

FERRIS STATE UNIVERSITY
COLLEGE OF HEALTH PROFESSIONS
SCHOOL OF NURSING

**HANDBOOK FOR DNP GRADUATE
NURSING STUDENTS AND SCHOLARLY
PROJECT MANUAL**

**Supplement to the Ferris State University Code of Student Community
Standards**

August 2020

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Policy on Non-Discrimination, visit <http://www.ferris.edu/non-discrimination>.*

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SCHOOL OF NURSING VISION

The Ferris State University School of Nursing's vision is to be recognized as a leader in innovative and scholarly nursing education at the undergraduate and graduate levels with programming that is evidence-based and globally focused in design while remaining responsive to the diverse needs of the student population, the profession of nursing and an evolving health care delivery system.

SCHOOL OF NURSING Doctor of Nursing Practice MISSION

The mission of the DNP program is to expand, integrate, and translate nursing knowledge in clinical applications using advanced scientific knowledge.

SCHOOL OF NURSING VALUES

To fulfill its vision, the School of Nursing embraces the core values of the university which are conceptualized to support professional nursing education and practice:

Collaboration: The School of Nursing values collaboration among educational disciplines to provide relevant nursing education programs. Collaboration among interprofessional health disciplines is valued as a critical component of the delivery of patient care that reflects quality and safety.

Diversity: The School of Nursing is committed to recruit and retain a diverse population of students and faculty prepared to serve a diverse population and to embrace a diversity of ideas, beliefs and cultures.

Ethical Community: The School of Nursing is committed to the development of a professional nurse who will practice within the Nursing Code of Ethics and whose practice is guided by the values of altruism, autonomy, human dignity, integrity and social justice.

Excellence: The School of Nursing is committed to provide nursing programs that are built upon and responsive to established standards of practice and professional performance. The cultivation of both scholarship and service among faculty and students that supports the advancement of the profession is highly valued.

Learning: The School of Nursing values education that is learner-centered and incorporates current evidence-based practices in nursing and liberal arts education. The School of Nursing embraces the use of technology in the delivery of instruction to support the patient care environment. Finally, the ideal of lifelong learning is valued as an integral component of professionalism.

Opportunity: The School of Nursing is committed to provide opportunity for both career entry and career advancement within the profession of nursing and to deliver nursing programs that prepare professional nurses to practice in a rapidly changing global health care environment.

ACADEMIC ADVISING

The DNP Graduate Program Coordinator will serve as the graduate student's advisor. Graduate students should discuss their plan for program progression with their assigned advisor who is available by telephone, e-mail, or a face-to-face or virtual meeting.

ACADEMIC TRANSCRIPTS

Request an official academic transcript from:

Records Office
Center for Student Services 201
Ferris State University
1201 S State Street
Big Rapids MI 49307-2020

Or call: (231) 591-2792

Or online at <http://www.ferris.edu/admissions/registrar/transcriptRequest.htm>

ACCREDITATION SURVEY REQUIREMENTS

Following students' graduation from the program, accrediting bodies require information on employer satisfaction with the DNP program. The FSU DNP program sends out an employer survey asking for input on how well students were prepared for their roles. The questions are general in nature and feedback serves to inform the curriculum and is responsive to the program's accrediting body requirements. If you have questions, need more information, or have concerns about the survey please contact the DNP program coordinator or the Chair of the School of Nursing.

AFFIRMATIVE ACTION STATEMENT

Ferris State University affirms its steady commitment and dedicated efforts to provide equal employment opportunity as described by federal and state laws, the Affirmative Action Program of the University, and other pronouncements made by its President. Ferris State University will ensure equal opportunity without regard to race, creed or religion, color, national origin, sex, age, marital status, height weight, sexual preference, veteran status, handicap, or other characteristics which cannot lawfully be the basis for educational or employment opportunity.

ADMISSION CRITERIA

Doctor of Nursing Practice Program

The following criteria are required for the *Certificate Programs* in Nursing:

1. Licensure as a Registered Nurse.
2. MSN (Master's of Science in Nursing) degree from an accredited Master's of Nursing program.
3. A 3.20 GPA or higher on 4.0 scale in MSN program.
4. Official Transcripts from MSN program.
5. Successful (passing grade) completion of a graduate level statistics course within the last 5 years.
6. Curriculum Vitae or Resume.
7. Completed Application Form.
8. Three (3) letters of professional recommendation or reference.
9. An APA formatted writing sample.
10. Successful phone interview.
11. International Students: TOEFL – Per graduate office minimal requirements

AMERICAN NURSES' ASSOCIATION STANDARDS

Ferris State University's Nursing graduate students are expected to abide by the standards set forth in the American Nurses' Association Code for Nurses and the American Nurses' Association Standards of Nursing Practice. These documents are available through the American Nurses' Association.

AMERICANS with DISABILITIES ACT

Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231.591.3057 (voice), or email ecds@ferris.edu to discuss your request further. More information is available on the web at

<http://www.ferris.edu/htmls/colleges/university/disability>

ATTENDANCE

Ferris State University's graduate nursing students are expected to participate in all learning experiences. **Absences from any learning experience may result in a lowered grade** (as determined by individual faculty as indicated in his or her course materials) and, thus, may jeopardize progression in the program.

COMPUTER REQUIREMENTS

As an online program, it is important for graduate students to have supportive technology. Student's technical requirements include **reliable and high-speed internet access**. Because computer hardware requirements change, students should have minimum system requirements at their entry into the program. Minimum software requirements include **Microsoft Word** for creation of scholarly papers, **Microsoft PowerPoint** for creation of scholarly presentations, and **Adobe Acrobat Reader** to open, read, and print scholarly articles. Please note the Technology Standards: <https://www.ferris.edu/it/itstandards.htm>

Students must register for the course through Ferris to gain access to the online course site and have a valid Ferris State ID access and password. Ferris State University uses the Blackboard platform to provide the online course infrastructure. It is strongly recommended that students are familiar with basic computing skills. There is a required online learning orientation prior to registering for the first online course available at: <http://www.ferris.edu/HTMLS/online/prepare/index.htm>. Students will need a computer with a built-in microphone or a microphone headset for creating audio presentations to upload online. This supportive technology will help the graduate student complete the online course requirements.

CONDITIONAL ADMISSION

Conditional Admission may be granted in cases where selected admission criteria have not been demonstrated. The DNP Graduate Program Coordinator will make recommendations regarding conditional admission to the Chairperson of the School of Nursing, whose approval is required. Continued admission will be conditional based on the student's meeting the following requirements in the DNP program.

If a student is admitted with:

- a. a GPA of less than 3.20, the student must successfully complete 7 credit hours of graduate work with a 3.2 GPA to satisfy admission requirements.
- b. a graduate level statistics course deficiency, the student must complete a graduate level statistics course (with a passing grade) by the end of the first semester of the DNP program.
- c. TOEFL scores below the FSU graduate office minimum requirements, the student must enroll in and successfully complete recommended ESL courses or may retake the TOEFL exam

CONFIDENTIALITY

Materials prepared by students relating to course assignments must conform to ethical standards of confidentiality and the client's right to privacy.

Students and faculty may not take any patient records, notes, or any identifying data out of a clinical agency on paper [must be shredded] or electronically.

In addition, information regarding student records is covered by the Privacy Act of 1974.

Therefore, student files are private, and most information may not be released without consent of the student.

COURSE MATERIAL

Each nursing course has course materials and required texts that are available through the FSU bookstore. Information about ordering course materials is provided when the student registers.

CREDIT HOUR DEFINITION

Students will participate in interactive online learning for the equivalent of 50 minutes of learning activities per credit hour per week. However, based on the student's background and experience, the actual time in learning activities may vary. Additionally, the integration course requires that a residency is completed to fulfil the 1000 required post BSN mentored clinical hours. The residency experiences are intended for final DNP research translation project completion.

