



**NORTH PARK
UNIVERSITY**

School of Nursing
and Health Sciences

**DNP Project and Practicum Handbook
2025-26**

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DNP Project and Practicum Handbook

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DNP Project and Practicum Handbook

A. Introduction

This handbook was developed to support student completion of the DNP project and DNP practicum experiences. Processes and requirements related to these activities are outlined below. Student progression through DNP project and practicum activities are summarized in Appendix A.

B. DNP Project

DNP Project Background:

In alignment with the AACN DNP Essentials (2021), all graduates of DNP programs are expected to carry out a final scholarly project that demonstrates clinical scholarship. The elements of the DNP project are to include *planning, implementation, and evaluation* components.

All DNP projects are to:

- 1) Focus on change that affects healthcare outcomes
- 2) Have a system or population/aggregate focus
- 3) Demonstrate project implementation
- 4) Include a plan for sustainability
- 5) Include an evaluation of processes and/or outcomes
- 6) Provide a foundation for future nursing practice
- 7) Be disseminated and archived in a data repository

DNP Project Overview:

The DNP project is an integrative practice experience that reflects the synthesis of coursework and current research to support the translation of evidence into practice to improve healthcare outcomes for patients, families, populations, or systems.

The project will be developed over five DNP project development seminars (NURS 6110, 6120, 6130, 6140, and 6150) and implemented, evaluated, and disseminated over two semesters with enrollment in DNP Project Implementation (NURS 6205) and DNP Evaluation/Translation of Evidence (NURS 6210). Defense of the project proposal occurs in NURS 6150. The final product of the project is a paper and oral presentation in conjunction with enrollment in NURS 6210.

Faculty teaching the DNP project development seminars will work closely with students to facilitate project proposal development. A DNP Project Faculty Advisor and Faculty Consultant will be appointed at the time of student matriculation. For the DNP project, students are to collaborate with an organization/agency to address a real-world clinical problem. The DNP curricula is developed, implemented and revised to reflect relevant professional nursing standards and guidelines, evident within the curriculum and expected student outcomes. The DNP program incorporates The Essentials for Professional Practice; Level 2 (AACN, 2021) and

the AONL, Nurse Leader/Executive competencies (2022). Both organizations (AACN and AONL) collaborate to ensure alignment between nursing education and practice.

AONL (American Organization for Nurse Leaders) competencies align with AACN (American Association of Colleges of Nursing) competencies. Both provide a framework for nursing leadership skills, particularly focusing on the practical application of the knowledge and abilities outlined in the AACN Essentials; these Essentials define the core competencies expected of nursing graduates across different educational levels. AONL translates AACN's theoretical competencies into actionable leadership skills needed in practice settings.

Complementary Focus: While AACN focuses on the foundational knowledge and skills nurses should acquire during their education, AONL builds upon the foundation by detailing the leadership behaviors and competencies necessary for nurses to excel in leadership roles within healthcare organizations.

DNP Project Team:

The DNP project team consists of the student, a minimum of one doctoral-prepared faculty member from the university, and a project mentor from the practice site. Other experts/mentors/facilitators may provide intermittent support.

Key team members include:

- 1) ***DNP Project Faculty Advisor:*** The Project Faculty Advisor is assigned at the time of program matriculation and provides academic guidance regarding course enrollment and the program of study. The faculty advisor is a faculty member who supports student project development during enrollment in the DNP project development seminars and oversees student practicum activities (NURS 6110-6150). Following student proposal defense, the faculty project advisor will continue as a team member, consulting during project implementation (NURS 6205), and evaluation/dissemination of project outcomes (NURS 6210). The project faculty advisor oversees the final paper and participates in both the proposal and final defense.
- 2) ***DNP Faculty Consultant/Mentor:*** A DNP Faculty Consultant is assigned at the time of program matriculation to provide mentoring during project implementation, evaluation, and dissemination. The student and faculty consultant are to communicate regularly to address project progression. The DNP faculty consultants serve as a second reader on the final paper and participate in both the proposal (NURS 6150), implementation (NURS 6205) and final defense (NURS 6210).
- 3) ***Site mentor:*** A mentor will be identified at the organization/agency to facilitate student characterization of the clinical problem, and identification of key stakeholders. The site mentor is a clinical practice or administrative professional who facilitates student development, implementation, and evaluation of the project within the organization/agency. The project site mentor has an ongoing relationship with the students over the project and may support student achievement of DNP practicum goals. The site mentor also offers input into proposal and final project evaluation and signs off on both the Proposal and final project defenses.

Evaluation of DNP Project:

Project evaluation is the responsibility of the faculty. At least two faculty members will review the DNP proposal and final project. Input from the project mentor and relevant stakeholders will be elicited.

1) DNP project proposal defense

The project proposal is to be finalized during the last DNP project development seminar (NURS 6150). The proposal is to represent evidence of a scholarly synthesis of the literature and detailed project plan (Appendix B). To earn a passing grade in the course, a student must successfully submit an acceptable proposal and defend their proposal to the DNP project team and the broader community. The proposal is to be submitted to project team members at least two weeks prior to the defense. The student will deliver a 30-minute overview of the proposal to the project team members, key stakeholders, project experts, program faculty, and other students enrolled in the DNP program. The project team will meet privately to discuss any issues that arise. The proposal may be accepted in full, accepted with minor or major revisions, or rejected. In the case of major revisions or rejections, the proposal will be rewritten and a follow-up meeting with the project team will be arranged. All project team members are expected to attend the initial and follow-up of proposal defenses, either physically or electronically.

Upon proposal approval, the DNP Project Proposal Approval Form (Appendix C) will be signed, and copies placed in a central repository in the SNHS and in the student file. The proposal will also be placed in the SNHS repository. Application for IRB review will be made upon proposal approval or sooner, typically during NURS 6140. Students are required to do the *CITI Training Modules* and successfully complete an online exam. This training is recommended in NURS 6110 yet can be completed at the beginning of NURS 6120. Go to <https://about.citiprogram.org/en/homepage/> under "Human Subjects Research," select "Social-Behavioral Research" courses. Implementation of the DNP project will proceed following IRB approval. IRB approval is required with NPU IRB and the student's practicum site organization.

2) DNP final project defense

The DNP project is to be finalized in NURS 6210. To earn a passing grade for the course, a student must successfully submit an acceptable DNP project paper and defend their final project to the DNP project team and the broader community. The final DNP project paper is to be a scholarly report (Appendix D). The oral defense is scheduled by the DNP faculty advisor after all requirements for the DNP have been met, and the DNP project team agrees that the project is complete and is ready to undergo an oral defense. Two weeks before the scheduled oral defense date, the student is to submit the final project draft to DNP team members. Members must read the draft and submit questions and comments to the students 2 to 3 days prior to the oral defense. The student will deliver a 30-minute overview of the final project to the project team members, key stakeholders, project experts, program faculty, and other students enrolled in the DNP program. An additional 15 minutes will be allotted for questions and discussion. The project team will meet privately to discuss any issues that emerge. The final DNP project paper may be accepted in full, accepted with minor or major revisions, or rejected. In the case of minor revisions, the final paper will be resubmitted for

approval by the DNP faculty advisor. In the event of major revisions or rejection, the final paper will be rewritten and a follow-up meeting with the project team arranged. All project team members are expected to attend the initial and follow-up project defenses, either physically or electronically.

Upon final project paper approval, the DNP Project Approval Form (Appendix E) will be signed, and copies placed in a central repository in the SNHS and the student file. An electronic copy of the final paper also will be placed in the repository in the SNHS.

C. DNP Practicum Experiences

DNP Practicum Overview:

During enrollment in DNP project development seminars (NURS 6110, 6120, 6130, 6140, and 6150), and DNP project Implementation (NURS 6205) courses, students will plan practice experiences to support in-depth learning. These experiences will afford the opportunity to apply, integrate and synthesize the DNP Essentials necessary to demonstrate achievement of defined outcomes in an area of advanced nursing practice.

DNP practicum experiences are designed to provide:

- 1) Systematic opportunities for feedback and reflection
- 2) In-depth work/mentorship with experts in nursing and other disciplines
- 3) Opportunities for meaningful engagement within practice environments
- 4) Opportunities for building and assimilating knowledge for advanced nursing practice.
- 5) Experience in advanced nursing practice within which the final DNP project is completed.
- 6) See **Appendix A-2** for suggested Practicum Activities.

Three hundred and Fifty (**350**) practicum hours are to be accrued during five 7-week DNP Project Planning courses and one 14-week DNP Implementation course. Practicum hours are to be documented; activities to be described, reflected on, and related DNP Essentials identified (Appendices F-G).

Please note that, unlike the practicum experiences of nurse practitioner students, this practicum is not to be spent in the management of individual patients, but to involve clinical leadership activities to improve population-based health outcomes.

Evaluation of DNP Practicum: The Doctor of Nursing Student will complete a self-evaluation of their progress through the sequential courses: DNP Seminars NURS 6110, 6120, 6130, 6140, 6150 Project Planning; NURS 6205 Implementation and NURS 6210 Evaluation/Translation of Evidence.

The self-evaluation will be completed at the end of each course for faculty review, comment, and assessment of course objective outcomes. Grading: P/F.

Student will be required to Pass to move forward with next course in sequence; and/or pass the final course having met all practicum course objectives for the DNP degree.

Evaluation will include:

Part I: Practicum Requirements: Journal and Practicum Log: (Appendix F, G, H)

During this course, students will be engaging in mentored practicum experiences to support project development. As noted in the DNP Project and Practicum Handbook, students will be maintaining a practicum log (to be submitted the final week of each semester) and a DNP Practicum journal regarding skill development and project progression (submitted throughout

each semester). Please note that at least 50 approved practicum hours must be completed by the end of the semester.

Part II: Review of Preceptor evaluation of Student Progress: (Appendix I) The preceptor will complete an evaluation of student's practicum performance at the end of each practicum course. This completed evaluation is forwarded to the instructor for review, noting identified areas of opportunity.

PART III: Agency Based Change Project: Practicum Course Objectives

(Appendix J) At the end of each practicum course, the faculty will review with the student: Practicum Journals, Mentor/Preceptor evaluation, Student evaluation of Practicum site and Preceptor as they relate to course objectives.

D. Preparing for Practica

Proposing Practicum

Most students will carry out their practicum activities in a single site; in most cases it will be within their place of employment. At the start of the program, students will need to have an Interagency Agreement completed and submitted to the School of Nursing Operations Coordinator. Please see **Appendix K** for a copy of the Interagency Agreement. If an affiliation agreement is not already in place, one will need to be developed and signed. The operations coordinator has a list of healthcare organizations with which NPU has an affiliation agreement in place, as well as templates to develop affiliation agreements. DNP Practicum Orientation Packet for site mentor is attached (Appendix J).

Health and Safety Compliance

All students engaging in practica must comply with the standard eligibility requirements for interactions within health care agencies. Health and safety documents will be submitted online to CastleBranch Inc. (CB). CB is a secure platform that allows students to store medical documents online. CB will remind a student when documents such as CPR are about to expire. However, it is the student's responsibility to renew annual requirements with CB. Students who are NOT compliant with annual requirements (e.g., TB), will not be allowed to return to practica until the requirements have been completed. **The directions for CB are in Appendix K.** Students *must submit documentation to CB by January 1 of the second semester – prior to DNP Seminar I.*

Practicum Behaviors & Expectations

The student will:

1. Design the optimal practicum experience.
 - Review expectations of mentor, site, self and course.
 - Review with the mentor the course learning objectives & activities.
 - Negotiate a mutually acceptable schedule for practicum.
 - Review practicum objectives.
2. Demonstrate practicum performance in alignment with progression through the program.
 - Performance shows consistent progression through the semester and from one semester to the next.

3. Demonstrate a professional persona.

- **Dress Code:** All students are expected to adhere to professional attire standards while on a practicum site. Dress attire must meet the standards of the clinical organization where the practicum is being conducted.
- Conduct self as an advanced professional.
- Communicate in a manner that reflects advanced professional standards (written, verbal, non-verbal).
- Fulfill commitments.
- Follow business time orientation (be on time to practice setting).
- Adhere to practicum schedule.

4. Complete post-practicum activities

- Track time in the DNP Practicum Time Log on a weekly basis; *submit* the Time Log at the end of each semester.
- Engage in reflection about the practicum experience and identify self-development opportunities. Reflect on the day's objectives and course objectives. *Briefly*, report these activities to faculty through the DNP Practicum Journal and DNP Practicum Time Log.
- Complete & *submit* a DNP Practicum Journal as scheduled.
- Communicate immediately with the faculty advisor about any unusual concerns or issues while at practicum. These may include personnel changes that may impact the student project, difficulty in communicating or working with the mentor or within the setting, or inappropriate contact with patients.
- The student is responsible for seeking feedback from the site mentor about practicum performance and progress at regular intervals. If the student is not performing at a level consistent with expectations, a conference should be scheduled between the student and faculty advisor. The site mentor may be included or consulted. A remediation plan will be put in place if the problems can be remediated. Plan components could include extra faculty visits to site and discussions with site mentor, identification of expected behaviors and extra practicum hours, or additional assignments. This plan will be written and discussed with the student and site mentor, as needed.

5. Complete a clinical incident form in the event of a clinical incident (Appendix M).

E. Guidelines for Dissemination of Scholarly Work

Students are required to *procure permission* from the DNP advisor before sharing any assignments (e.g., papers, posters, presentations, written documents) with an outside agency/group, including social media. The DNP advisor will serve as an internal review of student work to strengthen the quality of the work and assist the student in further scholarly development.

Students and others involved in scholarly endeavors who plan to disseminate their work need to consider authorship. Students are to confer with their DNP advisor on authorship before the scholarly work begins. Those who contributed to this work, but not at the level to constitute authorship, are to receive an acknowledgement.

Guidelines for Authorship

It is accepted across scientific disciplines that authorship should include those who have made substantial, direct, intellectual contributions to the paper, poster, presentation, or written document (International Committee of Medical Journal Editors (ICMJE), 2013). Such contributions may include conceptualization or design of the work; acquisition, analysis or interpretation of data; or interpretation of data for the work; *together with* drafting the work or critically revising the work for important intellectual content.

Work disseminated as an offshoot of DNP program coursework is to follow these guidelines:

- 1) The student will be the first author on the work.
- 2) Other faculty, the project mentor, and other experts/consultants will be considered for co-authorship if they meet the above criteria. Typically, co-authors are listed in descending order of the contributions made.
- 3) Some journals will require all authors to approve the final version of the paper and to agree to be accountable for all aspects of the work.
- 4) Individuals who provided access to organizational sites should not be included as authors, based on this action alone. Such individuals would be acknowledged for their contributions.

Guidelines for Acknowledgement

Students are to acknowledge those who contributed to their work. Such acknowledgement is expected under these circumstances:

- 1) Student work disseminated in papers, posters, presentations, written documents as an offshoot of their DNP program coursework is to acknowledge the DNP project team, unless team members are included as coauthors on the work.
- 2) Students are to acknowledge any support for this work (e.g., grant funding, organizational support in terms of site access)
- 3) Prior to acknowledging an individual or site, the student must gain permission for public recognition.

Appendix A - 1: Progression through DNP Project and Practicum

Activity	Semester/Course						
	NURS 6110	NURS 6120	NURS6130	NURS6140	NURS 6150	NURS 6205	NURS 6210
Assemble DNP project team & site	x						
Define and characterize problem, including its magnitude and impact on population/organization*	x						
Complete CITI human subjects training	x						
Identify stakeholders	x						
Identify plans for stakeholder input	x						
Gain stakeholder input into problem		x					
Assess organizational readiness to address problem*		x					
Develop concise problem & purpose statement*		x					
Identify intended impact of project*		x					
Gather and appraise literature & other evidence to identify best practices to address problem*		x					
Based on evidence synthesis & organizational strategic plan, make recommendations for change*		x					
Identify theoretical framework for project*			x				
Develop program description incorporating logic model to support project planning*			x				
Gain input from stakeholders into feasibility			x				
Develop project timeline & budget*			x				
Identify potential barriers and strategies to overcome*			x				
Describe participants & stakeholders*			x	x			
Discuss project procedures				x			
Design evaluation plan addressing logic model elements, outcomes, indicators, data sources, methods, and timing, and plans for data analysis*				x			
Seek input from stakeholders into eval. plan				x			
Submit proposal for IRB approval				x			
Describe ethical issues associated with project implementation/evaluation and					x		

Activity	Semester/Course						
	NURS 6110	NURS 6120	NURS6130	NURS6140	NURS 6150	NURS 6205	
strategies to promote ethical completion of DNP project*							
<i>Finalize and defend proposal</i>					x		
Prepare for project implementation					x		
Implement project; collect & analyze data							x
Note project limitations, lessons learned, recommendations, practice implications							x
<i>Finalize and defend final paper/project</i>							x

Update 06.20.19; 4.2.25

Appendix A-2: Suggested Practicum Activities

DNP Practicum Activities:

DNP practicum experiences provide opportunities for application, synthesis, and expansion of learning. Activities performed in relation to project development, implementation, and evaluation may be counted towards the practicum hours.

The following practicum activities represent examples of practices congruent with the American Association of Colleges of Nursing, DNP Essentials of Doctoral Education for Advanced Nursing Practice including the AONL leadership competency domains.

AACN Essential I: Knowledge for Nursing Practice

AONL: Knowledge of the Health Care Environment: Nursing Practice and Applications

- Attend conference/workshop related to EBP or focus of project
- Review/evaluate EBP material (e.g., web, print)
- Construct/refine literature search
- Construct/refine PICO question

AACN Essential II: Person-Centered Care

AONL: Communication & Relationship Management: Relationship Management, Effective Communication and Influencing Behavior

- Promote caring relationships to effect positive outcomes
- Demonstrate advanced communication skills and techniques using a variety of modalities with diverse audiences.
- Collaborate with interprofessional team to develop a comprehensive plan of care
- Model best care practices to the team.

AACN Essential III: Population Health

AONL: Professionalism: Health Equity, Social Determinants of Health, and Governance

- Analyze epidemiological data
- Identify gaps in care in individuals, communities and populations
- Implement and evaluation of health promotion/disease prevention interventions
- Analyze cost-benefits of selected population-based interventions.
- Advocate for interventions that maximize cost-effective, accessible, and equitable resources for populations.
- Incorporate ethical principles in resource allocation in achieving equitable health.
- Engage in strategies to influence policy change.

AACN Essential IV: Scholarship for Nursing Discipline

AONL: Knowledge of the Health Care Environment: Evidence Based Practice.

- Develop DNP project proposal
- Conduct evaluation of DNP project evaluation
- Participate in data analysis
- Draft IRB proposal
- Consult with statistician: in person, by phone, or by email

- Develop tools for sustainability (e.g., toolkits, PowerPoints, audit tools, etc.)
- Presenting a poster or paper related to project at agency/organization or at conference
- Preparing manuscript for dissemination of project findings

AACN Essential V: Quality and Safety

AONL: Knowledge of the Health Care Environment: Patient Safety and Quality.

- Evaluating and synthesizing evidence to characterize the problem and identify best practices to address the problem
- Assessing organizational readiness to address the problem
- Engaging in organizational work to support project development, implementation, and evaluation (e.g., conducting chart review; working on designing a protocol, survey, or educational materials; working on IRB submission; offering presentations to stakeholders; working on budgets, timelines)
- Planning strategies for sustaining intervention within the organization
- Advance quality improvement practices through dissemination of outcomes.
- Create a safe and transparent culture for reporting incidents.

AACN Essential VI: Interprofessional Partnerships

AONL: Communication & Relationship Management: Relationship Management, Effective Communication and Influencing Behavior.

- Consulting with project mentors and other project team members
- Networking with stakeholders within the organization
- Seeking input from project experts

AACN Essential VII: Systems-Based Practice

AONL: Knowledge of the Health Care Environment: Economics and Policy and Regulation.

AONL: Business Skills & Principles: Financial, Strategic and Human Resources Management.

- Attend quality improvement meeting
- Budget development or review
- Develop a business plan
- Conduct assessment of practice setting, develop a SWOT analysis
- Identify and meet with stakeholders

AACN Essential VIII: Informatics and Healthcare Technologies

AONL: Leadership: Systems and Complex Adaptive Thinking; Diversity; Decision Making; Change Management; Transformation and Innovation.

- Perform data extraction activities from large data sets
- Evaluate web-accessible training or educational material
- Design a mobile application for health care
- Participate in health information technology as team evaluator, leader, or team member
- Design web-accessible training material

AACN Essential IX: Professionalism

AONL: Professionalism: Professional Accountability, Organizational Accountability.

- Implement therapeutic interventions in practice setting
- Disseminate knowledge to other health care providers
- Consultation with experts regarding nursing practice
- Mentor other health care providers

AACN Essential X: Personal, Professional, and Leadership Development

AONL: Leader Within: Reflective Practice, Foundational Thinking, Career Development and Personal and Professional Accountability.

AONL: Leadership: Systems and Complex Adaptive Thinking; Diversity, Belonging and Inclusion; Decision Making; Change Management; Transformation and Innovation

- Gaining leadership skills to facilitate the project
- Contribute to an environment that promotes self-care, personal health, and well-being
- Foster activities that support a culture of lifelong learning.

Appendix B: DNP Project Proposal

1. Title Page
2. Table of Contents
3. Abstract: problem, purpose, methods (participants, treatments/interventions, data collection/analysis), intended impact/significance
4. Section 1: Background & Significance
 - a. Problem in targeted population
 - b. Magnitude of problem & impact on population/organization
 - c. Organizational readiness to address problem
 - d. Concise problem and purpose statement
 - e. Intended impact/significance of project
5. Section 2: Review of Evidence
 - a. Review, appraisal, and synthesis of literature
 - b. Review, appraisal, and synthesis of other sources of evidence
 - c. Recommendation for change based on evidence synthesis and congruence with organizational strategic plan
6. Section 3: Frameworks
 - a. Theoretical framework that informs project
 - b. Conceptual (logic model) that guides project
7. Section 4: Project Design
 - a. Project plan outlined using logic model (including activities, process objectives (outputs), & outcome objectives)
 - b. Potential barriers to implementation and sustainability
 - c. Strategies to overcome the barriers
 - d. Participants (source of participants, recruitment strategies, sampling procedure, selection and assignment, inclusion/exclusion criteria, descriptive features, sample size)
 - e. Stakeholders
 - f. Procedures (treatment/intervention, protocols)
 - g. Timeline
 - h. Budget
8. Section 5: Project Evaluation
 - a. Evaluation framework (outcomes/outputs, indicators, measures of change, data collection methods, data sources, frequency of data collection)
 - b. Procedures (data collection and analysis, instruments/measures)
9. Section 6: Ethical Considerations
 - a. Ethical issues associated with project implementation and evaluation
 - b. Strategies to promote ethical completion of DNP project
10. Section 7: References
11. Section 8: Appendices

Appendix C: DNP Project Proposal Approval Form

This is to certify that ___Laura Reckamp_____, a DNP student in North Park University School of Nursing has successfully defended his/her DNP project proposal entitled ***Implementing the Preparedness for Caregiving Scale to Improve the Post-Stroke Caregiver Readiness and Education.*** _____ and it has been approved for implementation, pending IRB approval.

DNP Advisor _____ Date _____

DNP Project Faculty _____ Date _____

Site Mentor _____ Date _____

Dean or Director of Graduate Nursing Programs _____ Date _____

Appendix D: DNP Project Final Paper

1. Title Page: Project title, student name and credentials, institution, and “in partial fulfillment of the requirements for the Doctor of Nursing Practice degree” statement
2. Signature Page
3. Dedication Page
4. Acknowledgement Page
5. Table of Contents
6. Abstract: problem, purpose, methods (participants, treatments/interventions, data collection/analysis), results, discussion/recommendations, implications for practice
7. Background and Significance
 - a. Problem in targeted population
 - b. Magnitude of problem and impact on population/organization
 - c. Organizational readiness to address the problem
 - d. Concise problem and purpose statement
 - e. Intended impact of problem
8. Review of Evidence
 - a. Review, appraisal, and synthesis of literature
 - b. Review, appraisal, and synthesis of other sources of evidence
 - c. Recommendation for change based on evidence synthesis and congruence with organizational strategic plan
9. Framework
 - a. Discussion of theoretical framework that informed project
 - b. Discussion of conceptual (logic model) that guided project
10. Project Design
 - a. Project plan outlined using logic model (including activities, process objectives (outputs), & outcome objectives)
 - b. Anticipated barriers to implementation and sustainability
 - c. Strategies to overcome barriers
 - d. Participants (source of participants, recruitment strategies, sampling procedure, selection and assignment, inclusion/exclusion criteria, descriptive features, sample size)
 - e. Stakeholders
 - f. Procedures (treatment/intervention, protocols)
 - g. Timeline
 - h. Budget
11. Project Evaluation
 - a. Evaluation framework (outcomes/outputs, indicators, measures of change, data collection methods, data sources, frequency of data collection)
 - b. Procedures (data collection and analysis, instruments/measures)
12. Ethical Considerations

- a. Ethical issues associated with project implementation and evaluation
 - b. Strategies to promote ethical completion of the project
- 13. Project Implementation
- 14. Results
 - a. Objective presentation of findings for each study objective
 - b. Accompanying tables and figures
- 15. Discussion
 - a. Analysis of findings in context of relevant literature
 - b. Facilitators/barriers
 - c. Unintended consequences
 - d. Limitations
- 16. Recommendations
 - a. Plans for sustainability
 - b. Applicability to other populations/settings
- 17. Implications for Practice
 - a. Lessons learned
 - b. Personal practice/career development
 - c. Nursing practice more broadly
- 18. References
- 19. Appendices

Appendix E: DNP Project Final Approval Form

This is to certify that _____, a DNP student in the North Park University School of Nursing, has successfully defended his/her DNP project entitled _____ and it has been approved in partial fulfilment of the requirements of a Doctor of Nursing Practice degree.

DNP Advisor

Date

DNP Project Faculty

Date

Site Mentor

Date

Dean or Director of Graduate Nursing Programs

Date

Appendix F: DNP Practicum Time Log

Each student must complete the required number of practicum hours to meet course requirements. To facilitate the school's verification of practicum hours, *students and site mentors (or course faculty) will sign the Practicum Time Log.*

This log must reflect *authentic hours* of practicum. It does not include travel time, arriving early to have coffee, etc. Also, a *description of practicum activity* must be provided.

Examples of practicum activities are provided in the DNP Project and Practicum Handbook (e.g., consult with site mentor; network with stakeholders in organization, work on developing a survey).

Data should be entered upon completion of each practicum experience. The course faculty will specify the frequency of review and the mechanism for submitting this material. Each entry should include *the date, hours completed for the day and total practicum hours that semester.* Start entering data into this log Week 1 and continue on an ongoing basis.

A completed and signed practicum log needs to be submitted by Week 15 of the semester.

A sample copy of the actual log is on the following page.

DNP Practicum Time Log

Student: _____

Course Number/Yr: _____

Site Mentor: _____
(Printed please)

Practicum Site: _____

Date	Today's total hours	Description of practicum activity	Site mentor (or faculty) signature	Total semester hours

This log is an accurate reflection of the practicum hours spent during the _____ semester.

Student's signature: _____

Mentor's Signature: _____

Appendix G: DNP Practicum Journal

This ongoing activity will guide the student in reflecting on skill development and project progression during practicum experiences. The student is invited to focus on the knowledge, skills, and abilities acquired through analysis and evaluation of situations in a changing health care environment. The student will participate in practicum activities, record the experiences, reflect on the significance of those events, and explore progress towards project goals.

The journals will be submitted through Canvas, as assigned during the semester. *If students have not participated in practicum activities during a given week, they will reflect on their experiences in completing course activities and assignments.* Each journal entry should be written in complete sentences and paragraphs. Use APA format if you site any research or resources. *Please be brief.*

Journal entries should include the following:

- Hours earned during the given week and total hours to date for the semester
- Description of the highlights of the week's practicum experiences (*or experiences completing courses activities and assignments*) (Focused journal entries).
- Identification and reflection upon any knowledge, skills, and abilities acquired during the practicum (Reflection on AONL Self-Assessment Plan for improvement).
- Identification of an example in which professional caring or service was integrated into practicum (refer to School of Nursing Philosophy found in DNP Handbook).
- Identification of project goal(s) and a plan to achieve those goals in the weeks ahead
- Evaluation of progress towards achievement of last week's goal(s)
- Mindfulness Activities: self-awareness, regular reflection, use of mindfulness and centered exercises. (such as spiritual, mental, or physical)
- Any questions for course faculty to answer and/or responses to faculty's questions from the last encounter.

Example of a Journal Entry

St. Jude's Hospital, December 2, 2021

Hours this week: 8

Total hours this semester: 16

- **Highlights of this past week:**

I met with my site mentor this week to identify individuals in the organization that may help me better understand the problem I am planning to study. While I am interested in studying HIV infection in our young adult clinic population, I am not sure it is a big problem in our clinic. My mentor provided me with contact information for the nurse who manages the infectious disease clinic and the medical director. Once I speak with them, I may also want to talk with some HIV infected patients in the clinic to see what their needs are.

- **Knowledge, skills, and abilities acquired this past week:**

I found myself better organized in my meeting with the site mentor. I could prioritize the issues to address this week, since we only had a limited amount of time together.

- **Example of professional caring or service:**

I noticed how well my site mentor listened to me, despite all the interruptions encountered during our meeting.

- **Identification of goal(s) and a plan to achieve those goals:**

I would like to improve my organizational skills before meeting with the nurse manager and medical director of the infectious disease clinic. I plan to write out all the questions for them/outline the information I would like to gather. I will ask a fellow student or my site mentor to review those questions to see if they make sense and if they are presented in an organized manner.

- **Evaluation of progress towards achievement of last week's goal(s):**

Last week I realized that I knew very little about human subjects' research and was being asked to meet with people in my organization to discuss the review process and to learn whether my project would need to go through the review process. My goal was to learn more about the overall process in general before seeking answers in my organization, as I didn't want to go in unprepared. I found a journal article on this topic and began reading it. Will continue this week.

- **Plans for and progress towards project goals:**

I know that by the end of this semester, I will need to develop a plan for gaining input from key people in my organization about the project problem. I already have the names of key contacts but need to meet again with my mentor to discuss how best to get their input.

- **Mindfulness Activities:** Though challenging, I made specific time for family and friends.

- **Questions for course faculty to answer and/or responses to faculty's questions from the last encounter.**

Are there any papers I can read on how to most effectively collect information from key stakeholders in urban health care settings?

Appendix: H

**North Park University
School of Nursing Graduate Programs
Preceptor and Practicum Site Evaluation Completed by Student
DNP Seminar Project Planning, Implementation and Evaluation**

Institution: _____

Address: _____

(number/street/suite)

(city & zip)

Phone #: main facility # (____) _____

Identify practice/Specialty of the site you are evaluating: _____

Contact Person (for permission to use site): _____

Preceptor: _____ Title: _____

Contact points: Phone# (____) _____ E-mail: _____

Best avenue for communication: ___ in person ___ phone ___ email ___ snail mail

Best time to make contacts: _____

Days/hours site available: _____

Part I: Student Completes:

Please use the following scale when evaluating this **site**: 1= Strongly Disagree 5= Strongly Agree

The institution and unit's mission and philosophy are congruent with the School of Nursing mission and philosophy.	1 2 3 4 5
Administrators are supportive to the presence of NPU students.	1 2 3 4 5
The preceptor and staff are supportive of the presence of NPU DNP students.	1 2 3 4 5
The services provided are congruent with the needs of the course	1 2 3 4 5
Clinical activities are sufficiently inclusive to meet the needs of the student learning in the setting.	1 2 3 4 5
The site has adequate physical space to achieve practicum objectives.	1 2 3 4 5
Supportive educational and practice resources are available for students.	1 2 3 4 5
Student personal safety needs are met.	1 2 3 4 5

Please use the following scale when evaluating this **preceptor**: 1= Strongly Disagree 5= Strongly Agree

The preceptor demonstrates excellence in the nursing leadership role.	1	2	3	4	5
The preceptor is warm and welcoming to the student.	1	2	3	4	5
The preceptor & student jointly set realistic goals and objectives for project planning, implementation and evaluation.	1	2	3	4	5
The preceptor is consistently available to work with the DNP student and Faculty.	1	2	3	4	5
The preceptor creates situations for DNP student learning and growth.	1	2	3	4	5
The preceptor fostered fulfillment of learning activities & course requirements.	1	2	3	4	5

The strengths of this preceptor are

The weaknesses of this preceptor are

If I had to do it all over again, I would/would not utilize this preceptor because

The specific requirements or restrictions placed on students at this site included:

Parking: ___ not available ___ available; and costs _____

I used this site for DNP Seminar I-V: 6110___ 6120___ 6130___ 6140___ 6150___

Implementation: Semester 1) 6200 _____ Evaluation: Semester 2) 6200_____

Date of Evaluation _____

Student Evaluator _____

Part II: Faculty completes in collaboration with student:

2) Reviews student evaluation (Part I).

Comments: _____

2) Review Preceptor Responsibilities:

Facilitate the implementation of the practicum

- Assist the student in identifying, planning, implementing and evaluating practicum activities
- Assist the student in arranging contact with other resources within and outside the agency when appropriate
- Communicate with the student on a regular basis to discuss practicum performance and progress toward meeting the learning objectives
- Communicate with course faculty regarding concerns during the practicum and student's progress in professional development

- Complete the practicum performance evaluation
- Attends (virtually or live) and signs off on presentations for defenses of Project Proposal and Final Project

Comments: _____

Faculty Reviewer _____

Revised 9/24

Appendix: I

North Park University
Doctor of Nursing Practice
Student Evaluation Completed by Site Mentor

Student Name: _____ Date: _____

Site Mentor Name: _____

Course Objectives

1. Identify the ethical issues associated with project implementation and evaluation and outline strategies to promote ethical completion of DNP project.
2. Assemble and submit a quality proposal for IRB review.
3. Finalize DNP project proposal.
4. Develop and deliver an oral presentation of the DNP project proposal to faculty and peers.
5. Prepare for project implementation.

Competency

Please use the rating scale below to indicate the student's level of competence for the following skills demonstrated during practicum activities:

1	2	3	4	NA
Does not meet competency. The student does not use identified skills/concepts during practicum activities.	Competency meets inconsistencies. The student requires a mentor to provide links, context, or explanation.	Consistently meets competency with guidance. The student needs guidance from the mentor but can independently apply some appropriate concepts/skills	Consistently and independently meets competency. The student applies appropriate concepts/skills and seeks confirmation from the mentor.	Not applicable

Note: Competencies were adapted from the *Essentials of Doctoral Education for Advanced Nursing Practice* (American Association of Colleges of Nursing, 2006) and course objectives.

	1	2	3	4	NA
Competency: Project Processes (Objective 1-5)					
1. Identify the ethical issues associated with project implementation and evaluation and outline strategies to promote ethical completion of DNP project					
2. Assemble and submit a quality proposal for IRB review.					
3. Finalize DNP project proposal.					
4. Develop and deliver an oral presentation of the DNP project proposal to faculty and peers.					
5. Prepare for project implementation.					
	1	2	3	4	NA

Competency: Communication and Collaboration					
Employs oral communication approaches that are clear, concise, and appropriate for the audience, and that accomplish identified objectives.					
Produces written materials that are clear, concise, and appropriate for the audience, and that meet objectives.					
Integrates scientific, ethical, and professional principles while modeling actions consistent with a service approach to improving health outcomes.					
Demonstrates sensitivity to diverse organizational cultures and populations including patients, providers, and administrators.					
Uses communication skills to encourage the free flow of ideas, discover insight and share meaning between individuals and groups.					
Demonstrates caring relationships with others that confirm their intrinsic worth, dignity, and wholeness.					
Uses non-threatening, non-judgmental manner to assert views.					
Seeks guidance from appropriate sources.					

Please use the acceptable or needs work rating scale for the following section:

Competency: Professionalism		
	Acceptable	Needs Work
Adheres to schedules, is punctual and dependable.		
Dresses professionally and appropriate to setting.		
Adheres to ethical and legal standards of practice.		
Maintains confidentiality.		
Shows respect for patients, staff, colleagues and mentor.		
Recognizes boundaries between personal and professional life.		
Willingly accommodates to changing situations.		
Demonstrates an awareness of own strengths and weaknesses.		
Recognizes risks in patient situations and knows when to seek urgent immediate assistance.		
Actively seeks learning opportunities and resources.		

 Minimal acceptable level of performance

Strengths:

Areas to strengthen:

Student's plan for working on areas to strengthen:

Student Signature: _____ **Date:** _____

Site Mentor Signature: _____ **Date:** _____

Faculty Signature: _____ **Date:** _____

Appendix: J

Student and Faculty Assessment completed with Practicum Objectives: Completed by Faculty with Student.

Agency Based Change Project: Practicum Course Objectives

Student Semester Self-Assessment Of course Objectives	
Practicum Objectives The attached tool is a continuous tool, used throughout the progression of the DNP plan of study.	Student Comments The students will highlight each semester how they have met course practicum objectives.
DNP Seminar I: Nurs 6110 1)Defines and characterizes an identified clinical problem, benchmarking against organizational, regional, and national standards. 2)Identifies stakeholders within an organization and strategies for obtaining their input into the problem.	
DNP Seminar II: Nurs 6120 1)Synthesizes information gathered on clinical problems, including stakeholder input and organizational readiness. 2)Appraises quality and levels of literature to identify best practices to address the problem.	
DNP Seminar III: Nurs 6130 1)Identifies change project framework. 2)Develops logic model to support project planning; including timeline and budget.	
DNP Seminar IV: Nurs 6140 1)Develops project procedures. 2)Finalizes IRB application.	
DNP Seminar V: Nurs 6150 1)Develops and delivers oral presentation of DNP project proposals to faculty and peers. 2)Prepares for project implementation.	
DNP Imp: Nurs 6205 1)Implement and evaluate the proposed project within the sponsoring organization. 2)Foster collaboration among faculty, organizational mentors, and stakeholders in project implementation and evaluation.	
DNP Eval: Nurs 6210 1)Identifies project limitations, lessons learned, and recommendations, and practice implications. 2)Disseminates findings by way of oral and written reports at the organization and NPU.	

Appendix K: Interagency Agreement

**NORTH PARK UNIVERSITY
SCHOOL OF NURSING
Interagency Practicum Agreement
DNP Program**

Name of Agency: _____
Agency Address: _____ **Telephone (site mentor):** _____
Email (site mentor): _____

_____, a North Park University DNP nursing student, is requesting authorization to engage in a practicum experience for _____ at your agency. The DNP practicum experiences are to provide opportunities for application, synthesis, and expansion of learning. Emphasis will be placed on activities performed in relation to project development, implementation, and evaluation within the practicum site.

The specifics of the practicum involve:

Site Mentor: _____

Practicum Period (full duration of program): _____

The student requesting this practicum has provided North Park University School of Nursing with evidence of current compliance with the following health and safety compliance elements:

- Professional Registered Nurse licensure/If NP, also provide NP certification/APRN licensure
- Professional liability insurance
- CPR certification
- TB-free state
- Immunity to Hepatitis B (or declination waiver)
- Immunity to rubeola, rubella, varicella zoster, and mumps
- Immunity to tetanus, diphtheria, and pertussis
- Health care agency OSHA Training
- HIPAA Training
- Personal health insurance
- Annual flu shot (or declination waiver)
- Background check
- Drug screening

In addition, the agency requires the student to demonstrate _____.

The agency has agreed to accept _____ and provide adequate supervision to facilitate the completion of the outlined practicum.

AGENCY

Signature (Director)

Printed Name

NORTH PARK UNIVERSITY

Signature (Dean)

Printed Name

Title: _____

Title: Dean, School of Nursing

Date: _____

Date: _____

PRACTICUM EXPERIENCES AND EVALUATIVE OUTCOMES AGREEMENT

The following people acknowledge having read the Practicum Orientation Packet and agree to abide by their respective responsibilities.

Signature (Site Mentor)

Signature (Faculty Member)

Date

Date

Signature (Student)

Date

Appendix L: DNP Practicum Orientation Packet: Site Mentor

North Park University School of Nursing

1: Student, Site Mentor, and Faculty Responsibilities

The student

The student will:

- Arrange meeting dates and time
- Adhere to agency protocols and standards
- Employ professional standards of care
- Assume responsibility for own professional actions
- Demonstrate initiative in identifying, planning, implementing and evaluating practicum learning experiences and objectives fulfillment
- Assume responsibility for professional growth and development which includes self-assessment, integration of feedback from site mentor and faculty, and self-directed development.

The Site Mentor

The site mentor is a qualified healthcare-related professional who has expertise in the area in which the graduate student wishes to focus and is, therefore, essential to the student's learning. This individual is a clinical practice or administrative professional who facilitates student development, implementation, and evaluation of the project within the organization/agency. The project mentor has an ongoing relationship with the student over the project and may support the student achievement of DNP practicum goals. The mentor also offers input and signs off on proposal and final project defenses.

The site mentor will:

- Facilitate the implementation of the practicum
- Assist the student in identifying, planning, implementing and evaluating practicum activities
- Assist the student in arranging contact with other resources within and outside the agency when appropriate
- Communicate with the student on a regular basis to discuss practicum performance and progress toward meeting the learning objectives
- Communicate with course faculty regarding concerns during the practicum and student's progress in professional development
- Complete the practicum performance evaluation
- Attends (virtually or live) and signs off on presentations for defenses of Project Proposal and Final Project

The Faculty Member

The faculty member will:

- Review the focus of the practicum experiences with the student and site mentor
- Assist the student and the site mentor as needed in identifying, planning, implementing and evaluating practicum activities
- Act as a resource person to both the student and site mentor
- Arrange for methods of ongoing feedback of the student's developing competence
- Provide feedback to the site mentor and student concerning the practicum experience
- Facilitate student's knowledge synthesis and progress towards completion of the practicum project
- Review all evaluative data and determine the grade for the student's practicum experience.

Sample Course Synopsis

NURS 6110: DNP Project Development Seminar I

Course Description:

This is the first in a series of seminars to facilitate the development of the DNP project and the DNP role. Students gain expertise in planning for the development, implementation, and evaluation of a DNP project and engage in mentored practicum experiences. In this first seminar, emphasis is placed on characterization of a clinical problem and identifying key stakeholders with potential to offer input into the problem. The role of the DNP in providing leadership for clinical scholarship is explored.

Course Objectives:

At the completion of this course, the student will be able to:

1. Explain the Doctor of Nursing practice degree and its historical and scholarly underpinnings.
2. Describe the processes involved in project development, implementation, and evaluation in a health care setting.
3. Define and characterize a clinical problem based on the current literature and benchmarking against organizational, regional and national standards.
4. Identify members of the DNP project team and the roles and expectations of team members
5. Identify stakeholders (potential targets and agents of change) within an organization and
6. Utilize self-reflection strategies.
7. Incorporate the caring philosophy of the School of Nursing into DNP practice.

Practicum Responsibilities:

This semester, the students will be involved in online classroom activities and will be completing 80 hours on a practicum project. The activities related to this project will include the following:

1. Describe clinical problem to be addressed in the DNP project
2. Identify growth needs to be addressed during the DNP practicum
3. Identify professional organizations & databases to improve understanding of clinical problem
4. Plan and carry out strategies for data collection within project site re: clinical problem
5. Identify key stakeholders in the organization and develop plan for gaining input into the problem
6. Describe human investigation requirements within the organization
7. Based on evidence review, describe clinical problems & its magnitude/impact on populations/ organizations.

Appendix M: CastleBranch Instructions

About CastleBranch

CastleBranch is a secure platform that allows you to order your background check online, order any drug test, and keep track of your documents.

Go to www.CastleBranch.com

Checklist of required immunizations/lab work

- ☐ **Measles, Mumps, & Rubella (MMR)**-Evidence of immunity can include any of the following:
 - a) Documentation of 2 doses of the vaccine at least 28 days apart OR
 - b) Positive antibody IgG titer results for all 3 (Measles, Mumps,& Rubella) components (lab reports are required as evidence). If a titer is negative or equivocal for any of the components, 2 doses of the MMR vaccine scheduled at least 4 weeks apart will be required.
- ☐ **Varicella (Chicken Pox)** -Evidence of immunity can include any of the following:
 - a) Documentation of 2 doses of vaccine given 28 days apart OR
 - b) Positive antibody IgG titer results (lab report is required as evidence). If a titer is negative or equivocal for any of the components, 2 doses of the varicella vaccine scheduled at least 4 weeks apart will be required.
 - History of Disease is not adequate to meet this requirement.
- ☐ **Hepatitis B** – Documentation of Hepatitis B antibody status may be provided in one of the following ways:
 - a) Documentation of a completed 3 immunization series OR
 - b) Positive antibody titers (lab report is required as evidence) OR if the titer is negative or equivocal, the student will repeat the series of either the 3 dose HepB vaccine series or Heplisav-B which is a 2 dose vaccine series.
- ☐ **Tuberculosis (TB) Test-TB-free state.** Documentation of being disease free may be demonstrated by one of the following that could be clinical site specific.
 - a) Annual negative PPD skin test. The renewal date will be set for 1 year for negative results.
 - b) Annual negative blood test such as QuantiFERON Gold. The renewal date for the annual blood test will be set for 1 year for negative results.
 - c) Persons with a documented prior positive TB test, a clear Chest X-Ray (with lab report) is required one time (from any date) PLUS documentation of any treatment you have received, and an annual TB checklist of signs and symptoms will be used to screen for TB disease. A checklist from employer/provider will be acceptable.
- ☐ **Tdap (Tetanus, Diphtheria & Pertussis) Vaccine** - Proof of Tdap vaccine within the past 10 years.
- ☐ **Influenza Vaccine- Seasonal Influenza:** Annual requirement from October 1st – March 31st. One of the following is required:
 - a) Documentation of flu shot which must include vaccine lot # OR
 - b) Signed declination waiver and a note from a healthcare provider. The student must submit a note signed by a healthcare provider, stating that he/she is not able to receive the influenza vaccination. Declination waivers are available through the NP coordinator.

Castle Branch Background Check/Drug Screening Test/Fingerprint

□ **Background Check** – Upon purchasing your background check you will be sent an “Illinois State Police Search Criminal Record Information Release Form”. This form must be signed in ink and submitted to Castle Branch (submission instructions on form) so your background check can be processed. Electronic signatures are not accepted.

□ **Drug Screening Test** -A 10 panel (urine) drug screen must be completed prior to the first practicum through CastleBranch. Students will go to a CastleBranch designated location to give their drug screening sample. A negative urine drug screen is required for all students to participate in clinicals.

o If results come back as “dilute negative”, students will have to re-purchase and re-take the test.

□ **Livescan Fingerprint** - Upon purchasing your account, you will be sent a form that you must complete and take with you to a facility to have your livescan fingerprinting completed. You **MUST** do the live scan fingerprint in Illinois. If you are out of state, we will request that Castle Branch switch your account to add the out-of-state instructions. NOTE: Students must remain free from the use of alcohol or any illegal or decriminalized (marijuana) drug while participating in practicum experiences with any of NPU's affiliated agencies.

Don't forget to

□ **Register for CPR Certification**- Must be the American Heart Association BLS (Basic Life Support) for Healthcare Providers course (only if you do not have a current AHA BLS CPR card)

□ **Unencumbered Registered Professional Nurse Licensure in Illinois**.. All students must provide a copy of their current license as an RN in Illinois and upload it to Castle Branch. If you have an APRN then you must provide a copy of your Illinois license as an APRN and A copy of your certification by a national certifying body, e.g., ANCC or AANP.

Note: If you are enrolled in the DNP program and practice outside the state of IL you are required to include the RN license for the state in which you are currently practicing.

□ **Make sure you have professional liability insurance**-Professional liability “occurrence” insurance for all students is required. Documentation of a professional liability occurrence policy with a minimum of \$1 million/\$6 million coverage is required for each semester of practicum. Students licensed and certified as APRNs must carry malpractice insurance as an APRN. Students in the nurse practitioner program must carry malpractice insurance as a nurse practitioner student. Students in the leadership and management program must carry malpractice insurance as a registered nurse. Malpractice insurance must be updated annually.

□ **Make sure you have personal health insurance**- Students must maintain continuous comprehensive coverage throughout time in program - If you have out of state coverage, it must extend to providers in the state of Illinois.

□ **Completed HIPAA Training-Documentation** of having successfully completed HIPAA training is required. You may provide a certificate or letter from your employer stating completion of training.

□ **Completed Infection Control Training (OSHA)-Documentation** of having successfully completed OSHA/Infection control training is required. You may provide documentation from your employer.

Updated: 6/2025

Appendix N: North Park University School of Nursing HIPAA Policy

HEALTH INFORMATION PORTABILITY AND ACCOUNTABILITY ACT COMPLIANCE

The School of Nursing faculty and students are committed to the protection of patients' health-related information in accordance with the Health Information Portability and Accountability Act (HIPAA). Therefore, the School of Nursing (SON) has adopted the privacy practices outlined by HIPAA law and institutional/accreditation standards regarding protected health information (PHI). PHI means any health information that could be used to identify a specific individual.

Each SON-affiliated person accessing PHI will make every reasonable effort to limit the use and disclosure of that information as necessary to accomplish the intended purpose or job. A "minimum necessary" standard will be employed. Students and faculty may share PHI with other health care providers to provide, coordinate, or manage a patient's healthcare and related services. During treatment, a patient's PHI may be disclosed to indirect healthcare providers (e.g., radiologists, pathologists, consulting Primary Care Providers). Similarly, PHI may be used as an educational activity related to assessment, diagnosis, management and evaluation of high-quality, cost-effective care. When PHI is used, information that identifies an individual must be removed.

This policy was drawn from the following Health Information Privacy and Accountability documents:

- Public Law #104-941 (also known as the Kennedy-Kasselbaum Act) dated Aug. 26, 1996
- Transaction Rule dated Aug. 17, 2000
- Privacy Rules dated Dec. 28, 2000

Appendix O: Clinical Incident Policy and Form

Guidelines for Clinical Incident:

A clinical incident is any event, circumstance, injury, unprotected exposure to a pathogen, or an accident which occurs during a clinical practicum/placement that caused or could have caused (near miss) unplanned harm, suffering, loss, or damage. Promoting student and patient safety is the priority in responding to a clinical incident. In addition to clinical incidents, near miss events are to be tracked.

According to the Intensive Care Society (2006), clinical incidents are typically categorized as:

- Clinical incident / near miss
 - An event or omission that arose during clinical care and caused physical or psychological injury to a patient.
 - Potential physical or psychological injury to a patient could have been caused by an event or omission.
 - Matters of communication or consent to treatment give cause for concern.
 - Drug errors (failure of proper identification, inaccurate dosage, etc.) which cause actual or potential harm to the patient
 - Failures or weaknesses in clinical procedures and/or guidelines
 - Slips, trips, or falls.
- Medication error / near miss
- Patient accident / incident / near miss
- Staff accident / incident / near miss
- Staff work-related ill health
- Staff violence / abuse / harassment
- Security incident
- Other near miss

For any event that requires an incident report at the hospital or health care agency, the clinical/practicum faculty (e.g., site mentor or preceptor), if they are able, will obtain a copy of any agency documentation and submit it to the course director (NPU course faculty) who will forward it to the graduate nursing program director for filing in the SNHS Office. The clinical/practicum faculty (e.g., site mentor or preceptor) will follow the hospital/agency guidelines regarding follow-up of the incident.

If a student is working one-on-one with a clinical/practicum faculty (e.g., site mentor or preceptor), all incident reports involving the student or student's patients need to be signed by the clinical/practicum faculty (e.g., site mentor or preceptor).

Along with completing any agency documentation, the student, together with the clinical/practicum faculty (e.g., site mentor or preceptor), should write a short summary of the occurrence on the Clinical Incident Form (that follows). This form is to be submitted to the course director (NPU course faculty) as soon as possible, who will forward it to the graduate nursing program director for filing in the SNHS Office.

Clinical Incident Procedures:

- **Any injury requiring immediate emergency care** should be treated at the nearest emergency facility. The student and/or the clinical/practicum faculty (e.g., site mentor or preceptor) must notify the course director (NPU course faculty) as soon as possible. The course director (NPU course faculty) will contact the graduate nursing program director to report the incident and to request help, as needed, for the student.
- **When a student is exposed to a blood or body fluid pathogen**, the student and/or the clinical/practicum faculty (e.g., site mentor or preceptor) must immediately notify employee health services and the course director (NPU course faculty). If an employee health department is available, hospital/agency guidelines are to be followed for immediate treatment. If an employee health department is not available, the nearest emergency department is to be contacted for **immediate** treatment guidelines. Students are responsible for treatment costs incurred.
- Treatments are to be instituted on site, when indicated.
- CDC guidelines are to be followed.
- Students are required to have their own health insurance and should be referred to their own health care provider for recommendations for follow-up treatment. Students are financially responsible for any care required.

References:

Intensive Care Society. (2006). Standards for Clinical Incident Reporting in Clinical Care. Retrieved from http://icmwk.com/wpcontent/uploads/2014/02/critical_incident_reporting_2006.pdf

**North Park University
School of Nursing and Health Management
Clinical Incident Form**

Student:
Hospital/Agency:
Unit/Department:
Date/Time:

Clinical/Practicum Faculty (e.g., site mentor or preceptor):

Course Director (NPU course faculty):

Course Number/Name:

Was an incident report (risk management documentation) completed for this event at this hospital/agency? Yes _____ No _____

Was the unit nurse manager/department director notified? Yes _____ No _____

Nurse manager/department director - name/phone: _____

Describe the incident (include the individuals present during the incident):

Describe immediate actions taken related to patient, student, or staff involved:

Document any follow-up action indicated at this time:

Students: 1) Immediately notify the course director (NPU course faculty), 2) sign below, 3) obtain the signature of the clinical/practicum faculty (e.g., site mentor or preceptor), and 4) send copies of this completed and signed form to course director (NPU course faculty).

Student Signature: _____ Date/time: _____

Clinical/Practicum Faculty Signature: _____ Date/time: _____

Course Director Signature: _____ Date/time _____

Graduate Nursing Program Director Signature: _____ Date/time _____