Guidelines, Requirements & Instructions

Each DNP student is required to successfully complete an ePortfolio in partial fulfillment for the DNP degree at Clarkson College. The student’s ePortfolio will track their residency hours, as well as demonstrate the student’s competency and knowledge as defined by:

- American Association of Colleges of Nursing (AACN) Essentials of Doctoral Education for Advanced Nursing Practice via the DNP End-of-Program Student Learning Outcomes (Appendix B)
- Clarkson College Student Learning Outcomes (Appendix C)
- Clarkson College Values (Appendix L)

The DNP student will demonstrate these competencies and knowledge by way of evidence collected and stored in the ePortfolio throughout the DNP program. Through the ePortfolio, the DNP student should also share and reflect on their journey toward the DNP degree.

DNP ePORTFOLIO PROCESS

Each student will prepare an ePortfolio in accordance with the process outlined below, using the ePortfolio tool embedded in Canvas.

Students will receive specific instructions on the process and will be encouraged to initiate the ePortfolio upon entrance into the DNP program. Each student should review this manual carefully and reach out to the Program Director/Residency Coordinator or their DNP project faculty chair with any questions.

View various student resources and tutorials for the DNP ePortfolio creation within Canvas by following the links below:

- How to use the ePortfolio getting started wizard
- How to create a new ePortfolio
- How to organize my ePortfolio
- ePortfolio tutorial video

The student will begin tracking residency hours, collecting evidence and completing the ePortfolio (Appendix A) early in the program and continue to complete the table and collect evidence throughout the duration of the program. Specific instructions and guidance on how to create the ePortfolio will be provided early in the program from the Program Director/Residency Coordinator. Students are encouraged to regularly contact the Program Director/Residency Coordinator with any questions or need guidance to begin and maintain the ePortfolio throughout the program.

Specific semesters during the DNP program will serve as ePortfolio review checkpoints to ensure students are staying abreast of their residency hours and continuing to complete their table and collect evidence. At these specific checkpoints in the program, students will share their ePortfolio URL with designated course faculty members in DNP 915 and DNP 948. The faculty in these courses will be responsible to view the student’s ePortfolio and to verify the completion of the required number of hours by the end of the course. A verification form will be embedded into the DNP 915 (Appendix I) and DNP 948 (Appendix J) Canvas courses and must be signed by the faculty member and student. If a course checkpoint faculty member identifies any issues in the student’s ePortfolio progress, s/he must contact the Residency Coordinator. Once the student begins the scholarly project courses (DNP 960, DNP 961, DNP 962), the student will share their ePortfolio URL with their DNP project faculty chair during each scholarly project course. No grades are associated with these checkpoints, but failure to submit an ePortfolio URL may interrupt the student’s matriculation through the DNP program.
Upon completion of the residency hours, students will share their final, completed ePortfolio URL with their DNP project faculty chair who will complete the DNP Rubric for ePortfolio and Residency Assessment (Appendix D). If successful, the DNP project faculty chair approves the ePortfolio and forwards the Completion of ePortfolio and Residency Recommendation form (Appendix E) to the Program Director. If unsuccessful on the first attempt, the DNP project faculty chair will provide the student with detailed feedback on the necessary elements for a successful second attempt, based on the rubric. The student will then amend or add information to the ePortfolio and resubmit the ePortfolio URL to the DNP project faculty chair until successful completion.

**RESIDENCY REQUIREMENTS & INSTRUCTIONS**

The DNP residency is a key component of the DNP educational program that provides an integrated experience comprised of individualized, student identified and faculty guided scholarly activities to facilitate in-depth learning for students. Students prepare to function at the highest level of practice by applying theoretical content and newly developed skills to real world experiences. The DNP residency provides opportunities for meaningful engagement with experts from nursing, as well as other disciplines. During the DNP residency, the students integrate and synthesize knowledge of the AACN Essentials of Doctoral Education for Advanced Nursing Practice and the students own Professional Role Competencies (as applicable) by demonstrating mastery in a specialized area of nursing practice and the successful execution and dissemination of the DNP scholarly project. The DNP residency is designed to provide a comprehensive, integrated experience that is individually designed to meet the professional and personal goals of each student’s distinctive specialization. The DNP residency provides an opportunity for further synthesis and expansion of the learning developed to that point.

The DNP student assumes an expanded scope of practice for patients, provides leadership to foster intra-professional and interprofessional collaboration, demonstrates skills in critical review that promote a culture of evidence, and applies clinical investigative skills to evaluate health outcomes and influence health policy. Students must also demonstrate the ability to write professionally and disseminate scholarly work.

Each student will complete the required residency hours—which includes a maximum of 150 DNP project focused hours—tracking them within the ePortfolio. Clinical hours and role-specific competencies (as applicable) for the student’s NP specialty will be tracked separately in the Typhon system.

**DEFINITIONS**

**Clinical hours** are the direct patient care hours in which students will gain experience in a nursing specialty.

**Residency hours** are the reflective of the student-identified experiences and knowledge gained in relation to the DNP end-of-program outcomes and the AACN Essentials of Doctoral Education. These hours are obtained through completed scholarly activities or endeavors the student has participated in throughout the DNP program’s duration.

The **DNP project** is an integrated experience students participate in as part of the program and its required residency hours (up to 150 of the program’s required residency hours are dedicated to the DNP project). The DNP project occurs at the end of the DNP curriculum and consists of three dedicated scholarly project courses (6 credit hours). During these courses, each student is under the facilitation of a three-person DNP project team consisting of themselves, an appointed internal DNP project faculty chair and a self-selected, approved external subject-area expert mentor.
The **DNP Residency Coordinator** serves as the student’s constant internal point-person regarding the DNP residency requirements and process. The DNP Residency Coordinator maintains contact with the student throughout the program and provides support and guidance regarding the residency components. This support includes providing information to the student, and relaying updates regarding residency hours, ePortfolio and DNP scholarly project-specific information.

**NOTE:** The DNP Program Director will also serve as the DNP Residency Coordinator while the program remains small in size.

