



School of Nursing and Health Professions
Doctor of Nursing Practice Program

NUR 852 DNP Scholarly Project I: Design & Ethical Consideration of Practice Application

Location meeting and Class meeting schedule: Online Asynchronous

Credits: 4

Term: Spring 2026

Instructor Information



Instructor: Linda Malone, DNP, APRN-Rx, CPNP-PC

Email: Linda.Malone@chaminade.edu

Phone: 808-739-7406

Time Zone: HST

Office Location: Henry Hall & online

Office Hours: by appointment, in person and online

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.

School & Department Information

School of Nursing and Health Professions

Office Location: Henry Hall 110

Phone: (808) 739-8347

If you have questions regarding the Doctor of Nursing Practice Program, reach out to the DNP Director of the School of Nursing and Health Professions.

Course Description & Materials

Catalog Course 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 the ability to apply translational research principles 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)

Time Allocation

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 credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10-week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

How This Course Meets the Credit Hour Policy

This is a 4-credit course requiring 180 clock hours of student engagement per the official CUH Credit Hour Policy. Students enrolled in this course may anticipated spending 20 hours meeting or corresponding with instructor and project liaison; 5 hours on CITI training; 160 hours writing Sections I, II, and III; 5 hours reading assignments; 5 hours on IRB application; 3 hours logging hours in Project Concert; and 4 hours creating and delivering proposal presentation

Required Materials

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

Bonnel, W., & Smith, K.V. (2025) *Proposal writing for clinical nursing and DNP projects* (4th ed.). Springer Publishing.

Dang, D., Dearholt, S.L., Bisset, K., Ascenzi, J., & Whalen, M. (2021). *Johns Hopkins evidence-based practice for nurses and healthcare professionals: Model and guidelines* (4th ed.). Sigma Theta Tau International. Required in All Courses.

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.

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. 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.

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.

Students will communicate with their instructor at a minimum once/week to discuss progress on the development of the DNP Project Proposal. 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.

Canvas (<https://chaminade.instructure.com>)

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.

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. Tai Arakawa is the dedicated SONHP librarian: tai.arakawa@chaminade.edu

Learning Outcomes

DNP Program Learning Outcomes (PLOs)

Upon completion of the DNP program:

PLO Concepts	The DNP Graduate Will:
1. Integrate Nursing and Transdisciplinary Knowledge for Advanced Practice	Synthesize nursing science with knowledge from the biophysical, psychosocial, analytical, ethical, and organizational sciences to guide clinical reasoning, care innovation, and complex decision-making across diverse populations.
2. Lead Systems-Based Practice for Quality and Safety Improvement	Design, implement, and evaluate evidence-informed strategies to promote high-quality, safe, and equitable care within complex and evolving healthcare systems, locally and globally.
3. Translate and Integrate Evidence for Nursing Practice	Critically appraise and apply research and quality improvement methodologies to improve healthcare delivery and outcomes; disseminate findings to advance nursing practice and population health.
4. Leverage Information and Healthcare Technologies	Integrate informatics, data analytics, and emerging health technologies to optimize care delivery, support clinical decision-making, and improve health outcomes.
5. Advance Person-Centered, Equitable Care	Promote culturally responsive, person-centered care and advocate for policies that improve access, reduce health disparities, and promote social justice.
6. Foster Interprofessional Collaboration for Health Outcomes	Build and sustain collaborative partnerships across disciplines to improve individual and population health outcomes, with a focus on culturally distinct communities and high-priority health needs.
7. Promote Population Health and Address Social Determinants of Health	Assess and respond to the social, cultural, economic, and environmental determinants of health; design population-based interventions that advance health equity and resilience across communities.
8. Demonstrate Clinical Expertise and Professional Leadership in Advanced Practice Nursing	Provide evidence-based, independent clinical care through advanced assessment, diagnosis, and management of diverse individuals and populations; model professional integrity, ethical leadership, and lifelong development in the advanced practice role.

Course Learning Outcomes (CLOs) 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

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, and integrity of creation.
5. Educate for adaptation and change.

This course specifically addresses Marianist values #2, 4, and 5. During the course, students are guided by quality educational principles to apply critical thinking and translational research principles to create a quality improvement project aimed at service to the community. Inherent to this process is an examination of healthcare problems and development of strategies 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 ('Olelo 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 ('Olelo 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 ('Olelo 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 ('Olelo 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 ('Olelo No'eau 203) All knowledge is not taught in the same school

Course Activities

Assignments

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

Discussions

Online Class Discussion Board (DB):

Discussion board assignments allow students to reflect thoughtfully and exchange ideas on the topics covered in this course. Students will interact on discussion boards during select identified weeks during the term. Each discussion board assignment will have an identified question or prompt. Each student must reply in an initial thread post and then continue in the discussion of the topic with a minimum of two response posts to student peers and/or course faculty. All postings should be substantive and graded based on the provided discussion board rubric.

DB 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 minimum of four citations for every post. Citations should include your course textbook or other supplied course resources, as well as other high-level evidence. At least two citations should be from sources not provided in course resources. 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.*

DB Posting Requirements:

- Initial Thread Post is due by 11:59 pm on TUES of the week. This post must be a minimum of 250 words unless otherwise specified.
- Response Post #1 is due by 11:59 pm on THURS of the week. This post 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 who commented on your initial thread post.

- Response Post #2 is due by 11:59 pm on SAT of the week. This post 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 who commented on your initial thread post.

Assignments (continued)

Project Proposal Abstract Students will complete a 2–3-page comprehensive abstract of their planned DNP project in preparation for the start of NUR852. Due 1 st day of NUR852.
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 weekly 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.
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.
Final Draft of DNP Scholarly Project Proposal Paper Section II Students will complete Section II of their DNP project proposal paper using the writing guidelines supplied on the Canvas course site.
Final Draft of DNP Scholarly Project Proposal Paper Section III Students will complete Section III of their DNP project proposal paper using the writing guidelines supplied on the Canvas course site.
DNP Scholarly Project Proposal Paper 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.
DNP Scholarly Project Proposal Presentation Students will present their project plan to their DNP Scholarly Project Team. This will be in the form of a professional slide presentation and conducted 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.
IRB Application 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 guidelines contained on the CUH IRB Webpage. Prior to submission to the CUH IRB and/or Clinical Site IRB board(s), the application must be approved by your DNP Scholarly Project Chairperson.

DNP Practicum Log

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.

Course Policies

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.

Students should notify their instructors when illness or other extenuating circumstances prevent them from participating in class and make arrangements to complete missed assignments. It is the instructor's prerogative to modify deadlines of course requirements accordingly.

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 the 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.

Student Conduct Policy

Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one student may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules 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 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 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 Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website under Student Life. For further information, please refer to the Chaminade Catalogue.

Late Work

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.

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

Guidance for Generative Artificial Intelligence (AI)

The use of Generative AI should be seen as a tool to enhance academic research, not as a replacement for critical thinking and originality in assignments. Students are not permitted to submit assignments that have been fully or partially generated by AI unless explicitly stated in the assignment instructions. All work submitted must be the original work of the student. Students are cautioned to disable the automatic generative AI features of their word processing programs. Students may be required to re-write assignments that demonstrate substantive use of generative AI.

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.

Changes to the Syllabus

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 and/or Canvas announcements 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.

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*
Project Proposal Comprehensive Abstract	P/F	A = 90-100 % B = 80-89% C = Below 80% and a failing course grade.
Collaboration with instructor and project site liaison	P/F	
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 of 140 hours	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.

Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a university official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

Title IX

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 you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator, Roxana Jimenez at (808) 739-8530, titleix@chaminade.edu, or compliance@chaminade.edu. 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.

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors

each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua ‘Ike: Tutoring & Learning Services

Chaminade is proud to offer free, 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 for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

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 liaison as needed 	READ: Bonnel & Smith Chapters 10, 14 Dang et al. Chapters 1,2,3 APA Manual Chapter 1 CUH IRB Charter Training Guidelines DELIVERABLES: *Project Proposal Comprehensive Abstract Is DUE 1st day of NUR852 Submit CITI training Certificates to: 1) Canvas course site 2) Project Concert 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: Bonnel & Smith Chapters 1-4, 9 Dang et al. Chapter 4 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 Dang et al. 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 Dang et al. Chapter 8 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 8-10	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 ● Collaborate with clinical site liaison as needed 	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: 1) Project Concert
Week 11-12	DNP Scholarly Project Proposal Presentation - Preparation	READ: Assigned Article(s) on course Canvas site

	<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>DELIVERABLES: Submit DNP Scholarly Project Proposal Slide Presentation to:</p> <p>1) Canvas course site</p> <p>Submit Log of Project Hours to:</p> <p>1) Project Concert</p>
Week 13	<p>DNP Scholarly Project Proposal - Presentation</p> <ul style="list-style-type: none"> ● 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> <hr/> <p>DELIVERABLES: Present DNP Scholarly Project Proposal plan to DNP Project Team and Assigned Peer</p> <p>Submit Log of Project Hours to:</p> <p>1) Project Concert</p>
Week 14	<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</p> <hr/> <p>DELIVERABLES: Submit IRB Application Draft to:</p> <p>1) Canvas course site</p> <p>Submit Log of Project Hours to:</p> <p>1) Project Concert</p>
Week 15	<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> <hr/> <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>