



# Capstone Expectations

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# Florida Oddities



# Barry University



# Programs at Barry Division of Nursing

✧ B.S.N.

✧ M.S.N.

✧ FNP

✧ Adult Acute Care

✧ Administrator

✧ Educator

✧ Post-master's certificate

✧ DNP

✧ Post-master's (Fall 2008)

✧ Post-baccalaureate (Fall 2010)

✧ PhD

# Our Journey to the DNP

- ✧ Faculty coming together
- ✧ Much reading
  - ✧ DNP Task Force Report
  - ✧ *Essentials*
  - ✧ Position Statements
- ✧ Conference attendance



# Comments Overheard

- ✧ "I still don't know what I am doing for my project because the faculty doesn't understand what the project is."
- ✧ "I feel like I have little guidance."
- ✧ "Nobody seems to know what the project is."
- ✧ "I already mentioned 5 different project ideas and I just keep getting 'No'."
- ✧ "I don't know what they (faculty) want."

# The Journey Continues

- ✧ Graduate faculty discussions 2 years prior to setting up a formal post-master's curriculum
  - ✧ The meaning of advanced practice from the DNP perspective
  - ✧ Discussions on Capstone Project
  - ✧ Formulation of Capstone Project components
  - ✧ Envisioning projects evolving through courses

# Students Capstone Projects

- ✧ Utilization of NPs on cruise ships.
- ✧ Improving communication between adolescent patients and their health care providers.
- ✧ A needs assessment of emergency room NP knowledge and skills for development of CME modules.
- ✧ Implementation of a nurse-driven protocol to remove unnecessary urinary catheters.

# Student Capstone Projects

- ✧ Assessment of intra-abdominal pressures in high-risk patients after providing routine hygiene care
- ✧ Utilization of standardized sepsis bundles in the ED
- ✧ Utilization of neighborhood-based EMTs to evaluate Hispanic women's risk for CHD.

# Student Concerns Arise

✧ Students feeling confident about proposed projects until.....

# Faculty Concerns Arise

- ✧ "What? No candidacy?"
- ✧ "Where are the hypotheses?"
- ✧ "Where are the research assumptions?"
- ✧ "Where is the student showing the relationship between the variables to be able to test the theory?"
- ✧ "Where is the sample estimate?"
- ✧ And so on.....

# Problem



- ✧ Few DNP-prepared faculty
- ✧ Few PhD-NP prepared faculty
- ✧ Reliance on PhD prepared faculty with little or no current clinical/practice experience

# Capstone Expectations

## ★ Students:

- ★ Small paper
- ★ More work than they thought
- ★ Easier if they could work on it in each course
- ★ Easier to accomplish if all faculty understood what the project was about
- ★ Faculty would work closely with them as they have never written a major paper before
- ★ Thought they would only have to rewrite “the paper” once or twice
- ★ Did not realize what a “pain” APA 6<sup>th</sup> is.

# Capstone Expectations

## ★ Faculty:

- ★ Expect students to have extensive quantitative and qualitative research knowledge
- ★ Expect either a comprehensive exam or candidacy period prior to conducting project
- ★ Expect that it should fill a gap in the literature/ or add to nursing theory
- ★ Expect the capstone project to be a dissertation

# Capstone Expectations

## ★ Faculty:

- ★ Believe that the project is not rigorous enough for a doctoral degree
- ★ Believe that a standardized format as with most dissertation is needed
- ★ Believe that it is more work than a dissertation for the faculty

# Aligning Expectations

- ✧ Student expectations can be shaped by:
  - ✧ Thorough understanding of the focus on practice improving health care delivery, nursing practice, policy
    - ✧ Role playing
    - ✧ Debates
  - ✧ Clear understanding of the purpose of the project and their roles in the projects
  - ✧ Faculty teaching the courses
  - ✧ Prior students' experiences

# Aligning Expectations

- ✧ Faculty expectations can be shaped by:
  - ✧ On-going discussions of the DNP and PhD as complementary degrees (Edwardson, 2010)
  - ✧ On-going discussion of AACN DNP *Essentials* with current and new faculty as well as new and current DNP students
  - ✧ Updating and maintaining lists of DNP projects done locally and nationally
  - ✧ Visual comparison of DNP project vs PhD dissertation components

# AACN DNP/PhD Contrast

## ★ *Comparison Between Research-Focused and Practice-Focused Doctoral Education*

★ There are distinct differences between the two degree programs:

	<b>DNP</b>	<b>PhD</b>
<b><u>Emphasis</u></b>	Practice.	Theory, meta-theory, research methodology, and statistics.
<b><u>Hallmark</u></b>	Focuses heavily on practice that is innovative and evidence-based, reflecting the application of credible research findings to practice-focused problems.	Highly individualized program of study that develops expertise in the core knowledge and methods of the discipline and depth in a selected area of research.

