ST. JOHN FISHER UNIVERSITY

DOCTOR OF NURSING PRACTICE PROGRAM

DNP SCHOLARLY PROJECT HANDBOOK

2024-2025

(Revised September 2024)

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Introduction

The purpose of this handbook is to offer guidance to doctoral students as they develop their DNP Scholarly Projects. It includes a review of *The Essentials: Core Competencies for Professional Nursing Education;* a review of the three DNP clinical courses and their role in the development of the project; the roles of various DNP faculty members and clinical scholar/mentors; and forms and rubrics used to complete the DNP Scholarly Project.

The Essentials: Core Competencies for Professional Nursing Education

The following constitute the domains, or areas of competence, for professional nursing education and practice as identified by the American Association of Colleges of Nursing in *The Essentials: Core Competencies for Professional Nursing Education* (2021). Students are encouraged to review this document for more information about each domain and its associated competencies and sub-competencies.

Domain	Description
1. Knowledge for Nursing Practice	Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.
2. Person-Centered Care	Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.
3. Population Health	Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.
4. Scholarship for Nursing Practice	The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.
5. Quality and Safety	Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.

6. Interprofessional Partnerships	Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.
7. Systems-Based Practice	Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations.
8. Information and Healthcare Technologies	Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.
9. Professionalism	Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics and values.
10. Personal, Professional, and Leadership Development	Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership.

Wegmans School of Nursing Doctor of Nursing Practice Program

The following is a review of the purpose of the DNP program and the program's outcomes and goals which form the underpinnings of the DNP Scholarly Project:

Purpose
The purpose of the Doctor of Nursing Practice (DNP) Program is to prepare the graduate as an expert clinician for direct or indirect care roles in advanced practice and in clinical leadership.

Wegmans School of Nursing Program Outcomes
Program Outcome 1/Domain 1 Knowledge for Nursing Practice - Integrate, translate, synthesize, and apply knowledge from nursing, liberal arts, natural and social sciences, and related disciplines to distinguish the practice of professional nursing and form the basis for clinical judgment and innovation in nursing practice.
Program Outcome 2/Domain 2 Person-Centered Care- Deliver person-centered, compassionate, developmentally appropriate, coordinated, evidence-based, and holistic care that builds on a scientific body of knowledge, empowers the individual, and is adapted to the priorities and values of the individual within complex and diverse settings and systems.

Program Outcome 3/Domain 3 Population Health - Improve equitable population health outcomes spanning the healthcare delivery continuum from public health prevention to disease management of populations through innovative clinical and non-clinical partnerships.

Program Outcome 4/Domain 4 Scholarship for Nursing Discipline - Synthesize, translate, apply, and disseminate evidence-based nursing knowledge to improve health, promote wellness across the lifespan, and transform health care.

Program Outcomes 5/Domain 5 Quality and Safety - Employ established and emerging principles of safety and improvement science, acknowledging quality and safety as core values of nursing practice, to enhance system effectiveness and individual performance.

Program Outcomes 6/Domain 6 interprofessional Partnerships - Collaborate across professions and with care team members, patients, families, communities, and key stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

Program Outcome 7/Domain 7 Systems-based Practice - Lead and respond to the changing needs within complex health care systems to effectively and proactively coordinate resources to provide safe, quality, equitable care for diverse populations.

Program Outcome 8/Domain 8 Informatics and Healthcare Technologies- Use informatics processes, communication, and healthcare technologies to expand knowledge and wisdom for practice by gathering data and interpreting information to drive decision making to deliver safe, high quality, efficient, and evidence-based healthcare services in accordance with professional and regulatory standards.

Program Outcome 9/Domain 9 Professionalism - Demonstrate and cultivate a professional nursing identity with the characteristics of accountability, collaborative disposition, and comportment that reflects the values, advocacy, and legal and ethical principles essential to nursing practice.

Program Outcome 10/Domain 10 Personal, Professional, and Leadership Development: Engage in activities and self-reflection that foster personal health, resilience, well-being, and lifelong learning to support the acquisition of nursing expertise, leadership, and promotes the advancement of the art and science of nursing.

St. John Fisher University- Fisher Outcomes for Academic and Career Success

Teach Me Goodness, Discipline and Knowledge

The Fisher Outcomes encompass the knowledge, skills, attitudes, and habits of mind that, when acquired, will lead to academic and career success.

1. Written, Oral and Visual Communication

Fisher students will be able to communicate effectively and persuasively with diverse audiences, for many purposes, using a variety of methods, technologies, and means of composing.

2. Inquiry and Analysis

Fisher students will engage in the systemic process of exploring issues, concepts, and artifacts through the collection and analysis of evidence, resulting in informed discussions, conclusions, and actions, and they will incorporate these methodologies into their approaches to problem solving.

3. Integrative and Applied Learning

Fisher students will integrate knowledge and skills gained in curricular and co-curricular experiences to synthesize and apply these abilities to novel and/or complex situations.

4. Ethical Reasoning

Fisher students will acquire the theoretical knowledge and problem-solving skills necessary to discern the ethical aspects of a situation so that they will produce ethically justifiable positions and take the necessary steps to act morally in academic, personal, and professional contexts.

5. Collaboration and Leadership

Fisher students will partner with others, in roles varying from team member to leader, to identify, address, and solve complex problems in a constructive and positive manner.

6. Citizenship and Civic Engagement

Fisher students will be prepared to be active participants in a democracy by applying classroom knowledge to community collaborations.

7. Diversity, Equity, and Inclusion

Fisher students will understand the sociocultural, historical, and political underpinnings of inequality and injustice, and they will acquire skills and knowledge that will enable them to work effectively across human difference in their personal and professional lives.

8. Content and Discourse of Field

Fisher students will be grounded in one or more disciplines and will be able to understand and apply the methods and tools of those disciplines to solve problems and to understand a field's relationship to their modes of inquiry.

9. Professionalism

Fisher students will understand and demonstrate effective work habits, and act in the interest of the larger community and workplace.

10. Career & Self-Development

Fisher students will pursue career paths through continual personal and professional learning, developing awareness of one's strengths and weaknesses, and build effective personal and professional relationships.

The DNP Scholarly Project

Purpose of the DNP Scholarly Project

The purpose of the DNP Scholarly Project is to synthesize the competencies within *The Essentials: Core Competencies for Professional Nursing Education* as an outcome measure of end-of program student performance. However, all ten domains do not have to be demonstrated in every DNP Scholarly Project. According to the American Association of Colleges of Nursing (AACN), doctoral education is distinguished from other forms or levels of education by the completion of a specific project that demonstrates synthesis of the student's work and prepares the student for future scholarship.

The DNP Scholarly Project will,
- focus on a change that impacts healthcare outcomes either through direct or indirect care
- have a system (micro-, meso-, or macro-level) and/or population/aggregate focus
- demonstrate implementation in the appropriate arena or area of practice
- include a plan of sustainability (e.g., financial, systems or political realities, not only theoretical abstractions)
- include an evaluation of processes and/or outcomes (formative and/or summative)
- be designed so that processes/outcomes will be evaluated to guide practice and policy
- provide a foundation for future scholarly practice in advanced practice nursing

As a scholarly product, the DNP Scholarly Project will also:
- Synthesize the program content
- Reflect the Wegmans School of Nursing Program Outcomes and Fisher Outcomes for Academic and Career Success in its presentation/product
- Provide a framework/paradigm for the presentation of clinical scholarship
- Produce a tangible and deliverable academic/scholarly product
- Provide a measurable vehicle for evaluating the clinical scholarship immersion experience
- Summarize the student's growth in knowledge and expertise
- Form the foundation for future scholarly practice in advanced practice nursing

DNP Scholarly Project Focus

The DNP Scholarly Project is created over three clinical courses and utilizes knowledge from all DNP courses to provide both foundation and structure (scaffolding) to the project. Common to all the projects is the synthesis of the competencies within *The*

Essentials: Core Competencies for Professional Nursing Education. The scope and impact of DNP Scholarly Projects can differ greatly since some are undertaken by post-baccalaureate students and others by experienced nurses in the post-master's DNP program. The projects represent a scholarly culmination to the doctoral program and are meant to be ***innovative*** in design, as well as reflect the changing healthcare environment. Each project must include the following components: planning, implementation, evaluation, and dissemination. ***Regardless of the design, every DNP Scholarly Project must reflect the use of evidence to improve practice.***

The DNP Scholarly Project may take a variety of forms, for example:
- an evidence-based practice initiative
- a pilot study demonstrating practice improvement
- a toolkit
- a quality improvement project
- a program evaluation
- an evaluation of a new practice model
- a health policy initiative
- a practice algorithm
- a development, reconfiguration, or evaluation of a nursing practice model
- a development, reconfiguration, or evaluation of a delivery system model
- a development, reconfiguration, or evaluation of a clinical practice guideline

NOTE: These are only examples and are not inclusive of all possible projects.

The DNP Scholarly Project is supported throughout the student's program by:
- *The Essentials: Core Competencies for Professional Nursing Education* (2021)
- the WSON DNP Program purpose, and Wegmans School of Nursing Program Outcomes and Fisher Outcomes for Academic and Career Success
- the curricular milestones of the WSON DNP Program
- the clinical core outcomes as demonstrated through the outcomes pertaining to the clinical courses

The DNP Scholarly Project <u>is not:</u>
- a white paper
- an integrative and/or systematic review
- a research study

- a professional portfolio

DNP Scholarly Project Committee

The DNP Scholarly Project Committee consists of the DNP student, a Committee Chair, a Committee Member, and a Clinical Mentor/Scholar.

Purpose of the Project Committee

The role of the DNP Scholarly Project Committee is to mentor, guide, support, and coach the student in the DNP Scholarly Project *process.* The Committee provides guidance and expertise in the successful design, implementation, evaluation, and dissemination of the DNP Scholarly Project. The Committee is responsible to the student as well as SJF, the WSON, and is responsible for moving the profession of nursing forward in an advising role.

DNP Scholarly Project Committee Qualifications

DNP Committee Chair
- The Chair serves as the DNP Scholarly Project Advisor. This individual is a WSON faculty member with educational preparation as a nurse and a terminal degree, has served as a Committee member, and has expertise/experience/interest related to the student's DNP Scholarly Project, population of interest, or methodology. In addition, the Chair has experience in two areas that are critical to student progress: the completion of a major scholarly project, such as a dissertation or DNP Scholarly Project, and experience in writing for publication. The Chair maintains current CITI certification in social/behavioral research. Non-WSON faculty may be considered as a Committee Chair but must be approved by the Graduate Nursing Programs Chair prior to appointment.
- The Chair is identified by the student prior to GNUR 709. If the student does not choose a Chair, one will be appointed by the Graduate Nursing Program Chair with input from the DNP faculty.
- The Chair is expected to have basic knowledge in statistical analysis and interpretation. The Chair is responsible for guiding and supporting the student in their statistical analysis. *The student is responsible for conducting their own statistical analysis.*

DNP Committee Member
- The Committee member is a WSON faculty member with a terminal degree. Non-WSON faculty may be considered as a Committee Member but must be approved by the Graduate Nursing Program Chair prior to appointment. They must have an interest but may or may not have expertise/experience related to the student's DNP Scholarly Project, population of interest, or methodology. The Committee member is identified by the student prior to GNUR 709.

DNP Clinical Mentor/Scholar
- The Clinical Mentor/Scholar will likely be from outside SJF. The Mentor/Scholar is an individual who is considered a clinical expert with the population the DNP student wishes to conduct their project. The Mentor/Scholar may be from inside or outside

the organization or clinical setting where the DNP student will conduct their project. This individual will preferably be a doctorally prepared advanced practice nurse. If this qualification cannot be met, the Clinical Mentor/Scholar can be a master's prepared nurse, or a physician, psychologist, or other professional who meets the qualifications with approval of the other Committee members and Graduate Program Chair. The Clinical Mentor/Scholar must be a clinical expert in the subject matter and population of interest of the student's DNP Scholarly Project. They will possess the clinical knowledge, expertise, and position to assist the student to move their project forward within the clinical setting and complete the Doctor of Nursing Practice Clinical Practice Evaluation in Typhon at the completion of each clinical course. The Clinical Mentor/Scholar may be required to obtain CITI certification in social/behavioral research per their institutional requirements. The clinical mentor/scholar is identified by the student prior to GNUR 709.

Other Committee Members
- In some instances, additional experts/mentors/partners/facilitators can be formal or informal collaborators or consultants. These individuals may provide intermittent or limited support throughout the project as needed.
- Students doing any statistical analysis must confer with the WSON statistical consultant. A minimum of two meetings are required: one meeting at DNP Pre-Project Proposal (GNUR 709), one meeting prior to IRB submission (GNUR 713); students may require an additional meeting at the completion of data collection and data analysis (GNUR 714). Additional meetings must be negotiated with the statistical consultant. See section below on Statistical Support Meetings for further detail.

DNP Committee Role
The role of the DNP Scholarly Project Committee is to mentor, guide, support, and coach the student in the DNP Scholarly Project *process.* The Committee will support the development and implementation of the DNP Scholarly Project and is responsible in assisting the student in the completion of the overall project. The Committee Chair will facilitate the *process* by meeting at least monthly, and as needed, with the DNP student and Committee Member(s). The Committee Chair will communicate with the course faculty in GNUR709, GNUR713, and GNUR714 to assist the student in meeting course objectives and progress toward completion of the project. In addition, the Committee provides input, direction, and review of emerging materials for publication. The Committee role is essential as the student develops the Project Proposal, implements and evaluates the project, and prepares a manuscript for publication. The DNP Scholarly Project Committee Chair will meet with the student and the clinical mentor/scholar, referred to as the site visit, once during each clinical course (709, 713, & 714) for a total of three visits. The Committee Chair will also mentor Committee Members who do not have previous experience.

Committee Role in Initial DNP Pre-Project Proposal
At the conclusion of GNUR 710 the student will have selected a DNP Scholarly Project population of interest. During GNUR 709 the student will present their Pre-Project Proposal work to the GNUR 709 faculty and students. At the end of GNUR 709, the student will submit their written DNP Pre-Project Proposal and present it to their DNP Committee for approval. The Committee Chair, in

collaboration with the student, will schedule the DNP Pre-Project Proposal presentation. This will occur outside of GNUR 709 class time. To achieve a satisfactory grade in GNUR 709, students must receive approval from their Committee on both the written and oral DNP Pre-Project Proposal elements. Those students who do not meet competency on their initial written DNP Pre-Project Proposal submission or presentation will be required to resubmit or present until competency is demonstrated. The Pre-Project Proposal will follow the format of the DNP Pre-Project Proposal Form and will include all elements noted under GNUR 709. The DNP Committee will approve the Pre-Project Proposal, and sign-off on student progression to the next clinical course.

Committee Role in DNP Scholarly Project Proposal
During GNUR 713 the student will present their Project Proposal work to the GNUR 713 faculty and students. At the end of GNUR 713, the student will submit their written DNP Scholarly Project Proposal and present it to their DNP Committee for approval. The Committee Chair, in collaboration with the student, will schedule the DNP Scholarly Project Proposal defense. This will occur outside of GNUR 713 class time. To achieve a satisfactory grade in GNUR 713, students must receive approval from their Committee on both the written and oral Proposal elements. Those students who do not meet competency on their written Proposal submission or defense will be required to resubmit or present until competency is demonstrated. The Project Proposal will follow the format of the DNP Scholarly Project Elements Form and will include all elements noted under GNUR 709 and GNUR 713. The DNP Committee will approve the final Proposal, and sign-off on student progression to the next clinical course.

Following DNP Committee approval of the Proposal, students will finalize their SJF IRB application. The Committee Chair will serve as the Faculty Advisor on the student's IRB application; the committee member should also be listed. In addition, the Committee Chair will complete and submit the Research Supervisor form that accompanies the IRB submission. The DNP Committee Chair will ensure that the IRB application includes the appropriate approvals and letters of support, and oversee any SJF IRB requests for resubmission. Once SJF IRB approval is obtained, the DNP Committee Chair will oversee the submission process for collaborating institutions. SJF IRB submission and approval, in addition to collaborating institution approval, must be completed prior to the implementation of the DNP Scholarly Project.

Committee Role in Implementation and Evaluation

DNP Scholarly Project implementation occurs after SJF IRB and collaborating institution (if needed) approval(s). The student is expected to communicate closely with their Committee throughout the implementation process. Upon completion of data collection, the student will complete data analysis and interpretation in collaboration with their DNP Committee. The Chair is expected to have basic knowledge in statistical analysis and interpretation. The Chair is responsible for guiding and supporting the student in their statistical analysis. *The student is responsible for conducting their own statistical analysis.*

Committee Role in Defense and Dissemination

During GNUR714 the student will present their Final Project work to the GNUR 714 faculty and students. At the end of GNUR 714, the student will submit their written Final DNP Scholarly Project manuscript and present their completed project to their DNP Committee for approval. The Committee Chair, in collaboration with the student, will schedule the final DNP Scholarly Project defense. This will occur outside of GNUR 714 class time. To achieve a satisfactory grade in GNUR 714, students must receive approval from their Committee on both the manuscript and oral elements. Those students who do not meet competency on their manuscript submission or final defense will be required to resubmit or present until competency is demonstrated. The Project defense will follow the format of the final DNP Scholarly Project rubric and will include a comprehensive overview of the project. The DNP Committee will approve the final defense and manuscript, and sign-off on student progression to program completion.

DNP Scholarly Project Committee Meetings
- The DNP Scholarly Project Committee will meet at least monthly, and as needed with the DNP student. The Chair will also meet with the student and the clinical mentor/scholar once per semester for a total of three visits (site visit).

Statistical Support Meetings
- Meeting 1: The Committee Chair and the DNP student will schedule and attend a 30-minute **DNP Pre-Project Proposal** statistical support meeting during GNUR709. Prior to the meeting, the student will send their initial data collection and analysis plan, including any identified tools, to the statistical consultant. The purpose of this meeting is to review the project and determine adequate data is collected to ensure project success. The Chair and student will come to this meeting prepared to discuss the student's project and proposed analysis plan. **This meeting is required, and failure to attend will result in the student's inability to proceed to 713.**
- Meeting 2: The Committee Chair and the DNP student will schedule and attend a second 30-minute statistical support meeting during GNUR713 with the statistical consultant **prior to their Project Proposal submission**. Prior to the meeting, the student will send their finalized data collection and analysis plan, including any identified tools, to the statistical consultant. The purpose of this meeting is to review the student's finalized data collection and analysis plan. The Chair and student will come to this meeting prepared to discuss the student's project and proposed analysis plan. **This meeting is required, and failure to**

attend will result in the student's inability to move forward with Project Proposal submission and an inability to proceed to 714.

- Meeting 3: The Committee Chair and the DNP student may schedule an optional 30-minute consultation meeting with the statistical consultant. No less than 48 hours prior to this meeting, the student **must** forward their data analysis to the statistical consultant for review. The purpose of this meeting is to provide an opportunity to students for questions regarding analysis and/or interpretation of findings.

The Clinical Course Faculty

DNP students are assisted in completing their DNP Scholarly Project at the course level through the guidance of the clinical course faculty in GNUR 709: Nursing Practice Role Development, GNUR 713: Clinical Program Development, and GNUR 714: Clinical Scholarship Residency & Professional Seminar. Course faculty guide students through the process of discovery, formalization, implementation, evaluation, and completion of their projects. The faculty are responsible for assisting students to meet the course learning outcomes and work closely with the DNP Committee. *The DNP Committee is responsible for the DNP Pre-Project Proposal, Proposal, and Final DNP Scholarly Project approvals, as well as program progression.*

Clinical Core Outcomes

The clinical core within the DNP curriculum consists of the clinical courses associated with clinical practice requirements. Each course builds upon another, developing the student's skill and expertise with the outcome of becoming a clinical expert in a focused area of practice.

The following courses make up the clinical core:

GNUR 709 Nursing Practice Role Development (Focus: *Exploring*)

This first of three clinical courses begins focused work on the student's DNP Scholarly Project which synthesizes pertinent *Essential* Domains.

Students solidify their specific population of interest, complete their initial literature review with background and significance, integrate identified theoretical frameworks, and develop a problem and purpose statement using Zaccagnini and Pachecek's (2021) model as a guide. Throughout the course, the students submit assignments to the DNP course faculty that assist them in building their DNP Pre-Project Proposal. As outlined above, an initial written and oral DNP Pre-Project Proposal, based on the components of the DNP Scholarly Project Elements Form for GNUR709, is presented to the DNP Committee for approval before moving on to the second clinical course (GNUR713). Role theory is used to facilitate student progress toward the development of expert scholarly practice as a nurse with doctoral education focused on clinical problems.

Please note: No changes in the DNP Scholarly Project's identified clinical problem can occur following the completion of GNUR709, unless approved by the DNP Committee Chair.

GNUR 713 Clinical Program Development (Focus: *Development and Finalization*)
This second of three clinical DNP courses continues project planning for the student's DNP Scholarly Project. This phase of project development further demonstrates synthesis of pertinent *Essential* Domains to transform clinical practice. Students expand on the DNP Scholarly Project's elements identified in GNUR 709. The course focus is on the DNP Scholarly Project design, including implementation and evaluation planning phases in Zaccagnini and Pachecek's (2021) DNP Process Project Model. Throughout the course, the students submit assignments to the DNP course faculty that assist them in building their DNP Scholarly Project Proposal. As outlined above, an initial written and oral DNP Scholarly Project Proposal, based on the components of the DNP Scholarly Project Elements Form for GNUR709 and GNUR713, is presented to the DNP Committee for approval before moving onto the third clinical course (GNUR714).
Please note, it is important that the student reflect upon the ability to complete their DNP Scholarly Project in GNUR714. To facilitate completing the Project in GNUR714, a student may defer enrollment in GNUR714 until a more significant portion of the DNP Scholarly Project is accomplished. No changes in the DNP Scholarly Project can occur following the completion of GNUR713.

<u>**DNP Scholarly Project Proposal Defense**</u>

Practice Proposal Defense:
Each student will present their DNP Scholarly Project Proposal to their DNP Committee in a practice session prior to their final proposal defense. Each student will be allowed 20 minutes to present and 10 minutes for feedback and questions. All defense presentations will be timed.

Please read the *DNP Scholarly Project Proposal Defense Rubric* carefully

Final Proposal Defense:
The final DNP Scholarly Project Proposal will be presented to the student's DNP Scholarly Project Committee, Graduate Program Chair, and GNUR 713 Faculty, and will be open to WSON faculty and staff, SJF community members, as well as invited guests. Each student will be allowed 20 minutes to present and a 10-minute question and answer period. The final proposal defense presentations will be timed. The DNP Committee will evaluate each defense using criteria in the *Final DNP Scholarly Project Proposal Defense Rubric.* At the completion of the defense presentation the DNP Committee will meet briefly to discuss the defense and render a decision as to whether the project proposal was successfully completed and presented. Immediately following, the DNP Committee Chair will notify the student of the final decision.

