



BYRDINE F.
LEWIS COLLEGE
OF NURSING AND
HEALTH PROFESSIONS

DOCTOR OF NURSING PRACTICE (DNP)

STUDENT HANDBOOK

2020-2021 Edition

**Byrdine F. Lewis College of Nursing & Health Professions
DNP Student Handbook Acknowledgement Form**

I have reviewed the 2020-2021 Doctor of Nursing Practice Student Handbook.

I am aware that it is my responsibility to read the Student Handbook and be aware of all policies and procedures included therein.

Student Name: _____
(Print)

Date: _____

Signature: _____

Please sign and give a copy to the Doctoral Program Administrative Assistant, Sue Hopkins. Signed copies can be submitted by fax, (404) 413-1205; email, shopkins1@gsu.edu; or U.S. mail, Georgia State University, Byrdine F. Lewis School of Nursing, P.O. Box 4019, Atlanta, GA 30302-4019.

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INTRODUCTION TO THE HANDBOOK

This handbook has been compiled by the faculty of School of Nursing at Georgia State University to guide students through the DNP Program. This handbook contains the most up-to-date policies and procedures specific to the School of Nursing and therefore supersedes any previous editions of the DNP Program handbook. This handbook is to be used in conjunction with the Georgia State University Graduate Catalog to answer policy and procedure questions regarding doctoral study. Each student is expected to obtain and keep a copy of this handbook and the GSU Graduate Catalog. This handbook also contains copies of required forms that students must submit throughout their program of study.

GENERAL OVERVIEW

History

The School of Nursing (SON) was originally established as a Department of Nursing. The Georgia Board of Regents approved the Bachelor of Science in Nursing in 1968, the Master of Science in Nursing in 1973, and the PhD in Nursing in 1986. In 2003 the School of Nursing was renamed the Byrdine F. Lewis School of Nursing (BFLSON) following a generous donation by the former CEO of Bank of America, Ken Lewis. The donation was in honor of Lewis' mother who was nurse. In 2012, the BFLSON became a free-standing school with a subsequent name change to the Byrdine F. Lewis School of Nursing and Health Professions and henceforth, in this document, will be referred to as the School of Nursing (SON). The Doctor of Nursing Practice (DNP) Program was initiated in 2013 and is accredited by the Commission on Collegiate Nursing Education (CCNE).

Faculty in the SON actively participate in practice and scholarship at the state, regional, national and international levels (Appendix Q). In the Atlanta area alone, students have access to many diverse clinical settings that provide rich educational opportunities for DNP students. The SON is contracted with over 200 clinical agencies, including primary and tertiary care facilities, specialty hospitals, extended care facilities and public health agencies. These partnerships enable DNP students to conduct a variety of quality improvement, evaluation, and practice change projects important to patient care and nursing practice.

Philosophy Statement

The philosophy of the SON is congruent with the mission of Georgia State University. The philosophy reflects the nursing metaparadigm (nursing, health, human, and environment) and faculty beliefs about teaching and learning. Our program philosophy is founded in and shaped by our core values: honesty/integrity, professional excellence, collegiality/collaboration, cultural sensitivity/diversity, and creativity/innovation. The faculty is dedicated to teaching, research and service. We recognize and honor the value of interdisciplinary exchange and believe that nursing education should be founded in the liberal arts and sciences.

Baccalaureate level nursing prepares a generalist for entry into professional nursing practice. Master's level education prepares the student for advanced practice as a clinical nurse specialist, nurse practitioner, and/or leader of programs utilizing innovations in health care. Doctoral level education prepares nurses in the areas of practice, scholarship, and education.

Nursing

Nursing is a humanistic discipline that is grounded in the art of caring and the application of scientific principles. The profession of nursing is accountable to individuals, families, and communities it serves. The faculty believe that honesty, integrity, knowledge, and professional excellence are the pillars upon which nursing is anchored, each of which affects the outcome of care at every level.

Nursing incorporates education, clinical practice, political awareness, research, and technology to prepare health care providers to engage in critical thinking as they interact with individuals, families and communities. Nursing emphasizes the importance of evidence-based clinical decision-making and scientific inquiry in evolving health care systems. The profession of nursing is dedicated to the restoration of health, promotion of wellness, and support throughout the lifespan for all individuals through care that is comprehensive, culturally sensitive, ethically sound, and cost effective. Furthermore, nursing has a responsibility to advocate for individuals, families, and communities as well as to minimize disparities in health care.

Health

Health is a dynamic state of adaptive functioning comprised of the biological, psychological, sociocultural, and spiritual wellbeing of individuals, families, and communities. Health is promoted and maintained in the context of the client's beliefs, values, and perception of wellness. Being culturally sensitive is essential as nurses collaborate with clients from diverse settings and cultures for health promotion and maintenance of wellbeing, and when health has been compromised, restoration to the client's full potential.

Humans

Humans are complex biological, psychological, sociocultural, and spiritual beings. Humans are interdependent with their environment but value independence and autonomy. Humans exist as individuals and members of families, groups, and communities. Humans share commonalities but require respect for diversity to grow and mature. Humans deserve care by qualified, honest nursing professionals who assist them to reach their full potential.

Environment

The environment is made up of internal and external factors that affect the health of a human being. Internal factors include biological, genetic, and psychological influences that synergistically and dynamically impact an individual's health. External factors have broad effects on the health of an individual while simultaneously contributing to the health of a population. These include such factors as family and community structure, sociocultural beliefs, spirituality, economics, health policy, and ecology. Technological advances have broadened the environment, nationally and internationally to encompass global health issues.

Teaching and Learning

The faculty believes that teaching should be conducted in an environment that enhances learning and honors diversity. Teaching is aimed at encouraging students to develop the ability to influence individuals, families, and communities to improve their health outcomes. Teaching uses technological advances to integrate a variety of educational strategies such as didactic sessions,

simulations, and clinical and research mentoring in both face-to-face and web-enhanced environments.

Learning is a process involving the exchange of ideas to advance knowledge. Learning takes place in a collaborative environment aimed at challenging students to think in critical and innovative ways to solve practice problems and evaluate nursing science. The learning environment encompasses coursework, clinical practice, and evidence-based practice evaluation and implementation. Students demonstrate their proficiency of learned concepts and strategies by completing a DNP Project. Upon completion of the DNP Program, students develop an appreciation of the multifaceted determinants of health as well as their role in influencing health outcomes among populations.

SON DNP PROGRAM DESCRIPTION

The Doctor of Nursing Practice (DNP) Program at Georgia State University Byrdine F. Lewis College of Nursing & Health Professions prepares advanced practice nurses to critically appraise existing evidence, implement innovative, evidence-based knowledge into clinical practice to improve health outcomes among individuals and populations. Advanced nursing practice is defined as, “any form of nursing intervention that influences healthcare outcomes for individuals or populations, including the provision of direct care or management of care for individual patients or management of care populations, and the provision of indirect care such as nursing administration, executive leadership, health policy, informatics, and population health” (American Association of Colleges of Nursing, 2015, p. 3). In addition to benefiting the graduate, doctoral education also serves to advance the stature of the profession, strengthen nursing leadership and improve nursing education.

The DNP is an academic degree that prepares graduates for a variety of roles in practice and education. The focus of the DNP is the development of practice scholarship. The purpose of the DNP is uniquely different from the PhD. For the DNP, scholarship is defined as the development of advanced knowledge and skills necessary to appraise research and implement innovative, evidence-based practice. In contrast, for the PhD the focus of scholarship is knowledge discovery. Although graduates of PhD and DNP programs can generate knowledge; for the DNP, the generation of knowledge is determined by the evaluation of *existing* knowledge and the use of best evidence to contribute to improved health outcomes. For the PhD, research efforts are used to generate knowledge that is generalizable. These distinctions will be emphasized throughout the DNP Program.

Mission Statement

The mission of the DNP Program is to prepare advanced practice nurses who will

- Generate new knowledge through innovation of practice change;
- Critically appraise and translate evidence;
- Implement quality improvement processes in specific practice settings or systems;
- Demonstrate effective organizational and systems leadership.

Graduates of our DNP Program will be able to lead the implementation of cost-effective practices that will lead to improved health outcomes among individuals and populations. Our graduates are employed in healthcare administration, professional nursing organizations, and a variety of practice

settings.

Vision Statement

The Byrdine F. Lewis College of Nursing & Health Professions' DNP Program will be the premier hybrid program of choice for educating advanced nursing practice leaders in the United States on innovative approaches to quality improvement and effective practice change.

Program Outcomes

The Doctor of Nursing Practice Program:

1. Enable graduates to utilize and integrate evidence-based knowledge, translate research, and implement quality improvement initiatives to promote quality patient and population outcomes.
2. Prepare advance practice nurse leaders to apply current scientific knowledge to increasingly complex practice and collaborate with interprofessional teams.
3. Produce advance practice nurse leaders who are innovated and employ advanced levels of clinical judgement to improve individual and population health outcomes.
4. Develop knowledge and skills of leading-edge technology to apply it to clinical and operational practices.
5. Create advance practice nurse leaders who will possess expertise in analysis of health care policy.

Accreditation

The DNP Program is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street, NW, Suite 750, Washington, DC 20001, (202) 463-6930.

PLAN OF STUDY

The DNP Program at Georgia State University prepares the advanced practice nurse with leadership skills to initiate change, improve patient-centered care and facilitate interprofessional teams. The curriculum includes nursing core courses, system and systems management, area of concentration practicum, electives, DNP project proposal and DNP project defense. Student should carefully note pre-requisites and co-requisites of required courses to assure that courses are taken in the correct sequence. Course descriptions, along with pre-requisites and co-requisites of required courses, appear in the University Graduate Course catalog, which can be found on the Georgia State University website. In addition to nursing courses, interprofessional electives in the student's area of concentration (DNP project) are often appropriate for students and provide other viewpoints that enhance the student's education, thus it is helpful to explore courses offered in other GSU departments and schools.

As a hybrid program, courses are primarily offered in a distance learning format with a limited number of on-campus sessions. On-campus sessions (also known as Intensives) are held for one (1) day at the beginning of each Fall and Spring semester on campus. Intensives are mandatory for all students. The distance learning classes are a combination of synchronous and asynchronous sessions offered in iCollege – the University's online learning management system. The frequency and length of synchronous sessions are determined by the Course Instructor. Students are expected to attend and participate in on-campus sessions and synchronous sessions.

Two tracks are currently offered in the DNP Program. For students who have a master's degree, the post-MSN to DNP track requires a total of 39 credit hours (or approximately 5 semesters) for completion. For students who have a BSN, the post-BSN to DNP track requires a total of 81 credit hours (or approximately 10 semesters) for completion.

Post-BSN to DNP Track

The DNP program equips nurses with a Bachelor of Nursing (BSN) degree to develop the necessary foundational principles in theory, quality, safety, and leadership, on which to base their practice in their chosen area of specialty. Students are required to synthesize their learning through the completion of a DNP Project that is required for degree conferral. Students who complete this track are eligible to sit for national certification examination and are awarded a DNP degree. All students are required to contact their appropriate state licensing board to confirm eligibility to practice with professional licensure and certification in the state of residence after completion of the DNP Program.

Post-BSN to DNP curricula provides students with the skills and knowledge needed for advanced certification in AGPCNP-C, AGPCNP-PC, PNP-PC, PNP-AC, FNP-C, FNP-BC, and PMNP-BC as dictated by Essentials of Master's Education in Nursing (AACN, 2011); Pediatric Nursing: Scope & Standards of Practice (American Nurses Association, 2008); Nurse Practitioner Core Competencies (NONPF, 2012); Population Focused Nurse Practitioner Competencies (2013), and Criteria for Evaluation of Nurse Practitioner Programs (2016). After completing requirements for certification, the focus of curricula content shifts to support completion of the DNP project and leadership development within the context of healthcare systems.

	Course Master's Course Credits	Specialty Course Credits Hours	DNP Leadership Course Credit Hours	Total Credit Hours
BSN to DNP	16	26	39	81

Students can complete the requirements to sit for national certification examination as advanced practice nurses in their preferred specialty area (Adult Health-Gero NP, Pediatric NP, Family Nurse Practitioner, and Psychiatric Mental Health) as well as the courses required for the expanded role for the practice doctorate in nursing. The advanced practice nursing specialty track requires 48 credit hours for completion, and the curriculum for the DNP program requires 39 credit hours. The total for the two curriculum components would be 87 credit hours. However, intentional overlap occurs to streamline completion to 81 hours.

The core courses for advanced practice preparation include two advanced pathophysiology courses (NURS 7310, NURS 7320), advanced health assessment (NURS 7500), advanced pharmacology (NURS 7550), and two courses focusing on the role of the advanced practice nurse and the healthcare environment (NURS 7600, NURS 7940). These courses comprise 16 credit hours. The specialty courses for advanced practice preparation are specific to each specialty and vary in the number of courses; however, the total number of credit hours for specialty courses is consistent at 26 credits across specialties. Completion of core and specialty courses serve as the foundation for certification as an advanced practice nurse. Completion of core and specialty courses serve as the foundation for certification.

The remaining 39 credit hours are devoted to leadership development for the role of DNP. These courses prepare the student for appraising scientific findings (NURS 8670, NURS 8001, NURS 8700, NURS 8120), designing, implementing, and evaluating programs of care delivery that significantly impact healthcare outcomes (NURS 8610, NURS 8620,) and for leading quality improvement initiatives (NURS 8992, NURS 8994, NURS 8996, NURS 8998, NURS 8550) in the current healthcare environment (NURS 8160, NURS 8675). BSN-DNP students have the option to take one (1) three-credit elective course. Students complete a minimum of 1,000 clinical hours.

Core Courses	Credit Hours	Specialty Courses	Credit Hours
NURS 7310 Advanced Pathophysiology Concepts in Nursing, Part I	3	Adult Health-Gero NP (500 Clinical Hours)	
NURS 7320 Advanced Pathophysiological Concepts in Nursing, Part II	3	NURS 7010 Gerontological Nursing	3
NURS 7500 Advanced Health Assessment	3	NURS 7080 Ambulatory Care of Women for Advanced Practice Nurses	6
NURS 7550 Pharmacology for the Advanced Practice Nurse	3	NURS 7340 Common Health Problems of Adults	10
NURS 7600 Culture of Health Care	2	NURS 7360 Senior Practicum for the Advanced Practice Nurse	4
NURS 7940 Advanced Professional Nurse Practice Issues	2	Pediatric NP (720 Clinical Hours)	9
Year 1 Semester 1 (Fall)		NURS 7420: Common Health Problems and Issues Pertinent to Children and Adolescents	7
NURS 8670 Evidence Based Practice	3	NURS 7430: Chronic Health Problems in Children and Adolescents	
NURS 8700 Scholarly Writing	3	NURS 7440: Advanced Practicum in Child Health	10
NURS 8992 DNP Project Development Transition	2	Family Nurse Practitioner (585 Clinical Hours)	
Year 1 Semester 2 (Spring) (135 Clinical Hours)		NURS 7010: Gerontological Nursing	3
NURS 8675 Health, Law & Vulnerable Population and Disparities	3	NURS 7340: Common Health Problems of Adults	7
NURS 8994 DNP Project Planning	3	NURS 7342: Common Health Problems of Children and Adolescents	6
NURS 8001 Epidemiology	2	NURS 7080: Advanced Practice in Ambulatory Healthcare of Women	6
Year 1 Semester 3 (Summer)		NURS 7360: Advanced Family Nurse Practicum	4
NURS 8120 Univariate Statistics	3		

NURS 8550 Basics of Finance in Healthcare	3	<i>Psychiatric Mental Health (500 Clinical Hours)</i> NURS 7120: Theories of Advanced Psychiatric Nursing	3
Year 2 Semester 4 (Fall) (180 Clinical Hours)			
NURS 8996 DNP Project Implementation	3		
NURS 8620 Healthcare Technology	3		
NURS 8160 Intro to Healthcare Systems	3		
Year 2 Semester 5 (Spring) (180 Clinical Hours)			
NURS 8610 Advanced Leadership & Organizational Behavior	3		

Post-MSN to DNP Program of Study

Students entering the post-MSN to DNP track have earned a master’s degree in Nursing. The DNP curriculum builds on the APRN curriculum with knowledge of core courses and skills serving as a foundation for a strong evidence-based focus and related organization and systems leadership. APRNs and MS prepared nurses widen their scope of knowledge and influence to include populations of patients, healthcare systems, evidence-based practice, and technology. DNP prepared nurses focus on leadership to improve outcomes for the healthcare system at large. Students complete a minimum of 500 clinical hours post-master’s while enrolled in the DNP Program. Students are encouraged to select an area of clinical specialization in which they gain additional expertise. Learning is enhanced by practice within an interdisciplinary environment. The scientific basis for practice is emphasized through clinical hours with the formal demonstration of this concept in the final evidence-based project. All post-MSN to DNP students will be required to take one (1) three-credit hour course as an elective.

Courses	Credit Hours	Courses	Credit Hours
Year 1 Semester 1 (Fall)		Year 2 Semester 4 (Fall) (180 Clinical Hours)	
NURS 8670 Evidence Based Practice	3	NURS 8996 DNP Project Implementation	3
NURS 8700 Scholarly Writing	2	NURS 8620 Healthcare Technology	3
NURS 8992 DNP Project Development Transition	2	NURS 8160 Intro to Healthcare Systems	3
Year 1 Semester 2 (Spring) (135 Clinical Hours)		Year 2 Semester 5 (Spring) (180 Clinical Hours)	
NURS 8675 Health, Law & Vulnerable Population and Disparities	3	NURS 8610 Advanced Leadership & Organizational Behavior	3
NURS 8994 DNP Project Planning	3	NURS 8998 DNP Project Dissemination	3
NURS 8001 Epidemiology	2	Elective	3
Year 1 Semester 3 (Summer)			
	3		

NURS 8120 Univariate Statistics			
NURS 8550 Basics of Finance in Healthcare	3		

Academic Advisor

During the fall semester of the first year, students will be assigned an Academic Advisor. For students in the DNP Program, Academic Advisors are full-time SON faculty members who hold a doctoral degree. In the Advisor role, the faculty member will provide primary guidance in creating a program plan, authorizing course registration, monitoring timely progression through the program and facilitating the resolution of any program related conflict. Academic Advisors may also assist the student in choosing Project Team members. Students are required to meet with their Academic Advisors at least two times in a single semester.

Clinical Hours

Students must complete a minimum of 1,000 clinical hours for the DNP degree. Clinical hours are documented in an online student tracking system (Typhon®) and audited by the Academic Advisors and Program Director at the end of every semester.

For the DNP degree, the Commission on Collegiate Nursing Education (CCNE) (2013) defines clinical practice experiences as “planned learning activities in nursing practice that allow students to understand, perform, and refine professional competencies at the appropriate program level” (p. 21). The *Essentials for Doctoral Education for Advanced Nursing Practice* define advanced nursing practice as “any form of nursing intervention that influences health care outcomes for individuals or populations, including the direct care of individual patients, management of care for individuals and populations, administration of nursing and health care organizations, and the development and implementation of health policy” (p. 4) (American Association of Colleges of Nursing [AACN], 2006).

Students in the post-BSN to DNP track complete at least 500 clinical hours using the preceptor-student model commonly used in advanced practice nursing programs. With this model, students participate in guided clinical experiences with preceptors in approved practice settings. These clinical experiences are designed to prepare students for practice in a variety of settings based on the requirements of the program, selected specialty and students' needs. Preceptors are clinical experts in their area and function as role models and clinical experts. Preceptors guide and supervise students in the clinical setting and are responsible for helping students meet the expectations, objectives, and expected outcomes of clinical courses. Preceptors are selected based on clinical expertise in any given area in a variety of settings. They must have been in practice for two years at a minimum and hold one of the following credentials: MD, DO, NP, and PA. Additional criteria for selecting preceptors is available in the Master’s Students Resource Page. For post-BSN to DNP track students, the remaining 500 clinical hours are completed via the model used for the post-MSN to DNP track.

Post-MSN to DNP students are given credit for up to 500 clinical hours from their master’s program. For students in the post-MSN to DNP track, the Project Team takes on the role of the preceptor. Students’ learning experiences are guided by program objectives and specific objectives of the project. All Project Team Members are matched based on student needs project

focus, and professional goals. Project Team Members have the expertise to support student achievement of learning outcomes while completing DNP projects. Detailed descriptions of the responsibilities of Project Team Members are provided in the next section.

For the post-MSN to DNP student, the focus of clinical hours is the development, implementation, evaluation and dissemination of the DNP Project. Time is designated in the project courses (NURS 8992, NURS 8994, NURS 8996 and NURS 8998) for completion of clinical hours (see Program Plan). Students may also complete clinical hours during the summer semester. Examples of activities that may count towards clinical hours for the post-MSN to DNP student are as follows:

- Meeting with Project Team Members
- Meeting with External Experts
- Project site visits
- Attending conferences to further develop skills and expertise needed to complete the DNP Project
- Attending training needed to implement or evaluate project.
- Implementation
- Evaluation
- Project presentation at a conference
- Project presentation at a professional organization chapter meeting.
- Project related manuscript development
- IRB application preparation and revisions
- Meetings with IRB members
- Meeting with practice councils
- Populating online data collection tools (e.g. designing Qualtrics® survey)
- Reviewing medical records
- Meeting with a statistician
- Etc.

Students should verify acceptable activities with their Project Team Chair before documenting the activity in Typhon®.

DNP PROJECT

All students will implement a DNP project in an agency selected by the student. This project may be a program evaluation, a change project, an innovation, a quality improvement project, or an evaluation of a practice model. Students will defend their DNP Project during the Spring semester of their final year. In NURS 8992, NURS 8994, NURS 8996 and NURS 8998, students will plan, implement, and evaluate the DNP Project. School of Nursing faculty will supervise students in the development, implementation, evaluation and dissemination of the DNP Project. The final product of the DNP education process will be a cohesive project that will be presented to stakeholders in the university and applicable healthcare communities. *Students are encouraged to **not** select their place of employment as the agency for the completion of the DNP Project to minimize risks for conflicts of interest.* Clinical hours cannot include work which is part of a student's expected and usual employment responsibilities.

DNP Project Team

To guide the implementation of the DNP Project, the student will identify at least two individuals to serve on their DNP Project Team. The role of the DNP Project Team is to:

- 1) guide the student in the selection of area of concentration courses that provide students with the skills and knowledge needed to execute the project;
- 2) approve scholarly activities that meet the clinical hours requirement; and
- 3) oversee the DNP Project through development, implementation, evaluation, defense and dissemination.

DNP Project Team Membership

Project Teams must consist of at least two individuals. At least one member of the Project Team must be a full-time SON faculty member who is doctoral prepared and holds Graduate Faculty Status. The SON faculty member will serve as the Chair of the DNP Project Team. The deadline to select the Project Team Chair is Year 1 by the last day of the Fall semester. Students are encouraged to work with their Project Team Chair to identify a second Project Team Member.

Students have four options for the second team member of the DNP Project Team, including:

- (1) a SON faculty member who holds Graduate Faculty Status,
- (2) a GSU faculty member in another discipline who holds Graduate Faculty Status,
- (3) a faculty member at a comparable institution who holds a doctoral degree,
- (4) a doctoral prepared employee of the healthcare agency where the project is being implemented.

It is important that individuals serving on DNP Project Teams have the necessary credentials to guide DNP level scholarship. If a student identifies a person who seems appropriate for the DNP Project Team, the student is responsible for confirming that the potential team member holds a DNP/PhD or graduate degree in their area of specialty and has a demonstrated track record in the area of expertise for the project. In addition to the required credentials, the second team member should possess access to services, information, peers, and other resources to assist the student to meet the project objectives, and assist the student to initiate, implement, or evaluate the Doctor of Nursing Practice scholarly project. This is usually done by having the potential team member's CV sent to the Project Chair and the Program Director.

All members of the Project Team must be present for the Final Project Defense.

In addition to the Project Team Members, students may select an External Expert. The External Expert does not serve directly on the Project Team but may be consulted occasionally by the student on specific project related content. The External Expert is not required to attend the Final Project Defense.

DNP Project Team Membership Changes

There may be cases when a need to initiate a change in the DNP Project Team membership. Students are permitted to make project team membership changes prior to defending the project proposal in NURS 8994: DNP Project Planning. To complete a DNP Project Membership Change, students are required to submit Change in Project Team Appointments Form (Appendix J). Should students feel the need to initiate change in the DNP Project Team membership after defending the proposal, then students should schedule an appointment with team members to discuss concerns. If

the concerns cannot be resolved between student and team members, then students may schedule an appointment with the Program Director.

STUDENT PROJECT PROGRESSION & EVALUATIONS

Project Proposal

During the spring semester of Year 1, students are enrolled in NURS 8994: DNP Project Planning. While enrolled in NURS 8994, students will write a proposal according to program guidelines (Appendix R). Papers written in NURS 8670, NURS 8992 and NURS 8994 will be used to develop the project proposal. Students should work closely with their Project Team on the development of the written proposal. Once the proposal is finalized, each student will deliver an oral presentation (20-30 minutes) in NURS 8994 that covers all aspects of the project proposal. Only the Project Team Members need to be present at the Project Proposal Evaluation. Based on the preference of the Project Team, the evaluation can take place in person or with the use of distance technology. Upon successful defense of the Project Proposal, the student will submit the Approval of the DNP Project Proposal Form (Appendix H).

Required Format for Project Proposal

The written proposal must follow current APA formatting guidelines. It should be formatted in a readable type face no smaller than 12-point font (Arial and Times New Roman are acceptable). Page numbers are to be placed at the upper right corner, three quarters of an inch (3/4") from the top and one inch (1") from the right edge. Include a title page that indicates the name of the project, student name and academic credentials, Georgia State University, Byrdine F. Lewis College of Nursing and Health Professions and the following phrase (verbatim) "In partial fulfillment of the requirements for the Doctor of Nursing Practice Degree". The paper copy of the report must be produced on good quality paper, 8.5 x 11 inches. An electronic copy of the proposal must be submitted to Project Team Members at least two (2) weeks before the scheduled proposal defense. Students and Project Team Members will discuss revision deadlines within the 2-week timeframe. Please see the GSU DNP Project Proposal Rubric for additional details (Appendix R).

The written Project Proposal must be comprised of the following sections:

- Title Page
- Background/Significance
- Problem Statement
- Clinical Question
- Purpose of the Project
- Systematic Review of the Literature/Evaluation of the Evidence (with evidence matrix)
- Conceptual and Theoretical Framework
- Project completion timeline
- Proposed Project Design
- Proposed Methodology
- Target population (inclusion/exclusion criteria)
- Target sample size
- Setting (site description and rationale for choice of setting)

- Evaluation of resources (financial and human) with budget proposal (if applicable)
- Implementation/Intervention Plan
- Data collection (tools/measures) plan
- Data analysis plan
- Significance and/or Implications
- Plan for dissemination of information
- Conclusion
- References
- Appendices

The following courses correspond to each section of the project proposal:

DNP Course	Section of Project Proposal
NURS 8670: Evidence-Based Practice	Background/Significance Problem Statement Clinical Question Purpose of the Project Systematic Review of the Literature/Evaluation of the Evidence (with evidence matrix) Target population Setting
NURS 8992: DNP Project Development Transition	Conceptual and Theoretical Framework Application of Project to AACN DNP Essentials
NURS 8994: DNP Project Planning	Proposed Project Design Proposed Methodology Evaluation of resources (financial and human) with budget proposal (if applicable) Implementation/Intervention Plan Significance and/or Implications
NURS 8700: Scholarly Writing	Plan for dissemination of information

The team members will determine the outcome of the Proposal Defense and provide a written evaluation and recommendation to the student at the end of the defense. All team members must sign Approval of DNP Project Proposal Form (Appendix H). If a student fails to successfully defend the Project Proposal, a plan for remediation will be developed by the Project Team, the Academic Advisor, and the student.

CITI Training and Institutional Review Board Approval

All DNP Projects must have approval from the Georgia State University Institutional Review Board prior to implementation. However, prior to applying to the IRB, all graduate students at Georgia State University are required to complete CITI Training.

CITI stands for the Collaborative Institutional Training Initiative. This initiative is dedicated to promoting the public's trust in the research enterprise by providing high quality, peer-reviewed, web-based educational courses in research, ethics, regulatory oversight, responsible conduct of

research, research administration, and other topics pertinent to the interests of member organizations and individual learners. Faculty, staff, postdocs and students at Georgia State University who are involved in data collection in any capacity are required to complete CITI training.

CITI training is free to members of the University community. Although CITI training does not expire, renewal is required every three (3) years. Students are responsible for ensuring that CITI training completion remains current while enrolled in the DNP Program and/or through study closeout (whichever is completed first).

Historically, DNP students collect data on human subjects via primary data collection (directly from the participants) or secondary data collection (previously collected data such as medical records). The required training modules for DNP students are:

- *The Responsible Conduct of Research*
- *Basic Social Behavioral modules OR Basic Biomedical modules*
- If grant funding is being used to support completion of the DNP Project, then students are required to also complete the modules in the *Conflict of Interest* modules.

Students should confirm the required modules with their Project Team Chair. Copies of the CITI Training Completion Certificates are due in Year 1, on the last day of the spring semester to Ms. Sue Hopkins. Copies can be sent electronically to shopkins1@gsu.edu.

Georgia State University Review Board holds a Federal Wide Assurance (FWA) of Compliance (number 00000129) with the Office for Human Research Protections (OHRP) and assurance is maintained by the IRB Compliance Officer. IRB applications are submitted electronically via the iRIS system (<https://ursa.research.gsu.edu/human-subjects/>). IRB applications must be submitted no later than **May 31st** to ensure timely progression through the program. For additional information about GSU IRB, please visit: <http://ursa.research.gsu.edu/human-subjects/general-information-and-contacts/>. ***No aspect of the DNP Project can be initiated prior to receipt of written approval from the IRB.***

Final Project Paper

The DNP Project will be presented as a single, cohesive and complete body of work during the spring semester of Year 2. The project paper must be formatted according to current APA guidelines. It should be formatted in a readable type face no smaller than 12-font (Arial and Times New Roman are preferred). Page numbers are to be placed at the upper right corner, three quarters of an inch (3/4") from the top and one inch (1") from the right edge. Include a title page that indicates the name of the project, student name and academic credentials, Georgia State University, Byrdine F. Lewis College of Nursing and Health Professions and the following phrase (verbatim) "In partial fulfillment of the requirements for the Doctor of Nursing Practice Degree". The paper copy of the report must be produced on good quality bond paper, 8.5 x 11 inches. An electronic copy of the final project paper must be submitted to Project Team Members at least two (2) weeks before the scheduled final defense. Please see the GSU DNP Final Project Paper Rubric for additional details (Appendix S).

The final project paper must be comprised of the following sections:

- Title Page
- Abstract
- Background/Significance
- Problem Statement
- Clinical Question
- Purpose of the Project
- Systematic Review of the Literature/Evaluation of the Evidence (with evidence matrix)
- Conceptual and Theoretical Framework
- Project Design
- Methodology
- Population (inclusion/exclusion criteria)
- Sample size
- Setting (site description and description rationale and rationale for choice of setting)
- Resources (financial and human) used with budget (if applicable)
- Implementation/Intervention
- Data collection (tools/measures) procedures
- Analysis
- Results
- Discussion
- Significance and/or Implications for Clinical Practice
- Plan for dissemination of information
- Conclusion
- References
- Appendices

The following courses correspond to each section of the Final Project Paper:

DNP Course	Section of Project Proposal
NURS 8670: Evidence-Based Practice	Background/Significance Problem Statement Clinical Question Purpose of the Project Systematic Review of the Literature/Evaluation of the Evidence (with evidence matrix) Target population Sample Setting
NURS 8992: DNP Project Development Transition	Conceptual and Theoretical Framework Application of Project to DNP Essentials.
NURS 8994: DNP Project Planning	Project Design Methodology Evaluation of resources (financial and human) with budget proposal (if applicable) Implementation/Intervention Significance and/or Implications
NURS 8700: Scholarly	Plan for dissemination of information

Writing	
NURS 8120: Univariate Statistics & NURS 8001: Epidemiology	Evaluation/Analysis Results
NURS 8996: DNP Project Implementation	Implementation/Intervention Discussion
NURS 8998: DNP Project Dissemination	Discussion Significance and/or Implications for Clinical Practice Plan for dissemination of information

Final Project Defense

To qualify for graduation from the DNP Program, each student must successfully defend their DNP Project to their Project Team members. Final Project defenses will be prepared and completed while enrolled in NURS 8998: DNP Project Dissemination (Year 2, Spring semester). Final defenses are usually scheduled in March or April of the final semester. Students will demonstrate the synthesis of experience, coursework, and clinical practice application with a 30 minute presentation delivered to their Project Team members, University community and applicable healthcare community. After completing the defense, students will submit the results of DNP Project Final Defense Form (Appendix I).

DNP Project Progression

Students are expected to meet the requirements for completing the DNP project in a timely manner. The following DNP project courses are only offered once per year: NURS 8992, NURS 8994, NURS 8996 and NURS 8998. Failure in any of these courses will automatically result in a delay in graduation.

In cases when unforeseen circumstances (defined as, “non-academic reasons beyond his or her control) interfere with a student's ability to meet all of the expectations for completion of the project during the final semester, the student may be eligible to receive an Incomplete. The grade of “I” is awarded at the discretion of the Instructor. Per the GSU Graduate Catalog, an “I” (Incomplete) grade may be given to a student who, for nonacademic reasons beyond his or her control, is unable to meet the full requirements for a course. To qualify for an “I,” a student must: (a) have completed most of the major assignments of the courses and (b) be earning a passing grade in the course (aside from the assignments not completed) in the judgement of the Instructor. The Instructor sets forth the conditions to be met by the student for removing an “I” grade (<http://www2.gsu.edu/~wwwfhh/sec403.html>).

A student that receives an Incomplete in NURS 8998 will need to enroll the following semester in NURS 8060: Directed Reading. Students will need to make every effort to complete and defend the project during the Directed Reading course. If a student fails to meet the expectation for completion during the directed reading, the student will receive an "Unsatisfactory (U)" for the directed reading course. This will not affect the student's grade point average, but it does require remediation. Students who receives an Unsatisfactory will need to repeat the directed reading course and receive a Satisfactory to graduate. Once the student has met all the requirements for completion of the DNP project, the incomplete will be overturned, and the student will be eligible

for graduation.

ACADEMIC PROGRESSION POLICIES

For a complete description of academic progression policies for graduate students, see the Graduate Catalog.

Transfer Credit

The maximum amount of credit which may be transferred from another institution and applied to the DNP degree requirements is six (6) credit hours. Coursework which was used to satisfy graduation requirements for the master's degree may not be transferred to meet requirements for the DNP degree. The student's Academic Advisor and the DNP Program Director must approve all courses accepted for transfer credit. All credits, including transfer credits, presented for the Doctor of Nursing Practice degree must have been earned within five calendar years of the date of the degree.

A student who wishes to transfer credits into the DNP program must complete an "Evaluation of Transfer Credit" form (Appendix B). This form should be returned to the Admissions Counselor II in the Office of Academic Assistance along with course description and/or the course syllabus. On the form, the student is to note which Georgia State University degree requirement the transferred course will satisfy, if accepted.

A copy of the transcript showing the course information will be forwarded to the student's Academic Advisor, along with the course description and/or syllabus. The Academic Advisor and the DNP Program Director will review the materials and consult with faculty who teach the equivalent Georgia State University course to determine if the proposed transferred course meets the objectives of the required course.

The student's Academic Advisor and the DNP Program Director will sign the form and return it to the Office of Academic Assistance. If approved, the transfer credit will be documented on the student's academic record through GoSOLAR®.

Course Load

The DNP is only offered on a full-time basis. Full-time course load is determined by a minimum of eight (8) semester hours in the Fall and Spring semesters and a minimum of six (6) hours in the summer semester.

Continuous Enrollment

Students in all graduate programs must maintain enrollment totaling 6 hours (or more) over all consecutive three semester periods (including summers). Meaning, the total enrollment of the current term plus the two terms preceding it must add to 6 hours or more at all times. The status of all students will be checked by the midpoint of each term for compliance with the continuous enrollment requirement. Any student whose enrollment is out of compliance may receive a registration hold preventing all current and future registration. Those students will be notified by an email message sent to their official Georgia State University email account.

To resume their programs, students with continuous enrollment holds must file for re-entry by the published deadline and must enroll at a level sufficient to satisfy the continuous enrollment criterion. The maximum required enrollment level for the re-entry term is 6 hours.

Grading Policy

The following grades are used to specify level of performance in academic courses:

Quality Points	Letter Grade	Numerical Range
4.3	A+	= 97 – 100
4.0	A	= 90 – 96
3.3	B +	= 85 – 89
3.0	B	= 80 – 84 (<i>Graduate Program Pass Rate is 80 or above</i>)
2.3	C +	= 77 – 79
2.0	C	= 74 – 76
1.0	D	= 65 – 73
0.0	F	= 64 and below

Institutional GPA is based on courses taken at Georgia State University and is cumulative. This grade point average is calculated by dividing all hours attempted at Georgia State University into total quality points earned. Quality points are calculated by multiplying hours earned for each course by the numerical value of the grade earned.

Credits earned in other institutions, credit by examination, credits which carry S/U grades, CLEP credit, IB credit, AP credit, remedial courses and courses specifically excluded by University policy are not used in computing the grade point average.

The institutional grade point average is used in determining your academic standing, and determines your eligibility for graduation. **A 3.00 is required for graduate students for graduation.**

Academic Progression

Students must maintain a cumulative GPA of 3.0 to progress. A doctoral student whose cumulative GPA falls below 3.0 at the end of a semester will receive a warning from the SON. If at the end of the next 9 semester hours of enrollment the 3.0 cumulative GPA is not achieved, the student will be suspended from the graduate program. Students who are suspended may apply for readmission after a period of one year.

A final grade of B- (lower than 80%) or lower for a course is below graduate standards, and the student must repeat that course. However, a doctoral nursing student may only repeat one course, one time. The student must repeat the course on the next available offering to progress in the program.

A doctoral nursing student will be dismissed if he/she fails the course again and/or if a second course is failed (even if he/she retook and passed the previous course).

If the course is related to the Scholarly Project (NURS 8992, 8994, 8996 or 8998), then the student will not be permitted to progress in the DNP Scholarly Project. In such cases, the student may be able to complete non-project courses (NURS 8670, NURS 8001, NURS 8675, NURS 8550, NURS 8120, NURS 8610, NURS 8160, elective).

If students take courses in another discipline and a grade of “C” or less is received, then the credits from those courses cannot be used towards the requirements for graduation.

All credits, including transfer credits, presented for the Doctor of Nursing Practice degree, must have been earned within seven calendar years of the date of the degree. Thus, students must complete all requirements for the DNP degree within five (5) years of the semester in which they are admitted.

Involuntary Withdrawal

Students are expected to observe all policies governing the class. In addition to graded course requirements, professional behavior and accountability are overriding requirements for passing any graduate course. The programs in the SON reserve the right to require the withdrawal of any student, who, in the opinion of the faculty, does not maintain the standards of performance or professional conduct. Failure to adhere to professional behavior or professional accountability may result in the student being withdrawn from the course. Students involuntarily withdrawn prior to the midpoint of the course will be assigned a grade of W or WF at the discretion of the faculty. Students involuntarily withdrawn after the midpoint of the course will be assigned a grade WF. Note that a WF is treated as an F for GPA calculation purposes. A grade notation of – before the grade of W indicates non-attendance documented by the professor. Using the official Georgia State University email system, the instructor will notify a student who is involuntarily withdrawn, and within ten days of this notification, the student may petition to the department chair for reinstatement in the course.

Academic Appeals

The faculty of the School of Nursing believe that each student should be assured the right to due process. All faculty strive to maintain the highest standards of integrity and fairness with all students. The formal academic appeal process provides students with an opportunity to ensure that academic decisions are executed in an equitable, non-discriminatory manner. The evaluation may be of an assigned grade, written work, oral presentations, examinations, or clinical performance.

A student who has concerns regarding a final course grade may appeal the grade. Students are encouraged to discuss concerns and disputes over final course grades with the Course Instructor prior to filing a formal grade appeal, in an effort to gain understanding about the basis of his/her grade. Instructors are encouraged to be available to students for such discussion to the extent possible. Most grade disputes can be resolved informally. However, if a student feels that formal appeal process is warranted, then grievance process can be found in the University catalog at: http://enrollment.gsu.edu/files/2017/09/Petitions_Appeals-2017.pdf. The responsibilities of the student, faculty, and School of Nursing related to the appeal process are listed below.

Student Responsibilities

The student is responsible for determining the basis upon which the evaluation is questioned and for initiating and maintaining communication and compliance within the framework of the University’s appeal process.

Faculty Responsibilities

Each faculty member is responsible for being aware of the student's right of appeal of an evaluation and for providing the student with guidance to initiate the process. The faculty is responsible for maintaining evaluation materials and providing materials necessary to the appeal process.

School of Nursing Responsibilities

The School of Nursing and the Director of the DNP will ensure that the student's expected progression through the program is not interrupted during the appeal process.

ACADEMIC HONESTY

The trust of the populations we serve is a hallmark of nursing. As doctoral nursing students prepare to be leaders in healthcare, ethical behavior is held to the highest regards. The DNP Program follows the American Nurses' Association's (ANA) Code of Ethics.

In addition, as members of the Georgia State University community, students are expected to recognize and uphold standards of intellectual and academic integrity. Examples of acts that violate academic honest include: plagiarism, cheating on examinations, unauthorized collaboration, falsification, and multiple submissions. See the following link for a detailed description of the policy: <http://codeofconduct.gsu.edu/files/2013/03/2014-2015-Section-II-Academic-Conduct-Student-Code-of-Conduct.pdf>. Lack of knowledge of this policy is not an acceptable defense to any charge of academic dishonesty. There is no statute of limitation on academic dishonesty and action against a student can be taken after program completion.

DISTANCE LEARNING REQUIREMENTS

System Requirements

Most of the content in the program is delivered via online format. Students will need to have the following (or access to the following) hardware and software:

- Working computer with minimum of 1.6 GHZ processor
- 1,024MB of memory and at least 60GB free space
- Broadband Internet access
- Flash/shockwave plug-in
- Java software
- Adobe Acrobat plug-in
- 2 working browsers (Java, cookies, and pop ups enabled for GSU)
- Media players
- Productivity software suite such as MS Office or Open Office
- USB Headset, speakers, or headphones, microphone for virtual classes and virtual meetings

Students should have at least 2 browsers and media players in case one stops working properly for a specific task.

Students are responsible for keeping their computer updated with the appropriate software. Please visit <http://technology.gsu.edu/technology-services/services-for-you/it-services-for-students/> for additional details.

Minimum Student Technical Skills

Participation in an online course requires knowledge of computer technology. To participate successfully in an online course, you should be able to:

- Access and use iCollege course management system
- Use a word processing program.
- Use a presentation program.
- Use a web browser to view, navigate, and search for information on the internet.
- Use your GSU email account to send and receive messages
- Use your iCollege account to access course content and submit assignments.

Computer training sessions are available to students and we expect that students are proficient in the iCollege course management system by the start of classes. We suggest that all students avail themselves of all technological support early in the semester as successful completion of the course is dependent upon the student's proficiency in the web-enhanced activities. For iCollege orientation sessions, contact Miguel Muirhead, Educational Technology Specialist at 404-413-1188 or mmuirhead1@gsu.edu.

SCHOLARLY RESOURCES FOR DNP STUDENTS

Assistance with Scholarly Writing

There are two major resources to assist with writing within the University. The first is "The Writing Studio," sponsored by the GSU Department of English. The Writing Studio is located in Room 2420 of the 25 Park Place Building (across from Woodruff Park) on the main campus. The physical address is 25 Park Place, Suite 2420, Atlanta, GA 30303. The Writing Studio is staffed by doctoral students in English who assist students with all aspects of writing except line-by-line editing. To obtain assistance from them, students may call 404-413-5840. This service is free to GSU students. More information is available at <http://writingstudio.gsu.edu/>.

Guidelines for Scholarly Work

DNP students within the program are expected to engage in practice scholarship activities such as submitting abstracts and writing manuscripts. Guidelines for students engaging in practice scholarship activities can be found in Appendix K. Students are encouraged to work closely with their Advisors to identify opportunities for dissemination of their work. At a minimum, DNP students should submit abstracts to the Lewis College Graduate Research Conference. This conference is held at the Atlanta Downtown campus every Spring semester.

Computer Labs

A computer lab is located on the 9th floor of the Urban Life Building. The hours of operation are Monday-Friday, 8:30 a.m.-5:00 p.m. Computer labs are also located throughout the Downtown Atlanta campus and the Perimeter campus. For hours, locations and available software, go to <http://technology.gsu.edu/technology-services/it-services/labs-and-classrooms/computer-labs/>.

Cross Registration

To maximize learning opportunities while enrolled in the DNP Program, students are eligible to cross-register for courses at other schools in the Atlanta area via the Atlanta Regional Council for Higher Education (ARCHE) agreement. This program is coordinated by the Office of the Registrar. DNP

students may find this option helpful when selecting electives. For additional information, go to <http://registrar.gsu.edu/registration/cross-registration/>.

FINANCIAL SUPPORT

Kaiser Permanente Scholarships

The Kaiser Permanente scholarship will provide tuition support to doctoral students at Georgia State University School of Nursing whose dissertations/projects show promise of exceptional merit and rigor for the nursing profession. Students who are in their second year of the PhD or DNP program are eligible to apply. An announcement will be sent at the beginning of the fall semester to announce each new application cycle.

Regents Opportunity Scholarships

A limited number of Regents Opportunity Scholarships are available. Students must demonstrate extreme financial need to qualify. Information is available from the Office of Academic Assistance.

Miscellaneous Scholarships

Graduates are eligible to apply for a variety of scholarships to offset the cost of tuition. Students may locate and apply for scholarships via the GSU Scholarship Resource Center <http://sfs.gsu.edu/scholarships-grants/src/>.

Non-Resident Tuition Waiver

A limited number of "out of state" tuition waivers are available through the Office of Academic Assistance. Please inquire with the Office of Academic Assistance.

Graduate Assistantship

Students may be eligible for a Graduate Assistantship (GA) or a Graduate Teaching Assistantship (GTA). Students who work as Graduate Assistants typically work with PhD faculty on research studies. Students who work as a Graduate Teaching Assistant work with Course Instructors to provide support to course prep, content delivery, and student evaluations. Availability for both assistantships is on a very limited basis and is only available per semester. In the School of Nursing, GAs and GTAs work up to 10 hours per week and may be expected to have availability to work on campus. If awarded an assistantship, students may receive a partial or full tuition waiver for the semester of hire (however the student is still responsible for all student fees). Contact the Director of the DNP Program early in the semester preceding the semester in which you wish to serve as a Graduate Assistant. GTA and GLA positions are not normally available during summer semester.

A limited number of assistantships are available. (See Appendix N) for a copy of the application and more information on these positions). Assistantships pay a stipend and/or offer a tuition waiver. The student is responsible for payment of mandatory fees and insurance.

Academic Common Market

Certain states within the Southern Regional Educational Board region (15 southeastern states) have agreed to participate with the Board of Regents, University System of Georgia to allow resident fees to be paid for nonresident students. Please see the Director of the Office of Academic Assistance for more information if you are a nonresident and live within the southeastern region.

Waiver of Student Fees

Enrollment fees are reduced to only the technology fee for students who fall into the categories below.

- Students enrolled only in courses offered under a tuition agreement between Georgia State University and a corporation, organization, educational institution or other legal entity if the tuition agreement specifies that fees will be waived.
- Students enrolled only in courses which meet more than 50 miles from Georgia State University if taking those courses at that location is *required* by their program of study. Such courses may include: practicum, student teaching, internship, directed reading, independent study, thesis research, or dissertation research. If the program of study *allows* (but does not require) that the courses be taken more than 50 miles from campus, then the students will not be granted a fee waiver.
- Students enrolled only in courses that meet more than 50 miles from Georgia State University if those courses are part of an official Georgia State University off-campus study program. Such programs may include field study programs and study abroad programs.
- Students enrolled in a faculty led study abroad program will have all fees waived, except for the Board of Regents Institution Fee and Technology Fee. For more information see the Study Abroad website: <http://www.gsu.edu/studyabroad/40110.html>.

Students who have paid fees at other institutions do not receive a waiver of Georgia State University fees. To apply for a fee waiver, go to the Dean of Students website, www2.gsu.edu/~wwwdos/waiverrequest.html and complete the Fee Waiver Request Form.

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APPENDIX A

TIMETABLE AND KEY FORMS FOR STUDENT PROGRESSION

Required Form	Contact	Time to be Completed
DNP Academic Advisor Form	Academic Advisor	Year 1, last day of Fall semester.
Post-BSN to DNP or Post-MSN to DNP Program Advisement Form	Academic Advisor	Year 1, last day of Fall semester.
DNP Project Chair Selection	Project Team Chair	Year 1, last day of Fall semester.
DNP Project Site Form and DNP Practice Experience Form	Project Team Chair	Year 1, Spring semester midpoint.
DNP Project Team Appointment Form, External Expert Form	Project Team Chair, Project Team Member(s)	Year 1, Spring semester midpoint.
DNP Project Proposal Defense Evaluation Form	Project Team Chair, Project Team Member(s)	Year 1, last day of Spring semester.
Copy CITI Training Completion Certificates	Project Team Chair	Year 1, last day of Spring semester.
IRB Project Approval	Appropriate IRB, Academic Advisor, Project Team Chair	Year 2, first day of Fall semester.
DNP Project Final Project Defense Evaluation Form	Project Team Chair, Project Team Member(s)	Year 2, last day of Spring semester.
DNP Project Closeout in IRB	Project Team Chair (PI)	Year 2, last day of Spring semester.

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APPENDIX C

DNP ACADEMIC ADVISOR FORM

The DNP Academic Advisor assists the student in planning an appropriate program of study and addressing any academic concerns with the student.

The DNP Academic Advisor will be assigned to the student by the DNP committee. The Advisor must be a full-time, doctoral prepared School of Nursing faculty member.

STUDENT'S NAME

PANTHER ID NUMBER

DATE ADMITTED

AREA OF CONCENTRATION

The following faculty member has been assigned to serve as the above-named student's Program Advisor:

MAJOR ADVISOR

DATE

DNP PROGRAM DIRECTOR SIGNATURE

DATE

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APPENDIX D

DNP PROJECT TEAM APPOINTMENTS FORM

The DNP Project Team assists the student in planning and implementing all components of the DNP Project as well as identifying residency activities and constructs.

The DNP Project Team chair and team members should be selected as soon as feasible, but no later than February 15th or the accrual of 15 credits of DNP course work, whichever comes first. There will be a minimum of two team members: one team member from the School of Nursing (who will serve as Chair of the Project Team) and a second team member who is either (1) a SON faculty member who holds Graduate Faculty Status, (2) a GSU faculty member in another discipline who holds Graduate Faculty Status, or (3) an employee of the healthcare agency where the project is being implemented. Students may select an optional third team member from outside the School of Nursing.

STUDENT'S NAME	PANTHER ID NUMBER
DATE ADMITTED	AREA OF CONCENTRATION

The following individuals have agreed to serve on the above-named student's DNP Project Team:

DNP PROJECT CHAIR	SIGNATURE	DATE
TEAM MEMBER	SIGNATURE	DATE
TEAM MEMBER	SIGNATURE	DATE

APPROVAL: Signature below indicate approval of this DNP Project Team.

DNP PROGRAM DIRECTOR	SIGNATURE	DATE
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Be sure to include the CV/resume of any team members who are not faculty at the School of Nursing.

Submit this form to the DNP Program Administrative Assistant.

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APPENDIX E

EXTERNAL EXPERT AGREEMENT

Thank you for your willingness to assist the Georgia State Doctor of Nursing Practice (DNP) student in a practical experience. The role of the External Expert is to assist the student in implementing a scholarly project.

External Experts may be contacted by Georgia State University faculty for student progress.

Name of DNP Student: _____

Title of DNP Project: _____

Name of External Expert: _____

Signature of External Expert: _____

Name of Institution: _____

Highest degree earned (Ex: DNP, PhD, MD) _____

Current License Number (if applicable) _____

**A current CV or resume must be provided for the External Expert*

To be completed by DNP Program Director:

I verify the above listed External Expert is qualified to assist the DNP student in project completion.

Print name of DNP Program Director

Signature of DNP Program Director

Date

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APPENDIX F

DNP PROJECT SITE FORM

Directions: If a student will implement the DNP Project at a health agency, please complete this form by May 1st of the Year 1. If multiple health agencies will be used, then a separate form must be completed for each agency.

Student's Name

Panther ID Number

Date Admitted

Area of Concentration

Name of Health Agency

Street Address

City

State

Zip

Primary Agency Contact

Phone

Secondary Agency Contact

Phone

Current contract with Georgia State University Y N Unknown (Circle one)

Approvals

Doctoral Student

Date

DNP Project Chair

Date

Project Team Member

Date

Project Team Member

Date

DNP Program Director

Date

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APPENDIX G

DNP PRACTICE EXPERIENCE FORM

The purpose of the practice experience is: (a) to enable the DNP student to maintain close and continuous involvement with faculty, professional colleagues, and other graduate students in the field; and (b) for socialization of the student to the doctoral role through engagement in scholarly activities expected of doctoral prepared nurses.

A separate sheet must be attached which describes the practice activities and includes a description of how these activities will meet the practice hours objectives.

Student's Name

Panther ID Number

Date Admitted

Area of Concentration

*****Residency Objectives and Activities*****
(See attached sheet)

Approvals

Doctoral Student

Date

DNP Project Director

Date

Project Team Member

Date

DNP Program Director

Date

The planned activities and course work were successfully completed.

Major Advisor

Date

GEORGIA STATE UNIVERSITY
SCHOOL OF NURSING

APPENDIX H

APPROVAL OF DNP PROJECT PROPOSAL FORM

TO: _____
DNP Program Director

FROM: _____ Date _____
DNP Project Director

Student's Name Panther ID Number

Date Admitted Area of Concentration

The DNP Project Advisory Team of the doctoral student named above has approved a project proposal entitled:

A copy of this proposal is attached.

Approvals: Signatures below indicate approval of the attached project proposal and recommendation to candidacy for the DNP Degree.

DNP Project Director Date _____

Project Team Member Date _____

Project Team Member Date _____

DNP Program Director Date _____

Submit this form to the DNP Program Administrative Assistant.

**GEORGIA STATE UNIVERSITY
SCHOOL OF NURSING**

APPENDIX I

DNP PROJECT FINAL DEFENSE FORM

To:	Associate Dean of Academics, CNHP
From:	DNP Project Team Chairperson -
Cc:	DNP Program Director Office of Academic Assistance Advisor

RE: Results of DNP Project Defense

STUDENT'S NAME	STUDENT ID NUMBER
ADDRESS	HOME TELEPHONE
CITY, STATE, ZIP	BUSINESS TELEPHONE
DATE ADMITTED	GRADUATE TRACK

THE ABOVE NAME CANDIDATE DEFENDED A DNP PROJECT ENTITLED:

THE FOLLOWING RESULTS ARE REPORTED:	<input type="radio"/> Successfully Defended
	<input type="radio"/> Successfully Defended Pending Revisions
	<input type="radio"/> Unsuccessful

COMMENTS:

APPROVALS: Signatures below indicate acknowledgment of results reported above.

STUDENT	DATE	DNP PROJECT TEAM MEMBER	DATE
DNP PROJECT TEAM CHAIRPERSON	DATE	DNP PROJECT TEAM MEMBER	DATE
DNP PROJECT TEAM MEMBER	DATE	DNP PROGRAM DIRECTOR	DATE

File Copies: Student Department File and Office of the Associate Dean or Academic Affairs Created 1/3/13; pending approval

**GEORGIA STATE UNIVERSITY
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APPENDIX K

GUIDELINES FOR SCHOLARLY ACTIVITIES

These general guidelines apply to any form of scholarly work (e.g., scholarships, abstracts, presentations, manuscripts for publication). They are designed to assist and support students in successfully developing their scholarship in an informed, thoughtful, and ethical manner. We encourage students to be productive in writing, publishing, presenting, and seeking funding for scholarships and/or grants. Your DNP Advisor can be helpful in guiding you in this process. Scholarly work completed as part of your DNP studies needs to be recognized as such as we offer the following:

- The work you complete as a DNP student represents GSU. Although you may be employed elsewhere, scholarly works upon which you identify yourself as a GSU DNP student reflect on GSU. Therefore, it is essential that you inform your Advisor of plans for submission of scholarly works so that appropriate university approvals (if needed) can be obtained according to established guidelines.
- Always start early to discuss your plans with your Advisor. Some projects may require faculty support and/or university approval/signoff.
- Having a faculty's name on any scholarly work indicates to others that the faculty member has read and approved the work. Therefore, it is important not to put a faculty name on a grant, scholarship or abstract without providing that faculty an opportunity to review the final work and give consent to be listed on the project.

Submitting Grants/Scholarships

We encourage students to submit grants and/or scholarships to support their DNP study. If you are planning to submit a grant/scholarship during your doctoral studies, it is important to discuss your plans with your Advisor well in advance of the due date. Your Advisor can help you review grant or scholarship guidelines to offer insights and explanations that may increase your chances for a successful submission.

Some grants and scholarships come directly to the student; however, others must be administered by the university. If the guidelines require university approval, there is a specific process for this. Your Advisor will be helpful in guiding you through the process. Grants/scholarships that must be administered by the university must have internal documents completed, and you will need to contact the SON grants manager well in advance.

Authorship/Co-Authorship

If a faculty member is Principal Investigator (PI) or Co-Investigator (Co-I) on a study and you are interested in developing an abstract for submission to a conference or a manuscript for publication, you need to discuss authorship of the project with the faculty member before you begin. This will avoid future misunderstandings. If you are working as a member of a DNP project team or conducting a secondary analysis of the data set, the PI is responsible for dissemination of that data. Below are some questions you will want to discuss with the

APPENDIX K (CONTINUED)

the PI. You need to discuss your roles and responsibilities if you want to collaborate with the faculty to publish.

- Does the PI have a data-use agreement that you will have to sign to use the data?
- If you, the student, accept a major role in writing the manuscript, what will the order of authors be?
- What are expectations if you (the student) are the first author?
- Are there others on the DNP project team who are interested in being co-authors on the paper/abstract?

You may consider publishing a paper you have written as a course requirement. Doing so often requires substantial revision of a paper designed to meet course objectives to become a publishable manuscript. If you have an interest in publishing a paper developed from a course, you may want to invite course faculty or your Advisor to be co-author to facilitate you in the process. Working with a more experienced writer can be extremely beneficial for students.

For more information about authorship see these resources:

American Psychological Association. (7th ed.). *Publication manual of the American Psychological Association*, Author.

Baggs, J. G. (2008). Issues and rules for authors concerning authorship versus acknowledgements, dual publication, self-plagiarism, and salami publishing. [Editorial]. *Research in Nursing & Health*, 31, 295-7.

Council of Science Editors - White Paper on Promoting integrity in scientific journal publications
Retrieved December 2, 2008 from
http://www.councilscienceeditors.org/editorial_policies/white_paper.cfm

Morin, K. H. (2007). Faculty Q & A [Questions and Answers]. *Journal of Nursing Education*, 46, 534-5.

Oberlander, SE & Spencer, R. J. (2006). Graduate students and the culture of authorship. *Ethics & Behavior*, 217-32.

International Committee of Medical Journal Editors. (2006). Uniform requirements for manuscripts submitted to biomedical journals: Writing and editing for biomedical publication. Last updated February 2006. Retrieved December 2, 2008 from <http://www.icmje>

I have read and understand the Guidelines for Scholarly Activities.

Student First & Last Name (Print)

Student signature

Date

Please submit this file to the DNP Program Administrative Assistant.

**GEORGIA STATE UNIVERSITY
SCHOOL OF NURSING**

APPENDIX L

ACADEMIC HONESTY STATEMENT

Please include this Academic Honesty statement with each paper submitted.

Author Note:

Pursuant to the academic honesty standards of the University, it is important to note that some of the information pertaining to _____ and _____ has been used in other classes for _____ (provide a brief description of how the information was used). Additionally, some of the research performed related to _____ has been used as background information for other papers or projects conducted throughout the course of study, and then added to throughout the curriculum. In all circumstances, the information has been built upon to gain depth and knowledge related to the area of _____, and this assignment has not been submitted in full for any other assignment within the School of Nursing or the University.

**GEORGIA STATE UNIVERSITY
SCHOOL OF NURSING**

APPENDIX M

GUIDELINES FOR DIRECTED READINGS

General Guidelines and Procedure for
Directed Readings (NURS 8060)

Student:

The student who plans to take a directed reading course (N8060) in the program of study must:

1. Complete the Student Course Request Form (data on this form may be considered preliminary and is refined upon meeting with the selected faculty member).
2. Review the faculty expertise/areas of interest list. Faculty profiles can be found on the School of Nursing website.
3. Select a faculty member as possible course administrator and contact that faculty member.
4. Notify the faculty member if it becomes necessary to drop the course.

Steps 1, 2, and 3 must be completed prior to the first week of the semester. (This will allow for mutual agreement about the course and time for the faculty member involved to authorize the course.

Faculty:

Once the faculty and student have agreed upon the specifics, a course syllabus form (1) will be completed and placed in the student file, (2) a second copy will be retained by the faculty member, and a (3) copy will be placed in the N8060 course book. (Course syllabus form and sample attached).

Grades for N8060 include A, B+, B, C+, C etc. The grade must be sent to the Doctoral Program Director at the completion of the semester. Students may not take Directed Readings as electives.

**GEORGIA STATE UNIVERSITY
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APPENDIX M (CONTINUED)

GUIDELINES FOR DIRECTED READINGS

Request for Directed Reading (NURS 8060) Student Course Request Form

This form must be completed by the student at the time a request for a directed reading course is made. Upon completion of this form, approval of the faculty with whom the directed reading will be completed and the student's Program Advisor, the student may proceed with the course registration process. A copy of this request is to be placed in the students' file.

NAME OF STUDENT:

COURSE:

NUMBER OF HOURS OF CREDIT:

TITLE OR PROPOSED AREA OF STUDY:

(Include a brief description of what you would like to study)

OBJECTIVES:

LEARNING ACTIVITIES:

METHODS OF EVALUATION:

Signature of Faculty: _____

Department: _____

Date: _____

Signature of Student: _____

Signature of Program Advisor: _____

**GEORGIA STATE UNIVERSITY
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APPENDIX M (CONTINUED)

COURSE SYLLABUS FOR DIRECTED READINGS

Directed Reading (NURS 8060)
Course Syllabus

Course Number:

Course Name:

Credit Hours:

Placement: (Semester and Year)

Class Schedule:

Faculty:

Textbook:

Directed Reading Objectives:

Learning Activities:

Class/Meeting Schedule:

Evaluation:

GEORGIA STATE UNIVERSITY
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APPENDIX N

APPLICATION FOR GRADUATE ASSISTANTSHIP

Graduate Assistant Position Application

Name: _____

Panther ID #: _____

Address: _____

Phone Number: (_____) _____

E-mail address: _____

Please Indicate Type of Assistantship Desired (*You may apply for more than one type of assistantship position, however, only one position per student may be awarded.*)

Graduate Teaching Assistantship (GTA)

Please indicate area of teaching expertise:

Graduate Laboratory Assistantship (GLA)

Please indicate any experience or expertise you may have that might be helpful to us in considering you for a GLA position in the Computer lab or in the Nursing Skills lab.

(CONTINUED ON NEXT PAGE)

APPENDIX N (CONTINUED)

Graduate Research Assistantship (GRA)

If you receive a GRA appointment, the following information will be helpful in assigning you with a faculty mentor.

What is your area of interest for your own scholarship future?

What experience have you had related to scholarship (previous GRA positions, data entry, data collection, etc.)?

If you are familiar with the research interests/activities of faculty at Georgia State University School of Nursing, do you have a preference for assignment with a particular faculty member? If so, please indicate below.

Please return this form by mail or FAX to:

Georgia State University
Byrdine F. Lewis School of Nursing
Joan Cranford, EdD., RN
Assistant Dean of Nursing
P.O. Box 4019
Atlanta, GA 30302-4019
FAX: 404-413-1203

GEORGIA STATE UNIVERSITY SCHOOL OF NURSING

APPENDIX O Post-MSN to DNP PROGRAM ADVISEMENT FORM (39 CREDIT HOURS)

Student Name: _____ Panther ID: _____

<p>I understand I am obligated to have liability insurance, CPR certification, Georgia Nursing License, OSHA documentation, and a current medical report, including immunizations whenever I am enrolled in a nursing course. I also understand if I drop the sequence of my nursing courses, I am not automatically assured that I will be allowed to enroll in these courses the next time they are offered. I understand that I must seek readmission to the DNP program if I have not been actively enrolled for two (2) consecutive semesters. I also understand that other policies affecting my student status can be found in the DNP Student Handbook.</p>	Specialty Practice Area: _____ Semester Admitted: _____ Expected Graduation Date: _____ Initial Plan: _____ Changes to Plan: _____
---	--

Student Signature

Date

Program Advisor Signature

Date

Please meet with your Program Advisor at least two times per semester.

Year	Fall, _____	Final Grade	Spring, _____	Final Grade	Summer, _____	Final Grade
1	NURS 8670 Evidence Based Practice (3)		NURS 8675 Health & Law Vulnerable Population and Disparities		NURS 8550 Basics of Finance in Health Care	
	NURS 8700 Scholarly Writing (2)		NURS 8001 Epidemiology (3)		NURS 8120 Univariate Statistics (3)	
	NURS 8992 DNP Project Development Transition (2)		NURS 8994 DNP Project Planning (2) 135 Practice Hours Verified <input type="checkbox"/> Y <input type="checkbox"/> N		Elective:	
	Project Team Members:		Project Proposal Defense:		IRB Approval Date:	
2	NURS 8996 DNP Project Implementation (3) 180 Practice Hours Verified <input type="checkbox"/> Y <input type="checkbox"/> N		NURS 8998 DNP Project Dissemination (3) 180 Practice Hours Verified <input type="checkbox"/> Y <input type="checkbox"/> N			
	NURS 8620 Healthcare Technology (3)		NURS 8610 Advanced Leadership & Organizational Behavior (3)			
	NURS 8160 Intro to Healthcare Systems (3)		Elective:			
	Use this space to note any scholarly activity:	Successful Final Project Defense:		Use this space to note any scholarly activity:		
		<input type="checkbox"/> IRB Project Closeout <input type="checkbox"/> Final Project Paper uploaded to Scholarly Repository				

Notes: Students must complete a total of 3 semester hours' worth of electives. Electives may be taken Year 1 Summer or Year 2 Spring.

**GEORGIA STATE UNIVERSITY SCHOOL OF NURSING
APPENDIX P**

ADMISSION

Applications are due February 1st. A new application cycle begins every Fall.

The application requirements are listed below:

Application Type	Application for Graduate Study.
Fee(s)	\$50 Application fee.
Degree Requirement(s)	BSN and/or MSN from an accredited nursing program.
Transcripts	Official transcripts from all undergraduate and graduate institutions attended.
Licensure	A valid, unrestricted RN license in state of residence and/or practice.
Entrance Exam	GRE or MAT.
Letters of Recommendation	For all applicants, three letters of recommendation are required from individuals with doctorates in nursing (DNP or PhD). For post BSN to DNP applicants, at least one recommendation must be from a faculty member from the applicant's BSN program. Individuals who provide letters of recommendation should be knowledgeable of the applicant's professional, intellectual and academic abilities.
Personal Statement	Statements of professional goals and project area of interest.
Writing Sample	A two-page position paper on a current social or health issue. The Writing Sample must be written in current APA style.
Current Vitae or Resume	Current vitae or resume including education, work experience and professional development, professional and/or community activities, research, presentations, and publications.
TOEFL	Official scores on the Test of English as a Foreign Language (TOEFL), for applicants whose native language is not English.
Certificate of Immunizations	A Certificate of Immunization.

**GEORGIA STATE UNIVERSITY SCHOOL OF NURSING
APPENDIX Q**

FACULTY BIOS

DNP Program Faculty

Name	Credentials	Title	Email Address	Clinical Expertise	Research Interests	Professional Organizations
Modpeok Adebayo	DNP, RN	Clinical Assistant Professor	madebayo1@gsu.edu	Electronic Health Records, Intensive Care Nursing, Telemetry	Informatics Leadership	GNA, ANA, AACC, STTI, NNA of GA
Dawn Aycock	PhD, NP	Associate Professor	daycock@gsu.edu	Adult Health	Stroke prevention in African Americans	AHA, STTI, Chi Eta Phi, SNRS
Cheru Atraga	DNP, FNP	Clinical Assistant Professor	catraga@gsu.edu	Family Practice, Community Health	Community Health	
Susan E. Breslin	DNP, RN, NE-BC, FACHE	Clinical Assistant Professor	sbreslin@gsu.edu	Nurse Executive, Critical Care	Quality Improvement	AONE, ACHE
Lisa A. Cranwell-Bruce	DNP, RN, FNPC	Clinical Associate Professor, DNP Program Director	lcranwellbruce@gsu.edu	Family Practice, Urgent Care, Camp Nursing, Camp Health & Safety	Risk Management & Safety, Family Practice Nursing Education, Camp Nursing, Camp Health	AANP, UAPRN, STTI, ANA, GNA, ACN, NONPF
Laura DeMars	MS	Clinical Instructor	ldemars@gsu.edu	Leadership, Finance, Policy, Healthcare Systems, Informatics	Wellness Behavior of Providers Self-Care in Nursing Informal Educators	Phi Kappa Phi PEO Sisterhood Golden Key Honor Society Kappa Delta Pi
Lee H. Eades	DNP, APRN, FNP-C, AGACNP-BC	Clinical Assistant Professor	leades@gsu.edu	Family Practice, Acute Care, ER, Urgent Care, Primary Care	Chronic Disease Prevention	AANP
Carol Hall Grantham	PhD, PNP-PC	Clinical Associate Professor	cgrantham@gsu.edu	Child health, genetics/genomics, Interprofessional Collaboration	Risky sexual behavior in adolescents and young adults, psychosocial issues, genetics/genomics, interprofessional education and collaboration	NAPNAP, STTI

Name	Credentials	Title	Email Address	Clinical Expertise	Research Interests	Professional Organizations
Miranda Hawks	PhD, RN, CNL	Clinical Assistant Professor	mhawks@gsu.edu	Community Health Health Promotion Clinical Nurse Leader Emergency medicine	Non-Communicable Disease Prevention Community Based Research to Promote Physical Activity and Nutrition in Adolescent Population Health in Developing Countries	
Kimberly A. Hires	PhD, RN	Clinical Assistant Professor	khires@gsu.edu	Infectious disease/immunological disorders	HIV, leadership development, nurse retention, coaching, academic support for non-traditional students, quantitative methodologies, statistics, nursing education	NEA, NLN, STTI, NONPF
Sarah Killian	DNP, NEA-BC, MSN	Clinical Associate Professor	skillian@gsu.edu	Nursing administration, global health	Nursing administration/executive leadership, mentoring, retention, global health	ANA, GNA, STTI, INEC, Chi Eta Phi Sorority, Delta Sigma Theta
Kenya D. Kirkendoll	PhD, MPH, RN	Clinical Associate Professor	kkirkendoll@gsu.edu	Community Health, Program Evaluation, Occupational Health	CPAP use among long-haul truck drivers, program evaluation of residential program that provides services to homeless, substance abusing men	AOHN, STTI
Jessica Marcus	DNP, ARNP	Clinical Assistant Professor	jmarcus1@gsu.edu	Women's Health, nursing education	Women's health, cultural competence, simulation	STTI
Michelle Nelson	PhD, ARNP	Clinical Associate Professor	mnelson18@gsu.edu	Policy, leadership, nursing education	Policy, advocacy, leadership, nursing education	UAPRN, GNA, ANA, GNLC, AANP, ANCC, NBNA, STTI, SNRS
Melissa Osborne	PhD	Clinical Assistant Professor	mcowart6@gsu.edu	Domestic violence, Community Violence, Statistics	Intimate Partner Violence, Community Violence, Statistics	
Traci Sims	DNS, CNS	Clinical Associate Professor	tsims8@gsu.edu	Psychiatric/Mental Health	Emotional Intelligence in Psychiatric Mental Health Nurses. Emotional Intelligence and Leadership	ANA, APNA, International Society of Psychiatric Nurses STTI
Regena Spratling	PhD, RN, CPNP	Associate Dean and Chief Academic	rspratling@gsu.edu	Pediatrics	Pediatrics, medically fragile children, critical care	NAPNAP, STTI, SNRS, AAFP, AANP, ARN

		Officer for Nursing, Associate Professor				
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Appendix R

Georgia State University DNP Project Proposal Rubric

	<i>Exemplary</i>	<i>Accomplished</i>	<i>Developing</i>	<i>Needs Significant Improvement</i>	<i>Missing or Unacceptable</i>	<i>Comments</i>
	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	
Problem Statement	<p>30 points The topic is introduced and the groundwork is laid as to the goal of the project. The problem statement is specific, with breadth and depth clearly articulated. The significance is clear and compelling. The economic impact of the problem is stated.</p>	<p>25 points The topic is introduced and the groundwork is partially laid as to the goal of the project. The problem is identified; however, the statement lacks specificity and focus. The economic impact of the problem is stated.</p>	<p>15 points The topic is introduced, the statement is too broad or the description fails to establish the importance of the problem area. Unable to discern the goal of the project.</p>	<p>10 points Several topics are introduced and statement of the problem is not discernable. Reader is unable to identify the goal of the project.</p>	<p>0 points Omitted or inappropriate.</p>	
Clinical Question	<p>20 points The clinical question specifically describes the topic of interest, informs the reader about an issue, clarifies previous findings and/or can add to the body of knowledge already available.</p>	<p>15 points The clinical question broadly describes the topic of interest, informs the reader about an issue, acknowledges previous findings and/or can add to the body of knowledge available.</p>	<p>10 points The clinical question broadly describes the topic of interest, however, it is unclear how it can add to the body of knowledge available.</p>	<p>5 points The clinical question does not describe the topic of interest.</p>	<p>0 points Omitted or inappropriate</p>	
<p>Implementation/Evaluation: Subjects</p> <p><i>How was someone eligible to participate in your project?</i></p>	<p>20 points Describes the target project participants with explicit detail (inclusion & exclusion criteria), sampling method, process of accruing participants, and</p>	<p>15 points Describes the project participants (inclusion criteria only), sampling method, process of accruing participants and the total number of participants.</p>	<p>10 points Provides some description of project participants but does not mention sampling method or process of accruing participants or</p>	<p>5 points Description of project participants lack fundamental details. Minimal description of sampling method and process of accruing</p>	<p>0 points Omitted or inappropriate given the topic of interest, variables, context and/or methods of project.</p>	

	the total number of participants.		total number of participants.	patients. No mention of total number of participants.		
Implementation/ Evaluation: Setting <i>Why was this a good place to obtain your sample?</i>	25 points Describes the setting where the project will be implemented by providing a clear picture of the setting. Details of the geographical location, facility, typical patient population, and other applicable info provided (beds or exam rooms, staffing, number of facilities, etc).	15 points Provides some details about the setting where the project will be implemented. Missing 1-2 details about facility such as patient population, location, staffing, beds, etc.	10 points Provides some details about the setting where the project will be implemented but missing all details about patient population, location, staffing, beds, etc.	5 points Minimal details about setting provided. Only geographic location and type of facility (primary care vs tertiary care) provided. Very generic description.	0 points Omitted or inappropriate.	
Implementation/ Evaluation Plan: Instrument/Tools <i>What are you going to use to collect your data?</i>	25 points Describes the instrument(s)/tool(s) that will be used for evaluation or implementation. Tool selection is appropriate for variables/concepts. Includes reliability of the instrument(s)/tool(s) or how reliability will be evaluated. Describes total number of items and number of items that will be used, original format and format of administration for project, types of questions (close vs open ended), scoring and responses (Likert scale).	15 points Describes the instrument(s)/tool(s) that will be used for evaluation or implementation. Tool selection is appropriate for variables/concepts. Includes reliability of the instrument(s)/tool(s) or how reliability will be evaluated.	10 points Describes the instrument(s)/tool(s) that will be used for evaluation or implementation. Tool selection is appropriate but description does not include mention of reliability and any pertinent details.	5 points Describes the instrument(s)/tool(s) that will be used for evaluation or implementation but inadequate for exploration of variables/concepts.	0 points Omitted or inappropriate.	If you are doing a Needs Assessment or Gap Analysis and not using a developed instrument, then note that in this section.

<p>Implementation/ Evaluation: Intervention & Data Collection</p> <p><i>How are you going to answer your question(s)? How are you going to meet the goal(s) of your study?</i></p>	<p>30 points Clearly describes project procedures and/or all interventions as well as rationale. Description includes the operational plans (i.e. what procedures will be done, how will data be collected, who will collect the data, how will data be stored, grouping of the participants control/intervention, and any incentives used to increase compliance).</p>	<p>20 points Describes project procedures and/or intervention as well as rationale but missing minor details of the operational plan without hindering comprehension of data collection plan.</p>	<p>10 points Describes project procedures and/or interventions as well as rationale but missing key components of the operational plan that hinders comprehension of some aspects of data collection plan.</p>	<p>5 points Describes some project procedures and/or interventions but does not accurately operationalize key variables (fails to answer the 'How') and/or new variables are introduced. Project procedure is difficult to follow.</p>	<p>0 points Omitted or inappropriate.</p>	
<p>Components of Analysis Plan</p>	<p>5 points Identifies key individuals who were involved in the analysis process. Lists all applicable statistical software.</p>	<p>4 points Identifies key individuals who will be involved in the process. Lists some applicable statistical software.</p>	<p>3 points Identifies key individuals who will be involved in the process. Lists statistical software that is not applicable to evaluate outcomes.</p>	<p>1 points Lists statistical software that are not appropriate for evaluation of study outcomes. No mention of individuals who will be involved in the process.</p>	<p>0 points Omitted or inappropriate.</p>	
<p>Clarity of writing and writing technique</p>	<p>30 points Writing is scientific, crisp, clear and succinct. The writer incorporates the active voice when appropriate and supports ideas with examples. No spelling, grammar or punctuation errors are made.</p>	<p>25 points Writing is scientific, crisp, clear and succinct. The writer incorporates the active voice when appropriate and supports ideas with examples. No more than 10 spelling, grammar or punctuation errors are made.</p>	<p>15 points Writing is generally clear, but unnecessary words are used frequently creating superfluous jargon. Style reflects creative writing instead of scientific writing. A total of 10-15 spelling, grammar or punctuation errors made.</p>	<p>10 points Writing is mostly unclear. Reader able to discern some main ideas. More than 15 spelling, grammar or punctuation errors made.</p>	<p>0 points Writing is incomprehensible. Unable to follow main ideas and key arguments. Unacceptable for doctoral level coursework.</p>	
<p>APA Format</p>	<p>35 points Current APA formatting principles applied consistently throughout</p>	<p>20 points Current APA formatting principles applied throughout paper with</p>	<p>10 points Current APA formatting principles applied infrequently throughout</p>	<p>5 points Current APA formatting principles however, errors in essential information</p>	<p>0 points Current APA formatting not used.</p>	

	paper.	minor inconsistency.	paper. Evidence of knowledge of essential information present.	were evident, demonstrating a lack of understanding.		
Adherence to guidelines	5 points 4-35 pages, double spaced with 1" margins	4 points 35-40 pages, double spaced with 1" margins	3 points >35 pages, double spaced with 1" margins	2 points <4 pages, double spaced with 1" margins	0 points Complete deviation from guidelines provided.	
References	10 points More than 10 peer reviewed references used.	8 points 8-10 peer reviewed references used.	6 points Less than 8 peer reviewed references used.	5 points Less than 5 peer reviewed references used.	0 points No peer reviewed references used.	
Total Points Earned						
Total Points Possible						
	235					
	Additional Comments:					

Appendix S

Georgia State University DNP Final Project Paper

	<i>Exemplary</i>	<i>Accomplished</i>	<i>Developing</i>	<i>Needs Significant Improvement</i>	<i>Missing or Unacceptable</i>	<i>Comments</i>
Title	5 points Title is informative, succinct and offers specific details about the topic of interest, variables, context and/or methods of project.	4 points Title is relevant, offering some details about the topic of interest, variables, context and/or methods of project.	3 points Title is relevant but needs refining of details about the topic of interest.	2 points Title or abstract lacks relevance or fails to offer appropriate details about the topic of interest, variables, context or methods of the project.	0 points Omitted or inappropriate given the topic of interest, variables, context and/or methods of project.	<i>Notes/Comments</i>
Problem Statement	30 points The topic is introduced and the groundwork is laid as to the goal of the project. The problem statement is specific, with breadth and depth clearly articulated. The significance is clear and compelling. The economic impact of the problem is stated.	25 points The topic is introduced and the groundwork is partially laid as to the goal of the project. The problem is identified; however, the statement lacks specificity and focus. The economic impact of the problem is stated.	15 points The topic is introduced, the statement is too broad or the description fails to establish the importance of the problem area. Unable to discern the goal of the project.	10 points Several topics are introduced and statement of the problem is not discernable. Reader is unable to identify the goal of the project.	0 points Omitted or inappropriate.	
Clinical Question	20 points The clinical question specifically describes the topic of interest, informs the reader about an issue, clarifies previous findings and/or can add to the body of practice knowledge already available.	15 points The clinical question broadly describes the topic of interest, informs the reader about an issue, acknowledges previous findings and/or can add to the body of practice knowledge available.	10 points The clinical question broadly describes the topic of interest, however, it is unclear how it can add to the body of practice knowledge available.	5 points The clinical question does not describe the topic of interest.	0 points Omitted or inappropriate	

Review of the Literature: Organization	30 points Organization is intuitive, fluid and sufficiently grounded to each of the variables of the project.	20 points Organization is workable with minor inconsistencies that do not hinder comprehension of ideas and/or arguments. The organization presents relevant literature related to the variables of the project.	10 points The organization has major inconsistencies that hinder comprehension in some areas of ideas and/or arguments. Reader is able to discern some relevant literature related to the variables of the project.	5 points The organization is weak. Does not identify important ideas, constructs or variables related to the project.	0 points The organization is incomprehensible, irrelevant and/or confusing.	
Review of the Literature: Content	45 points A well written narrative that integrates critical and logical details or themes from peer-reviewed literature. Attention is given to different perspectives and gaps in knowledge/evidence are clearly identified.	30 points A written narrative with some inconsistencies that integrates details or themes from peer-reviewed literature. Some gaps in knowledge/evidence are identified but lacking in clarity.	20 points Key variables, themes or details were identified, however, the review does not identify gaps in knowledge/evidence.	10 points A key variable, theme or detail was not identified. Selected literature was from unreliable sources. Supportive statements were vague or ambiguous.	0 points Missing or consisted of non-research based articles. Propositions were irrelevant, inaccurate or inappropriate.	
Conceptual/Theoretical Framework: Overall	20 points Demonstrates an exemplary level of competence and understanding of the conceptual framework for this project. Demonstrates in-depth knowledge and thoughtful application of applicable concepts.	15 points The analysis of the conceptual framework is reasonably clear and key concepts are described.	10 points The analysis of the conceptual framework is inconsistent, with some concepts described more in depth than others.	5 points Demonstrates minimal knowledge and application of presenting the conceptual framework of the study.	0 points Omitted or inappropriate given the topic of interest, variables, context and/or proposed methods of project.	
Conceptual/Theoretical Framework: Key Concepts	20 points All applicable theoretical concepts are clear and align with project aims.	15 points Some applicable theoretical concepts are clear and align with project aims.	10 points Only one theoretical concept aligns with the project aims.	5 points Student is unable to apply theoretical concepts with project aims. The framework is applicable to the subject area but not applicable to the student's project, specifically.	0 points Omitted or inappropriate.	

<p>Implementation/Evaluation: Subjects</p> <p><i>How was someone eligible to participate in your project?</i></p>	<p>20 points</p> <p>Describes the project participants with explicit detail (inclusion & exclusion criteria), sampling method, process of accruing participants, and the total number of subjects.</p>	<p>15 points</p> <p>Describes the project participants (inclusion criteria only), sampling method, process of accruing participants and the total number of subjects.</p>	<p>10 points</p> <p>Provides some description of project participants but does not mention sampling method or process of accruing participants or total number of subjects.</p>	<p>5 points</p> <p>Description of project participants lack fundamental details. Minimal description of sampling method and process of accruing patients. No mention of total number of subjects.</p>	<p>0 points</p> <p>Omitted or inappropriate given the topic of interest, variables, context and/or methods of project.</p>	
<p>Implementation/Evaluation: Setting</p> <p><i>Why was this a good place to obtain your sample?</i></p>	<p>25 points</p> <p>Describes the setting where the project took place by providing a clear picture of the setting for those who may want to replicate the project in the future. Details of the geographical location, facility, typical patient population, and other applicable info provided (beds or exam rooms, staffing, number of facilities, etc).</p>	<p>15 points</p> <p>Provides some details about the setting where the project took place. Another researcher would be able to replicate the project in the future but may have minimal questions about the setting. Missing 1-2 details about facility such as patient population, location, staffing, beds, etc.</p>	<p>10 points</p> <p>Provides some details about the setting where the project took place but missing all details about patient population, location, staffing, beds, etc.</p>	<p>5 points</p> <p>Minimal details about setting provided. Only geographic location and type of facility (primary care vs tertiary care) provided. Very generic description that would prohibit replication.</p>	<p>0 points</p> <p>Omitted or inappropriate.</p>	
<p>Implementation/Evaluation: Instrument/ Tools</p> <p><i>What are you going to use to collect your data?</i></p>	<p>25 points</p> <p>Describes the instrument(s)/tool(s) that were used to evaluate the phenomenon of interest (if applicable). Tool selection is appropriate for variables/concepts. Includes reliability of the instrument(s)/tool(s) or how reliability will be evaluated. Describes total number of items and number of items that will be used, original format and format of administration</p>	<p>15 points</p> <p>Describes the instrument(s)/tool(s) that were used to evaluate the phenomenon of interest (if applicable). Tool selection is appropriate for variables/concepts. Includes reliability of the instrument(s)/tool(s) or how reliability will be evaluated.</p>	<p>10 points</p> <p>Describes the instrument(s)/tool(s) that were used to evaluate the phenomenon of interest (if applicable). Tool selection is appropriate but description does not include mention of reliability and any pertinent details.</p>	<p>5 points</p> <p>Describes the instrument(s)/tool(s) that were used to evaluate the phenomenon of interest (if applicable). Tool selection is inadequate for exploration of variables/concepts.</p>	<p>0 points</p> <p>Omitted or inappropriate.</p>	<p>If you cannot find any reliability data (Cronbach's alpha) about your tool, then write: <i>Reliability of this tool is unknown to date. A lack of evidence about use of this tool in the population of interest warrants a reliability analysis upon data completion.</i></p> <p>If you are doing a Needs Assessment or Gap Analysis and not using a developed instrument, then note that in this section.</p>

	for project, types of questions (close vs open ended), scoring and responses (Likert scale).					
Implementation/Evaluation: Intervention & Data Collection <i>How are you going to answer your question(s)? How are you going to meet the goal(s) of your study?</i>	30 points Clearly describes project procedures and/or all interventions as well as rationale. Description includes implementation (what procedures will be done, how data will be collected, who will collect the data, how will data be stored, grouping of the participants control/intervention), and any incentives used to increase compliance.	20 points Describes project procedures and/or intervention as well as rationale but missing minor details of implementation without hindering comprehension of data collection plan.	10 points Describes project procedures and/or interventions as well as rationale but missing key components of the implementation that hinders comprehension of some aspects of data collection plan.	5 points Describes some project procedures and/or interventions but does not accurately discuss plans for implementation, data collection of key variables (fails to answer the 'How') and/or new variables are introduced. Project implementation is difficult to follow.	0 points Omitted or inappropriate.	
Components of Analysis	5 points Identifies key individuals who were involved in the analysis process. Lists all applicable statistical software.	4 points Identifies key individuals who will be involved in the process. Lists some applicable statistical software.	3 points Identifies key individuals who will be involved in the process. Lists statistical software that is not applicable to evaluate outcomes.	1 points Lists statistical software that are not appropriate for evaluation of study outcomes. No mention of individuals who will be involved in the process.	0 points Omitted or inappropriate.	

Statistical Tests	40 points Utilizes all of the appropriate analysis methods appropriate for level of measurement, study design, sample size and clinical question.	30 points Utilizes most of the appropriate analysis methods, however, 1-2 methods are inappropriate for level of measurement, design, sample size and/or clinical question(s).	20 points Analysis demonstrates basic understanding of analytical methods. However, the majority of methods are inappropriate for level of measurement, design, sample size and/or clinical question(s).	10 points Attempts made to utilize quantitative analysis methods with quantitative design or qualitative analysis methods with qualitative design, however, the analytical method(s) are inappropriate for the clinical question(s).	0 points Omitted or inappropriate.	<i>Hint: Everyone can run univariate/descriptive statistics.</i>
Discussion	60 points Clearly articulates how the findings of the project compares/contrasts with existing evidence. Uses this chapter to tie the entire project together. Draws on info from the literature review. Explains findings. Discusses patterns, unexpected findings, expected findings, etc. Acknowledges project limitations.	45 points Discussion of the findings lacks sufficient depth. Key points/opportunities are missed to compare/contrast with existing evidence. Discusses some patterns with the findings. Acknowledges project limitations.	35 points Discussion of the findings lacks sufficient depth. Discusses only one pattern in the findings. Does not acknowledge project limitations.	15 points Superficial listing of findings. Does not link findings to existing literature. Section seems disconnected from the rest of the paper and stands in isolation. Does not acknowledge study limitations.	0 points Omitted or inappropriate.	
Practice Implications	45 points Demonstrates recognition of role as an agent of change in the healthcare system. Clearly describes the relationship between project findings and practice implications. Also discusses potential further scholarship development potential.	30 points Describes the relationship between project findings and practice implications with some clarity. Potential further scholarship development potential.	20 points Attempts to discuss the relationship between project findings and practice implications, however, the discussion of practice implications is too broad, unrealistic or impractical. Potential further scholarship development potential.	15 points Minimal attempt to discuss the relationship between project findings and practice implications. The discussion is superficial and does not reflect an appropriate discussion at the doctoral level of study. No mention of potential further scholarship development potential.	0 points Omitted or inappropriate.	

Clarity of writing and writing technique	30 points Writing is scientific, crisp, clear and succinct. The writer incorporates the active voice when appropriate and supports ideas with examples. Emergence of scholarly voice evident. No spelling, grammar or punctuation errors are made. Use of paraphrasing.	25 points Writing is scientific, crisp, clear and succinct. The writer incorporates the active voice when appropriate and supports ideas with examples. Some emergence of scholarly voice but not consistent. No more than 10 spelling, grammar or punctuation errors are made. Some direct quotes used.	15 points Writing is generally clear, but unnecessary words are used frequently creating superfluous jargon. Style reflects creative writing instead of scientific writing. A total of 10-15 spelling, grammar or punctuation errors made. Frequent use of direct quotes.	10 points Writing is mostly unclear. Reader able to discern some main ideas. More than 15 spelling, grammar or punctuation errors made. Frequent use of direct quotes.	0 points Writing is incomprehensible. Unable to follow main ideas and key arguments. Unacceptable for doctoral level coursework.	
APA Format	35 points Current APA formatting principles applied consistently throughout paper.	20 points Current APA formatting principles applied throughout paper with minor inconsistency.	10 points Current APA formatting principles applied infrequently throughout paper. Evidence of knowledge of essential information present.	5 points Current APA formatting principles however, errors in essential information were evident, demonstrating a lack of understanding.	0 points Current APA formatting not used.	
Adherence to guidelines	5 points Double spaced with 1" margins	4 points Double spaced with 1" margins	3 points Double spaced with 1" margins.	2 points Double spaced with 1" margins.	0 points Complete deviation from guidelines.	
References	10 points More than 10 peer reviewed references used.	8 points 8-10 peer reviewed references used.	6 points Less than 8 peer reviewed references used.	5 points Less than 5 peer reviewed references used.	0 points No peer reviewed references used.	
Total Points Earned						
Total Points Possible	500					
	Additional Comments					