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This Manual is intended to serve as a guide for mentors in the Doctor of Nursing Practice (DNP) Program. Basic program information is listed along with the expectations of mentors, university faculty, and students. The university faculty and students greatly appreciate the significant amount of time and effort put forth by the mentors.

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Mission Statement

The Mission of the Department of Nursing at The University of Scranton is to prepare nurses grounded in Jesuit ideals, who are committed to excellence in practice for the 21st century and have the knowledge and competencies to deliver safe, evidence-based, patient-centered care.

Department of Nursing Philosophy

Purpose of the Doctor of Nursing Practice (DNP) Program

The DNP program is designed to prepare graduates for independent practice in advanced nursing practice specialties. The DNP graduate will possess enhanced organizational and leadership skills in health care delivery, expertise in the application of evidence-based practice to improve patient and health care outcomes, and the ability to lead inter-professional teams.

Doctor of Nursing Practice (DNP) Program Outcomes

Upon completion of the DNP program the graduate is prepared to:

1. Incorporate science-based theories from nursing and other disciplines to develop, implement, and evaluate practice approaches that improve health care.
2. Utilize organizational and systems leadership to promote quality, cost effectiveness, and patient safety in the delivery of health care.
3. Demonstrate leadership in the application and critical evaluation of

Overview of DNP Program

The DNP is a practice doctorate that focuses on providing leadership for evidence-based practice. This requires competence in translating research into practice, evaluating evidence, applying research in decision-making, and implementing viable clinical innovations to change practice. Considerable emphasis is placed on a population perspective, how to obtain assessment data on populations or cohorts, how to use data to make programmatic decisions and program evaluation. Specifically, the DNP program at the University of Scranton provides doctoral education in a learning environment where ethical leadership, creative problem solving, service to patients and communities, inter-professional teamwork, appreciation of diversity, and commitment to performance excellence are the hallmarks. The emphasis of the DNP program is on preparing local, regional, national, and international nurse leaders who will use their expertise to provide sophisticated care to promote the health of individuals, families, groups, and communities in increasingly complex environments. The student will complete an evidence-based scholarly project with significant potential to positively change health care delivery or improve patient outcomes for vulnerable patients, families, communities, or populations. The DNP is designed for nurses seeking a terminal degree in nursing practice and offers an alternative to research-focused doctoral programs. DNP-prepared nurses are well-equipped to fully implement the science developed by nurse researchers prepared in PhD, DNS, and other research-focused nursing doctorates.

The DNP program at The University of Scranton is a 30-credit program that can be completed in 21 months (5 semesters), with entry in fall and graduation two years later in spring. The program is uniquely offered in an executive leadership format. It is specifically designed to accommodate full-time practice and full-time academic commitment. This hybrid model allows for on campus meetings augmented with online course work. It is the best of both worlds incorporating the benefits of face-to-face on-campus learning with the flexibility of online learning. The executive leadership model with planned on-campus meetings over the semester allows for increased collaboration among students and regular face-to-face contact between students and professors,

The Scholarly Project

In addition to coursework, each student will complete an evidence-based scholarly capstone project with significant potential to positively change health care delivery or improve patient outcomes for vulnerable patients, families, communities, or populations. A Scholarly Project is the hallmark of the practice doctorate demonstrating the synthesis of both coursework and practice application. The final outcome is an evidence-

The scholarly project embraces

Practicum Hours

Each DNP student will complete clinical practice hours related to the scholarly project and /or to

Description of University Faculty Advisor Role

Each DNP student will have a University faculty advisor for the scholarly project and related practicum hours. The faculty advisor will hold doctoral preparation at either the PhD, EdD, or DNP level. Generally, the faculty advisor will be the instructor of record for the student when enrolled in NURS 780 and NURS 790. The faculty advisor will serve as the team leader of the Scholarly Project Team and will work with the student to select a minimum of one other team member/mentor, usually a professional from outside the University with expertise in the content area of the project. The Scholarly Project Team, under the auspices of the faculty advisor, is responsible for guiding the student in the development of the scholarly project; critiquing the readiness of the project proposal for presentation; mentoring the student during the

performance on both the proposal and final project presentation.

The faculty advisor will communicate with the team member(s)/mentor(s) as needed via written communication, phone conversations, and/or meetings regarding the progress.

Formal evaluation is done each semester by the faculty advisor and team by the University. While input from the team member(s)/mentor(s) is solicited, and valued, the University faculty advisor is ultimately responsible for the grade given to the student.

Description of DNP Student Role

It is the DNP student's responsibility to be aware of her/his own unique learning needs and to make them known to faculty and mentors. Students are expected to participate in mentor selection and negotiate their schedules to fulfill the scholarly project and practicum requirements. Students are responsible for providing their own transportation to the practicum sites and maintaining ongoing communication with their mentor(s) and faculty advisor. In addition, students are responsible for maintaining records of their practicum experiences and submitting written logs to their faculty advisor and mentor when indicated.

Student maintenance of proper communication with both the faculty advisor and the mentor(s) is critical to maximijcphtut[th]-5(e)-3()8(m)-6(e)6(n).ticaatitQq00 62

Description of Mentor Role