CURRICULUM SEQUENCE

The sequencing of courses in the DNP curriculum is intentional to maximize skills and knowledge development. Some courses have co- or pre-requisites. Therefore, deviation from the identified course sequence may result in difficulty progressing or meeting graduation requirements. Likewise, this curriculum was designed for cohort learning experiences to promote and foster learning communities. Please check with your nursing advisor before omitting, substituting, or delaying any course.

GRADING SCALE

The grading scale for all nursing (NURS) courses is:

Letter Grade	Honor Points per Credit Hour	Numerical Grade
A	4.0	95 - 100
A-	3.7	92 - 94
B+	3.3	89 - 91
B	3.0	85 - 88
B-	2.7	82 - 84
C+	2.3	79 - 81
C	2.0	75 - 78
C-	1.7	72 - 74
D+	1.3	69 - 71
D	1.0	65 - 68
D-	0.7	62 - 64
F	0.0	61 and below

GRADUATION REQUIREMENTS

To meet the requirements for graduation, the DNP student must meet all the required program conditions and requirements as outlined below:

1. A cumulative grade point average of 3.2 must be maintained in the DNP program.
2. Earn a grade of "B" (3.0) or higher in all DNP courses.
3. Two unsuccessful attempts (grades less than "B") in any DNP course(s) will result in dismissal from the program.
4. Successfully complete courses in the order of program delivery from the time of entrance. All courses except the final residency must be complete prior to the integration course.
5. Degree requirements shall be completed within five years from first enrollment in a doctoral course following admission. If a course is dropped, it can be picked up when offered the following year. Students may request one extension, in writing to the Program Coordinator/Chair, in the event of extenuating circumstances.
6. Earn a minimum of 80% (70% for transfer students) of the total DNP credits from FSU
7. If a student returns to the university after an interrupted enrollment (not including summer semester), the requirements of the curriculum which are in force at the time of return must be met, not the requirements in effect at the time of original admission. In special circumstances, the academic department head/chair may permit the student to finish under the program requirements in force at the time of original admission to the program.

PLAGIARISM

Plagiarism is “the taking of ideas, writings, etc. from another and passing them off as one’s own”. This practice is not acceptable to the University, the College, the Nursing programs, or to the instructors. In an academic setting, this is equivalent to grand larceny. Severe consequences may result and can include failure in the project or in the class, dismissal from the program, and/or dismissal from the University.

POLICY FOR STUDENT COMPLAINT

The Code of Student Community Standards states, “each Ferris State University student has a right to initiate a complaint that may bring about an investigation and/or disciplinary action involving another member of the University academic community.” Ferris State University is committed to assuring a supportive process that invites student feedback in a manner that promotes a positive learning environment. It is important however that students follow established policies and procedures to resolve their complaints. When a student has an issue with a grade, internship or other student/faculty issue, it is the responsibility of the student to use a progressive procedure to resolve the issue. Please read the official “Student Complaint Policy: located at:

https://www.ferris.edu/HTMLS/administration/academicaffairs/Forms_Policies/Documents/Policy_Letters/AA-Student-Complaints.pdf

This policy provides a systematic means of resolving student/faculty issues. It is important that you understand and follow this policy should such a situation occur.

PROBATION/DISMISSAL

1. Students will be placed on academic probation in the DNP program if any of the following conditions occur:
 - A grade of less than a “B” is earned in a graduate course.
 - The overall GPA drops below 3.2.
2. Any course in which a grade of less than a 3.0 or “B” is earned will not count towards graduation and must be repeated.
3. Only one course may be repeated one time in the DNP program. There may be no more than two withdrawals from courses for non-medical reasons.
4. Students may be academically dismissed from the DNP program if any of the following conditions occur:
 - A grade of less than 3.0 is earned in a second graduate course.
 - A grade of less than 3.0 is earned in the second attempt of the same graduate course.
 - The student is unable to raise the overall GPA to 3.2 or higher after two semesters.
5. Students who do not complete the program within the 5 year time frame allowed may be dismissed from the program, unless an extension has been permitted. Extensions will only be allowed if the student is making consistent, and satisfactory progress in the program as evidenced by a GPA of 3.2 or higher and no more than 2 course withdrawals.
6. Students who are dismissed from the program are not eligible for re- entry into the program.

7. Students with extenuating circumstances may appeal their dismissal from the program, as outlined in the Academic Dismissal Policy at <https://www.ferris.edu/HTMLS/administration/academicaffairs/graduateprograms/documents/GraduateProbationDismissalPolicyApprovedBySenateApril2016forWeb.pdf>

RESIDENCY REQUIREMENTS

All DNP students will complete a cumulative total of 1000 post BSN supervised or mentored clinical hours. MSN clinical hours the student comes into the DNP program with, count towards the 1000 hours. The DNP residencies are arranged to fulfill the 1000-hour requirement over a one to three-semester period. The actual semesters and credits will vary on an individual basis depending on the MSN hours the student comes into the program with and project-preparation hours banked during the first semesters of course work.

DNP residencies are scholarly project-related clinical leadership experiences in the student's area of specialty or advanced practice. Students will identify both the clinical setting and/or population and preceptor/clinical expert for their residencies. The residency experiences will be under the guidance of faculty and an agreed upon preceptor/clinical expert. The residency culminates with the delivery or implementation of a clinical project. Preceptor/clinical experts will be specialists in their clinical areas and while preceptor/clinical experts with DNP qualifications are preferred, expert MSN or transdisciplinary expert are acceptable. Scholarly projects will be proposed and prepared for prior to the beginning of the residencies, in which implementation will occur. Additional information on the scholarly projects can be found in the FSU DNP Scholarly Project Manual. The integration includes a defense of the scholarly project along with a written plan for dissemination at the professional level and project evaluation and modification. Students should be prepared to dedicate the number of hours contracted for to complete the residency experiences during the semester taken.

STUDENT RIGHTS AND RESPONSIBILITIES

Students at Ferris State University have the right to:

- Be treated as an adult
- Be treated with respect
- Know the instructor's expectations for you in the class
- Know the grading scale
- Obtain a written syllabus
- Know all class policies (attendance, etc.) Know the instructor's office hours
- Know all safety procedures (if applicable)

Students at Ferris State University have the following responsibilities:

- To attend class on a regular basis according to the requirements set forth in the instructor's syllabus
- To be on time for class
- To be prepared for class
- To wear appropriate clothing to class
- To use appropriate language in class
- To take responsibility for your own learning
- To adhere to the academic honesty policies
- To respect all points of view, everyone's rights and feelings

If a student fails to fulfill his/her classroom responsibilities, such behavior may reflect negatively on his/her grade in the class, and/or disciplinary action may result.

TRANSFER CREDIT

A student has the opportunity to transfer into the DNP program 30% of the total credits (no more than 10-12 credits in a 36-42 credit program) from an accredited university. The student must formally request to have the courses considered for transfer credit by proposing the specific request to the DNP Program Coordinator. The course syllabus for the proposed transfer course must be submitted for review to the DNP Program Coordinator, who will then decide on whether the course is transferable based on its equivalency in content, structure, and hours. Once an equivalent course has been taken, the student will lose the opportunity to receive transfer credits for that course. Therefore, it is advised that students do not take courses that are being considered for transfer credit until final determination of equivalency.

WRITING STYLE REQUIREMENT

The current edition of the American Psychological Association Manual is the accepted departmental format for any papers submitted in any nursing course.

FERRIS STATE UNIVERSITY NURSING PROGRAM

DNP GRADUATE NURSING STUDENT HANDBOOK

My signature acknowledges receipt of a copy of the Ferris Handbook for DNP Graduate Nursing students. I understand it is my responsibility to read and understand the content herein, and any additional supplements that I may receive while enrolled in the Nursing program. I understand the Handbook is updated yearly and may contain changes. I understand it is my responsibility to stay informed of these changes during my time in the program. I assume responsibility for abiding by the policies and statements in the Handbook.

Signature

Date

Name Printed

Scholarly Project Manual
Doctor of Nursing Practice
Ferris State University
School of Nursing

FERRIS STATE UNIVERSITY

**COLLEGE OF HEALTH PROFESSIONS
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Introduction

The purpose of this manual is to provide guidance for the DNP student and faculty with the DNP scholarly project. Along with an overview, this manual delineates and explains essential milestones for the student to meet to assure fulfillment of DNP project requirements. Throughout the manual, the student, faculty mentor, content expert and/or clinical preceptor roles and responsibilities will be addressed.

A completed project plan will be submitted by the end of the first semester. This plan entails identified goals in line with a project completion timeline. The action plan should be inclusive of initiation of project planning, implementation and evaluation, and final dissemination and communication of the project. It should be specific and include, when appropriate, purpose with background, executive summary, project goals and objectives, scope, administration, structure, boundaries, roles and responsibilities, project management, assumptions, risk, restraints, risk management plan, monitoring plan, staffing, communication plan, software and hardware requirements and procurement plan, security, work and work breakdown structure, relationships, resources, costs, schedule, quality indicators and management, milestones, project initiation plan, and training plan (Moran, Burson, Conrad, 2017).

Reasonable progress per semester towards the identified goals is expected and will be documented or 'logged' using the DNP hours log (an *excel* spreadsheet). The plan can be updated and modified with progression through the program as needed. Regular (2-3 times a semester is recommended) communication with project faculty (faculty mentor) is expected. DNP hours logs (*excel* spreadsheets) will be submitted to the project faculty at the end of each semester.

The project plan and documented progress prepares the student for successful project completion and a grade for the work will be considered in the residency and integration courses.

Summary of DNP Project Expectations

- Form project committee of two: faculty mentor will be assigned, student is responsible for identifying content expert and/or clinical preceptor.
- Submission of project plan and timeline by the end of first semester.
- Submit signed doctoral project committee form to DNP program coordinator prior to NURS 800
- Submit signed doctoral project proposal approval form to DNP program coordinator prior to NURS 891
- Submit signed final doctoral project acceptance form to DNP program coordinator

- Ongoing documentation per semester on DNP hours log (*excel* sheet) of reasonable progress towards goals. Progress to project plan goals should be organized in a way to reflect the Essentials of Doctoral Education for Nursing Practice (AACN).
- Updates and modifications to the plan as needed.
- Initiation of regular communication with faculty mentor.
- Submission of DNP hours logs at the end of each semester
- Submission of final completed scholarly project proposal (see DNP project proposal template) and IRB approval-prior to residency.
- Submission of plan for project sustainability and dissemination-integration course.

Overview of DNP Scholarly Project Process

DNP scholarly projects demonstrate the integration of new knowledge and scholarship into clinical practice. The DNP prepared nurse is a leader in translating research (new knowledge) into practice and thereby, influencing and changing health and social policy, standards of care, systems policies, and models of care and/or best practices. The DNP project is a synthesis of DNP coursework applied in a clinical context. It is foundational to future scholarship and ongoing healthcare systems improvement. The DNP Scholarly Project at FSU School of Nursing will culminate in a written document, an oral presentation and defense, and a written plan for sustainability and dissemination.

Practice or clinical experiences (residencies) will be individually determined and vary for DNP students at FSU. With the support of FSU faculty and the DNP learning community, each student will meet the essential competencies for the Doctor of Nursing Practice degree (AACN, 2006) through completion of a minimum of 1000 post-baccalaureate supervised academic-clinical hours. Clinical time for the DNP is population or health systems and project focused.

While each scholarly project focuses on the translation of research in a different manner and with different populations and timelines, the process is sequential and similar for all DNP projects. This sequence is depicted with *Scholarly Project Milestones*. Doctoral students' movement towards project completion will be gauged and measured by progression through the DNP Scholarly Project *Milestones*.

FSU DNP Scholarly Project Milestones

- 1 CITI training completion
 - a. Module courses on key concepts on ethical protection of human subjects.
 - b. Overall score of 85% is required for certification of completion.
 - c. Completion in last 5 years is acceptable.
- 2 Topic approval-faculty mentor.
- 3 Project proposal approval by faculty mentor and SON Chairperson (administrator).

- a. Content per DNP project proposal template
 - b. Doctoral project proposal approval form signed (Appendix B)
- 4 Content expert and/or clinical preceptor approval of abstract (summary and plan).
- 5 University and clinical site (per site guidelines) IRB submission and approval.
 - a. Includes application and all necessary documents.
- 6 Implementation of scholarly project with deliverables provided.
- 7 Final Project approval by faculty mentor, clinical preceptor and/or content expert, and the SON Chairperson (administrator).
 - a. Final doctoral project approval form signed (Appendix C)
- 8 Open presentation followed by oral defense.
- 9 DNP hours log and e-portfolio modified and updated on semester basis with final submission and approval in the integration course.

Faculty Mentor

Each student will be assigned a faculty as mentor for their scholarly project. This mentor is the primary 'go to' person for the project and is the 'reader'. The mentor is responsible for monitoring student progress, providing constructive feedback, and approving the completion of the milestones. The mentor is the primary reader of the proposal and completed project, and as such will provide essential feedback in order to progress to the final project and document.

Scholarly Project Committee

The scholarly project committee is a committee of two. One of those two is the faculty mentor and primary reader. They will act as consultants, potential content experts, and will need to evaluate the proposal and final project completion document. They will be present for the presentation and defense of the project. The second committee member will be selected by the DNP student. The second committee member is the content expert and/or clinical preceptor for the DNP student scholarly project. The content expert and/or clinical preceptor will act as consultant to DNP student project. This person may not necessarily be a nurse. Students are responsible for identifying the content expert and/or clinical preceptor and must submit a curricula vitae to the DNP faculty for approval.

**In the event that the DNP student is unable to secure a content expert and/or clinical preceptor the FSU SON will assign one, this may result in additional travel and a project focus and location change for the DNP student as well as a possible delay in graduation.*

ePortfolio

The electronic portfolio at FSU is part of Canvas and an aspect of the DNP program that highlights student success and achievements. Assignments, papers, and projects exemplifying learning accomplishments should be saved in the eportfolio. The eportfolio accompanies the student throughout the program and can be updated and modified as needed. The ePortfolio will be submitted at the end of

each semester. While the eportfolio showcases the student's work, it is not a vehicle for communicating progress on DNP project.

Defining the DNP Scholarly Project

The DNP scholarly project is a clinically focused change or improvement project that demonstrates a synthesis of DNP coursework coupled with a review and evaluation of available relevant literature. The project translates accumulated research and applies it to a specific population or system. The project addresses a clinical question in PICO(T) format stemming from nursing practice addressing a clinical population, healthcare systems, or a health and social policy problem or issue. DNP projects identify a practice gap in the translation of research and applies research to inform practice, safety and quality of care, and clinical outcomes.

Characteristics of the DNP Scholarly Project

- Rigorously applies scholarship and is informed by research.
- Systematically planned, implemented, evaluated and disseminated.
- Practice-based patient-centered care focus.
- Scholarly activity that focuses on programs, policies, interventions, or quality improvement in identified systems, populations, or health disparities. In addition, other creative and scholarly endeavors that promote improvements, quality care, social justice, and sustainable change are acceptable DNP projects.
- Reflect practice collaboration and leadership.
- Encompasses IOM aims for quality improvement.

[Reavy, 2016]

Acceptable DNP Projects

- Translating research into practice
- Evidence-informed practice guidelines, best practices, or legislative policy.
- Development, implement, evaluate and revise systems, social, or health policy
- Design, develop, implement and evaluate databases or models of care.
- Population-specific program development and implementation.
- Technology innovations.
- Financial analysis for quality and safety.
- Leading interdisciplinary collaborative projects for quality and safety of patient care.
- Designing, developing and implementing population specific programs for health promotion and disease prevention.

Not Acceptable DNP Projects

- Academic nursing education projects

- The development of a singular ‘app’ or website or teaching learning program, strategy, or curriculum.
- Unmeasurable or unevaluable projects

Examples of DNP Projects

Vanderbilt University

<http://www.nursing.vanderbilt.edu/dnp/scholarlyproject.html>

Johns Hopkins School of Nursing

<http://nursing.jhu.edu/academics/programs/doctoral/profiles> (search for DNP)

Sigma Theta Tau International Henderson eRepository

<https://sigma.nursingrepository.org/handle/10755/146799> (search to visit different programs)

Roles and Responsibilities of Students and Faculty Mentor

The DNP scholarly project is a collaborative endeavor. Supporting roles for student efforts may include faculty mentors and content experts and/or clinical preceptors. While collaboration and support play a pivotal role in the DNP project, each student is ultimately responsible for the strength and quality, and progress and completion of the project. Completion is largely dependent on student independence, professional development, existing and evolving skill sets, and initiative and communication skills.

Project milestones are sequential and will be met in the timeframe of each individual student. It should be anticipated, that some milestones will be more involved, taking more time than planned potentially based on scheduling, writing, and communication.

DNP students become leaders in their fields through educational and scholarly project experiences. Students engaged in the scholarly project process are expected to demonstrate, a spirit of inquiry, the necessary skills with utilization of resources to perform in-depth literature reviews and synthesis, essential abilities to focus and follow-through, ethical perspectives and responses, collaboration skills and personal and professional integrity. Likewise, personal initiative and communication skills along with a comprehension of personal strengths are considered pre-requisite to success with the scholarly project.

Each DNP student will work with a faculty as project mentor. The mentor role is one of leadership and perturbation, collaboration, evaluation, and facilitation. The faculty mentor is both director/redirector

and supporter offering guidance and at times different perspectives or clarity. Communication and regular connectivity between student and mentor will enable success.

The relationship between the DNP student and faculty mentor is centered on successfully completing project milestones. This relationship is foundational to project success. Each milestone includes progress reports and documents for mentor review. Feedback on progress reports and documents will include strengths and recommendations for revisions, clarifications, and corrections and the feedback process often may be iterative. The mentor-student relationship is a working relationship with the goal of project completion and success.

Plagiarism

Plagiarism is taken seriously. It is unethical and considered intellectual property theft.

According to Webster, plagiarism is “the taking of ideas, writings, etc., from another and passing them off as one’s own”. **This practice is not acceptable** to the university, the college, the nursing programs, or to the faculty or any professional or academic setting. In an academic setting, this is equivalent to grand larceny. Severe consequences will result. Appropriate use of quotation marks and referencing is expected; likewise, when quotation marks are used, only the exact words of the original author are included in those quotation marks. Any alterations to an author’s words must be indicated, per APA format, or it is considered plagiarism. Ideas of another person also need to be referenced as such.

Student-Faculty Mentor Assumptions

Each person:

- Consents to work together
- Commits to upholding their role or part of the relationship
- Commits to the communication and working relationship demands
- Will utilize resources necessary for the success of the student and the scholarly project.
- Will honor and uphold ethical principles including protection of human subjects, confidentiality, respect and consideration, avoidance of misconduct and academic and professional dishonesty.
- Will bring into the relationship experiences, skills and expertise utilized for the success of the scholarly project, while valuing and honoring the experience, skills, and expertise of the other.
- Will negotiate the necessary blend of independence and guidance in prioritizing and decision-making.
- Recognizes the interpersonal dynamics of working together.
- Recognizes and commits to the essentialness of communication in the scholarly project process by nurturing open, consistent, respectful, and honest communication in the context of mutual ongoing work demands.

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Content Expert and/or Clinical Preceptor Role in Scholarly Project

The content expert and/or clinical preceptor acts as a liaison and consultant for the student for scholarly project completion. The content expert and/or clinical preceptor does not have to be employed by the organization where the scholarly project will ensue. In the event that the selected content expert and/or clinical preceptor is not employed by the organization, the student will need a contact person from within the organization to contract and work with as a point person for project completion at that healthcare system. Project completion is largely independent but may depend on the context of a healthcare system, healthcare population, or community service center such as public health, senior center, or school system. If the student initiates an independent project and elicits the consultation of a content expert for guidance, the final project deliverable should be disseminated to the intended audience or stakeholders by completion of the project.

Content experts and/or clinical preceptors do not need to be DNP prepared nurses. In fact, we encourage collaboration and interprofessional engagement for the scholarly project. While at another facility, the DNP student is expected to represent FSU, the profession of nursing and act respectfully within the culture and confines of that organization or community. Likewise, the student is expected to meet standards of employment (i.e.: immunizations) for that organization.

Scholarly Project Success

Successful project completion is evidenced by project committee approval of the final product and plan for dissemination within the profession along with a plan for sustainability. A final presentation (public) and defense of the work to the committee signifies completion. The final project projection plan submitted should include evaluation and plan for sustainability and professional dissemination plan such as a journal article, poster or conference presentation, or implementation at added dimensions within a system.

While this project may be time-intensive and frustrating at times, it represents the culmination of your innovation, systematic processing, and successful endeavors. Your success in this project will serve you well in your career in dynamic healthcare environments.

References

American Association of Colleges of Nurses (AACN). (2006). The essentials of doctoral education for advanced nursing practice. Retrieved from <http://www.aacn.nche.edu/dnp/Essentials.pdf>

Capella University (2016). Doctor of Nursing Practice Project Manual. Minneapolis, MN

Moran, K., Burson, R., & Conrad, D. (2017). The Doctor of Nursing Practice Scholarly Project: A Framework for Success. Jones & Bartlett Learning: U.S.

Reavy, K. (2016). Inquiry and Leadership: A Resource for the DNP Project. F.A. Davis Co.: Philadelphia

Appendix A

Doctoral Project Committee Form

DNP Project Title: _____

Student Name: _____

Academic Credentials/Certifications: _____

Address: _____

Phone: _____ Email: _____

1. FSU DNP Faculty Mentor: _____

Phone: _____ **Email:**

2. Content/Clinical Expert: _____

Title: _____

Academic Credentials/Certifications: _____

Agency/University: _____

Address: _____

Phone: _____

Email: _____

Doctoral Project Committee Form

Scholarly Project Committee Member Responsibilities

The Ferris State University Doctor of Nursing Practice (DNP) program requires completion of residency courses, NURS 891-893 (number of residencies required varies per student). During these courses, DNP students will implement and evaluate a project approved by the individualized doctoral project committee. The FSU faculty mentor is the primary reader of the proposal and completed project. The FSU faculty mentor is responsible for monitoring student progress, providing constructive feedback, and approving completion of the milestones. The content expert and/or clinical expert will serve as a consultant to the DNP student project. The content expert does not have to be employed by the organization where the scholarly project will ensue. In the event that the selected content expert and/ or clinical preceptor is not employed by the organization, the student will need a contact person from within the organization to contract and work with as a point person for project completion at that healthcare system (for this situation an additional signature is required).

I agree to serve as a DNP project committee member to the FSU DNP student named in this agreement:

Signature of FSU Faculty Mentor: _____ Date: _____

Signature of Content and/or Clinical Expert: _____ Date: _____

Signature of Clinical Site Contact *(not applicable for all projects)*: _____ Date: _____

Appendix B

Doctoral Project Proposal Approval Form

As members of the DNP project committee and department administrator, we certify that we have read this project proposal prepared by: _____, titled: _____ and approve. Student can move to implementation.

_____ Date: _____

DNP Faculty Mentor

_____ Date: _____

Name and Position Content Expert or Clinical Preceptor

_____ Date: _____

Ferris State University School of Nursing Chair

Appendix C

Final Doctoral Project Acceptance Form

As members of the DNP project committee and department administrator, we certify that we have read this project manuscript prepared by: _____, titled; _____ and recommend it be accepted as fulfilling the DNP project requirement for the Doctor of Nursing Practice.

_____ Date: _____

DNP Faculty Mentor

_____ Date: _____

Name and Position (content expert or clinical preceptor)

_____ Date: _____

Ferris State University School of Nursing Chair