

McAuley School of Nursing



Doctor of Nursing Practice Mentor Packet 2020-2021

Thank you for contributing to the development of our Doctor of Nursing Practice student. This packet contains materials to guide the student's mentored experience.

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Information Regarding the University of Detroit Mercy

The University of Detroit Mercy (UDM) is Michigan's largest Catholic university of higher education. The UDM was formed in 1990 with the consolidation of the University of Detroit, founded in 1877 by the 450 year old Jesuit order of Catholic priests, and Mercy College of Detroit, founded in 1941 by the Sisters of Mercy, well known for their dedicated service in education and health care.

University of Detroit Mercy Mission

The University of Detroit Mercy, a Catholic University in the Jesuit and Mercy traditions, exists to provide excellent student-centered undergraduate and graduate education in an urban context. A UDM education seeks to integrate the intellectual, spiritual, ethical and social development of students.

McAuley School of Nursing Mission

The mission of the McAuley School of Nursing (MSON) program is to prepare competent baccalaureate and graduate level nurses who are committed to serve, lead, provide high quality, cost-effective and culturally sensitive health care services to diverse individuals, families, communities and populations. Congruent with the University's mission, the program focuses on providing high quality nursing care to the underserved in an urban context.

Doctor of Nursing Practice (DNP) Program Overview

The 36 credit post master's DNP program at UDM builds on master's level education to provide an expanded level of unique knowledge and expertise in advanced practice nursing roles. The DNP curriculum is designed to provide students the opportunity to assimilate and utilize in-depth knowledge of nursing, biophysical, psychosocial, analytical and organizational sciences, with sophisticated informatics and decision-making technology to develop collaborative strategies that optimize the health of individuals, families, communities and systems. Grounded in the Mercy and Jesuit traditions, the DNP program emphasizes the student's development as an expert clinician with strong leadership capacity, a commitment to service and skills to act as change agents, translating clinical research into improved health care. The interdisciplinary curriculum features expert faculty from different disciplines and fosters a high quality teaching-learning environment. The curriculum includes formative coursework that culminates in a practicum experience and doctoral project.

Graduates of the Doctor of Nursing Practice degree program achieve the following terminal objectives:

1. Engage own professional role practice consistent with the competencies of the Doctor of Nursing Practice.
2. Formulate innovative theoretical and conceptual frameworks that ensure optimal health care quality and patient safety outcomes.
3. Translate evidence to produce innovative models of care that integrate informatics, health care technology, and interpersonal collaboration to affect population health, outcomes, and support health care policy initiatives.
4. Lead health care systems and policy innovation with a focus on preventative care, quality improvement and patient advocacy.
5. Integrate the Mercy and Jesuit traditions in providing culturally competent, compassionate, holistic and person-centered care with a commitment to human dignity in the contemporary world.

NUR 7900 DNP Practicum

In the practicum course with seminar, students integrate DNP role behaviors into clinical practice. A focus on transformational leadership in the practice setting to deliver advanced practice nursing services to individuals, families, communities or systems is emphasized. Building upon formative coursework, students are expected to synthesize theoretical, empirical and clinical knowledge to analyze critical issues in current practice and initiate opportunities for improvement or innovation amenable to advanced nursing practice action. In the practicum experience, students design experiences that permit achievement of the student's individual goals and the program objectives with primary emphasis on the integration of DNP competencies directly in advanced practice.

MENTORING EXPECTATIONS

ROLES AND EXPECTATIONS FOR STUDENTS, MENTORS AND FACULTY

The DNP educational process is a collaborative endeavor that involves the mentors (in the community), the student, and faculty members. Each has a very specific role to advance the DNP student's knowledge and skills in practice. This document presents the specific collaborative roles of the mentor, student and DNP faculty member to ensure a successful and high quality experience for the student.

The Mentor's Role and Expectations

The primary role of the mentor is to provide the DNP student with a unique practicum or organizational level experience to achieve the defined objectives as identified by the student. A successful practicum experience is achieved through the student-mentor faculty relationship in which each member of this educational team contributes to the student's learning experience.

The general expectations of mentors are to:

1. **Serve as a mentor and role model for the DNP student.**
2. **Identify and discuss with the DNP student identified learning needs to meet objectives.**
3. **Oversee the practicum experience based on objectives provided by the student in collaboration with the DNP faculty and mentor.**
4. **Meet with the DNP student prior to discuss details and logistics of the experience including dates and times.**
5. **Serve as a host, sponsor, teacher, and role model for the student at the practicum site.**
6. **Assess opportunities and experience that will enable the student to meet their learning objectives.**
7. **Direct and support strategies to facilitate the development and implementation of evidenced based standards of care and/or practice guidelines.**
8. **Guide the DNP student to refine interpersonal skills and promote effective communication**
9. **with patients and colleagues.**
10. **Provide feedback to the UDM DNP faculty regarding the DNP student's achievement of the objectives for the experience using the evaluation form.**
11. **Demonstrate attitudes and qualities consistent with the ethics of the health professions.**
12. **Immediately report to the UDM DNP faculty any student behaviors that influence or threaten the safety of populations or place the practicum site at risk.**
13. **Notify UDM faculty when the DNP student demonstrates minimally acceptable performance.**

Students and mentors are expected to collaboratively complete student evaluation forms.

The DNP Student's Role and Expectations

DNP students should enter their practicum course with a general idea about their goals for the practicum including the DNP competencies they want to bolster, their specific area of interest and the focus of their DNP project. DNP students are responsible for being self-directed in identifying their initial and ongoing learning needs and seeking learning opportunities to address their needs. A successful practicum experience is achieved through the student-mentor-faculty relationship in which each member of this educational team contributes to the student's learning experience. The general expectations of students in the practicum experience are to:

- 1. Develop realistic, meaningful learning objectives in collaboration with DNP advisor, course faculty and mentors to meet course requirements and advance the student's knowledge and skill in their identified learning needs and their specialty focus area.**
- 2. Identify mentors and experiential learning opportunities focused on achieving defined learning objectives.**
- 3. Select mentors on the basis of their qualifications to support achievement of the student's learning objectives.**
- 4. Ensure that the DNP advisor and course faculty approves the mentor arrangement and learning objectives before beginning practicum hours.**
- 5. Meet with the mentor prior to the practicum experience to discuss details and logistics of the experience including dates and times.**
- 6. Provide the practicum site with the necessary licensure, insurance and health or educational information as requested.**
- 7. Schedule and complete practicum hours at the convenience and availability of the mentor.**
- 8. Exhibit a professional demeanor at all times in the practicum setting including:**
 - a. Professional dress with UDM School of Nursing identification badge**
 - b. Respectful to all people encountered in the practicum setting including mentors, faculty, staff, patients, families, and colleagues.**
- 9. Express appreciation to mentors for their dedication, mentoring, and teaching at the end of the mentored experience.**
- 10. Document practicum hours and experiences.**
- 11. Complete the *DNP Mentor/Site Evaluation Form – Student* and submit to course faculty.**

The DNP Faculty's Role and Expectations

DNP course faculty members are responsible to oversee the DNP student's practicum experience. DNP faculty work closely with students and mentors to support the student's achievement of their specific learning objectives. DNP course faculty facilitate application of theoretic concepts to practice, assist with identification of appropriate practicum sites and mentors, and establish collaborative relationships with mentors. The general expectations of faculty in the practicum experience are to:

1. Serve as a mentor and role model for DNP students.
2. Ensure institutional affiliation agreements (if required) and individual mentor agreements are established (if required) for student practicum experiences.
3. Collaborate with DNP student and mentor as needed to establish realistic, meaningful learning objectives to meet course requirements and student's identified needs.
4. Provide documents that describe the mentoring and practicum experience.
5. Use appropriate teaching methods to help the student negotiate the practicum experiences so that the student meets learning objectives and has confidence to experiment with newly learned skills
1. Be available to mentor for questions, problems, and concerns throughout the practicum experience.
2. Provide consultation and/or support for mentor when needs or problems are reported.
3. Supervise and evaluate student achievement of learning objectives.
4. Demonstrate attitudes and qualities consistent with the ethics of the health professions.
5. Complete the *Practicum Faculty Supervision Form* to document faculty supervision of practicum experiences.
6. Provide mentors with the AACN DNP Essentials.

