**Introduction**

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

**Purpose**

The purpose of the DNP project is to synthesize the competencies within The *Essentials of Doctoral Education for Advanced Nursing Practice* as an outcome measure of end-of-program student performance. However, all eight *Essentials* do not have to be demonstrated in every DNP 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 project will,

- focus on a change that impacts healthcare outcomes either through direct or indirect care;
- have a systems (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 project will also:

- Synthesize the program content;
- Reflect the DNP program outcomes 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.

The Essentials of Doctoral Education for Advanced Nursing Practice (2006)

The following constitute the “essentials” of DNP education as identified by the American Association of Colleges of Nursing in *The Essentials of Doctoral Education for Advanced Nursing Practice*:

I. **Scientific Underpinnings for Practice**
   Recognizes the philosophical and scientific underpinnings essential for the complexity of nursing practice at the doctoral level.

II. **Organizational and Systems Leadership for Quality Improvement and Systems Thinking**
   Recognizes the competencies essential for improving and sustaining clinical care and health outcomes, eliminating health disparities, and promoting patient safety and excellence in care.

III. **Clinical Scholarship and Analytical Methods for Evidence-Based Practice**
   Recognizes competencies essential for translation of research into practice, evaluation of practice, practice improvement, and the development and utilization of evidence-based practice.

IV. **Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care**
   Recognizes competencies essential to manage, evaluate, and utilize information and technology to support and improve patient care and systems.
V. **Health Care Policy for Advocacy in Health Care**
Recognizes the responsibility nurses practicing at the highest level have to influence safety, quality, and efficacy of care, and the essential competencies required to fulfill this responsibility.

VI. **Interprofessional Collaboration for Improving Patient and Population Health Outcomes**
Recognizes the critical role collaborative teams play in today’s complex health care systems and the competencies essential for doctorally prepared nurses to play a central role on these teams.

VII. **Clinical Prevention and Population Health for Improving the Nation’s Health**
Recognizes nursing’s longstanding focus on health promotion and disease prevention within the context of current national calls for all health educators to respond to the changing needs of the population and include this content in curricula

VIII. **Advanced Nursing Practice**
Recognizes the essential competencies reflective of the distinct, in-depth knowledge and skills that form the basis for nursing practice at the highest level regardless of practice role.
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 Project:

**Purpose:**

The purpose of the Doctorate 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.

**DNP Program Outcomes:**

At the completion of the program the student will enact the following outcomes:

1. Implement and evaluate clinical practice based on scientific knowledge.
2. Assume advanced practice nursing roles as an expert clinician
3. Demonstrate advanced leadership skills necessary to meet the challenges of increasingly complex health care organizations.
4. Demonstrate analytical methodologies for the evaluation of clinical practice and the application of scientific evidence to improve professional practice.
5. Apply clinical scholarship methodologies for organizational quality improvement, evidence-based practice, and health care outcomes.
6. Use advanced skills to design, develop, and implement the use of contemporary technological information systems.
7. Demonstrate expertise in the analysis and formulation and implementation of health care policy.
8. Collaborate with interdisciplinary teams necessary to meet health care needs of individuals and populations.
9. Apply ethical theories, legal and practice standards and advocacy to decision-making in health care issues.
10. Apply population based methodologies for health promotion and disease prevention in advanced practice.
DNP Program Goals:

The goals of the program are to:

1. Provide a high quality educational program that prepares candidates for successful careers as clinical experts and leaders
2. Implement a program of study that promotes expert clinical practice, continuous practice improvement, effective leadership practices, and clinical scholarship
3. Participate in the evolution, development, and improvement of clinical practice for professional nursing
4. Create and implement a rigorous clinically focused doctoral program which demonstrates the continuous improvement of clinical practice and scholarship
5. Impact and improve clinical practice, clinical outcomes, health policy, and care delivery methodologies.
The DNP Project

The DNP project is created over three clinical courses and utilizes coursework from all DNP courses to provide both foundation and structure (scaffolding) to the project. Common to all of the projects is the synthesis of the competencies within The Essentials of Doctoral Education for Advanced Nursing Practice (DNP). The scope and impact of DNP projects can differ greatly since some are undertaken by post-baccalaureate students and others by experienced nurses in the post-master’s 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.

The DNP project may take a variety of forms, for example:

- a pilot study demonstrating practice improvement;
- a tool kit;
- 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.

Each of the above examples is reflective of the use of evidence to improve practice. The project is supported throughout the student’s program by:

- the AACN The Essentials of Doctoral Education for Advanced Nursing Practice (2006);
- the WSON DNP Program purpose, outcomes and goals;
• the curricular milestones of the WSON DNP Program;
• the clinical core outcomes as demonstrated through the outcomes pertaining to the clinical courses.

