

Dual Doctor of Nursing Practice (DNP) Program

Clinical Expert Packet

2020-2021

*A Dual Program of the
University of North Carolina, Charlotte
and Western Carolina University*



University of North Carolina, Charlotte
9201 University City Blvd.
Charlotte, NC, 28223-0001
[UNC Charlotte DNP Website](#)



Western Carolina University
28 Schenck Parkway, Suite 300
Asheville, NC 28803
[WCU DNP Website](#)

Rev. June 8, 2020

General Information

Introduction

This clinical expert packet is designed for the clinical expert of graduate students enrolled in the dual degree Post-Master's Doctor of Nursing Practice Program at the University of North Carolina Charlotte and Western Carolina University. The dual DNP degree program provides Master's prepared nurses with opportunities for practice-based doctoral education. The DNP program is taught by the graduate nursing faculty as well as advanced practice nurses and leaders from both universities and the community.

The DNP program has been developed to meet recommendations of the American Association of Colleges and Nurses (AACN), the National Organization of Nurse Practitioner Faculties (NONPF), the American Association of Nurse Anesthetists (AANA) and American Academy of Nurse Practitioners (AANP).

The dual Doctor of Nursing Practice (DNP) degree offered by the UNC Charlotte and Western Carolina University prepares graduates to analyze systems of care and provide transformational leadership that will improve patient safety, quality of care, and implement evidence-based (translational) culturally competent care practices. Graduates from this program will be able to interpret and apply research findings to practice settings, determine and measure system and population outcomes, manage information systems and use appropriate technology for health and risk communication. DNP graduates will have the skills and abilities to substantially contribute to system reform to achieve goals articulated by the Institute of Medicine, the National Academy of Sciences, and the National Quality Forum.

The Philosophy, Mission, Core Values and Goals of the School of Nursing at UNC Charlotte can be found in the [School of Nursing Student Handbook](#).

The Philosophy Mission, Core Values and Goals of the School of Nursing at Western Carolina University can be found in the [Graduate Nursing Student Handbook](#).

Figure 1: Essential Elements of Analysis, Leadership, and Practice in the DNP Program

Analysis

Evaluation of complex health SUREOHPV
Diagnosis of problem
Evidence based practice
Global Health indicators
Social determinants of health

Leadership

Knowledge of health care delivery systems
Advocacy for health policy
Communication skills
Cultural competence and humility
Ethics

Practice

Advanced practice specialty knowledge Mastery
of advanced practice specialty skills
Cognitive knowledge relative to specialty
Design and coordination of services
System of care factors affecting patient outcomes

DNP Core Competencies

Students are expected to master the core competencies reflected in *The Essentials of Doctoral Education for Advanced Nursing Practice* (2006).

DNP Program Contact Persons

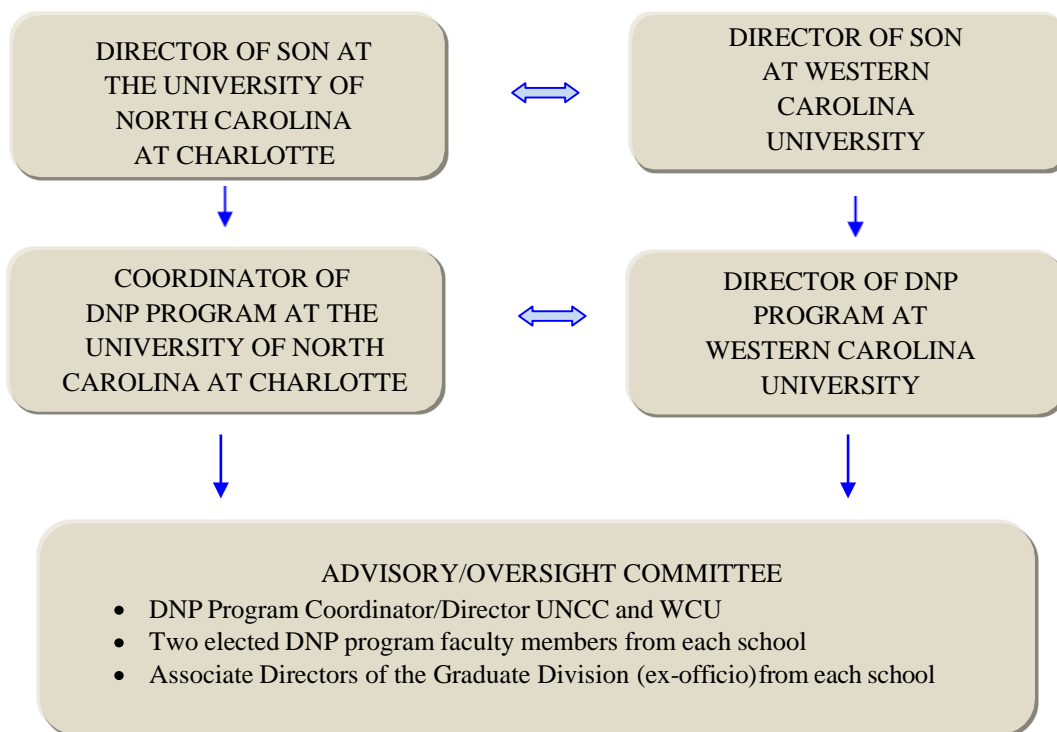
UNC Charlotte:

- Dr. Katherine Shue-McGuffin (704-687-7958 / kdshue@uncc.edu) – UNC Charlotte Doctor of Nursing Practice Program Coordinator

Western Carolina University:

- Dr. Angie Trombley (atrombley@email.wcu.edu) –WCU Doctor of Nursing Practice Program Director

Organization Chart for Dual DNP Program



Curriculum Plan

The Doctor of Nursing Practice program requires 42 post-master's graduate semester credit hours and completion of a total of 1,000 clinical hours (including 500 hours in the same clinical practice specialty from the MSN program). Applicants who completed fewer than 500 hours in their MSN program will be expected to complete additional clinical hours in order to achieve the total of 1,000 for the DNP program. All students will be required to complete the curriculum that includes a sequence of courses as listed in the plan of study.

UNC Charlotte/WCU Dual DNP Program Guidelines for Clinical Experts

Definition of Clinical Expert: A clinical expert is defined as a person employed at the site who can facilitate the student's entry and progress toward meeting Clinical Scholarly Project milestones, and successful completion of the Clinical Scholarly Project. The clinical expert should be the most qualified person available and should hold a doctorate in their field of study.

Clinical Expert agreements are completed as a part of the Clinical Residency and Project Development Course. The DNP student is responsible for locating a clinical expert to aid in their project development and implementation. The clinical expert will sign the [Appointment of Doctoral Project Committee Form](#), which serves as an agreement to be on the student's Clinical Scholarly Project Committee.

Role of Clinical Expert

1. Discuss/approve project topic with the student and communicate with the committee chair on an ongoing basis through project completion.
2. Review Expert Guidelines and complete the [Appointment of Doctoral Project Committee Form](#) with the student.
3. Provide a CV to the student to be kept on file in the School of Nursing.
4. Facilitate access to site(s) and data that will be pertinent to project completion.
5. Provide resources and contacts for student to accomplish planned activities.
6. Provide direction for student consistent with project goals.
7. Provide feedback to committee chair regarding student completion of clinical learning objectives.
8. Sign the student's Clinical Learning Contract at the beginning and end of each semester (Appendix B).
9. Sign the DNP Residency/Scholarly Project Hourly Log at the end of each semester (Appendix C).
10. Sign the Clinical Scholarly Project Topic Approval (provided by student), [Project Proposal Defense Form](#), and [Final Defense Report Form](#) upon successful completion by the student.

Role of the DNP Student:

1. Clearly identify clinical learning objectives, planned activities, and planned outcomes.
2. Distribute written Clinical Learning Contract (Appendix B) to the committee chair and clinical expert for approval at the beginning of each semester enrolled in a Clinical Residency and Project Development course.
3. Provide clinical expert needed forms for signature.
4. Maintain professionalism in all aspects of clinical experience.
5. Seek assistance as needed to complete planned activities and deliver planned outcomes.
6. Communicate on a regular basis with committee chair and clinical expert.
7. Seek regular feedback regarding project progress and completion of project objectives.
8. Provide expert with all promised outcomes pertaining to the site.
9. Submit signed forms to course faculty/IOR for final approval and course completion.

Procedure:

1. The student will contact the agency/expert and discuss needs for this clinical experience.
2. The expert will be given a copy of this guideline to make an informed decision regarding agreement to the terms of the role.
3. The student, committee chair, and clinical expert will complete the [Appointment of Doctoral Project Committee Form](#).
4. Students will be required to complete the curriculum that includes a sequence of courses as listed in the plan of study (Appendix A).
5. The student will provide the expert and the committee chair with their finalized Clinical Learning Contract at the beginning of each semester (Appendix B). The contract should address activities for achieving each of the Clinical Learning Contract objectives and successfully completing the Clinical Scholarly Project.
6. On completion of the agreed upon clinical hours, the expert is to sign the Clinical Learning Contract and the DNP Residency/Clinical Scholarly Project Hourly Log, which the student will provide (Appendix B & C).
7. The student is to submit the form to the Clinical Residency and Project Development course instructor.
8. The student will present their Clinical Scholarly Project four separate times throughout the course of study. This will occur at the end of each Clinical Residency course, per the plan of study (Appendix A). The clinical expert is welcome and encouraged to attend any of the presentations, and is required to sign off on the completion forms after these presentations. If the expert is unable to be at a presentation, they may review the final written product and the prepared power point presentation as a means to evaluate the student's successful completion of the project milestone. If the clinical expert cannot attend the final defense in person, the student will provide them with the [Approval of Remote Committee Form](#) for their signature.
9. Students at WCU will complete an evaluation of their clinical expert after the completion of Clinical Residency I-IV (Appendix D). Students at UNC Charlotte will complete an evaluation of their clinical expert after Clinical Residency IV (Appendix E). The evaluation forms are collected by the course faculty/IOR and will remain confidential.

Program Outcomes

Upon completion of the DNP program, graduates will:

- Analyze and integrate evidence from nursing science with evidence from other relevant scientific disciplines to form a scientific foundation for advanced practice in nursing.
- Apply clinical scholarship, scientific evidence, and analytical methods to improve health care outcomes.
- Develop and evaluate systems to enhance safety and quality of health care.
- Advocate and participate in collaborative interdisciplinary efforts to improve health outcomes at the practice/organization, community, state and national levels.
- Engage in culturally competent and ethically sound advanced nursing practice.
- Demonstrate leadership in the improvement of patient outcomes and transformation of health care delivery.
- Directly manage complex health problems of clients or develop and implement organizational systems to facilitate access and navigation of the health care system.

