes:**
Upon completion of the Doctor of Nursing Practice Program, the graduate will be able to achieve the following outcomes:

1. Initiate, facilitate and participate in professional, collegial and collaborative efforts.
2. Identify healthcare needs and interventions for individuals, families and populations.
3. Design, implement, manage and evaluate organizational systems to address complex healthcare delivery needs and problems.
4. Provide educational, clinical, and administrative leadership at the local/state/national levels.
5. Meet the challenges and needs of an increasingly complex health care delivery system as it relates to healthcare policy, standards of care and practice guidelines for advanced nursing practice.
6. Integrate high ethical, legal and professional standards into: a) decision making in clinical practice; b) application of research; and c) use of technology and information systems.
7. Design, monitor and evaluate clinical systems, processes, policies and procedures.
8. Generate a caring, collegial, collaborative nursing practice environment.
9. Analyze social, economic, political and policy components affecting healthcare planning and delivery.
10. Synthesize and integrate divergent viewpoints for the purpose of providing culturally competent healthcare.

11. Translate, evaluate and apply research for evidence-based practice.

12. Integrate knowledge from theories of nursing as well as natural and social sciences into clinical practice.

**Accreditation:**

LSU Health Sciences Center, is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone number 404-679-4501) to award Postsecondary awards, certificates, or diplomas of less than one academic year (less than 900 contact or clock hours); Postsecondary award, certificate, or diploma of at least one but less than two academic years (at least 900 but less than 1800 contact or clock hours); Associate Degrees; Postsecondary awards, certificates or diplomas of at least two but less than four academic years (at least 1800 but less than 3800 contact or clock hours); Bachelor’s Degrees; Post-baccalaureate Certificates; Masters Degrees; Post-Masters Certificates; Doctoral Degrees; First-Professional Degrees; First-Professional Certificates (Post-Degree). Louisiana State University Health Sciences Center School of Nursing has specialized accreditation by the Commission on Collegiate Nursing Education. The Nurse Anesthesia Program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs.

**Post-Masters DNP Curriculum:**
The curriculum requires a minimum of 40 credits beyond the master’s degree. Required clinical practicum hours are individualized based on the number of hours completed in the master’s program. All students must complete a minimum requirement of 180 clinical hours (3 credits). Completion of the series of advanced nursing practicum courses will provide the student with a minimum of 1000 hours of post-baccalaureate academic practice experience. Students may enroll in a full time or part-time program of study. Full time students will complete the program in four
(4) semesters; part-time students will complete the program in seven (7) semesters. The maximum time to complete the program is eight (8) years.

8. GUIDELINES FOR THE PRECEPTOR

- Practicum takes place in agencies where the student is paired up with a preceptor as defined by the Louisiana State Board of Nursing as “an advanced practice registered nurse, physician, dentist, who provides guidance, serves as a role model, resource person, and clinical teacher to enhance the learning experiences of an advanced practice nursing student on a one-to-one basis for a specified time or as specifically approved by the board” or a preceptor who is not in a clinical role but in the role of an executive/leader of the organization (eg. CEO, COO, CNO, Administrator). Refer to section 9 for further qualifications of the preceptor.

- Scheduled practicum hours are mutually agreed upon by the preceptor and the student and the practicum hours are planned according to the student and preceptor’s individual schedule.

- Evaluations: Preceptors are a vital resource for students in practicum courses. Preceptors provide feedback to students through formative evaluation of progress conducted throughout the course of a semester. While this ‘real time’ evaluation of student progress is conducted informally, preceptors also contribute to the students’ final evaluation by providing comments on the Practicum Hours Log. Students are formally evaluated by their faculty advisor at the end of the semester. A summative evaluation of student progress is completed using the Faculty Advisor’s End-of-Semester Summative Evaluation of Student Progress form.

Students also evaluate their preceptors anonymously at the end of every semester using a web-enabled evaluation hosted in CoursEval. Students rate their preceptor(s) using a
1-4 Likert scale and free-text comments. These data are used to assess the overall quality and effectiveness of our preceptors.

Finally, preceptors are provided with an opportunity to provide feedback regarding the overall preceptorship experience. A web-enabled tool hosted in E*Value allows each respondent to provide feedback about their experience and to provide additional comments. The Preceptor’s Evaluation of the Preceptorship Experience (which replaces a paper tool) will be made available to preceptors across all programs of study, beginning in the fall of 2013. Data from our preceptors are used to identify opportunities for improvement.

- **Attendance:** The practicum course is arranged to maximize the student’s experience. The student will complete a Learning Contract for each Advanced Nursing Practicum course which includes learning objectives linked to the DNP essentials. The student is expected to arrange practicum hours to be completed in the agency with the preceptor depending on the preceptor’s availability and schedule. In cases where the student may be absent due to illness or an emergency, the student should telephone the preceptor and email the faculty advisor.

- **Dress Code:** It is the responsibility of each student to maintain professionalism in appearance and demeanor when in the practicum site. It is student’s responsibility to determine and conform to the policies of the agency. All students must wear an LSUHSC ID badge and/or lab coat with the LSUHSC patch when functioning in a student capacity.

- **Preparation for Practicum:** The student is expected to prepare for the practicum in collaboration with the preceptor and faculty advisor. Preparation should include discussion with the preceptor about the practicum objectives, outcomes, and the scholarly inquiry project.
Agency Policies and Procedures: The student is expected to follow all agency policies and procedures while in the agency.

The SON Student Handbook and the Preceptor Handbook are available at the following sites:

http://nursing.lsuhsc.edu/Docs/PreceptorManuals/Preceptor%20manual%20DNP.pdf

9. QUALIFICATIONS AND ROLES OF THE PRECEPTOR

Qualifications:
The qualifications of the preceptors include the following established criteria:

1. Advanced Practice Nurses (Nurse Practitioner, Clinical Nurse Specialist, Nurse Midwife, Certified Nurse Anesthetist):
   - Current unencumbered Louisiana registered nurse license (if a nurse).
   - Currently recognized by the LSBN as an advanced practice registered nurse (if a nurse).
   - Meets qualifications as a preceptor described by the Louisiana State Board of Nursing.
   - Practices in an advanced practice role for at least one year.
   - Certification: Board Certified in appropriate area of role and population.
   - Practices in a setting that provides experiences contributing to the development of advanced practice skills.

2. Management/Administration Preceptors (Nurses or non-nurses (e.g. CEO, COO, Vice President, Administrator) in another health related field (e.g. healthcare management, business administration, quality management, risk management):
• Current unencumbered Louisiana registered nurse license (if a nurse)
• Masters or doctoral degree in nursing or another related field.
• Practices in a setting that provides experiences contributing to the development of management/administrative/leadership competencies and skills.

3. **Physicians:**
• Doctor of Medicine or Osteopathy from an accredited university.
• Currently licensed by the Louisiana Board of Medical Examiners and actively practicing medicine.
• Practices in a setting that provides experiences contributing to the development of advance practice skills and the assisting in achieving the advance practicum course outcomes.
• Meets qualifications as a preceptor described by the Louisiana State Board of Nursing.

4. **Additional criteria:**
• Accessible and available for the student.
• Agrees to objectively assess, critique and validate the student’s competencies.
• Able to establish a trusting, confident relationship with student and views students as a professional colleague.
• Agrees to contact faculty if problems, issues or concerns arise.
• Organized, dependable and a problem-solver.
• Willing to share experiences and professional values, beliefs and skills with student.
• Commitment to the roles and concept of advanced practice nursing.

**Roles of the Preceptor:**
The preceptor shall serve in various roles during the experience in assisting the achievement of the mission, goals and expected outcomes. These roles include but are not limited to:
• Leader
• Supervisor
• Researcher
• Manager
• Expert practitioner
• Teacher/Educator
• Consultant
• Coach/Mentor
• Communicator
• Change agent
• Resource person
• Facilitator

The development of these guidelines adheres to Title 46 Professional and Occupational Standards, Part XLVII. Nurses, Subpart 2. Chapter 45 Advanced Practice Registered Nurse.
## 10. RESPONSIBILITIES OF PRECEPTOR, STUDENT, FACULTY/SON, & AFFILIATING AGENCY

<table>
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<tr>
<th>PRECEPTOR RESPONSIBILITIES</th>
<th>STUDENT RESPONSIBILITIES</th>
<th>FACULTY ADVISOR/SON RESPONSIBILITIES</th>
<th>AFFILIATING AGENCY RESPONSIBILITIES</th>
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<tr>
<td>Act as a preceptor during the practicum experience and facilitates the student’s involvement in professional meetings, projects, networking related to the student’s scholarly inquiry project.</td>
<td>Assist in collection of preceptor data sheet and preceptor agreement form before beginning the practicum experience.</td>
<td>Assure that a clinical affiliation agreement is current before student begins practicum experience.</td>
<td>Provide competent and qualified staff as preceptors.</td>
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<td>Ensure the degree of responsibility delegated to the student complies with the Louisiana State Nurse Practice Act.</td>
<td>Conduct oneself in an ethical and professional manner and maintain compliance within scope of practice and professional guidelines.</td>
<td>Coordinate the level of interest and experience of student to the preceptor and agency prior to assignment to the practicum experience.</td>
<td>Permit student access to the agency and agreed upon physical space for student to work.</td>
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<td>Ensure that the student’s assignments include appropriate learning experiences for the student in collaboration with agency, student and faculty member/faculty advisor.</td>
<td>Discuss specific course outcomes and determine practicum schedule with the preceptor.</td>
<td>Provide orientation for preceptor to include, but not limited to course outcomes, syllabus, and preceptor orientation handbook before practicum experience.</td>
<td>Communicate benefits of preceptor program to accreditation agencies and advisory boards when opportunity presents.</td>
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<td>Review expectations for documentation of learning experiences and course outcomes.</td>
<td>Maintain a practicum activities log according to course requirements and obtains preceptor’s signature</td>
<td>Conduct faculty site visits to agency (if indicated) to evaluate student and assist both student and preceptor in identified needs.</td>
<td>Assure ongoing dialogue between faculty member/faculty advisor, student and preceptor.</td>
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<td>Provide agency orientation for the student and faculty member including agency policies and procedures, equipment and pertinent staff prior to the start of the practicum experience.</td>
<td>Comply with all LSUHSC, LSBN, and facility rules, regulations and policies.</td>
<td>Assure ongoing communication occurs between faculty member/faculty advisor, preceptor, agency and student.</td>
<td>Allow agency visits by faculty member/faculty advisor during the preceptorship period.</td>
</tr>
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<td>Provide feedback to student regarding progress through review of practicum log entries and/or any issues that may need to be addressed.</td>
<td>Achieve course outcomes and assignments and actively seeks feedback as needed.</td>
<td>Responsible for identifying and evaluating agency to determine appropriateness for students.</td>
<td>Provide faculty member/faculty advisor access to agency to conduct evaluation of student’s performance.</td>
</tr>
<tr>
<td>Participate in the evaluation of the student’s performance with the faculty member/faculty advisor.</td>
<td>Remain current on all health requirements, BLS, resume, license, educational information, and malpractice insurance.</td>
<td>Participate in the evaluation of the preceptor experience with agency administration, preceptor and student.</td>
<td>Assure that a clinical affiliation agreement is current.</td>
</tr>
<tr>
<td>Serve as a role model for the student.</td>
<td>Complete preceptor evaluation at the end of the practicum experience.</td>
<td>Provide the evaluation tools for the preceptor to conduct the student evaluation.</td>
<td>Facilitate a learning environment.</td>
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The following forms are utilized for the DNP program:

<table>
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<th>FORM</th>
<th>Description</th>
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<tr>
<td>Graduate Preceptor Data Sheet and Preceptor Agreement</td>
<td>Completed on each preceptor prior to the initiation of the preceptorship experience.</td>
</tr>
<tr>
<td>Practicum Hours Log</td>
<td>The purpose of the practicum log is to document activities and the student’s progress towards meeting the experiences required for achieving the outcomes of the course. The practicum hours log helps to identify areas where sufficient experience has been obtained as well as areas where more experience may be needed. The student is to document the date, practicum hour time frames, person(s) and title of person(s) involved, and any notes/comments, references, reflection of activities and DNP Essentials addressed. The preceptor and the student shall sign the practicum hours log at the end of each Advanced Nursing Practicum course. The minimum number of hours varies between the Advanced Nursing Practicum I, II, and III courses and must be documented to complete the course. A minimum of 1000 post-baccalaureate practicum hours are required for the DNP degree. The number of practicum hours required for each student will vary with the minimum number of hours being 180.</td>
</tr>
<tr>
<td>Advanced Nursing Practicum Objectives Learning Contract</td>
<td>Each student will develop an individualized Advanced Nursing Practicum Learning Contract that clearly identifies specialization practicum SMART objectives, related to course outcomes, DNP essentials, activities, and evidence of accomplishments/deliverables. The Faculty Advisor and and preceptor may provide input in the development of the individualized Advanced Nursing Practicum Learning Contract.</td>
</tr>
<tr>
<td>Preceptor’s Evaluation of the Preceptorship Experience</td>
<td>A web-enabled tool hosted in E*Value allows each respondent to provide feedback about their experience and to provide additional comments.</td>
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Graduate Preceptor Data Sheet and Preceptor Agreement

To be completed by Student:
Student Name: __________________________ Year: _____ Semester: Fall___ Spring___ Summer___
Course Number: __________________________ Course Title: ______________________________________
Clinical Faculty: __________________________ Number of Clinical Hours Required for Course: ________

To be completed by Preceptor: ** Please provide name as it appears on license**
Name/Credentials: __________________________________ Position/Title: ___________________________
Degree: __________________________ Name of Certifying Board: __________________________
College or University: _______________________________________________________________
Degree: __________________________ Date Completed: ___________________________
Clinical Facility Name: _______________________________________________________________
Address: Street: __________________ City: ______________ State: ______ Zip Code: ______
Phone Number: Area Code: __________________ Email Address: ___________________________
Population Focus: __________________________ Years of Practice as APRN: ______________________
Number of student’s precepting concurrently: __________________________________________

I, ____________________________________________, (preceptor’s name), agree to act as preceptor for a DNP Student, ________________________, (student’s name) and assist the student to achieve the course outcomes for the period beginning __________ through __________.
☐ I have been provided a copy of the preceptor graduate orientation handbook.
☐ I understand I will be responsible and accept the responsibilities outlined in the preceptor orientation handbook.
☐ I verify accuracy of all information and have received and reviewed the course outcomes for this student.
☐ I have attached a copy of a current CV/resume.

Preceptor’s Signature __________________________ Date _______ Course Coordinator __________________________ Date _______
Program Director __________________________ Date _______ Associate Dean __________________________ Date _______

FOR LSUHSC SCHOOL OF NURSING ONLY: Approved Preceptor and Site: Yes _____ No _____
Licensure/Certification verified: Yes _____ No _____ Contract Status: _________________
(A=active/I=inactive)
Record of Practicum Hours Log

Total Number of practicum hours required for Advanced Practicum Course: ___________

Submit this practicum hours log to your designated faculty at the end of the semester with the preceptor(s) signature.

<table>
<thead>
<tr>
<th>Date</th>
<th>Practicum Hours Time Frames</th>
<th>Persons (Titles) Involved</th>
<th>Signature of Preceptor(s)</th>
<th>Notes/Comments/References/Reflection of activities and DNP Essentials addressed</th>
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Total Hours

Student’s signature: ________________________________  Date: __________

Preceptor’s comments:

______________________________________________________________________________________________
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Preceptor’s signature: ________________________________  Date: __________

Faculty Advisor’s signature: ________________________________  Date: __________

Identify course:
- NURS 7021
- NURS 7022
- NURS 7023
LSUHSC School of Nursing
Doctor of Nursing Practice – Advanced Nursing Practicum
Faculty Advisor’s Summative Evaluation of Student Progress

Name of student: ____________________________________________________________

Year: _________  Semester:  ☐ Fall  ☐ Spring  ☐ Summer

Concentration: ______________________________________________________________

Scholarly Inquiry Project: _____________________________________________________

________________________________________________________________________

Major Professor: ____________________________________________________________

Committee Members: _________________________________________________________

________________________________________________________________________

Practice Hours: _______________________________________________________________________

Didactic Performance:  Met expectations ☐  Did not meet expectations ☐
Counseling provided ☐  Action plan developed ☐

Comments: _______________________________________________________________________

________________________________________________________________________

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Signature of student: ___________________________  Date: _________________________

Signature of faculty advisor: ________________________  Date: _____________________
### Advanced Nursing Practicum Objectives
#### Learning Contract

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<th>DNP Essential</th>
<th>Activity</th>
<th>Evidence of Accomplishment Deliverables</th>
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**Student Signature:** _______________________________ **Date:** ________________

**Preceptor Signature:** _____________________________ **Date:** ________________

**Faculty Advisor Signature:** ________________________ **Date:** ________________

A = Objectives met, Portfolio completed with depth, clarity, precision and breath of entries.
B = Objectives partially met, Portfolio is inconsistent in depth, clarity and breath of entries.
C = Objectives not met, Portfolio has scant documentation.
Preceptor’s Evaluation of the Preceptorship Experience

Preceptor’s Evaluation of the Preceptorship Experience

Student learning is enhanced and enriched by the preceptorship experience, and our preceptors make that happen. Your feedback is valuable to us, and we will use it to improve the experience for you and all preceptors.

Please take a few moments to complete this evaluation (It should take less than 5 minutes of your time). Your responses are confidential and viewable only by authorized administrators at the LSUHSC School of Nursing.

Note: If you’re completing this form online, click Submit when you’re finished. If you’re completing a paper version of this form, please fax it to (504) 568-8853, Attn: Dr. Denise Danna, OR mail it to the LSUHSC School of Nursing c/o Dr. Denise Danna, 1900 Gravier Street – 4th floor, New Orleans, LA 70112.

Thank you for your participation!!

Please indicate the MOST RECENT semester when you precepted a student from the LSUHSC School of Nursing.  
(Question 1 of 10)
- Spring 2012
- Summer 2013
- Fall 2012
- Spring 2013
- Summer 2013
- Fall 2013
- Not sure

Please indicate type of student you ordinarily precept. Select all that apply.  
(Question 2 of 10)
- BSN student
- Master’s student – Nsg Administration
- Master’s student – CNS Adult
- Master’s student – Nurse Educator
- Master’s student – Nurse Anesthesia
- Master’s student – Primary Care Nurse Practitioner
- Master’s student – Neonatal Nurse Practitioner
- Doctoral student – DNP
- Not sure

Please indicate your level of agreement with each statement about the preceptorship experience.

The preceptor orientation handbook adequately oriented me to the requirements and expected roles and responsibilities for this experience.  
(Question 3 of 10)

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The LSUHSC School of Nursing faculty were available for questions and concerns during this experience.  
(Question 4 of 10)

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<th>The preceptorship experience met my expectations (ie, it was well planned and implemented). (Question 6 of 10)</th>
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<th>I would be willing to serve as a preceptor in the future. (Question 8 of 10 - Mandatory)</th>
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<th>Suggestions and comments: (Question 9 of 10)</th>
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<th>Follow up (Question 10 of 10, Confidential)</th>
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If you wish to speak with Dr. Danna regarding the preceptorship experience, please enter a contact number below, 

Review your answers in this evaluation. If you are satisfied with the evaluation, click the SUBMIT button below. Once submitted, evaluations are no longer available for you to make further changes. 

Save For Later  Submit
## 12. FACULTY CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Phone Number</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Badeaux, Jennifer</td>
<td>504.568.4133</td>
<td><a href="mailto:jbadea@lsuhsc.edu">jbadea@lsuhsc.edu</a></td>
</tr>
<tr>
<td>Nurse Anesthesia Faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bonanno, Laura Dr.</td>
<td>504.568.4144</td>
<td><a href="mailto:lbonan@lsuhsc.edu">lbonan@lsuhsc.edu</a></td>
</tr>
<tr>
<td>Program Director, Nurse Anesthesia</td>
<td></td>
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<tr>
<td>Bennett, Marsha Dr.</td>
<td>504.568.4220</td>
<td><a href="mailto:Mbenne@lsuhsc.edu">Mbenne@lsuhsc.edu</a></td>
</tr>
<tr>
<td>Associate Dean, Nursing Research, Scholarship and Science</td>
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<tr>
<td>Danna, Denise Dr.</td>
<td>504.568.4123</td>
<td><a href="mailto:ddanna@lsuhsc.edu">ddanna@lsuhsc.edu</a></td>
</tr>
<tr>
<td>Associate Dean, Professional Practice, Community Service &amp; Advanced Nursing Practice &amp; Program Director, Nursing Administration</td>
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<tr>
<td>Douglas, Dianna Dr., Faculty</td>
<td>568-6644</td>
<td><a href="mailto:d_doug1@lsushc.edu">d_doug1@lsushc.edu</a></td>
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<tr>
<td>Garbee, Deborah Dr.</td>
<td>568-4183</td>
<td><a href="mailto:DGarbe@lsuhsc.edu">DGarbe@lsuhsc.edu</a></td>
</tr>
<tr>
<td>Associate Dean, Undergraduate Nursing Program &amp; Program Director, Adult-Gerontology CNS</td>
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<tr>
<td>Jeanfreau, Shelley Dr.</td>
<td>568-4140</td>
<td><a href="mailto:sjeanf@lsuhsc.edu">sjeanf@lsuhsc.edu</a></td>
</tr>
<tr>
<td>Program Director, Primary Care NP</td>
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<tr>
<td>Langford, Cynthia Dr.</td>
<td>568-4147</td>
<td><a href="mailto:CLangf@lsuhsc.edu">CLangf@lsuhsc.edu</a></td>
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<tr>
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<tr>
<td>Orlando, Susan Dr.</td>
<td>568-4137</td>
<td><a href="mailto:sorland@lsuhsc.edu">sorland@lsuhsc.edu</a></td>
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<td>Program Director, Neonatal NP</td>
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<tr>
<td>Sumner, Jane Dr.</td>
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<td><a href="mailto:jsumne@lsuhsc.edu">jsumne@lsuhsc.edu</a></td>
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<tr>
<td>Program Director, CHN/PHN</td>
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13. RELATED SITES & RESOURCES

Graduate SON Student Handbook: The graduate handbooks can be accessed at this site: 
http://nursing.lsuhsc.edu/StudentInformation/Handbooks.html

