College of Nursing

Doctor of Nursing Practice (DNP)

Scholarly Project Handbook
2015-2016

Last Revised: June, 2015
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Approved: Associate Dean for Research and Graduate Education
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Scholarly Project Overview

All graduate nursing students at Montana State University are required to demonstrate scholarship, which will be evaluated by the student’s chairperson and committee of faculty experts. As a graduate student enrolled in the Doctor of Nursing Practice degree program, you are required to complete and defend an evidence-based practice Scholarly Project (NRSG 674 – 2 credits; NRSG 675 – 9 credits) as a requirement for graduation.

The purpose of the DNP Scholarly Project at Montana State University is to provide you with the opportunity to acquire expertise in clinical practice knowledge development to enhance quality of care and patient outcomes. You will do this through a process of identifying a clinical concern, developing a clinical question, and answering the clinical question through appraisal of the evidence; evaluation of the clinical environment; implementation of evidence-based practice recommendations, policy, or leadership strategies; evaluation of outcomes; and dissemination of findings. Through this process you will have the opportunity to examine how nursing and related relevant theories can guide interventions, practice changes, policy development, and/or leadership strategies. You will examine relevant evidence and propose practice recommendations based upon feasibility of answering your clinical question within the clinical environment.

The DNP Scholarly Project exemplifies the discovery, application, and synthesis of advanced nursing knowledge to improve health outcomes for individuals, families, communities, or systems. This project represents the use of analytical methods, translation of existing research to practice, and recognition of cross-disciplinary integration of new knowledge at both the micro and macro system levels. The DNP project will allow you to demonstrate the ability “to lead and manage collaborative efforts with physicians and other members of the health care team to redesign and improve practice environments and health systems” (Initiative for the Future of Nursing, 2010, p. 2)

A scholarly project is not intended to test new models, develop new theory, generate new knowledge, or test hypotheses. Depending upon your area of emphasis or interest, the Scholarly Project might include analysis of a health care policy, evaluation of a program or intervention, an in-depth case study, a quality care or practice improvement, a comprehensive systematic review for determination of best practice, or development of a strategic plan for the delivery of healthcare clinical practice.

Program of Study and DNP Scholarly Project Committee

MSU College of Nursing faculty are available in person, by phone, or by e-mail to guide you through your Program of Study and Scholarly Project. Faculty teaching in the graduate program can be accessed during the fall, spring, and summer semesters when school is in session.

Major Advisor/Chairperson

Your major advisor serves as the chair of your Scholarly Project committee and acts as a channel of communication for you within the college. The chairperson is responsible for contracting with you each semester regarding the specific aspects of the project. A negotiated time frame for the overall document should be constructed and a written contract or plan is
recommended. The contract can be altered by mutual consent. The chairperson will submit a letter grade each semester for your Scholarly Project work (course #: NRSG 675).

The Associate Dean for Research and Graduate Education serves as temporary academic advisor for all entering DNP graduate students until a major advisor is identified (during your first fall semester). If a major advisor is not identified by the end of the first semester, the Associate Dean will assign an advisor to guide you until a major advisor/chair is selected.

Committee Members

You and your major advisor/chair negotiate selection of committee members. At least four members are required for the committee (three must be from the College of Nursing who have earned masters or doctoral degrees). The Graduate School will designate a fifth member (Graduate School Representative) from outside the college. Collectively, committee membership should reflect knowledge in methodology, knowledge in the specific content area, and expertise in writing. All College of Nursing faculty are available to participate on project committees whether or not they teach in the graduate program.

The chairperson, in consultation with you and committee members, is responsible for guidance on all matters of content and format for the Scholarly Project. Committee members are responsible for providing guidance to the student in their area of expertise as it relates to the Scholarly Project. The chairperson and committee members have the ultimate responsibility to assure quality of the project and the final document. The committee is responsible for helping the student identify format errors, particularly with regard to APA editorial standards.

