TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>4</td>
</tr>
<tr>
<td>MISSION and VISION</td>
<td>4</td>
</tr>
<tr>
<td>DNP PROGRAM OUTCOMES</td>
<td>4</td>
</tr>
<tr>
<td>LEADERSHIP FOCUS</td>
<td>5</td>
</tr>
<tr>
<td>DNP PRACTICUM INFORMATION</td>
<td>6</td>
</tr>
<tr>
<td>PRACTICUM EXPERIENCE IN THE DNP PROGRAM</td>
<td>6</td>
</tr>
<tr>
<td>PRACTICE HOURS TRANSFER POLICY (Appendix H)</td>
<td>6</td>
</tr>
<tr>
<td>MEDITREK REQUIRED FORMAT (Appendix K)</td>
<td>8</td>
</tr>
<tr>
<td>DNP PROJECT INFORMATION</td>
<td>9</td>
</tr>
<tr>
<td>DNP PROJECT OVERVIEW</td>
<td>9</td>
</tr>
<tr>
<td>EXAMPLES OF DNP PROJECTS</td>
<td>12</td>
</tr>
<tr>
<td>DNP PROJECT/PRACTICE SITE</td>
<td>13</td>
</tr>
<tr>
<td>ASSISTANCE WITH DNP PRACTICE SITE</td>
<td>13</td>
</tr>
<tr>
<td>AFFILIATION AGREEMENTS</td>
<td>13</td>
</tr>
<tr>
<td>PROJECT RESOURCES</td>
<td>13</td>
</tr>
<tr>
<td>DNP PROJECT TEAM</td>
<td>13</td>
</tr>
<tr>
<td>PROJECT COURSE INSTRUCTOR &amp; ACADEMIC MENTOR ROLES</td>
<td>13</td>
</tr>
<tr>
<td>PROJECT MENTOR ROLE</td>
<td>13</td>
</tr>
<tr>
<td>CONTENT EXPERT ROLE</td>
<td>14</td>
</tr>
<tr>
<td>DNP PROJECT ETHICS AND HUMAN SUBJECTS PROTECTION</td>
<td>18</td>
</tr>
<tr>
<td>DNPV 764: LEADERSHIP PRACTICUM</td>
<td>19</td>
</tr>
<tr>
<td>PRACTICUM ACTIVITY EXAMPLES</td>
<td>22</td>
</tr>
<tr>
<td>EXAMPLES OF DNP PROJECT TOPICS FROM THE CCNE WHITE PAPER</td>
<td>24</td>
</tr>
<tr>
<td>APPENDIX A – RESEARCH REGISTRATION FORM</td>
<td>30</td>
</tr>
<tr>
<td>APPENDIX B - PROJECT TIMELINE/PROGRESSION TIMELINE</td>
<td>34</td>
</tr>
<tr>
<td>DNPV 761: DNP Project I</td>
<td>35</td>
</tr>
<tr>
<td>DNPV 763: DNP Project II</td>
<td>36</td>
</tr>
<tr>
<td>DNPV 767: DNP Project III</td>
<td>37</td>
</tr>
<tr>
<td>APPENDIX C - APA, 6th ed., Citation Examples</td>
<td>38</td>
</tr>
<tr>
<td>APPENDIX D – HEADING EXAMPLES</td>
<td>39</td>
</tr>
<tr>
<td>APPENDIX E – DNP PROJECT TEAM DETERMINATION</td>
<td>40</td>
</tr>
</tbody>
</table>
APPENDIX F – LEADERSHIP DNP PROJECT FREQUENTLY ASKED QUESTIONS ................................................................. 43
APPENDIX G – MEDITREK ENTRIES REQUIRED FORMAT .......................................................................................... 47
APPENDIX H – PRACTICE HOURS TRANSFER POLICY ............................................................................................... 48
APPENDIX I – PRACTICUM EXPERIENCE GUIDELINES ............................................................................................... 49
APPENDIX J – PROJECT PRACTICUM_SITE MENTOR AGREEMENT .......................................................................... 51
APPENDIX K – DNP PROPOSAL TEMPLATE ................................................................................................................... 59
INTRODUCTION

The following handbook was developed to help guide you through the DNP project process and practice based experiences at Touro University Nevada (TUN). It contains the DNP Project background, definitions and procedures that are required for successful completion of your final project. This handbook also contains necessary documents and templates that will need to be submitted throughout development and completion of your DNP project and other practicum experiences.

MISSION and VISION

Vision:
The vision of the Touro University Nevada School of Nursing is to foster the development of professional nurses at all levels who excel in practice, research, education, leadership, and community service.

Mission:
The mission of the Touro University Nevada School of Nursing is to prepare graduates who demonstrate outstanding nurse leadership at all levels who uphold the values, philosophy, and practice of the nursing profession and who are committed to care for patients within an ethical, culturally diverse, and evidenced based framework. The programs are student centered and serve society through practice, research, education, leadership, and community service.

DNP PROGRAM OUTCOMES

The graduate will be able to:

1. Integrate nursing science, theories, and concepts with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice.

2. Select appropriate organizational and systems leadership models and theories to promote quality improvement and systems thinking.

3. Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.

4. Design, implement, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, and equitable nursing and health care services.

5. Synthesize information systems/technology and patient care technology concepts to improve and transform nursing practice.

6. Critically analyze policy/laws/ethics to develop, evaluate, and advocate for, change that shapes financing, regulation, and delivery of nursing and health care services.

7. Employ effective communication and collaborative skills in the development and implementation of evidence based nursing practice.
8. Analyze epidemiological, biostatistical, environmental, cultural, and other appropriate scientific data related to individual, aggregate, and population health.

9. Design evidence based practice that integrates nursing science with the science of other applicable disciplines to improve healthcare delivery and outcomes.

10. Perform, competently and effectively, all responsibilities of the chosen specialty nursing role.

**LEADERSHIP FOCUS**

TUN’s DNP program focuses on nursing leadership, preparing graduates for administrative and/or leadership roles that focus on aggregates, populations, systems, or organizations. Students do not participate in direct patient care through their DNP education. DNP graduates bring their knowledge and expertise to assist in identifying systems and organizational level problems and developing evidence based health interventions. The ability to perform such activities requires competency in organizational assessment techniques in addition to expert level knowledge of nursing and related biological and behavioral sciences.
DNP PRACTICUM INFORMATION

PRACTICUM EXPERIENCE IN THE DNP PROGRAM

Throughout the DNP Program at Touro University Nevada (TUN), students are required to enroll in 4 different courses which will allow an opportunity to gain practice experiences. An additional self-study practicum course is available to students who have earned less than 472 post-baccalaureate practice hours prior to this DNP program. The required hours per course are outlined below:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Trimester (Full time students)</th>
<th>Practice Hours Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNPV 761 DNP Project I</td>
<td>Trimester 1</td>
<td>144 hours</td>
</tr>
<tr>
<td>DNPV 763 Project II</td>
<td>Trimester 2</td>
<td>144 hours</td>
</tr>
<tr>
<td>DNPV 767 Project III</td>
<td>Trimester 3</td>
<td>144 hours</td>
</tr>
<tr>
<td>DNPV 764 Leadership Practicum</td>
<td>Trimester 2</td>
<td>96 hours</td>
</tr>
<tr>
<td>*DNPV 756 DNP Practicum (not required for all students)</td>
<td>After Trimester 1</td>
<td>1 credit= 48 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number of credits needed depends upon MSN practice hours transferred into the DNP.</td>
</tr>
</tbody>
</table>

Note: practice hours will NOT accrue beyond the hours required in each course. Example: 144 hours are required in DNP Project I. Student performs 200 practice hours. Only 144 hours will be counted toward degree completion.

In all practice based courses, students will engage with a Project or Practice Mentor and key members from the inter- and intra-professional team in various integrative-practice activities with the goal of achieving program outcomes and practice based learning to prepare them for nursing practice as a doctoral prepared nurse leader. Students are required to pursue leadership practice experiences that will address the DNP Essentials, the TUN DNP Program Outcomes, and lead to mastery of the advanced practice nursing specialty of Scholar-Practitioner and Nurse Leader. During the DNP Project courses, students will carry out a practice-application oriented DNP Project.

Students are required to engage in a diversity of practice experiences that relate to all of the DNP Essentials, program outcomes, and enable the application of didactic teaching and scholarly evidence to practice experiences. The Practicum Experience Guideline (Appendix I) outlines specific acceptable activities as well as unacceptable activities for practicum experience.

PRACTICE HOURS TRANSFER POLICY (Appendix H)

To be eligible for a doctoral degree in nursing, a total of 1000 post-baccalaureate practice hours are required. This DNP program has 528 practice hours embedded in the curriculum; these hours are required
as a part of the DNP coursework. **Note: practice hours will NOT accrue beyond the hours required in each course. Example: 144 hours are required in DNP Project I. Student performs 200 practice hours. Only 144 hours will be counted toward degree completion.**

Each student may have up to 472 practice hours endorsed from previous graduate work. Transfer practice hours can be evaluated through various methods including:

1. An official letter confirming number of practice hours completed at the regionally accredited institution the student attended. These hours may be completed during a masters or doctorate degree in nursing.
2. Proof of national certification in an area of advanced practice nursing or certification in nursing that requires a graduate degree in nursing and additional practice hours.
   a. Students who meet these criteria are eligible for 472 transfer practice hours.
3. Transcript evaluation may be utilized as a method of practicum hour’s evaluation.
   a. In the case that the transcript provides the number of hours completed, these hours will be accepted as transfer practice hours.
   b. If a transcript does not state actual hours of practice, the student will be awarded 48 practice hours for every 1 credit hour of practicum or project courses in which the student has received a passing grade.

The student needs to supply evidence of practicum hour completion. **To facilitate this process, an assignment drop-box is located in DNPV 760: Introduction to DNP.** If no evidence of previous graduate practice hours is received by the end of DNPV 760, students will need to complete the additional 472 hours via enrollment in 10 credits of DNPV 756: DNP Practicum.

All students will receive communication from the Director of Graduate Programs regarding their practice hours transfer evaluation by the end of Trimester 1.

If a student has less than 472 practice hours for transfer, the student will be required to complete an Alternate Curriculum Plan which will be evaluated and approved by the Director of Graduate Programs. In order to facilitate completion of 1000 post-baccalaureate hours, this plan will include enrollment in DNPV 756: DNP Practicum for additional practicum hour completion. Students are eligible to enroll in DNPV 756 at any point after completion of the first trimester of coursework.

Please note that a total of 70 post-baccalaureate credit hours are required to obtain a DNP degree. This DNP Program is 33 credit hours. As a result, a student who graduated with an MSN with 36 credit hours or less may be required to take additional credits.

**PRACTICUM LOGS**

Meditrek is the software system utilized to track Practice Hours throughout the DNP Program. Students track the required number of hours for each class by selecting their course instructor and the course name from a drop down menu. The student is also required to select which program outcomes and DNP Essentials relate to each practice activity log. Course instructors review Meditrek logs on a weekly basis and provide appropriate feedback to students. Logs may be returned to students for revision for a number
of possible reasons including insufficient information, activities that don’t qualify as practice experience, and items requiring further clarification. Logs marked as “accepted” count toward the course cumulative total hours. Meditrek software provides the ability to audit hours across the program as well as for individual courses.

Each week Meditrek logs will be submitted to record practicum hours spent. Please submit these logs under the course instructor’s name. A minimum of 5 hours should be recorded each week. All practicum hours must be supervised by an RN who is licensed in the state where the practice experience takes place. Please see practicum hour’s guideline for additional information regarding qualifying practicum hours. At mid-term, the student must have 50% of the hours logged or a SIP will be issued. At the end of the semester the student must have 144 logged hours in order to receive a final grade in the course. Failure to complete these hours will result in an incomplete grade for the course.

**MEDITREK REQUIRED FORMAT (Appendix K)**

1. **Practice site:** List the practice site where this activity was performed OR list the practice site that this activity was associated with. If you attended an approved conference/webinar, please list the conference/webinar here.

2. **Collaboration:** Who did you collaborate with to complete this activity? List the names and titles of the individuals that were involved or that helped you complete this activity. Initials of names are acceptable but the title of the individual should be clear. For example, “J.S. nursing manager at host site”, would be an appropriate description. These individuals may be from any discipline as long as they are associated with your practice activity.

3. **Supervision:** List the name/title of your project or practicum mentor. Must be a registered nurse who holds an unencumbered license in the state where you are performing the practicum activity. Remember also that you must be licensed in that state as well.

4. **Activity:** Describe the activity completed.

5. **Rationale:** Please justify the need for this activity in one to two sentences. For example, if the activity was “development of a power point presentation in collaboration with nursing manager”, the rationale might include, “This power point will be utilized in nursing staff education regarding updated sepsis guideline at host site prior to implementation of the guideline”.
The DNP project is a reflection of the scholarly work completed throughout the DNP program. The project should demonstrate the student’s competency in the American Association of Colleges of Nursing (AACN) Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006). The DNP project represents the same milestone as the dissertation does for the PhD. This work demonstrates that the DNP student has met and mastered the criteria necessary to be a DNP practitioner.

<table>
<thead>
<tr>
<th>AACN Essentials of Doctoral Education for Advanced Nursing Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The DNP program prepares the graduate to:</strong></td>
</tr>
<tr>
<td><strong>Scientific Underpinnings for Practice</strong></td>
</tr>
<tr>
<td>1. Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice.</td>
</tr>
<tr>
<td>2. Use science-based theories and concepts to:</td>
</tr>
<tr>
<td>• determine the nature and significance of health and health care delivery phenomena</td>
</tr>
<tr>
<td>• describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and health care delivery phenomena as appropriate; and evaluate outcomes.</td>
</tr>
<tr>
<td>3. Develop and evaluate new practice approaches based on nursing theories and theories from other disciplines.</td>
</tr>
<tr>
<td><strong>Organizational and Systems Leadership for Quality Improvement and Systems Thinking</strong></td>
</tr>
<tr>
<td>1. Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences.</td>
</tr>
<tr>
<td>2. Ensure accountability for quality of health care and patient safety for populations with whom they work.</td>
</tr>
<tr>
<td>• Use advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care systems.</td>
</tr>
<tr>
<td>• Employ principles of business, finance, economics, and health policy to develop and implement effective plans for practice-level and/or system-wide practice initiatives that will improve the quality of care delivery.</td>
</tr>
<tr>
<td>• Develop and/or monitor budgets for practice initiatives.</td>
</tr>
<tr>
<td>• Analyze the cost-effectiveness of practice initiatives accounting for risk and improvement of health care outcomes.</td>
</tr>
<tr>
<td>• Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers.</td>
</tr>
<tr>
<td>3. Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care...</td>
</tr>
</tbody>
</table>
| Clinical Scholarship and Analytical Methods for Evidence-Based Practice | 1. Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.  
2. Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends.  
3. Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.  
4. Apply relevant findings to develop practice guidelines and improve practice and the practice environment.  
5. Use information technology and research methods appropriately to:  
   • collect appropriate and accurate data to generate evidence for nursing  
   • practice  
   • inform and guide the design of databases that generate meaningful  
   • evidence for nursing practice  
   • analyze data from practice  
   • design evidence-based interventions  
   • predict and analyze outcomes  
   • examine patterns of behavior and outcomes  
   • identify gaps in evidence for practice  
6. Function as a practice specialist/consultant in collaborative knowledge-generating research.  
7. Disseminate findings from evidence-based practice and research to improve healthcare outcomes. |
| Technology and Information for the Improvement and Transformation of Patient-Centered Health Care | 1. Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems.  
2. Analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology.  
3. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases.  
4. Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology.  
5. Evaluate consumer health information sources for accuracy, timeliness, and appropriateness. |
| Health Care Policy for | 1. Critically analyze health policy proposals, health policies, and |
| **Advocacy in Health Care** | related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums.  
2. Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy.  
3. Influence policy makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or international levels to improve health care delivery and outcomes.  
4. Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes.  
5. Advocate for the nursing profession within the policy and healthcare communities.  
6. Develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery.  
7. Advocate for social justice, equity, and ethical policies within all healthcare arenas. |
|---|---|
| **Interprofessional Collaboration for Improving Patient and Population Health Outcomes** | 1. Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products.  
2. Lead interprofessional teams in the analysis of complex practice and organizational issues.  
3. Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems. |
| **Clinical Prevention and Population Health for Improving the Nation’s Health** | 1. Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.  
2. Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.  
3. Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health. |
| **Advanced Nursing Practice** | 1. Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.  
2. Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences.  
3. Develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes.  
4. Demonstrate advanced levels of clinical judgment, systems... |
A major assessment of your learning in this program is accomplished through completion of the DNP Project. All TUN DNP students must complete an integrated evidence-based DNP Project that demonstrates a leadership practice (non-research) focus. The DNP final project is an application-oriented, scholarly document exemplifying the concept of the scholar-practitioner. Project types may vary with student preference. Accordingly, project types may include a change project, quality improvement project, practice improvement project, or program development and/ or program evaluation. This project is developed sequentially throughout the three trimesters of the DNP program, and is designed to guide, instruct, and keep the DNP student progressing forward.

**EXAMPLES OF DNP PROJECTS**

DNP projects are advanced practice focused and are meant to improve a population, health care system, or community. Typically, projects emanate from the student’s clinical or professional nursing practice and involve collaboration with an organization. The DNP project must be performed in a nursing leadership practice setting. Practice settings may include but are not limited to hospitals, outpatient clinics, outpatient surgery centers, community health and public health. The project should be an evidence based practice innovation that creates a change process. The DNP project should also include evidence of evaluation through the generation and analysis of data.

Please note that projects in an academic setting such as a school of nursing are not appropriate for this process.

The AACN (2015) states that all DNP Projects should meet the following criteria:

- Focus on a system or population
- Should be centered on changes that directly or indirectly impact healthcare outcomes
- Demonstrate a plan for future sustainability
- Provide an evaluation of the outcomes
- Serve as a foundation for future nursing practice scholarship

**Common areas of DNP projects include:**

- Quality improvement projects
- Evidence-based practice
- Program development
- Development of new policies or revision
- Practice change initiative
- Implementation and evaluation of an technological innovation to enhance or evaluate care
DNP PROJECT/PRACTICE SITE

Throughout the DNP Program at TUN, students will enroll in 4 different courses which will allow an opportunity to gain practicum experiences. These courses include Leadership Practicum (96 hours), DNP Project I (144 hours), DNP Project II (144 hours), and DNP Project III (144 hours). Students are responsible for establishing a practice site for the DNP Project by week 4 of DNP Project I, and will use same practice site to complete practice hours in DNP Project II and III (See Appendix J). Practice sites may include a diversity of settings including various healthcare organizations including community centers, acute care facilities, long term care facilities, prison systems, school systems, corporations (addressing employee health), non-governmental organizations and public health organizations. DNP Project sites can not include academic centers dealing with nursing students at any level.

Students enrolled in the Leadership Practicum course are required to establish a practice site for this course during trimester two (See Appendix J). Students may choose to use the same practice site for Leadership Practicum as they use for the DNP Project.

ASSISTANCE WITH DNP PRACTICE SITE

Students may at times have difficulty establishing a practice site. To assist with this situation, TUN maintains a current nationwide list of established affiliation agreements that may be utilized as practice sites for DNP students. If a student wishes to view the list of current affiliation agreements in a specific state, please request this list from the Clinical Coordinator.

AFFILIATION AGREEMENTS

Touro University Nevada does not require affiliation agreements for DNP Practicum Experiences. However, the practice site may require an affiliation agreement with Touro. If the site requires an agreement it is the responsibility of the student to obtain the agreement. In compliance with these standards, each student must submit a signed waiver or agreement in the designated week of the appropriate courses. Should a site require an affiliation agreement, please contact the Clinical Coordinator for more details on this process.

PROJECT RESOURCES

In completion of a successful DNP project, students will be required to seek out various internal and external resources in their professional community. In some cases, delays in the project timeline may occur when a specific resource is unavailable or difficult to obtain. Project due dates may be adapted as needed to allow for student progression where appropriate.

DNP PROJECT TEAM

The student will work with an assigned project team throughout their DNP Project. This project team will consist of two doctorally-prepared faculty members (a Project Course Instructor and an Academic Mentor). The student will be responsible for obtaining a Project Mentor and an optional Content Expert in the project site. Below are qualifications, roles and responsibilities of each role.

PROJECT COURSE INSTRUCTOR & ACADEMIC MENTOR ROLES

The course instructor has primary responsibility over grading the students’ project submissions and guiding the student in DNP Project decisions. The course instructor also coordinates the “Project Team
Determination” which is used to determine if the student’s project falls in the jurisdiction of TUN IRB as research. In rare circumstances, students may be required to submit a full TUN IRB application. Under these circumstances, the Project Course Instructor will be listed as the “Principal Investigator” on the IRB application. Students are encouraged to reach out to their course instructor with questions regarding the DNP Project at any time they feel necessary.

The academic mentor serves as a secondary check point to ensure the quality of the DNP project with each submission of the DNP Project Proposal. The academic mentor will collaborate with the student and the course instructor to facilitate the approval process at various checkpoints in the project courses. Students may also reach out to their academic mentor with general questions regarding progression in the program.

The Academic Mentor and Project Course Instructor agree to:

- Maintain open communication with the Project Mentor and Student at all times.
- Offer to schedule virtual meetings with the Project Mentor and Student at least once per session and as needed at other times.
- Review the weekly progress reports made by the student and identify and communicate issues that the committee must address.
- Support the student and the Project Mentor through availability and responsiveness to identified issues.

**PROJECT MENTOR ROLE**

All students must have a primary Project Mentor (PM). The PM will work with the student throughout their academic career at TUN to help them gain practical experience in a nursing leadership practice environment as well as guide the student in the DNP Project experience. The PM must meet the criteria listed in these guidelines (See Appendix J).

When selecting a PM you should consider the following guidelines:

1. The individual you select must possess an adequate content understanding related to your topic area, because the PM oversees your DNP scholarly project. The topic area must have a leadership focus and must expand beyond your normal work requirements. The PM serves in a mentor role and may assist you in the manner you both agree upon to:
   - Gain access to practicum experience.
   - Troubleshoot issues that arise during the planning, implementation, and evaluation of your project.
   - Provide encouragement and support during the project phase of your education.
   - Share expertise regarding your project topic.
   - Ideally, you will choose someone that can provide mentorship throughout the entire program.
2. The PM must have an earned doctoral degree (PhD, EdD, DNP).
3. The PM must have a current unencumbered RN license in the state where the DNP Project will occur. Compact license is acceptable provided both the student and the PM are authorized to practice in the state where the project will take place.
4. The PM is not responsible for grading work and is not a voting member of the DNP Project Committee.
5. The PM may not be the student’s workplace supervisor.
6. The PM must possess adequate technology skills to read and respond to emails, and to communicate with you in a timely fashion.
7. The PM must provide a copy of their curriculum vitae (CV) or resume for review by the course instructor and inclusion in your assignment submission for the applicable week in the project course. The CV must reflect adequate leadership experience and a doctoral level education.
8. The PM may not be a first or second degree relative of the student.

**CONTENT EXPERT ROLE**

Each student has the opportunity to identify individuals with practice expertise and/or stakeholders pertaining to their DNP Scholarly Project topic. An individual serving as a content expert needs adequate content understanding in the area related to the DNP project and agrees to mentor the student throughout the program and provide guidance with development and implementation of the DNP Project, under the supervision of the Project Team. The Project Team functions as a sub-committee of the DNP Project Committee and consists of the student’s course instructor in the DNP Project courses and the academic mentor (AM).

**Qualifications:**
- Hold a minimum of a Master’s degree in a related field to the DNP Project topic from a regionally accredited University and have adequate knowledge and/or expertise related to the DNP scholarly project.
- A content expert may be a specialist or stakeholder from any discipline relating to the students DNP Project.
- A content expert should submit a CV or resume that reflects expertise in the project topic area of the student’s DNP Project. This document should be provided to the student who will submit it for review by the project course instructor.

**Responsibilities:**
- Support the student throughout the program or sessions they agree to participate. It is preferred that the Content Expert commit to working with the student throughout the program.
- Meet in person or virtually with the student and the Project Team as needed throughout the students’ academic career at TUN.
- Mentor the student towards successful completion of the identified DNP scholarly project, under the supervision of the Project Team.
- Coach, support, and mentor the student towards success as necessary, including obtaining necessary site approvals in the identified practice setting.

**STUDENT ROLE AND RESPONSIBILITIES**

The Student agrees to:

- Utilize the time of the project team effectively and efficiently through effective communication and respect.
- Meet in person or virtually, with the Project Team at least as needed throughout the student’s academic career at TUN.
• Make consistent progress towards completion of the DNP Scholarly project and to keep the Content Expert, Project Mentor and Project Team updated on their progress through submission of appropriate weekly Meditrek logs and communication with all parties on an as needed basis.
• Complete all project course assignments in a timely manner.
• Reach out to the Project Mentor with questions and for support as needed.

<table>
<thead>
<tr>
<th>Team Member</th>
<th>Roles and Responsibilities</th>
<th>Required Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Course Instructor</td>
<td>• Grades the student’s project submissions.</td>
<td>• Assigned Faculty Member</td>
</tr>
<tr>
<td></td>
<td>• Is listed as the principal investigator for projects requiring IRB oversight.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Answers questions related the DNP Project.</td>
<td></td>
</tr>
<tr>
<td>Academic Mentor</td>
<td>• Serves as a secondary check point to ensure the quality of the DNP project.</td>
<td>• Assigned Faculty Member</td>
</tr>
<tr>
<td></td>
<td>• Collaborates with the student and the course instructor to facilitate the approval process at the various checkpoints in the course.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Answers general questions regarding progression in the program.</td>
<td></td>
</tr>
<tr>
<td>Project Mentor</td>
<td>• Collaborates with the student throughout their DNP program.</td>
<td>• Must be able to provide mentorship throughout the entire program.</td>
</tr>
<tr>
<td></td>
<td>• Helps the student gain practical experience in a nursing leadership practice environment.</td>
<td>• Must be available to assist with the practice component of the program, which centers on completion of DNP project.</td>
</tr>
<tr>
<td></td>
<td>• Guides the student in the DNP Project experience.</td>
<td>• Must possess an adequate content understanding related to your DNP Project topic area.</td>
</tr>
<tr>
<td></td>
<td>• Coach, support, and mentor the student towards success as necessary, including obtaining necessary site approvals in the identified practice setting.</td>
<td>• The PM must have an earned doctoral degree (PhD, EdD, DNP).</td>
</tr>
<tr>
<td></td>
<td>• Meets in person or virtually with the student and the Project Team as needed throughout the DNP Project process.</td>
<td>• The PM may not be the student’s supervisor.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The PM must possess adequate technology skills to read and respond to emails, and to communicate with you in a timely fashion.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The PM must provide a copy of their curriculum vitae (CV) or</td>
</tr>
</tbody>
</table>
### ADDITIONAL PROJECT TEAM INFORMATION

The project team has the responsibility to evaluate all submissions of the students’ project paper throughout the trimester.

The project team works together to evaluate each project submission and determine if the student will pass this portion of the project. Project approval is determined by a passing grade of 166/200 (83%) or higher. Student progress through the DNP Project will be tracked by project course faculty through the DNP Project Checklist in each project course. The project team functions as a sub-committee of the DNP Project Committee and as such minutes will be kept of each meeting. In the case that a failure or
disapproval of a project is being considered, the student's paper will be independently examined by a third DNP faculty member to make the determination.

DNP PROJECT ETHICS AND HUMAN SUBJECTS PROTECTION

All DNP Projects are subject to the highest standards for human subject protection, confidentiality, and ethical practice. Each student should work with their project team, and any regulatory officials at their project/practice site to ensure the highest standards for human subject protection, confidentiality, and ethical practice.

Students whose projects meet criteria for IRB exemption determination application or full IRB application submission will be required to submit such to the IRB for review and official determination. Criteria for each of these applications are explained in detail on designated IRB forms. The School of Nursing DNP Project Committee will support any decisions and/or recommendations of the TUN IRB Committee in this regard.

Students are also subject to any regulatory requirements of the practice/project site including the possibility of additional IRB application(s) within the host organization. It is the responsibility of the student to be aware of such regulations and be compliant with these standards.

INSTITUTIONAL REVIEW BOARD PROCESS

During DNP Project II, an Institutional Review Board (IRB) application and Project Determination form (Appendix E) should be completed and submitted to the project team via LMS (Blackboard / Canvas) for review. The Project Determination form will be utilized to determine if the project methodology warrants official IRB application submission through the TUN IRB committee or if the project is a “quality improvement” methodology and therefore will not require IRB oversight. Projects that require IRB application submission must also be registered to the TUN Research Committee. Students completing projects requiring research registration should work with their Project Team in completing the Research Registration Form (Appendix A). Students should be aware that IRB approval processes may result in significant delays in implementation timelines. Students should stay in close communication with the Project Team members throughout this process to arrange for necessary timeline extensions.

Quality improvement projects will not be registered with a TUN research registration number or with TUN IRB. However, students will be required to address basic principles of ethics and confidentiality in alignment with the American Nurses Association Code of Ethics throughout their DNP Project. Further, specific steps taken to address issues of confidentiality and ethics should be clearly outlined in an appropriately labeled section of the DNP Project Paper. Specific approvals regarding confidentiality and ethics principles in quality improvement projects will be addressed on an individual basis by the project team. All necessary approvals must be in place before project implementation occurs.

If the agency where the project will be implemented requires separate IRB approval, the student should also initiate this process. Send any documents to the course instructor and submit them as appendices to your DNP Project submission where appropriate. All IRB approvals, agency agreements, and final approval from the DNP Project Team and/or Graduate Curriculum Committee must be in place prior to starting project implementation.

Full IRB Review
If a student’s DNP Project is subject to full IRB review, delays may occur in the project timeline. In this situation, provided the student has completed all necessary applications in a timely fashion, the student will be permitted to continue in the DNP Program course of study. In this situation, at the end of DNP Project III, if the student’s project is not complete the student will be granted an “Incomplete” to allow the project to be completed to satisfaction. Incomplete grades are subject to the regulations of the TUN University Catalog.

**DNPV 764: LEADERSHIP PRACTICUM**

In the standard course of study, students are required to enroll in *DNP 764: Leadership Practicum* during trimester two. This is a structured course that requires the completion of various practice activities covering all DNP Essentials in a 16 week timeframe. It is the student’s responsibility to obtain a practice site and a practicum mentor for this course that allows for a diversity of practice experiences. Students submit the “First Week Required Submission” during week one, which includes paperwork to authorize practicum experiences. Specifically, the students personal nursing license, the practicum mentor’s license, their CV, evidence of need/or no need for affiliation agreement, rationale for selecting the practicum mentor, and a signed Practicum Mentor agreement (Appendix J) must be submitted.

The table below provides a brief summary of the 8 practice based activities completed in the Leadership Practicum course. Further information can be located in the course syllabus and calendar.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1 (week 1-2)</td>
<td>DNP Essential II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking</td>
<td>Students Address DNP Essential II through working with practice site stakeholders in assessing an organizational cultural competence through practice and policy review. Students work with practice site and their established practicum mentor to propose an evidence based practice change to improve cultural competence and addressing diversity within an organizational setting. They are required to submit an executive summary to an organizational leader outlining their plan which includes financial impact of their plan on the organization. The executive summary is also submitted to the course room for grading.</td>
</tr>
<tr>
<td>Unit 2 (week 3-4)</td>
<td>III. Clinical Scholarship and Analytical Methods for Evidence-Based Practice</td>
<td>Students address DNP Essential III through collaboration with a scholar-practitioner or practice mentor at the practice site to evaluate current evidence in a topic of interest that pertains their practice site. Working alongside a practice mentor or a scholar practitioner, students engage in professional journal abstract review to learn more about the role of</td>
</tr>
<tr>
<td>Unit 3 (week 5-6)</td>
<td>IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care</td>
<td>the scholar practitioner. The abstract review with recommendations is submitted to the course room as evidence. Students are encouraged to work with professional nursing journal experts to complete this project. Students Address DNP Essential IV through working with practice site stakeholders in assessing an information technology issue. Students work with practice site and their established practicum mentor to propose an evidence based practice change to improve practice through utilization of technology in the organizational setting. They are required to develop and submit a rapid cycle improvement plan to an organizational leader outlining their plan which includes financial impact of their plan to the organization. The rapid cycle improvement plan is also submitted to the course room for grading.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Unit 4 (week 7-8)</td>
<td>V. Health Care Policy for Advocacy in Health Care</td>
<td>Students address DNP Essential V through working with practice site stakeholders in assessing a local, national, or international policy issue. Students specifically examine governing boards and regulatory body influences on a specific policy and examine compliance issues accordingly. Students work with practice site and their established practicum mentor to propose an evidence based practice change to improve compliance with national standards within an organizational setting. They are required to submit an executive summary to an organizational leader outlining their plan which includes financial impact of their plan in the organization. The executive summary is also submitted to the course room for grading.</td>
</tr>
<tr>
<td>Unit 5 (week 9-10)</td>
<td>VI. Interprofessional Collaboration for Improving Patient and Population Health Outcomes</td>
<td>Students Address DNP Essential VI through working with practice site stakeholders in assessing a clinical or leadership problem that impacts or involves multiple disciplines in healthcare. Students identify a minimum of 3 disciplines that play a role in addressing the issue and collaborate with these individuals to coordinate a feasible solution to the issue that is appropriate to the organizational venue.</td>
</tr>
<tr>
<td>Unit 6 (Week 11-12)</td>
<td>VII. Clinical Prevention and Population Health for Improving the Nation’s Health</td>
<td>Students work with practice site, the multidisciplinary team, and their established practicum mentor to propose an evidence based practice change to improve practice in the organizational setting. They are required to submit an executive summary to an organizational leader outlining their plan which includes financial impact of their plan on the organization and the role of each discipline in the solution. The executive summary is also submitted to the course room for grading. Students locate a population health issue for which public policy may make an impact. Students work with stakeholders in the community and with their practice mentor to locate resources, investigate the problem, and propose a solution to a government official. Students work with stakeholders to write and send a letter to a government official with specific evidence based recommendations for change. Students are required to supply specific information regarding the policy number and specific issues discovered in the community through assessment in the letter. Students are required to submit the letter in the course and to mail the letter to the public official.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Unit 7 (Week 13-14)</td>
<td>VIII. Advanced Nursing Practice</td>
<td>Students review their progress in the DNP Project course and work with other DNP students to brainstorm additional content experts/stakeholders that could offer insight on their DNP Project. Students work with the practice site stakeholders to gain insight and buy in from key players for their DNP Projects and apply insights to their DNP Projects.</td>
</tr>
<tr>
<td>Unit 8 (Week 15-16)</td>
<td>I. Scientific Underpinnings for practice</td>
<td>Students collaborate with their practice mentor to select and attend a professional doctoral level conference/workshop pertaining to their DNP Project and apply findings to their DNP Project.</td>
</tr>
</tbody>
</table>
**PRACTICUM ACTIVITY EXAMPLES**

Students should utilize the Practicum Experience Guideline (Appendix I) to determine appropriate practice activities for all practice based courses. The following list will provide some examples of appropriate practice based activities that may be completed in this DNP Program.

<table>
<thead>
<tr>
<th>Practice Activity Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employ inter- and intra-professional collaboration with members of the healthcare team.</td>
<td>Attend meetings with agency/organizational/ community leaders for the exploration, definition and discussion of the DNP Project problem or other identified practice issues pertaining to a specific practice based course. Or Attend agency/organization/community committee meetings to evaluate a practice protocol, guidelines, and process improvement project(s). Or Attend agency/organization/community planning meetings to determine goals and approaches for addressing the DNP Project problem or other identified practice issues pertaining to a specific practice based course. Or Attend meetings with consultants and/or content experts to learn about approaches for addressing the DNP Project problem or other identified practice issues pertaining to a specific practice based course.</td>
</tr>
<tr>
<td>Interact with other doctoral student specialties including PhD, DNP, and any other applicable specialties including engineering, public health, business professionals, and healthcare administration.</td>
<td>Attend DNP Project Presentations of other students Or Consult a student from another discipline to collaborate on a practice issue pertaining to a practice based course project or the DNP Project Or Participating in a health initiative in local, state, and regional health departments involving students from other disciplines.</td>
</tr>
<tr>
<td>Engage with experts in nursing and other disciplines to facilitate mentorship and meaningful student engagement and education.</td>
<td>Pursue opportunities for using data bases to evaluate outcomes of care. Or Time spent engaging in leadership activities with a PM in an area of</td>
</tr>
</tbody>
</table>
| Participate in a wide variety of learning activities that bring about application, synthesis, and expansion of knowledge at the doctoral level. | Site visits to gain background or depth in the DNP Project topic or other identified practice issues pertaining to a specific practice based course.  
Or  
Create presentations or facilitate work groups related to the DNP Project or other practice based course, e.g. planning and project development/implementation/evaluation.  
Or  
Spend time carrying out the DNP Project or other practice based course project (a poster, podium, workshop, or conference presentation).  
Or  
Attend pre-approved workshops, webinars or conferences within the limits of the practicum guideline. |
| Share in meaningful learning experiences within various practice environments that utilize nurse leaders | Assist in writing a grant proposal with a nurse leader  
Or  
Conduct professional journal review under the guidance of an appropriate mentor.  
Or  
Assist in policy review and revision at a practice site  
Or  
Collaborate with a community leader to organize a disaster preparedness movement  
Or  
Establish a mentoring relationship with a Dean/Director/CEO of an organization that supplies nursing leadership and spend time carrying out tasks related to an advanced nursing leadership role. |
| Spend practice hours in the practice environment related to the final DNP Project or other practice based activity. | This can be accomplished in a number of ways including collaborating with a Project Mentor or stakeholders regarding the project, attending and participating in administrative meetings pertaining to the DNP Project in the practice setting, etc. |
EXAMPLES OF DNP PROJECT TOPICS FROM THE CCNE WHITE PAPER

Students are encouraged to develop unique DNP Projects that cover topics of interest to them in a practice setting of their choice. Below are some examples of common practice areas explored in a DNP Project with a leadership focus. Examples of appropriate evaluations of these problems are provided in the right hand column.

<table>
<thead>
<tr>
<th>Organizational Systems Leadership Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Example</strong></td>
</tr>
<tr>
<td>Work with the Director of the local Red Cross exploring ways to improve disaster preparedness.</td>
</tr>
<tr>
<td>Or</td>
</tr>
<tr>
<td>Work with the System Safety Office evaluating the disaster plan incorporating national best practices and making recommendations for quality improvement of the system plan.</td>
</tr>
<tr>
<td><strong>Then</strong></td>
</tr>
<tr>
<td>Create or improve a disaster response plan guideline or protocol based on current evidence. After the protocol has been accepted by the host organization and TUN, develop a webinar on the guideline/protocol and disseminate it to the appropriate audience. (ie. Volunteers /employees of the local red cross who would be the responders in the disaster situation.)</td>
</tr>
</tbody>
</table>

**Population Health**
<table>
<thead>
<tr>
<th>Project Example</th>
<th>Evaluation Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner with community organizations that affect the health of high risk populations to address screening or health education processes, financial challenges (including how to raise money and manage money), volunteerism, and interactions/collaborative opportunities with the healthcare system. Examples of community agencies include: Habitat for Humanity, food pantries, Catholic Charities, homeless shelters, Salvation Army, and Hope Center. Other opportunities might include collaboration with private sector companies to design healthcare facilities, or design and implement wellness/health programs in conjunction with business such as the airline or auto industry.</td>
<td>1. Evaluate outcome measures specific to a local homeless shelter before and after implementing a performance improvement plan in a homeless shelter. Appropriate outcome measures might include 1) Permanent housing at exit 2) Housing tenure 3) Employment at exit 2. Before and after implementing a guideline for addressing health literacy using best practices in a rural health clinic, examine staff understanding of best practices surrounding this topic. Evaluate utilization of appropriate discharge instructions that are tailored to the patient’s literacy level over a period of time after implementation.</td>
</tr>
</tbody>
</table>

### Policy Projects

<table>
<thead>
<tr>
<th>Project Example</th>
<th>Evaluation Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate evidence to develop a policy to reduce major events that trigger an ED visit, e.g. by notifying a provider that a fall has occurred, document evidence of need for the policy change; Evaluate geriatric trauma screening for triage; make a recommendation for policy change to revise criteria.</td>
<td><strong>Formative:</strong> After developing/revising and implementing a policy to address fall prevention in a healthcare facility, present the new policy to staff and evaluate their understanding of it. <strong>Summative:</strong> Examine fall rates before and after the policy implementation.</td>
</tr>
</tbody>
</table>

### Long Term Care Facilities

<table>
<thead>
<tr>
<th>Project Example</th>
<th>Evaluation Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate and implement a quality improvement program within a long-term care facility, e.g. Evercare or a Medicare Advantage plan, to improve antibiotic selection for symptomatic UTIs in older adults without indwelling catheters and to decrease the inappropriate use of nitrofurantoin.</td>
<td><strong>Formative:</strong> After developing/revising and implementing a guideline, present the new guideline to medical and nursing staff and evaluate their understanding of it. <strong>Summative:</strong> Examine nitrofurantoin use related to symptomatic UTI’s in patients without indwelling catheters before and after the guideline implementation.</td>
</tr>
<tr>
<td>Urgent Care</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td><strong>Project Example</strong></td>
<td><strong>Evaluation Example</strong></td>
</tr>
</tbody>
</table>
| Focus on achieving the national benchmark of urgent care visit times lasting less than 60 minutes, identifying and mitigating impediments to efficient patient flow at a Family Medicine Center Walk-in Clinic.  
  
  or  
  
  Implement a quality improvement project to identify measure and rectify bottlenecks impacting patient flow through the clinic while tracking total visit times. | **Formative**: After developing/revising and implementing a guideline addressing patient flow, present the new guideline to medical and nursing staff and evaluate their understanding of it.  
  
  **Summative**: Evaluate visit times before and after the protocol is implemented. |

<table>
<thead>
<tr>
<th>Prison Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Example</strong></td>
</tr>
</tbody>
</table>
| Explore the effectiveness of chronic disease management models and mental health services among the aging population in prison systems. Focus on the institution of mental health screening and care models to be integrated into the prison system of care. | **Formative**: After developing/revising and implementing a guideline addressing mental health services, present the new guideline to medical and nursing staff and evaluate their understanding of it.  
  
  **Summative**: Evaluate specific outcome measures related to mental health treatment before and after the protocol is implemented. Outcome measures should be determined through literature review and institutional review but may include 1) Prison violent event incidence rate 2) Medication regimen compliance 3) Connection to mental health community resources on release. |

<table>
<thead>
<tr>
<th>School Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Example</strong></td>
</tr>
<tr>
<td>Evaluate Tobacco Free Teens program as a mobile device application, introduce the mobile application in a middle school classroom and evaluate the adolescents’ satisfaction with the tool; other areas of focus may include evaluating</td>
</tr>
</tbody>
</table>
immunizations, weight loss, and healthy eating. holding a school wide presentation to present the smoking cessation program and have open enrollment as well.

**Summative:** Evaluate teen smoking in the school system before and after the intervention. Or if the school already had a smoking cessation program, you could evaluate enrollment in the smoking cessation program before and after.

### Community-based Care Network

<table>
<thead>
<tr>
<th>Project Example</th>
<th>Evaluation Example</th>
</tr>
</thead>
</table>
| Implement a quality improvement project developed to address the gaps in APRN practice and evaluate the impact of a competency-based training program on the translation of evidence in the APRNs' practice. | Specific outcome measures for evaluation could include:  
- Increase documentation of didactic training and skills validation for transvaginal ultrasounds and endometrial biopsy from 0% to 90%.  
- Increase the number of APRNs who perform transvaginal cervical length measurement in the assessment of symptomatic preterm labor patients from less than 40% to 75%.  
- Decrease the number of fetal fibronectin studies run without a corresponding cervical length measurement by 20%.  
- Decrease the number of inadequate endometrial samples from the current 25% to less than 10% by X date.  
- Increase the percent of endometrial biopsies being done by APRNs in the region to greater than 50%. |

### Rural Native American Reservation

<table>
<thead>
<tr>
<th>Project Example</th>
<th>Evaluation Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form a working group with health department personnel to discuss and address the issues of health literacy and cultural sensitivity; Develop a case management model for more complex</td>
<td><strong>Formative:</strong> After developing/revising and implementing a program, present the new guideline to appropriate medical and nursing staff and evaluate their understanding of it.</td>
</tr>
</tbody>
</table>
patients that includes the development of a cost sharing plan that proposes utilizing social workers from the senior center to coordinate this service and proposes to the community council the need to add a professional nurse FTE position to the clinic to help coordinate the effort of the social workers in ensuring regular follow up of patients; Implement the use of community health workers as a means of further engaging the community and as a means of increasing follow-up visits.

<table>
<thead>
<tr>
<th>Public Health Department</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Example</strong></td>
</tr>
<tr>
<td>Collaborate with state government units to improve access to health care, negotiating tribal governance, gender issues, language, and culture in a population by training lay health promoters e.g. to improve the diet and access to fresh foods or providing zinc supplementation to the under age 5 population in Guatemala.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-governmental Organizations and Community Health Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Example</strong></td>
</tr>
<tr>
<td>Collaborate with in country NGOs to decrease stigmatization and increase screening for breast cancer in Zambia; or collaborate with the American Heart Association or other organization to improve outcomes in the community.</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Corporations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project Example</strong></td>
</tr>
<tr>
<td>Focus on decreasing the percentage of employees in a manufacturing plant with a BMI in the obese or overweight category by changing cafeteria food options, educational initiatives and a voluntary</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
| employer-based 16 week wellness program. | x% more of healthy foods or low calorie options.  
- X% increase in enrollment to a voluntary employer-based 16 week wellness program.  
- BMI decrease of x% in x% of employees by x date. |
Purpose for Registration of Research Activities:

The completion and distribution of the attached research registration form serves to inform the Associate Dean for Research, the Biosafety officer and other key personnel of research and scholarly activity being proposed or currently conducted by faculty of Touro University Nevada. The completion and filing of the registration form and its required attachments helps both faculty and the institution avoid potential conflicts of interest, the inappropriate or unwitting commitment of University resources, or initiating projects that are not in keeping with the mission and vision of the University. Oversight of all research ultimately rests with the Senior Provost of Touro Western Division.

Research communication at TUN:

The Research Registration Form must be submitted prior to beginning any research project. The applicant must insure that sufficient time is allowed for the Research Committee to review the form to ensure compliance with published guidelines concerning human subjects, animal research, biosafety hazards and/or chemical hazards. After the initial submission the form has to be submitted annually.
Research Registration Form

The completion and distribution of the attached research registration form serves to inform the Associate Dean for Research, the Biosafety officer and other key personnel of research and scholarly activity being proposed or currently conducted by faculty of Touro University Nevada.

PROJECT/PROGRAM DESCRIPTION:

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>PI</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-PI</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-PI</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-PI</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-PI</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Title project/program: _______________________________________________________________

Touro University Nevada College/School: ________________________________________________

Estimated project Begin Date: ________________  Project End Date: __________________

GENERAL INFORMATION

1. Is this project currently funded? □ Yes □ No
   If yes, source of funding?

2. Will you seek funding for this project? □ Yes □ No
   If yes, from what source?

3. Is additional space required? □ Yes □ No

4. Does this project require the purchase of new equipment? □ Yes □ No
   If yes, please list.
There are Federal guidelines concerning the use of humans, animals, biohazardous material and hazardous chemicals. Please complete the check list to assure that you are in compliance with the appropriate guidelines.

**Use of Human Subjects**

- Collecting survey data □ Yes □ No
- Collecting psychological, physiological or clinical data □ Yes □ No
- Any psychological, physiological or clinical intervention? □ Yes □ No

If you answered yes to any of the above please file an Institutional Review Board (IRB) Form.
(Please contact the IRB Chair Dr. Terrence Miller at Terrence.miller@tun.touro.edu)

**Use of Animals** □ Yes □ No

If yes, species name:

If the animal is a vertebrate animal please file an Institutional Animal Care and Use Committee (IACUC) Form
(Please contact the IACUC Chair Dr. Michael Wells at Michael.wells@tun.touro.edu)

**Use of Biohazardous materials**

- Microorganisms, viruses □ Yes □ No

If yes, please file a Biological Agent Registration Form

- Biologically derived toxins □ Yes □ No

If yes, please file a Toxins of Biological Origins Registration Form

- Recombinant DNA □ Yes □ No

If yes, please file a Recombinant DNA Registration Form
(Please contact the Institutional Biosafety Officer Dr. Vladimir Bondarenko at valdimir.bondrenko@tun.touro.edu)

**Use of Hazardous Chemicals**

- Will you be using hazardous chemicals? □ Yes □ No

If yes, or you are unsure of the status of the chemical being used, please file a Chemical Registration Form
(Please contact the Institutional Biosafety Officer Dr. Vladimir Bondarenko at valdimir.bondrenko@tun.touro.edu)
Additional Instructions:

1. Research Registration Form should contain all required signatures.

2. Any applicable additional forms as noted on the research registration form must be included. The additional forms, if required, ensure appropriate oversight and compliance of research activity based on established NSF, NIH and OSHA guidelines.

3. Brief research proposal abstract (no more than one page) written in a format that committee members can understand. Please be aware that committee members come from various areas of research and therefore may not be up to date in your specific area.

4. Please submit the completed Research Registration Form to the Associate Dean for Research Dr. Mahboob Qureshi at mahboob.qureshi@tun.touro.edu.
### APPENDIX B

#### DNP PROJECT TIMELINE

<table>
<thead>
<tr>
<th>Activity</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select Clinical Site</td>
<td>DNP Project I</td>
</tr>
<tr>
<td>Identify Area of Interest for Capstone Project</td>
<td>DNP Project I</td>
</tr>
<tr>
<td>Select Capstone Mentor</td>
<td>DNP Project I</td>
</tr>
<tr>
<td>Select Content Experts</td>
<td>DNP Project I</td>
</tr>
<tr>
<td>Complete needs assessment for capstone project</td>
<td>DNP Project I</td>
</tr>
<tr>
<td>Select Capstone Project</td>
<td>DNP Project I</td>
</tr>
<tr>
<td>Complete Review of the Literature</td>
<td>DNP Project I</td>
</tr>
<tr>
<td>Develop Proposal</td>
<td>DNP Project I &amp; DNP Project II</td>
</tr>
<tr>
<td>Complete CITI Certification</td>
<td>DNP Project II</td>
</tr>
<tr>
<td>Submit Final Proposal to Mentor and Project Team Approval Form</td>
<td>DNP Project II</td>
</tr>
<tr>
<td>IRB Preparation Submit Purpose for Registration of Research Activities Form</td>
<td>DNP Project II</td>
</tr>
<tr>
<td>Implement project (after approval of proposal presentation)</td>
<td>DNP Project III</td>
</tr>
<tr>
<td>Complete the data collection, analysis and submit Final Paper</td>
<td>DNP Project III</td>
</tr>
<tr>
<td>Final Practicum Log Submission</td>
<td>DNP Project III</td>
</tr>
<tr>
<td>DNP Student Presentation</td>
<td>DNP Project III</td>
</tr>
<tr>
<td>Final DNP Project Submission</td>
<td>DNP Project III</td>
</tr>
<tr>
<td>Final Portfolio Submission</td>
<td>DNP Project III</td>
</tr>
</tbody>
</table>
DNP Project Progression Checklist

**Student Name:**

**Project Title:**

**DNP 761: DNP Project I**

**Course Instructor (CI):**

**Academic Mentor (AM):**

<table>
<thead>
<tr>
<th>Initials:</th>
<th>CI</th>
<th>AM</th>
</tr>
</thead>
</table>

- ☐ Week 2: Project Topic Approved
- ☐ Week 4: Project Mentor Approved
- ☐ Week 4: Project Site Approved
- ☐ Week 5: Section 1 of DNP Project I Proposal Approved
- ☐ Week 8: Section 2 of DNP Project I Proposal Approved
- ☐ Week 13: Section 3 of DNP Project I Proposal Approved

**Project Delays**

<table>
<thead>
<tr>
<th>Date</th>
<th>Description of Delay</th>
<th>Description of Resolution/Date Resolved</th>
</tr>
</thead>
</table>

The following items have been thoroughly reviewed by both CI and AM and the student meets criteria for progression to DNP Project II

- ☐ Approved
- ☐ Not Approved

**Comments**

**Course Instructor Signature:** ___________________________  **Date:** ___________________________

**Academic Mentor Signature:** ___________________________  **Date:** ___________________________
DNPV 763: DNP Project II

Course Instructor: ____________________________________________________________

Academic Mentor: ___________________________________________________________

Initials: ________________________________________________________________

☐ Week 5: Section 1 DNP Project II Project Proposal Approved  CI_________AM _______
☐ Week 8: Section 2 DNP Project II Project Proposal Approved  CI_________AM _______
☐ Week 11: Section 3 DNP Project II Project Proposal Approved  CI_________AM _______
☐ Week 14: TUN IRB Oversight Determination Completed  CI_________AM _______

<table>
<thead>
<tr>
<th>Date</th>
<th>Description of Delay</th>
<th>Description of Resolution/Date Resolved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The following items have been thoroughly reviewed by both CI and AM and the student meets criteria for progression to DNP Project III

☐ Approved
☐ Not Approved

Comments


Course Instructor Signature: _______________ Date: _______________

Academic Mentor Signature: _______________ Date: _______________
DNPV 767: DNP Project III

Course Instructor: 

Academic Mentor: 

Initials:

☐ Week 1-4: Implementation and Evaluation Completed CI_________AM _______
☐ Week 7: DNP Project III: Analysis Approved CI_________AM _______
☐ Week 9: DNP Project III: Discussion and Significance Approved CI_________AM _______
☐ Week 11: Final DNP Project Proposal Approved CI_________AM _______
☐ Week 15: Final Presentation Approved CI_________AM _______

Project Delays

<table>
<thead>
<tr>
<th>Date</th>
<th>Description of Delay</th>
<th>Description of Resolution/Date Resolved</th>
</tr>
</thead>
</table>

The following items have been thoroughly reviewed by both CI and AM and the student meets criteria for full completion of DNP Project Requirements

☐ Approved
☐ Not Approved

Comments

Course Instructor Signature: ___________________________ Date: ___________________________

Academic Mentor Signature: ___________________________ Date: ___________________________
## APPENDIX C

APA, 6th ed., Citation Examples

<table>
<thead>
<tr>
<th>Type of Citation</th>
<th>Beginning of sentence; first mention in text</th>
<th>Beginning of sentence; subsequent mention in text</th>
<th>End of sentence; first mention in text</th>
<th>End of sentence; subsequent mention in text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>One work/four authors</strong></td>
<td>Jones, Stutz, Zay, and Walsh (2016)</td>
<td>Jones et al. (2016)</td>
<td>(Jones, Stutz, Zay, &amp; Walsh, 2016)</td>
<td>(Jones et al., 2016)</td>
</tr>
<tr>
<td><strong>One work/six authors</strong></td>
<td>Carrion et al. (2015)</td>
<td>Carrion et al. (2015)</td>
<td>(Carrion et al., 2015)</td>
<td>(Carrion et al., 2015)</td>
</tr>
</tbody>
</table>
APPENDIX D

HEADING EXAMPLES

Level One Heading

Level Two Heading

   Level three heading.

   Level four heading.

   Level five heading.
This form is to be filled out by the student at the time the IRB application is filled out. All students will fill out the IRB application as this experience will provide insight into the IRB process. This decision form will then be used to guide the student and the project team as to whether the IRB application should be submitted to IRB. Although all IRB applications should be submitted to the course drop-box, IRB applications are only submitted to the IRB for review when they are determined to be research (not quality improvement) and involve human subjects.

All DNP Projects regardless of methodology must uphold the highest standards of ethical practice including confidentiality and privacy as described in the ANA Code of Ethics. Accordingly, basic principles of ethics, confidentiality and privacy must be addressed and maintained in each phase of the DNP Project implementation. Methods for maintaining such should be described in full detail within body of the DNP Project Paper.

If the determination is made that the DNP Project is a “Quality Improvement Project”, then the project should be referred to as such in all future communications both in writing and verbally. “Quality Improvement Projects” should not be referred to as research or research projects. In addition, these projects are not subject to any form of IRB review. Additionally, the student should not make any claim in writing or verbally of IRB exemption status, acceptance, or review in such projects.

Section A should be completed and submitted by the student. Section B should be completed by the faculty.

SECTION A:

Student Name: ______________________________________________________________________

DNP Project Title: ____________________________________________________________________

DNP Project Instructor: _______________________________________________________________

Academic Mentor: ___________________________________________________________________

**Quality Improvement or Research Worksheet**

*Rachel Nosowsky, Esq.*

<table>
<thead>
<tr>
<th>ITEM</th>
<th>Issue and Guidance</th>
<th>Rating</th>
</tr>
</thead>
</table>
| 1    | Are participants randomized into different intervention groups in order to enhance confidence in differences that might be obscured by nonrandom selection? Randomization done to achieve equitable allocation of a scarce resource need not be considered and would not result in a “yes” here. | ____ YES  
_____ NO |
| 2    | Does the project seek to test issues that are beyond current science and experience, such as new treatments (i.e., is there much controversy about whether the intervention will be beneficial to actual patients – or is it designed simply to move existing evidence into practice?). If the project is performed to implement existing knowledge to improve care – rather than | ____ YES  
_____ NO |
3. Are there any potential conflicts of interest (financial or otherwise) among any researchers involved in the project? If so, please attach a description of such in an attachment to this form.

4. Is the protocol fixed with a fixed goal, methodology, population, and time period? If frequent adjustments are made in the intervention, the measurement, and even the goal over time as experience accumulates, the answer is more likely “no.”

5. Will data collection occur in stages with an effort to remove potential bias? If so is there any potential for data skewing from this process?

6. Is the project funded by an outside organization with a commercial interest in the use of the results? If the answer to this question is “Yes” please also answer question 6a and 6b. If the project is funded by third-party payors through clinical reimbursement incentives, or through internal clinical/operations funds vs. research funds, the answer to this question is more likely to be “no.”

6a. Is the sponsor a manufacturer with an interest in the outcome of the project relevant to its products?

6b. Is it a non-profit foundation that typically funds research, or internal research accounts?

Adapted from Hastings Center, “The Ethics of Using Quality Improvement Methods to Improve Healthcare Quality and Safety” (June 2006) If the weight of the answers tends toward “yes” overall, the project should be considered “research” and approved by an IRB prior to implementation. If the weight of the answers tends toward “no,” the project is not “research” and is not subject to IRB oversight unless local institutional policies differ. Answering “yes” to sequence #1 or #2 – even if all other answers are “no” – typically will result in a finding that the project constitutes research. It is important to consult with your local IRB if you are unsure how they would handle a particular case, as the analysis of the above issues cannot always be entirely objective and IRB policies and approaches vary significantly.

Obtained from: https://irb.research.chop.edu/sites/default/files/documents/quality_improvement_or_research_worksheet.pdf

Additional resources:
SECTION B:

Project Classification Decision:

The project team consisting of a minimum of two faculty members will select one of the three classifications listed below.

_____ This DNP Project is a quality improvement project. Do not submit to IRB for review.

_____ This DNP Project contains research methodology and an IRB application should be submitted to the TUN IRB committee for exemption determination and/or full IRB review.

_____ This DNP Project is not clearly delineated as quality improvement or research of discovery. Additional consultation will be obtained from the IRB committee by the project team. The advice of the IRB committee regarding the need for review will be noted in writing and the student will be informed of such (Please attach any pertinent documentation from IRB review as an Appendix to this document.)

By signing below, each member of the project team indicates that they agree with the above selection.

Printed Name of Project Team Member 1: __________________________________________________

Signature of Project Team Member 1: _____________________________________________________

Printed Name of Project Team Member 2: __________________________________________________

Signature of Project Team Member 2: _____________________________________________________
APPENDIX F

DNP PROJECT FREQUENTLY ASKED QUESTIONS

1. **Question:** How do I make this leadership with a patient focus? I just want to focus on patients/ I plan to stay at the bedside.

   **Answer:** One way to bring a patient care project to a leadership/organizational level is to create an evidence based guideline or protocol that addresses the phenomenon of interest. You will need to establish how the guideline or protocol addresses an institutional need and aligns with institutional/organizational goals. Perhaps the guideline may address healthcare costs or accreditation standards. You will want to fully explore this and show that you are creating evidence based patient care guideline or protocol based on an institutional or organizational need that can produce sustainable positive change. If you can do this, you probably have a great project in front of you!

2. **Question:** I want to do a project that involves direct patient interaction. Is this acceptable?

   **Answer:** A DNP leadership project is an indirect care degree and should not involve any direct patient care. Direct patient care should not be a part of the DNP student’s practicum experience at any point. As such, the DNP student should not engage in any phase of the nursing process including assessment, diagnosis, planning care, implementation, evaluation, and patient education. However, students are encouraged to utilize the nursing process to indirectly improve patient outcomes and patient care processes. For example, a DNP student with a leadership focus may choose to create a protocol for a specific disease management in a clinical setting. The DNP student would write the protocol using best evidence and expert consultation and then implement the protocol into the host organization/nursing unit. Once the implementation was approved, the DNP student may choose to educate the staff regarding the new protocol and collect data before and after the implementation. The staff would then engage in patient care that the DNP student directed through the protocol. This is indirect patient care and is highly appropriate in a leadership focus project.

3. **Question:** I’ve wanted to make a change in a specific procedure at my work for a while; an I utilize the DNP project to make this change?

   **Answer:** Your DNP Project should have a solid foundation of scholarly evidence to support it. You may find through personal practice reflection, stakeholder interview, and literature search a problem of interest. Is the intervention based on current scholarly evidence? A common mistake made is to propose an intervention that is based on personal perspective but not founded in research. Although personal perspective and stakeholder perspectives are important to consider in project development, they can’t serve as the foundation of the DNP Project without substantive evidence to support the project.

4. **Question:** I have had an idea on how to address a problem at my work for a while. I would like to explore if it would actually work. Would this be a good DNP Project?

   **Answer:** If the idea has previously been explored and established to be “best practice standards” in the literature or via national guidelines then this would make a great DNP Project. If your idea is an original idea that you would like to research for the first time, then you should probably reconsider. A common mistake made is to suggest an intervention that has not been explored in previous research. This is considered research of discovery and would not be appropriate for the scope of the DNP Project. Research of discovery requires advanced understanding of research
methodology and often takes years to accomplish using appropriate methodology. The DNP Essentials guide the DNP student toward translating existing evidence into practice a practice setting of interest. This should be the primary focus of the DNP Project.

5. **Question:** How do I know if this is a DNP project or a master’s level project?  
   **Answer:** A Masters level project will meet the Masters level CCNE Essentials of Practice. A Doctoral level project will meet the Doctoral level Essentials of practice. In general, the doctoral level project involves a higher level of synthesis, analysis, and creation, and evaluation. Please review the DNP Essentials for further guidance.

6. **Question:** How do I write appropriate objectives to a DNP Project?  
   **Answer:** A DNP Project objective is a clear statement of a desired outcome. DNP Project objectives should be in APA list format and not in paragraph format. These types of objectives should be attainable and realistic with regard to what the project will accomplish. Objectives should include a specific time frame, a description of those involved, the action, procedure, place, and criteria for success. If any one of these components is missing, it is not a complete objective. Example of providing realistic, attainable objectives: If the student would like to create a community health program to feed homeless people in an urban community as a DNP Project, then a realistic project objective might be something like, “Through this DNP Project, a Community Health Program will be created at the host community center in urban California that provides 3 meals to 100 homeless individuals per day by May 2018.” An example of an unrealistic goal would be the following: “Through this DNP Project, a Community Health Program will be created at the host community center in urban California that resolves homeless hunger by May 2018.” Resolving hunger is an admirable goal but is not measurable or realistic for the timeframe. Your DNP Project I class addresses this topic. Please complete the learning activities in the course associated with writing objectives to add further clarification to this question.

7. **Question:** How do I make the organization want my project?  
   **Answer:** There are several different techniques that could be used to help key stakeholders buy into your DNP Project. One of the first steps to this is establishing an organizational need. What does the project mean to your organization? How will your project improve cost? Quality of Care? Next, find out who the key stakeholders are in your organization and contact them. Set up a phone meeting or an in person meeting and solicit their support. Present your project idea to them early on and let them know the timeframe of your project, goals, and significance to the organization and/or the individual role that the key stakeholder plays. You may also consider inviting a few key stakeholders to join in the project as “content experts”. See qualifications for “content experts”. Giving someone an official title and position with your project, and also letting them know you plan to publish your findings, will often increase their commitment to your success.

8. **Question:** If TUN IRB considers my project “Quality Improvement” or “IRB Exempt”, does that mean that the institution where I am doing my project will not require me to go through IRB?  
   **Answer:** Each institution has their own Policies and Procedures that they follow to determine IRB involvement in quality improvement projects. As a TUN DNP student, you are subject to the review of TUN’s IRB as well as the host organization’s IRB where your DNP Project takes place. You are advised to work closely with your Project mentor and Course Instructor to determine appropriate actions to follow to ensure timeliness in submission of any required materials for external IRB committees.
9. **Question:** If the host site for my DNP Project is the same as my place of employment, how do I differentiate hours spent on my project?

**Answer:** Many DNP students utilize their place of employment as their host site for their DNP Project. This dynamic offers many conveniences in performing the DNP Project in that it is not looked down on. However, the DNP Project should not be part of regularly scheduled job duties and payment should not be received for any activities associated with the DNP Project.

10. **Question:** I have a problem I would like to explore for my DNP Project but I am having difficulty finding up to date research. There is a lot of old research; can I still use this as my topic?

**Answer:** What is the reason for the gap in literature on this topic? Has it lost its relevance? Is it no longer a problem in most places? Consider the answers to these questions and perhaps look further at the problem you are considering. Without appropriate literature to support your topic/project, the DNP project will not meet the appropriate standards of rigor for this level of education.

11. **Question:** The outcome data that I am evaluating is already collected each month as a part of ongoing quality improvement initiatives at my DNP Project host site. Would it be appropriate to implement my project and then work with the data analyst to utilize existing outcome data before and after my implementation? Or do I need to collect the data independently and do my own statistical analysis?

**Answer:** Students are encouraged to work with existing infrastructure in the organization where the DNP Project is implemented. Many hospitals and other healthcare facilities collect ongoing data. This data can be utilized and students would not need to independently analyze data that is already available through an established forum. For example, many nursing units nosocomial infection rates and report these numbers in national forums and to nursing administration. If the DNP Project was to create a protocol for preventing nosocomial infections through implementing a new protocol, the outcome data might be looked at during the time before and after implementing the new protocol. The DNP student would work with the data analyst at the hospital to access the data. Although the analysis would be done already, the DNP student would still be required to provide information on how the data was collected and analyzed in their DNP Project paper.

12. **Question:** Why can’t I work with nursing students or educational processes as a part of my DNP Project?

**Answer:** The practice of educating nursing students is considered a unique and separate yet valuable specialty. CCNE does not consider this practice to be a part of doctoral level education and therefore these hours can’t be counted toward DNP Practicum or Project hours.

13. **Question:** Can I use education as a part of my project?

**Answer:** In many cases, DNP Projects involve implementing a new protocol, guideline, or practice based on best evidence. A necessary part of any successful implementation will naturally involve education of the multi-disciplinary team members involved in the practice change. This is a totally appropriate step in an implementation process but in a very complex healthcare system this will not likely be the only step involved in implementation. Specific steps to successful implementation should be determined on a needs basis for the specific host site of the DNP Project. Implementation is then followed by evaluation. Evaluation data should include information from specific healthcare outcomes and should not include evaluation of an education module. DNP
Projects can involve education of support staff and members of the interdisciplinary healthcare team but should not involve direct patient or student interaction.
APPENDIX G

MEDITREK ENTRIES REQUIRED FORMAT

1. Practice site: List the practice site where this activity was performed OR list the practice site that this activity was associated with. If you attended an approved conference/webinar, please list the conference/webinar here.

2. Collaboration: Who did you collaborate with to complete this activity? List the names and titles of the individuals that were involved or that helped you complete this activity. Initials of names are acceptable but the title of the individual should be clear. For example, “J.S. nursing manager at host site”, would be an appropriate description. These individuals may be from any discipline as long as they are associated with your practice activity.

3. Supervision: List the name/title of your project or practicum mentor. Must be a registered nurse who holds an unencumbered license in the state where you are performing the practicum activity. Remember also that you must be licensed in that state as well.

4. Activity: Describe the activity completed in detail to justify the hours logged.

5. Rationale: Please justify the need for this activity in one to two sentences. For example, if the activity was “development of a PowerPoint presentation in collaboration with nursing manager”, the rationale might include, “This power point will be utilized in nursing staff education regarding updated sepsis guideline at host site prior to implementation of the guideline”.


APPENDIX H

PRACTICE HOURS TRANSFER POLICY

To be eligible for a doctoral degree in nursing, a total of 1000 post-baccalaureate practice hours are required. This DNP program has 528 practice hours embedded in the curriculum; these hours are required as a part of the DNP coursework. As such, each student may have up to 472 practice hours endorsed from previous graduate work. Transfer practice hours can be evaluated through various methods including:

1. An official letter confirming number of practice hours completed at the regionally accredited institution the student attended. These hours may be completed during a masters or doctorate degree in nursing.
2. Proof of national certification in an area of advanced practice nursing or certification in nursing that requires a graduate degree in nursing and additional practice hours.
   a. Students who meet these criteria are eligible for 472 transfer practice hours.
3. Transcript evaluation may be utilized as a method of practicum hour’s evaluation.
   a. In the case that the transcript provides the number of hours completed, these hours will be accepted as transfer practice hours.
   b. If a transcript does not state actual hours of practice, the student will be awarded 48 practice hours for every 1 credit hour of practicum or project courses in which the student has received a passing grade.

The student needs to supply evidence of practicum hour completion. To facilitate this process, an assignment drop-box is located in DNP 760: Introduction to DNP. If no evidence of previous graduate practice hours is received by the end of DNP I, students will need to complete the additional 472 hours via enrollment in 10 credits of DNPV 756 DNP Practicum.

All students will receive communication from the Director of Graduate Programs regarding their practice hours transfer evaluation by the end of Trimester 1.

If a student has less than 472 practice hours for transfer, the student will be required to complete an Alternate Curriculum Plan which will be evaluated and approved by the Director of Graduate Programs. In order to facilitate completion of 1000 post-baccalaureate hours, this plan will include enrollment in DNPV 756 for additional practicum hour completion. Students are eligible to enroll in DNPV 756 at any point after completion of their first trimester of coursework.
APPENDIX I
PRACTICUM EXPERIENCE GUIDELINES

Throughout the DNP Program at Touro University Nevada (TUN), students are required to enroll in 4 different courses which will allow an opportunity to gain practicum experiences. An additional self-study practicum course is available to students who are unable to transfer the appropriate number of practice hours from their MSN degree. The required hours per course are outlined below:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Trimester (Full time students)</th>
<th>Practice Hours Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNP 761 DNP Project I</td>
<td>Trimester 1</td>
<td>144 hours</td>
</tr>
<tr>
<td>DNP 763 Project II</td>
<td>Trimester 2</td>
<td>144 hours</td>
</tr>
<tr>
<td>DNP 767 Project III</td>
<td>Trimester 3</td>
<td>144 hours</td>
</tr>
<tr>
<td>DNP 764 Leadership Practicum</td>
<td>Trimester 2</td>
<td>96 hours</td>
</tr>
<tr>
<td>DNP 756 DNP Practicum (if needed, not required for all students)</td>
<td>Optional Trimester 2-4</td>
<td>1 credit= 48 hours</td>
</tr>
</tbody>
</table>

In all practice based courses, students will engage with a Project or Practice Mentor and key members from the inter- and intra-professional team in various integrative-practice activities with the goal of achieving program outcomes and practice based learning to prepare them for nursing practice as a doctoral prepared nurse leader. Students are required to pursue leadership practice experiences that will address the DNP Essentials, the TUN DNP Program Outcomes, and lead to mastery of the advanced practice nursing specialty of Scholar-Practitioner and Nurse Leader. During the DNP Project courses, students will carry out a practice-application oriented DNP Project.

Students are required to engage in a diversity of practice experiences that relate to all of the DNP Essentials, program outcomes, and enable the application of didactic teaching and scholarly evidence to practice experiences. In practice experiences, students are encouraged to engage in the following activities:

Employ inter- and intra-professional collaboration with members of the healthcare team.

Interact with other doctoral student specialties including PhD, DNP, and any other applicable specialties including engineering, public health, business professionals, and healthcare administration.

Engage with experts in nursing and other disciplines to facilitate mentorship and meaningful student engagement and education.

Participate in a wide variety of learning activities that bring about application, synthesis, and expansion of knowledge at the doctoral level.

Share in meaningful learning experiences within various practice environments that utilize nurse leaders.

Spend practicum hours in the practice environment related to the final DNP Project. This can be accomplished in a number of ways including collaborating with a Project Mentor or stakeholders regarding
the project, attending and participating in administrative meetings pertaining to the DNP Project in the practice setting, etc.

Additional Information:

Students should consider the following when considering practicum experiences:

All DNP Practicum Hours must be logged in the Meditrek Medical Education Management System using the required format. All hours, including CITI modules, and doctoral level professional conference attendance, must be signed off as supervised in Meditrek by an approved Practicum or Project Mentor. Activities such as professional conferences require pre-approval from the project course instructor.

Practicum experience may be allowed in the student’s place of work provided the experiences are not a part of the individuals job duties and they are not being financially reimbursed for performing such duties.

Hours spent in the DNP Project development, implementation, and evaluation can appropriately be considered practicum hours provided these hours are spent engaging with the project team and occur in the practice environment. Although many hours will be spent writing the project proposal, these hours are not considered practicum experience. Other practice activities related to the DNP Project are counted toward practicum hours provided they meet the criteria listed in section 1.

During enrollment in DNP Project I (DNP 761) practicum hours should not be logged until after the student has received approval of their selected Project Mentor and project site during week 4 of the course. A student who wishes to begin working in the practice environment prior to week 4 must request permission from their course instructor to submit paperwork prior to that date. The student may start logging practice activity once approval for a project site and Project Mentor has been received.

During DNP Project II, students are asked to complete CITI training. A student may take this opportunity to collaborate with their Project Mentor to apply their learning directly to their DNP Project. CITI training may count for up to 8 hours of DNP Practicum in the DNP Project II course.

Doctoral level professional conference participation may be considered by the project course instructor for approval provided the topic presented therein pertains to the DNP Project topic of that student. To receive practicum hour credit for a professional conference, the student should submit CEU’s completed. For every one CEU granted through conference attendance, 1 practicum hour will be awarded.

Practicum Experiences may not include:

Practice as a nurse educator including educating nursing students, engaging in the educational process, and experiences in academic curriculum cannot be counted toward practicum activities and cannot be the focus of a student’s DNP Project.

Travel time to and from the practice site and/or professional conferences may not be counted toward practice hours.

Literature Review

Webinars

Direct patient care is not permitted as a DNP Student. For more information on what constitutes direct patient care, please see the DNP Project & Practicum Handbook “FAQs”.
APPENDIX J
PROJECT/PRACTICUM SITE MENTOR AGREEMENT

All students will select a Project/Practicum Mentor (PM) and a site where their DNP Project and/or Practicum experience will take place. This must be completed in Week 4 of the first practicum course, either DNPV 761 (Accelerated Track) or DNPV 764 (Standard Track).

In the DNP Project courses, students may also select up to three additional content experts in a related field to the DNP Project. Adding additional content experts is recommended to ensure the quality of the project and foster stakeholder buy-in. Please review additional information regarding the roles of these individuals and general guidelines for the practice experience found in the DNP Project and Practicum Handbook.

<table>
<thead>
<tr>
<th>Practicum Course</th>
<th>When to Submit</th>
<th>Resources Required</th>
<th>Optional Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNP 761, 763, 767</td>
<td>Week 4 of 761</td>
<td>Project Site</td>
<td>Up to 3 content experts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Project Mentor</td>
<td></td>
</tr>
<tr>
<td>DNP 764</td>
<td>Week 1 of 764</td>
<td>Practicum Site</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practicum Mentor</td>
<td></td>
</tr>
<tr>
<td>DNP 756 (Self-study course)</td>
<td>Week 1 of 756</td>
<td>Practicum Site</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Practicum Mentor</td>
<td></td>
</tr>
</tbody>
</table>

Instructional steps to acquiring a PM or Content Expert:

1. Establish a project/practicum site in alignment with the criteria outlined in the DNP Project and Practicum Handbook.
2. Collaborate with project/practicum site leadership to determine if an affiliation agreement is required or if there is any necessary paperwork to be completed to authorize your presence as a student. Obtain documentation to be submitted in the course room as evidence of your compliance with project/practicum site requirements. If no affiliation agreement is required, an email from an organizational leader can be accepted as evidence of this. Submit a screenshot of the email to the designated LMS (Blackboard / Canvas) assignment.
3. Brainstorm key stakeholders involved in the proposed setting of your DNP project/practicum.
4. Consider the guideline provided for the PM or content expert. Narrow your options using these criteria.
5. Choose a potential PM and/or content expert and contact them.
6. Provide the individual with information regarding the proposed project/practicum including timeline and responsibilities.
7. Request professional CV, proof of licensure from individual. Licensure validation may be done through an internet search by the student provided it comes from a trusted website and can be validated. See contract agreement section below for specific guidelines on this requirement.
8. Obtain copies of your personal registered nurse license to submit in the designated LMS (Blackboard / Canvas) assignment drop-box. Please note that you and your PM must both be authorized to practice as a registered nurse in the state where the project/practicum site is located.
9. Submit all required elements to assignment drop-box including all applicable forms signed and dated.
10. The course instructor will review the assignment submission and approve the project/practicum site, PM, and content expert as appropriate.
11. Please note, only the PM is required and will be graded. If a student chooses to consult a content expert, the paperwork must be submitted in a similar fashion. The steps described above must be
followed but the portion of the assignment pertaining to the content expert is not graded (content expert selection only applies to DNP Project courses).

Final steps:

1. Student verifies with clinical agency if an affiliation agreement is required or if proof of enrollment and student's liability coverage is sufficient for the organization.

2. If affiliation agreement is required, student submits request to the Clinical Coordinator. (When the legal arrangement is negotiated, the course instructor is notified. The Clinical Coordinator or Director of Graduate Programs notifies student and course instructor that the clinical site is approved).

Grading Criteria:

Because all of the activities provided above are required for successful progression through this course, all documents listed below are required for this course prior to starting practicum experiences. Failure to appropriately submit these documents may result in dismissal from the course.

1. Student submits potential PM’s CV.
2. Student submits potential PM’s current unencumbered RN license in the state where the project/practicum will occur AND student submits their personal RN license in the state where the project/practicum will occur. Compact license is acceptable provided both the student and the PM are authorized to practice in the state where the project/practicum will take place.
3. Student submits completed and signed agreement. Project/practicum Site listed must meet the following criteria:
   - Project/practicum site is located in a state where TUN is authorized to have students.
   - Both the PM and the student have current unencumbered licenses in the state where the project/practicum site is located.
   - The project/practicum site is not a nursing school
4. Student submits verification of clinical agreement or statement than an agreement is not needed.
5. Student submits in writing the reason the PM was selected and her or his appropriateness to the topic area the student wants to pursue for his or her DNP project/practicum.
PM and Site Contract Agreement

The Project/Practicum Mentor (PM)

Purpose

Each student will identify an individual that has practice expertise in nursing leadership. The PM needs adequate content understanding in the area related to the DNP project/practicum and agrees to mentor the student throughout the program and provide guidance with development and implementation of the DNP project/practicum experience, under the supervision of the course instructor and academic mentor.

Qualifications

The PM must:

- Hold a doctoral degree (for example, Phd, EdD, or DNP) from a regionally accredited University and have adequate knowledge and/or expertise related to the DNP scholarly project. (The exception to this rule: DNP 756 the PM may hold a Master’s degree).
- In addition the PM must have expertise within the realms of nursing leadership that is documented in a CV or resume. This document should be provided to the student who will submit it for review by the project/practicum course instructor.
- The PM must have a current unencumbered RN license in the state where the DNP Project/practicum will occur. Compact license is acceptable provided both the student and the PM are authorized to practice in the state where the project/practicum will take place.
- The PM may not be the student’s supervisor.
- The PM must possess adequate technology skills to read and respond to emails, and to communicate with you in a timely fashion.

Responsibilities of the PM

The PM agrees to:

- Support the student throughout the program or sessions they agree to participate. It is preferred that the PM commit to working with the student throughout the program.
- Help the student gain access to practicum experience at the practice site where applicable.
- Troubleshoot issues that arise during the planning, implementation, and evaluation of the DNP project/practicum.
- Provide encouragement and support during the project/practicum phase of the student’s education.
- Share expertise regarding the project/practicum topic.
- Meet in person or virtually with the student and the Project/practicum Team as needed throughout the students’ academic career at TUN.
- Mentor the student towards successful completion of the identified DNP scholarly project and/or practicum experiences, under the supervision of the Project Team and/or course instructor.
- Coach, support, and mentor the student towards success as necessary, including obtaining necessary site approvals in the identified project/practicum setting.

Responsibilities of the Student

The student agrees to:

- Utilize the time of the PM effectively and efficiently through effective communication and respect.
- Meet in person or virtually, with the Project Team at least as needed throughout the students’ academic career at TUN.
• Make consistent progress towards completion of the DNP Scholarly project/practicum and to keep
the PM and Project Team updated on their progress through submission of appropriate weekly
Meditrek logs and communication with all parties on an as needed basis.
• Complete all project/practicum course assignments in a timely manner.
• Reach out to the PM with questions and for support as needed.

Responsibilities of the Academic Mentor and Project/Practicum Course Instructor

The Academic Mentor and Project/Practicum Course Instructor agree to:

• Maintain open communication with the PM and Student at all times.
• Schedule virtual meetings with the PM and Student at least once per session and as needed at
other times.
• Review the weekly progress reports made by the student and identify and communicate issues
that the committee must address.
• Support the student and the PM through availability and responsiveness to identified issues.
The overall DNP Project/Practicum experience is monitored and approved by the DNP Project/Practicum
course instructor to meet the rigor and clinical requirements of said experience.

I agree to abide by the respective responsibilities stated above, both implicit and inferred.

Signature of PM

Date

Printed Name of PM

Date

Project/practicum Site Name

Project/practicum Site Address

Project/practicum Site Phone Number

Project/practicum Site Contact Person & Email Address

Signature of Student

Date

Printed Name of Student

Title of DNP Scholarly Project/practicum

Signature of Academic Mentor

Date

Printed Name of Academic Mentor

Date
<table>
<thead>
<tr>
<th>Approval of DNP Project/practicum Course Instructor</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printed Name of DNP Project/practicum Course Instructor</td>
<td>Date</td>
</tr>
</tbody>
</table>
Optional: Form for student and Content Expert to sign:

The Content Expert

Purpose

Each student has the opportunity to identify individuals with practice expertise and/or stakeholders pertaining to their DNP Scholarly Project/practicum topic. An individual serving as a content expert needs adequate content understanding in the area related to the DNP project/practicum and agrees to mentor the student throughout the program and provide guidance with development and implementation of the DNP Project/practicum, under the supervision of the Project/practicum Team. The Project/practicum Team functions as a sub-committee of the Student Progression Committee and consists of the student’s course instructor in the DNP Project/practicum courses and the academic mentor (AM).

Qualifications

A Content Expert must:

- Hold a minimum of a Master’s degree in a related field to the DNP Project/practicum topic from a regionally accredited University and have adequate knowledge and/or expertise related to the DNP scholarly project/practicum.
- A content expert may be a specialist or stakeholder from any discipline relating to the students DNP Project/practicum.
- A content expert should submit a CV or resume that reflects expertise in the project/practicum topic area of the student’s DNP Project/practicum. This document should be provided to the student who will submit it for review by the project/practicum course instructor.

Responsibilities of the Content Expert

The Content Expert agrees to:

- Support the student throughout the program or sessions they agree to participate. It is preferred that the Content Expert commit to working with the student throughout the program.
- Meet in person or virtually with the student and the Project/practicum Team as needed throughout the students’ academic career at TUN.
- Mentor the student towards successful completion of the identified DNP scholarly project/practicum, under the supervision of the Project/practicum Team.
- Coach, support, and mentor the student towards success as necessary, including obtaining necessary site approvals in the identified project/practicum site.

Responsibilities of the Student

The Student agrees to:

- Utilize the time of the Content Expert effectively and efficiently through effective communication and respect.
- Meet in person or virtually, with the Project/practicum Team at least as needed throughout the students’ academic career at TUN.
- Make consistent progress towards completion of the DNP Scholarly project/practicum and to keep the Content Expert, PM and Project/practicum Team updated on their progress through submission of appropriate weekly Meditrek logs and communication with all parties on an as needed basis.
- Complete all project/practicum course assignments in a timely manner.
- Reach out to the PM with questions and for support as needed.

Responsibilities of the Academic Mentor
The Project/practicum Team agrees to:

- Maintain open communication with the PM and student at all times.
- Schedule virtual meetings with the PM and student at least once per session and as needed at other times.
- Review the weekly progress reports made by the student and identify and communicate issues that the committee must address.
- Support the student and the Project Mentor through availability and responsiveness to identified issues.

I agree to abide by the respective responsibilities stated above, both implicit and inferred.

Signature of Content Expert                          Date

Printed Name of Content Expert                          Date

Project Site Name

Project/practicum Site Address

Project/practicum Site Phone Number

Project/practicum Site Contact Person & Email Address

Signature of Student                          Date

Printed Name of Student                          Date

Title of DNP Scholarly Project/practicum                          Date

Signature of Academic Mentor                          Date

Printed Name of Academic Mentor                          Date

Approval of DNP Project/practicum Course Instructor                          Date

Printed Name of DNP Project/practicum Course Instructor                          Date
APPENDIX K: DNP Project Paper Template

(Begins on following page)
Full Title of the Proposal

Author’s Name (no professional initials)

Touro University, Nevada

In partial fulfillment of the requirements for the Doctor of Nursing Practice

DNP Project Chair: Type your project course instructor’s name here

DNP Project Member(s): Type your academic advisor’s name here

Date of Submission: Month, Day, Year
Table of Contents

Abstract ..............................................................................................................................................
Introduction and Background ..............................................................................................................
Problem Statement ..............................................................................................................................
Purpose Statement ............................................................................................................................... 
Review of Literature ............................................................................................................................
Theoretical Model ............................................................................................................................... 
Project and Study Design ...................................................................................................................
Implementation ....................................................................................................................................
Evaluation ...........................................................................................................................................
Conclusion ............................................................................................................................................
References ...........................................................................................................................................
Appendix ..............................................................................................................................................
Basic APA, 6th ed., Citation Styles ......................................................................................................
Abstract

The abstract of the proposal is a concise summary of your complete proposal (maximum of 250 words). Do not cite in this section. Any key terms that were used during the literature review should be listed in the keyword section below.

*Keywords*: example, example, example
Full Title

The introduction section will introduce the phenomenon of interest including the significance of the problem, and the prevalence and relevance of the topic to educational leadership. A brief account of the problem and the resolution with implications are introduced. The introduction section should contain a few paragraphs that provide an overview of your topic.

Background

The background section describes the history of the phenomenon of interest. The information discussed should point to the origins of the problem and the extent that this problem has been studied.

Problem Statement

The problem statement is a brief statement describing the phenomenon of interest with regard to the complications encountered in practice. The need for intervention and the rationale for the approach being proposed are also explored. The overall significance of the problem may also be addressed as it relates to nursing, healthcare, educational leadership, and society as a whole. Another way to explore the problem statement is through the PICOT approach which includes the problem, intervention, comparison, outcome, and timeline.

Purpose Statement

Explain the purpose of the project. Proposals have one overarching aim that captures what you hope to achieve through your project; whereas, a set of objectives, which are a set of more specific goals, supports that aim. Aims should be measurable and attainable through the prescribed interventions of the DNP project.

Project Question

The project question is sometimes referred to as the clinical question. The project question helps the reader understand what question you hope to answer by conducting your quality improvement initiative. Once your project is complete, you should be able to answer this question.
**Project Objectives**

1. List between 3-5 objectives

2. When writing objectives, ensure that each objective is **measurable** and be consistent with expected outcomes.

**Significance**

Explain why the study is important and construct a case that outlines the need for the proposed project. Support the construct with findings from the literature and pertinent statistics. The findings should be cited according to APA style, 6th ed. (*Appendix D*).

All source material used in the DNP project must be contained within the body of the paper by citing the authors and dates using APA format. A separate reference page titled statistics. The findings should be cited according to APA style, 6th ed. able tuld appear at the end of the proposal.

**Search Terms**

In this section, you will provide a description of the terms and search engines you used during your database search. An example would include: research was limited to studies conducted in the US within the last five years.

You would also include facility databases if they were used to develop your proposal. An example would include the review of related protocols if your project consisted of developing a new protocol.

**Review of Literature**

The purpose of a literature review is to provide a comprehensive and current body of evidence related to your proposed topic. The literature review should provide a summary of your literature that is then used to synthesize key concepts. The goal is to analyze your literature to identify common patterns, trends, or potential gaps and determine relationships among these studies. Ideally, literature should be current (five years or less) with the exception of older, highly significant studies.
The project should be systemically described in the context of the broader scholarly literature. The historical context of the profession should be discussed related to the relevant literature. Best evidence in the profession as it relates to the project topic should also be discussed and the need for translation of evidence should be justified. The review of literature for your proposal should provide the context for your proposal and your future DNP project.

Build a strong case for your topic’s importance and the need for a DNP project that will address the issues surrounding it. Explain how you propose to address these issues with your capstone project. Support your case with citations from the literature.

Next, write your findings from the literature central to your topic. Avoid describing a series of studies. Use quotes sparingly and only to emphasize or explain an important point. Also, do not make broad statements about the conclusiveness of research studies, either positive or negative. Be objective in your presentation of the facts. Each paragraph should begin with a thesis statement and describe only one key. The idea in the next paragraph should logically flow from the content of its predecessor.

Conclude the review of literature with a concise summary of your findings and provide a rationale for conducting your DNP project, based on your findings. Below are some suggested subheadings for your literature review:

**Impact of the problem**

The use of level-headings can greatly improve the clarity of the literature review. Develop themes that emerge as you explore the issue and then use those themes to create appropriate level headings in your literature review. For example, in this section, you should describe findings from the literature surrounding the impact of the problem.

**Addressing the Problem with Current Evidence**

Provide a brief summary of what you will present in the following subcategories. Then, expound more on what you found in the specific sections below.
**Prevention.** Is there anything currently recommended surrounding prevention of the problem? If there are specific levels of prevention that are recommended, you may consider further breaking down recommendations below.

**Primary prevention.** Use this heading to describe a subcategory of the previous such as primary prevention. If applicable, you may consider discussing primary, secondary, and tertiary prevention of the problem using level headings to organize the discussion.

*Primary prevention in the hospital.* Headings can be used to further break down ideas such as primary prevention in the hospital vs. in the community.

**Current management.** Address what the current approach to the issue is at the practice site. This information should include any applicable policies and procedures as well as known compliance issues that would be pertinent to your project.

**Current recommendations.** You should also include current recommendations in the literature for managing the issues being discussed.

**Benefits of Current Recommendations.** You can further expound on a topic through appropriate use of level headings.

**Issues still under investigation.**

**Issues not yet addressed.**

**Controversies.** See *Appendix F* for further example level heading formatting.

**Theoretical Framework**

In this section, you will name and define the theoretical or conceptual model that underpins your proposal and future DNP project. We suggest utilizing an implementation science framework that can guide your project implementation. You may also select a more traditional theory to guide the development of any policy or guideline that is involved in your DNP Project. Each student should decide which approach will provide greater clarity for their project. Place a diagram of the model at the end of the paper in the appendix section, after the Reference pages and refer to the diagram in this section.
Historical Development of the Theory

When developing this section of the proposal, section headings should be utilized to fully explore the theory or framework provided. Use the rubric as a guide.

Applicability of Theory to Current Practice

Utilize the rubric and current literature to explore the relevance of your theory or framework to current practice.

Major Tenets

The major tenets of the theory or framework should be explored here. You may choose to utilize level 3, 4, and 5 headings here to explore more specifically the major tenets of the theory.

Major tenet of the theory. This is an example of how you could organize your thoughts as you explore the tenets of the theory through the use of section headings.

Theory Application to the DNP Project

Provide very specific information on how you will apply the tenets of the theory or framework to the implementation process of the DNP Project at the system level. If the theory or framework will guide the formation of an evidence based guideline, you should explore that here as well.

Project Design

In this section, clearly explain your project design (type of study) and the method you will use to obtain the desired outcomes of your project. Use the future tense in your explanations. Use convincing statements to persuade the reader that your approach is practical and will lead to pertinent answers to your posed inquiry question.

The project objectives are directly related to the purpose of the project. They serve to give clear and concise idea of what the project will accomplish. Developing clear objectives at the beginning of your project will serve well as a foundational piece of a successful DNP project. Developing a project question is one way of specifying what the DNP scholarly project will address. This question is comparable to a research question in that it is the question that you will
answer by completing your DNP project. If the aim of your project was to disseminate best
practice on this topic, then this question would be answered through literature review and similarly
the literature would support the intervention of disseminating best practice to Foodies everywhere.
When submitting this portion of the project paper, remember to provide at a minimum, 5 scholarly
references that abide fully to scholarly guidelines including being published within the last five
years.

**Population of Interest**

**Setting**

**Stakeholders**

**Recruitment Methods**

**Tools/Instrumentation**

**Data Collection Procedures**

**Intervention**

**Project Timeline**

**Ethics/Human Subjects Protection**

**Plan for Analysis/Evaluation**

**Implications for Nursing**

**Evaluation**

In the following section, you will describe the process that will be taken to evaluate your project.

**Analysis of Results**

**Discussion**

**Significance**

**Implications for Nursing**

**Limitations**

**Dissemination**

**Project Sustainability**
You will want to address the projects long term projections for sustainability. Include a description of steps taken to sustain a change or what other actions will likely follow the completion of your DNP Project to impact change.

**Conclusion**

In this section, you will summarize the contents of this document. The table of contents should automatically populate. Please see Microsoft Website for any specific table of contents formatting section.
References

Cited works in the proposal must be referenced in accordance with APA 6th ed. Below is an example of a completed reference page.

Appendices

Any appendices should be added after the reference page. Examples of appropriate appendices include: tables, figures, or information that may enhance contents discussed in the body of the paper. If your proposal has one appendix, it is labeled Appendix. If your proposal has multiple appendices, label Appendix A, Appendix B, Appendix C and should be alphabetized in the order in which it was presented in the body of the paper.
References


