

Promoting Scholarship as the Underpinning of the DNP Capstone Project

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Objectives

- At the conclusion of the presentation, participants will be able to:
 - Describe one approach toward defining and validating scholarship in the DNP Capstone Project
 - Identify strategies to ensure student success
 - Describe components of evaluation



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DNP at Rush College of Nursing

- 20+ years of experience at the DNP
- Started with the Nursing Doctorate in early 80's
- Continued with FNP programs requiring NDs in 90's
- Moved into DNP in Systems Leadership in 2000



Experiences with the process helps in various ways

- Practice at the process of developing a project idea
- Comfort with the process
- Spot fault lines in a project earlier in the sequence



Task Force Purpose

- Develop operational guidelines for the DNP Capstone Project
- Apply across all programs
- Support the student in successfully meeting the program terminal objectives

Comprehensive Process

- Identified assumptions and influential factors
- Aligned project expectations with standards
- Reviewed pertinent literature
- Benchmarked with peer institutions
- Reviewed student satisfaction data
- Engaged key stakeholders

First step: Scholarship Defined

- Definition of “scholarship” for DNP students developed based on literature review
- Served as a framework for development of operational guidelines



Scholarship Defined

- Rush DNP students are engaged in the scholarship of application & integration (Boyer, 1990).
- Translate all forms of “best evidence” to practice, its application, & evaluation.
- Collaborate with key stakeholders to improve patient and population outcomes across the continuum of care.



Work of the Task Force

- Project scope
- Project identification
- Proposal guidelines
- Final product
- Structure to support development and implementation of the project



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Project Scope

- Comprehensive analysis of issues
- Improve quality of healthcare, health outcomes and systems
- APN Focus: particular patient population
- Aggregate / Systems / Organizational Focus: System or aggregate issues

AACN DNP Essentials, p. 18



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Identification of a Project

- MSN – DNP students admitted with a project idea
- DNP students who are admitted without a project idea
 - DNP Student Accountable
 - Collaborate with Advisor
 - Specialty coordinator oversight



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Project Planning Courses

- Develop project objectives
- Document evidence base
- Develop plan for implementation and evaluation
- Develop project proposal and IRB Approval
- Format for critique of proposal



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Final Report

- Written paper suitable for publication
 - “Synthesis” and “Scholarship”
- Public presentation
 - Key milestone in the process of scholarly formation



Strategies for Ensuring Success

- Establish strategic partnerships
- Identify major foci for specialty
- Use faculty practice sites
- Matching students to faculty scholarship
- Ongoing projects
- Group projects



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Address a Problem in the Context of Service Delivery System

- Projects take on a problem in the context of the service delivery system
 - Reducing medication errors in a particular hospital service
 - Establish group visits for patients with diabetes
 - Enhance quality through patient centered care
 - Develop an ER protocol for detection of pressure ulcers
 - Develop early screening for post partum depression.



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Evaluation: Formative and Summative

- Formative
 - Problem statement and proposal
- Summative
 - Final presentation
 - Paper suitable for publication

Evaluation

- Four evaluation components
 - Proposal with presentation
 - Final presentation of the project
 - Final paper suitable for publication
 - Validity and reliability of evaluation rubrics

Doctor of Nursing Practice DNP Final Paper Grading Rubric

The final DNP project requires 18 points to PASS

Points	1	2	3	Points Multiplier
Assessment Category	Undeveloped and requires major revisions	Developed but requires revisions in some of the category components	Exemplary with only minor or no revisions required	
Context Analysis				
Implementation / Process Analysis				
Outcome Analysis				

Bottom line: How will students think?

- Cultivating critical thinking around clinical investigation- dialogue around practice issue, methods to address, mechanisms to investigate change
- Dialogue, building student cohorts, public presentation of initial proposal, have a third eye look at project plans
- Take care not to box students in with EBP change



Conclusion

- Synergy between goals of practice partner, student and faculty
- Goals: improvement in quality of healthcare, health outcomes and healthcare systems
- Optimize student and faculty scholarship



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