**The DNP Project is not:**

• a white paper;
• an integrative and/or systematic review;
• a professional portfolio.

**DNP Project Team:**

The DNP project team should consist of the student, a WSON faculty member with a minimum of doctoral preparation, and a clinical mentor/scholar who may be from outside the College. In some instances additional experts/mentors/partners/facilitators can be formal or informal collaborators and/or consultants. These individuals may provide intermittent or limited support throughout the project as needed.

**The DNP Project Advisor:**

At the conclusion of the first year of the DNP program or at completion of GNUR 701, 702, 703, 705, 707, and 708 the student will have selected a DNP Project population of interest. At the completion of GNUR 709 the student will present to the Graduate Committee for approval their initial DNP Project proposal. The initial proposal will follow the format of the DNP Project Proposal Form and will include: the population of interest, problem recognition, a partial needs assessment, theoretical underpinnings, the identified DNP Project Advisor and the identified DNP Project Clinical Mentor. If the student does not choose an advisor one will be appointed by the Academic Advisor with input from the DNP faculty. The project advisor is a doctorally prepared nurse with experience in two areas which are critical to student progress: the completion of a major scholarly project such as a dissertation and experience in writing for publication.

The role of the DNP Project Advisor is to mentor, guide, support, and coach the student in the DNP Project process. The advisor will support the development and implementation of the DNP Project and is responsible in assisting the student in the completion of the overall project. The project advisor is selected from the WSON Faculty and the selection is based upon the student’s project topic and faculty interest/area of expertise. The advisor will facilitate the process by meeting monthly with the DNP student and
communicating with the course faculty in GNUR 713, 721 and 741 to assist the student in meeting course objectives and progress toward completion of the project. In addition, the project advisor provides input, direction and review of emerging materials for publication. Their role is essential in GNUR 741 as the student completes the project and writes for publication of their project. The DNP Project Advisor will meet with the student and the clinical mentor/scholar once per semester for a total of 3 visits.

**It is the responsibility of each student to make and keep monthly appointments with their project advisor as the student continues the DNP clinical courses (GNUR 713, 721, 741). Failure to keep the monthly advisor meeting may prolong the student’s program completion time.**

**The DNP Clinical Mentor/Scholar:**

Each DNP student will select, with the input of their GNUR 709 faculty and/or the DNP program director, a clinical mentor/scholar for their clinical experience. The clinical mentor/scholar must be an expert in the area in which the DNP student wishes to develop expertise. The mentor/scholar provides input on the clinically focused content of the DNP project. The clinical mentor/scholar must hold a position in the organization in which the project is to be implemented; where the mentor/scholar can facilitate the DNP student’s access to clinical services, organizational information, decision makers, and other personnel. Clinical mentors/scholars are key in assuring the DNP student meets clinical objectives and can implement the DNP project.

There are currently very few nurses prepared at the DNP level who can serve as the clinical mentor/scholar for DNP students. Therefore, the clinical preceptor will not necessarily be a DNP–prepared advanced practice nurse. Examples of persons who might fill the position of clinical mentor/scholar include: an advanced practice nurse or other professional with a doctoral degree; an advanced practice nurse with considerable experience and recognition as an expert in a particular clinical field; a physician with specialized training and experience; a nurse with a high level administrative position (e.g. Director, Vice President, President, or CEO) within a health care organization; a doctorally–prepared nurse educator; a nurse with an advanced business or other degree, etc. **It is the responsibility of the student to meet with their clinical mentor/scholar at least once per clinical course.** The clinical mentor/scholar will complete the form once per semester and meet with the DNP project advisor (or course faculty) once per semester for a total of 3 meetings.

**The Clinical Course Faculty**

DNP students are assisted in completing their DNP 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, (GNUR 721: Clinical Practice Development)* and GNUR 741: Clinical Scholarship Residency & Professional Seminar. Course faculty guide students through the
process of discovery, crystallization, 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 project advisors.

*Note: Students entering the program beginning in spring 2019 will complete the following DNP clinical courses: GNUR 709, GNUR 713, and GNUR 741.

