



Course Syllabus

Chaminade University Honolulu
3140 Waiialae Avenue, Honolulu, HI 96816
www.chaminade.edu

Course Number:	<u>NUR 852</u>
Course Title:	<u>DNP Scholarly Project I: Design & Ethical Consideration of Practice Application</u>
Department Name:	School of Nursing and Health Professions
College/School/Division:	School of Nursing and Health Professions
Term:	Fall 2022
Course Credits:	4
Class Meeting Days/Hours:	Online, asynchronous
Class Location:	Online

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University Course Catalog Description

This course builds on the problem identified and the literature review completed in NUR 850. The DNP Scholarly Project is a faculty-guided scholarly experience that provides evidence of critical thinking and ability to apply translational research principals through proposal design and development. This course is graded on a Pass/No Pass basis. (Includes 140 clinical hours.) (Approval of Executive Summary of Project and submission to IRB)

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice, and peace
5. Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

DNP Program Learning Outcomes (PLO)

Upon completion of the DNP program:

PLO Concepts	The DNP Graduate Will:
1. Knowledge for Nursing Practice	<i>Integrate</i> nursing science with knowledge from biophysical, psychosocial, analytical, ethics, and organizational sciences as the basis for advanced practice nursing using new approaches to care delivery.
2. Systems-Based Practice, Quality, and Safety	<i>Create and lead</i> high-quality and safe nursing care in a complex global health care environment
3. Scholarship for Nursing Practice	<i>Create and disseminate</i> knowledge in evidence-informed practice.
4. Information Systems and Patient Healthcare Technologies	<i>Evaluate</i> emerging technologies for their ability to improve health care outcomes.
5. Person-Centered Care	<i>Evaluate</i> health policy and advocate for social justice and access to health care, especially for Hawai'ian and Pacific Islanders and other unique populations.
6. Interprofessional Partnerships	<i>Create</i> collaborative interprofessional relationships to improve patient and population health outcomes with an emphasis on select populations, including Hawai'ian and Pacific Islanders.
7. Population Health	<i>Evaluate</i> the social, cultural, and environmental dimensions of population health in practice patterns/systems.
8. Advanced Practice Nursing Professionalism; Personal, Professional, and Leadership Development	Independently <i>assess, diagnose, treat, and manage</i> culturally diverse populations.

Course Learning Outcomes (CLO) and Alignment

Upon completion of NUR 852, the student will:

CLOs	CLO Link to PLOs	Method of Measurement
1. Collaborate with clinical and academic partners on the development of a DNP scholarly project.	6	Collaboration: 1. With instructor through weekly meetings 2. With project liaison at regular intervals
2. Create a relevant, feasible, and safe DNP scholarly project plan that advances health care and promotes positive change for persons, groups, or populations.	2,5,7	Written Assignment: DNP Scholarly Project Proposal Paper Sections I-III DNP Scholarly Project Proposal Presentation
3. Apply information literacy skills in constructing a DNP scholarly project proposal.	1,4	Written Assignment: DNP Scholarly Project Proposal Paper Sections I-III DNP Scholarly Project Proposal Presentation
4. Synthesize knowledge from clinical expertise, patient values, and evidence-based sources for translation into the DNP project plan.	3	Written Assignment: DNP Scholarly Project Proposal Paper Sections I-III DNP Scholarly Project Proposal Presentation
5. Analyze and select appropriate theories, measurement tools and methods to support a DNP scholarly project.	1	Written Assignment: DNP Scholarly Project Proposal Paper Sections I-III DNP Scholarly Project Proposal Presentation
6. Construct a DNP scholarly project plan that reflects ethical research practices, social justice, and a person-centered approach.	5	Written Assignment: DNP Scholarly Project Proposal Paper Sections I-III DNP Scholarly Project Proposal Presentation Online Assignment: Collaborative Institutional Training Institute (CITI) Protected Human Participants Research Training
7. Develop an Institutional Review Board (IRB) application for submission to Chaminade University of Honolulu (CUH) and clinical organization IRBs.	1,5	Written Assignment: Institutional Review Board (IRB) application Form I and II
8. Outline the connection between activities carried out in planning a DNP scholarly project with the professional competencies of the DNP Essentials	8	Online Assignment: DNP Practicum Log

Required Learning Materials

Textbooks

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Harper Collins.