Graduate Nursing Homepage: The graduate nursing homepage can be accessed at this site: 
http://nursing.lsuhsc.edu/AcademicPrograms/AcademicPrograms.html


American Association of Colleges of Nursing (AACN). (2006). The Essentials of Doctoral Education for Advanced Nursing Practice can be accessed at: 
Appendix A: AACN DNP Essentials

Essential I: Scientific Underpinnings for Practice

The practice doctorate in nursing provides the terminal academic preparation for nursing practice. The scientific underpinnings of this education reflect the complexity of practice at the doctoral level and the rich heritage that is the conceptual foundation of nursing. The discipline of nursing is focused on:

- The principles and laws that govern the life-process, well-being, and optimal function of human beings, sick or well;
- The patterning of human behavior in interaction with the environment in normal life events and critical life situations;
- The nursing actions or processes by which positive changes in health status are affected; and
- The wholeness or health of human beings recognizing that they are in continuous interaction with their environments (Donaldson & Crowley, 1978; Fawcett, 2005; Gortner, 1980).

DNP graduates possess a wide array of knowledge gleaned from the sciences and have the ability to translate that knowledge quickly and effectively to benefit patients in the daily demands of practice environments (Porter-O’Grady, 2003). Preparation to address current and future practice issues requires a strong scientific foundation for practice. The scientific foundation of nursing practice has expanded and includes a focus on both the natural and social sciences. These sciences that provide a foundation for nursing practice include human biology, genomics, the science of therapeutics, the psychosocial sciences, as well as the science of complex organizational structures. In addition, philosophical, ethical, and historical issues inherent in the development of science create a context for the application of the natural and social sciences. Nursing science also has created a significant body of knowledge to guide nursing practice and has expanded the scientific underpinnings of the discipline. Nursing science frames the development of middle range theories and concepts to guide nursing practice. Advances in the foundational and nursing sciences will occur continuously and nursing curricula must remain sensitive to emerging and new scientific findings to prepare the DNP for evolving practice realities.

The DNP program prepares the graduate to:

1. Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice.
2. 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.
3. Develop and evaluate new practice approaches based on nursing theories and theories from other disciplines.

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

Organizational and systems leadership are critical for DNP graduates to improve patient and healthcare outcomes. Doctoral level knowledge and skills in these areas are consistent with nursing and health care goals to eliminate health disparities and to promote patient safety and excellence in practice.

DNP graduates’ practice includes not only direct care but also a focus on the needs of a panel of patients, a target population, a set of populations, or a broad community. These graduates are distinguished by their abilities to conceptualize new care delivery models that are based in contemporary nursing science and that are feasible within current organizational, political, cultural, and economic perspectives.

Graduates must be skilled in working within organizational and policy arenas and in the actual provision of patient care by themselves and/or others. For example, DNP graduates must understand principles of practice management, including conceptual and practical strategies for balancing productivity with quality of care. They must be able to assess the impact of practice policies and procedures on meeting the health needs of the patient populations with whom they practice. DNP graduates must be proficient in quality improvement strategies and in creating and sustaining changes at the organizational and policy levels. Improvements in practice are neither sustainable nor measurable without corresponding changes in organizational arrangements, organizational and professional culture, and the financial structures to support practice. DNP graduates have the ability to evaluate the cost effectiveness of care and use principles of economics and finance to redesign effective and realistic care delivery strategies. In addition, DNP graduates have the ability to organize care to address emerging practice problems and the ethical dilemmas that emerge as new diagnostic and therapeutic technologies evolve. Accordingly, DNP graduates are able to assess risk and collaborate with others to manage risks ethically, based on professional standards.

Thus, advanced nursing practice includes an organizational and systems leadership component that emphasizes practice, ongoing improvement of health outcomes, and ensuring patient safety. In each case, nurses should be prepared with sophisticated expertise in assessing organizations, identifying systems’ issues, and facilitating organization-wide changes in practice delivery. In addition, advanced nursing practice requires political skills, systems thinking, and the business and financial acumen needed for the analysis of practice quality and costs.

The DNP program prepares the graduate 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.
   a. Use advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care systems.
   b. Employ principles of business, finance, economics, and health policy to develop and implement effective plans for practice-level and/or system-wide practice initiatives that will improve the quality of care delivery.
   c. Develop and/or monitor budgets for practice initiatives.
   d. Analyze the cost-effectiveness of practice initiatives accounting for risk and improvement of health care outcomes.
   e. Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers.

3. Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research.

**Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice**

Scholarship and research are the hallmarks of doctoral education. Although basic research has been viewed as the first and most essential form of scholarly activity, an enlarged perspective of scholarship has emerged through alternative paradigms that involve more than discovery of new knowledge (Boyer, 1990). These paradigms recognize that (1) the scholarship of discovery and integration “reflects the investigative and synthesizing traditions of academic life” (Boyer, p. 21); (2) scholars give meaning to isolated facts and make connections across disciplines through the scholarship of integration; and (3) the scholar applies knowledge to solve a problem via the scholarship of application (referred to as the scholarship of practice in nursing). This application involves the translation of research into practice and the dissemination and integration of new knowledge, which are key activities of DNP graduates. The scholarship of application expands the realm of knowledge beyond mere discovery and directs it toward humane ends. Nursing practice epitomizes the scholarship of application through its position where the sciences, human caring, and human needs meet and new understandings emerge.

Nurses have long recognized that scholarly nursing practice is characterized by the discovery of new phenomena and the application of new discoveries in increasingly complex practice situations. The integration of knowledge from diverse sources and across disciplines, and the application of knowledge to solve practice problems and improve health outcomes are only two of the many ways new phenomena and knowledge are generated other than through research (AACN, 1999; Diers, 1995; Palmer, 1986; Sigma Theta Tau International, 1999). Research-focused doctoral programs in nursing are designed to prepare graduates with the research skills necessary for discovering new knowledge in the discipline. In contrast, DNP graduates engage in advanced nursing practice and provide leadership for evidence-based practice. This requires competence in knowledge application activities: the translation of research in practice, the evaluation of practice, improvement of the reliability of health care practice and outcomes, and participation in collaborative research (DePalma & McGuire, 2005). Therefore, DNP programs
focus on the translation of new science, its application and evaluation. In addition, DNP graduates generate evidence through their practice to guide improvements in practice and outcomes of care.

The DNP program prepares the graduate to:

1. Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.
2. Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends.
3. Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.
4. Apply relevant findings to develop practice guidelines and improve practice and the practice environment.
5. 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
   - identify gaps in evidence for practice
6. Function as a practice specialist/consultant in collaborative knowledge-generating research.
7. Disseminate findings from evidence-based practice and research to improve healthcare outcomes

Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care

DNP graduates are distinguished by their abilities to use information systems/technology to support and improve patient care and healthcare systems, and provide leadership within healthcare systems and/or academic settings. Knowledge and skills related to information systems/technology and patient care technology prepare the DNP graduate to apply new knowledge, manage individual and aggregate level information, and assess the efficacy of patient care technology appropriate to a specialized area of practice. DNP graduates also design, select, and use information systems/technology to evaluate programs of care, outcomes of care, and care systems. Information systems/technology provide a mechanism to apply budget and productivity tools, practice information systems and decision supports, and web-based learning or intervention tools to support and improve patient care.
DNP graduates must also be proficient in the use of information systems/technology resources to implement quality improvement initiatives and support practice and administrative decision-making. Graduates must demonstrate knowledge of standards and principles for selecting and evaluating information systems and patient care technology, and related ethical, regulatory, and legal issues.

The DNP program prepares the graduate 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.
4. 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.
5. Evaluate consumer health information sources for accuracy, timeliness, and appropriateness.

**Essential V: Health Care Policy for Advocacy in Health Care**

Health care policy--whether it is created through governmental actions, institutional decision making, or organizational standards--creates a framework that can facilitate or impede the delivery of health care services or the ability of the provider to engage in practice to address health care needs. Thus, engagement in the process of policy development is central to creating a health care system that meets the needs of its constituents. Political activism and a commitment to policy development are central elements of professional nursing practice, and the DNP graduate has the ability to assume a broad leadership role on behalf of the public as well as the nursing profession (Ehrenreich, 2002). Health policy influences multiple care delivery issues, including health disparities, cultural sensitivity, ethics, the internationalization of health care concerns, access to care, quality of care, health care financing, and issues of equity and social justice in the delivery of health care.

DNP graduates are prepared to design, influence, and implement health care policies that frame health care financing, practice regulation, access, safety, quality, and efficacy (IOM, 2001). Moreover, the DNP graduate is able to design, implement and advocate for health care policy that addresses issues of social justice and equity in health care. The powerful practice experiences of the DNP graduate can become potent influencers in policy formation. Additionally, the DNP graduate integrates these practice experiences with two additional skill sets: the ability to analyze the policy process and the ability to engage in politically competent action (O’Grady, 2004).
The DNP graduate has the capacity to engage proactively in the development and implementation of health policy at all levels, including institutional, local, state, regional, federal, and international levels. DNP graduates as leaders in the practice arena provide a critical interface between practice, research, and policy. Preparing graduates with the essential competencies to assume a leadership role in the development of health policy requires that students have opportunities to contrast the major contextual factors and policy triggers that influence health policy-making at the various levels.

