WELCOME LETTER FROM THE DIRECTOR

Welcome!

We are pleased you have accepted the role of a preceptor for a Doctor of Nursing Practice (DNP) student from the Chamberlain University's College of Nursing. Your assistance and guidance will greatly enhance the preparation of our students for entrance into DNP practice. The information in this manual has been developed to assist you in your preceptor role and will explain what it means to be a preceptor as well as the processes in place to help you meet the student's learning needs. We appreciate you sharing your expertise and partnership in creating an exceptional learning environment for our students, while bringing sustainable quality improvement to the institutions where our DNP projects are conducted.

Sincerely,

JoAnn Trybulski, PhD, ARNP, FNAP
Director, DNP Program

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Important information about the educational debt, earnings, and completion rates of students who attended this program can be found at chamberlain.edu/gednp.
MISSION
To educate, empower and embolden diverse healthcare professionals who advance the health of people, families, communities and nations.

DNP PROGRAM OUTCOMES
At the completion of the Chamberlain University’s College of Nursing Doctor of Nursing Practice Program, the graduate will be able to:

1. Apply biophysical, psychosocial, sociopolitical and cultural principles to integrative healthcare economics, nursing science and ethics in evidence-based advanced nursing practice to improve the nation’s health using cultural humility and population-focused healthcare that is holistic and person-centered (DNP/E:VII, VIII, DNP/C: I-IV).

2. Formulate a professional identity leadership role as an extraordinary DNP prepared nurse in application, formation and reformation of health policy and advocacy in healthcare at micro, meso and macro levels (DNP/E: V; DNP/C: III-IV).

3. Synthesize scientific methods and underpinnings to develop best practices with a spirit of inquiry to shape advanced nursing judgment and transforms healthcare (DNP/E:V; DNP/C: III-IV).

4. Build advanced nursing practice on relationship-based care and care focused delivery models that embrace political, ethical, professional, economic, socially just and culturally-appropriate services across healthcare systems (DNP/E: VIII; DNP/C: II-IV).


6. Distinguish organizational and transformational leadership that fosters and promotes patient safety, human flourishing, integration of healthcare technology and informatics to improve patient safety and care-focused outcomes for quality improvement and systems thinking that improves and transforms healthcare (DNP/E:II, IV; DNP/C: I-III).

7. Assimilate concepts of healthcare technology and informatics to make data-driven decisions that inform advanced nursing practice and person-centered care systems that are nurse-sensitive and person/family- and population-focused (DNP/E:IV; DNP/C: I-III).

8. Exercise intra and inter-professional collaboration as an extraordinary DNP-prepared nursing role model for collegiality and professionalism across healthcare systems to facilitate optimal care and patient care-focused outcomes that improve person/family and population health or practice outcomes (DNP/E: VI; DNP/C: I-III).

9. Synthesize conceptual and analytical skills in evaluating links among practice, organization, population, fiscal and policy issues as a basis for transformational change across healthcare systems (DNP/E: V; DNP/C: III-IV).

PRECEPTORSHIP
Working in collaboration with a course faculty member and the student, you, as the preceptor, play a key role in enhancing the depth of a student’s advancement of nursing practice in academic, clinical and health policy environments. Serving as a role model for the student, you will enable the student to see and experience what a doctorally prepared nurse does on a daily basis while encouraging the student to ask questions. You will challenge, guide and direct the student in a collaborative process to design an evidence-based practice change initiative based on scientifically rigorous and clinically significant research. Your willingness to share professional values, beliefs and skills while incorporating legal, ethical and professional practice standards is fundamental to this process.

Beginning with the initial introduction to the student, you will develop a professional and collaborative relationship with the student. This connection is built upon mutual trust and open communication. Like patient assessment, you will assess the student’s learning needs and learning style. In the time-limited practicum experience, you will encourage and support the student as someone who understands the program project and can support and guide the student through all aspects of the process. The practicum course faculty members will work collaboratively with you and the student at all points of the experience.

In addition to role modeling, you will assist the student in grasping the contextual realities of the practice environment. It is the “doing” that makes the routine of a flexible and changing environment more comfortable and manageable. You are expected to support the student in identifying or refining a clinical practice change project within the context of this “doing.” You will also advocate for the student’s project through the institutional while keeping the student focused on the process of: assessment, literature review, development of the proposal project, the Institutional Review Board (IRB) approval implementation and dissemination of project results.

Lastly, you will preserve the ideals of respectful, ethical and competent practice. To assure professional accountability and safe, competent care, you will facilitate reflection upon actions taken. This reflection provides deeper meaning for the student in the conduct of his/her practice change project and for improvement of the student’s own professional practice.

Adult learners have specific and unique characteristics. One characteristic is a desire to know the “why” of learning prior to undertaking the learning experience. Adults invest energy in what they wish to learn and perceive deeper meaning for the student in the conduct of his/her practice change project. Like patient assessment, you will assess the student’s learning needs and learning style. In the time-limited practicum experience, you will encourage and support the student as someone who understands the program project and can support and guide the student through all aspects of the process. The practicum course faculty members will work collaboratively with you and the student at all points of the experience.

Adult learners have specific and unique characteristics. One characteristic is a desire to know the “why” of learning prior to undertaking the learning experience. Adults invest energy in what they wish to learn and perceive value in the learning. At the same time, they wish to be treated with respect and are capable of self-direction.

Adults also bring with them a volume of past experiences, including experiences with learning. Adults want to learn content that has immediate practical application in real-life situations. Most important to adult learning in the DNP practicum courses is a collaborative process with preceptors who have years of experience and who are willing to share that experience with doctoral students. Thus, the role of the DNP preceptor is to arrange for a meaningful and rich practicum experience that moves the student toward competency in doctoral level nursing practice. If you have questions or concerns, email the Dean at dnpdean@chamberlain.edu
PRECEPTOR GUIDELINES

Chamberlain University’s College of Nursing defines preceptors as qualified individuals who work one-on-one with DNP students in the practicum area to promote attainment of student learning objectives. The DNP preceptor is equipped with a doctorate degree and has experience in the student’s area of interest.

You, as a preceptor, will be utilized in DNP practicum courses to serve as a role model, mentor and/or direct supervisor of students in the practicum area. Your role does not replace faculty, but works closely with faculty in facilitating student success. You are vital in contributing information for evaluating student performance; however, nursing program faculty maintain the responsibility for the final student evaluation.

While one-on-one supervision of the student throughout the clinical experience is not necessary, you will need to work closely enough with the student to evaluate student performance in an objective manner. The Chamberlain faculty member will also evaluate the student and will be available by phone and email with regular consultation and evaluation of the experience.

The practicum coordinator facilitates the contracts and required clinical compliance documents. Clinical compliance documents may include, but are not limited to, CPR certification, immunizations and other health-related requirements. Contact information for the practicum coordinator is provided below. The practicum coordinator will also provide you with faculty contact information prior to the start of the practicum experience. If you have questions or concerns you may email the practicum coordinator at dnppracticum@chamberlain.edu.
RESPONSIBILITIES

In order to be consistent with preceptor guidelines and provide clarification of roles, practicum preceptor, Chamberlain, the practicum coordinator and the DNP student’s responsibilities are identified below:

Responsibilities of the Practicum Preceptor

- Collaborate with Chamberlain faculty to promote student success in the practicum courses
- Orient the student to the practicum site environment, policies and procedures
- If serving in a remote capacity, you will work with the on-site mentor to ensure the student is oriented to the practicum site environment, policies and procedures
- Identify suitable experiential opportunities that align with the course outcomes
- Serve as mentor for students in professional development
- Protect from disclosure all personal student identifying information or records of student’s participation except as set forth by an agreement or required by law
- Refrain from unlawful discrimination by race, creed, color, religion, sex or national origin
- Provide feedback to Chamberlain as requested
- Review and approve final DNP Scholarly Project paper

Responsibilities of Chamberlain

- Define competencies for student learning goals in each practicum course
- Review and approve practicum site and preceptor for appropriateness for meeting student learning goals and course outcomes
- Suggest activities to enhance the educational experience
- Provide a faculty member to act as instructor and facilitator throughout each practicum course
- Ensure that the faculty member communicates with the preceptor and/or student on a weekly basis
- Ensure student compliance with practicum site policies, procedures and requirements
- Investigate and respond to complaints from the practicum site, preceptor or student
- Maintain communication with the student and preceptor throughout each practicum course
- Refrain from unlawful discrimination by race, creed, color, religion, sex or national origin
- Evaluate academic performance of students in the course

Responsibilities of the Practicum Coordinator

- Contact the practicum site and identify required compliance documentation
- Confirm student compliance with site requirements prior to the start of each practicum course
- Facilitate the process of changing preceptors when requested by a student and approved by the faculty member

Responsibilities of the DNP Student

- Submit the Practicum Application at least 120 days prior to the start of the first practicum course and 120 days prior to a change in the practicum site
- Identify a suitable organization in which to conduct the practice change project
- Work with the organization to identify a potential project of interest to the organization
- Identify a doctorally prepared nurse to be a preceptor (may be remote)
- Obtain and submit required documents for preceptor(s)
- Complete needs assessment of practicum site to ensure the project aligns with the needs of the facility
- Assist with completion of required contracts with the practicum site as needed
- Know and comply with all policies and procedures related to practicum experiences
- Meet deadline dates for all assignments and learning activities
- Demonstrate competence in practicum assignments
- Abide by practicum site rules and regulations
- Demonstrate professional conduct at all times
- Accept instruction from facility personnel as a learning opportunity
- Maintain communication with the course faculty and preceptor
- Attend all meetings as scheduled by preceptor and faculty
- Comply with all practicum site requirements which may include, but are not limited to: proof of liability insurance, HIPAA training, proof of licensure, proof of CPR certification or other requirements, background screening, physical examination, drug screening, proof of health insurance and current immunizations prior to starting the first practicum and per site requirements
- Conduct formative evaluation of the practicum experience and actively seek early resolution if learning goals are not being met
- Integrate learning goals that lead to the development of competencies noted in the “DNP Essentials” as published by the American Association of Colleges of Nursing
- Perform a self-evaluation on the practicum experience
- Provide for and fund all travel arrangements and any associated practicum expenses
PRACTICUM CURRICULUM & COURSE DESCRIPTIONS

Practicum courses are completed within the context of the DNP program (provided below). These courses are designed to allow students to apply foundational learning in macro and micro systems, scientific methods, evidence-based practice, leadership, health policy and informatics to improve care. The DNP project is threaded through the four practicum courses with a component of the project being submitted in each: identification of a clinical practice problem, design of an evidence based change initiative, implementation of the change initiative and evaluation of the change initiative.

DNP CURRICULA

Semester 1

Session A: NR-700: Scientific Underpinnings* – 3 Credits (3,0)
The focus of this course is on the scientific underpinnings of nursing practice and the application of theory to advanced nursing practice at the highest level.

Session B: NR-701: Application of Analytic Methods – 3 Credits (3,0)
This course provides content and processes that offer the necessary skills to critically read, analyze and apply evidence to improve health outcomes. Students will examine the synthesis of best evidence to direct health improvement outcomes. An emphasis is placed on how original research is appraised and utilized as evidence in the form of a PICOT question. Models of evidence-based practice are explored along with analysis of ethical challenges of research and the application of research to practice.

Semester 2

Session A: NR-714: Application of Analytic Methods II – 3 Credits (3,0)
The focus of this course is on comprehensive systematic review of evidence, including economic appraisal, statistical analysis, and outcome measurement and evaluation.

Session B: NR-703: Applied Organizational & Leadership Concepts – 3 Credits (3,0)
The focus of this course is on application of organizational and leadership concepts to foster and promote healthcare systems conducive to relationship-based care that improve patient outcomes.

Semester 3

Session A: NR-704: Concepts in Population Health Outcomes – 3 Credits (3,0)
The focus of this course is on analysis and synthesis of clinical preventive best practice for populations and aggregates with an emphasis on primary, secondary and tertiary preventive best practice.

Session B: NR-706: Healthcare Informatics & Information Systems – 3 Credits (3,0)
The focus of this course is on assessment, planning, design and analysis of healthcare informatics and information systems to generate data-driven decisions in nursing and healthcare delivery.

Semester 4

Session A: NR-708: Health Policy – 3 Credits (3,0)
The focus of this course is on the process of public policy development at micro, meso, and macro system levels. Students will analyze and evaluate health policy and legislative issues including but not limited to ethics, safety, healthcare economics, access to care, insurance status, and quality of care.

Session B: NR-711: Fiscal Analysis and Project Management – 3 Credits (3,0)
The focus of this course is on concepts and issues related to the nurse executive role in financial planning, business management, needs-based organizational assessment, and project planning, management, and evaluation.

Semester 5

Session A: NR-702: DNP Project & Practicum I – 2-4 Credits
The focus of this course is on designing an evidence-based practice change initiative using scientifically rigorous research methods in the clinical practice setting.

Session B: NR-705: DNP Project & Practicum II – 2-4 Credits
The focus of this course is on implementation of the evidence-based practice change initiative in the practicum setting.

Semester 6

Session A: NR-707: DNP Project & Practicum III – 2-4 Credits
The focus of this course is on implementation, and preparation for dissemination of the DNP scholarly project. Future roles for the DNP graduate will also be explored.

Session B: NR-709: DNP Project & Practicum IV – 2-4 Credits
The focus of this course is on scientific evaluation an evidence-based change initiative using scientifically rigorous research methods in the practice setting.
Mission: To educate, empower and embolden diverse healthcare professionals who advance the health of people, families, communities and nations.

THE DNP PRECEPTOR RESOURCE MANUAL TOOLKIT

Literature

- Catalog
- Viewbook
- DNP Curriculum Grid
- Academic Calendar

For more information, email dnppracticum@chamberlain.edu