At Montana State University the Graduate Representative plays an important role in the process of graduate education. The Graduate Representative must be present at the project defense and the comprehensive oral/written exam. Please refer to the Graduate School Degree Requirements – Doctoral (link: http://www.montana.edu/gradschool/policy/degreq_doctoral.html#gradrep) for specific details about the Graduate Representative.

Important forms required by the Graduate School and the College of Nursing are listed in Appendix 1. Please use the most up-to-date forms, which are available at http://www.montana.edu/gradschool/forms.html for the Graduate School and http://www.montana.edu/nursing/student/graduate.html for the College of Nursing.

Formalizing the Committee and Program of Study

The Graduate Program of Study & Committee form (Form 1, Appendix 1) must be on file with the Graduate School by the end of the third semester that you have registered for classes (#1 fall, #2 spring, and #3 summer semesters for most students in the program). Form 1 is used to notify the Graduate School of your committee members and the coursework that the College of Nursing faculty and committee members have approved to meet the minimum requirements for the DNP degree at Montana State University. Form 1 must be signed by the committee chair, the student, and all members of the student’s committee. Non-tenure track faculty members and community members may participate on committees after providing a vita or resume (Form 2, Appendix 1), which is subject to College of Nursing (Associate Dean for Research and Graduate Education) approval. The Associate Dean writes letters of recommendation for non-tenure track and
community committee membership. Once everything is in order and complete, the Associate Dean signs Form 1 and forwards it, along with letters of recommendation and CV/Resume forms (if applicable), to the Graduate School for review and approval by the Dean of the Graduate School.

Signatures of chairperson and committee members signify approval of the student’s Program of Study (Form 1, Appendix 1), approval of the proposed project topic and plan (Form 3, Appendix 1), passing of the project defense (Form 4, Appendix 1), and passing of the Comprehensive Exam (Form 4, Appendix 1).

Committee Changes
In the event of committee changes, revisions are submitted to the College of Nursing using a Graduate Committee Revision form (form available at http://www.montana.edu/gradschool/forms.html). Both the original and revised committee sections must be filled out with the person(s) being removed and the one(s) being added to the committee initialing next to their name indicating their concurrence. An explanation for the revision(s) must be included. The Revision form is then sent to the Associate Dean for Research and Graduate Education (College of Nursing) for signature and then routing to the Graduate School.

Student Responsibilities
As a DNP student you must be responsive to the direction of the chairperson and committee members regarding all matters of content and quality of the Scholarly Project and paper. You are responsible for all format requirements and corrections. Ultimately, it is your responsibility to know what is required by the Graduate School and the College of Nursing and to follow the established deadlines.

Summary

<table>
<thead>
<tr>
<th>NRSG 675 Scholarly Project</th>
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<tbody>
<tr>
<td><strong>Maximum credits:</strong> 9</td>
</tr>
<tr>
<td>Grade: Letter grade</td>
</tr>
<tr>
<td>Chair must be faculty in the College of Nursing and have a doctorate (PhD, EdD, DNP). Tenured/tenure track faculty not required.</td>
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</tbody>
</table>
Examples of DNP Scholarly Projects

- Practice change initiative
- A Quality Improvement/Performance Management project
- An evidence based practice model change
- Policy/practice case report and analysis
- Implementation and evaluation of an innovative use for technology to enhance or evaluate care
- Collaboration with researchers to answer a clinical question
- Collaboration with stakeholders to initiate legislative change using evidence
- Design and evaluate programs
- Conduct financial analysis to compare care models and potential savings
- Design and use databases to retrieve information for decision making, planning, and evaluation
- Work with lay or professional coalitions to develop, implement, or evaluate health programs, such as health promotion, and disease prevention programs for vulnerable patients, groups or communities

You will involve your chair throughout all phases of your project, for example, at the beginning when selecting your project and defining the direction, while you are progressing, and during the writing of the project. Ultimately, your chair and your committee are the ones who determine if your project meets the rigor of doctoral work.

**Steps and Timeline for Project Completion and Work with Committee**

Each semester students are expected to work with their committee to reach certain milestones in completing their Scholarly Project in order to graduate on time. The milestones are as follows:

- **Semester 1**
  - Select a Committee Chair; work on Program of Study & Committee Form
- **Semester 2**
  - Program of Study due before end of summer semester (all students)
  - Enrollment in NRSG 674 (3-Yr; MN-DNP); Semester 5 (4-Yr program)
  - Develop a Scholarly Project proposal with Committee members and Chair (part of NRSG 674 coursework)
  - Proposal meeting with Committee either this semester or next
- **Semester 3 (3-Yr), Semester 6 (4-Yr)**
  - Submit Scholarly Project Approval Form
  - Prepare and submit IRB (with permission from Chair and Committee)
  - Begin work on project
- **Subsequent semesters**
  - Continue work on project
- **Semester 7 (3-Yr, MN-DNP), Semester 10 (4-Yr)**
Presentation/Defense of Scholarly Project to Chair, Committee, and College

- Semester 8 (3-Yr, MN-DNP), Semester 11 (4-Yr)
- Submission of Scholarly Project to Graduate School (electronic posting of final written project to library required – Form 5, Appendix 4)

Institutional Review Board (IRB)

Projects conducted at MSU are subject to a wide range of federal and state policies established to ensure ethical conduct in research. The IRB ensures respect, fairness and safety in human subjects’ research. All DNP Scholarly Projects should be submitted to the IRB at the clinical site (if applicable) as well as to the Montana State University IRB for review and approval prior to beginning any project. This should be done during semester 3 for 3-Yr students and semester 6 for 4-Yr students (see Timeline above). Be sure to work closely with your chair during the IRB submission process. Specific instructions for this can be found at: http://www2.montana.edu/irb/

Clinical Residency Hours

You are required to spend a minimum of 270 clinical residency hours (6 clinical lab credits) completing your DNP Scholarly Project. These hours are in addition to the time you spend on 5 lecture credits associated with NRSG 674 and NRSG 675. Students will complete these clinical residency hours in NRSG 674 and NRSG 675 (refer to your Program of Study). According to NONPF, residency provides additional hours in autonomous practice, leadership, practice inquiry, and policy as part of the fabric of professional preparation for the NP with a practice doctorate (NONPF, 2010). The clinical residency hours for the DNP capstone courses should focus on experiences that combine clinical practicum with scholarly activities to provide in-depth learning for students. They provide an opportunity for meaningful engagement with experts from nursing, as well as other disciplines. During residency the students integrate and synthesize knowledge by demonstrating competency in an area of nursing practice, completing a scholarly project, and writing a publishable paper based on their project. The clinical residency hours reflect the Nurse Practitioner Core Competencies (NP Core Competencies). The NP Core Competencies are acquired through mentored patient care experiences with emphasis on independent and inter-professional practice; analytic skills for evaluating and providing evidence-based, patient centered care across settings; and advanced knowledge of the health care delivery system (NONPF, 2012). The following areas should be the focus of the clinical residency hours for the DNP capstone courses:

- Scholarly activities, healthcare leadership skills, and professional development.
- Identifying a problem, population, and identifying project sponsors and key stakeholders.
- Completing a needs assessment and determining resources needed/available to complete the project.
- Identifying tools and desired outcomes.
- Demonstration of an understanding of the interdependence of policy and practice.
- Using best available evidence to enhance quality of care in clinical practice
• Developing plans for comprehensive care management that address the multi-dimensional needs of patients presenting for advanced practice nursing care.
• Translating research and other forms of knowledge to improve practice processes and patient outcomes.
• Providing leadership to foster collaboration with multiple stakeholders (e.g. patients, community, integrated health care teams, and policy makers) to improve health care.
• Applying knowledge of organizational practices and complex systems to improve health care delivery.
• Critically analyzing data and evidence for improving advanced nursing practice.
• Assuming complex and advanced leadership roles to initiate and guide change.
• Communicating practice knowledge effectively both orally and in writing.
• Contributing to the design of clinical information systems that promote safe, quality and cost effective care.
• Leading and advancing quality improvement of direct care for individuals and populations and health systems.