The **DNP project faculty chair** is a Clarkson College DNP program faculty member appointed as the student’s one-on-one point person for guidance and support during each of the three required scholarly project courses and throughout the progression of the student’s DNP scholarly project. The DNP project faculty chair is part of the three-person DNP project team that includes the student and his/her selected subject-area expert mentor. The DNP Program Director/Residency Coordinator will identify and appoint the student’s internal DNP project faculty chair in the first week of the first DNP scholarly project course, and the student will be notified of his/her assigned DNP project faculty chair via email. The DNP project faculty chair will also maintain contact with the DNP project external subject-area expert mentor (see definition below) and will reach out to the him/her a minimum of two times (at least once at the semester’s start and once at its end) for each of the DNP scholarly project courses.

The **DNP project external subject-area expert mentor** should be selected based on the student’s own individual interests, specialty area, and overall goals and objectives. The mentor’s qualifications are based on individualized factors that include consideration of certification, licensure, and/or expertise in the field of interest that best matches the student’s DNP scholarly project goals. Whenever possible, the selected mentor should hold an advanced degree or qualifications specific to the student’s DNP project, selected specialty area and future career goals. Whenever possible, the subject-area expert mentor should hold a Doctorate degree, however, it not a requirement, and the mentor could come from a focus area outside of health care depending on the student’s focus.

**DNP POST-MASTER’S OPTION**

For the Post-Master’s option, each student will complete a minimum 300 residency hours, including a maximum 150 hours assigned to the DNP project and a minimum 150 hours fulfilled via activities throughout the program as defined and guided by the DNP end-of-program outcomes and the AACN Essentials of Doctoral Education. The DNP student may add any specialty professional nursing objectives or personal goals (approved by Residency Coordinator or the DNP project faculty chair) as applicable. Students may be required to complete more than 300 residency hours if they have not completed 1,000 post-baccalaureate faculty-supervised practice hours.

The residency hours for the Post-Master’s option are not calculated based on credit hour conversions. Zero credit hours are required for the residency; however, a minimum of 300 clock hours are required. The residency hours are not assigned to specific courses within the DNP program, however three checkpoints have been built into the curriculum with a minimum number of hours needed to be accumulated by certain checkpoints within the program.

**Residency Hours: Post-Master’s option**

<table>
<thead>
<tr>
<th>Residency Course Checkpoints</th>
<th>Number of Residency Hours Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checkpoint #1</td>
<td>Minimum of 50 hours must be acquired at this point</td>
</tr>
<tr>
<td>DNP 915 Outcomes of Health Care in a Global Society</td>
<td></td>
</tr>
</tbody>
</table>
At this time, Clarkson College is only accepting Post-Master’s degree-seeking students who are certified in an APRN role. Verification of a student’s prior post-baccalaureate faculty-supervised clinical hours is completed during the admission process. Students complete the Clinical Hour Verification form upon admission to the program (Appendix F). Once verification of completed clinical hours from the student’s Master’s degree or specialty certification program is complete, the DNP Program Director/Residency Coordinator will notify the student of the specific number of residency hours needed to complete the program. This ensures the minimum number of 1,000 faculty-supervised clinical hours are met.

**BSN TO DNP: FAMILY NURSE PRACTITIONER & ADULT–GERONTOLOGY PRIMARY CARE NURSE PRACTITIONER OPTIONS**

For the BSN to DNP Family Nurse Practitioner (FNP) and Adult–Gerontology Primary Care Nurse Practitioner (AGPCNP) options, each student will complete a minimum 350 residency hours, including a maximum 150 hours assigned to the DNP project and a minimum 200 hours fulfilled via activities throughout the program as defined and guided by the DNP end-of-program outcomes and the AACN Essentials of Doctoral Education. The DNP student may add any specialty professional nursing objectives or personal goals (approved by Program Director or DNP project faculty chair) as applicable. All DNP students must have a total minimum 1,000 post-baccalaureate faculty-supervised practice hours documented and completed by the end of the program.

The residency hours for the BSN to DNP options are not calculated based on credit hour conversions. Zero credit hours are required for the residency; however, a minimum of 350 clock hours are required. The residency hours are not assigned to specific courses within the DNP program, however three checkpoints have been built into the curriculum with a minimum number of hours needed.

**BSN to DNP: Family Nurse Practitioner (FNP) specialty option**

**Required Clinical & Residency Hours**

<table>
<thead>
<tr>
<th>FNP Courses</th>
<th>Number of Residency Hours Required</th>
<th>Number of Clinical Hours Required</th>
<th>Total Cumulative Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NS 830 Advanced Physical Assessment</td>
<td>0</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>NS 832 Primary Health Care I</td>
<td>0</td>
<td>120</td>
<td>210</td>
</tr>
<tr>
<td>NS 840 Primary Care of Children and Adolescents</td>
<td>0</td>
<td>160</td>
<td>330</td>
</tr>
<tr>
<td>NS 842 Primary Care of Women</td>
<td>0</td>
<td>160</td>
<td>490</td>
</tr>
<tr>
<td>NS 844 Primary Health Care II</td>
<td>0</td>
<td>160</td>
<td>650</td>
</tr>
<tr>
<td>Checkpoint #1 Outcomes of Health Care in a Global Society</td>
<td>Minimum of 50 hours must be acquired at this point</td>
<td>700</td>
<td>700</td>
</tr>
</tbody>
</table>

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**RESIDENCY ACTIVITIES**

Students are responsible for identifying appropriate DNP residency experiences starting early in the program. Student-selected activities for the DNP residency may include the following examples: collaboration with experts in community, local, state and national health care agencies or outside of traditional clinical settings such as in government or business settings. Achievement of the AACN Essentials of Doctoral Education may occur while giving direct patient care but may also occur in other clinical roles such as working on institutional policy issues, quality assurance, committee work, etc. Students may complete their DNP project and residency hours at their place of employment, but it must be outside their traditional job responsibilities.

The following are examples of accepted activities toward the DNP residency hours:

- Time spent with an agency in an area of specialization dedicated to DNP level experience,
- Time spent meeting and brainstorming with the subject-area expert mentor,
- Projects related to specialization and work in developing/implementing practice protocols, guidelines, and process improvement,
- Time spent on a clinical agency’s committee to evaluate a practice protocol, guidelines and process improvement project,

---

**Checkpoint #2**  
DNP 948 Evidence-Based Practice  
Minimum of 150 hours must be acquired at this point  
800

**Checkpoint #3**  
DNP 962 DNP Scholarly Project III  
150 hours dedicated to the DNP project + 50 additional hours must be acquired at this point  
1000

**Total number of hours**  
350  
650  
1000

---

**BSN to DNP: Adult–Gerontology Primary Care Nurse Practitioner (AGPCNP) specialty option**

**Required Clinical & Residency Hours**

<table>
<thead>
<tr>
<th>AGPCNP Courses</th>
<th>Number of Residency Hours Required</th>
<th>Number of Clinical Hours Required</th>
<th>Total Cumulative Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NS 830 Advanced Physical Assessment</td>
<td>0</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>NS 831 Primary Care of the Adult-Gerontology Client</td>
<td>0</td>
<td>160</td>
<td>210</td>
</tr>
<tr>
<td>NS 832 Primary Health Care I</td>
<td>0</td>
<td>120</td>
<td>330</td>
</tr>
<tr>
<td>NS 842 Primary Care of Women</td>
<td>0</td>
<td>160</td>
<td>490</td>
</tr>
<tr>
<td>NS 844 Primary Health Care II</td>
<td>0</td>
<td>160</td>
<td>650</td>
</tr>
</tbody>
</table>
| **Checkpoint #1**  
DNP 915 Outcomes of Health Care in a Global Society | Minimum of 50 hours must be acquired at this point | | 700 |
| **Checkpoint #2**  
DNP 948 Evidence-Based Practice | Minimum of 150 hours must be acquired at this point | | 800 |
| **Checkpoint #3**  
DNP 962 DNP Scholarly Project III | 150 hours dedicated to the DNP project + 50 additional hours must be acquired at this point | | 1000 |
| **Total number of hours** | 350 | 650 | 1000 |
• Time spent participating in a health initiative in the state’s health department,
• Time spent in clinical education programs/seminars/conferences that are appropriate for DNP project topic,
• Time spent on the DNP scholarly project, including networking, planning, collecting data, analyzing outcomes, performing interventions, project planning and outcomes dissemination (maximum 150 hours).

NOTE: Additional examples of potential ePortfolio evidence can be found in the example portfolio artifacts document (Appendix K).

The following activities are not to be applied toward the DNP residency hours:
• Writing, reading or editing,
• Travel time.

**RESIDENCY DNP PROJECT FACULTY CHAIR & PROJECT SUBJECT-AREA EXPERT MENTOR**

The DNP project will occur at the end of the DNP curriculum, and it will consist of three dedicated scholarly DNP project courses (six credit hours). During these courses, each student will be under the facilitation of a three-person DNP project team consisting of the student, an internal DNP project faculty chair and an external subject-area expert mentor. The DNP project faculty chair will be appointed by the DNP Program Director and/or course coordinator. The external subject-area expert mentor will be identified by the student, and s/he must be approved by the DNP project faculty chair and/or Program Director by the end of the initial scholarly DNP project course’s first week in order for the student to stay in the course. The external subject-area expert mentor information letter (Appendix H) should be provided to the mentor. If the mentor agrees to serve in the role, the subject-area expert mentor approval form (Appendix G) should be completed and signed by the DNP project faculty chair, student and the subject-area expert mentor. Once the approval form has been fully signed, the DNP project team be in place to help the student further develop his/her DNP scholarly project. Questions related to the DNP project team process should be directed to the DNP Program Director/Residency Coordinator.

It is the student’s responsibility to identify, contact and secure his/her external subject-area expert mentor. The subject-area expert mentor should be selected based on the student’s own individual interests, specialty area, and overall goals and objectives. The mentor’s qualifications are based on individualized factors that include consideration of certification, licensure, and/or expertise in the field of interest that best matches the student’s DNP scholarly project goals. Whenever possible, the selected mentor should hold an advanced degree or qualifications specific to the student’s DNP project, selected specialty area and future career goals. Whenever possible, the subject-area expert mentor should hold a Doctorate degree, however, it not a requirement, and the mentor could come from a focus area outside of health care depending on the student’s focus. For example, a student who is focused on policy development may identify a mentor who is in a political arena leadership role.

The DNP Residency Coordinator will assist the student in identifying a mentor as needed and will communicate with the student regularly to help identify and secure this person. It is expected that the student identifies and secures the DNP scholarly project subject-area expert mentor, and gains approval no later than the end of the first week of the first scholarly project course. Students are recommended to begin brainstorming and communicating with the Residency Coordinator early in the program before beginning the first DNP scholarly project course. The DNP Residency Coordinator will assist the student in securing an affiliation agreement with the site if needed. Once the student has identified a preferred subject-area expert mentor and the affiliation agreement is completed, the external subject-area expert mentor approval form will be completed and signed by the DNP project team and kept on file. If the student’s subject-area expert mentor should be changed for any reason, the approval process will be repeated.
RESPONSIBILITIES OF THE DNP PROJECT FACULTY CHAIR
Clarkson College established clear responsibilities for the internal DNP project faculty chair and the external subject-area mentor. Once the DNP project team is established, students are required to communicate directly with the DNP project faculty chair of his/her DNP project team. The DNP project faculty chair responsibilities include:

- Provide information to the student in regard to considerations needed for site/organization approval and affiliation agreement specifications
- Approval of the student’s external subject-area expert mentor by signing and submitting the external subject-area expert mentor approval form (Appendix G)
- Maintain contact with the external subject-area mentor no less than at the beginning and the end of each semester that s/he is working with the student
- Oversight of the doctoral student’s DNP project process and progression
- Provide the student with guidance and support
- Review of revisions needed for each draft of the executive summary
- Complete and submit the DNP project rubric, ePortfolio residency assessment rubric (Appendix D), and the ePortfolio and Residency Recommendation form (Appendix E)

RESPONSIBILITIES OF THE DNP PROJECT EXTERNAL SUBJECT-AREA EXPERT MENTOR
Clarkson College established clear responsibilities for the internal DNP project faculty chair and the external subject-area mentor. The mentor’s responsibilities include:

- Provide information to the student in regard to considerations needed for site/organization approval and affiliation agreement specifications
- Review the external subject-area expert mentor info letter (Appendix H) and sign the external subject-area expert mentor approval form (Appendix G)
- Provide guidance, reflection and insight regarding the student's DNP project goals, specifically related to the needs and challenges of initiating change in the selected practice setting
- Contact faculty if problems, issues or concerns arise
- Consider attending the student’s final dissemination of his/her project

ONBOARDING & COMPLIANCE
It is the student’s responsibility to adhere to the policies and procedures of their residency site (as applicable). The Program Director/Residency Coordinator, Compliance office and student will work together to handle any onboarding, site approvals and contracts/affiliation requirements as needed. Onboarding relates to any processes or additional requirements a site or organization may require before the student begins residency hours or work with the selected subject-area expert mentor. It is the student’s responsibility to work with the residency site and preceptor to ensure that any onboarding or other requirements are completed prior to starting your preceptor-guided residency experiences. The DNP Residency Coordinator will assist the student in securing an affiliation agreement with the site or organizations as needed.

RESIDENCY EVALUATION
Residency evaluation is completed via the ePortfolio. Students document achievement of the AACN Essentials of Doctoral Education, DNP end-of-program outcomes, professional role competencies (as applicable) and their own professional or personal objectives in the ePortfolio by documenting the hours and loading the evidence into the ePortfolio. The student’s DNP project faculty chair evaluates all documentation and evidence using the DNP Rubric for ePortfolio and Residency Assessment (Appendix D) and the Completion of ePortfolio and Residency Recommendation form (Appendix E).
Appendix A: Table for ePortfolio Evidence & Residency Hours Collection

This table is for residency evidence and documentation of the number of residency hours completed. Students’ DNP personal learning and development goals/reflection, demonstration of Clarkson College values, and the attainment of roles specific competencies and required clinical hours (as applicable) will be loaded as separate sections in the ePortfolio as evidence. For additional guidance and ideas for what to include as evidence in the ePortfolio, see the example Portfolio Artifacts Document (Appendix K).

<table>
<thead>
<tr>
<th>DNP End-of-Program Student Learning Outcomes</th>
<th>Activities to Meet Outcomes</th>
<th>Evidence</th>
<th>Residency Date/Hours Completed</th>
</tr>
</thead>
</table>
| **End-of-Program Student Learning Outcome #1** | Integrate nursing science and theories to improve health care delivery systems, describe the actions and strategies to improve those health care systems, and evaluate patient outcomes in preparation for evolving nursing practice realities. *Aligned with DNP Essential #1 – Scientific Underpinnings for practice*  
**NOTE:** Critical Thinking and Technology must be displayed in the evidence. | | |
| **End-of-Program Student Learning Outcome #2** | Implement and evaluate health care delivery based on scientific findings that ensure quality and safety and consider ethical dilemmas, by using advanced communication processes, business and financial principles, and sensitivity to diverse populations. *Aligned with DNP Essential #2 – Organizational & System Leadership for QI and Systems thinking*  
**NOTE:** Diversity and Communication must be displayed in the evidence. | | |
| **End-of-Program Student Learning Outcome #3** | Translate research into practice using evidence-based methods by disseminating findings, collaborating between disciplines, designing processes and evaluating quality improvement methodologies to address the complex needs of humankind. *Aligned with DNP Essential #3 – Clinical Scholarship & Analytical Methods for Evidence-Based Practice*  
**NOTE:** Critical Thinking, Professionalism and Communication must be displayed in the evidence. | | |
| **End-of-Program Student Learning Outcome #4** | Design information systems to guide clinical decision-making, evaluate programs, and improve health care outcomes while considering ethical and legal issues related to the use of information. *Aligned with DNP Essential #4 – Information Systems/Technology and Patient Care Technology for the Improvement Transformation of Health Care*  
**NOTE:** Communication and Technology must be displayed in the evidence. | | |
### End-of-Program Student Learning Outcome #5

Demonstrate leadership through the development, implementation, and analysis of health policy at the micro and macrosystems of health care by engaging policy makers and advocating for social justice and the nursing profession.  
*Aligned with DNP Essential #5 – Health Care Policy for Advocacy in Health Care  
**NOTE:** Diversity and Professionalism must be displayed in the evidence.

### End-of-Program Student Learning Outcome #6

Lead interprofessional teams through effective communication, leadership and collaboration to create practice improvement innovations in complex health care delivery systems.  
*Aligned with DNP Essential #6 – Inter-professional Collaboration for Improving Patient and Population Health Outcomes  
**NOTE:** Communication and Professionalism must be displayed in the evidence.

### End-of-Program Student Learning Outcome #7

Analyze health care delivery models using scientific data to develop, implement, and evaluate health promotion and disease prevention strategies to address gaps in care for population health.  
*Aligned with DNP Essential #7 – Clinical Prevention and Population Health for Improving the Nation’s Health  
**NOTE:** Critical Thinking, Diversity and Technology must be displayed in the evidence.

### End-of-Program Student Learning Outcome #8

Demonstrate advanced clinical judgment, systems thinking, and accountability by designing and implementing evidenced-based care for specialty nursing practice via interprofessional collaboration, excellence in nursing, and therapeutic relationships with patients and other professionals.  
*Aligned with DNP Essential #8 – Advanced Nursing Practice  
**NOTE:** Critical Thinking, Communication and Professionalism must be displayed in the evidence.

**NOTE:** The student must provide evidence of the total number of previous specialty clinical or certification hours that were verified on admission ([Appendix F](#)) and/or hours obtained from the acquired BSN to DNP APRN specialty clinical hours, as well as the **total** number of the post-baccalaureate hours acquired within the DNP residency (must equal 1,000 total hours before graduation)
Appendix B:
DNP End-of-Program Student Learning Outcomes

Upon completion of the degree requirements for the DNP degree, graduates will demonstrate the ability to:

- Integrate nursing science and theories to improve health care delivery systems, describe the actions and strategies to improve those health care systems and evaluate patient outcomes in preparation for evolving nursing practice realities.
- Implement and evaluate health care delivery based on scientific findings that ensure quality and safety and consider ethical dilemmas by using advanced communication processes, business and financial principles, and sensitivity to diverse populations.
- Translate research into practice using evidence-based methods by disseminating findings, collaborating between disciplines, designing processes and evaluating quality improvement methodologies to address the complex needs of humankind.
- Design information systems to guide clinical decision making, evaluate programs and improve health care outcomes while considering ethical and legal issues related to the use of information.
- Demonstrate leadership through the development, implementation and analysis of health policy at the micro and macrosystems of health care by engaging policy makers and advocating for social justice and the nursing profession.
- Lead interprofessional teams through effective communication, leadership and collaboration to create practice improvement innovations in complex health care delivery systems.
- Analyze health care delivery models using scientific data to develop, implement, and evaluate health promotion and disease prevention strategies to address gaps in care for population health.
- Demonstrate advanced clinical judgment, systems thinking, and accountability by designing and implementing evidenced-based care for specialty nursing practice via interprofessional collaboration, excellence in nursing, and therapeutic relationships with patients and other professionals.

Appendix C:
Clarkson College Student Learning Outcomes

Clarkson College students will:

- Demonstrate effective communication
- Demonstrate critical thinking to make educated decisions
- Demonstrate proficient use of technologies
- Demonstrate professional behavior
- Demonstrate the ability to respectfully interact within a diverse society
## Appendix D: DNP Rubric for ePortfolio & Residency Assessment

### Student Name

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Criteria for Expected Level of Performance</th>
<th>Points or N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Outcome 1:</strong> Integrate nursing science and theories to improve health care delivery systems</td>
<td>Shows no evidence of integrating nursing science and theories to improve health care delivery systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Occasionally shows evidence of integrating nursing science and theories to improve health care delivery systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Partially shows evidence of integrating nursing science and theories to improve health care delivery systems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fully shows evidence of integrating nursing science and theories to improve health care delivery systems</td>
<td></td>
</tr>
<tr>
<td>2. <strong>Outcome 2:</strong> Implement and evaluate health care delivery based on scientific findings that ensure quality and safety and consider ethical dilemmas</td>
<td>Shows no implementation or evaluation of health care delivery based on scientific findings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Occasionally shows implementation and/or evaluation of health care delivery based on scientific findings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Partially shows implementation and evaluation of health care delivery based on scientific findings that ensure quality and safety and consider ethical dilemmas</td>
<td></td>
</tr>
<tr>
<td>3. <strong>Outcome 3:</strong> Translate research into practice using evidence-based methods</td>
<td>Shows no translation of research into practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Occasionally shows translation of research into practice using evidence-based methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Partially shows translation of research into practice using evidence-based methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fully shows translation of research into practice using evidence-based methods</td>
<td></td>
</tr>
<tr>
<td>4. <strong>Outcome 4:</strong> Design information systems to guide clinical decision making, evaluate programs, and improve health care outcomes</td>
<td>Design information systems to guide clinical decision making, evaluate programs, and improve health care outcomes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Occasionally shows evidence of designing information systems to guide clinical decision making, evaluate programs, and improve health care outcomes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Partially shows evidence of designing information systems to guide clinical decision making, evaluate programs, and improve health care outcomes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fully shows evidence of designing information systems to guide clinical decision making, evaluate programs, and improve health care outcomes</td>
<td></td>
</tr>
<tr>
<td>5. <strong>Outcome 5:</strong> Demonstrate leadership through the development, implementation and analysis of health policy</td>
<td>Shows no demonstration of leadership</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Occasionally demonstrates leadership</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Partially demonstrates leadership through the development, implementation, and analysis of health policy</td>
<td></td>
</tr>
<tr>
<td>6. <strong>Outcome 6:</strong> Lead interprofessional teams through effective communication, leadership and collaboration</td>
<td>Shows no leadership of interprofessional teams</td>
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<td></td>
<td>Occasionally shows leadership of interprofessional teams</td>
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<td></td>
<td>Partially shows leadership of interprofessional teams through effective communication, leadership and collaboration</td>
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<tr>
<td></td>
<td>Fully shows leadership of interprofessional teams through effective communication, leadership and collaboration</td>
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<tr>
<td>7.</td>
<td><strong>Outcome 7:</strong> Analyze health care delivery models using scientific data to develop, implement, and evaluate health promotion and disease prevention</td>
<td>Shows no analysis of health care delivery models</td>
</tr>
<tr>
<td>8.</td>
<td><strong>Outcome 8:</strong> Demonstrate advanced clinical judgment, systems thinking and accountability by designing and implementing evidenced-based care for specialty nursing practice</td>
<td>Shows no demonstration of advanced clinical judgment, systems thinking and accountability</td>
</tr>
<tr>
<td>9.</td>
<td><strong>Communication</strong></td>
<td>Shows no evidence of communication</td>
</tr>
<tr>
<td>10.</td>
<td><strong>Critical Thinking</strong></td>
<td>Shows no evidence of critical thinking</td>
</tr>
<tr>
<td>11.</td>
<td><strong>Technology</strong></td>
<td>Shows no utilization of technology</td>
</tr>
<tr>
<td>12.</td>
<td><strong>Professional Behavior</strong></td>
<td>Shows no demonstration of professional behavior</td>
</tr>
<tr>
<td>13.</td>
<td><strong>Diversity</strong></td>
<td>Shows no attention to diversity</td>
</tr>
<tr>
<td>14.</td>
<td><strong>DNP Personal Learning &amp; Development Goals &amp; Reflection</strong></td>
<td>Unsatisfactory demonstration of set goals and/or reflection on those goals</td>
</tr>
<tr>
<td>15.</td>
<td><strong>Clarkson College Values</strong></td>
<td>Shows no application of Clarkson College Values</td>
</tr>
<tr>
<td>16.</td>
<td><strong>Overall Writing Style</strong></td>
<td>Unsatisfactory performance. Demonstrates a poor writing style, below average use of the English language and grammar, few or no citations and does not follow APA style</td>
</tr>
</tbody>
</table>
### Overall Organization & Presentation

