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# CONTENT EXPERT ORIENTATION GUIDE

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Virginia Commonwealth University School of Nursing

NOVEMBER 28, 2016

## **Program Overview**

Building on the strength of the Magnet-designated VCU Health System and the VCU School of Nursing's Langston Center for Quality, Safety and Innovation, the Doctorate of Nursing Practice program is strongly positioned to prepare students to improve the quality of health care delivery and patient outcomes. The Institute of Medicine's 2011 report "The Future of Nursing: Leading Change, Advancing Health" noted that nurses have a critical role in transforming our increasingly complex health care system and called for doctoral education to provide nurses with key knowledge and skills to expand their influence. In order to meet this charge, graduates of the DNP program at VCU will be prepared to improve healthcare delivery by critically appraising scientific evidence to inform practice, sharing clinical expertise in collaborative and dynamic environments, leading interprofessional teams, providing systems leadership for sustainable best practices in clinical settings and influencing health policy.

Further, graduates of VCU's School of Nursing DNP program will be prepared to engage in evidence-based, clinically focused scholarship. With support from the Langston Center, students will design, implement and evaluate innovative DNP projects that advance quality and safety science.

Designed to accommodate master's-prepared nurses already established in advanced practice registered nurse (APRN) or nurse executive positions, the DNP program is planned as a post-master's degree requiring completion of a minimum of 39 credits. The program employs an online format blended with students coming to campus three times per year.

We believe our DNP curriculum offers a solution-focused program designed to prepare nurses to lead interprofessional efforts to develop patient quality and safety innovations, influence policy change in the transformation of health care systems and ensure ethical stewardship in practice. The program seeks to foster and broaden inquiry that sparks new insights as students make connections across disciplines to improve health care and its delivery. Building on the university's mission to improve human health, VCU DNP graduates will translate evidence that leads to sustainable practice change for improved patient quality and safety outcomes.

## **Curriculum Plan**

The Doctor of Nursing Practice program requires 39 post-master's graduate semester credit hours and completion of a total of 1000 residency hours (including hours completed during the student's MSN program). Applicants who completed fewer than 500 hours in their MSN program will be expected to complete additional residency hours in order to achieve the total of 1000 hours for the DNP program. All students will be required to complete the curriculum that includes a sequence of courses as listed in the plan of study (See Appendix A).

## **DNP Program Guidelines for Content Experts**

A content expert is defined as a person employed at the student's residency site who can facilitate the student's entry and progress toward meeting DNP Project milestones, and successful completion of the DNP Project. The content expert must be an expert in the clinical, educational, or administrative area in which the DNP student wishes to develop expertise. The content expert will not necessarily be a DNP-prepared advanced practice nurse. A content expert may be a professional with a doctoral degree; a master's-prepared nurse with considerable experience and recognition as an expert certified in a particular clinical field; an MD with specialized training and experience; a nurse with an administrative position as the Director, Vice President, President or CEO within a healthcare organization; a doctorally prepared nurse educator; etc. The content expert must hold a position in the organization where he or she can facilitate the DNP student's access to organizational information, decision makers, and other personnel in order to complete the development and implementation of the student's DNP Project.

### **Role of Content Expert**

1. Complete the DNP Content Expert Packet which includes CV, Relations Policy, and Personal Data form.
2. Discuss/approve DNP Project idea with the student and the DNP Project Team. Communicate with the DNP Project Advisor on an ongoing basis through project implementation and completion.
3. Facilitate access to site(s) and data that will be pertinent to project completion.
4. Provide resources and contacts for student to accomplish planned activities.
5. Provide direction for student consistent with project goals.
6. Agree to be a member of the student's DNP Project Team and actively provide feedback to student and other team members regarding the student's DNP Project idea, formal proposal, project implementation, and final scholarly project.
7. Attend the student's DNP Project Proposal Formal Review (Appendix C), attend the student's DNP Project Final Presentation (Appendix D), and provide formal feedback for the student's DNP Project scholarly product (i.e., manuscript, Appendix E). Virtual attendance at the DNP Project Formal Review and DNP Project Final Presentation can be accommodated.

