COLLEGE *of* NURSING

Doctor of Nursing Practice

2026–2027 Handbook

Thomas Jefferson University

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WELCOME!

Welcome to the Doctor of Nursing Practice (DNP) Program at Thomas Jefferson University's College of Nursing! This guidebook was created to be a reference for all Jefferson DNP students and faculty and is not meant to be an exhaustive resource. The guidelines are revised annually and include information to guide DNP students in the completion of program progression, the DNP Project and practicum hours.

The DNP is a practice doctorate designed to prepare professional nurses for scholarly practice as clinical and health systems experts who will lead and inspire health care improvement and reform. Jefferson College of Nursing's DNP curriculum focuses on leadership, systems thinking, reflective practice, health policy, implementation science and evidence-based clinical practice.

Doctoral study is rigorous and requires independence, discipline and self-direction. The best way to succeed is to immerse oneself in the educational process. An expectation of all students is to stay current with course work and keep informed by maintaining communication with the Graduate faculty, checking the course board/s and JeffMail email daily.

DNP-CLINICAL PRACTICE POST BACCALAUREATE ENTRY ORGANIZING FRAMEWORK

Jefferson College of Nursing Graduate Program has adopted the components of doctoral education defined in The Essentials: Core Competencies for Professional Nursing Education published by the American Association of Colleges of Nursing as the organizing framework of the Doctor of Nursing Practice (DNP) program. Two components form the organizing framework for the doctoral level curriculum: 1) core curriculum comprised of the DNP Essentials 1 through 8 that are the foundational outcome competencies deemed essential for all graduates of a DNP program regardless of specialty or functional focus, and 2) specialty curriculum comprised of the specialty competencies/content that prepares the DNP graduate for those practice and didactic learning experiences for a particular specialty. Competencies, content, and practicum experiences needed for specific roles in specialty areas are delineated by national specialty nursing organizations. The core curriculum constitutes foundational curriculum content that has been identified as essential for all students who pursue a DNP degree in nursing.

The courses incorporated into the core curriculum are foundational to all advanced nursing practice roles.

Students Admitted Spring 2025 & Earlier

- **Essential I**: Scientific Underpinnings for Practice prepares graduates to: 1) use science- based theories and concepts to determine the nature and significance of health and health care delivery phenomena, describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and health care delivery phenomena as appropriate, and evaluate outcomes; and 2) develop and evaluate new practice approaches based on nursing theories and theories from other disciplines.
- **Essential II**: Organizational and Systems Leadership for Quality Improvement and Systems Thinking prepares graduates to: 1) develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences; 2) ensure accountability for quality of health care and patient safety for populations with whom they work, and 3) develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research.
- **Essential III**: Clinical Scholarship and Analytical Methods for Evidence-Based Practice prepares graduates to: 1) use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice; 2) design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care; 3) apply

relevant findings to develop practice guidelines and improve practice and the practice environment; 4) use information technology and research methods appropriately; 5) function as a practice specialist/consultant in collaborative knowledge-generating research; and 6) disseminate findings from evidence-based practice and research to improve healthcare outcomes.

- **Essential IV**: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care prepares graduates to: 1) design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems; 2) analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology; 3) demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases; and 4) evaluate consumer health information sources for accuracy, timeliness, and appropriateness.
- **Essential V**: Health Care Policy for Advocacy in Health Care prepares graduates to: critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums; 2) demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy; 3) educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes; 4) advocate for the nursing profession within the policy and healthcare communities; 5) develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery; and 6) advocate for social justice, equity, and ethical policies within all healthcare arenas.
- **Essential VI**: Interprofessional Collaboration for Improving Patient and Population Health Outcomes prepares graduates to: 1) employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products; and 2) lead interprofessional teams in the analysis of complex practice and organizational issues.
- **Essential VII**: Clinical Prevention and Population Health for Improving the Nation's Health prepares graduates to: 1) analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health; and 2) synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.
- **Essential VIII**: Advanced Nursing Practice prepares graduates to: 1) conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches; 2) design, implement, and evaluate therapeutic interventions based on nursing science and other sciences; 3) develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes; 4) demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes; 5) guide, mentor, and support other nurses to achieve excellence in nursing practice; 6) educate and guide individuals and groups through complex health and situational transitions; and 7) use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues. The specialty curriculum constitutes the specialty competencies/content that prepares the DNP graduate for those practice and didactic learning experiences for a particular specialty. Competencies, content, and practice experiences needed for specific roles in specialty areas are delineated by national specialty nursing organizations.

American Association of Colleges of Nursing (2006) The Essentials of Doctoral Education for Advanced Nursing Practice Washington D.C.

Students Admitted Summer 2025 & Later

THE ESSENTIALS: CORE COMPETENCIES FOR PROFESSIONAL NURSING EDUCATION

Domain 1: Knowledge for Nursing Practice

Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice

Domain 2: Person-Centered Care

Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.

Domain 3: Population Health

Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes. (Kindig & Stoddart, 2003; Kindig, 2007; Swartout & Bishop, 2017; CDC, 2020).

Domain 4: Scholarship for the Nursing Discipline

The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care (AACN, 2018).

Domain 5: Quality and Safety

Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.

Domain 6: Interprofessional Partnerships

Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

Domain 7: Systems-Based Practice

Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, and equitable care to diverse populations.

Domain 8: Informatics and Healthcare Technologies

Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards

Domain 9: Professionalism

Formation and cultivation of a sustainable professional identity, including accountability, perspective, collaborative disposition, and comportment, that reflects nursing's characteristics and values.

Domain 10: Personal, Professional, and Leadership Development

Participation in activities and self-reflection that foster personal health, resilience, and well-being; contribute to lifelong learning; and support the acquisition of nursing expertise and the assertion of leadership

Concepts threaded throughout the curriculum across various courses and domains include:

1. Clinical Judgement
2. Communication
3. Compassionate Care
4. Diversity, Equity, Inclusion
5. Ethics
6. Evidence-Based Practice
7. Health Policy
8. Social Determinants of Health

American Association of Colleges of Nursing (2021) The Essentials: Core Competencies for Professional Nursing Education Washington D.C.

DNP-CLINICAL PRACTICE POST BACCALAUREATE ENTRY PROGRAM OUTCOMES

For Students Admitted Spring 2025 & Earlier

Upon completion of this program, the graduate will be able to:

1. Synthesize knowledge from ethics and the biophysical, psychosocial, analytical, and organizational sciences into the conceptual foundation of advanced nursing practice at the doctoral level. (Essential I)
2. Employ organizational and systems-level leadership principles in the development and evaluation of care delivery approaches that meet the current and future needs of communities and populations. (Essential II)
3. Design, direct and evaluate scholarly inquiries that incorporate evidence appraisal, research translation, and standards of care to improve practice and the practice environment. (Essential III)
4. Analyze ethical and legal issues in the use of information, information technology, communication networks, and patient care technologies used to support sage, high quality patient care. (Essentials II, IV)

5. Influence policy makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or international levels to improve health care delivery and outcomes. (Essential V)
6. Integrate skills of effective communication, collaboration, shared decision-making, and leadership with interprofessional teams to create change in health care. (Essential VI)
7. Synthesize individual, aggregate, and population health data in the development, implementation, and evaluation of interventions that address health promotion/disease prevention, access, and disparities. (Essential VII)
8. Demonstrate advanced levels of leadership, systems thinking, clinical judgement, and analytical skills in designing, delivering, and evaluating evidence-based care at the highest level of advanced practice. (Essential VIII)

* In the Summer of 2023, Jefferson instituted new Post MSN DNP Clinical Practice track and new Executive Leadership curricula, based on the 2021 organizing framework from the American Association of Colleges of Nursing.

For Students Admitted Summer 2025 & Later

1. Synthesize, integrate, and translate evolving transdisciplinary and nursing knowledge to lead advanced nursing specialty practice. (Domain 1)
2. Lead and integrate initiatives which drive person-and family-centered care that is culturally responsive, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. (Domain 2)
3. Appraise practice patterns and risk stratification to lead evidence-based initiatives that improve holistic care, collaborating in traditional and non-traditional partnerships for the improvement of equitable population health outcomes. (Domain 3)
4. Design, implement, evaluate, and disseminate scholarly inquiries that incorporate evidence appraisal, research translation, and best practices to improve outcomes. (Domain 4)
5. Design and lead quality and safety initiatives using established and emerging principles of safety and improvement science to mitigate risk of harm to patients and providers and optimize individual performance and system effectiveness. (Domain 5)
6. Lead interprofessional teams to address complex needs of the individual, families, community and population through respectful and effective communication and shared decision making. (Domain 6)
7. Analyze complex systems impacting the healthcare industry to generate strategic innovations that enhance value, access to care and cost-effectiveness. (Domain 7)
8. Leverage information and communication technologies and informatics processes in accordance with best practice and professional and regulatory standards, to analyze and compare quality metrics, impact clinical decision making, and develop knowledge to improve healthcare delivery. (Domain 8)
9. Advance core values that promote professionalism, ethical standards, accountability, integrity, empathy, civility, and a spirit of mentorship into one's advanced nursing specialty practice/role. (Domain 9)
10. Advocate for reflective practices that advance the health and well-being of self and colleagues through engagement in initiatives that support personal health, resilience, life-long learning, and leadership development. (Domain 10)

* Prior to Master of Science in Nursing (MSN) degree conferral, students will follow the MSN program outcomes (please refer to the 'Organizing Framework of the Master of Science in Nursing (MSN) Program' section). Upon MSN degree conferral, students will follow the Doctor of Nursing Practice (DNP) program outcomes.

DNP-CLINICAL PRACTICE POST MASTER'S ENTRY PROGRAM OUTCOMES

Students Admitted Spring 2025 & Earlier

1. Integrate, translate, and apply established and evolving disciplinary nursing and transdisciplinary knowledge to form the basis for clinical judgment and innovation in nursing practice.

   Domain: 1

   Concepts: 1, 2, 5

2. Model advanced clinical reasoning and person-centered care to improve health equity and population health outcomes across the healthcare delivery continuum.

   Domains: 2, 3

   Concepts: 2, 3, 4, 8

3. Synthesize scientific knowledge to inform evidence-based practice, influence policy, improve health outcomes, and transform health care.

   Domain: 4

   Concepts: 5, 6, 7

4. Lead within complex systems of health care through coordination of resources; through utilization of Information and communication technologies and informatics processes; and, through the application of principles of safety and improvement science to deliver safe, high quality, equitable care.

   Domains: 5, 7, 8

   Concepts: 2, 3, 4

5. Build intentional interprofessional partnerships to optimize care and improve health outcomes for patients, families, communities, and other stakeholders.

   Domain: 6

   Concepts: 2, 3

6. Integrate reflective practices to model a sustainable professional nursing identity that fosters personal health, resilience, and well-being; cultivates lifelong learning; reflects nursing's characteristics and values; and supports acquisition of nursing expertise and the assertion of leadership.

   Domains: 9, 10

   Concepts: 2, 3, 5

For Students Admitted Summer 2025 & Later

Upon completion of this program, the graduate will be able to:

1. Synthesize, integrate, and translate evolving transdisciplinary and nursing knowledge to lead advanced nursing specialty practice. (Domain 1)
2. Lead and integrate initiatives which drive person-and family-centered care that is culturally responsive, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. (Domain 2)
3. Appraise practice patterns and risk stratification to lead evidence-based initiatives that improve holistic care, collaborating in traditional and non-traditional partnerships for the improvement of equitable population health outcomes. (Domain 3)

4. Design, implement, evaluate, and disseminate scholarly inquiries that incorporate evidence appraisal, research translation, and best practices to improve outcomes. (Domain 4)
5. Design and lead quality and safety initiatives using established and emerging principles of safety and improvement science to mitigate risk of harm to patients and providers and optimize individual performance and system effectiveness. (Domain 5)
6. Lead interprofessional teams to address complex needs of the individual, families, community and population through respectful and effective communication and shared decision making. (Domain 6)
7. Analyze complex systems impacting the healthcare industry to generate strategic innovations that enhance value, access to care and cost-effectiveness. (Domain 7)
8. Leverage information and communication technologies and informatics processes in accordance with best practice and professional and regulatory standards, to analyze and compare quality metrics, impact clinical decision making, and develop knowledge to improve healthcare delivery. (Domain 8)
9. Advance core values that promote professionalism, ethical standards, accountability, integrity, empathy, civility, and a spirit of mentorship into one's advanced nursing specialty practice/role. (Domain 9)
10. Advocate for reflective practices that advance the health and well-being of self and colleagues through engagement in initiatives that support personal health, resilience, life-long learning, and leadership development. (Domain 10)

ACADEMIC ADVISING

Upon enrollment, students in the DNP program are assigned a DNP faculty member(s) as an academic advisor. The academic advisor will assist students in interpreting DNP and College of Nursing program and policy requirements as well develop a plan of study.

Students shall arrange a meeting with their academic advisor as soon as possible after being assigned as well as communicate with their advisor at least once per semester and keep the advisor informed regarding current or anticipated plans, goals, and progression issues. Students should initiate meetings with advisers. It is recommended that these meeting are held via Zoom, Teams, Skype, Face Time, and/or in person. Students having questions about academic advisors should contact the DNP Program Director.

The following list of faculty includes nursing faculty who advise students, and/or teach in the DNP program:

Bimpe (Bebe) Adenusi, PhD, CRNA, APRN, CNE, FAANA, FNAP, FAAN. . . . . Bimpe.Adenusi@jefferson.edu

Robin Birchenough, DNP, CRNA, CNE . . . . . .Robin.Birchenough@jefferson.edu

Michael Kost, DNP, CRNA, CNE, FAAN, FAANA . . . . . Michael.Kost@jefferson.edu

Kathy Gray, DNP . . . . . Kathy.gray@jefferson.edu

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Ksenia Zukowsky, PhD . . . . . .Ksenia .Zukowsky@jefferson

Doctor of Nursing Practice Program Options

Please refer to the 2026-2027 Jefferson College of Nursing Student Handbook & Course Catalog for DNP program options and full-time and part-time plans of study. All students should consult with their advisor to create and/or revise their plan of study.

DNP-CLINICAL PRACTICE POST BACCALAUREATE & POST MASTER'S ENTRY COURSE LISTING AND COURSE DESCRIPTIONS

NU702	Credits: 3
Practice Inquiry: Designs, Methods and Analyses	

This course focuses on research and quality improvement designs, methods, and measurements pertaining to students' evidence-based project proposals. Proposals include problem identification; a search, analysis, and synthesis of the literature and evidence; translating evidence to construct a strategy or method to address the problem, and a plan for implementation. Project management principles are applied to the proposed project. This course has practicum hours.

NU704	Credits: 3, Practicum 20-60 hours (at the discretion of the course faculty)
Philosophy, Foundations and Methods for Evidence Based Practice	

Introduces the concepts associated with evidence-based nursing practice models. The steps in implementing evidence-based practice are explored in depth. Issues related to information management technology will be introduced. Strategies for creating a culture of evidence-based practice both for individual and systems will be identified and barriers to evidence-based practice will also be identified. This course has a minimum practicum component of 20-40 hours.

NU713	Credits: 3, Practicum 20-60 hours (at the discretion of the course faculty)
Digital Transformation in Healthcare: Trends and Opportunities	

This course focuses on understanding the current and future state of digital transformation. At the core of this transformation is the ability to leverage data to deliver actionable insights and predictions using artificial intelligence and machine learning. Students explore digital technologies and apply informatics processes, tools and tactics to retrieve and critically analyze digital data and information to promote and lead effective and equitable delivery of health care services in accordance with best practice and professional, ethical, and regulatory standards.

