## Experiential Practice Setting for DNP Project Instructions and Template

## Union University College of Nursing

## (Do not submit these instruction sheets)

The Experiential Practice Setting (EPS) for the DNP educational project is designed to advance nursing practice and knowledge base for improving patient outcomes. EPS is commonly accepted in educational settings, involving standard educational practices that do not adversely impact students’ opportunity to learn required educational content.

This learner-centered strategy encourages innovative approaches to developing professional competencies such as critical thinking, clinical reasoning, safety, and interprofessional collaboration.

An evidence-based practice approach for problem-solving utilizes internal and external evidence associated with knowledge and preferences that can be applied to patient care delivery.

The Educational Experiential Project is considered eligible for IRB Review and must be approved before contacting participants. However,

**If** you require consent for any portion of this project, then an IRB review is required.

**If,** for example, you start this project and later find that the data gathered could contribute to generalizable knowledge **through the publication or presentation** of the results of the activities, then you must submit a proposal to the IRB for review and approval **before** the release or use of such information.

Any changes to the original project application will require approval from your project faculty advisor and be submitted as an addendum to the IRB representative.

**The project summary should be no more than five pages** (Appendices exempt from page count). The writing style will represent APA 7th edition.

Please use the template on page 4 of this document to complete the proposal.

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**Project Title:**

**An Experiential Educational Project**

**Experiential Practice Setting**

State the name and location of the educational site. Identify the participants and provide the Department Chair and CON Dean approval if needed (see Appendix A).

**Identify a GAP in Knowledge/Practice**

Concisely describe the local problem and its significance addressed by this educational project. Include data to frame local problems.

**Topic of Interest**

Summarize information that supports the topic/problem providing experiential learning strategies foundational to teaching in the experiential practice setting.

**External Evidence.** Summarize search strategy (e.g., databases, keywords, filters/limits, criteria for article selection, tools for critical appraisal). Include practice-based evidence (e.g., evidence-based solutions that experts/other health systems have implemented. Critically summarize the evidence that supports the quality improvement project. The evidence should be convincing to support practice change. Demonstrate how the translation of evidence will be implemented in clinical practice. Emphasize that this project will not produce new knowledge (research) but is to educate regarding the evidence to be translated into clinical practice.

**Bibliography** (10-year evidence for books and five-year evidence for periodicals)

You are to provide a minimum of ten (10) pieces of the best evidence and write a brief synthesis of the evidence. You will provide an Evidence Table indicating the Level of Evidence or the evidence GRADE (see Appendix B). The level of evidence should include levels I - VI. Levels VII will require faculty-level approval before you add the bibliography to the narrative analysis and the Evidence Table.

**Project Methods**

Include the following information in this section:

* Study design, organization setting, sample.

**Data Collection Plan**

You must provide a pre-post-survey questionnaire for your participants. The pre-test is designed to determine the initial understanding of the measures stated in the learning objectives. The posttest is conducted just after the completion of the educational intervention to determine what the participants have learned.

* Provide a concise description of how the pre-posttest data will be collected.
* Describe where this information is located, e.g., a survey in Qualtrics) and who will extract the data (translated into EXCEL)?
* Prepare a program evaluation form to elicit evaluation of the speaker and collect the form at the end of the posttest data collection. The program evaluation must be approved by the project advisor and show clarity and coherence of the content with effective use of facts, statistics, and details regarding the educational objectives. It is suggested that a Likert Scale be used for the student evaluation form that measures
* Include appendices for all data collection forms (keep them in sequential order within the documented narrative).

**Evaluation Plan**

Using an established method (e.g., run or control charts), display data and interpret project outcomes based on the pre-posttest data. Report evaluation of the effectiveness of the educational intervention. Use of a paired t-test on the dependent variable. Descriptive statistics for means and percentages. Statistical analysis software SPSS will be used to analyze all data.

**Timeline**

* Describe the timeline for the completion of the project. Create a depiction of the timeline that includes when data collection is to be initiated, when the project implementation phase occurs, and when post-implementation data will be collected (see Appendix XX).

**Outline Structure of the PowerPoint Presentation**

You must create a presentation that covers the following:

1. The problem
2. Why is this a problem
3. What solution do you offer

The presentation must be reviewed and approved by your content expert (project advisor) before submitting it for project completion. Your presentation must include:

**Behavioral Objectives. The objectives must have three components:**

1. A measurable verb (performance).
2. The essential conditions under which the performance is to occur.
3. The criterion of acceptable performance (measurable).

“An objective is a description of a performance you want learners to be able to exhibit before you consider them competent. An objective describes an intended result of instruction, rather than the process of instruction itself” (Mager, 1997).[[1]](#footnote-1)

**Ethical Merit**

**Protected Health Information**

This is an educational project, and no PHI will be collected. This project will not be published in outside journals without IRB Review for expedited

**Privacy, Data Storage & Confidentiality**

How will you preserve privacy for the participants in their pre-posttest results and the student evaluation form for the presentation?

How will you store the data and maintain the confidentiality of the results?

**DNP Educational Project** **Template**

* Name of the DNP student: Click or tap here to enter text.
* Faculty Advisor: Click or tap here to enter text.
* Setting for this project: Click or tap here to enter text.
* Do you require consent? Yes  No
* Do you plan to present results outside

Union University? Yes  No

* Do you plan to publish this project? Yes  No
* Approval from CON Department: Yes  No
* Approved Exempt Status: Yes  No
* Approved Expedited Status: Yes  No  N/A
* Signature of IRB Committee Click or tap here to enter text.

**Project Title: An Experiential Educational Project**

Click or tap here to enter text.

**Experiential Practice Setting: (With approval letter Appendix A)**

Click or tap here to enter text.

**Identify a GAP in Knowledge/Practice (narrative)**

Click or tap here to enter text.

**Topic of Interest (narrative)**

Click or tap here to enter text.

**External Evidence (search strategy narrative)**

**Bibliography (with Evidence Table as an appendix)**

**Project Methods (narrative)**

**Data Collection Plan (include all data collection tools as appendices in sequential order within the application) (narrative)**

**Evaluation Plan (statistical tests and analysis, narrative)**

**Timeline Narrative + depiction of the timeline as an appendix**

**Outline Structure of the PowerPoint Presentation (must include three components)**

**Ethical Merit**

**Protected Health Information**

**Privacy, Data Storage & Confidentiality**

1. Mager, R. (1997). *Preparing instructional objectives: A critical tool in the development of effective instruction (3rd ed.).* Center for Effective Performance. [↑](#footnote-ref-1)