



DNP Student Evaluation of DNP Mentor and Site

Student Name:
Student ID:
Student USU E-mail:
Course:

Mentor Name:
Site Name:

All questions are rated: (1) Below expectations; (2) Meets Expectations; (3) Exceeds Expectations

All scores of 1 (below expectations) require a comment by the evaluator.

1. Communication (mentor)

Expectations: The mentor uses concise, clear, positive, and professional communication (verbal and written) with the student and other members of the team, as well as clients or patients. The mentor gives the student feedback in a timely manner.

2. Knowledge for Scientific Practice (mentor)

Expectations: The mentor models integration, translation, and application of established and evolving disciplinary knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences.

3. Person-Centered Care (mentor)

Expectation: The mentor models person-centered care. Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate.

4. Population Health (mentor and site)

Expectation: The mentor considers the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.

5. Scholarship for Scientific Discipline (mentor)

Expectation: The mentor is involved with the generation, synthesis, translation, application, and dissemination of knowledge in their discipline to improve health and transform health care.

6. Quality and Safety (mentor and site)

Expectation: The mentor employs established and emerging principles of safety and improvement science. Quality and safety initiatives enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.

7. Interprofessional Partnerships

Expectation: The mentor models intentional collaboration across professions and with care team members, clients or patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

8: Systems-Based Practice (mentor and site)

Expectation: The mentor responds to and leads within complex systems of health care. The mentor effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations.

9. Informatics and Healthcare Technologies (mentor and site)

Expectation: The mentor recognizes that information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision-making, and support professionals as they expand knowledge and wisdom for practice.

Informatics

processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practices and professional and regulatory standards.

10. Professionalism (mentor)

Expectation: The mentor is involved in the formation and cultivation of a sustainable professional identity, accountability, perspective, collaborative disposition, and comportment that reflects their profession's characteristics and values.

11. Personal, Professional, and Leadership Development (mentor)

Expectation: The mentor participates in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of scientific expertise and assertion of leadership.

12. Accountability/Dependability (mentor)

Expectation: The mentor is consistently reliable and punctual with regard to the agreed-upon schedule with the student. The mentor is present during pre-determined project meetings. The mentor cooperates with the DNP project team and provides support for other negotiated partnerships or work.

13: Overall

Is the mentor supportive of the student? Is the mentor caring and nurturing while supporting autonomy and self-directed learning? Is the mentor and site conducive to acquiring the necessary competencies for doctoral learning?

YES

NO

If NO, please provide an explanation in the comments section below. Be specific and provide examples of why you do not think the mentor and/or site are conducive to doctoral nursing education, and provide areas of improvement and/or areas of focus.

Comments: Evaluators must make a comment on any criterion that was given a one (1) (below expectations). If any of the areas were not applicable or not observed; please write that here.

Thank you for taking the time to complete this evaluation on your DNP mentor and site. Your concerns and recommendations are extremely important as we collect available information related to mentor and site selection and assignments for our students. Thank you again for your time!

Evaluation completed by:

Student Signature: _____

Student Name (Printed): _____

Date: _____