### **Role of the DNP Student:**

1. Complete necessary onboarding paperwork as directed by Kayla Watts, Placement Coordinator (CPC).
2. Clearly identify residency individual learning objectives, planned activities, direct measures, and planned outcomes and document on the Residency Report Form.
3. Distribute updated Residency Report Form and plan for completion of residency hours to DNP Project Advisor and content expert for approval at the beginning of each semester enrolled in a NURS 664 Residency course.
4. Provide content expert with any forms needed for signature.

5. Maintain professionalism in all aspects of the residency experience.
6. Seek assistance as needed to complete planned activities and deliver planned outcomes.
7. Communicate on a regular basis with DNP Project advisor and DNP Project Team, including the content expert.
8. Seek regular feedback regarding project progress and completion of project objectives.
9. Provide content expert with all promised outcomes pertaining to the site.

**Procedure:**

1. The student will contact the agency/expert and discuss his/her needs for this residency experience.
2. The content expert will be given a copy of this guideline to make an informed decision regarding agreement to the terms of the role.
3. The student, DNP Project Advisor, and content expert will complete the DNP Project Team Approval form.
4. The student will provide the content expert and the DNP Project Advisor with their finalized Residency Report Form at the beginning of each semester. The form should address activities for achieving each of the Residency Learning objectives and successfully completing the DNP Project.
5. The student will present their DNP Project two separate times throughout the course of study. The DNP Project proposal will occur during the DNP Project Proposal course (NURS 665) or during the beginning of Residency II (NURS 664). The DNP Project defense will occur during the student's final semester. The content expert is required to participate in both presentations, and will sign off on the completion form after these presentations.

**DNP Program Goals and Student Learning Outcomes**

Students will achieve DNP-level competencies by demonstrating:

1. Use of quality and safety outcomes to evaluate practice improvement initiatives
2. Skills in using evidence-based practice to achieve sustainable practice change
3. Advanced decision-making skills founded in ethics and the highest level of nursing practice
4. Leadership strategies to influence health policies
5. Interprofessional collaboration in health care systems

At the completion of the DNP program, students will have the knowledge and skills to:

1. Demonstrate strategic management skills in systems-based care delivery models and approaches designed to promote quality, safety and excellence in nursing practice
2. Assume a leadership role in the development, implementation and evaluation of health policies that improve quality and safety in health care systems

3. Translate and disseminate evidence-based practices to improve healthcare outcomes and reduce disparities
4. Integrate professional intra- and interdisciplinary best practices to create collaborative sustainable practice change
5. Integrate knowledge of specialized nursing practice with knowledge from other sciences as the basis for the highest level of nursing practice
6. Lead efforts to preserve, promote and improve the health of specialty populations
7. Use health information technology to promote best practices in health care systems
8. Ensure fiscal accountability when planning practice initiatives that will improve the quality of care delivery
9. Demonstrate advanced levels of ethical and moral judgment and decision-making

### **Characteristics of the Graduate**

The characteristics of the graduate reflect the Essentials for Doctoral Education in Advanced Nursing Practice (AACN, 2006, pg 8-17). These essentials focus on eight areas of advanced nursing practice. The areas are as follows:

#### *Essential #1: Scientific Underpinnings for Practice*

The DNP program prepares the graduate to:

1. Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice.
2. Use science-based theories and concepts to:
  - a. determine the nature and significance of health and health care delivery phenomena;
  - b. describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and health care delivery phenomena as appropriate; and evaluate outcomes.
3. Develop and evaluate new practice approaches based on nursing theories and theories from other disciplines.

#### *Essential #2: Organizational and Systems Leadership for Quality Improvement and Systems Thinking*

The DNP program prepares the graduate to:

1. Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences.
2. Ensure accountability for quality of health care and patient safety for populations with whom they work:
  - a. Use advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care systems.

- b. Employ principles of business, finance, economics, and health policy to develop and implement effective plans for practice-level and/or system-wide practice initiatives that will improve the quality of care delivery.
  - c. Develop and/or monitor budgets for practice initiatives.
  - d. Analyze the cost-effectiveness of practice initiatives accounting for risk and improvement of health care outcomes.
  - e. Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers.
3. Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research.

*Essential #3: Clinical Scholarship and Analytical Methods for Evidence-Based Practice*

The DNP program prepares the graduate to:

1. Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.
2. Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends.
3. Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.
4. Apply relevant findings to develop practice guidelines and improve practice and the practice environment.
5. Use information technology and research methods appropriately to:
  - a. Collect appropriate and accurate data to generate evidence for nursing practice
  - b. Inform and guide the design of databases that generate meaningful evidence for nursing practice
  - c. Analyze data from practice
  - d. Design evidence-based interventions
  - e. Predict and analyze outcomes
  - f. Examine patterns of behavior and outcomes
  - g. Identify gaps in evidence for practice
6. Function as a practice specialist/consultant in collaborative knowledge-generating research.
7. Disseminate findings from evidence-based practice and research to improve healthcare outcomes

*Essential #4: Information Systems /Technology and Patient Care Technology for the Improvement and Transformation of Health Care*

The DNP program prepares the graduate to:

1. Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of healthcare information systems.
2. Analyze and communicate critical elements necessary to the selection, use and evaluation of healthcare information systems and patient care technology.
3. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases.
4. Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology.
5. Evaluate consumer health information sources for accuracy, timeliness, and appropriateness.

*Essential #5: Health Care Policy for Advocacy in Health Care*

The DNP program prepares the graduate to:

1. Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums.
2. Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy.
3. Influence policy makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or international levels to improve healthcare delivery and outcomes.
4. Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes.
5. Advocate for the nursing profession within the policy and healthcare communities.
6. Develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery.
7. Advocate for social justice, equity, and ethical policies within all healthcare arenas.

*Essential #6: Interprofessional Collaboration for Improving Patient and Population Health Outcomes.*

The DNP program prepares the graduate to:

1. Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products.
2. Lead interprofessional teams in the analysis of complex practice and organizational issues.
3. Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.

*Essential # 7: Clinical Prevention and Population Health for Improving the Nation's Health*

The DNP program prepares the graduate to:

1. Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.
2. Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.
3. Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.

*Essential #8: Advanced Nursing Practice*

The DNP program prepares the graduate to:

1. Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.
2. Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences.
3. Develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes.
4. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.
5. Guide, mentor, and support other nurses to achieve excellence in nursing practice.
6. Educate and guide individuals and groups through complex health and situational transitions.
7. Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues.

**Description of Practice Hours**

A minimum of 500 hours is required during DNP residency. The hours are completed in the residency courses (45 hours = 1 credit). The first 3 credit course is with course faculty in which the students set up a plan for all residency hours. The following 9 credits will be taken in 2 or 3 courses with the student's' DNP Project Advisor as the course faculty. Residency hours consist of mentored learning that provides a broad range of activities to assist the student in meeting the DNP essentials competencies, in addition to autonomous activities such as leadership, practice inquiry, and policy. Residency hours can include DNP Project hours following approval of the DNP Project Proposal and IRB approval. The following activities are some examples of time that can be applied toward residency hours:

- Time spent with a content expert/agency in an area of specialization (hours dedicated to DNP level experience, and not the student's current role in an organization).
- Special projects related to specialization and work in regards to practice protocol, guidelines and process improvement.
- Time spent participating in a health initiative in the state's health department.
- Any committee work related to the student's topic (e.g., clinical agency, evaluation of practice protocol, guidelines, quality improvement, process improvement project)
- Participation in seminars/conferences/webinars related to the student's topic of interest
- Planning and evaluating members of the DNP Project Team
- Hours spent shadowing content experts

### **Scholarly Activities**

Although the clinical experience is central, students can also participate in multiple academic and scholarly activities outside of clinical practice. As part of the residency, students may attend conferences, seminars, journal clubs, grand rounds, morbidity and mortality meetings, patient conferences, practice based lectures, interdisciplinary committees, quality improvement committees and any other advisor approved opportunities available at their site, in their community or nationally. In addition to this, students are encouraged to be involved and contribute to interdisciplinary initiatives. These academic scholarships and competencies are logged in the DNP Residency Report Form and may also be suitable for incorporation into the student's ePortfolio.

Appendices  
 Appendix A: Plan of Study  
**Virginia Commonwealth University School of Nursing**  
**Doctor of Nursing Practice**  
**Plan of Study, Effective Fall 2015**

<b>Course #</b>	<b>Course Title</b>	<b>Credits</b>	<b>Term Planned</b>
NURS 605	Statistical Methods for Quality Improvement	3	Fall 1
NURS 608	Quality Improvement in Practice	3	Fall 1
		<b>6</b>	
NURS 606	Evaluating Evidence to Improve Health Outcomes	3	Spring 1
NURS 607	Epidemiology and Population Health	3	Spring 1
		<b>6</b>	
NURS 664	DNP Residency – Mentored Practicum	3	Summer 1
		<b>3</b>	
NURS 610	Health Information and Data Management	3	Fall 2
NURS 665	DNP Project I: Proposal Development	3	Fall 2
		<b>6</b>	
NURS 621	Leadership and Organizational Systems	3	Spring 2
NURS 664	DNP Residency – Mentored Practicum	3	Spring 2
		<b>6</b>	
NURS 664	DNP Residency – Mentored Practicum	3	Summer 2
		<b>3</b>	

NURS 664	DNP Residency – Mentored Practicum	3	Fall 3
NURS 638	Health Policy Leadership and Advocacy	3	Fall 3
		<b>6</b>	
NURS 667	DNP Project II: Project Implementation and Evaluation	3	Spring 3
		<b>3</b>	
	<b>TOTAL</b>	<b>39</b>	

**Virginia Commonwealth University School of Nursing**  
**Doctor of Nursing Practice**  
**Full-Time Plan of Study**  
**Effective Fall 2015**

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Advisor: \_\_\_\_\_ Entry Semester: \_\_\_\_\_ Expected Graduation: \_\_\_\_\_

<b>Course #</b>	<b>Course Title</b>	<b>Credits</b>	<b>Term Planned</b>	<b>Term Completed</b>	<b>Comments</b>
NURS 605	Statistical Methods for Quality Improvement	3	Fall 1		
NURS 608	Quality Improvement in Practice	3	Fall 1		
NURS 610	Health Information and Data Management	3	Fall 1		
		<b>9</b>			
NURS 606	Evaluating Evidence to Improve Health Outcomes	3	Spring 1		
NURS 607	Epidemiology and Population Health	3	Spring 1		
NURS 664	DNP Residency – Mentored Practicum	3	Spring 1		
		<b>9</b>			
NURS 665	DNP Project I: Proposal Development	3	Summer 1		
		<b>3</b>			
NURS 638	Health Policy Leadership and Advocacy	3	Fall 2		
NURS 664	DNP Residency – Mentored Practicum	6	Fall 2		
		<b>9</b>			
NURS 621	Leadership and Organizational Systems	3	Spring 2		
NURS 664	DNP Residency – Mentored Practicum	3	Spring 2		
NURS 667	DNP Project II: Project Implementation and Evaluation	3	Spring 2		
		<b>9</b>			
	<b>TOTAL</b>	<b>39</b>			

Appendix B  
DNP Project Team Approval Form

**DNP Project Team**

Submit the completed form to Fonda Neal, the Educational Program Coordinator for Doctoral Programs, for Doctoral Program Administrator approval of the DNP Project Team.

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Student Name

Date

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DNP Project Advisor

Expected Date of Program Completion

**DNP Project Title:**

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**Appointment of DNP Project Team.** The DNP Project Team must consist of a minimum of three members: the DNP Project Advisor and two doctorally-prepared content experts selected by the student in consultation with the DNP Project Advisor. One member must be from the practice setting where the student conducts the project and serves the role of content expert. Please have DNP Project Team members sign below, which signifies agreement to serve on your team.

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(Print name)

(Sign)

School and Department/Rank

**DNP Project Advisor**

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(Print name)

(Sign)

School and Department/Rank

**Member**

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(Print name)

(Sign)

School and Department/Rank

**Member**

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(Print name)

(Sign)

School and Department/Rank

**Member**

**DNP Project Team approved by Associate Dean of Academic Affairs:**

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(Print name)

(Sign)

Date

Appendix C  
Rubric for DNP Project Proposal Formal Review

	Satisfactory	Unsatisfactory with Recommendations
<b>INTRODUCTION</b>		
The problem statement is supported by the literature review and established evidence.		
The problem statement possesses a clearly identified relationship to quality and safety.		
The problem statement identifies a distinct population.		
The problem statement possesses an appropriate scope and complexity for a DNP project.		
<b>BACKGROUND &amp; SIGNIFICANCE</b>		
A needs assessment was performed as indicated.		
Project feasibility and significance were identified.		
Potential facilitators and barriers to project goals were identified and accounted for.		
Key stakeholders were identified and stratified by influence and interest.		

A relevant theoretical framework was identified and informed the project.		
Relevant project benchmarks were identified and met.		
A proposed budget was completed that included sustainment after project completion.		
<b>PROJECT DESCRIPTION</b>		
Project objectives were stated in feasible and measurable terms.		
Project evaluation measures were linked to each objective.		
<b>PROJECT DESIGN</b>		
Appropriate for project objectives		
Subjects and setting are clearly identified		
Timeline is described and is feasible		
Implementation methods/tools are feasible and clearly defined		
<b>PROJECT EVALUATION PLAN</b>		
Evaluation plan is coherent and consistent with project plan		
Tools/instruments are described and linked to measures and objectives		
Method of data analysis is clearly described for each measurement		

**SIGNIFICANCE AND/OR IMPLICATIONS**

Nursing and/or clinical implications associated with the project are identified.

Ethical considerations related to both the problem statement and project aim(s) are thoughtfully considered.

A preliminary plan for sustainability is introduced

**APA STYLE & FORMATTING**

Citations/References Verified, and Cross-Checked for Completeness and Accuracy

All sources are cited correctly per APA 6<sup>th</sup> Edition (2010).

The paper is free of grammar, spelling, and syntax errors.

Headings are used and consistent with APA style (6th ed.)

**Final Recommendations of DNP Project Team**

Appendix D  
Rubric for DNP Project Presentation

Project Title:	
Date:	
Abstract	Proposal

Speaking	Satisfactory	Satisfactory with comments	Unsatisfactory
1. <b>Delivery</b> (Presenter doesn't rush, displays enthusiasm, avoids the use of filler words, uses complete sentences and demonstrates verbal – non verbal congruence)			
2. <b>Eye Contact</b> (Presenter engages entire audience, does not read verbatim from script)			
3. <b>Posture</b> (Presenter's non verbal presentation is assertive, faces audience and does not fidget)			
4. <b>Volume</b> (Presenter modulates delivery to entire audience)			
<b>Speaking Skills Comments</b>			

Content	Satisfactory	Satisfactory with comments	Unsatisfactory
1. <b>Introduction</b> (Presenter begins with a clear focus/thesis)			
2. <b>Topic Development</b> (Presentation includes all elements required by Chair/Board)			
3. <b>Topic Development</b> (Presentation is organized, logically sequenced, relevant to thesis and absent redundancy)			
4. <b>Topic Development</b> (Presentation demonstrates mastery of subject matter)			
5. <b>Conclusion</b> (Presentation highlights key ideas and concludes with a salient final statement)			
6. <b>Conclusion</b> (Presenter competently fields questions from the audience)			

<b>Speaking Skills Feedback</b>		
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If a project or presentation is deemed unsatisfactory, the student will follow the recommendations set forth by the Project Team. These recommendations may include additional coursework. The student will be allowed to schedule a second defense. In the event of two unsuccessful defenses, the student will be dismissed from the program.

