

2020-2021

DNP Handbook



Aspen University

10/1/2020

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DNP Handbook Purpose

The DNP Handbook defines the conceptual framework for Aspen University DNP program, including the knowledge and understanding, skills and practices, and the dispositions and identity expected of DNP students. This Handbook, plus specific school supplements, provides all the information necessary to successfully complete the DNP program.

University Mission-Based Outcomes

- 1) Ethical Professionalism
 - a) Exhibits self-directed learning and professional behavior that adheres to the standards of the discipline
 - b) Behaves in ways that are founded in socially responsible, ethical frameworks
- 2) Effective Communication for Creating Change
 - a) Uses reading, writing, listening and speaking as communication tools to effectively express and comprehend ideas
 - b) Committee collaborating on teams
 - c) Demonstrates cultural competence when interacting with diverse populations through multiple modes of communication
- 3) Active Leadership
 - a) Exhibits a self-awareness of leadership style and personal values
 - b) Recognizes and articulates leadership theory in real-life contexts
 - c) Participates in the profession at different levels
- 4) Critical Thinking and Analytical Reasoning
 - a) Demonstrates logical reasoning by using evidence-based paradigms that are anchored in solid research and reliable, valid data
 - b) Analyzes and evaluates multiple sources of information to draw conclusions and generate plans for solving complex problems
- 5) Technological Literacy
 - a) Leverages technology to achieve goals and produce high- value work products
 - b) Accesses and uses information ethically and legally
 - c) Employs technology for effective online collaboration

DNP Program Description

The Doctor of Nursing Practice (DNP) is a practice-focused program that combines a scholarly approach to the discipline of nursing while advancing the profession of nursing through practice. The program is designed to prepare students for leadership roles in nursing. Intensive, immersive experiences inform the practice-focused DNP Project. The program requires students to complete 1000 hours of clinical practice immersion hours. Program applicants who provide evidence of supervised, clinical hours from an MSN or other nursing-specific degree have the potential to have a percentage of those hours applied to the required 1000 immersion hours prior to the start of the DNP Project course sequence.

Potential Careers for DNP Graduates

Students who earn a Doctor of Nursing Practice typically pursue the following careers:

- Nursing Leadership and Management
- Nurse Executive
- Positions that require significant and specific expertise, credentials, and certifications*

*Note: Earning a DNP does not prepare the student as an Advanced Practice Registered Nurse (APRN).

School Advisory Councils

The Aspen University Schools have established an Advisory Council that:

- Includes members who are not otherwise employed or contracted by the University;
- Consists of practitioners in the field for which the program prepares students;
- Convenes at least annually;
- Provides advice on the current level of skills, knowledge, and abilities individuals need for entry into the occupation; and
- Provides advice on the adequacy of Doctoral programs' objectives, curriculum, and course materials.

DNP Program Learning Goals

It is intended that Graduates of the Aspen University Doctor of Nursing Practice program will learn or be able to do the following:

1. **Theoretical Underpinnings:** Evaluate scientific underpinnings for practice and create a theoretical framework based on research (Essential I).
2. **Leadership:** Improve the quality of nursing practice, by using leadership strategies and systems thinking, to lead organizations to change (Essential II, VIII).
3. **Scholarship:** Analyze clinical scholarship and analytical methods to provide a foundation for evidence-based practice (Essential III, VIII).
4. **Technology:** Critique information systems and patient care technology to improve and transform healthcare (Essential IV, VIII).
5. **Healthcare Advocacy:** Advocate for improved healthcare policy (Essential V, VIII).
6. **Collaboration:** Collaborate with professionals in other disciplines to improve patient and population health outcomes (Essential VI, VIII).
7. **Innovation:** Create innovations for prevention of disease and improvement of population health (Essential VII).

Program Structure

Aspen University offers an educationally sound and up-to-date curriculum that is supported by quality instructional materials. The curriculum and instructional materials are comprehensive to ensure students achieve the program objectives, and its content is supported by sound research and practice. The curriculum and instructional materials reflect current knowledge and practice, and effective procedures are used continuously to remain current.

During the program, students:

- Reflect on their own possibilities and problems as professionals and leaders;
- Read and study a broad range of highly interdisciplinary literature;
- Acquire the skills necessary to research and more fully grasp the complexity of their own organizations;
- Draw on the knowledge and experience of Professors/Faculty Mentors and fellow cohort members;
- Develop a profound understanding of the professional and leadership for the domain;
- Construct effective professional career and domain objectives;
- Practice scholarly writing expected in doctoral level work.

The reading difficulty of the instructional materials is keyed to the reading competence of students in the program. Instructions and suggestions on how to study and how to use the instructional materials assist students to learn effectively and efficiently. The program Professors/Faculty Mentors make effective use of appropriate teaching aids and learning resources, including educational media and supplemental instructional aids.

Experiential Learning

Aspen University grants no experiential learning credit for applicants in its Doctoral programs.

Tuition and Fees

Aspen University tuition and fees are clearly stated on the website that students must use to complete the program application and course enrollments.

Program Completion Requirements

The student will need to meet the following program completion requirements:

- Required GPA: Students must maintain a minimum 3.0 GPA on a 4.0 scale throughout the DNP Program.
- Evidence of completion of DNP courses and DNP Project courses
- Evidence of completion of 1000 Immersion Hours
- Required Comprehensive Exam *The student must pass the Comprehensive Exam prior to beginning the DNP Project courses (see Appendix H: Comprehensive Exam Guide).

Library Resources

Aspen University uses ProQuest, CINAHL, and EBSCO as a component of the comprehensive online library service that is available exclusively to all students of Aspen University. This resource is a compilation of current and historical industry journals, news articles, and full-text publications—everything to support innovative research across all programs. From the popular to the highly specialized, this library compiles high-quality, curricula-aligned content—all of it geared toward best supporting students' studies as they progress through their programs. The library is regularly updated to provide research students with the resources sufficient to complete doctoral program requirements.

Library database compilations that apply to the doctoral program students include:

- ProQuest Research Library provides access to a wide range of academic subjects such as business, education, literature, political science, and psychology. The database includes over 3,850 titles, with more than 2,620 in full-text. ProQuest Research Library consists of two components: a core list of periodicals, and fifteen subject-specific modules that supplement the core list. The fifteen subject modules are: Arts, Business, Children, Education, General Interest, Health, Humanities, International, Law, Military, Multicultural, Psychology, Sciences, Social Science, and Women's Interest.
- ProQuest Education Journals is a definitive resource for those who need access to top education publications. Including over 750 titles, with more than 600 available in full-text, ProQuest Education Journals cover not only the literature on primary, secondary, and higher education, but also special education, home schooling, adult education, and hundreds of related topics. Image articles include all the charts, tables, diagrams, and other graphical elements often used to enhance the editorial value of articles that focus on education topics.
- The CINAHL Database provides access to health care books, nursing dissertations, selected conference proceedings, standards of practice, audiovisuals and book chapters. It includes full-text journals, legal cases, clinical innovations, critical paths, research instruments and clinical trials.
- The EBSCO Database offers resources accessible to any researcher at any time. The newest addition, American Doctoral Dissertations, is an essential index of leading dissertations that can be easily accessed.

- Aspen's Virtual Librarian offers Aspen students 24/7 librarian services and can be contacted within the Aspen classroom.

Student Services

All relevant student inquiries are welcome and answered promptly and thoroughly. Professors/Faculty Mentors and student services personnel are available to students for help and guidance as needed. In addition, online discussions associated with the course delivery system provide a cohort learning environment.

Aspen University provides its academic grading policies or assignment marking system and applies them with fairness and consistency. Grading policies are outlined in the Academic Catalog. Provisions are made to meet the individual differences of students and to provide counseling and guidance, as required, to assist students to satisfy program requirements, to achieve required program objectives and individual course learning objectives, and to achieve their education goals. Students who are unable to make satisfactory progress through the program are encouraged to continue until they either show inability to make satisfactory progress or demonstrate satisfactory progress.

An active program is followed to encourage students to start, continue, and finish the program in which they have enrolled. Reactions of students are systematically sought as one basis for evaluating and improving instructional materials, the delivery of instruction, and education services.

Learning with Technology

Professors/Faculty Mentors go through training and orientation of the platform before being assigned to a class and receive a Faculty Handbook outlining the use of the platform and instructional expectations. Each student receives an orientation from an advisor and general guidelines in the "Getting Started" section of each course. All students are offered a New Student Orientation that is initiated by Academic Advising and student are encouraged to schedule the orientation prior to starting a course.

ProjectConcert is a system that will help with:

- electronically track and manage immersion hours in your courses
- schedule and report on evaluations
- create student portfolios
- track documents and expiration dates

DNP Students will enter Immersion hours, required forms, and evaluations while in the following courses: DNP820, DNP830, DNP850A, DNP850B, DNP851A, DNP851B, DNP852A, and DNP852B.

Student Achievement and Satisfaction

Aspen University's outcomes assessment plan provides an ongoing review of student achievement and satisfaction. The plan has three components: (1) student learning outcomes; (2) measurement of student learning outcomes; and (3) program, course and services improvements resulting from the measurement. The plan reflects an ongoing process of reviewing performance and achievement of objectives.

The University's administrators and Professors/Faculty Mentors review the program and courses in conjunction with assessment tools and measurements to determine if program learning goals are being achieved and how the program and courses can be improved. Because a variety of education goals and objectives have been identified by Aspen University, comprehensive assessment strategies require the use of more than one measurement instrument to determine program and course effectiveness. The Aspen University Provost provides overall leadership for the assessment program with support from the Chief Academic Officer, and other support staff.

Doctoral student achievement is measured by:

- Comprehensive Examination
- DNP Course Assignments
- Doctor of Nursing Project
- Immersion Hours
- Signature assignments

The following indirect measurement tools are used to measure overall quality and to assess student satisfaction with the courses and program.

- Student End-of-Course Evaluations
- Alumni Survey
- Employer Survey
- Student Testimonials

To measure satisfaction, Aspen University collects survey responses in each of its courses with the “End-of-Course Survey.” In addition to other questions, this survey contains the following three questions:

1. Did you achieve, or will you have achieved upon completing your studies, the goals you had when you started the course or program?
2. Would you recommend these studies to a friend?
3. All things considered, were you satisfied with your studies with us?

The survey containing these questions is distributed to each student completing a course, and data is collected and analyzed regularly, the timeframe used to collect the data, and the number and percent of “Yes” answers to the three questions listed above.

DNP Program Administration

The Dean, Assistant Dean, Program Director and Coordinator for the DNP program hold an equivalent degree from a recognized and accredited college or university and enough academic experience to warrant such a position.

Dean of Nursing & Health Sciences

Dr. Nina Beaman, Ed.D, MSN, RN-BC (PMH), RNC-AWHC, CMA (AAMA)
email: nina.beaman@aspen.edu

Assistant Dean of Nursing & Health Sciences

Dr. Marcos Gayol, Ed.D, MSN, MPH, RN, CNE, CPH
email: marcos.gayol@aspen.edu

Director of Graduate Nursing Programs

Dr. Randall Mangrum, DNP, MSN, RN
Email: randall.mangrum@aspen.edu

Immersion Coordinator

email: dnpcoordinator@aspen.edu

Faculty Mentors

Every Professor/Faculty Mentor who teaches Aspen University doctoral students holds a DNP, PhD, EdD or other doctoral-level degree from appropriately accredited college or university.

Doctor of Nursing Practice Project and Preceptorship

All students in an Aspen University Doctoral program are required to successfully complete the DNP Project, which entails producing a DNP project that is approved by the DNP Project Team appointed by Aspen University. The DNP courses provide a comprehensive template for producing the DNP project. A DNP Project is a record of original activity conducted by the student in contribution to earning a Doctoral degree. The DNP Project is scholarly work based on a combination of existing research and an original project that contributes to the body of human knowledge and field of practice. It demonstrates the Doctoral Student has the ability to collect, analyze, and report data based on critical, analytical, and synthesis skills. Each Doctoral Student must write a DNP Project that presents the results of a project carried out by the student. An appropriate project involves a substantive piece of original innovative work grounded in an appropriate body of literature. It is relevant to the nursing field as practiced in the past, the present, or in the potential future. It presents a significant contribution or advancement in that field.

It is the student's responsibility to work with their DNP Project Team as determined appropriate in collaboration with the Faculty Mentor. The student bears full responsibility for a successful outcome. As additional expert resources and guidance are believed necessary, the student explores and acquires any such assistance. As a student enters the last stages of the doctoral program, the expectation is that they need little help in conducting their project, writing the Project Manuscript, or obtaining the advice needed to complete the DNP journey. Doctoral students are scholars in the making, with clear goals, adequate investigative tools, solid research agendas, and the determination to achieve the goals they set forth in the beginning stages of the doctoral journey. The DNP Project Team will accept the resulting DNP Project for completion of the DNP requirements after a final review and approval. Training, editing, and other forms of assistance are acceptable and recommended, but under no circumstances may someone produce a DNP Project other than the student.

Immersion Hours

The evidence of 1000 Immersion hours is required for the Doctor of Nursing Practice degree at Aspen University. Student's may complete these supervised hours in a variety of settings, including acute care facilities, assisted living facilities, sub-acute and ambulatory care organizations, healthcare service support organizations, such as insurance companies, pharmaceutical organizations, care coordination services, clinics, home-based care facilitates. For any potential site and preceptor consideration, the student will need an Immersion Approval Letter from the Immersion Coordinator. Prior to starting the DNP Project courses, the student must submit: Practicum Site Agreement, Preceptor Agreement, and Student Profile. An Immersion Approval Letter is required prior to entering into any DNP Project Course. The documents can be found in this Handbook or under Program Documents in ProjectConcert.

ASPEN UNIVERSITY
 Logged in as: STUDENT DNP Student DNP, Test
 Program Documents

Program: [DNP]
 Collapse All Expand All *Click the small triangle to the left of a document type to expand that group of documents

Document Type

Document Type	Date	Title	Comment
Document Type: Approval of the DNP Proposal (1)			
1 Approval of the DNP Proposal	05/03/2019	Approval of the DNP Proposal	Please download and complete. Upload completed form to Information Tab > Document Tab > Add Document View Download
Document Type: Approval of the Project (1)			
Document Type: Credentials and Rationale for Student Choice of Committee Member (1)			
Document Type: DNP Handbook 2019 (1)			
Document Type: DNP IRB Checklist (1)			
Document Type: Exempt Research (1)			
Document Type: Faculty Advisor Assurance (1)			
Document Type: HIPAA Authorization Form (1)			
Document Type: Immersion Site Agreement (1)			
Document Type: Informed Consent Form (2)			
Document Type: Informed Consent Letter (1)			
Document Type: IRB Application Form (1)			
Document Type: IRB Approval Form (1)			
Document Type: Preceptor Intent of Relationship (1)			
Document Type: Preceptor Profile (1)			
Document Type: Previously Preceptored Hours - Verification (1)			
Document Type: Request for Service as a Doctoral Faculty Reviewer (1)			
Document Type: Request for Service as a Doctoral Independent Reviewer (1)			

These forms MUST be uploaded to ProjectConcert under the Document Tab.

Instructions Uploading Documents to ProjectConcert

Steps 1 – 3: Click on Information Edit. Click on Documents. Then click Add Document.

ASPEN UNIVERSITY
 Logged in as: STUDENT DNP Student DNP, Test
 Program Documents

Name: Test First Middle Last Previous Last Suffix Preferred Name Save

Student ID: XXXXXX Advisor: Fernandez, Liz Email(s): TestStudentDNP@pc.edu

Birthdate: [] Age: []

Updated: 4/17/2019 - Admin, User

Academic Scholarships Awards, Honors, Fellowships Conferences Attended Courses Program Requirements

DNP Project Documents Education History Employment Licensure and Certification

Memberships in Professional Organizations Mentoring Activities Presentations Publications Teaching/Lecturing

Time Commitment, Study, Work & Employment

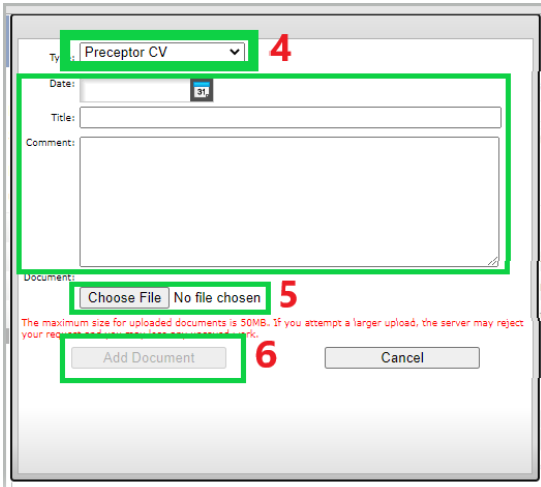
Collapse All Expand All *Click the small triangle to the left of a document type to expand that group of documents

Type

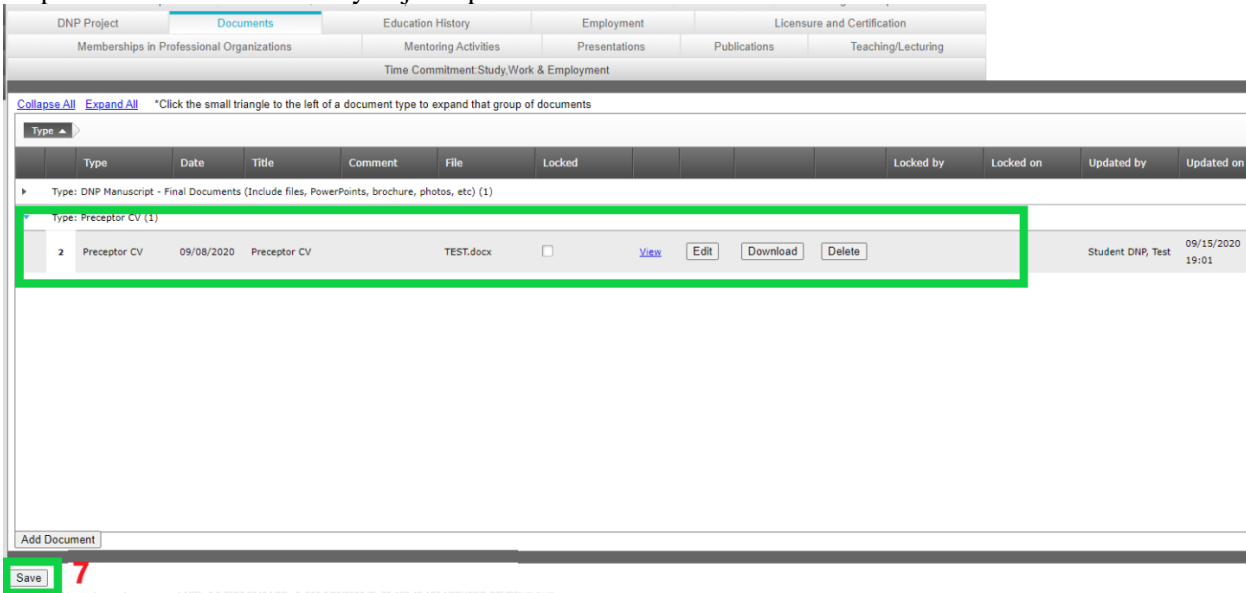
Type	Date	Title	Comment	File	Locked	Locked by	Locked on
Type: DNP Manuscript - Final Documents (Include files, PowerPoints, brochure, photos, etc) (1)							

Add Document Save

Steps 4 – 6: A pop-up will open. Select the Type of file you are uploading. Fill in the Date, Title, and any Comments. Click Choose File which will allow you to select the file you are uploading from your computer. Click Add Document.



Step 7 – You will see the file you just uploaded. Click Save.



Many students complete their immersion hours in their own place of employment, however the on-site preceptor (supervised by the Faculty Mentor) will be a doctoral prepared professional with career experience in healthcare leadership, be affiliated with the site and have knowledge of the student’s Project topic. The on-site preceptor, in conjunction with the Faculty Mentor, will supervise and verify the immersion activities, though the student may complete certain activities independently and not in the presence of the preceptor but still under the preceptor and faculty mentor’s guidance. The supervised immersion activities will be reported to the Faculty Mentor for verification by means of the immersion hours log that the preceptor must sign, and the student must submit to ProjectConcert as evidence of immersion hours completion. Furthermore, the Faculty Mentor supervises the student in conjunction with the preceptor and the Faculty Mentor evaluates the student, student’s work and assigns the grades to the student. The DNP Project courses have three required teleconferences which gives the Faculty Mentor to hear about project progression from the preceptor and student, the opportunity for the student, preceptor and Faculty Mentor to ask questions and receive clarification and the opportunity to monitor, report, and assess the immersion activities for appropriateness and approval. For any potential preceptor consideration,

the student will need written approval from the DNP Coordinator. Immersion activities will vary, per the site and student's project topic and need. Activities may include attendance of courses, classes, seminars, conferences, meetings, webinars and interviews, researching, and active professional shadowing. For any potential immersion activity consideration, the student will need approval from the Faculty Mentor.

Matriculation of the Aspen University's DNP 1000 Immersion Hours:

- Policy and Advocacy - Immersion Hours: 80
- Global Population Health - Immersion Hours: 80
- DNP850A & B - Immersion Hours: Combined total of 280 or additional hours as needed (**If applicable, at this point the student must have provided evidence of previous Immersion Hours outside of course work for credit).
- DNP851A & B - Immersion Hours: Combined total of 280 or additional hours as needed
- DNP852A & B - Immersion Hours: Combined total of 280 or additional hours as needed

** A possible maximum of 500 immersion hours may be **banked** and used towards the 1000 total DNP immersion hour requirement. For consideration, please complete the Verification Form located in the appendices. The remaining immersion hours will be completed during the DNP Project courses. Students receiving prior immersion hours are required to complete their DNP Project and the time required will need to meet the 1000 total DNP immersion hour requirement as well as the requirements needed to complete their DNP Project in its entirety, regardless of banked hours.

Logging Banked Hours into Project Concert

You can only complete this once you have an approved DNP Previously Completed Hours Form approved by the DNP Coordinator. Once it has been approved, the DNP Coordinator will make this entry format available to you for a short amount of time. You will need to add the hours before you lose access to this entry format.

1. Click on Experience. Click on New. Make sure to select "DNP Previously Completed Hours (Banked)."

The screenshot shows the Aspen University system interface. At the top, there is a header with the Aspen University logo, a 'NEED HELP?' button, and the text 'Logged in as: STUDENT DNP Student DNP, Test'. Below the header, there is a navigation menu on the left with options: 'Evaluations', 'Experience', 'Utilize', 'Existing', and 'New'. The 'Experience' option is selected. The main area displays a form for creating a new entry. The form has the following fields: 'Course/Program [Format]:' with a dropdown menu showing 'DNP [DNP Previously Completed Hours (Banked)]', 'Experience ID:' with the value 'NEW ENTRY', 'Experience Status:' with the value 'Draft', and 'Experience Date:' with a date picker showing '9/22/2020' and a '31' button.

2. Select today's date. Enter the Hours that were approved. Select the DNP Coordinator name. Select Completed Verification of Precepted Graduate Hours. Select the courses the banked hours will be applied to. Type in a description of the activities of the previously approved hours. Click Save - "Continue editing this entry."

Program/Program [Format]: Test [DNP Previously Completed Hours (Banked)]

Experience ID: NEW ENTRY

Experience Status: Draft

Experience Date: 9/22/2020

Elapsed Hours: 0

Clinical Placement Coordinator: [Dropdown]

General Documents

Hours Type: ONLY use this form if: (a) signed Verification Form (b) Pre-PC course

Completed Verification of Precepted Graduate Hours Aspen Paper Immersion Log (Pre-Project Concert)

Course: DNP820 DNP830 DNP850A DNP850B DNP851A DNP851B DNP852A DNP852B

High level of description activities: [Text Area]

Save Continue editing this entry
 Create a new blank entry

Submit Create a new entry that is a copy of this entry

[OK]

3. Click on the Document tab. Click Add Document. If it is greyed out, remember you need to save the entry before attaching a document.

General Documents

You must save before attaching documents.

Add Document You must attach at least 1 document(s) and you may attach more if desired

Save Continue editing this entry
 OR AND Create a new blank entry

Submit Create a new entry that is a copy of this entry

[OK]

4. It will open a pop-up. Type in file name. Chose file from your computer. Click Add Document.

ASPEN UNIVERSITY

Logged in as: STUDENT DNP Student DNP, Test

NEED HELP? Experience -> Existing

Evaluations Course/Program [Format]: DNP [DNP Previously Completed Hours (Banked)]

Experience Experience ID: 67639

Experience Status: Draft

Experience Date: 9/22/2020

Mentor: [Dropdown]

General Documents

Add Document You must attach at least 1 document(s) and you may attach more if desired

Title: [Text Field]

Document: No file chosen

The maximum size for uploaded documents is 5 MB. Please compress your documents before uploading.

Save Continue editing this entry
 OR AND Create a new blank entry

Submit Create a new entry that is a copy of this entry

Add Document Cancel

5. Then click Submit.

ASPEN UNIVERSITY

NEED HELP? Logged in as: STUDENT DNP Student DNP, Test Experience -> Existing

Course/Program [Format]: DNP [DNP Previously Completed Hours (Banked)]

Experience ID: 67639

Experience Status: Draft

Experience Date: 9/22/2020

Mentor:

General Documents

Add Document You must attach at least 1 document(s) and you may attach more if desired

Title

Save OR AND Submit

Continue editing this entry

Create a new blank entry

Create a new entry that is a copy of this entry

DNP Writing Style

The DNP writing style is guided by the most recent edition of the Publication Manual of the American Psychological Association (APA). The APA writing style is followed consistently throughout the program in matters of form and style. Of critical importance, sources must be cited and properly referenced. Generally, the DNP Project Manuscript includes a title page, acknowledgements, abstract, table of contents, and list of tables and figures, followed by five distinct chapters: 1) Introduction, 2) Literature Review, 3) Methodology, 4) Results, and 5) Conclusions and Recommendations, followed by references and appendices. A detailed DNP Project Manuscript outline is available in the DNP Lounge.

DNP Project Team

Each doctoral student must work with a qualified DNP Project Team (formally called DNP Committee) that is knowledgeable in methods of graduate-level study and research, as well as in the subject area concerned. In addition to the student, the 3-person DNP Project Team is comprised of the Faculty Mentor (Chair), Faculty Reviewer (Content Specialist), and Independent Reviewer. The student will also need a site/clinical preceptor and the preceptor may serve as the Independent Reviewer. The Faculty Mentor is the course instructor for all DNP Project courses, acting as the Project Chair for the student. The Faculty and Independent Reviewers must have appropriate understanding and interest in the topic of the DNP research project. All members of the DNP Project Team must hold a doctoral degree and one member must hold a Doctor of Nursing Practice degree, ensuring that all members of the DNP Project Team are well versed on doctoral-level work as well as in the field of the program. The student is permitted to select the DNP Project Team members in consultation with the Faculty Mentor, but Aspen University Program Leadership (Immersion Coordinator, Deans, and Director) makes the final decisions. To select Faculty and Independent Reviewers, the student sends a statement of request to the Faculty Mentor along with the rationale for selecting the individual.

The professional relationship between the student and the DNP Project team is characterized by enthusiasm, professionalism, and regular and reciprocal communication. In the ideal relationship between the DNP Project Team members, the student receives constant, timely, and quality feedback on progress. This type of interaction and feedback can be accomplished in a variety of ways. However, the emphasis of interactions and feedback is on both the frequency of interactions and quality feedback to maintain a dialogue on the issues and research questions raised by the student's investigative work.

The Faculty Mentor assists the student in formulating the DNP Project Team and oversees its progress. The Faculty Mentor also serves the roles of supervisor, advisor, director, counselor, coach, role model, guide, collaborator, facilitator, advocate, chair and the like. The Faculty Mentor supervises the immersion experience and communicates with the preceptor and student during the Project and related immersion hours. At the beginning of each DNP Project course (DNP850A&B, DNP851A&B and DNP852A&B), the Faculty Mentor will have a required teleconference with the preceptor and the student to discuss project objectives, goals and immersion activities to provide clarity to the student and the preceptor at the beginning, middle, and end of the course.

The Faculty Mentor facilitates communications and resource exchanges among all members of the DNP Project Team and is accountable for the DNP Project Team's work. The Faculty Mentor provides guidance and supervision for the entire DNP process, timely and practical reviews including specific constructive critiques to the student, communicates appropriate concerns to the student, and communicates with all the members of the DNP Project Team and Aspen University administrators. The Faculty Mentor is responsible for contacting and chairing meetings of the full DNP Project Team. When there is a difference of opinion or conflict, the Faculty Mentor negotiates with all DNP Project Team members and the student.

The Faculty Mentor serves as a guide and consultant to the student throughout the DNP process and ensures the integrity of Aspen University's DNP guidelines. The Faculty Mentor is an expert in providing guidance to the student about research including the research topic, problem statement, current literature review, research design and planning, data collection, analysis and reporting, DNP document preparation, and the like to maximize the student's progress for successful and ethical doctoral research. The Faculty Mentor maintains documentation of all communication within the DNP Project Team, ensuring that all necessary forms are completed, signed, and submitted to Aspen University administrators.

If the Faculty Mentor is unable to serve for the entire duration of the student's DNP project, the Program Director will arrange for a replacement Faculty Mentor.

Any additional human resources should be discussed with the Faculty Mentor. Such resources might comprise a DNP editor, academic advisor, or a subject matter expert (SME), such as a statistics expert. All individuals associated with the DNP process should be acknowledged for their contribution. Any expense incurred by the student for external services rendered is managed independently between the student and the service provider. Hiring a writer or buying a completed DNP product is not acceptable and grounds for termination.

Institutional Review Board

Aspen University established an Institutional Review Board (IRB) in 2013 to protect the interests of human participants in research. The primary role of the IRB is the review of all human subject research conducted at Aspen University to ensure that the research fulfills the requirements of the Department of Health and Human Services, Office of Human Research Protections (OHRP), meeting the requirements of OHRP's Division of Compliance Oversight (DCO) reviews institutional compliance with the federal regulations governing the protection of human subjects in Title 45 Part 46 of the Code of Federal Regulations (45CFR46). Also see Appendix G: IRB Policies, Regulations, and Rules. Aspen University IRB follows the OHRP IRB Guidebook, which provides a basic understanding of the background and purposes of the IRB review system. Aspen University's DNP faculty and students complete the CITI training, and IRB approval processes to demonstrate compliance with federal regulations.

Federal regulations require that researchers give special consideration to protecting the welfare of certain subjects. Special provisions exist for research involving:

1. Children and Minors
2. Prisoners
3. Pregnant Women and Fetuses
4. Institutionalized Mentally Disabled
5. Elderly
6. Economically or Educationally Disadvantaged

In general, these regulations allow IRBs to approve research with populations that are of minimal risk or that benefit the subjects directly. Review and approval of research involving vulnerable (protected) populations may require additional time if outside expertise is needed for further evaluation of the study.

Before the student may begin to collect and analyze data, the application to the IRB must be submitted and approved by the University's Institutional Review Board (IRB). Only the IRB has the authority to approve research. The student is responsible to acquire IRB approval to ensure that the research is conducted in the appropriate manner and that the participants meet selection and eligibility requirements. The IRB reviews research proposals based on the following queries:

1. Are the risks to subjects and protected groups minimized?
2. Are the risks reasonable in relation to anticipated benefits?
3. Is the selection of subjects equitable?

The student ensures that the participant's informed consent is appropriately obtained and that the study is properly designed and scientifically valid. Informed consent is obtained before data is collected. Once data is collected, analyzed, and documented, the student is responsible to provide the participants with a copy of the DNP Project, providing the participants with an opportunity to accept or reject the manner in which their data is applied. Participants reserve the right to retract their data up to the time of formal publication.

The IRB at Aspen University considers that the human participants (subjects) of the study are protected by demonstrating:

1. Respect for persons (volunteers choose whether to participate in the research);
2. Beneficence (doing no harm to research subjects);
3. Justice (human participants have the right to be aware of the potential risks of research) as defined by the National Commission for the Protection of Human Subjects.

The student must submit: 1) a copy of the approved proposal, 2) a copy of the approval form, and 3) the application to the IRB for its approval. The research proposal provides a thorough and detailed overview of the research topic, the research problem statement including hypotheses or research questions, review of the relevant research literature, and a complete description of the research methodology. These are in essence Chapters 1-3 of the DNP Project. The necessary IRB forms are provided in Appendix C: IRB Application Form; Appendix D: IRB Approval Form; Appendix E: Informed Consent Letter; and Appendix F: Informed Consent Form.

The DNP Project Team in conjunction with the Institutional Review Board (IRB) reviews and approves a student's DNP Project proposal. The proposal must include IRB approval and the final approval of the Chairperson for the IRB Committee.

Oral DNP Proposal Defense

Development of the DNP Project is accomplished as a part of the requirements within the DNP Project Immersion courses. Under direction of the Faculty Mentor, the student develops a research proposal for submission and approval by the DNP Project Team. The proposal provides a thorough description of the proposed study, following proposal guidelines as directed by the Faculty Mentor. The student presents the proposal to the DNP Project Team in an oral hearing via a one-hour teleconference. Upon the DNP Project Team's approval of the

proposal, the student is authorized to begin the study. The Faculty Mentor issues written approval to the student using the approval form provided in Appendix A: Approval of the DNP Proposal.

Final Oral DNP Defense

The Final Oral DNP Defense is the last formal step in the DNP process. The Doctoral student produces and presents the DNP Project before the DNP Project Team via teleconference. The DNP Project Team determines the general format of the DNP and the abstract based on the University's general design guidelines. The Faculty Mentor should ensure that the DNP is in final form before requesting evaluations from the other members of the DNP Project Team. Any Professor or student affiliated with Aspen University may attend but should refrain from participating in the defense process.

The student arranges the Final Oral DNP Defense teleconference and solicits and coordinates the availability of the DNP Project Team members. Based upon the student's presentation, one of three votes may be awarded:

- 1. Accepted with no Changes**
- 2. Accepted with Changes**
- 3. Acceptance Denied**

Where changes are required, the student must make any iteration in a timely manner and submit the final copy to the Faculty Mentor. Where acceptance is denied or the student has not met the allotted timeframe, the student must retake DNP courses. This option may only be exercised once.

Following the successful oral defense, the Faculty Mentor submits the Approval of the DNP with all of the project team's signatures and copy of the final DNP manuscript to the Program Director with a recommendation for final approval. The Faculty Mentor issues written approval to the student using the approval form provided in Appendix B: Approval of the DNP. If the decision of the DNP Project Team is not unanimous, the case is referred to the Deans for resolution. If the decision of the DNP Project Team is a failure recommendation, the Faculty Mentor, Program Director and Deans formulate a course of action that may include re-registration in DNP courses.

The DNP Project Team must evaluate the DNP and recommend the awarding of the doctoral degree only if the DNP is judged to demonstrate the following qualities. The DNP should demonstrate a host of characteristics, including:

1. Establish a historical context for the presentation of an innovative and creative approach to the problem.
2. Demonstrate understanding of the problem as revealed by analysis and synthesis of a broad literature base.
3. Articulate clarity in composition and careful documentation.
4. Merit publication in refereed journals or form the basis of a book or monograph.
5. Detail the design of the study so that other scholars can build on it in subsequent work.
6. Prepare the author to assume a position within the profession.

Dissemination the DNP Project

Aspen University holds to the tradition that students are obligated as a member of the scholarly community to make their project available to interested persons. Scholarship in nursing can be defined as those activities that systematically advance the teaching, research, and practice of nursing as well as the integration such as presentations; and policy proposal designed to influence organizations or governments.

Upon final acceptance of the DNP Project, the student should submit the manuscript for publication in a peer-reviewed journal or present at a conference.

If the DNP is the result of a collaborative research effort, the project should be structured in such a way that the Doctoral Student has supplied a major effort. The contributions of the student and the other collaborators must be clearly identified. The student is responsible for defending the DNP. Published articles authored by the student

and based on research conducted for the DNP study may be included in the DNP, provided the published work is logically connected and integrated into the DNP in a coherent manner. The student must be clearly delineated as the sole or primary author of the published work.

Evaluation of Immersion Site and Preceptor

The student's evaluation of their experience and the expertise of the preceptor is required at the end of each immersion experience. The Site Evaluation and Preceptor Evaluation must be completed electronically in to ProjectConcert. The evaluations will become available to students in the following courses: DNP820, DNP830, DNP850A, DNP850B, DNP851A, DNP851B, DNP852A, and DNP852B. The evaluations will appear in Week 7 of the course and will remain open for three weeks.

ASPEN UNIVERSITY | NEED HELP? | Logged in as: STUDENT DNP Student DNP, Test | Evaluations -> Evaluations

Outstanding Evaluations

		Evaluatee	Form	Detail	Due Date	Due Status	Form Status	Close Date
1	Select	Evaluatee, Course ()	DNP Preceptor Evaluation	DNP820 - 2020 Summer/DNP820/Facult Test (04/06/2020 04/06/2025)	3/23/2025	DUE	INCOMPLETE	4/20/2025
2	Select	Evaluatee, Course ()	DNP Site Evaluation	DNP820 - 2020 Summer/DNP820/Facult Test (04/06/2020 04/06/2025)	3/23/2025	DUE	INCOMPLETE	4/20/2025

Evaluations For Review Not Reviewed Previously Reviewed



Appendix A: Approval of the DNP Proposal

Doctoral Student: _____

The DNP Project Team of the above-named Doctoral Student has met and reviewed the DNP Proposal entitled:

<Project Title>

The DNP Project Team has determined that the proposed DNP is likely to:

1. Make a significant contribution to the field of knowledge;
2. Demonstrate the student’s ability to perform independent research;
3. Contain material worthy of publication in a form appropriate to the discipline.

We recommend acceptance of this proposal. It contains all appropriate content and forms.

DNP Project Team Member’s Signatures:

Faculty Mentor: _____ (Printed Name)

Faculty Reviewer: _____ (Printed Name)

Independent Reviewer: _____ (Printed Name)

Program Approval Signature:

(Printed Name of Program Representative)

Date

Completed form should be submitted to ProjectConcert after all signatures are attained. Directions can be found in the DNP Handbook under “Instructions Uploading Documents to ProjectConcert.”



Appendix B: Approval of the Project

Doctoral Student: _____

The Advisory DNP Project Team of the above-named Doctoral Student has met and reviewed the DNP entitled:

[TITLE]

The DNP Project Team has determined that the Project:

1. Makes a significant contribution to the field of knowledge;
2. Demonstrates the Student's ability to perform independent research;
3. Contains material worthy of publication in a form appropriate to the discipline.

We recommend acceptance of this Project. It contains all appropriate content.

Signature of the DNP Project Team Members

Faculty Mentor name: _____ Signature: _____

Faculty Reviewer name: _____ Signature: _____

Independent Reviewer name: _____ Signature: _____

Approval

Program Representative name Signature Date

Completed form should be submitted to ProjectConcert after all signatures* are attained. Directions can be found in the DNP Handbook under "Instructions Uploading Documents to ProjectConcert."

***The Program Representative will be the Assistant Dean or Dean in the case that the Program Director is serving on the DNP Project Team.**



Appendix C: IRB Application Form

Cover Sheet - The cover sheet provides basic information regarding the study under consideration and the principal investigator(s).

Student:	
Date:	
Address:	
Phone:	
Email:	
Faculty Mentor:	
Degree:	
Project Title:	
Submission #1:	
Submission #2 (include rationale for 2 nd attempt):	

Proposal Narrative - The proposal narrative is a detailed description of the study. Each of the sections in the narrative needs to be completed, or if a section does not apply write “N/A.” Each of these sections contains critical information that allows the reviewer to evaluate the study. These sections need to be written in lay language, avoiding jargon and acronyms. Failure to follow these rules causes delays in processing the submission. The responses to these questions allow the IRB to quickly place the study in the appropriate review category (exempt, expedited, or full review). These questions have been developed to decrease the response time of the IRB.

Introduction

Describe the project, including how it will impact the practice of nursing. Describe the purpose of the research and explain what the subjects are asked to do. Use simple terms and language understood by a person unfamiliar with the area of interest. Area-specific jargon should be avoided or explicitly explained. If using existing data or records, explain the sources of the data and the means of access to the data.

The broad purpose of this project is to . . .

Project Duration

State the starting date of the DNP process through the expected completion date.

Research Questions

The primary research question for the proposed study is:

The sub-questions are:

- 1.
- 2.
- 3.

Subject Population

The subject population consists of: Number: Male _____ Female _____ Total _____ Age Range: ____ to ____

Special Characteristics

(e.g., student, teacher, administrator): _____

Location of Subjects

If research is conducted through community agencies written documentation of approval and cooperation from such an agency or school should accompany this application.

Recruitment

- a. Describe how subjects are identified or recruited. Attach recruitment information, (i.e., advertisement, bulletin board notices, recruitment letters, etc.).
- b. If subjects are chosen from records, indicate who gave approval for use of the records. If records and private medical or student records, provide the protocol for securing consent of the subjects of the records and approval from the custodian of the records.
- c. Who makes the initial contact with subjects? Describe how contact is made.
- d. Do subjects receive inducements before, or rewards after the study? (Include this information in your consent documents.)
- e. If subjects are school children and class time is used to collect data, describe in detail the activity planned for non-participant. Who supervises those children? (This information must be included in the consent form.)

Confidentiality of Data

The researcher alone would keep and have access to any documents regarding the data provided by the participants. The Informed Consent form to be signed by each of the participants would state such particulars.

- a. Describe provisions made to maintain confidentiality of data. Who has access to data?
- b. Where is data stored and safeguarded for five years? If tape recordings are created, explain who has access and how the tapes are retained.

Approvals

The signatures below certify that:

1. The information provided in this application form is correct
2. The learner (researcher) must seek and obtain prior written approval from the IRB Committee for any substantive modification in the proposal.
3. Unexpected or otherwise significant adverse events in the course of this study must be promptly reported.

4. Any significant new findings which develop during the course of this study which may affect the risks and benefits to participation must be reported in writing to the IRB Committee and to the subjects.
5. The research may not be initiated until final written approval is granted.

This research, once approved, is subject to continuing review and approval by the IRB. The student/researcher must maintain records of this research according to IRB guidelines. If these conditions are not met, approval of this research could be suspended.

[Type Name] _____
Student Date

As Faculty Mentor of the DNP Project Team, I attest that the proposal submitted is prepared for IRB approval.

[Type Name] _____
Faculty Mentor Date

Completed form and attachments should be submitted to your Faculty Mentor.



Appendix D: Informed Consent Letter (Example)

Participant Letter - A letter inviting the human subject(s) to participate in the study must accompany the informed consent form.

Sample Letter

[Name of Student]
[Address]

[Name of Participant]
[Address]

[Date]

Dear [Participant's Name]:

Nursing across the country is in transition. The practice of nursing is in the process of change or at least considering some elements of change. I am a Doctoral Student at Aspen University conducting an innovative leadership project about

Please complete the enclosed questionnaire. It only takes a few minutes of your time. This questionnaire asks you to

Please complete and seal the questionnaire in the enclosed self-addressed envelope within 30 days. All responses remain confidential and your anonymity is ensured. Your responses contribute to this timely project. A copy of my final project paper will be mailed to you upon completion of this study. Please also sign and return the enclosed "Informed Consent" form.

I greatly appreciate your participation in this project. Please let me know if you have any questions concerning this study or the enclosures. I may be reached at [phone] or by e-mail at [address].

Sincerely,

[Student]



Appendix E: Informed Consent Form (Example)

Informed Consent Form - An important component to any submission to the IRB committee is the informed consent form. The student uses this form to document that the subject(s) were aware of the requirements of the study and that they were aware that they could refuse to participate or withdraw at any time up until publication of the project. Therefore, it is important that this document contain adequate information so that the subjects can make an informed decision regarding participation.

[PROJECT TITLE]

Participant

[Participant Name]
[Participant Address]

Prospective Project Subject

Read this consent form carefully and ask as many questions as you like before you decide whether you want to participate in this study. You are free to ask questions at any time before, during, or after your participation in this research.

You are invited to participate in a ¹ study designed to investigate . . .

[Student/], a doctoral student at Aspen University, CO is conducting this study. You were selected as a possible participant because . . .

Please read this form and ask any questions you may have before agreeing to participate.

Background Information

This investigation seeks to:

Procedures

Participation entails:

You would be asked to provide a pseudonym to replace your personal name. Only anonymous demographics would be used in this study. Providing your address or e-mail would make the findings of the study available to you once documented. The results of this study would be used to . . .

Confidentiality

Human subject herein means a living individual about whom an investigator (whether professional or student) conducting research obtains data through *interaction* with the individual. **Interaction** herein includes communication or interpersonal contact between investigator and subject.



Appendix F: IRB Policies, Regulations, and Rules

Aspen University Institutional Review Board (IRB) follows the OHRP IRB Guidebook, which provides a basic understanding of the background and purposes of the IRB review system. The following is a general overview of the considerations to be followed in a research undertaking involving human subjects.

Regulatory Compliance Administrator, Office of Sponsored Programs and Regulatory Compliance (919-515-4514) REG10.10.3

Additional References: Department of Health and Human Services, National Institutes of Health, Office for References: Protection from Research Risks, CFR 45, PART 46, Protection of Human Subjects, Revised November 13, 2001, Effective December 13, 2001; Institutional Review Board for the Protection of Human Subjects in Research ; University Requirement for the participation and administration of projects conducted with Human Subjects; Code of Federal Regulations Title 45 - Part 46 - Protection of Human Subjects; OHRP - Office of Human Research Protection; OHRP IRB Guidebook; 5 U.S.C. 301; Sec. 474(a), 88 Stat. 352 (42 U.S.C. 2891-3(a)).

1. General

Federal law and University policy require that all research involving human subjects, conducted by ASPEN UNIVERSITY researchers (e.g., Professors/Faculty Mentors, students, DNP reviewers, and staff) must be reviewed and approved by the Institutional Review Board (IRB) for the Use of Human Subjects in Research. These rules are in place to protect the human subjects, the researchers, and the institution. The IRB may be accessed through email (irb@aspen.edu).

2. General Principles

All ASPEN UNIVERSITY researchers must adhere to strict ethical standards for the use of human subjects in their research. These standards are in place to protect the basic rights of their subjects. Any research that departs from the spirit of these standards violates University policy. Below are some guidelines that the IRB members consider during their reviews to maintain these standards.

2.1. All research procedures minimize the risks to subjects.

2.2. Any risk must be reasonable in relation to the potential benefits from the study.

2.3. Informed consent must be obtained from the subject before participation. This consent must be in writing unless exempted by the committee.

2.4. Subject must be provided with adequate detail regarding the study to make an informed decision regarding their participation. This information should be included on the consent form and should be written in lay language, so that the subjects can make an informed decision regarding participation.

2.5. Subject's privacy must be maintained.

2.6. Subjects need to be made aware that they participate of their own choice and are free to withdraw from the study at any time

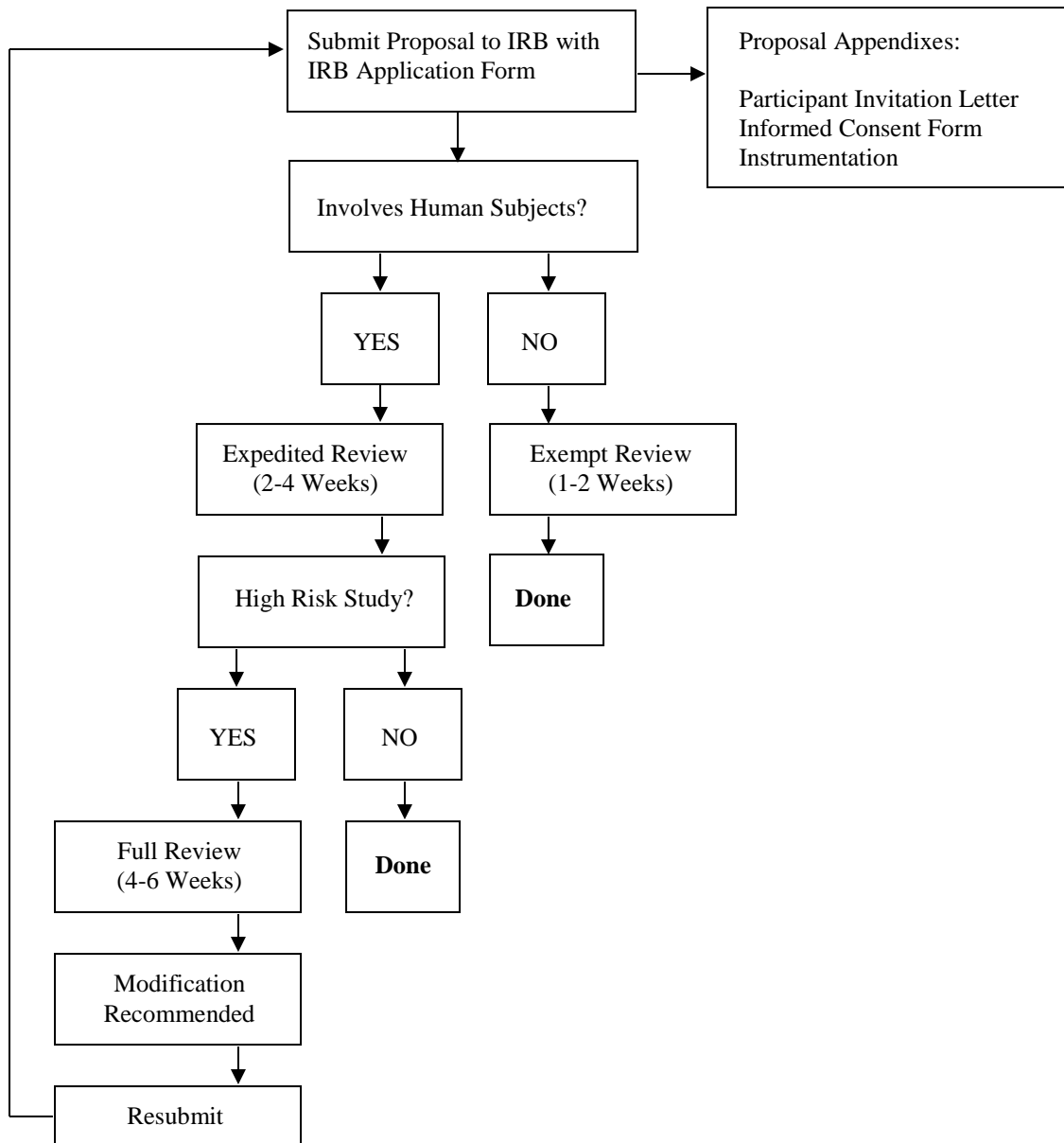
3. Review Categories

There are three categories (or types of review) for projects that are submitted to the IRB:

- 3.1. Exempt Review (no human subjects)
- 3.2. Expedited Review (appropriate use of human subjects)
- 3.3. Full Review (potential inappropriate use of human subjects)

Upon submission to the IRB, the serving Faculty Mentor makes a recommendation for type of review. Final determination of the type of review is made by the Chair of the IRB upon consideration of the submitted materials. *Exempt* reviews (1-2 weeks) are typically conducted on those studies that involve no human subjects. *Expedited* reviews (2-4 weeks) involve review by two or three IRB committee members where human subjects are involved. *Full* reviews (4-6 weeks) involve the entire IRB committee and perhaps external experts. The type of review conducted is checked on the approval form once the review has ended and the findings and recommendations are reported to the Faculty Mentor for discussion with the Doctoral Student.

The following map depicts the IRB approval process:



4. Definitions

4.1. Research - A systematic investigation, including research development, testing, and evaluation, designed to develop or contribute to generalizable knowledge. Activities which meet this definition constitute research for purposes of this policy, whether or not they are conducted or supported under a program, which is considered research for other purposes. For example, some demonstration and service programs may include research activities.

4.2. Human Subject - Means a living individual, about whom an investigator (whether professional or student) conducting research obtains:

- 4.2.1. Data through intervention or interaction with the individual; or
- 4.2.2. Identifiable private information

4.2.3. Intervention includes both physical procedures, by which data are gathered and manipulations of the subject or the subject's environment that are performed for research purposes. Interaction includes communication or interpersonal contact between investigator and subject.

4.4.4. Private information includes information about behavior that occurs in a context, in which an individual can reasonably expect that no observation or recording is taking place, and information, which has been provided for specific purposes by an individual and which the individual can reasonably expect will not be made public (for example, an academic record). Private information must be individually identifiable (i.e., the identity of the subject is or may readily be ascertained by the investigator or associated with the information), in order for obtaining the information to constitute research involving human subjects.

4.2.5. IRB Approval - the determination of the IRB that the research has been reviewed and may be conducted at ASPEN UNIVERSITY within the constraints set forth by the IRB, and by other institutional and federal requirements.

4.3. Minimal Risk - means that the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.

5. Procedures

5.1. Approval Processes - Described below is the process by which a principal investigator seeks approval from the IRB for the Use of Human Subjects in Research.

The following definitions are used:

5.1.1. Forms - There are four components to a package to be submitted to the IRB for review: the cover sheet, the preliminary questions sheet, the proposal narrative, and the informed consent form.

5.1.1a. Cover Sheet - The cover sheet provides basic information regarding the study under consideration and the principal investigator(s). For research whose principal investigator is a member of the ASPEN UNIVERSITY faculty, this form should be completed, and the ASPEN UNIVERSITY faculty member must sign attesting to their awareness of the University's policies and procedures for the use of human subjects in research. For research whose principal investigator is not a member of the ASPEN UNIVERSITY faculty, such as the Doctoral Student, this form should be completed, and the principal investigator must sign attesting to their awareness of the University's policies and procedures for the use of human subjects in research. Further, an ASPEN UNIVERSITY Professors/Faculty Mentors must sign illustrating that they have reviewed this application thoroughly and intend to oversee the research in its entirety and acknowledge their role as the principal investigator of record on their own behalf as well as on the behalf of the Doctoral Student.

5.1.1b. Proposal Narrative - The proposal narrative is a detailed description of the study. Each of the sections in the narrative needs to be completed, or if a section does not apply write "N/A." Each of these sections contains critical information that allows the reviewer to evaluate the study. These sections need to be written in lay language, avoiding jargon and acronyms. Failure to follow these rules causes delays in processing the submission. The responses to these questions allow the IRB to quickly place the study in the appropriate review category (exempt, expedited, or full review). These questions have been developed to decrease the response time of the IRB.

5.1.1c. Participant Letter - A letter inviting the human subject (s) to participant in the study must accompany the informed consent form.

5.1.1d. Informed Consent Form - An important component to any submission to the IRB committee is the informed consent form. This form is used by the researcher to document that the subject(s) were aware of the requirements of the study and that they were aware that they could refuse to participate or withdraw at any time up until publication of the project. Therefore, it is important that this document contain adequate information so that the subjects can make an informed decision regarding participation.

Note: Research involving deception will require additional justification and documentation related to informed consent processes.

Each of these components needs to be included in the package submitted to the IRB. Incomplete packages are returned to the principal investigator without review.

6. Review - Two copies of all materials should be sent to the IRB. Upon receipt of a protocol package the IRB reviews the package for completeness and content. If the package is found to be complete, the package is reviewed. If there are concerns or needed clarifications the IRB committee corresponds directly with the principal investigator to resolve these issues. The review process can take anywhere between 2 - 6 weeks, depending on the clarity and complexity of the proposal.

7. Final Notification - Upon receipt of the notification from the IRB reviewers of the acceptability of the experimental protocol, the IRB sends a letter to the principal investigator stating that the research project has been approved for one year (beginning on the date of the letter).

8. Extensions - For those projects that require an extension beyond the one-year limitation from the date of IRB approval, the principal investigator must submit a letter to the IRB stating their intention to continue the research and document any modification to the research protocol. The letter should also contain a concise updated overview of the project. Upon receipt of this letter, the IRB re-reviews the protocol and if it finds the protocol acceptable sends to the principal investigator a notice of extension.

9. Retention of Documentation - A copy of all records relating to the research project (original submitted protocol, all signed consent forms, correspondence with the IRB, etc.) should be safeguarded and retained for at least five years after the completion of the research. When destruction of records is necessary, the records must be disposed of by shredding or other permanent and safeguarded means of destruction.



Appendix G: Comprehensive Examination Guide

At the end of the coursework and before the DNP Project courses, all students will answer a single question Comprehensive Exam. The question is asking about how all eight of AACN's - Essentials of Doctoral Education can be synthesized into your DNP Project. Expect to write a 500-750-word response to this question.

You will be expected to describe in detail how your proposed DNP project will be informed by each of the AACN Essentials of Doctoral Education. As such, come with a planned DNP project that relates to all essentials. You are not ready to enroll in the DNP Project courses if you have not demonstrated this level of scholarly writing.

You may bring copies of published books to the examination related to the question and your APA style manual because you **MUST** have citations/references or you will not be successful on the exam. You should review the Essentials prior to the test. This is a link to the AACN Essentials of Doctoral Education: <https://www.aacnnursing.org/Portals/42/Publications/DNPEssentials.pdf>. The Essentials of Doctoral Education will be listed in the question. You should not access the internet because of security issues. If you access the internet, your test will be flagged.

Students cannot use Word during the exam, they must type directly into the classroom. No templates such as PERRLA will be permitted. The classroom does not allow for exact APA formatting so students cannot format a title page, running head, or page numbers. They cannot use italics or indentation, so references and citations will not be 100% in APA. Students can utilize headers, but they will not be true level headings due to formatting limitations.

The exam question must be answered with an introduction to include a thesis/purpose statement, appropriate level headings separating each of the DNP Essentials and, a clearly labeled and discussed conclusion. References as appropriate should be listed. Note: if there are not clearly labeled level headings in your comprehensive exam, and an introductory paragraph and conclusion, you may very well fail the comprehensive exam.

You must obtain an 80% or higher to pass the comprehensive exam. You will have 4 hours to take the exam. If you do not pass, you will be given detailed feedback and advice on how to improve and allowed to repeat the exam. Students can attempt the exam 2 times before additional testing fees will need to be paid. Do not wait until the end of the 30 days to take the exam to allow time for grading. It may be up to 14 days before you receive your exam results.

The Doctorate Comprehensive Examination is a doctoral student's opportunity to demonstrate mastery of the program's required courses and the scholarly writing process. The Comprehensive Exam is taken after all necessary coursework is completed, and prior to commencing work on the DNP Project courses. Each student must pass this exam to continue in the program.

If a student does not successfully complete the Comprehensive Exam, s/he is required to retake any portion of the exam not successfully completed after receiving coaching from the Director of Graduate Nursing or the Dean of Nursing. If the student again does not successfully complete the exam on the second attempt, the student is dismissed from the program.

Comprehensive Examination Assessment Rubric

A student’s exam is graded Unsatisfactory, Satisfactory or Exemplary. To pass, the student must achieve Satisfactory or Exemplary on each assessment element listed below for each question answered.

Criteria	Does Not Meet 0%	Approaches 70%	Meets 80%	Exceeds 100%	
<p>Content Weight: 30%</p> <p>Add Feedback</p>	<p>0 points</p> <p>Topic is inappropriate to assignment, inaccurate understanding of concepts, unclear and difficult to understand; does not address many assignment requirements. Information has weak or no connection to the assignment topic.</p>	<p>21 points</p> <p>Topic is mostly covered and appropriate to assignment, but does not adequately demonstrate accurate understanding of concepts; mostly clear and understandable; lacks some of the requirements of the assignment description and/or provides little detail; Information relates to the main topic, but few details and/or examples are given.</p>	<p>24 points</p> <p>Topic is covered completely and appropriate to assignment; overview of key concept dimensions is evident; clear and understandable; addresses all of the requirements of the assignment description, with adequate attention to detail.</p>	<p>30 points</p> <p>In-depth coverage of topic; outstanding clarity and explanation of concepts demonstrated in information presented; approaches assignment with depth and breadth, without redundancy, using clear and focused details.</p>	/ 30
<p>Organization Weight: 25%</p> <p>Add Feedback</p>	<p>0 points</p> <p>Organization is confusing and interferes with reader's ability to follow ideas. Weak or no introduction of topic or purpose is unclear, weak, or missing. Conclusion lacks a summary of topic, or is missing or irrelevant.</p>	<p>17.5 points</p> <p>Ideas are sometimes disorganized or irrelevant; Flow is sometimes choppy; somewhat clear organization. Basic introduction that states topic but is presented in an uninteresting way. Conclusion contains basic summary of topic without final concluding ideas, may inappropriately introduces new information.</p>	<p>20 points</p> <p>Structures ideas in a coherent, organized order that has good flow and an obvious framework. Proficient introduction that is interesting and states topic. Conclusion contains good summary of topic with credible concluding ideas and introduces no new information.</p>	<p>25 points</p> <p>Exceptionally clear, logical, mature, and thorough organization permitting smooth flow of ideas; Introduction that grabs interest of reader and states topic in clear, unambiguous terms. Excellent concluding summary with succinct and precise ideas that impact reader.</p>	/ 25
<p>Logic/Argument Weight: 15%</p> <p>Add Feedback</p>	<p>0 points</p> <p>Demonstrates little logical reasoning for the claims and thoughts within assignment; Many claims are weak or illogical.</p>	<p>10.5 points</p> <p>Lacks some logical reasoning for the claims and thoughts within the assignment; Some claims are weak.</p>	<p>12 points</p> <p>Uses solid logical reasoning for the claims and thoughts within the assignment.</p>	<p>15 points</p> <p>Provides exemplary logical reasoning for the claims and thoughts within the assignment.</p>	/ 15

<p>Support Weight: 20%</p> <p>Add Feedback</p>	<p>0 points</p> <p>Lacks support; Uses poor sources for references; Citations lack credibility, relevance, or academic quality or are not current; Does not meet the minimum number of required citations in assignment description. APA format and style are not evident.</p>	<p>14 points</p> <p>Provides weak support or not enough support; Citations are not consistently credible, current, relevant or academic; Meets the minimum number of required citations in assignment description Missing APA elements; in-text citations, where necessary, are used but formatted inaccurately and not referenced.</p>	<p>16 points</p> <p>Provides sufficient support with credible, current, relevant academic citations; Meets the minimum number of required citations in assignment description. ; In-text citations and a reference page are present with few format errors. Mechanics of writing are reflective of APA style.</p>	<p>20 points</p> <p>Provides very strong support from credible, current, relevant, academic citations; Meets or exceeds the minimum number of required citations in assignment description. Accurate citations and references are presented. No APA errors are evident.</p>	<p>/ 20</p>
<p>Quality of Written Communication Weight: 10%</p> <p>Add Feedback</p>	<p>0 points</p> <p>Style and voice inappropriate or do not address given audience, purpose, etc. Word choice is excessively redundant, clichéd, and unspecific. Inconsistent grammar, spelling, punctuation, and paragraphing. Surface errors are pervasive enough that they impede communication of meaning.</p>	<p>7 points</p> <p>Style and voice are somewhat appropriate to given audience and purpose. Word choice is often unspecific, generic, redundant, and clichéd. Repetitive mechanical errors distract the reader. Inconsistencies in language, sentence structure, and/or word choice are present.</p>	<p>8 points</p> <p>Style and voice are appropriate to the given audience and purpose. Word choice is specific and purposeful, and somewhat varied throughout. Minimal mechanical or typographical errors are present, but are not overly distracting to the reader. Correct sentence structure and audience-appropriate language are used.</p>	<p>10 points</p> <p>Style and voice are not only appropriate to the given audience and purpose, but also show originality and creativity. Word choice is specific, purposeful, dynamic and varied. Free of mechanical and typographical errors. A variety of sentence structures and effective figures of speech are used. Writer is clearly in command of standard, written, academic English.</p>	<p>/ 10</p>



Appendix H: Verification of Precepted Master's Degree Hours

To the School of Nursing Official: The student named below is an applicant for the Doctorate of Nursing Practice program at Aspen University. As part of the application, we require that applicants submit a verification of their precepted (supervised) master's degree clinical practice hours.

To the applicant: Please request that a School/College of Nursing official from your Master's degree program complete this form and return it to you. Please include this form with your support documents as part of the **application process**. Program administrators may include a Coordinator, Program Director, or Dean.

To be completed by applicant:

Name of Applicant: _____

Name of Institution/School of Nursing: _____

Master's Degree: _____

Emphasis: _____

Year Graduated: _____ Total Practice Hours: _____

To be completed by School of Nursing Official:

Please print name of official: _____

Signature of Official: _____

Date: _____

Telephone Number: _____ Email _____

Mailing Address: _____

Completed form should be submitted to ProjectConcert after all signatures* are attained. Directions can be found in the DNP Handbook under "Instructions Uploading Documents to ProjectConcert." In addition, you will need to submit a block entry log in ProjectConcert so the total hours upon program completion reflects the total required hours.



Appendix I: Immersion Site Agreement

This IMMERSION AGREEMENT is entered into between the ASPEN UNIVERSITY INC. with its principal place of business located at 1660 S. Albion St. Suite #525 Denver, CO 80222 (hereinafter referred to as “SCHOOL”) and _____ (hereinafter referred to as “AGENCY”). This agreement shall replace or supersede all other agreements between the parties.

WHEREAS, the mission of the Aspen University School of Nursing and Health Sciences is to enhance the health and quality of life for individuals, families, and communities at local, state, and national levels through excellence in teaching, scholarship and practice.

WHEREAS, the Doctor of Nursing Practice (DNP) program prepares nurses to assume leadership roles in management, education, and practice within a diverse society and across a spectrum of healthcare settings.

WHEREAS, the AGENCY is willing to share its facilities with the SCHOOL by making its resources available for the instruction of students.

NOW, THEREFORE, for and in consideration of the foregoing objectives and in further consideration of the covenants and promises hereinafter set forth, the parties hereto mutually agree as follows:

1. Upon inception, the doctoral student shall execute a form acknowledging all applicable policies required by SCHOOL and AGENCY.
2. The doctoral student participating in the immersion experience at the AGENCY will be enrolled in the doctoral nursing program and currently enrolled in a doctoral nursing course with an appropriately credentialed faculty member.
3. The doctoral student will hold a current, unencumbered nursing license. This license is on file with the SCHOOL and available upon request to the AGENCY.
4. A general orientation to the AGENCY will be provided by the Preceptor or AGENCY designee and must be attended by the doctoral student prior to beginning the immersion experience.
5. When on AGENCY premises, the doctoral student will be under the direct supervision of a specified Preceptor agreed upon by the SCHOOL and AGENCY.
6. The doctoral student and Preceptor will negotiate the specific areas of the immersion experience in alignment with the requirements of the doctoral course in which the student is enrolled.
7. The SCHOOL shall instruct the doctoral student that he/she shall follow all administrative policies, standards and practices of AGENCY while participating in the immersion experience to the extent that AGENCY's rules and regulations do not contradict the SCHOOL'S rules and regulations.

8. The SCHOOL and the doctoral student shall comply with the AGENCY'S applicable policy regarding the Health Insurance Portability and Accountability Act (HIPAA) and shall not disclose any records concerning a patient or participant to any third party without the prior written consent of the AGENCY.
9. Upon mutual agreement, the AGENCY reserves the right, upon consultation with the SCHOOL, to require the dismissal or removal from the AGENCY any doctoral student (i) whose personal characteristics prevent desirable relationships with AGENCY, (ii) whose health status is a detriment to the doctoral student's successful completion of the immersion experience or to the welfare of patient or participants or (iii) whose performance, after appropriate instruction and counseling, continues to fall below the level required to maintain practice standards.
10. The SCHOOL agrees that the faculty member may serve as consultant and on committees of the AGENCY when requested by the AGENCY.
11. There will be no exchange of monies between the AGENCY, the SCHOOL, the Preceptor, or the doctoral student.
12. The doctoral student will be responsible for personal transportation, meals, laundry and health care needs in the performance of this agreement.
13. To the extent permitted by applicable law, each party does hereby covenant and agree to indemnify and hold harmless the other party, its appointed boards and commissions, officials, officers, employees, students, and subagents, individually and collectively, from all fines, claims, demands, suits or actions of any kind and nature by reason of its acts or omissions occurring in the performance of this Agreement. Nothing in this Agreement or in its performance shall be construed to result in any person being the officer, agent, employee or servant of either party when such person, absent of this Agreement and the performance thereof, would not in law have had such status. Nothing in the execution of this Agreement or in its performance shall be construed to establish a joint venture by the parties hereto.
14. In addition to those laws specifically mentioned in this Agreement, AGENCY shall comply with all applicable policies of SCHOOL applicable to it and comply with all applicable laws and rules.
15. Both parties, in connection with any service or other activity under this Agreement, agree not to unlawfully discriminate against any person on the grounds of race, color, religion, sex, sexual orientation, gender identity, national origin, ethnicity, age, disability, political affiliations or belief. The SCHOOL and the AGENCY will comply with Title VII of the Civil Rights Act of 1964, Americans with Disabilities Act (ADA) of 1991, Title IX of the Education Amendments Act of 1972 and Section 504 of the Rehabilitation Act of 1973.
16. The SCHOOL and AGENCY will maintain in effect during the entire term of this Agreement, at their sole respective cost and expense, at least \$1,000,000 of commercial general liability insurance on a standard comprehensive occurrence form. The SCHOOL and AGENCY will make certificates of insurance available to each other upon request. The SCHOOL and AGENCY will maintain in effect during the entire term of this Agreement, at their sole respective cost and expense, Medical Errors & Omission coverage.
17. This agreement is for a period of _____ unless terminated by either party upon giving 30 days advance written notice to the other party.

Aspen University Inc.

Agency

By: _____

By: _____

Print Name: _____

Print Name: _____

Title: _____

Title: _____

Date: _____

Date: _____

Student: Submit this completed form directly to ProjectConcert. Directions can be found in DNP Handbook under “Instructions Uploading Documents to ProjectConcert.” If your site has its own site agreement, secure a copy and submit to the Coordinator for review.



Appendix J: Preceptor Agreement

Aspen University - Preceptor Agreement – DNP Immersion

****Student: Submit this completed form to Project Concert****

I, _____, have identified the following preceptor and he/she agrees to serve as my site preceptor for this/these course(s) DNP_____. I verify that I have provided this preceptor with a copy of the Aspen University DNP Handbook on ____/____/____ (today’s date).

Student’s Full Name: _____ Student’s Signature: _____

Preceptor’s Information:

Preceptor’s Full Name: _____

Agency Affiliation: _____

Agency Address: _____

Position Title: _____

Work Telephone Number: (____) _____ E-mail Address: _____

Preceptor’s Education: Degree (Highest Level Attained):

____ DNP ____ Ph.D. ____ Ed.D. ____ MD

____ Other Doctoral Degree Specialization _____

RN License # (if applicable) _____ State _____ Expiration Date _____

Preceptor’s Acknowledgement and Acceptance:

I agree to function as the immersion site preceptor. I have reviewed the DNP Handbook and accept the role and function as a preceptor. The information provided herein is true to the best of my knowledge.

Signature (No Typed Signatures) Printed Name Date

Preceptor’s Experience (Please attach and submit a 5-year resume or CV)

Immersion Site Information (Should be the Same as the Immersion Site Agreement):

Name of Site: _____

Address: _____

Telephone Number: _____

ASPEN UNIVERSITY APPROVAL:

Signature: _____ Print Name: _____

Date: _____ Title: _____



Appendix K: Student Profile

Full Name _____ Date: _____

Street address _____

City/State/Zip Code _____

Home Telephone _____

Other Telephone (if applicable) _____

E-mail address _____

Potential Topic of DNP Project: (provide a short discussion of the intended topic):

Emergency Contact Person

Name: _____

Telephone: _____

Relationship: _____

****Student: Submit this information through ProjectConcert** Directions can be found in the DNP Handbook under "Instructions Uploading Documents to ProjectConcert."**



Appendix L: DNP Preceptor Evaluation – Completed Electronically in ProjectConcert

Student directions:

1. In Week 7 of courses DNP 820, DNP 830, DNP850A, DNP 850B, DNP 851A, DNP851B, DNP 852A, and DNP852B, the Preceptor Evaluation will appear under Evaluations. There are two ways to navigate to it. First, there will be a notification in your dashboard alerting you the evaluations are ready for you to complete. Click on the “Evaluations” link and it will take you directly to the evaluations.

The screenshot shows the top navigation bar of the ProjectConcert system. On the left, there is a menu with 'Evaluations', 'Experience', and 'Information'. In the center, there are two notification boxes: 'Experiences: 2 rejected experiences' and 'Evaluations: 2 incomplete scheduled evaluations'. The 'Evaluations' notification box is highlighted with a green border. Below the notifications, it says 'You have successfully logged in.'

2. The second way to access, is to click on Evaluations on the left menu. Both options take you the evaluations and you click on “Select” to complete.

The screenshot shows the 'Outstanding Evaluations' page. The left sidebar has 'Evaluations' highlighted. The main content area shows a table with two rows of evaluation data. Each row has a 'Select' button highlighted with a green box.

	Evaluatee	Form	Detail	Due Date	Due Status	Form Status	Close Date
1	Evaluatee, Course ()	DNP Preceptor Evaluation	DNP820 - 2020 Summer/DNP820/Facult Test (04/06/2020 04/06/2025)	3/23/2025	DUE	INCOMPLETE	4/20/2025
2	Evaluatee, Course ()	DNP Site Evaluation	DNP820 - 2020 Summer/DNP820/Facult Test (04/06/2020 04/06/2025)	3/23/2025	DUE	INCOMPLETE	4/20/2025

At the bottom, there is a section for 'Evaluations For Review' with radio buttons for 'Not Reviewed' (selected) and 'Previously Reviewed'.

3. When you click “Select,” the evaluation will open. Type in the Clinical Site name and your Preceptor’s name. There will be 21 multiple choice questions. When you finish, click on “Submit.”

Evaluations - > Evaluation Form

DNP Preceptor Evaluation
DNP820 - 2020 Summer/DNP820/Faculty Test (04/06/2020-04/06/2025)
Evaluatee, Course (j)

Save Save & Return **Submit** 3

Preceptor Evaluation

Clinical Site Location Name: 1

Preceptor Name:

Advocate

Did your preceptor: 2

Assist you with setting goals and providing constructive feedback?

Always
 Sometimes
 Never
 Not Applicable

The following questions will asked:

Advocate

Did your Preceptor:

Assist you with setting goals and providing constructive feedback? Always - Sometimes - Never - Not Applicable

Maintains confidentiality of students/patients/staff? Always - Sometimes - Never - Not Applicable

Maintain confidentiality of your work performance? Always - Sometimes - Never - Not Applicable

Demonstrate understanding of and promote the Nurse Leader role? Always - Sometimes - Never - Not Applicable

Role Model

Did your Preceptor:

Function as a patient/student/family/nurse advocate? Always - Sometimes - Never - Not Applicable

Interact well with superiors, subordinates, and ancillary personnel? Always - Sometimes - Never - Not Applicable

Consider your individual learning needs? Always - Sometimes - Never - Not Applicable

Communicate nursing education knowledge well? Always - Sometimes - Never - Not Applicable

Utilize other members of the health care and educational team? (i.e.: dietician, social worker, academic advisement, information technology, human resources)? Always - Sometimes - Never - Not Applicable

Teacher

Did your Preceptor:

Help you identify your learning needs? Always - Sometimes - Never - Not Applicable

Suggest or provide additional learning experiences? Always - Sometimes - Never - Not Applicable

Collaborate with you in making decisions about the practicum environment? Always - Sometimes - Never - Not Applicable

Provide immediate and adequate feedback? Always - Sometimes - Never - Not Applicable

Promote a climate that supports validation of problem-solving? Always - Sometimes - Never - Not Applicable

Lead you through decision analysis? Always - Sometimes - Never - Not Applicable

Encourage questions? Always - Sometimes - Never - Not Applicable

Provide opportunities for you to grow in the MSN role? Always - Sometimes - Never - Not Applicable

Consultant

Did your Preceptor:

Encourage you to be independent as you gained experience? Always - Sometimes - Never - Not Applicable

Help you recognize and utilize resource persons other than himself/herself? Always - Sometimes - Never - Not Applicable

Remain accessible for consultation as you gained competence? Always - Sometimes - Never - Not Applicable



Appendix M: DNP Site Evaluation – Completed Electronically in ProjectConcert

Student directions:

1. In Week 7 of courses DNP820, DNP830, DNP850A, DNP850B, DNP851A, DNP851B, DNP852A, and DNP852B, the Site Evaluation will appear under Evaluations. There are two ways to navigate to it. First, there will be a notification in your dashboard alerting you the evaluations are ready for you to complete. Click on the “Evaluations” link and it will take you directly to the evaluations.

The screenshot shows the Aspen University dashboard. On the left is a navigation menu with 'Evaluations', 'Experience', and 'Information'. In the center, there are two notification boxes: 'Experiences: 2 rejected experiences' and 'Evaluations: 2 incomplete scheduled evaluations'. The 'Evaluations' box is highlighted with a green border. Below the notifications, it says 'You have successfully logged in.'

2. The second way to access, is to click on Evaluations on the left menu. Both options take you the evaluations and you click on “Select” to complete.

The screenshot shows the 'Outstanding Evaluations' page. The left navigation menu has 'Evaluations' highlighted. The main content area contains a table with the following data:

	Evaluatee	Form	Detail	Due Date	Due Status	Form Status	Close Date
1	Evaluatee, Course ()	DNP Preceptor Evaluation	DNP820 - 2020 Summer/DNP820/Facult Test (04/06/2020 04/06/2025)	3/23/2025	DUE	INCOMPLETE	4/20/2025
2	Evaluatee, Course ()	DNP Site Evaluation	DNP820 - 2020 Summer/DNP820/Facult Test (04/06/2020 04/06/2025)	3/23/2025	DUE	INCOMPLETE	4/20/2025

At the bottom of the table, there are radio buttons for 'Evaluations For Review': Not Reviewed Previously Reviewed. The 'Select' buttons in the first two rows of the table are highlighted with a green border.

3. When you click “Select,” the evaluation will open. Type in the Clinical Site name. There will be 13 multiple choice questions. When you finish, click on “Submit.”

DNP Site Evaluation
DNP820 - 2020 Summer/DNP820/Faculty Test (04/06/2020-04/06/2025)
Evaluatee, Course ()

Save Save & Return **Submit** 3

Site Evaluation

Clinical Site Location Name:

1

DOES THIS SITE HAVE:

1. Adequate space?

Always

Sometimes

Never

Not Applicable

2

The following questions will asked:

1. Adequate space? Always - Sometimes - Never - Not Applicable
2. Adequate numbers of clinically competent staff? Always - Sometimes - Never - Not Applicable
3. Autonomy and accountability for nursing practice? Always - Sometimes - Never - Not Applicable
4. Nursing control of nursing practice and the practice environment? Always - Sometimes - Never - Not Applicable
5. Adequate compensation commensurate with responsibilities, education, and performance? Always - Sometimes - Never - Not Applicable
6. Opportunities to follow-up with nursing problems of interest? Always - Sometimes - Never - Not Applicable
7. Access to education, research, and appropriate technologies? Always - Sometimes - Never - Not Applicable
8. Promotion of evidence-based practice? Always - Sometimes - Never - Not Applicable
9. Nursing and support staff that are accepting of student’s role? Always - Sometimes - Never - Not Applicable
10. Does the philosophy of the organization as directed in a healthy work environment and improved patient outcomes? Always - Sometimes - Never - Not Applicable
11. Does the organization use procedure and protocol manuals, educational materials, and have personnel to adequately support a student? Always - Sometimes - Never - Not Applicable
12. Are community resources, other agencies, and professional disciplines involved with client welfare? Always - Sometimes - Never - Not Applicable
13. Would this site be recommended for future student placement? Always - Sometimes - Never - Not Applicable



Appendix N: DNP Student Performance Evaluation

Student Performance Evaluation

Student Information

Student Name: _____ Course: _____ Preceptor: _____	Dates Observed _____ to _____
--	----------------------------------

Ratings

(1) = Poor (2) = Fair (3) = Satisfactory (4) = Good (5) = Excellent

Implements a variety of teaching strategies appropriate to learner needs, desired outcomes, content, and context Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grounds teaching strategies in educational theory and evidence-based teaching practices Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses information technologies skillfully to support the teaching-learning process Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creates opportunities for learners to develop critical thinking and clinical reasoning skills Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows an enthusiasm for teaching, learning, and nursing that inspires learners Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develops collegial working relationships with students, faculty, and immersion agency personnel Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Maintains the professional
practice knowledge base**

Comments: _____

Evaluation

Additional Comments:

Preceptor Signature: _____ **Date** _____

Student: Submit this completed form directly to your Faculty Mentor.