Program Milestones
The Wegmans School of Nursing DNP Program is distinguished from other programs by creating a framework for the development of clinical scholarship. Curricular milestones have been identified and used to guide the student in the planning, development, and implementation of a DNP Project. The milestones begin in the first semester and are apparent in each session of each semester. They guide the student through to the completion of the DNP Project. The Milestones within the program are:

- Population of Interest
- Describing the State of Practice
- State of Health Care Delivery System Servicing Population
- Transforming Practice
- Identifying Indicators for Quality Outcomes
- Public Policy Transformation
- Synthesis and Implementation of the DNP Project

7/2019:jck
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 four clinical courses begins focused work on the student’s DNP project which synthesizes pertinent DNP Essentials. Students identify their population of interest and develop a problem statement using Zaccagnini and White’s model as a framework. DNP students identify a clinical mentor and DNP project advisor for their DNP project with the intent to change practice. At the end of the course, the students submit to the DNP faculty an initial DNP project proposal (the population of interest, the identified clinical problem, the identified relevant theory/conceptual framework, and the project idea) for approval before moving onto the second clinical course (GNUR 713). 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 project’s identified clinical problem can occur following the completion of GNUR 709, unless approved by the DNP Project Advisor and the DNP Program Director.

**GNUR 713 Clinical Program Development** (Focus: *Development and Finalization*)

This second of four clinical DNP courses continues project planning for the student’s DNP project. This phase of project development further demonstrates synthesis of pertinent DNP Essentials to transform clinical practice. Students expand on the clinical scholarship project’s needs assessment, goals, objectives, and theoretical underpinnings identified in GNUR 709. The course focus is on the DNP project work planning and evaluation planning phases in Zaccagnini and White’s DNP Process Project Model. Students complete a SWOT analysis, action plan/timeline, logic model, and provide evidence of an IRB proposal submission. At the end of the course the student will submit to the DNP faculty the final and completed DNP project proposal form for review and approval before moving onto the third clinical course (GNUR 721) and project implementation.
Please note: (1) It is important that the student reflect upon the ability to complete their DNP Project in GNUR 741. In order to facilitate completing the Project in GNUR 741, a student may defer enrollment in GNUR 741 until a more significant portion the DNP Project is accomplished, (2) No changes in the DNP project can occur following the completion of GNUR 713.

[GNUR 721 Clinical Practice Development (Focus: *Beginning Implementation*)]*

In this third clinical course, models of advanced clinical practice will be reviewed. The clinical practice environment will be analyzed for its efficacy, effectiveness, and applicability to practice priorities. This course focuses on understanding the manner in which clinical practice, management and delivery of care affects practicing nurses as advanced practitioners. Seminars will focus on integrating legal, fiscal, models of quality improvement and leadership and other intervening variables that affect environments of care. Students will have the opportunity to design and develop an analytical nursing practice environmental project that pertains to their clinical interests. Students should be actively involved in the implementation of their DNP projects (including data collection). A final poster including proposed data analysis, findings/discussion and conclusions/recommendations will be presented.]

*Please Note: Students entering the program beginning in spring 2019 will complete the following DNP clinical courses: GNUR 709, GNUR 713, and GNUR 741.

**GNUR 741 Clinical Scholarship/Residency/Professional Seminar (Focus: *Completing and Disseminating*)**

Students will undertake a DNP Project as part of their capstone course in the doctor of nursing practice program. The DNP Project will include options such as: needs assessment, program/project development, evaluation of an existing program, development of an assessment instrument/protocol for clients/populations, and cost/benefit analysis. The DNP Project will have been developed in consultation with the student’s DNP Project advisor. A manuscript prepared and submitted for publication and a formal presentation of the DNP Project will be the culminating events of the course.

7/2019: jck
DNP Project Completion Requirements

Completion of the DNP Project includes: (1) a final oral presentation of the DNP project for WSON faculty and students and (2) a submitted manuscript as part of GNUR 741 course requirements. The oversight of the presentation and manuscript completion is led by the faculty member of record and course faculty in GNUR 741: Clinical Scholarship/Residency/Professional Seminar and the DNP Project Advisor. The dissemination process will also be supported by faculty members of record for GNUR 709, GNUR 713, and (GNUR 721)*.

*Please Note: Students entering the program beginning in spring 2019 will complete the following DNP clinical courses: GNUR 709, GNUR 713, and GNUR 741.

DNP Project Presentations

Practice Presentation: Each student will present their DNP Project in a practice session approximately two weeks prior to their final presentation. The projects will be presented to the GNUR 741 faculty and other WSON faculty members. Each student will be allowed a forty minute session; 30 minutes to present and a 10 minute question and answer period. All presentations will be timed. The practice presentations will be video recorded for the students’ and project advisers’ use in editing. The faculty will have the opportunity to evaluate each presentation and give both verbal and written feedback.

Please read the Final DNP Project Presentation Rubric carefully.

Final Presentation: the final project presentations will be presented to WSON faculty and SJFC community members, as well as invited family and guests. Each student will be allowed a forty minute session; 30 minutes to present and a 10 minute question and answer period. The final presentations will be timed. All presentations will be video recorded for archival purposes. The faculty will evaluate each project using criteria in the Final DNP Project Presentation Rubric. At the completion of the presentations the faculty will meet briefly to discuss the presentations; decisions will be made as to whether each project was successfully completed and presented. Immediately following, the faculty notify the students of the group’s final decisions.

In the event that the student is not successful with the presentation of the DNP project, the student will have a second opportunity to present to WSON faculty members. If the student is not successful on the second presentation, GNUR 741 must be repeated. It is also
the responsibility of the GNUR 741 course faculty to determine whether all course requirements are completed per the course syllabus.

1/2017: jck; 6/2019:jck
The table below identifies the DNP Project activities relevant to each DNP clinical course:

<table>
<thead>
<tr>
<th>DNP Project Activity</th>
<th>Course</th>
<th>Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify Population of Interest</td>
<td>GNUR 709</td>
<td>Student with GNUR 709 faculty support</td>
</tr>
<tr>
<td>Identify Clinical Problem</td>
<td>GNUR 709</td>
<td>Student with GNUR 709 faculty support</td>
</tr>
<tr>
<td>Identify DNP Project Advisor</td>
<td>GNUR 709</td>
<td>Student with GNUR 709 faculty support</td>
</tr>
<tr>
<td>Identify DNP Clinical Mentor</td>
<td>GNUR 709</td>
<td>Student with GNUR 709 faculty support</td>
</tr>
<tr>
<td>Present Initial DNP Project Proposal</td>
<td>GNUR 709</td>
<td>Student with GNUR 709 faculty support</td>
</tr>
<tr>
<td>Formalize DNP Project</td>
<td>GNUR 713</td>
<td>Student with GNUR 713 faculty support</td>
</tr>
<tr>
<td>Submit Final DNP Project Proposal</td>
<td>GNUR 713</td>
<td>Student with GNUR 713 faculty, GNUR 715 faculty and DNP Project Advisor support</td>
</tr>
<tr>
<td>Submit IRB Proposal to SJFC IRB</td>
<td>GNUR 713</td>
<td>Student with GNUR 715 faculty &amp; DNP Project Advisor support</td>
</tr>
<tr>
<td>Begin Implementation of DNP Project</td>
<td>GNUR 741 (GNUR 721)</td>
<td>Student with support from GNUR 721 faculty, DNP Project Advisor &amp; DNP Clinical Mentor</td>
</tr>
<tr>
<td>Complete DNP Project and Data Collection</td>
<td>GNUR (721)/741</td>
<td>Student with support from GNUR 721/741 faculty, DNP Project Advisor &amp; DNP Clinical Mentor</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>GNUR 741</td>
<td>Student with support from DNP Project Advisor &amp; GNUR 741 faculty</td>
</tr>
<tr>
<td>Complete Clinical Hours (Total 1000 hours)</td>
<td>GNUR 741</td>
<td>Student</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>----------</td>
<td>---------</td>
</tr>
<tr>
<td>Complete &amp; Submit Manuscript</td>
<td>GNUR 741</td>
<td>Student with support from DNP Project Advisor &amp; GNUR 741 faculty</td>
</tr>
<tr>
<td>Successful DNP Project Presentation</td>
<td>GNUR 741</td>
<td>Student with support from DNP Project Advisor &amp; GNUR 741 faculty</td>
</tr>
</tbody>
</table>

*Please Note: Students entering the program beginning in spring 2019 will complete the following DNP clinical courses: GNUR 709, GNUR 713, and GNUR 741.
## Outcome Requirements at the Completion of Each DNP Clinical Course*

