



Indiana State University

**Fall 2023- Spring 2026
School of Nursing
Doctor of Nursing Practice
DNP Project Guidebook**

Introduction

All Indiana State University Doctor of Nursing Practice (DNP) Degree plans of study include a DNP Project. The project is a student initiated, faculty-guided scholarly experience that provides evidence of critical thinking, leadership, application and integration of the DNP Essentials and the ability to translate research (evidence) into clinical practice.

Students will apply action research principles through problem identification, plan development, implementation, and evaluation of outcomes. The focus can be at the patient, population, community, or organizational levels. The DNP Project must be a scholarly work that aims to improve clinical practice and is a required element for completing a practice doctorate (American Association of Colleges of Nursing, 2021). Through the DNP Project, students will demonstrate their ability to lead, educate, and practice at the highest levels of clinical practice.

The Purpose of Evidence-Based Practice in the Doctor of Nursing Practice

Research evaluation and evidence translation are integral parts of evidence-based nursing practice. Nurses prepared at the DNP level provide leadership for evidence-based practice in nursing, and endeavor to translate evidence-based research into their own practice. To accomplish this goal, the DNP nursing student participates as a member of a translational science team and is expected to integrate current evidence into practice to improve patient or practice outcomes and disseminate findings to stakeholders, peers, and professional colleagues. As a nurse with a Doctor of Nursing Practice degree, you will be able to:

1. Lead project teams that focus on improving healthcare quality
2. Carry out independent evidence-based practice projects through problem identification, proposal development, implementation, and evaluation of the project
3. Use analytical methods to critically appraise existing literature relevant to nursing practice
4. Evaluate evidence to determine and implement the best evidence for practice
5. Design processes to evaluate outcomes of practice and systems of care
6. Inform the design of databases that generate meaningful evidence for nursing practice
7. Use information technology systems for the retrieval, storage, and analysis of data
8. Disseminate an evidence-based report via written and oral means.
9. Develop strategies to translate research into professional practice regimens at the individual, population, community, and organizational levels
10. Collaborate with members of the multidisciplinary care team, patients, families, communities, and other stakeholders to improve the healthcare experience and strengthen outcomes
11. Effectively and proactively consider social determinants of health to optimize care and ensure safe, high-quality, equitable care to diverse populations.

The DNP Project is a scholarly process to address a theoretically and clinically relevant practice problem. This requires competence in knowledge development activities such as the translation of research into practice, the evaluation of practice, activities aimed at improving the reliability of healthcare practice and outcomes, and participation in collaborative research.

The DNP Project is supervised by faculty with appropriate specialty and academic credentials; faculty will work with each student throughout their program. In some instances, additional mentors with specific subject matter expertise may be named as formal or informal collaborators. These mentors may provide intermittent or limited support throughout the project as deemed appropriate by faculty.

The DNP Project is completed in a series of four courses: APN 881, APN 882, APN 883, and APN 884. Each student will complete a minimum of 350 clinical hours during the program. All post-master's students must complete 1,000 post-baccalaureate hours to earn a DNP. All BSN-DNP students will complete the 350 hours included in the DNP clinical courses plus the hours included in the track for their specific role and population focus.

Before the completion of your final semester, your final, fully edited, five-chapter project paper will be prepared and submitted to Sycamore Scholars as part of the requirements for successful completion of the DNP Project. Sycamore Scholars is a digital archive of scholarly works created by students, staff, and faculty at Indiana State University.

In addition to submission to Sycamore Scholars, students are expected to disseminate their project results. In APN 884, information will be distilled from your DNP Project final paper (five chapters) for submission to a peer reviewed journal and/or for a podium or poster presentation. It is not a requirement for your degree that the manuscript which emerges from your project be published prior to graduation however, the fully revised and edited five chapter DNP Project paper must be submitted to Sycamore Scholars. Students must disseminate outside of their organizations to an approved local, regional, national, or international audience.

The DNP Project paper is typically submitted to the project chair after the completion of the project and will undergo extensive editing, often with additional help from faculty member(s) who may then be co-authors. The DNP Project takes a minimum of four (4) semesters to complete and includes problem identification, a literature search, evidence appraisal, synthesis of the evidence; translating evidence to construct a strategy to address a problem; designing a project implementation plan; implementation of the project; evaluation of the outcomes, process, and/or experience; and dissemination.

The DNP Project and The AACN 2021 Essentials

The DNP project is designed to align with the ten domains outlined in the AACN (American Association of Colleges of Nursing) [2021 Essentials](#) document. The AACN Essentials are a set of core competencies and sub-competencies that serve as the

foundation for DNP education and practice. Let's explore how the DNP project relates to each of the ten domains:

Domain 1: Knowledge for Nursing Practice

The DNP project demonstrates the integration and translation of disciplinary nursing knowledge and knowledge from other disciplines. It showcases the application of established nursing knowledge and ways of knowing to inform clinical judgment and innovation in nursing practice.

Domain 2: Person-Centered Care

The DNP project focuses on person-centered care by addressing the needs of individuals within their complex contexts, including family and important others. It emphasizes holistic, individualized, just, respectful, compassionate, and evidence-based care that guides nursing practice across specialties and functional areas.

Domain 3: Population Health

The DNP project may involve initiatives that contribute to improving population health outcomes. It may address population-level health issues, collaborate with various partners and stakeholders, and engage in efforts to promote equitable and effective healthcare for diverse populations.

Domain 4: Scholarship for Nursing Discipline

The DNP project demonstrates the generation, synthesis, translation, application, and dissemination of nursing knowledge. It contributes to the advancement of nursing practice and healthcare through evidence-based interventions and the application of scholarly findings.

Domain 5: Quality and Safety

The DNP project incorporates principles of quality and safety in its design and implementation. It aims to enhance the quality of care provided to patients and minimize the risk of harm through evidence-based practices and system improvements.

Domain 6: Interprofessional Partnerships

The DNP project may involve collaboration with other healthcare professionals and stakeholders. It emphasizes intentional collaboration to optimize care, enhance the healthcare experience, and improve outcomes for patients and communities.

Domain 7: Systems-Based Practice

The DNP project responds to and leads within complex healthcare systems. It addresses healthcare challenges from a systems perspective, coordinating resources to provide safe, equitable, and high-quality care to diverse populations.

Domain 8: Informatics and Healthcare Technologies

The DNP project may incorporate the use of information and communication technologies and informatics processes to improve care delivery, data gathering, decision-making, and support for healthcare professionals. It aligns with best practices and regulatory standards in healthcare informatics.

Domain 9: Professionalism

The DNP project reflects professionalism by cultivating a sustainable professional nursing identity, accountability, and collaborative disposition. It upholds nursing characteristics and values while delivering evidence-based and patient-centered care.

Domain 10: Personal, Professional, and Leadership Development

The DNP project fosters personal health, resilience, lifelong learning, and leadership development. It engages DNP students in activities that enhance their well-being, nursing expertise, and leadership skills, preparing them for leadership roles in healthcare.

In summary, the DNP project aligns with all ten domains of the AACN Essentials by embodying the core competencies expected of DNP-prepared nurses. The project demonstrates the integration of nursing knowledge, application of evidence-based practices, commitment to person-centered care, and engagement in interprofessional collaboration and leadership. It reflects the principles of quality and safety while addressing complex healthcare challenges within diverse populations and systems. The DNP project plays a crucial role in preparing students for advanced nursing practice and leadership roles in healthcare.

The AACN Essentials and The DNP Program Outcomes

The AACN Essentials document outlines competencies and sub-competencies within each of the 10 domains. We have aligned our DNP Program Outcomes sequentially with each of the 10 aforementioned domains to ensure that our program prepares students for their future role as DNP-prepared nurses. The DNP Program Outcomes are listed below and are aligned sequentially with the AACN Essential Domains. Please note that if you are in an advanced practice registered nursing track, you will have additional role specific competencies that must be met.

Domain 1: Knowledge for Nursing Practice

Integrate foundational and advanced knowledge from nursing and related disciplines to inform practice and decision-making in diverse healthcare settings.

Domain 2: Person-Centered Care

Demonstrate ethical, inclusive, and professional conduct in nursing practice, respecting the rights, autonomy, and dignity of all individuals and groups, while recognizing and addressing the social determinants of health that influence well-being.

Domain 3: Population Health

Develop and implement strategies to promote health, prevent disease, and improve the well-being of individuals, groups, families, and communities.

Domain 4: Scholarship for the Nursing Discipline

Utilize research methods, evidence-based practice, and critical appraisal skills to contribute to the development and dissemination of nursing knowledge that improves health and transforms healthcare.

Domain 5: Quality and Safety

Employ strategies to identify, evaluate, and mitigate potential risks, ensuring patient safety and minimizing adverse events in healthcare settings.

Domain 6: Interprofessional Partnerships

Engage in interprofessional partnerships and collaboration to improve patient outcomes, enhance teamwork, and optimize healthcare delivery.

Domain 7: Systems-Based Practice

Demonstrate an understanding of the healthcare system, including its organization, financing, policy, and regulation and apply systems thinking to improve patient care and healthcare delivery.

Domain 8: Informatics and Healthcare Technologies

Utilize informatics and healthcare technologies to support and enhance nursing practice, healthcare delivery, data management, and evidence-based decision-making.

Domain 9: Professionalism

Cultivate a strong professional identity, embracing the values of nursing and contributing to the advancement of the nursing profession.

Domain 10: Personal, Professional, and Leadership Development

Engage in personal and professional development activities, including leadership training, to enhance skills, knowledge, and abilities as nursing professionals.

Types of Scholarly/EBP or Translational Projects

Students should follow The Essentials: Core Competencies for Professional Nursing Education for all DNP projects. In addition, alignment of the DNP Project with domain(s) of Boyer's Scholarship Model ensures the student's ability to identify elements of scholarly development and progression (Boyer, 1990).

DNP Projects are related to the advancement of nursing practice and improving patient outcomes; they should be designed to benefit a group, population, or community. Projects evolve from an identifiable problem either from your current clinical experiences or from a workplace experience. Although not an exhaustive list, projects are frequently conducted in partnership with another entity such as a government agency, community group/organization, education agency, health department, or clinical agency.

Types of DNP Projects that are acceptable include but are not limited to the following:

- Quality Improvement Projects: Addressing a specific issue in clinical practice to improve patient outcomes and healthcare delivery. For example, implementing evidence-based protocols to reduce hospital-acquired infections.
- Evidence-Based Practice Projects: Incorporating research evidence into clinical decision-making and practice guidelines. For instance, developing a protocol for pain management based on the latest evidence.
- Practice Change Initiatives: Implementing a new practice model or intervention in a clinical setting to enhance patient care. An example could be introducing telehealth services to improve access to care.
- Program Evaluation Projects: Assessing the effectiveness of existing healthcare programs or interventions to determine their impact on patient outcomes and make recommendations for improvement.
- Patient Education Initiatives: Developing educational materials or programs for patients and families to improve health literacy and self-management of chronic conditions.
- Policy Analysis and Development: Analyzing healthcare policies and implementing policy changes to address healthcare disparities or improve population health outcomes.
- Interprofessional Collaboration Projects: Promoting collaboration among different healthcare disciplines to enhance patient care and outcomes, such as implementing interprofessional rounds in a hospital setting.
- Clinical Simulation Projects: Developing and evaluating clinical simulations to enhance the competence and confidence of nursing students and practitioners in managing complex patient scenarios.
- Advanced Clinical Assessment and Intervention Projects: Focusing on advanced nursing skills and interventions, such as creating protocols for managing complex chronic conditions.
- Population Health Initiatives: Implementing projects aimed at improving health outcomes for specific populations, like developing a preventive health program for vulnerable communities.
- Care Coordination and Transitional Care Projects: Designing interventions to improve care coordination and the transition of patients between healthcare settings, reducing readmission rates.
- Healthcare Technology Integration: Assessing and implementing healthcare technologies to enhance patient care and outcomes, such as introducing electronic health records or remote patient monitoring.
- Ethical Dilemma Resolution Projects: Addressing ethical challenges in clinical practice and implementing solutions to complex ethical issues.
- Cultural Competency Initiatives: Developing and implementing strategies to enhance cultural competence in healthcare settings to provide culturally sensitive care to diverse patient populations.

It's important to note that DNP projects are highly variable however all of them must be implemented and evaluated. The acceptability of specific DNP project types is at the discretion of the DNP coordinator and project team chair. Students should consult with their academic advisors and DNP program coordinator to ensure their project aligns with the program's goals and guidelines.

Writing the DNP Project

There are several strategies that can help you in writing the project manuscript. Writing the DNP Project paper is a scaffolding process. Each semester your paper is expanded through writing efforts that meet the course objectives. You will need to review what you've already written, incorporate recommendations or edits from your project chair and project advisory team. The final five-chapter DNP Project paper describes your guiding scholarly question with supporting documentation, the purpose for your project, literature review, your analytical methods/project design, implementation, the findings of your project, and your conclusions and recommendations/implications for practice. Students should utilize APA 7th edition and reference the Sample Professional Paper on page 50 of the publication manual. Each chapter of the paper should start on a new page and references should be concatenated at the end of the paper.

Remember the ISU Writing Center!

The Writing Center currently offers Distance Tutoring in writing for those registered as distance learners through ISU. Students may submit their papers by visiting the [Writing Center Appointment Portal](#). Once you are at the portal, follow these [instructions](#) to schedule an appointment. Please keep in mind that writing center staff do not simply copy-edit papers either in person or during distance tutoring.

Students are required to schedule on-going and regular appointments with the writing center. Through self-reflection students should determine the level of writing assistance they need. The expectation is that the student will utilize multiple resources to ensure that their writing is scholarly and reflects professional language, format, and writing style adopted by the DNP program. The [Writing Center](#) tutors prefer to work with distance students throughout their time at ISU so that students develop their skills over time. The ISU Writing Center may be reached at 812-237-2989 or by emailing isu-writingcenter@indstate.edu. The best way to schedule an appointment is through the [Appointment Portal](#). Please note that Writing Center hours are based on tutor availability. See the website for available appointment times. It is the student's responsibility to work with the Writing Center at the end of each semester on their paper and to ensure that faculty are sent a confirmation of each session.

Components of the DNP Project

Cover sheet (APA professional style)

Abstract (developed in APN 884)

Chapter One: (See APN 810 Paper Rubric for more detail)

1. Introduction and Problem Overview
 - a. Background Knowledge
 - b. Significance of Problem
 - c. Problem Statement
 1. Project Purpose
 2. Project Objectives
 3. Targeted Population/Setting
 4. Intervention
 5. Comparison
 6. Desired Outcome(s)
 - d. Summary

Chapter Two: Literature Review (See APN 881 Paper Rubric for more detail)

1. Brief restatement of purpose (Transitional paragraph to link chapters 1 and 2)
2. Evidence Based Practice Framework(s) or Change Theory
3. Search Methodology (key words, databases accessed, range of dates, other filters/limiters used) you must describe how you appraised the evidence. (The literature review reflects the compilation of research studies applicable to your project and describes the rational process that was used in the final distillation of research found in the literature review)
3. Synthesis of the literature: this is not a restatement of each study but discussion of grouped or like studies that link to PICO descriptors providing foundation for your project. If there is a lack of high-level research, describe how related studies assisted in the development of the literature review
4. Discussion of any instruments/tools if applicable (Copy of Tools/ Instruments in the Appendix)
5. Summary & Conclusion (relates back to literature synthesis)
6. The literature review table should be part of the paper and placed in the Appendix. (This table should reflect the evidence appraisal process utilized and include only studies cited in Chapter 2)

Chapter Three (See APN 882 Paper Rubric for more detail):

1. Project Design (Quantitative, Qualitative, or Mixed-Methods)
 - 1a. Integration of Evidence Based Practice Framework or Theoretical Framework
2. Model for Implementation
 - a. Targeted Population/Cultural Considerations/Social Determinants of Health
 - b. Setting and Stakeholders
 - c. Planning the Intervention
 - d. Participants and Recruitment
 - c. Tools/Measures (includes discussion of permission to use the tool, all instruments/tools must be included in Appendix. If permission to use the instrument/tool was required and obtained this must be included in Appendix)
 - d. Validity and Reliability of Measures
 - e. Ethical Considerations (Discuss IRB Process Completion; QI vs. Research)
3. Intervention and Data Collection Plan (if not discussed earlier add permission or approval to conduct study at the location and add permission letter to Appendix)

Chapter Four:

1. Results (do not be tempted to add your discussion or comments here)
 - a. Demographic Statistical Results
 - b. Descriptive Statistical Results
 - c. Correlational or Inferential Statistical Results
 - d. If Qualitative-Well organized thematic phenomena presentation with annotations

Chapter Five:

1. Discussion of Results and how they relate to literature used to support your PICO and study efforts. Include rationale for study outcomes (i.e., participant attrition, transportation barriers, recruitment issues, unanticipated social change, or environmental influences like weather.
2. Post-Implementation Insights
 - a. Barriers
 - b. Facilitators
3. Implications for practice and future research
4. Recommendations and Conclusions
5. References
6. Appendices

Dissemination

The DNP Project is part of multiple courses and assignment expectations; therefore, it is not a separate document outside of your program and curricula. The DNP Project will go through committee at the departmental level, but not at the college or university level. It is an expectation that you will disseminate the work at the conclusion of your program. Dissemination opportunities should be considered throughout the program. We encourage students to look for “calls for abstracts” in the APN 881 course. Faculty who make meaningful contributions to your project are expected to be co-authors or co-presenters on student dissemination products. Indiana State University must be represented in name and/or logo on dissemination products.

DNP Project Advisory Team (PAT)

Students are assigned an academic advisor upon acceptance into the program. Their academic advisor or another faculty designee from the graduate nursing faculty may serve as the student’s project advisory team (PAT) chair. The project advisory team chair is thereby the supervisor of the student’s project.

The project advisory team, spearheaded by the team chair, provides guidance for the student, assists the student in narrowing the focus of their DNP project, and facilitates the student’s successful development, implementation and evaluation of the project. The student’s PAT is selected by the student and the academic advisor/program coordinator.

The PAT is composed of a minimum of two members, including the project team chair and one additional doctorally prepared ISU nursing faculty member. Additional team members may be added at the discretion of the student and the project chair. The decision to make additions to the team will be based upon the requirements of the student's project. Any additions to the team will first be selected from faculty within the College of Health and Human Services (CHHS).

In the event that the necessary expertise cannot be identified from within the College, other doctorally prepared ISU faculty may be selected or a content expert that is not doctorally prepared may be considered. In certain situations, it becomes evident that the student needs support from a member of the professional team where the project is taking place. PAT members from outside of ISU will be considered on a case-by-case basis. Only one member of the PAT may be from outside of ISU.

Development of the PAT is initiated in APN 810. The expectation is that the PAT will be fully formed before APN 881. Contributing members of the PAT who aid in the development and submission of dissemination products are entitled to authorship. Students always retain first author on dissemination products.

Clinical Mentor

The student's clinical mentor may serve on the project advisory team (PAT). The mentor will not be included in the IRB process unless their background is in research and they have CITI training. Mentors and other members of the research team are eligible for free CITI training through Indiana State University.

Project Deadlines and the 880 Course Series

The DNP project course series (881-884) is designed to help you scaffold your learning on top of your previously developed, multifaceted foundational knowledge. The 880 series experience is outlined below.

In the APN 810 course you will identify the need/problem and the focus of your project. A major component of APN 810 is the community health needs assessment with a focus on problem identification. Information from this assessment will help you to determine the priority of identified problems, where the needs and potential problems are within your community or your practice setting, and underlying influences. This information becomes the grounding rationale for your DNP project focus and its clear relevance. In APN 810, as you write your project chapter one, students must consider one fundamental dimension of the early literature review; chapter one must provide evidence to support the problem statement. Why this project? Why now? Why should anyone care about the problem?

During APN 810 you will identify your clinical mentor and submit the appropriate forms to the course faculty for approval prior to engaging in course related clinical efforts. Information about this process will be provided in the APN 810 course. Although APN 810 is a didactic course, students may log hours for the semester for activities that tie directly to their projects toward the 150 hour clinical hour requirement for APN 881.

Students will often have meetings with community stakeholders and providers of health related services. Time spent planning and attending these meetings should be counted as DNP clinical hours. Community stakeholders, such as residents, local organizations, healthcare providers, and leaders have intimate understanding of the community's needs and challenges. Engaging with them allows you to gain valuable insights into the specific health issues, social determinants of health, and other concerns that require attention.

Students may also spend a significant amount of time accessing and analyzing data from various sources to gain a better understanding of the problem/population they are focusing on. This is a necessary step in exploring the health status and trends of a specific region, such as a city, county, state, or country. Databases serve as repositories of health-related information collected from diverse sources including public health organizations, research institutions, healthcare systems, and government agencies. Identifying background knowledge and investigating the significance of the problem is a central task to project development. Time spent conducting these activities in APN 810 or other courses can be counted toward the 350 DNP program hour total.

In APN 881 students will conduct a review of the literature. The review of literature for the DNP project is not done to discover gaps in the body of evidence; rather, the DNP Project proposes to fix a gap in care delivery that is hindering the delivery of high quality care or quality outcomes.

Students will develop a PICOT statement in APN 810 and refine that statement in APN 881 prior to starting the literature review. The PICOT statement helps you clearly define the specific problem or issue that you want to address in your project. It provides a structured framework to articulate your research question in a concise manner. By identifying the specific patient population, intervention, comparison (if applicable), outcome, and timeframe, you can narrow down your project's focus to a specific aspect of care that needs improvement. Your PICOT question is not your project, but it is the most pivotal aspect of the evidence-based practice process; it influences and informs all steps in the search process. A well formulated question is critical to finding evidence, appraising, evaluating, and synthesizing that evidence for a practice change.

You are looking for the highest quality evidence that is related to the identified problem you are addressing. If your focus area is new and research evidence is sparse, you may need to look at literature from other disciplines or consider switching topics.

The literature review should address the efficacy of a problem targeted intervention and provide rationale for the translation of that intervention into practice. It should also include the validity and reliability of assessment or measurement tools.

At the conclusion of APN 881 you will be required to give a presentation to nursing faculty in a synchronous video conference. The presentation should incorporate information from the needs assessment, your problem statement, and your literature review (further information will be found in the APN 881 presentation rubric). You should have a fully realized PICO question at the conclusion of the course with supporting documentation as per the Chapter 1 grading rubric and information found within this

document on page 5. This presentation will help you further refine your project and help you to select or solidify your Project Advisory Team (PAT). Students without a fully developed PICO question and literature review at the end of APN 881 will not be eligible to progress to APN 882 and may receive a failing grade. Please note that a failing grade in the School of Nursing is any grade below 83%.

APN 882 is the next course in the DNP clinical course series. The primary objectives of this course are to develop your project implementation plan and to obtain IRB approval for your project. Chapter 3 of your paper is developed during APN 883. Please note that some projects may not need IRB approval. Quality improvement projects that are not research may be eligible for an alternative approval process.

Students must investigate organizational requirements for conducting their project and anticipate the length of time needed to navigate the official approval process at their implementation site. IRB approval may be required at multiple levels when conducting studies within; federal government facilities, Indian Health Services or with protected populations, and with children or vulnerable populations. Projects may take greater time for navigating approval and may need to start the process much earlier. Students will give a synchronous presentation to peers and faculty in this course.

Failure to submit to IRB and/or gain project approval (form for Project Approval is found in 882) before APN 882 concludes (per the academic calendar) will result in a course failure and the student will not be able to progress to APN 883.

Project approval is also dependent upon whether or not the student has made all recommended edits/changes to Chapters 1 and 2 as per their project chair feedback. Students must have a well-crafted and logical project implementation plan. The APN 882 course should be taken concurrently with the APN 825 Analytical Methods course. The benefit of taking APN 825 with APN 882 is for database development and design. If students know their project and their outcomes of interest, they can be working on their database in APN 825 while taking the APN 882 course. We understand that taking these courses together is not always possible and additional support will be provided to students as needed. Students should begin formulating their project dissemination plan during APN 882.

APN 883 is perhaps the most critical in the series of scholarly courses. Students in APN 883 must implement and execute their scholarly projects within the semester. Project and time management are essential skills for successful, timely project implementation. The implementation phase includes onsite data collection as applicable and writing chapter 4 of the DNP scholarly project paper. Students will give a synchronous presentation to peers and faculty in this course. Students who are unable to complete implementation and data collection during APN 883 will receive a failing grade and will not be able to progress to APN 884. Data analysis is part of chapter 4 and therefore requires data collection be completed.

APN 884 is the course where you will review your data analysis and begin examining and discussing the impact of your individual project. You will write chapter 5 of your DNP Project paper and make certain that this document reads as one, cohesive, high-quality manuscript that captures all aspects of your project. Students will also put into

action their project dissemination plan. Students will develop materials for a regional or national presentation and complete their final project paper. Prior to graduation, the DNP Project is written and the final edited version of the DNP project paper is submitted to Sycamore Scholars.

Students will be **required** to give a professional presentation of the project overview, outcomes, and results in a synchronous conference to nursing faculty prior to completion of APN 884. Failure to meet these requirements will result in either failure of APN 884 or the need for the student to enroll in a 1-5 hour independent study course (APN 890) to finish their project and disseminate their findings during the following semester. This will result in a delay of degree attainment. These guidelines will be strictly adhered to. All exceptions to the prescribed timeline must be approved by the PAT chair and the program coordinator.

Dissemination of Results

Students are required to share their results with the clinical/organizational site and/or mentor/subjects/stakeholders who are interested. For some projects, it is appropriate to share results with the participants. This important step will be followed up on by the PAT Chair and will be completed at a mutually convenient time for the student and community stakeholders/agency staff as promptly as possible. Remember, it is not a right but a privilege to be able to conduct a scholarly level project within an agency and/or a community.

In addition to sharing with your colleagues, fellow students, stakeholders, and mentors. Students are required to disseminate their projects to a local, regional, national, or international conference in the form of a poster, podium, or manuscript. This is a requirement to pass the APN 884 course.

Many conference committees begin looking for abstracts for their conferences as much as a full year in advance. Publications that are peer reviewed are desired for manuscript submission. Faculty guiding your project (Project Advisory Team Chair and/or Members) will assist with journal selection and manuscript editing. You should examine the journal guidelines for authors carefully for writing/referencing style and submission expectations. Your project chair has contributed significantly to your scholarly project and is co-author on publications and presentations that emerge from your project. Other PAT members may be considered for authorship via discussion with your project chair.

Important Dates and Deadlines

The [Academic Calendar](#) provides important dates and deadlines. Ordering of graduation regalia is completed through the university bookstore and announcements will be made in the APN 884 course.

References

- American Association of Colleges of Nursing. (2021). *The Essentials: Core Competencies for Professional Nursing Education*.
<https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf>
- Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.