

Policy Number:	D8035
Faculty Approved:	5/2017
Effective Date:	6/2017
Reviewed Date:	10/2017
Revision Date:	10/2017
Dean Approved:	10/2017

Policy Title: Doctor of Nursing Practice (DNP) Professional Preceptor/Mentor Policy

The purpose of the DNP Professional Preceptor/Mentor Policy is to identify professional preceptors/mentors to facilitate clinical or practicum experiences while outlining the process for establishing clinical or practicum experiences for the post-master's DNP students.

Policy:

To achieve student learning outcomes and meet program clinical/practice hour requirements, various DNP courses require students to spend time in clinical/practice experiences working with professional preceptors/mentors to guide and facilitate the students' advancement in a specific area as a DNP leader. The goals associated with these experiences should be in accordance with the DNP Essentials. Professional leaders identified as experts provide the opportunity of a meaningful educational experience to achieve course and program outcomes. The DNP faculty members recognize that post-master's DNP students are highly skilled practitioners and nursing leaders when they enter the program and thus benefit greatly from working with professional preceptors/mentors to facilitate their advanced leadership and practice development.

Individuals who serve as professional preceptors and mentors for the post-master's DNP students should meet the following qualifications:

1. Formal education and professional experience as required for the professional role and practice area; preferably an earned graduate degree or its equivalent in a specialty area of practice.
2. Clinical practice expertise derived from practical and theoretical preparation for individuals in clinical practice roles.
3. Administrative or management expertise derived from practical and theoretical preparation for individuals in administrative, information technology, or public health positions.
4. Commitment to assist students to develop unique aspects of a particular role and meet defined learning objectives as established by the program of study.

Specific learning objectives are developed for each experience. Students develop these objectives based upon course objectives and in coordination with the professional preceptor/mentor so that a meaningful educational experience may be achieved.

Clinical/practice experiences for students in the post-master's DNP program may include a variety of experiences, depending upon the associated course objectives. Courses may include direct or indirect patient care experiences, depending upon the objectives of the course. Examples include nursing care influencing healthcare outcomes, participation in community events or local, state, or national meetings relevant to the learning objectives; activities related to developing, implementing and completing the DNP Project; or other unique learning opportunities from which the student can achieve defined learning objectives. While clinical/practice experiences may take place in the student's place of employment, this is not encouraged and clear learning objectives must be delineated before the experience begins. The Cizik School of Nursing faculty may serve as professional preceptors/mentors.

Course faculty must approve all professional preceptors/mentors and student learning objectives for the clinical/practice experience.