The following activities are some examples of time that can be applied toward residency hours:

1. Time spent in a clinical agency to evaluate a practice protocol, clinical guidelines, or process improvement.
2. Time spent participating in a health initiative at the local, state, regional level.
3. Time spent in formal skill building to develop, implement, or evaluate your scholarly project (such as tutorials, meetings, conferences, consultation with experts)
4. Evaluating how organizational, structural, financial, marketing, and policy decisions impact cost outcomes, quality, and accessibility of health care.
5. Applying clinical investigative skills for evaluation of health outcomes at the patient, family, population, clinical unit, systems, and/or community levels.
7. Completing a needs assessment, implementing a change initiative, or disseminating evidence from inquiry to diverse audiences using multiple modalities.
8. Time spent researching your area of specialization.

Clinical hours do not include:
1. Time spent in seminars/conferences that are counted toward a course in which you receive credit.
2. Time spent traveling to and from seminars/conferences.

Tracking Clinical Residency Hours
An electronic spreadsheet for tracking clinical hours will be provided in the online course: NRSG 674 DNP Scholarly Project Seminar. This tracking sheet should be used to document all clinical hours spent completing the Scholarly Project Proposal and Scholarly Project. You should submit tracking sheets to the course instructor for NRSG 674 and to your DNP Scholarly Project Faculty Chair (for NRSG 675) by the end of each semester. Any time spent doing project work is considered clinical project hours and should be documented on the clinical hour log. NRSG 674 has 1 credit of clinical lab that translates to 45 clock hours. So the minimum expectation is that
you would spend 45 hours working on your project. You will record these hours in your clinical log. For subsequent semesters when you are working on your DNP project (NRSG 675), each 1 credit of clinical lab equates to 45 clock hours. So you should plan on spending a minimum of 45 hours on your project during these courses. Please note that your final semester will have 2 credits clinical lab, which would be 90 hours.

**Project Defense**

The Graduate School requires that students successfully defend their Scholarly Project as a requirement for graduation. The primary purpose of the project defense is for the graduate student to demonstrate scholarship (guidelines for Dissertation defense that are posted on the Graduate School website apply to Project defenses in the College of Nursing).

The chairperson decides when your project is ready for the defense. The project is defended by you in front of your committee. The defense is a formal presentation that is open to all faculty and graduate students. You, your committee chairperson, and your committee members (including the Graduate Representative) must attend the defense in person or via videoconference. Per Graduate School policy, graduate committee members are not allowed to attend the defense via teleconference and College of Nursing faculty must be present on one of the five college campuses (Billings, Bozeman, Great Falls, Kalispell, and/or Missoula).

You must be registered for a minimum of three credits during the term in which the defense takes place. The project defense is conducted only when the final draft of the project is complete (as determined by the chairperson) and before the end of the term in which you complete your graduate work.

Your formal presentation should describe key components of your project. You should consult with the committee chairperson to determine format and stylistic issues of the presentation. The use of visual aids is encouraged. The time allotted for defense is 2 hours: 30 minutes for the presentation followed by 30 minutes for audience questions. The remaining time will include committee questions without audience and the committee deliberation. The committee may formulate specific questions to ask the student or the committee may choose a more spontaneous format for questions.

**Scheduling**

To schedule the defense, the committee chairperson and student decide on the date. Once a mutually acceptable defense date is determined, the chairperson schedules the defense using the Videoconference/Teleconference Request Form (link: [http://www.montana.edu/nursing/facstaff/infotech/videootcrequest.html](http://www.montana.edu/nursing/facstaff/infotech/videootcrequest.html)).

The Associate Dean’s office will announce the defense presentation date, time, location, title of the Scholarly Project, chairperson, graduate student’s name, and committee members to all graduate students and college faculty. The defense also will be posted on the MSU calendar by the Associate Dean’s office. All are welcome to attend.
Grading
The student is excused from the room while the committee determines adequacy of the student’s presentation and responses to posed questions. A majority of the committee members must deem the presentation and responses to be adequate for a judgment of “pass.”

At the time of the examination, the Report on Qualifying Exam/Comprehensive Exam/Dissertation Defense Doctoral Students Only (Form 4, Appendix 1) must be completed and signed by all committee members. The completed form will be sent to the Associate Dean for Research and Graduate Education for signature and forwarded to the Graduate School.

Per the Graduate School: For students who do not pass the project defense, a record of the questions posed, brief notes capturing the essence of the student’s response and a record of the committee vote is prepared and forwarded by the chairperson to the Associate Dean for Research and Graduate Education within one week of the examination. Students who do not pass may repeat the defense once with a different set of questions after two months have elapsed. Failure to pass a second defense will result in the student’s termination from the nursing graduate program.

Please refer to the Graduate School policy for Defense of Dissertation (which applies to DNP Scholarly Projects) at: http://www.montana.edu/gradschool/policy/degreq_doctoral.html - scroll down to the Defense of Dissertation section.

There also are official forms on the Graduate School website for Report on Qualifying Exam/Comprehensive Exam/Thesis Defense Doctoral Students Only (Form 4, Appendix 1) and for Certificate of Approval Form for Theses and Dissertations (Form 5, Appendix 1).

Final Approval of Scholarly Project

The chairperson has the responsibility of final review of the paper before it is submitted to the Graduate School. Final acceptance or rejection of the scholarly paper is the responsibility of the Dean of the Graduate School.

Scholarly papers from the College of Nursing graduate students are subjected to rigorous standards and must be submitted electronically to the Graduate School by the published deadline before graduation. Refer to the Electronic Thesis/Dissertation (ETD) website for further information (http://www.montana.edu/etd/). The Certificate of Approval (Form 5, Appendix 1) is used for archiving the ETD with the MSU library. The Graduate School prefers that this form be typed prior to committee signatures.

Note: The ETD Certificate of Approval Form (Form 5, Appendix 1) requires original signatures. The Graduate School will accept more than one copy of the ETD Certificate of Approval form if more than one copy is needed to obtain original signatures in a timely manner. Students must factor in the extra time needed to circulate this document prior to the deadline, which is published on the Graduate School website. For detailed information regarding ETD preparation, formatting, submissions, including a checklist, go to http://www.montana.edu/etd/.
References


Appendix 1
Sequence of Required Forms

• Form 1: Graduate Program of Study & Committee Form and Instructions (Graduate School form - http://www.montana.edu/gradschool/forms.html). This form must be no file at the Graduate School by the end of the third semester that you have registered for classes.

• Form 2: Non-MSU Committee Membership CV/Resume (College of Nursing form - http://www.montana.edu/nursing/student/graduate.html)

• Form 3: Professional (MN) and Scholarly (DNP) Project Proposal Approval Form (College of Nursing form – http://www.montana.edu/nursing/student/graduate.html). This form is to be completed and signed by your committee at your proposal meeting and submitted before you submit to IRB and actually begin your project.


• Form 5: Certificate of Approval Form for Theses and Dissertations - (Graduate School form – http://www.montana.edu/gradschool/forms.html) - electronic submission/ETDs of scholarly project papers (DNP degree) is required by the College of Nursing.
### Title of Project:

<table>
<thead>
<tr>
<th>Problem Summary/Introduction:</th>
<th>Current Best Evidence: (Review of the Literature)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose Statement/Goals/Objective: (Introduction)</td>
<td>Significance of the Project: (Introduction)</td>
</tr>
<tr>
<td></td>
<td>What nursing theory will guide the project?</td>
</tr>
<tr>
<td>What data will be collected? (Methods)</td>
<td>What tools will be used to collect the data? (Methods)</td>
</tr>
<tr>
<td>Proposed Project Design: (Methods)</td>
<td>How will the data be analyzed? (Methods)</td>
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</table>

*Used in 674 Coursework*
Appendix 3
Scholarly Project Template

This is to serve as a rough guide for the DNP project design. All of the numbered (1-9) components should be present in your paper/project. Several explanations are given under each number, but these serve as examples and can vary depending on the type of project you are doing. Please review these guidelines with your chair and make sure you are both very clear as to the extent and detail needed under each topic. Use these guidelines in several ways: 1) as a guide for successfully writing a summative paper of your project, 2) developing your Power Point final presentation, and 3) converting your paper into a manuscript for publication. Your paper must conform to APA format. Your paper also needs to conform to the MSU Electronic Theses and Dissertation (ETD) formatting Guides found here: http://www.montana.edu/etd/format_standard.html. Be sure to review the formatting guides before submitting a draft to the Graduate School’s ETD Formatting Advisor. Please discuss paper length expectations with your chair.

1. Title
2. Abstract (approximately 150-250 words)
   a. Single-spaced and no more than 350 words.
   b. The abstract must contain the following elements: (1) statement of the problem, (2) procedure or methods, (3) results, and (4) conclusions. Mathematical formulas, abbreviations, diagrams, and other illustrative materials should not be included. It should be written to be understood by a person who does not have expertise in the field.
3. Introduction
   a. Includes brief background, needs assessment/statement, and provide some eye-catching information.
   b. Should include a problem statement or study question.
4. Review of the Literature
   a. Describes the nature of the issue, who is involved and who it affects.
   b. Extensive background of the issue.
   c. Summary of the current knowledge.
   d. Extensive review of the literature with an evidence table in Appendix
5. Theoretical Underpinning
   a. An explanation of the nursing theory or theories used to guide this project.
6. Methods
   a. Ethical issues
      i. What did you do?
      ii. Describe the ethical issues, IRB review or exemption.
      iii. Describe the ethical aspects of the project that might affect participants’ physical well-being.
      iv. Include any HIPPA protection statements as appropriate.
   b. Sample and setting
i. Describe the sample (patient population if any) and those involved in the project (#, ages, gender, etc.).

ii. Describe the specifics of where this project is taking place (rural clinic, hospital, acute care setting, inpatient unit, legislature).

iii. What are the relevant elements of the setting (geography, physical resources, organizational culture, staffing or leadership issues).

c. Intervention
   i. What is/are your interventions/actions that will be taken and why were these chosen (rationale)?
   ii. What outcomes are expected and why (rationale)?
   iii. What factors contributed to your choice of the intervention?
   iv. What are the steps of the intervention (what was to be done and by whom)?
   v. You might include a timeline of your project that includes the baseline/pre intervention data, interventions, post intervention data using a time-line diagram or flow chart.
   vi. What instruments or procedures were used in the intervention? What is the reliability or validity of this instrument?
   vii. What methods are used to assure data quality and adequacy (i.e. blinding, repeating measurements and data extraction, collection of sufficient baseline measurements/data).

d. Analysis
   i. Provide detail of qualitative or quantitative methods used to draw inferences from the data.
   ii. Explain ability of study design to detect effect (effect size).
   iii. Describe analytic methods used to demonstrate effects of time as a variable (i.e., statistical process control).

7. Outcomes/Results
   a. What did you find in your project?
   b. Consider benefit, harm, unexpected results, problems, failures.

8. Discussion
   a. Summarize the most important successes and difficulties in implementing intervention components.
   b. Highlight the project’s particular strengths.
   c. Compare and contrast your outcomes with the literature.
   d. Were there any differences between observed outcomes and expected outcomes?
   e. Draw inferences about causal mechanisms.
   f. Review issues of financial cost.
   g. Suggest steps to help improve future projects.
   h. Limitations
i. Consider sources of confounding bias or imprecision of study design, measurement, and analysis that might have affected project outcome (internal validity).

ii. Explore factors that could affect generalizability (external validity).

iii. Review efforts made to minimize and adjust for expected limitations.

9. Conclusion
   a. Consider overall practical application and usefulness of the project.
   b. How useful was the intervention?
   c. Suggest implications for future studies.
### Scholarly Title/Introduction

1. Includes brief background, needs assessment/statement, and provides some eye catching information

2. Includes a problem statement or study question

### Abstract

1. Single-spaced and no more than 350 words.

2. Contains the following elements: (1) statement of the problem, (2) procedure or methods, (3) results, and (4) conclusions. Mathematical formulas, abbreviations, diagrams, and other illustrative materials should not be included.

   It should be written to be understood by a person who does not have expertise in the field.

### Review of the Literature/Background

1. Describes the nature of the issue, who is involved and who it affects.

2. A thorough review of the literature
with synthesis of the evidence supporting the clinical question and project.

3. Summary of the current knowledge

4. Literature search strategy and databases used.

5. Is there an evidence table in Appendix?

<table>
<thead>
<tr>
<th>Theoretical Underpinnings</th>
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<tbody>
<tr>
<td>There is an explanation of the nursing theory or theories used as the conceptual framework for this project. It is integrated throughout the implementation and evaluation.</td>
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<tr>
<th>Methods</th>
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1. **Ethical Issues**
   a. Describe the ethical issues, IRB review or exemption
   b. Describe the ethical aspects of the project that might affect participants’ physical well-being.
   c. Include any HIPPA protection statements as appropriate

2. **Sample and Setting**
   a. Describe the sample (patient population if any) and those involved in the project (#, ages, gender, etc)
   b. Describe the specifics of where this project is taking place.
   c. What are the relevant elements of the setting (geography, physical resources, etc)
organizational culture, staffing or leadership issues).

3. **Intervention**

   a. What is/are the interventions/actions that will be taken and why were these chosen (rationale)?
   
   b. What outcomes are expected and why (rationale)?
   
   c. What are the steps of the intervention? (what was to be done and by whom)
   
   d. What instruments or procedures were used in the intervention? What is the reliability or validity of this instrument?

4. **Analysis**

   a. Provide detail of qualitative or quantitative methods used to draw inferences from the data
   
   b. Explain ability of study design to detect effect (effect size)
   
   c. Describe analytic methods used to demonstrate effects of time as a variable (i.e. statistical process control)
   
   d. What methods are used to assure data quality and adequacy (i.e. Blinding, repeating measurements and data extraction, collection of sufficient baseline measurements/data)

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<th>Failed</th>
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<th>Exceeded</th>
<th>Comments</th>
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Outcomes/Results

1. Consider benefit, harm, unexpected results, problems, failures

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Discussion

1. Summarize the most important successes and difficulties in implementing intervention components.

2. Highlight the project’s particular strengths

3. Compare and contrast your outcomes with the literature

4. Note any differences between observed outcomes and expected outcomes?

5. Draw inferences about causal mechanisms

6. Review issues of financial cost

7. Suggest steps to help improve future projects

8. Limitations

   a. Consider sources of confounding bias or imprecision of study design, measurement, and analysis that might have affected project outcome (internal validity)

   b. Explore factors that could affect generalizability (external validity)

   c. Review efforts made to minimize and adjust for expected limitations
## Conclusion

1. Consider overall practical application and usefulness of the project
2. How useful was the intervention?
3. Suggest implications for future studies

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<th>Failed</th>
<th>Met</th>
<th>Exceeded</th>
<th>Comments</th>
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## References and Resources

References are extensive, recent, and relevant to the problem.

## Paper Conforms to APA Format

### Overall Paper/Defense Comments: