

**DOCTOR OF NURSING PRACTICE  
SCHOLARLY PROJECT HANDBOOK  
*2024-2026***





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## **INTRODUCTION**

The Howard University College of Nursing and Allied Health Sciences (CNAHS) Division of Nursing (DON) Graduate Nursing Program is committed to the education of nursing leaders in practice at the terminal degree level for a Doctor in Nursing Practice (DNP). The DNP is a practice-based doctorate geared toward improving the complex contemporary healthcare delivery landscape. This handbook serves as a guide for the DNP Scholarly Project resulting in a successful project defense and manuscript submission. Students and faculty must become familiar with the contents and adhere to policies and procedures to ensure the successful completion of the project. The DNP scholarly project is the culmination of practice, research, and science aimed at improving healthcare systems. The project generates evidence aimed at improving health outcomes, experiences, populations, and policy. DNP students are expected to engage in rigorous research and practice at the highest level of integrity.

## **MISSION STATEMENTS**

### **Howard University Mission Statement**

Howard University, a culturally diverse, comprehensive, research-intensive, and historically Black private university, provides an educational experience of exceptional quality at the undergraduate, graduate, and professional levels to students of high academic standing and potential, with particular emphasis on educational opportunities for Black students. Moreover, the University is dedicated to attracting and sustaining a cadre of faculty who are, through their teaching, research, and service, committed to the development of distinguished, historically aware, and compassionate graduates, and to the discovery of solutions to human problems in the United States and throughout the world. With an abiding interest in both domestic and international affairs, the University is committed to continuing to produce leaders for America and the global community.

### **College of Nursing and Allied Health Sciences Mission Statement**

The Mission of the College of Nursing and Allied Health Sciences is to provide exemplary educational experiences within the health professions to an ethnically diverse population of students with high scholarship and leadership potential. Emphasis is placed on the University's historical commitment to providing educational opportunities to Black students and other underserved minority groups. The College fosters the development of competent, ethical, and compassionate graduates endowed with a strong sense of the University's core values of excellence, leadership, service, and truth. As scholars and leaders, graduates are empowered to address issues of social justice and inequities in health care in the United States and the global community, inclusive of the underserved. The College is committed to recruiting and retaining a diverse cadre of qualified and competent faculty and staff dedicated to teaching, research, professional practice, and service.

## College of Nursing and Allied Health Sciences Vision Statement

The College of Nursing and Allied Health Sciences will be comprised of top-ranked educational programs that prepare healthcare professionals to be leaders and innovators in practice, education, research, and service. Graduates will deliver patient-centered, inter-professional care and utilize cutting-edge technology and evidence-based practice to improve the health of all people emphasizing promoting health equity toward eliminating health disparities.

(Approved by the faculty of the College of Nursing and Allied Health Sciences, 2/9/2017)

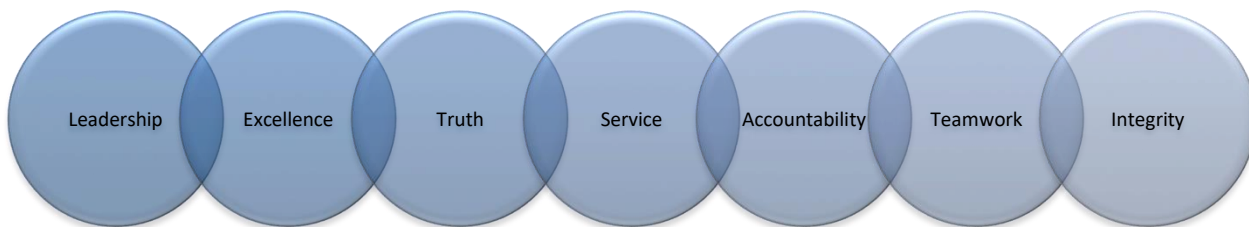
## Division of Nursing Mission Statement

The mission of the Division of Nursing is to provide an exceptional undergraduate and graduate nursing education within an urban setting that prepares students for nursing practice as a generalist or advanced practice nurses within diverse local, national, and international healthcare settings. Emphasis is placed on educating students from underrepresented groups and promoting the development of students for leadership roles in nursing service, education, and research within the global community. The faculty engages in leadership roles in the practice of nursing in service, education, and research.

## Vision

The Division of Nursing will be a unique nationally and internationally recognized center of excellence in education for preparing underrepresented students for leadership in public policy, service, research, and education.

## Core Values



## **PROGRAM OVERVIEW**

### **Goals of the Division of Nursing**

1. Offer baccalaureate nursing education and support services through a variety of pathways based on sound nursing theory and a balanced foundation in the sciences and liberal arts preparing graduates to provide evidence-based care for culturally diverse groups in entry-level professional nursing positions.
2. Offer master's, post-master's and doctoral education programs in nursing and support services through a variety of pathways based on sound nursing theory and a balanced foundation in the sciences and liberal arts preparing graduates to provide advanced practice and leadership roles in evidence-based care for culturally diverse groups.
3. Support efforts to engage in disciplinary or interdisciplinary research that emphasizes reducing health disparities locally, nationally, and globally.
4. Strengthen efforts to increase private support for academic programs and services.
5. Foster participation in community service that addresses a variety of professional and health-related needs within a broad sociocultural and geopolitical environment.

(Adopted by Faculty May 2, 2003)

### **Degree Requirement**

The Graduate Nursing Program is comprised of the Master of Science in Nursing and the Doctor of Nursing Practice (DNP) degrees. The DNP consists of 2 tracks:

1. The Generic APRN-DNP track. This track is designed for an advanced practice nurse with a master's degree to acquire a DNP.
2. Psych-Mental Health – DNP track. This track is designed for an advanced practice nurse with a master's degree to acquire both a psych-mental health certification and a DNP.

The DNP degree is aligned with the standards outlined by the American Association of Colleges of Nursing (AACN) DNP Essentials. The 8 domains serve as a guide to solving complex healthcare issues. Not only are they the guide for the program but our outcomes are evaluated based on the Essentials.

### **AACNs The Essentials of Doctoral Education for Advanced Nursing Practice**

- I. Scientific Underpinnings for Practice
- II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking
- III. Clinical Scholarship and Analytical Methods for Evidence-Based Practice
- IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care
- V. Health Care Policy for Advocacy in Health Care
- VI. Interprofessional Collaboration for Improving Patient and Population Health Outcomes

- VII. Clinical Prevention and Population Health for Improving the Nation's Health
- VIII. Advanced Nursing Practice

### **Academic Integrity**

“As part of Howard’s community of scholars, you are expected to hold the pursuit of learning and the search for truth in the highest regard while displaying unquestionable integrity and honesty. There is no place for academic dishonesty, regardless of any seeming advantage or gain that may accrue from such dishonesty. Students will be disciplined for any intentional act of dishonesty in the fulfillment of academic course or program requirements and for intentionally representing as one’s own, any ideas, writing, and work of another without acknowledging that author.”

Source: <https://howard.edu/academics/academic-standing#Academic%20Integrity>

### **Academic Code of Student Conduct**

“Howard University is a community of scholars composed of faculty and students both of whom must hold the pursuit of learning and search for truth in the highest regard. Such regard requires adherence to the goal of unquestionable integrity and honesty in the discharge of teaching and learning responsibilities. Such regard allows no place for academic dishonesty regardless of any seeming advantage or gain that might accrue from such dishonesty. To better assure the realization of this goal, any student enrolled for study at the university may be disciplined for the academic infractions defined below.”

For your review of the complete text of the university policy and procedures regarding [Academic Code of Conduct](https://secretary.howard.edu/resources/academic-code-student-conduct-policy) at <https://secretary.howard.edu/resources/academic-code-student-conduct-policy>

### **Code of Conduct for Professional Nursing Students**

The purpose of the American Nurses Association (ANA) Code of Conduct for Professional Nursing Students is to provide nursing students and faculty in Nursing Programs with guidelines for professional behavior in the classroom, clinical setting, online, and other forms of communication. This document gives notice of the minimum standard of conduct that is expected of students enrolled in the Nursing Programs. This document explicates the civil, ethical, and respectful behavior expected of all nursing professionals.

- **Civility** - defined as courtesy, politeness, and good manners. Civility is the awareness and recognition of others in all interactions and the demonstration of a high level of respect and consideration. It is important to recognize that no action is without consequence to others or ourselves. We need to anticipate what these consequences will be and, therefore, choose to act in a responsible and caring way.
- **Incivility** - defined as acts of rudeness, disrespect, and other breaches of common rules of

courtesy. These acts of incivility range from disrespectful verbal and non-verbal behaviors to physical threats to another's well-being. Incivility is a lack of awareness and recognition (intended or unintended) of others in our interactions when we fail to give them a high level of respect and consideration. Incivility usually results when one does not anticipate how actions will affect others.

*Reference: American Nurses Association. (2001) Code of ethics for nurses. Silver Spring, MD: American Nurses Publishing.*

- Behavior that is disruptive to the teaching-learning environment will initially be addressed as part of student advisement. Continued or ongoing disruptive behavior is an infraction of the Howard University Student Code of Conduct. This can result in a formal faculty complaint and referral to the Office of Student Services and will follow the processes outlined in the Howard University- Student Code of Conduct.

### **Definitions of Academic Infractions**

1. Academic cheating: any intentional act(s) of dishonesty in the fulfillment of academic course or program requirements. This offense shall include (but is not limited to) utilization of the assistance of any additional individual(s), organization, document, or other aid not specifically and expressly authorized by the instructor or department involved. (Note: This infraction assumes that with the exception of authorized group assignments, all work shall be completed by an individual student only, without any consultation or collaboration with any other individual, organization, or aid).
2. Plagiarism: to take and pass off intentionally as one's own ideas, writings, etc., of another, without attribution (without acknowledging the author).
3. Copyright Infringement: Copyright infringement occurs when copyrighted work is reproduced, distributed, performed, publicly displaced, or made into a derivative work without the permission of the copyright owner.

### **Administration of the Code**

This Academic Code of Student Conduct applies in all schools and colleges. In professional schools and colleges that have adopted honor codes, the honor code may supersede this Code. The authority and responsibility for the administration of this Academic Code of Conduct and imposition of any discipline upon any particular student shall vest in the Dean and faculty of the School or College in which the student is enrolled but may be delegated by the faculty to the Dean of the School or College in which the student is enrolled. The Dean shall be assisted in this responsibility by any faculty members and administrative officers in the School or College the Dean shall consider appropriate. Any student accused of an infraction of this Code shall have the right to a limited hearing.



## **Academic Dishonesty in the Nursing Program**

Students enrolled in the Nursing Programs at Howard University are preparing for roles as beginning professional nurses or advanced practice nurses for professional nursing practice. The practice of nursing is guided by standards of practice and the American Nurses Association Code of Ethics that provide guidelines for accountability honesty and integrity as a professional nurse. Students enrolled in a professional nursing program of study are held to these standards which require accountability throughout all facets of professional life. There is no tolerance for academic dishonesty in the education of professional nurses. Academic dishonesty, as defined by the University and the Graduate Nursing Program involves any act of cheating or plagiarism.

**Cheating and Plagiarism** are further defined as actions that include, but are not limited to, the following:

- Copying from another student's examination paper or other exam instrument (e.g. computer).
- Allowing another student to copy from an examination paper or other exam instrument.
- Unauthorized use of books, notes, electronic devices, or other materials to complete an examination, quiz, project, or other academic assignment.
- Unauthorized collaboration with others on a text, quiz, assignment, or other academic project; using or processing unauthorized or concealed materials (e.g. notes, formula lists, cheat sheets, websites) during an examination.
- Receiving communications (e.g., but not limited to notes, text messages, phone messages, computer-based messages, non-verbal signs) during examinations.
- Disclosing examination questions or topics to other students, receiving information about examination questions or topics from other students.
- Submission or use of falsified data
- Theft of or unauthorized access to an examination
- Submission of the same work for credit in more than one course, without obtaining permission from all faculty members beforehand.

Plagiarism and cheating will result in failure of the course and other disciplinary actions.

## **Student Learning Outcomes**

The DNP student learning outcomes are:

1. Integrate nursing science with knowledge from ethics, biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice that reduces health disparities, extends cultural sensitivity, and provides access to equitable healthcare services.
2. Employ principles of business, finance, economics, and health policy to develop and implement effective plans for practice-level initiatives that will improve the quality of healthcare delivery.
3. Utilize analytic methods to critically appraise existing literature and other evidence to determine and implement equitable evidence-based practice.
4. Lead interprofessional teams in the analysis of complex practice, policy, social justice, and organizational issues.
5. Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.
6. Demonstrate advanced levels of clinical judgment, systems thinking, informational technology, and accountability in designing, delivering, and evaluating evidence-based care to improve outcomes among diverse and underserved populations.

## **Overview of DNP Project**

The Doctor of Nursing Practice (DNP) Project Student Handbook was developed to guide the DNP student on the processes, procedures, and requirements for completion of the DNP project. The DNP Project is a comprehensive reflective scholarly project of original activity conducted by the DNP student as an essential part of the DNP degree requirements. The DNP Project is setting the underpinning for future advanced nursing practice scholarship. The project reveals the DNP student can collect, analyze, and report data based on critical, analytical, and synthesis skills.

Each DNP student project displays the results of an original project done by the student. An appropriate project entails substantial evidence of original innovative work founded in extensive, evidence-based literature research. The project must be relevant to the advanced practice nurse as practiced in the past, the present, or in the foreseeable future. It presents a significant impact or expansion in that field. The DNP project encompasses a minimum of 5 credits.

The American Association of Colleges of Nursing (AACN) Essentials of Doctoral Education (AACN, 2006), is used as the guide to meet the objectives of the DNP project. Multiple philosophical concepts and research evidence will be integrated to design a foundation for the conceptualization of the DNP project. The evidence-based DNP project is designed to implement changes to enhance healthcare outcomes either through direct or indirect care in

specific practice settings, systems, or with specific populations. The DNP Project is not specifically geared towards examining novel concepts, develop new theories, test hypotheses, or create new knowledge. It is essential that the DNP Project incorporates the purpose of the project, planning, implementation, and evaluation (formative or summative) sections and must be justifiable and well-grounded. The project must be clinically meaningful and focused on future practice scholarship.

### **DNP Scholarly Project Purpose And Aim**

The Graduate Nursing program aims to produce a cadre of clinical nursing leaders of color who will represent various marginalized groups and change disparities within healthcare systems. National and international representation of nursing leaders will change the paradigm of how healthcare is delivered among the most vulnerable groups. As an HBCU, the university seeks to train the best black and minority students to lead system changes. The DNP program is interlaced with courses and content that address health disparity, and mental health of underserved populations including BIPOC people, and offering integrative holistic healthcare approaches to care. A requirement for the DNP degree is a DNP scholarly project. This is a scholarly activity focused on a project that synthesizes research to improve patient outcomes or healthcare systems. This can and is preferred to be in an area of interest and practice for the student. The student will use their collective knowledge from earlier coursework to address a healthcare issue. A thorough search of the literature, strong professional writing, and public speaking are expected to undertake the project.

#### **Examples of DNP projects**

This list reflects a range of types of scholarly projects. This is a sample list and is not exhaustive. The scope of the scholarly project is designed to benefit a group, population, and or a community rather than an individual patient.

Translate research into practice application:

- Quality improvement (Care processes, Patient outcomes).
- Implement and evaluate evidence-based practice guidelines.
- Analyze policy: Develop, implement, evaluate, or revise policy.
- Design and use databases to retrieve information for decision-making, planning, and evaluation.
- Conduct financial analyses to compare care models and potential cost savings, etc.
- Implement and evaluate innovative uses of technology to enhance/evaluate care.
- Design and evaluate new models of care.
- Design and evaluate programs.
- Provide leadership for inter-professional and or intra-professional collaborative projects to implement policy, evaluate care models, transitions, etc.
- Collaborate with researchers to answer clinical questions.
- Collaborate on legislative healthcare-related change using research evidence for support.

Community Action projects:

- Work with lay and or professional coalitions to develop, implement, or evaluate health programs (such as health promotion and disease prevention programs for vulnerable patients, groups, or communities).

Evaluate interventions, and innovations in care techniques:

- Obtain baseline data and design an evidence-based intervention plan and evaluation process.
- Collaborate with other nurse practitioners or other professional colleagues to compare and or evaluate group visits.
- Capture data on common problems and effectiveness of treatments with recommendations for change.
- Evaluate the management of psychiatric patients (protocols, meds, metabolic monitoring) and develop a treatment management program based on research evidence.
- Evaluate peer-led support groups and measure outcomes.
- Evaluate pain control in palliative care and measure outcomes.
- Promote patient safety by implementing a program to reduce errors in medications and measuring outcomes.
- Evaluate home care comparing and contrasting satisfaction with physician and nurse practitioner care management.

Health Promotion & Community Health: Epidemiology and Continuity of Care:

- Compare strategies for health promotion and or disease prevention (community, schools, churches, etc.) based on outcome evidence.
- Evaluate trends in patient visits and the effect of outreach programs.
- Launch a collaborative health promotion program in a vulnerable community population and evaluate outcomes.
- Compare and contrast monitoring tools or screening programs, evaluating effectiveness, cost savings, and outcomes.
- Evaluate screening protocols based on outcome data.
- Evaluate programs (care, training volunteers, education) and demonstrate cost implications.
- Evaluate community responses to disasters based on selected outcome criteria.
- Develop and evaluate the impact of self-care models for use in chronic illness.
- Develop and test transition protocols to promote continuity of care across settings.
- Evaluate high-risk patients and develop approaches for risk reduction (child and elder abuse) for policy change or care improvement.

### Policy-Related Scholarly Projects:

- Implement new policy collaboratively by designing and evaluating HPV vaccination for 6th-grade girls to prevent cancer (partnering with the school and or Health Dept., etc.).
- Evaluate or compare nursing home policies for treating chronic pain and compare with WHO recommendations.
- Evaluate students at risk (school dropouts, depressed, substance users, pregnant) and recommend policy change, or risk reduction programs.
- Evaluate employer policies regarding health and potential cost savings of new policies.
- Evaluate the effectiveness of evidence-based policy on various specialty floors.
- Evaluate inconsistencies in the scope of practice issues and use evidence-based knowledge to recommend changes.

### Integration of Technology in Care and Informatics-Related Projects:

- Create a database for monitoring childhood injuries in urgent care and evaluate its impact.
- Use technology to improve care (telehealth consultation, interactive “home” visits, etc.) and evaluate results.
- Evaluate technology’s impact on care (information transfer to point of care, etc.).
- Establish protocols that integrate technology in patient assessment in urgent care and evaluate their impact.

Adapted from: NONPF Recommended Criteria for NP Scholarly Projects in the Practice Doctoral Program. Retrieved December 15, 2011, from

<https://cdn.ymaws.com/www.nonpf.org/resource/resmgr/imported/scholarlyprojectcriteria.pdf>

### *Additional AACN examples for DNP Projects by practice focus*

- Organizational Systems Leadership
  - Work with the Director of the Red Cross to explore ways to improve disaster preparedness; Work with a director of system IT to explore the preparedness strategies to prevent an IT shutdown and strategies for communication and charting to continue during a shutdown, or focus on the nursing leadership role in leading IT design and implementation issues; Work with the System Safety Office evaluating the disaster plan incorporating national best practices and making recommendations for quality improvement of the system plan.
- Population Health

- Partner with community organizations that affect the health of high-risk populations to address screening or health education processes, financial challenges (including how to raise money and manage money), volunteerism, and interactions/ collaborative opportunities with the healthcare system. Examples of community agencies include Habitat for Humanity, food pantries, Catholic Charities, homeless shelters, Salvation Army, and Hope Center. Other opportunities might include collaboration with private sector companies to design healthcare facilities, or design and implement wellness/health programs in conjunction with business such as the airline or auto industry.
- Policy Projects
  - Evaluate evidence to develop a policy to reduce major events that trigger an ED visit, e.g., by notifying a provider that a fall has occurred, document evidence of need for the policy change; Evaluate geriatric trauma screening for triage; make a recommendation for policy change to revise criteria.
- Long-Term Care Facilities
  - Evaluate and implement a quality improvement program within a long-term care facility, e.g., Evercare or a Medicare Advantage plan, to improve antibiotic selection for symptomatic UTIs in older adults without indwelling catheters and to decrease the inappropriate use of nitrofurantoin. Implement a policy and care practice for antibiotic selection guided by the Infections Disease Society of America guidelines for treatment of UTIs.
- Urgent Care
  - Focus on achieving the national benchmark of urgent care visit times lasting less than 60 minutes, identifying and mitigating impediments to efficient patient flow at a Family Medicine Center Walk-in Clinic. Implement a quality improvement project to identify measure and rectify bottlenecks impacting patient flow through the clinic while tracking total visit times.
- School Systems
  - Evaluate a Tobacco Free Teens program as a mobile device application, introduce the mobile application in a middle school classroom, and evaluate the adolescents' satisfaction with the tool; other areas of focus may include evaluating immunizations, weight loss, and healthy eating.

DNP examples of practice-focused implementation project themes include:

- Quality improvement initiative
- Translation of evidence
- Innovation of practice change projects
- Program development and/or evaluation
- Implementation and evaluation of evidence-based practice guidelines
- Design and evaluation of new models of care
- Policy implementation, analysis, and revision

### **DNP Scholarly Project Course Sequence**

Howard University Department of Nursing Doctor of Nursing Practice (DNP) Project Research Sequence prepares the doctoral student to conduct of the DNP final project. The DNP project sequence includes the following courses:

- NURD-701 DNP Role
- NURD-710 DNP Project Seminar I
- NURD-711 DNP Project Seminar II
- NURD-712 DNP Project Seminar III
- NURD-713 DNP Project Seminar IV
- NURP-703 Residency

The purpose of the research sequence is to prepare DNP students to evaluate current evidence-based research and assist in the development of a scholarly project that implements the best evidence into practice under the guidance of a DNP Project Chair. The theme that links the varied DNP project forms is the use of evidence to improve clinical outcomes.

### **DNP Project Committee**

To guide and mentor the DNP student with the scholarly project is a committee of at least 2 experts. This should be formally developed, and all parties should consent to their commitment. The committee should be comprised of a chairperson, project site lead, and a subject or process expert. The chairperson should be doctorally prepared and faculty at Howard University Division of Nursing. The project site lead should be experienced with the site for the project and does not need to be doctorally prepared. The subject or process expert should hold at least a master's degree and can be inside or outside of the university. The Graduate Nursing Program chairperson must sign off on the committee members before scholarly engagement.

#### **The DNP Project Committee members include:**

- DNP Student
- DNP Project Committee Chair from the Department of Nursing at Howard University
- DNP Project Reviewer 1 can be a full-time, part-time employee, or adjunct faculty member, an advanced practice registered nurse (APRN), registered nurse (RN), or physician with a minimum of a doctoral degree, have an unencumbered current practice license, and or appropriate specialty content area.

- An optional third committee member/consultant/Reviewer 2, who may be from outside Howard University, but must hold a minimum of a master's degree and/or be considered a clinical expert in the field of the student's project interest area.

The committee reviewer/s are selected by the student in collaboration and approval of the DNP Project Committee Chair. A DNP project committee chair is assigned to DNP students during NURD-710 DNP Project Seminar I. Core courses during the first year of the DNP program provide opportunities to explore and focus ideas and develop skills that will assist the student with the DNP Project. Students will refine an area of interest and determine the focus of the project no later than the end of NURD-701 DNP Role.

The DNP Project Reviewer – 1 (the 2<sup>nd</sup> team member) is assigned or selected by the student in collaboration with the DNP Project Committee Chair.

The DNP Project Reviewer – 2 (the 3<sup>rd</sup> team member) is optional. The reviewer is an expert in the field and many times is from your project improvement site.

It is the student's responsibility to ensure clear, ongoing communication regarding the project with all the DNP Project committee members. Once the Team is formed, the DNP student will initiate the DNP Project Area of Interest and Team Approval Form.

### **DNP Project Committee Member Responsibilities**

#### **Chair Requirements**

- Be a full-time or part-time faculty member of the DON with graduate faculty status.
- Be a content expert with the student's project field.
- Hold a terminal degree in Nursing (DNP, PhD, or EdD)
- Hold a current unencumbered nursing license and expertise, aboard certified in the specialty area. Recent nursing education teaching
- Maintain an exceptional reputation within the professional community.

#### **Committee Chair Role**

The DNP committee chair serves in the role of DNP Project supervisor. This includes content expert, director, mentor, guide, facilitator, and advocate to the student throughout the DNP Scholarly Project process to ensure the integrity of the DNP project guidelines. The chair provides guidance and supervision for the entire DNP Scholarly Project process. Timely and practical reviews include specific constructive critiques of the student's project. In addition, the chair communicates with all the members of the DNP Project Team. The chair guides the DNP student in the development and growth of key research areas and scholarly skills necessary to result in a strong DNP project. Once the project is completed, the DNP Project Chair will submit a final grade in consultation with the team member(s) and assist the student with project presentation, dissemination, and publication.

#### **Specific Responsibilities of the DNP Project Committee Chair**

1. The chair provides oversight and approval of the project, including topic selection, proposal approval ongoing review and refinement, assistance to identify faculty to serve



on the team or as consultants, development of a project timeline with the student, and final review and approval on the project plan which are required to be completed prior to IRB submission.

2. Meet as a team a minimum of monthly and/or as needed during the project.
3. The chair, project reviewer, and optional third team member approve various steps of the project.
4. Provide guidance to the student throughout the project.
5. Assist students assigned to identify project ideas in their area of interest.
6. Approve the proposal, final paper, final presentation, and poster.
7. Once a month the chair presents a report to the Graduate Committee (GC) on each student, they are responsible for, and their progress to date. (This helps the GC to hear where the students are, and faculty members of the GC can provide feedback or ideas).
8. Serve as a moderator /mediator to the DNP Project Team.
9. Must hold a minimum of once monthly student-scheduled synchronous virtual meetings. During the meetings, the students present assignments and discuss the opportunities and challenges of their individual projects to provide a collaborative scholarship environment.
10. Project Chair and Reviewer (2nd faculty member) and third reviewer are responsible for signing off to ensure the project is ready to progress (including proposal and final project presentation/defense) and is an acceptable project for program completion.
11. Provide substantive peer review feedback over the course of the project.
12. Grade each of the student assignments along with the reviewer/s and submit final grades.
13. The project faculty chair works with the students for the length of their projects from conception to dissemination.
14. Identify with the DNP student-specific, measurable, achievable, and timely (SMART) goals for the Project that are in alignment with the DNP Essentials and HU Student Learning Objectives.
15. Hold a course orientation session at the beginning of every term with the DNP Project Committee and all other advisors to discuss and review semester goals, project steps, and progression.
16. Assist the DNP Student in collaborating with the DNP Project Committee Members to communicate effectively via written and verbal methods for consistent meetings, expectations, and goals of the committee members and collaborative relationship development in the DNP project.
17. Coordinates at the University/College level the student's presentation of their DNP Project (Proposal and final project) to the University and guests.
18. Facilitates student access to resources, assists the student in fulfilling the DNP Project requirements, and provides input to ensure rigor, applicability, and meaningful impact of the work in the practice environment.
19. Hold students accountable for the progression of the project, from selection of the project topic to completion of the final project and presentation. It is the student's responsibility to meet with the DNP Project Chair when needed, including the required meetings time (#9 above). The Chair determines progression expectations and reviews the timeline for completion of the project. Failure to complete the project as agreed upon or within the project timeline may result in revision of the timeline, change in the Project DNP Project Chair and/or committee members, and the inability for a timely graduation.

20. The chair maintains documentation of all communication within the DNP Project Team, ensuring that all necessary forms are completed, signed, and submitted to the Graduate Program.
21. Supports the student through the IRB review process.

### **DNP Project Committee Project Reviewer/s Role**

The DNP project committee reviewer serves to guide, recommend changes, define, and help narrow down the project. The reviewer will provide recommendations for research and guide the student to resources that are appropriate for the project. The reviewer will facilitate the student's specific goals, direct the student to fulfill project requirements and provide input. In addition, meetings should be scheduled regularly by the student with the DNP Project reviewer to ensure that the project stays within the projected timeline. The reviewer will provide timely feedback as needed and/or requested as agreed upon by the student and the reviewer.

### **Specific Responsibilities of the DNP Project Reviewer 1**

1. Assist students via virtual workshops and provide direct assistance with the Project.
2. Assist the Committee Chair as questions or issues arise.
3. Serve as a liaison between the student and the Chair if an issue arises.
4. Provide scholarly expertise to assist students with various aspects of the project development.
5. Track and record timeline progression and completion of project requirements as outlined on the rubric and in the project contract.
6. Collaborate with the project Committee Chair to review the student's DNP Project proposal, abstract, draft paper, references, and submit substantive feedback to the student.
7. Assist the Committee Chair with document review, content critique, and style, including formatting and use of appropriate APA style.
8. Guide students through the process of developing the project paper and poster presentation.
9. Review in collaboration with the Committee Chair and provide feedback and approve the PowerPoint presentation of the final DNP Project.
10. Actively participate in DNP Project Committee meetings.
11. May serve as the third author on the manuscript and presentation if contribution is made in the review and preparation process.

### **Specific Responsibilities of the DNP Project Reviewer 2**

1. Provide direct assistance with the project at the project site including internal operations, policies and processes.
2. Provide content assistance.
3. Assist the Committee Chair as questions or issues arise.
4. Serve as a liaison between the student and the Chair if an issue arises.
5. Provide scholarly expertise to assist students with various aspects of the project development.
6. Track and record timeline progression and completion of project requirements as outlined on the rubric and in the project contract.
7. Collaborate with the project Committee Chair to review the student's DNP Project proposal, abstract, draft paper, references, and submitting substantive feedback to the student.

8. Assist the Committee Chair with document review, content critique, or style.
9. Guide the student through the process of developing the project paper and poster presentation.
10. Review in collaboration with the Committee Chair and provide feedback and approve the PowerPoint presentation of the final DNP Project.
11. Actively participate in DNP Project Committee meetings
12. May serve as the third or fourth author on the manuscript and presentation if contribution is made in the review and preparation process.

### **Procedure for Changing Advisor/DNP Project Committee Composition**

If a DNP student seeks a change in any of the members of the DNP Project Committee the following procedure must be followed. A change in Project Committee Chair and/or members can only be requested once during the program:

1. Prior to requesting a change, the student notifies their DNP Project Committee Chair.
2. The student must submit to the Graduate Chairperson a written request for a change of their DNP Project Committee Chair or member. The request must state the rationale for why a change is requested.
3. The Graduate Chairperson seeks input as appropriate from committee members and course faculty.
4. If the Graduate Chairperson approves the request, and a qualified replacement is secured, the Chairperson will document the final approval in the student's file.
5. Should the Graduate Chairperson disagree with the proposed change and the conditions thereof, and if no compromise acceptable to all parties can be reached, the matter shall be arbitrated by the Nursing Program Chairperson. Such arbitration may need to consider the question of ownership of the components of the DNP Project already undertaken by the student under the supervision of the DNP Project Committee Chair. Any student appeal of the decision in this regard shall be directed to the College Dean through the College Grievance Process found in the Graduate Program Handbook.

### **Overview of the Process for the DNP Scholarly Project**

The DNP Scholarly Project is a culmination of clinical experience and theoretical knowledge geared towards improving outcomes. The student should first identify an area of interest and clinical or healthcare problem they would like to explore and improve. A thorough review of the literature on this issue should be explored. From the literature and or the student's clinical experience, a solution should be developed and a road map for rectifying the issue should be outlined. An evaluation of the new process should be undertaken to identify its effectiveness in resolving the original problem. Findings are expected to be shared with internal and external stakeholders of the university through either a poster presentation at a conference and/or a scholarly manuscript.

The project is spread over 4 semesters including summer sessions under the course names of NURD 711, 712, 713, and 714 DNP Project Seminar and NURP 703 Residency.

## **Step 1: Identification/Approval of DNP Project Area of Interest and DNP Project Committee**

DNP projects must apply to clinical practice. Students will identify a broad area of interest and work with their assigned DNP Project Chair by the completion of NURD-710 DNP Project Seminar I.

### **A. DNP Project Approval Process**

Students are expected to develop a proposal for their DNP scholarly project. During the NURD 711 course, the student should comply with a DNP Project Committee, including a chairperson and 1 or 2 additional members. The student initially arranges a meeting with their DNP Project Committee Chair and provides an overview of the proposed project. Once all the members sign off on the draft of the proposed study the student will begin working with their committee members to develop the project.

The DNP Project Area of Interest and DNP Project Team Approval Form must be completed and submitted to:

- DNP Project Committee Chair
- DNP Project Team Member/s

## **STEP 2: Develop Written Proposal**

The purpose of the proposal is for the student to demonstrate that they have sufficient knowledge and understanding of the scientific process to conduct an evidenced-based project. The DNP proposal should demonstrate evidence of scholarly review, critique of the literature, and a detailed and well-thought-out project plan with the support of their committee. The proposal is a blueprint of the plans for the scholarly project. It should provide compelling evidence for the significance of the project, an overview of the relevant literature, the design or procedural map of the project, and the evaluation plan. References and appendices should also be attached. All members of the committee must sign off on the proposal before scheduling the defense/presentation of the proposal. The defense/presentation should be scheduled with the Graduate Program Office at least 2 weeks after the proposal has been approved by the committee. The committee members, Program Chairperson, and Program Advisor should be present at the defense. The student is allowed to invite 2 guests to the defense. The defense is 30-45 minutes and provides an outline of the DNP scholarly project. Time for questions and answers is allowed at the end of the defense. The committee members, Graduate Chairperson, and Advisor must approve the proposal to move forward with the scholarly project. The proposal may be accepted in full, accepted with minor corrections, or rejected. Fully approved proposals can move forward to the IRB. Approved with minor corrections will need to complete the required corrections and submitted to the DNP project committee for review. Proposals that are not fully approved will be given feedback and corrections. Proposals that are rejected, once revised, the student will have to get approval again from their project committee and defend the proposal a second time. Students are allowed 2 opportunities to defend their proposal. The steps for the proposal should include at least the following:

## **DNP Project Proposal Outline**

1. Title Page and Table of Contents
2. Section 1 – Background and Significance (needs assessment, problem statement)
  - a. Identify a specific problem/s in a targeted clinical situation/population.
  - b. Background and significance of problem (define the magnitude of the problem in measurable terms; characterize the impact of the problem on the population and/or organization. Consider bio-psycho-social-cultural-spiritual dimensions.)
  - c. Congruence of needs and organizational strategic plan with the project (market analysis, strategic analysis, readiness for change).
3. Section 2- Literature Review
  - a. Evidence-based literature search and critical appraisal of evidence (leveling and grading) to support the project and interventions (evidence rating may occur at multiple time points in the project).
  - b. Concise problem and purpose statement.
  - c. Project objectives
4. Section 3- Framework
  - a. Identify and discuss the Evidence-Based Project framework.
  - b. Identify and discuss organizational theory for the project.
  - c. Identify and discuss practice theory for the project (if applicable)
5. Section 4- Project Methodology  
Propose:
  - a. Project design (describe the type of project)
  - b. Project setting
  - c. Key personnel/Stakeholders
  - d. Participants/population
  - e. Recruitment strategies
  - f. Project Intervention Plan (Procedures)
  - g. Data collection instruments
  - h. Procedures for project implementation
  - i. Potential barriers to implementation and sustainability
  - j. Ethical considerations and risks
  - k. Potential benefits and outcomes
  - l. Proposed timeline
  - m. Anticipated resources, budget, and funding plan
6. Section 5- Evaluation Plan
  - n. A specific plan for evaluation of each objective
  - o. Evidence-based measures that should be applied to the evaluation plan.
  - p. Propose an analysis method for each objective

7. References
8. Appendices

### **STEP 3: Obtain Institutional Review Board (IRB) and Office of Regulatory Research and Compliance (ORRC) Approval**

During the course NURD-711 DNP Project Seminar II, the IRB process will be completed. After completion of the project approval and successful defense, the student will complete the Howard University IRB/ORRC process and any IRB or equivalent for their practice site. IRB is required for studies involving human subjects. IRB approval must be obtained prior to the initiation of the project. During this phase, the Residency course NURP-703 Residency can also be started as the student is expected to work on any processes for the implementation of the project.

All projects must be approved by the Howard University Office of Regulatory Research and Compliance (ORRC), the project site IRB, or similar. ORRC requires students to complete the following course before submitting a project for approval.

1. CITI – all areas <https://www.orrchoward.com/IRBtraining.html>
2. Biomedical Responsible Conduct of Research Course
3. IPS for Clinician Scientist

Review the [ORRC website](#) for deadlines to submit proposals for approval:

<https://www.orrchoward.com/Graduate-Students---Deadlines-for-IRB-Submissions-and-Candidacy-Applications.html>

### **Outside Agency Research Committee(s) IRB Approval**

Most healthcare institutions require students to secure permission from their Research Committee and or IRB, in addition to IRB approval from Howard University. IRB approval from an outside institution will require the completion of an IRB Authorization Agreement (IAA). The DNP student must submit an IAA application along with all copies of approved documents from the outside institution to the Graduate Program Office (e.g., IRB application, consent form, HIPAA waiver or authorization, and approval letter). The student should be in consult with the DNP Project Committee Chair to assist with this process.

### **STEP 4: Implement the Project**

Course NURD-712 DNP Project Seminar III is the implementation phase of the DNP project. Students can begin implementation of their project only after all written approvals have been received from the DNP Project Committee Team, Howard IRB/ORRC, and outside institution IRB if applicable, and any other required research committees. The Residency course NURP-703 Residency is continued during the stage to operationalize the project. The student's DNP Project Committee including the site steward or 2<sup>nd</sup> reviewer guides this process of the project.

### **STEP 5: Write the Final Report and Project**

Courses NURD-712 DNP Project Seminar III and NURD-713 DNP Project Seminar IV are the

courses involved in the write-up of the project. Documentation of the project should be ongoing and at the conclusion of the project. In this phase, data is analyzed, findings discussed, and evaluation of the project is done. Per AACN (2022), “students will use their knowledge of graduate level statistics to organize data for entry into a data management and analysis program and to run appropriate statistical tests for evaluation and/or address research questions.

The final stages of the DNP project should be written clearly and concisely. These steps are outlined below and should be completed with the direction and support of the student’s project committee.

## **DNP Scholarly Project Writeup Guideline**

### *APA Style*

The DNP Project style and format adheres to the most current version of the *Publication Manual of the American Psychological Association* (APA).

### *Typeface*

Times New Roman, 12-point font, this should be consistent throughout the paper.

### *Line Spacing*

Double space throughout the entire paper including headings and references.

### *Line Length*

All lines in the paper are to be flush-left style. This style leaves the right edge of the paper uneven. Do not hyphenate words at the end of a line.

### *Paragraphs and indentations*

Paragraphs should be started with an indent of five to seven spaces, or approximately ½ inch.

### *Section Titles*

APA provides for five potential levels of headings for the sections of the paper. Please see the most current APA manual for formatting rules. All line spacing stays at double space.

### *Margins*

Margins will be set differently for papers that are submitted for the digital repository compared to those who want to do a bound copy instead or in addition to the digital repository.

1. For digital repository - paper margins should be 1 inch on all sides.
2. For bound copies - paper margins should be 1 ½ inches on the left side, and 1 inch for the top, bottom, and right side.

### *Pagination*

Pages should be numbered consecutively using Arabic numerals starting with the Title page which is page 1. Page numbers should be in the page header, flush right.

### *Running Head*

This is an abbreviated title that will be at the top of each page in the header section formatted to the left margin. Headers should be no more than 50 characters in total. Headers should be all capital letters.

### *Sections for Body of the Paper*

The sections used to organize the paper will be individualized based on the organizational change framework or model guiding the system change. For example, a project based on the IOWA model would have different sections than one using Kotter. As a generalization, the body of the paper should address the project purpose, evidence, organizational change framework, planning, implementation, sustainability, project outcomes, conclusion & recommendations.

Section	Examples of topics to be included
Introductory Material	Acknowledgments, Table of Contents, List of Tables, List of Figures, List of Abbreviations
Abstract or Executive Summary	A succinct summary of the project including problem statement, purpose, key elements of project and key findings. Usually, 150 to 250 words. On a separate page.
Purpose	Introduction including a brief discussion of the background, problem statement, and purpose of the proposed organizational change.
Evidence	Background and review of the evidence (this is the literature review): substantiate the problem, relationship to advanced practice specialty role, sphere of nursing practice, patient/system outcomes.
Nursing Theoretical Framework/Conceptual Model	Identify and describe the nursing theory used to substantiate the project or intervention.
Organizational Change Framework	Identify and describe the conceptual and/or theoretical change framework selected to guide the change process.
Planning and Methodology	System to be changed, financial & resource needs, policy implications, project timeline, identification of outcomes, key stakeholders in the project, project team development, and as appropriate – SWOT or workflow analysis, IRB processes, agency Contract, etc.
Implementation	Engagement of stakeholders, securing resources, and description of actual implementation of the project.
Sustainability	Plans for project monitoring and sustainability, embedding the change into the system, resource implications, political realities, etc.



Project Outcome Analysis	Analysis and discussion of processes and outcomes, formative and/or summative, and significance of outcomes.
Conclusion, Recommendations	Importance and limitations of the project.
References	Start on a new page. Include all references cited in the paper. See the APA guide for formatting.
Appendices	Include any supplemental material for the paper. Note: Tables and figures may either be place in the appendices or embedded within the text.

### *The Title Page*

The title page includes six elements: title, running head, page number, author byline, institutional affiliation, and author note – a statement regarding partial fulfillment of degree requirements and year.

- Project Title should be in Title Case, bold, centered, and positioned in the upper half of the title page.
- Capitalize the following words in the title:
  - First word
  - First word in subtitle
  - First word after a colon, dash, or end punctuation
  - All Major words
  - Words with four letters or more
- Student's Name and Program Information:
  - Student's name should be first name, middle initial(s), and last name.
  - Student's name should be below the title with one extra double blank space.
  - Student's name should include no professional or academic degrees or licenses.
  - The institution name "Howard University" should appear below the student's name.
- At the bottom of the title page include the following:

"In Partial Fulfillment of Degree Requirements for Doctor of Nursing Practice" and the 20XX [appropriate year]

### **STEP 6: Oral Defense/Presentation and Submission Copies of Completed Project**

The purpose of the oral presentation is for faculty and the DNP Project Committee team to evaluate and approve the student's ability to articulate their DNP Final Project. After all the sections of the DNP project are complete and signed off by the committee, the student must schedule the project defense with the Graduate Nursing Program. A completion form should be signed by all the committee members and submitted by the student when scheduling the presentation. The final version of the project must be approved before the committee members sign off. Slides and presentation material must be submitted to all committee members at least 3 business days before the presentation.

The presentation is 30-45 minutes with a period for questions and answers. The committee members should all be present and can either approve or approve minor changes to the project. In the case of minor changes, the student should complete these changes no later than 30 days and submit them to all the committee members. Committee members must sign off approving the revised project in at least 2 weeks. The project chair must submit a defense form to the

graduate program office once the student defended successfully or made minor changes with the committee's approval. The student can invite up to 4 adult guests to the presentation.

### **Step 7: Disseminate the DNP Project**

#### **Manuscript or Poster presentation**

Students will work with their project chair to develop and submit a manuscript to a journal or develop a poster for presentation at a conference. The student and chair will discuss which is most appropriate and follow the agency's guidelines for either the manuscript or poster. A poster of the project will be developed by the student and retained by the Program. This is either a copy of the conference poster or a poster of their manuscript abstract.

#### **Professional E-portfolio**

A professional portfolio should be developed during the NURD 713 course. The purpose of the portfolio is to display clinical scholarship and a repository of work that meets the program outcomes. Items in the portfolio may include but are not limited to:

- Current CV
- Residency hours log
- Scholarly Project documents
- Course evaluations
- Conference and workshops attended
- Reflective journals
- Clinical logs
- Final papers for various courses
- Proposal and Defense slides
- Project abstract

### **Residency**

The Residency course is designed to offer students a clinical opportunity to build experiences that will support their DNP scholarly project. Residency hours are 1000 and can be less based on transfer hours from the student's MSN program. Clinical hours from your MSN program must be verified through the verification form in this Handbook. Practice partnerships and suitability of residency hours are overseen by the student's course faculty. Any affiliation agreements with the clinical site must be acquired before starting the residency. A log of clinical hours should be maintained by the students and reviewed by the course faculty at a mutually agreed-upon frequency. Students are not allowed to engage or terminate residencies without the approval of the course faculty. Residency sites may be a healthcare facility, health organization, or similar agency. Conferences and workshops pertaining to the DNP Scholarly projects are also approved residency hours.

## **Student Tracking of DNP Project Hours for the Residency Course**

All students are required to demonstrate accomplishment of the DNP Essentials through their coursework and completion of the DNP Scholarly Project. Attainment of the eight (8) DNP Essentials will be documented in the evaluation management system throughout the program and evidence and artifacts filed in the student's Canvas course folder. Students are responsible for maintaining an ongoing log of DNP Project hours, activities, and accomplishments of the DNP Essentials. This log is to be updated every semester. The following activities are some examples of time that should be recorded toward meeting the DNP Essentials:

- Observational and/or meeting time with identified experts.
- Organizational planning meetings to determine goals/approaches for the project.
- Attending seminars and meeting with consultants related to the project problem.
- Learning new leadership and advanced practice skills appropriate to the DNP Project topic.
- Evaluating and rating evidence for the DNP Project.
- Producing educational materials related to the DNP Project topic.
- Developing tools for assessment and evaluation related to the DNP Project topic.
- Engaging in organizational work related to the DNP Project.
- Engaging in policy development related to the DNP Project.
- Poster, paper presentations of findings at an agency or conference.
- Staff in-services related to the project.

### **MSN-DNP student tracking of clinical/practicum hours**

One thousand (1000) clinical hours are required with credit given from your APRN master's program. Verified hours from your master's program must be signed off by the Graduate Program Office on the clinical hours verification form.

### **Authorship**

To secure authorship on any publications from the DNP Project, the authorship agreement must be signed and included in the student file. The student and committee members must discuss and agree on authorship and document on the authorship agreement form.

### **Editorial Style**

APA is the only acceptable writing format for use in the Graduate Nursing Program at Howard University. Students should use the most up-to-date APA Publication Manual of the American Psychological Association.



**COLLEGE OF NURSING AND ALLIED HEALTH SCIENCES  
GRADUATE NURSING PROGRAM**

**DEVELOPMENT AND PROGRESSION OF THE DNP PROJECT TABLE**

	<b>NURD-701 DNP Role</b>	<b>NURD-710 DNP Project Seminar 1</b>	<b>NURD-711 DNP Project Seminar 2</b>	<b>NURD-712 DNP Project Seminar 3</b>	<b>NURD-713 DNP Project Seminar 4</b>	<b>NURP 703 DNP Residency</b>
Identify a broad area of interest	X	X				
Identify agency		X	X			
DNP project committee team formation		X				
Formalize DNP Project		X	X			
Review of literature and rating evidence	X	X	X	X		
DNP Project Area of Interest and DNP Project Team Approval Form completed		X				
Proposal development		X	X			X
Proposal presentation		X	X			
IRB Preparation		X	X			X
CITI Training		X	X			
IRB submission		X	X			

DNP Project implementation			X	X		X
Data/outcome analysis				X	X	X
DNP project write-up					X	
DNP Project Presentation					X	
Manuscript development					X	
Portfolio development					X	
Poster development/presentation					X	



**COLLEGE OF NURSING AND ALLIED HEALTH SCIENCES  
GRADUATE NURSING PROGRAM**

**DNP SCHOLARLY PROJECT COMMITTEE AGREEMENT**

I hereby consent to serve as a DNP Project Team Member on the project titled:

\_\_\_\_\_

for DNP student

\_\_\_\_\_.

As a member of the committee, I agree to attend meetings, read, and review all drafts of the project within a timely manner of at least 2 weeks or otherwise mutually agreed upon with the team.

Chairperson 1<sup>st</sup> Lead: \_\_\_\_\_

Date: \_\_\_\_\_

2<sup>nd</sup> Lead Committee Member: \_\_\_\_\_

Date: \_\_\_\_\_

Site Lead Member: \_\_\_\_\_

Date: \_\_\_\_\_



**COLLEGE OF NURSING AND ALLIED HEALTH SCIENCES  
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**DNP PROJECT AREA OF INTEREST AND TEAM APPROVAL FORM**

Date:

Student name: \_\_\_\_\_

1. Describe your area of interest:
2. Describe the problem to be addressed and specify the question to be answered:
3. Explain the importance of the question or problem to the area of specialty nursing:
4. Submit the results of an initial review of the literature on your topic area. Include references that will assist the DNP Project Team members in understanding your area of interest and questions to be answered.
5. Describe the DNP Project method proposed to answer the problem:
6. Describe your plans for dissemination of DNP Project results:

*THE SIGNATURE OF THE DNP PROJECT TEAM INDICATES APPROVAL OF THE DNP  
FINAL PROJECT IDEA/CONCEPT.*

**Student name: (print)** \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



**DNP PROJECT CHAIR:**

Name: (print) \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**DNP PROJECT TEAM MEMBER:**

Name: (print) \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**ADDITIONAL TEAM MEMBERS (OPTIONAL):**

Name: (print) \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

*Students are to complete this form and submit to their DNP Project Chair and any DNP project team members for review.*



**COLLEGE OF NURSING AND ALLIED HEALTH SCIENCES  
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**DNP SCHOLARLY PROJECT DEFENSE AGREEMENT**

This certifies that \_\_\_\_\_, a DNP student in the Graduate Nursing Program at Howard University College of Nursing and Allied Health Sciences has successfully defended their DNP Scholarly project titled

\_\_\_\_\_  
This project has met the requirements for the degree of Doctor of Nursing Practice.

Written Project

Date: \_\_\_\_\_

Oral Defense

Date: \_\_\_\_\_

\_\_\_\_\_  
Scholarly Project Committee Chairperson

Date: \_\_\_\_\_

\_\_\_\_\_  
Faculty Committee Member 1

Date: \_\_\_\_\_

\_\_\_\_\_  
Faculty Committee Member 2

Date: \_\_\_\_\_

\_\_\_\_\_  
Graduate Nursing Program Chairperson

Date: \_\_\_\_\_



**COLLEGE OF NURSING AND ALLIED HEALTH SCIENCES  
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**DNP SCHOLARLY PROJECT PROPOSAL DEFENSE AGREEMENT**

This certifies that \_\_\_\_\_, a DNP student in the Graduate Nursing Program at Howard University College of Nursing and Allied Health Sciences has successfully defended their DNP Scholarly project proposal titled

\_\_\_\_\_.

Written Project

Date: \_\_\_\_\_

Oral Defense

Date: \_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

Scholarly Project Committee Chairperson

\_\_\_\_\_

Date: \_\_\_\_\_

Faculty Committee Member 1

\_\_\_\_\_

Date: \_\_\_\_\_

Faculty Committee Member 2

\_\_\_\_\_

Date: \_\_\_\_\_

Graduate Nursing Program Chairperson



**COLLEGE OF NURSING AND ALLIED HEALTH SCIENCES  
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**DNP SCHOLARLY PROJECT MANUSCRIPT/POSTER COMPLETION FORM**

This certifies that \_\_\_\_\_, a DNP student in the Graduate Nursing Program at Howard University College of Nursing and Allied Health Sciences has successfully completed their:

Manuscript

Poster

for their DNP Scholarly project titled:

\_\_\_\_\_.

\_\_\_\_\_  
Scholarly Project Committee Chairperson

Date: \_\_\_\_\_

\_\_\_\_\_  
Graduate Nursing Program Chairperson

Date: \_\_\_\_\_



**COLLEGE OF NURSING AND ALLIED HEALTH SCIENCES  
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**DNP PROJECT PLANNING FORM**

Students who are completing a DNP Project are required to submit this form to the Project Committee Chair for approval at the beginning of the planning process. As outlined in the DNP Project Requirements, students will be individually evaluated, and the project must comply with the AACN (2022) requirements.

Requirement	Completion (check mark)	Date
Describe the overall DNP Project Planning.		
Describe the Aim/Objectives of which the student is taking a leadership role.		
Describe contributions to: - Writing DNP Project Proposal - Proposal Presentation - IRB submission - Developing plan for Experience Hours		
Describe the contributions to: - Project Planning - Project Implementation - Project Analysis/Synthesis - Project Dissemination-		
Describe the contributions to: -DNP Project Final Report -Mechanism for dissemination		
Other project-related contributions:		

Student name:

Student signature:

**Approved by DNP Project Chair:**

Name: (print)

Signature:

Date:



**COLLEGE OF NURSING AND ALLIED HEALTH SCIENCES  
GRADUATE NURSING PROGRAM**

**NURP 703 - DNP RESIDENCY PROJECT TIME LOGS**

**DNP Project Hours Tracking Form**

Date	Hours	DNP Project Task Completed	AACN Essential Met	Mentor Signature

**Total Hours:**

**Total Hours needed:**

**Project Chairperson**

Name (Print):

Signature:

Date:

**FORMAT FOR TITLE PAGE**

**DNP SCHOLARLY PROJECT**  
STUDENT NAME

A research report submitted in partial fulfillment of the  
requirements for the degree of DOCTOR OF NURSING PRACTICE

College of Nursing and Allied Health Sciences

Graduate Nursing Program

Howard University Washington, D.C.

APPROVED BY:

Project Chairperson

Name:

Signature:

Date

DNP Project Reviewer 1

Name:

Signature:

Date

DNP Project Reviewer 2

Name:

Signature:

Date



**COLLEGE OF NURSING AND ALLIED HEALTH SCIENCES  
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**DNP PROPOSAL RUBRIC**

Score each area using the following Likert scale:

1=Strongly disagree

2=Disagree

3=Neutral

4=Agree

5=Strongly Agree

<b>Sections</b>	<b>Details</b>	<b>Score</b>
Background and Significance	Describes the phenomena, and its importance to healthcare and affected stakeholders.	
Purpose Statement	Clearly and concisely states the goal of the project.	
Review of the Literature	Provides an organized, integrated summary of the state of the science (with the level of evidence provided).	
Theoretical Framework	Provides an appropriate theoretical framework to guide the project.	
Methods and Procedures	Clearly and concisely summarizes (where applicable): <ul style="list-style-type: none"> <li>• Evidence-based practice model or research design</li> <li>• Participants/population</li> <li>• Sample/setting</li> <li>• Recruitment</li> <li>• Instruments</li> <li>• Procedures</li> <li>• Key personnel</li> <li>• Stakeholders</li> <li>• Barriers to implementation and sustainability</li> <li>• Data collection plan</li> <li>• Data analysis plan</li> <li>• Ethical considerations</li> </ul>	
Resources	Identifies all anticipated resources and potential costs.	



Approvals for Implementation	Identifies required approvals needed for implementation (cooperating agencies, IRB, etc.)	
Evaluation Plan	Clearly and concisely summarizes the evaluation plan (where applicable): <ul style="list-style-type: none"> <li>• Objectives or research questions.</li> <li>• Plan for monitoring objective accomplishment.</li> <li>• Plan if problems are encountered during implementation.</li> </ul>	
References	Current references	
Clarity of Writing and Writing Technique	The writing is clear and succinct. The writer incorporates the active voice when appropriate. Appropriate grammar	
APA	Follows current APA format guidelines	

Project Chairperson

Name:

Signature:

Date

DNP Project Reviewer 1

Name:

Signature:

Date

DNP Project Reviewer 2

Name:

Signature:

Date



**COLLEGE OF NURSING AND ALLIED HEALTH SCIENCES  
GRADUATE NURSING PROGRAM**

**DNP SCHOLARLY PROJECT RUBRIC**

Score each area using the following Likert scale:

- 1=Strongly disagree
- 2=Disagree
- 3=Neutral
- 4=Agree
- 5=Strongly Agree

<b>Sections</b>	<b>Details</b>	<b>Score</b>
Background & Significance	Describes the phenomena, its importance to healthcare and affected stakeholders	
Purpose Statement	Clearly and concisely states the goal of the project.	
Review of the Literature	Provides an organized, integrated summary of the state of the science (with the level of evidence provided).	
Theoretical Framework	Provides an appropriate theoretical framework to guide the project.	
Methods and Procedures	Clearly and concisely summarizes (where applicable): <ul style="list-style-type: none"> <li>• Evidence-based Practice model or Research design</li> <li>• Participants/population</li> <li>• Sample/setting</li> <li>• Recruitment</li> <li>• Instruments</li> <li>• Procedures</li> <li>• Key personnel</li> <li>• Stakeholders</li> <li>• Barriers to implementation and sustainability</li> <li>• Data collection plan</li> <li>• Data analysis plan</li> <li>• Ethical considerations</li> </ul>	
Resources	Identifies all required resources and costs	

Approvals for Implementation	Provides all required letters of support from cooperating agencies (as appendices).	
Results	Clearly and concisely summarizes (if appropriate): <ul style="list-style-type: none"> <li>• How each goal/research question was objectively evaluated.</li> <li>• Statistical analyses for each goal/question.</li> </ul>	
Discussion	Addresses each objective: <ul style="list-style-type: none"> <li>• Provides facilitators and barriers encountered.</li> <li>• Identifies unintended consequences (both positive and negative, if appropriate) and how handled.</li> <li>• Thorough analysis of findings with comparison to literature.</li> </ul>	
Recommendations and Limitations	Provides future recommendations for project/research and possible application of this project in other settings. Identifies all limitations of the project.	
Implications for practice and career development	Discusses the impact of project and residency on personal growth and development.	
References	The current state of the science references (with matrix)	
Clarity of Writing and Writing Technique	The writing is clear and succinct. The writer incorporates the active voice when appropriate. Grammar appropriate	
APA	Follows APA	

Project Chairperson

Name:

Signature:

Date

DNP Project Reviewer 1

Name:

Signature:

Date

DNP Project Reviewer 2

Name:

Signature:

Date



**COLLEGE OF NURSING AND ALLIED HEALTH SCIENCES  
GRADUATE NURSING PROGRAM**

**AUTHORSHIP AGREEMENT**

The student and the DNP project team agree to the authorship agreement of any published material, posters, or presentations based on this project.

(CHECK ONE ONLY).

The team does not wish to be included in the authorship of any published material, posters, or presentations.

The team must be included in the authorship of the first published article only.

The team must be included in the authorship of ALL published materials, posters, and presentations based on this project.

Student

Name:

Signature:

Date:

DNP Project Chairperson

Name:

Signature:

Date:

Team member 1

Name:

Signature:

Date:

Team member 2

Name:

Signature:

Date:



**COLLEGE OF NURSING AND ALLIED HEALTH SCIENCES  
GRADUATE NURSING PROGRAM**

***Preceptorship Clinical Hours Verification Form***

Instructions:

The applicant must complete Section A before forwarding to their schools for completion of Section B. An authorized representative (*Dean, Director, Chairperson, Registrar, or Designee*) must complete and sign Section B and email the completed form to [caron.strong@howard.edu](mailto:caron.strong@howard.edu).

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**Section A**

Student Full Name:

Dates Attended the Program:

Name of Program:

Name of Academic Institution:

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**Section B**

*To be completed by the authorized institution and representative only.*

University Name:

Program Name:

Address:

Name of University Official Completing the form:

Title of University Official:

Contact Information (Email and Telephone Number):

Degree Awarded:

Date Awarded:

Specialization:

Total Verifiable Precepted Clinical Hours:

Is your Program Accredited?

Was your program accredited during the student's enrollment period?

Name of Accrediting Body:

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**Attestation**

I have completed this form to the best of my knowledge. I am confirming the preceptorship hours were completed based on my institutional policies for this applicant.

Signature:

Date:



**COLLEGE OF NURSING AND ALLIED HEALTH SCIENCES  
GRADUATE NURSING PROGRAM**

**DNP RESIDENCY PRECEPTOR AGREEMENT**

I, \_\_\_\_\_ agree to provide clinical support for the DNP  
Scholarly Project for student, \_\_\_\_\_, for  
the project titled \_\_\_\_\_. The  
DNP student has been granted IRB approval from Howard University and your  
agency. The student will be in your agency for the dates:  
\_\_\_\_\_.

Preceptor/Agent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Please email the completed form to: [caron.strong@howard.edu](mailto:caron.strong@howard.edu)

---

For office use only:

Reviewed by: \_\_\_\_\_

Date: \_\_\_\_\_

Approved as a clinical preceptor: \_\_\_\_\_ Yes \_\_\_\_\_ No



**COLLEGE OF NURSING AND ALLIED HEALTH SCIENCES  
GRADUATE NURSING PROGRAM**

**DNP SCHOLARLY PROJECT COMMITTEE CHANGE FORM**

I hereby consent to relinquish my role as a DNP Project Team Member for  
student \_\_\_\_\_ on the project entitled  
\_\_\_\_\_.

Chairperson: \_\_\_\_\_  
Date: \_\_\_\_\_

Committee Member 1: \_\_\_\_\_  
Date: \_\_\_\_\_

Committee Member 2: \_\_\_\_\_  
Date: \_\_\_\_\_

Graduate Program Chairperson: \_\_\_\_\_  
Date: \_\_\_\_\_

**Howard University  
College of Nursing and Allied Health Sciences  
Division of Nursing**

**DOCTOR OF NURSING PRACTICE  
SCHOLARLY PROJECT HANDBOOK  
SIGNATURE PAGE**

I have received a copy of *the Division of Nursing Graduate Program DNP Scholarly Project Handbook 2024-2026*. I acknowledge I am responsible and accountable for all policies and requirements stated in the Handbook.

Print Name: \_\_\_\_\_  
Student's Signature: \_\_\_\_\_  
Date: \_\_\_\_\_