

Dear (\_\_\_\_\_),

Thank you for agreeing to support our DNP student during the residency experience. This document will provide information to assist you in understanding the purpose of the residency and the role of a mentor. At the Catholic University of America School of Nursing, we are committed to the expanded role of the DNP within direct and indirect patient care and support experiences during the required additional 500 hours of clinical practice required for the DNP that will support the student in role and specialty area development.

Students in our program are required to take a series of four residency courses, each requiring 90 hours of clinical practice supervised/supported by a mentor. Each residency has required content presented in an online format and an assigned faculty member who administers the course requirements, but the actual clinical experiences can vary for individual students. Students are asked to identify a doctorally-prepared mentor and setting and, in conjunction with the mentor and faculty, to develop objectives and goals for what they plan to accomplish within the residency. Mentors are asked to review and sign off on the student contract and to provide a final evaluation of the student's accomplishment of these goals/objectives at the end of the course. Each residency is 8 weeks in length and the specific hours per week in the setting may be negotiated depending on the needs of the facility, availability of the mentor, and goals of the student. If direct patient care will be included in the residency experience, the student is expected to meet the requirements of the specific facility and staff at CUA will work with you to ensure a memorandum of understanding is in place if required by the institution. Course faculty are always available for consultation during the course and will contact you at least once during the course to monitor student progress.

In relation to the activities expected during the residency, those could include direct patient care in an area in which the student wishes to improve or add skills. For example, one of our students wanted more proficiency in reading chest x-rays so spent one of her residencies with a radiologist working on this skill. Students may want to seek additional administrative or leadership expertise. For example, another student wanted to learn more about the processes involved in an independent practice so worked with a DNP who owned her own practice during two residencies while another student worked with a telehealth organization setting up partnerships in long term care. Many students are also interested in policy development such that one student spent a residency at a national nursing association in an internship with their lobbyist and then another working with a multi-organizational initiative in beginning a homeless van healthcare service. From these examples you can see the possibilities for a meaningful residency experience are varied and responsive to the career planning and goals of each student. Faculty try to work with students to vet their ideas and move them to concrete planning before they reach out to potential mentors, but in many cases, the mentors are key to helping students build realistic expectations for what can be accomplished within the 90 hours and what is or is not available in the setting. We value your input so please provide feedback in the planning process and during the experience itself. Please find attached the guidelines for residency mentorship. Again, thank you for providing this experience for our student. My contact information is included below and I look forward to working with you during the residency course this term.

## Information about the DNP program

Graduates of the program are prepared to:

- Analyze and apply scientific knowledge and skills to provide the highest level of advanced practice nursing.
- Implement emerging science and practice innovations in health care.
- Evaluate and initiate changes in response to social, political, economic, and ethical issues in health care and the discipline of nursing.
- Collaborate with members of other disciplines in the design, implementation, and evaluation of programs and policies for the improvement of health care.
- Assume leadership roles in nursing/health care.

### DNP Essentials

The DNP program is organized around and based upon the *Essentials for Doctoral Education in Advanced Nursing Practice* (AACN, 2006, pg 8-17). These essentials focus on eight areas of advanced nursing practice. Each residency experience is organized by the essentials such that students consider and respond to discussion questions in each area over the course of the 8 weeks. The areas are as follows:

#### **Essential #1: Scientific Underpinnings for Practice**

The DNP program prepares the graduate to:

1. Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice.
2. Use science-based theories and concepts to:
  - a. Determine the nature and significance of health and health care delivery phenomena;
  - b. Describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and health care delivery phenomena as appropriate; and evaluate outcomes.
3. Develop and evaluate new practice approaches based on nursing theories and theories from other disciplines.

#### **Essential #2: Organizational and Systems Leadership for Quality Improvement and Systems Thinking**

The DNP program prepares the graduate to:

1. Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences.
2. Ensure accountability for quality of health care and patient safety for populations with whom they work:
  - a. Use advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care systems.
  - b. Employ principles of business, finance, economics, and health policy to develop and implement effective plans for practice-level and/or system-wide practice initiatives that will improve the quality of care delivery.
  - c. Develop and/or monitor budgets for practice initiatives.
  - d. Analyze the cost-effectiveness of practice initiatives accounting for risk and improvement of health care outcomes.

