

Appendix F

UVA Guidelines for DNP Practicum Hours (revised September 2019)

1. The UVA DNP guidelines for practicum hours align with the standard setting documents from the American Association of Colleges of Nursing (AACN):

1. The Essentials of Doctoral Education for Advanced Nursing Practice. AACN; October 2006.
2. The Doctor of Nursing Practice: Current Issues and Clarifying Recommendations. AACN; August 2015

2. All DNP students, regardless of education and experience, must have faculty supervised practice hours that provide the opportunity for the student to integrate all of the outcomes delineated in the DNP Essentials (2015; pg. 10). Experiences include in-depth work with experts from nursing as well as other disciplines and provide opportunities for meaningful student engagement within the practice environment.

3. All DNP students, including post-master's students, are expected to complete a minimum of 1,000 post-baccalaureate practice hours. (2015; p7)

3. Immersion experiences enhance synthesis of the DNP Essentials into a focused area of practice (2015; pg. 7)

4. All DNP students must complete sufficient time in supervised practice to integrate and demonstrate the new skills and knowledge needed to achieve the DNP Essentials outcomes (2015; pg. 9)

5. Practice experiences should have well defined learning objectives and provide experiences over and above the individual's job responsibilities. The DNP student must have the opportunity to gain knowledge and skills beyond employment expectations (2015; pg. 9)

6. Given the intense practice focus of DNP programs, practice experiences are designed to help students build and assimilate knowledge for advanced specialty practice at a high level of complexity. (2006; p19)

7. DNP practicum hours should reflect the three defining pillars of the UVA DNP program: resilient leadership, interprofessional practice and technology in practice.

1. Guiding principles

- Each DNP student is expected to accrue meaningful practicum experiences that demonstrate she/he has met the DNP Essentials.
- The DNP advisor holds the primary responsibility to review and approve the student's DNP practicum hours and self-assessment as these align with the DNP Essentials.
- All practicum hours are subject to approval by the DNP advisor.

2. UVA specific guidelines

- Webinars are allowed but must be directly related to the DNP student's advanced practice and/or DNP project. Total number limited to no more than 10 hours of total practicum hours.
- Students may acquire practicum hours at their place of employment, but these must have well defined learning objectives and be distinct from the student's job description.

| Category | Scholarly Project | Resilience/Compassionate Care Telehealth UVa SON Pillars | APRN preceptor role | DNP-APRN Practice Contact Hours /Competencies | DNP Indirect Practice | DNP Essentials (experiential competencies) |
|--------------------------------|--|--|---|---|---|---|
| Definition | The DNP program allocates 4 academic credits (224 hours) or 45% of practicum hours to the scholarly project planning (proposal), IRB review, implementation and evaluation. | The DNP program allocates a <u>max</u> of 1 academic credit (56 hours) or 11% of practicum hours to Resilience/CCI initiatives. The DNP program allocates a <u>max</u> of 1 academic credit (56 hours) or 11% of practicum hours to telehealth practicum experience initiatives. Additional hours need to be approved by the DNP advisor. | Preceptorship of new APRNs is recognized by certification organizations as an important role for APRNs. If the DNP student is functioning as an APRN preceptor, a maximum of 24 practicum hours can be claimed. | The DNP program allocates practicum hours for meeting the AACN DNP-APRN Practice Competencies (2017). | | The DNP program allocates practicum hours for demonstration of achievement of the AACN DNP Essentials (2006) I through VII in achieving Essential VIII by end-of-program. |
| Maximum Practicum Hours | 224 | 56 each | 24 | No maximum | No maximum | No maximum |
| Examples | Scholarly project proposal development, methods validation, proposal approval, IRB review, implementation, data collection, results/data analysis & analysis validation, evaluation, scholarly project oral-defense, and manuscript draft. | | | | <ul style="list-style-type: none"> Regional VADNP Annual Conference CUs with certificate documentation. National DNP Inc. Annual Conference CUs with certificate documentation. Regional VCNP Annual Conference CUs with certificate documentation. AACN Odyssey conference. UVA CCI/Wisdom & Wellness event mapped to DNP Essentials UVA ethics Grand rounds mapped to DNP Essential Specialty Conference or Symposium pre- | <ul style="list-style-type: none"> Meetings with DNP Advisor. Meetings with Practice Mentor or Practice experts or Project team. Participation in Ethics Consultation. CITI Training (2.0 hours max). |

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| | | | | | approved by DNP Advisor & mapped to DNP Essential. <ul style="list-style-type: none"> • UVA Faculty/Professional Development event pre-approved by DNP Advisor & mapped to DNP Essential. | |
| Webinars/MOOCs | | | | | | <ul style="list-style-type: none"> • Pre-approved on-line webinars directly related to DNP Scholarly Project to a maximum of 10 hours over course of DNP practicum • Ohio State MOOC on EBP is approved for 12 practicum hours |
| Certification Prep Course; Orientation to new APRN role | No practicum hours approved | | | | | |

Competence: The array of abilities across multiple domains or aspects of performance in a certain context. Statements about competence require descriptive qualifiers to define the relevant abilities, context, and stages of training. Competence is multi-dimensional and dynamic. **[Exposure (E); Immersion (I), Competency (C)]**

Competency: An observable ability of a health professional, integrating multiple components such as knowledge, skills, values, and attitudes. Since competencies are observable, they can be measured and assessed to ensure their acquisitions.

Education Outcomes: Indicators of achievement that may be quantitative or qualitative, broad or detailed (CCNE, 2013).

Student Outcomes: Statements, including those focused on learning, explicitly describing the characteristics or attributes attained by students as a result of program activities.

Program Outcomes: Statements of levels of achievement, which encompass student achievement, faculty achievement, and other program-selected indicators of achievement (overall program goals, end-of-program outcomes, curriculum outcomes, and or faculty outcomes).

Expected Outcomes: Statements of desired and predetermined levels of student, faculty, and program achievement.

Actual Outcomes: Results describing real student, faculty, and program achievement.

Practice experiences: Planned learning activities in nursing practice that allow students to understand, perform, and refine professional competencies at the appropriate program level (DNP *Essentials*).