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Overview

The DNP Project is the cumulative work of the DNP degree. The DNP Project is an evidence-based project intended to utilize the DNP Essentials identified by the American Association of College of Nursing (AACN) to translate evidence into a tangible and sustainable practice improvement with measurable outcomes. In addition, the DNP Project meets the Fort Hays State University DNP Student Learning Outcomes. The development, implementation, and evaluation of the DNP Project is an experiential learning opportunity intended to advance skills in leadership, evidence-based practice translation, critical thinking, and communication. The DNP Project allows the student to develop and enhance interdisciplinary collaboration skills to produce an impactful practice change.

AACN DNP Essentials

I. Scientific Underpinnings for Practice  
II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking  
III. Clinical Scholarship and Analytical Methods for Evidence-Based Practice  
IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care  
V. Health Care Policy for Advocacy in Health Care  
VI. Interprofessional Collaboration for Improving Patient and Population Health Outcomes  
VII. Clinical Prevention and Population Health for Improving the Nation’s Health  
VIII. Advanced Nursing Practice (AACN)


FHSU DNP Student Learning Outcomes

1- Professionalism: Graduates will use interprofessional collaboration with ethical competency to improve patient and population health outcomes.
2- **Theory**: Graduates will analyze and integrate knowledge from research and theory to develop and implement evidence based practice.

3- **Evidence Based Practice**: Graduates will utilize the process of systematic inquiry to translate, implement, and evaluate evidence based practice to improve patient outcomes.

4- **Leadership**: Apply leadership skills to lead health care systems to improve the health outcomes of individuals, communities, and populations through interdisciplinary collaboration and implementation of high-quality and cost-effective care.

5- **Advanced Practice Role**: Will utilize the advanced practice role to improve health outcomes, evaluate and improve business practices, actively participate in health care policy, evaluate information systems, and promote health and disease prevention for individuals, communities, and populations.

6- **Informatics**: Graduates will analyze, utilize, and evaluate information technology to provide leadership and improve patient care.

7- **Healthcare Systems**: Graduates will advocate, influence, and evaluate policy making and implementation.

8- **Holistic View**: Graduates will provide comprehensive health care to populations while exhibiting sensitivity to cultural diversity.

---

**Courses Intended to Develop the DNP Project**

**Evidence Based Projects and Scholarly Tools**: Students will appraise evidence based practice and evaluate its’ application in practice settings. The course will build on master’s level research methodology as students investigate research problems and explore appropriate research designs to solving clinical questions. The student will complete the following:

- Finalize the Topic and PICOT question
- Start the Literature Review and Theoretical Framework
- Connect with the organization and troubleshoot potential time and/or organizational challenges
- Develop SMART OBJECTIVES

**DNP Research Methods**: This course will incorporate a clinical research problem requiring data collection, data management and data analysis. Students will review processes for scholarly dissemination. The student will complete the following:

- Identify the purpose statement
• Finalize the research methods and outcomes for the project
• Clarify the evaluation plan

**DNP Project I:** This course is the first of three clinical project courses that prepares advanced practice nurses for a clinical doctorate. Students in this course will identify a clinical problem and synthesize journal articles from a literature review. They will analyze ethical dilemmas related to their identified problem and explore options for data collection and analysis. The student will complete the following:

• Finalize the Proposal
• Complete the Oral Defense of the Proposal
• Submit IRB Approval (FHSU and outside agency if applicable)
• Complete 200 project hours

**DNP Project II:** This course is two of three scholarly DNP project courses that prepares advanced practice nurses for a clinical doctorate. During this course student will implement their DNP Project. Students will also finalize the Institutional Review Board (IRB) process. The student will complete the following:

• Obtain IRB approval
• Implement Project
• Begin evaluation of data
• Complete 200 project hours

**DNP Project III:** This course is the third course in a three-part series of DNP project courses. In this course students will finalize their clinical research project. Students will collect and analyze clinical data. They will cumulate their doctoral education through a completed DNP project that utilizes theory, research and practice. It will be disseminated into a scholarly manuscript. The student will complete the following:

• Finalize project and data
• Complete the DNP Project Paper
• Complete the Oral Defense of the DNP Project
• Present project poster at *DNP Scholars Day*
• Submit the final DNP Project as an abstract for a poster presentation to an national or state organization and/or submit for publication
• Complete 200 project hours
Student Responsibilities

Students should refer to each course for specific requirements, assignments and due dates, tasks to be completed, resources needed, and specific deadline submissions. In addition, students will need to develop a team, complete DNP Project hours, provide regular communication, and present a poster, in-person, at DNP Scholars Day.

Steps to Develop a Team

1) The student must meet with the course instructor of Nursing 957 DNP Project I to discuss the composition of the team during the first week of DNP Project I. The team will consist of three members and the lead will be the faculty team chair who is the instructor of Nursing 957 DNP Project I.

2) The student will find a faculty content specialist and submit the “Faculty Content Specialist Agreement Form” (see Appendix A) to the submission drop box in DNP Project I.

3) The student will find an organizational mentor from within the organization the project will be conducted and submit the “Organizational Mentor Agreement Form” (see Appendix B) to the submission drop box in DNP Project I.

Complete DNP Project Hours

1) Hours are accumulated when the student is completing research related to project development, during meetings within the organization directly related to the project, development of supporting materials, chart reviews, preparation for implementation, implementation of the project, and data collection and analysis. Hours are accumulated during NURS 957 DNP Project I (200 hours), NURS 958 DNP Project II (200 hours), and NURS 959 DNP Project III (200 hours).

2) Hours are not accumulated during normal employment activities, required course work such as discussion board participation, writing of the proposal, preparation of the proposal oral defense, finalization of the DNP Project final paper, public defense of the final project, or during the poster session at Scholars Day.

3) Students must complete the number of hours assigned within each semester. Hours are not carried into the following semester. The minimum total number of hours is 600. Many projects will require more.

4) Log hours in a spreadsheet and submit at the end of NURS 957 DNP Project I, NURS 958 DNP Project II, and NURS 959 DNP Project III. This is a
PASS/FAIL assignment. Failure to submit the hours by the due date will prevent successful completion of the course. (See Appendix C)

Communication

The student will be responsible for providing regular communication in addition to scheduled 1:1 meetings required in the courses. The student will need to do the following:

1) Provide all correspondence in writing through their FHSU email. Any verbal communication by student or team member will require a written summary sent by email of the key points of the conversation.

2) Provide regular updates to the student’s team regarding any changes, delays, or unexpected events that occur during the DNP Project development, implementation, or evaluation period through formal written communication. What will be considered regular updates will need to be agreed upon by the team and the student.

Scheduling of Oral Defense for Proposal and Final Project

The student will be responsible for scheduling the oral defense of the proposal and the final project with the faculty team chair in accordance with due dates presented in the syllabi for each corresponding course.

1) The student will arrange with the lead faculty at least two weeks in advance for oral defense which can be completed in person or virtually. All team members must be present.

2) The student must send the final draft of the written work for the proposal and the final project at least two weeks in advance for the team to review.

3) The final project oral defense will also include an invite to the community at large which is not limited to faculty, staff, administration, students, and support staff. In addition, the student may invite family members to be present. This will be completed by the faculty team chair and the link (if completed virtually) will be sent to the student.

Institutional Review Board (IRB) Approval

All projects must seek IRB approval. Most DNP Projects are evidence based quality improvement initiatives that are exempt, but must have a letter stating the exempt status from the IRB at FHSU. Many projects will require IRB approval or exemption from the supporting organization, provide documentation to FHSU and submit along with the FHSU IRB application. Final IRB approval from FHSU must be ready for submission by the first week of DNP Project II. See course syllabus for specific deadlines. IRB approval is solely the students’ responsibility and a project will not be allowed to move forward without documentation
of approval. See IRB website for additional information. 
https://www.fhsu.edu/academic/gradschl/ossp/IRB/

**Poster Specifications for DNP Scholars Day**

The student will present a scholarly poster of the final DNP Project at the DNP Scholars Day in accordance with the template available in NURS 959 DNP Project III.

1) The poster must be 36” x 48” in size.
2) FHSU Logo must be present in the title banner along with the name of the student and each team member.
3) The student must use FHSU colors throughout the poster.
4) It is suggested that the student have the poster laminated.
5) The poster must address
   a. The problem and key objectives
   b. The evidence based initiative including population and setting
   c. The outcomes and recommendations with clinical relevance
   d. The conclusion
6) It is recommended that the student use pictures and graphs within the poster to depict
7) Poster tips:
   a. https://www.fhsu.edu/academic/gradschl/ure/URE-Poster-Tips/the data analysis.

**Roles and Responsibilities of the DNP Project Team Members**

**Faculty Team Chair**

1) Must have doctoral preparation and be a member of the FHSU Faculty.
2) Will review the DNP Project Proposal and make suggested changes in agreement with the faculty content specialist.
3) Will review the IRB application prior to graduate Team submission and provide guidance for outside IRB.
4) Will guide the preparation and implementation of the DNP Project.
5) Will review the final DNP Project paper and make suggested changes.
6) Will be present for the final oral defense and will determine, with the DNP Project Team, adequacy of the final DNP Project.
7) Will meet on a regular basis with the student in assigned 1:1 meeting to review the projects development and progress to ensure student success, per the syllabus in each course, and as needed for project development.
8) Will be required to communicate in a timely manner which includes responding to emails within 48 hours, returning submissions of work within 5 business days, and responding to the final manuscript of the DNP Project within 10 business days.

9) Will submit all feedback in written form and maintain the correspondence for the duration of the project.

**Faculty Content Specialist**

1) Must be a member of the FHSU faculty. Does not require doctoral preparation.
2) Serves as a content expert to provide guidance in the DNP Project development.
3) Will review the DNP Project Proposal and make suggested changes in agreement with the faculty team chair.
4) Will guide the preparation and implementation of the DNP Project.
5) Will review the final DNP Project paper and make suggested changes.
6) Will be present for the final oral defense, and will determine with the DNP Project Team, adequacy of the final DNP Project.
7) Will be required to communicate in a timely manner which includes responding to emails within 48 hours, returning submissions of work within 5 business days, and responding to the final manuscript of the DNP Project within 10 business days.
8) Will submit all feedback in written form and maintained for the duration of the project.

**DNP Project Mentor**

1) Should be a member of the organization in which the project is being conducted.
2) Is not required to be a RN or have doctoral preparation.
3) Not required to edit
4) Will provide organizational support to the student for successful project implementation, data collection, and completion
5) Will provide timely feedback which includes responding to emails with 72 hours
6) Will communicate any concerns or issues with the DNP Project Team Faculty Chair.
7) Required to be at the proposal and final defense (in-person or virtual)
Project Elements

DNP Project Proposal and Oral Defense

The DNP Project proposal is a scholarly written paper that outlines the specific problem the student is addressing. In the proposal, the purpose of the evidence based change is clarified and supported in relationship to evidentiary support and organizational strategic planning. The theoretical underpinnings shaping the change initiative are explored and supported. The project design is identified, the method for implementing the initiative is defined, the ethical considerations are quantified, and the data collection and analysis plan is clarified. The proposal is presented in-person or virtually to the team for final approval through a power point at the end of NURS 957 DNP Project I as the oral defense of the proposal. The following documents provide the structure to complete the DNP Project Proposal.

1) DNP Project Proposal Outline (see Appendix D)
2) DNP Project Proposal Rubric (see Appendix E)
3) DNP Project Proposal Public Defense Rubric (see Appendix F)

DNP Project Final Paper and Oral Defense

The DNP Final Paper is the culminating evidence of satisfactory completion of the DNP requirements for graduation. The DNP Final Project will be presented as a scholarly written paper that shows evidence of successful implementation of an impactful and sustainable clinical initiative. The DNP Project final paper builds on the proposal and includes the data, analysis, discussion, and conclusion of the DNP Project. The student will present a summary of the final project in a power point during an oral defense in which the community will be invited to view and discuss the project. The final defense occurs during NURS 959 DNP Project III. The following documents provide the structure to complete the DNP Project and Oral Defense.

1) DNP Project Final Paper (see Appendix G)
2) DNP Project Final Paper Rubric (see Appendix H)
3) Oral Defense of the DNP Project Proposal (see Appendix I)

Poster Presentation at DNP Scholars Day

Each student will be required to present their DNP Project in poster form at DNP Scholars Day prior to graduation. Poster specifications can be found under “Student Responsibilities.” This assignment is a PASS/FAIL, meaning it must be completed to finish the course. Failure to present the DNP Scholars Day poster will prevent successful completion of the course. In addition, students should read through the following tips for poster presentations.
1) Bring handouts of your poster to handout to visitors.
2) If you have included or developed treatment algorithms, guidelines, or additional documents you should bring copies to provide to visitors.
3) Stand by your poster during the entire session and wear professional attire.
4) Have a canned 2-minute summary of your poster and include the problem, how you fixed it, and what the outcome was.

Tips for the Oral Defense of the DNP Final Project

1) General Guideline
   a. Wear business attire and be on time.
   b. Come prepared and bring extra copies of your poster and executive summary to hand out to attendees. If you are presenting virtually, make sure your Faculty Team Chair has this information.
   c. You will have 20 minutes to defend your project. After this, be prepared for questions from the audience. This will normally take 15-20 additional minutes.
   d. Be concise in your message regarding the projects elements including the purpose, method, outcomes, and analysis of data. Be sure to focus on the clinical relevance of your project.
   e. You will be challenged on your project. Prepare to defend your projects purpose, the method used, the significance of the outcomes, and address how this will be impactful in healthcare and sustainable. Be succinct in your responses, with data to support your claim.
   f. Maintain eye contact with your audience and try to avoid reading from the power point.
Appendix A

FORT HAYS STATE UNIVERSITY
Forward thinking. World ready.

Faculty Content Specialist Agreement
Faculty Content Specialist

The faculty content specialist is an integral part of the DNP Project team. The content specialist provides guidance and support for the student as the expert in the content area to assist in developing strategies for successful development and implementation of the project. Below are the specific criteria to be a faculty specialist.

1) Must be a member of the FHSU faculty. Does not require doctoral preparation.
2) Serves as a content expert to provide guidance in the DNP Project development.
3) Will review the DNP Project Proposal and make suggested changes in agreement with the faculty team chair.
4) Will guide the preparation and implementation of the DNP Project.
5) Will review the final DNP Project paper and make suggested changes.
6) Will be present for the final oral defense, and will determine, with the DNP Project Team, adequacy of the final DNP Project.
7) Will be required to communicate in a timely manner which includes responding to emails within 48 hours, returning submissions of work within 5 business days, and responding to the final manuscript of the DNP Project within 10 business days.
8) Will submit all feedback in written form and maintained for the duration of the project.

I agree to serve as the faculty content specialist for the duration of the DNP Project development, implementation, and evaluation.

X
Faculty Content Specialist
DNP Project Mentor

The DNP Project Mentor serves an integral part of the DNP Project team as the connection between the student and the organization. The role of the DNP Project Mentor is to help facilitate organizational processes to ensue student success. Below are the specific criteria to be a DNP Project Mentor.

1) Should be a member of the organization in which the project is being conducted.
2) Is not required to be a RN or have doctoral preparation.
3) Not required to edit
4) Will provide organizational support to the student for successful project implementation, data collection, and completion
5) Will provide timely feedback which includes responding to emails with 72 hours
6) Will communicate any concerns or issues with the DNP Project Team Faculty Chair.
7) Required to be at the proposal and final defense (in-person or virtual)

I agree to serve as the DNP Project Mentor for the duration of the DNP Project development, implementation, and evaluation.

X

DNP Project Mentor
Appendix C

DNP Project Hours Log Example

You are required to utilize the same headers when creating your own excel spreadsheet document. Project hour specifications are listed on page 7 of the DNP Handbook. Please refer back to page 7 of the DNP Handbook for student responsibilities for DNP Project Hours. Each course will require submission of this log. Please see course syllabi.
Appendix D

DNP Project Proposal Outline

I. Title Page
II. Table of Contents
III. Figures and Tables List
IV. Introduction
   a. Problem
   b. Purpose statement with specific objectives
   c. Congruence with organizational strategic plan
   d. Facilitators and barriers
V. Literature Review
   a. Summary of literature search including search strategies, keywords, inclusion and exclusion criteria
   b. Supports the problem statement and identifies gaps in knowledge
VI. Theoretical Framework
   a. Identifies the theoretical underpinnings of the project to support change and provide a framework for the project
   b. Provides a model that correlates the project with the theoretical framework
VII. Methods
   a. Needs and feasibility assessment
   b. Project design
   c. Setting
   d. Population/sample
   e. Tools and/or instruments
   f. Project plan
      i. Detailed description of the interventions
      ii. Outcomes that will be measured (*identify as smart objectives*)
      iii. Resources needed
      iv. Timeline
   g. Institutional Review Board approval
   h. Cost-benefit analysis, market analysis, business plan, financial plan, and/or budget (if applicable)
VIII. Evaluation Plan
   a. Plan for data collection
   b. Plan for data analysis (*i.e. statistician will conduct, t-test,...*)
IX. References
X. Appendices
## Appendix E

### DNP Project Proposal Paper Rubric

<table>
<thead>
<tr>
<th>Content Evaluation</th>
<th>Evaluator Comments Paper Rubric</th>
<th>Points</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The problem is clearly identified</td>
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<tr>
<td>• The purpose statement is clear with specific objectives</td>
<td></td>
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<tr>
<td>• The project is congruent with organizational strategic plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Anticipated facilitators and barriers are addressed</td>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Literature Review</strong></td>
<td></td>
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<tr>
<td>• The summary of literature meets the outlined criteria</td>
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<td></td>
<td></td>
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<tr>
<td>• Supports the problem statement and identified gap in the knowledge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Theoretical Framework</strong></td>
<td></td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>• Provides underpinnings for change and provides a framework for the project</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Methods</strong></td>
<td></td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>• The needs and feasibility assessment adequately identified the organizational issues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The project design is conducive to successful implementation of the proposal</td>
<td></td>
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<tr>
<td>• Identifies the setting</td>
<td></td>
<td></td>
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<tr>
<td>• Identifies the population/sample</td>
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<td></td>
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<tr>
<td>• Identifies the tools/instruments selected will accurately measure the intended outcomes</td>
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<tr>
<td>• Provides a detailed description of the project interventions</td>
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<tr>
<td>• Identifies the outcomes in the form of smart objectives</td>
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<tr>
<td>• Identifies additional resources required for project implementation</td>
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<tr>
<td>• Identifies a reasonable timeline for project implementation and completion</td>
<td></td>
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<tr>
<td>• Human Subject protection is addressed</td>
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</table>
- Cost benefit and market analysis and/or business and financial plan is identified if applicable
- A budget is identified (if applicable)

**Evaluation**
- Determined a plan for data collection
- A plan is present for data analysis

<table>
<thead>
<tr>
<th>APA</th>
<th>Evaluator Comments</th>
<th>Points</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>APA formatting is accurate and free of errors. The writing is presented in a logical manner. The transitions are smooth and effective. Follows APA mechanics, style, and quality. No or few spelling, punctuations, or grammatical errors Writing was organized, clear, and concise</td>
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**Total** 200

**Grading Scale Points**

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<td>A</td>
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<td>B</td>
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<tr>
<td>C</td>
<td>140-159</td>
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# Appendix F

<table>
<thead>
<tr>
<th>Overarching Project Goals</th>
<th>Evaluator Comments</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>The DNP Project Proposal integrates interprofessional collaboration with ethical competency to improve patient and population health outcomes (1, II, VII)</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>The DNP Project Proposal presents integrated knowledge from research and theory to develop a proposed evidence based practice change (2, I, III, V)</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>The DNP Project Proposal utilizes the process of systematic inquiry to translate and evidence based practice change to improve patient outcomes. (3, I-VIII)</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>The DNP Project Proposal applies leadership skills to lead health care systems and/or teams to improve the health outcomes of individuals, communities, and/or populations through interdisciplinary collaboration and implementation of high-quality and cost-effective practice changes (4, II, IV, V, VII, VIII)</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>The DNP Project Proposal utilizes the advanced practice role to improve health outcomes through one of the following: (1) evaluate and improve business practices, (2) actively participate in health care policy, (3) evaluate information systems, or (4) promote health and disease prevention for individuals, communities, and populations. (5, III, VIII)</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>The DNP Project Proposal utilizes informatics as part of the evaluation plan to evaluate data and improve patient care. (6, IV)</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>The DNP Project Proposal advocates for, influences, and/or evaluates policy making and implementation within the practice setting. (7, V, VI, VIII)</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>The DNP Project Proposal provides a plan for comprehensive health care to individuals, communities, or populations while exhibiting sensitivity to cultural diversity. (8, I-VIII)</td>
<td></td>
<td>20</td>
</tr>
</tbody>
</table>
The presentation was professional, well-prepared, clear and concise. Stayed within the timeline.

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Total</strong></td>
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**Grading Scale Points**

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<th>Points</th>
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<tr>
<td>B</td>
<td>144-161</td>
</tr>
<tr>
<td>C</td>
<td>126-143</td>
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</table>
Appendix G

DNP Project Final Paper

I. Title Page *(title should be no more than 12 words)*
II. Executive Summary
III. Table of Contents
IV. Figures and Tables List
V. Introduction
   a. Problem
   b. Purpose statement with specific objectives
   c. Congruence with organizational strategic plan
   d. Facilitators and barriers
VI. Literature Review
   a. Summary of literature search including search strategies, keywords, inclusion and exclusion criteria
   b. Supports the problem statement and identifies gaps in knowledge
VII. Theoretical Framework
   a. Identifies the theoretical underpinnings of the project to support change and provide a framework for the project
   b. Provides a model that correlates the project with the theoretical framework
VIII. Methods
   a. Needs and feasibility assessment
   b. Project design
   c. Setting
   d. Population/sample
   e. Tools and/or instruments
   f. Project plan including timeline
   g. Institutional Review Board approval
   h. Cost-benefit analysis, market analysis, business plan, financial plan, and/or budget (if applicable)
IX. Evaluation
   a. Data analysis
   b. Key findings
X. Discussion
   a. Summary of major findings and outcomes *(refer back to the smart objectives)*
   b. Limitations *(i.e. sample size, design, data collection)*
   c. Implications for the organization including sustainability
   d. Implications for practice change, future research, impact on nursing education, and health policy change
XI. Conclusion
   a. Value to health care and practice
XII. References
XIII. Appendices
### Grading Scale Points

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
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<td>175-199</td>
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## Appendix H

