



**DOCTOR OF NURSING PRACTICE  
PROGRAM HANDBOOK**

**Georgia College  
School of Nursing**

**Fall 2018 Cohort**

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## **Purpose of this Handbook**

### **Welcome to the Doctor of Nursing Practice Program**

#### **PURPOSE OF THE HANDBOOK**

The purpose of the handbook is to communicate important information and promote effective operation of the Doctor of Nursing Practice program in the School of Nursing. University policies, School of Nursing policies and procedures, as well as information about advising, resources, and operations are provided for easy reference.

Students are responsible for being familiar with information contained in this handbook and in the School of Nursing catalog. Failure to read these sources will not excuse students from abiding by policies and procedures described in them. The School of Nursing reserves the right to make changes in its policies and procedures, and other information in the handbook as deemed appropriate and necessary. All changes will be communicated promptly to students, faculty, and staff. The handbook is prepared and revised annually for the use of administrators, faculty, students, and staff. Suggestions regarding clarification or addition of topics are welcome.

The Doctorate of Nursing Practice (DNP) program at Georgia College & State University is accredited by the Commission on Collegiate Nursing Education (CCNE) (One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791).

**Mission**

In concert with the Georgia College liberal arts mission, the School of Nursing is committed to the formation of nurse leaders to engage in evidence-based practice, lifelong learning, and civic participation in a health information intensive environment through the development and mastery of clinical reasoning, professional nursing skills, and values. The DNP program educates graduate nursing professionals as clinical leaders who improve the delivery of healthcare through evidence-based practice.

**Vision**

The GC School of Nursing aspires to be recognized as a national leader in nursing education. GC nurses will serve at the forefront of the changing healthcare delivery system.

**Philosophy**

The following statements reflect the philosophical values of the GC School of Nursing in relation to the concepts of education, person, environment, health, and nursing.

**Education**

Nursing education is an active process where the student develops and masters clinical reasoning, professional nursing skills and values that enable graduates to thrive in a health information intensive environment. The minimal level of education for entry to professional nursing practice occurs at the baccalaureate level and mastery occurs through graduate education and life-long learning.

- Clinical reasoning is a cognitive process of thinking where data is reviewed and analyzed to improve health outcomes.
- Professional nursing skills are developed through integration of theoretical knowledge and guided clinical practice.
- Professional nursing values are the consistent demonstration of altruism, autonomy, human dignity, integrity, and social justice.

**Person**

Person is a complex, unique, holistic individual with inherent worth and dignity. The meanings a person attaches to life experiences are influenced by the environment, developmental level, group membership, culture, and ethnicity. The person has the power to identify their own life choices.

**Environment**

The environment is the accumulation of physical, physiological, social, cultural, spiritual, economic, and political conditions that interact with and influence the human experience. The interaction is constant and the environment can be altered to influence health outcomes. Nursing can create and sustain a culture of safety and quality health care that can transform the environment by creating a safe workplace that produces optimal patient outcomes.

## **Nursing**

Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response to actual or potential health problems for health promotion, disease prevention, and advocacy in the care of individuals, families, communities, and populations (American Nurses Association, 2010a, p. 1).

## **Health**

Health is the dynamic integration of the physical, psychological, spiritual, cognitive, and socio-cultural wellbeing of individuals, families, groups, and communities. The meaning of health varies between individuals and cultures, and is universally accepted as more than being free of disease or infirmity. Health beliefs and practices are impacted by the affordability and accessibility of health care.

Nursing Faculty Organization Approved 10-07-02, Updated: 01/14/03, 4/3/-03; reaffirmed 11/2009, Updated 4/4/11

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## **Conceptual Definitions for the Organizing Framework**

The organizing framework provides faculty and students with a way of conceptualizing and organizing knowledge, skills, values, and beliefs (Billings & Halstead, 2009). This framework facilitates the creation of courses and the organization of the courses into a cohesive curriculum that enables students to achieve the desired learning outcomes.

In 1860 Florence Nightingale first published “*Notes on Nursing*” in the United States (Nightingale, 2008). From her writings, the concepts of person, environment, nursing, and health have been drawn. These concepts are still considered to be the cornerstones of many nursing theoretical models (Billings & Halstead, 2009). The following statements are Georgia College’s own unique perspectives related to these concepts as they are reflected in our curriculum.

**Person:** The person is conceptualized holistically as a system, whether individual, family, group, or community. Viewing persons in a holistic manner involves appreciation of the biological, psychological, sociocultural, spiritual, and developmental dimensions that make the person unique, unprecedented, and unrepeatable.

**Environment/Society:** The curriculum reflects concepts revealing an interaction between persons and their environment, which has the potential to impact their health. An evolving care system has developed within the context of the socioeconomic, political, and global environment. The system constantly changes in an attempt to meet the health needs of the populations. Nursing demands a professional who is able to serve as client

advocate or change agent to assure that clients have access to quality care that is satisfying and cost effective.

**Nursing:** The curriculum reflects selected concepts and processes to construct the meaning of professional nursing practice. At the undergraduate level, nursing is conceptualized as a profession that involves practice as a generalist while the graduate program prepares the professional nurse for practice within a prescribed nursing specialty.

The BSN graduate is prepared for beginning roles caring for individual clients throughout the lifespan in a variety of settings, and for families, groups, and communities as clients and to assume a beginning leadership role in nursing. The MSN program builds on the generalist foundation of the baccalaureate nurse and extends the breadth, depth, and scope of nursing education to inform practice. MSN graduates and students completing postmaster's programs are prepared to assume leadership roles as family nurse practitioners. The DNP program prepares nurse leaders for evidence-based practice in both direct patient care and executive roles. This requires competence in translating research into practice, evaluating evidence, applying research in decision-making, and implementing viable clinical and organizational innovations to change practice.

**Health:** In order to understand health as a dynamic multidimensional state, the curriculum explores selected concepts: holistic health, outcomes management, and global health. Holistic health as a human value occurs within the text of a diverse interconnected individual, family, group, and community. Holistic health encompasses health promotion, maintenance, and restoration, achievable through collaborative communication, empowerment, advocacy, and access to health care. The outcomes from the delivery of health care are managed to improve the quality of life and reach the maximal potential of the individual, family, and community. Global health incorporates a worldview in which humankind is interconnected and cultural diversity is appreciated.

Developed 11/ 20/1995; Revisited 11/30//95; 4/2003; reaffirmed 11/2009; 5/26/2011

## **Program Concepts**

The curriculum for undergraduate and graduate programs is designed around **ten nursing-practice concepts:** 1) communication, 2) evidence-based practice, 3) leadership, 4) ethics, 5) cultural diversity, 6) health promotion & disease prevention, 7) advocacy, 8) collaboration, 9) information science/informatics, and 10) professional role. As noted earlier, the graduate program builds upon the undergraduate program.

## **Program Concepts Definitions**

**Communication** is a two-way process of sending and receiving meaningful information that goes beyond the simple transfer of information to the establishment of a relationship between people (Blais & Hayes, 2011).

**Evidence-based practice** is a the conscientious, explicit, and judicious use of current best evidence applied to improve the quality of clinical judgment in making decisions about the care of individuals moderated by patient circumstances and preferences (Blais & Hayes, 2011; Sackett, Rosenberg, Gray, Haynes, & Richardson, 1996).

**Leadership** shapes and shares a vision, by inspiring, enlivening, and engaging others to participate in building consensus for goal achievement (Blais & Hayes, 2011; Kelly, 2008).

**Ethics** is a branch of philosophy that provides an integral part of the foundation of nursing. A code of ethics makes the primary goals, values, and obligations of the profession explicit. It is an expression of nursing's own understanding of its commitment to society. (Fowler, 2008, p. 145).

**Cultural Diversity** is respect, understanding, and sensitivity to the needs between and within cultural groups. Individual diversity may include but is not limited to race, ethnicity, age, religion, gender, sexual orientation, primary language, disability, veteran status, national origin, geographical background and economic status. Diversity extends beyond acceptance; it is the exploration and understanding of individual's uniqueness and differences in a safe, non-judgmental, and caring environment (Blais & Hayes, 2011) (College of Health Sciences).

**Health Promotion & Disease Prevention** is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations (also ANA definition of nursing) (American Nurses Association, 2010a, p. 1).

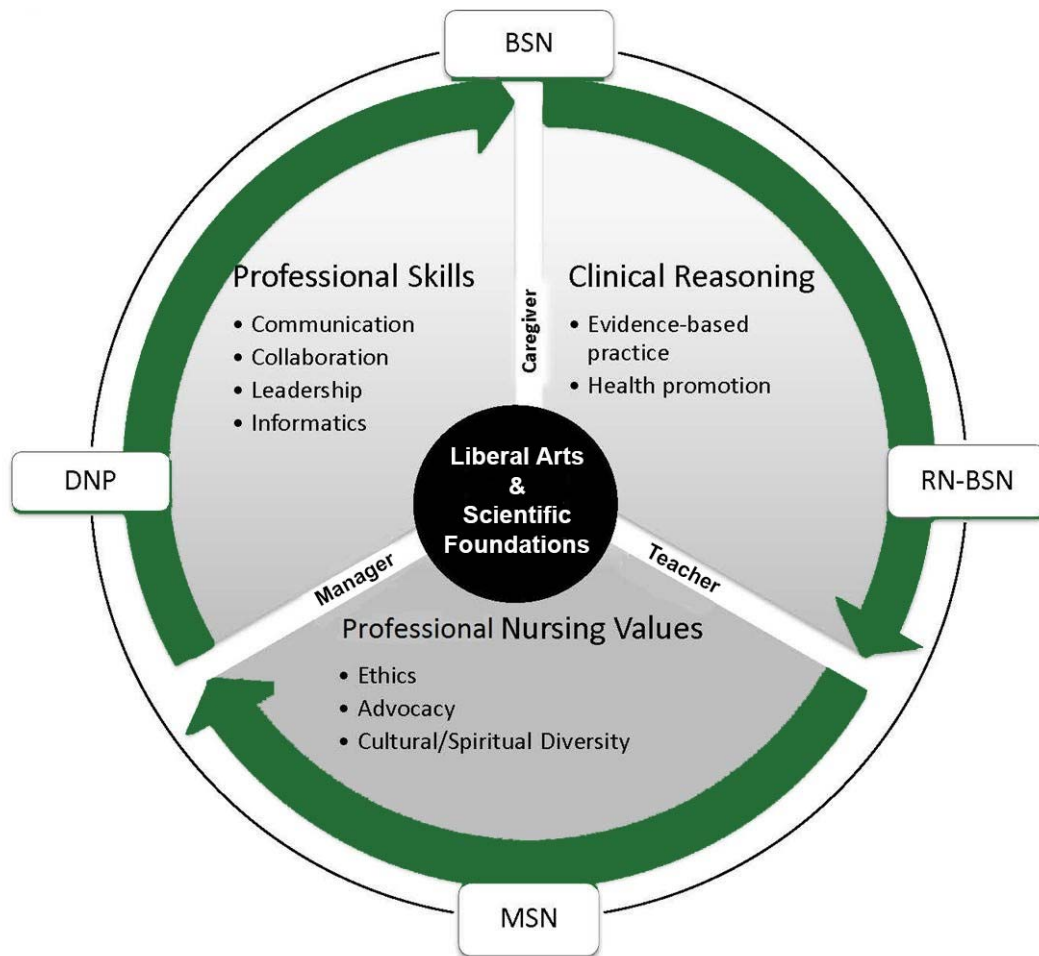
**Advocacy** is a practical partnership between a professional who has expertise to offer to the client who is experiencing inherent ambiguity associated with significant health concerns (Joel, 2009, p. 263).

**Collaboration** is a professional healthcare partnership grounded in a reciprocal and respectful recognition and acceptance of: each partner's unique expertise, power, and sphere of influence and responsibilities; the commonality of goals; the mutual safeguarding of the legitimate interest of each party, and the advantages of such a relationship (American Nurses Association, 2010b, p. 64).

**Informatics** is a combination of computer, information and nursing sciences that facilitates the management and processing of nursing data, information and knowledge and supports the practice of nursing (Staggers & Thompson, 2002, p. 227).

**Professional Role** is the role of a nurse that uses a distinct body of knowledge, university-based education, specialized practice, standards of practice, a social contract, and an ethical code (American Nurses Association, 2010b, p. 15).





## PROGRAM OVERVIEW

The DNP program at the Georgia College School of Nursing prepares students to lead healthcare innovations and influence policy founded on analytic principles and evidence-based practice at the highest organizational level. At Georgia College, students will forge their own intellectual paths: the curriculum culminates in an intense Translational Research and Clinical experience defined by the student's interests and based on the student's practice area. Students will address significant problems in real time and in their practice setting. The program offers extensive opportunities for collaboration, challenging problems for study, and a tradition of rigorous scholarship.

Students who earn a Georgia College DNP degree:

1. Model exemplary communication through collaboration, partnerships, presentations, and scholarly writing.
2. Transform healthcare outcomes through evidence and scholarly inquiry.
3. Exhibit leadership to create effective healthcare delivery systems.

4. Exemplify ethics as a foundation for practice and risk management.
5. Use cultural expertise to develop healthcare models that influence universal health seeking/ health promotion behaviors.
6. Foster the integration of evidence- based clinical prevention and health services for individuals, aggregates, and populations.
7. Advocate for social justice and equity in healthcare through leading redesign of regulatory, legislative, and public policy.
8. Facilitate multidisciplinary collaboration in the development and implementation of effective healthcare delivery systems.
9. Use informatics for the improvement and transformation of healthcare.
10. Demonstrate advanced [specialist] levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.

## **Course of Study**

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The 37-credit DNP program is a post-master's option, offered in a convenient online, executive-style format designed for the busy working professional. The program can be completed in five semesters of full-time study or 8 semesters of part time study, integrating approximately one week each year of on-site immersion experience with online and virtual learning experiences.

The DNP curriculum is derived from the Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006), American Nurses Association (ANA) Scope and Standards of Practice, ANA Code of Ethics for Nursing, Quality and Safety Education for Nurses (QSEN).

**Curriculum Plans: Please see Program Coordinator for Programs of Study  
Currently in process of revision.**

## **Admission, Progression, and Graduation**

### **Admission**

Admission requirements are described in the GC Graduate Catalog. Students seeking admission to the DNP may apply online. Please refer to

**<http://www.gcsu.edu/nursing/applying.htm>** for more details.

Graduate Admissions Office

Georgia College

Campus Box 107

Milledgeville, GA 31061

In addition to University requirements for admission, the DNP program requires applicants

to meet **technical standards** and provide proof of immunization, other health- related information. Criteria are specified in the Graduate Catalog. All forms required for the program are located on the School of Nursing Internet site under DNP Forms as well as in the appendix of this document.

### **Getting Started**

1. In order to be able to **begin the program** a student must complete all the onboarding forms as listed on the Wikipage. Instructions are given on the webpage for submission of these documents.
2. **Registration:** Please go to this link <http://www.gcsu.edu/registrar/registration.htm> for detailed information about how to register and common problems that students encounter. Additional questions regarding the registration process should be directed to the Office of the Registrar at 478-445-6286.
3. Information on accessing student email with Outlook setup tutorials can be obtained by going to this link <http://www.gcsu.edu/technology/support/studentinfo.htm>. All communication from this point forward between Georgia College and students will be managed with this email. Problems with email should be directed to the **Serve Help Desk** at 478-445-7378 if have problems setting up this account.
4. An electronic copy of the Doctor of Nursing Practice Program Handbook will be provided to each student during Orientation and Immersion Week. Students should review the handbook and keep a copy on file. Once the student has reviewed the handbook, the handbook receipt form should be filled out and returned during Orientation and Immersion Week.

### **Health Insurance**

The Georgia Board of Regents requires all nursing students to obtain student health insurance. The fee for this service is added to tuition each fall & spring. Neither the University nor clinical agencies are liable for costs incurred if an injury or illness occurs as a result of clinical practice in the student role.

Graduate students who already have health insurance may complete a waiver from USG Student Health Insurance Program (SHIP) by completing a form found at <https://www.uhcsr.com/gcsu>. Further information about this will be distributed by the GCSU Business Office each fall and spring semester. Questions regarding the student health insurance policy and the waiver procedure should be directed to the Business Office (478-445-5254; email [businessoffice@gcsu.edu](mailto:businessoffice@gcsu.edu).)

For more information, please refer to the USG policy regarding student health insurance: [http://www.usg.edu/student\\_affairs/students/student\\_health\\_insurance\\_program\\_SHIP](http://www.usg.edu/student_affairs/students/student_health_insurance_program_SHIP)

### **Orientation**

Orientation and Immersion Week for new & returning graduate nursing students will be held in the first week of the first semester of the program. The entire week is **required** for

all new students.

Highlights of the week include the following:

- Meeting fellow students face to face
- Meeting faculty face to face
- Orientation to all technology that is required to be a successful online student
- Obtaining bobcat photo identification card and student name badge
- Setting up online library account and overview of the available library resources.
- Installing all required software on student laptop computers
- Orientation to each of the summer courses
- An overview of progression and graduation requirements
- Additional information about clinical requirement will be reviewed

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### **Advisement**

Students are advised according to the procedure described in the GC **Graduate Catalog**.

### **Advising Mission Statement**

Initial orientation and advisement will be completed during immersion week when students are admitted. Ongoing advisement each semester is required for the advisor to release the advisor hold so that the student may register, this may be accomplished face to face, by phone, or by other means acceptable to both the student and the advisor.

Additional formal advisement sessions will be completed at designated times during the program when students are required to be on campus for face to face learning experiences.

Advising at GC is a shared responsibility between students, faculty and staff. Through a network of resources and support, students communicate with advisors to obtain information and guidance aimed at the student's successful completion of degree requirements. An inherent goal of the advising process is for student to gain self-understanding that will inform their decisions regarding academic, career and life goals.

### **Advising Purpose**

The purpose of advising in the graduate nursing program is to assist the graduate nursing students to be successful in their programs of study.

### **Specific Advising Aims**

**Aim 1:** Students will receive effective advising consistent with GC, College of Health Sciences, and School of Nursing guidelines.

**Aim 2:** Students will actively participate in the advising process.

**Aim 3:** Successful completion of program of study.

After students are accepted, they receive a copy of the program of study for their records. The **program of study** outlines the courses required to earn a Doctor of Nursing Practice degree. Once the program of study is received, students should register for courses as early

as possible. Registration is available in **PAWS**. See the **Academic Calendar** for registration dates. Please go to this link <http://www.gcsu.edu/registrar/registration.htm> for detailed information about how to register and common problems that student encounter. For additional questions regarding the registration process, please contact the Office of the Registrar at 478-445-6286.

Student will receive contact information for their academic advisor upon admission. Regular appointments with academic advisors are encouraged to discuss coursework and student progression.

### **Advisor Responsibilities**

Graduate students can expect their advisors to:

1. Understand and effectively communicate the curriculum and University policies and procedures.
2. Provide information about and strategies for utilizing available campus resources and services.
3. Monitor and accurately document the advisee's progress toward meeting curricular goals.
4. Maintain confidentiality.
5. Be accessible via posted office hours, email, and telephone.

### **Advisee Responsibilities**

The advisees are ultimately responsible for their educational success and are expected to:

1. Participate in mandatory graduate orientation.
2. Read the University Catalog and Graduate Handbook.
3. Share electronic portfolio and maintain regular semester updates prior to advisor releasing the advisor hold for the next semester.
4. Arrange to meet with academic advisor each semester and as needed.
5. Schedule regular appointments or make regular contact with their academic advisor.
6. Make use of campus services and resources to enhance personal and academic success.
7. Come prepared to each advisement meeting with questions and discussion points.
8. Accept responsibility for own decisions.

**[Revised 5/2010, Revised 6/21/11, 4/20/12, 4/11/2014]**

### **Progression**

In order to stay in good academic standing with the University and the DNP degree program, students must demonstrate high academic performance. Policies regarding academic performance are found in the **Graduate Catalog**.

In addition to these policies, students must meet any clinical agency requirement related to health history and physical exam, TB screening, professional liability insurance, RN license, current CPR certification prior to clinical learning experiences. DNP students must hold an unencumbered license in the state where they will complete their clinical

experience. Criminal background checks and urine drug screens may be required by some clinical agencies. The student and clinical agency will make arrangement for the required screening per the clinical agency protocols.

### **Progression Policies for DNP Students**

Students must maintain a “B” average (3.0) in the Doctor of Nursing Practice program. A DNP student whose cumulative grade point average (GPA) falls below 3.0 at the end of a semester will receive a warning from the University. The student and their advisor will meet to determine whether a return to a 3.0 GPA is feasible based on the remaining coursework. The Assistant Director of Graduate Programs will be informed in writing of the results of this meeting. If a 3.0 GPA is not feasible, the student will be withdrawn from the program.

Students may repeat one nursing course in the DNP program but may repeat it only once and may not repeat another nursing course. If students fail two nursing courses or the same course twice, they will be denied continued enrollment in the DNP program. A failure is defined as a grade of unsatisfactory (U) or a grade of “C” or lower in a course. Students who re-enter the DNP program after a failure will do so under the current catalog and current SON requirements.

All candidates for readmission to the DNP program will have their admission status determined by the Graduate Committee of the School of Nursing. Acceptance of previously earned course credits will be at the discretion of the faculty.

[New: 05/07/09; revised 08/1010; revised 6/11]

### **Grievances, Appeals and Petitions**

The School of Nursing (SON) follows the policies and procedures outlined in the University graduate catalog regarding academic and non-academic grievances and appeals. The GC graduate catalog provides guidance to students and faculty regarding the definition of and process for grievances and appeals. The University distinguishes between a petition and an academic grievance. Students, in consultation with faculty, use petitions to remedy undue hardship and specific inequities that may adversely affect the student’s ability to fulfill the academic requirements of the University. Examples of petitions within the SON are student requests to change their programs of study. These requests are handled within the SON.

By contrast, an academic grievance or appeal is an allegation by a student of substantial and/or unjustified deviation, to the student’s detriment, from policies, procedures and/or requirements regarding admission, grading policies, special agreements, instructor’s requirements, and academic requirements of the University. In the majority of situations, the matter is resolved at the instructor level. The process allows for successive review of the grievance or appeal at higher positions within the academic administration chain of command. Records are kept of grievances that reach the level of the Director of the School of Nursing.

**Student Concern Form & Flow Chart** can be found at the following website:  
<https://intranet.gcsu.edu/cohs-students/student-concern-form>

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### **Readmission to Graduate Studies**

Students who have not been enrolled for one (1) semester (excluding summer) must contact the Graduate Admissions office to update their contact information.

**Graduate Admissions  
Georgia College  
Campus Box 107  
Milledgeville, GA 31061  
Fax: 478.445.1914**

Students who have not been enrolled for over a year must complete a new application and submit it to Graduate Admissions. All required courses for the DNP degree must be completed within a period of seven (7) years from the date the student begins graduate courses at Georgia College. Any course work, including transient courses, completed more than seven (7) years prior to completion of requirements for the DNP degree will be considered outdated and will not apply toward the DNP degree program.

### **Graduation Information**

Preparation for graduation happens much sooner than students expect. The University provides policies about graduation in the Graduate Catalog, and online at <http://www.gcsu.edu/registrar/graduation/index.htm>.

Questions about graduation may be directed to the student's academic advisor or the Office of the Registrar.

### **Class Information**

#### **Location of Classes**

Classes are held online.

Online classes are held using WebEx. During immersion week at the beginning of the program students receive training in the interactive classroom management system. Students are expected to have the appropriate computer, Internet connection, and headset with microphone to be able to participate in each. Sessions are recorded in case of emergency for students who must miss class. This does not, however, negate the need for the student to be present in class on a regular basis.

#### **Academic Code of Conduct**

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The University has formulated a number of policies and procedures with which the student will need to be familiar. Graduate students are expected to comply with all aspects of the Georgia College Student Academic Dishonesty Policies found in the

## **Student Academic Dishonesty**

### **I. Policy Statement (Quoted from GC Graduate Catalog)**

Georgia College acknowledges the need to preserve an orderly process with regard to teaching, research, and public service, as well as the need to preserve and monitor students' academic rights and responsibilities. Since the primary goal of education is to increase one's own knowledge, academic dishonesty will not be tolerated at Georgia College. Possible consequences of academic dishonesty, depending on the seriousness of the offense, may range from a revision of assignment, an oral reprimand, a written reprimand, an F or a zero for grade work, removal from the course with a grade of F, to suspension or exclusion from the University.

Academic dishonesty includes the following examples, as well as similar conduct aimed at making false representation with respect to academic performance:

1. Cheating on an examination;
2. Collaborating with others in work to be presented, contrary to the stated rules of the course;
3. Plagiarizing, including the submission of others' ideas or papers (whether purchased, borrowed, or otherwise obtained) as one's own. When direct quotations are used in themes, essays, term papers, tests, book reviews, and other similar work, they must be indicated; and when the ideas of another are incorporated in any paper, they must be acknowledged, according to a style of documentation appropriate to the discipline;
4. Stealing examination or course materials;
5. Falsifying records, laboratory results, or other data;
6. Submitting, if contrary to the rules of a course, work previously presented in another course;
7. Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination, or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.
8. Students accused of academic dishonesty may appeal through the student academic dishonesty procedures in effect at Georgia College.

Student's accused of academic dishonesty may appeal through the student academic dishonesty procedures in effect at Georgia College.

### **Turnitin**

Faculty reserves the right to require submission of students' paper to turnitin.com, an anti-plagiarism software program. Faculty will provide this information in their syllabi. All papers submitted in the DNP program are submitted to turnitin.com for plagiarism detection. Information is given in Immersion week re: how to utilize the software to ensure plagiarism is not happening. In addition, a tutorial is given in Immersion week, to educate DNP students on how not to plagiarize.



The complete Student Academic Dishonesty Policy can be found at:  
<http://www.gcsu.edu/grad/student-academic-dishonesty.htm>

### **Compliance with Georgia Law Governing Nursing**

Graduate nursing students are to comply with the law governing the practice of nursing in Georgia. This law is outlined in the Georgia Registered Professional Nurse Practice Act. \_

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### **Unprofessional Conduct**

Nurses are expected to conduct themselves in a professional manner. Professional behavior is expected in all areas of their lives: academic, work, and personal. The professional standards that are expected of nurses translate to the use of social media as well. Students who through unprofessional conduct are unable to maintain an unencumbered license in their state of practice will be withdrawn from the graduate program.

The Georgia Board of Nursing defines unprofessional conduct for nurses in the following way:

#### **410-11-.02 Definition of Unprofessional Conduct. Amended. (Quoted from the Georgia Board of Nursing website)**

Nursing behaviors (acts, knowledge, and practices) failing to meet the minimal standards of acceptable and prevailing nursing practice, which could jeopardize the health, safety, and welfare of the public, shall constitute unprofessional conduct. These behaviors shall include, but not be limited to, the following:

- a) using inappropriate or unsafe judgment, technical skill or interpersonal behaviors in providing nursing care;
- b) performing any nursing technique or procedure for which the nurse is unprepared by education or experience;
- c) disregarding a patient/client's dignity, right to privacy or right to confidentiality;
- d) failing to provide nursing care because of diagnosis, age, sex, race, creed or color;
- e) abusing a patient/client verbally, physically, emotionally, or sexually;
- f) falsifying, omitting or destroying documentation of nursing actions on the official patient/client record;
- g) abandoning or knowingly neglecting patients/clients requiring nursing care;
- h) delegating nursing care, functions, tasks or responsibility to others when the nurse knows or should know that such delegation is to the detriment of patient safety;
- i) providing one's license/temporary permit to another individual for any reason;
- j) failing to practice nursing in accordance with prevailing nursing standards due to physical or psychological impairment;
- k) diverting prescription drugs for own or another person's use;
- l) misappropriating money or property from a patient/client or employee;
- m) Failing to notify the appropriate party of any unprofessional conduct, which may jeopardize patient/client safety.

Authority O.C.G.A. Secs. 43-26-2, 43-26-3, 43-26-5(a)(b)(c), 43-26-10. **Administrative History.** Original Rule entitled "Definition of Professional Conduct" was adopted as Rule 410-11-.01 on February 6, 1987; effective February 26, 1987 and renumbered as Rule 410-11-.02 by filing of August 5, 1987; effective August 25, 1987. **Repealed:** Authority repealed, new authority adopted. F. May 8, 1990; eff. May 28, 1990. Source: Georgia Board of Nursing. Retrieved June 22, 2011 from <http://rules.sos.state.ga.us/docs/410/11/02.pdf>

### **Attendance Policies**

Graduate students are expected to attend all scheduled classes (either face-to-face or synchronous online) and to arrive promptly. Students who demonstrate excessive absences or tardiness will be counseled individually. In the event of an absence students should:

1. Notify the nursing faculty member prior to class if they expect to be absent due to personal or family illness death of a relative/close friend, or for participation in approved co-curricular activities.
2. Make arrangements with the nursing faculty member for missed assignments or examination according to the guidelines in individual course syllabi. Students may be given an alternate form of the examination.
3. Understand that many DNP courses specify a percentage of course grade for class participation. Students cannot participate if absent or late; consequently, the grade will be adversely affected by absence or tardiness.

### **Classroom**

The University Graduate Catalog provides a description of **methods for determining academic standing**. Courses within the Graduate Program evaluate student attainment of learning objectives using a variety of methods specified in course syllabi. The grading scale used in nursing graduate classes is specified below:

- A 90-100
- B 80-89
- C 75-79
- D 66-74
- F 65 and below

### **Clinical Evaluation**

Clinical evaluation for the DNP degree is the Translational Research and Clinical Project. The clinical hours related to the project will be logged in the electronic documentation management system. The hours will be logged regularly. Please see information under Translational Research and Clinical Project for additional information.

### **Criteria for Written Assignments**

Written assignments are required in most graduate courses. Because these assignments reflect the student's knowledge of content, as well as professional communication skills, written assignments should be prepared with care. The general guidelines should be followed in addition to any course specific criteria.

1. Typewritten in Microsoft Word and saved as a .doc or .docx document. (It is the student's responsibility to seek assistance with using the Microsoft Office software.)
2. Written in accordance with APA style (Publication Manual of the American Psychological Association, most recent edition guidelines). Purchase of the APA manual is required for all DNP students.
3. Composed using correct sentence and paragraph structure.
4. Written using correct grammar and spelling.
5. Documented appropriately with references.
6. Presented in a professional manner.
7. Prepared according to criteria specified in the course requirements and The GC Graduate Writing Manual Guidelines.

### **Primary and Secondary Sources in Scholarly Work**

Students should be familiar with the differences between and the use of primary and secondary sources in scholarly work. A brief overview may be viewed at:

[http://journals.lww.com/ajnonline/Fulltext/2009/04000/Primary\\_and\\_Secondary\\_Sources\\_Guidelines\\_for.47.aspx](http://journals.lww.com/ajnonline/Fulltext/2009/04000/Primary_and_Secondary_Sources_Guidelines_for.47.aspx). Additional help and support in this area is available from the GC library staff.

**In essence there are three rules that should guide the writer when selecting resources:**

1. The quality of the article. **Generally, the most up-to-date (written within 3-5 years) articles should be used for references. However, seminal (important & influential) works should take precedence in certain situations.**
2. Primary sources. **The author who did the research was the person who wrote the article.**
3. Secondary sources. **The author refers to an article written by another person.** ("Primary and secondary sources: Guidelines for authors", 2009)

### **Writing Center Resource**

The Writing Center is a free service available to all members of the university community. Consultants assist writers in the writing process, from conception and organization of compositions to revision to documentation of research. The mission of the GC Writing Center is to help members of the GC community achieve success in their writing. Writing center consultants are trained to analyze writing in terms of six fundamental conditions adapted from Donald Murray's book *Write to Learn*: purpose, focus, the use of specifics as evidence, and/or the use of sense impressions as evidence, personal involvement, and organization. The goal of GC consultants is to help visitors acquire approaches, strategies, and attitudes toward writing that mean success, that result in clear, meaningful, powerful writing based on these fundamental things. Accordingly, consultants ask visitors to engage in activities (e.g., writing lists of specifics related to their topics that they can insert into their writing) that promote successful writing. More information about the Writing Center can be found at <http://www.gcsu.edu/writingcenter>.

### **Graduate Library Services**

GC Library Services has a dedicated graduate librarian (Mr. Jeff Dowdy) ready to assist our students. Services provided by Mr. Dowdy are:

- An overview of library sources
- One-on-one research assistance
- Literature review instruction
- Citation assistance

Dr. Dowdy is available by phone (478 445-0978, by email [Jeffrey.dowdy@gcsu.edu](mailto:Jeffrey.dowdy@gcsu.edu), or by Skype (ID dowdylibrarian).

### **GALILEO Digital Library**

Students should also demonstrate skill finding peer reviewed resources in the GALILEO (<http://galileo.usg.edu>) database. An online tutorial on this topic, Finding Peer-Reviewed Articles in Galileo, is available at

<http://www.galileo.usg.edu/scholar/gcsu/subjects/>

The password access to GALILEO changes every semester. Students can retrieve the password from PAWS. From the Main Menu in PAWS, click on the GALILEO link.

### **EndNote /Personal Bibliographic Software**

Students are expected to use the most current personal bibliographic manager supplied by the university to retrieve citation information from digital libraries and to cite references in scholarly papers. GC provides free access to **EndNote** personal bibliographic software. The software license allows students to download the EndNote to a flash drive or laptop and to install the software on student personal computers. The software is compatible with Windows and Mac operating systems. Students are

encouraged to download the software during immersion week. Students will receive training during immersion week. The EndNote website provides a variety of tutorials on how to use the software at <http://endnote.com/if/endnote-video-training>.

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### **Turnitin**

Turnitin is an antiplagiarism tool in the course learning management system. Faculty reserves the right to require submission of students' paper to **Turnitin**. Faculty will provide this information in their syllabi and it is indicated in PAWS course listing.

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### **D2L Learning Management System**

The DNP courses are taught on-line. All courses use Desire-2-Learn learning management system as a support tool and faculty expect that graduate students are computer-literate. Training for using this system will be provided during immersion week. Additional assistance can be accessed by calling the IDEAS @ (478) 445-2520.

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### **Technology Requirements**

If you have questions regarding minimum technology requirements for laptop and desktop computers, as recommended by GC, please contact SERVE at 4578-445-SERV.

### **Antivirus Products**

Graduate students are expected to use antivirus software. GC currently uses Kapersky, but any reputable antivirus software is acceptable.

### **Technology Resources**

Technology resources such as **iPods, iPads, laptop computers, digital cameras**, and other **resources** are available through **GC Library and Information Technology Center (LITC)**. Poster printing services are also available through the LITC services. Printing costs per square inch printed payable through the pay-for-print system with a Bobcat card. It is available to students and faculty. A standard 36x48 poster would have an average cost of \$34.56. Print time varies with size but may take 30-45 minutes. For additional information about equipment that can be checked out from the LITC, go to <http://www.gcsu.edu/library/itc/itc.htm> .

Computer software can be purchased with significant discounts at **Software Resource & Services** because of a University System of Georgia contract. Software can be purchased online and postal mailed to the student's home.

For questions, please contact the Serve Help Desk at 478.445.7378 or via email at [serve@gcsu.edu](mailto:serve@gcsu.edu).

## Policies on Infectious Diseases and Injuries

The GC School of Nursing requires all students accepted into professional nursing programs to maintain proof of immunization status (students born before 1957 are not required to provide proof of MMR or Varicella) in the clinical documents file:

| Vaccine                        | Acceptable Alternative Record  |
|--------------------------------|--|
| Hepatitis B                    | <ul style="list-style-type: none"><li>• Hepatitis B Declination form</li><li>• Laboratory evidence of Hepatitis B immunity</li></ul>   |
| MMR                            | <ul style="list-style-type: none"><li>• Documentation of physician-diagnosed measles or mumps</li><li>• Laboratory evidence of measles, mumps or rubella immunity</li></ul>                                  |
| Varicella                      | <ul style="list-style-type: none"><li>• Laboratory evidence of varicella immunity</li><li>• Laboratory confirmation of disease</li><li>• Physician diagnosed history of varicella or herpes zoster</li></ul> |
| Tetanus, diphtheria, pertussis | <ul style="list-style-type: none"><li>• Documentation of booster within previous 10 years for tetanus/diphtheria preparations</li><li>• DTaP within 10 years; then follow with TD every 10 years.</li></ul>  |
| Influenza                      | <ul style="list-style-type: none"><li>• Documentation of yearly vaccination</li></ul>  |
| Zoster                         | <ul style="list-style-type: none"><li>• Documentation of vaccination if applicable</li></ul>   |

Updates are available at:

Centers for Disease Control and Prevention. (2014, February 3 ). Recommendations and guidelines: Adult immunization schedule (anyone over 18 years old). Retrieved April 29, 2014, from <http://www.cdc.gov/vaccines/schedules/hcp/imz/adult.html>

In addition to current immunization status, all nursing students are required to have documentation of either an annual negative PPD or chest x-ray, as needed.

### Standard Precautions

All students engaged in clinical education activities shall adhere to Standard Precautions as outlined at:

Centers for Disease Control and Prevention. (2010, September 29). 2007 guideline for isolation precautions: Preventing transmission of infectious agents in healthcare. Retrieved 4/17/2013, from <http://www.cdc.gov/hicpac/2007IP/2007isolationPrecautions.html>.

Centers for Disease Control and Prevention. (2011, April 19). Prevention of MRSA infections in healthcare settings. Retrieved 4/17/2013, from <http://www.cdc.gov/mrsa/prevent/healthcare.html> .

### Accidents and Injury to Students

#### Injury/Occurrence Policy

In the case of a student injury during a clinical, the safety and wellbeing of the student is the first priority. The student must **IMMEDIATELY** notify the committee chair or faculty member involved in the clinical learning experience. If the student is injured or experiences a high-risk exposure while in the clinical setting, the faculty member should be notified as soon as safely possible.

The policies of the occupational or employee health department of the institution will be followed. The student should receive the same kind of assessment and care that an employee of the agency would under the circumstances. If the student has sustained a serious injury or has been exposed to blood, body fluids, or hazardous materials, then time is of the utmost importance and the student should receive prompt treatment through the qualified health care provider or the emergency department of his/her choice. Students exposed to blood or body fluids should receive treatment within two (2) hours.

### **Personal Liability and Medical Insurance**

**All students are required to carry personal health and medical insurance.** A School of Nursing incident/injury report is to be completed by the student and faculty member as soon as possible after the incident. The faculty member will notify the Director of the School of Nursing (478.445.5122) as soon as possible. The clinical agency may request that an incident report be completed there as well.

Georgia College, the GC College of Health Sciences and the School of Nursing assume no responsibility for the risks or the costs as a result of a student exposure or injury.

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### **Blood Borne Pathogen Exposure**

Students who experience a needle stick, sharps injury, blood splash, or other potentially infectious contact with body fluids during the course of a clinical educational experience are required to report exposures promptly to the faculty member.

Reporting of blood exposure will not adversely affect a clinical course grade.

Post-exposure prophylaxis shall be offered to students through the agency designated for post-exposure and care according to U.S. Public Health Service Guidelines. Students are required to have health insurance coverage for such follow-ups as neither the clinical agency nor the university or their personnel are liable for the student's health care. The latest guidelines documents may be found at:

Updated U.S. Public Health Service Guidelines for the Management of Occupational Exposures to HIV and Recommendations for Postexposure Prophylaxis (2005) at  
<http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5409a1.htm>

Updated U.S. Public Health Service Guidelines for the Management of Occupational Exposures to HBV, HCV, and HIV and Recommendations for Postexposure Prophylaxis (2001) at

<http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5011a1.htm>

Students shall notify the Director of Nursing within 24 hours. 478.445.5122; 478.445.1076.\

Students shall submit a completed **GC injury/accident report** to the Director's office with two (2) days after incident. This report is required even if an incident report was completed by the clinical agency.

Students are encouraged to make an appointment for free counseling in Student Health Services as desired to help in dealing with concern of exposure.

Students are encouraged to use the following resources for information regarding post-exposure care and prophylaxis:

Exposure to Blood: What Healthcare Personnel Need to Know (2003) published by the CDC and available at:

[http://www.cdc.gov/ncidod/dhqp/pdf/bbp/Exp\\_to\\_Blood.pdf](http://www.cdc.gov/ncidod/dhqp/pdf/bbp/Exp_to_Blood.pdf)

PEPline – National Clinicians' Post-exposure Prophylaxis Hotline at **1-888-HIV-4911**

### **Other Injury**

1. Notify faculty member immediately.\*
2. Initiate injury-reporting system in agency.
3. Report to emergency department or other unit designated by agency for assessment and care.
4. Complete GC Incident/Injury Report and forward to the Office of the Director of Nursing with two (2) days after incident. This report is required even if an incident report was completed by the clinical agency.

\*If an injury occurs during a clinical experience, notify the faculty member as soon as possible without delaying treatment.

\*\*Students are required to have health insurance coverage for such care as neither the clinical agency nor the university or its personnel are liable for the student's health care.



## **ANA Code of Ethics for Nursing**

All professional nurses are expected to incorporate ethics into their practice. Therefore both students and faculty at GC are expected to adhere to the following ANA Code of Ethics:

Provision 1: The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

Provision 2: The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.

Provision 3: The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

Provision 4: The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

Provision 5: The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

Provision 6: The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

Provision 7: The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

Provision 8: The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

Provision 9: The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principle of social justice into nursing and health policy.

### **To access the ANA Code of Ethics with Interpretive Statements:**

<http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics-For-Nurses.html>

*American Nurses Association, Code of Ethics for Nurses with Interpretive Statements, Washington, D.C.: American Nurses Publishing, 2015*

## American Nurses Association Standards

The following American Nurses Association standards of professional practice guide the educational experience of students and the practice of both students and faculty in the School of Nursing at GC.

### Standards of Practice

1. **Assessment.** The registered nurse collects comprehensive data pertinent to the patient's health and/or the situation.
2. **Diagnosis.** The registered nurse analyzes the assessment data to determine the diagnoses or issues.
3. **Outcomes Identification.** The registered nurse identifies suspected outcomes for a plan individualized to the patient or the situation.
4. **Planning.** The registered nurse develops a plan that prescribes strategies and alternatives to attain expected outcomes.
5. **Implementation.** The registered nurse implements the identified plan.
  - A. **Coordination of Care.** The registered nurse coordinates care delivery.
  - B. **Health Teaching and Health Promotion.** The registered nurse employs strategies to promote health and a safe environment.
  - C. **Consultation.** The graduate-level prepared specialty nurse or advanced practice registered nurse provides consultation to influence the identified plan, enhance the abilities of others, and effect change.
  - D. **Prescriptive Authority and Treatment.** The advanced practice nurse uses prescriptive authority, procedures, referrals, treatments, and therapies in accordance with state and federal laws and regulations.
6. **Evaluation.** The registered nurse evaluates progress toward attainment of outcomes.

### Standards of Professional Performance

7. **Ethics.** The registered nurse practices ethically.
8. **Education.** The registered nurse attains knowledge and competency that reflects current nursing practice.
9. **Evidence-Based Practice and Research.** The registered nurse evaluates one's own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules, and regulations.

10. **Quality of Practice.** The registered nurse contributes to quality of nursing practice.
11. **Communication.** The registered nurse communicates in all areas of practice.
12. **Leadership.** The registered nurse demonstrates leadership in professional practice setting and the profession
13. **Collaboration.** The registered nurse collaborates with healthcare consumer, family, and others in the conduct of nursing practice.
14. **Professional Practice Evaluation.** The registered nurse evaluates her or his own nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules, and regulations.
15. **Resource Utilization.** The registered nurse utilizes appropriate resources to plan and provide nursing services that are safe, effective, and financially responsible.
16. **Environmental Health.** The registered nurse practices in an environmentally safe and healthy manner.

Source: (American Nurses Association, 2010b, p. 9-11)

## **Other Information**

### **Nursing International Exchange Opportunities for Graduate Students**

For further information on the international exchange possibilities, please visit the [GC International Exchange](#) website or consult Dr. Sallie Coke (sallie.coke @gcsu.edu).

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### **Scholarships, Awards, and Honors**

#### **Scholarships & Awards**

General information concerning scholarships, awards, prizes, and grants may be obtained from the scholarship committee. Contact the [GC Financial Aid Office](#) at 478.445.5149.

#### **Georgia Nurses Association and Foundation, Inc.**

[GNA and GNF](#) offer awards and scholarships every other year (odd years).

#### **Georgia Association for Nursing Education (GANE)**

GANE offers the Spillman-Bischoff scholarship for graduate nursing students. Visit their website for more information.

#### **Theta Tau Nursing Scholarship**

Students must be enrolled in graduate nursing and a member of the Theta Tau chapter of [Sigma Theta Tau, International to be eligible to apply](#). The recipient must have earned 20 hours of graduate credit prior to the year in which the scholarship is awarded. Contact the Theta Tau Chapter of Sigma Theta Tau International (STTI) for more information.

### **Outstanding DNP Student**

The purpose of the award is to recognize an outstanding DNP student in the areas of clinical performance, community service or service learning, and scholarly activities. Students are encouraged to develop a portfolio which documents their development as a

DNP prepared nurse, emphasizing the following areas: involvement with national or local nursing organizations in their area of expertise, university involvement, community service in the area of nursing, and the development of an evidence based practice in their area of expertise.

The award is given annually each December. Students whose graduate grade point average falls between a 3.50 and 4.00 are eligible to apply.

Eligible students will submit:

1. A cover letter addressing the criteria
  2. A current curriculum vitae
  3. At least one supporting letter from a committee member or representative from an agency where the student's translational research is being conducted.
  4. At least one supporting letter from a faculty member
  5. Link to portfolio
- 

## **Participation in University Community**

### **University-Level Committees**

Graduate students are invited to serve on a number of committees at the University level in order to provide the unique perspective of the graduate nursing student to the group's work. If students have interest in serving on a university-level committee, please contact the Director of the School of Nursing at 478.445.5122/1076.

### **School of Nursing Committees**

Several standing and ad hoc committees exist to enable much of the work of the College of Health Sciences and the School of Nursing. If interested in serving on the Nursing Faculty Organization (NFO), please contact the Director of Nursing at 478.445.5122/1076.

\*Student representatives will be excluded during admission/progression deliberations.

\*\* Ad Hoc committees may be established by any standing committee or the Director and continue to function until their assignment is complete.

## **Translational Research and Clinical Project Overview**

**All DNP students are required to complete a Translational and Clinical Project as part of the requirement for the degree. The following information is meant to provide an overview of that process.**

### **Translational and Clinical Project: What is it?**

“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”. (DNP Essentials, 2006).

Clinical doctoral degrees are distinguished by the completion of a Translational Research and Clinical project that demonstrates a student’s ability to synthesize and apply learning that lays the groundwork for future practice and scholarship. The Doctor of Nursing Practice (DNP) Translational and Clinical Project is a scholarly experience that implements principles of evidence-based practice and science under the guidance of the student’s Doctoral Committee. The DNP Translational and Clinical Project is designed to blend a student’s professional interests and experience with the skills and knowledge gained throughout DNP courses. A project topic will be identified by the student early in the program and completed throughout the course of study.

Unlike a dissertation, the DNP Translational and Clinical Project may take a number of forms. Evidence based practice is the common methodology that undergirds all of the varied projects forms. All projects are designed to improve either clinical outcomes or to resolve the gap between evidence and implementation of the evidence in clinical practices and community policies. See examples of Types of Translational and Clinical Project (Appendix) that meet the requirements for the DNP degree.

### **Practice Hours**

The DNP Translational and Clinical Project is a practice immersion experience designed to support students in the achievement of learning outcomes related to the DNP Essentials and specialty competencies (DNP Essentials, 2006). Students select a specialty practice site to fulfill practice hours and complete the Translational Research and Clinical project under the supervision and mentorship of a practice expert. The specialty practice site may be any healthcare practice setting, including, but not limited to, a clinical agency, school, health department, private provider practice setting, educational institution, or government organization. A **Memorandum of Understanding (MOU)**, **Approved Internal Review Board (IRB)** or a **Statement of Mutual Agreement** are required prior to beginning any practice hours.

Program completion includes a total of 540 practice hours. Graduate level practice hours are based on a 1:4 ratio calculation with 1 semester hour of credit being equivalent to 60 clock hours completed in a 15-week semester.

Five courses are to be utilized for the Project:

- NRS 8300 (Planning)
- NRS 9300 (Planning)
- NRS 9400 (Planning)
- NRS 9310 (Implementing)
- NRS 9320 (Evaluating and Disseminating).

Both direct hours (hours spent at the practice site with the practice expert) and indirect hours (hours spent working on the DNP Translational and Clinical Project, but not

necessarily in the practice site) are counted within this total. The nature of practice hours is mutually agreed upon between the student, the Doctoral Committee and cooperating agencies. Clinical hours are documented on a regular basis using an electronic documentation system. (Satisfactory completion of a “tangible and deliverable academic product” documents completion of practice hours.) A minimum of 1,000 post-baccalaureate practice hours is required to meet the learning objectives related to the DNP essentials and specialty competencies (DNP Essentials, 2006). Some post-MSN students may need to complete additional practice hours. The clinical hours for the DNP are documented using an **electronic clinical system** and an **electronic portfolio**. Students will be provided information and training for both of these systems during immersion week.

### **Communication**

Regular communication between the student and his/her Doctoral Committee is essential for a successful DNP Translational Research and Clinical experience. This communication is expected to be at all times respectful and professional. The primary mode of communication is email and the electronic documentation system. Committee meetings will be conducted using, web conferencing, via telephone conferencing or face to face. Email and phone contact information for committee members is documented on the Doctoral Committee Agreement. The DNP student is responsible for leading their committee meeting with the guidance of the committee chair. Students should allow 48 to 72 hours for response to email communications and 2 – 3 weeks for feedback on written drafts submitted to committee members for review. Students and faculty are required to use the Georgia College accounts for all email communication.

### **DNP Translational and Clinical Project Chair**

By the end of NRS 8300, students should identify their DNP Translational and Clinical Project Chair. The DNP Translational and Clinical Project Chair may be the student’s DNP advisor or another graduate faculty member holding graduate faculty status at GC. The selection of the chair must be documented on the *Doctor of Nursing Practice Translational Research and Clinical Project Request for Appointment of Doctoral Committee* form with all required signatures and submitted to the DNP coordinator.

### **DNP Translational and Clinical Project Committee**

After the DNP Translational and Clinical Project Committee Chair has been identified, the student should meet with that faculty member to constitute his/her DNP Translational and Clinical Project Committee. The committee should be constituted no later than the end of NRS 9300. The DNP Committee should consist of at least two members from within the School of Nursing (the Chair and one other faculty member with Graduate Faculty Status). It is highly recommended that the third member of the committee be from the organization or clinical site where the student will conduct the project or an expert in the area of clinical interest that the student is exploring. The outside committee member under consideration will be required to submit a CV to the committee chair for approval. All members should bring expertise in the clinical nursing phenomena of interest, the methodology used in the project, or other knowledge related to the student’s DNP Translational and Clinical Project. Once the committee is selected, the student must file the *Doctor of Nursing Practice Translational Research and Clinical Project Request for*

*Appointment of Doctoral Committee* form with the Graduate School. The committee must be selected before the project begins.

### **Role of the Translational Research and Clinical Project Committee**

#### *Role of Chairperson:*

1. The faculty member who is invited to become chairperson of the committee may defer acceptance until the candidate has submitted a specific area of inquiry or a beginning Translational Research and Clinical project problem that the candidate has independently identified.
2. The chairperson will assure IRB compliance (if needed), guide the preparation of the Translational Research and Clinical project proposal, the project development, implementation, and evaluative process, and the final project write-up.
3. The chairperson is responsible for ensuring that the entire committee meets with the student at least once before the candidate's Translational Research and Clinical project proposal is submitted for review and approval. There will be at least two meetings of the entire committee, one for the defense of the project proposal and one for final presentation and evaluation of the project when it is completed. It is expected that the project will be of significant rigor to lead to a publishable product. It is also expected that the project will be of use to the agency where the student conducted the project.

#### *Role of all Committee Members:*

1. Critique drafts of the developing Translational Research and Clinical project proposal.
2. Participate actively in the committee meeting(s) on the Translational Research and Clinical project proposal.
3. Review drafts of the final Translational Research and Clinical project, and the final Translational Research and Clinical project product.
4. Share critique and concerns with the student and the chairperson.
5. Potentially a member may actively participate in the conduct of the Translational Research and Clinical project presentation.

### **Document of Student Progress**

The student and Doctoral Committee Chairperson share responsibility for all documentation of the student's progress toward completion of the Translational Research and Clinical project. Documentation of the following will be electronically filed with the School of Nursing Graduate Programs Office.

#### **Doctoral Committee Chairperson will file:**

1. Request for Appointment of Doctoral Committee
2. Request to Change a Doctoral Committee
3. Committee Approval: DNP Translational Research and Clinical Project Proposal
4. Committee Approval: DNP Translational Research and Clinical Project
5. Committee Approval: DNP Translational Research and Clinical Project Dissemination
6. DNP Checklist

**Student will file:**

1. Statement of Mutual Agreement
2. Certificate of Completion: NIH Protection of Human Subjects Tutorial
3. IRB Proposal(s) approved by Committee
4. IRB Notification(s) of Approval
5. Project Proposal approved by the Doctoral Committee and Non-Plagiarism Affirmation
6. Final Report approved by the Doctoral Committee and Non-Plagiarism Affirmation
7. Dissemination Product approved by the Doctoral Committee

Forms throughout this document are available for downloading by faculty and students SON Internet under DNP Forms.

**Translational Research and Clinical Project Steps**

1. Review the DNP Translational Research and Clinical Project process and procedures.
2. Collaborate with graduate faculty during the DNP Immersion Week and email or communicate with faculty to arrange a time to meet if they are interested in discussion research interest with faculty. Review committee guidelines. Select faculty chair and establish Doctoral Committee. Doctoral Committee Chairperson will file *Doctor of Nursing Practice Translational Research and Clinical Project Request for Appointment of Doctoral Committee* form.
3. Obtain a Memorandum of Understanding (MOU) with the practice site where the student will be implementing the project if required. Coordination with the student's Committee Chair will be necessary during this step.
4. Obtain and file a signed **Statement of Mutual Agreement** in regards to the Translational Research and Clinical project.
5. Complete the NIH Protection of Human Subjects Tutorial at <http://phrp.hintraining.com/users/login.php> and file the **NIH Tutorial Certificate of Completion**.
6. Submit draft of DNP Translational Research and Clinical Project Proposal to committee members for review and feedback. Allow 2 – 3 weeks for committee review. Make recommended revisions.



7. Collaborate with Doctoral Committee to schedule a proposal defense meeting. Submit the final/revised copy of the student's DNP Translational Research and Clinical Project Proposal and IRB Proposal(s) to Committee at least 2 weeks in advance of the scheduled meeting.

8. Orally present and defend the DNP Translational Research and Clinical Project Proposal to the Doctoral Committee. Once approved, the Doctoral Committee Chairperson will file the Doctoral Committee approval of the **DNP Translational Research and Clinical Project Proposal Evaluation Form**. Student will file the approved proposal.

9. Submit proper paperwork to the GC Institutional Review Board (IRB) and allow 4 – 6 weeks for the IRB response. This process could take longer in Summer timeframe. IRB approval and/or letter of support from the clinical agency where the project will be conducted will be required for the GC IRB and should be obtained prior to submission to GC IRB. Incomplete or unsatisfactory proposals may require revision and resubmission and extend time for approval. *Project implementation or data collection may not begin until IRB approval is formally obtained.*

10. Notify Doctoral Committee Chairperson of the IRB status and file **IRB NOTIFICATION(s) of APPROVAL**.

11. Implement and evaluate the approved project.

12. Submit the draft of DNP Translational Research and Clinical Project Report to all Doctoral Committee Members for review and feedback. Allow 2-3 weeks for Doctoral Committee review and make recommended revisions.

13. Collaborate with the Doctoral Committee Chairperson to schedule a final project defense meeting.

14. Formally present and orally defend the DNP Translational Research and Clinical Project to the Doctoral Committee. Once defense has occurred the Doctoral Committee Chairperson will file the **DNP Translational Research and Clinical Project Final Approval Form** once it is completed.

15. Submit the agreed upon DNP Translational Research and Clinical Project Dissemination Product to the Doctoral Committee for review and approval.

Allow 2 weeks for committee review, make necessary revisions, and resubmit the product to the Doctoral Committee Chairperson for final approval. The Doctoral Committee Chairperson will file form with Committee approval of the **DNP Translational Research and Clinical Project Dissemination Approval Form**.

16. Upon completion of all DNP Translational Research and Clinical requirements, the Doctoral Committee Chairperson will file a signed **DNP Checklist for Translational**

## **Research and Clinical Project.**

17. Express appreciation to collaborating agencies and persons, preferably in writing.

18. Arrange for a graduation audit and file an Application to Graduate with the Registrar's Office by the deadline. The initial application is normally filed the semester prior to the one in which graduated is anticipated.

## **Preparing the Final Presentation of the DNP Translational Research and Clinical Project**

1. The Translational Research and Clinical project report should be well organized and formatted as outlined below.
2. The Translational Research and Clinical project report is comprehensive, characterized by logical progression of thought, good literary style, and acceptable practices of scholarly writing.
3. The Translational Research and Clinical project proposal should be prepared in strict adherence with the most recent edition of the Publication Manual of the American Psychological Association (APA) published at the time the Translational Research and Clinical project is begun.

## **Written Project Proposal Format Guidelines**

### **Final DNP Translational Research and Clinical Project Report**

The final oral presentation and defense of the Translational Research and Clinical Project marks the completion of the DNP program and is conducted under the auspices of the candidate's Doctoral Committee. The DNP candidate will present the final project at a public forum on the GC-School of Nursing campus in Milledgeville, GA. Specific dates will be scheduled each semester by the SON-Graduate Program for Doctoral Defense Presentations. Committee members are expected to be present on campus for the final presentation if possible. Video teleconferencing is available for committee members unable to attend the defense presentation in person. Notice of each defense presentation will be posted at the campus for public participation. Individuals invited by the candidate are also welcome to attend.

Once all academic requirements have been met, the final project presentation is scheduled. Up to two (2) hours should be allowed for the final defense meeting. The final defense of the Translational Research and Clinical project serves as the final oral comprehensive examination for the DNP program. This oral examination determines if the candidate has met all the requirements of the Translational Research and Clinical project and has completed a project reflective of practice doctoral level academic and clinical work.

Final approval of the Translational Research and Clinical project by the Doctoral Committee publically establishes that the candidate has met all project expectations and, once all academic and clinical requirements are met, has earned a DNP and is eligible for

graduation. If a candidate does not pass the DNP Translational Research and Clinical Project Final Defense, the candidate must correct any deficiencies and meet again with the Doctoral Committee. Candidates are allowed to repeat the final defense once. If the candidate fails the project defense a second time, the candidate is dismissed from the DNP program.

Candidates who do not complete the Translational Research and Clinical project within the six (6) semester hours of NRS 9310 and NRS 9320 --Translational and Clinical Research I and II coursework-- will be allowed to enroll in NRS 9315 – a repeatable course, until all course work is completed for the Translational Research and Clinical Project. All components of the DNP Translational Research and Clinical Project must be successfully completed within 6 years of starting the program. Candidates failing to successfully meet all requirements of the DNP Translational Research and Clinical Project by the required date will be dismissed from the program.

### **Translational Research and Clinical Project Dissemination Product**

The DNP Translational Research and Clinical Project dissemination product may take a number of different forms including: (1) Manuscript for publication; (2) Grant Proposal; (3) Consumer Education Publication; (4) Power point presentation for presentation at a professional conference; (5) Poster for presentation at a professional conference; (6) other. Product must be approved by the DNP Translational Research and Clinical Project Committee **prior to** dissemination. Authorship and publication rights may be shared between the candidate and Doctoral Committee Chairperson, and/or other committee members, and are open to negotiation upon finalization of this project.

#### **PROCEDURE: Dissemination Product Approval**

1. Distribute dissemination product to Doctoral Committee Members for review. Allow 2 weeks for response from committee members.
2. Revise or amend product as needed and re-submit to Doctoral Committee Chairperson for final approval.
3. Documentation:

Doctoral Committee Chairperson will send email to the Assistant Director of Graduate Program that includes the following in the subject line: **Candidate Name, ID#, DNP Translational Research and Clinical Project Dissemination Product Approved.**

Candidate will send email to the Assistant Director of Graduate Program that includes the following in the subject line: **Candidate Name, ID#, DNP Translational Research and Clinical Project Dissemination Product.** Attach final/revised approved proposal and a signed Non- Plagiarism Affirmation.

#### **Statement of Mutual Agreement**

The purpose of the **Statement of Mutual Agreement** is to describe the shared view between the agency and the student concerning the student's DNP Translational Research and Clinical Project. The contents of this statement will vary greatly from one student to another because of the diverse nature of both projects and agencies. This guide provides an

overview of factors that should be considered in creating the statement as well as the format for the statement.

Begin the Statement of Mutual Agreement with the project title and a brief description of the project and resulting products.

With the Doctoral Committee Chairperson and the agency representative, discuss and consider each of the following in creating the Statement of Mutual Agreement.

1. **On-site activities.**

- a) Meetings attended as well as role and level of participation
- b) Access to agency records
- c) Non-disclosure expectations

2. **Products from DNP Translational Research and Clinical Project with potential to market (Intellectual property rights).** If products will be produced as part of the student's collaboration with the agency or with GC School of Nursing, the student agrees to contact the Doctoral Committee Chairperson prior to any contractual agreements. The ownership or intellectual property rights are determined in advance of commercial endeavors.

3. **Understanding regarding written and oral communication** concerning the DNP Translational Research and Clinical Project including final report, abstract, and publication or oral presentation of any aspect of the project.

### **Areas for consideration**

Reference to agency. How should the agency be referred to within the student's work? For example, by name or solely by general type of agency within a region?

- In the student's final report?
- In the executive report?
- In an abstract?
- In professional presentations?
- In professional publications?

Are there any restrictions in the discussion of project details?

Does the Agency require approval prior to communicating project findings in presentations or publications?

After considering the above, write the Statement of Mutual Agreement and then obtain the signatures of the student and the agency as confirmation of the agreement. The faculty committee Doctoral Committee Chairperson's signature designates awareness of the agreement.

## References

- American Nurses Association. (2010a). *Nursing's social policy statement: The essence of the profession* (2nd ed.). Silver Spring, Md.: Author.
- American Nurses Association. (2010b). *Nursing: Scope and standards of practice* (2nd ed.). Silver Spring, Md.: Author.
- American Association of Colleges of Nursing. (2006). *The Essentials of Doctoral Education for Advanced Nursing Practice*. Washington, D.C., Author
- Billings, D. M., & Halstead, J. A. (2009). *Teaching in nursing: A guide for faculty* (3rd ed.). St. Louis, Mo.: Saunders/Elsevier.
- Blais, K., & Hayes, J. S. (2011). *Professional nursing practice: Concepts and perspectives* (6th ed.). Boston: Pearson.
- Fowler, M. D. M. (2008). *Guide to the code of ethics for nurses: Interpretation and application*. Silver Spring, Md. : American Nurses Association.
- Joel, L. A. (2009). *Advanced practice nursing: Essentials for role development* (2nd ed.). Philadelphia: F.A. Davis.
- Kelly, P. (2008). *Nursing leadership & management* (2nd ed.). Clifton Park, NY: Thomson Delmar Learning.
- Nightingale, F. (2008). *Notes on nursing and other writings*. New York: Kaplan Pub.
- Primary and secondary sources: guidelines for authors. (2009). *American Journal of Nursing*, 109(4), 76-77.
- Sackett, D. L., Rosenberg, W., Gray, J., Haynes, R. B., & Richardson, W. S. (1996). Evidence based medicine: What it is and what it isn't. *BMJ*, 312(7023), 71.
- Staggers, N., & Thompson, C. B. (2002). The evolution of definitions for nursing

informatics: a critical analysis and revised definition. *Journal of the American Informatics Association: JAMIA*, 9(3), 255-261.

## **Appendix**

### **DNP Translational Research and Clinical Project Forms**

1. DNP Checklist for Translation Research and Clinical Project
2. DNP Translational Research and Clinical Project Committee Appointment Form
3. DNP Translational Research and Clinical Project Proposal Evaluation Form
4. DNP Translational Research and Clinical Project Final Approval Form
5. DNP Translational Research and Clinical Project Dissemination Approval Form

## DNP Checklist for Translation Research and Clinical Project

| DNP Capstone Project Schedule | Activities   | Outcomes/Product  | Completion   |
|-------------------------------|--|---|--|
| <b>Semester One (Summer)</b>  | <p>Work with course faculty to formulate a practice problem.</p> <p>Begin review of the relevant literature.</p> <p>Organize reviewed literature in a Literature Matrix</p> <p style="text-align: center;">Interview doctoral faculty from the School of Nursing and select a chair for your committee. This should be done no later than 1<sup>st</sup> day of class fall semester.</p> | <p>PICOT Statement</p> <p>Literature Matrix</p> <p>Initial Electronic Portfolio</p> <p>Certificate of Completion: NIH protection of Human Subjects Tutorial</p> <p>Completion of VAIL tutorial.</p>   | <p>Date: ____/____/____</p> <hr/> <p>Student Signature</p> |
| <b>Semester Two (Fall)</b>    | <p>Work with Doctoral Committee Chair to finalize your topic selection and identify second SON Committee Member and outside Doctoral Committee Members.</p> <p>Refine/focus literature search/review and further develop project proposal outline after approval of your Chair. Students should schedule weekly meeting with their chair during this semester.</p>                       | <p>Signed Committee Appointment form – on file in Graduate Nursing Office by midterm of this semester.</p> <p>Curriculum Vitae of outside committee person* presented to be on file with Graduate Nursing Office by end of the semester.</p> <p>*Outside committee member must be approved by your chair.</p> <p>Draft of literature review to be</p> | <p>Date: ____/____/____</p> <hr/> <p>Student Signature</p> |



|                                |  |  |  |
|--------------------------------|--|--|--|
|                                |  | submitted to committee by end of the semester.<br><br>Electronic Portfolio   |  |
| <b>Semester Three (Spring)</b> | <p>Work with Doctoral Committee to finalize draft of chapters I – III of project. Students should schedule weekly meeting with their chair during this semester. Proposal defense dates should be discussed and tentatively set at the initial meeting and a timeline for student work should be developed. The initial meeting with the chair should occur within the first week of class for this semester.</p> <p>Working with your committee develop a plan for dissemination of your project that will be presented at your proposal defense.</p> <p>Set final date for proposal defense (prior to midterm).</p> <p>Submit draft of IRB proposals</p> <p>After approval submit IRB proposals to appropriate agencies.</p> <p>In discussing with your committee chair your project, it will be important early in the semester to determine if the agency where you plan to implement your</p> | <p>Committee Approval: DNP Translational Research And Clinical Project Proposal Evaluation Form.</p> <p>Georgia College IRB mandatory.</p> <p>Other items that may be needed:</p> <ul style="list-style-type: none"> <li>• Memorandum of Understanding (MOU)</li> <li>• Letters of support for project</li> <li>• IRB from other agencies</li> </ul> <p>Electronic Portfolio</p> | <p>Date: ____/____/____</p> <hr/> <p>Student Signature</p> |

|                                      |   |   |  |
|--------------------------------------|---|---|--|
|                                      | <p>project requires a formal Memorandum of Understanding between Georgia College and the agency. It is also important to determine if they have their own internal review board that will have to approve your project. All of these take time and often must be done in a certain order. The Chair of the Committee must complete the site visit form for the Memorandum of Understanding if that is required.</p>   |   |  |
| <p><b>Semester Four (Summer)</b></p> | <p>Student should meet with faculty during immersion week to discuss the hours for the semester and develop a timeline.</p> <p>Implement and evaluate your approved project.</p> <p>Students should meet with Chair each week during the semester.</p> <p>Continue to refine chapters I – III and develop a rough draft of chapters IV and V submit to Chair by last day of the semester.</p> <p>Discuss timeline for project defense, and identify potential date for final defense.</p> | <p>Electronic Portfolio</p> <p>Draft of</p> <ul style="list-style-type: none"> <li>➤ Introduction and problem</li> <li>➤ Literature review</li> <li>➤ Proposed methodology</li> <li>➤ Proposed data analysis</li> </ul> | <p>Date: ____/____/____</p> <hr/> <p>Student Signature</p> |
| <p><b>Semester Five (Fall)</b></p>   | <p>Submit and defend final project to full committee.</p>   | <p>Committee Approval: DNP Translational Research and</p>   | <p>Date: ____/____/____</p>                                |

|  |   |   |                                |
|--|---|---|--------------------------------|
|  | <p>Complete all agreed upon dissemination of final project.</p> <p>Close out IRB application if applicable.</p> | <p>Clinical Project Final Evaluation Form</p> <p>Committee Approval: DNP Translational Research and Clinical Project Dissemination Final Evaluation Form</p> <p>1 copy of project with signed title pages on file with the School of Nursing<br/>Online submission of electronic copy of final project.</p> <p>Completed Electronic Portfolio</p> | <hr/> <p>Student Signature</p> |
|--|---|---|--------------------------------|

| <b>Suggested Timelines for DNP Capstone Project and Graduation</b> |                                      |                        |
|--|--------------------------------------|------------------------|
| <b>Approved Proposal and IRB Approval</b>                          | <b>Last Day for Capstone Defense</b> | <b>Graduation Date</b> |
| April 30th   | November 1st                         | December               |



**Doctor of Nursing Practice Translational Research and Clinical Project  
Request for Appointment of Doctoral Committee**

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Committee Chair Name: \_\_\_\_\_

Committee Chair Signature: \_\_\_\_\_

Committee Member Name: \_\_\_\_\_

Committee Member Signature: \_\_\_\_\_

Committee Member Name: \_\_\_\_\_

Committee Member Signature: \_\_\_\_\_

Agreement Date: \_\_\_/\_\_\_/\_\_\_

**DNP Translational Research and Clinical Project Proposal  
Evaluation Form**

**Project Title:** \_\_\_\_\_ **Version #** \_\_\_\_\_

Student Name: Student

Signature: Committee Chair

Name: Committee Chair

Signature: Committee

Member Name:

Committee Member Signature:

Committee Member Name:

Committee Member Signature:

Agreement Date: \_\_\_/\_\_\_/\_\_\_

|  | <b>Approved</b> | <b>Approved with the following recommendations</b> | <b>Not Approved</b> |
|--|-----------------|--|---------------------|
| <b>Background and Significance</b>   |                 |  |                     |
| Background information demonstrates the focused need or problem.                                 |                 |  |                     |
| Literature review supports significance / relevance of problem / proposed project / intervention |                 |  |                     |
| Need, feasibility and significance are clearly presented   |                 |  |                     |
| <b>Problem Statement or Purpose</b>  |                 |  |                     |
| Problem/purpose clearly described  |                 |  |                     |
| Scope of project realistic and appropriate   |                 |  |                     |
| <b>Theoretical Framework</b>   |                 |  |                     |
| Framework (theoretical/conceptual/practice) is   |                 |  |                     |

|   |  |  |  |
|---|--|--|--|
| described/evident and applicable  |  |  |  |
| Other:  |  |  |  |
| <b>Project Description</b>  |  |  |  |
| Literature, benchmarks and supporting data provided and organized into integrated synthesized summary |  |  |  |
| Project objectives stated in feasible and measurable terms  |  |  |  |
| Congruence of organizations' strategic plan to project is described                                   |  |  |  |
| Other:  |  |  |  |
| <b>Project Design</b>   |  |  |  |
| Appropriate for objectives  |  |  |  |
| Clear rationale for actions/method  |  |  |  |
| Setting and group clearly described   |  |  |  |
| Implementation methods/tools are feasible and clearly described                                       |  |  |  |
| Resources/supports and risks/threats and benefits noted   |  |  |  |
| Time line is clearly described and feasible   |  |  |  |
| Project includes well defined opportunities for student to demonstrate leadership.                    |  |  |  |
| <b>Evaluation Plan</b>  |  |  |  |
| Evaluation plan is coherent / consistent with project plan  |  |  |  |
| Evaluation measures linked to objectives  |  |  |  |
| Outcomes / evidence-based measures appropriate for objectives   |  |  |  |
| Tools / instruments described and linked to measures and objectives                                   |  |  |  |
| Method of analysis clearly described for each measurement.  |  |  |  |
| <b>References</b>   |  |  |  |
| References that are appropriate to the topic and in APA format  |  |  |  |
| <b>Approvals</b>  |  |  |  |
| Letters of support/Statement of Mutual Agreement from cooperating agencies provided.                  |  |  |  |
| Informed Consent, if necessary, meets human subject requirements                                      |  |  |  |
| All approvals are in place  |  |  |  |
| <b>Writing and organization</b>   |  |  |  |

|  |  |  |  |
|--|--|--|--|
| APA format followed appropriately; writing is scholarly and clear; appropriate for doctoral level education.                           |  |  |  |
| <b>Relevant program/clinical questions</b>   |  |  |  |
| Student can articulate response to program/clinical questions arising from this proposal   |  |  |  |
| <b>Dissemination Plan</b>  |  |  |  |
| Plan for dissemination is realistic and provides a variety of opportunities for the student to complete before the end of the program. |  |  |  |

**DNP Translational Research and Clinical Project Proposal  
Evaluation Form**

**Project Title:** \_\_\_\_\_ **Version #** \_\_\_\_\_

Student Name: Student

Signature: Committee Chair

Name: Committee Chair

Signature: Committee

Member Name:

Committee Member Signature:

Committee Member Name:

Committee Member Signature:

Agreement Date: \_\_\_/\_\_\_/\_\_\_

|  | <b>Approved</b> | <b>Approved with the following recommendations</b> | <b>Not Approved</b> |
|--|-----------------|--|---------------------|
| <b>Background and Significance</b>   |                 |  |                     |
| Background information demonstrates the focused need or problem.                                 |                 |  |                     |
| Literature review supports significance / relevance of problem / proposed project / intervention |                 |  |                     |
| Need, feasibility and significance are clearly presented   |                 |  |                     |
| <b>Problem Statement or Purpose</b>  |                 |  |                     |
| Problem/purpose clearly described  |                 |  |                     |
| Scope of project realistic and appropriate   |                 |  |                     |
| <b>Theoretical Framework</b>   |                 |  |                     |
| Framework (theoretical/conceptual/practice) is   |                 |  |                     |



|   |  |  |  |
|---|--|--|--|
| described/evident and applicable  |  |  |  |
| Other:  |  |  |  |
| <b>Project Description</b>  |  |  |  |
| Literature, benchmarks and supporting data provided and organized into integrated synthesized summary |  |  |  |
| Project objectives stated in feasible and measurable terms  |  |  |  |
| Congruence of organizations' strategic plan to project is described                                   |  |  |  |
| Other:  |  |  |  |
| <b>Project Design</b>   |  |  |  |
| Appropriate for objectives  |  |  |  |
| Clear rationale for actions/method  |  |  |  |
| Setting and group clearly described   |  |  |  |
| Implementation methods/tools are feasible and clearly described                                       |  |  |  |
| Resources/supports and risks/threats and benefits noted   |  |  |  |
| Time line is clearly described and feasible   |  |  |  |
| Project includes well defined opportunities for student to demonstrate leadership.                    |  |  |  |
| <b>Evaluation Plan</b>  |  |  |  |
| Evaluation plan is coherent / consistent with project plan  |  |  |  |
| Evaluation measures linked to objectives  |  |  |  |
| Outcomes / evidence-based measures appropriate for objectives   |  |  |  |
| Tools / instruments described and linked to measures and objectives                                   |  |  |  |
| Method of analysis clearly described for each measurement.  |  |  |  |
| <b>References</b>   |  |  |  |
| References that are appropriate to the topic and in APA format  |  |  |  |
| <b>Approvals</b>  |  |  |  |
| Letters of support/Statement of Mutual Agreement from cooperating agencies provided.                  |  |  |  |
| Informed Consent, if necessary, meets human subject requirements                                      |  |  |  |
| All approvals are in place  |  |  |  |
| <b>Writing and organization</b>   |  |  |  |

|  |  |  |  |
|--|--|--|--|
| APA format followed appropriately; writing is scholarly and clear; appropriate for doctoral level education.                           |  |  |  |
| <b>Relevant program/clinical questions</b>   |  |  |  |
| Student can articulate response to program/clinical questions arising from this proposal   |  |  |  |
| <b>Dissemination Plan</b>  |  |  |  |
| Plan for dissemination is realistic and provides a variety of opportunities for the student to complete before the end of the program. |  |  |  |



**Doctor of Nursing Practice Translational Research and Clinical Project  
Dissemination Approval Form**

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Methods of Dissemination proposed by student:

Approved:

Committee Chair Name: \_\_\_\_\_

Committee Chair Signature: \_\_\_\_\_

Committee Member Name: \_\_\_\_\_

Committee Member Signature: \_\_\_\_\_

Committee Member Name: \_\_\_\_\_

Committee Member Signature: \_\_\_\_\_

Date: \_\_\_ / \_\_\_ / \_\_\_

## DNP Translational Research and Clinical Project Final Approval Form

**Project Title:** \_\_\_\_\_ **Defense Attempt** \_\_\_\_\_

**Candidate Name** \_\_\_\_\_ **Chair** \_\_\_\_\_ **Date** \_\_\_\_\_

| The candidate addresses each Translational Research and Clinical component:                           | <b>Approved</b> | <b>Approved with the following recommendations</b> | <b>Not Approved</b> | <b>Comments</b> |
|---|-----------------|--|---------------------|-----------------|
| Background information demonstrates the focused need or problem.                                      |                 |  |                     |                 |
| Literature review supports significance / relevance of problem / proposed project / intervention      |                 |  |                     |                 |
| Need, feasibility and significance are clearly presented  |                 |  |                     |                 |
| Problem/purpose clearly described   |                 |  |                     |                 |
| Scope of project realistic and appropriate  |                 |  |                     |                 |
| Framework (theoretical/conceptual/ practice) is described/evident and applicable                      |                 |  |                     |                 |
| Other:  |                 |  |                     |                 |
| Literature, benchmarks and supporting data provided and organized into integrated synthesized summary |                 |  |                     |                 |
| Project objectives stated in feasible and measurable terms  |                 |  |                     |                 |

|   |  |  |  |  |
|---|--|--|--|--|
| Congruence of organizations' strategic plan to project is described             |  |  |  |  |
| Other:  |  |  |  |  |
| Appropriate for objectives  |  |  |  |  |
| Clear rationale for actions/method  |  |  |  |  |
| Setting and group clearly described   |  |  |  |  |
| Implementation methods/tools are feasible and clearly described                 |  |  |  |  |
| Resources/supports and risks/threats and benefits noted                         |  |  |  |  |
| Time line is clearly described and feasible                                     |  |  |  |  |
| Evaluation plan is coherent / consistent with project plan                      |  |  |  |  |
| Evaluation measures linked to objectives  |  |  |  |  |
| Outcomes / evidence-based measures appropriate for objectives                   |  |  |  |  |
| Tools / instruments described and linked to measures and objectives             |  |  |  |  |
| Method of analysis clearly described for each measurement.                      |  |  |  |  |
| Results organized in appropriate format.  |  |  |  |  |
| Results linked to problem statement.  |  |  |  |  |
| Described the extent to which the objectives were achieved.                     |  |  |  |  |
| Addressed key facilitators and barriers that impacted the project's objectives. |  |  |  |  |

|   |  |  |  |  |
|---|--|--|--|--|
| Described unintended consequences) both positive and negative.  |  |  |  |  |
| Recommendations/Implications addressed for problem statement, supporting organization, key stakeholders, other settings, and student. |  |  |  |  |
| Included recommendations related to Identified facilitators/barriers and unintended consequences.                                     |  |  |  |  |
| Addressed any ongoing activities or evaluations outside the scope of the DNP Translational Research and Clinical Project.             |  |  |  |  |
| Recommendations are described within the framework of the organizations' strategic plan.  |  |  |  |  |
| Contribution to Personal Goals in advance practice nursing.   |  |  |  |  |
| APA format followed appropriately; writing is scholarly and clear; appropriate for doctoral level education.                          |  |  |  |  |
| Candidate articulates response to program/clinical questions arising from this project.   |  |  |  |  |
| Extent to which candidate met goals/aims of project. If not, appropriate rationale and  |  |  |  |  |

|  |  |  |  |  |
|--|--|--|--|--|
| explanation provided.  |  |  |  |  |
| Extent to which candidate integrated scientific curiosity and inquiry in project completion.   |  |  |  |  |
| Extent to which candidate analyzed issues and provided critique of advanced nursing practice within the project.                                     |  |  |  |  |
| Extend to which candidate demonstrated practice inquiry skills including appraising and translating evidence.  |  |  |  |  |
| Evidence of candidate's ability to engage in collaborative partnership(s) in designing and implementing Translational Research and Clinical project. |  |  |  |  |
| Ability of candidate to articulate state of current knowledge as it relates to advanced practice nursing in the health care system.                  |  |  |  |  |

**Overall Evaluation of the Translational Research and Clinical Project Presentation**

\_\_\_\_\_

**Approved**  
Summary Comments:

\_\_\_\_\_

**Conditional Approved**  
Required revisions:

\_\_\_\_\_

**Not Approved**  
Summary Comments:

Signature of Evaluating Faculty \_\_\_\_\_

Date \_\_\_\_\_

**STUDENT HANDBOOK RECEIPT**

I have read the Georgia College Doctor Nurse Practitioner Student Handbook and agree to adhere to the policies stated herein.

Student Name (Please Print): \_\_\_\_\_

Student Signature: \_\_\_\_\_

Student Signature Date: \_\_\_\_\_