NU714	Credits: 3, Practicum 20-60 hours (at the discretion of the course faculty)
Healthcare Systems Safety, Quality, and Improvement Science	

This course focuses on principles and practices of safety science, quality improvement and implementation science and applies evidence-based strategies to minimize risk of harm to patients and providers of care. Students will apply associated principles, practices and tools to establish safe and just environments of care, foster cultures of physical and psychological safety, and engage patients and interprofessional partners in the provision of safe, equitable, team-based, person-centered care.

NU715	Credits: 3, Practicum 20-60 hours (at the discretion of the course faculty)
Leading Strategic Change in an Era of Healthcare Transformation	

This course focuses on leadership and organizational change theories and how they apply to successfully leading strategic, unplanned, and chaotic change in complex healthcare settings. The course offers a unique blend of evidence-based content, personal insight assessments, role-specific examples and scenarios, and change application exercises and discussions. The goal of the course is for students to cultivate a growth mindset to build and lead problem-solving interprofessional teams that transform systems in diverse, dynamic, volatile and ambiguous health care environments.

NU716	Credits: 3, Practicum 20-60 hours (at the discretion of the course faculty)
Perspectives in Community Engagement and Population Health	

This course explores population health as a framework for improving health in society. The course focuses on an application of the concepts and methods for conducting an in depth assessment of health status among populations, which serves as the foundation for the health improvement planning process. Principles of epidemiology are applied in analyzing population and organizational level data to provide understanding of population needs and resources. Multiple determinants are examined in relation to health status measurement, health and disease trends, and health disparities at a community, national, and global perspective. Students will explore how evidence is utilized in determining population-based interventions and policies directed at health promotion and disease prevention.

NU717	Credits: 3, Practicum 20-60 hours (at the discretion of the course faculty)
Health and Social Policy	

This course focuses on understanding how health care is organized, financed, and delivered in the U.S. and examines key issues currently on the national and global policy agendas. Students conduct health and social policy analyses, examine stakeholders' perspectives, ethics, environmental factors, and anticipated consequences. Goal-directed feasible policy options and recommendations are developed. Advocacy strategies related to the profession, justice and vulnerable populations are explored and applied to a variety of venues.

NU718	Credits: 1, Practicum 20-60 hours (at the discretion of the course faculty)
Introduction to DNP Studies and the Scholarly Project	

This course explores the requisite mindset and essential skills and abilities necessary for success in the DNP journey. Topics include intellectual curiosity, professionalism, personal well-being, time management, academic writing, ethical conduct, and the scholarly project process.

NU719	Credits: 4, Practicum 20-60 hours (at the discretion of the course faculty)
DNP Scholarly Project and Practicum Seminar I	

This course requires students to finalize the evidence-based project proposal and project management plan, implement the plan and evaluate the outcomes. Implementation strategies are aligned with the healthcare systems' or community of interests' existing culture, infrastructure, and practices.

NU720	Credits: 3, Practicum 20-60 hours (at the discretion of the course faculty)
DNP Scholarly Project and Practicum Seminar II	

This course is designed to assist students in the completion of their project. Focus is placed on the business, policy, technology, and leadership implications of students' projects and dissemination strategies. Students evaluate sustainability of the project, appropriateness of key indicators and adoption for larger scale implementation in clinical practice or health systems. Strategies and tools to help students proactively navigate their careers as clinical practice leaders are discussed.

NUXXX	Credits: 3, Elective
Approval will be given by the program director	

DNP EXECUTIVE LEADERSHIP (DNP-EL) TRACK PROGRAM

Program Overview

The Doctor of Nursing Practice in Executive Leadership (DNP-EL) Program offers nurses with a master's degree a dynamic, flexible program preparing them for executive leadership roles across all care delivery sites and systems. The online program designed for current and aspiring senior leaders, focuses on evidence-based leadership and innovation and integrates experiential learning tailored to each student's interests often within their practice setting or community.

DNP-EL Program Outcomes

At the completion of the DNP-EL the graduates will be able to:

1. Synthesize, integrate, and translate evolving transdisciplinary and nursing knowledge to lead advanced nursing specialty practice. (Domain 1)
2. Lead and integrate initiatives which drive person-and family-centered care that is culturally responsive, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. (Domain 2)
3. Appraise practice patterns and risk stratification to lead evidence-based initiatives that improve holistic care, collaborating in traditional and non-traditional partnerships for the improvement of equitable population health outcomes. (Domain 3)
4. Design, implement, evaluate, and disseminate scholarly inquiries that incorporate evidence appraisal, research translation, and best practices to improve outcomes. (Domain 4)
5. Design and lead quality and safety initiatives using established and emerging principles of safety and improvement science to mitigate risk of harm to patients and providers and optimize individual performance and system effectiveness. (Domain 5)
6. Lead interprofessional teams to address complex needs of the individual, families, community and population through respectful and effective communication and shared decision making. (Domain 6)
7. Analyze complex systems impacting the healthcare industry to generate strategic innovations that enhance value, access to care and cost-effectiveness. (Domain 7)
8. Leverage information and communication technologies and informatics processes in accordance with best practice and professional and regulatory standards, to analyze and compare quality metrics, impact clinical decision making, and develop knowledge to improve healthcare delivery. (Domain 8)
9. Advance core values that promote professionalism, ethical standards, accountability, integrity, empathy, civility, and a spirit of mentorship into one's advanced nursing specialty practice/role. (Domain 9)
10. Advocate for reflective practices that advance the health and well-being of self and colleagues through engagement in initiatives that support personal health, resilience, life-long learning, and leadership development. (Domain 10)

Curriculum

A two or three-year plan of study provides students with flexibility in an online format. The program is thirty-two credits (32). The DNP-EL program prepares nurses to become innovators, strategic planners, and expert leaders in the complex healthcare industry. Nurse executives are vital to lead change based on the evidence from research and improve clients' health care outcomes, decrease cost, and improve patient satisfaction.

DNP-EL PROGRAM COURSE DESCRIPTIONS

NU702	Credits: 3, Practicum 20-60 hours (at the discretion of the course faculty)
Practice Inquiry: Designs, Methods and Analyses	

This course focuses on research and quality improvement designs, methods, and measurements pertaining to students' evidence-based project proposals.

Proposals include problem identification; a search, analysis, and synthesis of the literature and evidence; translating evidence to construct a strategy or method to address the problem, and a plan for implementation. Project management principles are applied to the proposed project. This course has practicum hours.

NU713	Credits: 3, Practicum 20-60 hours (at the discretion of the course faculty)
Digital Transformation in Healthcare: Trends and Opportunities	

This course focuses on understanding the current and future state of digital transformation. At the core of this transformation is the ability to leverage data to deliver actionable insights and predictions using artificial intelligence and machine learning. Students explore digital technologies and apply informatics processes, tools and tactics to retrieve and critically analyze digital data and information to promote and lead effective and equitable delivery of health care services in accordance with best practice and professional, ethical, and regulatory standards.

NU714	Credits: 3, Practicum 20-60 hours (at the discretion of the course faculty)
Healthcare Systems Safety, Quality, and Improvement Science	

This course focuses on principles and practices of safety science, quality improvement and implementation science and applies evidence-based strategies to minimize risk of harm to patients and providers of care. Students will apply associated principles, practices and tools to establish safe and just environments of care, foster cultures of physical and psychological safety, and engage patients and interprofessional partners in the provision of safe, equitable, team-based, person-centered care.

NU715	Credits: 3, Practicum 20-60 hours (at the discretion of the course faculty)
Leading Strategic Change in an Era of Healthcare Transformation	

This course focuses on leadership and organizational change theories and how they apply to successfully leading strategic, unplanned, and chaotic change in complex healthcare settings. The course offers a unique blend of evidence-based content, personal insight assessments, role-specific examples and scenarios, and change application exercises and discussions. The goal of the course is for students to cultivate a growth mindset to build and lead problem-solving interprofessional teams that transform systems in diverse, dynamic, volatile and ambiguous health care environments.