Evaluation of Proposal: \_\_\_\_\_Approved as Presented \_\_\_\_\_Approved w/ Recommendations \_\_\_\_\_Not Approved

DNP Project Advisor Signature: \_\_\_\_\_Date: \_\_\_\_\_

Team Member Signature: \_\_\_\_\_Date: \_\_\_\_\_

Team Member Signature: \_\_\_\_\_Date: \_\_\_\_\_

Appendix E  
Rubric for DNP Project Scholarly Product

Project Title:	Student Name:	
Date:	DNP Project Advisor:	
Abstract	Proposal	Final Product

<i>Measures</i>	<i>Satisfactory as Presented</i>	<i>Satisfactory Given Following Changes</i>	<i>Unsatisfactory</i>
<b>Writing Scholarship</b>			
1. Correct use of spelling, syntax, grammar and sentence structure.		*	
2. Excluding seminal work, references are current.		*	
3. Adheres to established standards as set forth by the American Psychological Association, 6 <sup>th</sup> Edition (2010).		*	
4. Writing reflects critical analysis and synthesis.		*	
<b>Background &amp; Significance</b>			
1. Background information demonstrates the focused need or problem.		*	
2. Literature review supports significance/ relationship of problem/proposed project/ intervention.		*	
3. Need, feasibility and significance are clearly presented.		*	
<b>Problem Statement or Purpose</b>			
1. Problem and purpose clearly described and is thematically linked to <i>quality</i> and/or <i>safety</i> .		*	
2. Literature, benchmarks and supporting data provided and organized into integrated synthesized summary.		*	
3. Scope of project realistic and appropriate.		*	
<b>Theoretical Framework</b>			
1. Framework (theoretical/conceptual) is described, relevant and internally consistent		*	

with project aims.			
<b>Project Description</b>			
1. Project objectives are specific, measurable, assignable, realistic and time related.		*	
2. Congruence between project and organization's strategic plan is evident.		*	
3. Scope of project is realistically attainable.		*	
<b>Project Design</b>			
1. Appropriate for objectives.		*	
2. Clear rationale for actions/methods.		*	
3. Setting and population clearly described.		*	
4. Implementation methods/tools are feasible and clearly described.		*	
5. Tools/instruments linked to measures and objectives.		*	
6. Methods of analysis clearly described and appropriate for each measurement.		*	
7. Potential risks/threats identified and plans to address are noted.		*	
<b>Project Implementation Plan</b>			
1. Resources/supports needed are identified.		*	
2. Budget developed, realistic, and feasible in relation to project scope.		*	
3. Security/protection issues are identified and addressed.		*	
4. Training plan described if indicated.		*	
5. Communication plan described.		*	
6. Environmental scanning and monitoring progress plan developed and adhered to.		*	
<b>Evaluation of Project</b>			
1. Evaluation of project was conducted comprehensively, coherently and consistently.		*	

Interpretation of analyses fully supported			
<b>Dissemination Plan</b>			
1. Implications for practice change, future research and/or policy modification are identified.		*	
2. Plan for professional dissemination established with associated milestones.		*	
<b>Approvals</b>			
1. Letter of support/Statement of Mutual Agreement from cooperating agencies provided.		*	
2. IRB approval from all implicated entities are in place.		*	
<b>Relevant Program/Clinical Questions</b>			
1. Student able to provide substantive and timely responses to program/clinical questions that arise from proposal.		*	
<b>Final Evaluation</b>			
1. Overall Evaluation of Scholarly Project		*	

**Summarize \* “Satisfactory Given Following Changes” items here:**

Example: \* APA 6<sup>th</sup> Edition formatting errors. Please review document feedback in manuscript for specific feedback.