

# WSU-UT Doctor of Nursing Practice Program

## Guidelines for Clinical Mentors

### Leadership Track

**Definition of Clinical Mentor:** A clinical mentor is defined as a person employed at the site who can facilitate the student's entry and progress toward meeting their student learning outcomes (course objectives). The clinical mentor should be the most qualified person available and may not be doctorally prepared. Please refer to the *DNP Handbook* for more information about the clinical mentor under the topic *Practice Hours*.

**Clinical Mentor agreements** are individual contractual arrangements for supervision of students. Arrangements are initiated by the College of Nursing and Health and negotiated with each agency. Clinical experience involves one student and is negotiated with the clinical mentor.

#### **Role of the Faculty Member:**

1. Assist student with identification of learning goals and objectives for the course.
2. Provide student with updated Mentor Guidelines for distribution to mentor.
3. Approve planned activities, in conjunction with the clinical mentor, consistent with the student learning outcomes (course objectives).
4. Monitor student progress in achieving student learning outcomes (course objectives) and provide feedback, as required, to the student and mentor.
5. Make self available to the student and mentor to determine the efficacy of the clinical experience and assess the student's performance.
6. Evaluate each student's achievement and progress in relation to the clinical objectives, with input from the clinical mentor.

#### **Role of Clinical Mentor:**

1. Discuss learning needs with student and faculty related to student learning outcomes (course objectives).
2. Review Mentor Guidelines and complete the Mentor Contract.
3. Provide a CV to the student to be kept on file in the Graduate Program office.
4. Facilitate access to site(s).
5. Provide resources and contacts for student to accomplish planned activities.
6. Provide direction for student consistent with learning objectives.
7. Assist student in professional development, with opportunities to explore the doctoral level nursing role.
8. Provide feedback to faculty regarding student performance and experiences.
9. Complete an evaluation of the student at the end of the term.

#### **Role of the Nursing Student:**

1. Clearly identify learning needs, planned activities, and planned outcomes.
2. Distribute written plan to faculty and clinical mentor for approval by the end of the first week of the term.
3. Provide clinical mentor with course materials and evaluation forms.
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 (biweekly) with faculty and clinical mentor.
7. Seek regular feedback regarding clinical progress and completion of objectives.

8. Provide mentor with all promised outcomes pertaining to the site.
9. Obtain all needed evaluations at the end of the clinical experience and deliver to the course faculty.
10. Provide feedback to mentor following completion of the clinical experience.

**Procedure:**

1. The student will contact the agency/mentor and discuss his/her needs for this clinical experience.
2. The mentor will be given a copy of this guideline to make an informed decision regarding agreement to the terms of the role.
3. The student and mentor will complete the mentoring contract (see below).
4. The student will provide the mentor and the instructor with his/her finalized plan for activities during this clinical experience no later than the first week of the term. The plan should address activities for achieving each of the clinical objectives for the course along with specific outcomes to be delivered at the completion of the clinical.
5. On completion of the agreed upon clinical hours, the mentor is to provide the student with a copy of the completed "Evaluation of the Student" form (see below) to be delivered to the course faculty.
6. The student is to complete a copy of the "Evaluation of the Mentor" form (see below) and submit the form to the course faculty.

# Information About the DNP Program

## Program Objectives

1. Synthesize knowledge derived from a scientific foundation in order to demonstrate expertise in advanced clinical nursing practice to improve delivery of care.
2. Demonstrate continuous quality improvement in patient care situations while providing leadership in clinical decision making through use of information systems and technology for the improvement and transformation of health care.
3. Use clinical scholarship and analytical methods to implement safe, quality improvement in administration of patient care.
4. Encourage interprofessional collaboration and teamwork to enhance and improve population health outcomes.
5. Engage in influencing the development and implementation of health policy that provides an interface between practice, research and policy development.

## 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 and research 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.

Practice may take a variety of forms, from direct patient care to analyses of organizational or public health needs. Each course that has designated practice hours will have a doctorally prepared faculty member assigned. The faculty member will specify what practice behaviors/activities constitute a passing level in meeting the student learning outcomes (course objectives). In addition, a clinical mentor is necessary to facilitate the student's activities at the practice site. A clinical mentor is defined as a person employed at the site who can facilitate the student's entry and progress toward meeting their objectives. The clinical mentor should be the most qualified person available and may not be doctorally prepared.

An intensive culminating practicum is designed within the program in order to provide a focused opportunity to synthesize the new doctoral skills into the student's clinical practice. As with all practice hours (see above), the student will work with a course faculty member and a clinical mentor to seek opportunities to practice and demonstrate proficiency with the new skills. The capstone practicum may or may not contribute directly to the student's project. Students may take up to one-half of their practicum hours prior to the final term of the program. Taking practicum hours requires contracting with a faculty member to act as course faculty, a clinical mentor, and approval from the student's academic advisor/project chair if the practicum is designed around the project.

While students have the opportunity to select sites that will meet student learning outcomes (course objectives) and contribute to their professional goals, their current employer is not a preferable site. All sites must have the approval of the faculty in the specific course.

Students must provide the course faculty member with a written plan signed by the student, the clinical mentor, and the course faculty member. This written plan should set forth the learning objectives (based on Capstone Practicum student learning outcomes (course objectives)), specific learning activities, time commitment, and outcomes to be accomplished. The signed plan shall constitute a learning contract between WSU/UT faculty, the student, and the mentor. However, at the request of the mentor's employing agency, a standard contract

between the agency and the University may also be completed. This contracting process can take time to complete so planning ahead is strongly encouraged. The course faculty member, in consultation with the clinical mentor, will determine whether the objectives have been met at a satisfactory level.

Students must be identified as a WSU/UT student when conducting clinical/practicum activities. Students are to wear their official WSU/UT name tag clearly displayed. This enables the student to be identified as such and may help clarify the student's role in instances where the student is performing clinical/practicum hours within their own agency.

### **Description of Indirect Care Clinical Courses (Student, please mark the appropriate course for your mentor's review.)**

\_\_\_\_ **COURSE NUMBER:** NURS 7020, Organizational and Systems Leadership in Health Care

**CATALOG DESCRIPTION:** This course examines the application of organizational and leadership theories and strategies to assess process and outcomes in a variety of health care settings. Focus is on the role of the advanced practice nurse in analyzing clinical patterns and issues in complex practice settings, health care organizations, and communities.

**CLINICAL CREDIT ALLOCATION:** 40 hours of clinical

#### **STUDENT LEARNING OUTCOMES (COURSE OBJECTIVES):**

1. Evaluate the major organizational, management, and leadership theories that are useful in health care organizations.
2. Compare the strengths and limitations of current models of health and nursing care delivery.
3. Analyze the principles and characteristics of strategic planning in health care organizations.
4. Develop models and strategies that are used to facilitate effective organizational change.
5. Analyze the influences of finances on organization health care delivery.
6. Identify ethical and legal considerations that affect organizational goal setting and behavior.
7. Implement an organizational assessment of process and outcomes in a health care practice setting, organization, or community, with an action plan for improvement.
8. Establishes the DNP nurse's role in systems leadership and effective use of communication in leading a health care team.
9. Analyze ethical, legal, economic, political, social, technological, and environmental issues during inter-professional collaboration.

\_\_\_\_ **COURSE NUMBER:** NURS7030, Quality Management and Performance Improvement in Health Care Organizations

**CATALOG DESCRIPTION:** Examines the principles and practice of quality management in health care organizations and clinical performance in care delivery and outcomes. Focus is on the role and accountability of the advanced practice nurse working with a collaborative team for maintaining patient safety and improving quality of care.

**CLINICAL CREDIT ALLOCATION:** 40 hours of clinical

**STUDENT LEARNING OUTCOMES (COURSE OBJECTIVES):**

1. Compare models of performance improvement used in health care organizations.
2. Examine major external regulatory and quality standards applied to a variety of health care delivery systems.
3. Identify major strategies for organizational risk assessment and management.
4. Demonstrate how clinical indicators, financial indicators, and benchmarking are used to improve health care delivery.
5. Implement a quality improvement or patient safety initiative in a health care setting.
6. Explore the role, scope and practice models of different health professionals
7. Collaborate with other health professionals in analysis of complex clinical situations and practice systems to ensure safe, timely, effective, efficient equitable and patient centered care that is based on evidence and meets the current standard of practice.

\_\_\_\_ **COURSE NUMBER:** NURs7180, Evidence-based Administration in Complex Health Systems

**CATALOG DESCRIPTION:** This course examines evidence practices in administrative health care settings. The focus is on examining current status and creating and evaluating innovative administrative practices based on best practices. Competencies include model application for finance and clinical outcomes.

**CLINICAL CREDIT ALLOCATION:** 80 hours- clinical/lab

**STUDENT LEARNING OUTCOMES (COURSE OBJECTIVES):**

1. Establish and evaluate evidence-based processes for patient-centered delivery systems and policy level delivery models.
2. Design evidence-based administrative practices for complex health systems to identify and address health or systems needs.
3. Collaborate with diverse groups and stakeholders for inter- or intra-organizational achievement of health-related goals.
4. Design patient safety initiatives using ethical, legal and financial models as the basis for action.
5. Use evidence-based practices for extracting and analyzing relevant data for decision-making regarding aggregate health or system needs.
6. Conduct cost effectiveness, benefit, and utility model analyses of clinical initiatives incorporating risk adjustment, quality-adjusted life years, client preferences and willingness to pay full costs, and return on investment.

\_\_\_\_ **COURSE NUMBER:** NURS7980, Capstone Practicum (Indirect Care)

**CATALOG DESCRIPTION:** Individually precepted practicum that requires leadership and practice at the aggregate/systems/organizational level of health care. Includes required seminar that facilitates application, synthesis, and evaluation of prior learning in applied practice.



**CLINICAL CREDIT ALLOCATION:** 9Q/6S total hours required. The number of credit hours allocated per semester will be decided by the course faculty and/or capstone advisor. The total number of clinical hours taken as variable credit prior to the final term NUR 851 cannot exceed 4.5 QH/3 SH

**STUDENT LEARNING OUTCOMES (COURSE OBJECTIVES):**

1. Define actual and emerging health problems needing aggregate level health interventions.
2. Demonstrate competencies in advanced organizational, systems or community assessment techniques at an aggregate level.
3. Collaborate with diverse stakeholders for inter- or intra-organizational achievement of health-related organizational or policy goals
4. Design patient-centered care-delivery systems or policy level delivery models.
5. Synthesize concepts and/or theories from organizational, management, nursing sciences, and other arts and sciences for the provision of health care services.
6. Influence health care delivery, health policy, and the advancement of the nursing profession based on analysis of issues from a global perspective.
7. Integrate knowledge of ethical, legal, economic, political, social, technological, environmental, social and health care systems from a global perspective to influence quality of health care.

## WSU-UT Doctor of Nursing Practice Program

### CONTRACT INFORMATION/CLINICAL MENTOR DATA FORM

<b>To be completed by DNP Student:</b>	
Course# _____	Course Title: _____
Clinical Faculty (Instructor): _____	Term/Year: _____
_____	_____
<b>Student Signature</b>	<b>Date</b>

<b>To be completed by Clinical Mentor:</b>	
<b>Clinical Location Name:</b>	Number of Clinical Hours Contracted:
Address:	
City	State      Zip Code
Notes:	
If Clinical Location (site/agency/offices) is owned by another agency: Name of Parent Organization	
Address:	
City	State      Zip Code
Phone:	Fax #:

<b>To be completed by Clinical Mentor:</b>		
<b>Clinical Mentor Information:</b>		Years in Practice:
Name:		Credentials:
Phone:		Specialty:
Email:		Board Certified (Organization):      (mm/dd/yy)
Fax:		Certification Date:
License Expiration Date:		Schedule A Expiration Date (COA):
Education Preparation:	School/College/University:	Degree/Date:
<input type="checkbox"/> Diploma		
<input type="checkbox"/> ADN		
<input type="checkbox"/> Undergraduate		
<input type="checkbox"/> Graduate		
<input type="checkbox"/> Medical Degree		
<input type="checkbox"/> Other (Describe)		
<b>Most Recent</b> experience mentoring (type of student and date):		
<input type="checkbox"/> Undergraduate nursing student		
<input type="checkbox"/> Masters level nursing student		
<input type="checkbox"/> Doctoral nursing student		
<input type="checkbox"/> Other (Describe):		
_____		_____
<b>Clinical Mentor Signature</b>		<b>Date</b>
I verify accuracy of all information and have received and reviewed the student learning outcomes (course objectives) for the clinical experience of this student.		

## EVALUATION OF INDIRECT CARE DNP STUDENT BY CLINICAL MENTOR

Student's Name		Course				
Preceptor's Name		Date				
Select the descriptor below that best describes your thoughts. ( <b>Bold typeface</b> below indicates mandatory competencies for this course.)		Satisfactory	Marginal	Unsatisfactory	Not Applicable	Unable to Evaluate
		3	2	1		
1.	Demonstrates the ability to analyze, intervene, and evaluate complex situations to improve nursing practice and patient care delivery by the use scientific underpinnings.					
2.	Designs and analyzes evidenced-based delivery processes for improving quality and effectiveness processes in nursing practice and for patient care.					
3.	Leads patient care delivery initiatives using financial, ethical, legal models as a basis for action.					
4.	Utilizes and disseminates the best practices, including research, to guide practice decisions in a supportive clinical scholarship environment.					
5.	Leads and evaluates the appropriate use of innovative applications and new technologies, including consideration of the impact on organizational resources and global environmental health sustainability.					
6.	Demonstrates the preservation and protection of autonomy, dignity, confidentiality, and rights of individuals within ethical, legal, and regulatory parameters.					
7.	Advocates for social justice and equity in health care using clinical, financial, ethical, and legal models as a basis for change in policies, programs, services and systems.					
8.	Demonstrates leadership in advocating before providers, public representatives and decision-makers, and other stakeholders.					
9.	Articulates a clear vision, associated goals, and a plan to implement and measure progress leading interprofessional teams.					
10.	Develops evaluation strategies to demonstrate cost effectiveness, cost benefit, environmental impact and efficiency factors associated with nursing practice.					
11.	Demonstrates respect for diversity in all interactions as reflected in such behaviors as cultural, ethnic, and generational sensitivity.					
12.	Participates on multi-professional teams that contribute to role development of advancing nursing practice and health services.					
<b>OVERALL: I would rate this student's performance</b>						

Comments may be written below or on the back of this form

Adapted from: The NONPF (2006) *Nurse Practitioner Doctoral Competencies*

The University of Toledo  
College of Nursing  
*Doctor of Nursing Program*

## EVALUATION OF CLINICAL MENTOR AND SITE BY STUDENT

Student's Name		Course				
Preceptor's Name		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 mentor to another student					

List ways this agency/clinical site provides a good clinical experience for students (i.e., agency/site strengths):

List areas in which this agency/clinical site needs improvement in order to provide an optimal student experience:

Do you recommend this agency/clinical site for other students?

Yes. Why would you recommend this agency/clinical site?

No. Why would you not recommend this agency/clinical site?

Additional comments may be written below or on the back of this form.

