

Texas Woman's University
Spring 2012
NURS 6303 – Professional Capstone Project

Course Description & Overview:

Clinical project based upon selection and implementation of evidence-based interventions supported through informatics and technological advances and measurement of outcomes in selected clinical site. Includes written and public presentation of findings and submission of article for publication in a peer-reviewed scholarly journal. Credit Hours: 3 semester hours(NURS 6303 may be repeated with a grade of Progress (PR) assigned and a grade of Credit(CR) assigned when the Professional Capstone Project is completed.)

This course fulfills:

- ☐ Core Curriculum requirements
- ☐ Global Perspective requirements
- ✓ Major requirements
- ☐ Elective requirements
- ☐ Research Tools requirements

Faculty Contact Information:

Peggy Mancuso, PhD, RN, CNM,
Office: Dallas 7108
Office Phone: 214-689-6552
Monday 10:00 - 4:00
pmancuso@twu.edu

Barbara Gray, PhD, RN, PNP
Office: Dallas 7207
Office Phone: 214-689-6544
Office Hours: Monday 10:00 – 4:00
bgray@twu.edu

Susan Chaney, EdD, RN, FNP-C, FAANP
Office: Dallas 7201
Office Phone: 214-689-6551
Monday 10:00 - 4:00
schaney@twu.edu

Gayle Roux, PhD, RN, FNP
Office: Dallas 7126, Denton
Office Phone:
Office hours:
Groux@twu.edu

Secretary, DNP Program Contact Information:

Laura Bracken, BS

Phone: 214-689-6597

Email: lbracken1@twu.edu

Office: Dallas 6597

Office Hours: 9:00 to 6:00, Monday - Friday

Fax: 214-689-6597

Requirements for DNP Graduation:

- Approval and completion of Professional Capstone Project
 - Four bound copies of accepted DNP Professional Project
- Presentation (poster or podium) at international, state, or local professional or academic conference
 - Candidate for graduation must submit a handout of the presentation or a slide (copy) of the poster on 8 by 10 inch paper and listing of presentation or poster in official conference schedule
- Submission of two articles for publication in peer-reviewed professional journal
 - Candidate for graduation must provide the submitted article and official notification that the article has been received and is under review for publication
 - If the candidate has had an article published in a peer-reviewed professional journal while the candidate was enrolled as a DNP student at Texas Woman's University, the candidate may provide a pdf of the article as it appears in the professional journal as a substitute for second article in DNP Practicum II.
- Two DNP case studies with a grade of 80 or above
- Electronic portfolio containing the following items:
 - CV
 - 5-year Professional Plan
 - Article for publication as described above including proof of submission for publication or published article in pdf format
 - One presentation and/or paper from each DNP course
 - Digital video is available of each student's presentation from the DNP coordinator
 - The student must include at least 1 presentation in the digital portfolio
 - Narrative journal of scholarly growth related to the *Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006)

Goals and Outcomes:

Course Goals: Upon successful completion of this course the DNP student should be able to:

1. Use information technology to collect and analyze data for nursing practice to design and evaluate health care interventions.
2. Using current best scientific evidence, develop and evaluate new practice approaches designed to meet current and future health care needs.
3. Use analytical skills to evaluate the links among practice, organizations, populations, and relate these links to appropriate policy issues that affect health care interventions.
4. Communicate scholarly findings in professional public forums.
5. Create a manuscript describing implementation and outcome measurement of evidence-based interventions and submit this manuscript to a peer-reviewed scholarly journal.

The following TWU DNP Program Goals may be addressed during NURS 6063 Professional Capstone Project. The TWU DNP program prepares expert Advance Practice Nurses who will:

1. Apply evidence from nursing and the biophysical, psychosocial, behavioral, and clinical sciences to complex health issues.
2. Implement health care delivery models and strategies designed for quality improvement in patient care.

3. Analyze existing research and design and conduct evaluations of clinical interventions to implement evidence-based practice.
4. Employ an evidence-based framework when conducting research on clinical interventions.
5. Develop and advocate for health care policy (as relevant to the Professional Capstone Project).
6. Collaborate with other health professionals to provide high quality, ethical patient-centered care that meets current standards of best practice.
7. Synthesize concepts of health promotion and protection and disease prevention in managing complex health problems.
8. Provide visionary nursing leadership through contributions to the management and guidance of health care systems (as relevant to the Professional Capstone Project).

AACN Essentials incorporated within NURS 6303 Professional Capstone Project:

Essential I: Scientific Underpinnings for Practice

- Develop and evaluate new practice approaches based on nursing theories and theories from other disciplines.

Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking

- Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences.

Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice

- Use information technology and research methods appropriately to: collect appropriate and accurate data to generate evidence for nursing practice, analyze data from practice, design evidence-based interventions, predict and analyze outcomes, examine patterns of behavior and outcomes, and identify gaps in evidence for practice.
- Function as a practice specialist/consultant in collaborative knowledge-generating research.
- Disseminate findings from evidence-based practice and research to improve healthcare outcomes.

Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care

- Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems.

Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes

- Lead interprofessional teams in the analysis of complex practice and organizational issues.

Essential VII: Clinical Prevention and Population Health for Improving the Nation's Health

- Synthesize concepts, including psychosocial dimension and cultural diversity related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.

Essential VIII: Advanced Nursing Practice for Specialty Roles

- Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.
- Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.
- Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences.
- Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues.

Course Materials and Supplies

Required

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Zaccagnini, M., & White, K.W. (2010). *The Doctor of Nursing Practice essentials*. Sudbury, MA. Jones & Bartlett.

Co-requisite – Prerequisite - NURS 6035

Disability Support Policy Statement. If you anticipate the need for reasonable accommodations to meet the requirements of this course, you must register with the office of Disability Support Services (CFO 106, 940-898-3835, dss@twu.edu) in order to obtain the required official notification of your accommodation needs. Please plan to meet with Dr. JoAnn Nunnally, Director, by appointment or during office hours to discuss approved accommodations and how our course requirements and activities may impact your ability to fully participate.

Academic Integrity. Honesty in completing assignments is essential to the mission of the university and to the development of the personal integrity of the student. Cheating, plagiarism, or other kinds of academic dishonesty will not be tolerated and will result in appropriate sanctions that may include failing an assignment, failing the class, being suspended or expelled. Suspected cases in this course will be reported to Student Life. The specific disciplinary process for academic dishonesty is found in the *TWU Student Handbook*. Tools to help you avoid plagiarism are available through the TWU Libraries.

Texas Woman's University vigorously affirms the importance of academic honesty as defined by the Student Handbook. Therefore, in an effort to detect and prevent plagiarism, faculty members at Texas Woman's University may now use tools(e.g. *Turnitin*) to compare a student's work with multiple sources. Plagiarism tools report a percentage of similarity and provide links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. That judgment must be made by the individual faculty member. To ensure honesty and ethical presentation of written materials by the student author, all DNP students' written assignments will be evaluated for plagiarism, either through *Turnitin* and/or other methods.

When the DNP student submits work in a DNP class, that student is submitting that work as the student's own creation. The definition of plagiarism from the Office of Student Life is, "Plagiarism occurs

when a student obtains portions or elements of someone else's work, including materials prepared by another person or agency, and presents those ideas or words as her or his own academic work. The intentional or unintentional use by paraphrase or direct quotation of the published work of another person without full and clear acknowledgement shall constitute plagiarism." Students are responsible for following guidelines of the appropriate course or discipline (i.e.; MLA, APA)." The student takes full responsibility for correctly citing all work and providing quotations with the citation if a direct quote is used. If the student has not given credit to ALL sources, the student will not receive ANY credit for the assignment. The minimum repercussion for plagiarism will be a zero for the assignment with no possibility to resubmit the assignment. All instances of plagiarism will be reported to Student Life. (This policy was authored by Dr. Marge Benham-Hutchins and is reprinted with permission for use in the DNP curriculum.)

TWU Attendance Policy: Consistent and attentive attendance is vital to academic success, and is expected of all students. Grades are determined by academic performance, and instructors may give students written notice that attendance related to specific classroom activities is required and will constitute a specific percentage of students' grades.

Instructors are strongly encouraged to keep a record of student attendance. They should note absences due to documented student illness, serious illness or death within the student's immediate family, official school activity, state-recognized religious holiday, active military service that is of a reasonably brief duration, or other verified absences deemed appropriate by the instructor. The student must present documentation from a health care provider regarding documented illness. Students must consult with instructors regarding the completion of make-up work.

Absences do not exempt students from academic requirements. Excessive absences, even if documented, may result in a student failing the course. An incomplete grade may be granted if the student has a passing grade, but only if the instructor determines that it is feasible for the student to successfully complete remaining assignments after the semester. Pursuant to university policy, such determinations are within the discretion of the instructor.

When a student is assigned to be a seminar leader or present an oral defense of an expanded case study, that student must attend on-campus classes. Students will be expected to participate in other classes via webinar if they are unable to attend on-campus classes. Participation is an interactive process, and students will be expected to actively engage in seminar and case study presentations. Participation interactions are included in the assessment of students' grades. Absences that are not approved, as specified in the TWU Graduate Catalog, will affect evaluation and subsequent course grades.

Major Course Assignments and Examinations:

Course evaluations will be based upon completion and defense of capstone proposal and capstone project and oral presentation of the defenses of the capstone proposal and project. Prior to graduation, the capstone student is required to do a poster or podium presentation of the capstone project in a professional, scholarly venue. If the Capstone student does not complete the Capstone Project a grade of Progress may be assigned. Lapses in academic integrity (e.g., plagiarism) will result in a failing grade in NURS 6303.

Major Course Assignments and Examinations:

Course evaluations will be based upon:

- Completion and successful oral defense of written Professional Capstone Proposal
- Completion and successful oral defense of the written Professional Capstone Project
- Presentation of the project to both the student's Professional Capstone Committee and to other designated scholarly forums

The capstone project integrates: (a) knowledge and skills, (b) analytical and critical thinking processes, and (c) writing and presentation competence. The student will be working with the designated capstone project chairperson during completion of the professional capstone project. Although the student may use expert consultants, the designated capstone chair is responsible for the approval of the topic, quality of the work, and progression of the project.

The completed capstone professional project itself should be a minimum of 30 to 40 pages in length, excluding appendices. The expectation is that the professional capstone project will be a scholarly, well-written document. Students are strongly encouraged to use other resources (e.g., editor, statistician) to help produce an acceptable paper. The professional capstone chairperson is available to guide the student's endeavors, but students may require other resources to help with scholarly writing skills and presentation.

The Capstone Proposal

The initial syllabus will focus on the Capstone Proposal and the Capstone approval process. The Capstone Project Proposal is to be written in the future tense in a professional manner appropriate for submission as partial fulfillment of requirement for the Doctor of Nursing Practice degree or for the PhD in Nursing Science degree. The TWU Graduate School has indicated that the proposal should contain the following topics: (a) introduction, (b) statement of purpose (problem, questions, rationale, and hypothesis), (c) a selected review of the literature, and (d) a description of your research methods and procedures. These topics are incorporated within Capstone Project Proposal framework, as described in this document.

A short presentation of the Proposed Project will be part of the Project Proposal acceptance. Both the Capstone Proposal and the Computer Slide Presentation of the Capstone Proposal Defense will be posted under the Assignment Function and the Capstone Discussion Board.

The Capstone Project Proposal text should be approximately 10-15 pages in length. The Capstone Project Proposal must be consistent with the APA style guide, 6th edition. **If there are more than 15 APA or grammatical errors, the paper will be returned to you.** The Capstone Project Proposal contains the following sections.

- **Title Page per APA Guidelines**(6th Edition)
- **Introduction** -Problem identification, significance, and context -Identify problem and its significance including background. Use a short literature review by key elements, rather than an exhaustive review of the literature
- **Purpose** -The project will contain a purpose statement. (The purpose of the proposed capstone project is to describe, implement, measure, identify....)
- **Problem Statement** - Describe the specific clinical problem(s) that this Capstone Project addresses.

- **Research Questions, Hypotheses, and Null Hypotheses, PICO Question** - State the appropriate research questions, research hypotheses, null hypotheses, and PICO problem that will guide the Capstone Project.
- **Theoretical or Conceptual Framework** -Relate your problem to a conceptual or theoretical framework whose body of knowledge will be enhanced through this project. Match the concepts included in your research question statements to specific propositions of the conceptual or theoretical framework.
- **Theoretical (Conceptual) and Operational Definitions** - Describe the theoretical (conceptual) and operational definitions of the important independent and dependent variables you will address.
- **Instrumentation** - Describe any instruments you will use. Include reliability and validity evidence. Put a copy of instruments and permissions for use, if needed, in the Appendix.
- **Population and Sample** – Describe target population and sample selection. Include Power analysis to determine sample size based upon statistics used and previous effect size.
- **Implementation** -Fully define and describe the following topics:
 - Project Objectives
 - Timeline of Project Phases (Include a formal timeline chart in the appendices)
 - Project Requirements -Include proposed sources and types of information that will be collected and analyzed (include rationale), resource (i.e., personnel, technologies), approval of IRB or other authorities having jurisdiction, and evidence of any agency or site support required (with appropriate letter in appendices).
- **Evaluation** -For each project objective and research question, include specific details concerning proposed project evaluation. Describe the plan and rationale for evaluating data collected. Describe what evidence-based measures will be used for each objective and the evaluation plan.
 - Include a plan for statistical evaluation of demographic, independent, and dependent variables and research questions in the Appendices.
- **End Products** -Describe what the agency will receive when the project is completed
- **References and Appendices**(i.e., timeline, tools to be used, or consent forms) - Appendices will include the timeline, tools to be used, demographic data collection forms, consent forms, IRB approvals, statistical analysis plans, and other relevant materials, such as planned educational activities. Appendices should be consistent with APA style guidelines (6th edition).

Course Requirements:

- Active participation in Capstone course and/or online educational activities
- Consistent individual contact with faculty member during the planning and implementation phases of the Capstone Proposal and Project
- Satisfactory completion of the project as evidenced by written and verbal presentation
- Creation of scholarly poster presentations based upon the capstone.
- Oral presentation of the capstone project in professional scholarly venues.
- Submission of four bound copies of the Professional Capstone Project to the DNP secretary.

Evaluation: When course objectives have been satisfactorily completed, the student will receive Credit (CR). If progress is made during one semester toward meeting objectives, but another semester will be needed to complete, a Progress (PR) grade will be recorded.

The Capstone Project

The Capstone Project is written in the past tense to reflect that the project was completed. The Capstone Project must be consistent with the APA style guide, 6th edition. **If there are more than 15 APA or grammatical errors, the paper will be returned to you.**

March 9, 2012 is the day indicated for presentation of the Capstone Project for students who are marching in graduation in May 2012. Students who will graduate in August must present the Capstone project on April 27, 2012. Because of state budget constraints, the Capstone course will not be offered during the summer session of 2012.

The Capstone Project Proposal contains the following:

Title Page per APA Guidelines(6th Edition)

Introduction –

- Problem identification, significance, and context -Identify problem and its significance including background. Use a short literature review by key elements, rather than an exhaustive review of the literature

Purpose –

- The project will contain a purpose statement. (The purpose of this capstone project was to describe, implement, measure, identify....)

Problem Statement –

- Describe the specific clinical problem(s) that this Capstone Project addressed.

Research Questions, Hypotheses, and Null Hypotheses, PICO Question–

- State the appropriate research questions, research hypotheses, null hypotheses, and PICO problem that guided the Capstone Project.

Theoretical or Conceptual Framework –

- Relate your problem to a conceptual or theoretical framework whose body of knowledge was enhanced through this project. Match the concepts included in your research questions to specific propositions of the conceptual or theoretical framework.

Theoretical (Conceptual) and Operational Definitions–

- Describe the theoretical (conceptual) and operational definitions of the important independent and dependent variables you addressed.

Review of Literature

- An in-depth, thorough, organized review of the literature on the topic of the Capstone Project
- The method of literature review is described in sufficient detail to replicate review. This includes search wards and databases accessed.

- The review of literature is organized and concise with appropriate headings
- Current state of science related to topic including recent research is addressed
- Gaps in the literature are analyzed
- Justify the need for the project based upon status of current literature review

Instrumentation

- Describe any instruments you used.
- Include reliability and validity evidence.
- Put a copy of instruments and permissions for use, if needed, in the Appendix.

Population and Sample

- Describe target population and sample selection.
- Include Power analysis to determined sample size based upon statistics used and previous effect sizes determined from literature review.

Implementation -Fully define and describe the following topics:

- Project Objectives related to Research Questions
- Timeline of Project Phases (Include a formal timeline chart in the appendices)
- Project Requirements include:
 - Proposed sources and types of information that were collected and analyzed (include rationale)
 - Resources used (i.e., personnel, technologies)
 - Approval of IRB or other authorities having jurisdiction (approval letter in appendices)
 - Evidence of any agency or site support required (with appropriate letter in appendices).

Evaluation

- Describe results of descriptive analyses of population/sample.
- For each project objective and research question, include specific details concerning capstone project evaluation.
 - Describe and analyze evidence-based measures that related to each objective/research question.
 - Make certain you have addressed statistical evaluation of demographic, independent, and dependent variables and research questions in the Appendices.
 - Include tables related to statistical analysis in Appendices. (The original data file should be available to your Capstone Chair, if needed.)
 -

End Products/Deliverables

- Describe what the agency received upon project completion
- Evaluate benefit of deliverable to agency

Conclusions

- include careful analysis of findings in relationship to objectives/research questions
- Future recommendations should reflect the outcomes data of the project.
- A plan for dissemination of research is presented.

References and Appendices(e.g., timeline, tools to be used, consent forms) –

- Appendices include
 - Timeline
 - Tools used
 - Demographic data collection forms
 - Consent forms
 - IRB approvals
 - Statistical analysis tables
 - Other relevant materials, such as planned educational activities.
 - Appendices should be consistent with APA style guidelines (6th edition).

Activities, Assignments, and Grading Policies

Content	Activities	Grading
<p>The project may represent one of the following, as selected by the student in coordination with the faculty member. This list reflects a range of types of scholarly capstone projects, which would include measurement of outcomes of the project. (This sample list is not exhaustive).</p> <ul style="list-style-type: none"> • Translation of research into practice (e.g. findings on a wound care study into a clinical protocol) • Design and implement quality improvement measures/systems (e.g., care processes, patient outcomes) • Implement and evaluate evidence-based practice guidelines • Analyze policy: develop, implement, evaluate, or revise policy • Design and use databases to retrieve information for decision making, planning, evaluation • Conduct financial analyses to compare care models and potential cost savings • Implement and evaluate innovative uses of technology to enhance/evaluate care • Design and evaluate new models of care • Design and evaluate programs that impact or improve care delivery • Collaborate with lay and/or professional coalitions to develop, implement or evaluate health programs (e.g. health promotion and disease prevention programs for vulnerable patients, groups or communities). 	<ul style="list-style-type: none"> • Completion and successful oral defense of capstone proposal • Completion and successful defense oral defense of professional capstone project • Presentation of professional capstone project • Critique of peers' projects using course criteria forms • Scholarly poster presentations of the capstone 	<p>TWU College of Nursing Grading Scale:</p> <p>90 to 100 = A</p> <p>80 to 89 = B</p> <p>70 to 79 = C</p> <p>60 to 69 = D</p> <p>below 60 = F</p> <p>Assignments will be considered late if they are not completed by class time of the posted due date, and 5 points will be deducted for each day the assignment is late. If a submitted written capstone proposal or capstone project has 15 or more APA errors, this document will be returned to the student. Faculty members will consistently apply the policies and procedures of the TWU Graduate Student Handbook. The student must achieve an 80 or above on the Professional Capstone project and the oral defense of the project.</p>
		<p>Grade determination of the Professional Capstone Project is based on the following percentages, which contributes to faculty evaluation of the course:</p> <p>Capstone Proposal and Oral Defense of the Proposal – passing is a grade of 80 or above</p> <p>Capstone Project – passing is a grade of 80 or above</p> <p>Oral Defense of Professional Capstone Project – passing is a grade of 80 or above</p> <p>Submission of article for publication in concert with a MS student – passing is a grade of 80 or above</p> <p>Scholarly poster presentation of the Capstone Project – passing is a grade of 80 or above</p>
		<p>The student must achieve an average of 80% to successfully complete the course. If a student withdraws after the penalty date and has an average grade of less than 80%, a grade of WF will be assigned. If the Capstone Project is not completed, NURS 6303 may be repeated with a grade of Progress (PR) assigned and a grade of Credit (CR) assigned when the Professional Capstone Project is completed and successfully defended. Lapses in academic integrity during the capstone process will result in a grade of F.</p>

TEXAS WOMAN'S UNIVERSITY
COLLEGE OF NURSING
DOCTOR OF NURSING PRACTICE PROGRAM
Evaluation Criteria for DNP Project

Student: _____ Date: _____

Project: _____

Critique Item and Criteria	Score
<p>Introduction, Purpose, Problem Statement, Research Questions/Hypotheses/PICO, Theoretical or Conceptual Framework, Theoretical and Operational Definitions: (20%)</p> <p><i>Content meets minimal acceptable standards if:</i> Most of the above areas are addressed with appropriate headings Topic is scholarly, appropriate to student's specialty area and role, and related to clinical site or institution Scope of and need for project are clearly delineated Content is research-based and in sufficient depth but may lack compelling logic for project need Research questions, hypothesis, and PICO questions are appropriate providing guidance for measure Conceptual framework is identified, but not appropriate to project Theoretical and operational definitions are present</p> <p><i>Content is of intermediate quality if:</i> All of the above areas are addressed with appropriate headings All of these areas are relevant and related to conceptual framework related to measurement Topic is scholarly, appropriate to student's specialty area and role, and related to clinical site or institution Scope of and need for project are clearly delineated and framed to be attractive to organization Content is evidence-based and uses research-based sources Research questions, hypothesis, and PICO questions are appropriate, consistent with each other, and reflect a good plan for future measurement Conceptual framework is appropriate and enhances understanding of project's context Theoretical and operational definitions are present, with operational definitions reflecting appropriate measure of concepts</p> <p><i>Content is of high quality if:</i> All of the above areas are addressed with appropriate headings and are conceptually interrelated to form a synthesized whole with prescriptions for quantitative assessment that relate to theoretical or conceptual framework Topic is scholarly in nature, appropriate to student's specialty area and role, and fundamentally important to mission of organization Scope of and need for project are clearly delineated Research questions, hypothesis, and PICO questions are appropriate, consistent with each other, and reflect the best plan of measure and analysis in the situation designated Content is research-based, uses primary sources, current sources, compelling logic Recommendations are sound and reflect the literature Conceptual framework is a valid match, enhances understanding of the project, and the project will add to body of knowledge related to this conceptual framework. Theoretical and operational definitions are present, with operational definitions reflecting elegant quantification of concepts that relate directly to theoretical or conceptual framework propositions Project will contribute substantially to benefit of institution and provide positive effect on health care locally and nationally</p>	

Critique Item and Criteria	Score
<p>Review of Literature:Thorough, organized review with gaps identified and justification for project (15%)</p> <p>Content meets minimal acceptable standards if: Review of the literature is present but insufficient to cover the topic Inadequate search strategies and databases were used Key words and search strategies not included in the paper</p> <p>Content is of intermediate quality if: Review adequate and uses appropriate databases, scholarly search skills, and strategies Key words and search strategies are included in the paper. The literature review includes key data that has been published in the topic area, but does not identify gaps in knowledge for the topic.</p> <p>Content is of high quality if: The Review of Literature is extensive and uses appropriate databases, scholarly search skills, and strategies for a thorough literature search Key words and search strategies are included in the paper and could be easily replicated. Tables are included of numbers of articles accessed and used based upon stated selection criteria Review is elegantly and concisely organized The literature review includes all key data that has been published in the topic area Review identifies gaps in knowledge for the topic. Literature is summarized succinctly and provides positive, certain justification of project need</p>	
<p>Project - Instrumentation, Population and Sample, Implementation (Objectives, Methodology, Timeline, Project Requirements) Evaluation, and End Products (Deliverables): (20%)</p> <p>Methodology meets minimal acceptable standards if: Methodology covers most of the above areas/steps appropriate to problem Instrumentation is addressed Population and sample are described Implementation includes major areas The appendix includes statistical analysis and tables of statistical results</p> <p>Methodology is of intermediate quality if: Methodology clearly flows from purpose and PICO statement (patient, intervention, outcome) Instrumentation is addressed and includes validity and reliability Population and Sample are described, and sample size is estimated with Power Analysis Methodology concisely reflects all of the above areas with logical flow of ideas End products are identified and are of some value to organization Methodology is sufficiently described to allow for replication of study. The appendix includes statistical analysis plan and results that addresses all variables and relate to questions asked</p> <p>Methodology is of high quality if: All of the above areas are clearly and conceptually stated Instrumentation is described, with complete analysis of validity and reliability issues Population and Sample are described, and sample size is estimated with Power Analysis. The effect size is determined from previous research and correctly calculated. Power analysis is done correctly based on anticipated statistical analysis. Methodology clearly flows from Purpose Methodology is consistent with needs of institution Methodology will produce needed results economically for ultimate benefit with minimal cost, as indicated by excellent evaluation methods Evaluation is consistent with objectives and research questions Proposed measurement analyses are described correctly and completely in appendix, and relate to anticipated assumptions and levels of measure End product will provide much value to organization Methodology provides detail so project could be replicated easily and completely</p>	

Critique Item and Criteria	Score
<p>Project Evaluation and Recommendations (Dissemination) (20%)</p> <p><i>Content meets minimal acceptable standards if:</i> Some, but not all of the objectives are evaluated in the paper Conclusions reflect the data from the project, but are incomplete</p> <p><i>Content is of intermediate quality if:</i> Each objective of the project is evaluated in sufficient detail using predetermined indicators, such as metrics, quality indicators, qualitative descriptors, limitations of the project, lessons learned and recommendations for future projects. Conclusion includes recommended changes in practice based on the data from the project End-products/deliverables are identified</p> <p><i>Content is of high quality if:</i> Each objective of the project is evaluated in sufficient detail using predetermined indicators, such as metrics, quality indicators, qualitative descriptors, limitations of the project, lessons learned and recommendations for future projects. Conclusion includes recommended changes in practice based on the data from the project Other recommendations for future projects reflect critical thinking and reflection of the data End-products/deliverables are identified and worth to agency is evaluated</p>	
<p>APA Format (5%)</p> <p><i>Project concept paper meets minimal acceptable standards if:</i> Some errors in format in body and reference list 5 -10 grammatical or spelling errors (if more than 15 errors, the paper will be returned)</p> <p><i>Project concept paper is of intermediate quality if:</i> APA format consistent throughout paper Citations and references are written in correct APA format 1-5 grammatical or spelling errors in paper</p> <p><i>Project concept paper is of high quality if:</i> APA format is used throughout the body of the paper Citations and references are all written in correct APA format No grammatical or spelling errors</p>	
<p>References: (5%)</p> <p><i>Project concept paper meets minimal acceptable standards if:</i> Reference list may be incomplete or include references not used in body of paper Less than 50% of references are current or “classics” in field Some references are trivial or not related to project Most important references are not included</p> <p><i>Project concept paper is of intermediate quality if:</i> Reference list is at least 75% complete At least 70% of references are current (within last 5 years) and or “classics” References relate to project and are appropriate</p> <p><i>Project concept paper is of high quality if:</i> All references used in paper are in reference list and no references in list that are not used in paper All references are current or considered “classics” in the field References relate directly to project and are important to completion of project Reference list reflects careful literature review with appropriate selection of most important sources for project.</p>	

Critique Item and Criteria	Score
<p>Appendices: Appendices (Timeline, Instruments and Demographic Data Collection Tools, Instrument Approvals, IRB Approvals, Participant Consent Forms, Agency Approval Letters, Statistical Analysis Plans, and other relevant materials (e.g., Educational Program) (5%)</p> <p>Appendices include most of the tools to be used, demographic data collection forms. consent forms, IRB applications, timeline, and other relevant material</p> <p>Permission from authors obtained</p> <p>IRB application completed</p> <p>Appendices are consistent with APA guidelines</p> <p><i>Project concept paper meets minimal acceptable standards if:</i></p> <p>All relevant documents are included in the appendices</p> <p>Appendices are consistent with APA guidelines</p> <p>Statistical analysis is generally complete. Some tables are included.</p> <p><i>Project concept paper is of intermediate quality if:</i></p> <p>All relevant documents are included in the appendices</p> <p>Author permissions are present.</p> <p>IRB approval present</p> <p>Proper APA format is used for appendices</p> <p>Statistical analysis is complete and correct. Some tables are included.</p> <p><i>Project concept paper is of high quality if:</i></p> <p>All relevant documents are included in the appendices</p> <p>Documents such as demographic data collection forms are thoughtfully constructed to provide needed information from participants with least effort</p> <p>All tools have permission from authors to be used in the project or are free for public use</p> <p>Statistical analysis complete and correct. All appropriate tables are included.</p>	
<p>Presentation: (10%)</p> <p>The presentation is synthesized, integrated, and seamless.</p> <p>The approach is creative, engaging, and holds the learner's attention.</p> <p>Supplemental materials are useful and enhance presentation.</p> <p><i>The presentation meets minimal acceptable standards if:</i></p> <p>Basic content is covered in presentation.</p> <p>Slides are crowded without scaffolding</p> <p>The timing of the presentations is either too fast or too slow.</p> <p>The presenter reads from the slides.</p> <p><i>The presentation is of intermediate quality if:</i></p> <p>The slides are engaging with appropriate scaffolding.</p> <p>The content is presented well.</p> <p>The presentation serves to entice the funder/administrator/faculty to approve the project.</p> <p><i>The presentation is of high quality if:</i></p> <p>The slides are engaging, imaginative, and with appropriate scaffolding.</p> <p>The presenter compelling presents a case for the project.</p> <p>The presentation provides strong evidence for the funder/administrator/faculty to approve the project.</p>	

Faculty Comments:

Signature

TEXAS WOMAN'S UNIVERSITY
COLLEGE OF NURSING
DOCTOR OF NURSING PRACTICE PROGRAM
Evaluation Criteria for DNP Project Proposal

Student: _____ Date: _____

Project: _____

Critique Item and Criteria	Score
<p>Introduction, Purpose, Problem Statement, Research Questions/Hypotheses/PICO, Theoretical or Conceptual Framework, Theoretical and Operational Definitions: (35%)</p> <p><i>Content meets minimal acceptable standards if:</i> Most of the above areas are addressed with appropriate headings Topic is scholarly, appropriate to student's specialty area and role, and related to clinical site or institution Scope of and need for project are clearly delineated Content is research-based and in sufficient depth but may lack compelling logic for project need Research questions, hypothesis, and PICO questions are appropriate providing guidance for measure Conceptual framework is identified, but not appropriate to project Theoretical and operational definitions are present</p> <p><i>Content is of intermediate quality if:</i> All of the above areas are addressed with appropriate headings All of these areas are relevant and related to conceptual framework with guidance related to possible measurement Topic is scholarly, appropriate to student's specialty area and role, and related to clinical site or institution Scope of and need for project are clearly delineated and framed to be attractive to organization Content is evidence-based and uses research-based sources Research questions, hypothesis, and PICO questions are appropriate, consistent with each other, and reflect a good plan for future measurement Conceptual framework is appropriate and enhances understanding of project's context Theoretical and operational definitions are present, with operational definitions reflecting appropriate measure of concepts</p> <p><i>Content is of high quality if:</i> All of the above areas are addressed with appropriate headings and are conceptually interrelated to form a synthesized whole with prescriptions for quantitative assessment that relate to theoretical or conceptual framework Topic is scholarly in nature, appropriate to student's specialty area and role, and fundamentally important to mission of organization Scope of and need for project are clearly delineated Research questions, hypothesis, and PICO questions are appropriate, consistent with each other, and reflect the best plan of measure and analysis in the situation designated Content is research-based, uses primary sources, current sources, compelling logic Recommendations are sound and reflect the literature Conceptual framework is a valid match, enhances understanding of the project, and the project will add to body of knowledge related to this conceptual framework. Theoretical and operational definitions are present, with operational definitions reflecting elegant quantification of concepts that relate directly to theoretical or conceptual framework propositions Project will contribute substantially to benefit of institution and provide positive effect on health care locally and nationally</p>	

<p>Project - Instrumentation, Population and Sample, Implementation (Objectives, Methodology, Timeline, Project Requirements) Evaluation, and End Products (Deliverables): (35%)</p> <p>Methodology meets minimal acceptable standards if:</p> <p>Methodology covers most of the above areas/steps appropriate to problem</p> <p>Instrumentation is addressed</p> <p>Population and sample are described</p> <p>Implementation includes major areas</p> <p>Evaluation is addressed and end product identified</p> <p>The appendix includes a statistical analysis plan</p> <p>Methodology is of intermediate quality if:</p> <p>Methodology clearly flows from purpose and PICO statement (patient, intervention, outcome)</p> <p>Instrumentation is addressed and includes validity and reliability</p> <p>Population and Sample are described, and sample size is estimated with Power Analysis</p> <p>Methodology concisely reflects all of the above areas with logical flow of ideas</p> <p>Evaluation is consistent with objectives and research questions and proposed measurement analyses are described</p> <p>End products are identified and are of some value to organization</p> <p>Methodology is sufficiently described to allow for replication of study.</p> <p>The appendix includes a statistical analysis plan that addresses all variables and relates to questions asked</p> <p>Methodology is of high quality if:</p> <p>All of the above areas are clearly and conceptually stated</p> <p>Instrumentation is described, with complete analysis of validity and reliability issues</p> <p>Population and Sample are described, and sample size is estimated with Power Analysis. The effect size is determined from previous research and correctly calculated. Power analysis is done correctly based on anticipated statistical analysis.</p> <p>Methodology clearly flows from Purpose</p> <p>Methodology is consistent with needs of institution</p> <p>Methodology will produce needed results economically for ultimate benefit with minimal cost, as indicated by excellent evaluation methods</p> <p>Evaluation is consistent with objectives and research questions</p> <p>Proposed measurement analyses are described correctly and completely in appendix, and relate to anticipated assumptions and levels of measure</p> <p>End product will provide much value to organization</p> <p>Methodology provides detail so project could be replicated easily and completely</p>	
<p>APA Format (5%)</p> <p>Project concept paper meets minimal acceptable standards if:</p> <p>Some errors in format in body and reference list</p> <p>5 -10 grammatical or spelling errors (if more than 15 errors, the paper will be returned)</p> <p>Project concept paper is of intermediate quality if:</p> <p>APA format consistent throughout paper</p> <p>Citations and references are written in correct APA format</p> <p>1-5 grammatical or spelling errors in paper</p> <p>Project concept paper is of high quality if:</p> <p>APA format is used throughout the body of the paper</p> <p>Citations and references are all written in correct APA format</p> <p>No grammatical or spelling errors</p>	
<p>References: (5%)</p> <p>Project concept paper meets minimal acceptable standards if:</p> <p>Reference list may be incomplete or include references not used in body of paper</p> <p>Less than 50% of references are current or "classics" in field</p> <p>Some references are trivial or not related to project</p> <p>Most important references are not included</p> <p>Project concept paper is of intermediate quality if:</p> <p>Reference list is at least 75% complete</p> <p>At least 70% of references are current (within last 5 years) and or "classics"</p> <p>References relate to project and are appropriate</p> <p>Project concept paper is of high quality if:</p> <p>All references used in paper are in reference list and no references in list that are not used in paper</p> <p>All references are current or considered "classics" in the field</p>	

References relate directly to project and are important to completion of project Reference list reflects careful literature review with appropriate selection of most important sources for project.	
Appendices: Appendices (Timeline, Instruments and Demographic Data Collection Tools, Instrument Approvals, IRB Approvals, Participant Consent Forms, Agency Approval Letters, Statistical Analysis Plans, and other relevant materials (e.g., Educational Program) (10%) (5%) Appendices include most of the tools to be used, demographic data collection forms, consent forms, IRB applications, timeline, and other relevant material Permission from authors has been requested, but has not been received, for instruments IRB application is in process Appendices are consistent with APA guidelines <i>Project concept paper meets minimal acceptable standards if:</i> All relevant documents are included in the appendices Appendices are consistent with APA guidelines <i>Project concept paper is of intermediate quality if:</i> All relevant documents are included in the appendices Author permissions are present. IRB approval has been granted. Proper APA format is used for appendices <i>Project concept paper is of high quality if:</i> All relevant documents are included in the appendices Documents such as demographic data collection forms are thoughtfully constructed and will collect needed information from participants with least effort All tools have permission from authors to be used in the project or are free for public use Statistical analysis plan is complete and correct	
Presentation: (10%) The presentation is synthesized, integrated, and seamless. The approach is creative, engaging, and holds the learner's attention. Supplemental materials are useful and enhance presentation. <i>The presentation meets minimal acceptable standards if:</i> Basic content is covered in presentation. Slides are crowded without scaffolding The timing of the presentations is either too fast or too slow. The presenter reads from the slides. <i>The presentation is of intermediate quality if:</i> The slides are engaging with appropriate scaffolding. The content is presented well. The presentation serves to entice the funder/administrator/faculty to approve the project. <i>The presentation is of high quality if:</i> The slides are engaging, imaginative, and with appropriate scaffolding. The presenter compellingly presents a case for the project. The presentation provides strong evidence for the funder/administrator/faculty to approve the project.	

Faculty Comments:

Faculty Signature and Date

Spring 2012 Capstone Calendar

Note: Because of Texas budget constraints Capstone cannot be offered during the summer session. Students who complete capstone requirements after April 13, 2012, will have an August graduation date.

DATE	CLASS ACTIVITY
January 20, 2012	Meet with Capstone Chairs if needed
February 17, 2012	TWU Academic Day
February 23, 2012	Last day to submit abstracts for TWU Student Creative Arts and Research Symposium
March 9, 2012	Defend Capstone proposals Meet with individual chairs
March 18, 2012	Date for students who will march in May graduation to send completed capstone papers to chair and committee
April 7, 2012	Approved capstone bound and submitted to chair, committee, and DNP secretary
April 13, 2012	Last possible day for Capstone completion documents to graduate school from DNP coordinator
April 17-18, 2012	TWU Student Research and Creative Arts Symposium
April 27, 2012	Capstone defense date for students who will graduate in August
May 11 or 12, 2012	Commencement

***THESE DOCUMENTS MUST BE FILED IN THE GRADUATE SCHOOL BY THE APPROPRIATE DEADLINES.**

***Application for Graduation:** The online application is required for all graduating candidates; it must specify the exact name and degree which are to appear on the diploma and be completed no later than the published deadline. If the final deadline is not met, another *Application for Graduation* and an additional \$25 must be submitted no later than the published application deadline for the next semester.

THE FORMS BELOW ARE AVAILABLE ONLINE at <http://www.twu.edu/gradschool>, click Degree Completion.

***Certification of Final Examination:** Upon completion of coursework, the dissertation/thesis defense, and/or final examination (oral or written), the student's committee will sign this form and send it to the Graduate School to record the result of the examination or defense. Please do not submit an unsigned form to the Graduate School.

***Survey of Earned Doctorates (for Doctoral Candidates ONLY):** In cooperation with the National Opinion Research Center (NORC), The Council of Graduate Schools in the United States, and other graduate schools, this survey form is distributed annually to all graduates who have completed requirements for their doctoral degrees. The information provided on this form becomes part of the Doctorate Records File maintained by NORC. These surveys cover specific ranges of dates, so please verify that the form you are completing has your graduation date in its range; you will find dates on the front page of the document.

***Professional Vita:** All doctoral students must file two copies of a professional vita.

Address and/or Name Changes: If you need to make a change in your name or mailing address for your diploma, please contact the Graduate School. Students should notify the Registrar's Office in writing of any change in address or name for their permanent TWU student record. In the event a diploma is not deliverable due to an incorrect address, a student may request a duplicate through the Registrar's Office.

TWU Graduate School, PO Box 425649, Denton TX 76204
304 Administration Dr. (ACT 9) Denton TX 76201
940/898-3415 FAX: 940/898-3412
Email: gradschool@twu.edu
Website: <http://www.twu.edu/gradschool>