

CAPSTONE PROJECT GUIDELINES – PART A
University of Michigan-Flint
Department of Nursing
Doctor of Nursing Practice (DNP)

Capstone Project

The DNP involves mastery of an advanced specialty within nursing practice. The student must complete a specific project that demonstrates synthesis of the student's work and lays the groundwork for future scholarship. The Capstone Project is a culmination of the knowledge gained in the DNP courses. This project will demonstrate identification and resolution of a **practice** problem through the scholarship of application. The Capstone Project will demonstrate competence in Evidence-Based Practice (EBP), Cultural Competency, and Leadership.

The primary objective of the project is the improvement of healthcare outcomes in the practice setting. The evidence-based Capstone Project may take a number of different forms. The project may include changes in the healthcare delivery system, organizational changes that impact healthcare at the local, regional and national level and legislation and health care policies that reduce healthcare disparities.

To meet the University of Michigan-Flint Department of Nursing DNP graduation requirements, dissemination of the Capstone Project results must include:

- An executive summary of the completed Capstone Project submitted to the Capstone Project Committee at the completion of the Third Capstone Seminar
- Poster presentation of the Capstone Project proposal at a profession conference as part of completion of the Second Capstone Seminar
- Podium presentation of the completed project at a regional, state, or national professional conference at the completion of the Third Capstone Seminar
- A submitted manuscript of the completed project to a peer reviewed professional journal at the completion of the Third Capstone Seminar

Capstone Project Committee

The Capstone Project will be under the direction of a University of Michigan-Flint Nursing Department faculty member. The structure of the committee for the Capstone Project will be two to three individuals. The size of the committee structure should take into account the strengths and limitations of both the DNP student and his/her faculty chairperson. The committee structure should meet a twofold goal. The first goal is to align the DNP student with the appropriate research and/or content experts in the area of the proposed Capstone Project. Second, the committee structure will support the completion of the project in a timely manner so as to increase the impact of the Capstone Project on the intended clinical site/population.

The chair will be from the University of Michigan-Flint Department of Nursing and doctorally prepared. The co-chair will be also be from the University of Michigan-Flint Department of Nursing. The third member of the committee will be the Mentor. The Mentor will be a stakeholder within the organizational structure where the Capstone Project is taking place and from the same geographical area of the student.

Prior to the initiation of the research, the student must submit the Capstone Committee Approval Form to the Department of Nursing DNP Office for final approval of committee members.

Capstone Process

Step One of the Capstone Process: Capstone Project Proposal

The DNP Capstone Project proposal will include:

- Overview of the project
- Problem statement and background information including description of the project and how the project intervention addresses at least one challenge/problem that influences healthcare for a significant number of persons
- The need and feasibility of the project including market/risk analysis
- Projected leadership skills expected of the DNP graduate(s)
- Evidence of stakeholder support for the project
- An evidence-based interventional proposal
- A timeline which includes all phases of the project
- Evaluation plan with methodology and measures included that are evidence-based
- Timeframe that is reasonable and comprehensive
- Budget (if applicable) with funding sources identified
- Evidence of IRB (PEERS) completion

Step Two of the Capstone Process: Capstone Project Proposal Approval and IRB application

The Capstone Project Proposal must be presented to and approved by the committee members. The student must set a Capstone Project Approval Meeting that is mutually approved by all of the committee members. At least 14 calendar days prior to this meeting, the student must submit a copy of the Capstone Project Proposal to all of the committee members and the research faculty. At the meeting the student will present a PowerPoint presentation to the committee members. This meeting may be virtual or face-to-face.

The student will revise the written Capstone Project Proposal based on feedback received from the Committee and return the revised proposal to the committee for final approval. Upon written approval received from the committee, the DNP student may move forward for IRB application.

The chair of the Capstone Project committee shall be listed as the Principal Investigator (PI) on the IRB application. Written approval of the IRB application must be presented to the Capstone Project Committee upon completion of this step.

Step Three of the Capstone Process: Data Collection

Once written approval from the IRB has been obtained, the DNP student may begin data collection. During this time the DNP student initiates regular communication with the Chair and Committee Members (monthly updates at a minimum are expected).

Step Four of the Capstone Process: Analysis/synthesis of findings and Summary of Findings

Analyze, if appropriate, and synthesize findings from the project. Establish conclusions and recommendations based on the synthesis of evidence from the project. Develop a scholarly document to be presented to the Capstone Project Committee.

Step Five of the Capstone Process: Dissemination of findings

Upon completion of the Capstone Project, the student is required to submit in writing, the formal report. The written report is to be submitted first to the Capstone Project Committee Chair and secondly to the remaining committee members.

The DNP student will complete a manuscript for submission to a scholarly journal. The DNP student will present findings at a professional meeting. The DNP student will present findings to other DNP students at final residency prior to graduation.

University of Michigan-Flint
Department of Nursing
Doctor of Nursing Practice (DNP)
DNP Course Timeline

Course	Topics	DNP Competency
Research I Year One Spring	Overview EBP including process EBP Cultural Awareness Leadership Begin Reflective Journaling Begin PEERRS certification for IRB application Interview potential chairs before Research II	Plans for project to be culturally competent (Essential: Health Care delivery systems) Applies ethical principles in the development of project (Essential: Ethics)
Research II Year Two Fall	Identify Capstone Project Topic Overview of the project Problem statement and background information including description of the project and how the project intervention addresses at least one challenge/problem that influences healthcare for a significant number of persons The need and feasibility of the project including market/risk analysis Projected leadership skills expected of the DNP graduate(s) Evidence of stakeholder support for the project An evidence-based interventional proposal Timeline including all phases of the project Evaluation plan with methodology and measures included that are evidence-based Timeframe that is reasonable and comprehensive Budget (if applicable) with funding sources identified Evidence of IRB (PEERRS) completion Complete committee membership	Uses clinical practice knowledge as a frame for research topic (essential Independent practice) Applies ethical principles in the development of project (Essential: Ethics) Completes literature review. Uses literature review to frame project (Essential: Scientific Foundation) Identifies and partners with other professionals on project (Essentials: Leadership)

	Chair Co-Chair Mentor (content) from your geographical area Set time table for committee meetings Obtain site approval	
Research III Year 2 Winter	Complete proposal for Capstone Project Capstone Project Proposal Approval Obtain IRB approval Data collection Set up analysis	Plans for peer review of project with committee members Complete proposal approval (Essential: quality) Translates literature review to frame research question (Essential: technology and information literacy) Demonstrates skill in consensus building to carry out project (Health Care Delivery Systems)
Capstone I Year 2 Spring	Complete research Enter data Analyze data Write up results Begin plan for evaluation dissemination Submit abstract for presentation at conference	Complete proposal defense (Essential: quality) Evaluates systems variables for impact on research project (Essential: Quality) Demonstrates investigative skill in carrying out the project (Essential: Practice Inquiry) Disseminates literature review knowledge to diverse audiences (essential: Practice Inquiry) Develops systems to collect information related to project (Essential: Technology and Information literacy)

Capstone II Year 3 Spring	Finalize Capstone Project Write up conclusions Write up implications (policy, business, practice, research/funding, leadership, team)	Analyzes project for policy implications and plans to influence policy at local, community, or state level or higher. (Essential: Policy)
Capstone III Year 4	Approval of Capstone Project Report Article submission Podium presentation Poster presentation at Research Day at University of Michigan-Flint Residency in May of Year 4	Uses knowledge of systems and organizations to plan, implement and evaluated project (Essential: health Care Delivery System)

GRADUATE NURSING PROGRAM RESEARCH PROJECT IRB/AUTHORSHIP AGREEMENT

1. The conceptualization for this project was jointly (student plus faculty) or individually (students(s)/faculty) developed.
2. The project investigator for this project will be _____.
3. Authorship of future articles will be:

based on substantial contributions to the article.

Signatures:

ACCESSIBLE CAPSTONE EXAMPLES – PART B
DNP Projects: Full Projects

❑ **Article with CE test¹**

- Andrea Centrella-Nigro, DNP, RN, CNE

Hispanic Children and Overweight: Causes And Interventions

The incidence and prevalence of overweight is increasing to alarming rates in children and adolescents in the United States. Hispanic children are one of the highest risk groups for overweight. Many different factors are positively correlated with childhood overweight in

Hispanics: lower socioeconomic status, lacking health insurance or being under-insured, poor diet, decreased physical activity, overweight status of parents, mother's perception of overweight, and degree of acculturation. Pediatric nurses are in a pivotal position to assist in curtailing the epidemic. Various evidence-based practices to prevent and treat pediatric overweight are discussed with recommendations to intervene, particularly with Hispanic youth.

¹Test is active through December 2011: Earn 3 ceu for \$15.

<http://www.pediatricnursing.net/ce/2011/article35352356.pdf>

<http://www.pediatricnursing.net/ce/2011/posttest35367368.pdf>

❑ **Regional Healthcare Consumer Resource Website**

- Heather Taylor, DNP'10, RNC, WHCNP-BC Duke University

Linking People to Health Resources in Moore County

Developed and coordinated the implementation of a Web site and toll-free call center that puts those resources at the touch of residents' fingers.

<http://www.firstnavistar.com/Home.aspx>

❑ **Duke University**

- Georgette "Gigi" Gura, MSN'99, DNP'10 Duke University

Screening for Autism in Raleigh (copyright protected)

Designed and implemented an ASD screening process that didn't disrupt the normal operation of her practice; the additional work involved with autism screening, combined with low reimbursement for it, are significant reasons why more practices don't include it in standard well-child visits. With the American Academy of Pediatrics and CDC now recommending autism screening for all children age 18 and 24 months, more practices likely will be looking for guidance. Gura developed a process that includes a template for her practice's electronic medical records system and a laminated, reusable Modified Checklist for Autism in Toddlers questionnaire and scoring template.

- Elizabeth Rodriguez, DNP'10, RN Duke University

E-Sharing Lab Results at Memorial Sloan-Kettering (not currently available online)

Led the design of a system to share certain medical records electronically with patients; conducted follow up outcomes study to evaluate staff and client feedback.

DNP Projects: Published Articles

☐ **Women's Health**

- New Treatment Approach for Osteopenia
<http://onlinelibrary.wiley.com/doi/10.1111/j.1542-2011.2010.00003.x/pdf>
Gillian Tufts, DNP, FNP-BC University of Utah, College of Nursing
gillian.tufts@nurs.utah.edu

☐ **Healthcare Policy**

- The Genetic Information Nondiscrimination Act 2008: What clinicians should understand
<http://libproxy.umflint.edu:5156/doi/10.1111/j.1745-7599.2010.00504.x/pdf>
Jennifer M. Clifton, FNP, DNP (Clinical Instructor), College of Nursing, University of Utah, Salt Lake City, Utah
Susan S. VanBeuge, DNP, APN, FNP-BC (Assistant Professor), School of Nursing, University of Nevada, Las Vegas, Nevada
Christine Mladenka, MSN, OGNP, RNC (Clinical Associate Professor)³, School of Nursing, Idaho State University, Pocatello, Idaho
Kelly K. Wosnik, DNP, FNP-C, Private practice, Provo, Utah

☐ **Research Ethics**

- Conducting Research with the Elderly: Ethical Concerns For a Vulnerable Population
http://snrs.org/publications/SOJNR_articles2/Vol09Num04Art03.html
Susan A. Walsh RN MN CCRN Doctoral Student Georgia State University
SusanWalsh@mail.clayton.edu

☐ **Diabetes**

- Implementing an evidence-based metabolic syndrome prevention and treatment program utilizing group visits. (pilot program) 2011
Journal of the American Academy of Nurse Practitioners, (23)2, p. 76.
Deborah M. Greer, DNP, ARNP
Dawn C. Hill, DNP, ARNP, CDE

☐ **Older Adult Health and Wellbeing**

- Living Alone In Community and Over 85 Years Old: A Case Study
http://snrs.org/publications/SOJNR_articles2/Vol09Num01Art11.html
Diana M. Pierini, RN, BSN Doctoral Student, School of Nursing, The University of Texas at Austin, Austin, Texas
Deborah L. Volker, RN, PhD, AOCN Professor, School of Nursing, The University of Texas at Austin, Austin, Texas dianapierini@yahoo.com

DNP Projects in Print

- ❑ [Earnest Ruth Agnew, DNP, RN](#) Samford University 2009 Education **Implementation and Evaluation of a Commercially-Prepared Clinical Simulation Scenario in a Community College Associate Degree Nursing Program**
eragnew@iccms.edu
- ❑ [Martha Smith Anderson, DNP, CS-BC, FNGNA](#) Case Western Reserve University 2008 Clinical Practice **Targeted Interventions with Older Adults Experiencing Mild Cognitive Impairment**
msanderson@jchs.edu
- ❑ [Emily Barnes, DNP, FNP-C](#) West Virginia University 2009 Clinical Practice **Implementing Clinical Practice Guideline Recommendations to Address Adult Obesity: A Practice Change in Primary Care**
ebarnes@hsc.wvu.edu
- ❑ [Susan L. Benson, DNP, APRN](#) University of Colorado-Denver College of Nursing 2009 Clinical Practice **Treatment Fidelity Evaluation of Telehealth Stage-Based Motivational Interviewing Interventions**
sueleebee@yahoo.com
- ❑ [Catherine S. Bishop, DNP, NP](#) Chatham University 2009 Clinical Practice **Cancer Patient's Perceptions of Oncology Nurse Practitioner Role in Cancer Management: Future Implications**
ctsbishop@aol.com
- ❑ [Mary Brann, DNP, MSN, RN](#) Touro University Nevada 2009 Administration **Integrating Nursing Peer Review Into a Unit Shared Governance Model**
mary.brann@tun.touro.edu
- ❑ [Tracey L. Brewer, DNP, RNC](#) Case Western Reserve University 2009 Clinical Practice **Pediatric Nurses' Attitudes and Knowledge Regarding the Provision of Breastfeeding Support in a Pediatric Medical Center**
Tracy.Brewer@cchmc.org
- ❑ [Kathy Diane Butler, DNP, RN, FNP-BC, NP-C](#) Oakland University 2010 Clinical Practice **Nurse Practitioners and Evidence-Based Nursing Practice**
dbutlerfnp@hotmail.com
- ❑ [Genevieve J. Cline, DNP, NNP-BC](#) Not yet available 2010 Clinical Practice **Implementation of an Evidence-Based Neonatal Code Blue Class to Enhance the Knowledge and Skill Retention of Neonatal Nurses**
gencline@msn.com

- ❑ [Joseph M. Filakovsky, DNP, APRN, ACNS-BC, CCNS, FAHA](#) Case Western Reserve University 2007 Education **Effect of an Intervention to Increase Knowledge of the Danger of Delay in seeking Treatment for Chest Pain**
joseph.filakovsky@yale.edu

- ❑ [Aida J Lopez, DNP, ARNP, FNP-C](#) Case Western Reserve University 2007 Clinical Practice **Spiritual Practices and Spiritual Well-Being of Women with Gynecological Cancer**
AidaARNP@aol.com

- ❑ [Patricia Meade-D'Alisera, MSN, FNP-BC](#) 2009 Clinical Practice **Use of the Health Report Card to Promote Healthy Behaviors in Firefighters**
(email not currently available)

- ❑ [Ronda Mintz-Binder, DNP, RN](#) Case Western Reserve University 2007 Education **Social Support and Job Satisfaction among California Associate Degree Nursing Directors**
rondamb@uta.edu

- ❑ [Joseph N. Ndongwa, DNP, ANP, FNP-C](#) Robert Morris University 2009 Clinical Practice **Antibiotic Prescribing for Adults with Upper Respiratory Tract Infections in an Urban Family Care Center Serving Predominantly African American Community in Western New York**
bangante@bluefrog.com

- ❑ [Thomas Oertel, DNP, RN, NP](#) Grossmont College 2009 Clinical Practice **Development of a Grading System for the Heel-Shin Test Using the e-Delphi Method**
tom.oertel@gcccd.edu

- ❑ [Annette Perschke, RN, MSN, CRRN](#) Johns Hopkins University School of Nursing 2009 Clinical Practice **Examining and Reducing Distractions and Interruptions During Medication Administration on a Pediatric Medical Surgical Inpatient Unit: A Translation Study**
APersch1@son.jhmi.edu

- ❑ [Jan Peterson, DNP, FNP-BC](#) University of Massachusetts - Amherst 22009 Clinical Practice **Using the Transtheoretical Model in Primary Care Weight Management: Tipping the Decisional Balance Scale for Exercise**
janp919@charter.net

- ❑ [Theresa M Sanders, MSN, CRNP-C, DNP Student](#) Robert Morris University 2009 Clinical Practice **Barriers to NP Practice in Rural Areas**
treefnp@msn.com

- ❑ [Sandra Santucci, RN, MSN, DNP Student](#) University of South Alabama 2010 Administration **A System Change: Expansion of Primary and Secondary HIV Prevention in a**

Marginalized Community

sks27@bellsouth.net

- ❑ [Kathy Shaw, DNP, RN, CDE](#) Medical College of Georgia 2009 Administration **Diabetes Self Management Education for Uninsured Adults**
kshaw@mcg.edu
- ❑ [Bridget B. Stover, RN, MSN, ANP-BC, FNP-BC, Pain Management BC, DNPc](#) Robert Morris University 2010 Clinical Practice **Effects of Vitamin D with Lumbar Spinal Stenosis Pain**
bstovermot@aol.com
- ❑ [Martha Summers, RN, FNP, DNP](#) West Virginia University 2009 Clinical Practice **The Development, Implementation and Evaluation of a System Based Physical Activity Promotion Program in a Free, Rural, Primary Care Clinic**
msummers@hsc.wvu.edu

Preceding list obtained from Doctors of Nursing Practice website, with abstracts (only) available: <http://www.doctorsofnursingpractice.org/studentprojects.php>

- ❑ Linda Louise Hundley 2010 College of Nursing, The University of Arizona
A PROGRAM EVALUATION OF AN INTEGRATIVE WELLNESS PROGRAM
http://www.nursing.arizona.edu/Library/Hundley_Linda_Practice_Inquiry.pdf
(please cut and paste link into address bar)
- ❑ Nora Zinan 2010 University of Massachusetts – Amherst Doctor of Nursing Practice (DNP) Capstone Projects School of Nursing
Bully Victim Identification and Intervention Program for School Nurses
mnsjzinan@comcast.net
- ❑ Helen Crean Taugher DNP 2010 University of Massachusetts – Amherst Doctor of Nursing Practice (DNP) Capstone Projects School of Nursing
Program Evaluation for Tdap Immunization Standing Orders in a Birthing Hospital
htaugher@admin.umass.edu

DNP Handbooks w/ Project Descriptions

- ❑ **University of Utah**
http://nursing.utah.edu/pdf/dnp_handbook.pdf
- ❑ **University of Medicine and Dentistry, New Jersey**
http://sn.umdj.edu/academics/dnp/dnp_overview.pdf

❑ **Purdue University**

http://www.nursing.purdue.edu/academics/graduate/dnp/dnp_ebp_manual.pdf

DNP Project Guidebooks

❑ **Rocky Mountain University**

http://rmuohp.edu/images/uploads/DNP_Capstone_Project_Guidelines.pdf

❑ **University of Washington**

http://www.son.washington.edu/faculty/support/docs/DNP_CapstoneProposal.pdf