<table>
<thead>
<tr>
<th>Focus of Course</th>
<th>GNUR 709</th>
<th>GNUR 713</th>
<th>(GNUR 721)*</th>
<th>GNUR 741</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus of Course</td>
<td>Role</td>
<td>Program Development</td>
<td>Practice Project Implementation</td>
<td>Project Completion, Evaluation &amp; Dissemination</td>
</tr>
</tbody>
</table>
| Precondition of enrollment in course | ☐ Completion of GNUR: 701, 703, 705 & 707 | ☐ Approval of the Initial DNP Project proposal by the Graduate Committee | ☐ Documentation of IRB submission(s) and pending approval at the beginning of the course | • 85% of DNP clinical hours have been completed  
• Evidence of project implementation |
| Course Outcomes Related to Clinical Scholarship Project | • Declaration of MS clinical hours and calculation of hours needed to reach 1000  
• Declaration of DNP Project Population & Topic  
• DNP Project Problem Statement  
• DNP Project Theoretical Framework Identified  
• DNP Project PowerPoint Presentation  
• Initial DNP Project Proposal Submitted to Graduate Committee  
• DNP Project Faculty Advisor and Clinical Mentor Identified | □ SWOT Analysis  
□ Action Plan/Timeline, and Logic Model for Effective Completion of the DNP Project  
□ Development of Research Question or Project Aims  
□ Final DNP Project Proposal Submitted to Graduate Committee  
□ Approval of Final DNP Project proposal by Graduate Committee | □ Documentation of the completion of 65-85% of total DNP clinical hours at the end of the 14 week semester (713 & 721 course completion) Actively involved in DNP Project implementation, including data collection throughout course  
□ Approval of completed DNP Project by Graduate Committee  
□ Poster Presentation | □ All course and DNP Project requirements  
□ Evidence of 1000 clinical hours documented  
□ Presentation of DNP Project  
□ Approval of completed DNP Project by Graduate Committee  
□ Manuscript submission |
<table>
<thead>
<tr>
<th>Approval of Initial DNP Project proposal by Graduate Committee</th>
<th>Completion of all course requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of all course requirements</td>
<td>Data Analysis</td>
</tr>
<tr>
<td>Documentation of IRB Submission (IRB Application completed in GNUR 715)</td>
<td>Findings/Discussion</td>
</tr>
<tr>
<td>Action plan for DNP Project completion submitted to GNUR 721 Faculty and DNP Project advisor</td>
<td>N/A</td>
</tr>
<tr>
<td>Completion of all course requirements</td>
<td>Conclusions/Recommendations</td>
</tr>
<tr>
<td>Documentation of meetings with DNP Project advisor and clinical mentor</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### CSP Poster Elements

- Problem Statement
- Theoretical Framework/Conceptual Model
- Literature Review
- Cost Analysis

<p>| N/A | N/A | N/A |</p>
<table>
<thead>
<tr>
<th>Completion of Steps in DNP Project Process Model</th>
<th>□ Step 1: Problem Recognition  ○ Identify Need ○ Problem Statement</th>
<th>□ Step 2: Needs Assessment, cont: ○ Expanded Literature Review</th>
<th>□ Step 7: Implementation ○ Step 8: Interpretation of the Data</th>
</tr>
</thead>
</table>
| (Zaccagnini, M.E. & White, K.W., 2014) | ○ Literature Review & identified gaps in literature  
• Step 2: Needs Assessment  
• Step 4: Theoretical Underpinnings | ○ Assess Available Resources ○ Desired Outcomes ○ Team Selection ○ Cost/Benefit Analysis ○ Define Scope of Project  
• Step 3: Goals, Objectives & Mission Statement  
• Step 5: Work Planning  
• Step 6: Evaluation Planning | ○ Step 8: Interpretation of Data ○ Step 9: Utilization and Reporting of Results |
| The Steps above are required in the Initial DNP Project Proposal | | | |

Steps 1-6 are required in the Final DNP Project Proposal
Failure to complete DNP Project outcomes in any of the above courses will prohibit students from enrolling in the next clinical course.


*Please Note: Students entering the program beginning in spring 2019 will complete the following DNP clinical courses: GNUR 709, GNUR 713, and GNUR 741.
St. John Fisher College  
Wegmans School of Nursing  
Doctorate in Nursing Practice: DNP Project Tracking Form **

The DNP Project Tracking Form is used to monitor and verify the student’s accomplishments including clinical hours, faculty site visits, and learning outcomes achieved in the clinical courses. Following is the tracking form the student in clinical practice. The DNP Project Tracking Form is used throughout the four clinical courses. Site visits by clinical scholarship advisors will be done once per semester (during 3 courses). The DNP Project Tracking Form must be completed by the student and clinical mentor/scholar and submitted to the clinical course faculty prior to registering for a subsequent clinical course.

Student Name: 
_________________________________________________________________________________________________________

DNP Project Advisor Name:  
__________________________________________________________________________________

DNP Project Description and Planned Outcome:  
___________________________________________________________________________________________  
___________________________________________________________________________________________  
___________________________________________________________________________________________  
___________________________________________________________________________________________  

___________________________________________________________________________________________  

__________________________________________________________________

Total of Clinical Hours from Masters Program: ____________
<table>
<thead>
<tr>
<th>Clinical Course</th>
<th>Projected Clinical Hours</th>
<th>Learning outcomes/objectives</th>
<th>Clinical Mentor(s)</th>
<th>Clinical Hours and Site Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GNUR 709 Nursing Practice Role Development</td>
<td></td>
<td>*Identify for each individual outcome/objective if completed (C), in progress (IP), or not in progress (NIP)</td>
<td></td>
<td>Date: Hours completed:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Site Visit Location: Date:</td>
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<tr>
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<td></td>
<td>Student Signature:</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>CSP Advisor Signature:</td>
</tr>
<tr>
<td>GNUR 713 Clinical Program Development</td>
<td></td>
<td></td>
<td></td>
<td>Date: Hours completed:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Site Visit Location: Date:</td>
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<td></td>
<td>Student Signature:</td>
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<td></td>
<td></td>
<td></td>
<td>CSP Advisor Signature:</td>
</tr>
</tbody>
</table>

**This form is to be used for clinical courses and updated at the end of each clinical course**
<table>
<thead>
<tr>
<th>Course</th>
<th>Date:</th>
<th>Hours completed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(GNUR 721)*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GNUR 741</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Scholarship</td>
<td></td>
<td></td>
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<tr>
<td>Residency/Professional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seminar</td>
<td></td>
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</tr>
</tbody>
</table>

*Please Note: Students entering the program beginning in spring 2019 will complete the following DNP clinical courses: GNUR 709, GNUR 713, and GNUR 741.*
St. John Fisher College  
Wegmans School of Nursing  
Doctor of Nursing Practice Clinical Practice Evaluation

Clinical Scholar/Mentor Evaluation to be Completed Upon Finishing Each of the Four 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: (___)______________________
Preceptor email: _______________________
Spring ___ Fall ___ Year 20 ___

Clinical Course:
___ GNUR 709 Nursing Practice Role Development
___ GNUR 713 Clinical Program Development
___ (GNUR 721 Clinical Practice Development)*
___ GNUR 741 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” at midterm requires a clinical conference for student with site visitor.

**D**=Developing -- Progressing toward competent but needs significant coaching & support.

**C**=Competent –Has consistently met the expectation of the program outcome.  **O**=Outstanding -- Exceeds expectations.

<table>
<thead>
<tr>
<th>Program Outcome</th>
<th>GNUR 709</th>
<th>GNUR 713</th>
<th>GNUR 721*</th>
<th>GNUR 741</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement and evaluate clinical practice based on scientific knowledge.</td>
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<tr>
<td>Assume advanced practice nursing roles as an expert clinician</td>
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<tr>
<td>Demonstrate advanced leadership skills necessary to meet the challenges of increasingly complex health care organizations</td>
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<tr>
<td>Demonstrate analytical methodologies for the evaluation of clinical practice and the application of scientific evidence to improve professional practice.</td>
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<tr>
<td>Apply clinical scholarship methodologies for organizational quality improvement, evidence-based practice, and health care outcomes.</td>
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<tr>
<td>Use advanced skills to design, develop, and implement the use of contemporary technological information systems.</td>
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</tbody>
</table>
Demonstrate expertise in the analysis and formulation and implementation of health care policy.

Collaborate with interdisciplinary teams necessary to meet health care needs of individuals and populations.

Apply ethical theories, legal and practice standards and advocacy to decision-making in health care issues.

Apply population based methodologies for health promotion and disease prevention in advanced practice.

GNUR 709—Utilizing the learning outcomes of the course, create a synopsis of sources of evidence of clinical experience and accomplishments

Student Signature: _______________________________ Date: _____________

Clinical Hours earned in GNUR 709: ____________ hours earned
Clinical Scholar/Mentor 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 Scholar/Mentor Signature: _____________________________ Date:_____________
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

Student Signature: _______________________________ Date: _____________
Clinical Hours earned in GNUR 713: ________ hours earned

Clinical Scholar/Mentor 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 Scholar/Mentor Signature: _____________________________ Date:_____________
Clinical Hours earned in GNUR 713: ________ hours earned

(GNUR 721)*—Utilizing the learning outcomes of the course, create a synopsis of sources of evidence of clinical experience and accomplishments
Clinical Scholar/Mentor 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 Scholar/Mentor Signature: _____________________________ Date: _____________
Clinical Hours earned in GNUR 721: ____________ hours earned
GNUR 741—Utilizing the learning outcomes of the course, create a synopsis of sources of evidence of clinical experience and accomplishments

Student Signature: _______________________________ Date: _______________
Clinical Hours earned in GNUR 741: ________ hours earned

Clinical Scholar/Mentor 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 Scholar/Mentor Signature: _____________________________ Date:_____________
Clinical Hours earned in GNUR 741:__________ hours earned  **Wegmans School of Nursing**

*Please Note: Students entering the program beginning in spring 2019 will complete the following DNP clinical courses: GNUR 709, GNUR 713, and GNUR 741.*

7/2019:jck
DNP Project Proposal

The DNP Project may take a variety of forms which may include, but is not limited to:

- Pilot study
- Tool kit
- Quality improvement project
- Program evaluation
- Evaluation of a new practice model
- Health policy initiative
- Algorithm
- Development, reconfiguration or evaluation of a nursing practice model
- Development, reconfiguration or evaluation of a delivery system model
- Development, reconfiguration or evaluation of a clinical practice guideline

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

Each of these examples for a DNP Project is reflective of the use of evidence to improve practice. The DNP Project is supported throughout the student’s program by:

- The AACN The Essentials of Doctoral Education for Advanced Nursing Practice (2006)
- The DNP Program’s purpose, outcomes and goals
- The curricular milestones of the WSON DNP Program
- Clinical Core outcomes as demonstrated through clinical course outcomes

The DNP Project is created over three (four)* clinical courses and utilizes coursework from other DNP courses to provide both foundation and structure (scaffolding) to the project. Common to all of the DNP Projects is the synthesis of the competencies within The Essentials of Doctoral Education for Advanced Nursing Practice (DNP).
At the completion of GNUR 709: Nursing Practice Role Development, each student will present to the Graduate Committee an initial DNP Project proposal. The initial proposal will follow the format of DNP Project Proposal Form and include: the population of interest, problem recognition, a partial needs assessment, theoretical underpinnings, the identified DNP Project Advisor and the identified DNP Project Clinical Mentor.

In order to facilitate a smooth transition from GNUR 709 to GNUR 713 and to more efficiently operationalize their project proposal, each student in GNUR 713 will have two meeting with the GNUR 713 faculty, the DNP project adviser, and the DNP Program Chair; the GNUR 709 faculty will also be a part of the first meeting.

Upon completion of GNUR 713: Clinical Program Development the final DNP Project proposal will be submitted for approval by the GNUR 713 faculty and the DNP Project advisor; the GNUR 713 faculty and the DNP Project advisor may consult the Graduate Committee at any time prior to final approval. The following elements will be given careful consideration when reviewing the proposal: a clearly defined purpose of the project; how the project reflects The Essentials of Doctoral Education for Advanced Nursing Practice; clear evidence describing and supporting the project; and a clear description of the project’s feasibility. The type-written proposal must be submitted on the form below with an attached copy of the theory/conceptual model (visual/diagram format) selected to guide the project.

*Please Note: Students entering the program beginning in spring 2019 will complete the following DNP clinical courses: GNUR 709, GNUR 713, and GNUR 741.
### DNP Project Proposal Form

<table>
<thead>
<tr>
<th>Proposal Elements</th>
<th>DNP Project Process Model*</th>
<th>GNUR 709</th>
<th>GNUR 713</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population of Interest</td>
<td>N/A</td>
<td>X</td>
<td></td>
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<tr>
<td><strong>Problem Recognition</strong></td>
<td>Step I</td>
<td>X</td>
<td></td>
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<tr>
<td>1. Identified need</td>
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<tr>
<td>2. Problem statement</td>
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<tr>
<td>3. Literature review</td>
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<tr>
<td>4. Background &amp; significance</td>
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<tr>
<td>Identified DNP Project</td>
<td>Step II</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Needs Assessment</td>
<td>Step II</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>------------------</td>
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</tr>
<tr>
<td>1. Expanded Literature Review, including identified gaps in literature</td>
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<tr>
<td>2. Identify Sponsor &amp; Stakeholders</td>
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<tr>
<td>3. Organizational assessment (SWOT)</td>
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<td>4. Assess available resources</td>
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<td>5. Desired outcomes</td>
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<td>6. Team selection</td>
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<tr>
<td>7. Cost/benefit analysis</td>
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<tr>
<td>8. Define scope of project</td>
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</table>

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Step II</th>
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</table>

<table>
<thead>
<tr>
<th>Goals, Objectives, &amp; Mission Statement</th>
<th>Step II</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Goals</td>
<td>Step III</td>
<td></td>
</tr>
<tr>
<td>2. Process/outcome objectives</td>
<td></td>
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<tr>
<td>3. Develop mission statement</td>
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</tbody>
</table>

X indicates that the step is relevant to the process.
<table>
<thead>
<tr>
<th>Theoretical Underpinnings</th>
<th>Step IV</th>
<th>X</th>
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</thead>
<tbody>
<tr>
<td>1. Theories of change</td>
<td></td>
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<td>2. Theories to support project framework</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Work Planning</th>
<th>Step V</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Project proposal</td>
<td></td>
<td></td>
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<tr>
<td>2. Project management tools</td>
<td></td>
<td></td>
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<tr>
<td>a. Milestones</td>
<td></td>
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<tr>
<td>b. Timeline</td>
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<tr>
<td>c. Budget</td>
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</table>

<table>
<thead>
<tr>
<th>Evaluation Planning</th>
<th>Step VI</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop evaluation plan</td>
<td></td>
<td></td>
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<tr>
<td>2. Logic model development</td>
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<tr>
<td>3. Quality improvement methods</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>DNP Project Advisor</th>
<th>Step II</th>
<th>X</th>
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</thead>
<tbody>
<tr>
<td>DNP Project Clinical Mentor</td>
<td>Step II</td>
<td>X</td>
</tr>
</tbody>
</table>

Anticipated Essentials of Doctoral Education (I-VIII) to be addressed in DNP Project: Check each Essential anticipated to be addressed in the DNP Project and provide a brief rationale.

I. Scientific Underpinnings for Practice: _____ Rationale:

II. Organizational and Systems Leadership for Quality Improvement and Systems Improvement: _____ Rationale:

III. Clinical Scholarship and Analytical Methods for Evidence-Based Practice: _____ Rationale:

IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care: _____ Rationale:

V. Health Care Policy for Advocacy in Health Care: _____ Rationale:

VI. Interprofessional Collaboration for Improving Patient and Population Health Outcomes: _____ Rationale:

VII. Clinical Prevention and Population Health for Improving the Nation’s Health: _____ Rationale:

VIII. Advanced Nursing Practice: _____ Rationale:
St. John Fisher College  
Wegmans School of Nursing  
Doctor of Nursing Practice Program

Final DNP Project Presentation Rubric

Name: _______________________________

Evaluator Signature and Title: ___________________________ Date: ____________

Grade: Pass/Fail

Pass/Fail – criteria must be meets or exceeds to obtain a Pass grade.

Due: Podium presentation for WSON faculty and students due in GNUR 741

<table>
<thead>
<tr>
<th>Aspect Assessed</th>
<th>Does not Meet</th>
<th>Meets</th>
<th>Exceeds</th>
<th>Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content was clear</td>
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<tr>
<td>☐ Overall introduction  and purpose</td>
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<tr>
<td><strong>Aspect Assessed</strong></td>
<td><strong>Does not Meet</strong></td>
<td><strong>Meets</strong></td>
<td><strong>Exceeds</strong></td>
<td><strong>Comments:</strong></td>
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<tr>
<td>Description of project</td>
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<tr>
<td>Identified the practice setting and population appropriate to the project</td>
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<tr>
<td>Conducted a needs assessment to identify the need for an evidence-based project in clinical practice</td>
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<tr>
<td>Applied evidence to support scholarly expert practice</td>
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<tr>
<td>Described the rationale and elements of the intervention or program</td>
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<tr>
<td>Evaluated the efficacy of the program/intervention on the population of interest.</td>
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<tr>
<td>Synthesized the elements of the doctoral program and AACN Essentials as showcased in the scholarship project</td>
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<tr>
<td>Presentation Skills</td>
<td>Does not Meet</td>
<td>Meets</td>
<td>Exceeds</td>
<td>Comments:</td>
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<td>-------------------------------------------</td>
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<tr>
<td><strong>Aspect Assessed</strong></td>
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<tr>
<td><strong>Organization:</strong> Presents information in logical, interesting sequence which audience easily follows</td>
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<tr>
<td><strong>Knowledge:</strong> Demonstrates full knowledge by answering questions with explanations &amp; elaboration</td>
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<tr>
<td><strong>Presentation Preparation and Delivery:</strong> Easy to read, organized, eye-catching, creative, contains all elements</td>
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<tr>
<td><strong>Presentation Skill:</strong> Voice audible, clear, did not read from notes, professional image</td>
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<td><strong>Time:</strong> Maintained time limit of 30 minutes</td>
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**Overall Comments:**
Evaluation of the DNP Project will use the following guidelines:

- The purpose of the project is clearly defined
- The project reflects *The Essentials of Doctoral Education for Advanced Nursing Practice*
- The evidence describing and supporting the project is clearly presented
- The analysis of the project’s impact on clinical practice is clear
- A focus on quality of patient care and health care outcomes is discussed
- Effective writing skills (using APA format when appropriate) is demonstrated
- Effective presentation of the project.