Processes for Selecting and Approving Mentors

Individuals who serve as mentors for graduate students in the post-masters DNP program must meet the following qualifications:

1. Formal education and professional experience as required for the professional role and practice area; preferably an earned graduate degree or its equivalent in a specialty area of practice.
2. State licensure as required for the professional role and practice area if applicable.
3. Practice expertise derived from practical and theoretical preparation for individuals in practice roles.
4. Administrative or management expertise derived from practical and theoretical preparation for individuals in administrative or public health positions.
5. Commitment to assist students to develop unique aspects of a particular role and meet defined learning objectives as established by the program of study
6. Signature on mentor form affirming commitment.

Course faculty (in conjunction with the faculty advisor) approve all mentors, practicum sites, and student learning objectives for the practicum experience to ensure achievement of students' learning needs and course and program objectives.

Processes for Selecting and Approving Mentors

Individuals who serve as mentors for graduate students in the post-masters DNP program must meet the following qualifications:

1. Formal education and professional experience as required for the professional role and practice area; preferably an earned graduate degree or its equivalent in a specialty area of practice.
2. State licensure as required for the professional role and practice area if applicable.
3. Practice, administrative, management or other designated content expertise that aligns with the student's learning needs and objectives.
4. Commitment to assist students to meet defined learning objectives as established by the program of study

Course faculty (in conjunction with the faculty advisor) approve all mentors, practicum sites, and student learning objectives for the practicum experience to ensure achievement of students' learning needs and course and program objectives.

Evaluation of the Practicum

Mentors are asked to evaluate student's achievement of their individual learning objectives at the end of the practicum experience. Students are also responsible to evaluate the mentor and the practicum site at the completion of the experience. These forms are in the mentoring handbook. Faculty collect data to also evaluate the practicum experiences

Faculty Contact:

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**University of Detroit Mercy
McAuley School of Nursing
Doctor of Nursing Practice: Plan of Study**

Term 1	Term 2	Term 3
NUR 7000 Advanced Theory & Knowledge Development for Clinical Nursing Practice 3 credits	NUR 7450 Analytics for Evidenced Based Practice3 credits	NUR 7400 Information Management and Decision Support 3 credits
NUR 7500 Evidence Based Nursing Practice: Theory, Design & Methods 3 credits	NUR 7300 Transformational Leadership and Innovation in Advanced Clinical Practice 3 credits	NUR 7800 Project Proposal Development 3 credits
Term 4	Term 5	Term 6
NUR 7350 Business Management to Ensure Quality in Health Care 3 credits	HLH 7100 Health Care Policy, Economics and the Law in Clinical Practice 3 credits	ETH 7010 Ethical Issues in Advanced Nursing Practice 3 credits
NUR 7200 Epidemiology & Population Health 3 credits	NUR 7900 DNP Clinical Practicum 3 credits	NUR 7920 DNP Doctoral Project 3 credits

Essentials of Doctoral Education for Advanced Nursing Practice

Essential I: 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:
 - Determine the nature and significance of health and healthcare delivery phenomena;
 - Describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and health care delivery phenomena as appropriate; and
 - Evaluate outcomes

Essential II: 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 practicum 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.
 - Use advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care systems.
 - 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.
 - Develop and/or monitor budgets for practice initiatives.
 - Analyze the cost-effectiveness of practice initiatives accounting for risk and improvement of health care outcomes.
 - Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers.
 - Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research.

Essential III: Practicum 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 with a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and populations 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
- DNP Mentor Handbook
- Inform and guide the design of data bases 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

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

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 health care arenas.

Essential VI: 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 organization issues.
3. Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex health care delivery systems.

Essential VII: Practicum 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 practicum 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 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 practicum 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.

Mentor Expectations: Feedback on the student's performance based on the specific objectives.

Practicum Objectives (completed by student)	Expectations Met (circle)	Comments (completed by mentor)
	YES PARTIAL NO	

How would you rate this DNP student's achievement of their objectives? Please Circle

Outstanding Above Average Average Below Average Not Applicable

Comments:

Student Signature: _____ Date: _____

Mentor Signature: _____ Date: _____

University of Detroit Mercy
McAuley School of Nursing
DNP Mentor Data Sheet

Student: _____
Date: _____

Mentor's Name/Credentials:

Position/Title:

Facility Name:

Mailing Address:

City, State, Zip:

Email Address:

Preferred Telephone Contact Number:

Fax:

The purpose of the mentorship is for educational training and mentorship in the area of doctoral competencies related to business practices, organizational and systems thinking, informatics and technology for use in health care practice, program evaluation and clinical care. I agree to participate as a mentor.

Signature

Date

Please complete below or submit CV/resume:

Education

Institution/College/University	Degree Earned	Year

Professional Employment Experience (most recent)

Role/Employer	Dates

Professional Credentials/Licensure (if applicable)

Professional License and Number	State	Expiration
Certification Type (if applicable)	Certifying Board	Expiration
Other:		

Mentor and Site Evaluation

(Submit this at the Blackboard course site - Thank You!)

Student's Name:

Date:

Site:

Mentor's Name:

Site Evaluation:

1. Is site designated as a medically underserved area?

Federal?	YES	NO	N/A
State?	YES	NO	N/A
County?	YES	NO	N/A

2. Briefly describe the characteristics of the institution/organization and the clients seen at the site in terms of age, gender, ethnic and cultural orientation, socioeconomic status, reasons for seeking care (acute needs, health promotion, health maintenance, etc.), and financial sources by which services are paid:

3. Are there appropriate learning opportunities to achieve learning objectives?

YES NO N/A

Comments:

4. Are staff members willing to assist student?

YES NO N/A

Comments:

5. Are appropriate resources provided to student to achieve learning objectives?

YES NO N/A

Comments:

6. Identify strengths of this agency in providing optimal student learning experiences:

7. Identify areas in which this agency needs improvement in order to provide optimal student learning:

8. Do you recommend this agency for other DNP students (please explain in a few short sentences)?

Mentor Evaluation

Directions: Please rate the mentor after each statement below according to the following scale:

1=Never; 2=infrequently; 3=Sometimes; 4=Often; 5=Nearly Always; 6=Always; NA = Not applicable.

Circle the number.

SCALE COMMENTS

1. Presented self as a positive role model in relation to the DNP:

1---2---3 ---4---5---6---NA

2. Available to student to discuss and identify learning opportunities to meet objectives.

1---2---3---4---5---6---NA

3. Actively engaged in promoting opportunities for student to meet defined objectives.

1---2---3 ---4--- 5 ---6--- N A

4. Guided student to build on individual strengths and knowledge.

1---2---3 ---4--- 5 ---6--- N A

5. Reinforced critical analysis of guidelines and/or standards of care and guided implementation efforts.

1---2---3 ---4--- 5 ---6--- N A

6. Supported the student to refine interpersonal skills and promote effective interprofessional collaboration.

1---2---3 ---4--- 5 ---6--- N A

7. Involved student in planning, decision making and critical thinking.

1---2---3 ---4--- 5 ---6--- N A

8. Respected student as an important individual in the healthcare team.

1---2---3 ---4--- 5 ---6--- N A

9. Provided feedback to student in an objective, positive, and confidential manner.

1---2---3 ---4--- 5 ---6--- N A

10. Overall, would you recommend your mentor for future DNP students?

11. Please ask your mentor if they felt adequately oriented to the course, if the Mentor Handbook was helpful, and any feedback they might have for us to make their experience better. Thank you!

Faculty to complete this section: Please circle

Do you agree with the student’s evaluation of the site: Yes No

Do you agree with the student’s evaluation of the mentor: Yes No

Recommend to continue with site in the future: Yes No

Recommend to continue with mentor in the future: Yes No

For any “No” item please provide comments below

Faculty signature/date:

Comments: