

Doctor of Nursing Practice (DNP)



Eastern
Mennonite
University



GOSHEN
COLLEGE

STUDENT HANDBOOK 2022-2023

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INTRODUCTION

Welcome to Goshen College - Eastern Mennonite University DNP Consortium. During this post-Master's DNP program, you will participate in many learning activities which will guide you as you conduct your DNP final project. You bring rich experiences from your professional practice, skills and knowledge that you will continue to build upon in this program.

This handbook provides policies and practices to support successful knowledge acquisition and achievement of your academic goals as you complete the requirements for the degree of Doctor of Nursing Practice. The policies have been developed by the DNP Management Oversight Board. The Management Board consists of the Co-Directors and two additional faculty from Eastern Mennonite University (EMU) and two from Goshen College (GC). These policies are effective during the current academic year and may be subject to change. Students will be notified of any changes that are made.

The DNP is a practice doctorate that focuses “heavily on practice that is innovative and evidence-based” (AACN, 2006, p. 3). The ultimate deliverable for this program is completion of the DNP final project. You will collaborate with an organization to identify and address a real-world clinical or health-related issue.

The DNP Essentials (AACN, 2006) provide the foundation for the curriculum. Each course in the program addresses at least one of the eight foundational essentials. The eight essentials are:

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

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VISION & MISSION

Mission

The Goshen College-EMU DNP Consortium seeks to prepare nurse leaders to serve and lead at the highest level of nursing practice as informed, articulate, culturally sensitive, compassionate, and responsible professional nurses. Such nurse leaders reflect the values of stewardship, human flourishing, sacred covenant, and peacemaking as foundational to promoting change within the healthcare setting. The program educates students from the perspective of the Anabaptist heritage and belief structures of both schools.

Philosophy

The philosophy of the Goshen College-EMU DNP Consortium is based on the commonly held holistic nursing philosophies of both Eastern Mennonite University and Goshen College's nursing programs. Integrated with this focus of viewing persons, health, and environment in a holistic manner, the partnership program has adopted the concepts of stewardship, human flourishing, sacred covenant, and peacemaking as core threads that are embodied in the developing character and work of the nurse.

Preparation of professional nurses at the DNP level requires the development of leadership capacities. The DNP graduate influences healthcare outcomes through directing care strategies for individuals and populations [Student Learning Outcome (SLO) #6], leading interprofessional teams toward improved healthcare systems, [SLO #2] providing leadership through engagement with health policy [SLO #5], and utilizing information for the transformation of healthcare [SLO #4]. As with other DNP programs, this practice-focused doctoral program is designed to prepare nurse leaders for the highest level of leadership [SLO #1] in practice that is innovative and evidence-based, reflecting translational science at its best [SLO #3]. The Goshen College-EMU DNP Consortium graduate demonstrates leadership through an emphasis on population health promotion of vulnerable populations, formation of a covenantal relationship with clients and groups, and The Core Value Concepts.

Core Values

Stewardship is understood as a call to living within the biblical themes of creation, redemption, and discipleship. Management of fiscal resources as well as care of creation are some of the prime practices within the concept of stewardship in an Anabaptist context.

Human Flourishing is an emerging self-actualized well-being. The process of personal formation occurs within the context of the larger family and community. As students transform through the journey of one's own human flourishing, they promote the flourishing of those in their care.

Sacred Covenant is a philosophical approach to nursing that recognizes the interweaving of art, science, and spirit within the sacred ministry of health care and health promotion. The practice of nursing as sacred covenant recognizes the holy spaces within relationships between nurse and client, whether individual, family, or community. The commitments of these relationships recognize all persons as created by God with human dignity and worth, working within a dynamic interdependent system of care.

Peacemaking is a way of life based in the ethics of Anabaptist values of doing justice, and practicing reconciliation. As nurses experience human connectedness, opportunities for building peace and justice emerge. Living as peacemakers is an expression of rightness and goodness in love as participants in a world often filled with uncertainty and fear.

OVERVIEW OF THE PROGRAM

The GC-EMU DNP Consortium builds on The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006). This post-MSN DNP program offers an innovative approach in the development of nurse leaders who are prepared for the complexities of the current and ever-evolving healthcare environment. The program includes 33 credit hours in 10 courses. The last three of the ten courses comprise the DNP project.

Students take courses in a 15-week, full semester format. The program is nine semesters (36 months) with an accelerated six-semester option available (24 months). (See Appendix A for the two plans of study.)

Students in the program may be MSN-prepared nurse executives, nursing administration, or nurse leaders, or they may be MSN-prepared APRNs (nurse practitioners, nurse midwives, registered nurse anesthetists, or clinical nurse specialists).

Graduates will complete a minimum of 600 practicum hours. One credit hour equals 60 practicum hours. Practicum hours are included in the following courses:

- NURS 704: Biostatistics. 20 hours doing a statistical application project.
- NURS 708: Translational Science. 20 hours for writing the literature review.
- NURS 712: Organizational & Systems Leadership. 20 hours conducting a systems or organizational assessment.
- NURS 800: DNP Project Development. 120 hours developing the project.
- NURS 802: DNP Project Implementation. 300 hours implementing the project.
- NURS 804: DNP Project Analysis & Dissemination. 120 hours to analyze and disseminate the project.

Up to 400 supervised clinical hours will be accepted from Master's programs. An individualized plan will be developed by the Co-Director for the student who does not have 400 supervised clinical hours documented in their Master's program.

Courses in the DNP Program

- NURS700: Foundations for Clinical Scholarship
- NURS702: Health Information Technology
- NURS704: Biostatistics
- NURS706: Population Health & Epidemiology
- NURS708: Translational Science
- NURS710: Healthcare Policy
- NURS712: Organizational & Systems Leadership
- NURS800: DNP Project Development
- NURS802: DNP Project Implementation
- NURS804: DNP Project Analysis & Dissemination

ACCREDITATION STATEMENT

The Goshen College – Eastern Mennonite University DNP Consortium is accredited by the Commission on Collegiate Nursing Education (CCNE) (<http://www.ccneaccreditation.org>).

STUDENT PROGRAM GOALS

The Goshen College-EMU DNP Consortium has identified the following student program goals which are measurable indicators of the program effectiveness.

- **Completion Rate**
 - The completion rate is 70% or higher over the three most recent calendar years when excluding students who have identified factors such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education.
- **Employment Rate**
 - The employment rate is 70% or higher. However, if the employment rate is less than 70%, the employment rate is 70% or higher when excluding graduates who have elected not to be employed. The program will collect employment rates immediately following completion of the program.

STUDENT LEARNING OUTCOMES

1. Practices at the highest level of nursing, integrating nursing theory and nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences. **CCNE DNP Essential I, VIII**
2. Demonstrates advanced leadership skills in interprofessional collaborative teams for quality improvement, improvement of patient and population outcomes and meeting system level challenges. **CCNE DNP Essential II, VI, VIII**
3. Employs analytical skills and translational science for the improvement of quality and safety in healthcare. **CCNE DNP Essential III, VIII**
4. Utilizes information technology for the improvement and transformation of healthcare. **CNE DNP Essential IV, VIII**
5. Demonstrates knowledge of healthcare policy to provide leadership for advocacy and education that shapes the future of healthcare. **CCNE DNP Essential V, VIII**
6. Applies population health methodologies to design, implement and evaluate health promotion/disease prevention interventions and healthcare delivery models. **CCNE DNP Essential VII, VIII**

ADMISSION REQUIREMENTS

1. Earned a Master of Science in Nursing degree from a CCNE-, NLNAC-, or ACEN-accredited program or any master's in a business/health related degree (e.g. MPH, MBA, MHA) from a regionally accredited school with a cumulative GPA of 3.3 or higher on a 4.0 scale.
 - a. If the applicant's bachelor's degree is not in nursing, the master's degree must be in nursing.
 - b. If the master's degree is not in nursing, the Co-Directors will review the applicant's transcripts and professional experience for evidence of meeting the MSN Essentials.
 - c. Non-MSN applicants must be working in the field of nursing/healthcare

- (either directly or indirectly).
- d. The program may be longer than 33 credits if the master's degree is not in nursing.
 - e. Applicants without a GPA from their MSN program will be evaluated on an individual basis.
2. Provide documentation of post-baccalaureate supervised practice hours from an accredited MSN program. If there are fewer than 400 supervised practice hours, the DNP program will be tailored to achieve the required minimum of 1,000 hours of post-baccalaureate supervised practice.
 3. Evidence of a current, unencumbered RN license in the state where the DNP project will be completed. (State of practice must be part of the SARA compact.)
 4. Transcripts from all previous academic work.
 5. Completed reference form from three (3) individuals who can address the applicant's ability to succeed in a DNP program. Individuals completing the reference form should be from among the following:
 - a. Nurse faculty member who has knowledge of the applicant's academic ability.
 - b. A professional work-related colleague or supervisor.
 - c. If practicing as an APRN, at least one should be from an APRN.
 - d. If practicing as a nurse leader/executive, one should be from a supervisor who can address the applicant's leadership abilities.
 6. Personal essay of 500 words or less that describes the applicant's career goals related to pursuing the clinical doctorate. The essay addresses the applicant's current thoughts on their preferred focus for the evidenced-based scholarly project. The essay will be evaluated for scholarly construction.
 7. Current resume or curriculum vitae.
 - a. Evidence of currency in nursing practice
 8. Interview with the Program Co-Directors via video-conferencing.

ADDITIONAL REQUIREMENTS FOR INTERNATIONAL STUDENTS

Language Test Requirement

An official TOEFL or IELTS score report is required for international applicants whose native language is not English. For the TOEFL, a score of at least 100 on the Internet-based or 600 on the written-based test is required. For the IELTS, a minimum score of 6.5 is required. Copies and faxes are not accepted as official documents; we must receive test scores directly from the testing service.

Transcript Evaluation

Applicants who complete post-secondary education outside of the U.S. must submit a NACES member evaluation credential of the foreign transcript along with the application. The evaluation report must show that the non-U.S. education is equivalent to a U.S. bachelor's degree and/or master's degree in nursing to be considered for admission.

Educational Credential Evaluators, Inc. (ECE). www.ece.org 414-289-3400

For nurses educated outside of the U.S., proper documentation is required through the Commission on Graduates of Foreign Nursing Schools (CGFNS). www.cgfns.org

TRANSFER CREDIT POLICY

Transcripts will be evaluated on an individual basis. A maximum of 6 credit hours of comparable graduate level coursework from an accredited college or university may be transferred upon review of the syllabus with the consent of the Co-Directors of the DNP program. Courses considered for transfer must have a grade distinction of B (not B-) or higher. Comparable is defined as courses that fulfill the requirements for the program to which the student will be enrolled. Transfer credits will not be accepted for NURS700, NURS800, NURS802, or NURS804.

NON-DEGREE SEEKING STUDENTS

On rare occasions, a student may desire to take one or two courses in the program without an intent to pursue a degree. This is possible through application for Non-Degree Seeking status and upon approval by the Program Co-Directors. Students with non-degree seeking status may take up to six credit hours total and are not eligible for financial aid. When a student reaches 6 hours and wants to continue taking classes, he or she must complete a regular application for admission to the DNP program and will be considered for degree-seeking status at that time. Degree-seeking students will have priority for limited enrollment courses.

Students from other EMU & GC graduate programs may take courses in the DNP program upon approval of the Co-Directors and course faculty.

Admission requirements for non-degree seeking students include:

- If the highest degree earned is a bachelor's, cumulative GPA must be at least 3.0 or higher.
- If the highest degree earned is a master's, cumulative GPA must be at least 3.0 or higher
- TOEFL minimum score of 100 on the Internet-based or 600 on the written-based test (if English is not the native language)

Application process includes:

- Completion of the Graduate Nursing Student Program Application (Non-Degree Seeking)
- Submission of official transcripts from all Associate, Baccalaureate and Master's programs attended
- Interview with one of the Co-Directors of the DNP Program
- A current professional resume

GRADUATION REQUIREMENTS

- Completion of 33 credit hours accepted by Eastern Mennonite University and Goshen College for the Doctor of Nursing Practice degree
- Completion of courses as listed in the DNP curriculum plan including successful completion of DNP project
- Cumulative grade point average of at least 3.0
- Full financial settlement

TIME LIMITS FOR COMPLETING DEGREE REQUIREMENTS

All work for a graduate degree must be completed within six years from the date of matriculation to the graduate program. To request an extension of the time limit, the student must submit a written request to the Program Co-Directors specifying the amount of time needed and the reasons an

extension is necessary. After consulting with the appropriate offices at the enrolling school and with the Management Oversight Board, the Co-Directors will notify the student in writing of the decision on an extension request.

The student must maintain continuous enrollment until all degree requirements have been met. NURS898: Final Project Research & Writing is a one-credit hour course that can be taken as many times as needed and will meet the requirement of continuous enrollment.

LEAVE OF ABSENCE POLICY

Students whose enrollment is interrupted may apply for a leave of absence (LOA) at the time of their withdrawal. Formal requests for the LOA should be made through the Co-Directors. The Co-Director of the enrolling school will notify director of financial aid, accounting, and registrar's offices about the leave. If the leave extends for more than one calendar year from the date of withdrawal, the student will need to reapply for admission to the program. All students who take courses elsewhere during their leave also must apply for readmission.

DISMISSAL FROM THE PROGRAM

The DNP program reserves the right to dismiss a student who displays behaviors determined inappropriate to the practice of professional nursing. Behaviors for dismissal may include but are not limited to: plagiarism; unsafe clinical practice; conduct that poses a threat to the well-being of self, others, and/or property; breach of confidentiality; and defamation. Any student who defames anyone by oral (slander) or written (libel) statements may also be subject to legal actions. The behaviors identified as inappropriate will be documented and discussed with the student. The course professor will meet with the DNP Co-Directors to review the behaviors of concern. If it is determined that the behaviors are inappropriate, the student will be dismissed by the Co-Directors of the DNP program. The Co-Directors will notify the student in writing of the effective date of the dismissal and provide the reason for dismissal.

GRADUATE FULL-TIME ENROLLMENT

A graduate student taking 6 credit hours or more in a given semester is considered full-time.

APPLICATION FOR GRADUATION REQUIRED

Candidates for degrees must follow the rules by the degree-granting school. EMU & GC have one commencement ceremony a year.

Participation in commencement at EMU:

- To be eligible to participate in spring commencement ceremonies, students must have a curriculum plan that will allow them to complete all degree requirements by the December following spring commencement.

Participation in commencement at GC:

- One commencement ceremony is held each year in the spring. Students whose degrees are conferred within the academic year may participate in the commencement ceremony and will wear regalia.

ACADEMIC GRIEVANCE POLICY

Refer to the grievance policy of the degree-granting school.

CONFIDENTIALITY

Graduate students are expected to follow the ANA Code of ethics 3.1 which states that, "the nurse advocates for an environment that provides for sufficient physical privacy, including auditory privacy for discussions of a personal nature and policies and practices that protect the confidentiality of information." (*ANA Code of ethics*, 2008, p. 152).

STUDENT ENGAGEMENT IN GOVERNANCE

The DNP program values student participation in program governance. Students participate in continuous program improvement through feedback and critical insight into policies, procedures, curriculum, and evaluation of outcomes.

Methods for participation include the following (non-inclusive list):

- Course Evaluations
- End of program surveys
- Informal conversations with Co-Directors and Faculty
- Participation in Management Oversight Board meetings.
 - Students will choose one representative from their cohort to attend two board meetings a year – once in the fall and once in the spring.
 - The student representative will seek comments from their cohort prior to the meeting.
 - Following the meeting, the student representative will let their cohort know of any pertinent outcomes from the meeting.

PROFESSIONAL & COMMUNITY STANDARDS

The DNP program expects that students and faculty engage in respectful and responsible ways. Below are some broad expectations. Individual faculty may have additional expectations that they will communicate in their courses and/or syllabus.

- Our primary commitment is to learn from each other – listen first and then talk.
- We trust that everyone is doing the best they can in their context.
- Challenge ideas, but not the person.
- Step up, step back.
 - Be mindful of taking up too much space in forums and in zoom.
 - Empower yourself to speak up when others may be dominating the conversation (in forums and in zoom.)
- Stay engaged.
 - In the virtual environment, it can be tempting to slip away or attend to something else.
 - Honor one another with a focused connection.

COMPUTING SKILLS & TECHNOLOGY

Students in the DNP program are expected to:

- Have access to a personal computer with the most current version of Microsoft Office which includes Word, PowerPoint, and Excel. Students from Goshen College and EMU access these software programs free of charge through their respective school's IT departments.
- Have daily email access using the email account through the admitting. School email should be checked on a regular basis to keep up with course and program communications.
- Use Moodle course management software program.
- Have word processing and presentation software literacy, including Microsoft Suite and Google Suite.
- Technology requirements:
 - High-speed internet connection
 - Microsoft Office. Students may download the MS Office suite through the admitting school.
 - Webcam.
 - Headset with microphone is highly recommended.
- Students use the IT system for the school through which they are registered.

LEARNING MANAGEMENT SYSTEM

The DNP program uses the Moodle Learning Management System (LMS). Mennonite Education Association (MEA) hosts the DNP Moodle LMS. For any issues with the Moodle course, first contact the course professor. If the professor is unable to assist, contact the program Co-Directors. Students should notify the Co-Directors immediately if a course for which they are registered does not show up on the Moodle home page.

LIBRARY SERVICES

Students in the DNP program have the option to access online resources at either institution. EMU & GC do not automatically provide access to students from the other school. Instead, the schools have opted to enroll students on a case-by-case basis. Students who want or need access to the other institution's resources should contact their Co-Director. The Co-Director will send the student's information to the information system department at the other school so the student can be entered into that system. The student would then have a username and access to all resources.

See this link for additional information about EMU & GC's library services:

<https://libraryguides.goshen.edu/dnp#s-lg-box-17180356>

LATE ASSIGNMENTS

Submission of late papers or other written work will impact the course grade. There will be a 5% reduction in the assignment grade for each day that it is late; this includes weekends. No assignments will be accepted one week after the due date unless prior arrangements have been made. This means that the course professor must be contacted **prior** to the due date to obtain permission for an extension on the assignment.

CHANGES TO SYLLABUS

Course faculty reserve the right to make changes to the syllabus and assignments as needed with proper

notification given to course participants.

ACADEMIC INTEGRITY

Eastern Mennonite University and Goshen College expect all students and faculty members to practice academic integrity. Honesty, trust, fairness, respect, and responsibility are essential building blocks in creating a vital learning community. They are also the foundation for lifelong integrity.

Academic dishonesty is considered a serious breach of the Community Standards. Academic dishonesty is any act that misrepresents academic work or interferes with the academic work of others. It includes (not an all-inclusive list):

- plagiarism (giving the impression that another person's work is your own)
- cheating on assignments or exams
- falsification of data
- submission of the same (or substantially the same) paper in more than one course without the prior consent of all professors concerned
- depriving others of necessary academic resources
- sabotaging another student's work

Consequences of academic dishonesty are based upon the severity of the offense, course expectations and other variables. Consequences for individual offenses may range from re-doing the assignment to dismissal from the program. All instances of academic dishonesty are reported to the Program Co-Directors.

Refer to the degree-granting school's policy for further details.

GRADING PLANS AND CONTINUANCE POLICIES

Grading Plan

All required courses are taken for letter grades except for NURS802: DNP Project Implementation which is taken Credit/No Credit. **Successful completion of a DNP course requires a grade of B (not B-) or above.**

The following range for determining grades will be used:

94-100	= A	80-81.99	= C+
92-93.99	= A-	74-79.99	= C
90-91.99	= B+	72-73.99	= C-
84-89.99	= B	Below 72	= F
82-83.99	= B-		

Only one course may be repeated in the curriculum.

Incomplete Grades

I = Incomplete. A grade of “I” (incomplete) may be given at the professor’s discretion. Students must be earning a passing grade at the time of the request for an “I” grade. It is to be given rarely and not to accommodate the student who, through carelessness or poor planning, does not complete course work in the given time. The student will work with the professor to establish a plan for completion of the course.

W = Withdrawal: After the drop/add deadline, dropping a course is permitted until 60 per cent through the course or term. A “W” will be entered on the permanent record. Withdrawals after the 60 per cent date results in the grade earned.

Academic Requirements for Continuation in the Program

The academic record will be reviewed at the end of each semester and summer term. The academic requirements for continuation in the program are applied during these time periods.

- A grade of B or above in all courses is required for continuation in the DNP program.
- A grade of B- or below may interrupt the student’s plan of study.
- Courses may be repeated only once.
- The number of repeated courses is limited to one course.

Any person beginning the DNP program, who does not take courses for more than one calendar year, will need to apply for readmission to the program. (See the Leave of Absence policy.)

STANDARDS FOR WRITTEN PAPERS

The Departments of Nursing at Eastern Mennonite University and Goshen College have adopted APA as the standard for style. Use APA style for all papers.

Writing style should be of collegiate quality. For assistance with grammar, a writing handbook will be helpful.

Papers must use MS Word®, printed on 8 1/2” x 11” paper, in clear, dark print, and double-spaced. See below for a list of acceptable fonts used in APA 7th ed. Include a title page unless instructed otherwise. Note that page numbering begins with the title page, however, the page number does not appear on the title page. Number all pages in the upper right-hand corner. Place a double-spaced, correctly formatted list of references, titled References, on a separate page at the end of the paper.

Acceptable fonts (APA 7th ed.):

- 12-point Times New Roman
- 11-point Calibri
- 11-point Arial
- 10-point Lucida Sans Unicode
- 11-point Georgia

EXPERT CONSULTATION

Doctoral level work may require consultation with experts in the areas of statistical analysis, qualitative analysis, and writing. Students are responsible for any expenses incurred as a result of expert consultations.

RESIDENCY REQUIREMENT

The DNP program consists of two required residencies - one within the first weeks of the program and the other at the end of the program. The first residency provides an orientation to the program as well as in-depth content for the first course. Students meet and learn to know each other as well as meeting some of the professors that will be teaching their courses. Students are required to contact Information Technology Services at their enrolling institution prior to the beginning of the first course to ensure computer and internet capability.

The last residency comes at the end of the program. Students will present the current state of their DNP Project. It is also a time for wrap-up of the program and saying good-bye to classmates and professors.

PRE-PRACTICUM REQUIREMENTS

Students are responsible for meeting the requirements of the institution where they complete their practicum hours. This is done at the student’s expense.

BEHAVIOR IN THE PROFESSIONAL SETTING

Agency Policies

Students may use a variety of agencies for practicum experience. It is the responsibility of the student to learn what each agency’s policies and dress code are and to follow those policies while in that agency.

Cell phones, Computers, and Personal E-Devices

Electronic devices should be used with professional discretion.

Injury

Students must have their own personal health insurance while in the program. Students must file claims with their personal insurance company to cover the costs of treatment for any injury sustained while participating in the DNP program.

DNP PROJECT

DOCUMENTATION OF PRACTICUM HOURS

“All students must complete sufficient time in supervised practice hours to integrate and demonstrate the new skills and knowledge needed to achieve the *DNP Essential* outcomes” (AACN, 2015, p. 9). The DNP Project Lead Faculty checks in with the student regularly to ensure progress toward completion.

The following designation is used to determine the number of practicum hours required for each course credit hour:

- One credit hour = 60 practicum hours.

Upon completion of coursework in the DNP Program, students will complete at least 600 practicum hours in these courses:

- NURS 704 – 20 hours (statistical application)
- NURS 708 – 20 hours (literature review)
- NURS 712 – 20 hours (systems analysis)
- NURS 800 – 120 hours (development of the project)
- NURS 802 – 300 hours (implementation of the project)
- NURS 804 – 120 hours (analysis & dissemination of the project)

Options for completion of the requisite 1000 (minimum) practicum hours:

1. Students may provide documentation of up to 400 faculty supervised practice hours from their MSN program. Documentation should be a letter on official school letterhead from someone that is able to attest to the number of supervised practicum hours completed by the student. Other methods of documentation may also be acceptable. Please work with the director from the enrolling school.
2. Students who have fewer than 400 faculty supervised practice hours from their MSN program will work with their program Co-Director to complete the number of hours needed:
 - a. Students may enroll in NURS 690: DNP Practicum Hours. Up to 10% of the hours can be completed doing related readings or literature reviews. The extra readings or writing of literature reviews will be separate from required coursework/assignments.

Expectations for completion of practicum hours:

1. Students may do their project in their places of employment. It is up to the student to arrange the details with the employer. The program does not manage this.
 - a. Typically, time working on the project will be separate and distinct from regular employment responsibilities.
 - b. However, students may include work during paid time if it is part of developing a new project or new role pertinent to their job duties and by permission of project chair and employer.
2. Students will log their hours on the Practicum Hours Log Sheet (see Appendix K).
 - a. The program shares this Google document with each individual student.

- Students are expected to update the document for each course and keep the Google document in the folder which is shared with them by the program.
- b. This document will be submitted in each course for which practicum hours are completed. A grade for the course (NURS704, NURS708, NURS712, NURS800, NURS802, and NURS804) will not be given until the log has been submitted. The completed log is part of the required documentation at the end of the program. If the document is not completed on time, it will result in an incomplete for the course.
3. Student is responsible to work with the Program Co-Directors to ensure that a fully executed affiliation agreement is in place for the site in which the practicum hours are completed.
NOTE: Failure to have a fully executed affiliation agreement in place may result in loss of practicum hours logged at that site.
 4. Following are *some* examples of time that might count toward practicum hours [this is not a comprehensive list]:
 - Participation in or observation of meeting time with practice experts
 - Planning meetings to determine goals and strategies for developing and implementing the project
 - Attending seminars related to the project question
 - Meeting with consultants/experts related to the project question.
 - Periodic meetings with DNP lead faculty to monitor progress of project.
 - Learning new leadership and advanced practice skills appropriate to the project
 - Evaluating and analyzing data for the project
 - Development of tools for assessment and evaluation related to the project
 - Participating in work within the organization that is related to the project
 - Poster or podium presentation of findings at a professional conference, in the organization, or to stakeholders.
 - In-services for staff related to implementation of the project recommendations
 - Any activity that affects change in the practicum setting
 - Design and development of the DNP project proposal and DNP Final project.
 - Writing of these documents does not count toward the hours.
 - Time spent working on classroom assignments do not count toward the DNP practicum hours unless otherwise designated.

THE DNP PROJECT

The DNP program culminates in the successful completion of the DNP Project. The DNP project demonstrates the student’s ability to synthesize learning acquired throughout the program into a scholarly deliverable. Additionally, the project validates the student’s “intellectual ability, knowledge in the subject area, and contributions to nursing” (Moran, Burson, & Conrad, 2017, p. 10).

Clinical practice experiences align with student and program outcomes. These experiences are planned, implemented, and evaluated to ensure students are competent to function as members of interprofessional teams at the level for which they are being prepared.

OVERVIEW OF DNP PROJECT STEPS TO COMPLETION:

1. The DNP Project Team is developed in collaboration with the Program Co-Directors.
2. Complete and track practicum hours throughout the program. (See APPENDIX K: DNP Hours Tracking Form.)

3. Once the project team has been identified, meet regularly to process the DNP Project question and proposal.
 - It is the Project Leader's (DNP Student) responsibility to schedule regular meetings.
 - Project Leader will upload the agenda and minutes into the Google Meeting Minutes folder which was created by the program.
4. Write the project *proposal* and prepare for the oral project defense.
5. Complete the training modules as part of seeking IRB approval or exemption through EMU or GC. This is to be completed no later than early in N802: DNP Project Implementation.
6. Obtain IRB approval or exemption from the enrolling school.
7. If required by the facility in which the project will take place, obtain IRB approval or exemption from the facility's IRB. Project implementation or data collection may not begin until documentation of IRB approval or exemption is formally obtained.
8. Upon successful defense of the project proposal, implement and analyze the DNP Project.
9. Write a *final* project report.
10. Successfully defend the project.
11. Submit all required documents. (See Appendix J.)

PROJECT APPROVAL COMMITTEE

The Project Approval Committee (PAC) is comprised of the DNP Lead Faculty and the two Co-Directors. The purpose of the Project Approval Committee is to ensure that the DNP Project remains scholarly and meets the DNP Essentials. The PAC approves the project *proposal* and the *final* project defense. If a Co-Director is the Lead Faculty, a second DNP faculty member will be appointed to serve on the PAC.

COMPOSITION OF PROJECT TEAM

Each student works with the Program Co-Directors to identify their DNP Project Team who works with them to complete the DNP Final Project.

The student identifies an individual to serve as the practice expert/mentor. Criteria for the individual serving in this capacity are:

- Formal education and professional experience as required for the professional role and practice area. An earned graduate degree or its equivalent is preferred, but not required.
- Practice, administrative, management, or other expertise that aligns with the student's learning needs and outcomes.
- Commitment to assist the student to meet the defined program outcomes.
- Unencumbered license if mentor is a licensed professional.

Some general responsibilities of the Project Team are:

- Participate in team meetings when called by the Project Leader
- Review and critique drafts of the DNP Project Proposal and the final DNP Project

Students must seek approval from the DNP Lead Faculty (or, in the absence of an assigned Lead Faculty, DNP Program Co-Directors) prior to adding the practice mentor to the project team. The practice mentor's CV/resume must be provided to the Program Co-Directors.

Composition and responsibilities of the DNP Project team:

- DNP Student (referred to as the Project Leader)
 - Obtains approval of the practice mentor from the PAC.
 - Submits practice mentor agreement form to the PAC (Appendix I).
 - Schedules regular meetings. At minimum, these meetings should occur at least every 7 weeks.
 - Sets agenda for all meetings.
 - Communicates clearly with the project team about agendas and the status of the project
 - Communicates regularly with the DNP Lead Faculty, especially when there are questions or concerns that come up.
 - File the following documents with the Program Co-Director of the enrolling school:
 - Practice Expert/Mentor agreement (Appendix I)
 - Check-list of completed tasks (Appendix J)
 - DNP Project Proposal Oral Defense Results Form (Appendix L)
 - DNP Final Project Oral Defense Results Form (Appendix M)
- DNP Lead Faculty - assigned by the program in consultation with the student
 - Acts as the process expert
 - Communicate with the Practice Mentor as needed
 - Directs student to resources when needed
 - Share responsibility as part of the PAC that the project meets the requirements of the AACN DNP essentials
 - Qualifications and duties:
 - Must be doctorally prepared.
 - Able to oversee the project from beginning to completion including ensuring IRB compliance; preparation of the DNP project proposal, development, implementation, evaluation, dissemination; and final written DNP project report.
 - Participates in the oral defense for project proposal and oral defense of the final project.
 - Provide timely feedback which includes responding to emails within two (2) business days; returning submissions of work within 5 business days; responding to the project proposal manuscript within 10 business days; and responding to the final manuscript of the DNP Project within 10 business days. Exceptions to this timeline may be negotiated between student and lead faculty.
 - Attends DNP Lead Faculty meetings.
 - Expected to communicate with PAC at least once and throughout the project development and implementation. This may occur in the DNP Lead Faculty meetings.
 - Document student progress towards completion of the DNP Project (see Appendix J: Checklist for Items Due from Student)
 - Required to be present for the proposal defense and final oral defense.
 - Determines, as part of the PAC, adequacy of the final DNP Project.
- DNP Student - assigned by the program
 - Provides peer review. This is more than simply affirming the Project Leader's work.
 - Attend Project team meetings.
- Practice Expert/Mentor - chosen by student

- o Qualifications:
 - Should be a member of the organization (or a similar organization) in which the project is being conducted.
 - Is not required to be a RN or have doctoral preparation.
 - Practice mentor/expert must be approved by the lead DNP faculty.
- o Serves as content expert.
- o Advises Project Leader in the site requirements for doing the project.
- o Advises Project Leader in the logistics of conducting the project.
- o Requested to attend the proposal defense and final.
- o Must sign the agreement for Practice Expert/Mentor (see Appendix I). The signed agreement is submitted to the DNP Lead Faculty and becomes a part of the student's permanent file.
- o Student supplies the practice mentor with a copy of the DNP Mission, Values, & Outcomes.
- (optional) a 2nd DNP Student - chosen by the student
 - o If the Project Leader wishes to include additional student participation, upon approval of the DNP faculty member, another student may be added to the team.
 - Another student may have experience, knowledge, or expertise that the Project Leader may find beneficial to the project completion. In this case, the Project Leader may invite another the DNP student to participate in the project.
 - The 2nd student becomes a permanent part of the DNP Team.

Faculty Communication with Practice Mentor

Communication with Practice Mentors is considered vital to a successful outcome for the student, the mentor, and the DNP program. The Co-Directors will send a welcome that includes contact information of the Co-Directors and the Lead Faculty. Practice Mentors are encouraged to contact the Lead Faculty at any time during the Practicum to address concerns immediately and to provide suggestions for program improvement.

A letter of appreciation is provided to all preceptors at the end of the student's completion of the DNP project courses.

Evaluation of Student Performance

The DNP Lead Faculty name and contact information will be provided by the DNP Student to the practice mentor. Should Practice Mentors have any concerns or questions regarding student performance or other issues which arise during the practicum experience, please contact the Lead Faculty. The practice mentor will complete an evaluation of student performance at the end of the DNP Project.

The final evaluation and grade are the responsibility of the DNP program faculty.

Request to Change Composition of DNP Project Team

Changes to the composition of the DNP Project Team may occasionally be required. To change the team composition, the DNP student will submit a letter of request to the Program Co-Directors stating:

- The reason that a change is needed.
- The member who is being replaced, who will replace them, or who is being added.

- The composition of the new DNP Project Team

Except in rare instances, the Project Lead (DNP Student) must notify the team member being replaced that the student has requested a change in team membership. The Project Lead should provide the reason for the change to the team member being replaced.

TYPES OF DNP PROJECTS:

The DNP Project provides an opportunity for the student to add to the body of knowledge gained through evidence-based-practice activities. The DNP Project may take on various forms and may include the following (this is not an all-inclusive list):

1. Quality Improvement – “a systematic and continuous process that leads to measurable improvement in healthcare” (Moran, Burson, & Conrad, 2017, p. 135).
2. Evidence-Based Practice – integrating clinical expertise (practice) with the best research (evidence) in the development of the best patient care.
3. Program Development & Evaluation – development of a program addressing needs in healthcare and evaluation of the effectiveness of that program.
4. Healthcare delivery innovation – development of an innovative approach to healthcare delivery
5. Healthcare policy analysis

According to AACN (2015), all DNP projects should:

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

INSTITUTIONAL REVIEW BOARD (IRB) APPROVAL

All students must apply for IRB approval through their admitting school, even if the project is an *exempted* study. In addition, it is the student’s responsibility to obtain IRB approval or exemption from the organization where the project is completed. Documentation from the enrolling school’s IRB and from the organization’s IRB must be submitted to the DNP Co-Directors.

Typically, IRB approval is sought after the DNP Project Proposal has been defended and prior to the implementation of the project. Because of requested revisions, IRB approval can take up to a month for final decision.

At EMU:

Prior to seeking IRB approval, students must complete the online training course about protecting human research. Faculty and students at Eastern Mennonite University will complete the protecting

human research online training course offered through the Eastern Mennonite University IRB.

Students are instructed to follow the steps below:

1. Obtain approval from the DNP Project Lead Faculty to pursue IRB approval.
2. Follow the steps outlined on the Eastern Mennonite University Human Subjects Research website: <https://emu.edu/irb/>

At GC:

Prior to seeking IRB approval, students must complete the online training course about protecting human research. Faculty and students at Goshen College will complete the protecting human research online training course offered through Protecting Human Research Participants (PHRP).

Students are instructed to follow the steps below:

1. Obtain approval from the DNP Project Lead Faculty to pursue IRB approval.
2. Follow the steps outlined on the Goshen College Human Subjects Research website: <https://www.goshen.edu/academics/institutional-review-board/>
3. The code for accessing the PHRP training course is obtained through the DNP Co-Director.

THE DNP PROJECT PROPOSAL

The DNP final project **proposal** includes two things:

1. A scholarly paper. This submission will be graded by the Lead Faculty. (See Appendix C & D)
2. An oral presentation/defense to the DNP Project team. The student is expected to create this presentation without consultation or feedback from others. (See Appendix E for the rubric)

Procedure for the DNP Project Proposal Defense:

1. Receive approval from the DNP project team that the proposal is ready for defense.
2. To schedule a date and time for the defense, send either a doodle form or a google forms survey to the Project Team **and** the program Co-Directors with several options. Find a time that works for everyone on the team as well as the Co-Directors.
3. The proposal paper must be in its final, fully edited state before it is submitted for grading. The proposal paper is due to the Lead DNP Project Faculty three (3) weeks before the defense date. The Lead Faculty has one week to determine if the student may proceed to the defense.
 - a. Failure to submit a final, fully edited version may result in unnecessary delay in defending the proposal.
 - b. If the proposal paper is not ready to be defended, the defense will be rescheduled.
4. If the paper is ready for the defense, the Final DNP Project Paper will be shared with the Co-Directors at least two (2) weeks before the defense date.
5. The final version of the PowerPoint presentation is due to the DNP Project Lead Faculty and Co-Directors at least 24 hours before the presentation is given.
6. The paper is graded by the Lead DNP Faculty using the rubric found in Appendix D. The Project Lead Faculty will return the graded paper within 48 hours after the defense.

7. The oral presentation is pass/fail as determined by the Project Approval Committee (Lead DNP Faculty and the Program Co-Directors).
8. The Lead Faculty must review and approve the changes that were requested during the Proposal Defense before the Project Leader can seek IRB approval and begin project implementation.

The Proposal Defense is presented via videoconferencing. It is open to the public and all doctoral students and faculty are encouraged to attend. All members of the DNP Project Team are expected to attend the oral defense.

The oral defense is a formal presentation following the standards of a formal, scholarly presentation using MS Office PowerPoint. The oral defense will be video recorded.

This is the formal process to be followed during the oral defense:

1. The Program Co-Director from the student's school briefly welcomes and explains the process. The audience will be muted until the question and response time at the end of the presentation.
2. The Program Co-Director from the enrolling school introduces the DNP Lead Faculty.
3. The DNP Lead Faculty introduces the student, the DNP Project Team, and provides a very brief introduction of the project.
4. The student will have no more than 30 minutes for the presentation.
 - a. A bell will ring when there are 5 minutes and 1 minute remaining.
 - b. The Program Director will stop the student at 30 minutes.
5. The Program Co-Director from the enrolling school moderates the Q & A time.
6. At the end of the Q & A, the moderator excuses everyone but the student and lead faculty for any additional questions. NOTE: the Lead Faculty and Program Co-Directors should hold their questions until after everyone leaves.
7. After the DNP Lead Faculty and the Co-Directors ask their questions, they will meet without the student to determine the outcome of the defense .
8. Upon reaching a decision, the Lead Faculty and the Co-Directors return to the location of the student. The DNP Lead Faculty renders the decision to the student.
9. The Defense Decision Form is signed by the DNP Lead Faculty and the Co-Directors and is added to the student's permanent program file. The student is given a copy.

The Project Approval Committee will determine if the proposal is:

1. Accepted in full
 - a. Once the DNP Project Proposal is approved, the student may proceed with implementation.
 - b. Upon successful defense of the project proposal, the student becomes eligible for candidacy status and may use the credential "DNP_c".
2. Accepted with major or minor revisions
 - a. The student has **two weeks** in which to submit the revised Project Proposal to the Lead DNP Faculty and the Program Co-Directors.
 - b. If the Lead DNP Faculty and the Program Co-Directors approve the revision, the student may proceed with implementation.
 - c. Upon successful defense of the project proposal, the student becomes eligible for candidacy status and may use the credential "DNP_c".
 - d. If the Lead DNP Faculty and the Program Co-Directors do not approve of the Project Proposal after the revisions have been made, the student and Lead

Faculty will meet with the Program Co-Directors to discuss the consequences which may range from writing a completely new proposal to dismissal from the program.

3. Rejected.
 - a. If the proposal is rejected, the student must significantly revise the original or develop a new proposal.
 - b. A subsequent re-defense meeting will be scheduled.
 - c. If the proposal is rejected a second time, the student and the Lead DNP Faculty and the Program Co-Directors will discuss the consequences which may range from writing a completely new proposal to dismissal from the program.

Upon approval of the proposal by the Project Approval Committee, the Lead DNP Faculty and Program Co-Directors will sign the “DNP Project Proposal – Oral Defense Form”.

NOTE: Continuation in coursework is not dependent on completion of the DNP Project Proposal.

THE DNP FINAL PROJECT

The DNP **Final** Project is the culmination of the student’s doctoral studies. It provides evidence of the student’s readiness as an expert clinician who is prepared for direct or indirect care in advanced practice and in clinical leadership.

A complete DNP Final Project includes:

1. A final scholarly paper. This submission will be graded by the Lead Faculty. (Appendix F, G, and H)
2. A public oral presentation/defense. The student is expected to create this presentation without consultation or feedback from others.
 - a. The presentation will be open to the public.
 - b. Anyone in the audience may ask questions of the presenter.
3. All DNP Projects will be archived in the DNP Project digital repository at the enrolling school.

Satisfactory completion of these items is an indicator of readiness for graduation from the DNP program.

Procedure for the DNP Project Defense:

1. Receive approval from the DNP Project Team that the project is ready to be defended.
2. To schedule a date and time for the defense, send either a Doodle form or a Google forms survey to your Project Team and the program Co-Directors with several options. Find a time that works for everyone on the Project Team as well as the Co-Directors.
3. The project paper must be in its final, fully edited state before it is submitted for grading. The project paper is due to the Lead DNP Project Faculty three (3) weeks before the defense date. The Lead Faculty has one week to determine if the student may proceed to the defense.
 - a. Failure to submit a final, fully edited version may result in unnecessary delay in defending the project.
 - b. If the project paper is not ready to be defended, the defense will be rescheduled.

4. If the paper is ready for the defense, the Final DNP Project Paper will be shared with the Co-Directors at least two (2) weeks before the defense date.
5. The final version of the PowerPoint presentation is due to the DNP Project Lead Faculty and Co-Directors at least 24 hours before the presentation is given.
6. The paper is graded by the Lead DNP Faculty using the rubric found in Appendix G. The Project Lead Faculty will return the graded paper within 48 hours of the defense.
7. The oral presentation is pass/fail as determined by the Project Approval Committee.

The Project Defense is presented via videoconferencing. It is open to the public. All doctoral students and faculty are encouraged to attend. The student may invite family and friends. This will be coordinated with the Program Co-Directors.

The oral defense is a formal presentation following the standards of a formal, scholarly presentation using MS Office PowerPoint. The final Power Point is shared with the Project Approval Committee at least 24 hours prior to the presentation. It may also be shared with others who are attending the defense.

Final Project Oral Defense

To get to the point of final oral project defense, DNP students have worked hard and learned many things. One of the remaining tasks to demonstrate expertise related to the DNP Project question is to tell the community what has been learned. This is critical evidence that the DNP student is worthy of the title of expert clinician.

After all the requirements for the DNP have been met and the DNP Project Team agree that the Final Project is complete, a time will be scheduled for the oral defense.

Once the date has been set, the student's name, project title, and date and time of the oral defense will be published at Goshen College and EMU.

All members of the DNP Project Team are requested to attend the oral defense.

The DNP project defense is open to the public. All DNP faculty and students are invited to attend.

The oral defense will be video recorded.

This is the formal process to be followed during the oral defense:

1. The Program Co-Director from the enrolling school briefly welcomes and explains the process. The audience will be muted until the question and response time at the end of the presentation.
2. The Program Co-Director from the enrolling school introduces the DNP Lead Faculty.
3. The DNP Lead Faculty introduces the student, the DNP Project Team, and provides a very brief introduction of the project.
4. The student will have no more than 30 minutes for the presentation.
 - a. A bell will ring when there are 5 minutes and 1 minute remaining.
 - b. The program director will stop the student at 30 minutes.
5. The Program Co-Director moderates the Q & A time.
6. At the end of the Q & A, the moderator excuses everyone but the student and members of the Project Approval Committee for any additional questions. NOTE: the Lead Faculty and Program Co-Directors should hold their questions until after everyone leaves.

7. After the Project Approval Committee ask their questions, they will meet without the student to determine the outcome of the defense .
8. Upon reaching a decision, the Project Approval Committee return to the location of the student. The DNP Lead Faculty renders the decision to the student.
9. The Defense Decision Form is signed by the Project Approval Committee and is added to the student's permanent program file. The student is given a copy.

The outcome of the oral defense is one of three determinations:

1. Accepted in full
 - a. Once the DNP Project is approved, the student becomes eligible for graduation and may begin using the title Doctor of Nursing Practice (DNP).
2. Accepted with major or minor revisions
 - a. The student has **two weeks** in which to submit the revised written Project to the Project Approval Committee.
 - b. If the Project Approval Committee approve the revision, the student becomes eligible for graduation and may begin using the title Doctor of Nursing Practice (DNP).
 - c. If the Project Approval Committee do not approve of the written Project after the revisions have been made, the student and Lead Faculty will meet with the Program Co-Directors to discuss the consequences which may range from writing a completely new proposal to dismissal from the program.
3. Rejected.
 - a. If the project is rejected, the student must significantly revise the original project or develop a new project proposal.
 - b. A subsequent re-defense meeting will be scheduled.
 - c. If the project is rejected again, the student Lead DNP Faculty and the Program Co-Directors will meet to discuss the consequences which may range from writing a completely new project proposal to dismissal from the program.

When preparing for the public oral defense, keep these things in mind:

- This is a formal presentation. Students must maintain that level of formality throughout the presentation.
- Dress professionally in business attire.
- The student will have up to 30 minutes to present the project.
 - Be concise in the presentation with most of the time focusing on the clinical relevance of the project.
 - Avoid reading from notes or from the PowerPoints.
 - Be sure that the PowerPoint slides follow the standards for scholarly presentations.

DISSEMINATION OF DNP PROJECT

Dissemination of the DNP Project is expected. Examples may include (not a comprehensive list):

- Publish in a peer-reviewed journal
- Poster or podium presentation at a professional conference
- Oral or written executive summary presented to stakeholders or leadership team at the practicum site
- Development of a webinar presentation or video
- Publish in a non-refereed lay publication
- Presentation to the public

Even if the project is not fully completed, students will present their project to their cohort, faculty, and other DNP students at the final residency which is part of the last course. This is a requirement for graduation.

The final residency will be conducted at each school. The student will decide at which campus they will participate.

POLICY ON PUBLICATION

Students are encouraged to submit publications from the DNP project. Authorship discussions with the DNP Lead Faculty should occur early on in the DNP Project Process. In the event that a student decides that they do not want to publish, the rights will transfer to the DNP Lead Faculty, one year after a successful DNP Project Defense. This means that the DNP Lead Faculty could publish the work as first author and the student would be recognized as the second author.

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APPENDICES

APPENDIX A: PLANS OF STUDY

Part-time Plan of Study – 9 semesters

PART-TIME PLAN OF STUDY		
Year	Term	Courses
1	Fall	NURS700: Foundations for Clinical Scholarship (3)
	Spring	NURS702: Health Information Technology (3)
	Summer	NURS704: Biostatistics (3) NURS706: Population Health & Epidemiology (3)
2	Fall	NURS710: Healthcare Policy (3)
	Spring	NURS712 Organizational & Systems Leadership (3)
	Summer	NURS708: Translational Science (3)
3	Fall	NURS800: DNP Project Development (3)
	Spring	NURS802: DNP Project Implementation (6)
	Summer	NURS804: DNP Project Analysis & Dissemination (3)

Accelerated Plan of Study – 6 semesters

Accelerated Plan of Study		
Year	Term	Courses
1	Fall	NURS700: Foundations for Clinical Scholarship (3) NURS710: Healthcare Policy (3)
	Spring	NURS702: Health Information Technology (3) NURS712 Organizational & Systems Leadership (3)
	Summer	NURS704: Biostatistics (3) NURS706: Population Health & Epidemiology (3) NURS708: Translational Science (3)
2	Fall	NURS800: DNP Project Development (3)
	Spring	NURS802: DNP Project Implementation (6)
	Summer	NURS804: DNP Project Analysis & Dissemination (3)

Total credits = 33

NURS 690 DNP Practicum course available each semester

APPENDIX B: DNP ESSENTIALS COMPETENCY TABLE

DNP ESSENTIALS COMPETENCY TABLE DNP ESSENTIALS

This table provides documentation of student’s progress toward and, ultimately, competency in each of the eight DNP Essentials. Students should begin documenting progress toward meeting the competencies in the first DNP course.

Student Name: _____ Student ID #: _____

DNP Project Title: _____

Name of DNP Project Team members:

Lead Faculty: _____

Practice Expert/Mentor: _____

DNP Student (peer): _____

Other (optional): _____

DNP Essential & Competency	Course Number & Learning Objective	Explanation of how the objective supports development of the competency
I. Scientific Underpinnings for Practice		
1. Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice.		
2. Use science-based theories and concepts to: <ul style="list-style-type: none"> • determine the nature and significance of health and health care delivery phenomena. • describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and health care delivery phenomena as appropriate. • evaluate outcomes. 		
3. Develop and evaluate new practice approaches based on nursing theories and theories from other disciplines.		

DNP Essential & Competency	Course Number & Learning Objective	Explanation of how the objective supports development of the competency
II. Organizational & Systems Leadership for Quality Improvement & Systems Thinking		
1. Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences.		
2. Ensure accountability for quality of health care and patient safety for populations with whom they work. a. Use advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care systems. b. Employ principles of business, finance, economics, and health policy to develop and implement effective plans for practice-level and/or system-wide practice initiatives that will improve the quality of care delivery. c. Develop and/or monitor budgets for practice initiatives. d. Analyze the cost-effectiveness of practice initiatives accounting for risk and improvement of health care outcomes. e. Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers.		

3. Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research.		
III. Clinical Scholarship & Analytical Methods for Evidence-Based Practice		
1. Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.		
2. Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends.		
3. Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.		
4. Apply relevant findings to develop practice guidelines and improve practice and the practice environment.		

DNP Essential & Competency	Course Number & Learning Objective	Explanation of how the objective supports development of the competency
5. Use information technology and research methods appropriately to: <ul style="list-style-type: none"> a. collect appropriate and accurate data to generate evidence for nursing practice. b. inform and guide the design of databases that generate meaningful evidence for nursing practice. c. analyze data from practice. d. design evidence-based interventions e. predict and analyze outcomes. f. examine patterns of behavior and outcomes. g. identify gaps in evidence for practice 		
6. Function as a practice specialist/consultant in collaborative knowledge-generating research.		
7. Disseminate findings from evidence-based practice and research to improve healthcare outcomes.		
IV. Information Systems/Technology & Patient Care Technology for the Improvement and Transformation of Health Care		
1. Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems.		

DNP Essential & Competency	Course Number & Learning Objective	Explanation of how the objective supports development of the competency
2. Analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology.		
3. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases.		
4. Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology.		
5. Evaluate consumer health information sources for accuracy, timeliness, and appropriateness.		
V. Health Care Policy for Advocacy in Health Care		
1. Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums.		
2. Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy.		

DNP Essential & Competency	Course Number & Learning Objective	Explanation of how the objective supports development of the competency
3. Influence policy makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or international levels to improve health care delivery and outcomes.		
4. Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes.		
5. Advocate for the nursing profession within the policy and healthcare communities.		
6. Develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery.		
7. Advocate for social justice, equity, and ethical policies within all healthcare arenas.		
VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes		
1. Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products.		

DNP Essential & Competency	Course Number & Learning Objective	Explanation of how the objective supports development of the competency
2. Lead interprofessional teams in the analysis of complex practice and organizational issues.		
3. Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.		
VII: Clinical Prevention and Population Health for Improving the Nation's Health		
1. Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.		
2. Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.		
3. Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.		

