

University of Detroit Mercy McAuley School of Nursing



Doctor of Nursing Practice (DNP) Scholarly Project Handbook

2016-2017

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PREFACE

The McAuley School of Nursing (MSON) Doctor of Nursing Practice (DNP) Scholarly Project Handbook provides the current policies and procedures that are unique to the DNP program at the University of Detroit Mercy. The purpose of this handbook is to assist students in planning their studies, to provide students with the expectations for the doctoral project and to assist faculty in student advising and mentoring during doctoral study. The Handbook is an evolving document that is revised and updated periodically. It is important to note that expectations outlined in this handbook apply to students in the year in which they were admitted. It is designed to complement the MSON Graduate Handbook and the University of Detroit Mercy Graduate Catalog which provides detailed information regarding programs of study, course descriptions, and University Graduate Program policies and procedures.

DOCTOR OF NURSING PRACTICE PROGRAM OVERVIEW

The Doctor of Nursing Practice (DNP) program builds on master's level education to provide an expanded level of unique knowledge and expertise in advanced practice nursing. The 36 credit post-master's program combines in-depth knowledge of nursing and the associated health sciences, information technologies, leadership and health related business competencies. With an emphasis on clinical practice, the program focuses on the advance practice nurses' development as an expert clinician and leader to evaluate, innovate and transform nursing practice in today's complex health care system. The interdisciplinary curriculum features expert faculty from different disciplines and fosters a high quality teaching-learning environment.

DNP PROGRAM OBJECTIVES

Graduates of the Doctor of Nursing Practice degree program achieve the following terminal objectives:

1. Engage own professional role practice consistent with the competencies of the Doctor of Nursing Practice.
2. Formulate innovative theoretical and conceptual frameworks that ensure optimal health care quality and patient safety outcomes.
3. Translate evidence to produce innovative models of care that integrate informatics, health care technology, and interpersonal collaboration to affect population health, outcomes, and support health care policy initiatives.
4. Lead health care systems and policy innovation with a focus on preventative care, quality improvement and patient advocacy.
5. Integrate the Mercy and Jesuit traditions in providing culturally competent, compassionate, holistic and person-centered care with a commitment to human dignity in the contemporary world.

The Doctor of Nursing Practice (DNP) Essentials

1. Scientific Underpinnings for Practice
2. Organizational and Systems Leadership for Quality Improvement and Systems Thinking
3. Clinical Scholarship and Analytical Methods for Evidence-Based Practice
4. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care
5. Health Care Policy for Advocacy in Health Care
6. Interprofessional Collaboration for Improving Patient and Population Health Outcomes
7. Clinical Prevention and Population Health for Improving the Nation's Health
8. Advanced Nursing Practice

Required Courses for the Doctor of Nursing Practice Program

NUR 7000	Advanced Theory & Knowledge Development for Clinical Nursing Practice	3 credits
ETH 7010	Ethical Issues in Advanced Nursing Practice	3 credits
HLH 7100	Health Care Policy, Economics & the Law in Clinical Practice	3 credits
NUR 7200	Epidemiology & Population Health	3 credits
NUR 7300	Transformational Leadership & Innovation in Advanced Clinical Practice	3 credits
NUR 7350	Business Management to Ensure Quality in Health Care	3 credits
NUR 7400	Information Management and Decision Support	3 credits
NUR 7450	Analytics for Evidence Based Practice	3 credits
NUR 7500	Evidenced Based Nursing Practice: Theory, Design & Methods	3 credits
NUR 7800	Project Proposal Development	3 credits
NUR 7900	DNP Clinical Practicum	3 credits
NUR 7920	DNP Doctoral Project	3 credits

DOCTOR OF NURSING PRACTICE COURSE DESCRIPTIONS

NUR 7000 Advanced Theory and Knowledge Development for Clinical Nursing Practice 3 credits

NUR 7000 builds upon an introductory knowledge of nursing theory and the ability to analyze and evaluate the utility of selected theoretical models within nursing and other disciplines. This course integrates nursing science with knowledge from the biophysical, social and organizational sciences as the basis for doctoral level advanced nursing practice. Students will critically evaluate, compare and contrast relevant theoretical approaches for their utility in advanced nursing practice in their area of interest/expertise. Using theory as a guide, students will develop their theoretical model for clinical practice and demonstrate how that model can be used to design clinically relevant strategies aimed at improving health and/or health care in diverse settings.

NUR 7200 Epidemiology and Population Health 3 credits

This course provides an overview of fundamental topics in clinical epidemiology and how these concepts are applied in the measurement and evaluation of population health. The course explores foundational design, measurement and analytic techniques in the science of epidemiology. Students will review and critique epidemiologic literature to evaluate clinical practice based issues regarding disease surveillance, causation, genetic patterns, screening and social trends in population health at either the local, national or global level.

NUR 7300 Transformational Leadership and Innovation in Advanced Clinical Practice 3 credits

The course addresses the leadership role of the advanced practice nurse within healthcare organizations to affect change and ensure quality improvement, with a focus on inter- and intra- professional collaboration. This course will explore critical topics in organizational and systems leadership that emphasizes the primacy of clinical work and the opportunity for nursing innovation to transform service delivery, improve health outcomes and ensure patient safety. Inter-disciplinary theories and practice of leadership will be explored at different levels of nursing practice: individual practice settings, health care organizations and the national health care system. Leadership, management and communication strategies to move interdisciplinary groups toward common goals and objectives will be examined.

NUR 7350 Business Management to Ensure Quality in Health Care 3 credits

This course builds upon the leadership and organizational change course to examine health care economics and the business of clinical practice as it relates to the delivery of quality health care services. The course will analyze the dynamic interplay between the driving forces of economics, health policy, quality improvement and standards of care in the delivery of health care services to maximize outcomes. Within a quality improvement framework, students will explore economic concepts and measurement tools to critically appraise a health care issue, design strategies to improve clinical outcomes and evaluate achievement of improvement goals including not only the outcome but safety, fiscal principles, efficiency and safety.

NUR 7400 Information Management and Decision Support 3 credits

This course is designed to prepare the DNP student with essential knowledge and skills necessary to provide leadership in the design, selection, use and evaluation of technologies used in healthcare to promote efficiency, quality, improvement in health outcomes and knowledge generation. DNP students will develop the knowledge and skills necessary to create relational databases for their specific area of practice where data extraction and knowledge development can occur. This course will provide the DNP student with advanced understanding of the ethical and legal issues associated with the use of

technologies within acute care settings, private industry, and web-delivered services. The DNP students will also be prepared to evaluate consumer health information.

NUR 7450

Analytics for Evidence Based Practice

3 credits

This course focuses on the theoretical and analytic strategies essential for evidence-based nursing practice implementation and improvement. These strategies include critical evaluation of the research literature and analytic approaches for empirical, qualitative, quality improvement, and program evaluation. The emphasis is on application and the evaluation of evidence for use in nursing practice.

NUR 7500 Evidenced-Based Practice: Theory, Design and Methods

3 credits

This course focuses on the evidence-based practice process and the knowledge and skills necessary for translation of evidence into advanced clinical practice. Students will compare and contrast various forms of scientific evidence with emphasis on expanded research techniques, instrumentation, study designs and theories that are relevant for advanced clinical practice. Content will also emphasize critical appraisal skills necessary to ensure meaningful translation of scientific evidence into practice to ensure high quality care for clients that result in optimal outcomes.

ETH 7010 Ethical Issues in Advanced Nursing Practice

3 credits

This seminar explores the philosophic basis and derived theories of ethics and other implications for advanced clinical practice. Using ethical principles, students will examine a variety of clinical, research and practice management dilemmas that arise in the provision of advanced practice nursing services to individuals, populations and communities. Course content includes issues related to social justice, health care disparities, vulnerable populations, professional interactions, genetic screening and diagnostic testing, end of life, conflicts of interest, reproductive technology and scientific research agendas.

HLH 7100 Health Care Policy, Economics and the Law in Clinical Practice

3 credits

This course examines current policy, economic and legal issues in the regulation of advanced nursing practice and the US healthcare system. The course integrates the conceptual methodologies underlying health care policy development and implementation as well as the economic system supporting the financing of health care services in the US and the legislative statutes that affect the regulation of nursing practice in the delivery of health care services. The intent is to provide the DNP student with the skills to analyze, synthesize, advocate and implement health care policy in organizations, communities and wider public venues.

NUR 7800

Project Proposal Development

3 Credits

The DNP program culminates in the successful completion of a scholarly project that demonstrates synthesis of the student's work and lays the groundwork for future scholarship. The Project Proposal Development is a formative course that focuses on the writing of the DNP project proposal. In this course, students will define the area of specific study, synthesize the relevant literature and existing data that supports the project, and select a conceptual framework with methodological plan to support the measurement of outcome data.

NUR 7900 DNP Practicum and Project Implementation

3 credits (1 credit seminar and 2 credits practicum – 240 hours)

In this practicum with seminar, students will integrate DNP role behaviors into clinical practice. In conjunction with their designated faculty advisor, students will design a clinical practicum experience that permits achievement of the student's individual goals and the program objectives with primary emphasis

on the integration of DNP competencies directly into advanced nursing practice. Students will engage in seminars, rotating leadership responsibilities, to analyze practice-based issues from the DNP perspective. In this project course, students will seek required approval and review processes to support implementation of the scholarly project within the practice setting. Project implementation occurs after committee and IRB approval.

NUR 7920 DNP Doctoral Project
3 credits.

This final project course supports the analysis of the data from the implemented project as well as defense of the project, the final written product and other dissemination efforts such as presentations and/or manuscripts.

DNP ACADEMIC PROGRAM POLICIES

GRADUATION REQUIREMENTS

The DNP degree prepares nurses at the highest level of clinical practice. This program requires the completion of a minimum of 36 credits post-MSN, depending on prior coursework completed for the master's degree. Transcripts of nurses with a non-clinical master's degree in nursing, or an MSN from another school, or prior doctoral coursework (either PhD or DNP) will be evaluated for equivalence to the MSON DNP program and the DNP program plan adjusted in accordance with admission criteria, and graduate program policies and procedures.

All post-MSN DNP students must complete a minimum of 36 credits of approved coursework, of which at least 24 credits must be taken at the University of Detroit Mercy. A maximum of 12 credits may be transferred toward the DNP degree congruent with Graduate Catalogue policy. In the DNP program, graduate transfer credit will not be awarded for courses in which a grade of less than B (3.0) is earned. Doctoral level transfer credit earned more than six years before the degree is awarded will not be applied to the DNP degree requirements. A total of 1000 post BSN clinical hours is required for program completion. Up to 500 clinical hours may be granted for clinical hours completed in the MSN program.

As described in the MSON Graduate Nursing Handbook, to continue progression in a graduate nursing program, the student must maintain an aggregate grade of B (a University GPA of 3.00). A grade below B- in any of the nursing courses represents unsatisfactory academic progress. Unsatisfactory academic progress may result in probation and/or dismissal as described below.

DNP PROGRAM PLAN

All students will develop a program plan with their faculty advisor. It is expected that advisors and students have ongoing conversations/meetings each semester during the program to review progress and discuss program plans, including practicum experiences and ultimately the final doctoral project. The program requires 27 credits of formative coursework, 3 credits of practicum and 6 credits of project work.

Hours spent conducting the Doctoral Project as they relate to MSON program objectives and achievement of the DNP Essential Competencies (2006) contributes to meeting the required 1000 clinical hours. Students will track hours in the practicum experience and project work using the DNP Practicum and Project hours tracking form.

DOCTORAL PROJECT

The DNP program culminates in the successful completion of an individual scholarly project that demonstrates synthesis of the student's work and lays the groundwork for future scholarship. The DNP doctoral project is a tangible and deliverable academic product that is derived from the practice immersion experience and is reviewed and evaluated by an academic committee. In this project students will engage in scholarly inquiry to analyze, evaluate, or transform a relevant aspect of clinical practice. This substantive project should make a significant, evidenced based contribution to existing nursing knowledge.

The doctoral project may take on many forms but will be unique to the student's area of specialization and designed by the student in collaboration with their doctoral committee. The project should contribute to and provide evidence of the student's achievement of the DNP program objectives and DNP essential competencies. While a project may not capture all of the program objectives or DNP competencies, competencies that address leadership, collaboration, advocacy, quality improvement and evidence based advanced nursing practice are likely to be central to most projects.

DNP projects should:

- a. Focus on change that impacts healthcare outcomes, either through direct or indirect care.
- b. Have a systems (micro-, meso- or macro- level) or population/aggregate focus.
- c. Demonstrate implementation in the appropriate arena or area of practice.
- d. Include a plan for sustainability (financial, systems or political realities)
- e. Include an evaluation of processes and/or outcomes (formative or summative). Clinical significance is as important in guiding practice as statistical significance is in evaluating research.
- f. Provide a foundation for future practice scholarship.

Examples of doctoral projects include: a program needs assessment with program development, evaluation of an existing program, development of an assessment instrument/protocol, a cost/benefit analysis of program models, construction of a practice model or an innovation for practice, database creation to track direct care assessment or outcome, implementation of an evidence based guideline for clinical practice, a quality improvement initiative, program evaluation or other scholarly project as approved.

A systematic approach is used in the developing and completing the project. Ideally, students should be using the DNP coursework to develop expertise in an area of practice that will lead to and inform the doctoral project. It is expected that the project is conducted in accordance with ethical principles. Lastly, project findings or primary deliverables are disseminated professionally and publically.

DNP Project: Continuous Enrollment

To facilitate timely completion of the DNP program and the DNP project, students are encouraged to establish their DNP project committee within the first year in the program and use each academic course to concurrently develop and implement the project. Students are required to complete a minimum of 3 credits of the Doctoral Project course to fulfill graduation requirements. For the majority of students, the DNP project course is the last course in the 36 credit program. Students who have not completed the project in the final semester of the

program plan are required to demonstrate continuous enrollment of 1 credit in the DNP project course for fall and winter semesters until project completion. For students that anticipate that the project will not be completed in the final semester of the program plan and require part time status (enrollment in 5 credits) for financial aid, the student may choose to register to 2 credits of project in one term and register for the remaining 1 credit of project in the subsequent term to fulfill the 3 credit requirement. If not completed by the end of subsequent term, the student is expected to maintain continuous enrollment for each subsequent fall and winter terms.

DOCTORAL PROJECT COMMITTEE

The doctoral project is developed, reviewed and evaluated by a doctoral project committee. The doctoral project committee shall consist of a minimum of three members, one of whom may be external to the student's home academic unit. Ideally, all three members of the committee should be doctorally prepared but a master's prepared member is permitted in the case this committee member has expertise in a clinical topic or method relevant to the student's project or is a representative from the stakeholder organization in which the student is conducting his/her doctoral project. Two of the committee members must be members of the McAuley School of Nursing (MSON) or the College of Health Professions (CHP). The third committee member can be faculty from a different academic unit of the University of Detroit or external to UDM, ie faculty at another university or a professional colleague with relevant clinical or content expertise (ie physician, chief executive officer, director of quality improvement, informaticist, statistician, etc). From the time of admission in the program, students should begin to identify faculty and other professional experts who may contribute to their summative doctoral project.

Committee Member Roles

Doctoral Project Chair. The Project Committee Chair must be a doctorally-prepared faculty member of the MSON. The faculty selected for chair should have content or clinical expertise to oversee the project from inception to completion. The chair will assist the student in the selection of committee members.

Doctoral Project Committee Member - Project Reader. The doctoral committee project reader is a doctorally prepared faculty member of the MSON or CHP. This member agrees to foster student progress and evaluate the doctoral project. The reader will be selected by the student in consultation with the committee chair. The reader's role is to ensure that the level of scholarship is consistent with a clinical doctorate. Ideally, the reader has a congruent clinical or research interest with the project's focus.

Doctoral Project Committee Member – Clinical Consultant. The doctoral committee clinical consultant contributes relevant clinical or content expertise to the student's project. This committee member can be a faculty member at UDM or another university, a professional colleague (ie physician, psychologist, informaticist, statistician, an executive leader) or a representative/stakeholder from the organization in which the student is conducting the project. A doctoral degree is preferred; a master's prepared member is permitted. The consultant will participate in forming the project, evaluating student progress and the final project.

Responsibilities of the Committee

The project committee is responsible to approve the proposed clinical project, supervise the project development and implementation and evaluate the written and oral project report. Two of the three committee members must agree on the project's success status (pass, fail).

Changes in Committee

The doctoral project may change before the final committee is established. No written approval is required. However, once the project has begun and a committee change is necessary, a formal written request for approval must be submitted to the DNP program coordinator for consideration.

STEPS IN THE DOCTORAL PROJECT PROCESS

Project Formation

Identify a Topic for the Project. Ideally during the progression of coursework, the student begins to identify a general area of interest for the doctoral project and use their work in specific courses to develop different dimensions of this topic. Students should begin to identify faculty that may have expertise to support their proposed work. The faculty advisor should also be consulted for suggestions of potential committee chairs.

Select Committee. Students should interview and meet with potential committee member to discuss their ideas and ensure the faculty or professional is amenable to service on the committee. Once selection is complete, the student should submit the Committee Composition form to the Chair for signature and to the DNP program coordinator for final approval. The original should be placed in the student's file and copies distributed to the chair, all committee members and the student. Discuss and Determine Authorship with chair and committee members. While not required, often students will include committee members who contribute significantly to the development and mentorship of the project on submitted publications. It is recommended you discuss this when forming the committee. It is recommended that the committee be formed by the end of the winter term of the first year.

Schedule First Meeting. The student should convene the committee to discuss the proposed project and determine the proposal development. The student should come prepared to the first committee meeting with a proposed project and a planned timeline for completion. It is recommended that the student present their draft proposal in an outline or powerpoint format.

Developing the Proposal. The specific components of the proposal may be adapted to meet the purpose of the project. For example, a clinical inquiry proposal may look slightly different than a quality improvement or program development and evaluation proposal. Decisions on the proposal format will be made by the project committee. The proposal should be written in APA format. Students will may use work initiated during NUR 7800 develop the proposal with their committee.

The recommended components of the written proposal will be based on the purpose of the proposal. A typical format should include a

- Title Page
- Introduction with Problem Statement,- the problem or issue should be introduced
- Background and Significance summary to include prevalence, negative health outcomes, costs

- definition of terms
- Review of Evidence surrounding the Clinical Practice Issue,
 - Appraisal of the most relevant and current scientific work that relates to the purpose of the project
 - Data from local context – individual, community, system level
 - If possible, exemplars of current evidence from the literature on programs, interventions and outcomes
 - Highlight other agencies that have tested/implemented this practice change if available
 - Include existing evidence from other similar projects that would support the idea that the project has potential at the chosen site
- Purpose of the Project (Goals/Aims)
- Implementation components – who, what, where,how, timeline
 - IRB plan if indicated
- Methods (quantitative, qualitative, quality improvement, program evaluation),
 - Design,
 - Sample
 - Measures (Outcomes),
 - Budget (if applicable)
 - Data Collection
 - Data Analysis Plan
- Deliverables/Dissemination
 - What the agency will receive
 - Committee expectations clarified (may be same as agency)
 - Information dissemination plan
 - Sustainability
- References.

Other formats are included here:

Recommended DNP Project Formats

Reports of Randomized Controlled Trials

Consolidated Standards of Reporting Trials (CONSORT) statement

<http://www.consort-statement.org/index.aspx?o=1065>

Reports of Non-Randomized Educational, Behavioral and Public Health Interventions

Transparent Reporting of Evaluations with Non-randomized Designs (TREND) statement

<http://www.cdc.gov/trendstatement>

Reports of Observational Studies

Strengthening the Reporting of Observational Studies in Epidemiology (STROBE) statement

doi:10.1371/journal.pmed0040296

Reports of Quality Improvement Interventions or Programs

Standards for Quality Improvement Reporting Excellence (SQUIRE)

<http://www.squire-statement.org>

Reports of Qualitative Research

Consolidated Criteria for Reporting Qualitative Research (COREQ) checklist

Tong, A., Sainsbury, P. & Craig, J. (2007). Consolidated criteria for reporting qualitative research: A 32 item checklist for interviews and focus groups. *International Journal of Quality in Health Care*. 19(6), 349-357. doi:10.1093/intqhc/mzm042

Reports of Systematic Reviews
Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA)
<http://www.prisma-statement.org/>

Write and Defend Project Proposal. The student should work closely with the Committee Chair and Clinical Consultant during the development of the project proposal. The written project proposal is then disseminated to the committee members for review and a proposal defense meeting is scheduled within 2-3 weeks of the distribution of the paper. The proposal defense includes a powerpoint presentation summarizing the main components of the project. Once the proposal is approved as acceptable by all committee members, the student may begin project implementation. A student who does not successfully complete the doctoral project proposal may present a revised proposal for a second time (no earlier than 6 weeks and no later than 26 weeks) and if necessary, a third time anytime within an additional 26 week period. Failure to pass on the third attempt may result in dismissal from the program.

Project Implementation Phase

Human Subjects. In this phase of the project, students will need to meet the required human subjects or quality improvement approval processes of the University of Detroit Mercy and if applicable, the clinical agency in which the project is conducted. Students will need to meet the Human Subject requirements of both organizations (ie Modules on Research ethics, Data security, Confidentiality, etc). Projects can begin ONLY after all required approvals are received from the university and appropriate agencies. This phase of the project weaves into NUR 7900 Practicum and Project Implementation course.

Conduct Project. During this phase, the student will work in close contact with the committee chair and clinical consultant member to carry out the project activities.

Project Evaluation and Dissemination Phase

Develop Written Product for Presentation and Defense. The summative written output of the doctoral project is summative report of the work. The final written project should include the project proposal plan and an account of the project implementation, data analysis with results and outcomes, cost/benefit analysis if applicable, conclusions and implications for nursing practice, policy or future research. The final written product should be presented using the template agreed upon by the project committee that best captures the design of the student project. This phase also weaves into NUR 7920 to complete data analysis and prepare for presentation.

Develop and Publically Present Project Findings. When the committee chair believes the student's project is approaching completion (ie the written paper is complete), the student schedules a meeting to assure that all members agree that it is ready for presentation. When all members agree, the Public Presentation is scheduled. Conducted by the student's committee, the final public presentation is open to the general university community and is publicized to the entire College of Health Professions.

In the public presentation, the student formally presents the clinical issue, scope of the problem/concern/issue, the project design and implementation, results/outcomes of the project. The presentation should also discuss impact of the project on policy, health or fiscal outcomes, and the implications for advanced nursing practice. Once the public lecture is complete, the audience has the opportunity to ask questions. The audience is then excused and the committee then meets individually with the student to discuss the project.

Project Evaluation. The committee chair has primary responsibility for approval of the final project, but the doctoral project committee members must read, approve and sign the final project product (Graded pass/fail). A minimum of two of the three committee members (one being the chair) must agree that the final product is acceptable. Once the DNP Doctoral Project Completion Form has been signed and dated by all committee members, the student will attach a copy of the final written product. These items must then be submitted to the DNP program coordinator along with the final log of hours. The student should provide a copy to all committee members and keep one for their own records.

Dissemination of DNP Project. DNP projects should be disseminated beyond the public presentation. The student and committee will confirm a plan for dissemination that will be based around the type of work that was completed. Some examples include:

1. Publishing in a peer reviewed print or on-line journal (select only those appropriate for submission)
2. Poster and podium presentations
3. Presentation of a written or verbal executive summary to stakeholders and/or the practice site/organization leadership
4. Development of a webinar presentation or video or other public site
5. Submission and publication to a non-refereed lay publication.

**University of Detroit Mercy
McAuley School of Nursing
Doctoral Project Committee Form**

Student Name: _____ **ID Number:** _____

Project Topic: _____

The doctoral project is developed, reviewed and evaluated by a doctoral project committee. The doctoral project committee shall consist of a minimum of three members, one of whom may be external to the student's home academic unit. Ideally, all three members of the committee should be doctorally prepared but a master's prepared member is permitted in the clinical consultant role where this committee member has expertise in a clinical topic or method relevant to the student's project or is a representative from the stakeholder organization in which the student is conducting his/her doctoral project. Two of the committee members must be members of the McAuley School of Nursing (MSON) or the College of Health Professions (CHP). The third committee member can be faculty from a different academic unit of the University of Detroit Mercy (UDM) or external to UDM (faculty at another university, professional colleague with relevant expertise or an institutional representative).

Committee Member Roles & Qualifications

Doctoral Project Chair. The Committee Chair must be a doctorally-prepared faculty member of the MSON. The faculty selected for chair should have content or clinical expertise to oversee the project from inception to completion. The chair will assist the student in the selection of committee members.

Doctoral Project Committee Member - Project Reader. The project reader is a doctorally prepared faculty member of the MSON or CHP. This member agrees to foster student progress and evaluate the doctoral project. The reader's role is to ensure that the level of scholarship is consistent with a clinical doctorate. Ideally, the reader has a congruent clinical or research interest with the project's focus.

Doctoral Project Committee Member – Clinical Consultant. The clinical consultant contributes relevant clinical or content expertise to the student's project. This member can be a faculty member at UDM or another university, a professional colleague or a representative from the organization in which the student is conducting the project. A doctoral degree is preferred; a master's prepared member is permitted. The consultant will participate in forming the project, evaluating student progress and the final project.

Committee Chair: _____

Project Reader: _____

Clinical Consultant: _____

Signatures:

MSON Faculty Chair: _____ **Date:** _____

DNP Program Coordinator: _____ **Date:** _____

DNP Practicum and Project Hours Tracking Form

Name: _____ TO# _____

Master Level Mentor Practice Based Hours

A maximum of 500 hours can be awarded for APRN national certification. For students with a non-APRN master's degrees in nursing, individual transcripts and master's program requirements will be reviewed to determine the number of clinical hours awarded and the number of hours to be completed in the doctoral program.

APRN Certification:

Specialty: _____ Certification Date: _____ Hours: _____

Other Advanced Nursing Practice Preparation

Specialty: _____ Mentored Clinical Experience Hours: _____

Specialty: _____ Mentored Clinical Experience Hours: _____

Source	Date	Activity	DNP Essential	Program Objective	Hours/Cumulative
APRN Certification					
Previous Master's Work					
Practicum Hours					
DNP Project					

**University of Detroit Mercy
McAuley School of Nursing
Doctor of Nursing Practice**

Doctor of Nursing Practice Doctoral Project Evaluation Form

Name of Student: _____ Date: _____

Project Title: _____

Part I: Evaluation of Written Product: Article for Publication

S= Satisfactory NR = Needs Minor Revision U = Unsatisfactory

Component	Criteria	Evaluation S NR U	Comments
Format	Document conforms to the format established by the committee		
Written Communication Quality	The final written product is clearly written with no grammar, punctuation or spelling errors. References are appropriately cited		
Practice Innovation or Improvement	The final written product provides background information with literature synthesis to support the practice innovation or improvement		
	The project purpose is amenable to doctoral level nursing practice		
	The methods/design or approach used for the project are ethically sound and congruent with the project purpose and relevant contextual factors (i.e., setting, population)		
	The findings, results or project outcomes are accurately interpreted and reported		
	Implications, recommendations or contributions to nursing practice are clearly articulated		

Component	Criteria	Evaluation S NR U	Comments
Human Subjects	The project was approved by the UDM IRB and other agency IRBs needed. This may include quality councils if indicated		
AACN DNP Essentials	The project demonstrates achievement of the essentials of doctoral education for advanced nursing practice		

Part II: Evaluation of Public Presentation and Defense

S= Satisfactory U = Unsatisfactory

Component	Criteria	Evaluation S U	Comments
Format	Presentation conforms to the format established by the committee.		
Oral Presentation	Assumes leadership for the project presentation and discussion		
	Demonstrates ability to clearly and concisely comprehensively communicate the practice innovation or improvement to the committee and audience		
	Articulates the implications of the doctoral project to inform nursing practice, health policy and impact fiscal or clinical outcomes.		
	Responds to questions posed by the project committee and audience demonstrating evidence of knowledge synthesis		
	A plan for dissemination of project information is identified and appropriate		

Committee Member Signature: _____ Date: _____