Bonnel, W., & Smith, K.V. (2022) *Proposal writing for clinical nursing and DNP projects* (3rd ed.). Springer Publishing. ISBN 978-0-8261-4894-0

Teaching / Learning Strategies:

This course is online. Online learning resources, discussion forums, individual and small group work, case studies, application assignments, and independent study are teaching-learning strategies that may be utilized in this course. Students are expected to take an active role in their learning process through reading, research, online discussions, and sharing enriching experiences.

This course is a faculty-guided scholarly experience in which each student will design an evidence-based plan for their proposed DNP project. The development of this proposal will require each student's due diligence in managing their time appropriately to make steady progress according to the designated timeline on the course schedule. It will also entail a conscientious approach reflective of a DNP clinical scholar that includes a 'deep-dive' into the research literature combined with 'deep-thought', cogent scholarly writing, and an overall rigorous approach to building a scholarly project proposal.

Attendance and Participation

Regular online attendance and participation/engagement is expected for student success. Therefore, students are expected to attend every class, arrive on time for any scheduled synchronous activities, complete all assigned readings, actively participate in class discussions, complete all class assignments, and always behave appropriately and professionally. Online participation is evident through posting to a discussion board, wiki, virtual office, or classroom meeting, drop box submissions, attending virtual seminars, completing real-time activities or quizzes, and/or other course-related activities (synchronous or asynchronous). Failure to meet attendance and participation expectations may result in grade reduction, remediation requirements, or administrative withdrawal from the course

Assignments

Students must complete all assignments to achieve a passing grade in this course.

Collaboration with Instructor and Project Site Liaison

Students will communicate with their instructor at a minimum once/week to discuss progress on the development of the DNP Scholarly Project Proposal Paper/Presentation. This can occur via email, Zoom, or in person by appointment. At the beginning of the semester each student should collaborate with their instructor to set up a regular schedule of meeting days/times. In addition, students will collaborate with their project site liaison at regular intervals.

Collaborative Institutional Training Institute (CITI) Protected Human Participants Research Training

Students will complete CITI Training following the instructions on the CUH IRB webpage [IRB Training – Chaminade University of Honolulu](#). Please note, NIH training modules are not required and cannot be substituted for CITI training. Students should consult with their DNP Scholarly Project Chairperson to determine which CITI course (Basic Biomedical Investigator, Social Behavioral Educational Investigator or Research with data or laboratory specimen's investigator) modules should be completed.

Final Draft of DNP Scholarly Project Proposal Paper Section I

Students will complete Section I of their DNP project proposal paper using the writing guidelines supplied on

the Canvas course site.
<p>Final Draft of DNP Scholarly Project Proposal Paper Section II</p> <p>Students will complete Section II of their DNP project proposal paper using the writing guidelines supplied on the Canvas course site.</p>
<p>Final Draft of DNP Scholarly Project Proposal Paper Section III</p> <p>Students will complete Section III of their DNP project proposal paper using the writing guidelines supplied on the Canvas course site.</p>
<p>DNP Scholarly Project Proposal Paper</p> <p>Students will format Sections I-III along with an abstract, table of contents, and appendices into a final proposal paper using the guidelines contained on the DNP Project Proposal/Paper rubric. This paper must meet all rubric criteria to pass the course and to proceed to a presentation of the DNP Project Proposal. Rubrics are available on the Canvas course site.</p>
<p>DNP Scholarly Project Proposal Presentation</p> <p>Students will present their project plan to their DNP Scholarly Project Team and an assigned peer for approval. This will be in the form of a professional slide presentation and can be conducted either in person or via Zoom. The project proposal will be evaluated by the DNP Scholarly Project Team using the DNP Project Proposal/Paper rubric. This presentation must meet all rubric criteria to pass the course and to proceed to IRB application submission. Rubrics are available on the Canvas course site.</p>
<p>IRB Application</p> <p>Students will prepare an IRB application once formal approval of the DNP Project Proposal has been received by the DNP Scholarly Project Team. This application must conform with the instructions and form guidelines contained on the CUH IRB Webpage IRB: How to Apply – Chaminade University of Honolulu and in consideration of the criteria contained on the SONHP EBP & Research Committee Pre-IRB Research / Project Rubric supplied on the Canvas course site. Prior to submission to the CUH IRB and/or Clinical Site IRB board(s), the application must be approved by both DNP Scholarly Project Chairperson and the SONHP EBP & Research Committee.</p>
<p>DNP Practicum Log</p> <p>Students will maintain a record of the project hours completed through preparation of the DNP project plan proposal and how they correlate to the competencies of the DNP Essentials. Hours are to be submitted weekly to the Project Concert web platform.</p>

Discussion Board General Guidelines:

Read through the entire discussion board question or prompt before making your initial thread post. Many topics are broken down into multiple components, each of which must be addressed in your initial reply. Be constructive and substantive in your posts and peer feedback. Use an example from the original post to build on, use examples from your current workplace or work experience, stimulate further discourse by asking questions when responding to your peers.

Use good netiquette. Although there is a minimum of three substantive posts to discussion boards, each student should consider replying to any and all questions posed to them by peers or faculty; just as you would in a live conversation.

Support your work. You must have a citation for every post. Citations may include your course textbook, peer-reviewed journal articles, or other high-level evidence. Citations should follow APA 7th edition formatting.

Be sure to post on time (see posting requirements below). Late postings limit the depth of the discussions and make it difficult for peers to provide timely feedback to you. **Late posts will have a 5-point deduction per day up to 48 hours after the due date. Posts more than 48 hours late will receive 0 credit for the assignment.**

Discussion Board Requirements		
Initial Response to DB Question(s)	DUE by 2359 on day 2 of the week TUESDAYS	This post must be a minimum of 250 words and address all components of the DB question(s).
Response Post #1	DUE by 2359 on day 4 of the week THURSDAYS	These posts can incorporate responses to any initial thread post from one of your peers or in reply to a question or comment from one of your peers or course faculty. They must be a minimum of 150 words.
Response Post #2	DUE by 2359 on day 6 of the week SATURDAYS	

Evaluation Methods and Grading Scale

Students must achieve a final grade of B or higher to pass this course. As per the Chaminade University Graduate Catalog, students who fail a course (i.e., receive a grade of C, F, or NC) must repeat the course within 12 months and receive a CR or a grade of B or higher.

Evaluation Method	% of Total Grade	Grading Scale*
Collaboration with instructor and project site liaison	P/F	A = 90-100 % B = 80-89% C = Below 80% and a failing course grade.
CITI Protected Human Participants Research Training	P/F	
Final Draft of DNP Scholarly Project Proposal Section I	P/F	
Final Draft of DNP Scholarly Project Proposal Section II	P/F	
Final Draft of DNP Scholarly Project Proposal Section III	P/F	
Final DNP Scholarly Project Proposal Paper	P/F	
DNP Scholarly Project Proposal Presentation	P/F	
IRB Application	P/F	
DNP Practicum Log	P/F	
TOTAL	100%	

*The College of Nursing and Health Professions does not round grades. For example, a score of 89.7 will be recorded as 89% and a B grade.

Late Work Policy

It is expected that assignments will be submitted on time. Late assignments will be subject to a deduction of 5% per day. No late assignments will be accepted after 48 hours. Extensions on writing assignments are not provided unless prior arrangements have been made with faculty at least a week prior to the assignment due date or unless there are extenuating circumstances. Requests made within the week prior to the due date will not be granted unless there is an emergency.

Grades of "Incomplete"

An *Incomplete* grade is granted at the discretion of the faculty of record and must be aligned with the University policies. Receiving an "Incomplete" for a nursing course that is a prerequisite for a forthcoming nursing course must be completed prior to the start of the new course.

Writing Policy

All written assignments should be formatted to APA 7th edition standards and must be submitted as MS word documents. No google docs, pdf, pages, or other formats will be accepted. Use the following format for naming your assignments: lastname(s).assignmentname

Instructor and Student Communication

Questions for this course can be emailed to the instructor and must be sent using your Chaminade email. Online and phone conferences can also be arranged. Response time is usually within 24 hours, but weekends and University holidays may extend response time.

Online Course Guidelines

Chaminade uses Canvas as the online learning management system (LMS) platform. Please review the Student Tutorial located on the Canvas course dashboard regarding instructions on accessing and submitting materials and assignments. If you are unable to find answers using the student tutorial, you may also contact the assigned faculty with questions regarding course navigation.

Students should follow standard Netiquette guidelines, including but not limited to using the same common courtesy, politeness, and appropriate online behaviors as would be used in a face-to-face environment.

Disability Access

If a student needs individual accommodations to meet course outcomes because of a documented disability, please speak with the course instructor to discuss individual needs as soon as possible so that you may have the opportunity for full participation in class and a fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Failure to provide written documentation through the Counseling Center will prevent instructor(s) from making the necessary accommodations, as instructors cannot provide accommodations unless they have been prescribed by the Counseling Center. Once a student has received an official notice of accommodations from the Counseling Center, it is also very important to discuss these accommodations directly with all instructors so that they can better support student needs. If a student has specific questions regarding individualized accommodations, the student may speak directly with the instructor and/or contact the Counseling Center.

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will not be tolerated at CUH. If a student has been the victim of sexual misconduct, physical and/or psychological abuse, they are encouraged to report this matter promptly. Faculty members promote safe and healthy environments, and any sexual, physical, and/or psychological misconduct or abuse will be reported to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Compliance information:

The Compliance website serves as a resource for compliance matters, including Title IX/Nondiscrimination, the Hawaii Post-Secondary Education Authorization Program, and human resource and employment policies. The Executive Director for Compliance and Personnel Services oversees university-wide efforts to meet compliance standards set forth by University policies and Federal and State regulations.

Grievances, violations or suspected violations of these policies may be submitted by the complainant or may be submitted anonymously to the Executive Director of Compliance and Personnel Services. Reports of violations or suspected violations will be kept confidential to the extent possible, consistent with the need to

conduct an adequate investigation. Mechanisms in which to file a grievance can be found at the following website link: <https://compliance.chaminade.edu/resources>

Attendance Policy

Students are expected to regularly attend all courses for which they are registered. Students should notify their instructors when illness or other extenuating circumstances prevent them from attending class, and they should make arrangements to obtain missed information and complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify the deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade. Students may be automatically withdrawn from the class or receive a failing grade if there are three or more absences, or two absences in a row, in a 15-week term.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid.

When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Chaminade University of Honolulu Student Handbook and the DNP Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook and Program Catalog and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Chaminade University of Honolulu Student Handbook and DNP Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

Unless otherwise instructed, all course submissions should follow the formatting of the *Publication Manual of the American Psychological Association, 7th Edition* format. The faculty of the School of Nursing and Health Professions at Chaminade University of Honolulu is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. Students may be asked to submit course assignments through an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

Technology

A computer with the following technology is required in order to complete courses in the DNP Program: at least Windows 10 (for PCs), at least Mac OS X 10.5.8 (for Macs); a current antivirus program; the current

Microsoft Office (PowerPoint and Word) and Adobe Acrobat; a standard web browser; and an internet or broadband connection with speed and connectivity to support internet searches and video conferencing. Installation of proctoring software may be required.

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Library: The Sullivan Family Library link is available on the CUH website: <http://www.chaminade.edu/library>
 Phone: (808) 735-4725. Krystal Kakimoto, dedicated SONHP librarian: krystal.kakimoto@chaminade.edu

Tutoring and Writing Services

Chaminade offers, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ‘Ike’s website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. TutorMe can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each clinical credit hour earned at Chaminade University should result in a minimum of 70 hours of clinical engagement. Additional work includes preparing for and completing readings and assignments. Such work includes, but is not limited to, all research associated with completing assignments, course readings, participation in tutorials, labs, simulations, and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional and clinical engagement.

Course Schedule

Course content may vary from this outline at the discretion of the instructor to meet the needs of each class.

Dates	Topic Outline	Assignments (Submit all deliverables by 2359 on Sundays)
Week 1	Protecting Human Participants in Research <ul style="list-style-type: none"> • Complete all modules marked <i>Required (R)</i> for <i>BioMedical Researchers</i>. • Keep track of clinical project hours • Collaborate with instructor • Collaborate with clinical site 	READ: Bonnel & Smith Chapters 10, 14 APA Manual Chapter 1 CUH IRB Charter Training Guidelines DELIVERABLES: Submit CITI training Certificates to: 1) Canvas course site 2) Project Concert

	liaison as needed	Submit Log of Project Hours to: 1) Project Concert
Week 2-3	Section I of the DNP Scholarly Project Proposal Paper <ul style="list-style-type: none"> Construct Section I to fulfill rubric and writing guideline criteria Keep track of clinical project hours Collaborate with instructor Collaborate with clinical site liaison as needed 	READ: Bonnell & Smith Chapters 1-4, 9 APA Manual Chapter 2, 3 SQUIRE 2.0 Guidelines DNP Scholarly Project Proposal Paper Rubric DNP Scholarly Project Section I Writing Guidelines
		DELIVERABLES: Submit Final Draft of Section I to: 1) Canvas course site Submit Log of Project Hours to: 1) Project Concert
Week 4-5	Section II of the DNP Scholarly Project Proposal Paper <ul style="list-style-type: none"> Construct Section II to fulfill rubric and writing guideline criteria Keep track of clinical project hours Collaborate with instructor Collaborate with clinical site liaison as needed 	READ: Bonnell & Smith Chapters 5-7 DNP Scholarly Project Proposal Paper Rubric DNP Scholarly Project Section II Writing Guidelines
		DELIVERABLES: Submit Final Draft of Section II to: 1) Canvas course site Submit Log of Project Hours to: 1) Project Concert
Week 6-7	<ul style="list-style-type: none"> Section III of the DNP Scholarly Project Proposal Paper Construct Section III to fulfill rubric and writing guideline criteria Keep track of clinical project hours Collaborate with instructor Collaborate with clinical site liaison as needed It is recommended that the student consult a statistician for advice on developing a data analysis plan. 	READ: Bonnell & Smith Chapters 8, 11-13 DNP Scholarly Project Proposal Paper Rubric DNP Scholarly Project Section III Writing Guidelines
		DELIVERABLES: Submit Final Draft of Section III to: 1) Canvas course site Submit Log of Project Hours to: 1) Project Concert
Week 8-9	Sections I-III Finalization of DNP Scholarly Project Proposal Paper <ul style="list-style-type: none"> Review instructor feedback on Sections I-III and make any necessary revisions/additions. Construct DNP Scholarly Project Proposal Paper to fulfill rubric and writing guideline criteria Keep track of clinical project hours Collaborate with instructor 	READ: Bonnell & Smith Chapter 15 DNP Scholarly Project Section I-III Writing Guidelines DNP Scholarly Project Proposal Paper Rubric
		DELIVERABLES: Submit Final Draft of DNP Scholarly Project Proposal Paper to: 1) Canvas course site Submit Log of Project Hours to:

	<ul style="list-style-type: none"> Collaborate with clinical site liaison as needed 	1) Project Concert
Week 10-11	<p>DNP Scholarly Project Proposal Presentation - Preparation</p> <ul style="list-style-type: none"> Construct DNP Scholarly Project Proposal Slide Presentation to fulfill best practices in slide construction Keep track of clinical project hours Collaborate with instructor Collaborate with clinical site liaison as needed 	<p>READ: Assigned Article(s) on course Canvas site</p> <p>DELIVERABLES: Submit DNP Scholarly Project Proposal Slide Presentation to: 1) Canvas course site</p> <p>Submit Log of Project Hours to: 1) Project Concert</p>
Week 112	<p>DNP Scholarly Project Proposal - Presentation</p> <ul style="list-style-type: none"> Construct DNP Scholarly Project Proposal Slide Presentation to fulfill best practices in slide construction Keep track of clinical project hours Collaborate with instructor <p>Collaborate with clinical site liaison as needed</p>	<p>READ: Assigned Article(s) on course Canvas site</p> <p>DELIVERABLES: Present DNP Scholarly Project Proposal plan to DNP Project Team and Assigned Peer</p> <p>Submit Log of Project Hours to: 1) Project Concert</p>
Week 13	<p>IRB Application(s) - Preparation</p> <ul style="list-style-type: none"> Construct IRB Applications to fulfill criteria of CUH IRB and SONHP EBPR Committee rubric guidelines Keep track of clinical project hours Collaborate with instructor Collaborate with clinical site liaison as needed 	<p>READ: CUH IRB Webpage Resources EBPR Committee Pre-IRB Research / Project Rubric</p> <p>DELIVERABLES: Submit IRB Application to: 1) Canvas course site 2) SONHP EBP & Research Committee</p> <p>Pre-IRB Research / Project Rubric</p> <p>Submit Log of Project Hours to: 1) Project Concert</p>
Week 14	<p>IRB Application(s) - Submission</p> <ul style="list-style-type: none"> Review input from instructor and SONHP EBPR Committee evaluation of IRB application & make necessary revisions Keep track of clinical project hours Collaborate with instructor Collaborate with clinical site liaison as needed 	<p>READ: Assigned Article(s) on course Canvas site</p> <p>DELIVERABLES: Complete revisions to DNP Project Plan as needed. Submit to Canvas course site. Complete IRB application(s) revisions as necessary Submit to CUH and clinical site IRBs after receiving approval to do so by instructor. Complete Log of Project Hours in Project Concert</p>

PLEASE NOTE:

While every attempt has been made to prepare this syllabus and class schedule in final form, it may be necessary for the course leader to make changes as may be deemed essential to meet the learning outcomes

of the course. Students will be notified in writing via Chaminade email of any changes. It is recommended that you check your email and the course Canvas site frequently for announcements. All students will be held responsible to read, understand, and clarify the content within this document.