- e. Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers.
3. Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research.

### **Essential #3: Clinical Scholarship and Analytical Methods for Evidence-Based Practice**

The DNP program prepares the graduate to:

1. Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.
2. Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends.
3. Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.
4. Apply relevant findings to develop practice guidelines and improve practice and the practice environment.
5. Use information technology and research methods appropriately to:
  - a. collect appropriate and accurate data to generate evidence for nursing practice
  - b. inform and guide the design of databases that generate meaningful evidence for nursing practice
  - c. analyze data from practice
  - d. design evidence-based interventions
  - e. predict and analyze outcomes
  - f. examine patterns of behavior and outcomes
  - g. identify gaps in evidence for practice
6. Function as a practice specialist/consultant in collaborative knowledge-generating research.
7. Disseminate findings from evidence-based practice and research to improve healthcare outcomes

### **Essential #4: Information Systems /Technology and Patient Care Technology for the Improvement and Transformation of Health Care**

The DNP program prepares the graduate to:

1. Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems.
2. Analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology.
3. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases.
4. Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology.
5. Evaluate consumer health information sources for accuracy, timeliness, and appropriateness.

### **Essential #5: Health Care Policy for Advocacy in Health Care**

The DNP program prepares the graduate to:

1. Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums.
2. Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy.
3. Influence policy makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or international levels to improve health care delivery and outcomes.
4. Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes.
5. Advocate for the nursing profession within the policy and healthcare communities.
6. Develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery.
7. Advocate for social justice, equity, and ethical policies within all healthcare arenas.

### **Essential #6: Interprofessional Collaboration for Improving Patient and Population Health Outcomes.**

The DNP program prepares the graduate to:

1. Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products.
2. Lead interprofessional teams in the analysis of complex practice and organizational issues.
3. Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.

### **Essential # 7: Clinical Prevention and Population Health for Improving the Nation's Health**

The DNP program prepares the graduate to:

1. Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.
2. Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.
3. Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.

### **Essential #8: Advanced Nursing Practice**

The DNP program prepares the graduate to:

1. Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.
2. Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences.
3. Develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and

- patient outcomes.
4. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.
  5. Guide, mentor, and support other nurses to achieve excellence in nursing practice.
  6. Educate and guide individuals and groups through complex health and situational transitions.
  7. Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues.

### **Guidelines for Residency Mentors**

#### **Role of the Faculty Member:**

1. Assist student with identification of learning goals and objectives for the course.
2. Provide student with updated Mentor Guidelines for distribution to mentor.
3. Approve planned activities, in conjunction with the residency mentor, consistent with the course objectives.
4. Monitor student progress in achieving course objectives and provide feedback, as required, to the student and mentor.
5. Evaluate each student's achievement and progress in relation to the objectives, with input from the residency mentor.
6. Guide the weekly discussions; review residency logs

#### **Role of Residency Mentor:**

1. Discuss learning needs with student and faculty
2. Review Mentor Guidelines and complete the Mentor Contract.
3. Provide a CV to the student to be kept on file in the Graduate Program office.
4. Facilitate access to site(s).
5. Provide resources and contacts for student to accomplish planned activities.
6. Provide direction for student consistent with planned objectives.
7. Assist student in professional development, with opportunities to explore the doctoral level nursing role.
8. Provide feedback to faculty regarding student performance and experiences.
9. Complete an evaluation of the student at the end of the term.

#### **Role of the DNP Student:**

1. Clearly identify learning needs, planned activities, and planned outcomes.
2. Distribute written plan to faculty and clinical mentor for approval by the end of the first week of the term.
3. Provide clinical mentor with course materials and evaluation forms.
4. Maintain professionalism in all aspects of residency experience.
5. Seek assistance as needed to complete planned activities and deliver planned outcomes.
6. Communicate on a regular basis with faculty and clinical mentor.
7. Seek regular feedback regarding progress and completion of objectives.
8. Provide mentor with all promised outcomes pertaining to the site.

9. Obtain all needed evaluations at the end of the residency experience and deliver to the course faculty.
10. Provide feedback to mentor following completion of the clinical experience.

**Procedure:**

1. The student will contact the agency/mentor and discuss his/her needs for this residency experience.
2. The mentor will be given a copy of this guideline and residency contract to make an informed decision regarding agreement to the terms of the role.
3. The student and mentor will complete the mentoring contract
4. The student will provide the mentor and the faculty with their finalized plan for activities during the residency experience no later than the first week of the term. The plan should address activities for achieving each of the objectives for the residency along with specific outcomes to be delivered at the completion of the clinical.
5. The student will participate actively in each week's discussion and submit weekly logs documenting residency hours and activities for each week.
6. On completion of the agreed upon clinical hours, the mentor is to provide the student with a copy of the completed contract with evaluative comments included
7. The student is to complete a copy of the course evaluation form

Attached documents include a copy of the course syllabus, log form, and contract.



**THE CATHOLIC UNIVERSITY OF AMERICA  
SCHOOL OF NURSING**

NURS 738D-03 - Advanced Practiced-based Residency  
Spring 2015

**Credit Hours** 90 Clinical Hours

**Prerequisites/ Department consent (if any):** N916D

**Instructor contact information:**

(varies)

Virtual Office Hours (via phone or Big Blue Button): By appointment.

**Course Description (from Cardinal Station (<http://cardinalstation.cua.edu>))**

This practicum course gives students necessary time in the required practice settings to meet clinical objectives relevant to their selected advanced practice role and population or specialty focus. Faculty in consultation with the student will assign practice settings and mentor/preceptors.

**Instructional Methods**

Mentored clinical practicum (90 hours). The practicum includes the equivalent of 90 clinical hours to 1 credit and is devoted to the fulfillment of the teaching-learning objectives contracted by each student with preceptor or faculty.

**Required Text**

Several articles will be required for guiding weekly discussions. The article links are provided in the weeks they are discussed.

**Course Goals**

Graduate students are expected to demonstrate not only a familiarity with basic nursing terms/concepts but also an ability to synthesize and apply the concepts in more complex situations. The student is responsible for continuously monitoring his/her behavior and performance during the accomplishment of course learning objectives.

## Goals for Student Learning

Upon completion of the course, students should have confidence in their ability to:

- Apply theories and concepts related to administrative, organizational and leadership issues to problems in the clinical setting. (This objective helps meet Program Learning Outcome #7 and 5)
- Further refine development of a focused topic for the final project. (This objective helps meet Program Learning Outcome #2, 3 and 4}
- Meet the student's individualized goals as established with guidance from faculty and preceptor. (This objective helps meet Program Learning Outcome #4)

## Professional Standards Addressed

DNP Essentials as promoted by American Association of Colleges of Nursing and Practice Doctorate Competencies, developed by the National Organization of Nurse Practitioner Faculties. Competencies addressed in this course include:

- I. Scientific underpinnings for practice
- II. Organizational and systems leadership for quality improvement and systems thinking
- III. Clinical scholarship and analytical methods for evidenced-based practice
- IV. Information systems technology and patient care technology for the improvement and transformation of health care
- V. Health policy for advocacy in health care
- VI. Interprofessional collaboration for improving patient and population health outcomes
- VII. Clinical Prevention and Population Health for Improving the Nation's Health

## Course Requirements

This syllabus, including course requirements, may be changed at the discretion of the instructor, with written notification provided to students. Please check Cardinalmail frequently

Throughout the course students graded on and responsible for participating in (1) Discussions (2) Weekly Residency Experience Log submissions, and (3) a Residency Reflection Video assignment, as outlined below:

1. **Discussions:** Every week, students will be responsible for maintaining an active discussion forum. The two types of discussion that will take place in this course are Article Reviews and Residency Reflection discussions will take place. The instructor will pose questions for these discussion, and students are responsible for thoroughly contributing with their input and analysis on initial posts, as well as responsive posts to classmates. For each discussion, points will be assigned based upon the overall quality (not just quantity) of student interactions and contributions to discussions.

When students write initial posts and make responses to classmate's postings, both posts are expected to add scholarly or experiential value to the discussion. Students are expected to, for example, share their own experience related to the topic, share a quote and cite from the textbook, videos provided, or other academic source, offer an opinion supported by personal rationale, or ask an insightful question to further the discussion. Student's postings are to add value to the discussion in a thoughtful and descriptive manner. Short statements such as "Good



post I agree' Or I don't agree" are not examples of value added comments. In addition, simply repeating facts might not further the discussion. Facts are only relevant to the extent they advance understanding of the situation and what should be done about it. Students need to be prepared to analyze and explain why any fact cited is relevant.

Please see the Discussions Rubric on the main course page for grading details.

Discussion Tips:

- Offer original insights.
  - Dig deeper into the issues or questions.
  - Build on the ideas of your classmates.
  - Make comments that encourage further reflection or additional responses from others.
  - Illustrate your point by providing real-world examples.
  - Relate to your own experiences.
  - Demonstrate that you understand the lesson.
  - Bring in content from previous lessons.
  - Integrate multiple views.
  - Express your ideas clearly.
  - Write professionally and be careful about spelling, grammar, and quality.
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2. **Weekly Residency Experience Log submissions**
  3. **Final Residency Reflection Video assignments:** There are two video assignments, one at the beginning of the course and one at the end. In both students will record themselves reflecting on their experience, sharing, discussing, and learning from each others' experiences.

## Expectations and policies

### Academic Writing Style

Papers and discussion postings must be written with proper grammar, punctuation, sentence structure and word use. APA format for in-text citations and references is required to be used in your papers. If discussion postings share an outside source such as an article or website, students are expected to share their reference in the posting. If a statement of fact is made, students should share the reference to support their statement or acknowledge that it is a personal opinion or based on own experience.

Slang and texting type abbreviations are not to be used in the discussions. Rather, students are required to use full words of a professional or academic level, which will not offend. If opinions or experience differs from that of another, it is expected that students will each be open to the other's thoughts and explore those differences as a scholar would - in a dialogic manner where the assumptions behind the opinions or thoughts with an open mind. Students are expected to listen for understanding of the other's viewpoint and ask questions of clarification. Diversity of thought is encouraged as long as it done so in a respectful and thoughtful way.

**Academic honesty.** Academic honesty is expected of all CUA students. Faculty are required to initiate the imposition of sanctions when they find violations of academic honesty, such as plagiarism, improper use of a student's own work, cheating, and fabrication. The following sanctions are presented in the University procedures related to Student Academic Dishonesty (from <http://policies.cua.edu/academicundergrad/integrityprocedures.cfm>): "The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. There may be circumstances, however, where, perhaps because of an undergraduate student's past record, a more serious sanction, such as suspension or expulsion, would be appropriate. In the context of graduate studies, the expectations for academic honesty are greater, and therefore the presumed sanction for dishonesty is likely to be more severe, e.g., expulsion. ...In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction."

Please review the complete texts of the University policy and procedures regarding Student Academic Dishonesty, including requirements for appeals, at <http://policies.cua.edu/academicundergrad/integrity.cfm> and <http://policies.cua.edu/academicundergrad/integrity.cfm>.

### **Campus Resources for student support.**

As a student in the online programs at Catholic University of America, you will want to take advantage of the Library and Writing Center resources.

To make this easier for you, all online courses contain a Library block on the main page that has useful links to the library databases and to reference librarians.

The Writing Center on campus has created a special page for online students to assist in completing paper and project assignments.

### Resources for Online Students

Please make sure that you make use of these valuable resources as you complete your course requirements.

**Accommodations for students with disabilities:** Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact Disability Support Services (at 202 319-5211, room 207 Pryzbyla Center) to coordinate reasonable accommodations for students with documented disabilities. To read about the services and policies, please visit the website: <http://disabilitysupport.cua.edu>.

### **Assessment**

NOTE: When viewing your grades as you progress through the course, you will see a running total of points earned. The point values are accurate based only on the course work that has been graded. To manually calculate your current grade percentage, divide your total points by the total current possible points at that time in the course.

The following point distribution and weight percentage will be used to calculate the total grade.

Learning Activities: Assignments	Points	Weight Percentage
Discussions	40	40%
Weekly Residency Experience Log submissions	40	40%
Final Residency Reflection Video assignment	10	10%
Article Discussions	10	10%
Course Total	100	100%

**University grades:**

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C	70-79 Marginal
F	<70 Failure

The University grading system is available at

<http://policies.cua.edu/academicundergrad//gradesfull.cfm#ii> for undergraduates and  
<http://policies.cua.edu/academicgrad//gradesfull.cfm#iii> for graduate students.

Reports of grades in courses are available at the end of each term on <http://cardinalstation.cua.edu> .

## Course Schedule

Week	Assignments
1	LEARNING ACTIVITIES  Video Introductions  Week 1 Residency Experience Log Week 1 DNP project article discussion
2	LEARNING ACTIVITIES  Week 2 Residency Experience Log Week 2 Article based discussion
3	LEARNING ACTIVITIES  Week 3 Article based Discussions Week 3 Residency Experience Log
4	LEARNING ACTIVITIES  Week 4 Article based Discussion Week 4 Residency Experience Log
5	LEARNING ACTIVITIES  Week 5 Article based discussion Week 5 Residency Experience Log
6	LEARNING ACTIVITIES  Week 6 Article based Discussion  Week 6 DNP project article discussion Week 6 Residency Experience Log
7	LEARNING ACTIVITIES  Week 7 Article based Discussions Week 7 Residency Experience Log
8	LEARNING ACTIVITIES  Week 8 Residency Experience Log  Final Reflection Video

## **Bibliography**

References, supplementary readings, websites of interest

\* For courses in which both graduate and undergraduate students are permitted to enroll, two separate syllabi are required that should reflect the additional requirements for students taking a course for graduate credit.

The Catholic University of America  
School of Nursing  
Doctor of Nursing Practice Program  
DNP Residency Contract

**Student Name:**

**Address:**

**Work Phone:**

**Home Phone:**

**Email Address:**

**Mentor Name:**

**Title:**

**Address:**

**Work Phone:**

**Email address:**

This contract for a DNP residency experience, provides for a mutual agreement between \_\_\_\_\_, DNP graduate student at The Catholic University of America, School of Nursing, and \_\_\_\_\_, mentor, for the period of time \_\_\_\_\_ (month, year) until approximately ending \_\_\_\_\_ (month, year). The purpose of this contract is to assist the DNP student in accomplishing learning objectives for a DNP residency experience. Students are required to participate in 90 hours of experiences to successfully complete the residency.

**Learning objectives:**

The purpose of this experience will be to assist the student to:

**Learning outcomes:**

- 1.
- 2.
- 3.

**Planned activities/strategies during this residency in order to meet the learning objectives:**

**Which DNP Essentials will you address during this residency?**

<http://www.aacn.nche.edu/publications/position/DNPEssentials.pdf>

**What outcomes will provide evidence that objectives were accomplished?**

This contract must be agreed upon and signed by the graduate student and the faculty advisor. Once clinical hours are completed, the residency mentor will sign the contract and the completed document and submitted with the final log

Final Completion Date Anticipated: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Residency Mentor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Residency Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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*After* completion of residency hours the residency mentor should provide an evaluation summary and sign below to attest completion of the 90 clinical hours.

Evaluative summary/comments

I validate that this student has accomplished the objectives and clinical hours outlined in this contract.

Residency Mentor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Week 1 Residency Experience Log

NURS 738D: Advanced Practice-based Residency (DNP)

Student \_\_\_\_\_ Faculty: \_\_\_\_\_ Week: \_\_\_\_\_

Preceptor: \_\_\_\_\_ Semester: \_\_\_\_\_ Practicum

Site: \_\_\_\_\_

SETTING		
Setting of the meeting or observations/activities	Date:	Time:
OBJECTIVE		
Write the number and state the objective you are addressing		
EXPERIENCES/ACTIONS		
Describe observations and/or activities engaged in to meet objectives. Use 1st person narrative format		
EVALUATION OF CONGRUITY/DISCREPANCY WITH EXPECTATIONS OF RESEARCH		
Identify what authorities have to say about this issue. Use course resources or the literature. Include your analysis of the situation.		
REFLECTIONS		
Describe personal feelings, attitudes your experiences engender		

## Week 2 Residency Experience Log

NURS 738D: Advanced Practice-based Residency (DNP)

Student \_\_\_\_\_ Faculty: \_\_\_\_\_ Week: \_\_\_\_\_

Preceptor: \_\_\_\_\_ Semester: \_\_\_\_\_ Practicum

Site: \_\_\_\_\_

SETTING		
Setting of the meeting or observations/activities	Date:	Time:
OBJECTIVE		
Write the number and state the objective you are addressing		
EXPERIENCES/ACTIONS		
Describe observations and/or activities engaged in to meet objectives. Use 1st person narrative format		
EVALUATION OF CONGRUITY/DISCREPANCY WITH EXPECTATIONS OF RESEARCH		
Identify what authorities have to say about this issue. Use course resources or the literature. Include your analysis of the situation.		
REFLECTIONS		
Describe personal feelings, attitudes your experiences engender		

## Week 3 Residency Experience Log

NURS 738D: Advanced Practice-based Residency (DNP)

Student \_\_\_\_\_ Faculty: \_\_\_\_\_ Week: \_\_\_\_\_

Preceptor: \_\_\_\_\_ Semester: \_\_\_\_\_ Practicum

Site: \_\_\_\_\_

SETTING		
Setting of the meeting or observations/activities	Date:	Time:
OBJECTIVE		
Write the number and state the objective you are addressing		
EXPERIENCES/ACTIONS		
Describe observations and/or activities engaged in to meet objectives. Use 1st person narrative format		
EVALUATION OF CONGRUITY/DISCREPANCY WITH EXPECTATIONS OF RESEARCH		
Identify what authorities have to say about this issue. Use course resources or the literature. Include your analysis of the situation.		
REFLECTIONS		
Describe personal feelings, attitudes your experiences engender		

## Week 4 Residency Experience Log

NURS 738D: Advanced Practice-based Residency (DNP)

Student \_\_\_\_\_ Faculty: \_\_\_\_\_ Week: \_\_\_\_\_

Preceptor: \_\_\_\_\_ Semester: \_\_\_\_\_ Practicum

Site: \_\_\_\_\_

SETTING		
Setting of the meeting or observations/activities	Date:	Time:
OBJECTIVE		
Write the number and state the objective you are addressing		
EXPERIENCES/ACTIONS		
Describe observations and/or activities engaged in to meet objectives. Use 1st person narrative format		
EVALUATION OF CONGRUITY/DISCREPANCY WITH EXPECTATIONS OF RESEARCH		
Identify what authorities have to say about this issue. Use course resources or the literature. Include your analysis of the situation.		
REFLECTIONS		
Describe personal feelings, attitudes your experiences engender		

## Week 5 Residency Experience Log

NURS 738D: Advanced Practice-based Residency (DNP)

Student \_\_\_\_\_ Faculty: \_\_\_\_\_ Week: \_\_\_\_\_

Preceptor: \_\_\_\_\_ Semester: \_\_\_\_\_ Practicum

Site: \_\_\_\_\_

SETTING	
Setting of the meeting or observations/activities	Date: _____ Time: _____
OBJECTIVE	
Write the number and state the objective you are addressing	
EXPERIENCES/ACTIONS	
Describe observations and/or activities engaged in to meet objectives. Use 1st person narrative format	
EVALUATION OF CONGRUITY/DISCREPANCY WITH EXPECTATIONS OF RESEARCH	
Identify what authorities have to say about this issue. Use course resources or the literature. Include your analysis of the situation.	
REFLECTIONS	
Describe personal feelings, attitudes your experiences engender	

## Week 6 Residency Experience Log

NURS 738D: Advanced Practice-based Residency (DNP)

Student \_\_\_\_\_ Faculty: \_\_\_\_\_ Week: \_\_\_\_\_

Preceptor: \_\_\_\_\_ Semester: \_\_\_\_\_ Practicum  
 Site: \_\_\_\_\_

SETTING	
Setting of the meeting or observations/activities	Date: _____ Time: _____
OBJECTIVE	
Write the number and state the objective you are addressing	
EXPERIENCES/ACTIONS	
Describe observations and/or activities engaged in to meet objectives. Use 1st person narrative format	
EVALUATION OF CONGRUITY/DISCREPANCY WITH EXPECTATIONS OF RESEARCH	
Identify what authorities have to say about this issue. Use course resources or the literature. Include your analysis of the situation.	
REFLECTIONS	
Describe personal feelings, attitudes your experiences engender	

## Week 7 Residency Experience Log

NURS 738D: Advanced Practice-based Residency (DNP)

Student \_\_\_\_\_ Faculty: \_\_\_\_\_ Week: \_\_\_\_\_

Preceptor: \_\_\_\_\_ Semester: \_\_\_\_\_ Practicum

Site: \_\_\_\_\_

SETTING		
Setting of the meeting or observations/activities	Date:	Time:
OBJECTIVE		
Write the number and state the objective you are addressing		
EXPERIENCES/ACTIONS		
Describe observations and/or activities engaged in to meet objectives. Use 1st person narrative format		
EVALUATION OF CONGRUITY/DISCREPANCY WITH EXPECTATIONS OF RESEARCH		
Identify what authorities have to say about this issue. Use course resources or the literature. Include your analysis of the situation.		
REFLECTIONS		
Describe personal feelings, attitudes your experiences engender		

## Week 8 Residency Experience Log

NURS 738D: Advanced Practice-based Residency (DNP)

Student \_\_\_\_\_ Faculty: \_\_\_\_\_ Week: \_\_\_\_\_

Preceptor: \_\_\_\_\_ Semester: \_\_\_\_\_ Practicum

Site: \_\_\_\_\_

SETTING		
Setting of the meeting or observations/activities	Date:	Time:
OBJECTIVE		
Write the number and state the objective you are addressing		
EXPERIENCES/ACTIONS		
Describe observations and/or activities engaged in to meet objectives. Use 1st person narrative format		
EVALUATION OF CONGRUITY/DISCREPANCY WITH EXPECTATIONS OF RESEARCH		
Identify what authorities have to say about this issue. Use course resources or the literature. Include your analysis of the situation.		
REFLECTIONS		
Describe personal feelings, attitudes your experiences engender		
SUMMARY		
Summary of the objectives you met during the semester		



Adapted from guidelines available at:

AACN (2006). *The Essentials of Doctoral Education for Advanced Nursing Practice*. DNP Essentials Task Force. Washington, DC. American Association of Colleges of Nurses

<https://www.utoledo.edu/nursing/pdfs/Direct%20Care%20Mentor%20Packet%20092815.pdf>

[http://academicdepartments.musc.edu/nursing/administration/studentservices/documents/2014/Residency\\_Guidelines\\_2014.pdf](http://academicdepartments.musc.edu/nursing/administration/studentservices/documents/2014/Residency_Guidelines_2014.pdf)

[http://www.ursuline.edu/docs/academics\\_doctorate\\_of\\_nu/DNP%20Student%20Handbook.pdf](http://www.ursuline.edu/docs/academics_doctorate_of_nu/DNP%20Student%20Handbook.pdf)