VIII: Advanced Nursing Practice		
1. Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches		
2. Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences.		
3. Develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes.		
4. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.		
5. Guide, mentor, and support other nurses to achieve excellence in nursing practice.		
6. Educate and guide individuals and groups through complex health and situational transitions.		
7. Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues.		

APPENDIX C: DNP PROJECT PROPOSAL OUTLINE

Goshen College-EMU DNP Consortium **DNP PROJECT PROPOSAL OUTLINE**

Title Page

Project title (upper & lower case; no more than 12 words)
Student first name, middle initial, last name
Goshen College-EMU DNP Consortium
Lead Faculty
Date

Abstract

Less than one page
Key words

Table of Contents

List of Tables

List of Figures

CHAPTER 1 – Introduction and Background

Problem Statement
Purpose of the project
Clinical question and phenomenon of interest
Congruence with the organizational/system strategic plan
Facilitators and barriers

CHAPTER 2 – Literature Review & Theoretical Framework

Summary of the literature search
 Include search strategies, keywords, inclusion and exclusion criteria
Supports the need for and value of the proposed scholarly project
Identify the gaps in the literature
Theoretical framework and how it will be used in the project

CHAPTER 3 – Methods

Participants
Setting
Tools used to evaluate the phenomenon of interest
Project Plan
 Detailed description of the interventions
 Outcomes that will be measured
 Resources needed
 Timeline
IRB approval

CHAPTER 4 – Analysis

Plan for data collection
Plan for data analysis

References

Appendices

APPENDIX D: DNP PROJECT PROPOSAL - RUBRIC FOR THE PAPER

Student Name: _____

Date: _____

Lead DNP Faculty: _____

Title of Project: _____

Element	Point Range	Points
Introduction: <ul style="list-style-type: none"> • The problem is clearly identified • The purpose statement is clear with specific objectives • The project is congruent with organizational strategic plan • Explain the relevance to nursing practice • Anticipated facilitators and barriers are addressed 	Excellent: (38 to 40)	/40
	Adequate: (34 to 37)	
	Below expected: (30 to 33)	
Literature Review: <ul style="list-style-type: none"> • The summary of literature demonstrates thorough evaluation of the literature • Supports the problem statement • Supports the identified gap in the knowledge 	Excellent: (38 to 40)	/40
	Adequate: (34 to 37)	
	Below expected: (30 to 33)	
Theoretical Framework <ul style="list-style-type: none"> • Provides underpinnings for change • Provides a framework for the project 	Excellent: (28 to 30)	/30
	Adequate: (25 to 27)	
	Below expected: (22 to 24)	
Methods: <ul style="list-style-type: none"> • The needs and feasibility assessment adequately identify the organization issues • Project design is conducive to successful implementation of the proposal • Setting is identified • Population/sample are identified • Tools/instruments selected will accurately measure the intended outcomes • A detailed description of the project intervention is provided • Identifies a reasonable timeline for project implementation and completion • If applicable: <ul style="list-style-type: none"> ○ Cost benefit and market analysis or business and financial plan is identified ○ Budget is identified 	Excellent: (56 to 60)	/60
	Adequate: (50 to 55)	
	Below expected: (44 to 49)	
Evaluation: <ul style="list-style-type: none"> • Plan for data collection is articulated • Plan for data analysis is articulated 	Excellent: (52 to 55)	/55
	Adequate: (46 to 51)	
	Below expected: (41 to 45)	
APA/Scholarliness: <ul style="list-style-type: none"> • Correct APA format • Writing is logical and coherent • Transitions are smooth and effective • Proper APA mechanics, style, and quality • No (or few) spelling, punctuation, or grammatical errors • Writing is organized, clear, and concise 	Excellent: (24 to 25)	/25
	Adequate: (21 to 23)	
	Below expected: (19 to 20)	
Comments:		TOTAL:
		/250

APPENDIX E: DNP PROJECT PROPOSAL - RUBRIC FOR THE ORAL DEFENSE

Student Name

Date

Printed Name

Title of Project

Element	Met	Not Met	Comments
A. The gap in practice, problem, and purpose are clearly articulated, worthy of doctoral study, and within the scope of the DNP role.			
B. The DNP Project Proposal applies leadership skills to lead healthcare systems and/or teams to improve the health outcomes of individuals, communities, or populations through interdisciplinary collaboration and implementation of high-quality and cost-effective practice changes.			
C. The DNP Project proposal has the potential to advance nursing practice and promote positive social change in individuals, society, systems, and/or communities.			
D. Presenter maintained professional manner throughout including good eye contact. Did not read from prepared notes.			
E. Presentation was professional, well-prepared, clear, and concise.			
F. Presentation stayed within the time limit.			
G. Response to questions and challenges were concise, thorough, and not defensive.			

APPENDIX F: DNP SCHOLARLY PROJECT - OUTLINE FOR THE PAPER

Goshen College-EMU DNP Consortium DNP FINAL PROJECT OUTLINE

Title Page

- Project title (upper & lower case; no more than 12 words)
- Student first name, middle initial, last name
- Goshen College-EMU DNP Consortium
- Lead Faculty
- Date of submission

Abstract

- Less than one page
- Key words

Dedication (optional)

Acknowledgements

Table of Contents

List of Tables

List of Figures

CHAPTER 1 – Introduction and Background

- Problem Statement
- Purpose of the project
- Clinical question and phenomenon of interest
- Congruence with the organizational/system strategic plan
- Facilitators and barriers

CHAPTER 2 – Literature Review & Theoretical Framework

- Summary of the literature search
 - Include search strategies, keywords, inclusion and exclusion criteria
- Supports the need for and value of the proposed scholarly project
- Identify the gaps in the literature
- Theoretical framework and how it will be used in the project

CHAPTER 3 – Methods

- Participants
- Setting
- Tools used to evaluate the phenomenon of interest
- Project Plan
 - Detailed description of the interventions
 - Outcomes that will be measured
 - Resources needed
 - Timeline
- IRB approval

CHAPTER 4 – Results and Analysis

- Data collection results
- Data analysis

CHAPTER 5 – Discussion
Recommendations
Plan for Dissemination
Conclusions

References

Appendices

APPENDIX G: DNP SCHOLARLY PROJECT - RUBRIC FOR THE PAPER

Student Name _____ Date _____

Printed Name _____ Title of Project _____

Element	Point Range	Points
Abstract: <ul style="list-style-type: none"> • Concise (no more than 250 words) • Problem, purpose, conclusions, and recommendations are clearly stated • Proper APA format • Is self-sufficient, i.e. does not refer to the body of the report 	Excellent: (38 to 40)	/40
	Adequate: (34 to 37)	
	Below expected: (30 to 33)	
Table of Contents: <ul style="list-style-type: none"> • Includes all the sections • Follows proper format 	Excellent: (9 to 10)	/10
	Adequate: (7 to 8)	
	Below expected: (5 to 6)	
Introduction: <ul style="list-style-type: none"> • The problem is clearly identified • The purpose statement is clear with specific objectives • The project is congruent with organizational strategic plan • Relevance to nursing practice is adequately addressed • Facilitators and barriers are addressed 	Excellent: (38 to 40)	/40
	Adequate: (34 to 37)	
	Below expected: (30 to 33)	
Literature Review: <ul style="list-style-type: none"> • The summary of literature demonstrates thorough evaluation of the literature • Supports the problem statement • Supports the identified gap in the knowledge 	Excellent: (38 to 40)	/40
	Adequate: (34 to 37)	
	Below expected: (30 to 33)	
Theoretical Framework: <ul style="list-style-type: none"> • Provides underpinnings for change • Provides a framework for the project 	Excellent: (28 to 30)	/30
	Adequate: (25 to 27)	
	Below expected: (22 to 24)	
Methods: <ul style="list-style-type: none"> • The needs and feasibility assessment adequately identified the organizational issues • Project design was conducive to successful implementation of the proposal • Setting was appropriate • Population/sample provided significant data • Tools/instruments selected were accurate measures of the intended outcomes 	Excellent: (63 to 70)	
	Adequate: (59 to 62)	

<ul style="list-style-type: none"> • Timeline for project was accurate • Human Subject protection was maintained and ethical standards were adhered to throughout the project addressed • If applicable: <ul style="list-style-type: none"> ○ Cost benefit and market analysis or business and financial plan was completed 	Below expected: (52 to 58)	/70
<p>Evaluation:</p> <ul style="list-style-type: none"> • The results were obtained and analyzed • Key findings were clearly defined 	<p>Excellent: (56 to 60)</p> <p>Adequate: (50 to 55)</p> <p>Below expected: (44 to 49)</p>	/60
<p>Discussion:</p> <ul style="list-style-type: none"> • Major findings and outcomes were summarized • Limitations are clearly identified • Implications to the organization are clearly identified • Implications for practice change, future research, and/or health policy change are explained 	<p>Excellent: (63 to 70)</p> <p>Adequate: (59 to 62)</p> <p>Below expected: (52 to 58)</p>	/70
<p>Conclusion:</p> <ul style="list-style-type: none"> • The value of the DNP Project to foster change in healthcare is clearly identified and is relevant 	<p>Excellent: (28 to 30)</p> <p>Adequate: (25 to 27)</p> <p>Below expected: (22 to 24)</p>	/30
<p>Dissemination:</p> <ul style="list-style-type: none"> • The plan for dissemination is clear and reasonable 	<p>Excellent: (28 to 30)</p> <p>Adequate: (25 to 27)</p> <p>Below expected: (22 to 24)</p>	/30
<p>APA/Scholarliness:</p> <ul style="list-style-type: none"> • Correct APA format • Writing is logical and coherent • Transitions are smooth and effective • Proper APA mechanics, style, and quality • No (or few) spelling, punctuation, or grammatical errors • Writing is organized, clear, and concise 	<p>Excellent: (38 to 40)</p> <p>Adequate: (34 to 37)</p> <p>Below expected: (30 to 33)</p>	/40
		TOTAL= /460

APPENDIX H: DNP SCHOLARLY PROJECT - RUBRIC FOR THE ORAL DEFENSE

Student Name _____ Date _____

Printed Name _____

Title of Project _____

Element	Met	Not Met	Comments
A. The gap in practice, problem, and purpose are clearly articulated, worthy of doctoral study, and within the scope of the DNP role.			
B. The DNP Project applies leadership skills to lead healthcare systems and/or teams to improve the health outcomes of individuals, communities, or populations through interdisciplinary collaboration and implementation of high-quality and cost-effective practice changes.			
C. The DNP Project has the potential to advance nursing practice and promote positive social change in individuals, society, systems, and/or communities.			
D. Presenter maintained professional manner throughout including good eye contact. Did not read from prepared notes.			
E. Presentation was professional, well-prepared, clear, and concise.			
F. Presentation stayed within the time limit.			
G. Response to questions and challenges were concise, thorough, and not defensive.			

APPENDIX I: DNP PRACTICE EXPERT/MENTOR AGREEMENT

The DNP Practice Expert/Mentor is an essential part of the DNP Project Team. You act as liaison between the student and the organization. In this role, you facilitate the student's navigation through the organization's processes to ensure student success. These are some of the specific criteria related to this role:

1. Should be a member of the organization (or a similar organization) in which the project is being conducted.
2. Is not required to be a RN or have doctoral preparation.
3. Serves as content expert.
4. Review the Project Leader's personal goals for the project implementation.
5. Is not expected to edit the student's work.
6. Advises Project Leader in the site requirements for doing the project.
7. Advises Project Leader in the logistics of conducting the project.
8. Provide timely feedback.
9. Communicates with the DNP Project Lead Faculty as needed.
10. Provide a current CV/resume.
11. Complete Practice Mentor's evaluation of student
12. Requested to be at the proposal and final defense (in-person or virtual)

Student Name

Date

Student Printed Name

Title of Project

I agree to serve as the DNP Practice Expert/Mentor for the duration of the DNP Project.

Expert/Mentor Name

Date

Expert/Mentor Printed Name

Title

**APPENDIX J: CHECKLIST FOR ITEMS DUE
SIGNIFYING COMPLETION OF PROGRAM
REQUIREMENTS**

Student Name: _____ Student ID #: _____

DNP Project Title: _____

Name of DNP Project Team members:

Lead Faculty: _____

Practice Expert/Mentor: _____

DNP Student (peer): _____

The DNP Project Team Lead Faculty will track the items that are due from the student using this form. The form will be submitted, along with all of the required documents, at the end of the program. This form becomes a part of the student's permanent record indicating partial achievement of program requirements for degree conferral.

ITEM	Date Submitted	Faculty Initials
✓ Fully executed valid Affiliation Agreement with the organization where the practicum hours will be completed. (Student is responsible for confirming with the Program Co-Directors that an agreement is in place. Failure to do so prior to logging practicum hours may result in a loss of those hours.)		
✓ DNP Practice Mentor/Expert signed agreement		
✓ Statement from GC or EMU IRB that the project is exempt or approved		
✓ Statement from the site's IRB that the project is exempt or approved (as appropriate)		
✓ DNP Project Proposal Oral Defense Results Form		
✓ DNP Final Project Oral Defense Results Form		
✓ Documentation of at least 600 practicum hours		
✓ Satisfactory completion of all coursework		
✓ Completed DNP Essentials Grid		

Signature of lead faculty

Date

APPENDIX K: DNP PRACTICUM HOURS TRACKING
GOSHEN COLLEGE-EMU DNP CONSORTIUM
DNP HOURS TRACKING

Instructions

The Essentials of Doctoral Education for Advanced Nursing Practice from the American Association of Colleges of Nursing states: “In order to achieve DNP competencies, programs should provide a minimum of 1000 hours of practice post-baccalaureate as part of a supervised academic program” (AACN, 2006, p. 19). Therefore, it is critical that we track the number of hours that you spend in various courses as you gain new competencies. To ensure compliance with this requirement, this table provides some tools to assist you in tracking the hours that you spend doing various projects throughout the DNP program.

The first table on this document is a tracking form for your hours cumulatively and to identify the project in each course. The second and subsequent tables are for each course as you progress through the program to track activities that you engage in to work on the identified project. Activities would include, but are not limited to: library searches, reading articles and other literature, writing drafts of your work, consulting with faculty and peers, editing your paper, etc. Please try to be as exact as you can about the time you spend each week on the activities that support the course-specific project.

The course specific document will be a requirement for each course in which there is a project. It will be a P/F assignment that you will upload into e-portfolio at the end of each course.

GOSHEN COLLEGE-EMU DNP CONSORTIUM
DNP HOURS TRACKING FORM

SUMMARY TABLE

COURSE	ACTIVITY	MINIMUM EXPECTED HOURS	HOURS SPENT
Previously earned supervised hours	[Documentation received from degree-granting institution]	400	
NURS700: Foundations for DNP Scholarship			
NURS702: Health Information Technology			
NURS704: Biostatistics & Epidemiology		20	
NURS706: Population Health			
NURS708: Translational Science		20	
NURS710: Healthcare Policy			
NURS712: Organizational & Systems Leadership		20	

NURS800: DNP Project Development		120	
NURS802: DNP Project Implementation		300	
NURS804: DNP Project Analysis & Dissemination		120	
NURS690: DNP Practicum [this course is intended for students who do not have documentation of 400 hours of supervised hours from their master's degree]			

DETAIL TRACKING

COURSE: NURS700: Foundations for DNP Scholarship

DATE	ACTIIVTY	TIME SPENT	DNP ESSENTIAL MET & HOW

COURSE: NURS702: Health Information Technology

DATE	ACTIIVTY	TIME SPENT	DNP ESSENTIAL MET & HOW

COURSE: NURS704: Biostatistics & Epidemiology

DATE	ACTIIVTY	TIME SPENT	DNP ESSENTIAL MET & HOW

COURSE: NURS706: Population Health

DATE	ACTIIVTY	TIME SPENT	DNP ESSENTIAL MET & HOW

COURSE: NURS708: Translational Science

DATE	ACTIIVTY	TIME SPENT	DNP ESSENTIAL MET & HOW

COURSE: NURS710: Healthcare Policy

DATE	ACTIIVTY	TIME SPENT	DNP ESSENTIAL MET & HOW

COURSE: NURS712: Organizational & Systems Leadership

DATE	ACTIIVTY	TIME SPENT	DNP ESSENTIAL MET & HOW

COURSE: NURS800: DNP Project Development

DATE	ACTIIVTY	TIME SPENT	DNP ESSENTIAL MET & HOW

COURSE: NURS802: DNP Project Implementation

DATE	ACTIIVTY	TIME SPENT	DNP ESSENTIAL MET & HOW

COURSE: NURS804: DNP Project Analysis & Dissemination

DATE	ACTIIVTY	TIME SPENT	DNP ESSENTIAL MET & HOW

COURSE: NURS690: DNP Practicum

DATE	ACTIIVTY	TIME SPENT	DNP ESSENTIAL MET & HOW

APPENDIX L: DNP PROJECT PROPOSAL - ORAL DEFENSE RESULTS FORM

_____, _____ has
(Name of Student) (Student ID #)

Successfully defended her/his DNP Project Proposal titled:

The project has been approved for implementation.

DNP Lead Faculty

Date

DNP Program Co-Director

Date

DNP Program Co-Director

Date

APPENDIX M: DNP FINAL PROJECT - ORAL DEFENSE RESULTS FORM

_____, _____ has
(Name of Student) (Student ID #)

successfully defended her/his DNP Project Proposal titled: _____

and is ready for conferral of degree.

Oral defense approved Date: _____

Final Paper approved Date: _____

DNP Lead Faculty

Date

DNP Program Co-Director

Date

DNP Program Co-Director

Date