The DNP program prepares the graduate to:
1. 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. 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.
4. Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes.
5. Advocate for the nursing profession within the policy and healthcare communities.
6. Develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery.
7. Advocate for social justice, equity, and ethical policies within all healthcare arenas.

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

Today’s complex, multi-tiered health care environment depends on the contributions of highly skilled and knowledgeable individuals from multiple professions. In order to accomplish the IOM mandate for safe, timely, effective, efficient, equitable, and patient-centered care in a complex environment, healthcare professionals must function as highly collaborative teams (AACN, 2004; IOM, 2003; O’Neil, 1998). DNP members of these teams have advanced preparation in the interprofessional dimension of health care that enable them to facilitate collaborative team functioning and overcome impediments to interprofessional practice. Because effective interprofessional teams function in a highly collaborative fashion and are fluid depending upon the patients’ needs, leadership of high performance teams changes. Therefore, DNP graduates have preparation in methods of effective team leadership and are prepared to play a central role in establishing interprofessional teams, participating in the work of the team, and assuming leadership of the team when appropriate.

The DNP program prepares the graduate 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.
2. Lead interprofessional teams in the analysis of complex practice and organizational issues.
3. Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.

**Essential VII: Clinical Prevention and Population Health for Improving the Nation’s Health**

Clinical prevention is defined as health promotion and risk reduction/illness prevention for individuals and families. Population health is defined to include aggregate, community, environmental/occupational, and cultural/socioeconomic dimensions of health. Aggregates are groups of individuals defined by a shared characteristic such as gender, diagnosis, or age. These framing definitions are endorsed by representatives of multiple disciplines including nursing (Allan et al., 2004).

The implementation of clinical prevention and population health activities is central to achieving the national goal of improving the health status of the population of the United States. Unhealthy lifestyle behaviors account for over 50 percent of preventable deaths in the U.S., yet prevention interventions are underutilized in health care settings. In an effort to address this national goal, Healthy People 2010 supported the transformation of clinical education by creating an objective to increase the proportion of schools of medicine, nursing, and other health professionals that have a basic curriculum that includes the core competencies in health promotion and disease prevention (Allan et al., 2004; USHHS, 2000). DNP graduates engage in leadership to integrate and institutionalize evidence-based clinical prevention and population health services for individuals, aggregates, and populations.

Consistent with these national calls for action and with the longstanding focus on health promotion and disease prevention in nursing curricula and roles, the DNP graduate has a foundation in clinical prevention and population health. This foundation will enable DNP graduates to analyze epidemiological, biostatistical, occupational, and environmental data in the development, implementation, and evaluation of clinical prevention and population health. Current concepts of public health, health promotion, evidence-based recommendations, determinants of health, environmental/occupational health, and cultural diversity and sensitivity guide the practice of DNP graduates. In addition emerging knowledge regarding infectious diseases, emergency/disaster preparedness, and intervention frame DNP graduates’ knowledge of clinical prevention and population health.

The DNP program prepares the graduate to:

1. Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.
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.
3. Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.

**Essential VIII: Advanced Nursing Practice**

The increased knowledge and sophistication of healthcare has resulted in the growth of specialization in nursing in order to ensure competence in these highly complex areas of practice. The reality of the growth of specialization in nursing practice is that no individual can master all advanced roles and the requisite knowledge for enacting these roles. DNP programs provide preparation within distinct specialties that require expertise, advanced knowledge, and mastery in one area of nursing practice. A DNP graduate is prepared to practice in an area of specialization within the larger domain of nursing. Indeed, this distinctive specialization is a hallmark of the DNP.

Essential VIII specifies the foundational practice competencies that cut across specialties and are seen as requisite for DNP practice. All DNP graduates are expected to demonstrate refined assessment skills and base practice on the application of biophysical, psychosocial, behavioral, sociopolitical, cultural, economic, and nursing science as appropriate in their area of specialization.

DNP programs provide learning experiences that are based in a variety of patient care settings, such as hospitals, long-term care settings, home health, and/or community settings. These learning experiences should be integrated throughout the DNP program of study, to provide additional practice experiences beyond those acquired in a baccalaureate nursing program. These experiential opportunities should be sufficient to inform practice decisions and understand the patient care consequences of decisions. Because a variety of differentiated roles and positions may be held by the DNP graduate, role preparation for specialty nursing practice, including legal and regulatory issues, is part of every DNP program’s curricula.

The DNP program prepares the graduate 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.
7. Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues.