



EMORY

NELL HODGSON
WOODRUFF
SCHOOL OF
NURSING

**Doctor of Nursing
Practice Program**

**The Doctor of Nursing Practice
Program Handbook
2025-2026**



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Nell Hodgson Woodruff School of Nursing Emory
University

Doctor of Nursing Practice Program Handbook
2025-2026

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Doctor of Nursing Practice Program

Welcome

Welcome to the Doctor of Nursing Program at Nell Hodgson Woodruff School of Nursing. In the following pages, you will find a great deal of information to help you prepare for your transition to Emory Nursing.

If you have not already started exploring the Bridge to Success modules in Canvas, please do so. The modules will support your onboarding and success in the DNP program and allow you to meet and connect with your peers. All students are strongly encouraged to participate. The Bridge to Success modules are asynchronous, and we will offer one more optional synchronous zoom meeting this summer. If you missed these zoom sessions, please reach out and schedule a 1:1 zoom meeting.

The Fall 2025 class schedule for post BSN DNP and post MN DNP is as follows:

- NRSB 704D: Advanced Pharmacology
- NRSB 701D: Advanced Physiology/Pathophysiology across the Lifespan
- NRSB 708D: Person-Centered Care
- NRSB 709D: Designs, Methods, Analyses

The Fall 2025 class schedule for post MSN DNP is as follows:

- NRSB 708D: Person-Centered Care.
- NRSB 709D: Designs, Methods, Analyses

If you are planning to change your residence, email address or telephone number, please inform the DNP Program Administrator as well as update your information in OPUS. This will ensure that we can contact you at any time should important information arise.

The remainder of this letter is focused on answering some common questions related to the following:

- Disability services
- Licensure
- Registration for fall classes
- Textbooks for fall classes
- Computers
- Clinical compliance (Health and Professional Records)
- Transportation

Department of Accessibility Services (DAS)

The [Department of Accessibility Services](#) (DAS) assists qualified students with obtaining a variety of services and ensures that all matters of equal access, reasonable accommodation, and compliance are properly addressed. Qualified students must register with our office and make a request for services. Confidentiality is honored and maintained. Should you need accommodations, please contact the DAS as soon as possible using the following information:

Student-related emails: accessibility@emory.edu

Phone: 404-727-9877 | TTD 404-712-2049

Fax: 404-727-1126

In person: 1946 Starvine Way
Suite 310
Decatur, GA 30033

If you think you may need accommodations, please contact DAS prior to the start of the program as requests are processed in the order they are received. Volume tends to be extremely high at the beginning of the semester. Accommodations cannot be granted until formal paperwork has been processed and approved by DAS.

Registered Nurse Licensure

You are required to have an active/current Georgia nursing/compact RN license before the beginning of the program. If you reside outside of Georgia, you are required to have an active/current RN license in that state. If you do not already have your Georgia nursing license, it is imperative that you begin this process immediately, as obtaining licensure is time consuming

and often takes several weeks. Of note, Georgia is a compact state, but we strongly recommend confirming your license meets Georgia State Board of Nursing requirements.

MN Pathway students must pass the NCLEX-RN examination by October 1st or they will not be able to progress to the spring 2023 semester.

Registration

You will be registered for all of your DNP courses by an Education Coordinator based on your plan of study. As a DNP student, you are responsible for reviewing your Opus registration each semester to ensure you are enrolled in the correct courses based on your plan of study. If any discrepancies are noted, please reach out to an Education Coordinator to ensure corrections are made prior to the add and drop period. If you have completed a course you plan to transfer in, please contact the Education Coordinator as soon as possible to begin the transfer credit process.

REQUIRED SOFTWARE:

- IBM SPSS Statistics for Windows, Armonk, NY: IBM Corp.
 - Laptops with the software are available to borrow for the day from Emory School of Nursing IT office. ○ Please contact the IT team at the following:
 - Room 118
 - Email at son-help@listserv.cc.emory.edu
 - Phone 404-712-9926
 - Additionally, SPSS is available as a free trial available at
 - https://www.ibm.com/analytics/spsstrials?utm_content=SRCWW&p1=Search&p4=43700050436267619&p5=e&gclid=EAIaIQobChMI05GghffK9wIV4f_jBx12lwhKEAAYASAAEg_L7WvD_BwE&gclsrc=aw.ds
- REDCap Access ○ Please ensure you can access REDCap at redcap.emory.edu ○ Information on how to access REDCap can be found at <https://it.emory.edu/catalog/dataand-reporting/redcap.html> or by contacting the IT office.

Computers

A laptop computer with a reliable Internet connection is required. Most examinations will be administered electronically using specialized software purchased by Emory Nursing.

Minimum computer requirements for students can be found at:

<https://www.nursing.emory.edu/pages/computer-requirements-and-setup>

Please note: Notebooks, tablets and computing devices that run light operating systems will not provide the optimal computing experience. These devices are not recommended for use as a primary computer.

Clinical Compliance (Immunizations, Certifications and Clearances)

The School of Nursing facilitates compliance verification and tracking through Complio. You will be asked to submit clinical compliance documents including, but not limited to, immunization records, TB testing, Covid vaccination, physical exam, and background/drug screen to start clinical. Please check your emory.edu e-mail for compliance instructions from son-compliance@emory.edu. Our clinical affiliation agreements may require additional information before you begin your clinical rotations. You will be notified prior to the clinical rotation start if additional documentation is needed.

You will also be responsible for having BLS certification upon entering the program (some specialty APRN plans require ACLS or PALS certifications upon entering the program), and for maintaining those certifications for the duration of the program. It will be the student's responsibility to ensure recertification is completed.

Parking/Transportation

Access to a car will be required for attending most, if not all, clinical rotations. If you plan on parking on campus, please visit [Emory's Transportation](#) website for all parking related information.

If you have questions, please do not hesitate to contact me.

Please feel free to contact us at any time with any additional questions you may have.

Congratulations, welcome to Emory, and we will see you soon!

Sincerely,



Shawana S. Moore, PhD, DNP, APRN, WHNP-BC, PNAP, FAAN, FNPWH (she/her/hers)
Past President 2022-2023 (two-year term), National Association of Nurse Practitioners in Women's Health (NPWH)
1st African- American President of NPWH
Associate Professor, Clinical Track
MSN and DNP Program Director

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Handbook

This handbook has been developed to serve as a guide for DNP students and faculty and not meant as an exhaustive resource. The handbook is revised annually and contains information to support progression in the DNP Program.

Emory University, Nell Hodgson Woodruff School of Nursing Organizing Framework

Emory University, Nell Hodgson- Woodruff School of Nursing has adopted the components of doctoral education as defined by *The Essentials: Core Competencies for Professional Nursing Education* published by the American Association of Colleges of Nursing as the organizing framework of the Doctor of Nursing Practice (DNP) program.

Domain 1: Knowledge for Nursing Practice Descriptor: Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.

Domain 2: Person-Centered Care Descriptor: Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.

Domain 3: Population Health Descriptor: Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.

Domain 4: Scholarship for Nursing Discipline Descriptor: The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.

Domain 5: Quality and Safety Descriptor: Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.

Domain 6: Interprofessional Partnerships Descriptor: Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

Domain 7: Systems-Based Practice Descriptor: Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations.

Domain 8: Information and Healthcare Technologies Descriptor: Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.

Domain 9: Professionalism Descriptor: Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics and values.

Domain 10: Personal, Professional, and Leadership Development Descriptor: Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership.

American Association of Colleges of Nursing (2021) *The Essentials: Core Competencies for Professional Nursing Education*. Washington D.C.

Emory University, Nell Hodgson Woodruff School of Nursing Program Outcomes

The Nell Hodgson Woodruff School of Nursing (NHWSN) aligns with the American Association Colleges of Nursing (AACN) proposed levels for an entry-level and advanced-level of nursing education. The entry-level professional nurse will have the necessary knowledge and proficiencies to practice across a variety of venues with diverse populations. The entry-level nurse is prepared for generalist practice across the lifespan in the following four spheres of care: disease prevention/promotion of health and well-being; chronic disease care; regenerative or restorative care; and hospice/palliative/support care (AACN 2021). Advanced-level nursing education expectations, as conceptualized by the NHWSN and based on the proposed domains, aligning with our values and commitments, to prepare visionary leaders to shape the future of nursing and health care of persons and populations through discovery and leading

implementation of person-centered and population-focused care within the interprofessional team.

The knowledge for nursing practice threads through all domains whereby the integration, translation and application of nursing knowledge and knowledge from other disciplines and the liberal arts and sciences serve as a foundation for professional nursing and the basis for clinical judgement in nursing practice. The influence of the social determinants of health (SDOH) is explicitly embedded into our curriculum and program outcomes. SDOH are defined as cultural, social, environmental, and political influences, that affect individuals across their lifespan as depicted in Figure 1 and Figure 2. SDOH influences are key to developing person-centered and population-focused plans of care.

The graduates of our pre- and post-licensure programs will display the following program outcomes on completion of their entry-level nursing education or advanced-level nursing education program.

Domain: Definition reflects NHWSN values	Entry-Level Professional Nursing Education	Advanced-Level Nursing Education
Person-Centered Care: “Focuses on the individual within multiple complicated contexts, including family and/or important others. Person centered care is holistic, just, respectful, compassionate, coordinated, evidence-based and developmentally appropriate.” The influence of SDOH on person-centered and more broadly, population-focused care, recognizes the individual residing within the context of groups and population influences is an essential element in person-centered care.	Integrate the influences of SDOH and use evidence-based practices to plan, deliver, and evaluate person-centered and population-focused care across time and spheres of care.	Develop and implement person centered and population-focused plans of care across the health care delivery continuum and across time. Plans include evidence-based interventions with consideration of the SDOH and their impact on wellness, prevention, chronic disease, restorative care, and palliative care and quality of life.

Population Health: “Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes”	Implement best evidence to support the health of populations across spheres of care, incorporating social determinants of health, and respect for individuals with an emphasis on diversity, equity, inclusion, and ethics. Support strategies and policies to assure equitable population health outcomes.	Lead initiatives to improve health outcomes of specific populations across spheres of care with an emphasis on diversity, equity, inclusion, and ethics. Advocate for or develop strategies and policies to maximize cost effective and equitable access to quality healthcare.
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Nursing Scholarship and Evidence-based Practice: The scholarship of discovery includes observation, analysis, synthesis, application, and dissemination of findings resulting in a new understanding of nursing phenomena. Emanating from a spirit of inquiry and a readiness for critical examination, scholarship of evidence-based practice is the translation of best evidence,	Integrate best evidence of nursing practice to provide person-centered and population focused care.	Translate best evidence, acquire clinical expertise, and align patient and family’s personal preference and values to advance health through collaborative efforts within the defined area of nursing practice. Lead evaluation and implementation of evidence and quality improvement to guide best practice and optimize outcomes.
Domain: Definition reflects NHWSN values	Entry-Level Professional Nursing Education	Advanced-Level Nursing Education
clinical expertise, and personal preference and values into the process of person-centered care to improve health and transform health care.		Acquire clinical competence within a defined population and/or specialty of advanced nursing practice.

Interprofessional Partnerships: “Intentional collaboration across professions and with care team members, individuals, families, and communities and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.”	Demonstrate understanding and respect for team member perspectives, appreciate varied roles/responsibilities, and utilize evidence-based strategies for effective communication with awareness of personal bias, and the impact of diversity, equity, and inclusion on team-based communication and effective team function. Understand team dynamics and an ability to work effectively in care-oriented teams.	Lead and collaborate on interprofessional activities and initiatives, demonstrating respect and awareness of both nursing’s unique disciplinary knowledge and unique contributions of each profession/discipline to enhance collaboration, team effectiveness and outcomes.
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Quality and Safety via Systems Based Practice Change: Principles of safety and improvement science influence care delivery and contribute to a culture of safety for patients, providers, and workplace environment. Healthcare providers implement knowledge of systems and evidence-based practice to work effectively across the continuum of care, incorporating consideration of cost effectiveness of care. Coordination of resources is necessary to provide safe, quality, and equitable care to diverse populations. “minimize risk of harm to patients and providers through both system effectiveness and individual performance.”	Apply established and emerging principles of safety and improvement science to promote equitable, quality healthcare delivery on an individual and organizational level with consideration to cost effectiveness in healthcare.	Implement established and emerging principles and practices of safety and improvement science to improve care delivery and work environment safety at the individual, organizational and systems levels. Evaluate systems and associated cost effectiveness to develop interventions for delivery of safe, quality, equitable healthcare to diverse populations.
Domain: Definition reflects NHWSN values	Entry-Level Professional Nursing Education	Advanced-Level Nursing Education

Informatics and Healthcare Technologies: “Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.”	Incorporate individual, organizational, and community level data to inform decision making and develop evidencebased plans of care. Utilize communication and information technologies, and professional and regulatory standards to deliver safe, high quality, and efficient healthcare services.	Analyze individual, organizational, and community level data to direct and innovate change in care delivery to improve health outcomes using information and communication technologies.
Professionalism: “Formation and cultivation of a sustainable professional identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing’s characteristics, and values	Executes nursing care with accountability for ethical and participatory approaches to care delivery with respect for diversity, equity, and inclusion of all members of society. Complies with relevant laws, policies, and regulations.	Advocate for and lead change in policies and practice that promote social justice and health equity. Promote the advancement of nursing as a profession with unique knowledge via clinical, organizational, legislative, and educational venues.
Personal, Professional, and Leadership Development: “Participation in activities and self-reflection that foster personal health, resilience, and well-being, and career-long learning, and support the acquisition of nursing expertise and assertion of leadership”.	Develop personal health behaviors, effective interpersonal communication, and conflict management skills that support professional resilience and well-being. Participate in lifelong learning for professional development and leadership.	Contribute to a healthy work environment by role modeling health and wellbeing practices and effective interpersonal communications and conflict management. Participate in lifelong learning, professional service, and leadership in organizational and systems level change.



Figure 1. NHWSN SDOH Four Pillar Framework

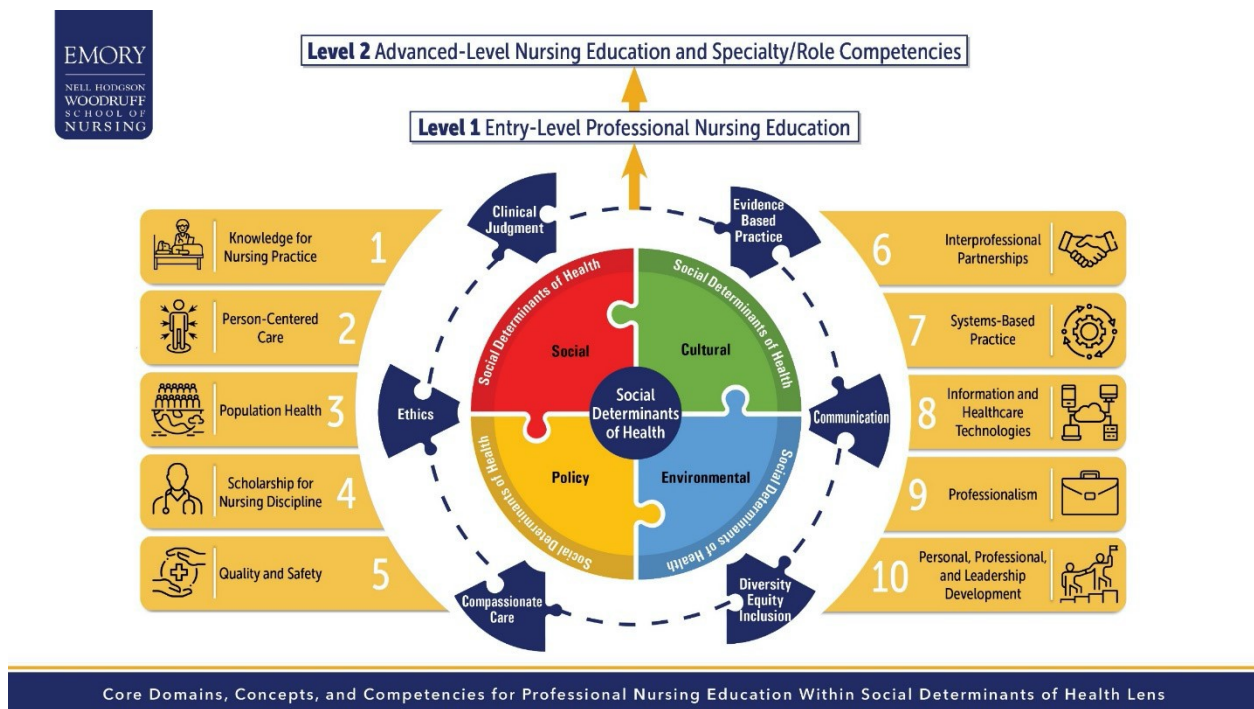


Figure 2. AACN Essentials within a Social Determinants of Health Lens
DNP Program Requirements

All doctoral students, in collaboration with their DNP Program Director will complete and submit a Plan of Study prior to enrolling in classes. The Plan of Study requires the approval of the student's Adviser and/or the DNP Program Director before the student can register in OPUS. Refer to the [School of Nursing webpage for specialty-specific full-time and part-time plans of study](#).

DNP Scholarly Project

All Doctor of Nursing Practice (DNP) students are expected to complete a DNP Scholarly Project. The DNP Scholarly Project is a faculty-guided process to address issues related to implementing, evaluating, and sustaining a particular practice change focused on improving outcomes or health policy. The project provides evidence of the student's practice inquiry knowledge and skills and their ability to apply evidence, research, clinical practice, and leadership principles through problem identification, proposal development, implementation, and evaluation of a problem related to clinical practice, the health care delivery system, or a health care policy issue.

Much of what goes into project selection reflects the professional and personal interests of the student. As with any major undertaking, success includes a series of realistic and achievable goals and expectations. Students are expected to begin the first DNP Scholarly Project course with a well-defined topic, working closely with their faculty advisor.

Composition of the DNP Scholarly Project Team

Overview

Each student's DNP project team consists of at least two members. One member must be faculty from the Nell Hodgson Woodruff School of Nursing, and one member is a Practice Partner working with the student as they conduct their project. The DNP project team will be established by the student with guidance from the project course faculty in collaboration with the DNP Program Director.

The DNP scholarly project team is designed to maximize the DNP student's ability to meaningfully transform practice through the process of designing, implementing, and evaluating a practice-based project. The team members review expectations and sign an agreement to serve on the project team early in the development phase of the project.

DNP Project Team Roles and Responsibilities

DNP Student: It is the responsibility of the DNP Student to lead efforts in establishing and maintaining a project team that leverages the expertise and priorities of team members in the development, implementation, and evaluation of a project for transforming health. Specific responsibilities include:

- In collaboration with project course faculty, specialty coordinator, and/or DNP program director identify and invite members to the DNP Scholarly Project team and establish a relationship with team members.

- Establish the practice partnership with support from the faculty team lead.
- Convene bi-weekly team meetings to discuss progress, communicate regularly with the project team members and course faculty; clarify team roles, and develop project management timeline.
- Obtain signatures on required forms (see below).
- Obtain and submit documents required by NHWSN for practice site partnership (e.g., affiliation agreement)
- Review and abide by all policies and procedures required by DNP program and the practice partners at clinical/project site (e.g., HIPAA training, proof of licensure, IRB). (Policies and procedures will be practice site specific)
- Submit project deliverables at each phase of development for review and approval by team members to adhere to project milestones.
- Maintain a journal to document practicum activities and hours including time devoted to planning, implementing, evaluating, and disseminating the project. (Practicum Journal)
- Develop and obtain approval for timeline for submitting manuscript for publication and presenting DNP Scholarly Project.
- Submit DNP Scholarly Project deliverables for final evaluation to DNP project team and include in e-portfolio.
- Submit final DNP Scholarly Project to the Emory University Repository via Woodruff Health Science Library (Required)

DNP Project Faculty Team Lead: It is the responsibility of the DNP Faculty Team Lead to partner with the DNP Student and guide the development, implementation, and evaluation of a project for transforming health. Specific responsibilities include:

- Assist the DNP student with establishing the clinical partnership.
- Participate in regular team meetings with the DNP student and project team members.
- Review and approve project proposal, final DNP scholarly project document, and final manuscript throughout the three DNP Scholarly Project courses.
- Provide feedback on the student's project deliverables on an ongoing basis.
- Attend DNP student scholarly presentation.
- Evaluate final DNP project deliverables in collaboration with DNP Scholarly Project Team members.

DNP Project Practice Partner Team Member: It is the responsibility of the DNP Practice Partner team member to serve as a resource for the DNP student as they develop, implement, and evaluate their project. Specific responsibilities include:

- Collaborate with the DNP project team and the DNP student to ensure the alignment of the DNP project goals and the strategic practice initiatives of the Practice Partner site/focus.
- Support the student's completion of project requirements according to the guidelines, including the selection of a practice partner/sponsor for the DNP Scholarly Project.
- Provide on the student's project deliverables on an ongoing basis (as indicated).
- Attend DNP student scholarly presentation.

DNP Project Faculty Member (optional): Responsibilities may include:

- Review and provide feedback on drafts of both the written and oral presentation.
- Provide support including technical, content, or methods expertise.

Note: All DNP Team Members must have a doctoral degree.

The project is guided by a two- or three-member team, including a faculty team lead and an external team member (practice partner). The external committee member also typically serves as the student's practicum preceptor. Requirements for committee members are outlined below.

The DNP Scholarly Project is conducted during three consecutive courses. Typically, in NRS 726D (fall semester), students write the proposal and submit the proposal to the appropriate Institutional Review Board, in NRS 727D (spring semester), students implement the project, and in NRS 728D (summer semester), students evaluate and disseminate the project results.

Types of Practice Inquiry Projects

DNP Scholarly Projects may include, but are not limited to, the following examples.

1. Practice change initiative represented by a pilot study or an evaluation of a new practice model.
2. Quality improvement
3. Evidence-based practice
4. Policy analysis/development
5. Financial analysis to compare models of care delivery
6. Program development and/or implementation of clinical practice guidelines
7. Redesign of primary care models
8. Scale-up and customization of existing programs or interventions in a new context 9. Development of innovative product(s) to foster engagement in health-related activities.
10. Substantive involvement in a large-scale practice project.
11. Feasibility studies
12. Case Study/Series
13. Simulation activity to foster engagement in health-related activities 14. Integrative Review with Applicability to a Practice Improvement

DNP Scholarly Project Timeline

Students must begin NRS 726D with a solid practice inquiry topic and question related to practice, the health care delivery system or a health care policy issue. During the summer semester prior to beginning NRS 726D, each student will submit a 1-to-2-page paper as an assignment in NRS 718D: Evidence Based Practice (template included at the end of the document). This document must include the proposed DNP Scholarly Project type, title, purpose, objectives, 1 to 2 referenced paragraphs indicating the need for such a scholarly project and the anticipated practice site. This information provides the DNP faculty the opportunity to review and discuss the topics/ideas and discuss and identify appropriate faculty team leads and determine if a

clinical affiliation agreement exists for the anticipated practice site. DNP faculty will meet to discuss the assignment of faculty team leads to student projects and students will be notified of their faculty team lead prior to the beginning of NRSRG 726D in the fall semester.

Students are not to assemble a scholarly project team prior to being assigned a faculty team lead and discussing committee composition with the assigned faculty team lead.

NRSRG 726D: DNP Scholarly Project I Requirements

- Identify a Faculty Team Lead. A faculty team lead will be identified prior to beginning NRSRG 726D. The faculty team lead must hold an earned doctorate and be a member of the NHWSN faculty. The student and faculty team lead are expected to work closely throughout all stages of the doctoral project. The student and faculty team lead will discuss their communication expectations and needs, as well as identification of potential team members.
- Identify a Practice Partner/Site. Using the student's professional network, determine a practice site for completion of the DNP Scholarly Project. Work with faculty team lead to determine if a current clinical affiliation agreement exists for this site.
- Select Team Member(s). In consultation with the faculty team lead, the student will identify at least one additional team member. The external team member must hold an earned doctorate. This committee member will have practice expertise or a research collaborative relationship that may either facilitate the student's access to the practice site, population or data or supplement the practice expertise of faculty committee member(s). The external committee member also typically agrees to serve as the student's preceptor/mentor.
- The internal committee member (if applicable) should be a subject matter or methods expert or have interest in the topic, hold an earned doctorate and be a member of the NHWSN faculty.
- The student must obtain and submit a curriculum vitae (CV) for all team members other than those affiliated with NHWSN. Students must also obtain license and/or credentials, when appropriate, from external team members and/or preceptors. ***Students should not contact, ask, or speak with potential team members until after they meet with their faculty team lead, and the faculty team lead approves of the potential member(s).***
- Complete Form A. The student will obtain the faculty team lead and team member(s)' signatures on the *DNP Scholarly Project Committee Appointment Request* (Form A). The form can be found on the NRSRG 726D canvas site. The student shall submit the completed form to the canvas site.
- Timetable. The student will develop a DNP Scholarly Project proposal timetable, including a plan to meet the practicum hour requirement and review the plan with her/his faculty team lead.
- Refine the scholarly project purpose. Once the student and faculty team lead agree on the type of project and a practice question/purpose, the student will begin to write the scholarly project proposal, consistent with Writing the DNP Scholarly Project format, noted below.

- Write and revise. The student will review the draft proposal with the faculty team lead and revise as recommended, allowing ample time between revisions. The student should plan to have the proposal completed and approved by the faculty team lead in sufficient time for the full team to review and revisions to occur, when necessary, by the end of the semester. Once approved, the faculty team lead will distribute the proposal to the team members for review. Members should be given two weeks to review the proposal.
- Complete Form B. Once all team members approve the project proposal, the student will request that each team member signs the *DNP Scholarly Project Proposal Approval* (Form B). The form can be found on the NRSG 726D canvas site. Students shall submit the completed form to the canvas site.
- IRB submission. Upon team approval of the scholarly project proposal, the student is ready to submit the Emory University's IRB Non-Human Subjects Research Determination form. If the project is deemed "no e-IRB submission necessary" save this response and upload to the canvas site. If the project is deemed "e-IRB submission necessary, please begin the e-IRB process. Please note that the IRB *policy requires that any undergraduate or graduate student names their faculty advisor (team lead) as PI. Students will be able to manage their submissions once they are assigned proxy status.* Under most circumstances, the student will require IRB approval only from Emory. Students should check with the organization/practice site where the project will take place to see if there are additional IRB requirements. The student shall prepare the required IRB application forms in consultation with the appropriate institutional IRB departments.
- Practice site requirements. Emory Health Care, Grady Health System, and CHOA have extensive requirements to complete a scholarly project at their organizations. *Emory Health Care Nursing Checklist for Academic Nursing Projects:* Faculty will need to place student names on the ACEMAPP list to initiate the credentialing approval process. Complete this form and submit to Wendy Hathaway for DNP Projects. *Grady Health System Nursing Research Council Project Approval Packet:* Faculty will need to place student names on the ACEMAPP list to initiate the credentialing approval process. Complete this packet and submit to Capresha Grant. If the student is a Grady employee, the approval process is shortened. If the student requires access to EHR data, there is an additional approval process. For other practice sites, please check with the practice partner for site specific requirements. Faculty team leads will support students through practice site approval processes.
- ***The student is not permitted to start official work implementing the project until the project receives IRB approval from all required organizational IRBs. IRB determination and/or submission is a requirement of NRSG 726D.***

NRSG 727D: DNP Scholarly Project II Requirements

- Implement. Once IRB approval is obtained, the student implements the scholarly project. During this time, the student maintains frequent communication with the faculty team lead and team members throughout the implementation and completion of the project.

NRSG 728D (721D): DNP Scholarly Project III Requirements

- Analyze and synthesize results.
- Write and revise. The student will write the remainder of the scholarly project document and submit to the faculty team lead according to a mutually agreed upon schedule. As with the proposal, ample time should be allocated for revisions. Once approved, the faculty team lead will distribute the proposal to the team members for review. Members should be given two weeks to review the final scholarly project document.
- Prepare a final oral report. Once the faculty team lead and team members approve of the final scholarly project document, the student shall arrange a mutually agreed-upon date and time for oral presentation (60-minute time period). The student will give a 20-minute oral summary including significance or implications for theory, future research, practice, health policy or education. The oral summary will be followed by discussion. The oral presentation is open to team members and NHWSN faculty.
- Complete Form C. The student will complete the *DNP Scholarly Project Successful Completion* (Form C). The form can be found on the NRSG 728D canvas site. Upon final scholarly project approval, the student must submit an electronic copy to the NRSG 728 canvas site. **The student is required to submit to the Emory University Repository AFTER the team has approved the scholarly project and signed Form C.**
- Disseminate results. The student must submit a draft of a manuscript to the course for future submission to an identified peer-reviewed journal at the completion of NRSG 728D. Manuscripts should not be submitted to journals without the review and approval of the DNP project faculty team lead. It is expected revisions will be required and submission is encouraged post-completion of DNP program. In addition, the student must write an abstract for submission to a local, regional, or national conference and upload abstract to the canvas site.

Writing the DNP Scholarly Project

The length and/or format of the final written document may vary depending on the DNP Scholarly Project option selected. Students may find that they need to rework their proposals several times to achieve clarity, brevity, and completeness. All work is to adhere to the most recent edition of the APA style manual.

Title Page

Abstract should not exceed 120 words

Component 1: Problem Identification, Conceptual/Theoretical Framework and Review of the Literature, Project Design and Methods

Background and Significance Description
of the problem
Population affected (include information about SDOH and DEI)

Epidemiology (include information about SDOH, DEI, structural competency)

Brief description of the state of general knowledge

Organizational/local knowledge of the problem

Significance

Purpose statement

Clinical questions

Project objectives

Assumptions and limitations

Conceptual/Theoretical Framework

Description of framework or model

Figure or model, if relevant

Clear link to purpose and clinical question/s

Conceptual definitions (as applicable)

Literature Review and Synthesis

How have other researchers examined the problem?

Other sources of evidence: guidelines, expert panels

Critical synthesis (what are the similarities and differences among studies) What is the level of evidence to date?

Gaps in the literature

Setting

Population/sample

Inclusion/exclusion criteria Methods:

- What data will be collected?
- What tools will be used to collect these data?
- What is the quality of the measure (validity and reliability)?
- Who will collect the data?
- How will the data collection methods be systematic and rigorous?
- How will the data be protected, and how will the data be analyzed?

Timetable (use a chart, table, or graphic to display)

Resources: Personnel, technology

Identification of key stakeholders and site support

Protection of human subjects

Plan for dissemination to key stakeholders

Component 2: Results, Discussion and Conclusions, Implications and Recommendations.

Presentation of data and results (consider tables and/or figures)

Explanation of analysis used

Evaluate the extent to which each objective was achieved, or question answered

Limitations and lessons learned

Application for practice, theory, policy, research and/or education

Relevance to change in practice and/or leadership role of the doctorally-prepared nurse
Recommendations and Implications (address structural competency in this section)

Component 3: *Evaluation of the process and experience*

Provide a clear and concise evaluation of the process and experience completing the DNP Scholarly Project

References

APA format 7th edition

Appendices

Should include any measurement tools used for the project (e.g., surveys)

Nell Hodgson Woodruff School of Nursing

DNP Scholarly Project Committee Appointment Request (Form A)

Student Name: _____ Date: _____

Proposed Project Title:

DNP Project Faculty Team Lead (NHWSN Faculty Member):

Printed Name

Signature

Date

DNP Project Practice Partner Team Member:

Printed Name Signature Date

Email Address Phone Number

DNP Project Faculty Member (optional)

Printed Name Signature Date

Email Address Phone Number

Nell Hodgson Woodruff School of Nursing

DNP Scholarly Project Proposal Approval (Form B)

Student Name: _____ Date: _____

Title of Doctoral Project Proposal:

I hereby accept the DNP Scholarly Project Proposal submitted by the above named student.

DNP Project Faculty Team Lead (Please print)

Signature Date: _____

Team Member (Please print)

Signature of Team Member Date: _____

Team Member (if applicable) (Please print)

Signature of Team Member Date: _____

Nell Hodgson Woodruff School of Nursing

DNP Scholarly Project Successful Completion (Form C)

Student Name: _____

Title of Doctoral Project: _____

I hereby certify that the above named student has successfully completed the DNP Project requirements.

Name of DNP Project Faculty Team Lead (Please print)

Signature

Date

Signature of Student

Date

Signature, DNP Program Director

Date

**NELL HODGSON WOODRUFF SCHOOL OF NURSING
EMORY UNIVERSITY**

Prior to beginning NRSG 726, each student will submit a two-page paper during NRSG 718D that includes the following information:

Proposed DNP Scholarly Project Title:

Purpose of the DNP Scholarly Project:

Objectives:

One to Two Referenced Paragraphs: (indicating the need for such a DNP scholarly project)

Anticipated Clinical/Practicum/Practice Site:

This is your early thinking about your project, knowing that project development is an iterative process, an approach to continuously improve your idea and project.

This information provides the DNP faculty the opportunity to review and discuss the topics/ideas and discuss and identify appropriate faculty team leads and determine if a clinical affiliation agreement exists for the anticipated practicum site. DNP faculty will meet to discuss the assignment of faculty team leads to student projects and students will be notified of their faculty team lead prior to the beginning of NRS 726D.