Characteristics of the Graduate

The characteristics of the graduate reflect the [*Essentials for Doctoral Education in Advanced Nursing Practice*](#) (AACN, 2006, pg. 8-17). These essentials focus on eight areas of advanced nursing practice. The areas are as follows:

Essential #1: Scientific Underpinnings for Practice

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:
 - a. Determine the nature and significance of health and health care delivery phenomena;
 - b. 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 #2: Organizational and Systems Leadership for Quality Improvement and Systems Thinking

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 #3: Clinical Scholarship and Analytical Methods for Evidence-Based Practice

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:
 - a. Collect appropriate and accurate data to generate evidence for nursing practice
 - b. Inform and guide the design of databases that generate meaningful evidence for nursing practice
 - c. Analyze data from practice
 - d. Design evidence-based interventions
 - e. Predict and analyze outcomes
 - f. Examine patterns of behavior and outcomes
 - g. 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 to improve healthcare outcomes

Essential #4: Information Systems /Technology and Patient Care Technology for the Improvement and Transformation of Health Care

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 #5: Health Care Policy for Advocacy in Health Care

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 #6: Interprofessional Collaboration for Improving Patient and Population Health Outcomes

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 # 7: Clinical Prevention and Population Health for Improving the Nation's 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 #8: Advanced Nursing Practice

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.

Description of Practice Hours

The DNP program builds on typical master's education programs that focus on preparation for beginning advanced specialty practice, leadership, and scholarly scientific inquiry. The goals of practice experiences at the doctoral level include preparation of practitioners and administrators with advanced leadership skills who can facilitate translation of the evidence base into practice within a minimum amount of time and with a maximal positive impact on the health outcomes of the populations served.

Upon completion of the post-master's DNP program, students will have a total of 1,000 hours of clinical practicum, and 500 of those hours will be carried over from the students' MSN program. Students must submit a practicum hour attestation upon entry into the program, which serves as documentation of hours obtained prior to program entry. The Clinical Residency and Project Development courses have 540 clinical residency hours built into their content. Students who do not enter the program with 500 clinical hours will be required to complete additional precepted hours to ensure the 1,000 clinical hour requirement is met, and documentation will be provided to the program coordinator/director and the Associate Director of Graduate Nursing Programs.

Practice may take a variety of forms, from direct patient care to analyses of organizational or public health needs, topic research, data collection or interprofessional meetings. Each course that has designated practice hours will specify what practice behaviors/activities constitute a passing level in meeting the course objectives. In addition, a clinical expert is necessary to facilitate the student's activities at the practice site. A clinical expert is defined as a person employed at the site who can facilitate the student's entry and progress toward meeting their objectives. The clinical expert should be the most qualified person available and should hold a doctorate in their field of study.

Students must provide the course faculty member with a written plan signed by the student, the clinical expert, and the course faculty member (Appendix B). This written plan should set forth the learning objectives (based on Clinical Residency and Project Development course objectives), specific learning activities, time commitment, and outcomes to be accomplished. The signed plan will constitute a learning contract between UNC Charlotte or WCU faculty, the student, and the clinical expert. This contracting process can take time to complete so planning ahead is strongly encouraged. The course faculty member, in consultation with the clinical expert, will determine whether the objectives have been met at a satisfactory level.

In addition to the Clinical Learning Contract, students will keep a clinical log (Appendix C). This form will allow the student to log all residency hours that are completed throughout each semester. Clinical experts are asked to review this log at the end of each semester.

Students will provide the clinical expert with the Clinical Learning Contract and the Clinical Log .

Appendix A

Doctorate of Nursing Practice Program—UNCC/WCU

PROGRAM OF STUDY: Dual DNP Post Masters Admission (42 Semester Hours)

FULL-TIME YEAR ONE		
FALL Semester @ UNCC (8)	SPRING Semester @ WCU (8)	SUMMER Semester @ UNCC (9)
<ul style="list-style-type: none"> • NUDN 8140/NSG 814 Foundations and Applications of Evidence Based Practice (3) • NUDN 8150/NSG 815 Healthcare Program Evaluation and Quality (3) • GRAD 8990 Academic Integrity (0) Online 0-credit hour course required by the Graduate School • NUDN 8441 or NSG 883 Clinical Residency and Project Development I (2) TAUGHT AT EACH UNIVERSITY (Individual projects directed by faculty at each school) <p style="text-align: center; color: red;">IMMERSION/ORIENTATION @ UNC CHARLOTTE PROJECT TOPIC APPROVAL PROPOSAL AT HOME UNIVERSITY</p>	<ul style="list-style-type: none"> • NSG 818/NUDN 8145 Leadership and Project Planning (3) • NSG 817/NUDN8147 Applied Biostatistics (3) • NSG 884 or NUDN 8442 Clinical Residency and Project Development II (2) TAUGHT AT EACH UNIVERSITY (Individual projects directed by faculty at each school) <p style="text-align: center; color: red;">IMMERSION/ORIENTATION @ WCU PROJECT PROPOSAL PRESENTATION TO COMMITTEE</p>	<ul style="list-style-type: none"> • NUDN 8202/NSG 802 Community Epidemiology (3) • NUDN 8160/NSG 816 Global Health & Social Justice (3) • Electives*: <ul style="list-style-type: none"> • WCU: NSG 893 – Medical Humanities (3) • UNC Charlotte: Elective of choice (3) <p style="text-align: center; color: gray;">*Elective taken at either university</p>
FULL-TIME YEAR TWO		
FALL Semester @ WCU (9)	SPRING Semester @ UNCC (8)	SUMMER Semester
<ul style="list-style-type: none"> • NSG 822/NUDN 8220 Health Care Policy and Ethics (3) • NSG 823/NUDN 8230 Economic & Financial Aspects of Healthcare System (3) • NSG 885 or NUDN 8443 Clinical Residency and Project Development III (3) TAUGHT AT EACH UNIVERSITY (Individual projects directed by faculty at each school) <p style="text-align: center; color: red;">IMMERSION/ORIENTATION @ WCU IMPLEMENTATION DEBRIEF AT HOME UNIVERSITY</p>	<ul style="list-style-type: none"> • NUDN 8260 /NSG 826 Leadership, and Healthcare Systems (3) • NUDN 8270/NSG 827 Technology for Communication and Transforming Healthcare (3) • NUDN 8444 or NSG886 Clinical Residency and Project Development IV (2) TAUGHT AT EACH UNIVERSITY (Individual projects directed by faculty at each school) <p style="text-align: center; color: red;">IMMERSION/ORIENTATION @ UNC CHARLOTTE PROJECT FINAL DEFENSE AT HOME UNIVERSITY (Public Presentation with Project Committee)</p>	<p>Summer to complete elective and/or finish project.</p>

Didactic Courses taken by all students at UNC Charlotte during Academic Year (12):

- Foundations and Applications of Evidence Based Practice (3)
- Healthcare Program Evaluation and Quality (3)
- Leadership, and Healthcare Systems (3)
- Communication for Technology and Transforming Healthcare (3)

Didactic Courses taken by all students at WCU during Academic Year (12):

- Leadership and Project Planning (3)
- Applied Biostatistics (3)
- Health Care Policy and Ethics (3)
- Economic & Financial Aspects of Healthcare System (3)

Didactic Courses taken by all students at UNC Charlotte during Summer (6):

- Community Epidemiology (3)
- Global Health & Social Justice (3)

Courses taken by only students at admitting campus (9)

Doctorate of Nursing Practice Program—UNCC/WCU
PROGRAM OF STUDY: Dual DNP Post Masters Admission (42 Semester Hours)

PART-TIME YEAR 1		
FALL Semester @ UNCC (6)	SPRING Semester @ WCU (6)	SUMMER Semester @ UNCC (3)
<ul style="list-style-type: none"> • NUDN 8140/NSG 814 Foundations and Applications of Evidence Based Practice (3) • NUDN 8150/NSG 815 Healthcare Program Evaluation and Quality (3) • GRAD 8990 (0) Academic Integrity 0-credit hour course taught by Graduate School IMMERSION/ORIENTATION AT UNC CHARLOTTE 	<ul style="list-style-type: none"> • NSG 818/NUDN 8145 Leadership and Project Planning (3) • NSG 817/NUDN8147 Applied Biostatistics (3) <p style="text-align: center;">IMMERSION/ORIENTATION AT WCU</p>	<ul style="list-style-type: none"> • NUDN 8202/NSG 802 Community Epidemiology(3)
PART-TIME YEAR 2		
FALL Semester @ WCU (5)	SPRING Semester @ UNCC (5)	SUMMER Semester @ UNCC (6)
<ul style="list-style-type: none"> • NSG 883 or NUDN 8441 Clinical Residency and Project Development I (2) TAUGHT AT EACH UNIVERSITY (Individual projects directed by faculty at each school) • NSG 823/NUDN 8230 Economic & Financial Aspects of Healthcare System (3) <p style="text-align: center;">IMMERSION/ORIENTATION AT WCU PROJECT TOPIC APPROVAL PROPOSAL AT HOME UNIVERSITY</p>	<ul style="list-style-type: none"> • NSG 884 or NUDN 8442 Clinical Residency and Project Development II (2) TAUGHT AT EACH UNIVERSITY (Individual projects directed by faculty at each school) • NUDN 8260/NSG 826 Leadership and Healthcare Systems (3) <p style="text-align: center;">IMMERSION/ORIENTATION AT UNC CHARLOTTE PROJECT PROPOSAL PRESENTATION TO COMMITTEE</p>	<ul style="list-style-type: none"> • NUDN 8160/NSG 816 Global Health & Social Justice (3) • Electives*: <ul style="list-style-type: none"> • WCU: NSG 893 – Medical Humanities (3) • UNC Charlotte: Elective of choice (3) <p style="text-align: center;">*Elective taken at either university</p>
PART-TIME YEAR 3		
FALL Semester @ WCU (6)	SPRING Semester @ UNCC (5)	SUMMER Semester
<ul style="list-style-type: none"> • NSG 822/NUDN 8220 Health Care Policy & Ethics (3) • NSG 885 or NUDN 8443 Clinical Residency and Project Development III (3) TAUGHT AT EACH UNIVERSITY (Individual projects directed by faculty at each school) <p style="text-align: center;">IMMERSION/ORIENTATION AT WCU IMPLEMENTATION DEBRIEF AT HOME UNIVERSITY</p>	<ul style="list-style-type: none"> • NUDN 8270/NSG 827 Technology for Communication and Transforming Healthcare (3) • NUDN 8444 or NSG886 Clinical Residency and Project Development IV (2) TAUGHT AT EACH UNIVERSITY (Individual projects directed by faculty at each school) <p style="text-align: center;">IMMERSION/ORIENTATION AT UNC CHARLOTTE PROJECT FINAL DEFENSE AT HOME UNIVERSITY (Public Presentation with Project Committee)</p>	<p style="text-align: center;">Completion of elective and/or finish project if needed.</p>

Didactic Courses taken by all students at UNC Charlotte during Academic Year (12):

- Foundations and Applications of Evidence Based Practice (3)
- Healthcare Program Evaluation and Quality (3)
- Leadership, and Healthcare Systems (3)
- Communication for Technology and Transforming Healthcare (3)

Didactic Courses taken by all students at WCU during Academic Year (12):

- Leadership and Project Planning (3)
- Applied Biostatistics (3)
- Health Care Policy and Ethics (3)
- Economic & Financial Aspects of Healthcare System (3)

Didactic Courses taken by all students at UNC Charlotte during Summer (6):

- Community Epidemiology (3)
- Global Health & Social Justice (3)

Clinical Residency Courses taken by students at their admitting campus (9)

Appendix B Clinical Learning Contracts



Doctor of Nursing Practice Consortium



Learning Contract: NUDN 8441 or NSG 883 Clinical Residency and Project Development I (2 credit hrs)

Student Name: _____

Project Chair: _____

Course Faculty/Instructor of Record: _____

Title of Scholarly Clinical Project: _____

Site(s) for Implementation of Clinical Hours: _____

Name of Clinical Expert and Their Credentials: _____

Clinical Practicum: **120** Clinical Hours (60 clinical hrs per 1 credit hr)

Please describe how you plan to meet the 120 clinical hour requirement and discuss how the clinical learning objectives (see 1st column of next page) help you accomplish the course objectives (see course syllabus) and DNP program outcomes (seven bulleted points listed below which are taken from the student handbook under General Information):

- Analyze and integrate evidence from nursing science with evidence from other relevant scientific disciplines to form a scientific foundation for advanced practice in nursing.
- Apply clinical scholarship, scientific evidence, and analytical methods to improve health care outcomes.
- Develop and evaluate systems to enhance safety and quality of health care.
- Advocate and participate in collaborative interdisciplinary efforts to improve health outcomes at the practice/organization, community, state and national levels.
- Engage in culturally competent and ethically sound advanced nursing practice.
- Demonstrate leadership in the improvement of patient outcomes and transformation of health care delivery.
- Manage directly the complex problems of clients/populations and systems to facilitate access and navigation of the health care system to improve health outcomes.

Students participate in multiple academic and scholarly activities. For example, students are expected to attend conferences, seminars, journal club, grand rounds, morbidity and mortality meetings, patient conferences, practice-based lectures, interdisciplinary committees, quality improvement committees and any other opportunities available at their site. Each student is expected to post a minimum of at least three scholarly activities during residency. In addition, students are required to be involved and contribute to interdisciplinary initiatives. The scholarly activities should support the objectives in the Clinical Learning Contract.

Deadlines to have data entered in columns II, III, and IV by student is determined by the course faculty/instructor of record.
 (DNP program suggested deadlines: Columns II and III to be completed no later than the end of the 6th week of the semester;
 Column IV to be completed prior to the end of the semester)

<p>I COURSE FACULTY/IOR Clinical Learning Objectives</p>	<p>II Clinical Learning Strategies, Activities, and Resources</p>	<p>III Measurable Outcomes: 1. Deliverables 2. Means for evaluating</p>	<p>IV Evaluation: 1. Achievement of Deliverables 2. Activities supporting fulfillment of objectives were met 3. Recommended next steps (Review/reflect/revise)</p>
<p>1. Apply EBP and Theory to analyze the literature for the scholarly project</p> <p>2. Identify theoretical frameworks utilized in the body of research on the project topic.</p>			
<p>3. Identify a clinical site expert, and DNP Project Committee Chair.</p> <p>4. Develop a Clinical Contract.</p>			

5. Develop a PICOT question			14
<p>COURSE REQUIREMENTS Attend Scholarly Conferences, Seminars, Journal Club, Grand Rounds, Morbidity/Mortality Meetings, Practice-Based Lectures, Interdisciplinary Committees, Quality Improvement Committee meetings, and other opportunities at the practice site.</p> <p>*Minimum of 3</p>			

Per the 2020-21 Student Handbook (p. 13) The student and clinical expert must establish mutually agreed upon objectives and evaluation criteria. The specific objectives, requirements, and evaluation criteria will depend on the practice focus in which the student is participating, the student’s level of education, and the student’s educational needs.

(DNP program suggested deadlines: CLINICAL OBJECTIVES and EVALUATION CRITERIA to be established no later than the end of the 6 th week of the semester)	
CLINICAL OBJECTIVES mutually agreed upon by the student and clinical expert.	
EVALUATION CRITERIA mutually agreed upon by the student and clinical expert.	



Doctor of Nursing Practice Consortium



Learning Contract: NUDN 8442 or NSG 884 Clinical Residency and Project Development II (2 credit hrs)

Student Name: _____

Project Chair: _____

Course Faculty/Instructor of Record: _____

Title of Scholarly Clinical Project: _____

Site(s) for Implementation of Clinical Hours: _____

Name of Clinical Expert and Their Credentials: _____

Clinical Practicum: **120** Clinical Hours (60 clinical hrs per 1 credit hr)

Please describe how you plan to meet the 120 clinical hour requirement and discuss how the clinical learning objectives (see 1st column of next page) help you accomplish the course objectives (see course syllabus) and DNP program outcomes (seven bulleted points listed below which are taken from the student handbook under General Information):

- Analyze and integrate evidence from nursing science with evidence from other relevant scientific disciplines to form a scientific foundation for advanced practice in nursing.
- Apply clinical scholarship, scientific evidence, and analytical methods to improve health care outcomes.
- Develop and evaluate systems to enhance safety and quality of health care.
- Advocate and participate in collaborative interdisciplinary efforts to improve health outcomes at the practice/organization, community, state and national levels.
- Engage in culturally competent and ethically sound advanced nursing practice.
- Demonstrate leadership in the improvement of patient outcomes and transformation of health care delivery.
- Manage directly the complex problems of clients/populations and systems to facilitate access and navigation of the health care system to improve health outcomes.

Students participate in multiple academic and scholarly activities. For example, students are expected to attend conferences, seminars, journal club, grand rounds, morbidity and mortality meetings, patient conferences, practice-based lectures, interdisciplinary committees, quality improvement committees and any other opportunities available at their site. Each student is expected to post a minimum of at least three scholarly activities during residency. In addition, students are required to be involved and contribute to interdisciplinary initiatives. The scholarly activities should support the objectives in the Clinical Learning Contract.

Deadlines to have data entered in columns II, III, and IV by student is determined by the course faculty/instructor of record.
 (DNP program suggested deadlines: Columns II and III to be completed no later than the end of the 6th week of the semester;
 Column IV to be completed prior to the end of the semester)

I COURSE FACULTY/IOR Clinical Learning Objectives	II Clinical Learning Strategies, Activities, and Resources	III Measurable Outcomes: 1. Deliverables 2. Means for evaluating	IV Evaluation: 3. Achievement of Deliverables 4. Activities supporting fulfillment of objectives were met 5. Recommended next steps (Review/reflect/revise)
1. Examine/synthesize feedback for written and oral topic approval proposals and revise as necessary.			
2. Perform an extensive review of the literature.			
3. Develop a plan for project implementation.			
4. Select/develop tools for data collection and management.			

5. Complete CITI Training and familiarize yourself with IRB at home institution.			18
<p>COURSE REQUIREMENTS Attend Scholarly Conferences, Seminars, Journal Club, Grand Rounds, Morbidity/Mortality Meetings, Practice-Based Lectures, Interdisciplinary Committees, Quality Improvement Committee meetings, and other opportunities at the practice site.</p> <p>*Minimum of 3</p>			

Per the 2020-21 Student Handbook (p. 13) The student and clinical expert must establish mutually agreed upon objectives and evaluation criteria. The specific objectives, requirements, and evaluation criteria will depend on the practice focus in which the student is participating, the student's level of education, and the student's educational needs.

(DNP program suggested deadlines: CLINICAL OBJECTIVES and EVALUATION CRITERIA to be established no later than the end of the 6 th week of the semester)	
CLINICAL OBJECTIVES mutually agreed upon by the student and clinical expert.	
EVALUATION CRITERIA mutually agreed upon by the student and clinical expert.	

CONTRACT REVIEWED AND APPROVED: (typed or electronic signature is acceptable)

(DNP Program suggested deadline for completing review and approval of clinical contract : no later than the end of the 8th week of the semester)

Student: _____ Date: _____

Clinical Expert Signature: _____ Date: _____

Course Faculty/Instructor of Record: _____ Date: _____

Clinical Learning Objectives WERE MET ____ NOT MET ____ (to be completed by Course Faculty/Instructor of Record)

Student: _____

Clinical Expert: _____ Date: _____

The course faculty/IOR has reviewed the Clinical Learning Contract and has determined that the clinical expert contributed to the achievement of clinical objectives and program outcomes.

Course Faculty/Instructor of Record: _____ Date: _____

Approval DNP Program Coordinator/Director

____ Yes

____ No

Verified Agency Affiliation Agreement

____ Yes

____ No



Learning Contract: NUDN 8443 or NSG 885 Clinical Residency and Project Development **III** (3 credit hrs)

Student Name: _____

Project Chair: _____

Course Faculty/Instructor of Record: _____

Title of Scholarly Clinical Project: _____

Site(s) for Implementation of Clinical Hours: _____

Name of Clinical Expert and Their Credentials: _____

Clinical Practicum: **180** Clinical Hours (60 clinical hrs per 1 credit hr)

Please describe how you plan to meet the 180 clinical hour requirement and discuss how the clinical learning objectives (see 1st column of next page) help you accomplish the course objectives (see course syllabus) and DNP program outcomes (seven bulleted points listed below which are taken from the student handbook under General Information):

- Analyze and integrate evidence from nursing science with evidence from other relevant scientific disciplines to form a scientific foundation for advanced practice in nursing.
- Apply clinical scholarship, scientific evidence, and analytical methods to improve health care outcomes.
- Develop and evaluate systems to enhance safety and quality of health care.
- Advocate and participate in collaborative interdisciplinary efforts to improve health outcomes at the practice/organization, community, state and national levels.
- Engage in culturally competent and ethically sound advanced nursing practice.
- Demonstrate leadership in the improvement of patient outcomes and transformation of health care delivery.
- Manage directly the complex problems of clients/populations and systems to facilitate access and navigation of the health care system to improve health outcomes.

Students participate in multiple academic and scholarly activities. For example, students are expected to attend conferences, seminars, journal club, grand rounds, morbidity and mortality meetings, patient conferences, practice-based lectures, interdisciplinary committees, quality improvement committees and any other opportunities available at their site. Each student is expected to post a minimum of at least three scholarly activities during residency. In addition, students are required to be involved and contribute to interdisciplinary initiatives. The scholarly activities should support the objectives in the Clinical Learning Contract.

Deadlines to have data entered in columns II, III, and IV by student is determined by the course faculty/instructor of record.
 (DNP program suggested deadlines: Columns II and III to be completed no later than the end of the 6th week of the semester;
 Column IV to be completed prior to the end of the semester)

<p style="text-align: center;">I COURSE FACULTY/IOR Clinical Learning Objectives</p>	<p style="text-align: center;">II Clinical Learning Strategies, Activities, and Resources</p>	<p style="text-align: center;">III Measurable Outcomes: 1. Deliverables 2. Means for evaluating</p>	<p style="text-align: center;">IV Evaluation: 3. Achievement of Deliverables 4. Activities supporting fulfillment of objectives were met 5. Recommended next steps (Review/reflect/revise)</p>
<p>1. A. Establish and communicate a clear implementation plan.</p> <p>B. Discuss and establish contingency plans.</p>			
<p>2. Implement your project.</p> <p>***Bulk of your hours***</p>			
<p>3. Perform a personal evaluation of your implementation.</p> <p><i>(What worked? What did not work?)</i></p>			
<p>4. A. Relate your work to the DNP Essentials.</p> <p>B. Evaluate how your work contributes to the DNP degree.</p>			

<p>COURSE REQUIREMENTS Attend Scholarly Conferences, Seminars, Journal Club, Grand Rounds, Morbidity/Mortality Meetings, Practice-Based Lectures, Interdisciplinary Committees, Quality Improvement Committee meetings, and other opportunities at the practice site.*</p> <p>*Minimum of 3</p> <p>Provide evidence of leadership via presenting at, or leading, one of the scholarly activities listed above. **</p> <p>**Minimum of 1</p>			
--	--	--	--

Per the 2020-21 Student Handbook (p. 13) The student and clinical expert must establish mutually agreed upon objectives and evaluation criteria. The specific objectives, requirements, and evaluation criteria will depend on the practice focus in which the student is participating, the student’s level of education, and the student’s educational needs.

<p>(DNP program suggested deadlines: CLINICAL OBJECTIVES and EVALUATION CRITERIA to be established no later than the end of the 6th week of the semester)</p>	
<p>CLINICAL OBJECTIVES mutually agreed upon by the student and clinical expert.</p>	
<p>EVALUATION CRITERIA mutually agreed upon by the student and clinical expert.</p>	



Doctor of Nursing Practice Consortium



Learning Contract: NUDN 8444 or NSG 886 Clinical Residency and Project Development **IV** (2 credit hrs)

Student Name: _____

Project Chair: _____

Course Faculty/Instructor of Record: _____

Title of Scholarly Clinical Project: _____

Site(s) for Implementation of Clinical Hours: _____

Name of Clinical Expert and Their Credentials: _____

Clinical Practicum: 120 Clinical Hours (60 clinical hrs per 1 credit hr)

Please describe how you plan to meet the 120 clinical hour requirement and discuss how the clinical learning objectives (see 1st column of next page) help you accomplish the course objectives (see course syllabus) and DNP program outcomes (seven bulleted points listed below which are taken from the student handbook under General Information):

- Analyze and integrate evidence from nursing science with evidence from other relevant scientific disciplines to form a scientific foundation for advanced practice in nursing.
- Apply clinical scholarship, scientific evidence, and analytical methods to improve health care outcomes.
- Develop and evaluate systems to enhance safety and quality of health care.
- Advocate and participate in collaborative interdisciplinary efforts to improve health outcomes at the practice/organization, community, state and national levels.
- Engage in culturally competent and ethically sound advanced nursing practice.
- Demonstrate leadership in the improvement of patient outcomes and transformation of health care delivery.
- Manage directly the complex problems of clients/populations and systems to facilitate access and navigation of the health care system to improve health outcomes.

Students participate in multiple academic and scholarly activities. For example, students are expected to attend conferences, seminars, journal club, grand rounds, morbidity and mortality meetings, patient conferences, practice-based lectures, interdisciplinary committees, quality improvement committees and any other opportunities available at their site. Each student is expected to post a minimum of at least three scholarly activities during residency. In addition, students are required to be involved and contribute to interdisciplinary initiatives. The scholarly activities should support the objectives in the Clinical Learning Contract.

Deadlines to have data entered in columns II, III, and IV by student is determined by the course faculty/instructor of record.
 (DNP program suggested deadlines: Columns II and III to be completed no later than the end of the 6th week of the semester;
 Column IV to be completed prior to the end of the semester)

I COURSE FACULTY/ IOR Clinical Learning Objectives	II Clinical Learning Strategies, Activities, and Resources	III Measurable Outcomes: 1. Deliverables 2. Means for evaluating	IV Evaluation: 3. Achievement of Deliverables 4. Activities supporting fulfillment of objectives were met 5. Recommended next steps (Review/reflect/revise)
1. Analyze and report data from implementation.			
2. Complete the final write-up of the project.			
3. Submit project for publication.			
4. Submit project in a public forum.			
5. Successfully defend project.			

<p>COURSE REQUIREMENTS Attend Scholarly Conferences, Seminars, Journal Club, Grand Rounds, Morbidity/Mortality Meetings, Practice-Based Lectures, Interdisciplinary Committees, Quality Improvement Committee meetings, and other opportunities at the practice site.*</p> <p>*Minimum of 3</p> <p>Provide evidence of leadership via presenting at, or leading, one of the scholarly activities listed above. **</p> <p>**Minimum of 1</p>			
--	--	--	--

Per the 2020-21 Student Handbook (p. 13) The student and clinical expert must establish mutually agreed upon objectives and evaluation criteria. The specific objectives, requirements, and evaluation criteria will depend on the practice focus in which the student is participating, the student’s level of education, and the student’s educational needs.

<p>(DNP program suggested deadlines: CLINICAL OBJECTIVES and EVALUATION CRITERIA to be established no later than the end of the 6th week of the semester)</p>	
<p>CLINICAL OBJECTIVES mutually agreed upon by the student and clinical expert.</p>	
<p>EVALUATION CRITERIA mutually agreed upon by the student and clinical expert.</p>	

Appendix C DNP Residency/Scholarly Project Log

Student Name/Signature: _____

DNP Course Coordinator/Instructor of Record Name/Signature: _____

Course Name and Number: _____

Clinical Expert Name/Signature: _____

Date	Hours (record as whole and quarter hours as applicable [e.g., 0700-1615])		Cumulative Hours	Description of Scholarly Activities: Record all activities taken to meet course objectives.	Identify the DNP Essential that applies to your scholarly activity <i>(The Essentials of Doctoral Education for Advanced Nursing Practice [2006])</i>
	Begin	End			

Appendix D

WCU CLINICAL EXPERT EVALUATION FORM



Course Number: NSG 883 **Semester:** Fall

Name of Graduate Student: _____

Name of Clinical Expert Preceptor: _____

Please use the following scale to rate your experience this semester with your Clinical Expert.

Evaluation Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	NA
My clinical expert was readily available to me when needed.						
My clinical expert provided constructive feedback/communication.						
My clinical expert encouraged open discussions and fostered collaboration effectively.						
My clinical expert displayed knowledge in evidence-based research and practice.						
My clinical expert displayed competency in professional standards related to their advanced practice specialty.						
My clinical expert identified and connected me with appropriate resources when needed.						
My clinical expert helped me meet required objectives of the semester.						

Recommended areas for improvement:

Describe the best aspects of the clinical expert:

EVALUATION REVIEWED: (typed or electronic signature is acceptable)

Graduate Student: _____ **Date:** _____

Instructor of Record: _____ **Date:** _____

Director Post-MSN DNP Program: _____ **Date:** _____

Appendix D

WCU CLINICAL EXPERT EVALUATION FORM

Doctor of Nursing Practice Consortium



Course Number: NSG 884 **Semester:** Spring

Name of Graduate Student: _____

Name of Clinical Expert Preceptor: _____

Please use the following scale to rate your experience this semester with your Clinical Expert.

Evaluation Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	NA
My clinical expert was readily available to me when needed.						
My clinical expert provided constructive feedback/communication.						
My clinical expert encouraged open discussions and fostered collaboration effectively.						
My clinical expert displayed knowledge in evidence-based research and practice.						
My clinical expert displayed competency in professional standards related to their advanced practice specialty.						
My clinical expert identified and connected me with appropriate resources when needed.						
My clinical expert helped me meet required objectives of the semester.						

Recommended areas for improvement:

Describe the best aspects of the clinical expert:

EVALUATION REVIEWED: (typed or electronic signature is acceptable)

Graduate Student: _____ **Date:** _____

Instructor of Record: _____ **Date:** _____

Director Post-MSN DNP Program: _____ **Date:** _____

Appendix D

WCU CLINICAL EXPERT EVALUATION FORM

Doctor of Nursing Practice Consortium



Course Number: NSG 885 **Semester:** Fall

Name of Graduate Student: _____

Name of Clinical Expert Preceptor: _____

Please use the following scale to rate your experience this semester with your Clinical Expert.

Evaluation Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	NA
My clinical expert was readily available to me when needed.						
My clinical expert provided constructive feedback/communication.						
My clinical expert encouraged open discussions and fostered collaboration effectively.						
My clinical expert displayed knowledge in evidence-based research and practice.						
My clinical expert displayed competency in professional standards related to their advanced practice specialty.						
My clinical expert identified and connected me with appropriate resources when needed.						
My clinical expert helped me meet required objectives of the semester.						

Recommended areas for improvement:

Describe the best aspects of the clinical expert:

EVALUATION REVIEWED: (typed or electronic signature is acceptable)

Graduate Student: _____ **Date:** _____

Instructor of Record: _____ **Date:** _____

Director Post-MSN DNP Program: _____ **Date:** _____

Appendix D

WCU CLINICAL EXPERT EVALUATION FORM



Course Number: NSG 886 **Semester:** Spring

Name of Graduate Student: _____

Name of Clinical Expert Preceptor: _____

Please use the following scale to rate your experience this semester with your Clinical Expert.

Evaluation Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	NA
My clinical expert was readily available to me when needed.						
My clinical expert provided constructive feedback/communication.						
My clinical expert encouraged open discussions and fostered collaboration effectively.						
My clinical expert displayed knowledge in evidence-based research and practice.						
My clinical expert displayed competency in professional standards related to their advanced practice specialty.						
My clinical expert identified and connected me with appropriate resources when needed.						
My clinical expert helped me meet required objectives of the semester.						

Recommended areas for improvement:

Describe the best aspects of the clinical expert:

EVALUATION REVIEWED: (typed or electronic signature is acceptable)

Graduate Student: _____ **Date:** _____

Instructor of Record: _____ **Date:** _____

Director Post-MSN DNP Program: _____ **Date:** _____

Appendix E

UNC Charlotte DNP Program: Evaluation of Clinical Expert By Student

Student's Name		Course				
Clinical Expert's Name and Facility Address		Date				
Select the descriptor to the right that best describes your thoughts.		Satisfactory	Marginal	Unsatisfactory	Not Applicable	Unable to Evaluate
		3	2	1		
1	Is sufficiently available to assist with student's learning needs					
2	Demonstrates an understanding of the doctorally prepared advanced nursing practice role					
3	Utilizes student's strengths and knowledge					
4	Serves as a positive role model					
5	Demonstrates effective rapport with all stakeholders in the setting					
6	Encourages student to assume increasing responsibility					
7	Provides immediate and constructive feedback					
8	Thoughtfully reviews student's critical thinking and/or clinical decision making					
9	Reviews and signs student's documentation as required					
10	Offers constructive comments					
11	Encourages questions					
12	Discusses management plans					
13	Communicates professional knowledge well					
14	Utilizes interprofessional members of the health care team					
15	Suggests and provides additional learning experiences					
16	Holds student accountable for professional performance					
17	Demonstrates ethical professional behavior					
18	Demonstrates evidence-based practice					
19	Helps student negotiate the institutional system					
20	I would recommend this clinical expert to another student					