



**NORTH PARK
UNIVERSITY**

School of Nursing
and Health Sciences

**DNP Project and Practicum Handbook
2026-27**

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DNP Project and Practicum Handbook

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DNP Project and Practicum Handbook

A. Introduction

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

B. DNP Project

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

All DNP projects are to:

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

DNP Project Overview: The Doctor of Nursing Practice (DNP) Project is an integrative practice experience that synthesizes doctoral coursework, current evidence, and clinical expertise to translate research into practice and improve outcomes for patients, families, populations, healthcare systems, or organizations.

The DNP Project is developed through two sequential project seminars: **NURS 6160:** DNP Seminar I – Project Foundations and Evidence-Based Planning and **NURS 6170:** DNP Seminar II – Project Design and Evaluation. During these courses, students identify a practice problem, review and synthesize the evidence, develop a project proposal, and design an evaluation plan. Students formally defend their project proposal in NURS 6170 before progressing to project implementation.

Project implementation and evaluation occur over two additional courses: **NURS 6206:** DNP Project Implementation and **NURS 6210:** DNP Evaluation and Translation of Evidence. During these courses, students implement the approved project, evaluate outcomes, analyze findings, and disseminate results. The culminating DNP Project deliverables include a scholarly written paper and an oral presentation completed in conjunction with NURS 6210.

Faculty teaching the DNP Project Seminars work closely with students to facilitate the development, implementation, evaluation, and dissemination of a scholarly DNP project. Upon matriculation, each student is assigned to a DNP Project Faculty Advisor and Faculty Consultant who guides throughout the project process. Students collaborate with a healthcare organization, agency, or practice setting to address a real-world clinical, organizational, population health, or systems-level problem through the translation of evidence into practice.

The DNP curriculum is developed, implemented, and regularly revised to reflect current professional nursing standards, competencies, and practice guidelines. The curriculum and expected student outcomes are grounded in the American Association of Colleges of Nursing (AACN) *The Essentials: Core Competencies for Professional Nursing Education* (2021), which serve as the foundation for all DNP graduates. Consistent with the program's specialty tracks, the curriculum also incorporates role-specific competencies for Executive Leaders and Nurse Practitioners.

For students in the Executive Leader track, the curriculum integrates leadership competencies identified by the American Organization for Nursing Leadership (AONL), including communication and relationship management, knowledge of the healthcare environment, leadership, professionalism, and business skills. These competencies complement the AACN Essentials by translating doctoral-level leadership knowledge into the skills necessary to lead complex healthcare organizations and systems.

For students in the Nurse Practitioner tracks, the curriculum incorporates nationally recognized advanced nursing competencies, including population-focused and role-specific competencies established by the National Organization of Nurse Practitioner Faculties (NONPF) and relevant specialty certification organizations. These competencies emphasize advanced clinical decision-making, evidence-based practice, quality improvement, population health, interprofessional collaboration, and systems leadership.

Together, the AACN Essentials, AONL competencies, and nurse practitioner competencies provide an integrated framework that ensures graduates are prepared to lead practice transformation, improve healthcare outcomes, and address the complex healthcare needs of individuals, populations, and systems.

DNP Project Team: The DNP Project Team consists of the student, a doctoral-prepared faculty advisor from the university, and a doctoral-prepared project mentor from the practice site. Additional content experts, mentors, or facilitators may provide consultation and intermittent support throughout the planning, implementation, evaluation, and dissemination phases of the project, as needed.

Key team members include:

- 1) **DNP Project Faculty Advisor:** The Project Faculty Advisor is assigned at the time of program matriculation and provides academic guidance regarding course

enrollment and the program of study. The faculty advisor is a faculty member who supports student project development during enrollment in the DNP project development seminars and oversees student practicum activities (NURS 6160 and 6170). Following the student proposal defense, the faculty project advisor will continue as a team member, consulting during project implementation (NURS 6206), and evaluation/dissemination of project outcomes (NURS 6210). The project faculty advisor oversees the final paper and participates in both the proposal and final defense.

- 2) ***DNP Faculty Consultant/Mentor:*** A doctoral-prepared DNP Faculty Consultant may be assigned at the time of program matriculation and is selected based on expertise relevant to the student's area of specialization, including Executive Leader or Nurse Practitioner practice. The Faculty Consultant provides mentorship and subject matter expertise throughout project development, implementation, evaluation, and dissemination. The student and Faculty Consultant are expected to communicate regularly to support project progression and the successful completion of program milestones. The DNP Faculty Consultant serves as a second reader for the final project paper and participates in the proposal defense (NURS 6170), project implementation review (NURS 6206), and final project defense and dissemination presentation (NURS 6210).
- 3) ***Project Site Mentor:*** A A doctoral-prepared (DNP, PhD, MD) project site mentor is identified within the partnering organization or agency to support the student in defining the practice problem, understanding the organizational context, and engaging key stakeholders. The site mentor is a clinical, administrative, or organizational leader who guides the development, implementation, and evaluation of the DNP project. Serving as a liaison between the student and the practice setting, the mentor facilitates access to organizational resources, supports project feasibility and sustainability, and assists the student in achieving DNP practicum and project objectives. The site mentor maintains an ongoing collaborative relationship with the student throughout the project and provides feedback on project progress. The mentor also contributes to the evaluation of the project proposal and final project and verifies organizational support through participation in, or approval of, the proposal and final project defense processes.

C. DNP Practicum Experiences

DNP Practicum Overview: During enrollment in DNP project development seminars (NURS 6160 and 6170), and DNP project Implementation (NURS 6206) courses, students will plan practice experiences to support in-depth learning. These experiences will afford the opportunity to apply, integrate, and synthesize the DNP Essentials

necessary to demonstrate achievement of defined outcomes in an area of advanced nursing practice.

DNP practicum experiences are designed to provide:

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

Three hundred and fifty (**350**) practicum hours are to be accrued for two 14-week DNP Seminar courses and one 14-week DNP Implementation course. Practicum hours are to be documented; activities to be described, reflected on, and related to the DNP Essentials identified (**Appendices B**).

Please note that practicum hours should not be devoted to the direct management of individual patients. Rather, the practicum is intended to focus on clinical leadership activities that support system-level improvements, evidence-based practice initiatives, quality and safety outcomes, and the advancement of population health.

Students will be enrolled in NURS 6910 Advanced Practice Practicum as need to full-fill their 1000 supervised post-graduate practice hours. Students may be enrolled in NURS 6910 multiple times, depending upon the number of hours needed. Using the course objectives of NURS 6910, a 3-semester scaffold plan is available. See **Appendix Q. A** Gap Analysis is completed for each applicant. See **Appendix R**.

D. Evaluation of DNP Project:

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

1) DNP project proposal defense

The project proposal is to be finalized during the last DNP project development seminar (NURS 6170). The proposal is to represent evidence of a scholarly synthesis of the literature and detailed project plan (**Appendix C**). To earn a passing grade in the course, a student must successfully submit an acceptable proposal and defend their proposal to the DNP project team and the broader community. The proposal is to be submitted to project team members at least two weeks prior to the defense. The student will deliver a 30-minute overview of the proposal to the project team members, key stakeholders, project experts, program faculty, and other students enrolled in the DNP program. The project team will meet privately to discuss any issues that arise. The proposal may be

accepted in full, accepted with minor or major revisions, or rejected. In the case of major revisions or rejections, the proposal will be rewritten and a follow-up meeting with the project team will be arranged. All project team members are expected to attend the initial and follow-up of proposal defenses, either physically or electronically.

Upon proposal approval, the DNP Project Proposal Approval Form (**Appendix D**) will be signed, and copies placed in a central repository in the SNHS and in the student file. The proposal will also be placed in the SNHS repository. Application for IRB review will be made upon proposal approval or sooner, during NURS 6170. Students are required to complete the *CITI Training Modules* and successfully complete an online exam. This training is required in NURS 6160. Go to <https://about.citiprogram.org/en/homepage/> under “Human Subjects Research,” select “Social-Behavioral Research” courses. Implementation of the DNP project will proceed following approval of IRB. IRB approval is required with NPU IRB and the student’s practicum site organization.

2) DNP final project defense

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

Upon final project paper approval, the DNP Project Approval Form (**Appendix F**) will be signed, and copies placed in a central repository in the SNHS and the

student file. An electronic copy of the final paper also will be placed in the repository in the SNHS.

Evaluation of DNP Practicum

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

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

(Appendix H) During this course, students engage in mentored practicum experiences to support project development. As noted in the DNP Project and Practicum Handbook, students will maintain a practicum log (to be submitted in the final week of each semester) and a DNP Practicum journal, which documents skill development and project progression. Please note that at least 100 supervised practicum hours must be completed by the end of the DNP Seminar semesters and 150 practicum hours at the end of the implementation semester.

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

The Doctor of Nursing Student will complete a self-evaluation of their progress through the sequential courses: DNP Seminars NURS 6160, NURS 6170, NURS 6206 Implementation, and NURS 6910 (as needed). **(Appendix J)** The self-evaluation will be completed at the end of each course for faculty review, comment, and assessment of course objective outcomes. Grading: P/F.

PART III: Agency Based Change Project: Practicum Course Objectives

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

Preparing for Practica

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

as templates to develop affiliation agreements. DNP Practicum Orientation Packet for site mentor is attached (**Appendix M**).

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

Practicum Behaviors & Expectations

The student will:

1. Design the optimal practicum experience.

- Review expectations of mentor, site, self and course.
- Review with the mentor about the course learning objectives & activities.
- Negotiate a mutually acceptable schedule for practicum.
- Review of practicum objectives.

2. Demonstrate practicum performance in alignment with progression through the program.

- Performance shows consistent progression through the semester and from one semester to the next.

3. Demonstrate professional persona.

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

4. Complete post-practicum activities

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

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

Guidelines for Dissemination of Scholarly Work

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

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

Guidelines for Authorship: It is accepted across scientific disciplines that authorship should include those who have made substantial, direct, intellectual contributions to the paper, poster, presentation, or written document (International Committee of Medical Journal Editors (ICMJE), 2013). Such contributions may include conceptualization or design of the work; acquisition,

analysis or interpretation of data; or interpretation of data for the work; *together with* drafting the work or critically revising the work for important intellectual content.

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

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

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

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

Appendix A - 1: Progression through DNP Project and Practicum

Course	Activity
NURS 6160	Assembling DNP project team & site
	Defining and characterizing the problem, including its magnitude and impact on the population/organization*
	Complete CITI human subjects training
	Identify stakeholders
	Identify plans for stakeholder input
	Gain stakeholder input into the problem
	Assess organizational readiness to address the problem
	Develop a concise problem & purpose statement*
	Identify intended impact of project*
	Gather and appraise literature & other evidence to identify best practices to address the problem
	Based on evidence synthesis & organizational strategic plan, make recommendations for change*
NURS6170	Identify the theoretical framework for the project
	Develop a program description incorporating logic models to support project planning
	Gain input from stakeholders on the feasibility
	Develop project timeline & budget*
	Identify potential barriers and strategies to overcome*
	Describe participants & stakeholders*
	Discuss project procedures
	Design evaluation plan addressing logic model elements, outcomes, indicators, data sources, methods, and timing, and plans for data analysis*
	Seek input from stakeholders on the evaluation plan
	Submit proposal for IRB approval
	Describe ethical issues associated with project implementation/evaluation and strategies to promote ethical completion of DNP project*
	Finalize and defend the proposal
	Project pilot
	Prepare for project implementation
NURS 6206	
	Implement project; collect & analyze data
	Note project limitations, lessons learned, recommendations, practice implications
NURS 6210	
	Finalize and defend final paper/project
	PowerPoint Presentation with Oral Defense

Update 06.20.19; 4.2.25, 6.26

(Include with Preceptor Orientation Packet)

Appendix B: Suggested Practicum Activities

DNP Practicum Activities:

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

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

AACN Essential I: Knowledge for Nursing Practice

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

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

AACN Essential II: Person-Centered Care

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

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

AACN Essential III: Population Health

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

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

AACN Essential IV: Scholarship for Nursing Discipline

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

- Develop DNP project proposal

- Conduct evaluation of DNP project evaluation
- Participate in data analysis
- Draft IRB proposal
- Consult with statistician: in person, by phone, or by email
- Develop tools for sustainability (e.g., toolkits, PowerPoints, audit tools, etc.)
- Presenting a poster or paper related to project at agency/organization or at conference
- Preparing manuscript for dissemination of project findings

AACN Essential V: Quality and Safety

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

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

AACN Essential VI: Interprofessional Partnerships

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

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

AACN Essential VII: Systems-Based Practice

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

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

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

AACN Essential VIII: Informatics and Healthcare Technologies

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

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

AACN Essential IX: Professionalism

AONL: Professionalism: Professional Accountability, Organizational Accountability.

