

DNP Project Process Guidelines

Overview

A hallmark of the practice doctorate is the successful completion of a project demonstrating the synthesis of the student's experiences. The project embraces the synthesis of both coursework and practice application. The final outcome is a deliverable product reviewed, evaluated and approved by a faculty DNP project team leader and DNP project team.

A project is a temporary endeavor undertaken to create a unique product, service, or result. The temporary nature of projects indicates a definite beginning and end. The end is reached when the project's objectives have been achieved or when the project is terminated because its objectives will not or cannot be met, or when the need for the project no longer exists. (A Guide to the Project Management Body of Knowledge, 4th ed., 2011)

The nature of the DNP projects will vary. Projects are related to advanced practice in each student's nursing specialty, and the project must demonstrate potential benefit for a group, population, or community rather than an individual patient. Projects most often evolve from practice and may be done in partnership with another entity, such as a clinical agency, health department, government agency, or community group. All DNP projects should:

- a. Focus on a change that impacts healthcare outcomes.
- b. Have a systems (micro-, meso-, or macro- level) or population/aggregate focus.
- c. Demonstrate implementation in the appropriate arena or area of practice.
- d. Include a plan for sustainability (e.g. financial, systems or political realities, not only theoretical abstractions).
- e. Include an evaluation of processes and/or outcomes (formative or summative).
- f. Provide a foundation for future practice scholarship.

(Report From the Task Force on the Implementation of the DNP, AACN, 2015)

Upon completion of the project, the student is expected to disseminate the project outcomes. Dissemination modes include the final paper or journal article and a poster or slide presentation.

DNP students identify an inquiry within their practice area or their area of interest at the time of their applications or admission to the DNP program. During the first semester, students work with faculty to begin exploring concepts related to their inquiries while evaluating sources of evidence related to the practice problem. The inquiry will be further defined during the three integrative application courses with the guidance of the advisor/Project Team Leader and project team members. A design appropriate to the purpose of the inquiry will be developed based on the evaluation of the evidence, needs assessment, and overall project goals. During the final two semesters of the program, the project will be implemented integrating economic, political, ethical, and legal factors as appropriate. Evaluation of the outcomes of implementation and dissemination of findings complete the DNP project process.

Students work closely with their DNP project team, under the direction of the DNP Project Team Leader, who most likely is the student's advisor. The Project Team Leader is engaged in all aspects of the process.

DNP Project Team

After identifying the project topic, a DNP Project Team is appointed with the guidance of the Project Team Leader/advisor and the DNP Program Director as necessary. Each team must have at least two members inclusive of the Team Leader, both of whom must be faculty of Vanderbilt University and hold doctoral degrees in their areas of expertise. Students may select one or more additional members from outside the University. Each student will be paired with an advisor from the School of Nursing upon enrolling in the DNP program who may serve as Project Team Leader.

The Project Team Leader will assume the role of academic advisor if different from the previously assigned advisor for the remainder of the student's tenure. The Project Team Leader is selected to match the scholarly interest and/or method of inquiry identified by the student. The Project Team Leader will help the student identify potential project team members within the School of Nursing at the beginning of the Integrative Application Courses.

Once the project team members are identified, the student must complete the DNP Project Team Member Appointment form (see Appendix B), and obtain appropriate signatures. The student emails the form to Pam Pettis, the DNP Program Education Specialist, who will obtain the Dr. Allison's, DNP Program Director, signature. If the Project Team Leader or other team member is unable to continue working with the student, the student will coordinate with the DNP Program Director regarding an action plan. Changes in the project team must be submitted in writing to the DNP Program Director and a new form completed.

The DNP Project Team is responsible for the following activities:

- Guiding the student in the development of the DNP project proposal
- Critiquing the readiness of the project proposal for presentation
- Mentoring the student during the implementation and evaluation phases of the project
- Evaluating the student's performance on the proposal paper, proposal presentation, project paper or journal article, and the project poster or slide presentation.

Project Team Meetings

The progression of the DNP student throughout the project process is monitored by the project team during scheduled meetings at least once each semester, during the on-campus intensives, via Skype for Business, or other web conferencing formats as agreed upon by the Project Team Leader and the student. The student is responsible for scheduling these meetings and advised to document the agenda, actions, and target dates. Students and Project Team Leaders agree upon a project timeline to reflect agreed upon expectations and due dates. The timeline takes into consideration individual student objectives for the Integrative Application courses.

Integrative Application Courses

Students complete three integrative application courses, which offer mentored opportunities to identify, develop, implement, evaluate, and disseminate the independent, analytical DNP project. Each course assumes the synthesis of knowledge gleaned from subsequent/concurrent DNP courses and the unique practice expertise of the DNP student. Although these courses are separate entities, course objectives and student's individual objectives may transition into a

subsequent integrative course reflecting the student's progress with the project in collaboration with the Project Team Leader and course faculty. Starting at the first semester for full-time students, and the second semester for part-time students, and throughout these three courses, students are expected to accrue a minimum of 500 hours in an area related to their practice inquiry and to meet the competencies described in the *DNP Essentials*.

N8015 Integrative Application of Evidence-Based Practice I

- Documentation of meeting DNP competencies and practice hours in electronic DNP student portfolio
- Complete DNP project proposal paper draft, Sections I and II
- Submission of DNP Project Team Member Appointment form (see Appendix B)

The following project elements may be accomplished in N8015:

- Complete DNP project proposal paper
- Successfully present DNP project proposal

N8025 Integrative Application of Evidence-Based Practice II

- Documentation of meeting DNP competencies and practice hours in electronic DNP student E-portfolio
- Complete DNP project proposal paper
 - Submit completed DNP Project Proposal Rubric (see Appendix C)
- Successfully present DNP project proposal
 - Submit completed DNP Project Proposal Oral Rubric (see Appendix C)
- Submit the DNP Project Proposal Presentation Evaluation Form (Form 2 of 3) (see Appendix D) signed by Project Team Leader and team members to the DNP Program Department Education Specialist who will obtain the signature from the DNP Program Director.
 - Identify the plan for dissemination on the form
- Submission of Institutional Review Board (IRB) documents

The following project element may be accomplished in N8025:

- Begin implementation of DNP project upon IRB approval

N8095 Integrative Application of Evidence-Based Practice III

- Documentation of meeting DNP competencies and practice hours in electronic DNP student E-portfolio
- Implement DNP project
- Complete DNP project paper or journal article
 - Submit completed DNP Project Paper/Journal Article Rubric (see Appendix E)
- Successfully present DNP project poster or PowerPoint slide presentation
 - Submit completed DNP Project Oral Presentation Rubric (see Appendix E)
- Submit the DNP Project Presentation Evaluation Form (Form 3 of 3) (see Appendix F) signed by the Project Team Leader and team members to the DNP Program Department Education Specialist who will obtain the signatures from the Senior Associate Dean for Academics and the DNP Program Director.

The grade for the project proposal paper and presentation and the DNP project paper/journal article and presentation will be based on the attached rubrics (see Appendices C and D).

The rubrics will be completed by the Project Team Leader after consultation with project team members. The Project Team Leader will electronically calculate and record the grade and sign the rubric. An emailed PDF copy of the rubric will be returned to the student and the student will submit the rubric and the papers/presentations to the appropriate integrative online learning course site.

The project proposal paper, oral presentation, and corresponding rubrics and Project Proposal Presentation Evaluation Form will be submitted to N8025 no later than two weeks prior to the date semester grades are due to the registrar. The DNP project paper or journal article, poster or slide presentation, corresponding rubrics and Project Evaluation Presentation Form will be submitted to N8095. The submission of the approved project paper or journal article to the DNP Program Department Education Specialist must be **completed** no later than two weeks before the expected graduation date.

***Note: The DNP Project Team Leader may request the student to perform a self-evaluation of the written paper using the appropriate rubric prior to submitting the paper for a formal grade evaluation by the DNP Project Team Leader and project team members.

Form	DNP Project Team Leader and Team	Student	Course
DNP Project Proposal Draft Rubric	<ol style="list-style-type: none"> 1. Project Team Leader completes and signs rubric 2. Emails rubric to student 	<ol style="list-style-type: none"> 1. Student submits rubric and graded proposal draft paper to course no later than two weeks prior to the end of the course 	N8015
DNP Project Team Member Appointment Form (1 of 3) (Appendix B)		<ol style="list-style-type: none"> 1. Obtain signatures of all project team members 2. Send form to DNP Program Department Education Specialist for Program Director signature 3. Education Specialist will email form to student 4. Student submits form to course per the due date 	N8015

DNP Project Proposal Paper Rubric (Appendix C)	<ol style="list-style-type: none"> 1. Project Team Leader in consultation with project team members completes and signs rubric 2. Project Team Leader emails electronic PDF copy of completed form to student 	<ol style="list-style-type: none"> 1. Student submits to the course <ol style="list-style-type: none"> a) Graded Proposal Paper b) Proposal Paper Rubric no later than two weeks prior to end of course 	N8025
DNP Project Proposal Oral Presentation Rubric (Appendix C)	<ol style="list-style-type: none"> 1. Project Team Leader in consultation with project team members completes and signs rubric 2. Project Team Leader emails electronic PDF copy of completed rubric to student 	<ol style="list-style-type: none"> 1. Student submits to course: <ol style="list-style-type: none"> a) Graded PowerPoint slide presentation b) Rubric no later than two weeks prior to end of course 	N8025
DNP Project Proposal Evaluation Form (2 of 3) (Appendix D)	<ol style="list-style-type: none"> 1. Project Team Leader in consultation with project team members completes form 2. Plan for dissemination determined and indicated on the form 3. Project Team Leader emails 	<ol style="list-style-type: none"> 1. Student signs form at the conclusion of the presentation and submits to the Project Team Leader 2. Student receives completed form from Education Specialist and submits the form to course 	N8025

IRB Submission	1. Project Team Leader electronically signs IRB application online at the IRB website	2. Student submits IRB application to N8025	N8025
DNP Project Paper/Journal Article Rubric (Appendix E)	<ol style="list-style-type: none"> 1. Project Team Leader in consultation with project team members completes and signs rubric 2. Project Team Leader emails electronic PDF copy of completed 	<ol style="list-style-type: none"> 3. Student submits to course: <ol style="list-style-type: none"> a) Graded project paper or journal article b) Rubric no later than two weeks prior to end of course 	N8095

	rubric to student		
DNP Project Oral Presentation Rubric (Appendix E)	<ol style="list-style-type: none"> 1. Project Team Leader in consultation with project team members completes and signs rubric 2. Project Team Leader emails electronic PDF copy of completed rubric to student 	<ol style="list-style-type: none"> 1. Student submits to course <ol style="list-style-type: none"> a) Graded PowerPoint Oral presentation b) Rubric 	N8095
DNP Project Final Presentation Evaluation Form (3 of 3) (Appendix F)	<ol style="list-style-type: none"> 1. Project Team Leader in consultation with project team members completes form 2. Project Team Leader emails form to DNP Program Department Education Specialist 	<ol style="list-style-type: none"> 1. Student signs form at the conclusion of the presentation 2. Student receives completed form DNP Program Education Specialist and submits the form to course 	N8095

Project Progression

Progression in the Integrative Application Course Series is dependent upon passing all of the elements of the DNP project process required for the individual course. The student's DNP Project Team Leader, after consultation with project team members, is responsible for evaluation and approval of all elements of the project based on the attached grading rubrics. These three Integrative Application Courses are the mechanism by which student progression is monitored. The rubrics will be completed by the Project Team Leader in consultation with project team members, and the student will submit the grading rubrics and the papers/presentations to the appropriate integrative course. The Project Team Leader completes the Project Proposal Draft Rubric evaluating sections I and II for submission to N8015. The project proposal paper, presentation, and rubrics will be submitted to N8025. The DNP Project Proposal Paper must be completed and receive a passing grade of \geq B- in order for student to proceed with the oral presentation. The project paper, or journal article, presentation and rubrics will be submitted to N8095. The DNP Project final paper/journal article must be completed and receive a passing grade of \geq B- in order for student to proceed with the oral presentation. Students in good standing and making satisfactory progress

evidenced by effort to move toward completion of the DNP project proposal, the project itself and/or the final paper may require an extension to complete the DNP project process beyond the three semesters of the Integrative Application courses due to unforeseen circumstances (e.g. illness, death, natural disaster).

An incomplete grade is a temporary grade for students who require an extension to complete course work after the conclusion of a course. A student is eligible for an incomplete only if the Project Team Leader, faculty course coordinator, and the student have conferred about the need for an incomplete at least two weeks prior to the last day of classes for the semester according to the Vanderbilt School of Nursing calendar. At that time, the student must present the unforeseen circumstances that have prevented the student from completing course work on time to the course coordinator and Project Team Leader. In addition, the student must demonstrate that a substantial portion of the course and the course work have been completed and must be of passing quality. Evidence of ongoing and timely communication with the Project Team Leader and faculty course coordinator must be available.

The student is responsible for obtaining the incomplete form from DNP Forms and Resources for Current Students and Faculty and conferring with the Project Team Leader and course coordinator to determine an agreed upon date to complete all course work. If the student fails to negotiate for an incomplete by two weeks prior to the last day of classes for the semester, an internal review by the DNP Program Director will determine if the student receives an incomplete or an “F” for the course. The date must be within the policy of the University as stated in Vanderbilt University School of Nursing Bulletin (catalog). If the work is not received by the identified date, the faculty may change the incomplete to an “F” for the course.

Institutional Review Board (IRB)

DNP projects require approval from the Vanderbilt University Medical Center Institutional Review Board (IRB) prior to the implementation of the project. To protect human subjects, IRB approval is indicated. Because dissemination of findings from the project is an expectation of the DNP program graduate, IRB approval is required as well.

Completion of the Human Research Curriculum (CITI –Collaborative Institutional Training Initiative) is required prior to the submission of the online application. This web-based training is available on the Vanderbilt IRB web site: <http://www.mc.vanderbilt.edu/irb/>. The CITI training is usually completed in conjunction with N8022. The IRB application is submitted **only after** the Project Team Leader and team members have formally approved the student’s project proposal and the Project Team Leader has reviewed and approved the application. A copy of the letter of approval must be submitted to the Project Team Leader before implementation of the project. Additional IRB approvals and CITI training may be required from the agency or institution in which the project will be implemented. The student needs to ascertain this requirement prior to submission to the Vanderbilt IRB.

*****Note:** Projects approved as either Exempt or Non-Research/Non-Human Subject will automatically become inactive in the IRB database 12 months after approval.

For projects approved as Standard or Expedited, the Application for Continuing Review and Study Closure form should be submitted when the study is complete and/or the PI leaves Vanderbilt.

See: IRB Policy III.K.4: Procedure for the Processing of IRB Continuing Review; Item I.D

***Note: Most DNP Projects are approved as Non- Non-Research/Non-Human Subject or Exempt.

Project Proposal

Students collaborate with their Project Team Leader on the development of the written proposal. Signing an Integrative Course Timeline for each integrative application course with the Project Team Leader regarding expectations throughout the process is required. Students should expect to complete multiple revisions of the written proposal before achieving final approval from the project team. Students are encouraged to develop a timeline for completion of the proposal (See Appendix A for DNP Project Proposal and Final Project Checklist). The proposal paper is evaluated by the Project Team Leader and the project team members. The DNP project proposal must receive a passing grade \geq B- in order for the student to progress to the oral presentation. The student delivers a 20-30 minute Power Point oral presentation to the Project Team describing the key components of the project proposal. The attached grading rubrics give detailed guidance of the criteria included in the proposal paper and presentation (See Appendix C). The presentation may be at the School of Nursing or via synchronous web-conferencing, such as Skype for Business. The student is responsible for scheduling this presentation after coordinating with the Project Team Leader and other project team members.

The DNP student must pass the proposal presentation to meet course requirements and progress to the next Integrative Application course. The proposal paper/presentation rubrics will be completed by Project Team Leader after consultation with the project team members. The student will submit the signed rubrics and the paper and presentation to the integrative course. The project proposal paper and presentation will be submitted to N8025 no later than two weeks prior to end of course. A written evaluation with recommendations, as appropriate, will be documented on the DNP Project Proposal Evaluation Form and signed by the student and all project team members (See Appendix D). A copy of the form must be submitted to the DNP Program Department Education Specialist who will forward the form to the DNP Program Director for her signature.

The student will include a plan for final written and oral presentation of completed DNP project in the proposal oral presentation. The Project Team Leader and project team members must approve the student's plan for dissemination and designate the decision on the DNP Project Proposal Evaluation Form (Form 2 of 3).

If a student fails to pass the presentation, a plan for remediation and second proposal presentation will be developed by the project team, the DNP Program Director, and the student. Failure to successfully pass the second proposal presentation will result in failure of the course.

Required Timeline for the DNP Project Oral and Written Proposal

- Submit a first draft of the written proposal to the Project Team Leader at least **six weeks** before the projected proposal presentation.
- Submit a revised draft of the paper to project team members following Project Team Leader's approval at least **three weeks** before projected proposal presentation. The final copy of the proposal paper and slide presentation should be submitted to the Project Team Leader and all project team members at least one week before projected proposal presentation.

Format for Written Project Proposal

The proposal should be written in APA format (6th edition) using size 12 font. The length of the proposal will vary, but usually is 20-30 pages excluding reference pages. The title page must include the name of the project, the student's name, and Vanderbilt University School of Nursing. An electronic copy of the final proposal must be submitted to the project team at least 7 days before the scheduled presentation. The organization and content of the proposal will vary according to the project and recommendations of the Project Team Leader and project team members. The attached rubrics give detailed guidance of the grading criteria and headings included in the proposal paper and the presentation (See Appendix E). A cumulative score \geq of 2.7 points/B-, and meeting at least the marginal level for all criteria, must be achieved to pass the written proposal paper and the presentation. The following components of the proposal are *required*:

- I. Introduction
 - Introduction to problem
 - Statement of the problem
 - Purpose/specific aim(s)/objectives
 - Background of problem of interest
 - Significance of problem related to healthcare, nursing, and advanced practice
 - Impact of project on system or population

- II. Synthesis/Concepts/Theory
 - Synthesis of evidence appraisal related to problem (appraisal of literature, other sources of data...) including overall strengths, weaknesses, gaps, and limitations.
 - Concepts and definitions used in project
 - Theoretical or conceptual framework

- III. Methodology
 - Project design
 - Data collection rubrics, including validity and reliability
 - Plan for data analysis
 - Resources needed/ Budget justification

- IV. Dissemination Plan
 - Written dissemination options: Choice of Final DNP Paper or Journal Article
 - If journal article selected, provide rationale for preferred journal
 - Oral dissemination options: Choice of PowerPoint slide presentation or poster presentation

References

Appendices

Tables

Figures

Letters of support

Data collection instruments

Final Project Paper/Journal Article and Poster/Slide Presentation

The DNP student must successfully complete the final DNP project paper or journal article and slide or poster presentation to be eligible for graduation. . The DNP project paper/journal article is evaluated by the Project Team Leader and the project team members. The DNP project paper/journal article must receive a passing grade \geq B- in order for the student to progress to the oral presentation. The student delivers a 20-30 minute oral presentation to the Project Team .describing the outcomes of the DNP project.

The attached rubrics give detailed guidance of the grading criteria (See Appendix E). A cumulative score \geq of 2.7 points/B- must be achieved to pass the final written and oral deliverables. The slide or poster presentation, using Power Point, may take place at the School of Nursing or via synchronous web-conferencing. All project team members are expected to be in attendance. Practice mentors and key stakeholders are encouraged to attend.

All presentations must be scheduled ahead of time in coordination with the Project Team Leader and project team members. The DNP Program Department Education Specialist can coordinate the process, such as scheduling the room and arranging for audiovisual needs.

The presentation will be facilitated by the Project Team Leader. The student presents his/her project lasting approximately 30 minutes, after which the Project Team Leader will open the floor for questions/discussion from the project team and audience. Following questions and discussion, the audience will be excused and the project team may pose additional questions about the project to the student. The student is then excused while project team members deliberate on the outcome of the presentation. The oral presentation rubric (see Appendix E) will be completed by the Project Team Leader after consultation with project team members. A written evaluation with recommendations, as appropriate, will be documented on the DNP Project Final Presentation Rubric and signed by the student and all project team members (see Appendix F). A copy must be submitted to the DNP Program Department Education Specialist who will forward the form to the Senior Associate Dean for Academics and the DNP Program Director for their signatures.

If a student fails to pass the final presentation, a plan for remediation will be developed by the project team, DNP Program Director, and student. This plan will be submitted to the Senior Associate Dean for Academics for approval within one week of the date of the project presentation. Failure to pass the second presentation will result in dismissal from the DNP program. The project must be successfully presented at least two weeks prior to the end of the semester for the student to be eligible for graduation.

Once the project team has agreed that the student has met all the requirements for graduation, the student will submit an electronic version of the final written paper/journal article to the DNP Program Department Education Specialist. The paper/journal article, oral presentation, and rubrics will be submitted to N8095 no later than two weeks prior to the end of course.

Required Timeline for DNP Project Presentation and Paper

- The student, Project Team Leader and members will collaborate to determine date and time for the final presentation. All project team members must agree and be available on the presentation date.
- Submit the first draft of the paper/journal article to the Project Team Leader no later than six weeks before the presentation date. Multiple revisions of the paper may be

necessary.

- Submit a revised draft of the paper/journal article to project team members following Project Team Leader's approval at least two weeks before scheduled final presentation.
- Submit the final copy of the paper/journal article and slide/poster presentation should be submitted to the Project Team Leader and all project team members one week before the projected final presentation.
- A mock presentation with the Project Team Leader prior to the final presentation is optional.

Format for Written DNP Project Paper

The final paper should be written in APA format and in accordance with the format described under the guidelines for the written proposal. As noted in the proposal discussion, the organization and content of the final paper will vary according to the project and recommendations of the Project Team Leader and project team members. The attached rubric gives detailed criteria and headings included in the paper and the presentation. The following components of the DNP project paper are *required*:

I. Introduction

- Introduction to problem
- Statement of the problem
- Purpose/specific aim(s) and/or objectives
- Background of problem of interest
- Significance of problem related to healthcare, nursing, and advanced practice nursing
- Impact of project on system or population

II. Synthesis/Concepts/Framework

- Synthesis of body of evidence related to problem (appraisal of literature, other sources of data...) including overall strengths, weaknesses, gaps, and limitations.
- Concepts
- Theoretical or conceptual framework

III. Methodology

- Project design – organization and implementation
 - Data collection tools

IV. Results

- Data analysis
 - Description of data/results
 - Tables, charts, bar graphs, etc., included, as appropriate

V. Discussion of Project Results

- Relationship of results to theoretical or conceptual framework, aims, objectives; discussion of whether the results support or not support the framework/aims/objectives.
- Impact of results on practice

- Strengths and limitations of project
- Plan for dissemination of project
- Future implications for practice

References

Appendices

Tables

Figures

IRB approval

Letters of support

Data collection instruments

Format for Written Journal Article

Student will follow the selected journal's author guidelines. In collaboration with Project Team Leader, the student will review the Project Paper/Journal Article Rubric to determine applicable and non-applicable criteria. Project Team Leader will remove those non-applicable criteria from evaluation when completing the rubric to calculate the grade.

Note that most journals follow a similar format as the rubric criteria to include Introduction, Problem, Background, Synthesis, Methods, Results and Discussion.

Publication of the DNP Project

DNP students may submit the journal manuscript or a revised version of the final paper to a professional journal for publication. Authorship of the article is as follows:

- The DNP student is the first author, and
- The DNP Project Team Leader will help the student determine listing of authors, according to the International Committee of Medical Journal (ICMJE) Author guidelines.

Authorship

The ICMJE recommends authorship be based on the following 4 criteria:

- Substantial contributions to the concept of design of the work; or acquisition, analysis, or interpretation of data for the work; AND
- Drafting the work or revising it critically of important intellectual content; AND
- Final approval of the version to be published; AND
- Agreement to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved

International Committee of Medical Journal Authors

<http://www.icmje.org/recommendations/browse/roles-and-responsibilities/defining-the-role-of-authors-and-contributors.html>

Format for Abstract Submission

Create an abstract providing a brief, comprehensive summary of the contents of the DNP Project according to the template. The abstract must be approved by the DNP Project Team Leader. Submit the approved abstract to the DNP Program Department Education Specialist via email attachment.

[Insert abstract template here] (or should be appendix)

Appendices

Appendix A: DNP Project Proposal and Final Project Checklist	p. 14
Appendix B: DNP Project Team Member Appointment (Form 1 of 3)	p. 15
Appendix C: Proposal Paper Rubric	p. 16-17
Proposal Oral Presentation Rubric	p. 18-19
Appendix D: DNP Project Proposal Evaluation Form (Form 2 of 3)	p. 20
Appendix E: Project Paper/Journal Article Rubric	p. 21-22
Project Oral Presentation Rubric	p. 23-24
Appendix F: DNP Project Final Presentation Evaluation Form (Form 3 of 3)	p. 25

Appendix A:
DNP Project Proposal and Final Project Checklist

This checklist is for the student and DNP Project Team Leader's use to ensure all elements of the project process are completed. All forms can also be found on the VUSN website at:
<http://www.nursing.vanderbilt.edu/current/dnpscholarly.html>

Goal Date	Actual Date	Item	Notes
		CITI Course	
		DNP Project Team Appointment Form (1 of 3)	
		Submit Letter of Understanding Form to DNP Program Department Education Specialist	
		Project proposal paper draft approved	
		Project proposal paper approved	
		Project proposal presentation slides sent to project team	
		Project proposal presentation	
		DNP Project Proposal Evaluation Form (2 of 3) signed and submitted to DNP Program Department Education Specialist	
		IRB Application submitted to Vanderbilt	
		IRB Submission (outside agency, if applicable)	
		IRB Approval Vanderbilt	*Begin project only after IRB approval
		IRB Approval (outside agency, if applicable)	*Begin project only after IRB approval
		Execute DNP Project	
		DNP Project presentation scheduled	
		DNP Project paper approved	
		DNP Project presentation slides sent to project team	
		DNP Project presented	
		DNP Project Evaluation Form (3 of 3) signed and submitted to DNP the Program Department Education Specialist	
		Submit Project Abstract (template will be provided) to DNP Program Department Education Specialist. Must be approved by DNP Project Team Leader	
		Submit final Portfolio to DNP Program Department Education Specialist via Box.com	
		Close project with IRB, if approved standard, or expedited,	*Project must be closed with the IRB prior to graduation

VANDERBILT  School of Nursing
Doctor of Nursing Practice Program

FORM 1 of 3
Appendix B:

DNP PROJECT TEAM MEMBER APPOINTMENT

Name of Student: _____

Proposed DNP Project Topic/PICOT Question: _____

Project Team Membership Composition:

PROJECT TEAM: _____

LEADER	Printed Name	Signature	Date
---------------	--------------	-----------	------

PROJECT: _____

TEAM MEMBER	Printed Name	Signature	Date
--------------------	--------------	-----------	------

PROJECT: _____

TEAM MEMBER <i>(if applicable)</i>	Printed Name	Signature	Date
--	--------------	-----------	------

APPROVAL:

DNP PROGRAM DIRECTOR:

Terri Allison	_____	_____	_____
Printed Name		Signature	Date

Proposal Paper Rubric
Appendix C

Criteria	Excellent = 100 - 94	Satisfactory = 93 - 87	Marginal = 86 - 80 ***	Unacceptable = 0	Comments	Score
1. APA format Title page References Appendices, as appropriate Theoretical model Concept map IRB approval Data collection instruments Letters of support	<ul style="list-style-type: none"> • APA format correct. • References correct. • Appendices correct. 	<ul style="list-style-type: none"> • APA format with some errors. • References with some errors. • Appendices with some errors. 	<ul style="list-style-type: none"> • APA format with frequent errors. • References with frequent errors. • Appendices with frequent errors. 	<ul style="list-style-type: none"> • APA format is not used. • References not cited. • Appendices not used. 		
2. Writing Scholarship	<ul style="list-style-type: none"> • Professional written communication. • Correct grammar is used. 	<ul style="list-style-type: none"> • Some errors in written communication. • Some errors in grammar. 	<ul style="list-style-type: none"> • Frequent errors in written communication. • Frequent errors in grammar. 	Written communication and grammar lack professionalism.		
3. Introduction	Introduction clearly stated and discussed.	Introduction stated with some discussion.	Introduction stated with minimal discussion.	Introduction not included.		
4. Problem statement	Problem clearly stated and discussed.	Problem stated with some discussion.	Problem stated with minimal discussion.	Problem statement not included.		
5. Purpose/aims/objectives	Purpose/ aims/ objectives clearly stated.	Purpose/ aims/ objectives can be inferred but are not explicit.	Purpose/ aims/ objectives unclear.	Purpose/ aims/ objectives not included.		
6. Background	Background and context of problem clearly stated and discussed	Background and context of problem stated with some discussion.	Background and context of problem stated with minimal discussion.	Background not included.		
7. Significance Significance to health care, nursing, advanced practice	Significance clearly stated and discussed.	Significance stated with some discussion.	Significance stated with minimal discussion.	Significance not included.		
8. System or Population Impact	System/population impact clearly stated and discussed.	System/population impact stated with some discussion.	System/population impact stated with minimal discussion.	System/ population impact not included.		
9. Synthesis Synthesis of Evidence Appraisal Strengths/weaknesses Gaps/limitations	<ul style="list-style-type: none"> • Comprehensive appraisal of evidence. • Evidence is synthesized. • Comprehensive discussion of strengths, weaknesses, gaps and limitations. 	<ul style="list-style-type: none"> • Adequate appraisal of evidence. • Evidence is analyzed but not synthesized. • Adequate discussion of strengths, weaknesses, gaps and limitations. 	<ul style="list-style-type: none"> • Evidence is identified but not analyzed. • Discussion of strengths, weaknesses, gaps and limitations is limited. 	<ul style="list-style-type: none"> • Evidence not included. 		

10. Concepts Concepts/ definitions	Concepts clearly identified and comprehensively defined.	Concepts identified and adequately defined.	Concepts identified but poorly defined.	Concepts not identified.		
11. Framework Conceptual/theoretical framework	Conceptual framework clearly identified and comprehensively discussed in relation to purpose/aims/objectives.	Conceptual framework identified and adequately discussed in relation to purpose/aims/objectives.	Conceptual framework identified and poorly discussed in relation to purpose/aims/objectives.	Conceptual framework not identified.		
12. Project Design	<ul style="list-style-type: none"> Project design supports identified problem. Project design is comprehensive. Project design has logical flow. 	<ul style="list-style-type: none"> Project design marginally supports identified problem. Project design is sufficient but not comprehensive. Project design has inconsistent logical flow. 	<ul style="list-style-type: none"> Project design does not support identified problem. Project design has limited or no logical flow. 	<ul style="list-style-type: none"> Project design not identified. 		
13. Data Collection Tools	<ul style="list-style-type: none"> Data collection tools comprehensively described. Tools selected appropriate to project design. 	<ul style="list-style-type: none"> Data collection tools adequately described. Tools selected relate to project design. 	<ul style="list-style-type: none"> Data collection tools poorly described. Tools selected poorly relate to project design. 	<ul style="list-style-type: none"> Data collection tools not included. 		
14. Data Analysis	<ul style="list-style-type: none"> Plan for data analysis appropriate to methodology. Plan for data analysis comprehensively described. 	<ul style="list-style-type: none"> Plan for data analysis appropriate to methodology. Plan for data analysis adequately described. 	<ul style="list-style-type: none"> Plan for data analysis inappropriate to methodology. Plan for data analysis poorly described. 	<ul style="list-style-type: none"> Plan for data analysis not included. 		
15. Resources Needed/Budget Justification	Resources needed for project comprehensively identified and proposed budget included.	Resources needed for project identified and proposed budget included.	Resources needed for project and proposed budget incomplete.	Resources needed for project and budget not included.		
					Total	0

Committee Chair:

Date:

#REF!

*****All criteria must be met at the Marginal level or higher and a score greater than B-/2.7 for student to progress.**

All final course grades of X.5 or higher will be rounded to the next highest whole number (example: 89.5 would become 90, A-).

A grade of X.49 would not round up (89.49 would remain a B+).

Proposal Oral Presentation Rubric
Appendix C

Criteria	Excellent = 100 - 94	Satisfactory = 93 - 87	Marginal = 86 - 80***	Unacceptable = 0	Comments	Score
1. Introduction	Introduction clearly stated and discussed.	Introduction stated with some discussion.	Introduction stated with minimal discussion.	Introduction not included.		
2. Problem statement	Problem clearly stated and discussed.	Problem stated with some discussion.	Problem stated with minimal discussion.	Problem statement not included.		
3. Purpose/aims/objectives	Purpose/ aims/ objectives clearly stated.	Purpose/ aims/ objectives can be inferred but are not explicit.	Purpose/ aims/ objectives unclear.	Purpose/ aims/ objectives not included.		
4. Background	Background and context of problem clearly stated and discussed	Background and context of problem stated with some discussion.	Background and context of problem stated with minimal discussion.	Background not included.		
5. Significance Significance to health care, nursing, advanced practice	Significance clearly stated and discussed.	Significance stated with some discussion.	Significance stated with minimal discussion.	Significance not included.		
6. System or Population Impact	System/population impact clearly stated and discussed.	System/population impact stated with some discussion.	System/population impact stated with minimal discussion.	System/ population impact not included.		
7. Synthesis Synthesis of Evidence Appraisal Strengths/weaknesses Gaps/limitations	<ul style="list-style-type: none"> • Comprehensive appraisal of evidence. • Evidence is synthesized. • Comprehensive discussion of strengths, weaknesses, gaps and limitations. 	<ul style="list-style-type: none"> • Adequate appraisal of evidence. • Evidence is analyzed but not synthesized. • Adequate discussion of strengths, weaknesses, gaps and limitations. 	<ul style="list-style-type: none"> • Evidence is identified but not analyzed. • Discussion of strengths, weaknesses, gaps and limitations is limited. 	<ul style="list-style-type: none"> • Evidence not included 		
8. Concepts Concepts/definitions	Concepts clearly identified and comprehensively defined.	Concepts identified and adequately defined.	Concepts identified but poorly defined.	Concepts not identified.		
9. Framework Conceptual/theoretical framework	Conceptual framework clearly identified and comprehensively discussed in relation to purpose/aims/objectives.	Conceptual framework identified and adequately discussed in relation to purpose/aims/objectives.	Conceptual framework identified and poorly discussed in relation to purpose/aims/objectives.	Conceptual framework not identified.		

10. Project Design	<ul style="list-style-type: none"> Project design supports identified problem. Project design is comprehensive. Project design has logical flow. 	<ul style="list-style-type: none"> Project design marginally supports identified problem. Project design is sufficient but not comprehensive. Project design has inconsistent logical flow. 	<ul style="list-style-type: none"> Project design does not support identified problem. Project design has limited or no logical flow. 	<ul style="list-style-type: none"> Project design not identified. 		
11. Data Collection Tools	<ul style="list-style-type: none"> Data collection tools comprehensively described. Tools appropriate to project design. 	<ul style="list-style-type: none"> Data collection tools adequately described. Tools relate to project design. 	<ul style="list-style-type: none"> Data collection tools poorly described. Tools poorly relate to project design. 	<ul style="list-style-type: none"> Data collection tools not included. 		
12. Data Analysis	<ul style="list-style-type: none"> Plan for data analysis appropriate to methodology. Plan for data analysis comprehensively described. 	<ul style="list-style-type: none"> Plan for data analysis appropriate to methodology. Plan for data analysis adequately described. 	<ul style="list-style-type: none"> Plan for data analysis inappropriate to methodology. Plan for data analysis poorly described. 	<ul style="list-style-type: none"> Plan for data analysis not included. 		
13. Resources Needed/Budget Justification	Resources needed for project comprehensively identified and proposed budget included.	Resources needed for project identified and proposed budget included.	Resources needed for project and proposed budget incomplete.	Resources needed for project and budget not included.		
14. Presentation Design	Presentation well-organized.	Presentation somewhat organized.	Presentation poorly organized.	Presentation disorganized.		
15. Slides	Slides are clear, succinct and demonstrate professional quality.	Slides are generally clear, succinct and demonstrate adequate quality.	Slides are inconsistent in design and quality.	Slides are unclear and poorly designed.		
16. Oral Presentation	Presenter has professional appearance and demeanor, is well-prepared and answers questions skillfully.	Presenter has professional appearance and demeanor, is somewhat prepared, answers to questions are incomplete.	Presenter has professional appearance and demeanor, is poorly prepared and has difficulty answering questions.	Presenter is unprepared.		
Total						0

Committee Chair:

Date:

*****All criteria must meet the Marginal level or higher and a score at least a B-/2.7/80% for a student to successfully complete the course.**

All final course grades of X.5 or higher will be rounded to the next highest whole number (example: 89.5 would become 90, A-).

A grade of X.49 would not round up (89.49 would remain a B+).

Doctor of Nursing Practice Program

FORM 2 of 3
Appendix D:
DNP PROJECT PROPOSAL

Name of Student: _____

Date and Time: _____

Proposed DNP Project Title: _____

EVALUATION: Approved Approved (with minor recommendations) Not approved

Remarks: _____

Dissemination Plan: Paper or Journal Article AND Slide Presentation or Poster Presentation

STUDENT: _____
Printed Name Signature Date

Project Team:

PROJECT : _____
TEAM LEADER Printed Name Signature Date

PROJECT: _____
TEAM MEMBER Printed Name Signature Date

PROJECT : _____
TEAM MEMBER Printed Name Signature Date
(if applicable)

DNP PROGRAM DIRECTOR:

Terri Allison _____
Printed Name Signature Date

**Project Paper/Journal Article Rubric
Appendix E**

Criteria	Excellent = 100 - 94	Satisfactory = 93 - 87	Marginal = 86 - 80***	Unacceptable = 0	Comments	Score
1. APA format or format appropriate to selected journal Title page References Appendices, as appropriate Theoretical model Concept map IRB approval Data collection instruments Letters of support	<ul style="list-style-type: none"> • APA format correct. • Reference correct. • Appendices correct. 	<ul style="list-style-type: none"> • APA format with some errors. • References with some errors. • Appendices with some errors. 	<ul style="list-style-type: none"> • APA format with frequent errors. • References with frequent errors. • Appendices with frequent errors. 	<ul style="list-style-type: none"> • APA format is not used. • References not cited. • Appendices not used. 		
2. Writing Scholarship	<ul style="list-style-type: none"> • Professional written communication. • Correct grammar is used. 	<ul style="list-style-type: none"> • Some errors in written communication. • Some errors in grammar. 	<ul style="list-style-type: none"> • Frequent errors in written communication. • Frequent errors in grammar. 	Written communication and grammar lack professionalism.		
3. Introduction, Problem Statement, and Purpose/Aims/Objectives	Introduction, problem, and purpose/aims/objectives clearly stated and discussed.	Introduction, problem, and purpose/ aims/ objectives stated with some discussed discussion.	Introduction, problem, and purpose/aims/ objectives stated with minimal discussion.	Introduction, problem, and purpose/aims/ objectives not included.		
4. Background, Significance (to health care, nursing, advanced practice), and System/ Population Impact	Background, context of problem, significance, and system/population impact clearly stated and discussed.	Background, context of problem, significance, and system/population impact stated with some discussion.	Background, context of problem, significance, and system/population impact stated with minimal discussion.	Background, context of problem, significance, and system/population impact not included.		
5. Synthesis Synthesis of Evidence Appraisal Strengths/weaknesses Gaps/limitations	<ul style="list-style-type: none"> • Comprehensive appraisal of evidence. • Evidence is synthesized. • Comprehensive discussion of strengths, weaknesses, gaps and limitations. 	<ul style="list-style-type: none"> • Adequate appraisal of evidence. • Evidence is analyzed but not synthesized. • Adequate discussion of strengths, weaknesses, gaps and limitations. 	<ul style="list-style-type: none"> • Evidence is identified but not analyzed. • Discussion of strengths, weaknesses, gaps and limitations is limited. 	<ul style="list-style-type: none"> • Evidence not included. 		
6. Concepts (Concepts/definitions) and Framework (Conceptual/theoretical framework)	<ul style="list-style-type: none"> • Concepts clearly identified and comprehensively defined. • Conceptual framework clearly identified and comprehensively discussed in relation to purpose/aims/objectives. 	<ul style="list-style-type: none"> • Concepts identified and adequately defined. • Conceptual framework identified and adequately discussed in relation to purpose/aims/objectives. 	<ul style="list-style-type: none"> • Concepts identified but poorly defined. • Conceptual framework identified and poorly discussed in relation to purpose/aims/objectives. 	<ul style="list-style-type: none"> • Concepts not identified. • Conceptual framework not identified. 		

7. Project Design (Organization/Implementation) and Data Collection Tools	<ul style="list-style-type: none"> Project design supports identified problem. Project design is comprehensive and organized. Implementation strategies identified and comprehensively discussed. Data collection tools appropriate to project design and comprehensively described. 	<ul style="list-style-type: none"> Project design marginally supports identified problem. Project design is identified but needs improved organization. Implementation strategies identified and adequately discussed. Data collection tools relate to project design and adequately described. 	<ul style="list-style-type: none"> Project design is identified with problem. Implementation strategies identified but poorly discussed. Data collection tools described but poorly relate to project design. 	<ul style="list-style-type: none"> Project design not identified. Implementation strategies not identified or discussed. Data collection tools not included. 		
8. Data Analysis and Results	<ul style="list-style-type: none"> Data analysis appropriate to design. Results comprehensively described. Tables and figures support the discussion. Tables and figures are well designed. 	<ul style="list-style-type: none"> Data analysis appropriate to design. Results adequately described. Tables and figures somewhat support the discussion. Tables and figures are adequately designed. 	<ul style="list-style-type: none"> Data analysis appropriate to design. Results poorly described. Tables and figures unrelated to the discussion. Tables and figures are poorly designed. 	<ul style="list-style-type: none"> Data analysis is not included or inappropriate to design. Results are not described. 		
9. Relationship of Results to framework/aims/objectives	Results are clearly linked to framework/ aims/objectives.	Results are adequately linked to conceptual framework purpose/aims/objectives.	Results are poorly linked to conceptual framework purpose/aims/objectives.	Results are not linked to framework/ aims/objectives.		
10. Impact of Results on Practice	Impact of results clearly stated and comprehensively discussed.	Impact of results stated with some discussion.	Impact of results implied with minimal discussion.	Impact of results not included.		
11. Strengths/limitations of Project	Strengths and limitations of project comprehensively discussed.	Strengths and limitations of project adequately discussed.	Strengths and limitations of project poorly discussed.	Strengths and limitations of project not discussed.		
12. Dissemination Plan and Rationales	Plan for dissemination of project comprehensively discussed with rationale.	Plan for dissemination of project adequately discussed with minimal rationale.	Plan for dissemination of project poorly discussed with no rationale.	Plan for dissemination of project not discussed		
13. Future Implications for Practice	Future implications comprehensively discussed.	Future implications adequately discussed.	Future implications poorly discussed with no rationale.	No future implications included with no rationale.		
					Total	0

Committee Chair:

Date:

**For journal article grading, select categories appropriate to author guidelines and recalculate total number of categories to be graded.

To calculate rubric score: Total number of earned points in all criteria / total number of criteria = grade

***All criteria must meet the Marginal level or higher and a score at least a B-/2.7/80% for a student to successfully complete the course.

All final course grades of X.5 or higher will be rounded to the next highest whole number (example: 89.5 would become 90, A-).

A grade of X.49 would not round up (89.49 would remain a B+).

Project Process Revised 8/19/16

Project Oral Presentation Rubric

Appendix E

Criteria	Excellent = 100 - 94	Satisfactory = 93-87	Marginal = 86-80***	Unacceptable = 0	Comments	Score
1. Introduction, Problem Statement, and Purpose/Aims/Objectives	Introduction, problem, and purpose/aims/objectives clearly stated and discussed.	Introduction, problem, and purpose/ aims/ objectives stated with some discussion.	Introduction, problem, and purpose/aims/ objectives stated with minimal discussion.	Introduction, problem, and purpose/aims/ objectives not included.		
2. Background, Significance (to health care, nursing, advanced practice), and System/ Population Impact	Background, context of problem, significance, and system/population impact clearly stated and discussed.	Background, context of problem, significance, and system/population impact stated with some discussion.	Background, context of problem, significance, and system/population impact stated with minimal discussion.	Background, context of problem, significance, and system/ population impact not included.		
3. Synthesis Synthesis of Evidence Appraisal Strengths/ weaknesses Gaps/limitations	<ul style="list-style-type: none"> Comprehensive appraisal of evidence. Evidence is synthesized. Comprehensive discussion of strengths, weaknesses, gaps and limitations. 	<ul style="list-style-type: none"> Adequate appraisal of evidence. Evidence is analyzed but not synthesized. Adequate discussion of strengths, weaknesses, gaps and limitations. 	<ul style="list-style-type: none"> Evidence is identified but not analyzed. Discussion of strengths, weaknesses, gaps and limitations is limited. 	<ul style="list-style-type: none"> Evidence not included 		
4. Concepts (Concepts/definitions) and Framework (Conceptual/theoretical framework)	<ul style="list-style-type: none"> Concepts clearly identified and comprehensively defined. Conceptual framework clearly identified and comprehensively discussed in relation to purpose/ aims/objectives. 	<ul style="list-style-type: none"> Concepts identified and adequately defined. Conceptual framework identified and adequately discussed in relation to purpose/aims/ objectives. 	<ul style="list-style-type: none"> Concepts identified but poorly defined. Conceptual framework identified and poorly discussed in relation to purpose/aims/ objectives. 	<ul style="list-style-type: none"> Concepts not identified. Conceptual framework not identified. 		
5. Project Design (Organization and Implementation) and Data Collection Tools	<ul style="list-style-type: none"> Project design supports identified problem. Project design is comprehensive and organized. Implementation strategies identified and comprehensively discussed. Data collection tools appropriate to project design and comprehensively described. 	<ul style="list-style-type: none"> Project design marginally supports identified problem. Project design is identified but needs improved organization. Implementation strategies identified and adequately discussed. Data collection tools relate to project design and adequately described. 	<ul style="list-style-type: none"> Project design is identified with problem. Implementation strategies identified but poorly discussed. Data collection tools described but poorly relate to project design. 	<ul style="list-style-type: none"> Project design not identified. Implementation strategies not identified or discussed. Data collection tools not included. 		
6. Data Analysis and Results	<ul style="list-style-type: none"> Data analysis appropriate to design. Results comprehensively described. Tables and figures support the discussion. Tables and figures are well designed. 	<ul style="list-style-type: none"> Data analysis appropriate to design. Results adequately described. Tables and figures somewhat support the discussion. Tables and figures are adequately designed. 	<ul style="list-style-type: none"> Data analysis appropriate to design Results poorly described. Tables and figures unrelated to the discussion. Tables and figures are poorly designed. 	<ul style="list-style-type: none"> Data analysis is not included or inappropriate to design. Results are not included. 		

7. Relationship of Results to framework/aims/objectives	Results are clearly linked to framework/ aims/ objectives.	Results are adequately linked to conceptual framework/aims/ objectives.	Results are poorly linked to conceptual framework/aims/ objectives.	Results are not linked to conceptual framework/aims / objectives.		
8. Impact of Results on Practice	Impact of results clearly stated and comprehensively discussed.	Impact of results stated with some discussion.	Impact of results implied with minimal discussion.	Impact of results not included.		
9. Strengths/limitations of Project	Strengths and limitations of project comprehensively discussed.	Strengths and limitations of project adequately discussed.	Strengths and limitations of project poorly discussed.	Strengths and limitations of project not included.		
10. Dissemination Plan and Rationale	Plan for dissemination of project comprehensively discussed with rationale.	Plan for dissemination of project adequately discussed with minimal rationale.	Plan for dissemination of project poorly discussed with no rationale.	Plan for dissemination of project not discussed.		
11. Future Implications for Practice	Future implications comprehensively discussed.	Future implications adequately discussed.	Future implications poorly discussed.	No future implications included.		
12. Presentation Design	Presentation is well-organized.	Presentation is somewhat organized.	Presentation poorly organized.	Presentation disorganized.		
13. Presentation Format	Format is clear, professional and demonstrate adequate professional quality.	Format is generally clear, succinct and demonstrate adequate professional quality.	Format is inconsistent in clarity and professional quality.	Format is unclear and poorly designed.		
14. Oral Presentation	Presenter has professional appearance and demeanor, is well-prepared and answers questions skillfully.	Presenter has professional appearance and demeanor, is somewhat prepared and answers to questions are incomplete.	Presenter has professional appearance and demeanor, is poorly prepared and has difficulty answering questions.	Presenter is unprepared.		

****Poster or Slides must be students own work****

1316

1218

1120

Total

0

Committee Chair:

Date:

*****All criteria must meet the Marginal level or higher and a score at least a B-/2.7/80% for a student to progress.**

All final course grades of X.5 or higher will be rounded to the next highest whole number (example: 89.5 would become 90, A-).

A grade of X.49 would not round up (89.49 would remain a B+).

FORM 3 of 3

Appendix F:

DNP PROJECT FINAL PRESENTATION EVALUATION

Name of Student: _____

Date and Time: _____

DNP Project Title: _____

EVALUATION: Approved Approved (with minor recommendations) Not approved

Remarks: _____

STUDENT: _____

Printed Name

Signature

Date

Project Team:

PROJECT: _____

TEAM LEADER

Printed Name

Signature

Date

PROJECT: _____

TEAM MEMBER

Printed Name

Signature

Date

PROJECT: _____

TEAM MEMBER

Printed Name

Signature

Date

(if applicable)

DNP PROGRAM DIRECTOR:

Terri Allison

Printed Name

Signature

Date

ASSOCIATE DEAN FOR ACADEMICS:

Mavis Schorn

Printed Name

Signature

Date