### DNP Project Final Paper Rubric

<table>
<thead>
<tr>
<th>Content Evaluation (do we want this here or just in the proposal)</th>
<th>Evaluator Comments Paper Rubric</th>
<th>Points</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The problem is clearly identified</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>• The purpose statement is clear with specific objectives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The project is congruent with organizational strategic plan</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Facilitators and barriers are addressed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Literature Review</strong></td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>• The summary of literature meets the outlined criteria</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Supports the problem statement and identified gap in the knowledge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Theoretical Framework</strong></td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>• Provided underpinnings for change and provided a framework for the project</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Methods</strong></td>
<td></td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>• The needs and feasibility assessment was adequate and identified the organizational issues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• The project design was conducive to successful implementation of the project</td>
<td></td>
<td></td>
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<tr>
<td>• The setting was appropriate</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• The population/sample provided statistical significance</td>
<td></td>
<td></td>
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<tr>
<td>• The tools/instruments were accurate measures of the intended project outcomes</td>
<td></td>
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<tr>
<td>• The timeline of the project was accurate and replicable</td>
<td></td>
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<tr>
<td>• Human Subject protection was maintained and ethical standards were adhered to throughout the project</td>
<td></td>
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<tr>
<td>• Cost benefit analysis, market analysis, business plan, financial plan, and/or budget (if applicable) completed</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
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<td>70</td>
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</tr>
<tr>
<td>• The results were obtained and analyzed through a systematic approach</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• The key findings were significant and clearly defined and measured</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Discussion</strong></td>
<td></td>
<td>40</td>
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</table>
- The summary of major findings and outcomes is congruent with the smart objectives
- Limitations are clearly identified
- The implications to the organization are clearly identified and the project produced a sustainable practice change
- Implications for practice change, future research, impact on nursing education and/or policy change are implicit.

Conclusion
- The value of the DNP Project to change in health care is clearly identified and relevant

Dissemination
- The DNP Project provides a plan for dissemination within the nursing profession.

<table>
<thead>
<tr>
<th>APA</th>
<th>Evaluator Comments</th>
<th>Points</th>
<th>Points Awarded</th>
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</thead>
<tbody>
<tr>
<td>APA formatting is accurate and free of errors.</td>
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<tr>
<td>The writing is presented in a logical manner.</td>
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<tr>
<td>The transitions are smooth and effective.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follows APA mechanics, style, and quality.</td>
<td></td>
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</tr>
<tr>
<td>No or few spelling, punctuations, or grammatical errors</td>
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<tr>
<td>Writing was organized, clear, and concise</td>
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**Total** 250
## Appendix I

### DNP Project Public Defense Rubric

<table>
<thead>
<tr>
<th>Overarching Project Goals</th>
<th>Evaluator Comments</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>The DNP Project integrated interprofessional collaboration with ethical competency to improve patient and population health outcomes (1, II, VII)</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>The DNP Project analyzed and integrated knowledge from research and theory to develop and implement an evidence based practice change (2, I, III, V)</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>The DNP Project utilized the process of systematic inquiry to translate, implement, and evaluate evidence based practice to improve patient outcomes. (3, I-VIII)</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>The DNP Project applied leadership skills to lead health care systems and/or teams to improve the health outcomes of individuals, communities, and/or populations through interdisciplinary collaboration and implementation of high-quality and cost-effective practice changes (4, II, IV, V, VII, VIII)</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>The DNP Project utilized the advanced practice role to improve health outcomes through one of the following: (1) evaluate and improve business practices, (2) actively participate in health care policy, (3) evaluate information systems, or (4) promote health and disease prevention for individuals, communities, and populations. (5, III, VIII)</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>The DNP Project utilized informatics to evaluate data and improve patient care. (6, IV)</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>The DNP Project advocated for, influenced, and evaluated policy making and implementation within the practice setting. (7, V, VI, VIII)</td>
<td></td>
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</tbody>
</table>
The DNP Project provided comprehensive health care to individuals, communities, or populations while exhibiting sensitivity to cultural diversity. (8, I-VIII)

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>The presentation was professional, well-prepared, clear and concise. Stayed within the timeline.</td>
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<td><strong>Total</strong></td>
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**Grading Scale Points**

<table>
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<th>Range</th>
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<td>A</td>
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<td>126-143</td>
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