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

AACN Essential X: Personal, Professional, and Leadership Development

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

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

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

Appendix C: DNP Project Proposal

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

Appendix D: DNP Project Proposal Approval Form

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

_____ and it has been approved for implementation, pending IRB approval.

DNP Advisor _____ Date _____

DNP Project Faculty _____ Date _____

Site Mentor _____ Date _____

Dean or Director of Graduate Nursing Programs _____ Date _____

Appendix E: DNP Project Final Paper

1. Title Page: Project title, student name and credentials, institution, and “in partial fulfillment of the requirements for the Doctor of Nursing Practice degree” statement
2. Signature Page
3. Dedication Page
4. Acknowledgement Page
5. Table of Contents
6. Abstract: problem, purpose, methods (participants, treatments/interventions, data collection/analysis), results, discussion/recommendations, implications for practice
7. Background and Significance
 - a. Problem in targeted population
 - b. Magnitude of problem and impact on population/organization
 - c. Organizational readiness to address the problem
 - d. Concise problem and purpose statement
 - e. Intended impact of problem
8. Review of Evidence
 - a. Review, appraisal, and synthesis of literature
 - b. Review, appraisal, and synthesis of other sources of evidence
 - c. Recommendation for change based on evidence synthesis and congruence with organizational strategic plan
9. Framework
 - a. Discussion of theoretical framework that informed project
 - b. Discussion of conceptual (logic model) that guided project
10. Project Design
 - a. Project plan outlined using logic model (including activities, process objectives (outputs), & outcome objectives)
 - b. Anticipated barriers to implementation and sustainability
 - c. Strategies to overcome barriers

- d. Participants (source of participants, recruitment strategies, sampling procedure, selection and assignment, inclusion/exclusion criteria, descriptive features, sample size)
 - e. Stakeholders
 - f. Procedures (treatment/intervention, protocols)
 - g. Timeline
 - h. Budget
- 11. Project Evaluation
 - a. Evaluation framework (outcomes/outputs, indicators, measures of change, data collection methods, data sources, frequency of data collection)
 - b. Procedures (data collection and analysis, instruments/measures)
- 12. Ethical Considerations
 - a. Ethical issues associated with project implementation and evaluation
 - b. Strategies to promote ethical completion of the project
- 13. Project Implementation
- 14. Results
 - a. Objective presentation of findings for each study objective
 - b. Accompanying tables and figures
- 15. Discussion
 - a. Analysis of findings in context of relevant literature
 - b. Facilitators/barriers
 - c. Unintended consequences
 - d. Limitations
- 16. Recommendations
 - a. Plans for sustainability
 - b. Applicability to other populations/settings
- 17. Implications for Practice
 - a. Lessons learned
 - b. Personal practice/career development
 - c. Nursing practice more broadly
- 18. References
- 19. Appendices

Appendix F: DNP Project Final Approval Form

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

DNP Advisor

Date

DNP Project Faculty

Date

Site Mentor

Date

Dean or Director of Graduate Nursing Programs

Date

Appendix G: DNP Practicum Reflective Journal

Purpose:

This journal helps DNP students connect practicum activities to project development, professional growth, and leadership performance. Students will document clinical experiences, mentor collaboration, and progress toward their leadership SMART goals, linking these insights to the DNP Essentials and their evolving project.

Keep in mind that these journals are essential tools for evaluating your progress because they provide a structured space for reflection, documentation, and self-assessment.

Through journaling, students can critically examine their personal growth, professional development, and advancement toward their project goals. This ongoing reflection not only enhances self-awareness and accountability but also allows faculty and mentors to assess the student's integration of leadership, evidence-based practice, and change management competencies, ensuring alignment with both academic standards and organizational outcomes.

Journal Entry Framework (required with each journal submission)

1. Hours
 - o Hours completed every two weeks
 - o Cumulative total hours to date
2. Highlights practicum experiences
 - o Summary of significant practicum experiences or progress on course assignments
 - o Key accomplishments, challenges, or new learning moments.
 - o Mentor or stakeholder interactions that influence your practice or project development.
3. Leadership SMART Goals Reflection
 - o Reflect on progress toward your self-identified leadership SMART goals.
 - o Summarize actions taken to advance these goals.
 - o Evaluate your progress using measurable evidence (e.g. communication effectiveness, team facilitation, data leadership).
 - o Reflect on how developing these competencies align with your DNP role as a clinical leader and change agent.

Example: "My SMART goal to enhance interprofessional collaboration was addressed this week through facilitating a team huddle for discharge planning. Feedback from the case manager indicated improved clarity of roles, suggesting measurable progress toward effective interdisciplinary communication."

Example: "My SMART goal to strengthen data-informed leadership was advanced this semester by leading biweekly interdisciplinary meetings to review pilot implementation metrics. I facilitated discussions between nursing staff, informatics specialists, and quality officers to

interpret early outcome trends and adjust workflow processes. Feedback from the site mentor indicated improved confidence in using real-time data for decision-making, demonstrating measurable growth in analytical leadership and systems-level communication. This experience reinforced my role as a DNP leader—translating data into action and guiding the team through evidence-based change.”

4. Reflection and Next Steps

Summarize what you learned to date and identify the next steps for the coming weeks.

5. Focused Journal Prompts for Weeks 2, 5, 9, 13

NURS 6160: Focused Journal Prompts: (details will be found in Canvas Online Modules)

- Week 2: Problem Identification and Alignment with Leadership Goals
- Week 5: Data Collection Planning and Organizational Insight
- Week 9: Engaging Key Stakeholders and Assessing Readiness for Change
- Week 13: Synthesizing Evidence and Refining the Project Plan

NURS 6170: Focused Journal Prompts: (details will be found in Canvas Online Modules)

- Week 2: Theoretical and Logic Models
- Week 5: Timeline, Task Sequencing, and Budget Development
- Week 9: Barriers to Implementation and Ethical Principles
- Week 13: Proposal Refinement and Pilot Analysis

NURS 6206: Focused Journal Prompts: (details will be found in Canvas Online Modules)

- Week 3: Reality of Practice
- Week 6: Integrity and Agility
- Week 9: Evaluating Impact
- Week 13: Professional Synthesis

Appendix H: DNP Practicum Time Log

Doctor of Nursing: Practicum Hours Log

Check course	Courses	Required course practicum hours
	NURS 6160: DNP Seminar I Project Foundation and Evidence-Based Planning	100 practicum hours
	NURS 6170: DNP Seminar II Project Design and Evaluation	100 practicum hours
	NURS 6206: DNP Project Implementation	150 practicum hours
	NURS 6910: Advanced Practice Practicum (1 semester hour = 50 practicum hours) Fill in a number of hours to complete.	

Student _____

Semester _____

Practicum Site: _____

Instructions for Completing the Practicum Activity Column

In the **Practicum Activity** column, provide a concise but specific description of the DNP practicum activities completed during the logged time. Activities should clearly reflect work related to project planning, implementation, evaluation, dissemination, and professional collaboration. Avoid general entries such as "worked on project" or "meeting."

Examples of appropriate practicum activities include:

- Conducted a review and synthesis of current literature to support the evidence-based practice project.
- Appraised research articles and developed the project evidence summary.
- Met with project mentor, preceptor, faculty advisor, or committee members to discuss project progress and next steps.
- Collaborated with stakeholders to obtain feedback, build support, and facilitate project implementation.
- Attended meetings with nursing staff, interdisciplinary team members, or organizational leaders related to the project.
- Developed project materials, educational resources, surveys, data collection tools, or implementation plans.
- Conducted staff education, training sessions, or presentations.
- Collected, organized, analyzed, or interpreted project data.
- Monitored project outcomes and evaluated intervention effectiveness.
- Prepared reports, posters, presentations, manuscripts, or dissemination materials.
- Participated in quality improvement, leadership, change management, or policy-related activities that support the project.

Each entry should briefly describe **what was done**, **who was involved (when applicable)**, and **how the activity supported achievement of practicum or project objectives**. Activities should align with the DNP course objectives and the approved practicum project.

This log reflects the practicum hours spent during the semester.

Date	Practicum Activity	Recorded Hours	Initialed by Preceptor

Student's signature: _____

Preceptor's signature: _____

Faculty's signature: ***Acceptance of this document into the course grading system indicates review by faculty of record and is entered in place of the signature.***

Revised 6/2026

Appendix: I: Student Evaluation Completed by Site Mentor

Park University
Doctor of Nursing Practice
Nurs 6160, NURS 6170, NURS 6206, NURS 6910
Practicum Performance Evaluation

Student Name: _____

Date: _____

Site Mentor Name: _____

Instructions for Clinical Preceptors

Thank you for serving as a clinical preceptor. Please use the prompts provided under each course to evaluate the DNP student's performance during this practicum or independent study experience. Each prompt is designed to reflect observable behaviors related to the course objectives.

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

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

Part 1: Course Objectives (check the box for which course objectives are evaluated)

[] NURS 6160 – DNP Project Planning I North					
This is a required practicum course. Use the NURS 6160 prompts to evaluate the student when they are in the early stages of DNP project development (problem identification, stakeholder engagement, evidence appraisal, and initial project aims).					
	1	2	3	4	NA
1. The student analyzes and discusses the DNP role using historical, professional, and scholarly sources to frame clinical scholarship and leadership.					
2. The student engages key stakeholders, assesses organizational readiness, and uses this information to refine a meaningful clinical problem.					
3. The student critically appraises current evidence and clearly links it to proposed project aims, interventions, and team roles.					
4. The student demonstrates reflective leadership growth while developing project aims, objectives, and a collaborative project team aligned with patient and organizational outcomes.					

[] NURS 6170 – DNP Project Design and Evaluation This is a required practicum course. Use the NURS 6170 prompts to evaluate the student when they are refining their project design (logic model, ethics/IRB, collaboration with stakeholders, budgets, timelines, and evaluation strategies).					
	1	2	3	4	NA
1. The student develops and uses a clear logic model to guide project design, implementation, and anticipated outcomes.					
2. The student applies ethical principles, prepares IRB or institutional review materials as needed, and protects human subjects in all planning activities.					
3. The student collaborates effectively with mentors, stakeholders, and interprofessional team members to refine the proposal, budget, timeline, and evaluation plan.					
4. The student demonstrates leadership readiness by presenting scholarly work clearly to academic/clinical audiences and engaging in reflective evaluation of personal leadership growth.					
[] NURS 6206 – DNP Project Implementation Practicum This is a required practicum course. Use the NURS 6206 prompts to evaluate the student when they are actively implementing and evaluating the DNP project in your organization (practice change activities, data collection, collaboration, and leadership development).					
	1	2	3	4	NA
1. The student implements the practice change project as planned, using evidence-based strategies and systematic methods to evaluate outcomes.					
2. The student demonstrates self-direction, professional accountability, and advanced clinical judgment in managing day-to-day project activities and addressing barriers.					
3. The student collaborates effectively with faculty, organizational mentors, and stakeholders to support implementation, evaluation, and plans for sustainability.					
4. The student uses structured reflection to examine leadership, decision-making, and project outcomes, and articulates how their leadership has developed during the practicum.					
[] NURS 6910 – Advanced Practice Practicum Independent Study This course is used only for independent study , not for a required practicum. Use the NURS 6910 prompts only if the student is enrolled in an independent study focused on a specialized practice topic (in-depth literature analysis, advanced clinical judgment, and scholarly writing/presentation around a focused area of study).					
	1	2	3	4	NA
1. The student clearly defines and analyzes a complex issue in a specialized practice area by critically appraising existing literature and evidence.					
2. The student synthesizes knowledge from nursing and other disciplines to guide advanced practice recommendations or innovations.					
3. The student demonstrates advanced clinical judgment and scholarly inquiry when discussing the chosen topic and its implications for practice.					
4. The student effectively communicates new practice knowledge in professional written and oral formats, including links between practice, policy, and organizational issues.					

Part 2: Communication and Professionalism

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

Competency: Communication and Collaboration	Acceptable	Needs Work
--	-------------------	-------------------

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

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

Strengths:

Areas to strengthen and plan for improvement:

Student's signature: _____

Preceptor's signature: _____

Faculty's signature: ***Acceptance of this document into the course grading system indicates review by faculty of record and is entered in place of the signature.***

Appendix: J: Practicum and Preceptor Evaluation completed by Student

Preceptor and Practicum Site Evaluation DNP Seminar Project Planning, Implementation, and Evaluation NURS 6160, NURS 6170, NURS 6206, and NURS 6910

Practicum Site: _____

Preceptor: _____ Title: _____

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

DNP Seminar and Practicums: 6160 ____ 6170 ____ 6206 ____ 6910 ____

Semester: _____

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

Parking: ____ not available ____ available; and costs _____

Please use the following scale when evaluating the Practicum Site:

1= Strongly Disagree 5= Strongly Agree

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

Please use the following scale when evaluating this preceptor:

1= Strongly Disagree 5= Strongly Agree

	1	2	3	4	5
The preceptor demonstrates excellence in the nursing leadership role.					

The preceptor is warm and welcoming to the students.					
The preceptor and student jointly set realistic goals and objectives for project planning, implementation, and evaluation.					
The preceptor is consistently available to work with the DNP student and Faculty.					
The preceptor creates situations for DNP student learning and growth.					
The preceptor fostered the fulfillment of learning activities and course requirements.					

The strengths of this preceptor are:

The weaknesses of this preceptor are:

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

Date of Evaluation _____

Student Evaluator _____

Faculty's signature: ***Acceptance of this document into the course grading system indicates review by faculty of record and is entered in place of the signature.***

Revised: 6/2026

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

Clinical Evaluation for DNP Practicums NURS 6160: DNP Seminar Project Evidence-Based Planning NURS 6170: DNP Seminar Design and Evaluation NURS 6206: Implementation

The Doctor of Nursing Student will complete a self-evaluation of their progress through the sequential courses: DNP Seminars: NURS 6160 and NURS 6170; and Implementation: NURS 6206.

The self-evaluation will be completed at the end of each semester for faculty review, comment, and assessment of course objective outcomes.

Grading: P/F. Students will be required to pass to move forward with the next course in sequence; and/or pass the final course, having met all practicum course objectives for the DNP degree.

Evaluation will include:

Part I: Practicum Requirements: Journal and Practicum Log

During this course, students will be engaging in mentored practicum experiences to support project development. As noted in the DNP Project and Practicum Handbook, students will maintain a practicum log (submitted in the final week of each semester) and a DNP Practicum journal (submitted throughout each semester) regarding skill development and project progression. Please note that at least 100 supervised practicum hours must be completed by the end of each term in NURS 6160 and 6170, and an additional 150 practicum hours in 6206.

Part II: Semester Review of Preceptor Evaluation of Student Progress

The preceptor will complete an evaluation of the student's practicum performance at the end of each semester. This completed evaluation is forwarded to the instructor for review/approval.

PART III: Agency-Based Change Project: Practicum Course Objectives

Student Self- Assessment Of Course Objectives	
- This tool is provided for students to complete a self-evaluation of their progress toward meeting the course objectives and demonstrating readiness for DNP project work. - Students should complete a self-assessment by reviewing each course objective and honestly evaluating their own performance. - They should include brief reflections on their strengths, areas for growth, and provide examples. - If a student identifies gaps or challenges, they should note any steps they plan to take to improve.	
Summary of Practicum Objectives	Student Comments A rating scale: Met, Partially Met, or Not Met. Commentary required.
NURS 6160: The student demonstrates the ability to analyze the DNP role, assess practice problems, synthesize evidence, build project teams, and develop initial aims and objectives for a practice change project.	
NURS 6170: The student demonstrates the ability to develop logic models, address ethical and IRB requirements, collaborate with stakeholders, and create project plans, budgets, timelines, and evaluation strategies.	
NURS 6206: The student demonstrates the ability to implement and evaluate the DNP project, collaborate	

with key partners, identify lessons learned and practice implications, and disseminate findings through written and oral reports.	
---	--

Rubric: Clinical Evaluation for DNP Practicum

Faculty Assessment (Completed by Course Faculty)	
Consider whether the student can analyze problems, apply evidence, collaborate with stakeholders, develop project plans, evaluate outcomes, and communicate findings in a scholarly manner. Comments should include specific examples of strengths, areas for improvement, and any needed support or recommendations.	
Criteria	Faculty Comments
	A rating scale: Met , Partially Met , or Not Met . Comments are required.
Part I: Practicum Requirements: Journal and Practicum Clinical Logs Faculty review of semester journals and practicum logs.	
Part II: Preceptor Evaluation Students submit for Faculty review.	
Part III: Course Objectives: Student Self-assessment Faculty reviews course objectives for student progression within course sequencing and/or completion.	
Course Progression: Pass/Fail	

Student's signature: _____

Faculty's signature: ***Acceptance of this document into the course grading system indicates review by faculty of record and is entered in place of the signature.***

Appendix L: Interagency Agreement

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

Name of Agency: _____

Agency Address: _____

Telephone (site mentor): _____

Email (site mentor): _____

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

The specifics of the practicum involve:

Site Mentor: _____

Practicum Period (full duration of program): _____

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

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

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

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

AGENCY

NORTH PARK UNIVERSITY

Signature (Director)

Signature (Dean)

Printed Name

Printed Name

Title: _____

Title: Dean, School of Nursing

Date: _____

Date: _____

PRACTICUM EXPERIENCES AND EVALUATIVE OUTCOMES AGREEMENT

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

Signature (Site Mentor)

Signature (Faculty Member)

Date

Date

Signature (Student)

Date

Appendix M: DNP Practicum Orientation Packet for Site Mentor

1: Student, Site Mentor, and Faculty Responsibilities

The student

The student will:

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

The Site Mentor

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

The site mentor will:

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

The Faculty Member

The faculty member will:

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

Overview of DNP Seminars, Implementation and Translation/Dissemination of Information Courses

NURS 6160: DNP Seminar I – Project Foundations and Evidence-Based Planning

This course offers an in-depth examination of the initial stages of the DNP project, encompassing clinical problem identification, stakeholder engagement, critical appraisal and synthesis of evidence, and the development of collaborative project teams. Students will build a strong foundation in leadership and organizational readiness for sustainable system-level change, preparing them for comprehensive project planning and implementation.

100 Supervised Practicum Hours are required.

Course Learning Objectives

- CO 1: Analyze the historical, professional, and scholarly context of the DNP role in advancing clinical scholarship and leadership.
- CO 2: Synthesize clinical problems through comprehensive stakeholder engagement and organizational readiness assessment.
- CO 3: Critically appraise and integrate current evidence and literature to inform project development.
- CO 4: Design collaborative DNP project teams with defined roles and responsibilities.
- CO 5: Apply evidence-based and quality improvement frameworks to plan sustainable system-level changes.
- CO 6: Evaluate personal leadership growth through reflective practice in project planning.
- CO 7: Develop initial project aims and objectives aligned with patient and organizational outcomes.

NURS 6170: DNP Seminar II – Project Design and Evaluation.

This course is designed to assist students in developing a comprehensive program plan as they move towards project implementation. Emphasis is placed on updating the evidence of synthesis with recommendations for change, aligning the theoretical and conceptual frameworks, as these will be foundational to the program planning process. **100 Supervised Practicum Hours are required.**

Course Learning Objectives

- CO1: Develop comprehensive logic models to guide the design and implementation of evidence-based DNP projects.
- CO2: Apply ethical principles and prepare IRB applications to ensure compliance with research regulations and protect human subjects.
- CO3: Collaborate effectively with mentors, stakeholders, and interprofessional teams to refine project proposals and implementation plans.
- CO4: Create detailed project budgets, timelines, and evaluation strategies to support successful project execution and sustainability.
- CO5: Critically evaluate project outcomes using qualitative and quantitative methods to assess impact and inform practice.
- CO6: Prepare and present scholarly work to academic and clinical audiences, demonstrating readiness for project implementation and leadership.
- CO7: Evaluate personal leadership growth through reflective practice in project planning.

NURS 6206: DNP Project Implementation.

This practice-immersion course focuses on the systematic implementation and evaluation of the DNP project within a clinical or organizational setting. Building upon the foundational project design work completed in preceding seminars, this course requires students to apply evidence-based practice, advanced clinical leadership, and stakeholder collaboration to effect sustainable change. Over the course of the semester, students will engage in intensive practicum experience, serving as the primary lead for project execution, data monitoring, and evaluative reflection. By the end of this course, students will demonstrate the ability to translate doctoral-level theory into clinical practice, successfully navigating complex organizational systems to achieve measurable project outcomes. **150 Supervised Practicum Hours required.**

Course Learning Objectives

CO1: Implement and evaluate a doctoral-level practice change project within the sponsoring organization, using evidence-based strategies and systematic evaluation methods to assess outcomes.

CO2: Demonstrate self-direction, professional accountability, and advanced clinical judgment in implementing the project, integrating knowledge and skills acquired throughout the DNP program.

CO3: Facilitate effective collaboration with faculty, organizational mentors, and key stakeholders to support successful project implementation, evaluation, and sustainability.

CO4: Apply structured self-reflection strategies to critically evaluate personal leadership development, decision-making processes, and project outcomes throughout the practicum experience.

NURS 6210: DNP Evaluation and Translation of Evidence.

This course focuses on the comprehensive evaluation of the Doctor of Nursing Practice (DNP) project. Students will analyze project outcomes, assess the impact on practice, and examine the effectiveness of implemented evidence-based interventions. Emphasis is also placed on the dissemination of project findings through scholarly and professional channels to support the translation of evidence into clinical practice. **(Note: there are no practicum hours required for this course).**

Course Learning Objectives

CO 1: Critically analyze DNP project limitations, lessons learned, evidence-based recommendations, and implications for practice, systems improvement, and future scholarship.

CO 2: Synthesize project content into a polished final DNP manuscript that meets the requirements outlined in the NPU DNP Project and Practicum Handbook and reflects doctoral-level scholarly standards.

CO 3: Disseminate project findings through clear oral and written presentations to organizational and academic audiences to support translation of evidence into practice.

CO 4: Reflect on the role of lifelong learning, clinical scholarship, and professional development in shaping the future practice of the DNP-prepared nurse as a leader in evidence-based care and healthcare improvement.

NURS 6910: DNP Advanced Practice Practicum

The DNP Advanced Practice Practicum (NURS 6910) is an advanced practicum course within the Doctor of Nursing Practice (DNP) curriculum that allows students to explore a selected area of professional interest in depth. The practicum emphasizes critical thinking, evidence-based inquiry, and the integration of advanced practice knowledge into a focused area of study. By engaging in a self-directed learning process, students enhance their professional competencies, expand their scholarly expertise, and contribute to the advancement of clinical practice.

In this practicum course, students apply advanced nursing knowledge and leadership skills to a self-directed professional practice experience. Students identify an area of interest aligned with their professional goals, develop SMART objectives to guide their practicum activities, and engage in experiential learning within a selected practice environment. Ongoing reflection and documentation are demonstrated through a detailed practicum log, and learning outcomes are synthesized in a final PowerPoint presentation that highlights accomplishments, challenges, and professional growth achieved during the practicum experience.

This course allows the student to meet the required supervised practicum hours for the DNP degree. Upon completion of a pre-enrollment gap analysis, students may be required to complete additional supervised practicum hours. **Through this course, 50 practicum hours = 1 semester hour.**

Course Learning Objectives

CO1: Analyze complex issues related to a specialized area of nursing practice by critically appraising existing literature and evidence.

CO2: Synthesize knowledge from nursing science and other disciplines to inform and guide advanced practice.

CO3: Demonstrate advanced levels of clinical judgment and scholarly inquiry within the chosen topic.

CO4: Communicate new practice knowledge effectively through professional writing and oral presentation.

CO5. Evaluate the links between practice, policy, and/or organizational issues related to the course of study topic.

Appendix N: CastleBranch Instructions

About CastleBranch

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

Go to www.CastleBranch.com

Checklist of required immunizations/lab work

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

- ☐ **Influenza Vaccine- Seasonal Influenza:** Annual requirement from October 1st – March 31st. One of the following is required:
 - a) Documentation of flu shot which must include vaccine lot # OR
 - b) Signed declination waiver and a note from a healthcare provider. The student must submit a note signed by a healthcare provider, stating that he/she is not able to receive the influenza vaccination. Declination waivers are available through the NP coordinator.

Castle Branch Background Check/Drug Screening Test/Fingerprint

- ☐ **Background Check** – Upon purchasing your background check you will be sent an “Illinois State Police Search Criminal Record Information Release Form”. This form must be signed in ink and submitted to Castle Branch (submission instructions on form) so your background check can be processed. Electronic signatures are not accepted.
- ☐ **Drug Screening Test** -A 10 panel (urine) drug screen must be completed prior to the first practicum through CastleBranch. Students will go to a CastleBranch designated location to give their drug screening sample. A negative urine drug screen is required for all students to participate in clinicals.
- If results come back as “dilute negative”, students will have to re-purchase and re-take the test.
- ☐ **Livescan Fingerprint** - Upon purchasing your account, you will be sent a form that you must complete and take with you to a facility to have your livescan fingerprinting completed. You **MUST** do the live scan fingerprint in Illinois. If you are out of state, we will request that Castle Branch switch your account to add the out-of-state instructions. **NOTE:** Students must remain free from the use of alcohol or any illegal or decriminalized (marijuana) drug while participating in practicum experiences with any of NPU’s affiliated agencies.

Don’t forget to

- ☐ **Register for CPR Certification-** Must be the American Heart Association BLS (Basic Life Support) for Healthcare Providers course (only if you do not have a current AHA BLS CPR card)
- ☐ **Unencumbered Registered Professional Nurse Licensure in Illinois.** All students must provide a copy of their current license as an RN in Illinois and upload it to Castle Branch. If you have an APRN then you must provide a copy of your Illinois license as an APRN and A copy of your certification by a national certifying body, e.g., ANCC or AANP.
- **Note: If you are enrolled in the DNP program and practice outside the state of IL you are required to include the RN license for the state in which you are currently practicing.**

- ☐ **Make sure you have professional liability insurance**-Professional liability “occurrence” insurance for all students is required. Documentation of a professional liability occurrence policy with a minimum of \$1 million/\$6 million coverage is required for each semester of practicum. Students licensed and certified as APRNs must carry malpractice insurance as an APRN. Students in the nurse practitioner program must carry malpractice insurance as a nurse practitioner student. Students in the leadership and management program must carry malpractice insurance as a registered nurse. Malpractice insurance must be updated annually.
- ☐ **Make sure you have personal health insurance**- Students must maintain continuous comprehensive coverage throughout the program. If you have out of state coverage, it must extend to providers in the state of Illinois.
- ☐ **Completed HIPAA Training Documentation** of having successfully completed HIPAA training is required. You may provide a certificate or letter from your employer stating completion of training.
- ☐ **Completed Infection Control Training (OSHA)-Documentation** of having successfully completed OSHA/Infection control training is required. You may provide documentation from your employer.

Updated: 7/2026

Appendix O: North Park University School of Nursing HIPAA Policy

HEALTH INFORMATION PORTABILITY AND ACCOUNTABILITY ACT COMPLIANCE

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

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

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

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

Appendix P: Clinical Incident Policy and Form

Guidelines for Clinical Incident:

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

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

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

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

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

Along with completing any agency documentation, the student, together with the clinical/practicum faculty (e.g., site mentor or preceptor), should write a short summary

of the occurrence on the Clinical Incident Form (that follows). This form is to be submitted to the course director (NPU course faculty) as soon as possible, who will forward it to the graduate nursing program director for filing in the SNHS Office.

Clinical Incident Procedures:

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

References:

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

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

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

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

Course Director (NPU course faculty):

Course Number/Name:

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

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

Nurse manager/department director - name/phone: _____

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

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

Document any follow-up action indicated at this time:

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

Student Signature: _____ Date/time: _____

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

Course Director Signature: _____ Date/time: _____

Graduate Nursing Program Director Signature: _____ Date/time: _____

Appendix Q: NURS 6910: Advanced Practice Practicum

The DNP Advanced Practice Practicum (NURS 6910) is an advanced practicum course within the Doctor of Nursing Practice (DNP) curriculum that allows students to explore a selected area of professional interest in depth. The practicum emphasizes critical thinking, evidence-based inquiry, and the integration of advanced practice knowledge into a focused area of study. By engaging in a self-directed learning process, students enhance their professional competencies, expand their scholarly expertise, and contribute to the advancement of clinical practice. This course allows the student to meet the required supervised practicum hours required for the DNP degree.

The Commission on Collegiate Nursing Education (CCNE) requires the Doctor of Nursing (DNP) programs to provide a minimum of 1,000 practice hours of post-licensure as part of a supervised academic program. This expectation is detailed in the AACN Doctoral Essentials and reinforced under the CCNE Accreditation Standards.

Key Requirements

- **Post-Baccalaureate Baseline:** All DNP graduates must complete at least 1,000 hours of supervised, post-baccalaureate practice experience.
- **Post-Master's Pathways:** For post-master's DNP programs, the institution conducts a gap analysis to assess relevant graduate clinical hours, ensuring the 1,000-hour minimum is met upon degree completion.
- **Nurse Practitioner Tracks:** If the DNP program prepares students for nurse practitioner certification, a minimum of 500 direct patient care clinical hours is required, which is included within the total of 1,000 practice hours.

All DNP applicants will have a gap analysis completed to evaluate the need for additional practicum hours. Academic plans will be tailored specifically to each student.

The NPU DNP program requires all students to complete the DNP Project Practicums, providing 350 practicum hours. (NURS 6160, 6160, 6206).

Identified Practicum Gap	Recommended Planned Courses
50 or fewer hours	NURS 6910 1 semester = 50 practicum hours
50 to 200 hours	NURS 6910 4 semesters = 200 practicum hours. This may be taken as 1 or 2 courses
201 to 400 hours	NURS 6910 5 to 8 semester hours = 250 to 400 hours. This may be taken in 2 or 3 courses
401 to 600 hours	NURS 6910 9 -12 semester hours = 450 to 600 hours and will be taken in 3 courses

NURS 6910 Practicum Scaffold

1. Overview

The NURS 6910 practicum is designed to be scaffolded across one, two, or three semesters. The course uses the same core objectives, Module 1 Proposal Worksheet, reflective journals, and final presentation format across all versions, while increasing the level of expectation from foundational planning to implementation, evaluation, and dissemination. The number of semesters required is determined by the student's practicum hour gap analysis and the total hours needed beyond the 350-hour DNP change project practicum.

2. Practicum Progression

The practicum begins with topic selection and gap analysis. In this stage, the student identifies a practicum focus, confirms the practice setting and role, and determines how many hours remain to meet program requirements. This step also helps determine whether the practicum will be completed in one, two, or three semesters.

The second stage is proposal development. The student completes the Module 1 Proposal Worksheet, including the topic title, brief description, focus statement, preliminary literature review, SMART objectives, DNP Essentials alignment, and action plan. This worksheet serves as the foundation for the practicum and should be tailored to the student's role, whether the student is a staff nurse, nurse leader, or APRN.

The third stage is practicum implementation. The student uses the practicum hours to carry out the planned activities, which may include observation, meetings, process mapping, data collection, stakeholder engagement, rounding, education, policy review, or pilot testing, depending on the practicum focus.

Throughout the semester, the student completes biweekly journals in weeks 2, 4, 6, 8, 10, and 12. These reflections should connect the practicum experience to course objectives, evidence, leadership, and systems thinking. If needed, the student may revise the plan during the semester based on what is learned in practice. Such adjustments may include refining the focus statement, modifying objectives, changing methods, or incorporating additional stakeholder feedback.

The final stage is synthesis and evaluation. The student evaluates progress toward the SMART objectives, measures outcomes, and explains how the practicum relates to patient safety, quality, high reliability, leadership, and practice change. In week 14, the student presents the practicum experience in PowerPoint format, summarizing the topic, activities, outcomes, evidence used, leadership growth, and next steps.

3. One-Semester Model

A one-semester model is appropriate when the practicum experience is focused and manageable within 200 hours. In this structure, the student completes topic selection, proposal development, implementation, and evaluation within a single 14-week term.

Semester 1 emphasizes foundation, implementation, and evaluation. The student is expected to analyze a practice issue, synthesize evidence, and design a focused advanced practice experience related to high reliability, patient safety, quality, and leadership. The Module 1 Proposal Worksheet should include a clear topic, a focus statement, a concise literature review, SMART objectives, DNP Essentials alignment, and an action plan. The journals should emphasize reflection on evidence, leadership observations, practicum progress, and connections to practice change. The week 14 presentation should summarize the topic, baseline findings, practicum activities, outcome data, and lessons learned.

This model works best when the student is not attempting a large DNP project but instead completing one clearly defined practice experience that supports observation, evidence review, implementation, and evaluation. Even when the practicum topic is not the same as the student's DNP change project, the experience should strengthen problem identification, literature synthesis, stakeholder engagement, leadership communication, data collection, and professional presentation skills.

4. Two-Semester Model

The two-semester model is appropriate when the student needs up to 400 hours and requires more time for planning, implementation, and follow-up. Semester 1 focuses on foundation and design, while Semester 2 focuses on implementation, evaluation, and dissemination.

In Semester 1, the student develops the proposal, reviews the literature, identifies the practice gap, and designs a small-scale practicum activity or pilot. The emphasis is on analysis, synthesis, and early leadership development. In Semester 2, the student implements the planned work, evaluates outcomes, refines the approach, and communicates results to stakeholders. The journals in both semesters should reflect progression from observation and design to implementation and evaluation. The final presentation in each semester should match the level of work completed, with Semester 2 serving as the more complete summary of outcomes and next steps.

This model is especially helpful when the practicum topic requires more time for stakeholder engagement, intervention development, or follow-up. It allows the student to move from planning to action in a realistic and orderly way while keeping the same core assignment structure.

5. Three-Semester Model

The three-semester model is appropriate when the practicum requires broader progression through exploration, implementation, and dissemination. Semester 1 focuses on exploration and design, Semester 2 on implementation and iteration, and Semester 3 on spread, sustainability, and scholarship.

In the first semester, the student spends more time observing the practice setting, mapping systems, reviewing literature, and developing the proposal. In the second semester, the student implements the intervention or practicum activity and revises the plan based on feedback and early outcomes. In the third semester, the student expands the work into a broader system or organizational focus, with attention to sustainability, policy integration, and scholarly dissemination.

The third semester should emphasize higher-level DNP practice, including systems thinking, leadership, interprofessional collaboration, and dissemination of findings. The final presentation should function as a capstone-style summary of system impact, sustainability, and scholarly products such as posters, abstracts, or quality reports.

This model is useful when the student's practicum work can grow naturally over time or when the topic requires broader spread beyond one unit or setting.

6. Role-Based Adaptation

The scaffold can also be adapted to the student's role while preserving the same structure. For staff nurses, the practicum should emphasize systems observation, high reliability concepts, and basic leadership behaviors such as participating in huddles, safety rounds, and data collection. For nurse leaders, the emphasis should be on analyzing unit or service-line issues, linking practice to policy, and implementing leadership-driven change. For APRNs, the practicum should focus on clinical practice problems, evidence-practice gaps, patient outcomes, and interprofessional collaboration. Regardless of role, each student should complete the same proposal process, reflective journaling pattern, and final presentation structure. What changes is the depth, scope, and complexity of the practicum experience.

7. Closing Statement

Overall, NURS 6910 provides a flexible practicum structure that can be completed in one, two, or three semesters depending on the student's hour requirements and practicum goals. The course remains consistent in format while allowing the level of expectation to increase over time. This approach supports progressive development in evidence-based practice, leadership, communication, systems thinking, and preparation for the DNP change project.

Transferring lessons learned to the DNP Project

Semester 1: Observe the setting, assess systems, review literature, and build the Module 1 proposal. Helps the student identify a possible practice problem, understand context, and narrow a future project topic.

Semester 2: Implement a small practicum activity, collect information, engage stakeholders, and reflect on outcomes. Build skill in evidence-based practice, stakeholder engagement, and change readiness that can be transferred to the DNP project.

Semester 3: Expand or refine practicum work, evaluate outcomes, and present findings. Strengthens the student's ability to analyze results, communicate evidence, and plan for sustainability in the DNP project.

A student may complete a practicum on one topic and still use the experience to support a different DNP project by doing the following:

- Using the practicum to learn how to conduct a gap analysis.
- Applying the same stakeholder engagement methods to the DNP project.
- Using the practicum literature review approach to strengthen the project review.
- Learning how to collect baseline and follow-up data.
- Gaining experience in presenting findings to leadership or staff.
- Building confidence in leading a practice change initiative.

For example, a student might complete a practicum focused on **high reliability and patient safety culture** but later choose a DNP project focused on **medication safety, falls reduction, or infection prevention**. The practicum still helps because it teaches how to assess safety issues, work with staff, use data, and communicate change.

Appendix R: DNP Practicum Gap Analysis/Approval Form

All DNP applicants will have a gap analysis completed to evaluate the need for additional practicum hours. Academic plans will be tailored specifically to each student. The NPU DNP program requires all students to complete the DNP Project Practicums, providing 350 practicum hours. (NURS 6160, 6160, 6206).

Gap Analysis: (1000 hours required) Supervised Practicum hours accrued during the applicant's master program		Comments
Submitted		If additional hours are required, students will add NURS 6910: 1 semester per 50 practicum hours.
NPU Program	350	
total		
Required hours		

Identified Practicum Gap	Recommended Planned Courses
50 or fewer hours	NURS 6910 1 semester = 50 practicum hours
50 to 200 hours	NURS 6910 4 semesters = 200 practicum hours. This may be taken as 1 or 2 courses
201 to 400 hours	NURS 6910 5 to 8 semester hours = 250 to 400 hours. This may be taken in 2 or 3 courses
401 to 600 hours	NURS 6910 9 -12 semester hours = 450 to 600 hours. This will be taken in 3 courses

Student Name: _____

Number of Practicum Hours Need: _____ Number of Semester Hours Required: _____

Student Elects to complete required hours in:

[] 1 Semester: (1-4 Semester hours) _____ (50-200 Practicum Hours) _____

[] 2 Semester: (1-4 Semester hours) _____ (50-200 Practicum Hours) _____

[] 3 Semester: (1-4 Semester hours) _____ (50-200 Practicum Hours) _____

Upload this document to Canvas at the beginning of each practicum for faculty approval.