NU716	Credits: 3, Practicum 20-60 hours (at the discretion of the course faculty)
Perspectives in Community Engagement and Population Health	

This course explores population health as a framework for improving health in society. The course focuses on an application of the concepts and methods for conducting an in depth assessment of health status among populations, which serves as the foundation for the health improvement planning process. Principles of epidemiology are applied in analyzing population and organizational level data to provide understanding of population needs and resources. Multiple determinants are examined in relation to health status measurement, health and disease trends, and health disparities at a community, national, and global perspective. Students will explore how evidence is utilized in determining population-based interventions and policies directed at health promotion and disease prevention.

NU725	Credits: 1, Practicum 20-60 hours (at the discretion of the course faculty)
Introduction to Executive Leadership DNP Studies	

This course introduces students to the opportunities and rigor of doctoral education, as well as to the mindset and skills that contribute to academic success. Topics include personal and professional well-being, ethical conduct, academic resources, practicum requirements and the scholarly project process.

NU726	Credits: 3, Practicum 20-60 hours (at the discretion of the course faculty)
Trends in Executive Health Care Leadership	

This course focuses on the accelerating demands on today's healthcare leaders and the essential skills needed to inspire, influence, and foster inclusive, positive work environments. Topics include the impact of economic, political, and socio-cultural forces, the implications of law, standards, and regulatory.

NU727	Credits: 3, Practicum 20-60 hours (at the discretion of the course faculty)
Innovation, Creativity and Well-Being in Health Care	

This course focuses on using innovation to lead effectively, work collaboratively, and engage employees in their health and well-being, despite everyday challenges. Students will apply design-thinking concepts, processes and tools to harness the power of diverse perspectives and creative thinking to solve health care's critical workforce and workplace problems.

NU728	Credits: 4, Practicum 120 hours
Executive Leadership DNP Project and Practicum Seminar	

This course provides students with opportunities to gain executive leadership experience in health care systems or communities of interest across the health care delivery continuum. Tailored to individual interests and experience, students will participate, manage and evaluate agency-designated projects or finalize and implement a project related to an organizational healthcare or nursing practice problem. Seminars will address key operational questions that challenge students to think and listen more deeply and enhance their ability to lead in increasingly complex healthcare environments.

NU729	Credits: 3, Practicum 120 hours
Executive Leadership DNP Project and Practicum Seminar II	

This course provides students with continuing opportunities to gain executive leadership experience in health care systems or communities of interest across the health care delivery continuum. Students will finalize, evaluate, and disseminate their organizational healthcare or nursing practice project. Seminars will address key strategic questions that challenge students to think more deeply and listen more attentively as they refine their ability to lead in increasingly complex healthcare environments.

NUXXX	Credits: 3, Elective
Approval will be given by the program director	

DOCTORAL PRACTICUM REQUIREMENTS

The American Association of College of Nursing requires 1,000 post-BSN practicum hours for the DNP. On application to the DNP program, students submit a letter from the college where they earned a master's degree, stating the hours they obtained in their program.

This serves as the baseline to determine the number of hours still to be earned throughout the DNP Program. Students entering the BSN to DNP will earn all 1,000 throughout their clinical placements and the DNP practica. The hour requirement is determined at admission and recorded on the student's Plan of Study. Additional practicum hours may be approved at the discretion of the program director.

Practicum hours earned in a course are null and void in the case of course failure or course withdrawal. When the course is repeated, practicum hours are not counted from the first attempt. Therefore, when the course is repeated, the student must complete all required hours at that time.

Clinical Affiliation Agreements and Consent and Release Forms

While Jefferson College of Nursing strives to provide enriching and engaging clinical practicum experiences for our DNP students, it is imperative that we respect and protect the legal and ethical boundaries of both our students and clinical sites.

- For practicum sites that constitute ongoing contact, the university must have a clinical affiliation agreement with the agency/site/individual. Students shall work with individual course faculty to determine if the university has a pre-existing clinical affiliation agreement with the intended agency/site/individual.
- For one-time interfaces (observations, interviews, etc.) or experiences that constitute a single contact and/or one-time event, students must complete a consent and release form with the agency/site/individual. Note: Some course assignments may require a consent and release form as well. Students shall provide copies of completed consent and release forms with their practicum log submissions or course assignments, as appropriate.
- The consent and release form can be found in the Forms section of the DNP Handbook.

Prior to confirming an individual's participation with you in an interview designed to fulfill curricular requirements of the Jefferson College of Nursing, the following must occur:

- You must explain to the intended interviewee/observation location who you are.
- You must explain your role as a Doctor of Nursing Practice (DNP) student at the Jefferson College of Nursing, Thomas Jefferson University.
- You will explain the project upon which you are working, the extent to which you will publish or otherwise share the information obtained from your interactions with them, and the media you intend to utilize to obtain information.
- You will read a description of your intended activities to the interviewee or provide them with the option to read an explanation of your planned interview.

The Consent and Release Form will help you fully convey to the interviewee/observation location the important elements of their participation. After the potential interviewee/location receives information sufficient to satisfy the criteria identified in the section above, you must ask them to sign the Agreement to Interview/Observe Form. Give the interviewee/observation location a copy of the signed form and submit a copy of the signed form to the course board. You may also keep a copy for your records. Do not conduct the interview/observation until you have obtained a signed copy of the Consent and Release Form.

Practicum Hours for DNP Courses

OVERVIEW

Practicum experiences are a central part of the Doctor of Nursing Practice (DNP) curriculum at Jefferson College of Nursing (JCN). These experiences give students the opportunity to apply advanced knowledge, strengthen leadership and systems-thinking skills, and work toward achieving the 1,000 post-BSN practicum hours required for graduation. Many practicum hours will support the development, implementation, or evaluation of your DNP Scholarly Project, and these connections should be reflected in DNP Practicum logs.

All practicum activities must be approved by faculty, align with the course Student Learning Outcomes (SLOs), and be documented in accordance with program requirements. You will complete practicum hours throughout the DNP program.

WHAT COUNTS AS PRACTICUM HOURS?

Practicum experiences are advanced, systems- or leadership-focused experiential learning tied to course SLOs. Practicum hours include faculty-approved advanced learning activities such as:

- Leading or participating in quality or safety improvement projects
- Engaging in system-level or organizational assessments
- Collaborating with interprofessional teams
- Conducting policy or health system analyses
- Designing, implementing, or evaluating evidence-based initiatives
- Participating in community and population health work
- Working with leaders on informatics or digital health priorities
- Completing advanced specialty clinical activities (for BSN–DNP and SRNA students)

All hours must reflect advanced, doctoral-level experiential learning and support completion of course SLOs.

WHAT DOES NOT COUNT?

The following cannot be counted as practicum hours:

- Routine job duties without doctoral-level responsibilities
- Observational or administrative activities without assigned tasks or deliverables
- Clinical hours completed without supervision or approval
- Hours completed before receiving faculty or preceptor approval
- Activities that are not linked to a course SLO
- Duplicate use of the same activity without demonstration of advancement in multiple courses

Faculty reserve the right to approve or decline any potential practicum activity in collaboration with the student.

YOUR PRACTICUM RESPONSIBILITIES

1. **Complete Required Hours**
    - You must complete all practicum hours assigned in each DNP course. Hours vary by course and by program pathway. Practicum hours may be completed on a flexible schedule as long as they are faculty-approved and documented within an academic term.

- It is the student's responsibility to maintain records and practicum logs throughout the program of study and evidence of completion if audited.

2. **Keep a Log of Practicum Activities**

   A practicum log of hours, activities, and SLOs will be maintained by the student throughout their program of study and submitted for review in each corresponding course as designated in the syllabus. For every course with practicum hours, you must submit documentation that:

   - Describe the practicum activities
   - Identify the course SLO addressed
   - Demonstrate advanced-level competencies
   - Reflect on your learning and impact

   Each entry must be unique. Students cannot reuse the same activity in multiple courses without demonstration of advancement. Additionally, it is the student's responsibility to maintain records and practicum logs throughout the program of study.

3. **Log Hours in the Approved System**

   All practicum hours must be entered in the JCN-approved tracking platform. Hours must be:

   - Accurate
   - Submitted on time
   - Verified by faculty or a preceptor when required

   All practicum documentation must accurately represent the activities completed. Falsifying hours or documentation is considered academic misconduct.

4. **Maintain Professional Conduct**

   During practicum experiences, students must follow all policies related to:

   - Professionalism
   - Confidentiality
   - Ethics
   - Safety
   - Site-specific requirements

PRACTICUM HOURS BY PROGRAM PATHWAY

A. **DNP Clinical Practice Program**

   Students complete practicum hours across the following DNP courses:

   Core Courses

   - NU704 Philosophy, Foundations, and Methods for Evidence-Based Practice
   - NU713 Digital Transformation in Healthcare
   - NU717 Health and Social Policy

   Additional Didactic Courses with Practicum Hours

   - NU718 Introduction to DNP Studies and the Scholarly Project
   - NU702 Practice Inquiry: Designs, Methods & Analyses
   - NU714 Healthcare Systems Safety, Quality, and Improvement Science

- NU715 Leading Strategic Change
- NU716 Perspectives in Community Engagement and Population Health
- Graduate Elective (3 credits)

Scholarly Project Courses

- NU719 DNP Scholarly Project and Practicum Seminar I
- NU720 DNP Scholarly Project and Practicum Seminar II

B. **DNP Executive Leadership (EL) Program**

You will complete practicum activities integrated into leadership-focused coursework.

Core and Leadership Courses

- NU725 Introduction to DNP-EL Studies and the Scholarly Project
- NU702 Practice Inquiry: Designs, Methods & Analyses
- NU713 Digital Transformation in Healthcare
- NU714 Healthcare Systems Safety, Quality, and Improvement Science
- NU715 Leading Strategic Change
- NU716 Perspectives in Community Engagement and Population Health
- NU726 Trends Shaping the Future of Executive Leadership
- NU727 Innovation, Creativity, and Well-Being in Healthcare
- Graduate Elective (3 credits)

Scholarly Project Courses

- NU728 DNP-EL Scholarly Project and Practicum I
- NU729 DNP-EL Scholarly Project and Practicum II

SPECIAL SITUATIONS

1. **BSN–DNP Students**

   You must complete practicum hours for every DNP course you take before finishing the specialty track portion of your program. Once your MSN degree is awarded, the clinical hours you completed in your specialty track curriculum may be applied toward the 1,000 post-BSN practicum hours, pending official review and approval.

2. **Post-Master's and Post-Graduate Certificate Students**

   If a student completed supervised direct or indirect care hours during a master's program or post-graduate certificate, they may receive credit toward the 1,000-hour requirement, up to 500 total. These hours must be documented and approved through a gap analysis, upon admission, or in NU718 or NU725.

3. **MSN-Only Students Enrolled in DNP Courses**

   Any DNP courses taken during the MSN program of study must be completed with all required practicum hours per the course syllabus.

4. **Student Registered Nurse Anesthetists (SRNAs)**

   SRNAs may apply anesthesia direct-care clinical hours toward the DNP Practicum Hours total with appropriate corresponding documentation and connection with the SLOs.

EVALUATION AND PROGRESSION

Performance in practicum coursework will be evaluated based on:

- Completion of practicum hours
- Quality of practicum logs
- Alignment of activities with SLOs
- Timeliness and accuracy of documentation
- Professional behavior and adherence to site protocols

Not completing required practicum activities may delay course progression or graduation.

RECORD KEEPING

Students are responsible for maintaining DNP Practicum Hour logs and all practicum documentation. Documentation must be submitted in the JCN-approved tracking platform. This platform may be reviewed for accreditation purposes. JCN retains all practicum-related records for at least seven years.

QUESTIONS OR SUPPORT

If you have questions about practicum requirements, documentation, or site expectations, contact:

- Course faculty
- DNP Program Director
- Graduate Chair

Additional guidance is provided during orientation and within each course syllabus.

DNP Project Practicum Preceptors/Mentors

The DNP project in NU719, NU720, NU728, and NU729 require a student preceptor/mentor. This individual is usually the external member of the student's DNP Project Team. Preceptors assist the student to conceptualize and approach practice through a scientific mindset — challenging the habits of practice, cultivating curiosity about the scientific and theoretical underpinnings of practice, and formulating practice inquiry questions. Students are encouraged to select preceptors who are subject matter experts in their selected area of inquiry, and who agree to guide, advise, counsel, motivate, coach and facilitate the work of the student.

To be successful with the DNP Project and as a mentee, students must establish clear goals and expectations, determine their personal and professional interests, be open to learning, correction, and even failures, and carefully choose the project topic and mentors. Successful mentoring relationships require commitment from both parties, as well as the recognition of the needs of both and the understanding that these needs will change with time. **Students must collect a CV, professional license and credentials, when appropriate, from the preceptor/mentor at the beginning of the NU719 or NU728 semester and submit to faculty for review and approval..**

DNP Project Practicum Evaluation

A DNP project practicum evaluation is required for NU719, NU720, NU728, and NU729. The clinical practicum evaluation incorporates identified behaviors outlined in the AACN's Essentials of Doctoral Education for Advanced Practice Nursing and The Essentials: Core Competencies for Professional Nursing Education. The clinical evaluation will be completed each semester by the student's preceptor/mentor and/or JCN Project Faculty as appropriate. Each student will complete a Practicum Site/Preceptor-Mentor Evaluation every semester. The form for preceptor evaluation of the student is placed in the NU719, NU720, NU728, and NU729 course boards. Student

evaluations of their preceptor will be conducted through an online survey link provided by email from the College of Nursing each semester. A copy of completed evaluations from each semester shall be submitted to the project team leader as well as maintained in the student's files.

DNP Scholarly Project

All Doctor of Nursing Practice (DNP) students are expected to complete a DNP Project. The DNP Project is a faculty-guided scholarly process of quality improvement that is relevant to the student's practice/interests or a clinically relevant problem. The DNP Project provides evidence of the student's practice inquiry knowledge and skills and one's ability to apply evidence, principles and skills learned in the DNP didactic courses. Students identify a problem or area for improvement, develop a proposal to address the problem or improve quality related to clinical practice, the health care delivery system, or health care policy. Students implement their plan and evaluate the outcomes.

Much of what goes into the DNP Project selection reflects the professional and personal interests of the student. As with any major undertaking, success includes a series of realistic and achievable goals and expectations. Students are expected to begin NU719, or NU728 with a well-defined Project topic, working closely with the DNP Project Team Lead.

The DNP Project is guided by a project team leader from the Jefferson College of Nursing faculty, and an external team member. The external team member also typically serves as the student's practicum preceptor. Requirements for project team members are outlined below.

The DNP Project is conducted during two consecutive courses. Typically, in NU719/NU728 students write the proposal and submit the proposal to the appropriate Institutional Review Board and implement the project. In NU720 / NU729 students evaluate and disseminate the project results.

Types of DNP Projects

DNP Projects may include, but are not limited to, the following examples.

1. Quality Improvement projects are **strongly** encouraged as a prototype of professional practice change initiatives. Practice change initiatives may also be represented by a pilot study, demonstration project, program evaluation, research utilization project, or an evaluation of a new practice model.
2. Development of innovative products to foster patient engagement in health-related activities.
3. Substantive involvement in a large-scale clinical practice project.
4. Systems wide initiative executive leadership projects.

DNP Project Timeline

Students must begin NU719 or NU728 with a solid practice inquiry topic and question related to clinical practice, the health care delivery system, or a health care policy issue. During the semester prior to beginning NU719 or NU728 each student will submit a DNP project proposal. This document must include the proposed DNP Project type, title, purpose, objectives, referenced evidence indicating the need for such a Project, the anticipated practicum site and any student preferences for their project team leader. This information provides the DNP faculty the opportunity to review and discuss the topics/ideas and discuss and identify Project Team Leaders and determine if a clinical affiliation agreement exists for the anticipated practicum site. DNP Program Directors will meet to discuss the assignment of faculty team leaders to student projects and students will be notified of their team leader prior to the beginning of their project semesters. Students are not to assemble a project team prior to being assigned a project team leader and discussing the team composition with the assigned team leader.

NU719/NU728 DNP Project Requirements

- **Identify a DNP Project Team Leader.** A team leader will be identified prior to beginning NU719 or NU728 by DNP Program Directors in collaboration with the student. The leader must hold an earned doctorate and be a member of the Jefferson College of Nursing graduate faculty. The student and team leader are expected to work closely throughout all stages of the doctoral project. The student and team leader will discuss their communication expectations and needs, as well as identification of potential committee members.
- **Identify a Practicum Site.** Using the student's professional network, determine a practicum site for completion of the Project. Work with the DNP Project team lead and DNP Program Directors to determine if a current clinical affiliation agreement exists for this site.
- **Select DNP Project Team Members.** In consultation with the DNP Project team leader, the student will identify an external community preceptor/mentor. The external team member must hold an earned doctorate. This team member will have clinical expertise or a research collaborative relationship that may either facilitate the student's access to the project study site, population or data or supplement the clinical expertise of faculty team members. The external team member also typically agrees to serve as the student's practicum preceptor/mentor. The student must obtain and submit a curriculum vitae (CV) for all team members other than those affiliated with Jefferson College of Nursing. Students must also obtain license and/or credentials, when appropriate, from external team members and/or preceptors. Students may at times also have an internal team member who should be a subject matter or methods expert or have interest in the topic, hold an earned doctorate and be a member of the Thomas Jefferson University faculty. Students should not contact, ask or speak with potential DNP Project team members until after they meet with their project leader, and the leader approves of the members.
- **Complete Form A.** The student will obtain the leader's and team members' signatures on the Doctoral Project Team Member Appointment (Form A).
- The form can be found on the NU719 or NU728 course board. The student shall submit the completed form to the DNP Project team leader and to the NU719 or NU728 course board. The student will develop a DNP Project proposal timetable, including a plan to meet the clinical practicum hour requirement and review the plan with the team leader.
- **Refine the DNP project question and project purpose.** Once the student and team leader agree on the type of project and a clinical question/purpose, the student will begin to write the DNP Project proposal, consistent with writing the DNP Project format, noted below.
- **Write and revise.** The student will review the draft proposal with the team leader and revise as recommended, allowing ample time between revisions. The student should plan to have the proposal completed and approved by the faculty project team in sufficient time for the full team to review and revisions to occur, when necessary, prior to the end of the semester. Once approved, the team leader will distribute the proposal to the project team members for review. Members should be given two weeks to review the proposal.
- **Complete Form B.** Once all project team members approve the project proposal, the student will direct each member to sign the DNP Project Proposal Approval (Form B). The form can be found on the NU719 or NU728 course board. Students shall submit the completed form to their team leader and to the course board.
- **IRB and Ethical Approvals.** For projects being implemented at Jefferson, upon project team approval of the DNP Project proposal, the student is ready to submit the proposal to the appropriate Institutional Review Board (IRB) as indicated . Projects that are strictly quality improvement and meet the criteria as outlined by the IRB may not require IRB oversight. Please check with DNP Program Directors, the course faculty and project teams for confirmation prior to making a final decision. The student is responsible for

collaborating with their project team lead and site preceptor regarding any additional ethical approvals needed at their individual implementation site, including, but not limited to, nursing research councils, practice owners, etc.

- Projects that do not meet the criteria of quality improvement will require IRB submission and approval only from the organization where the project will take place. The student shall prepare the required IRB application forms in consultation with the appropriate institutional IRB departments. NU719 or NU728 Course and Project Team Faculty will guide students regarding IRB submission. The student is not permitted to start official work implementing the project until the project receives IRB approval from all required organizational IRBs and ethical approvals (for example, some sites require nursing research council involvement). IRB submission or confirmation that the project meets the criteria of quality improvement is a requirement of the doctoral project.
- **Implement.** Once appropriate ethical or IRB approval is obtained, the student implements the DNP Project. During this time, the student maintains frequent communication with the project team members throughout the implementation and completion of the project.

NU720/NU729 DNP Project Requirements

- **Analyze and synthesize results.**
- **Write and revise.** The student will write the remainder of the Project document and submit to the project team leader according to a course outlined mutually agreed-upon schedule. As with the DNP Project proposal, ample time should be allocated for revisions. Once approved, the team leader will distribute the proposal to the project team members for review. Members should be given two weeks to review the proposal.
- **Complete Form C.** The student will complete the DNP Project Successful Completion (Form C). The form can be found on the course board. Upon final DNP Project approval, the student must submit an electronic copy to the course board. The student is encouraged to deposit the DNP Project abstract into the Jefferson Digital Commons AFTER the committee has approved the DNP Project and signed Form C.
- **Disseminate results.** The student will complete a dissemination of their DNP Project . This may include but not limited to creation of a poster, oral dissemination or publication .

NOTE: Students in the DNP-EL program practicum will take NU728 and NU729. Students in the DNP-CP Program will take NU719 and NU720.

WRITING THE DNP PROJECT

The length of the proposal may vary depending on the DNP Project option selected. Students may find that they need to rework their proposals several times to achieve clarity, brevity and completeness. All work is to adhere to the most recent edition of the APA style manual.

As appropriate to the nature of the project, the following format should be followed.

Title Page

Abstract should not exceed 120 words

Part I Problem Identification, Conceptual Framework and Review of the Literature, Project Design and Methods

- Background and significance
- Description of the problem
- Population affected
- Epidemiology
- Brief description of the state of general knowledge organizational/local knowledge of significance of the problem
  - Purpose statement
  - Clinical questions
  - Project objectives
  - Assumptions and limitations
- Conceptual framework
  - Description of framework or model
  - Figure or model, if relevant
  - Clear link to purpose and clinical question/s
  - Conceptual definitions

Part II Review of the Literature

- How have other researchers examined the problem?
- Other sources of evidence: guidelines, expert panels
- Critical synthesis (what are the similarities and differences among studies) What is the level of evidence to date?
- Gaps in the literature
- Setting
- Population/sample
- Inclusion/exclusion criteria

Part III Methods

- What data will be collected?
- What tools will be used to collect these data?
- What is the quality of the measure?
- Who will collect the data?

- How will the data collection methods be systematic and rigorous?
- How will the data be protected, and how will the data be analyzed?
- Timetable
- Resources: Personnel, technology
- Identification of key stakeholders and site support
- Protection of human subjects
- Plan for dissemination to key stakeholders

Part IV Results

Part V Discussion and Conclusions, Implications and Recommendations.

- Presentation of data and results
  - Explanation of analysis used
  - Extent to which each objective was achieved or question answered
  - Limitations and lessons learned
- Application for practice, theory, policy, research and/or education
  - Relevance to change in practice and/or leadership role of the doctorally-prepared nurse
  - Recommendations

References

Appendices

FORMS, INSTRUCTIONS AND INFORMATION

THOMAS JEFFERSON UNIVERSITY COLLEGE OF NURSING

DOCTOR OF NURSING PRACTICE (DNP) PROGRAM

DOCTORAL PROJECT TEAM MEMBER APPOINTMENT (FORM A)

Student Name: _____ Date: _____

Proposed Project Title:

_____

_____

_____

_____

PROJECT TEAM

Project Team Leader (Jefferson College of Nursing Faculty Member):

_____	_____	_____
Print Name	Signature	Date

Project Member (Thomas Jefferson University Faculty Member, if indicated):

☐ Not applicable

_____	_____	_____
Print Name	Signature	Date

_____	_____
Address	Email/phone number

Project Member (External Member/Preceptor):

_____	_____	_____
Print Name	Signature	Date

_____	_____
Address	Email/phone number

*NOTE: The student is to submit the completed form to the team leader and the NU719 course board

THOMAS JEFFERSON UNIVERSITY COLLEGE OF NURSING

DOCTOR OF NURSING PRACTICE PROGRAM

DOCTORAL PROJECT PROPOSAL APPROVAL* (FORM B)

Student Name: _____ Date: _____

Title of Doctoral Project Proposal:

_____

_____

I hereby accept the Doctoral Project proposal submitted by the above named student.

Project Team Leader:

_____	_____	_____
Print Name	Signature	Date

Team Member:

_____	_____	_____
Print Name	Signature	Date

Team Member (if indicated):

☐ Not applicable

_____	_____	_____
Print Name	Signature	Date

*NOTE: The student is to submit a copy of the completed form to:

- Project team leader
- NU719 Course Board

THOMAS JEFFERSON UNIVERSITY COLLEGE OF NURSING

DOCTOR OF NURSING PRACTICE PROGRAM

DOCTORAL PROJECT SUCCESSFUL COMPLETION (FORM C)

Student Name: _____ Date: _____

Title of Doctoral Project:

_____

_____

I hereby certify that the above named student has successfully completed the DNP Project requirements.

Team Leader:

_____	_____	_____
Print Name	Signature	Date

Student:

_____	_____	_____
Print Name	Signature	Date

Chair of Graduate Programs:

_____	_____	_____
Print Name	Signature	Date

THOMAS JEFFERSON UNIVERSITY COLLEGE OF NURSING

DOCTOR OF NURSING PRACTICE PROGRAM

PRACTICUM LOG INSTRUCTIONS

Students must complete the following goals, objectives, table, and the corresponding summary to document practicum activities.

- **Date(s):** Record the specific date(s) on which the practicum activity occurred.
- **Practicum Experience Description:** Provide a detailed description of the practicum experience, including the location, individuals involved, and the student's role (member, leadership role, etc.). Any online activity (such as a webinar, pod-cast, or conference) should include a link to the activity.
- **Activity Evaluation and Citation of References:** Provide an evaluation of the learning achieved. The description must clearly demonstrate how the activity contributed to doctoral-level experiential learning and professional development aligned with the course student learning outcomes. Additionally, students must cite references in APA format as applica-ble.
- **Program Outcome or Course Student Learning Outcome:** Identify and list the applicable program outcome(s) or course student learning outcome(s) addressed by the activity. See the course syllabus.
- **Practicum Hours:** Document the number of hours completed for the activity and maintain an accurate running total of cumulative practicum hours.
- **Summary:** Write a reflection (no more than 500 words) of the lessons learned from the overall practicum experience. In-clude a discussion of how each practicum activity facilitated your practicum goals and objectives in connection with the course student learning outcomes.

THOMAS JEFFERSON UNIVERSITY COLLEGE OF NURSING

DOCTOR OF NURSING PRACTICE PROGRAM

PRACTICUM JOURNAL, EVALUATION, AND HOURS

Student: _____

Student Program Track (Clinical Practice, Executive Leadership, or Nurse Anesthesia): _____

Practicum Goal: _____

Practicum Objectives (at least 2): _____

PRACTICUM ACTIVITIES				
Date	Practicum Experience: Describe in detail (location, people involved, etc.)	Activity Evaluation and Citation of References	Program Outcome or Course Student Learning Outcome	Practicum Hours: List hours in this activity AND Running Total Cumulative Hours

PRACTICUM ACTIVITIES, *continued*				
Date	Practicum Experience: Describe in detail (location, people involved, etc.)	Activity Evaluation and Citation of References	Program Outcome or Course Student Learning Outcome	Practicum Hours: List hours in this activity AND Running Total Cumulative Hours

TOTAL HOURS COMPLETED: _____

Complete this section once all practicum hours are completed.

SUMMARY:

Please write a reflection (no more than 500 words) of the lessons learned from the overall practicum experience. Include a discussion of how each practicum activity facilitated your practicum goals and objectives in connection with the course-specific program and student learning outcomes.

_____

_____

_____

_____

_____

_____

* Student Signature: _____ Date: _____

**** By signing this practicum log, I certify that all documented hours are complete, accurate, and were honestly earned in compliance with program and course requirements.***

INFORMATION FOR PRACTICUM PRECEPTOR/MENTOR

NU719/NU720 and NU728/NU729

All Thomas Jefferson University, Jefferson College of Nursing, Doctor of Nursing Practice (DNP) degree students must successfully complete a Doctor of Nursing Practice Project (DNP Project). The DNP Project is a faculty-guided scholarly process to address a theoretically and clinically relevant problem. The DNP Project provides evidence of the student's practice inquiry knowledge and skills and one's ability to apply research principles through problem identification, proposal development, implementation, and evaluation of a problem related to clinical practice, the health care delivery system, or a health care policy issue.

Each of the practicum courses includes a practicum component. The practicum hours are related to the student's unique area of clinical inquiry and support the DNP Project, the student's identified practicum goals, course objectives and enhance the DNP competencies as described in The American Association of College of Nursing Essentials (2021).

Students are mentored by faculty and selected practicum preceptor(s/mentors) to conceptualize and approach practice through a scientific mindset – challenging the habits of practice, cultivating curiosity about the scientific and theoretical underpinnings of practice, and formulating practice inquiry questions. Students are encouraged to select preceptors/mentors who are subject matter experts in their selected area of clinical inquiry, and who agree to guide, advise, counsel, motivate, coach and facilitate the work of the student. In most cases, the preceptor will be the external member of the student's Doctoral Project Team.

Practicum Preceptor/Mentor Requirements

- Preceptors/mentors, as project team members must hold an earned doctoral degree and provide copies of the current curriculum vitae, when applicable, professional license and professional certifications.
- The preceptor-student relationship should begin with clearly defined expectations and address issues such as how long the relationship will last, how frequently the preceptor and student will meet and the need for confidentiality.
- Preceptors will complete a student practicum evaluation at the completion of each semester.

Note: The following forms will apply to DNP-Post Master's Entry students.
NU719 and NU720 DNP Clinical Practicum Courses
NU728 and NU729 DNP Executive Leadership Courses

Thomas Jefferson University College of Nursing Doctor of Nursing Practice Program

Preceptor Evaluation of Student: NU719, NU720, NU728, and NU729

Date of Review: _____ Preceptor Name: _____

Practicum Site: _____

Student Name: _____

Directions: Please circle the option which best reflects your opinion of the student's clinical performance.

Program Outcome			
1. Synthesize, integrate, and translate evolving transdisciplinary and nursing knowledge to lead advanced nursing specialty practice. (Domain 1)	Met	Unmet	Not Applicable
	Comments:		
2. Lead and integrate initiatives which drive person-and family-centered care that is culturally responsive, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. (Domain 2)	Met	Unmet	Not Applicable
	Comments:		
3. Appraise practice patterns and risk stratification to lead evidence-based initiatives that improve holistic care, collaborating in traditional and non-traditional partnerships for the improvement of equitable population health outcomes. (Domain 3)	Met	Unmet	Not Applicable
	Comments:		
4. Design, implement, evaluate, and disseminate scholarly inquiries that incorporate evidence appraisal, research translation, and best practices to improve outcomes. (Domain 4)	Met	Unmet	Not Applicable
	Comments:		
5. Design and lead quality and safety initiatives using established and emerging principles of safety and improvement science to mitigate risk of harm to patients and providers and optimize individual performance and system effectiveness. (Domain 5)	Met	Unmet	Not Applicable
	Comments:		
6. Lead interprofessional teams to address complex needs of the individual, families, community and population through respectful and effective communication and shared decision making. (Domain 6)	Met	Unmet	Not Applicable
	Comments:		

7. Analyze complex systems impacting the healthcare industry to generate strategic innovations that enhance value, access to care and cost-effectiveness. (Domain 7)	Met	Unmet	Not Applicable
	Comments:		
8. Leverage information and communication technologies and informatics processes in accordance with best practice and professional and regulatory standards, to analyze and compare quality metrics, impact clinical decision making, and develop knowledge to improve healthcare delivery. (Domain 8)	Met	Unmet	Not Applicable
	Comments:		
9. Advance core values that promote professionalism, ethical standards, accountability, integrity, empathy, civility, and a spirit of mentorship into one's advanced nursing specialty practice/role. (Domain 9)	Met	Unmet	Not Applicable
	Comments:		
10. Advocate for reflective practices that advance the health and well-being of self and colleagues through engagement in initiatives that support personal health, resilience, life-long learning, and leadership development. (Domain 10)	Met	Unmet	Not Applicable
	Comments:		

Thank you for taking the time to evaluate and comment on the student's performance.

Strengths: (Please provide specific examples):

_____

_____

Areas needing improvement: (please provide specific examples):

_____

_____

Reviewed with student (circle): yes no

Preceptor signature: _____

Student signature: _____

Course Faculty signature: _____

Reviewed and Revised: College Executive Committee 6/3/2026.

Thomas Jefferson College of Nursing Doctor of Nursing Practice Program

Student Evaluation of Practicum Site & Preceptor: NU719, NU720, NU728, and NU729

Date of Review: _____ Preceptor Name: _____

Course: _____ Practicum Site: _____

Directions: Describe your general impression of your clinical "site" and your preceptor.

Practicum Site:

Activity	Yes/No	Comments
1. Provides a conducive environment to meet student learning outcomes		
2. Provides orientation as needed		
3. Site personnel is supportive of doctoral nursing education		

Preceptor:

Activity	Yes/No	Comments
1. Available for and amenable to consultation		
2. Encouraged open dialogue and challenged thinking		
3. Acted as coach, advisor and facilitated the work of the student		
4. Provided abundant opportunities to meet student learning outcomes		
5. Offered suggestions for improvement in a constructive manner		
6. Please provide any additional comments that would be helpful in the evaluation of this experience:		

Reviewed and Revised: College Curriculum Committee 08/26/2020. Reviewed and Approved: College Executive Committee 10/21/2020.

FREQUENTLY ASKED QUESTIONS

What is the role of the DNP Project Team Leader?

The team leader works closely with the student as they plan and execute the doctoral project. The team leader should be aware of all plans, timelines, changes and problems throughout the project process. The team leader must hold an earned doctorate and be a member of the Jefferson College of Nursing faculty. Selection of team leader may be based upon mutual interests, similar clinical or research experience, area of expertise and/or previous mentorship relationship.

How should I determine my external DNP team member?

The external team member must hold an earned doctorate with clinical expertise or a research collaborative relationship that may either facilitate the student's access to the study site, population or data or supplement the clinical expertise of faculty committee members. The external team committee member also typically agrees to serve as the student's practicum preceptor/mentor.

Does writing my DNP Project count as practicum hours?

No.

Does everyone have to apply for IRB approval?

Faculty will help determine if the student's project requires approval. Students are expected to disseminate the results of their DNP projects, and IRB approval is necessary, even if a project is determined to be exempt.

Does my time preparing the IRB submission count as practicum hours?

Yes with approval from course faculty.

Will I have to get multiple IRB approvals?

This will depend on the nature of the project and policies of the project site. It is the student's responsibility to determine if this is necessary.

What if my project proposal gets delayed in the IRB?

If the application does get waylaid in the review process, the student will work with the project team leader to revise the timeline and expectations.

What are the characteristics of a successful student?

- Student takes ownership of the project as their own scholarly work
- Synthesizes concepts from DNP courses as a foundation for project design and implementation
- Clear definition of the support and help you think you need
- Recognition that one person cannot help you meet all your mentoring needs
- Recognition that your needs for mentoring change over time
- Ability to accept and work through meaningful criticism
- Interest in working with mentors to help you grow
- Respectful of mentor and project team members' time; adhere to meeting and due dates

JEFFERSON DIGITAL COMMONS

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Dissertations in the Jefferson Digital Commons

All doctoral students are encouraged to submit their completed dissertations to the Jefferson Digital Commons, and there are two ways to do so.

If you are interested in sharing your entire dissertation, please email the dissertation and a signed release form to Kelsey Duinkerken at kelsey.duinkerken@jefferson.edu. This option allows you to share your research with the widest audience possible.

Alternatively, if you are interested in sharing just your abstract we recommend depositing your dissertation in ProQuest. This option allows users to access your full dissertation from ProQuest (often after paying a fee), but it also automatically adds your abstract to the Jefferson Digital Commons.

Have questions? Feel free to contact digitalcommons@jefferson.edu.

THOMAS JEFFERSON UNIVERSITY COLLEGE OF NURSING

DOCTOR OF NURSING PRACTICE

INTERVIEW AND OBSERVATION STUDENT INSTRUCTIONS

1. **Informing the Intended Interviewee(s) OR Observation Location:**

   Prior to confirming an individual's participation with you in an interview designed to fulfill curricular requirements of Thomas Jefferson University, Jefferson College of Nursing, the following must occur:

   - You must explain to the intended interviewee/observation location who you are.
   - You must explain your role as a student at Thomas Jefferson University, Jefferson College of Nursing, Doctor of Nursing Practice.
   - You will explain the project upon which you are working, the extent to which you will publish or otherwise share the information obtained from your interactions with them, and the media you intend to utilize to obtain information.
   - You will read a description of your intended activities to the interviewee or provide them with the option to read an explanation of your planned interview.

2. **The Consent and Release Form**

   The Consent and Release Form will help you fully convey to the interviewee/observation location the important elements of their participation. After the potential interviewee/location receives information sufficient to satisfy the criteria identified in section (1) above, you must ask them to sign the Agreement to Interview/Observe form. Give the interviewee/observation location a copy of the signed form and return a copy of the signed form to the course board. You may also keep a copy for your records. Do not conduct the interview/observation until you have obtained a signed copy of the Consent and Release Form.

THOMAS JEFFERSON UNIVERSITY COLLEGE OF NURSING

DOCTOR OF NURSING PRACTICE

CONSENT AND RELEASE FOR INTERVIEWS AND OBSERVATIONS

Name of the Project: _____

Student's Name and University Contact Information:

_____

_____

Project Description:

_____

_____

I, _____, hereby grant the right to use information from written notes taken during interviews and/or observations in which I participated, to _____ (student's name) and Thomas Jefferson University, Jefferson College of Nursing.

I understand that materials derived from the interview/observation(s) will be kept by the University and/or the interviewer/observer, and that the information contained in the interview(s)/observation(s) will be submitted to faculty for evaluation. I received satisfactory answers to my inquiries concerning the project and I understand that my words will be utilized for educational, institutional, and/or scientific purposes. I understand that compensation for use of materials developed as a result of my participation is not available to me. All rights, titles, and interest in the materials gathered during my participation on the project will become and remain the property of Thomas Jefferson University, Jefferson College of Nursing, .

I understand that I may contact [insert contact information of faculty member with whom participants may speak] to share comments or concerns regarding the project.

_____ By initialing here, I also agree to be identified by name in the project and related materials.

_____ By initialing here, I agree to be audio recorded during this interview/observation.

I irrevocably give consent to Thomas Jefferson University, its officers, agents, employees, successors, and licensees, forever to make use of my words in the project described above. I acknowledge that I am fully aware of the scope and purpose of my participation on this project and I consent to participation freely without duress, disability, or undue influence at the time of signing this release and consent instrument.

Signature of Interviewee: _____ Date: _____

Signature of Student: _____ Date: _____

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