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THE MARYBELLE AND S. PAUL MUSCO
SCHOOL OF NURSING AND HEALTH PROFESSIONS

Doctorate of Nursing Practice (DNP)

Clinical Scholarly Project (CSP)

Handbook

2015-2016

Message from the Dean

Welcome to the Musco School of Nursing and Health Professions! We realized that you did not make the decision to return to school lightly; to subject yourselves to the rigors of doctoral education coursework will be a challenge and we appreciate that you have chosen Brandman University! Our task is to provide you with the tools to become innovative and evidence-based practitioners for best patient outcomes, no matter where you are providing care. The one thing we would like you to please remember is that we are all nurses at the heart of whatever we do.

The American Nurses Association (ANA) tells us that a doctorate of nursing practice (DNP) educates "nurses for enhanced clinical roles, leadership roles, management and teaching, health policy, and areas of specialization such as integrative health and healing" (ANA, 2012, p. 1), but we know that becoming doctorally-prepared is much more than that. We are answering the call of the Affordable Care Act (ACA) to meet the needs of our patients as primary care providers while advancing our profession as expert clinicians and health policy leaders (ANA, 2012).

Enjoy your journey, embrace evidence-based change for best patient outcomes and become the best nurse practitioners you can be. Inquire, innovate and inspire others to do the same. Wishing you great success in the completion of your clinical scholarly project experience and please feel free to contact me with any challenges you encounter and to share your "aha" moments and successes. Thank you again for choosing Brandman University and welcome aboard!

Warm regards,

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I. Introduction

A student in the Brandman University (BU) Musco School of Nursing and Health Professions (MSNaHP) Doctorate of Nursing Practice (DNP) program completes an evidence-based Clinical Scholarly Project (CSP). The CSP is a faculty-guided, scholarly experience that provides confirmation of the student's critical thinking abilities and the application of research principles to a clinical problem. The student will typically identify a problem, propose a solution, implement an intervention and evaluate the proposed solution. This manual offers a guide to the successful completion of doctoral-level CSP.

In the *Essentials for Doctoral Education in Nursing Practice*, the American Association of the Colleges of Nursing (AACN) describes expectations in relation to practice-focused education at the doctoral level (2006):

"The final DNP project produces a tangible and deliverable academic product that is derived from the practice immersion experience and is reviewed and evaluated by an academic committee. The final DNP product documents outcomes of the student's educational experiences, provides a measurable medium for evaluating the immersion experience, and summarizes the student's growth in knowledge and expertise. The final DNP product should be defined by the academic unit and utilize a form that best incorporates the requirements of the specialty and the institution that is awarding the degree. Whatever form the final DNP product takes, it will serve as a foundation for future scholarly practice" (p. 20).

The difference between a Doctor of Philosophy (PhD) Dissertation and a DNP Scholarly Project

There are two types of doctoral programs in nursing; research-focused and practice-focused programs. Most **research-focused** doctoral level nursing programs culminate in a Doctor of Philosophy (PhD) degree, whereas **practice-focused** doctoral study often results in a Doctor of Nursing Practice (DNP) degree. The focus of the dissertation is to utilize all components of the research process to generate new knowledge, whereas the primary focus of the DNP scholarly project consists of using research generated evidence to improve practice or patient outcomes. In the following paragraph, the AACN (2006) discusses differences between the PhD dissertation and the DNP scholarly project:

"...practice-focused programs understandably place greater emphasis on practice, and less emphasis on theory, meta-theory, research methodology, and statistics than is apparent in research-focused programs. Whereas all research-focused programs require an extensive research study that is reported in a dissertation or through the development of linked research papers, practice focused doctoral programs generally include integrative practice experiences and an intense practice immersion experience. Rather than a knowledge generating research effort, the student in a practice-focused program generally carries out a practice application-oriented 'final DNP project,' which is an integral part of the practice experience" (p. 3).

II. Mission, Vision and Core Values

The mission of the Brandman University MSNaHP is to provide dynamic education that focuses on inquiry and innovative practice relevant to an ever-changing healthcare system.

Vision

As leaders of healthcare change, our graduates will embrace the spirit of *inquiry* to identify evidence-based strategies, create *innovative* solutions and *inspire* others while optimizing patient care.

- To that end, clinical scholarly projects are expected to go beyond the stated requirements and exceed in each of these three ideals. Exemplary projects are nominated by DNP CSP chairs and are voted on by faculty to receive one of three outstanding i^3 awards. The awards are presented at the MSNaHP pinning and hooding ceremony in the spring of each academic year.

Core Values

- **Respect** – Respect for each other, our students, our communities, and the environment.
- **Integrity** – Our personal and professional behavior is guided by honesty, ethics and conscience.
- **Teamwork** – By supporting each other, we can accomplish more than what is possible individually.
- **Service-Orientation** – Through instruction and guidance we serve the needs of our students with knowledge and skills, putting others before ourselves.
- **Innovation** – We value new, viable ideas and rigorously promote them.

III. Accreditation, Memberships and DNP Program Essentials

Accreditations:

Brandman University is accredited by:

Western Association of Schools and Colleges (WASC)

The Musco School of Nursing and Health Professions is accredited by:

Commission on Collegiate Nursing Education (CCNE) for:

Bachelor of Science in Nursing (BSN)

Doctorate of Nursing Practice (DNP).

California Board of Nursing for:

Continuing Education Credit Units (CEUs).

Memberships:

*American Association of Colleges of Nursing

*California Association of Colleges of Nursing

*Council of Member Agencies for the Baccalaureate and Higher

Degree Programs of the National League for Nursing

*National League for Nursing

*National Organization of Nurse Practitioner Faculty

*Western Institute of Nursing

DNP Program Essentials:

American Association of Colleges of Nursing (AACN). (2006, October). *Essentials of*

doctoral education for advanced nursing practice. Retrieved from

http://www.aacn.nche.edu/publications/position/DNPEssentials.pdf

National Organization of Nurse Practitioner Faculty. (2008). *The consensus model on*

APRN regulation: Licensure, accreditation, certification and education. Retrieved from

http://www.nonpf.org/associations/10789/files/APRNConsensusModelFinal09.pdf

National Task Force on Quality Nurse Practitioner Education (2012). *Criteria for*

Evaluation of Nurse Practitioner Programs. Retrieved from

http://www.nonpf.org/resource/resmgr/docs/ntfevalcriteria2012final.pdf

The following constitute the "essentials" of DNP education as identified by the AACN

(2006) in its document, *The Essentials of Doctoral Education for Advanced Nursing*

Practice:

- **Scientific underpinnings for practice**
Recognizes the philosophical and ==scientific underpinnings== essential for the complexity of nursing practice at the doctoral level.
- **Organizational and systems leadership for quality improvement and system thinking**

    Recognizes the competencies essential for improving and sustaining clinical care and health outcomes, eliminating health disparities, and promoting patient safety and excellence in care.

- **Clinical scholarship and analytical methods for evidence-based practice**

    Recognizes competencies ==essential for translation of research into practice, evaluation of practice, practice improvement, and the development and utilization of evidence-based practice.==

- **Technology and information for the improvement and transformation of patient-centered health care**

    Recognizes competencies essential to manage, evaluate, and utilize information and technology to support and improve patient care and systems.

- **Health care policy for advocacy in health care**

    Recognizes the responsibility nurses practicing at the highest level have to influence safety, quality, and efficacy of care, and the essential competencies required to fulfill this responsibility.

- **Interprofessional collaboration for improving patient and population health outcomes**

    Recognizes the critical role collaborative teams play in today's complex health care systems and the competencies essential for doctorally prepared nurses to play a central role on these teams.

- **Clinical prevention and population health for improving the nation's health**

    Recognizes nursing's longstanding focus on health promotion and disease prevention within the context of current national calls for all health educators to respond to the changing needs of the population and include this content in curricula
- **Advanced Nursing Practice**

    Recognizes the essential competencies reflective of the distinct, in-depth knowledge and skills that form the basis for nursing practice at the highest level regardless of practice role.

IV. Purpose of the Clinical Scholarly Project

Purpose

The purpose of the CSP is to synthesize knowledge and skills attained in the MSNaHP DNP program. This is an activity that directly moves research evidence into nursing practice to optimize patient care. The project culminates with a formal written manuscript and an oral defense of the project. A DNP CSP chair supervises and directs the project and students are expected to submit the results of their project to a peer-reviewed journal or a national nursing conference.

V.   Clinical Scholarly Project Process

The CSP is guided by the DNP Essentials (AACN, 2006). The student will identify a clinical problem or topic of interest. After selecting a project topic, the student will examine the current evidence to develop a project proposal for approval by the project chair and/or committee. In preparation for the project proposal, the student may:

- Collect appropriate and accurate data to generate evidence for nursing practice;
- Analyze data from clinical practice;
- Choose interventions based on evidence;
- Predict and analyze outcomes;
- Examine patterns of behavior and outcomes;
- Identify gaps in evidence for practice; and
- Evaluate data and findings to determine and implement best practices.

The emphasis of the CSP is to demonstrate the ability to obtain, analyze/synthesize and utilize literature in a scholarly process to provide evidence-based information relevant to a problem in advanced practice nursing. The CSP will follow a specific process beginning with the identification of a clinical question to provide direction for a literature search. The clinical question will be posed in the form of a **P**roblem or **P**opulation, **I**ntervention, **C**omparison and **O**utcome with optional **t**ime (PICO*t*) question. Using the identified key words in the PICO*t* question, an extensive literature search is conducted and the research is critically appraised and synthesized in order to identify the evidence-based studies and theories that support approaches to the problem. Next, gaps in the literature or support for best practice will identify specific CSP outcomes and measurements to be used. The CSP proposal will be submitted and reviewed by the end of course **DNPU 702**; an intervention may follow or recommendations made to include data collection and analysis. The final project manuscript will be completed in APA format with subsequent revisions for submission to the Brandman University Leatherby Library.
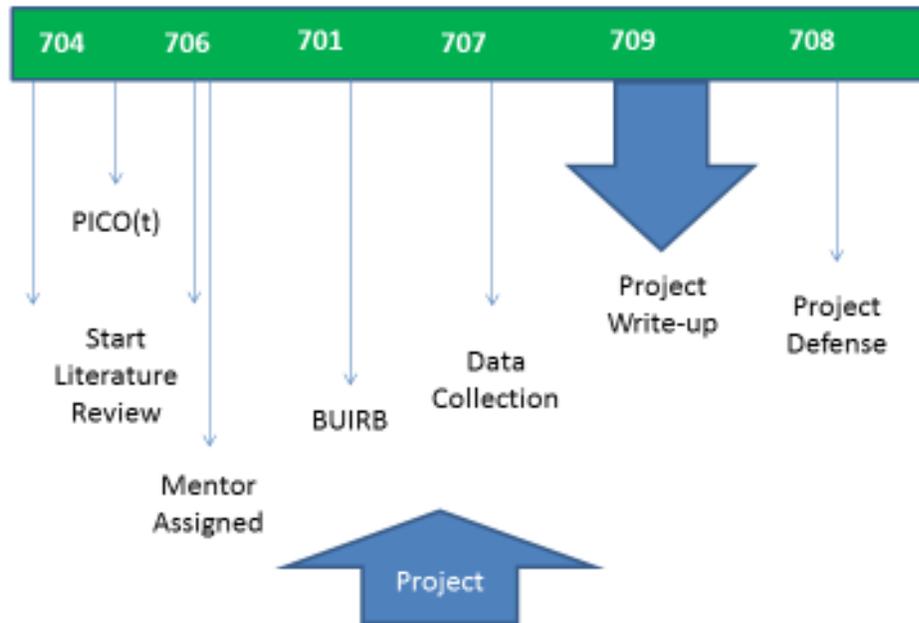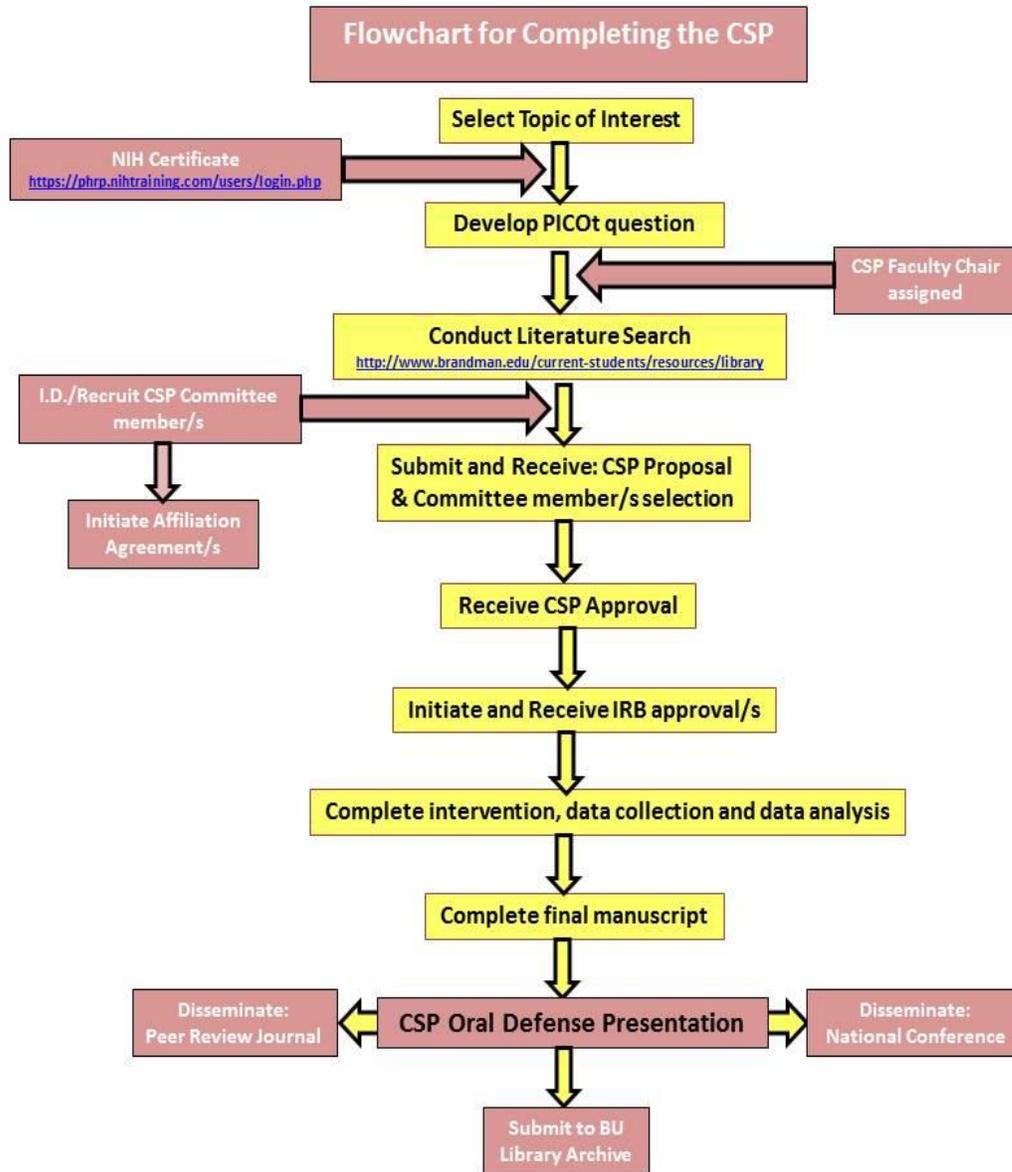
Timeline and Method of Evaluation
The scholarly project timeline is designed so the student completes the project as he/she progresses through coursework. The goal is that the project is completed at the same time coursework is completed.

The timeline and flowchart for the DNP CSP is illustrated in the following diagrams:

- The timeline for completion may vary depending upon factors such as individualized curricula and plan of study, and timing for implementation of the project which depends upon clinical placements and other factors. The DNP CSP Chair and student may meet early in the curriculum to decide about the timeline for completion

DNP Scholarly Project Timeline

704	706	701	707	709	708

PICO(t)

Start Literature Review

Mentor Assigned

BUIRB

Data Collection

Project Write-up

Project Defense

Project

Flowchart for Completing the CSP

Select Topic of Interest

NIH Certificate
https://phrp.nihtraining.com/users/login.php

Develop PICOt question

CSP Faculty Chair assigned

Conduct Literature Search
http://www.brandman.edu/current-students/resources/library

I.D./Recruit CSP Committee member/s

Submit and Receive: CSP Proposal & Committee member/s selection

Initiate Affiliation Agreement/s

Receive CSP Approval

Initiate and Receive IRB approval/s

Complete intervention, data collection and data analysis

Complete final manuscript

Disseminate: Peer Review Journal

CSP Oral Defense Presentation

Disseminate: National Conference

Submit to BU Library Archive

VI. Clinical Scholarly Project Chair

The role of the DNP CSP chair is to mentor, guide and support the student in the development and implementation of the CSP. The doctorally prepared Chair is assigned from Brandman MSNaHP faculty. The selection is based upon the student's CSP topic and faculty interest/area of expertise. The DNP CSP chairs are responsible for:

- Providing primary guidance and feedback to the student throughout manuscript development, project completion and preparation for the final oral

- presentation/defense in consultation with other committee members, where applicable
- Providing information and assistance to the student about obtaining IRB approval
- Assisting in the selection of committee members, where applicable
- Determining when drafts of the manuscript are ready for submission to committee members for their review
- Assuring that all necessary forms are on file with the Clinical Placement Coordinator including: current affiliation agreements and certified background documents
- Assuring the IRB submission meets Brandman University guidelines
- Reviewing and approving draft and final manuscript submission
- Scheduling the DNP CSP oral defense
- Signing the final manuscript for library submission

Each student will have an MSNaHP DNP CSP Chair assigned at the end of **DNPU 706** – *Transforming Healthcare through Outcome Management*. The student and the Chair will complete a written agreement to define communication plans and a CSP timeline by the end of DNPU 702 (Appendix A). This agreement may be amended at any time based on mutual agreement of the student and Chair. The DNP CSP Chair will direct the student's work specific to the CSP and provide a timely review of the following elements, including but not limited to:

- CSP topic and/or PICOt question;
- Direction of literature search;
- Preparation and submission of CSP proposal;
- IRB application/s;
- Data analysis;
- Final manuscript and oral defense presentation.

The following table can be used as a guideline for students, faculty and CSP Chairs as they progress through the program:

Table 1: *CSP Timeline*

Course	Faculty Responsibilities	DNP CSP Benchmark
DNPU 704 – Evidence-Based Thinking for Scholarship and Practice	Program Director and Faculty meet with students at immersion and review DNP CSP project and program requirements	• Development of PICOt. • Provide academic and professional guidance for manuscript chapters I & II.
DNPU 703 – Leading through Innovation	Complete one meeting per week with students via Blackboard, phone, videoconference or in person as needed	• Background and significance • Literature review • Evidence synthesis
DNPU 706 – Transforming Healthcare through	Complete one meeting per week with students via Blackboard, by phone, videoconference or in	• Design study implementation plan

Outcomes Management	person as needed	• Design data collection plan • DNP CSP chair assigned by end of course

Course	CSP Chair Responsibilities	DNP CSP Benchmark
DNPU 702 – Innovation in Technology and Information Access	Complete one meeting per week with each student by phone, videoconference or in person as needed	• Discuss progress; provide academic, and professional guidance in finalizing the design and method for writing the Brandman IRB • *To be formally submitted in DNPU 707, 709 or 711
DNPU 701 – Biostatistics for Clinical Practice	Complete one meeting per week with each student by phone, videoconference or in person as needed	• Finalize and submit IRB application(s)
DNPU 700 – Health Care Policy, Organization and Delivery	Complete one meeting per week with each student by phone, videoconference or in person as needed	• Continue data collection • Identify potential meetings for abstract submission • Identify potential peer reviewed journals for manuscript submission
DNPU 705 – Health Communications	Complete one meeting per week with each student by phone, videoconference or in person as needed	• Continue data collection
DNPU 707– Clinical Residency I	Complete one meeting per week with each student by phone, videoconference or in person as needed	• Complete data collection • Begin data analysis • Provide guidance and practice in analyzing research data
DNPU 709– Clinical Residency II	Complete one meeting per week with each student by phone, videoconference or in person as needed	• Data analysis • Synthesizing data
DNPU 710 – Seminar in Evidence-Based Thinking for Scholarship and Practice	Complete one meeting per week with each student by phone, videoconference or in person as needed	• Finalize CSP manuscript
DNPU 708 – Application of DNP Clinical Scholarly Project	Provide guidance and practice in completion of the scholarly project and oral defense as needed	• Complete oral dissertation defense • Submit letter of inquiry to journal editor(s) • Submit manuscript to BU library

It is important to remember that while the DNP student and CSP Chair team is a collaborative arrangement, the student is ultimately responsible for successfully completing the CSP in a timely manner. This includes all related coursework, IRB approval/s, initiating appropriate affiliation agreements, conducting data collection and analysis, preparing the final manuscript and oral defense presentation. If, at any time, the student or project chair feels that the DNP student and the DNP CSP chair working relationship is no longer productive, either party may initiate a meeting to review the project agreement and assess whether a constructive relationship may be restored. The student's Program Director, Dean and/or designee may also attend this meeting. If the DNP student CSP Faculty Chair dyad feels that the working relationship would be better redefined with a new CSP Faculty Project Chair, the DNP student or CSP Faculty Project Chair may petition the Dean, or designee, for reassignment.

VII.   Clinical Scholarly Project Committee

The student will choose at least one additional committee member to serve as a part of the DNP CSP Committee. The committee member may be a content expert or the clinical site mentor. The CSP clinical site must have an *affiliation agreement* with Brandman University. The committee members are expected to communicate with both the student and DNP CSP Chair to avoid conflicting information that may undermine the CSP. CSP committee members will receive a certificate of appreciation, but no financial compensation is available. Committee members are responsible for:

- Providing guidance as requested by the student or chairperson, related to any aspect of the project
- Critically reviewing the manuscript and completed project
- Actively participating in committee meetings (as needed) as the project progresses
- Attending the DNP CSP oral defense

VIII.   Clinical Scholarly Project Progression

Step 1: Written Proposal

Prior to beginning the DNP CSP, each student will submit a formal project proposal to the project chair (usually assigned by the end of course **DNPU 706**). The purpose of the proposal is to establish a framework for the project and may be written in both the present and future tense. The proposal is evaluated by the project chair for soundness in theoretical application and on the quality of writing. The students' proposals should include many of the following elements and will be the basis of the first three chapters of the traditional dissertation style manuscript. You can find a more complete example of this in the following section: **Writing the DNP CSP Manuscript.**

Step 2: Project Timeline and Tasks

Students find it helpful to develop a schedule for keeping up-to-date with work for the CSP. Although DNP students will master the didactic content and complete some tasks

necessary for undertaking the clinical project through formal coursework, completion of the implementation and written manuscript for the project itself will be completed outside of the structure of formal coursework. Your CSP Chair should review and approve your timeline so that you are coordinating your efforts and can receive assistance when you need it. It is also important to understand the timeline is flexible to respond to life events.

When developing a schedule and timeline for the CSP, it is important to leave sufficient time at the end for writing and revisions of the manuscript. Unlike a course paper, the project manuscript will need to be revised until it is acceptable to the CSP Chair. Each draft submitted requires a reasonable amount of time for the project chair to read it (a minimum of seven (7) days); and then it is likely there will be revisions to be made. It is wise to allow for multiple extensive revisions in addition to a final edit. Timely completion of the project is the student's responsibility.

At the end of DNPU 706, a project plan is formalized and signed off by CSP Chair and DNP Program Director. No changes to the plan should be made.

Step 3: Obtaining Institutional Review Board Approval

The Brandman University Institutional Review Board (BUIRB) must approve all CSPs **before** data collection may begin. If applicable, the IRB of the agency where the project will be conducted must also approve the proposal **before** submission to Brandman's IRB. For information about each individual agency's IRB process and application procedures, the student should contact the agency directly.

Brandman University is committed to safeguarding the rights and welfare of *all* people who participate in research conducted by faculty and students. BU supports responsible experimentation that promises to increase knowledge and understanding while demanding the highest ethical standards among BU researchers. Before the student can submit the IRB application to the BUIRB, the student must first complete the following:

> 1. *The Protecting Human Research Participants Program.* This online self-learning activity is located at http://phrp.nihtraining.com/users/login.php. When completed, the student must save the certificate of completion to submit with the BUIRB application.
> 2. The CSP Chair and student must sign the completed IRB Application and IRB Action Form.
> 3. The student or student's chair must submit the project chair's approved and signed IRB application to the Nursing IRB committee representative(s) for permission to submit application to the IRB.
> 4. The program director will provide directions for submitting the IRB application and supporting documents to the student.

The IRB procedures, application and forms may be obtained from the BUIRB Webpage https://irb.brandman.edu/Pages/Home.aspx

Step 4: Completing the Clinical Scholarly Project

Students are expected to complete their projects (intervention, data collection and data analysis) by the end of the **DNPU 708** course work. Students will be charged a contractual fee if an additional eight-week session is needed to complete their CSP.

Step 5: Oral Defense

Each student will deliver an oral defense PowerPoint presentation of the CSP during **DNPU 708** - *Application of Clinical Scholarly Project.* The presentation will be scheduled by the student and CSP Chair in conjunction with the Program Director(s) via the MSNaHP Microsoft Office calendar. The oral defense will conducted in an Adobe Connect virtual classroom. Students are required to use both audio and video portions within Adobe Connect to present their work, which shall be recorded and available to the student. Required members attending the presentation include CSP Chair, outside preceptor/mentor, committee member(s) and the Dean or designee. Participants may include additional faculty, students, colleagues, family and other guests. The DNP CSP Chair will use the following template to schedule the student's presentation:

ATTENTION DNP CSP CHAIRS – This template is for CSP Chairs to use when sending out the CSP Student Defense invitation to faculty. Just 'copy and paste' the invitation into an Outlook Calendar Invitation.

OUTLOOK CALENDAR INVITATION/APPOINTMENT TEMPLATE

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DNP Scholarly Project Defense
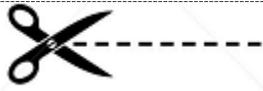
The Title of the Student's Defense

Student's Name

Date: Day of Week, Date
Time: XX a.m. PST/XX p.m. MST/XX p.m. CST/XX p.m. EST
Location: http://brandman.adobeconnect.com/dnp_project_defenses/

Conference Call: 866.526.3019   Code: **5997756134**

CSP Chair: Dr. CSP Chair's Name

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Recommended Guidelines for the DNP CSP Defense PPT (all slides and formatting to be approved by the CSP Chair). Plan on approximately 1 minute per slide. Some make take less time and others will be longer (i.e., your title slide will only take 10 to 15 seconds and only 5 seconds per each Reference/s slide, but your literature review may take 90 seconds):

Slide 1: Title
Slide 2-3: Problem Statement (Include incidence, prevalence and significance of the overall problem; tell how the supporting literature led the student to start the project and development of the PICOt question)
Slide 4: PICOt
Slides 5-7: Literature Review (Include evidence synthesis: background, barriers, educational interventions, practice changes, etc.)
Slide 8: Overall Description of the CSP (Include CSP objective)
Slides 9-10: Theoretical Framework
Slides 11-12: Methodology (Describe intervention, instruments, procedures, etc.)
Slides 13-14: Findings: Demographics of participants
Slides 15-17: Findings: Statistical/SPSS results
Slides 18-21: Implications (What does this all mean? Include connection/s to the literature, DNP Essentials, clinical significance, limitations, recommendations, etc.)
Slide 22: Sustainability (What are the plans to keep the project going? What is the cost?)
Slide 23: Plan/s for dissemination
Slide 24: Acknowledgements (optional)
Slides 25-28: References in APA format

Recommended Guidelines for CSP Defense in Adobe Connect (all times are approximate):

Introduction of CSP by Chair (1 - 2 minutes)
CSP PPT Defense Presentation (18 -*20 minutes)

*Students who exceed 20 minutes will be noted during faculty deliberations; students who exceed 30 minutes will be asked to discontinue their presentation and reschedule.

Audience Questions (5 - 10 minutes)
Candidate and Guests are excused (1 - 2 minutes)
Faculty Discussion and Deliberations (5 - 10 minutes)
Candidate recalled and determination given (1 - 2 minutes)

(30 to 45 minutes total)

Faculty will use the following rubric to evaluate a DNP candidate's oral defense:

Content	Does not Meet	Meets	Exceeds	Comments:
☐ Description of project				
☐ Identified the practice setting and population appropriate to the project				
☐ Conducted a needs assessment to identify the need for an evidence-based project in clinical practice				
☐ Applied evidence to support scholarly expert practice				
☐ Described the rationale and elements of the intervention or program				
☐ Evaluated the efficacy of the program/intervention on the population of interest.				
☐ Synthesized the elements of the doctoral program and AACN Essentials as showcased in the scholarship project				
Presentation				
☐ **Organization:** Presents information in logical, interesting sequence which audience easily follows				
☐ **Knowledge**: Demonstrates full knowledge by answering questions with explanations & elaboration				
☐ **Presentation Preparation and Delivery:** Easy to read, organized, eye-catching, creative, contains all elements				
☐ **Presentation Skill:** Voice audible, clear, did not read from notes, professional image				
☐ **Time:** Maintained time limit of 20 minutes				

If a student **has not completed** the CSP and project defense by the end of DNPU 708 and the Project Chair deems that satisfactory work is progressing, a student will be given a grade of satisfactory progression (SP). The student will be assessed a $500 DNP Continuing Candidacy Fee (non-refundable) per each additional 8 week session, until he or she has successfully completed the project requirements within the seven year rule.

IX. Writing the DNP CSP Manuscript

The project manuscript is the required dissertation-style document that outlines all of the elements of the CSP. It is essential that the manuscript be both original, substantial and demonstrates critical thinking. A discussion of the data-driven conclusions and professional lessons learned throughout the project should also be included.

The paper must be in proper English using correct grammar and punctuation in APA format. Each sentence must be defensible in a logical and scientific sense. If the student struggles with writing, it is recommended that he/she obtain assistance from the Brandman University Online Writing Community https://my.brandman.edu/student/OWC/Pages/Home.aspx. However, some students may need to employ a professional editor or other technical assistance as determined in mutual discussion with the Chair.

Attempting to write the project manuscript all at one time is an overwhelming task. It is recommended to divide the writing task into smaller parts during the DNPU coursework. Many students find writing the discussion/implications sections to be particularly challenging. Consultation with the project chair and peers can be especially helpful during this phase of the project work.

Chapters I-III: A Closer Look

Introduction. The Introduction sets the stage for the specifics of the project. The introduction begins with the global setting in which the problem exists, and then moves systematically through the "funnel" narrowing down the problem from the macro setting to the micro. Hence, the introduction provides an overall view of the subject area or general problem area and shows how it relates to a larger field of thought. The introduction provides the reader with a context for the problem the introduction typically does not exceed 1-2 pages.

Chapter I: Background and Significance

Chapter I of the DNP CSP will include the following subsections: Background and Significance, Assessment of the Phenomena (Problem Statement), Historical and Societal Perspective, Incidence and Prevalence, Healthcare Cost, Supporting Evidence for Advanced Practice Registered Nursing, and Introduction of PICOt Foundation. Not every study includes all of these subsections, or the same order of the subsections. The specific order of this chapter will ultimately depend on the kind of research being conducted. Despite its importance, Chapter I is usually short, no more than 10 pages in length.

Background and Significance. The background section of Chapter I provides the research foundation leading to the problem and purpose statements. This section presents the most relevant pieces of research (citations) that support the study. This section is usually 2-4 pages in length. Chapter II greatly expands of the research presented in this section of Chapter I.

Historical and Societal Perspective. The underlying justification and greater need for further study of your potential project should be discussed in this section. It is an important part of the project, providing direction for all remaining components of the project. After reading the background, the reader should know precisely why the project is being conducted and *be convinced of its importance.* Not only must the reader be convinced that there is a pressing problem or need that requires closer examination or improvement, but also that the proposed project will attempt to answer an aspect of this problem in a unique and scholarly manner. Finally, the problem statement serves as an invitation to the project and discusses its impact at the larger historical and societal level.

Incidence and Prevalence. This section can be brief and discuss precisely what the title suggests: what is the incidence and prevalence of the problem at hand? You will want to make sure that the reader knows precisely that your problem *needs* solving and that you have a plan of action that involves using evidence-based practice research.

Healthcare Cost. The cost of health care is a complicated matter. In this section, you will want to examine the past cost burdens to patients and stakeholders. You should attempt to envision a project that could reduce the strain of burgeoning healthcare costs and discuss ways in which to reduce overall cost consumption for your particular project problem.

Supporting Evidence for Advanced Practice Registered Nursing. As APRN's are becoming widely recognized as independent and quality leaders of care, this section is dedicated to providing evidence from research and literature for your chosen problem that support your ability to successfully complete your project.

Introduction of PICOt Foundation. This is where you will introduce the background that led you to your PICOt question. This can also be a brief section, but should conclude the last sentence with your actual PICOt question.

Chapter II. Literature Review.

Literature. In addition to the preliminary literature introduced in the Chapter I background, statement of the research problem, and significance of the study, a separate extensive review of the literature is required. This chapter begins with a brief introduction to the topic studied and an explanation of major elements, variables, and subsections of research presented in the review of the literature. The research questions must be shown to rest within a conceptual framework fashioned from the research published by other scholars.

Writing a review of the literature requires more than just listing and summarizing all the studies that relate to the dissertation. The literature review should be an orderly, cohesive, well-sequenced narrative that relates the problem under investigation to a body of scholarly work. The entire chapter should be organized in themes or categories that impact the study.

Subheadings can be used to identify each of the themes or categories. Subheadings also

organize the material into shorter, more easily comprehensible blocks of information for the reader. Transitions from one theme or category to another should be smooth and appropriate. In the review of the literature, the main theories, explanations, and findings that are generally accepted and represented in the literature should be presented along with contradictory evidence and points of view that may have caused intellectual tension in the field.

The review of the literature must include a classical grounding of the major works contributing to the field of study and followed by a focus on work accomplished or published within the past 5 years. The review of the literature must include the seminal works of the research topic and bring the research current.

It is not unusual for dissertation literature reviews to cite more than 50 references. Many references require only brief treatment while others that are more closely related to the research topic must be reviewed more carefully. Comparisons and contrasts among cited works are important.

At the conclusion of Chapter II, a final section should be included that integrates as many themes as possible or summarizes major trends in a cogent way. Contradictions should also be highlighted. The significance of the proposed study in light of the reviewed research should be emphasized. The readers should feel that the review of the literature has added up to something, has yielded new insights, and suggests a direction for further research in the field

Chapter III. Methodology.

Chapter III begins with a restatement of the purpose of the study and the specific research questions to be addressed, and hypotheses, if applicable. The rationale for the research design, research instruments, and methods of data analysis are presented. In the final section, methodological assumptions and limitations are discussed as well as ethical procedures taken for the protection of human subjects. The methodology chapter ends with a summary of the material presented.

Chapter III should include a detailed description of the proposed research methods and procedures, in essence, the design of the study. It should be sufficiently explanatory and detailed to enable other researchers to read the proposal, and by referring to it alone, conduct the same research that the student proposes to undertake. This is known as "replication." As such, Chapter III must not be an abstract description, but a complete step-by-step account of what will be done, in what order, how, and by whom. Whether the study will be quantitative, qualitative, or a combination should be clearly stated. The following sections must be included in the methods chapter. Any additional sections needed to appropriately describe issues associated with the research operations (i.e., transcripts from focus group interviews) can be included as an appendix.

Overview. Chapter III begins with a brief introduction providing the reader with a frame of

reference and understanding of the material to be covered in this chapter. The introduction includes the major categories of the chapter and serves as a simplified overview of chapter content. The overview can be accomplished in a paragraph or two.

Purpose statement. An important first step is a clear purpose statement—it guides the methodological design. This is an exact restatement of the purpose statement found in Chapter I.

Population. Like the problem statement, population and sample sections read from the most general to the specific. The population is everyone who could be included in the purpose of the study. This section includes a description of characteristics of the population chosen and the procedures used to select them. In general, a research population is a group of individuals having one characteristic that distinguishes them from other groups. What are the characteristics that distinguish this group from others? How many are included in the larger population?

The size and manner in which the sample is selected depends upon the purpose, research questions, and whether the researcher is using quantitative, qualitative, or mixed-methods designs.

To whom will the study generalize? Will the findings be applicable to a small group of people, or to a larger group? Rarely will the findings be generalized to the entire world. This is often referred to as the target population.

The description of the population should be very clear about how many make up the larger population and how many are included in the target population.

Sample. The sample is a group of participants in a study selected from the population from which the researcher intends to generalize. Within the population (which is broad), who will be studied specifically? The candidate is to use a research-based definition as to what a sample is and relate that definition to the study itself.

Sample size. Researchers should check quantitative and qualitative research expert texts for rationale as to sample size. Those texts should be cited in this section to defend the sample size. Depending upon quantitative, qualitative, or mixed-methods studies, the sample can be prescribed or more open, as in qualitative studies.

There must be a rationale and the sample size must match the purpose and research questions. Limitations due to sample size, and lack of generalizability, should be noted in the limitations section at the end of the chapter.

Instrumentation. In this section describe the process used to develop the instruments used to collect data from research participants. What instruments were obtained or designed for this research? If a survey or questionnaire was designed by the researcher, what relationship is there between the survey and literature review? Include any references to

matrices or selection of variables as part of the literature review. All matrices and conceptual models should be included in an appendix to the dissertation. The process of creating an interview schedule is discussed in this section.

Data collection. Outline in detail the methods that will be used to collect information. For empirical studies, describe the procedures that will be used to collect the required data from participants. Include instructions for selecting and training research assistants (if applicable), procedures for assigning participants to groups, for administration of instruments, or for interviewing participants. In short, list all activities needed to gather information for the study (including IRB approval and assurance of confidentiality) and describe each activity in enough detail so another competent researcher could duplicate the research.

Data analysis. Describe how data will be scored and analyzed. If a special form for recording or accumulating data will be used, place an example in an appendix. If the proposed study is to employ qualitative methods, identify the sophisticated ways in which the data will be processed and analyzed. If statistical methods of analysis will be utilized, identify the specific descriptive statistics and inferential tests that will be used to test the hypotheses.

Limitations. The limitations of the study are those characteristics of design or methodology that set parameters on the application or interpretation of the results of the study; that is, the constraints on generalizability and utility of findings that are the result of the design or method that establish internal and external validity. The most obvious limitation would relate to the ability to draw descriptive or inferential conclusions from sample data about a larger group.

Summary. A brief summary of the chapter is included in this section.

X. Guidelines for Library Submission of Project Manuscript

The final step for the DNP CSP is for the student to electronically submit the project manuscript to the *Brandman University Leatherby Library*. The student will follow the Musco School of Nursing and Health Professions (MSNaHP) *DNP Clinical Scholarly Project Manuscript Library Submission.* The MSNaHP requires students to provide an electronic online submission to the library.

Step 1 – Visit the Chapman/Brandman Leatherby Library for rules and guidelines for submission.

Chapman University / Brandman University Dissertation / Thesis Guidelines
http://www1.chapman.edu/library/info/rules/ThesisGuidelines.html

Step 2 – Download the MSNaHP DNP CSP manuscript library submission checklist.

Marybelle and S. Paul Musco School of Nursing and Health Professions DNP Clinical Scholarly Project Manuscript Library Submission Checklist
https://my.brandman.edu/teams/msnahp/Dr%20Smiths%20Documents%20for%20PM%20to%20DNP/Clinical%20Scholarly%20Project/Library%20Submission%20Checklist%20for%20DNP%20CSP%20Product.pdf

Step 3 – Revise the DNP CSP manuscript per library submission guidelines.

Step 4 – Submit manuscript for signatures to: DNP CSP Chair, PM-DNP Program Director, MSNaHP Dean.

Step 5 – Submit manuscript to the Leatherby Library for acceptance and receipt of approval email.

Step 6 – Forward approval email to DNP CSP Chair, who will change the DNPU 708 grade from "SP" to "P" if all other requirements for a passing grade have been met.

Please note: Students may apply for degree conferment with their Academic Advisor _only_ after providing the Library Submission Email Confirmation to the student's Clinical Scholarly Project Chairperson and Academic Advisor.

Here are the step-by-step directions to change a grade by faculty, when students have successfully completed their coursework:

1. Access the Grade Change landing page through the Banner Faculty link
2. Enter the students i.d. (B00------) number and hit **_TAB_**
3. The student's information will populate and you will want to scroll down to REQUEST INFORMATION section.
4. Looking at the TERM LEGEND, identify the term that the course was taken.
5. Use the drop down arrow on the "Session when enrolled in course:" box and click on the term code so it appears in the box.
6. Next, scroll down and click on QUERY FOR COURSES link.
7. After the program brings up the courses for that session, you will be able to click on the drop down arrow in the "Please select a course from the list" box.
8. Select the course and when you scroll down, the information about the grade and instructor will populate.
9. Data enter the new grade and a description that states that the student has completed all work to earn a "P" grade (or other grade if you are changing a grade for a letter grade course in the future)
10. Click on submit and you will see a page that shows all grade changes that you have submitted.
11. Look for a confirmation email that states that you have submitted a grade change.

It may take up to 24 hours to get the grade to change and another 24 hours for the grade change to show on the student's Degree Works audit, but they are even quicker about it on most days.

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Appendix A. DNP CSP Manuscript Template

Full Title of Clinical Scholarly Project

A [insert project product type, i.e., manuscript for publication] by

Student's Name

Brandman University

Irvine, California

Marybelle and S. Paul Musco School of Nursing and Health Professions

Submitted in partial fulfillment of the requirements for the degree of

Doctor of Nursing Practice

[Month Year]

Committee in charge:

[Insert Name, Degree, Chair]

[Insert Committee Member or Content Expert Name (if applicable), Degree]

[Insert Other Committee Member Name (if assigned), Degree]

[Insert Other Committee Member Name (if assigned), Degree]

The manuscript of [student name] is approved.

[Insert Electronic Signature]
_____
[Insert BU Committee Chair's Name], Committee Chair

[Insert Electronic Signature]
_____
[Insert BU Committee Member's Name], Committee Member

[Insert Electronic Signature]
_____
[Insert BU Committee Dean's Name], Dean

Month Year

[Insert Full Title of Clinical Scholarly Project]

Copyright © YEAR

By [Insert Student Name]

ACKNOWLEDGEMENTS

ABSTRACT

200-250 words for abstract

Keywords:

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