If the student is not successful with the proposal defense, the student will have a second opportunity to present. If the student is not successful on the second defense, GNUR713 must be repeated. It is also the responsibility of the GNUR713 course faculty to determine whether all course requirements are completed per the course syllabus.

GNUR714 Clinical Scholarship/Residency/Professional Seminar (Focus: *Completing and Disseminating*)

Students will finalize their DNP Scholarly Project as part of their capstone course in the Doctor of Nursing practice program. The DNP Scholarly Project will have been developed and the student will have begun to implement their project in consultation with the student's DNP Committee. During GNUR714, students evaluate and finalize their DNP Scholarly Projects while participating in seminars, role discussions, and peer review. The culminating events of the course, as outlined above, include a written manuscript and oral DNP Scholarly Project defense based on the components of the DNP Scholarly Project Elements Form for all clinical courses. The defense and manuscript are presented to the DNP Committee for approval prior to program completion.

DNP Scholarly Project Completion Requirements
Completion of the DNP Scholarly Project includes:
1. A final oral defense of the DNP Scholarly Project for the student's DNP Scholarly Project Committee and Graduate Program Chair, open to WSON faculty and staff, SJF community members, as well as invited guests; and
2. A submitted manuscript as part of GNUR714 course requirements. The oversight of the defense and manuscript completion is led by the DNP Scholarly Project Committee with consultation by the GNUR714 faculty.

Final DNP Scholarly Project Defense

Practice Defense
Each student will present their DNP Scholarly Project to their DNP Committee in a practice session prior to their final defense. Each student will be allowed a 40-minute session; 30 minutes to present and 10 minutes for feedback and questions. All defense presentations will be timed.

Please read the *Final DNP Scholarly Project Defense Rubric* carefully

Final Defense
The final DNP Scholarly Project will be presented to the student's DNP Scholarly Project Committee, Graduate Program Chair, and GNUR 713 Faculty, and will be open to WSON faculty and staff, SJF community members, as well as invited guests. Each student will be allowed a 40-minute session; 30 minutes to present and a 10-minute question and answer period. The final defense presentations will be timed. The DNP Committee will evaluate each defense using criteria in the *Final DNP Scholarly Project Defense*

Rubric. At the completion of the defense presentation the DNP Committee will meet briefly to discuss the defense and render a decision as to whether the project was successfully completed and presented. Immediately following, the DNP Committee Chair will notify the student of the final decision.

If the student is not successful with the defense of the final DNP Scholarly Project, the student will have a second opportunity to present. If the student is not successful on the second defense, GNUR714 must be repeated. It is also the responsibility of the GNUR714 course faculty to determine whether all course requirements are completed per the course syllabus.

Appendices

DNP Clinical Course Outcome Requirements

The table below identifies the DNP Scholarly Project activities relevant to each DNP clinical course:

DNP Scholarly Project Activity	Course	Responsible Parties
Formalize the DNP Scholarly Project	GNUR 709	Student with DNP Scholarly Project Committee and GNUR 709 faculty support
Submit Written Pre-Project Proposal	GNUR709	Student with DNP Scholarly Project Committee and GNUR 709 faculty support
Present DNP Pre-Project Proposal	GNUR 709	Student with DNP Scholarly Project Committee and GNUR 709 faculty support
Finalize the DNP Scholarly Project	GNUR 713	Student with DNP Scholarly Project Committee and GNUR 713 faculty support
Submit Written DNP Scholarly Project Proposal	GNUR713	Student with DNP Scholarly Project Committee and GNUR 713 faculty support
Defend DNP Scholarly Project Proposal	GNUR 713	Student with DNP Scholarly Project Committee, and GNUR 713 faculty support
Submit IRB Proposal to SJFC IRB	Following successful Project Proposal Defense and Written DNP Scholarly Project Proposal	Student with DNP Scholarly Project Committee
Begin Implementation of DNP Scholarly Project	Following IRB and collaborating institution approval	Student with support from DNP Scholarly Project Committee
Complete DNP Scholarly Project and Data Collection	GNUR 714	Student with support from DNP Scholarly Project Committee

Data Analysis	GNUR 714	Student with support from DNP Scholarly Project Committee and Statistics Consultant
Complete Project Clinical Hours (Total 1000 hours)	GNUR 714	Student
Complete & Submit Manuscript for Approval	GNUR 714	Student with support from DNP Scholarly Project Committee, GNUR 714 faculty, and peer feedback
DNP Scholarly Project Defense	GNUR 714	Student with support from DNP Scholarly Project Committee and GNUR 714 faculty

DNP Scholarly Project Committee provides final approval and sign-off for all elements noted above.

Wegmans School of Nursing
St. John Fisher University
Doctor of Nursing Practice Program

Documentation of Project Clinical Hours for DNP Clinical Courses (709, 713, 714)

Use this form as a tracking tool. Project clinical hours must be entered into Typhon and signed off by the DNP Committee Chair at the end of each clinical course.

DNP Student Name: _____

Please add rows as needed to accommodate all clinical hours

Description of Hours/Activities	Course	Date of Hours	Number of Hours

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DNP Scholarly Project Tracking Form

The DNP Scholarly Project Tracking Form is used to monitor and verify the student's accomplishments including project clinical hours, faculty site visits, and learning outcomes achieved in the clinical courses. The DNP Scholarly Project Tracking Form is used throughout the three clinical courses (GNUR709, 713, & 714). Site visits by DNP Committee Chair will be done once per semester during the three clinical courses. The DNP Scholarly Project Tracking Form must be **completed by the student and the DNP Committee Chair** and submitted to the clinical course faculty prior to registering for a subsequent clinical course.

Student Name: _____

DNP Scholarly Project Committee Chair Name: _____

DNP Scholarly Project Clinical Mentor/Scholar Name: _____

DNP Scholarly Project Description and Planned Outcome: _____

_____

_____

_____

_____

Total of Clinical Hours from Master's Program (verify with Chair Graduate Nursing Programs): _____

Clinical Course	Student identified learning outcomes/objectives for this course	Status: completed (C), in progress (IP), or not in progress (NIP)	Project Clinical Hours and Site Visits
GNUR 709 **Nursing Practice Role Development**			Site Visit Location: Date: Student Signature: DNP Committee Chair Signature:
GNUR 713 **Clinical Program Development**			Site Visit Location: Date: Student Signature: DNP Committee Chair Signature:

GNUR 714 **Clinical** **Scholarship/Residency/Professional** **al** **Seminar**				Site Visit Location: Date: Student Signature: DNP Committee Chair Signature:
Total Clinical Hours: Masters + **DNP**				Clinical Hours from Masters: Clinical Hours from DNP Project: **Total Clinical Project Hours** **Completed:** Student Signature: DNP Committee Chair Signature: Date:

**This form is to be used for clinical courses and updated at the end of each clinical course. Students will submit their signed Project Tracking Form to the clinical course faculty and DNP Scholarly Project Committee Chair.

St. John Fisher University
Wegmans School of Nursing
Doctor of Nursing Practice Program

Doctor of Nursing Practice Clinical Practice Evaluation

Clinical Scholar/Mentor Evaluation to be completed in Typhon upon finishing <u>each</u> of the three DNP clinical courses.

This form is meant to help guide both the Clinical Mentor/Scholar and the student.

Student Name: _____

Clinical Scholar/Mentor Name/Credentials: _____

Site: _____   Phone: (___) _____

Clinical Scholar/Mentor email: _____

Spring ___ Summer____ Fall ___ Year 20 ___

Clinical Course:

___ GNUR 709 Nursing Practice Role Development

___ GNUR 713 Clinical Program Development

___ GNUR 714 Clinical Scholarship-Residency/Professional Seminar

At the completion of DNP program, students are expected to meet program outcomes. The purpose of this evaluation is to determine whether the student was able to meet individual clinical course outcomes and the cumulative program outcomes.

Evaluation Scale Key

N/A: Not observed, no opportunity, not applicable to this site.

P=Poor: Does not meet minimal expectations. Any "Poor" evaluation requires a clinical conference for student with site visitor.

D=Developing: Progressing toward competent but needs significant coaching and support.

C=Competent: Has consistently met the expectation of the program outcome.

O=Outstanding: Exceeds expectations.

Wegmans School of Nursing Program Outcomes	GNUR 709	GNUR 713	GNUR 714
Program Outcome 1/Domain 1 Knowledge for Nursing Practice Integrate, translate, synthesize, and apply knowledge from nursing, liberal arts, natural and social sciences, and related disciplines to distinguish the practice of professional nursing and form the basis for clinical judgment and innovation in nursing practice.			
Program Outcome 2/Domain 2 Person-Centered Care- Deliver person-centered, compassionate, developmentally appropriate, coordinated, evidence-based, and holistic care that builds on a scientific body of knowledge, empowers the individual, and is adapted to the priorities and values of the individual within complex and diverse settings and systems.			
Program Outcome 3/Domain 3 Population Health - Improve equitable population health outcomes spanning the healthcare delivery continuum from public health prevention to disease management of populations through innovative clinical and non-clinical partnerships.			
Program Outcome 4/Domain 4 Scholarship for Nursing Discipline - Synthesize, translate, apply, and disseminate evidence-based nursing knowledge to improve health, promote wellness across the lifespan, and transform health care.			
Program Outcomes 5/Domain 5 Quality and Safety - Employ established and emerging principles of safety and improvement science, acknowledging quality and safety as core values of nursing practice, to enhance system effectiveness and individual performance.			
Program Outcomes 6/Domain 6 interprofessional Partnerships - Collaborate across professions and with care team members, patients, families, communities, and key stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.			
Program Outcome 7/Domain 7 Systems-based Practice - Lead and respond to the changing needs within complex health care systems to effectively and proactively coordinate resources to provide safe, quality, equitable care for diverse populations.			
Program Outcome 8/Domain 8 Informatics and Healthcare Technologies- Use informatics processes, communication, and healthcare technologies to expand knowledge and wisdom for practice by gathering data and interpreting information to drive decision making to deliver safe, high quality, efficient, and evidence-based healthcare services in accordance with professional and regulatory standards.			

Program Outcome 9/Domain 9 Professionalism - Demonstrate and cultivate a professional nursing identity with the characteristics of accountability, collaborative disposition, and comportment that reflects the values, advocacy, and legal and ethical principles essential to nursing practice.			
Program Outcome 10/Domain 10 Personal, Professional, and Leadership Development: Engage in activities and self-reflection that foster personal health, resilience, well-being, and lifelong learning to support the acquisition of nursing expertise, leadership, and promotes the advancement of the art and science of nursing.			

GNUR 709 - Utilizing the learning outcomes of the course, create a synopsis of sources of evidence of clinical experience and accomplishments (**DNP student to complete this evaluation**)

DNP Student Signature: _____ Date: _____

Clinical Mentor/Scholar Comments: Please comment on the DNP student's growth as an expert clinician for direct or indirect care roles in advanced practice and clinical leadership (**Clinical Mentor/Scholar to complete this evaluation**)

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Clinical Mentor/Scholar Signature: _____ Date: _____
Project Clinical Hours earned in GNUR 709:   _____hours earned

GNUR 713 - Utilizing the learning outcomes of the course, create a synopsis of sources of evidence of clinical experience and accomplishments (**DNP student to complete this evaluation**)

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DNP Student Signature: _____ Date: _____

Clinical Mentor/Scholar Comments: Please comment on the DNP student's growth as an expert clinician for direct or indirect care roles in advanced practice and clinical leadership (**Clinical Mentor/Scholar to complete this evaluation**)

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Clinical Mentor/Scholar Signature: _____ Date: _____
Project Clinical Hours earned in GNUR 713: _____hours earned

GNUR 714 - Utilizing the learning outcomes of the course, create a synopsis of sources of evidence of clinical experience and accomplishments (**DNP student to complete this evaluation**)

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DNP Student Signature: _____ Date: _____

Clinical Mentor/Scholar Comments - Please comment on the DNP student's growth as an expert clinician for direct or indirect care roles in advanced practice and clinical leadership (**Clinical Mentor/Scholar to complete this evaluation**)

Clinical Mentor/Scholar Signature: _____ Date: _____
Project Clinical Hours earned in GNUR 714: _____hours earned

St. John Fisher University
Wegmans School of Nursing
Doctor of Nursing Practice Program

DNP Scholarly Project Elements Form

The following elements will be given careful consideration when reviewing the DNP Pre-Project Proposal, Proposal, and final project. Please refer to DNP Pre-Project Proposal, Proposal, and final Project rubrics for further details.

Project Elements*	GNUR 709	GNUR 713	GNUR 714
Getting Started with the DNP Scholarly Project			
Identify DNP Scholarly Project	X		
Identify DNP Scholarly Project Committee Chair (pre-709)	X		
Identify DNP Scholarly Project Committee Member and Clinical Mentor	X		
DNP Scholarly Project Process Model Steps **Step 1:** **Problem Recognition**			
Identified need	X		
Clearly stated problem statement, need for the project	X		
Literature review, including identified gaps in the literature/practice and evidence to support the project	X		
Background and significance	X		
Step 2: **Needs Assessment**			
Identify population of interest	X		
Identified practice gaps or need	X		
Identify sponsor and stakeholders	X		
Organizational assessment: consistency between project leader and organization	X		
SWOT analysis		X	
Project purpose	X		
Identify available resources		X	

Desired outcomes		X	
Cost/benefit analysis (ROI)		X	
Define scope of project	X		
Step 3: **Goals, Objective, and Mission Statement Development**			
Goals		X	
Process and Outcome objectives		X	
Develop mission statement		X	
Step 4: Theoretical Underpinnings of the Project			
Change Theory	X		
Project specific theory (to support project framework)	X		
Step 5: **Work Planning**			
Project Proposal		X	
Project management tools		X	
Milestones		X	
Action plan/Timeline	X (begin)	X (complete)	
Budget		X	
Step 6: **Planning for Evaluation**			
Develop evaluation plan		X	
Identify data collection/measurement tools	X (begin)	X (complete)	
Logic model development		X	
Quality improvement/EBP methods		X	
Step 7: **Implementation**			
Getting the project implemented		Following IRB approvals from SJF	X (complete)

		(required) and collaborating institution (if needed)	
Threats and barriers to project success		X	
Monitoring the implementation phase		X (begin)	X (complete)
Project closure			X
Step 8: **Interpretation of the Data**			
Quantitative and/or qualitative data analysis			X
Quality/EBP outcomes data analysis			X
Step 9: **Utilization and Reporting of Results**			
Oral dissemination (defense presentation to faculty and others)			X
Written dissemination (manuscript submission)			X

*Zaccagnini, M. & Pechacek, J. (2021). *The doctor of nursing practice essentials: A new model for advanced practice nursing*. Jones and Bartlett.

Anticipated *Essentials* Domains to be addressed in DNP Scholarly Project:
Check each Essential anticipated to be addressed in the DNP Scholarly Project and provide a brief rationale. To be submitted and revised with each clinical course (GNUR 709, 713, & 714).

Domain	Inclusion in DNP Scholarly Project (yes/no)	Rationale
1. Knowledge for Nursing Practice		
2. Person-Centered Care		
3. Population Health		
4. Scholarship for Nursing Practice		

5. Quality and Safety		
6. Interprofessional Partnerships		
7. Systems-Based Practice		
8. Information and Healthcare Technologies		
9. Professionalism		
10. Personal, Professional, and Leadership Development		

St. John Fisher University
Wegmans School of Nursing
Doctor of Nursing Practice Program

DNP Pre-Project Proposal Presentation Rubric (GNUR709)

Student Name: _____ Evaluator & Role: _____ Date: _____
_____

Grade: Pass/Fail (must meet or exceed all criteria to pass)

The pre-proposal presentation is a 20 minute presentation (plus 10 for questions) given to the student's DNP Scholarly Project Committee; additional guests may attend. The items listed below must be rated meets expectations or higher in order for the proposal to pass oral presentation. The proposal is graded by the student's DNP Scholarly Project Committee only; other audience members may ask questions, but the grading responsibility and approval decision is with the DNP Scholarly Project Committee.

Item	Does not meet	Needs improvement	Meets	Exceeds
Introduction and problem recognition	● Omission of introduction, background, and/or significance ● Problem statement included but not supported or unclear ● Supporting literature and recommendations are cited without synthesis or discussion of gaps in literature/practice	● Introduction, background, and/or significance present but no elaboration or presentation is unclear ● Problem statement included but not supported ● Supporting literature and recommendations are briefly summarized and gaps in literature/practice are not included	● Introduction, background, and significance clearly presented ● Problem statement clearly articulated ● Supporting literature and recommendations are included, but not synthesized or gaps in literature/practice are not presented	● Introduction and background clear and concise with significance of the problem clearly presented ● Problem statement is clearly articulated ● Supporting literature and recommendations are synthesized with gaps in literature/practice articulated

Needs Assessment	• Population or interest included but no connection to project • Supporting literature for needs assessment process/results omitted • Organization assessment omitted or incomplete, or no match between project leader and organization • Project purpose unclear/not actionable or omitted	• Population of interest included but connect to project unclear • Supporting literature presented, but missing key sources • Organizational assessment incomplete or match between project leader and organization unclear • Project purpose articulated but not actionable	• Population of interest included • Supporting literature present, but may be missing key sources • Organizational assessment included with clear match between project leader and organization not articulated • Project purpose clearly articulated • Scope of project is present with desired outcomes identified and appropriate team selected	• Population of interest clearly identified • Supporting literature/sources for needs assessment process/results included • Organizational assessment included and consistency between project leader and organization is clear to audience • Project purpose clearly articulated and actionable • Scope of the project clearly presented with desired outcomes identified and appropriate team selected
Theoretical underpinnings	• Omission of a change theory and project specific theory to inform project design • Theoretical frameworks omitted, not explained, or do not match project as designed	• Omission of a change theory or project specific theory to inform project design • Theoretical frameworks explained but do not match project as designed • Inability to describe theoretical	• Inclusion of change and project specific theory to support the project design included • Theoretical frameworks appropriately applied, but may not fully match project as designed	• Inclusion of a change theory and project specific theory to support the project design clearly articulated • Theoretical frameworks appropriately match project

	● Unable to describe theoretical underpinnings and how the theories will inform project design and method	underpinnings or how the theories will inform project design and method	● Able to describe theoretical underpinnings, but may not fully articulate how theory will inform project design and method	(concepts/variables and design) ● Able to fully describe how the theoretical underpinnings of the project will inform project design and method
● Inclusion of *Essentials* Domains	● Domains Omitted	● Minimal attention to Domains and no elaboration	● Domains included as appropriate	● Domains included as appropriate and may have elaboration
APA style, formatting, grammar, and organization. Professional presentation.	● Poorly done, no creativity or audience interest ● Graphics poorly done ● Unorganized ● Over time limit by 2-5 minutes ● Read directly off slides, mumbles, lack of voice projection ● Unable to address questions ● Frequent errors in spelling, grammar, punctuation, APA, or slide formatting	● Lacked creativity, unengaging ● Graphics did not relate to presentation or were distracting ● Poor organization ● Over time limit by < 2 minutes ● Read off slides/notes, inconsistent voice projection ● Unable to address questions ● Errors in spelling, grammar, APA, or slide formatting	● Creative delivery but did not consistently engage audience ● Graphics reflect content but did not enhance presentation ● Well organized ● Did not exceed time limit ● Utilizes notes sparingly, good voice projection ● Able to answer questions, but with minimal elaboration ● Few errors in spelling, grammar, or APA, or slide formatting	● Creative, engaging, & held audience attention ● Graphics reflected content & enhanced presentation ● Well organized ● Did not exceed time limit ● Does not read from slides/notes with good voice projection ● Able to answer questions with full explanation and elaboration ● Well written, absence of errors in spelling, grammar, APA, and slide formatting

Comments:

St. John Fisher University
Wegmans School of Nursing
Doctor of Nursing Practice Program

DNP Project Written Pre-Proposal Rubric (GNUR709)

Student Name: _____ Evaluator & Role: _____ Date: _____
_____

Grade: Pass/Fail (must meet or exceed all criteria to pass)

The DNP Scholarly Project written pre-proposal provides the problem recognition, needs assessment, and theoretical underpinnings to the DNP Scholarly Project. The pre-proposal combines work completed in the DNP core courses and GNUR 709 into a succinct, clear document that will serve as the basis for future proposal work. The DNP pre-proposal is submitted to the student's DNP Scholarly Project Committee. Final proposal approval, following the project pre-proposal presentation and written pre-proposal review, must be signed off by the student's DNP Committee Chair. Necessary revisions to the student's DNP pre-project proposal, identified after review of the written documentation and oral presentation, must be made and included in the student's work in GNUR 713. Each element included below, must be evaluated as meets or exceeds expectations by the DNP Committee Chair in order to progress to GNUR 713.

	Does Not Meet	Needs Improvement	Meets	Exceeds
Introduction, background, and significance (Problem recognition): ● Audience is introduced to the clinical area of concern, including appropriate background information ● Supporting literature and recommendations are synthesized with gaps in literature/practice articulated ● Problem statement and significance is clearly articulated				
Needs Assessment ● Population of interest, setting, and stakeholders clearly identified ● Components of needs assessment included and discussed (with supporting literature as applicable)				

o   Organizational assessment
    o   Available resources
    o   Team selection
    o   Scope of project
    o   Desired outcomes
● Project purpose clearly articulated				

Theoretical underpinnings ● Theoretical underpinnings (change theory and project specific theory) described and comprehensively informs/supports DNP Scholarly Project				
Conclusion ● Potential contributions(s) of the DNP Scholarly Project to practice, health, education, theory, policy, and/or research/EBP summarized				
Appendices ● As identified				
APA format, grammar, writing, and organizational skills				

St. John Fisher University
Wegmans School of Nursing
Doctor of Nursing Practice Program

DNP Scholarly Project Pre-Proposal Form

We recommend that the DNP Pre-Project Proposal by:

Titled:

Be accepted in partial fulfillment of the requirements for the Doctor of Nursing Practice degree.

_____   _____
Committee Chair Signature   Date

_____   _____
Committee Member Signature   Date

_____   _____
Clinical Mentor/Scholar Signature   Date

This form is completed at the end of the student's GNUR709 semester, following their DNP Pre-Project Proposal presentation to the Committee

St. John Fisher University
Wegmans School of Nursing
Doctor of Nursing Practice Program

DNP Scholarly Project Proposal Defense Rubric (GNUR713)

Student Name:_____ Evaluator & Role: _____ Date: _____

Grade: Pass/Fail (must meet or exceed all criteria to pass)

The proposal defense is a 20 minute presentation (plus 10 for questions) given to an audience including the student's DNP Scholarly Project Committee; additional guests may attend. The items listed below must be rated meets expectations or higher in order for the proposal to pass the oral defense. The proposal is graded by the student's DNP Scholarly Project Committee only; other audience members may ask questions, but the grading responsibility and approval decision is with the DNP Scholarly Project Committee.

Item	Does not meet	Needs improvement	Meets	Exceeds
Introduction and problem recognition	● Omission of introduction, background, problem statement, and/or significance ● Supporting literature and recommendations are cited without synthesis or discussion of gaps in literature/practice	● Introduction, background, and/or problem statement and significance present but no elaboration or presentation is unclear ● Supporting literature and recommendations are briefly summarized and gaps in literature/practice are not included	● Introduction, background, and problem statement and significance clearly presented ● Supporting literature and recommendations are included, but not synthesized or gaps in literature/practice are not presented	● Introduction and background clear and concise with problem statement and significance clearly presented ● Supporting literature and recommendations are synthesized with gaps in literature/practice articulated
Needs Assessment	● Population of interest included but no connection to project ● Organizational and needs assessment	● Population of interest included but connect to project unclear ● Organizational and needs assessment	● Population of interest included ● Organizational and needs assessment included with little	● Population of interest clearly identified ● Organizational and needs assessment, with

	with supporting sources omitted ● No match between project leader and organization ● Project purpose, desired outcomes, and scope unclear, not actionable, or omitted ● Cost/benefit analysis not included or unreasonable for scope of project	incomplete; supporting sources omitted ● Match between project leader and organization unclear ● Project purpose, desired outcomes, and scope articulated but not actionable ● Cost/benefit analysis included but not explained or elaborated upon	discussion of supporting sources included ● Clear match between project leader and organization not articulated ● Project purpose, desired outcomes, and scope clearly articulated ● Appropriate team selected ● Cost/benefit analysis included	supporting sources, included ● Consistency between project leader and organization is clear ● Project purpose, desired outcomes, and scope clearly articulated and actionable ● Appropriate team selected ● Cost/benefit analysis included and reasonable
Goals, objectives, and theoretical underpinnings	● Omission of project goals or objectives, or misaligned with purpose statement ● Omission of a change theory and project specific theory to inform project design ● Unable to describe theoretical underpinnings and how the theories have informed project design and method	● Project goals and objectives included but may not be aligned to purpose statement ● Omission of a change theory or project specific theory to inform project design ● Theoretical frameworks explained but do not match project as designed ● Inability to describe theoretical underpinnings or how the theories has	● Project goals and objectives congruent with purpose statement ● Inclusion of change and project specific theory to support the project design included, but may not fully match project ● Able to describe theoretical underpinnings, but may not fully articulate how theory has informed project design and method	● Project goals and objectives attainable and congruent with purpose statement ● Inclusion of a change theory and project specific theory to support the project design clearly articulated ● Able to fully describe how the theoretical underpinnings of the project have informed project design and method

		informed project design and method		
Project implementation and evaluation plan	● Project implementation plan unclear or misaligned to purpose statement, goals, objectives, and theoretical underpinnings ● Project budget and timeline omitted ● No discussion of potential or actual barriers to success ● Project evaluation plan, data collection measures, and data analysis plan omitted	● Project implementation plan described but misaligned with purpose statement, goals, objectives, or theoretical underpinnings ● Project budget or timeline omitted ● Potential or actual barriers to success not considered ● Project evaluation plan, data collection, and data analysis plan misaligned with quality improvement/EBP methods or project purpose, goals, or objectives	● Project implementation plan described, but may not clearly be aligned with purpose statement, goals, objectives, or theoretical underpinnings ● Project budget and timeline included ● Potential and actual barriers to project success included but not elaborated upon ● Alignment of project evaluation plan, data collection measures, and data analysis plan with quality improvement/EBP methods or project purpose, goals, and objectives unclear	● Project implementation plan aligns with purpose statement, goals, objectives, and theoretical underpinnings ● Project budget and timeline appropriate and reasonable for scope ● Potential and actual barriers to project success considered ● Project evaluation plan, data collection measures and data analysis plan aligned with quality improvement/EBP methods and are logical based on project purpose, goals, and objectives
Inclusion of *Essentials* Domains	● Domains omitted	● Minimal attention to Domains and no elaboration	● Domains included as appropriate	● Domains included as appropriate and may have elaboration

APA style, formatting, grammar, and organization. Professional presentation.	• Poorly done, no creativity or audience interest • Graphics poorly done • Unorganized • Over time limit by 2-5 minutes • Read directly off slides, mumbles, lack of voice projection • Unable to address questions • Frequent errors in spelling, grammar, punctuation, APA, or slide formatting	• Lacked creativity, unengaging • Graphics did not relate to presentation or were distracting • Poor organization • Over time limit by < 2 minutes • Read off slides/notes, inconsistent voice projection • Unable to address questions • Errors in spelling, grammar, APA, or slide formatting	• Creative delivery but did not consistently engage audience • Graphics reflect content but did not enhance presentation • Well organized • Did not exceed time limit • Utilizes notes sparingly, good voice projection • Able to answer questions, but with minimal elaboration • Few errors in spelling, grammar, or APA, or slide formatting	• Creative, engaging, & held audience attention • Graphics reflected content & enhanced presentation • Well organized • Did not exceed time limit • Does not read from slides/notes with good voice projection • Able to answer questions with full explanation and elaboration • Well written, absence of errors in spelling, grammar, APA, and slide formatting
Comments:				

St. John Fisher University
Wegmans School of Nursing
Doctor of Nursing Practice Program

DNP Scholarly Project Written Proposal Rubric (GNUR713)

Student Name: _____ Evaluator & Role: _____ Date: _____
_____
Grade: Pass/Fail (must meet or exceed all criteria to pass)

The DNP Scholarly Project written proposal provides the evidence base, design and methods, and implementation and evaluation plan to the DNP Scholarly Project. The proposal combines work completed in GNUR 709 and GNUR 713 into a succinct, clear project plan. The DNP proposal is submitted to the student's DNP Scholarly Project Committee. Final proposal approval, following the project proposal defense and written proposal review, must be signed off by the student's DNP Committee Chair. Necessary revisions to the student's DNP Scholarly Project plan and proposal, identified after review of the written documentation and oral defense, must be made and included in the final IRB application submission. Each element included below, must be evaluated as meets or exceeds expectations by the DNP Committee Chair in order to pass the written proposal and move onto IRB approval.

	Does Not Meet	Needs Improvement	Meets	Exceeds
Introduction, background, and significance (Problem recognition): ● Audience is introduced to the clinical area of concern, including appropriate background information ● Supporting literature and recommendations are synthesized with gaps in literature/practice articulated ● Problem statement and significance is clearly articulated				

Needs Assessment
 ● Population of interest, setting, and stakeholders clearly identified
 ● Components of needs assessment included and discussed (with supporting literature as applicable)
   ○ Organizational assessment
   ○ Available resources				

o Team selection
     o Scope of project
     o Desired outcomes
     o SWOT Analysis
     o Cost/benefit analysis (ROI)
● Project purpose clearly articulated				

Goals, objectives, and theoretical underpinnings ● Project goals, process and outcomes objectives, and mission statement described, are attainable, and align with project purpose ● Theoretical underpinnings (change theory and project specific theory) described and comprehensively informs/supports DNP Scholarly Project				
Project implementation plan ● Project design and method fully described and aligns with purpose statement, goals, objectives, and theoretical underpinnings and quality improvement/EBP frame. ● Resources, personnel/team, budget, and operation requirements for the project described (inputs) and reasonable for scope ● Project methods/steps fully described including step-wise implementation plan aligned with purpose, objectives, goals, and theoretical underpinnings (outputs) ● Potential and actual barriers to project success considered				
Project evaluation plan ● Type of evaluation methods proposed for the DNP Scholarly Project described, including applicable data analysis plan ● Project data collection methods and measurement tools included (measurement tools included in the appendix and described in text) ● Plan for monitoring project implementation described (process evaluation)				

● Plan for summative outcome/impact evaluation of the DNP Scholarly Project described				
Conclusion ● Potential contributions(s) of the DNP Scholarly Project to practice, health, education, theory, policy, and/or research/EBP summarized				
Appendices ● SWOT and gap analysis ● Logic Model ● Action plan/timeline ● Measurement tools and permissions (if applicable) ● Letters of support ● Others as identified				
APA format, grammar, writing, and organizational skills				

St. John Fisher University
Wegmans School of Nursing
Doctor of Nursing Practice Program

DNP Scholarly Project Proposal Form

We recommend that the DNP Scholarly Project Proposal by:

Titled:

Be accepted in partial fulfillment of the requirements for the Doctor of Nursing Practice degree.

_____   _____

Committee Chair Signature   Date

_____   _____

Committee Member Signature   Date

_____   _____

Clinical Mentor/Scholar Signature   Date

This form is completed at the end of the student's <u>GNUR 713 semester</u>, following their DNP Scholarly Project Proposal defense to the Committee

St. John Fisher University
Wegmans School of Nursing
Doctor of Nursing Practice Program

Final DNP Scholarly Project Defense Rubric (GNUR 714)

Student Name:_____ Evaluator & Role: _____ Date: _____

Grade: Pass/Fail (must meet or exceed all criteria to pass)

The proposal defense is a 30 minute presentation (plus 10 for questions) given to an audience including the student's DNP Scholarly Project Committee; additional guests may attend. The items listed below must be rated meets expectations or higher in order for the proposal to pass oral defense. The proposal is graded by the student's DNP Scholarly Project Committee only; other audience members may ask questions, but the grading responsibility and approval decision is with the DNP Scholarly Project Committee.

Item	Does not meet	Needs improvement	Meets	Exceeds
Introduction and problem recognition	● Omission of introduction, background, problem statement, and/or significance ● Supporting literature and recommendations are cited without synthesis or discussion of gaps in literature/practice	● Introduction, background, and/or problem statement and significance present but no elaboration or presentation is unclear ● Supporting literature and recommendations are briefly summarized and gaps in literature/practice are not included	● Introduction, background, and problem statement and significance clearly presented ● Supporting literature and recommendations are included, but not synthesized or gaps in literature/practice are not presented	● Introduction and background clear and concise with problem statement and significance clearly presented ● Supporting literature and recommendations are synthesized with gaps in literature/practice articulated
Needs Assessment	● Population or interest included but no connection to project ● Organizational and needs assessment	● Population of interest included but connect to project unclear ● Organizational and needs assessment	● Population of interest included ● Organizational and needs assessment included with little	● Population of interest clearly identified ● Organizational and needs assessment, with

	with supporting sources omitted ● No match between project leader and organization ● Project purpose, desired outcomes, and scope unclear, not actionable, or omitted ● Cost/benefit analysis not included or unreasonable for scope of project	incomplete; supporting sources omitted ● Match between project leader and organization unclear ● Project purpose, desired outcomes, and scope articulated but not actionable ● Cost/benefit analysis included but not explained or elaborated upon	discussion of supporting sources included ● Clear match between project leader and organization not articulated ● Project purpose, desired outcomes, and scope clearly articulated ● Appropriate team selected ● Cost/benefit analysis included	supporting sources, included ● Consistency between project leader and organization is clear ● Project purpose, desired outcomes, and scope clearly articulated and actionable ● Appropriate team selected ● Cost/benefit analysis included and reasonable
Goals, objectives, and theoretical underpinnings	● Omission of project goals or objectives, or misaligned with purpose statement ● Omission of a change theory and project specific theory to inform project design ● Unable to describe theoretical underpinnings and how the theories have informed project design and method	● Project goals and objectives included but may not be aligned to purpose statement ● Omission of a change theory or project specific theory to inform project design ● Theoretical frameworks explained but do not match project as designed ● Inability to describe theoretical underpinnings or how the theories has	● Project goals and objectives congruent with purpose statement ● Inclusion of change and project specific theory to support the project design included, but may not fully match project ● Able to describe theoretical underpinnings, but may not fully articulate how theory has informed project design and method	● Project goals and objectives attainable and congruent with purpose statement ● Inclusion of a change theory and project specific theory to support the project design clearly articulated ● Able to fully describe how the theoretical underpinnings of the project have informed project design and method

		informed project design and method		
Project implementation and evaluation	• Project implementation process unclear or misaligned to purpose statement, goals, objectives, and theoretical underpinnings • Project budget and timeline omitted • No discussion of barriers to project success • Project evaluation and data collection measures misaligned with quality improvement/EBP methods or omitted	• Project implementation described but misaligned with purpose statement, goals, objectives, or theoretical underpinnings • Project budget or timeline omitted • Barriers to project success not considered • Project evaluation and data collection measures included, but did not align with quality improvement/EBP methods or did not align with project purpose, goals, or objectives	• Project implementation described, but was not clearly be aligned with purpose statement, goals, objectives, or theoretical underpinnings • Project budget and timeline included • Barriers to project success included but not elaborated upon • Project evaluation and data collection measures aligned with quality improvement/EBP methods and appeared to align with project purpose, goals, and objectives	• Project implementation aligned with purpose statement, goals, objectives and theoretical underpinnings • Project budget and timeline was appropriate and reasonable for scope • Barriers to project success considered • Project evaluation and data collection measures aligned to quality improvement/EBP methods and was logical based on project purpose, goals, and objectives
Data evaluation and interpretation	• Data evaluation incomplete and did not align to purpose, goals, and objectives • Relationship of findings to the	• Data evaluation incomplete or did not align to purpose, goals, and objectives • Findings described, but relationship to	• Data evaluation complete, but connection to purpose, goals, and objectives unclear • Findings described, but relationship to	• Data evaluation complete and appropriate based on project purpose, goals, and objectives • Able to clearly articulate findings as

	population of interest omitted ● No discussion of implications of findings ● Project sustainability and next steps not considered	population of interest omitted ● Implications of findings irrelevant to project or population of interest ● Project sustainability or next steps discussed but not informed by project evaluation	population of interest unclear ● Implications of the findings included ● Project sustainability and next steps included but not fully discussed	they relate to the population of interest ● Implications of the findings comprehensively described ● Project sustainability and next steps discussed and appropriate based on evaluation and interpretation of findings
Inclusion of *Essentials* Domains	● Domains omitted	● Minimal attention to Domains and no elaboration	● Domains included as appropriate	● Domains included as appropriate and may have elaboration
APA style, formatting, grammar, and organization. Professional presentation.	● Poorly done, no creativity or audience interest ● Graphics poorly done ● Unorganized ● Over time limit by 2-5 minutes ● Read directly off slides, mumbles, lack of voice projection ● Unable to address questions ● Frequent errors in spelling, grammar, punctuation, APA, or slide formatting	● Lacked creativity, unengaging ● Graphics did not relate to presentation or were distracting ● Poor organization ● Over time limit by < 2 minutes ● Read off slides/notes, inconsistent voice projection ● Unable to address questions ● Errors in spelling, grammar, APA, or slide formatting	● Creative delivery but did not consistently engage audience ● Graphics reflect content but did not enhance presentation ● Well organized ● Did not exceed time limit ● Utilizes notes sparingly, good voice projection ● Able to answer questions, but with minimal elaboration	● Creative, engaging, & held audience attention ● Graphics reflected content & enhanced presentation ● Well organized ● Did not exceed time limit ● Does not read from slides/notes with good voice projection ● Able to answer questions with full explanation and elaboration ● Well written, absence of errors in spelling,

			● Few errors in spelling, grammar, or APA, or slide formatting	grammar, APA, and slide formatting

Comments:

St. John Fisher University
Wegmans School of Nursing
Doctor of Nursing Practice Program

<u>Final DNP Scholarly Project Form</u>

We recommend that the DNP Scholarly Project by:

Titled:

Be accepted in partial fulfillment of the requirements for the Doctor of Nursing Practice degree.

Committee Chair Signature	Date

Committee Member Signature	Date

Clinical Mentor/Scholar Signature	Date

This form is completed at the end of the student's <u>GNUR 714 semester</u>, following their final defense to the Committee