- **Unsatisfactory** organization and presentation of the ePortfolio, including little attention to detail or creativity
- **Average** organization and presentation of the ePortfolio, including average attention to detail and creativity
- **Excellent** organization and presentation of the ePortfolio, including above average attention to detail and creativity
- **Superior** organization and presentation of the ePortfolio, including exceptional attention to detail and creativity

### ITEM AVERAGES & REMARKS

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<tr>
<th>Item Range</th>
<th>Description</th>
<th>Average Score</th>
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<tbody>
<tr>
<td>Items 1–8</td>
<td>End-of-Program Student Learning Outcomes (must be ≥ 3.75)</td>
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<tr>
<td>Items 9–13</td>
<td>Clarkson College Student Learning Outcomes</td>
<td></td>
</tr>
<tr>
<td>Items 14–17</td>
<td>Reflection, Values &amp; Presentation</td>
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<tr>
<td><strong>Total average</strong></td>
<td>(must be ≥ 3.5)</td>
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</table>

**Comments:**

**Signature of Student**

**Signature of DNP Project Faculty Chair**

**Signature of DNP Program Director**

---

**Office Use Only**

Check and date the following items:

- Original in student file
- Copy sent to student
- Copy sent to Program Director

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Appendix E: Completion of ePortfolio & Residency Recommendation Form

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**DATE**

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>STUDENT ID</th>
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**RESULTS OF ePORTFOLIO & RESIDENCY REVIEW**

**DNP PROJECT FACULTY CHAIR**

- Rubric score for End-of-Program Student Learning Outcomes (must be ≥ 3.75)
- Rubric score for Clarkson College Student Learning Outcomes
- Rubric score for Reflection, Values & Presentation

**Mean rubric score** (must be ≥ 3.5)

**RECOMMENDATION OF DNP PROJECT FACULTY CHAIR**

- □ Approved
- □ Not approved

Attach detailed feedback for student’s second attempt.

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<th>SIGNATURE OF DNP PROGRAM DIRECTOR</th>
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**OFFICE USE ONLY**

Check and date the following items:

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- □ Copy sent to student
- □ Copy sent to Program Director

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Appendix F: Clinical Hour Verification Form

**STUDENT INFORMATION**

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**CLINICAL HOUR INFORMATION**

Clinical hours from previous Master of Science degree in Nursing and/or certificate programs:

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<th>TOTAL HOURS</th>
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**AUTHORIZATION**

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MAIL OR FAX COMPLETED FORMS TO
Clarkson College Admissions Office
101 S 42 Street Omaha, NE 68131  Fx 402 552 6165
Appendix G:
DNP External Subject-Area Expert Mentor Approval Form

STUDENT NAME

STUDENT ID

SUBJECT-AREA EXPERT MENTOR INFORMATION
Please list the subject-area mentor name, current role, credentials and contact information. Provide rationale that speaks to why this individual is appropriate as the student’s identified subject-area expert mentor.

☐ The mentor has been provided and reviewed the subject-area expert mentor information document.
☐ An affiliation agreement has been verified and approved by the site and Residency Coordinator.
☐ Additional site or organization-specific requirements/approval considerations have been considered and met by the College, student and mentor (as applicable).

RECOMMENDATION OF DNP RESIDENCY COORDINATOR FOR MENTOR APPROVAL
☐ Approved
☐ Not approved
Attach detailed feedback for the student regarding the decision and/or additional information required for approval consideration.

SIGNATURE OF STUDENT

DATE

SIGNATURE OF DNP PROJECT FACULTY CHAIR

DATE

SIGNATURE OF DNP PROGRAM DIRECTOR

DATE

OFFICE USE ONLY
Check and date the following items:

☐ Original in student file
☐ Copy sent to student
☐ Copy sent to Program Director
Appendix H:  
Subject-Area Expert Mentor Information Letter

NOTE TO STUDENTS: Make sure your selected mentor has access to and has read this document before signing the DNP external subject-area mentor approval form.

Dear Subject-area expert mentor,

Thank you for considering serving as a mentor to one of our Doctor of Nursing Practice (DNP) students. The expertise, guidance and insight you provide to our student’s success are highly valuable and appreciated as they complete a DNP degree at Clarkson College.

This letter serves as an informative overview of the Clarkson College DNP program and the responsibilities involved within this mentor role. If you agree to serve as the student’s subject-area expert mentor, you will receive a formal approval form to sign. This approval form will be kept on file at the College.

Please do not hesitate to contact me at time with questions or concerns. As the DNP Program Director and Residency Coordinator, I will touch base with you at the beginning and end of each semester that you are working with the student.

Thank you very much for all you do!

Amberly Wagner-Connolly, DNP, RN  
DNP Program Director & Residency Coordinator  
PH 402 552 6283  wagnerconnollyamberly@clarksoncollege.edu

DNP PROGRAM PURPOSE

Through the DNP program, faculty seek to provide degree candidates with the knowledge, skills and opportunities necessary to advance the health care discipline and its practice. The purpose of the DNP program is to prepare advanced practice registered nurses for a clinical leadership role in the nursing profession. The ultimate outcome of the program is to prepare advanced health care leaders for public and private sector environments.

The Clarkson College program structure is designed to meet the outcomes of the DNP Position Statement (AACN, 2006, p. 5) by encouraging development of these global benefits:

- Development of needed advanced competencies for increasingly complex practice, faculty and leadership roles,
- Enhanced knowledge to improve nursing practice and patient outcomes,
- Enhanced leadership skills to strengthen practice and health care delivery,
- Better match of program requirements and credits and time with the credential earned,
- Provision of an advanced educational credential for those who require advanced, practice knowledge but do not need or want a strong research focus (e.g., practice, faculty),
- Enhanced ability to attract individuals to nursing from non-nursing backgrounds, and
- Increased supply of faculty for practice instruction.
DNP PROGRAM OVERVIEW
The DNP program requires students to complete a requisite number of course credit hours, pass an ePortfolio, complete a DNP scholarly project and disseminate the scholarly project as appropriate. As a process, the experience includes:

- Successfully complete DNP core courses,
- Successfully complete specialty core courses, as applicable,
- Successfully complete elective courses, as applicable,
- Establish a DNP scholarly project team (one internal DNP Project Faculty Chair and a mentor who serves as an exterior member from the student’s specialty or interest area),
- Successfully complete and disseminate a scholarly project,
- Successfully complete an approved ePortfolio

DNP PROGRAM OUTCOMES
Upon completion of the degree requirements for the DNP degree, graduates will demonstrate the ability to:

- Integrate nursing science and theories to improve health care delivery systems, describe the actions and strategies to improve those health care systems and evaluate patient outcomes in preparation for evolving nursing practice realities.
- Implement and evaluate health care delivery based on scientific findings that ensure quality and safety and consider ethical dilemmas by using advanced communication processes, business and financial principles, and sensitivity to diverse populations.
- Translate research into practice using evidence-based methods by disseminating findings, collaborating between disciplines, designing processes and evaluating quality improvement methodologies to address the complex needs of humankind.
- Design information systems to guide clinical decision making, evaluate programs and improve health care outcomes while considering ethical and legal issues related to the use of information.
- Demonstrate leadership through the development, implementation and analysis of health policy at the micro and macrosystems of health care by engaging policy makers and advocating for social justice and the nursing profession.
- Lead interprofessional teams through effective communication, leadership and collaboration to create practice improvement innovations in complex health care delivery systems.
- Analyze health care delivery models using scientific data to develop, implement, and evaluate health promotion and disease prevention strategies to address gaps in care for population health.
- Demonstrate advanced clinical judgment, systems thinking, and accountability by designing and implementing evidenced-based care for specialty nursing practice via interprofessional collaboration, excellence in nursing, and therapeutic relationships with patients and other professionals.

DNP PROGRAM OUTCOMES
The DNP scholarly project is an integrative practice experience resulting in a final written document providing evidence of scholarship. The DNP scholarly project demonstrates the synthesis of concepts learned throughout the DNP program, such as information literacy, the business of health care, theory application, and standards of practice, while providing the foundation for future scholarship. Essential to any DNP project is the use of evidence to improve practice, processes and outcomes. Using the evidence-based process, students will use clinical inquiry skills to identify a practice, process or outcomes problem within their practice specialty or area of interest. Clinical questions will be formulated with a focus on improving quality of care and improving patient outcomes. Relevant evidence will be collected and critically appraised. Evidence will be integrated into a plan for making practice changes and recommendations. The DNP project
culminates in the dissemination of the evidence and recommendations and in the written final executive summary.

The DNP project will occur at the end of the DNP curriculum and will be guided within three dedicated Scholarly Project courses (six credit hours). During these courses, each student will be under the facilitation of a three-person DNP project team consisting of an internal DNP project faculty chair, an external subject-area expert mentor and their self. The time spent on the DNP project will make up some of the required residency hours during the program (up to 150 hours). The DNP project faculty chair will be appointed by the DNP Program Director and/or Residency Coordinator. Currently, the DNP Program Director serves as the Residency Coordinator. The mentor will be identified by the student in the first week of the initial scholarly project course and must be approved by the DNP project faculty chair and Program Director or Residency Coordinator. The subject-area expert mentor approval form should be completed and signed by the DNP Program Director or Residency Coordinator, DNP project faculty chair, student and the external subject-area expert mentor.

The DNP project team will then be in place to help the student further develop their DNP scholarly project and to review/approve the required executive summary. Questions related to the committee process and membership should be directed to the DNP Program Director/Residency Coordinator.

RESPONSIBILITIES OF THE DNP SCHOLARLY PROJECT EXTERNAL SUBJECT-AREA EXPERT

Clarkson College established clear responsibilities for the internal DNP project faculty chair and the external subject-area mentor. The mentor’s responsibilities include:

- Provide information to the student in regard to considerations needed for site/organization approval and affiliation agreement specifications
- Review the external subject-area expert mentor info letter and sign the external subject-area expert mentor approval form
- Provide guidance, reflection and insight regarding the student’s DNP project goals, specifically related to the needs and challenges of initiating change in the selected practice setting
- Contact faculty if problems, issues or concerns arise
- Consider attending the student’s final dissemination of his/her project

You may also view the DNP program handbook, academic catalog and Clarkson College website for additional information relating to course descriptions, policies and procedures, including—but not limited to—detailed course information, clinical and requirements for the DNP program.
Appendix I: DNP 915 Required Residency Hour Verification Form

REQUISITED RESIDENCY HOURS DOCUMENTED IN THE ePORTFOLIO BY THE END OF DNP 915

☐ The student obtained at least 50 residency hours by the end of the DNP 915 checkpoint, and s/he submitted the ePortfolio link to the faculty. The ePortfolio contains evidence that documents the attainment of those hours.

☐ The student did not complete the required minimum 50 residency hours and evidence by the end of the DNP 915 checkpoint, and s/he will be referred to the Residency Coordinator for additional guidance and feedback.

NOTE: Failure to obtain the minimum required residency hour amount could result in failure of the course and affect progression in the DNP program

SIGNATURE OF STUDENT _______________________________ DATE __________

SIGNATURE OF DNP 915 FACULTY MEMBER _______________________________ DATE __________
Appendix J:
DNP 948 Required Residency Hour Verification Form

DATE
STUDENT NAME
STUDENT ID

REQUIRED RESIDENCY HOURS DOCUMENTED IN THE ePORTFOLIO BY THE END OF DNP 948

☐ The student obtained **at least 150 residency hours** by the end of the DNP 948 checkpoint, and s/he submitted the ePortfolio link to the faculty. The ePortfolio contains evidence that documents the attainment of those hours.

☐ The student did not complete the **required minimum 150 residency hours** and evidence by the end of the DNP 948 checkpoint, and s/he will be referred to the Residency Coordinator for additional guidance and feedback.

**NOTE:** Failure to obtain the minimum required residency hour amount could result in failure of the course and affect progression in the DNP program

SIGNATURE OF STUDENT
DATE

SIGNATURE OF DNP 948 FACULTY MEMBER
DATE
Appendix K:  
Example ePortfolio Artifacts & Evidence

The following is an example of ePortfolio artifacts and/or evidence linked with the DNP end-of-program outcomes. It is not an all-inclusive list of possible artifacts or evidence, and the example provides ideas for students as they begin brainstorming what evidence to collect in order to show the attainment of their residency requirements.

<table>
<thead>
<tr>
<th>Program Outcome</th>
<th>Artifact &amp; Evidence Examples</th>
</tr>
</thead>
</table>
| 1. Integrate nursing science and theories to improve health care delivery systems, describe the actions and strategies to improve those health care systems, and evaluate patient outcomes in preparation for evolving nursing practice realities. *Aligned with DNP Essential #1 – Scientific Underpinnings for practice | • A paper or assignment that provides an analysis for improving advanced practice nursing or other scholarly papers  
• Grant writing or proposals  
• Specialty certifications or other CEUs |
| 2. Implement and evaluate health care delivery based on scientific findings that ensure quality and safety and consider ethical dilemmas, by using advanced communication processes, business and financial principles, and sensitivity to diverse populations. *Aligned with DNP Essential #2 – Organizational & System Leadership for QI and Systems thinking | • QI case study analysis paper or assignment  
• Leader interview paper  
• Committee, advisory or board involvement  
• Professional, team or personal personality assessments  
• Discussion threads or other assignments on personal, professional and organizational leadership |
| 3. Translate research into practice using evidence-based methods by disseminating findings, collaborating between disciplines, designing processes and evaluating quality improvement methodologies to address the complex needs of humankind. *Aligned with DNP Essential #3 – Clinical Scholarship & Analytical Methods for Evidence-Based Practice | • Data, outcomes or systems assessment assignments  
• IRB approval letter and application |
| 4. Design information systems to guide clinical decision-making, evaluate programs, and improve health care outcomes while considering ethical and legal issues related to the use of information. *Aligned with DNP Essential #4 – Information Systems/Technology and Patient Care Technology for the Improvement Transformation of Health Care | • Information Systems theory and QI model assignments  
• Ethics and legal issues assignments  
• Development of technology for patient or provider use |
| 5. Demonstrate leadership through the development, implementation, and analysis of health policy at the micro and macrosystems of health care by engaging policy makers and advocating for social justice and the nursing profession. *Aligned with DNP Essential #5 – Health Care Policy for Advocacy in Health Care | • Legislative day attendance  
• Committee or board work  
• Active role in a professional organization  
• Service to health organizations, communities, volunteering or consultant work  
• Editorial brief or review for a health policy analysis |
| NOTE: Critical Thinking and Technology must be displayed in the evidence. | |
|   | Lead interprofessional teams through effective communication, leadership and collaboration to create practice improvement innovations in complex health care delivery systems. *Aligned with DNP Essential #6 – Inter-professional Collaboration for Improving Patient and Population Health Outcomes  
**NOTE:** Communication and Professionalism must be displayed in the evidence. | DNP project  
Clinical hour log from Typhon |
|---|---|---|
| 6. | Analyze health care delivery models using scientific data to develop, implement, and evaluate health promotion and disease prevention strategies to address gaps in care for population health. *Aligned with DNP Essential #7 – Clinical Prevention and Population Health for Improving the Nation’s Health  
**NOTE:** Critical Thinking, Diversity and Technology must be displayed in the evidence. | DNP project  
Clinical hour log from Typhon |
| 7. | Demonstrate advanced clinical judgment, systems thinking, and accountability by designing and implementing evidenced-based care for specialty nursing practice via interprofessional collaboration, excellence in nursing, and therapeutic relationships with patients and other professionals. *Aligned with DNP Essential #8 – Advanced Nursing Practice  
**NOTE:** Critical Thinking, Communication and Professionalism must be displayed in the evidence. | DNP project  
Clinical hour verification form from previous master’s program or specialty certification  
Clinical hour log from Typhon  
Self and preceptor evaluations from the NP specialty clinical courses and from subject-area expert mentor |
| 8. | DNP Professional Learning & Development | CITI certificate  
DNP rubric and residency assessment approval forms  
Development and evaluation/reflection of personal learning goals connected to course work or the DNP program  
CEUs and other learning certificates  
Development of personal/professional learning goals with a plan for continued development  
Reflection exercises that include examples such as: connection between themes, ideas or learning DNP end-of-program outcomes/DNP essentials, personal learning related to course objectives, personal application of content, ideas, theory or attitudes from DNP course work |
| 9. |   |   |

**ADDITIONAL POSSIBLE EVIDENCE IDEAS**
- Personal biography
- Leadership paper
- Business plan/proposal
- Policy analysis paper
- Ethics paper

**ADDITIONAL REQUIRED EVIDENCE**
- Reflection on attainment of the DNP essentials
- Curriculum vitae/resume
- Various residency approval forms
- Clinical hour verification form (as applicable)
• NP specialty clinical logs from Typhon
• Clinical evaluations (self and preceptor evaluations)

**NOTE:** This form is a working document and will be added to and updated periodically. Students will be informed of any changes made to this document.
Appendix L: Clarkson College Values

Values

Learning

The lifelong process of education through both structured and unstructured experiences.

Caring

An empowering relationship through an attitude of empathy, compassion and respect for those with whom we interact, serve and lead.

Commitment

Dedication and accountability to the shared mission of Clarkson College.

Integrity

Adherence to moral and ethical standards in personal, professional and organizational actions.

Excellence

A level of performance in which all individuals strive for extraordinary quality.