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Doctor of Nursing Practice (DNP)

DNP PROJECT HANDBOOK:

**REQUIREMENTS FOR THE DEVELOPMENT, IMPLEMENTATION,
EVALUATION AND DISSEMINATION OF DNP PROJECTS**

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Doctor of Nursing Practice (DNP) Project

All students in the Helen and Arthur E. Johnson Beth-El College of Nursing & Health Sciences' Doctor of Nursing Practice (DNP) program must complete a DNP Project before they graduate from the program. The DNP project reflects the synthesis of knowledge, Reflective Practice, and skills developed during the DNP program, while demonstrating competency in the AACN *Essentials of Doctoral Education for Advanced Nursing Practice*. The project is intended to make an impact, directly or indirectly, on patient and/or healthcare outcomes. The DNP student identifies a clinical problem, evaluates the context of the problem, conducts a thorough review of literature, and translates evidence to formulate a potential solution or intervention. The intervention is then implemented and evaluated to determine what impact it had on the given clinical problem. The findings are then shared with stakeholders, other scholars, and the public.

The purpose of this document is to articulate the requirements for the development, evaluation and dissemination of the DNP project.

Adherence to Curriculum Plan

Students are required to adhere to the curriculum plan for their declared option. **Students are not permitted to take DNP courses early, out of sequence or without meeting the pre- or co-requisites as noted in each course syllabus.** Academic advising is available to the student via the DNP Coordinator and the Graduate Program Assistant.

Special thanks to Tracy R. Vitale, DNP, RNC-OB, C-EFM, NE-BC at Rutgers University for sharing and permitting use and incorporation of information from their DNP Project Requirements document.

I. American Association of Colleges of Nursing Recommendations:

According to the AACN (August 2015) White Paper, *Current Issues and Clarification Recommendations*, at minimum, all DNP Projects should:

1. Focus on a change, which impacts a healthcare outcome(s) either through direct or indirect care.
2. Have a system (micro, meso-, or macro level) or population/aggregate focus.
3. Demonstrate implementation in the appropriate arena or area of practice.
4. Include a plan for sustainability (e.g. financial, systems or political realities, not only theoretical abstraction).
5. Include an evaluation of processes and/or outcomes (formative or summative).
6. DNP Projects should be designed so that processes and/or outcomes will be evaluated to guide practice and policy. Clinical significance is as important.
7. Provide a foundation for future practice

II. Purpose of the DNP Project in the DNP curriculum

The primary purpose of the DNP Project is to focus the student on practice change, in particular, quality improvement (QI) in the clinical setting. A goal of the project is to provide the student with beginning expertise in implementing and evaluating practice change in a clinical setting, with a unique population. Students are supported by a DNP Project Team that will assist them to translate research/theory into evidence-based practice change.

The DNP Project seeks to demonstrate the student's understanding of DNP essentials/knowledge and the ability to lead and practice at the highest level of professional, clinical practice. This project offers the student an opportunity to demonstrate skills as an innovative leader and self-determining practitioner at a doctoral practice level.

The student is required to integrate the following:

1. Expertise in practice in a specialty area related to the student's interest.
2. Independent practice inquiry (using reflective practice) to identify existing problems/needs in nursing practice and health care systems.
3. The ability to critically evaluate, translate and utilize evidence, knowledge, and research to improve quality of care and health outcomes.
4. Organizational and systems leadership skills using reflective practice/informatics/ entrepreneurship to develop, implement and evaluate interventions to improve clinical care and health care outcomes for diverse populations/communities.
5. Using reflective practice within diverse, rural, underserved and/or vulnerable populations to improve quality of care and to affect systems of care.
6. Knowledge of advanced health care policy, ethics and law to inform human rights, program ethics, risk/benefit and cost assessment guidelines, and develop a population-based program based on best available and current evidence.

7. Knowledge of healthcare economics and organizational systems, how healthcare systems are funded, providers secure payment and patients engage in the healthcare system to create new, cost effective models of healthcare.

III. UCCS DNP Program Outcomes

The following are Program Outcomes that all students should be working to achieve in the program...

1. Use translation science, theoretical frameworks, and scientific methods to describe, develop, implement and evaluate health care practice to create new models of care to improve health care outcomes.
2. Provide leadership to strategically transform the healthcare system; creating ethical, cost-effective, safe, culturally competent, evidence based, patient-centered care.
3. Participate as a practice scholar to analyze, create, implement and evaluate how adjustments to healthcare systems can foster safe, effective, efficient, equitable, patient-centered outcomes.
4. Demonstrate independent reflective practice skills, in complex evidence-based settings using systems thinking and clinical reasoning to provide care to individuals, families, communities and populations.
5. Collaborate on inter-professional teams to create safe, effective, health care systems that promote health and improve population outcomes.
6. Participate in the critical analysis and translation of knowledge into the practice setting and the construction of policies that decrease health disparities, increase access to care, honor cultural differences, and promote social justice and equality for all people.
7. Critically analyze data, technology and information systems to determine how best to incorporate this knowledge to improve patient outcomes, healthcare programming and healthcare systems.

IV. DNP v. PhD Scholarship

There are basically two types of doctoral nursing scholarship. Nurses may choose a terminal degree in nursing via a DNP route or a PhD route. DNP scholars focus on practice change, the synthesis, translation, implementation, and evaluation of evidence to solve clinical problems and improve patient outcomes. PhD scholars create new knowledge through rigorous research and statistical methodologies that may be broadly applicable or generalizable.

“The distinction between research-focused and practice-focus scholarship can be clarified to state: ...Research-focused graduates are prepared to generate knowledge through rigorous research and statistical methodologies that may be broadly applicable or generalizable; Practice- focused graduates are prepared to demonstrate innovation of practice change, translation of evidence, and the implementation of quality improvement processes in specific practice settings, systems, or with specific populations to improve health or health outcomes (AACN, 2015, p.2).”

Table 1.0: Clarification of DNP versus PhD Scholarship

Concept	DNP (Evaluation Principles)	PhD (Research Principles)
Nature of Knowledge	Problem Solving, Translation	Discovery
Nature of Results	Appraisal, Application & Evaluation of Current Knowledge	New Knowledge
Level of Control	Moderate-Low, Variable	High, Precision
Statistical Power	Optional	Essential
Standards	Repeatability & Impact Accuracy, Utility, Feasibility, Worth	Validity Accuracy, Generalizability
Questions	Quality, Value, Significance	Association, Effects
Planning	Evaluation: - Identify a Problem - Engage Stakeholders - Needs Assessment - Implement & Evaluate Solution - Justify Conclusions - Disseminate to interested audience and to stakeholders	Research: - Scientific Method - State Hypothesis - Collect Data - Analyze Data - Draw Conclusions - Disseminate to interested audience
Description of Program	Objectives: To prepare nurse leaders at the highest level of nursing practice to improve patient outcomes and translate research into practice Competencies: AACN <i>DNP Essentials of Doctoral Education for Advancing Nursing Practice</i> (2006) *** Additional competencies dependent on nursing role	Objectives: To prepare nurses at the highest level of nursing science with an ability to conduct research to advance nursing science Competencies: AACN <i>The Research-Focused Doctoral Program in Nursing: Pathways to Excellence</i> (2010)
Students	Commitment to a practice-oriented career Strong interest in improving outcomes of patient care and population health.	Commitment to a research-oriented career. Strong interest in developing new nursing knowledge and formal scientific inquiry.
Program Evaluation	Outcome: Healthcare improvements and contributions via practice, policy change, and practice scholarship Receives accreditation by nursing accreditor. UCCS is accredited by CCNE.	Outcome: Contributes to healthcare improvements via formal science. Receives oversight by advisors and other accreditors.

Table 1.0. Adapted from U.S. Department of Health and Human Services Centers for Disease Control and Prevention (2011), *Introduction to Program Evaluation for Public Health Programs*; White, et al., (2016), *Translation of Evidence into Nursing and Healthcare*; and the American Association of Colleges of Nursing (2014), *Key Differences Between DNP and PhD/DNS Programs*.

V. Developing Essential DNP Skills

Published in 2006, the AACN *DNP Essentials*, "...outline the curricular elements and competencies that are required for schools conferring the Doctor of Nursing Practice degree," (p. 8). Students should read this document in full upon admission to the program and refer to the documents as they move through their curriculum. The **DNP Essentials Mapping Activity (Appendix 1)** should be used to assist the student and faculty in ensuring that applicable *DNP Essentials* are met by the end of the DNP Program.

The DNP Project itself provides an opportunity to operationalize skills and demonstrate *DNP Essential* competencies. However, not all projects will align with all *DNP Essentials*. Therefore, student learning is supplemented by activities in the core DNP courses to ensure requirements are met. Upon completion of the DNP Project, the DNP Student will be asked to submit a completed copy of their **DNP Essentials Mapping Activity (Appendix 1)** with their Final DNP Project documentation. Refer to the full description of these items in the document available at: <http://www.aacnnursing.org/Portals/42/Publications/DNPEssentials.pdf>

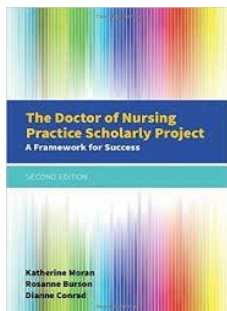
A short summary of the *DNP Essentials* is listed here:

1. Scientific Underpinnings
2. Organizational and Systems Leadership for Quality Improvement
3. Clinical Scholarship and Analytical Methods for Evidence-Based Practice
4. Information Systems & Patient Care Technology
5. Health Care Policy for Advocacy in Health Care
6. Interprofessional Collaboration for Improving Patient and Population Health
7. Clinical Prevention and Population Health for Improving the Nation's Health
8. Advanced Nursing Practice

In addition to the *DNP Essentials*, prior to enrolling in project planning courses, the DNP student must have an ability to formulate an answerable clinical question, complete literature reviews, critically appraise evidence/clinical practice guidelines, and articulate models for translation of evidence into the clinical setting. Students must understand the quality improvement process, be capable of interacting with technology and data, and describe driving forces in global, nation, and local healthcare settings. **The student is charged with identifying a clinical problem, or practice gap, that can be impacted by the DNP Project.** Ultimately, the DNP Student will **develop** a feasible, evidence-based solution. Then, the DNP Student will **implement** the solution, **evaluate** the process, and **disseminate** the findings.

VI. Required Textbooks:

Moran, K., Burson, R., Conrad, D. (2016). *The Doctor of Nursing Practice Scholarly Project: A Framework for Success*. Sudbury, MA: Jones & Bartlett Learning, 2nd ed. ISBN-13: 978-1449694197



This is an excellent general reference for the entire DNP Project. The book describes the general history of the DNP degree and takes the reader through the process using the DNP Essentials.

VII. Preparing to Succeed:

The DNP Project is a challenging process to complete. Being successful will require excellent time management and strong organization skills.

Checklist for Success:

1. Do you have a dedicated space to work?
2. Have you scheduled regular intervals of time for thinking, reading, and writing?
3. Have you prepared yourself and your family?
4. Did you read examples of other DNP Projects?
5. Did you read the AACN *White Paper*, *DNP Essentials*, and *UCCS DNP Project Handbook*?
6. Do you have a Google Docs, Drop box, or other cloud account?
7. Are you using bibliographic software, such as EndNote?
8. Do you know about the library resources at UCCS, including the dedicated College librarian?
9. Are you brainstorming your ideas with faculty? Do you know what the interests of the UCCS faculty are and who might serve as a Project Chair?
10. Do you know how to set up an appointment at the Writing Center?
11. Are you aware of the Student Support Services at UCCS?

Useful Links:

The following links may be helpful as you get yourself set up for success. Many of these resources can be accessed on the DNP Resources site in Canvas.

[American Association of Colleges of Nursing](#) – Resource for DNP white paper, DNP Essentials...

[DNP 101 Online Resources](#) – A great site with many links to other helpful sites for DNP students

[Doctors of Nursing Practice](#) – Site that is dedicated to DNPs, has an annual conference and repository for DNP projects.

[UCCS Student Resources and Services](#) - Page with multiple links to all kinds of resources for students at UCCS.

[UCCS Graduate Student Resources](#) - Resources for UCCS Graduate Students.

[UCCS Campus Policies](#) - UCCS Policies for Faculty, Staff and Students.

[UCCS Excel Centers](#) - Help with writing, communication and other fields.

[UCCS Bookstore](#) - Buy or rent your textbooks here.

[UCCS Course Information Center](#) - Semester schedules, final exam schedules, academic calendar and more.

[Academic Catalog](#) - Academic degree requirements, policies, and course descriptions

[Office of Veteran and Military Student Affairs](#) - For questions about G.I. Bill and other military tuition benefits

[Student Academic Ethics Code](#) - Including student rights and responsibilities at UCCS.

[Kraemer Family Library](#) - Search for and access many library resources online.

[Office of Financial Aid, Student Employment, and Scholarships](#) - Learn more about financial resources to help pay for your degree.

[DNP Resources in Canvas](#) – An excellent resource for all UCCS DNP students

VIII. DNP Project Background:

In this section will provide a broad overview of the DNP Project. A **DNP Project Checklist (Appendix 2)** has been created to help keep you on track and provide you with a document that outlines the DNP Project from the start to finish. Please be sure to print this out and refer to it often to help guide you regarding the next steps in the process.

The first part of the process is reading this Handbook from front to back and reviewing the DNP Project Resource Page in Canvas. **During the DNP Seminar I** you will be asked to identify your DNP Project Team, develop a clinical problem, begin your literature review, learn about the Quality Improvement (QI) process, identify a clinical site to implement your DNP Project, create a plan for your project (**DNP Project Worksheet – Appendix 6**), begin to formulate how your DNP Project and related experiences will meet the DNP Essentials (**DNP Essentials Mapping – Appendix 1**), and start working on your DNP Project Proposal under the supervision of your DNP Project Chair.

In DNP Seminar II, you will be working with the DNP faculty and your DNP Project Chair to refine the following sections of your DNP Project Proposal Paper: a) Purpose of the Project, b) the Design and Methods section, and c) the Evaluation Plan and Data Analysis. You will continue

to add articles to your Evidence Table, learn more about the QI process, finish CITI training (if it has not already been done), and develop your leadership voice.

During **core courses**, students will be guided by faculty in learning which will help inform the student about the role of the DNP. These courses include, but are not limited to topics of: leadership, ethics, healthcare systems, the law, policy, population-based care, evidence-based practice, and business and finance. The core course work will help provide the foundation upon which the DNP student will build their DNP Project, meet the DNP Essentials and better understand the role of the DNP in our healthcare system.

Students must first pinpoint a clinical problem or area of concern that is, of interest for the student and also seen as a problem in their particular practice setting. Use guidance from your DNP Project Team, faculty, and mentors at your practice site to help you identify your clinical problem for your DNP Project. DNP students are encouraged to think creatively and to explore subjects they find interesting.

The student must also identify the clinical setting in which they will be doing their DNP Project. This is the same place where you have named the clinical problem that you want to change in your DNP Project. The student is required to secure a written, **Letter of Cooperation with an Outside Organization (Appendix 3)** in DNP Seminar I. In other words, if the student cannot identify an organization willing to host their project, they may have to develop a new idea or find a different site to implement their DNP Project.

IX. DNP Project Team

The DNP Project Team must be established *before* the student begins the DNP Project Proposal.

The role of the DNP Project Team is to mentor the student in the development and implementation of the DNP Project Proposal, DNP Project, DNP Project Poster and DNP Project Paper. This is accomplished through a series of meetings designed to develop, critique, and focus student work. The DNP Project Team is expected to review documents and provide guidance throughout the process. DNP Project Team members are expected to communicate with each other and attend (in person or via teleconference) the DNP Project Proposal Defense and DNP Project Defense.

The committee consists of three (3) advisors:

1. **DNP Project Chair** – a full-time faculty member from the Nursing Faculty at the Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences.
2. **DNP Project Team Member (UCCS)** - faculty member from the UCCS Graduate Faculty (nursing or interdisciplinary).
3. **DNP Project Team Member** - One member who is either a UCCS Graduate Faculty member or an outside member with a terminal degree in their discipline and who has clinical expertise in the DNP Project topic area.

DNP Project Chair

The DNP Project Chair must have a terminal degree (i.e., academic or practice doctorate) in the discipline and have a regular full-time graduate appointment in the UCCS Graduate School and be a Nursing faculty member from the Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences. The DNP Project Chair serves as the academic advisor and Chairperson of the DNP student's doctoral DNP Project.

1. The DNP Program Coordinator will assist in matching potential Chairs from the UCCS faculty for each student.
2. **Students must initiate contact with the faculty member they are considering as the Chair for their DNP Project Team.**
3. Once an agreement has been reached between both student and faculty member, the student must submit a completed and signed **DNP Project Chair Agreement Form (Appendix 4)** to the DNP Coordinator.
4. The DNP Project Chair may also discuss with you the possibility of working with you to publish your manuscript once you have completed the program. Due to the large amount of work and intimate knowledge that the DNP Chair has regarding your DNP project, it is typical for the DNP Chair to be cited as the second author on any publication.

Two DNP Project Team Members

One of the DNP Project Team Members must be from the UCCS Graduate Faculty (nursing or interdisciplinary) and have a doctoral degree.

The remaining Committee Member may be a UCCS Graduate Faculty member or an outside member with a terminal degree in their discipline (i.e., academic or practice doctorate) who has been appointed as an Associate Graduate Faculty member by the Graduate School at the University of Colorado Colorado Springs. This committee member should have clinical expertise in the area chosen for the DNP Project.

If students choose an outside committee member who does not hold an Associate Graduate Faculty Appointment, the student must:

1. Complete the section on the **DNP Project Team Agreement Form (Appendix 5)** where appropriate and send a curricula vitae (CV) for the outside committee member.
2. This form and CV must be sent to the DNP Program Assistant (Diane Busch – dbusch@uccs.edu) and the DNP Coordinator. This is required in order to have the individual be appointed as an associate member of the UCCS Graduate School.
3. Students may choose to work with interdisciplinary DNP Project Team members provided they obtain preapproval from the DNP Project Chair. Students must find and negotiate with the two DNP Project Team members of their choice and submit the **DNP Project Team Agreement Form (Appendix 5)** to the DNP Program Assistant and DNP Coordinator as mentioned above.

X. Responsibilities of DNP Project Team Members:

DNP Student:

1. Initiate contact with the Helen and Arthur E. Johnson Beth-El College Nursing Faculty member who is under consideration as the Chair of the DNP Project Team.
2. Initiate contact with two people to serve as DNP Project Team Members: One member from the UCCS Graduate Faculty (nursing or interdisciplinary), and one member who is either a UCCS Graduate Faculty member or an outside member with a terminal degree in their discipline.
3. Read and comply with all relevant policies and procedures as set forth by the Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences at UCCS for the DNP program, the DNP Project, and the Graduate School.
4. Complete and submit all required forms to the DNP Program Coordinator and DNP Program Assistant along with a curricula vitae (CV) for all outside DNP Project Committee members.
5. Maintain consistent and effective communication with DNP Project Chair
6. Collaborate with DNP Project Chair to schedule meetings for advisement on DNP project, IRB applications and other related project activities.
7. Collaborate with DNP Project Chair, DNP Project Team Members and IT Staff to schedule the DNP Proposal Defense and Project Defense.
8. Coordinate communication between UCCS and hosting organization when appropriate.
9. Complete all required documentation of DNP project hours in Medatrax.
10. Report problems that delay progress in completing the DNP Project Proposal, DNP Project, IRB variances, and/or scholarly manuscript to the DNP Project Chair.
11. If publishing, discussing authorship with your DNP Project Chair.

DNP Chair: (UCCS Nursing Faculty with a Doctoral degree)

1. Mentor student throughout the DNP Project Proposal, project development, implementation, evaluation, final DNP Project Defense, and final written DNP Project document.
2. Collaborate with the student to schedule DNP Project Team meetings, with the appropriate team members.
3. Lead the DNP Project Team review and approval of the DNP Project Proposal, DNP Project Log, DNP Project Defense and written DNP Project Document.
4. Communicate effectively with the DNP student and Team members.
5. Provide feedback to the DNP student on written drafts and questions related to the DNP Project in a timely manner.

6. Assist the DNP Coordinator in securing and providing documentation of the DNP student's progress.
7. Mentor new faculty who have not previously participated in a DNP project.

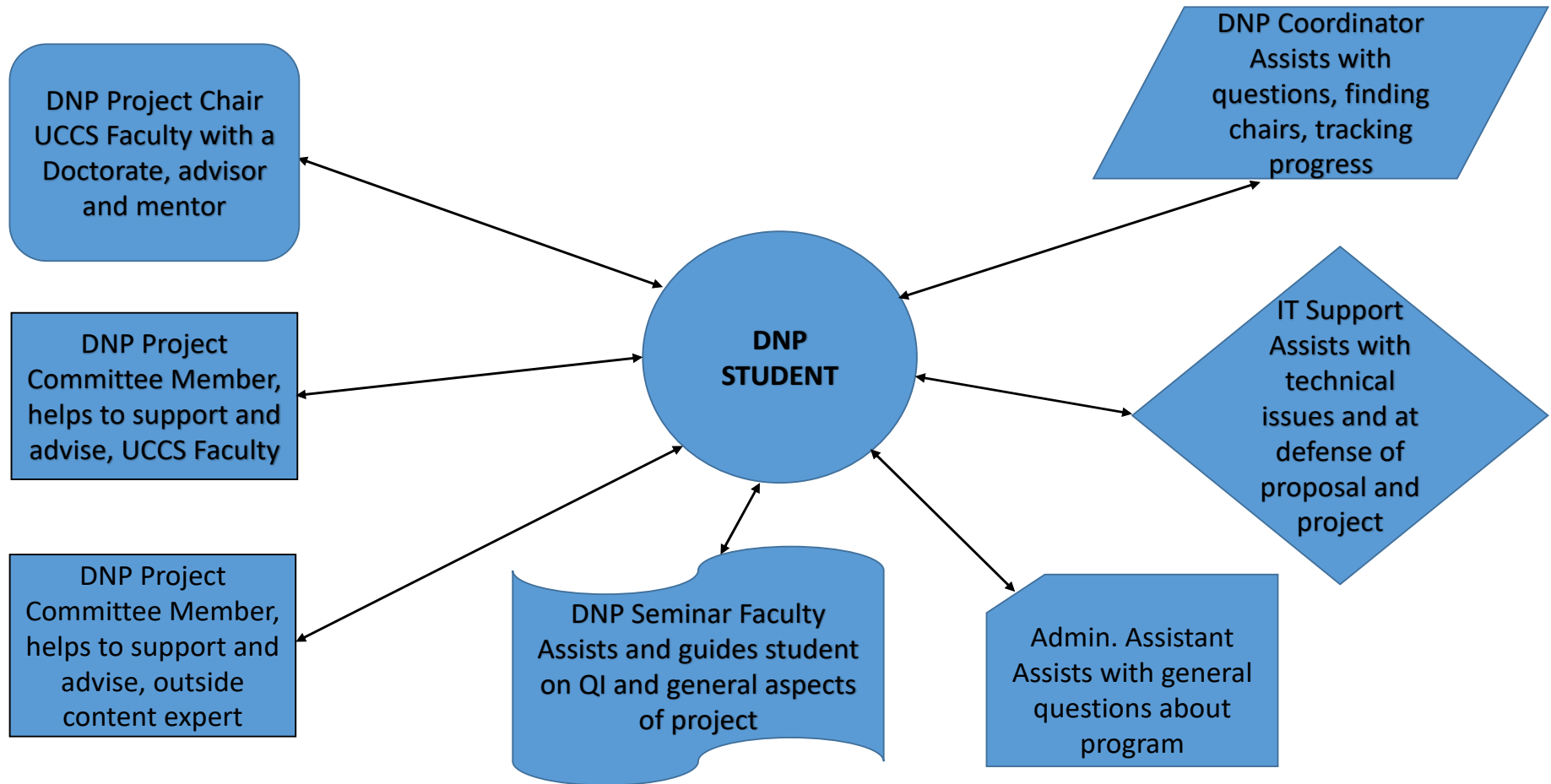
DNP Committee Member: (UCCS Faculty - Terminal degree in professional area)

1. Advise and critique drafts of the DNP Project Proposal and DNP Project Defense.
2. Participate in DNP Project Proposal and DNP Project Defense presentations.
3. Provide feedback to the DNP student in a timely manner.
4. Communicate concerns or issues to the DNP Chair in a timely manner.

DNP Committee Member: (Outside content expert, terminal degree preferred, must obtain a UCCS Graduate School appointment)

1. Ability to make a professional contribution of knowledge or skill to the DNP project and help to guide the DNP student.
2. Accepts the same responsibilities as the above listed DNP Committee Member.

Figure 1: DNP PROJECT TEAM



XI. Types of DNP Projects:

All DNP Projects at UCCS must meet the minimum expectations as outlined by AACN (2015), DNP Projects should focus on: 1) change that impacts outcomes; 2) system focus; 3) demonstrate implementation; 4) plan for sustainability; 5) evaluation of process; 6) have clinical utility or importance; 7) provide a foundation for future scholarship.

The following are examples of types of DNP Projects from Moran, et al. (2016).

1. **Quality Improvement Projects:** efforts to improve healthcare delivery services that impact health outcomes. According to the IOM, this means improving safety, effectiveness, and delivery of care that is patient-centered, timely, efficient and equitable.
2. **Program Development and Evaluation:** planning, implementation, and evaluation of programs that improve health and impact health outcomes.
3. **Healthcare Delivery Innovation:** examining, developing, implementing, evaluating, new methods of healthcare delivery. May include screening, referral or disease management.
4. **Healthcare Policy Analysis:** evaluation of policies from a historical context to ensure that they are congruent with the current healthcare needs. May also include the examination of the adherence to policies.

Projects may also have a strong technology, information-technology or education component. When a clinical problem has been identified, the student should collaborate with the DNP Chair and other stakeholders to determine what is the best approach to address the clinical problem. Students are encouraged to review previous DNP projects, consider current evidence and collaborate with others to promote scholarship and ultimately a better DNP project.

XII. DNP Experience Hours

During the DNP Project, students, faculty, and the DNP Project Team will collaborate to develop the DNP Experience Plan. As activities are planned and implemented, the student can document them as DNP Experience hours in Medatrax, an online tracking tool (see below: a. Tracking DNP Experience Hours). This process should begin by with the student completing the **DNP Essentials Mapping Activity (Appendix 1)**. This exercise will help illustrate the experience that the student has and where there are gaps. Once this has been completed the DNP Project Chair along with the student can determine what additional experiences will be beneficial in implementing the DNP Project, evaluating the DNP Project, and meeting the DNP Essentials.

Questions are often raised about the type of experience required. Review this quote from AACN (2015, p.7), "...experience hours should prepare the student to meet the outcomes of all DNP Essentials, not only the *Essential VIII Advanced Nursing Practice*." It further states, "Faculty are responsible for assessing student's learning needs and designing experiences that allow students to attain, demonstrate, and integrate the Essentials into practice." Students can be placed in non-traditional settings to promote skill development, interprofessional collaboration, and improved understanding of the healthcare system.

The hours are also intended to operationalize, document and disseminate the DNP Project. Students, faculty, and the DNP Project Team should collaborate to develop a plan to meet not

only the objectives for the DNP Project but also ensure that the DNP Essentials are being met. The Chair should assist the student in the process of mapping DNP Project activities to the DNP Essentials. See the **DNP Essentials Mapping (Appendix 1)** to help facilitate this process.

The AACN (2015) asserts that to achieve mastery of the *DNP Essentials*, a nurse must complete a minimum of 1,000 beyond the BSN or baccalaureate degree. These hours must be part of an academic program. Work experience is not accepted as a substitute. **The UCCS DNP Program requires 540 DNP Experience Hours to meet this requirement.** To clarify the meaning of this recommendation, examine the following:

Post MSN Students:

Post MSN students are required to complete a **minimum of 540 DNP experience hours during the DNP program.** This includes 45 hours in the following two courses: NURS 7100 and NURS 7030 and 450 hours between the DNP Project Seminars (I-II) and NURS 8030 DNP Project.

BSN to DNP Students:

BSN to DNP students are required to complete a **minimum of 1170 clinical/DNP experience hours during the BSN-DNP Program.** This includes a total of 630 clinical practice hours as a NP student and **540 DNP experience hours during the DNP program.** This includes 45 hours in the following two courses: NURS 7100 and NURS 7030 and 450 hours between the DNP Project Seminars (I-II) and NURS 8030 DNP Project.

DNP Experience hours differ from Clinical practice hours that are completed for the NP program.

1. **DNP Experience hours** typically do not involve direct patient care. These hours may involve time spent with policy experts, healthcare leaders, practice inquiry, literature reviews, project research, data collection, project development, project implementation and project dissemination.
2. **Clinical Practice hours** are typically completed in an outpatient office setting, with a clinical expert guiding the student and involve direct patient care (Part of NP program).

Every DNP Project is unique and the DNP student experience will vary. According to the AACN (2015), DNP Experiences are designed to provide:

1. Systematic opportunities for feedback and reflection
2. In-depth work/mentorship with experts (nursing and other professions)
3. Opportunities for engagement in the practice environment (not just in-patient care)
4. Opportunities to build and assemble knowledge/expertise at a high level
5. Opportunities to further application, synthesis, and expansion of learning
6. Experience the context of advance practice within which the DNP Project occurs
7. Opportunities for integration and synthesis of all DNP Essentials

Tracking DNP Experience Hours

Students are required to use Medatrax, an online tracking tool, for documenting DNP Experience hours in the following DNP courses: NURS 7100, NURS 7030, NURS 8030, NURS 8041, NURS 8042 and all DNP Project related hours (NURS 8030). **Medatrax must be used to track all DNP Experience hours this also includes all hours devoted to the DNP Project.** Medatrax entries for DNP Experience hours should include the following: date of activity, activity description, hours spent on activity, and how the activity is related to the DNP Essentials. See the **FAQ on Medatrax (Appendix 7)**.

The first semester that you will be required to document hours, you will receive an e-mail directly from Medatrax, with information on how to log in. Once you log in you will find tutorials and other resources to help you learn how to document your hours. If you have questions related to Medatrax you can contact Denise Ostovich at mostovic@uccs.edu (719.255.4473).

For those students who are in the BSN-DNP program, you will be using Medtrax for all of your Clinical Practice hours and for all of your DNP Experience hours. This provides one clinical tracking tool that is used to document all of your required hours for the program.

Once all required hours are entered into Medatrax, and before graduation, an audit will be performed to ensure that both the DNP Experience hours and/or Clinical Practice hours meet the following requirements:

1. Reading is **NOT** acceptable for the DNP Experience hours
2. A general review of literature is **NOT** acceptable for the DNP Experience hours
3. Clinical Practice hours completed in relation to the Advanced Practice Training (BSN-DNP students) are **NOT** counted toward the DNP Experience hours.
4. Completing any Clinical Practice hours without prior approval are **NOT** counted toward the Clinical Practice hours.
5. Conferences, grand-rounds or any experience which is strictly observational in nature are **NOT** counted toward the Clinical Practice hours.

XIII. Writing the DNP Project Proposal:

The primary purpose of DNP Seminar I and DNP Seminar II is to inform the student about Quality Improvement and get them started on their DNP Project Proposal. With assistance from your DNP Project Team and DNP Seminar Faculty, the student will be trained in the process of developing a written DNP Project Proposal. The written proposal will be reviewed and formally presented to the DNP Project Team. Once the DNP Project Proposal is approved, the student will use parts of the proposal to complete the Institutional Review Board (IRB) application.

Some questions to ask while determining and designing your DNP Project...

1. Does my DNP project focus on individuals, communities, populations, systems, etc.?
2. What is the clinical problem my project will address?
3. Is my project grounded in clinical practice and designed to solve practice problems or to directly inform my practice (AACN *Position Statement on the Practice Doctorate in Nursing*, 2004, p. 5)?
4. How will my project demonstrate achievement of the competencies outlined in the AACN's *The Essentials of Doctoral Education for Advanced Nursing Practice*?

5. Is there existing literature that provides evidence for my project or supports the need for my project?
6. Does my project improve practice or patient outcomes?
7. Does my project provide a foundation for future scholarship in nursing?
8. Is it feasible for me to complete my project in the designated time frame?

DNP Project Proposal Process

1. To begin the process, the student should obtain the **DNP Project Checklist (Appendix 2)**, this provides step by step instructions for the entire DNP Project. Next review the **DNP Project Resource Module in Canvas**. Pay particular attention to the project forms and examples of past proposals and projects. The student will work with the DNP Coordinator to identify a Chair and Committee Members that will make up the DNP Project Team (See requirements for the DNP Project Team above).
2. When starting the DNP Project Proposal, the student should think about clinical problems that they encounter in their clinical setting to help identify a clinical problem for their DNP Project. During this process it is helpful for the student to talk with faculty (DNP Chair and DNP Project Members) and other stakeholders, as well as the hosting organization to ensure that everyone feels the identified clinical problem is important and worthy of a DNP project.
3. It is also important for the student to do a brief literature review to ensure that there is evidence to support the proposed program, QI intervention, or healthcare delivery intervention. **If the student can't find evidence to support their proposed program, QI intervention or healthcare delivery intervention, they should consider a different clinical problem for their DNP Project.**
4. The next step in the process is for the student to secure a **Letter of Cooperation with Outside Organization (Appendix 3)** between the student and the organization.
5. The student will also work with the DNP Project Chair and DNP Faculty in DNP Seminar I and DNP Seminar II to clearly outline the DNP Project. This will be accomplished by completing the **DNP Project Worksheet (Appendix 6)**. This is a helpful tool that will help define in detail the elements of the DNP Project.
6. The DNP Student and DNP Chair will work together to assess the progress of the DNP Project Proposal. When the written Project Proposal is complete and the Chair feels that the student is ready to defend the DNP Project Proposal, the student will give the **Formal Presentation of the DNP Project** to the DNP Project Team.

During the process of developing the proposal, the student will learn about the QI process in the DNP Seminar I and DNP Seminar II, other coursework and from feedback from their Chair and DNP Project Team. It is not uncommon for a student's project to evolve over time, as more is learned about the problem being examined.

Elements of the DNP Project Proposal Written Document

The **DNP Project Proposal Paper Title Page (Appendix 8)** is an example of the title page for the DNP Project Proposal document. The document must be formatted according to the latest edition of the American Psychological Society (APA) Manual. A listing of **Required Content for the DNP Project Proposal Paper (Appendix 9)** is also available to assist students with

heading labels and the minimum required content. In the following sections we will further define some of the particular components of the required content.

1. **Table of Evidence:** As a part of the DNP Project Proposal, the student will include a table of evidence that explores the clinical problem for the project. To standardize the elements of the table, the students will use the headings and requirements presented in **Table of Evidence (Appendix 10)**. This document is used to help complete one of the assignments in the DNP Seminar 1 course and is adapted from the Johns Hopkins model described by Dearholt and Dang (2012).
2. **Appendices:** In the appendices of the DNP Project Proposal, the DNP student will include copies of documents that they used in their proposal and in the implementation of the project. These documents may include the following: a letter of cooperation, measurement tools, evaluation instruments, chart audit forms, the project budget and timeline, concept map, table of evidence, and any other items essential to the project.

Formal Presentation of DNP Project Proposal:

The DNP Project Proposal Defense is a formal presentation of the DNP Project Proposal. This is followed by a question and answer period between the student and the DNP Project Team. The student must meet all the requirements of the **DNP Project Proposal Defense Evaluation Rubric (Appendix 11)** and have completed a project reflective of doctoral-level clinically focused project proposal.

Each member of the DNP Project Team must attend the student Defense in person, via audio or video teleconference. After the student has completed their presentation they will be asked questions about their project. Once all questions have been answered the DNP Project Proposal Team members will discuss (without the student present) if the student has met the requirements to pass the oral defense. The student will then be notified of the decision of the DNP Project Team and the DNP Project Team will complete the **DNP Project Proposal Defense Evaluation Rubric (Appendix 11)** and determine if: 1) the project is approved as written; 2) the project is approved with minor revisions; or 3) if the project is rejected. If the project is not approved, the DNP Project Team must give written feedback on areas of deficiency.

The DNP Project Team must also give permission for the student to submit the project to the IRB. **The DNP Project Proposal must be approved by the entire DNP Project Team and receive a PASS before the student is eligible to continue work on their DNP Project.**

Some more detail about the DNP Project Proposal...

1. The presentation should be approximately 30-45 minutes and should summarize the project.
2. Students should use the UCCS School of Nursing Power Point Template (**available in Canvas in the DNP Resources**) for formatting the DNP Project Proposal Defense Presentation slides.
3. The written DNP Project Proposal must be submitted to the DNP Project Team **at least 2 weeks prior to the presentation** to allow time for the DNP Project Team to review.
4. **The student is responsible for coordinating/scheduling a Defense date and time appropriate for all members of their DNP Project Team and UCCS IT.** All DNP Project

Team members must attend (in person or via teleconference) the Defense of the DNP Project Proposal.

5. **All DNP students are required to complete and defend his/her DNP Project Proposal and obtain IRB approval *before* beginning any work on the DNP Project.**

Grading of the DNP Project Proposal

1. The grade for NURS 8030 (DNP Project) will appear as “IP” (In Progress) on the student transcript until the student has successfully completed NURS 8030 and defended the DNP Project successfully.
2. In the event that the student does not make any progress while taking a DNP project course, their DNP project chair may give them a failing grade. If a failing grade is earned by the student, then the student must register for the same number of credits they were taking while failing to progress the next semester.
3. The student must receive a grade of “B” or better in NURS 8041 and NURS 8042 in order to defend the DNP Project Proposal. If the student is unable to complete NURS 8042 and/or defend the DNP Project Proposal by the agreed upon defense date, the DNP Project Chair will assign one of the following grades*:
 - a. **Unforeseen problems** (Graduate Student Handbook): The student receives a grade of “I” (Incomplete) and is ineligible to register for NURS 8042 DNP Project Seminar II. The student must negotiate a plan of action with the DNP Project Chair and NURS 8041 instructor to retake NURS 8041 the next semester as an independent study. The “I” will be regarded as “F” if not completed within a maximum of one year.
 - b. **Unacceptable work or time management issues**: In the event that a student receives a failing grade, they must reregister and retake the course that they failed. If the course that they failed is NURS 8030 DNP Project, the student must register for the same number of credits that they were registered when the failing grade occurred. **At any time during the DNP program if the student earns two failing grades they will be dismissed from the program.**

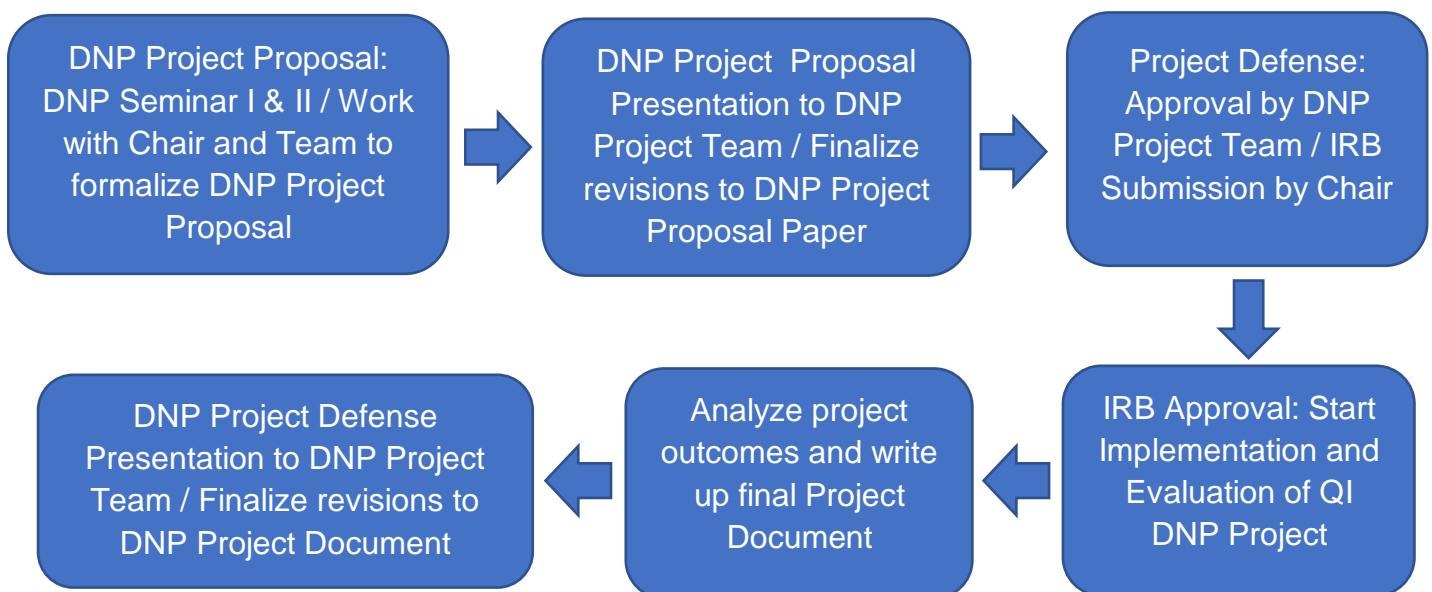
Students are expected to speak with their DNP Project Chair regarding extenuating circumstances (i.e., illness, family emergency, etc.) that affect the progression of the DNP Project Proposal and/or DNP Project. Each situation will be evaluated on a case by case basis with individual plans of action being developed.

Institutional Review Board - Ethical and Privacy Concerns:

1. DNP students **must complete CITI training through UCCS** before applying to the UCCS IRB. Link to this training can be found on the UCCS Office of Sponsored Programs website: <http://www.uccs.edu/~osp/>

2. Students **must successfully defend their DNP Project before** beginning an IRB application. The entire DNP Project Team must approve the DNP Project Proposal before the IRB application can be submitted. **All IRB applications must be submitted by the DNP Project Chair.**
3. **The DNP student must discuss the required process of application submission to the UCCS Institutional Review Board for the Protection of Human Subjects (IRB) with their DNP Project Chair.** View the UCCS IRB website at: <http://www.uccs.edu/~osp/>. Be sure to also look at the following page on Research Involving Human Subjects, <https://www.uccs.edu/osp/research-compliance/research-involving-human-subject-irb> there are many useful resources for CITI training, FAQs, and other forms. If there are specific questions related to your project that arise, please discuss them with your DNP Project Chair.
4. **It is incumbent on the student to ascertain whether institutional IRB (clinical practice area) approval is necessary for their projects and notify their DNP Project Chair of the institutional response.** In some cases, the student may need IRB approval from the institution and UCCS.
5. **Students can NOT submit any part of the proposal to the IRB. All IRB applications must be submitted by the DNP Project Chair.**
6. The student must **not** begin work on data collection for the DNP Project (including project components unrelated to human subjects) **until all appropriate IRB approvals have been obtained and the Chair gives permission to begin.**
7. Students are expected to know and follow the Health Insurance Portability Accountability Act (HIPAA) throughout the DNP Proposal/Project process.

Figure 2: Overview of DNP Project Planning Process



Final Steps Post Proposal Defense

After the student has completed the DNP Project Proposal Presentation, there are a few **Final Steps** required to close-out the DNP Project Proposal and move on to the implementation and evaluation stage of the DNP project:

1. Make any changes to the Final DNP Project Proposal Paper as recommended by the DNP Project Team (Pre-IRB submission).
2. **Ensure that all DNP Project related documents are sent to the DNP Coordinator, these documents include:**
 - a. Final DNP Project Proposal Paper (Word or PDF)
 - b. Final DNP Project Proposal Presentation Slides (6 slides per page) PDF
 - c. **DNP Project Proposal Evaluation Rubric (Appendix 12)** with signatures from the student and members of the DNP Project Team (Fillable PDF)
 - d. **Permission to Retain DNP Project Products (Appendix 16)**

XIV. Implementation and Evaluation of the DNP Project

In the next phase of the process, the student engages in the implementation and evaluation of their DNP Project. Upon IRB approval, and with the permission of the DNP Project Chair, the student begins to execute the project implementation and evaluation. This will vary from student to student, but the DNP Project Proposal provides a description and road map of what you plan to do, how you will evaluate your project, the specific practice change activities you will measure, and how you will report what you have learned.

It is imperative that you collaborate with your Project Chair and the DNP Project Team to create a reasonable timeline to implement, evaluate and report what you have learned in a timely fashion. It is a rare project that goes as planned, so plan for some cushion in your due dates and timeline.

XV. DNP Project Defense

The DNP Project Defense consists of successful completion of the following elements: a) DNP Project Paper, b) DNP Project Poster and c) DNP Project Presentation. The DNP Project Paper and DNP Project Poster **must be approved by the Chair and submitted to the entire DNP Project Team at least 2 weeks before the scheduled DNP Project Defense Presentation. The DNP Project Defense Presentation should be scheduled between week 11 and 13 of the semester in which the student graduates. If a student is not approved by the Chair to present by those dates, the student will not graduate until the following semester.** It is the student's responsibility to schedule and notify the DNP Project Team, the Graduate Administrative Assistant, UCCS IT and the DNP Coordinator of the date of the DNP Project Defense and any changes in date or time.

Dissemination (3 P's)

The DNP Project findings should be disseminated. This process takes place in the academic setting and beyond. To meet the UCCS DNP Project requirements, **all DNP Projects** should be disseminated using the 3P's of Dissemination: 1) Final DNP Project **P**aper; 2) Project **P**oster; and 3) Project **P**resentation (Moran, et al., 2016). The student will work closely with their Chair and DNP Project Committee to determine when they are ready to defend their DNP Project. The DNP student may also want to work with the Chair of their DNP Project to arrange the Final DNP Project Paper into a manuscript that is suitable for publication, after the DNP Project Defense.

Final DNP Project Paper

One of the final products of the DNP Project is a scholarly paper. The **DNP Project Final Paper Title Page (Appendix 12)** is an example of the title page for the DNP Project Final Title Page document. The document must be formatted according to the latest edition of the American Psychological Society (APA) Manual. **The paper will be written using the Squire Guidelines (Appendix 13)**. This should provide you with the needed headings and content that is required for the DNP Project Final Paper.

A final draft of the DNP Project Paper must be submitted to the DNP Project Committee **no later than two weeks before the scheduled DNP Project Defense**. The content of the paper will be discussed and evaluated during the DNP Project Defense.

Any revisions to the DNP Project Final Paper are due to the DNP Project Committee no later than two weeks after the DNP Project Defense. The DNP Project Final Paper revisions must be successfully completed prior to graduation.

Students are encouraged to submit their DNP Project Final Paper for publication. Authorship discussions with your DNP Chair should occur early on in the DNP Project Process. **In the event that a student decides that they do not want to publish their manuscript, the rights to this manuscript will transfer to the DNP Chair, 6 months after a successful DNP Project Defense. This means that the DNP Chair could publish the work as first author and the student would be recognized as the second author.**

DNP Project Defense Presentation

The student is responsible for coordinating/scheduling the DNP Project Defense Presentation. The date and time must suit all DNP Project Committee members and UCCS IT. This date and time must be approved by all committee members prior to reporting the final date and time to the Graduate Program Assistant (Diane Busch) and the DNP Coordinator. The DNP Project Defense Presentation should be scheduled between week 11 and 13 of the semester in which the student graduates.

1. The DNP Project Defense is a formal presentation of the DNP Project. The main objective of this presentation is to discuss the findings and implications of the project. The student must meet all the requirements of the **DNP Project Defense Rubric (Appendix 14)** and have completed a project reflective of a doctoral-level clinically focused project. The final oral presentation should be in Power Point format, a **Power Point template for the DNP**

Project Defense Presentation (available in Canvas in the DNP Resources Section) for formatting the DNP Project Defense Presentation slides.

2. **The length of the presentation should be approximately 30-45 minutes** and will include a formal question and answer session by the DNP Project Team.

Once the student has finished their presentation, a question and answer period between the student and the DNP Project Committee will follow in which the Committee members will ask questions about the DNP Project. The DNP Project Team will deliberate as to whether or not the student has met the DNP Project requirements based on the **DNP Project Defense Rubric (Appendix 14)**.

The DNP Project Team will indicate the following categories of student achievement: 1) Meets all DNP Project Requirements, 2) Meets Requirements with Minor Revisions, or 3) Does NOT meet Project Requirements. The final Defense of the DNP Project must be approved by the entire DNP Project Team and the student must receive a PASS before the student is eligible for graduation.

Each member of the DNP Project Team must attend the student Defense in person, via audio or video teleconference. DNP Project Team members will complete the DNP Project Defense Evaluation form and meet privately at the end of the Defense to reach consensus on the outcome of the oral presentation of the DNP Project, DNP Project Poster, and scholarly paper.

DNP Project Poster

The DNP student will present a Final DNP Project Poster. The purpose of this activity is to demonstrate the ability to design, develop, and present a scholarly poster. Examples of scholarly posters can be found in Canvas, in the DNP Resource section. The student will ensure the poster meets the following minimum requirements:

- Full Title of Project with Student as first author followed by Chair, Team Members
- Introduction/Abstract of 350 words or less
- Methods
- Results
- Discussion
- Short reference list in APA format
- Student contact information

Students are encouraged to submit their poster to an appropriate conference to present and disseminate their findings. **A copy of the poster in PDF format must be included with the final DNP Project Paper and distributed to the DNP Project Team no later than 2 weeks before the DNP Project Defense.**

Grading

Students receive a grade for NURS 8030 at the completion of the DNP Project Defense. The final DNP Project grade is determined by:

1. The quality of the work determined by the DNP Project Team for the whole DNP Project
2. Review of the DNP Project Proposal Paper and Presentation
3. A final evaluation report of the **DNP Project Defense Rubric** with input from the DNP Project Team
4. Review of the Final DNP Project Paper and DNP Project Poster

XVI. Final Steps in the DNP Project

After the student has completed the Final DNP Project Presentation, there are a few Final Steps required to close-out the DNP Project:

1. Make any changes to the Final DNP Project Paper as recommended by the DNP Project Team.
2. **Ensure that all DNP Project related documents are sent to the DNP Coordinator, these documents include:**
 - a. Final DNP Project Paper (Word or PDF)
 - b. DNP Project Poster (PDF)
 - c. DNP Project Presentation Slides (6 slides per page) PDF
 - d. **DNP Project Defense Rubric (Appendix 15)** – with signatures from the student and member of the DNP Project Team (Fillable PDF)
 - e. **DNP Essentials Mapping Activity (Appendix 1)** Fillable PDF
 - f. **Permission to Retain DNP Project Products (Appendix 16)**

Appendices

Appendix 1: DNP Essentials Mapping

Student:

Anticipated Date of Graduation:

Specialty:

DNP Chair:

DNP Essential	Evidence/Assignment Indicating Essential is MET	Planned DNP Experience
I. Scientific Underpinnings for Practice		
II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking		
III. Clinical Scholarship and Analytical Methods for Evidence-Based Practice		
IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care		

V. Health Care Policy for Advocacy in Health Care		
VI. Interprofessional Collaboration for Improving Patient and Population Health Outcomes		
VII. Clinical Prevention and Population Health for Improving the Nation's Health		
VIII. Advanced Nursing Practice		

Additional Student Comments:

Student Signature:

Date:

DNP Chair Review:

Date:

Appendix 2: DNP Project Checklist

- Read and review the **DNP Project Handbook**, most everything you need to know about the DNP Project is in the handbook.
- Go to the DNP Project Resource Page in Canvas and review. Pay particular attention to the **project forms and examples of past proposals and projects**.
- Think about who you might want to work with as your Chair for you DNP project and work with the DNP Program Coordinator to create your **DNP Project Team (Chair and 2 DNP Project Team members)**. The DNP Coordinator will help the student with suggestions for a DNP Project Chair. Contact the UCCS faculty to determine if they are willing to serve as your chair. The DNP Chair may offer the student advice and assistance on selection of other DNP Project Team Members.
- Fill out as much as you can of the **DNP Project Chair Agreement Form (Appendix 4 - PDF)**, electronically sign the form and send it to your Chair for review and signature. Ask your Chair to then send it on to the DNP Coordinator, who will sign and send a fully signed copy to you and your Chair.
- Work to identify the other two DNP Project Team members. Once they have agreed to serve on your DNP Project Team, fill out as much as you can of the **DNP Project Team Agreement Form (Appendix 5 - PDF)**, electronically sign the form and send it to your DNP Project Team members for review and signature. Ask the DNP Project Team members to then send the form on to the DNP Coordinator, who will sign and send a fully signed copy to you and your DNP Project Team members.
- Use the **DNP Mapping Activity (Appendix 1 - PDF)** in collaboration with your DNP Project Chair to explore the experience that the student currently has and where experience gaps lie. This tool can be then used to plan activities for the student that will be helpful in implementing the DNP Project, evaluating the DNP Project, and meeting the DNP Essentials.
- The first semester that you will be required to document DNP Experience Hours, you will receive an e-mail directly from Medatrax, with information on how to log in. Once you log in you will find tutorials and other resources to help you learn how to document your hours. If you have questions related to Medatrax you can contact Denise Ostovich at mostovic@uccs.edu (719.255.4473).
- See the **FAQ on Medatrax (Appendix 7 - PDF)**. You will be logging DNP Experience Hours for the following DNP courses: NURS 7100, NURS 7030, NURS 8041, NURS 8042 and all DNP Project related hours (NURS 8030).
- Work with the DNP faculty in DNP Seminar I and your DNP Project Team to help identify a clinical problem (phenomena of interest) that you would like to address and **create a concise clinical problem statement**. This clinical problem is what your DNP Project will be based on.
- Obtain a Letter of Cooperation from the Organization where you will be doing your DNP Project. See the **Letter of Cooperation with Outside Organization (Appendix 3 - Word)** for

a sample letter that can be used as a template. Once the letter is attained send a copy to the DNP Project Chair and DNP Coordinator.

- Work with your DNP Project Chair, the DNP Project Team, and the DNP Seminar faculty to complete the **DNP Project Worksheet (Appendix 6 - PDF)** for your clinical change project. This is something that you will work on in both DNP Seminar I & Seminar II. This is designed to serve as a guide for the DNP Project.
- Work on your DNP Project Proposal with guidance from your DNP Project Team. **When your Chair feels that the proposal is ready to defend** you will coordinate with the DNP Project Team members and Beth-El IT support (Adam Greenbrier at ateter@uccs.edu) to set up a time to defend your proposal via an on-line platform. **Please also notify the DNP Coordinator and Diane Busch (dbusch@uccs.edu) with the time and date of your on-line proposal defense.**
- The DNP Project Proposal Defense consists of the following, the **DNP Project Proposal Paper: see DNP Project Proposal Paper Title Page (Appendix 8), Required Content for the DNP Project Proposal Paper (Appendix 9), Table of Evidence (Appendix 10)** and the **DNP Project Proposal PowerPoint Presentation**. The DNP Project Proposal Paper is a written document that **must be sent out to all committee members at least two weeks before** the DNP Project Proposal Defense date.
- You will be provided feedback on the day of your defense and will likely have suggested recommendations for changes to your proposal. Work with you chair to set dates to complete these changes to your DNP project. **You cannot move forward** until the recommended changes are made.
- Your Chair and DNP Project Team will complete the **DNP Project Proposal Defense Evaluation Rubric (Appendix 11)** and provide you with feedback on changes that you may need to make. This form is then signed by all the DNP Project Team Members and sent to the DNP Coordinator for signature, **after the student has made all of the required changes to their DNP Project Proposal Paper.**
- The student must coordinate with the DNP Project Chair to **ensure that the following documents are sent to the DNP Coordinator:** 1) Final DNP Project Proposal Paper, 2) Final DNP Project Proposal Presentation Slides (6 pages per page) and 3) DNP Project Proposal Evaluation Rubric (with all the needed signatures).
- Upon successful defense of your proposal, you will work with your DNP Project Chair on the UCCS IRB application. The UCCS IRB website is: <http://www.uccs.edu/~osp/> You can't submit the application to the IRB by yourself and must work closely with your Chair to complete the application.
- You may not start on any elements of your DNP Project until the IRB application has been approved.** If you are also working with an outside organization, you may need to get

IRB approval from that organization. Typically, it is best to obtain approval from the external organization before applying to the UCCS IRB. Be sure to discuss this with your DNP Project Chair

- Once the UCCS IRB application has been approved, you may start to collect data, do interviews, and begin your intervention... as outlined in the IRB application and DNP Project Proposal. This must be followed exactly; any variances to the IRB protocol must be communicated with your chair and the IRB.
- Send the following documents to the DNP Coordinator once IRB approval has been obtained:** 1) Proof of successful CITI training, 2) UCCS IRB Approval, and 3) Institutional IRB Approval (if applicable)
- Work with your Chair and DNP Project Team members when appropriate to complete the DNP Project. When your Chair feels that the project is ready to defend you will work with the committee members and Beth-El IT support (Adam Greenbrier at ateter@uccs.edu) to set up a time to do your DNP Project Defense. **The defense must be scheduled at least 3 weeks before the end of the semester. Ideally the DNP Project Defense should be scheduled between week 11 and 13 of the semester in which the student graduates.** Please also notify the DNP Coordinator and Program Assistant (Diane Busch at dbusch@uccs.edu) of the time and date of your defense.
- Contact the DNP Program Assistant (Diane Busch at dbusch@uccs.edu) to ensure that you have completed all of the paperwork that is required to graduate.
- The DNP Project Defense consists of successful completion of the following elements: a) DNP Project Paper, b) DNP Project Poster and c) DNP Project Presentation. The DNP Project Paper and DNP Project Poster **must be approved by the Chair and submitted to the entire DNP Project Team at least 2 weeks before the scheduled DNP Project Defense Presentation.**
- Refer to the **DNP Project Final Paper Title Page (Appendix 12)** for the specific requirements on the title page for the Final Paper. You will also want to use the **Squire Guidelines (Appendix 13)** to write the paper.
- Submit a **PDF copy of the DNP Project Poster 2 weeks before the date of the DNP Project Defense.** The Poster must include the following: a) Full Title of Project with Student as first author followed by Chair, Team Members, b) Introduction/Abstract of 250 words or less, c) Methods, d) Results, e) Discussion, f) Short reference list in APA format, and g) Student contact information.
- The student will be provided feedback on the day of your DNP Project Defense and will likely have suggested recommendations for changes to the DNP Project Paper. Work with you Chair to set dates to complete these changes to your manuscript, **not later than 2 weeks after the DNP Project Defense.**

- Once all of the revisions have been made and approved by the DNP Project Chair, the **DNP Project Defense Rubric (Appendix 14)** will be completed, signed by the student and all of the DNP Project Team Members. This form is then sent to the DNP Coordinator for signature.
- The student is responsible to ensure that the DNP Coordinator receives the following documents: 1) Final DNP Project Paper, 2) DNP Project Poster, 3) DNP Project Presentation Slides (6 slides per page), **DNP Project Defense Rubric (Appendix 14)** signed by student, Chair and DNP Project Team), the **DNP Essentials Mapping Activity (Appendix 1)**.
- Complete the **Permission to retain DNP Project Products (Appendix 15)** and send this form to the DNP Coordinator if you are willing to share your work. This form gives the College permission to use your project as an example for accreditation purposes and/or to use your project as an example for other students.
- Only when you have completed all the requirements and turned in all of the documentation to the DNP Coordinator will you be considered a candidate for graduation.**

Appendix 3: Letter of Cooperation with Outside Organization



Helen and Arthur E. Johnson
Beth-El College of
Nursing and Health Sciences
UNIVERSITY OF COLORADO COLORADO SPRINGS

Date: [MM/DD/YYYY]

Re: Letter of Cooperation between the Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences at the University of Colorado Colorado Springs and [List of Site Name(s)]

Dear [Name of DNP Student],

This letter confirms that that I, as an authorized representative of [Organization Name], allow the above named Doctor of Nursing Practice student access to conduct quality improvement (QI) related activities at the listed site(s), as discussed with the DNP student and briefly outlined below, and which may commence when the DNP student provides evidence of IRB approval from UCCS for the proposed project.

- **QI Site(s):** [List the specific site name(s) and address(es) for all sites which the organization is providing access for DNP student to conduct their QI Project.]
- **Project Purpose:** [Briefly summarize the project's purpose and expected outcomes.]
- **Project Activities:** [Briefly detail project activities that will commence at the site, baseline data collection, educational interventions, PDSA cycles proposed...]
- **Describe Target Population:** [Identify the population that the QI project is focusing on.]
- **Site(s) Support:** [Detail what support the project site(s) agree to provide to further the project, such as provide space to conduct project activities, retrieval of data from the EMR, facilitate educational sessions for the target population...]
- **Data Management:** [Briefly detail the data management plan—what data will be collected, whether data will be identifiable or de-identified, and what protections will be in place to protect the data, e.g. password protected, encryption, etc.]
- **Other:** [Outline any other agreements you and the organization have made to further the QI project, if applicable.]
- **Anticipated End Date:** [State the anticipated date you will conclude the QI project at the site.]

We understand that this site's participation will only take place during the active IRB approval period. All DNP Project related activities must cease if IRB approval expires or is suspended. I understand that any activities involving Personal Private Information or Protected Health Information require compliance with HIPAA Laws and UCCS Policy.

Our organization agrees to the terms and conditions stated above. If we have any concerns related to this project, we will contact the DNP student and their DNP Project Chair. For concerns regarding IRB policy or human subject welfare, we may also contact the UCCS IRB (see <https://www.uccs.edu/osp/>).

Regards,

[Signature of QI Site Authorized Representative]

[Date Letter Signed]

[Job Title of Research Site Authorized Representative]

Appendix 4: DNP Project Chair Agreement Form

DNP STUDENT INFORMATION:

Student Name:

Address:

Phone:

Email:

ADVISOR INFORMATION:

Faculty Chair Name & Credentials:

Phone:

Email:

CAPSTONE PROJECT CHAIR RESPONSIBILITIES:

The Doctor of Nursing Practice (DNP) program requires completion of a **minimum of 8 credit hours** (360 DNP Experience hours spent directly working on the DNP Project) in NURS 8030. The culmination of this course is a completed DNP Project, a scholarly paper and academic poster. The identified DNP Project Chair serves as the academic advisor and facilitates access to resources required for the student to complete the required learning objectives as set forth in the applicable course syllabus and the DNP Project Handbook.

The Project Chair:

- Assists the DNP student in defining realistic and specific goals that support the framework and objectives of the Beth-EI College DNP program.
- Guides the DNP student in the development and acquisition of key leadership skills required of the applicable DNP course, core DNP courses and specialty cognate courses.
- In collaboration with the DNP Project Team Members, meets with the DNP student on a regular basis, sets meeting protocols and provides feedback accordingly.
- Facilitates completion of the course requirements and communicates as needed with the DNP Project Team Members.
- Provides Beth-EI College of Nursing and Health Sciences with a current curriculum vitae and facilitates institutional processing of any required clinical contract or memorandum of understanding.
- Serves as the UCCS IRB Faculty Advisor.
- Facilitates the student DNP Project Proposal Defense and Final DNP Project Defense.

I agree to serve as the DNP Project Faculty Chair.

Signature of Faculty Chair:

Date:

Signature of DNP student:

Date:

Approval: Yes No

Comments:

Signature of DNP Program Coordinator:

Date:

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FAX 719-255-4496 ▪ www.uccs.edu/bethel ▪

Revisions: 02/18/2010; 08/26/2015; 05/24/18

Appendix 5: DNP Project Team Agreement Form

DNP STUDENT INFORMATION

Student Name:

Address:

Phone:

Email:

DNP PROJECT TEAM MEMBER INFORMATION*

Requested Member:

Academic Credentials/Degrees:

Agency:

Address:

Phone:

Email:

*If the DNP Project Team Member is **NOT** a Graduate Faculty member at the University of Colorado Colorado Springs, then they will need to be approved for a Special Appointment to the Graduate Faculty. **Please send this completed form along with an up-to-date curriculum vita (CV) from the prospective committee member to Diane Busch at dbusch@uccs.edu so that she can initiate the Graduate School appointment.** In the event that the prospective committee member is a Graduate Faculty member at UCCS, then please fill out this form and send it to the faculty member to sign.

Associate Appointment to the Graduate Faculty at UCCS: YES NO

Date of Appointment:

DNP PROJECT TEAM MEMBER RESPONSIBILITIES:

The Doctor of Nursing Practice (DNP) program **requires completion of a minimum of 8 credit hours** (360 DNP Experience hours spent directly working on the DNP Project) in NURS 8030. The culmination of this course is a completed DNP Project, a scholarly paper and academic poster. The identified DNP Project Team member serves as an academic advisor and supports the student as they work to complete the DNP Project.

The DNP Project Team Member:

- Assists the DNP student in selecting realistic and specific goals that support the framework and objectives of the Beth-El College DNP program.
- Guides the DNP student in development and acquisition of key leadership skills required of the applicable DNP course, core DNP courses and specialty cognate courses.
- In collaboration with the DNP Project Chair, meets with DNP student on a regular basis and provides feedback accordingly.
- Facilitates completion of the course requirements and communicates as needed with the other DNP Project Team members.
- Provides Beth-El College of Nursing and Health Sciences a current curriculum-vitae (CV) and facilitates institutional processing of any required clinical contract or memorandum of understanding.
- Attends (in person or via teleconference) student DNP Project Proposal and DNP Project Defense.

I agree to serve as a DNP Project Team Member to the DNP student named in this agreement.

Signature of Team Member:

Date:

Signature of DNP student:

Date:

DNP Program Coordinator Approval: Yes No

Comments:

Signature of DNP Program Coordinator:

Date:

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Appendix 6: DNP Project Worksheet

Click on the following link to access the QSEN website to see where this document comes from: <http://qsen.org/competencies/quality-improvement-resources-2/>

Click on the following link to access the fillable Improvement Project Worksheet <https://drive.google.com/file/d/0B5YGF5c2vqn5SEZJWklaMGVGTWs/view?usp=sharing>

This document is shareware and open for all to use.

Appendix 7: Medatrax FAQs

1. **Who do I contact for Medatrax questions?** Denise Ostovich mostovic@uccs.edu 719-255-4473
2. **When do I use Medatrax?** Starting in NURS 7100 Organizational System Leadership and Quality Improvement, NURS 7030 Advanced Health Care Policy, Ethics and the Law and to log all of your DNP Project hours (NURS 8030).
3. **What do I log in Medatrax?** All of your DNP Experience Hours and 45 hours for NURS 7100 and NURS 7030. All of the time you spend on the DNP Project for NURS 8030 and what you were doing related to the DNP Project. You will want to include the date, amount of time in the activity, and what the activity is.
4. **How does the invite email from Medatrax work?** Medatrax will send an email with Medatrax in the subject line.
5. **Why do I need to log my hours in Medatrax for the DNP Program?** Each student and program is required to document hours spent working on the DNP Project to assure that you have met the minimum requirements as set by the American Association of Colleges of Nursing.
6. **What if I don't log hours in Medatrax?** You will not be able to graduate until all of your hours are logged and meet the minimum requirements for the DNP Program.
7. **What is the web address for Medatrax?** <https://np.medatrax.com/>
8. **Is there a fee associated with the use of Medatrax?** Yes, there is monthly fee of less than \$9.

Appendix 8: DNP Project Proposal Paper Title Page

Students should refer to the most recent APA guidelines for spacing, font, font size, margins, page numbers.... Be sure to review the *Author Responsibilities* section of the APA manual for more detail. See example below.

Running head: SHORT TITLE

1

Full Title of Project

Student Name

Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences

Date

DNP Project Proposal: in partial fulfillment of the requirements for the degree of
Doctor of Nursing Practice

DNP Chair:

DNP Team Member:

DNP Team Member:

Appendix 9: Required Content for the DNP Project Proposal Paper

The following elements and headings are required but additional items may be added if needed. Use the APA format for heading levels as appropriate.

1. Cover Page (See Appendix 8)
2. Abstract (250 words or less)
3. Introduction
4. Background and Significance of Problem
5. Problem Statement
6. Review of Literature
7. Theoretical Framework
8. Purpose of the Project
9. Methodology
 - a. Setting / Organizational Structure
 - b. Project Population
 - c. Project Procedures
 - d. Project Interventions
 - e. Project Outcomes
 - f. Ethical Considerations (IRB)
 - g. Project Resources / Cost
 - h. Project Timeline
10. Evaluation Plan
11. Data Analysis Procedures
12. Summary
13. References
14. Appendices
 - a. Concept Map
 - b. Evidence Table
 - c. Documents (Used to implement the Project)

Appendix 10: Table of Evidence Requirements

The following rubric is used during the DNP Seminar I (NURS 8041) to evaluate the Table of Evidence. It is adapted from Dearholt & Dang (2012), Appendix E, Appendix F, and Appendix G.

Student:

Faculty:

DNP Project Chair:

Full Title of DNP Project:

The purpose of this assignment is to assist the student with the start of an appraisal of literature that makes a contribution to the clinical problem presented in their DNP Project Proposal.

TASK: The student will present a clinical problem statement. The PIOT format is recommended. Then the student will fill out the Evidence Table Template that is listed below. The student must evaluate a minimum of 10 research studies and 3 non-research (guidelines, expert opinion, position statements...) sources of evidence. If the student is having problems finding appropriate literature, it is suggested that they contact the Beth-El librarian at the Kramer Family Library <https://www.uccs.edu/library/help/subject-librarians> to help with their search. If the student is still unable to find enough articles, please contact your DNP Project Chair and your DNP Seminar Faculty about possibly changing your clinical problem.

Completed Evidence Tables **will be graded based on the Evaluation Criteria below**. The tables **must also be included in the DNP Project Proposal Paper**.

Evaluation Criteria:

% of Grade	Description
20%	Each study clearly relates to the EBP Question
20%	Each cell is filled out for every study
20%	A minimum of 10 research studies were cited
20%	A minimum of 3 non-research sources were cited
10%	Spelling, grammar and APA format is correct
10%	Questions and Content are relevant to the DNP Project

Evidence Table for DNP Project

Article #	Author and date	Study Design	Sample Size	Level of Evidence	Study outcomes that help to answer the clinical problem?	Limitations	Implications for DNP Project?

Appendix 11: DNP Project Proposal Defense Rubric

The DNP Project Proposal must be reviewed and approved by the DNP Project Team before the student may proceed with the DNP Project.

DNP Project Title:

Student:

Criteria Met/Unmet with Comments	
<p>DNP Project Cover Page / Abstract</p> <ul style="list-style-type: none"> a. Meets Requirements (Appendix 8) DNP Project Handbook b. Abstract 250 words or less (Provides overview of project) 	
<p>Background of the Problem</p> <ul style="list-style-type: none"> a. Introduction provides justification for choosing topic b. Background and significance of problem described. c. Clinical Problem Statement clearly defined d. How the DNP Project will attempt to solve the clinical problem is outlined 	
<p>Review & Synthesis of Literature</p> <ul style="list-style-type: none"> a. Description of literature search strategy and databases used. b. Thorough review and critical analysis of the literature related to the clinical problem. c. Synthesis of the evidence to support the clinical problem and project. d. Evidence Table included in Appendix 	
<p>Theoretical Framework</p> <ul style="list-style-type: none"> a. Description of model or framework used to guide the project b. Justification and relevance of the framework to the clinical problem explained c. Concept Map included in Appendix 	

<p>Purpose of the Project</p> <p>a. Addresses the clinical problem</p> <p>b. Clearly described and supported by the evidence presented</p>	
<p>Design and Methodology</p> <p>a. Setting / Organizational Structure</p> <ul style="list-style-type: none"> • Readiness for change? <p>b. Project Population</p> <p>c. Project Procedures</p> <p>d. Project Interventions</p> <ul style="list-style-type: none"> • Thorough description of implementation process and proposed interventions <p>e. Outcomes</p> <ul style="list-style-type: none"> • Proposed outcomes that are measurable are outlined <p>f. Ethical Considerations (IRB)</p> <p>g. Project Resources / Cost</p> <p>h. Timeline for project</p>	
<p>Evaluation Plan</p> <p>a. Outcome measures to evaluate success of Project described</p> <p>b. Procedures for data collection</p> <ul style="list-style-type: none"> • Psychometric properties of any instruments used (reliability and validity) 	
<p>Summary / APA – References, Formatting, Appendices</p>	

DNP PROJECT TEAM EVALUATION

Evaluation of DNP Project Proposal:

- Approved as Presented
- Approved with Recommendations
- Not Approved

Comments:

All proposed recommendations were met by the student and they have been approved to proceed with their DNP Project.

DNP Project Chair Signature:

Date:

DNP Project Team Member Signature:

Date:

DNP Project Team Member Signature:

Date:

Student Signature:

Date:

DNP Program Coordinator:

Date:

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Appendix 12: DNP Project Final Paper Title Page

Students should refer to the most recent APA guidelines for spacing, font, font size, margins, page numbers.... Be sure to review the *Author Responsibilities* section of the APA manual for more detail. See example below.

Running head: SHORT TITLE

1

Full Title of Project

Student Name

Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences

Date

DNP Project Final Paper: in partial fulfillment of the requirements for the degree of
Doctor of Nursing Practice

DNP Chair:

DNP Team Member:

DNP Team Member:

Appendix 13: Squire Guidelines

Revised **Standards for Q**uality Improvement Reporting Excellence (**SQUIRE 2.0**) publication guidelines

Notes to authors:

- ▶ The SQUIRE guidelines provide a framework for reporting new knowledge about how to improve healthcare.
- ▶ The SQUIRE guidelines are intended for reports that describe system level work to improve the quality, safety and value of healthcare, and used methods to establish that observed outcomes were due to the intervention(s).
- ▶ A range of approaches exists for improving healthcare. SQUIRE may be adapted for reporting any of these.
- ▶ Authors should consider every SQUIRE item, but it may be inappropriate or unnecessary to include every SQUIRE element in a particular manuscript.
- ▶ The SQUIRE glossary contains definitions of many of the key words in SQUIRE.
- ▶ The explanation and elaboration document provides specific examples of well-written SQUIRE items and an in-depth explanation of each item.
- ▶ Please cite SQUIRE when it is used to write a manuscript.

Adapted from: Orgrinc, G., Davies, L., Goodman, D., Batalden, P., Davidoff, F., & Stevens, D. (2016). SQUIRE 2.0 (Standards for Quality Improvement Reporting Excellence): revised publication guidelines for a detailed consensus process. *British Medical Journal Quality and Safety*, 25, 986-992.

Text section and item name	Page/line no(s).
	info is located
Title and abstract	
1. Title	
Indicate that the manuscript concerns an initiative to improve healthcare (broadly defined to include the quality, safety, effectiveness, patient-centeredness, timeliness, cost, efficiency and equity of healthcare).	
2. Abstract	
a. Provide adequate information to aid in searching and indexing.	
b. Summarize all key information from various sections of the text using the abstract format of the intended publication or a structured summary such as: background, local problem, methods, interventions, results, conclusions.	
Introduction: Why did you start?	
3. Problem description - Nature and significance of the local problem.	
4. Available knowledge - Summary of what is currently known about the problem, including relevant previous studies.	
5. Rationale - Informal or formal frameworks, models, concepts and/or theories used to explain the problem, any reasons or assumptions that were used to develop the intervention(s) and reasons why the intervention(s) was expected to work	
6. Specific aims - Purpose of the project and of this report.	
Methods: What did you do?	
7. Context - Contextual elements considered important at the outset of introducing the intervention(s).	

8. Intervention(s)	
a. Description of the intervention(s) in sufficient detail that others could reproduce it.	
b. Specifics of the team involved in the work.	
9. Study of the intervention(s)	
a. Approach chosen for assessing the impact of the intervention(s).	
b. Approach used to establish whether the observed outcomes were due to the intervention(s).	
10. Measures	
a. Measures chosen for studying processes and outcomes of the intervention(s), including rationale for choosing them, their operational definitions and their validity and reliability.	
b. Description of the approach to the ongoing assessment of contextual elements that contributed to the success, failure, efficiency and cost.	
c. Methods employed for assessing completeness and accuracy of data.	
11. Analysis	
a. Qualitative and quantitative methods used to understand the data.	
b. Methods for understanding variation within the data, including the effects of time as a variable.	
12. Ethical considerations - Ethical aspects of implementing the intervention(s) and how they were addressed, including, but not limited to, formal ethics review and potential conflict(s) of interest.	
Results: What did you find?	
13. Results	
a. Initial steps of the intervention(s) and their evolution over time (eg, time-line diagram, flow chart or table), including modifications made to the intervention during the project.	
b. Details of the process measures and outcomes.	
c. Contextual elements that interacted with the intervention(s).	
d. Observed associations between outcomes, interventions and relevant contextual elements.	

e. Unintended consequences such as unexpected benefits, problems, failures or costs associated with the intervention(s).	
f. Details about missing data.	
Discussion: What does it mean?	
14. Summary	
a. Key findings, including relevance to the rationale and specific aims.	
b. Particular strengths of the project.	
15. Interpretation	
a. Nature of the association between the intervention(s) and the outcomes.	
b. Comparison of results with findings from other publications.	
c. Impact of the project on people and systems.	
d. Reasons for any differences between observed and anticipated outcomes, including the influence of context.	
e. Costs and strategic trade-offs, including opportunity costs.	
16. Limitations	
a. Limits to the project's findings.	
b. Factors that might have affected the project outcomes such as, imprecision in the design, methods, measurement or analysis.	
c. Efforts made to minimize and adjust for limitations.	
Conclusions	
a. Usefulness of the work.	
b. Sustainability.	
c. Potential for spread to other contexts.	
d. Implications for practice and for further study in the field.	
e. Suggested next steps.	

Other information	
18. Funding - Sources of funding that supported this work. Role, if any, of the funding organization in the design, implementation, interpretation and reporting.	

Revised based on:

Ogrinc G, et al. BMJ Qual Saf 2015;0:1–7. doi:10.1136/bmjqs-2015-004411
 Downloaded from <http://qualitysafety.bmj.com/> on January 2, 2017

Source:

https://www.elsevier.com/_data/promis_misc/04262_SQUIRE2.0_Checklist.docx
 Downloaded on May 25, 2018

Appendix 14: DNP Project Defense Rubric

DNP Project Title:

Student:

Criteria Met/Unmet with Comments

<p>DNP Project Cover Page / Abstract:</p> <p>d. Title - Meets Requirements (Appendix 13) DNP Project Handbook</p> <p>e. Abstract - 250 words or less (Provides overview of project)</p>	
<p>Introduction:</p> <p>a. Problem description – significance</p> <p>b. Available knowledge – summary of what is currently known about the problem, include articles cited</p> <p>c. Rationale – frameworks, concepts and theories used to explain the problem; reasons or assumptions discussed</p> <p>d. Specific aims – Purpose of the project and paper</p>	
<p>Methods:</p> <p>e. Context – Elements that are important to discuss before describing the interventions</p> <p>f. Interventions – Description of the intervention in detail / team involved in the work</p> <p>g. Study of the intervention(s) – Approach chosen to assess the impact of the intervention. Approach chosen to assess if the observed outcomes were due to the intervention.</p>	

<p>Methods continued:</p> <p>d. Measures – Chosen for evaluating the process and outcomes of the intervention(s).</p> <ul style="list-style-type: none"> - Description of the assessment of contextual elements that contributed to the success, failure, efficiency, cost, etc. - Methods used to assure complete and accurate data. <p>e. Analysis – Qualitative and quantitative methods used to draw conclusions from the data.</p> <ul style="list-style-type: none"> - Methods used to understand variation within the data. <p>f. Ethical Considerations – Description of IRB process, ethical concerns related to the project discussed, potential conflicts addressed.</p>	
<p>Results:</p> <ul style="list-style-type: none"> - Define the steps of the intervention and how this changed over time, include any modifications. - Discuss the process measures and outcomes. - Describe the contextual elements that interacted with the intervention(s). - Associations made between outcomes, intervention(s) and contextual elements. - Unintended consequences associated with the intervention. - Discuss missing data (if applicable) 	
<p>Summary:</p> <ul style="list-style-type: none"> - Key findings, relevance to the project and the specific aims. - Strengths of the project 	

<p>Interpretation:</p> <ul style="list-style-type: none"> - What is the association between intervention(s) and the outcomes? - How do the results compare with other findings in the literature? - What is the impact of the project on clients, the organization? - Reasons for differences between observed and anticipated outcomes? - Costs and trade-offs? 	
<p>Limitations:</p> <ul style="list-style-type: none"> - Limits of the project's recommendations - Factors that may have affected the results of the project - Efforts made to minimize identified limitations 	
<p>Conclusions:</p> <ul style="list-style-type: none"> - Usefulness of the results? - How sustainable is the project / intervention(s)? - Can others use the results? - Implications for clinical practice? - Implications for future programs/projects? - Next steps? 	
<p>Program reflects and demonstrates the AACN Essentials of Doctoral Education for Advanced Nursing Practice:</p> <ul style="list-style-type: none"> - Articulates specific essentials met by implementation and completion of the project 	

Squire Guidelines / APA Format: a. Paper is set up to follow the Squire Guidelines b. Title Page c. In-text Citations d. References	
--	--

Rubric adapted from the Squire 2 Guidelines

Orgrinc, G., Davies, L., Goodman, D., Batalden, P., Davidoff, F., & Stevens, D. (2016). SQUIRE 2.0 (Standards for Quality Improvement Reporting Excellence): revised publication guidelines for a detailed consensus process. *British Medical Journal Quality and Safety*, 25, 986-992.

DNP PROJECT TEAM EVALUATION

PASSED, unconditional **Date:**

The DNP Project meets or exceeds all the evaluation criteria for the defense.

Comments:

PASSED, provisional **Date:**

The DNP Project requires minor to moderate, non-trivial revision(s). The DNP Project Chair will be responsible for communicating to the student, in detail, the revisions necessary for completion of the DNP Project and the deadline for the completion of the revisions. If, after that length of time, the DNP Project has not been accepted, the candidate will be considered as having failed the DNP Project.

Comments:

FAILED **Date:**

The DNP Project does not meet criteria for Defense and contains significant deficits.

Comments:

Members of the DNP Project Committee who will certify completion of the revisions (**other than the chair**) if necessary.

DNP Project Team member signature:

DNP Project Team member signature:

Revisions must be completed by:

Revisions received on:

DNP Project PASSED on:

Comments:

DNP Project Chair Signature:

Date:

DNP Project Team Member Signature:

Date:

DNP Project Team Member Signature:

Date:

Student Signature:

Date:

DNP Program Coordinator:

Date:

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Appendix 15: Permission to Retain DNP Project Products

I grant the Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences at the University of Colorado Colorado Springs permission to retain and archive the following material(s) for the purpose(s) specified below:

- DNP Project PowerPoint Presentation*
- DNP Project Proposal Paper*
- DNP Project Final Paper*
- DNP Project Poster*
- DNP Project PowerPoint Presentation*

The allowed material(s) may be used (check all which apply):

- As samples to be viewed by other students and/or faculty
- As exhibits for site visitors (Colorado Board of Nursing, CCHE, or CCNE surveyors)
- As other purpose (explain)

Permission is granted by: (electronic signature)

Student:

Reviewed by DNP Coordinator: