



**2018-2019**



*The UNIVERSITY of OKLAHOMA.  
Health Sciences Center*

*Fran and Earl Ziegler  
College of Nursing*

Dear Organizational Mentor,

Thank you for agreeing to serve as an organizational mentor in the OU Health Sciences Center, College of Nursing, Doctor of Nursing Practice (DNP) Program. The role of the organizational mentor is a critical part of the student's practicum experience. We are sincerely grateful for your willingness to share your clinical and leadership expertise with our DNP students.

The Organizational Mentor Orientation Packet provides an overview of the Fran and Earl Ziegler College of Nursing as well as a description of the role and responsibilities of the organizational mentor, DNP faculty and student. Please sign the organizational mentor agreement form and return with it with your current curriculum vitae or resume indicating your current licensure, certifications, and employment.

On behalf of the graduate faculty, we thank you for your support of the OU DNP Program. We welcome your input regarding our students and educational programs.

Sincerely,

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Assistant Professor  
Program Director- DNP Program  
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# ORGANIZATIONAL MENTOR ORIENTATION

## THE FRAN AND EARL ZIEGLER COLLEGE OF NURSING (OUCN)

### OVERVIEW

An Oklahoma tradition with a global reach, the Fran and Earl Ziegler College of Nursing is a nationally recognized college offering bachelor's, master's and doctoral level programs to professional nurses from throughout the world. Founded in 1911, the college is the state's largest nursing program and is dedicated to continuing the leadership and academic excellence that have become synonymous with the University of Oklahoma.

The College of Nursing offers full-time, part-time and distance education through its Oklahoma City, Lawton and Tulsa locations, as well as distance learning throughout the state. Led by a diverse, exceptional faculty, our educational programs are devoted to shaping nurses and nurse leaders who are impacting health care in Oklahoma and beyond.

The OU College of Nursing is advancing healthcare throughout the lifespan through intensive research initiatives, as well as through a wide range of local, regional and international health related community outreach programs that work to address a wide range of health concerns. In recognition of the college's emphasis on educational quality, the baccalaureate degree program in nursing, master's degree program in nursing, Doctor of Nursing Practice program and post-graduate APRN certificate program at The Fran and Earl Ziegler College of Nursing at the University of Oklahoma Health Sciences Center is accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>) and The Doctor of Nursing Practice Program is Oklahoma's highest-ranked nursing school, according to U.S. News & World Reports.

The OU College of Nursing is advancing healthcare throughout the lifespan through intensive [research](#) initiatives, as well as through a wide range of local, regional and international health related community outreach programs that work to address a wide range of health concerns. In recognition of its emphasis on educational quality, the OU College of Nursing is fully accredited by the [Accreditation Commission for Education in Nursing](#), the Doctor of Nursing Practice (DNP) program is fully accredited by [Commission on Collegiate Nursing Education](#), and is Oklahoma's highest-ranked nursing school, according to [U.S. News & World Reports](#).

### **Goals**

The goals of the College of Nursing support the mission of the University of Oklahoma. These goals are: To educate professional nurses at the undergraduate and graduate levels; to advance nursing knowledge through research and creative activities; and to provide diverse health-related and professional services in the State of Oklahoma and the global community.

### **Vision**

The College of Nursing at the University of Oklahoma strives to be the leader in nursing education, research and practice innovations promoting excellence in education, research and delivery of nursing care.

### **Core Values**

The values upheld by the College of Nursing are diversity; innovations and creativity; lifelong learning; scholarship; community partnerships; interdisciplinary collaborations; evidence-based

practice; doing the right thing for students, faculty, staff and community; access to education; community-driven needs; and leadership development.

### ***Conceptual Framework***

The conceptual framework for the nursing curricula of the Oklahoma University College of Nursing reflects the College mission, values and philosophy of nursing science, its relation to professional roles and practice, the dynamic health care system and environment, as well as the nature of nursing education.

## **Doctor of Nursing Practice Program (DNP)**

### **Overview**

The OU Doctor of Nursing Practice Program is a clinical doctoral for registered nurses who have graduated from a master's degree in nursing and desire to further their education. An alternative to researched-focused doctoral programs, the DNP builds upon a traditional master's program by providing education in evidence-based practice, quality improvement and systems leadership, in addition to other key areas.

The DNP program in Nursing at the OUCN provides the foundation for the preparation of nurse scientists/teachers who develop and utilize knowledge in many roles:

- Researcher
- Educator
- Administrator
- Clinician
- Health care policy maker

DNP students' projects will fall alongside one or more faculty member's expertise, some place within the continuum of vulnerabilities across diverse populations. Program goals are to:

- Increase the supply of professional nurses in Oklahoma by educating nurses in a terminal degree focused on clinical excellence.
- Make a substantial contribution to meeting the healthcare needs of rural and underserved populations post master's nurses at the doctoral level.
- Prepare nurse leaders as policymakers, mentors, collaborators and faculty in a unique interdisciplinary and interprofessional environment.
- Contribute to the improvement of health of Oklahomans and nationally by graduating well-prepared nurse scholars to function in healthcare leadership roles in a variety of organizations, practice settings and as nurse faculty for various types of nursing program.

The desired terminal objectives include:

- Effective verbal articulation of knowledge and its application
- Use science-based theories and concepts to:
  - ❖ Determine the nature and significance of health and health care delivery phenomena
  - ❖ Describe the actions and advanced strategies to enhance, alleviate and ameliorate health and health care delivery phenomena as appropriate
  - ❖ Evaluate outcomes
- Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political and economic sciences.
- Design, direct and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable and patient-centered care. Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks and patient care technology.
- Advocate for social justice, equity and ethical policies within all healthcare arenas.
- Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal and policy issues.
- Employ interprofessional collaborative teams to improve patient and population health outcomes and healthcare delivery systems.

## **DNP Curriculum**

The DNP curriculum builds upon the content of the OUCN master's degree in science with a nursing major. Depending upon the specific master's track selected, an OUCN master's graduate will have completed 32 to 47 credit hours. Admission to the DNP program will be limited to applicants with a master's degree in nursing.

## **Practice Hours**

All students are required to obtain a total of 1000 hours post-baccalaureate practice as part of a supervised academic program in order to meet degree requirements. A combination of practice hours obtained during the master's degree program plus a minimum of 512 clinical hours during the DNP program will be used to reach the total of 1000 hours. If additional hours are required, a plan to obtain those hours will be developed for the individual student. These hours are to both provide opportunities for meaningful student engagement with the practice environment and to facilitate completion of the Practice Inquiry project. They include activities such as accessing, building or otherwise using an electronic database for assessment and evaluation of care delivery/standards; critically evaluating information systems, analyzing policy issues and concerns related to a specific practice setting, analyzing development of quality indicators, application of indicators and/or standards of quality care and assessment of their impact; analyzing and/or implementing organization models such as complex adaptive theory to specific healthcare settings and issues; conducting needs assessment, identification of gap in practice and implementation of best practice approach to address issue in specific setting. The

practice hours are calculated on a 4:1 ratio per course hour and a 16-week semester. However, the student has the flexibility of scheduling these hours to maximize the objectives of the project, to work within the needs of the organization and the student's personal needs. It is understood the student cannot count the student's personal work hours as clinical practice hours. The work hours and practice hours must be separate and apart.

### Required Courses

Three areas of course work comprise the required courses for the OUCN DNP program with a nursing major. These areas, and the approximate number of courses, include: Scientific Foundations for Advanced Practice Core (13), Leadership Core (12), Supporting (minor) Focus Area (3) and Clinical Scholarship Core (10).

Dept.	No.	Course Title	Credit Hours
<b>Scientific Foundations for Advanced Practice Core</b>			
NURS	8112	<i>Scientific and Scholarly Foundations for Advanced Practice I</i>	2
NURS	8113	<i>Scientific and Scholarly Foundations for Advanced Practice II</i>	3
NURS	8122	<i>Health Care Transformation through Technology</i>	2
NURS	6123	<i>Applied Statistics I (PhD/DNP course)</i>	3
BSE	5113	<i>Principles of Epidemiology</i>	3
			<b>13</b>
<b>Leadership Core</b>			
NURS	8313	<i>Economics and Finance in Health Care for Advanced Practice</i>	3
NURS	8323	<i>Health Policy Local to Global</i>	3
NURS	8333	<i>Healthcare Quality for Improved Outcomes</i>	3
NURS	8343	<i>Organizational Behaviors, Health Care Systems and Leadership</i>	3
			<b>12</b>
<b>Supporting (minor) Focus Area (1+ courses, variable, doctoral level)</b>			
Focus Area	varies	<i>A minimum of 3 credit hours of course work relevant to NP, CNS, Nursing Administration, CRNA or CNM.</i>	<b>3</b>
<b>Clinical Scholarship Core</b>			
NURS	8712	<i>Roles , Innovations, and Opportunities of the DNP</i>	2
NURS	8730	<i>Practice Inquiry I</i>	2-4
NURS	8740	<i>Practice Inquiry II</i>	3-5
NURS	8800	<i>Practice Inquiry III</i>	3-5

			<b>10</b>
		<b>Total Post-MA Minimum Credit Hours for DNP Coursework</b>	<b>38-44*</b>

**\*Total credits may vary according to required practice hours for degree completion.**

## Course Descriptions

Course descriptions can be found at the web address below:

<http://www.nursing.ouhsc.edu/Academic-Programs/documents/Curriculum-DNP.pdf>

- **Scientific and Scholarly Foundations for Practice I (2 cr)**  
 This course examines the nature, patterns, forces and strategies that affect theory development and scientific knowledge. Criteria to evaluate the validity and limitations of knowledge claims are explored. Natural and social science theories are synthesized with nursing science to provide the context for health care delivery, outcomes and advanced practice.
- **Scientific and Scholarly Foundations for Practice II (3 cr)**  
 Intensive review of research evidence for application to practice. This course reviews methodology and quality of scientific research evidence needed to develop and test clinical interventions or clinical assessments, factors affecting how studies are designed and controlled to reduce error and how sampling choices affect the strength of the evidence.
- **Roles, Innovations and Opportunities of the DNP (2 cr)**  
 Role socialization to responsibilities and activities of the practice doctorate in nursing. Career trajectories of nursing scholars achieving leadership roles in advanced practice. Roles of mentors, reference groups, organizations, collaborators, and networks. Expertise, careers and leadership trajectories of selected leaders are explored as role models for developing career plans.
- **Economics and Finance in Health Care for Advanced Practice (3 cr)**  
 Explores concepts of accounting, finance, economics, marketing and strategic management. Will interpret financial documents, propose cost-effective health care solutions, and address current trends in government regulations and effects on healthcare. Planned interventions focusing on cost-effectiveness/cost-efficiency and resource allocation are evaluated including the use of marketing to effect financial viability of healthcare.
- **Health Policy Local to Global (3 cr)**  
 Health policymaking and policy agendas are explored. Health policy and the political context of health care delivery in local and global locations are analyzed. Analyses will address how health policy has changed and influenced health systems' structure as well as the inclusion of science, community values, ideology, culture and history in their development.
- **Healthcare Quality for Improved Outcomes (3 cr)**

Course focuses on healthcare quality indicators driving patient safety mandates to improve outcomes. It covers history and development of healthcare quality and core measure indicators, allowing students to identify and develop tools for additional specialty specific measures. Course integrates theory with best practice to support clinical decision-making for quality outcomes.

- **Organizational Behaviors, Health Care Systems and Leadership (3 cr)**

Organizational behaviors and administrative/clinical leadership behaviors to attain staff accountability and patient and healthcare outcomes in complex systems are explored. Leadership skills and informatics competencies required for interprofessional/interdisciplinary collaboration to support patient safety and strategies to assure sound decision-making and cost-effective practice initiatives are analyzed.

- **Transforming Health Care through Technology (2 cr)**

Students will analyze and evaluate trends and practices in the use of information and patient care technology. Students will synthesize this information within the context of healthcare delivery strategic planning, informatics roles and marketing to enhance care delivery and patient outcomes.

- **Practice Inquiry I (2-5 cr) (128-320 practice hours)**

Course focuses on application of inquiry methods required to design an interventional scholarly project for effective implementation in the setting of choice. Various project ideas and means of implementation are explored. Students will derive a final project proposal in this course that is ready for submission to the Institutional Review Board

- **Practice Inquiry II (3-5 cr) (192-320 practice hours)**

Course is a continuation of the Practice Inquiry I course. Students implement the scholarly project developed during the Practice Inquiry I course. IRB submission is required.

- **Practice Inquiry III (3-5 cr) (192-320 practice hours)**

Course builds on Practice Inquiry courses by implementing the developed evidence-based intervention using a larger or alternate population. It requires use of a clinical practice model and evaluation of the model's effectiveness in achieving anticipated outcomes. Knowledge from previous courses is utilized to complete implementation and evaluation of the project.

- **Applied Statistics I (3 cr)**

Advanced conceptual understanding and applied statistical techniques to answer questions relevant to nursing. Students review assumptions underlying specific analyses, perform and interpret output from descriptive and inferential statistical analyses using statistical software, determine appropriate statistical approaches to answer research questions, develop sound analysis plan based on type of data collected.

- **Principles of Epidemiology (3 cr)**

This course provides an introduction to epidemiology for students majoring in any aspects of Public Health. The principles and methods of epidemiology investigation, both of infectious and non-infectious diseases are discussed.

- **Substantive Focus Area (3 cr) (individually tailored for each student)**

Courses will be selected, with the guidance of the advisor, which provide substantive support (topical, theoretical, or methodological) to the student's Practice Inquiry Project.



## ORGANIZATIONAL MENTOR QUALIFICATIONS/REQUIREMENTS

The organizational mentor is an experienced practitioner who will facilitate and guide the student's learning experience; however, the mentor does not have to be a nurse. The mentor must be academically and experientially qualified for their role in assisting the student to achieve the mission, goals and expected outcomes of their DNP Practice Inquiry (PI) project. Therefore, they may be a physician, a nurse or another member of the health care community who preferably has a doctoral degree and is in the position to facilitate the student's achievement of the PI.

The Chair of the Practice Inquiry committee will conduct a formal orientation to the DNP program, the Practice Inquiry courses and the purpose and goal of the practice hours with each organizational mentor. Follow-up meetings to assess student progress will be conducted as appropriate with at least one meeting every semester.

## ROLES AND RESPONSIBILITIES

<b>Faculty Responsibilities</b>	<b>Organizational Mentor Responsibilities</b>	<b>Student Responsibilities</b>
Establish or verify a clinical affiliation contract prior to practicum experience.	Acts as a mentor during the practicum by facilitating student involvement in meetings, networking, and collaboration necessary to complete the program.	Ensure that the institutional clinical contract is current. Facilitate submission of paperwork from organizational mentor (agreement and CV).
Review learner outcomes in the syllabus.	Provide agency orientation for the student and faculty including agency policies and procedures, equipment and pertinent staff prior to the start of the practicum experience.	Provide organizational mentor with orientation packet.
Ensure that practicum is aligned with the DNP program objectives and course objectives.	Facilitate a learning environment as directed by the individual Practice Inquiry Project.	Negotiate a practicum schedule that facilitates the needs of all participants.
Ensure appropriate documentation of practicum hours.	Provide opportunities for student to complete required practicum hours.	Accurately documents practicum hours and submits as directed by faculty.
Facilitate communication between the agency and the College of Nursing.	Communicate with Practice Inquiry chair regarding student progress every semester.	Arrange Practice Inquiry Committee Meetings while completing practicum.
Evaluate student written manuscript and all written assignments.	Serve as a role model for the student.	Be punctual, respectful and professional at all times.
Assign course grade.	Complete evaluation of the student after each semester in Practice Inquiry Courses 1, 2, and 3.	Complete evaluation of the preceptor after each semester in Practice Inquiry Courses 1, 2 and 3.



*The UNIVERSITY of OKLAHOMA*  
*Health Sciences Center*  
*Fran and Earl Ziegler*  
*College of Nursing*

Date: \_\_\_\_\_

Dear \_\_\_\_\_:

\_\_\_\_\_ is a student in the OU College of Nursing DNP program, enrolled in Practice Inquiry I, II and III for the purpose of partially fulfilling the requirements of a Doctor of Nursing Practice degree.

\_\_\_\_\_ has indicated that you have agreed to be his/her organizational mentor/subcommittee member for the purpose of providing opportunities for meaningful student engagement with the practice environment and for facilitation of completing the Practice Inquiry project. The student will share the objectives for Practice Inquiry I, II and III and for the Practice Inquiry Project with you. The student is required to collaborate with you to determine how to optimize learning experiences to meet the objectives in the clinical setting.

If this arrangement is satisfactory, please sign one copy of this letter and return it to me with your current curriculum vitae or resume indicating your current licensure, certifications, and employment. Please keep a copy of the signed letter for your records.

Following your written agreement to serve as Organizational Mentor the faculty for the course and the student's Practice Inquiry Chair will arrange a formal orientation to the DNP program, the course objectives and the specific role you will play. Additional meetings regarding student progress will occur throughout the three courses as necessary with at least one meeting every semester to be scheduled at your convenience.

If you will also be participating on the student's Practice Inquiry committee as the Sub-committee member, additional information will be provided in the orientation process.

If you have questions please do not hesitate to contact me by phone or email as listed below.

Sincerely,

Dr. Amy Costner-Lark, Assistant Professor  
Director, Doctor of Nursing Practice Program  
University of Oklahoma College of Nursing  
1100 N. Stonewall Avenue Room 302

Oklahoma City Oklahoma 73117  
(405) 271-1491 Ext. 49241  
Fax: (405) 271-1224  
E-mail: amy-costnerlark@ouhsc.edu

I, \_\_\_\_\_, agree to serve as \_\_\_\_\_'s

\_\_\_\_ Organizational Mentor

\_\_\_\_ Subcommittee Member

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Signature for Agreement

Date