

DNP Project Handbook

NGC 798/NGC 728

NGC 799/NGC 729

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DNP Project Handbook

This handbook serves as a guide for the development and finalization of the Doctor of Nursing Practice (DNP) project requirement for the DNP degree at the University at Buffalo (UB), School of Nursing (SON). This handbook includes the definition and purpose of a DNP project, a description of the roles and responsibilities of NGC 798/NGC 728 and NGC 799/NGC 729 course faculty, and a description of graduate student roles and responsibilities regarding NGC 798/NGC 728 and NGC 799/NGC 729 course conduct and preparation and completion of the DNP project. Criteria for DNP project standards of quality, guidelines for the DNP project proposal paper and dissemination, guidelines for the DNP project final paper and dissemination, and guidelines for completion of non-clinical logs are included in this handbook. It is **strongly recommended** that all students enrolled in DNP project courses become thoroughly familiar with the content of this handbook. Because no guide, manual, or handbook can address all possible questions, concerns, or situations with regard to preparing and completing a DNP project, students should consult with their assigned DNP Project Advisor as soon as any question or concern arises that is not addressed or presented in this handbook.

TIP! Take time to read the Handbook. It's designed to make the process easier!

This document is a handbook not a DNP Project. Therefore, formatting varies from what is required for the DNP Project.

Policy on Academic Integrity, Professional Behavior and Conduct, Plagiarism and Use of AI Tools

The University's goals of discovery and innovation begin with the ideals of academic civility and personal respect in order to maintain a supportive atmosphere of learning in both academic and social settings. The ability to disseminate knowledge and share ideas in an open dialogue is essential to the success of the School of Nursing and its students. Academic dishonesty – including but not limited to plagiarism, cheating, and falsification – will not be tolerated. **Utilizing generative AI tools (such as ChatGPT) in this class is strictly forbidden. Any use of generative AI tools in this class will be considered a violation of UB's Academic Integrity policies. However, you are free to use AI tools (that are not generative) such as spellcheckers and auto-annotation, to assist in making your writing more professional.**

The University expects proper representation of academic work as well as academic civility in all settings. Academic integrity promotes the moral self-respect and maintenance of competence advanced by the American Nurses Association and is encouraged by the actions of the faculty. It is crucial to students' success and the success of their classmates to uphold the values of honesty, respect, inclusiveness, and patience in an academic environment to better shape their professional character.

The School of Nursing upholds the values of the American Nurses Association Code of Ethics, in particular, personal and professional integrity. All RN licensed School of Nursing students must adhere to the professional Code of Ethics for Nurses and comply with the New York State rules for professional conduct and license requirements. Faculty promote an environment of academic honesty and integrity and place special responsibility for upholding academic honesty on each student. Founded on the principle of respect for others, integrity, and responsibility for one's actions are necessary for the

provision of patient and health care, research and teaching. If a violation of the academic integrity policy is suspected, the Instructor will follow the procedures outlined in UB's [Graduate School Policy Library](#).

The Practice Focused Doctorate (DNP)

DNP preparation represents the highest level of education for a career in nursing practice and is designed to prepare experts in specialized areas of advanced nursing practice (ANP) (American Association of Colleges of Nursing [AACN], 2019a). DNP prepared nurses generate new knowledge through practice change innovation, evidence translation into practice, and implementation of quality improvement processes into practice settings, systems, and populations (AACN, 2019). DNP prepared nurses address the need for healthcare improvement and best practice through translation and implementation of practice scholarship, policy changes, program development and evaluation, and quality improvement projects (AACN, 2019a).

Defining Nursing Scholarship and Practice Scholarship

According to the AACN, (2018), nursing scholarship is defined as the generation, synthesis, translation, application, and dissemination of knowledge that aims to improve health and transform care. Nursing scholarship entails the communication of knowledge that is generated through multiple forms of inquiry that inform clinical practice, nursing education, policy, and healthcare delivery (AACN, 2018). As a practice discipline, nursing scholarship informs science, enhances clinical practice, influences policy, and impacts best practices (AACN, 2018). Moreover, the Council on Accreditation of Nurse Anesthesia Educational Programs (COA) (2019) states “scholarly work represents an evidence-based inquiry using scholarship skills resulting in an academically sound product to improve clinical practice” (p. 9).

The scholarship of practice is directly related to addressing and resolving specific issues within practice (AACN, 2018). The purpose of scholarship of practice is to shorten the theory to practice gap through the application of evidence to practice and the incorporation of implementation and translation science (AACN, 2018). Practice scholars (DNP prepared nurses) apply and integrate evidence to and from clinical practice and conduct quality improvement projects using methodologies directed at improving patient care and healthcare processes (AACN, 2018). The DNP project for graduate students enrolled in DNP programs is an example of practice scholarship. The DNP project experience helps prepare DNP graduates to generate new knowledge through innovation of practice change, the translation of evidence, and the implementation of quality improvement processes in specific practice settings, systems, or populations to improve health and/or health outcomes (AACN, 2015).

The AACN DNP Essentials

The AACN DNP Essentials define the curricular elements that must be present in DNP programs. Required by the Commission on Collegiate Nursing Education (CCNE) for schools seeking accreditation for DNP programs, the AACN DNP Essentials outline the foundational competencies that are core to all APN roles including nurse practitioners (NPs), clinical nurse specialists (CNS), nurse anesthetists (CRNA), and nurse midwives (AACN, 2019b). The AACN DNP Essentials (listed below) recognize the need for a final scholarly project.

- 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

What is a DNP Project?

To support the development of advanced nursing knowledge and skills and to prepare expert APNs in specialty areas of practice, practice focused doctoral programs introduce graduate students to DNP practice scholarship through the development, implementation, completion, and dissemination of a scholarly DNP project. The DNP project provides opportunity for students to integrate newly learned skills into practice and to demonstrate how to apply principles of nursing practice scholarship guided by competencies outlined in the AACN DNP Essentials (AACN, 2019c). All AACN DNP Essentials do not have to be demonstrated in a DNP project, but the AACN DNP Essentials that are demonstrated should be discussed within the project regarding how the project met and was guided by the AACN DNP Essentials.

A DNP Project may focus on an intervention, a program, a policy, a quality improvement project, a nursing informatics project, or a creative entity that promotes improvement or change related to the health of individuals and populations or healthcare and systems.

According to the AACN (2019c), all DNP projects should:

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

It should be noted that the AACN (2019c) does not recognize integrative and systematic reviews alone, pre-/post-test only projects, portfolios, or any project that lacks rigor as acceptable DNP projects. All projects must be first approved by the student's DNP Project Advisor, DNP Project Course Coordinator and Content Expert (if needed). Projects may not be implemented until they are reviewed and approved by the University at Buffalo (UB) Institutional Review Board (IRB) and the project site IRB if warranted.

The intent of DNP education is to prepare nurses in advance practice, whether clinical or systems, to improve patient and health care system outcomes. As such, and in keeping with the intent of the 2006 AACN DNP Essentials and the 2015 Clarifying Recommendations, the DNP project is focused on patient population or health care system problems to improve outcomes. DNP projects focused on nursing education or students, regardless of the level, are not the purview of the DNP. (Allison, 2019).

Advanced nursing practice DNP students who are in faculty roles can still do a DNP project, but it needs to be in a practice setting with an emphasis on patient or health care system outcomes. (Allison, 2019).

An educational intervention utilizing a non-UB School of Nursing population with the sole purpose of providing a deliverable impacting a patient population or system for a clinical setting is acceptable. UB nursing students educating UB nursing students **is not acceptable**.

DNP Project Faculty

Each DNP student is assigned a DNP Project Advisor who will guide the student through the entire DNP project process. The DNP Project Advisor is assigned by the DNP Course Coordinator.

Faculty and Student Roles and Responsibilities

Responsibilities of DNP Project Advisor

The DNP Project Advisor is the course faculty member who works one on one with their assigned student throughout developing the project idea, proposal development and implementation. Specifically, DNP Project Advisors are responsible for:

- guiding the student with determining and finalizing the DNP project question ensuring the project meets all AACN requirements and SON standards;
- guiding the students with project design, selection of appropriate theoretical framework, methodology, if appropriate, data analysis and writing up results and findings
- guiding the student with writing and finalizing the DNP project proposal paper and PowerPoint presentation
- participating in and approving the DNP project proposal presentation
- serving as a second reviewer for DNP project proposals
- assisting the student with writing and submitting the IRB proposal for project approval
- guiding the student with project implementation and data collection
- assisting the student with data analysis and writing up results and findings
- guiding the student with writing, finalizing, and disseminating the project
- participating in the DNP project dissemination
- reviewing the student's DNP project activities logs to ensure they are meeting the required number of hours they registered for both NGC 728 and NGC 729

If the student is not meeting course requirements with a passing grade at mid-semester, the student, DNP Course Coordinator, and the student's DNP Program Director will be notified by the DNP project advisor via email that a plan for success will be established.

Faculty Procedure for Students Not Meeting Course Requirements

If a student is not meeting course requirements with a passing grade at mid-semester, it is the responsibility of the DNP Project Advisor to notify the student, the DNP Project Course Coordinator, and the Program Director of the student's specialty program of the student's current course standing and progress. To help the student meet all course requirements and successfully pass the course, a plan for success will be created by the student's DNP Project Advisor, reviewed by the student's DNP Program Director, and then implemented after reviewing the plan for success with the student and obtaining the student's signature of agreement. *The School of Nursing's Office of Student Services will receive a copy of both the need for a plan for success email and agreed upon plan for success.*

Change in DNP Project Advisor

If a DNP Project Advisor is unable to continue, the DNP Course Coordinator will notify the student and will appoint the student another DNP Project Advisor. The outgoing DNP Project Advisor will schedule a meeting with the student and their new DNP Project Advisor to discuss the current status of the student's DNP project, to answer any questions, to clarify and discuss any concerns, and to formulate plans agreed upon and understood by both the student and the new DNP Project Advisor to ensure success in assisting the student to move forward.

Responsibilities of the DNP Course Coordinator

The DNP project courses are overseen by the DNP Course Coordinator. The DNP Course Coordinator is the lead course faculty member who is responsible for all course content and course activities including:

- setting up all DNP project courses including syllabi, course assignments, and required project documents and materials
- assigning students with a DNP Project Advisor
- collecting student project question the first week of the semester
- collecting IRB required Collaborative Institutional Training Initiative (CITI) certificates (Human Research Social & Behavioral Investigators; Social Behavioral Responsible Conduct of Research; and CITI Conflict of Interest (COI))
- tracking student progression throughout all DNP project courses

In addition, the DNP Course Coordinator is available to the DNP Project Advisor for consulting on issues with the student's project proposals, proposal presentation and any issues with which the assigned DNP Project Advisor may require assistance.

Responsibilities of the DNP Project Method and Design Consultant

If the student's project requires a more robust design or enhanced statistical analysis, the student may make an appointment with the DNP Project Method and Design Consultant. The DNP Project Method and Design Consultant or assistant will consult with the student on:

- project design and methodology
- quantitative and/or qualitative data analysis
- writing up final data analysis results if utilizing advanced statistical analysis

Responsibilities of the DNP Project Content Expert

It is possible that the student's project may require a Content Expert. A Content Expert is a person who has expertise within the area of the student's proposed project. The Content Expert will assist the DNP Project Advisor and student in the following areas:

- development of the project idea to ensure the project idea is relevant and doable
- assist (if needed) with development of the actual DNP project question
- provide research resources or ideas for the student to review
- review the specialty content aspect of the project to make sure the project is appropriately addressing the identified clinical gap
- attend/participate in the final dissemination of the project

It is not the responsibility of the Content Expert to:

- solely work with the student without the DNP Project Advisor
- grade NGC 798 or NGC 799 DNP project assignments

- participate in helping the student prepare and submit DNP project IRB materials (unless the IRB submission requires their expert opinion)
- review or grade DNP project activities logs in NGC 728 or NGC 729

Students Roles and Responsibilities

The DNP student is responsible for:

- registering for NGC 798 and the appropriate number of credits for NGC 728 (semester one) as directed by the student's DNP Program Director
- registering for NGC 799 and appropriate number of credits for NGC 729 (semester two) as required as directed by the student's DNP Program Director
- working with the DNP Project Advisor to fine tune the project question and to determine if the project is manageable and meets all criteria set forth by the AACN and project standards set forth by the UB SON
- submitting all course materials in a professional and timely manner as required and directed by the DNP course faculty and the DNP Project Advisor
- addressing/making all project proposal revisions according to course guidelines and as directed by the DNP Project Advisor to ensure that the DNP project written proposal and PowerPoint presentation and the DNP final paper and presentation are professionally presented, grammatically correct and well written, and that they strictly adhere to current APA formatting and guidelines
- demonstrating responsibility, accountability, professionalism, and initiative when working collaboratively with course faculty, preceptors, peers, and community stakeholders
- providing a copy of the following completed CITI certificated to the DNP Course Coordinator the first week of class in NGC 798:
 - ✓ Human Research Social & Behavioral Investigators
 - ✓ Social Behavioral Responsible Conduct of Research
 - ✓ Conflict of Interest (COI)

All three CITI certificates must remain valid for the duration students are enrolled in the project courses.
- following all UB SON required guidelines and deadlines regarding the proper completion of the DNP project, Human Rights Protection (IRB), and any other requirement needed for project approval requested by outside facilities, organizations, or agencies

If a student experiences any problems with their assigned DNP Project Advisor, they should discuss the issue with their Program Director who should attempt to mediate the situation. If the faculty issue requires further mediation, the Program Director should speak directly with the faculty's supervisor.

Responsibilities of the DNP Project Site Mentor/Partner/Stakeholder

The DNP project site mentor/partner acts as a site contact and mentor including:

- establishing the need for and purpose of carrying out the DNP project at the identified site
 - providing written permission to the student agreeing to project implementation at the site.
- Please provide your DNP Project Faculty Advisor with a copy of the DNP project site mentor/community partner/stakeholder letter of support. Appendix A provides a sample letter of support. This letter is not included in the final project!***

- assisting with the planning and development of the project to ensure that the DNP project meets the project site needs
- assisting the student with setting up IRB approved data collection needs at the designated site
- assisting the student with any project site issues, concerns, or questions
- participating in the student's project proposal presentation and giving feedback if warranted
- participating in the student's final project dissemination and giving feedback if warranted
- requesting and receiving the DNP project product or deliverable(s)

DNP Project Evaluation

Evaluation of the final DNP project is the responsibility of the DNP Project Faculty. The final evaluation will include review and feedback from SON faculty and site member/partner. Review, evaluation, and feedback from the DNP project site member/partner is important to ensure project rigor, applicability, and impact of project work.

DNP Project Criteria for Standards of Quality

Listed below are the specific criteria for standards of quality used by the School of Nursing (SON) when evaluating DNP projects:

- The identified problem is stated definitively such that its relevance to nursing and health care is readily apparent.
- The project topic and purpose meet AACN requirements.
- The theoretical or conceptual framework for the project is clearly identified and its application as a guiding project framework is well established.
- The project is feasible (is reasonable, practical, and accomplishable).
- The project Methods and Design is sound and consistent with the project purpose, goals, and objectives.
- The literature review reflects student understanding and ability to analyze and summarize the current body of evidence-based knowledge as it pertains to the project topic, theoretical and conceptual framework, Project Methods and Design and evaluative procedures.
- The appropriate setting and population for the project purpose are identified.
- For any copyright materials used within the project, the student has obtained the author's written permission for inclusion in the project's appendix.
- Policies and procedures pertaining to human subject protections are followed and strictly adhered to per UB's IRB guidelines. The student has carefully and clearly designed the project to maximize human subject benefit and to minimize human subject risk.
- The overall project reflects professionalism, is organized, conceptually sound, well written following APA format.
- The completed project results in a well-developed and creative product.

DNP Project Dissemination

Dissemination of the DNP Project, with active participation by the DNP Project Advisor, is required for *all projects* and should include a deliverable/product describing the purpose, aims, objectives, planning, implementation, and evaluation components of the project (AACN, 2019c). Dissemination of DNP project outcomes is essential and includes a variety of forms depending upon the focus and area of advanced nursing practice. DNP Project outcomes need to be targeted to appropriate audiences to ensure project impact (AACN, 2019c).

Dissemination examples for DNP projects include the following (AACN, 2019c); (COA, 2019):

- Publishing in a peer reviewed print or on-line journal (students work closely with their DNP Project Advisor from the beginning of the project and plan writing the final project paper according to target journal guidelines)
- Poster and podium presentations
- Presentation of a written or verbal executive summary to stakeholders and/or the practice site/organization leadership
- Development of a webinar presentation or video (i.e., YouTube or another public site)
- Submission and publication to a non-refereed lay publication
- Oral presentation to the public at large
- Development and presentation of a digital poster, grand rounds presentation, and/or PowerPoint presentation

A minimum of an executive summary or a written report that is disseminated or shared beyond the academic setting is recommended for dissemination of the DNP Project outcomes (AACN, 2019c).

DNP Project Public Repository

The University at Buffalo has an established Institutional Repository (UBIR) that students can utilize to support DNP project dissemination. Current students can view previous projects from DNP program graduates who have elected to participate in the UBIR. The [School of Nursing DNP UBIR](https://ubir.buffalo.edu/xmlui/handle/10477/1586) can be accessed at <https://ubir.buffalo.edu/xmlui/handle/10477/1586>.

The DNP Project Courses

DNP Project Course I

NGC 798 DNP Project Course I is an online asynchronous seminar delivered through UB Learns that is designed to assist students in the planning, development, and completion of the DNP project proposal paper and presentation. In this course, students work closely with their assigned DNP Project Advisor to finalize the DNP project question, to write the DNP project proposal paper, and to present the proposed project at the end of the semester via a professional PowerPoint video presentation. Students will follow the syllabus and complete all assignments outlined within it. Writing sections are broken down into assignments that will be combined to complete the **15-page** project proposal and abstract requirement. Directions for formatting the NGC 798 paper are included in this section. Once a student moves onto NGC 799, the format for the paper will remain the same as the student builds on the NGC 798 project proposal paper.

The student is required to present their DNP project proposal through a professional PowerPoint video presentation. Directions and an outline are included in this handbook for preparing the proposal presentation PowerPoint video. The student's DNP Project Advisor along with another project faculty will listen to the PowerPoint video proposal presentation, evaluate the proposal presentation, and suggest feedback to the student. The student's DNP Project Advisor will provide their assigned student with the feedback and results. Students are required to address any suggested revisions and edits requested by the DNP Project Advisor and Content Expert (if needed) following the DNP project proposal presentation.

After the student successfully presents their DNP project proposal, the student then works with their DNP Project Advisor to complete and submit the required UB IRB HRP 503 protocol for IRB project approval. **Students cannot implement their DNP project until after IRB approval has been granted through the UB IRB and through the project site IRB if project site IRB approval is warranted.**

NGC 799 DNP Project Course II

NGC 799 DNP Project Course II is an online asynchronous seminar delivered through UB Learns that is designed to assist students in the implementation and completion of their final DNP project paper and dissemination. This course focuses on project data collection, data analysis, the compilation and writing up of project results/findings and disseminating project results/findings and outcomes in the form of a planned product or deliverable to the project site mentor/partner/stakeholders.

NGC 728 and NGC 729 – Advanced DNP Didactic Practicum I and II

NGC 728 and NGC 729 are designed to complement NGC 798 and NGC 799 with the purpose in meeting the advanced clinical activities outlined by AACN. These DNP project activities demonstrate the blending of knowledge and clinical skill for the doctorally prepared advanced practice nurse. These courses require completion of activity logs which in turn are viewed and commented on by the student's DNP Project Faculty Advisor and/or content expert, if warranted. **Students are required to complete a minimum of 200 hours within NGC 728 and NGC 729.**

DNP Project Activity Log

DNP project activities focus on the actual writing and implementation of the DNP project. The purpose of the activities log is to:

- Synthesize what is learned from project work in didactic courses
- Broaden the clinical scholarship skill set at the doctoral level regardless of role or experience
- Develop and implement the DNP Project
- Demonstrate leadership and collaboration skills
- Foster intraprofessional and interprofessional collaboration
- Provide policy-making and advocacy experiences
- Provide evidence of achievement of end of program outcomes and competencies
- Self-care reflection for creating self-awareness and critical thinking to help learn from experiences and become more effective in advanced practice roles

The student is required to submit a project activity log as outlined in the course syllabus to their assigned DNP Project Advisor through UB Learns. The DNP Project Advisor will provide feedback and guidance on the student's activities log. Appendix B and C contains samples of the NGC 728 Project Activities Log and samples of the NGC 729 Project Activities Log are in Appendix D and E.

DNP Project Activities

DNP project activities may include but are not limited to (Please refer to the NGC 728 or NGC 729 syllabus for more detailed examples):

- Direct DNP Project work writing and submitting the IRB protocol, meetings with SON faculty members regarding the DNP project, meetings with project site key stakeholders, writing and revising DNP paper sections, conducting the literature review, project implementation including participant/subject enrollment/recruitment, data collection, analysis, and interpretation of results/findings, and preparing for the project proposal/project dissemination

- Approved professional development activities (leadership opportunities, grant writing workshops, involvement in healthcare policy and advocacy, special training, or events)

Time spent completing course assignments (i.e., reviewing the syllabus and course documents, viewing course lectures/voiceovers/videos, reading required readings, preparing the proposal/project activities log, studying for national certification boards) does not count towards DNP activity hours!

Use of School of Nursing Resources

If a DNP project requires use of any labs in Wende Hall (simulation, 4th floor), the student **MUST** work with their Project Faculty Advisor to make the proper arrangements with the appropriate faculty/staff. ***Students should not assume that School of Nursing facilities are available for their use!***

Use of Conference Rooms in the School of Nursing and Other Alternatives

A project requiring interviewing participants is common. However, most interviews are conducted at stakeholder agencies. If a student conducts a project that requires the use of conference room for an interview in Wende Hall, students may request use of a conference room during normal business hours (8:30 a.m. – 5:00 p.m.). To reserve a conference room for a DNP project interview, the student will need to seek approval first from their Project Faculty Advisor. Once permission is granted, the student should contact the Assistant to the Assistant Dean for DNP Programs (Barbara Zon [-barbzon@buffalo.edu](mailto:barbzon@buffalo.edu)) to see if a conference room is available at the desired time. Students should not assume an unoccupied conference room is free to use. If a parking permit is needed for an interview participant, please contact Barbara Zon at least 10 business days prior to the scheduled interview.

In the event a conference room is need outside of normal business hours, students can reserve a conference room in the Health Sciences Library in [Abbott Hall Library](#). Please go <https://booking.lib.buffalo.edu/reserve/health-sciences> to check for availability of space.

Guidelines for Writing the DNP Project Proposal and Final DNP Paper American Psychological Association (APA) Style and Formatting

ALL PROJECTS are to be written following the APA Publications Manual (7th ed.) except for:

- a manuscript style DNP project paper that will be required to follow journal author guidelines that may require a style of writing and formatting that is not APA. Students have been introduced to APA formatting and referencing throughout their UB School of nursing graduate program of studies
- the title page. See Appendix F for required format

The following presents the basic rules for setting up the DNP Project paper in APA format:

- Use 8 ½ x 11 white paper format
- Use Times Roman 12-point font
- 1" margins on all 4 sides of the page
- The running header then appears in the header section for the rest of the paper—**do not** put “running head” on the title page
- Title of the project appears at the beginning of the paper before the introduction, bolded and centered

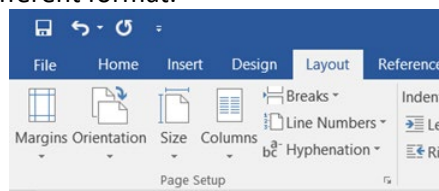
- Double space the entire paper, including the abstract, main body, references, tables, and figures. (**NOTE:** Tables and figures may be single, 1 ½ or double-spaced at the discretion of the DNP Project Advisor)
- Tables and figures go **after** the references but **before** the appendices
- Space once after commas, colons, semi-colons, and periods
- Paragraphs are flush with the left margin and uneven at the right margin. Do not separate a hyphenated word and leave it hanging at the end of a sentence
- Indent all new paragraphs 5 spaces
- Spell out all abbreviations for a word the first time it is used followed by the abbreviation for the word in (parenthesis). Then, the abbreviation can be used for the rest of the paper. This informs the reader as to the exact meaning for the abbreviation and clears any potential confusion/misunderstanding regarding the meaning for the abbreviation
- Bold all headings and subheadings. Please refer to page 48 of the APA Manual (7th ed.) for Format for the Five Levels of Headings in APA
- Spell check and grammar check your work after each writing session

Students are strongly advised to make at least one electronic backup copy of all project documents after each writing session and to print out a current hard copy after each writing session. Students should never erase, discard or destroy any project files, documents and paper copies until the final electronic project has been submitted to the SON as record of project completion.

Inserting Page Numbers in Different Sections of a Word Document

Follow the steps below to insert page numbers.

1. Starting at the beginning of the document, place the cursor on the first page where you want to display the page number in a different format.



2. On the **Layout** tab, click **Breaks**.
3. Under **Breaks**, click **Next Page**.
4. On the **Insert** tab, in the **Header & Footer** group, click **Header** or **Footer**, and then click **Edit Header** or **Edit Footer** to make changes in the header or footer area. The header or footer that contains the page number is labeled Section 2.
NOTE If the header or footer is labeled **First Page Header -Section 2-** or **First Page Footer -Section 2-** and you want the header or footer on the first page of this new section to be the same as the header and footer on the rest of the pages in this section, clear the **Different First Page** check box in the **Options** group.
5. Under **Header & Footer Tools**, in the **Navigation** group, click **Previous** to break the connection between the header or footer in the new section and the previous section.
6. In the **Header & Footer** group, click **Page Number**, and then click **Format Page Numbers**.

7. In the **Number format** list, click the format that you want, and if you want the numbering on this page to start with 1, type 1 in the **Start at** box, and then click **OK**.
8. In the **Navigation** group, click **Previous Section**, and click in the header or footer that is labeled **Section 1**.
9. In the **Header & Footer** group, click **Page Number**, and then click **Format Page Numbers**.
10. In the **Number format** list, click the format that you want, and then click **OK**.

NGC 798: The DNP Project Proposal Paper

The DNP project proposal paper is exactly that – a proposal! Students should expect to receive feedback and suggestions for needed changes, edits, refinements, and last-minute adjustments from their DNP Project Advisor all throughout NGC 798, including feedback and suggestions immediately following the DNP project proposal presentation. Faculty are dedicated to help students prepare a well-thought-out DNP project that reflects both quality and rigor expected at a doctoral level. Please refer to Appendix G, Grading Rubric for the DNP Project Proposal Paper.

The DNP project proposal is written in *future tense* and should be a maximum of **15 pages** in total not including the title page, reference and abstract. The proposal paper is submitted in sections (please refer to the NGC 798 course syllabus for due dates for each section). With each submission, the student will submit their paper in its entirety so that the paper includes all revisions and edits the DNP Project Advisor previously provided. This helps maintain the flow of the paper. Below is a general guide for page length for each section:

- Section 1 (4 pages) – includes Introduction, Background and Significance, Purpose, Aims and Objectives including Proposed Deliverable(s) to Project Site, APN Contributions to Scholarship and Practice and AACN DNP Essentials addressed
- Section 2 (7 pages) – includes the Theoretical Framework and Literature Review
- Section 3 (4 pages) – includes the Proposed Project Methods, Design, Human Rights Protection and Ethical Considerations
- Appendices – include anything that will be used in the proposed project (i.e., questionnaire, script, informed consent)
- If project is for a community partner/stakeholder, please **do not include** it in the paper! Please provide a copy of the letter to your DNP Project Faculty Advisor.

The Title Page

A sample of how the title page should be formatted is in Appendix F. This is the required format for the SON's DNP Program.

The Abstract

According to the APA (2020) manual, an abstract is a well written, brief, and succinct summary of a paper's contents which allows readers opportunity to quickly read and review what the paper is about (a summary snapshot of the paper!). The abstract is considered an important part of a paper since it offers readers their first contact with the paper. Based on the abstract, a reader will decide whether or not the paper is significant to their area of interest and whether or not to retrieve the entire paper.

A good abstract is accurate, non-evaluative (it reports), is coherent and readable, and is concise. It should describe information about the problem/issue under investigation, purpose and objectives, methods and design, results/findings, the conclusion, and future implications. If needed, refer to the APA (2020) Manual pages 38-39 (section 2.9 Abstract).

For the DNP project proposal paper, the abstract should be between 200-250 with 3 to 5 keywords (not included in the total) and should follow the format below. While technical terms may be used, it is important to explain the significance of the project so that a non-specialist can understand the merits of the project. The abstract may be structured or unstructured (a narrative paragraph) depending on the student's DNP Project Advisor's preference. If needed, refer to the APA (2020) Manual pages 38-39 (section 2.9 Abstract and 2.10 Keywords).

Structured Abstract Example:

Abstract

Background and Significance:

Purpose, Aims and Objective(s):

Theoretical Framework:

Methods and Design:

Protection of Human Rights and Ethical Considerations:

Keywords: word 1, word 2, word 3

Unstructured (Paragraph) Abstract Example:**Abstract**

According to the APA Publication Manual seventh edition (2019), an unstructured abstract is an abstract that appears in a narrative paragraph format. Abstracts in paragraph format are written as one single paragraph without a five-space line indentation for the first sentence. The unstructured abstract contains the same information found in a structured abstract including the background and significance, purpose, aims, and objectives, theoretical framework, methods and design, results/findings, and future implications for research and nursing practice. The unstructured abstract contains no more than 200-250 words, is concisely written, and is double-spaced. A total of three to five keywords follow the abstract. The word 'keyword' is indented five spaces, is capitalized, italicized, is not bolded, and is followed by a semi-colon. Keywords should capture the focus of the Doctor of Nursing Practice (DNP) project, are presented in lowercase unless they are a proper noun, and are not italicized. Do not place a period after the last keyword. If keywords run into a second line, the second line is not indented.

Keywords: abstract, structured, unstructured, writing

The Introduction

The purpose of the introduction is to attract or grab the reader's interest and attention. The introduction should contain information that informs the reader about the basic nature and scope of the problem. References and statistics can be briefly utilized to reinforce the significance of and the need for the project.

- a. Introduce why the topic was selected
- b. Identify general significance of problem or gap in practice to either patients, delivery/outcomes of care, nursing and the healthcare system
- c. Describe the nature of the problem in the practice setting (this is the project's purpose)

In accordance with APA guidelines, **there is no header** for the introduction section because it is understood the first paragraphs of a paper are introductory. (APA Manual 7th ed., 2020, p. 47).

The Background and Significance

The background and significance section follows the introduction and presents the necessity of the project (significance) and is supported by clinical evidence (statistics and findings) resulting from the literature review (justification). This section should end with a sentence supporting the project's purpose. Here is an example of how to begin this section). Following is an example:

Background and Significance

According to the Office of Mental Health (OMH, 2019), an estimated 1 in every 3 adults live with a mental health disorder. The Substance Abuse and Mental Health Services Administration (SAMSA, 2019) reported that a crisis exists with regard to the availability of mental health services.

Project Purpose and Objectives

This section follows the background and significance section. The statement of purpose describes the purpose of the project in one succinct and concise statement and clearly identifies to the reader **what** is to be produced (the product/deliverable), **who** the project is intended for (participants), **where** the project will be utilized (the intended setting/project site – **do not state the project site name or any project site mentor/stakeholder names**. State instead, for example, “a local Western New York (WNY) hospital”, “an outpatient clinic located in Western New York (WNY)”, “five national Comprehensive Cancer Centers” etc.), and **why** the project is being developed (the identified problem).

The projects aim(s) describe(s) the goal of the project—what the student hopes to achieve/accomplish as a result of implementing the project. The project objectives describe the steps that the student takes to achieve the project's aim(s)/goal(s). The last objective should state the planned project deliverable. Here is an example:

Project Purpose, Aim, and Objectives*

The purpose of this Doctor of Nursing Practice (DNP) project is to develop an educational training program (what) for adult mental health nurses (who) working in a Western New York (WNY) psychiatric inpatient hospital setting (where) to promote understanding regarding the importance and benefits of implementing the Recovery Model into mental health nursing practice to promote holistic patient care practices and increased patient quality of care (why). The aim of this project is to increase knowledge and understanding among adult mental health nurses working in a psychiatric inpatient setting about the Recovery Model to promote holistic patient care practices that will increase quality of life among patients. Project objectives (steps) are to: 1) conduct an extensive review of nursing and health related literature exploring use of the Recovery Model, holistic patient care approaches, and barriers and facilitators to providing holistic care among adult patients in psychiatric s inpatient settings; 2) survey the nurses working at the project site regarding knowledge of the Recovery Mode and barriers and facilitators to providing holistic patient care; 3) develop an educational evidence-based program presenting the barriers and facilitators to providing holistic patient care and use of the Recovery Model to promote holistic patient care practices and increased quality of life; 4) have the inservice content expert reviewed; 4) implement the inservice and conduct a post-inservice evaluation; 6) provide evidence-based recommendations to the project site regarding the benefits of implementing the Recovery Model to guide patient care in the project site setting; and 7) public dissemination of project.

*The title of the project reflects the statement of purpose. In this example, the title was “A Recovery Model Educational Training Program for Adult Mental Health Nurses Working in a Psychiatric Inpatient Hospital Setting”

AACN DNP Essentials Addressed in the DNP Project

This section follows the Project, Aims, and Objectives section. In one paragraph, students are required to address which of the AACN DNP Essentials will be addressed in their DNP project. Students are to write out the entire DNP Essential and number and briefly explain/describe how their DNP project meets the Essential. Here is an example:

AACN DNP Essentials Addressed in the DNP Project

The American Association of Colleges of Nursing’s (AACN, 2006) eight DNP Essentials outline the curricular elements required to present in DNP programs and outline the foundational competencies core all advanced nursing practice roles (AACN, 2020). For the purpose of this DNP projects, Essential I, Essential III, and Essential IV will be addressed. Essential 1, Scientific Underpinning for Practice, will be addressed by....

Project Contributions to Advanced Practice Nursing Scholarship and Practice

This section follows the AACN DNP Essentials Addressed section. Students are required to write one paragraph describing how their DNP project enhances advanced nursing scholarship and practice. This section should reflect AACN essential(s) addressed in the project.

The Theoretical Framework

This section follows the Advanced Practice Nursing Contribution to Scholarship and Practice section. The student chooses a theory that will act as a framework to guide and support the development of their project. The theoretical framework section introduces the theory and includes discussion of the major components, concepts, definitions, assumptions, and propositions found within the theory. The student should reference the original source/author of the theory whenever possible and should avoid using secondary sources if original sources are available. The theory needs to “fit” well with original concepts describing the project purpose. The student summarizes how the theory “fits” the project purpose, or how the theory is applied to guide the project as a framework, by discussing how the theory’s main components, concepts, definitions, assumptions, and propositions are connected to and support the project’s purpose. An example of how to present the Theoretical Framework is as follows:

Theoretical Framework

Hildegard Peplau’s (2004) Interpersonal Relations in Nursing Theory will be used as the theoretical framework to guide the development of this DNP project. A brief overview of the theory is presented as well as a discussion regarding how the theory was utilized to guide the development of

The Review of the Literature

The Review of the Literature presents articles that the student has reviewed describing current evidenced based research findings in the project area of interest. **Articles should be published within the last 5 years to ensure and reflect current research-based evidence and practice.** The Review of the Literature is a summary of what is already known about the project area of interest, what has been successfully implemented, what is lacking and in need of further exploration, and articles emphasizing use of the theoretical framework chosen by the student as it pertains to the project area of interest. At times, classic and seminal work older than the 5-year limit can be included in the review of literature since they are timeless and continue to support current practice. If articles more than 5 years old are included, the student needs to include a sentence clarifying why these articles were included. The Review of Literature section is written following APA format and referencing and should include subheadings addressing each area of the literature explored.

The literature review section is first presented with steps that informs the reader of the literature review process. Informing the reader of the literature review process presents a paper trail of how the student accessed, reviewed, and decided on articles to be included and excluded in the literature review summary section of the DNP project paper. The literature review section should be presented as follows:

Review of the Literature

A review of nursing and health related literature was conducted exploring (project area of interest) using the following keywords both singularly and in multiple combinations: ____, ____, ____....

Databases searched, limited to the following years __ and __, included AMED, Alt Health Watch, CINAHL, Plus with Full Text and EBSCO. The search was limited to the years __ to __ ensuring current evidence-based literature was reviewed and summarized for the purpose of this DNP project. (Sentence here explaining why articles older than five years were included). Articles were included if they.... Articles were excluded if they...A summary of the review of the literature is presented.

First Topic

According to Jones (2015), approximately 1 million people have been diagnosed...

Second Topic

Currently, numerous definitions of recovery exits in nursing and health related literature...

Project Methods and Design

The Methods and Design section of the project provides detailed answers to the following questions:

- Is there community partner/stakeholder project interest/buy-in? If so, how was buy-in established and with who? (***no names should be identified, just position/titles**)
- How will the project be designed?
- What is the project population and setting? Where and when will the project take place?
- What is the proposed sample size? How many subjects/participants/records/interviews are planned to be included? What is the recruitment plan? What is the proposed recruitment participant/subject inclusion/exclusion criteria?
- What is the plan to collect and analyze the data? State if a consultant will be utilized.
- Where will the data be stored and how will the data be stored during study implementation?
- How will participant's privacy and ethical considerations be addressed?

TIP!

If you are using a questionnaire from a journal, contact the journal for permission to use the questionnaire - not the author.

As part of this section, the student develops their project tools. Tools may include, but are not limited to, a questionnaire(s), a recruitment poster or email, a standardized introduction script for interviews, informed consent, a demographic survey, etc. Examples of project tools follow this narrative. Copies of the proposed project tools should be included as an appendix to the Section 3 assignment in NGC 798. **If you are adapting a previously**

published questionnaire, the original questionnaire must be used for proper citation and adaptation. Permission from the author or publisher may be required and a copy of the letter/email granting permission must be included as an appendix. Permission to use, modify/adapt an existing tool must be

established. Examples of project tools are in Appendix H through Appendix P. **Note:** *Appendices F-I are examples for quantitative projects while Appendices J-N are qualitative examples.*

For the final DNP project paper in NGC 799, the methods and design section will need to be revised to reflect the actual process of the implemented project.

Below is an outline for the Project Methods and Design section.

Project Methods
<p>Project Design</p> <p>The study is designed as a pilot study to....</p>
<p>Project Setting</p> <p>The intended project setting is....</p>
<p>Participants or Subjects</p> <p>Participants will be selected based on the following criteria (inclusion/exclusion)...</p>
<p>Project Methods and Design</p> <p>The project was designed based on an extensive review of the literature and ...</p>
<p>Project Tools</p> <p>To answer the proposed research question, a questionnaire...</p> <p>Copies of the questionnaire (informed consent, recruitment poster, standardized script, etc.) are located in Appendix C. Permission will be (was) obtained to adapt the survey from the author (publisher). A copy of the communication granting permission will be (is) located in Appendix D.</p>
<p>Protection of Human Rights/Ethical Considerations</p> <p>IRB approval will be obtained prior to project implementation. Following approval from the University at Buffalo's IRB (Appendix A, participants were ...</p>

Protection of Human Rights and Ethical Considerations

This section is required as part of the DNP project proposal paper and presentation as well as is in the final DNP project paper and dissemination. In this section, students need to discuss the plan for human rights protection including participant recruitment or chart review processes, the process for obtaining verbal or written consent, the process for storing DNP project data, and the process of disseminating project findings and results. **UB's IRB expects all de-identified data, consent forms and data analysis materials be stored with the student's DNP Faculty Advisors office in a locked cabinet. The Faculty Advisor will keep the materials for 3 years after which it will be destroyed according to the approved IRB protocol. Distance students are required to send all materials (de-identified) to their DNP Faculty Advisor by certified mail after completion of the project.**

Students are encouraged to visit and review the following UB Research and Economic Development sites:

Human Research (IRB): <http://www.buffalo.edu/research/research-services/compliance/irb.html>

Policies and Procedures (Toolkit): Templates: HRP-503 Template Protocol

<http://www.buffalo.edu/research/research-services/compliance/irb/policies-procedures-toolkit.html>

Conclusion

A conclusion is presented briefly summarizing the DNP project proposal.

The DNP Project Proposal Oral Presentation

The DNP project proposal oral presentation is presented as a PowerPoint video during the dates indicated on the syllabus. The student is required to post the PowerPoint video in the assignment tab on UB Learns when due for review. The oral presentation will be viewed by the student's DNP Project Proposal Advisor as well as a second reviewer, either the NGC 798 Course Coordinator or a course faculty member. The second reviewer will provide written feedback to the student's DNP Project Proposal Advisor that can be utilized to revise the DNP project proposal paper before final submission and before completing and submitting the required IRB HRP-503 protocol. The PowerPoint video will be stored until completion of NGC 799. Below are guidelines for preparing the DNP project proposal oral presentation:

1. Prepare a 30-minute oral presentation with approximately 20-25 slides (**25 slides MAXIMUM**) using the UB PowerPoint slide template located within UB Learns - NGC 798. The presentation should be clearly audible and free from distracting background noise. Slides should be well-organized, visually pleasing (easy to read/uncluttered, and free from spelling and grammatical errors). The presenter should be professional and well-spoken throughout the entire oral presentation.
2. The presentation must include the following:
 - a. Title slide with project's title, student's name, student's credentials, semester/year
 - b. The project introduction
 - i. Why was this topic selected? Prevalence/Statistics? Grab the viewer's attention!
 - c. The project topic background and significance
 - i. What is the nature of the problem in the practice setting?
 - ii. Briefly describe the background and scope of the project issue
 - iii. What is the general significance of the problem or gap in practice to either patients, delivery/outcomes of care, nursing and/or health care system?
 - d. The proposed DNP project purpose, aim(s)/(goal), and project objectives including the planned project deliverable/product as the last objective.
 - e. The AACN DNP Essentials addressed in the proposed project
 - f. APN contribution to scholarship and practice through project implementation
 - g. Theoretical Framework
 - i. Why was the theoretical framework chosen?
 - ii. How does the theoretical framework relate/fit to the project question and purpose?
 - iii. How will the theory be applied as a guiding project framework?

- h. Literature Review
 - i. What was the literature review search process (paper trail)? What was the search criteria?
 - ii. What evidence-based articles were found on the topic? What information was missing? A summary is provided at the end of the discussion supporting why the DNP project is needed.
 - i. Project Methods and Design
 - i. Was there stakeholder/site vested interest/buy-in? How was this established and with who? (**No names, only professional titles!**)
 - ii. What is the project design?
 - iii. What is the project population and setting?
 - 1. Where and when will the project take place?
 - iv. Sample size
 - 1. How many subjects/participants/records/interviews are planned to be included?
 - 2. Is there a recruitment plan? How will subjects/participants be recruited?
 - 3. What is the inclusion/exclusion criteria for project participation?
 - j. What is the plan to collect and analyze the data?
 - k. Human Rights Protection and Ethical Considerations
 - i. Where will the data be stored during project implementation?
 - ii. Describe the ethical aspects such as protection of participant's welfare and rights, privacy, confidentiality, informed consent and vulnerable populations.
 - iii. Include IRB approval will be obtained prior to implementation.
 - l. Conclusion summarizing the DNP project proposal
 - m. APA formatted references
3. The student's DNP Project Advisor will decide whether the student's proposal is acceptable. (See Appendix Q for rubric).
 4. The DNP Project Advisor will notify the student when to begin the University Institutional Review Board (IRB) process. **Students cannot begin the IRB process without approval from their DNP Project Advisor. IRB approval may additionally be required from the project site in addition to the UB IRB approval. Students need to inquire about IRB requirements at the project site.**

UB Institutional Review Board (IRB) Project Approval Process

Federal law requires review of research studies and projects involving human subjects. UB's Human Research Protection Program protects the rights of research volunteers, guided by a 1964 World Medical Organization declaration: "In research on man, the interest of science and society should never take precedence over considerations related to the well-being of the subject" (UB Research and Economic Development, 2019, para. 1). The QA/QI administrator collaborates with investigators, research volunteers and administrators on behalf of the university in its efforts to meet regulatory requirements and maintain the highest ethical standards. The IRBs, comprised of faculty peers and community members, can approve, modify or reject proposed research and projects based on its perceived risks and benefits to prospective subjects. IRBs review the studies at least annually and may modify or suspend the research/project if it decides that risks to subjects are greater than initially understood.

UB has a website dedicated to its IRB along with guides and templates. **Like DNP students, all faculty involved in DNP projects maintain current compliance training in the following training courses:**

- Human Research Social & Behavioral Investigators;
- Social Behavioral Responsible Conduct of Research; and
- CITI Conflict of Interest (COI)

Students should become familiar with the IRB manual and all required forms, policies and procedures. The DNP Project Advisor will assist the student in the process. Once approval to begin the IRB process is received from the DNP Project Advisor, students should adhere to the procedures located in the NGC 798/NGC 799 UB Learns course.

Helpful Hints for Navigating the IRB Process

- Make sure you completed the Conflict of Interest Training before submitting your protocol for review
- Add your DNP Project faculty as a guest
- For section on display of results – include this statement: *Results will be disseminated publicly.*
- For technical assistance with Click, please contact click@buffalo.edu or Research Information Systems (RIS) - <http://www.buffalo.edu/research/about-us/staff-directory/ris/request-it-help.html>
- After the IRB has approved your protocol, you CANNOT change anything without submitting a modification. You must stop your study, submit the modification, and wait for approval.
- For questions on any part of the IRB Process please call (716) 888-4888 for help

A DNP Project may not be implemented until IRB approval/exemption has been granted via emailed letter! The IRB approval letter(s) is (are) included in the appendices section of the DNP project paper.

Students may not begin project implementation unless they are registered for 799/729 (or 729 if working on clearing an incomplete)

DNP Project Timeline

After completing all required prerequisite courses outlined by their Program's Director, the student will:

- Register for NGC 798 and NGC 728
- Participate and view all activities as outline in the NGC 798 syllabus
- Work with assigned DNP Project Advisor to fine tune project question
- Begin work on project while documenting all hours on NGC 728 proposal activities log
- Submit activities logs to DNP Project Advisor indicating cumulative hours
- Work on all revisions as directed by DNP Project Advisor
- If warranted, make appointment with DNP Project Method and Design Consultant to decide on the appropriate Project Methods and Design for the project

- Work with DNP Project Advisor to prepare PowerPoint video for proposal presentation
- Complete NGC 798 and NGC 728 with a passing grade of “B” or better
- Once proposal is accepted, begin work on IRB submission following UB IRB protocols
- If other agencies involved in the project requires site-specific IRB approval, speak with your DNP Project Advisor to coordinate its submission
- Register for NGC 799 and the appropriate credit hours for NGC 729

While registered for NGC 799 and NGC 729, the student will:

- Continue to work closely with their DNP Project Advisor on IRB submission on a weekly basis
- Make all revisions to IRB protocol as directed by IRB
- Continue work on project documenting all hours on NGC 729 project activities log
- Submit project activities logs to DNP Project Advisor indicating cumulative hours
- Once IRB approval has been approved, begin project implementation
- If warranted, meet with DNP Project Method and Design Consultant to discuss statistical analysis
- Once the DNP Project Advisor gives approval to disseminate the project, the student will follow the directions within the NGC 799 UB Learns course and submit the **Notification of DNP Dissemination Option** Form located in NGC 799 UB Learns course.
- The student will work with their DNP Project Advisor to meet all requirements for successful dissemination.
- The 799 paper **should be in final format prior to dissemination**. However, students should expect at least one more revision after the dissemination before submitting the final project.

Incomplete Grade

NGC 798/NGC 728

A student who carries an incomplete in NGC 798 will work closely with their DNP Project Advisor via a written, agreed upon, and signed plan of action to support successful course completion. A student receiving an incomplete in NGC 798 will also receive an incomplete in the respective co-registered NGC 728 Advanced DNP Didactic Clinical Practicum 1 course. The student will continue to submit NGC 728 DNP Project Activity Logs to their DNP Project Advisor via email until their final DNP project proposal paper for NGC 798 is reviewed and approved by their DNP Project Advisor. The last log will indicate that the student has successfully completed the final DNP project proposal paper. The DNP Project Advisor will then change the incomplete grades for NGC 798 and NGC 728 to the letter grade earned by the student. The logs will be kept on file with the student’s DNP Project Advisor.

NGC 799/NGC 729

A student who carries an incomplete in NGC 799 will work closely with their DNP Project Advisor via a written, agreed upon, and signed plan of action to support successful course completion. A student receiving an incomplete in NGC 799 will also receive an incomplete in the respective co-registered NGC 729 Advanced DNP Didactic Clinical Practicum II course. The student will continue to submit NGC 729 DNP Project Activity Logs to their DNP Project Advisor via email until their final DNP project paper for NGC 799 is reviewed and approved by their DNP Project Advisor and the paper is formally submitted to the Assistant to the Assistant Dean for DNP Programs. The final log will indicate that the student has successfully disseminated their project work and has successfully completed and submitted their final DNP project. Once the final log is received by the DNP Project Advisor and a confirmatory email that all project requirements have been met has been sent to both the student and their DNP Project Advisor,

the DNP Project Advisor will then change the incomplete grades for both NGC 799 and NGC 729 to the letter grade earned by the student. The logs will be kept on file with the student's DNP Project Advisor.

The Final DNP Project Paper (NGC 799)

Within NGC 799, the student finalizes the DNP project. Please refer to Appendix S, Grading Rubric for the DNP Project Paper. The final DNP Project paper should be a minimum of **30 pages** (excluding title page, abstract, references and appendices), **is formatted and written in APA Style in past tense**, and is required to adhere to the format outlined below:

- Title Page
- The DNP Project Approval Form (This is not part of the Table of Contents)
- Table of Contents
- Acknowledgements
- Abstract
- Introduction (**title is restated at the top of the page - bolded, centered, and double spaced; no header for the introduction section!**)
- Background and Significance
- Project Purpose, Aim(s)/Goal(s), and Objective(s) (last objective should state the project deliverable)
- AACN DNP Essentials Addressed
- Project Contributions to Advanced Practice Nursing Scholarship and Practice
- Theoretical Framework
- Literature Review
- Methods and Design
 - Project participants and setting
 - Recruitment Plan
 - Data Collection
 - Data Analysis
- Human Protection and Ethical Considerations
- Data Collection and Analysis
- Results/Findings
- Discussion (interpretation of results/findings and how they relate/tie to literature review findings)
- Project Strengths and Limitations
- Future Implications and Recommendations
- Conclusion (summary of DNP project)
- References (APA format)
- Tables (APA format)
- Figures (APA format)
- Appendices (in appropriate order- Refer to *Appendices* section)
- Copy of Poster or Slide Deck
- Copy of Project Deliverable

TIP!

If the final project is an article, please refer to the *Article Submission to Professional Journal or Participation in a Professional Publication* section of the Handbook.

If a student has planned to publish their DNP project in a journal as the means for project dissemination, the student works closely with their DNP Project Advisor on writing the final paper in accordance with

the identified target journal's author guidelines. Please refer to *Article Submission to Professional Journal or Participation in a Professional Publication* section of this handbook for formatting information.

Title Page

A sample of how the title page should be formatted is in Appendix F. **This is the required format for the SON's DNP Program.**

The DNP Project Approval Form

After the student has successfully disseminated their project, the DNP Project Advisor will sign off on DNP Project Approval Form (Appendix T). A PDF of the signed form will be emailed to the student for inclusion in the final project. **Do not worry about a page number for the form or including it in the Table of Contents!** Please refer to *Inserting Documents into the DNP Project* section of this Handbook.

The Table of Contents

The purpose of the Table of Contents is to help readers locate sections of the project easily. The Table of Contents section can be set up in 2 ways:

1. If the student is using the **Headings** feature Word 2016:
 - a. After the title page, create a blank page
 - b. Put the cursor to the top of the blank page
 - c. Go to the **References** ribbon and click on the first item **Table of Contents** (remember to update the contents every time any text is changed)
2. After the title page, create a blank page. Put the cursor to the top of the blank page and key in all major headings including each Appendix.

Acknowledgements

If you wish to include any acknowledgements, please limit to 1 page.

Abstract

Rewrite the NGC 798 abstract to summarize the final project addressing the following sections (in italics):

1. Background and Significance
2. Purpose, Aims and Objective(s)
3. Theoretical Framework
4. Methods and Design
5. Results
6. Conclusion
7. Future Implications and Recommendations

The final abstract, either structured or unstructured (narrative) must be between **200-250** words and must have 3-5 keywords (not included in word count). Here are examples of both structured and unstructured abstracts for the final DNP paper:

Structured Abstract Example:

Abstract
Background and Significance:
Purpose, Aims and Objective(s)
Theoretical Framework
Methods and Design
Results
Conclusion
Future Implications and Recommendations
<i>Keywords: word 1, word 2, word 3</i>

Unstructured Abstract Example:

Abstract
<p>According the APA Publication Manual seventh edition (2019), an unstructured abstract is an abstract that appears in a narrative paragraph format. Abstracts in paragraph format are written as one single paragraph without a five-space line indentation for the first sentence. The unstructured abstract contains the same information found in a structured abstract including the background and significance, purpose, aims, and objectives, theoretical framework, methods and design, results/findings, and future implications for research and nursing practice. The unstructured abstract contains no more than 200-250 words, is concisely written, and is double-spaced. A total of three to five keywords follow the abstract. The word 'keyword' is indented five spaces, is capitalized, italicized, is not bolded, and is followed by a semi-colon. Keywords should capture the focus of the Doctor of Nursing Practice (DNP) project, are presented in lowercase unless they are a proper noun, and are not italicized. Do not place a period after the last keyword. If keywords run into a second line, the second line is not indented.</p> <p><i>Keywords: abstract, structured, unstructured, writing</i></p>

The Approved NGC 798 Proposal Paper

After the abstract, the final DNP project paper begins with the following sections from your approved NGC 798 proposal paper. **Note that these sections need to be rewritten in past tense!**

- Introduction
- Background and Significance
- Project Question, Purpose and Objective(s)
- Theoretical Framework
- Literature Review

Project Methods and Design

The Project Methods and Design section previously written for the proposal will be rewritten to reflect the actual implementation of the student's project. This section should include what was done to answer the project question in terms of the study design, setting, participants, inclusion/exclusion criteria used, how data was collected, project tools used, and assurances of protection of human rights/ethical considerations. Copies of the project tools used should be included as an appendix (either B or C depending on if the project needs an additional IRB approval from project setting).

Results/Findings

In the results/findings section, the student presents the results/ findings of the project intervention. Present all relevant data and results that may not have been expected, including statistically non-significant findings. Include all results/findings even if the outcomes did not conclude with the project question. Describe the project population, its demographic characteristics, and the number included (were any excluded and why). Be thorough in explaining how project data was collected, the methods used to analyze project data including any statistical software utilized. Begin with the most relevant results/findings first and then present the rest of the results/findings using subheadings to group findings (Oermann & Hays, 2016). The following are examples provided by Oermann and Hays (2016):

For quantitative projects:

Results

Initially, the two groups were examined with analysis of variance (ANOVA) testing for important differences. To further analyze the changes occurring within Group 2, a paired t-test was implemented. SPSS version ____ (Chicago, IL) was used for data analysis.

For qualitative projects:

Findings

Data analysis was conducted using thematic analysis. The process of thematic analysis identifies...

The APA Manual (2020, pp. 71-108) contains standards for writing a results/finding section for qualitative, quantitative and mix-methods projects.

Use of Tables and Figures

All tables and figures must be in APA format. Tables should be single, 1 ½ or double-spaced. **Tables and figures follow the Reference list.** Each table and/or figure should be on a separate page and labeled Table 1, Table 2, etc., Figure 1, Figure 2, etc. For further guidance on Table and Figure design and presentation, please refer to the APA Manual, 7th ed., 2020, pp. 195-250, Tables and Figures).

If a copyright figure, graph or tool is being used in the project, the student **must obtain written permission** from the original author to use that work. A copy of the permission must be included in the appendices. For a list of free use materials, please refer to the *Copyright Implications and Solutions* section within UB Learns - NGC 799 (Library and Writing Resources).

For any questions on copyright not answered with UB Learns, please contact:

Karlen Chase

Scholarly Publishing Specialist

Phone: 716-645-8597

Email: klchase@buffalo.edu

Discussion

The summary of results or key findings is led back to the literature with reference and is presented in the discussion section and answers the question, what do the project results/findings mean?

Results/Findings are presented to answer the project question by identifying changes observed, clinical outcomes, and the important successes or problems discovered during project implementation. Include in the discussion section if outcomes did not happen as was expected. In addition, discuss the choice of the theoretical framework used and its usefulness in guiding and implementing the project.

Project Strengths and Limitations

Discuss the strengths of the completed project. Discuss the limitations of the project (i.e., sample size, recruitment issues, design flaws, generalizability). Could any of the limitations affect the interpretation or results of the project?

Future Implications and Recommendations

Discuss the significance of the project to the project setting. Include the implications of the project on the project setting. Were there any modifications that could be done to improve future performance or outcomes of the project?

Discuss if the project could be effective/useful in other settings. Identify any potential questions for future projects, additional opportunities for performance improvement and, if applicable, what relevant healthcare policies/regulatory issues are related to the project and discuss any opportunities for policy development reform at all levels (unit, system, local, regional, national).

Conclusion

This section is where the reader is provided a summary of the overall impact of the project. The conclusion section should address the overall impact of the project and the project's contribution to

project site (setting) – the deliverables. This section should end addressing how the project supported the role of the DNP prepared Advanced Practice Nurse (APRN) in advancing clinical scholarship and practice to improve nursing and patient care practices.

References

The list of References follows the Conclusion section of the paper. Begin the list on the next page with the title, References (**bold** and centered). All references should be in APA format (double spaced, alphabetical order, first line flush left with remainder of lines indented 5 spaces. Below is an example:

References

Author, A.A. & Author, B. B. (2018). Here is the article title. *Title of the journal*, xx(x), pp-pp. <https://doi.org/insert number here>.

Tables and Figures

After the Reference list, place all tables and figures in the order presented in the main document. Tables should follow APA format (unless instructed by the DNP Project Advisor). Any use of figures or reproduction of copyright material must have the written permission of the original author (include a copy of the permission in the Appendices section). **Tables and Figures are not appendices!** They follow the reference section in the order each table is referred to in the narrative.

Appendices

The Appendices section follows all project tables and figures. Each appendix begins on a separate page. Appendices should be formatted according to APA format which is **Appendix _ (beginning with the letter A) centered and bold and then the title of the appendix on the second line also bold and centered**. Here is an example:

Appendix A
UB IRB Approval

Actual document is here.

Appendices are generally organized as follows:

- A. UB IRB Approval **OR** if Central Studies review deemed no IRB required, include that letter
- B. IRB Approval from any other Institution (if applicable)
- C. Project tools, surveys, guides used in implementation of project (if any)
- D. Copyright permissions (if any)

TIP! Appendix A is always the UB IRB Approval **OR** Central Studies Review deemed no IRB required letter.

Examples of Appendix titles:

Appendix A UB IRB Approval <u>or</u> Appendix A Central Studies Letter	Appendix B IRB Approval from Name of Institution (if applicable)	Appendix C Research Tool(s) (if applicable)	Appendix D Copyright Permission from Author (if applicable)
---	--	---	---

Color Copy of Poster or Oral Dissemination Slide Deck

After the appendices, a copy of the dissemination poster or dissemination presentation is inserted. The Poster must be in color and **full page**. Slide decks must be in color with **4 slides** per page. *No page number is required and does not need to be included in the Table of Contents.*

Deliverable to Stakeholder/Community Partner/Mentor

The last item included in the final project is a copy of the deliverable presented to the project's stakeholder/Community Partner and/or Mentor. Examples of deliverables include an Executive Summary, educational presentation materials, evaluative tool developed, guidelines for implemented process, etc. *No page number is required and does not need to be included in the Table of Contents.*

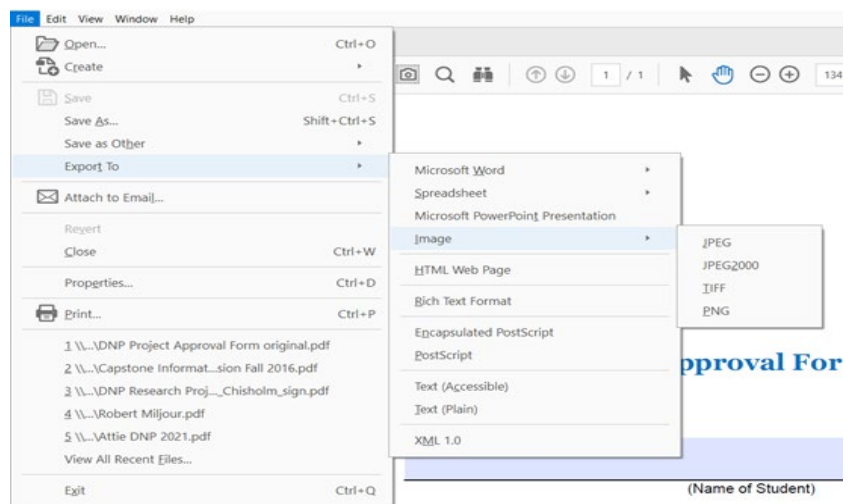
Inserting Documents into the DNP Project

Depending on the project and dissemination method, PDF or PowerPoint documents will need to be included in the final DNP project. Here are instructions to include these documents within the Word project:

DNP Project Approval Form or other PDF Documents

To insert a PDF document into a Word 2020 document, follow these instructions:

1. Open the PDF document and select **EXPORT TO**
2. Select **IMAGE**
3. Select **JPEG**
4. Save the JPEG to preferred location (i.e., desktop, documents, etc.)
5. Place the cursor after the last word on the page before the new page for the inserted PDF
6. **Hold down** the **CONTROL** key and hit the **ENTER** key. You now have a blank page.
7. Move your cursor to the top of the blank page
8. Click on the **INSERT** ribbon and **Click on PICTURES**
9. Select **saved JPEG** of the DNP Project Approval Form or PDF file

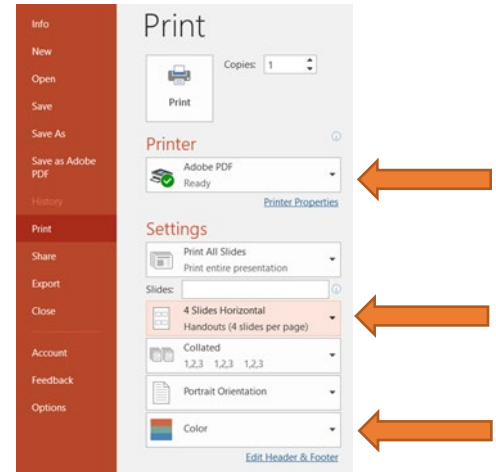


PowerPoint Presentation Slide Deck or Poster

To insert the required PowerPoint poster or dissemination slide deck:

PowerPoint Presentation Slide Deck

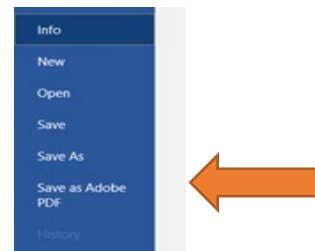
1. Open PowerPoint presentation or poster
2. For poster, select **SAVE AS Adobe PDF**. ***Skip to Step #5***
3. For Slide Deck, select **PRINT** with the following settings:
 - a. Printer – **Adobe PDF**
 - b. Settings – 2nd option - **4 Slides Horizontal Handouts**;
4th option **Color**
4. Click **Print**
5. Open the PDF document and select **EXPORT TO**
6. Select **IMAGE**
7. Select **JPEG**
8. Save the JPEG to preferred location (i.e., desktop, documents, etc.) With PowerPoint slide deck, there will be multiple JPEGs but the titles will be numbered in order.
9. Place the cursor after the last word on the page before the new page for the inserted PDF
10. **Hold down** the **CONTROL** key and hit the **ENTER** key. You now have a blank page.
11. Move your cursor to the top of the blank page
12. Click on the **INSERT** ribbon and **Click** on **PICTURES**
13. Continue with steps 10-12 until all pages are inserted into the Word DNP Project



Creating a PDF of the Final Approved Project

After all the documents are inserted into the Word document and it is approved by the DNP Project Faculty Advisor you will need to submit a PDF of the final document to the Assistant to the Associate Dean for Clinical Programs. To prepare the PDF of the final approved DNP Project:

1. Open up the Word version of the approved final project
2. Select **SAVE AS ADOBE PDF**



DNP Project Dissemination Options

Students have several options to disseminate their final DNP Project. Options include but are not limited to:

- On-line DNP Poster Dissemination Day
- a poster dissemination at a professional conference vetted and approved by the DNP Project Advisor
- an article submitted to a professional journal
- dissemination at the project site requires approval of the student's DNP Project Advisor, project site and DNP Course Coordinator. The DNP Project Advisor must be present (either in person or through video conference) at the student's dissemination. *If the student's DNP Project Advisor is unable to attend the dissemination, the DNP Course Coordinator must be notified. The DNP Course Coordinator and the student's DNP Project Faculty will collaborate to find an appropriate faculty proctor.* Please refer to the *Other Dissemination Method Guidelines* section in the handbook for details.
- **After the student and DNP Faculty Advisor agrees on a dissemination option, the DNP Faculty Advisor must notify the DNP Course Coordinator.** The Notification of DNP Dissemination Option form should be sent to the Assistant for the Assistant Dean of DNP Programs.

Online Poster Dissemination on DNP Poster Dissemination Day

Students can present a poster of their project findings at DNP Poster Dissemination Day. The date is scheduled during the last 2 weeks of the semester and is announced in the NGC 799 Course Syllabus and NGC 799 UB Learns course.

Students will receive a scheduling confirmation containing dates and contact information for technical and scheduling requirements. **It is the students' responsibility to follow the directions and adhere to the deadlines outlined in the confirmation.**

The DNP Dissemination Day Poster Outline

The poster dissemination consists of a **10-minute** presentation by the student followed by a **5-minute** question and answer session. Students are highly encouraged to practice keeping their presentation to 10 minutes as the time will be **strictly enforced**. Students are required to use the SON Poster Template located within the NGC 799 UB Learns course.

Organize the DNP Dissemination Day poster in the following format (**Do not change the font size!**):

1. Title – Replace **ACADEMIC RESEARCH POSTER TEMPLATE** with **title of project** (all capital letters)
2. If there is a subtitle – Replace **Subtitle for Academic Research Poster (48x36 inches)** with the subtitle. If there is no subtitle, remove this line.
3. Name(s) – Replace **Your names and the names of the people who contributed to this poster.**
DNP students must use the following format:
 - a. Jaye Doe, RN, BS, DNP candidate (for all BS-DNP candidates)
 - b. Jaye Doe, ANP-C, DNP candidate (for all Post Masters students). *Please use your correct boarded credential.*
 - c. Others, including faculty, who contribute to the poster will inform the student of how to list their name and credential(s)
4. Introduction
5. Background and Significance

6. Project Purpose, Aim(s) Objective(s)
7. Theoretical Framework
8. Literature Review Summary (matrix)
9. Methods and Design
10. Results/Findings
11. Discussion (include AACN DNP Essentials met and APN role)
12. Project Strengths and Limitations
13. Future Implications and Recommendations
14. For the bottom of the poster, replace **Department or Office name goes here School, College or Division name goes here** with ***School of Nursing, Graduate Department.***
15. Replace **buffalo.edu** with ***nursing.buffalo.edu.***
16. Acknowledgements **should not be included** in a poster **except** if the work relates to a federal, state, institution, or university grant. In this circumstance, please follow the acknowledgement guidelines provided by the grant sponsor. While our faculty are dedicated and work tirelessly with all DNP students on their projects, a personal note on a poster in the acknowledgement section is **not appropriate**. The appropriate place is within the Acknowledgement section of the student's final project. Please refer to *Acknowledgements* section of this handbook.

Overview of DNP Poster Dissemination Day

The DNP Poster Dissemination Day date will be posted in NGC 799 UBLearns. It is an on-line only format through Zoom. The UB SON Distance Learning Analyst will be in attendance to troubleshoot any problems should they arise.

Complete the Notification of DNP Dissemination Option form (NGC 799 UBLearns) to the Assistant to the Assistant Dean for DNP Programs. You will receive a confirmation with further instructions including deadlines for submitting an approved (by student's DNP Project Advisor) abstract and a brief on-line meeting with SON's Distance Learning Analyst.

If the student would like the project site mentor(s)/partner(s) attend, it is the student's responsibility to forward the Zoom invitation to these individuals.

One week before the event, students scheduled to disseminate their posters will receive notification of their online room along with directions on accessing the room.

Students will have 10 uninterrupted minutes to present their poster. If the student is not done within the allotted 10 minutes, they will be automatically stopped at which time, the 5-minute question and answer session will begin. After 5 minutes, the question/answer session will automatically conclude.

At the conclusion of the question-and-answer session, the Faculty Monitor will provide further direction to the student regarding notification of the oral dissemination outcome (determined as successful/non-successful). Appendix U contains the DNP Project Dissemination Rubric.

The DNP Project Approval Form and Agreement Form for DNP Project Submission to the University at Buffalo's Institutional Repository (UBIR) will be emailed to the student for inclusion in the final project. Please refer to the section titled *Submitting the Final DNP Project* for instructions.

Poster Presentation Dissemination (NOT DNP Poster Dissemination Day)

Students will have the option to disseminate their project by poster at research events which are vetted by the student's DNP Project Advisor. Poster presentations are possible at other research **events, but they must be vetted by DNP Project Advisor prior to a student applying to present at the event.** If the DNP Project Advisor is unable to be present at the event (in person or virtually), a faculty member, approved by the DNP Course Coordinator in collaboration with the DNP Project Advisor, **must be present at the event** for the student to disseminate.

While enrolled in the DNP Program, the Office of Nursing Research (ONR) will print 1 free poster for DNP students **for dissemination purposes only!** To be considered to have a poster printed by the ONR, the student must adhere to the following guidelines:

1. Be currently enrolled in one of UB's DNP programs and has not successfully disseminated their DNP project
2. The requested poster is solely for DNP project dissemination purposes. If the conference is held virtually, the ONR will not print a poster for the student. Moreover, if a student is required to present a poster as a course requirement for anything other than dissemination purposes, it is not the responsibility of the ONR or School of Nursing to print a poster for the student.
3. If a student plans to disseminate at a professional event not sponsored by the SON, the student needs permission from the DNP Project Advisor **and** the DNP Course Coordinator **prior to** registering or submitting anything to the conference. If a student does not obtain permission from both DNP Project Advisor and DNP Course Coordinator, the student may need to disseminate again
4. Use the approved poster template located with UB Learns – NGC 799. The poster must be designed using the format guidelines listed under *Poster Template and Format*.
5. The poster must be approved by the DNP Project Advisor before sending it to the CNR for printing. The student will need to upload a copy of the DNP Project Advisor's approval for the poster to printed for dissemination purposes.
6. Once approved, the student can submit the poster using the ONR's [Research Poster Request Form](#). **The ONR and SON reserves the right to decline printing of a poster for any student who does not meet the required criteria outlined above, has successfully disseminated their DNP project and/or requests printing for future endeavors.**
7. The student is responsible for following all directions stipulated by the conference sponsor.
8. At the event, the student must be engaged with the public. Standing at the poster does not mean a successful dissemination. Faculty who are assigned at the event will be monitoring student engagement. Students will be graded based on the criteria outlined on the DNP Project Dissemination Rubric. (See Appendix U)
9. Depending on the time of the event, students will know if the dissemination was successful within 24- 48 hours after the event.
10. If successful, the DNP Project Advisor will sign the required paperwork.
11. The DNP Project Approval Form and Agreement Form for DNP Project Submission to the University at Buffalo's Institutional Repository (UBIR) will be emailed to the student for inclusion in the final project.
12. Please refer to the section titled *Submitting the Final DNP Project* for instructions.

Poster Template and Format

Students must use the UB approved template located within NGC-799. Students should not deviate from the format without prior written approval from the DNP Project Advisor and the DNP Course Coordinator. Posters presented for dissemination that are not in the approved format will receive an automatic point deduction unless prior written approval is received.

Organize the dissemination poster in the following format:

1. Title – Replace **ACADEMIC RESEARCH POSTER TEMPLATE** with **title of project** (all capital letters)
2. If there is a subtitle – Replace **Subtitle for Academic Research Poster (48x36 inches)** with the subtitle. If there is no subtitle, remove this line.
3. Name(s) – Replace **Your names and the names of the people who contributed to this poster.**
DNP students must use the following format:
 - a. Jaye Doe, RN, BS, DNP candidate (for all BS-DNP candidates)
 - b. Jaye Doe, ANP-C, DNP candidate (for all Post Masters students). *Please use your correct boarded credential.*
 - c. Others, including faculty, who contribute to the poster will inform the student of how to list their name and credential(s)
4. Introduction
5. Background and Significance
6. Project Purpose, Aim(s) Objective(s)
7. Theoretical Framework
8. Literature Review Summary (matrix)
9. Methods and Design
10. Results/Findings
11. Discussion (include AACN DNP Essentials met and APN role)
12. Project Strengths and Limitations
13. Future Implications and Recommendations
14. For the bottom of the poster, replace **Department or Office name goes here School, College or Division name goes here** with **School of Nursing, Graduate Department.**
15. Replace **buffalo.edu** with **nursing.buffalo.edu.**
16. Acknowledgements **should not be included** in a poster **except** if the work relates to a federal, state, institution, or university grant. In this circumstance, please follow the acknowledgement guidelines provided by the grant sponsor. While our faculty are dedicated and work tirelessly with all DNP students on their projects, a personal note on a poster in the acknowledgement section is **not appropriate**. The appropriate place is within the Acknowledgement section of the student's final project. Please refer to *Acknowledgements* section of this handbook.

Article Submission to Professional Journal or Participation in a Professional Publication

Students interested in this option must discuss this option with their DNP Project Advisor during the first two weeks of NGC 798 and then notify the DNP Course Coordinator. The DNP Project Advisor will work closely with the student to identify the appropriate professional target journal to obtain the journal's author guidelines that will guide the writing of the DNP project paper throughout the writing of the DNP project proposal paper and the writing of the final DNP project paper.

If a student has an opportunity to work with faculty on other professional publications such as a book chapter, the DNP Project Advisor must approve before the student begins work on the project. Because the article (or other professional publication) will not take the shape of a formal DNP project paper, the student will format their final project paper for the SON using the following as a guide:

- Title Page. A sample of how the title page should be formatted is in Appendix F. ***This is the required format for the SON's DNP Program.***
- DNP Project Approval Form
- Acknowledgements
- Abstract
- Article submitted to approved professional journal (or professional work)
- Appendices
 - A – UB IRB Approval
 - B – Approval from any other institution
 - C – Confirmation of article submission to professional journal or publisher. If the article (published work) is accepted before submitting the final project, include a copy of acceptance.

Other Dissemination Method Guidelines

There are other dissemination methods that may present themselves to the student. These include dissemination at the stakeholder site, podcasts, etc. It is imperative that the student and DNP Project Faculty Advisor keep the DNP Course Coordinator apprised of the dissemination method. Here are some general guidelines:

- If a student disseminates at the stakeholder facilities (i.e., hospital unit, staff departmental meeting), it is up to the student to coordinate the dissemination event (virtual or in-person). The student *should not* contact the SON's Distance Learning Analyst for assistance in setting up a virtual dissemination at a stakeholder site
- Whatever the event, it is up to the student to coordinate for their DNP Project Faculty Advisor's attendance or initial viewing
- If it is a stakeholder dissemination, it will not be announced through the DNP listserv. However, after successful dissemination, a congratulatory notice will be sent

Submitting the Final DNP Project to the School of Nursing

Once the student has successfully disseminated their final DNP project and has received approval to submit their project to the School of Nursing, students are required to follow these guidelines:

1. Submit a PDF of the final DNP project paper to the DNP Project Advisor and the Assistant to the Assistant Dean for DNP Programs.
2. Complete and submit the Electronic DNP Project Submission Agreement Form as a separate file to the Assistant to the Assistant Dean for DNP Programs. This form will be emailed to the student with the DNP Project Approval form.

The Assistant to the Assistant Dean for DNP Programs is NOT responsible for formatting final DNP project papers and disseminations in APA format. Any final paper submitted that is not in APA format will be returned to the student and DNP Faculty Advisor for revision and resubmission.

The SON **does not require a bound copy** of the final DNP project paper. If the DNP Project Advisor would like a bound copy, please have it bound in black Velo (strip) binding with a clear cover and black opaque back cover. The title page should be the first page showing through the clear cover. If Velo is not available, please use black spiral binding with a clear cover and a black opaque back cover. Any bookbinding site is acceptable.

Agreement Form for DNP Project Submission to the University at Buffalo's Institutional Repository (UBIR)

This form is required for the SON to store all DNP projects in a Private Repository. This is a private, password-protected site used for storage. Students are highly encouraged to participate in University's Public repository. This will ensure that the student will have access to the final project, and it is considered a publication. If the student does not wish to participate in the Public repository, please check the box at the end of the form, however, if the student chooses to place the work through the Public repository, please leave the box unchecked. (Appendix V)

If the student participates in the Public repository, an email will be sent after the project is accepted. Included in the email will be a link to the student's work. If at any time the student wishes to remove the project from the Public repository, instructions to have the project removed are included in the email.

This form is not included in the final project. Please submit as a separate document.

All projects need to be submitted to the Assistant to the Assistant Dean for DNP Programs within 10 business days after notification of a student's successful dissemination OR by date included in emailed notification.

Closing Out Your IRB Approval

Once the project is complete and submitted, the student needs to close out the IRB. Below are the steps to take to close out your IRB:

Open the study (project) by clicking the study name in the **Active tab**.

Tip: To access the Active tab, click IRB in the top left navigation area and select the Active tab.

Navigating to the IRB link and the Active tab:

Click Create Modification / CR.

Select Continuing Review as the purpose of the submission

Click Continue.

Fill out the Continuing Review / Study Closure Information form.

Note: Your answers to question 2 determine whether the study can be closed.

After completing the form, **click** Continue.

Click Finish to exit the forms.

Click Submit from the My Current Actions list on the left.

Follow the prompts to complete the submission process.

*For more information, please refer to the IRB Help Center located in Click.
Search for IRB Activities, Closing out a study.*

Presentation of Project after Successful Public Dissemination

Public dissemination of the DNP project by the student is a requirement of NGC 799. After the student successfully disseminates their project and receives their signed DNP Project Approval form, the student no longer works with their Project Faculty Advisor except in the following situations:

- Student and Project Faculty Advisor agree to work on an article in the future for publication
- Student and Project Faculty Advisor agree to work together in the future to expand upon the research completed by the student

Project Faculty Advisors are not responsible for assisting the student with any additional presentations after dissemination of the DNP Project. For example, if a student successfully disseminates their project at DNP Poster Dissemination Day and then decides (or is required by another course) to prepare a poster for the School of Nursing's Research Day, the Project Faculty Advisor is **not responsible** for overseeing that activity. Students should seek guidance from their Program Director. Additionally, if a student presents any aspect of this after-dissemination collaboration, it will be up to the faculty and student to determine how to secure funding for printing of any poster. *It will not be the responsibility of the ONR or School of Nursing.*

References

Allison, T. (2019, July 5). AACN Member Community Digest for July 6th 2019: DNP Project Focus & the 2015 Task Force Report.

American Association of Colleges of Nursing. (2019a). *Defining scholarship for academic nursing*.

<https://www.aacnnursing.org/News-Information/Position-Statements-White-Papers/Defining-Scholarship-Nursing>

American Association of Colleges of Nursing. (2019b). *DNP essentials*.

<https://www.aacnnursing.org/DNP/DNP-Essentials>

American Association of Colleges of Nursing. (2019c). *The doctor of nursing practice (DNP) toolkit*.

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m https://qualitysafety.bmj.com/content/17/Suppl_1/i3
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- University at Buffalo, Research and Economic Development. (2019). *Human research (IRB)*.
<http://www.buffalo.edu/research/research-services/compliance/irb.html>
- University at Buffalo, Social and Behavioral Research Support Office. (2017). *UB Click IRB Step by Step Guide*.
<https://www.buffalo.edu/content/dam/www/research/pdf/Compliance/BRO/UB%20Click%20IRB%20Step%20by%20Step%20Guide.pdf>.

Appendix A

Sample Letter of Support for DNP Project from Stakeholder/Community Partner

Date:

Re: Letter of Support

To Whom It May Concern:

It is my pleasure to write a letter in support of the proposed Doctor of Nursing Practice (DNP) project (title) being submitted to the University at Buffalo Institutional Review Board (add another IRB name if needed) by (student name). Insert of brief narrative regarding the project and its importance to this community stakeholder.

I am happy to assist the student, if necessary, through our institutional IRB and providing the student the necessary resources in order to complete the project at our institution (i.e., HIPAA compliant access to charts, patients, caregivers, etc.).

In conclusion, I fully support the project as proposed by (student's name) and agree to allow the study to be conducted at (Name of organization and specific unit if applicable).

Sincerely,

Typed Name _____

Title _____

Appendix B

NGC 728 DNP Project Activities for Logs 1-7

Date: _____

Student Name: _____

DNP Project Faculty Advisor: _____

Semester/Year: ___ Fall ___ Spring ___ Summer 20 ____

Total Number of Credit Hours Registered for in NGC 728 _____

	<u>Registered</u>	<u>Credit Hours</u>	<u>Weekly Project Hours</u>
DNP project activities hours for this log submission:	_____	1 credit hour	= 50 hours
Cummulative DNP project hours from last log submitted: +	_____	2 credit hours	= 100 hours
DNP project activity hours completed to date: =	_____	3 credit hours	= 150 hours
		4 credit hours	= 200 hours

Summarize in detail all DNP project activities completed (writing, research, time spent consulting at project site, time spent consulting with your DNP Project Advisor, data collection, data analysis, data analysis consultations, etc.) and log your hours in the designated section above. Please submit the completed log in UB Learns in the course Assignment tab. All logs will be tracked and saved electronically by your supervising DNP Project Faculty Advisor.

Detailed Summary of DNP Project Activities including Time Spent per Activity (4 points)

- Activity. Time spent on activity.
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DNP Doctoral Essentials addressed through DNP Project Activities and how they apply to the Advanced Practice Nursing Role in your DNP Project Area of Interest (2 points)

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Self Care Reflection (2 points)

Domain 10: Personal, Professional, and Leadership Development (AACN, 2021).

Competency: Demonstrate a commitment to personal health and well being

Sub competencies:

- 1) Contribute to an environment that promotes self care, personal health, and well being.**
- 2) Evaluate the workplace environment to determine level of health and well being.**

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Helpful tips for completing self-care reflections:

Reflective practice is used in various fields, such as education, healthcare, and management, to foster continuous improvement and personal growth. It encourages a habit of self-awareness and critical thinking to help us learn from our experiences and become more effective in our roles. Consider the prompts below as areas you may wish to reflect on (you do not need to address all each submission, focus on what is important in your self-care) to address the self-care competency: Demonstrate a commitment to personal health and well-being and related subcompetencies:1) Contribute to an environment that promotes self-care, personal health, and well-being, and/or 2) Evaluate the workplace environment to determine level of health and well-being.

- ❖ What’s presenting as a challenge to you recently when it comes to patient research, that you did not think would present a challenge?
- ❖ What are some ways you can effectively manage the feelings and emotions that arise during these challenges?
- ❖ What’s going on around you that piques your curiosity this week? What would you like to give more time and attention to? In what ways do you think you could balance work and the areas you wish to give more focus to?
- ❖ What have you accomplished this week that you were proud of, no matter how simple it might sound?
- ❖ What empirical/clinical productivity boosts or positive “tricks” have you discovered lately? What might these be telling you about yourself?
- ❖ What was a recent situation where things didn’t go as planned, and what can I learn from how I responded and the outcomes?"

Appendix C

NGC 728 DNP Project Activities for Log 8

Date: _____

Student Name: _____

DNP Project Faculty Advisor: _____

Semester/Year: ___ Fall ___ Spring ___ Summer 20 ____

Total Number of Credit Hours Registered for in NGC 728 _____

	<u>Registered</u>	<u>Credit Hours</u>	<u>Weekly Project Hours</u>
DNP project activities hours for this log submission:	_____	1 credit hour	= 50 hours
Cumulative DNP project hours from last log submitted: +	_____	2 credit hours	= 100 hours
DNP project activity hours completed to date: =	_____	3 credit hours	= 150 hours
		4 credit hours	= 200 hours

In this log, include any additional activities you have completed since the last log submission, including attendance at DNP project dissemination day in Box 1. In addition, complete each of the remaining boxes with a brief reflection on how you have met/developed the competencies stated throughout the two project courses. Each of your projects has a different focus but should address at least one competency under each of the domains. Please address only the competencies that apply to your project within the domains.

Box One: Detailed Summary of DNP Project Activities including Time Spent per Activity (satisfactory/unsatisfactory must include DNP dissemination attendance in NGC729)

- Activity. Time spent on activity.
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Box Two: Domain 1: Knowledge for Advanced Nursing Practice (3 points)

Competencies with sub competencies:

1.1 Demonstrate an understanding of the discipline of nursing s distinct perspective and where shared perspectives exist with other disciplines.
 Translate evidence from nursing science as well as other sciences into practice.
 Demonstrate the application of nursing science to practice.
 Integrate an understanding of nursing history in advancing nursing s influence in health care.

1.2 Apply theory and research based knowledge from nursing, the arts, humanities, and other sciences.
 Synthesize knowledge from nursing and other disciplines to inform education, practice, and research.
 Apply a systematic and defensible approach to nursing practice decisions.
 Employ ethical decision making to assess, intervene, and evaluate nursing care.
 Demonstrate socially responsible leadership.
 Translate theories from nursing and other disciplines to practice.

1.3 Demonstrate clinical judgment founded on a broad knowledge base.
 Integrate foundational and advanced specialty knowledge into clinical reasoning.
 Synthesize current and emerging evidence to Influence practice.
 Analyze decision models from nursing and other knowledge domains to improve clinical judgment.

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Box Three: Domain 2: Person Centered Care (3 points)

Competencies with sub competencies:

2.2 Communicate effectively with individuals.
 Demonstrate advanced communication skills and techniques using a variety of modalities with diverse audiences.

2.3 Integrate assessment skills in practice.
 Demonstrate that one’s practice is informed by a comprehensive assessment appropriate to the functional area of advanced nursing practice.

2.4 Diagnose actual or potential health problems and needs.
 Integrate advanced scientific knowledge to guide decision making.

2.5 Develop a plan of care.
 Develop evidence based interventions to improve outcomes and safety.
 Incorporate innovations into practice when evidence is not available.

2.6 Demonstrate accountability for care delivery.
 Promote delivery of care that supports practice at the full scope of education.

Contribute to the development of policies and processes that promote transparency and accountability.
 Apply current and emerging evidence to the development of care guidelines/tools.
 2.7 Evaluate outcomes of care.
 Analyze data to identify gaps and inequities in care and monitor trends in outcomes.
 Monitor epidemiological and system level aggregate data to determine healthcare outcomes and trends.
 Synthesize outcome data to inform evidence based practice, guidelines, and policies.

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Box Four: Domain 3: Population Health (3 points)

Competencies with sub competencies:

3.1 Manage population health.

Assess the efficacy of a system s capability to serve a target sub population s healthcare needs.

Analyze primary and secondary population health data for multiple populations against relevant benchmarks.

Use established or evolving methods to determine population focused priorities for care.

Develop a collaborative approach with relevant stakeholders to address population healthcare needs, including evaluation methods.

3.2 Engage in effective partnerships.

Ascertain collaborative opportunities for individuals and organizations to improve population health.

Lead partnerships to improve population health outcomes.

3.3 Consider the socioeconomic impact of the delivery of health care.

Advocate for interventions that maximize cost effective, accessible, and equitable resources for populations.

3.4 Advance equitable population health policy.

Identify opportunities to influence the policy process.

Contribute to policy development at the system, local, regional, or national levels.

3.5 Demonstrate advocacy strategies.

Engage in relationship building activities with stakeholders at any level of influence, including system, local, state, national, and/or global.

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Box Five: Domain 4: Scholarship for the Nursing Discipline (3 points)

Competencies with sub competencies:

4.1 Advance the scholarship of nursing.

Apply and critically evaluate advanced knowledge in a defined area of nursing practice.

Engage in scholarship to advance health.

Discern appropriate applications of quality improvement, research, and evaluation methodologies.

Collaborate to advance one’s scholarship.

Disseminate one’s scholarship to diverse audiences using a variety of app roaches or modalities.

Advocate within the interprofessional team and with other stakeholders for the contributions of nursing scholarship.

4.2 Integrate best evidence into nursing practice.

Use diverse sources of evidence to inform practice.

Lead the translation of evidence into practice.

Address opportunities for innovation and changes in practice.

Collaborate in the development of new/ revised policy or regulation in the light of new evidence.

Articulate inconsistencies between practice policies and best evidence.

Evaluate outcomes and impact of new practices based on the evidence.

4.3 Promote the ethical conduct of scholarly activities.

Identify and mitigate potential risks and areas of ethical concern in the conduct of scholarly activities.

Apply IRB guidelines throughout the scholarship process.

Ensure the protection of participants in the conduct of scholarship.

Implement processes that support ethical conduct in practice and scholarship.

Apply ethical principles to the dissemination of nursing scholarship.

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Box Six: Domain 5: Quality and Safety (3 points)

Competencies with sub competencies:

5.1 Apply quality improvement principles in care delivery.

Establish and incorporate data driven benchmarks to monitor system performance.
 Integrate outcome metrics to inform change and policy recommendations.
 Collaborate in analyzing organizational process improvement initiatives.
 Advocate for change related to financial policies that impact the relationship between economics and quality care delivery.

Advance quality improvement practices through dissemination of outcomes.

5.2 Contribute to a culture of patient safety.

Lead analysis of actual errors, near misses, and potential situations that would impact safety.
 Design evidence based interventions to mitigate risk.

5.3 Contribute to a culture of provider and work environment safety.

Advocate for structures, policies, and processes that promote a culture of safety and prevent workplace risks and injury.

Foster a just culture reflecting civility and respect.

Create a safe and transparent culture for reporting incidents.

Role model and lead well being and resiliency for self and team.

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Box Seven: Domain 6: Interprofessional Partnerships (3 points)

Competencies with sub competencies:

6.1 Communicate in a manner that facilitates a partnership approach to quality care delivery.

Communicate nursing's unique disciplinary knowledge to strengthen interprofessional Partnerships.

6.2 Perform effectively in different team roles, using principles and values of team dynamics.

Integrate evidence based strategies and processes to improve team effectiveness and outcomes.

Reflect on how one's role and expertise influences team performance.

Foster positive team dynamics to strengthen desired outcomes.

6.3 Use knowledge of nursing and other professions to address healthcare needs.

Direct interprofessional activities and initiatives.

Foster an environment that supports the constructive sharing of multiple perspectives and enhances interprofessional learning.

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Box Eight: Domain 7: Systems Based Practice (3 points)

Competencies: with sub competencies:

7.1 Apply knowledge of systems to work effectively across the continuum of care.

Analyze system wide processes to optimize outcomes.

Design policies to impact health equity and structural racism within systems, communities, and populations.

7.2 Incorporate consideration of cost effectiveness of care.

Analyze relevant internal and external factors that drive healthcare costs and reimbursement.

Advocate for healthcare economic policies and regulations to enhance value, quality, and cost effectiveness.

Recommend system wide strategies that improve cost effectiveness considering structure, leadership, and workforce needs.

7.3 Optimize system effectiveness through application of innovation and evidence-based practice.

- Apply innovative and evidence-based strategies focusing on system preparedness and capabilities.

- Design system improvement strategies based on performance data and metrics.

- Design system improvement strategies that address internal and external system processes and structures that perpetuate structural racism and other forms of discrimination in healthcare systems.

*everyone MUST address something from 7.3

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Box Nine: Domain 8: Informatics and Healthcare Technologies (3 points)

Competencies with sub competencies:

8.2 Use information and communication technology to gather data, create information, and generate knowledge.

Generate information and knowledge from health information technology databases.

Use standardized data to evaluate decision making and outcomes across all systems levels.

Clarify how the collection of standardized data advances the practice, understanding, and value of nursing and supports care.

Interpret primary and secondary data and other information to support care.

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Box Ten: Domain 9: Professionalism (3 points)

Competencies with sub competencies:

9.3 Demonstrate accountability to the individual, society, and the profession.
 Advocate for nursing’s professional responsibility for ensuring optimal care outcomes.
 Address actual or potential hazards and/or errors.
 Foster a practice environment that promotes accountability for care outcomes.
 Advocate for policies/practices that promote social justice and health equity.
 Foster strategies that promote a culture of civility across a variety of settings.
 Lead in the development of opportunities for professional and interprofessional activities.

9.4 Comply with relevant laws, policies, and regulations.
 Advocate for policies that enable nurses to practice to the full extent of their education.
 Participate in the implementation of policies and regulations to improve the professional practice environment and healthcare outcomes.

9.5 Demonstrate the professional identity of nursing.
 Evaluate practice environment to ensure that nursing core values are demonstrated.
 Identify opportunities to lead with moral courage to influence team decision making.

9.6 Integrate diversity, equity, and inclusion as core to one’s professional identity.
 Ensure that care provided by self and others is reflective of nursing’s core values.
 Structure the practice environment to facilitate care that is culturally and linguistically appropriate.
 Ensure self and others are accountable in upholding moral, legal, and humanistic principles related to health.

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Box Eleven: Domain 10: Personal, Professional, and Leadership Development. (3 points)

Competencies with sub competencies:

10.1 Demonstrate a commitment to personal health and well being
 Contribute to an environment that promotes self care, personal health, and well being.
 Evaluate the workplace environment to determine level of health and well being.

10.2 Demonstrate a spirit of inquiry that fosters flexibility and professional maturity.
 Demonstrate cognitive flexibility in managing change within complex environments.
 Foster activities that support a culture of lifelong learning.

10.3 Develop capacity for leadership.
 Provide leadership to advance the nursing profession.
 Influence intentional change guided by leadership principles and theories.

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Appendix D

NGC 729 DNP Project Activities for Logs 1-7

Date: _____

Student Name: _____

DNP Project Faculty Advisor: _____

Semester/Year: ___ Fall ___ Spring ___ Summer 20 ____

Total Number of Credit Hours Registered for in NGC 729 _____

	<u>Registered</u>	<u>Credit Hours</u>	<u>Weekly Project Hours</u>
DNP project activities hours for this log submission:	_____	1 credit hour	= 50 hours
Cummulative DNP project hours from last log submitted: +	_____	2 credit hours	= 100 hours
DNP project activity hours completed to date: =	_____	3 credit hours	= 150 hours
		4 credit hours	= 200 hours

Summarize in detail all DNP project activities completed (writing, research, time spent consulting at project site, time spent consulting with your DNP Project Advisor, data collection, data analysis, data analysis consultations, etc.) and log your hours in the designated section above. Please submit the completed log in UB Learns in the course Assignment tab. All logs will be tracked and saved electronically by your supervising DNP Project Faculty Advisor.

Detailed Summary of DNP Project Activities including Time Spent per Activity (4 points)

- Activity. Time spent on activity.
-
-

DNP Doctoral Essentials addressed through DNP Project Activities and how they apply to the Advanced Practice Nursing Role in your DNP Project Area of Interest (2 points)

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Self Care Reflection (2 points)

Domain 10: Personal, Professional, and Leadership Development (AACN, 2021).

Competency: Demonstrate a commitment to personal health and well being

Sub competencies:

- 1) Contribute to an environment that promotes self care, personal health, and well being.**
- 2) Evaluate the workplace environment to determine level of health and well being.**

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Helpful tips for completing self-care reflections:

Reflective practice is used in various fields, such as education, healthcare, and management, to foster continuous improvement and personal growth. It encourages a habit of self-awareness and critical thinking to help us learn from our experiences and become more effective in our roles.

Consider the prompts below as areas you may wish to reflect on (you do not need to address all each submission, focus on what is important in your self-care) to address the self-care competency: Demonstrate a commitment to personal health and well-being and related subcompetencies:1) Contribute to an environment that promotes self-care, personal health, and well-being, and/or 2) Evaluate the workplace environment to determine level of health and well-being.

- ❖ What’s presenting as a challenge to you recently when it comes to patient research, that you did not think would present a challenge?
- ❖ What are some ways you can effectively manage the feelings and emotions that arise during these challenges?
- ❖ What’s going on around you that piques your curiosity this week? What would you like to give more time and attention to? In what ways do you think you could balance work and the areas you wish to give more focus to?
- ❖ What have you accomplished this week that you were proud of, no matter how simple it might sound?
- ❖ What empirical/clinical productivity boosts or positive “tricks” have you discovered lately? What might these be telling you about yourself?
- ❖ What was a recent situation where things didn't go as planned, and what can I learn from how I responded and the outcomes?"

Appendix E

NGC 729 DNP Project Activities for Log 8

Date: _____

Student Name: _____

DNP Project Faculty Advisor: _____

Semester/Year: ___ Fall ___ Spring ___ Summer 20 ____

Total Number of Credit Hours Registered for in NGC 729 _____

	<u>Registered</u>	<u>Credit Hours</u>	<u>Weekly Project Hours</u>
DNP project activities hours for this log submission:	_____	1 credit hour	= 50 hours
Cumulative DNP project hours from last log submitted: +	_____	2 credit hours	= 100 hours
DNP project activity hours completed to date: =	_____	3 credit hours	= 150 hours
		4 credit hours	= 200 hours

In this log, include any additional activities you have completed since the last log submission, including attendance at DNP project dissemination day in Box 1. In addition, complete each of the remaining boxes with a brief reflection on how you have met/developed the competencies stated throughout the two project courses. Each of your projects has a different focus but should address at least one competency under each of the domains. Please address only the competencies that apply to your project within the domains.

Box One: Detailed Summary of DNP Project Activities including Time Spent per Activity (satisfactory/unsatisfactory must include DNP dissemination attendance in NGC729)

- Activity. Time spent on activity.
-
-

Box Two: Domain 1: Knowledge for Advanced Nursing Practice (3 points)

Competencies with sub competencies:

1.4 Demonstrate an understanding of the discipline of nursing s distinct perspective and where shared perspectives exist with other disciplines.
 Translate evidence from nursing science as well as other sciences into practice.
 Demonstrate the application of nursing science to practice.
 Integrate an understanding of nursing history in advancing nursing s influence in health care.

1.5 Apply theory and research based knowledge from nursing, the arts, humanities, and other sciences.
 Synthesize knowledge from nursing and other disciplines to inform education, practice, and research.
 Apply a systematic and defensible approach to nursing practice decisions.
 Employ ethical decision making to assess, intervene, and evaluate nursing care.
 Demonstrate socially responsible leadership.
 Translate theories from nursing and other disciplines to practice.

1.6 Demonstrate clinical judgment founded on a broad knowledge base.
 Integrate foundational and advanced specialty knowledge into clinical reasoning.
 Synthesize current and emerging evidence to Influence practice.
 Analyze decision models from nursing and other knowledge domains to improve clinical judgment.

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Box Three: Domain 2: Person Centered Care (3 points)

Competencies with sub competencies:

2.2 Communicate effectively with individuals.
 Demonstrate advanced communication skills and techniques using a variety of modalities with diverse audiences.

2.3 Integrate assessment skills in practice.
 Demonstrate that one’s practice is informed by a comprehensive assessment appropriate to the functional area of advanced nursing practice.

2.4 Diagnose actual or potential health problems and needs.
 Integrate advanced scientific knowledge to guide decision making.

2.5 Develop a plan of care.
 Develop evidence based interventions to improve outcomes and safety.
 Incorporate innovations into practice when evidence is not available.

2.6 Demonstrate accountability for care delivery.
 Promote delivery of care that supports practice at the full scope of education.

Contribute to the development of policies and processes that promote transparency and accountability.
 Apply current and emerging evidence to the development of care guidelines/tools.
 2.7 Evaluate outcomes of care.
 Analyze data to identify gaps and inequities in care and monitor trends in outcomes.
 Monitor epidemiological and system level aggregate data to determine healthcare outcomes and trends.
 Synthesize outcome data to inform evidence based practice, guidelines, and policies.

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Box Four: Domain 3: Population Health (3 points)

Competencies with sub competencies:
 3.1 Manage population health.
 Assess the efficacy of a system s capability to serve a target sub population s healthcare needs.
 Analyze primary and secondary population health data for multiple populations against relevant benchmarks.
 Use established or evolving methods to determine population focused priorities for care.
 Develop a collaborative approach with relevant stakeholders to address population healthcare needs, including evaluation methods.
 3.2 Engage in effective partnerships.
 Ascertain collaborative opportunities for individuals and organizations to improve population health.
 Lead partnerships to improve population health outcomes.
 3.3 Consider the socioeconomic impact of the delivery of health care.
 Advocate for interventions that maximize cost effective, accessible, and equitable resources for populations.
 3.4 Advance equitable population health policy.
 Identify opportunities to influence the policy process.
 Contribute to policy development at the system, local, regional, or national levels.
 3.5 Demonstrate advocacy strategies.
 Engage in relationship building activities with stakeholders at any level of influence, including system, local, state, national, and/or global.

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Box Five: Domain 4: Scholarship for the Nursing Discipline (3 points)

Competencies with sub competencies:
 4.1 Advance the scholarship of nursing.
 Apply and critically evaluate advanced knowledge in a defined area of nursing practice.
 Engage in scholarship to advance health.
 Discern appropriate applications of quality improvement, research, and evaluation methodologies.
 Collaborate to advance one’s scholarship.
 Disseminate one’s scholarship to diverse audiences using a variety of app roaches or modalities.
 Advocate within the interprofessional team and with other stakeholders for the contributions of nursing scholarship.
 4.2 Integrate best evidence into nursing practice.
 Use diverse sources of evidence to inform practice.
 Lead the translation of evidence into practice.
 Address opportunities for innovation and changes in practice.
 Collaborate in the development of new/ revised policy or regulation in the light of new evidence.
 Articulate inconsistencies between practice policies and best evidence.
 Evaluate outcomes and impact of new practices based on the evidence.
 4.3 Promote the ethical conduct of scholarly activities.
 Identify and mitigate potential risks and areas of ethical concern in the conduct of scholarly activities.
 Apply IRB guidelines throughout the scholarship process.
 Ensure the protection of participants in the conduct of scholarship.
 Implement processes that support ethical conduct in practice and scholarship.
 Apply ethical principles to the dissemination of nursing scholarship.

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Box Six: Domain 5: Quality and Safety (3 points)

Competencies with sub competencies:
 5.1 Apply quality improvement principles in care delivery.

Establish and incorporate data driven benchmarks to monitor system performance.
 Integrate outcome metrics to inform change and policy recommendations.
 Collaborate in analyzing organizational process improvement initiatives.
 Advocate for change related to financial policies that impact the relationship between economics and quality care delivery.

Advance quality improvement practices through dissemination of outcomes.

5.2 Contribute to a culture of patient safety.

Lead analysis of actual errors, near misses, and potential situations that would impact safety.
 Design evidence based interventions to mitigate risk.

5.3 Contribute to a culture of provider and work environment safety.

Advocate for structures, policies, and processes that promote a culture of safety and prevent workplace risks and injury.

Foster a just culture reflecting civility and respect.

Create a safe and transparent culture for reporting incidents.

Role model and lead well being and resiliency for self and team.

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Box Seven: Domain 6: Interprofessional Partnerships (3 points)

Competencies with sub competencies:

6.1 Communicate in a manner that facilitates a partnership approach to quality care delivery.

Communicate nursing's unique disciplinary knowledge to strengthen interprofessional Partnerships.

6.2 Perform effectively in different team roles, using principles and values of team dynamics.

Integrate evidence based strategies and processes to improve team effectiveness and outcomes.

Reflect on how one's role and expertise influences team performance.

Foster positive team dynamics to strengthen desired outcomes.

6.3 Use knowledge of nursing and other professions to address healthcare needs.

Direct interprofessional activities and initiatives.

Foster an environment that supports the constructive sharing of multiple perspectives and enhances interprofessional learning.

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Box Eight: Domain 7: Systems Based Practice (3 points)

Competencies: with sub competencies:

7.1 Apply knowledge of systems to work effectively across the continuum of care.

Analyze system wide processes to optimize outcomes.

Design policies to impact health equity and structural racism within systems, communities, and populations.

7.2 Incorporate consideration of cost effectiveness of care.

Analyze relevant internal and external factors that drive healthcare costs and reimbursement.

Advocate for healthcare economic policies and regulations to enhance value, quality, and cost effectiveness.

Recommend system wide strategies that improve cost effectiveness considering structure, leadership, and workforce needs.

7.3 Optimize system effectiveness through application of innovation and evidence-based practice.

- Apply innovative and evidence-based strategies focusing on system preparedness and capabilities.

- Design system improvement strategies based on performance data and metrics.

- Design system improvement strategies that address internal and external system processes and structures that perpetuate structural racism and other forms of discrimination in healthcare systems.

*everyone MUST address something from 7.3

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Box Nine: Domain 8: Informatics and Healthcare Technologies (3 points)

Competencies with sub competencies:

8.2 Use information and communication technology to gather data, create information, and generate knowledge.

Generate information and knowledge from health information technology databases.

Use standardized data to evaluate decision making and outcomes across all systems levels.

Clarify how the collection of standardized data advances the practice, understanding, and value of nursing and supports care.

Interpret primary and secondary data and other information to support care.

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Box Ten: Domain 9: Professionalism (3 points)

Competencies with sub competencies:

9.3 Demonstrate accountability to the individual, society, and the profession.

Advocate for nursing's professional responsibility for ensuring optimal care outcomes.

Address actual or potential hazards and/or errors.

Foster a practice environment that promotes accountability for care outcomes.

Advocate for policies/practices that promote social justice and health equity.

Foster strategies that promote a culture of civility across a variety of settings.

Lead in the development of opportunities for professional and interprofessional activities.

9.4 Comply with relevant laws, policies, and regulations.

Advocate for policies that enable nurses to practice to the full extent of their education.

Participate in the implementation of policies and regulations to improve the professional practice environment and healthcare outcomes.

9.5 Demonstrate the professional identity of nursing.

Evaluate practice environment to ensure that nursing core values are demonstrated.

Identify opportunities to lead with moral courage to influence team decision making.

9.6 Integrate diversity, equity, and inclusion as core to one's professional identity.

Ensure that care provided by self and others is reflective of nursing's core values.

Structure the practice environment to facilitate care that is culturally and linguistically appropriate.

Ensure self and others are accountable in upholding moral, legal, and humanistic principles related to health.

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Box Eleven: Domain 10: Personal, Professional, and Leadership Development. (3 points)

Competencies with sub competencies:

10.1 Demonstrate a commitment to personal health and well being

Contribute to an environment that promotes self care, personal health, and well being.

Evaluate the workplace environment to determine level of health and well being.

10.2 Demonstrate a spirit of inquiry that fosters flexibility and professional maturity.

Demonstrate cognitive flexibility in managing change within complex environments.

Foster activities that support a culture of lifelong learning.

10.3 Develop capacity for leadership.

Provide leadership to advance the nursing profession.

Influence intentional change guided by leadership principles and theories.

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Appendix F

DNP Project Title Page Format

PROJECT RUNNING HEADER

1

Full Title of the Project, Centered, Bold Face
(centered in top quarter of page)

by
Full name of author
(center of page)

A DNP project submitted to the
School of Nursing
University at Buffalo
in partial fulfillment of the requirements for the degree of Doctor of Nursing Practice
(centered in bottom half of page)

Date (month and year)
(centered in bottom quarter of page)

Appendix G

Grading Rubric for the DNP Project Proposal Paper

Grading Criteria	Points	Score
The title page is formatted according to the DNP Project Handbook.	1	
The abstract is well-organized, succinctly summarizes the DNP project proposal, is 250 words or less, and contains 3 to 5 keywords.	1	
The introduction is clearly presented, well-articulated, and “grabs the reader’s attention”.	1	
The background section clearly addresses the scope and nature of the identified clinical gap and is supported by professional resources.	1	
The project significance is well-established and clearly supports the need for the proposed project.	1	
The proposed project purpose, aim(s), and objective(s) are well articulated and support the project intention.	1	
The AACN DNP Essentials addressed in the proposed project are presented with a clear explanation regarding how they will be addressed in the project.	1	
APN contribution to scholarship and practice through project implementation are clearly presented and well substantiated.	1	
A conclusion is presented summarizing the DNP project proposal.	1	
APA formatted references are included at the end of the paper.	1	
Appendices are in APA format and are included as outlined in the DNP Project Handbook.	1	
The theoretical framework is clearly described and well summarized with original/appropriate sources cited.	2	
The use (application) of the theory as a good “fit” to guide and support the proposed project is clearly established with demonstrated student understanding regarding use of the theory as a framework.	2	
The literature review process is clearly presented (paper trail is established) and an adequate review of the literature is presented (10-15 articles published within last 5 years).	2	
The proposed methods and design are clearly presented and support the project purpose, aims, and objectives.	2	
The proposed data collection and analysis plan is clearly presented and discussed correctly in appropriate detail.	2	
The protection of human subject rights and ethical considerations are clearly discussed and are well-articulated as they specifically relate to the proposed DNP project.	2	
The paper is free from spelling and grammatical errors.	2	
Points Earned out of 25 Points	25	

Appendix H

Sample Quantitative Recruitment Email

Dear _____;

I (We) invite you to participate in a quick online survey examining your views on **(insert topic)**. Participation is voluntary and all of your responses are completely anonymous. The survey takes about **(insert approximate time)** minutes to complete and your participation is vital for my (our) **(insert name(s))** UB DNP project. Please click the link below to take the survey.

Link: (link to survey will go here)

Participants who have completed the online survey will be asked to join me (us) to participate in a focus group held **(insert date/time/location)**. Refreshments will be provided **(if being offered)**.

More about the project:

The purpose of this DNP project is to address the question **(insert purpose/question here)**

DNP project goals are as follows: 1) **(insert project goals here)**

Thank you for your time and consideration.

Student Name and Credentials
University at Buffalo, School of Nursing
DNP Program

Appendix I

Sample Quantitative Recruitment Poster

TITLE OF DNP PROJECT

(you may use a graphic or design as appropriate)

Insert name(s), University at Buffalo, School of Nursing DNP student(s) invite **(insert the target population)** to participate in a DNP project that will be conducted for the purpose of **(insert the project's purpose)**.

Your decision to participate is completely voluntary and will in no way affect your employment at the hospital (agency). The DNP project is designed to prevent any identifying information regarding your participation. If you decide to participate, you will be asked to complete an anonymous online survey administered via Survey Monkey **(or other way survey will be administered)** and to participate a focus group interview sessions held **(location)**.

The survey should take approximately **(insert approximate time)** minutes to complete. An email will be sent out to **(insert target population)** and will include a direct link to the survey. The focus group interview sessions will be held **(location)** and will take approximately **(insert approximate length)**. Participants completing the online survey are asked to attend one of the focus group sessions.

Breakfast and coffee will be provided during both focus group sessions **(if being provided)**.

The online survey will be open from **(insert beginning/ending date)**

Focus group interview session 1 will take place on **(insert date)**

Focus group interview session 2 will take place on **(insert date)**

Please contact **(insert name)** at **(insert UB email address)** with questions regarding the online survey or the focus group interview sessions.

Thank you for your time and consideration.

Student Name and Credentials

University at Buffalo, School of Nursing

DNP Program

Appendix J

Sample Quantitative Introduction to Survey

Thank you for taking the time to participate in a quick online survey examining your views on **(insert purpose)**. Participation is voluntary and all of your responses are completely anonymous. The survey takes about **(insert approximate time)** minutes to complete and your participation is vital to my (our) **(insert name(s))** UB DNP project.

The purpose of this DNP project is to address the question **(insert project purpose)**.

Project goals are as follows: 1) **(insert project questions)**

Appendix K

Sample Quantitative Standardized Focus Group Introduction

Welcome: Good morning everyone. My (Our) name(s) is (are) **(insert name(s))** I (We) am (are) DNP graduate nursing students at the University at Buffalo. I (We) would like to thank you for joining me (us) this morning **(afternoon, evening)**, and for participating in the DNP project.

Introduction: The purpose of this focus group discussion is to **(insert purpose)**. The discussion will take no more than an hour **(or estimated time)**, and I (we) invite you to have breakfast and refreshments while I (we) talk. **(If provided)**

Anonymity & Participation: I (We) would like to remind you that your participation in this focus group discussion is completely voluntary. You are free to refuse to answer any question asked of you and you can decide to withdraw from study participation at any time without fear of reprisal or penalty. Your comments, for the purposes of data collection and reporting, will be audio recorded, professionally transcribed, and be free of personal identifiers, thereby helping to ensure your anonymity. The audio recordings will be stored (where according to the IRB approved protocol) for a period of three years and then destroyed as per the study's approved Institutional Review Board protocol. Given the nature of focus group discussions, I (we) as (a) researcher(s) will be unable to guarantee confidentiality. I (We) ask you as participants to be respectful of one another's privacy as well as the research process by not repeating what was said here today outside of the focus group. Please refrain from using personal names or identifiers throughout the focus group session.

Ground Rules: In terms of the discussion, I (we) ask that everyone participate to the extent that they feel comfortable. It is important to the study that I (we) obtain the views of as many participants as possible. I (We) ask that we be respectful of one another and allow others to finish speaking without interrupting them. There are no right or wrong answers – I am (we are) interested in hearing your expressed views. Please feel free to disagree with others in the group, but I (we) ask that you do so in a respectful manner. I am (we are) here only to moderate the discussion; I (we) ask that you address one another when expressing your opinions. Thank you. Are there any questions before I (we) begin?

Does everyone give me your verbal consent to begin the focus group interview session?

Thank you. I will now begin the interview.

[Insert questions that will be asked of the participants.]

Appendix L

Standardized Qualitative Recruitment Email

Dear (potential participant – i.e., state group/organization member, Healthcare Provider, etc.)

My name is (state name) and I am a Doctor of Nursing Practice (DNP) student in the (state your program) program in the School of Nursing at the University at Buffalo (UB). I am in the process of recruiting participants for my DNP project which is a program requirement for all DNP students.

The purpose of my DNP project is to (state your project purpose). The project aim(s) (state your project aim(s)).

I invite you to participate in an interview session with me scheduled at a day and time of your convenience to explore your views of (project focus/purpose). To be eligible for study participation, (state the study inclusion criteria). Your participation is completely voluntary and all of your responses will be kept confidential. The interview is expected to take about one hour of your time. The interview session will be recorded and will take place via telephone or password protected Zoom videoconferencing. The audio recorded interview session will be transcribed as de-identified by me and assigned a number for data analysis purposes. No one will know who participated in the interview session except for me.

If you are interested in participating in this study, please email me or leave me a voicemail with your phone number and a day and time to call you so I can answer any questions you may have and to schedule an interview day and time. Once an interview day and time are scheduled, a copy of the verbal consent document will be emailed to you for your review prior to your scheduled interview day. On the day of your scheduled interview, prior to the interview session, I will answer any questions you have about study participation, I will review the verbal consent, and I will obtain your verbal consent.

Your participation is vital to helping me successfully complete my DNP project. Thank you for your time and consideration.

Your Name, Credentials, UB School of Nursing DNP Student

Email:

Phone:

Appendix M

Sample Quantitative Verbal Consent



University at Buffalo Institutional Review Board (UBIRB)

Office of Research Compliance | Clinical and Translational Research Center Room 5018

875 Ellicott St. | Buffalo, NY 14203

UB Federalwide Assurance ID#: FWA00008824

IRB Approval Period:
MM/DD/YYYY-MM/DD/YYYY

Permission to Take Part in a Human Research Study

Title of Research Study: Insert title of research study

Version Date: Month/day/Year

Investigator: Student Name, RN, BSN

Key Information: The purpose of my DNP project is to (state purpose).

Why am I being invited to take part in a research study?

You are being invited to take part in this research study because you are an (state inclusion criteria).

What should I know about a research study?

- Your participation is voluntary.
- Whether or not you take part is up to you.
- You can choose not to take part.
- You can agree to take part and later change your mind.
- Your decision will not be held against you.
- You can ask any questions you want before you make your decision to participate.
- You can ask any questions you want at any point in time during the study.

Why is this research being done?

This research is being done to qualitatively explore (state the purpose and aim(s)).

How long will the research last and what will I need to do?

Your participation in this study involves participating in a one-time individual interview session with the study's primary investigator (PI) that will take approximately one hour of your time.

Individual interviews will be conducted by (state how the interview will be taking place –i.e., via telephone or by password protected Zoom videoconferencing, will be recorded, and will take place during a date, time, and location of your choosing).

Is there any way being in this study could be bad for me?

While breach of privacy and confidentiality is always a risk, all participant information will be kept private and confidential on the PI's personal password protected laptop computer for the duration of the study. No other individual will have access to personal participant information, and no personal identifiers will be shared during the data analysis and dissemination of findings. No one but the PI will know who participated in the study.

Will being in this study help me in any way?

There are no direct benefits to you for participating in this research. Your answers however may contribute to promoting increased insight, knowledge, and understanding regarding (the focus of your DNP project).

What happens if I do not want to be in this research?

Your participation in this study is completely voluntary. You may choose not to enroll in this study, and/or you may choose to withdraw from the study at any time without fear of reprisal or penalty.

Detailed Information: The following is more detailed information about this study in addition to the information listed above.

Who can I talk to?

If you have questions and/or concerns about participating in this study, you can contact the principle investigator, Student Name, Credentials, by email email@buffalo.edu. If you have questions about your rights, concerns, complaints as a participant in this study, please contact the research participant advocate at 716-888-4845 or researchadvocate@buffalo.edu.

This research has been reviewed and approved by an Institutional Review Board (“IRB”). An IRB is a committee that provides ethical and regulatory oversight of research that involves human subjects. You may talk to them at (716) 888-4888 or email ub-irb@buffalo.edu if:

- You have questions about your rights as a participant in this research.
- Your questions, concerns, or complaints are not being answered by the research team.
- You cannot reach the research team.
- You want to talk to someone besides the research team.
- You want to get information or provide input about this research.

How many people will be studied?

The PI expects to enroll between (state how many participants – i.e., 5 to 12) participants recruited from September to November, 2020.

What happens if I say yes, I want to be in this research?

By voluntarily and verbally consenting to participate in this study, you agree to participate in a one-time recorded individual interview session with the PI that will be conducted either by (restate how the interviews will be conducted – i.e., via telephone or password protected Zoom videoconferencing during a date, time, and location of your choosing. The interview session will last approximately one-hour).

All information and responses shared with the PI during the individual interview will be kept private and confidential. No personal information regarding your participation in this study will be shared. There are no right or wrong answers to any question asked during the interview session, and you can refuse to answer or skip any question asked of you. If at any time you feel uncomfortable for any reason, you are free to withdraw from the study without fear of reprisal or penalty.

To ensure participant privacy and confidentiality, the recorded interview session will be kept on the PI’s personal password protected laptop computer for the duration of the study. The interview session will be transcribed by the PI verbatim onto paper for data analysis purposes, and will be de-identified and assigned a number with no personal identifiers. No person other than the PI will know who participated in the study. All transcriptions will be read and re-read by the PI while listening to the recorded interview session to ensure accuracy, thoroughness, and quality. Once all transcriptions are checked for accuracy, thoroughness and quality, the interview session recordings will be destroyed by the PI.

What happens if I say yes, but I change my mind later?

You are free to withdraw from this study at any time without fear of reprisal or penalty. Should you choose to withdraw, all identifiable data will be deleted.

Is there any way being in this study could be bad for me? (Detailed Risks)

No significant risk of harm to human subjects in this study other than possible slight discomfort from discussing (insert possible uncomfortable discussion topics, i.e. facilitators and barriers of end of life decision making, etc.)

What happens to the information collected for the research?

Efforts will be made to maintain your privacy and confidentiality throughout the entirety of the study. All data and information obtained from the individual interview session will be kept confidential by the PI. No other individual will have access to your personal information, and all data will be de-identified by the PI prior to its analysis by the research team. No personal identifiers or information will be shared during the reporting of this study's findings.

At the conclusion of this study, all de-identified study data and materials will be stored in a locked file cabinet in the PI's DNP Project Advisor's office located on the South Campus at the University at Buffalo, School of Nursing. No other individual will have access to the locked cabinet. All de-identified study data and materials will be destroyed by the PI's DNP Project Advisor after a period of three years following the conclusion of the study as per UB's approved Institutional Review Board protocol.

Study findings will be disseminated publicly.

Will I get paid for my participation in this research? You will not be paid for participating in this study

Verbal Consent for Capable Adults: Before we start, have you read the consent information sheet that was emailed to you? Do you have any further questions? Do I have your verbal consent to video record this interview which gives your permission to partake in this study? By giving your verbal consent, you are not waiving any of your legal rights including the right to seek compensation for injury related to negligence or miss conduct for those participating in this study?

My signature below documents that the information in the consent document and any other written information was accurately explained to, and apparently understood by, the subject, and that consent was freely given by the subject.

Signature of witness to consent process

Date

Printed name of person witnessing consent process

Appendix N

Standardized Introduction for Qualitative Projects

Welcome: Good morning/afternoon/evening. My name is (state your full name) and I am a Doctor of Nursing Practice (DNP) student in the (state your program) program at the University at Buffalo. I would like to thank you for joining me this morning/afternoon/evening, and for participating in this study.

Introduction: The purpose of my DNP project is to qualitatively explore (state the purpose of your project). The project aim is to (state your project aim(s)).

Participation: Before we begin, I would like to remind you that your participation in this interview session is completely voluntary. The interview will take approximately one hour of your time and will be audio recorded and transcribed as de-identified for data analysis purposes. There are no right or wrong answers, and you can refuse to answer any question I ask of you. If at any time you feel uncomfortable for any reason, you are free to withdraw from the interview session without fear of reprisal or penalty. No personal information regarding your participation in this study will be shared.

Ground Rules: I ask that you do not use any personal identifiers during the interview session.

Did you have a chance to review the verbal consent document?

Do you have any questions before we begin the interview?

Do you give your verbal consent to participate in this study?

Thank you again for taking the time to participate in this study. We will now begin the interview session.

Appendix O

Sample Demographic Survey

Assigned Participant Number _____

1. Age _____

3. Race _____

4. Gender _____

5. Professional Role _____

5. Years in Practice _____

6. Clinical Setting _____

7. Highest Educational Degree _____

Appendix P

Semi-Structured Interview Questionnaire for Qualitative Projects

1. Describe for me....

2. Tell me about...

3. Is there anything you think is important for me to know about using telehealth to care for patients with diabetic foot ulcers that we did not talk about today?

Thank you for participating in the interview session.

Appendix Q

Rubric for DNP Oral Project Proposal Presentation

Grading Criteria	Points	Score
The DNP project student introduces self and the title of their DNP Project Proposal.	1	
The project introduction is clearly presented and well-articulated.	1	
The background discussion clearly addresses the scope and nature of the identified clinical gap and is supported by professional resources.	1	
The project significance is well-established and clearly supports the need for the proposed project.	1	
The proposed project purpose, aim(s), and objective(s) are well articulated and support the project intention.	1	
The AACN DNP Essentials addressed in the proposed project are presented with a clear explanation regarding how they will be addressed in the project.	1	
APN contribution to scholarship and practice through project implementation are clearly presented and well substantiated.	1	
A conclusion is presented with a summary of the DNP project proposal.	1	
APA formatted references are included at the end of the oral presentation.	1	
The presentation is clearly audible and is free from distracting noise.	1	
The theoretical framework is clearly described and well summarized with original/appropriate sources cited.	2	
The use (application) of the theory as a good "fit" to guide and support the proposed project is clearly established with demonstrated student understanding regarding use of the theory as a framework.	2	
The literature review process is clearly presented (paper trail is established) and an adequate review of the literature is presented.	2	
The proposed methods and design are clearly presented and support the project purpose, aims, and objectives.	2	
The proposed data collection and analysis plan is clearly presented and discussed correctly in appropriate detail.	2	
The protection of human subject rights and ethical considerations are clearly discussed and are well-articulated as they specifically relate to the proposed DNP project.	2	
The PowerPoint slides are well organized, visually pleasing (easy to read/uncluttered), and are free from spelling and grammatical errors.	2	
The presenter is professional and well-spoken throughout the entire oral presentation.	1	
Points Earned out of 25 Points	25	

Faculty Comments

Appendix R

Sample Plan for Success

The following is a Plan for Success between _____ and _____ for completion of the DNP project requirement. The Plan for Success outlines steps for the student to complete while they are awaiting IRB approval. The Plan for Success may be altered if both parties agree. While the student is awaiting IRB approval:

- | | |
|---------------|---|
| Week 1 | <ul style="list-style-type: none"> • Student will contact DNP Faculty Advisor to formalize the plan of action. Contact should be made by the end of the first week to determine: <ul style="list-style-type: none"> • Weekly meetings if needed • Formalize the plan of action • Ensure both student and DNP Faculty Advisor are in contact for any IRB questions or revisions • Student begins fine tuning the following sections: Introduction, Background & Significance, Project Purpose, Aim(s) and Objective(s) and Literature Review |
| Week 2 | <ul style="list-style-type: none"> • Student submits the following sections to the DNP Faculty Advisor: Introduction, Background and Significance, Purpose and Objectives and Literature Review • Student checks UB email daily for IRB notification. If IRB seeks information or correction, student contact faculty and submits responses after faculty approval • DNP Faculty Advisor reviews and provides input to student's revised sections |
| Week 3 | <ul style="list-style-type: none"> • Student submits the Theoretical Framework and Methods and Design section to the DNP Faculty Advisor. • Student works on all revisions from DNP Faculty Advisor to previous sections. • Student checks UB email daily for IRB notification. If IRB seeks information or correction, student contact faculty and submits responses after faculty approval. • DNP Faculty Advisor reviews and provides input to submitted section |
| Weeks 4 and 5 | <ul style="list-style-type: none"> • Once IRB approval is received, the student will begin data collection. After data is collected, student begins data analysis with DNP Faculty Advisor |
| Week 6 | <ul style="list-style-type: none"> • If needed, Student meets with Methods and Design Consultant and begins data analysis and updates DNP Faculty Advisor on progress. |
| Week 7 | <ul style="list-style-type: none"> • Student rewrites Project Methods and Design incorporating data collection and analysis and writes results section. |
| Week 8 | <ul style="list-style-type: none"> • Student submits revised Project Methods and Design and Discussion section to DNP Faculty Advisor and updates the abstract • DNP Faculty Advisor reviews and provides input to sections submitted. If student is progressing, faculty and student begin discussion of project dissemination |
| Week 9 | <ul style="list-style-type: none"> • Student revises project incorporating the DNP Faculty Advisor's suggestions. • If student is ready, student follows direction on scheduling a project dissemination |
| Week 10 | <ul style="list-style-type: none"> • Student submits project to DNP Faculty Advisor for review and begins dissemination materials for faculty review |
| Week 11 | <ul style="list-style-type: none"> • Student incorporates all the DNP Faculty Advisor's revisions |
| Week 13 | <ul style="list-style-type: none"> • Student prepares for dissemination. • After dissemination, student incorporates all suggestions into final project and uses guidelines in the DNP Project Handbook to organize the final project. Once complete, student submits the document to the DNP Faculty Advisor |
| Week 14 | <ul style="list-style-type: none"> • DNP Faculty Advisor does a final review and approves the project. Once receiving approval from the faculty, student submits the completed project following process outlined in the DNP Project Handbook. |

Appendix S

Grading Rubric for the DNP Project Paper

Grading Criteria	S/U
The title page and table of contents are formatted as required.	
The abstract is well-organized, properly formatted, succinctly summarizes the DNP project, contains 3 to 5 keywords, and is 250 words or less.	
The introduction is clearly presented and well-articulated.	
The background section clearly addresses the scope and nature of the identified clinical gap and is supported by professional resources.	
The project significance is well-established and clearly supports the need for the proposed project.	
The project purpose, aim(s), and objective(s) are well articulated and support the project goal.	
The project deliverable to the project site addresses the site's identified clinical gap.	
The AACN DNP Essentials addressed in the project are presented with a clear explanation regarding how they were addressed in the project.	
APN contribution to scholarship and practice through project implementation are clearly presented and well substantiated.	
The theoretical framework is clearly described and well summarized with original/appropriate sources cited.	
The use (application) of the theory as a good "fit" to guide and support the project is clearly established with demonstrated student understanding regarding use of the theory as a project framework.	
The literature review process is clearly presented (paper trail is established) and an adequate review of the literature is presented.	
The project methods and design are clearly presented and support the project purpose, aims, and objectives.	
The data collection and analysis plan is clearly presented and correctly discussed in appropriate detail.	
The protection of human subject rights and ethical considerations are clearly discussed and are well-articulated as they specifically relate to the DNP project.	
Project results/findings are discussed and are well-articulated.	
A discussion section is included that presents an interpretation of what the project results/findings mean, how the results/findings relate to the literature review findings, the project deliverable, and how the project supported the identified AACN DNP Essentials addressed in the project.	
Project strengths, limitations, and future implications/recommendations are presented and well-articulated.	

A conclusion is presented with a summary of the DNP project.	
APA formatted references are included.	
Tables follow the References. Tables are in APA format and presented 1 to a page.	
Figures follow the Tables. Figures are in APA format and presented 1 to a page.	
Appendices follow the Figures. Appendices are properly lettered and titled. (IRB approval letter, recruitment, permissions, educational workshop outline, etc.)	
A copy of the dissemination slide deck with 4 slides to a page is included for a traditional dissemination and follows the Appendices.	
A copy of the project deliverable is included as the last document.	
The entire paper is in APA format and is free from spelling and grammatical errors.	

Appendix T

DNP Project Approval Form



DNP Project Approval Form

This is to certify that _____ successfully disseminated their DNP Project entitled:

on _____, 20____.

(Date)

DNP Project Advisor

(Typed Name)

(Signature)

Committee Member 1*

(Typed Name)

(Signature)

Committee Member 2*

(Typed Name)

(Signature)

Committee Member 3*

(Typed Name)

(Signature)

* If applicable

Appendix U

DNP Project Dissemination Rubric

Grading Criteria	S/U
Key elements from the introduction and background are clearly presented to demonstrate the significance of the problem and are supported by professional references.	
The project purpose, aim(s), and objective(s) are well articulated and support the project goal.	
The use (application) of the theoretical framework as a good “fit” to guide and support the project is clearly established.	
A statement is made about human subject protection/IRB approval.	
The project methods and design are clearly presented and support the project purpose, aims, and objectives.	
The data collection and analysis clearly presented and correctly discussed in appropriate detail.	
Project results/findings are discussed and are well-articulated.	
A discussion is included that presents an interpretation of what the project results/findings mean, how the results/findings relate to the literature review findings, and the project deliverable. The DNP Essentials addressed were mentioned.	
Project strengths, limitations, and future implications/recommendations are presented and are well-articulated.	
A conclusion is presented summarizing the DNP project.	
APA formatted References are included.	
Project dissemination was professionally presented.	
For DNP Poster Dissemination Day only: Student did not go over 10-minute presentation limit	

Appendix V

Agreement Form for DNP Project Submission to the University at Buffalo's Institutional Repository (UBIR)

Please type or print all information

Student Name _____

UB Student ID # _____ Program _____

DNP Faculty Advisor _____

DNP Project Title _____

Telephone Number _____

Email Address _____

Mailing Address _____

Street Address

City

State

Zip Code

I hereby certify, that, if appropriate, I have obtained and attached hereto a written permission statement from the copyright owner(s) of each third-party copyrighted work (images, tables, graphs, charts) to be included in my DNP Project, allowing distribution as specified below.

I certify that the version of my DNP Project I have submitted is the same as that approved to my DNP Faculty Advisor. I agree that the above-mentioned document be placed in the University at Buffalo's Institutional Repository (UBIR). I hereby grant to the University at Buffalo and its agents the irrevocable, non-exclusive, royalty-free right to reproduce, distribute, and display this project, in whole or part, in any form, including electronic formats now or hereafter developed for education, research and non-profit uses during the full term of the copyright (life of author + 70 years). I retain all other ownership rights to the copyright including the right to use in future works (such as articles or books) all or part of this project. I warrant that I have the right to make this grant unencumbered and complete.

Signature _____ Date _____

- I do not want to have my DNP Project placed in the Open Access (public) University at Buffalo's Institutional Repository.