# AACN Comparison of DNP and PhD/DNSc/DNS Programs August 2005

	<b><u>DNP</u></b>	<b><u>PhD/DNS/DNSc</u></b>
<b><u>Program of Study</u></b>	<p><u>Objective</u> Prepare nurses at the highest level of practice</p>	<p><u>Objective</u> Prepare nurse researcher</p>
<b><u>Faculty</u></b>	<p>Doctoral Degree with expertise in area in which teaching Senior Leadership experience Network of leadership High level of expertise in area of practice</p>	<p>Research doctorate in nursing or related field Research funding at senior level Program of research consistent with area(s) of focus of program Research methods expertise (ex: qualitative/quantitative)</p>
<b><u>Program Assessment &amp; Evaluation</u></b>	<p><u>Program Outcome</u> Contributes to improvement in health care via direct service and policy change Receives accreditation by specialized nursing accreditor</p>	<p><u>Program Outcome</u> Research contributions, development of new knowledge, and other scholarly products that provide the foundation for the discipline. Does not need nursing accreditation</p>
<b><u>Final Deliverable</u></b>	<p>Integrative practice experiences and an intense practice immersion experience. A practice application-oriented "final DNP project," which is an integral part of the integrative practice experience. The project may take many forms.</p>	<p>Extensive research study that demonstrates synthesis of a student's course work, lays the groundwork for future scholarship, and is reported in a dissertation or through the development of linked research papers.</p>

American Association of Colleges of Nursing. (1999). *Essential clinical resources for nursing's academic mission*. Washington, DC: Author.

American Association of Colleges of Nursing. (2005). *DRAFT Essentials of the DNP*. [http://www.aacn.nche.edu/DNP/pdf/DNPEssentialsDraft\\_8-18-05.pdf](http://www.aacn.nche.edu/DNP/pdf/DNPEssentialsDraft_8-18-05.pdf) Accessed September 1, 2005.

American Association of Colleges of Nursing. (2001). *Indicators of quality in research-focused doctoral programs in nursing*. Washington, DC: Author

Rush University Medical Center. *Comparison of the DNP vs. PhD/DNSc/DSN*. Unpublished document. Chicago, IL/Author.

# Aligning Expectations of Deliverable

	DNP	PhD
Chapter One	Introduction/Background of the problem (May include a needs assessment) Problem statement Purpose of the project Significance of the project to nursing: Project objectives Theoretical framework	Introduction/Background Problem Statement Purpose of the Study Research Questions Hypotheses Theoretical Framework Theoretical and operational definitions Assumptions: theoretical and research Significance of the study Limitations of the study Threats to external and internal validity
Chapter Two	Literature Review and Synthesis Literature Review Matrix: Problem focused	Review and critique of literature Pattern of concepts Knowledge gaps
Chapter Three	Project Implementation Purpose of the project How project will be carried out Setting if appropriate Key stakeholders Ethical considerations Timeline of Project Phases Resources needed: financial, human, technology) with budget proposal. (May have a market analysis) Outcome Measures (how the project will be evaluated).	Methodology Purpose of the study Overview of the study design with variables Setting Sample Ethical considerations Procedure/data collection Instruments Data analysis plan. Appendix letters of support from agencies, if appropriate.

# Aligning Expectations of Deliverable

	DNP	PhD
Chapter Four	<p>Project Outcomes Discussion of outcomes in relationship to the original problem</p> <p>Implications for practice, policy, education, possible further research</p>	<p>Findings of the Study Sample description. Results of psychometric estimations, if appropriate.</p> <p>Restatement of research question and/ hypotheses. Provide results of exploration of the data to assure it meets assumptions necessary for the statistical tests employed. Report the findings from each question or hypothesis in separate sections.</p>
Chapter Five		<p>Summary and Discussion Implications of the study Significance of the Study: education, practice, research ,public policy Strengths and limitations of the study Recommendations for future study Conclusions</p>

# Down The Road



✧ Question:

✧ Should there be a formula or classic method for writing and evaluating a capstone project?

# Down The Road

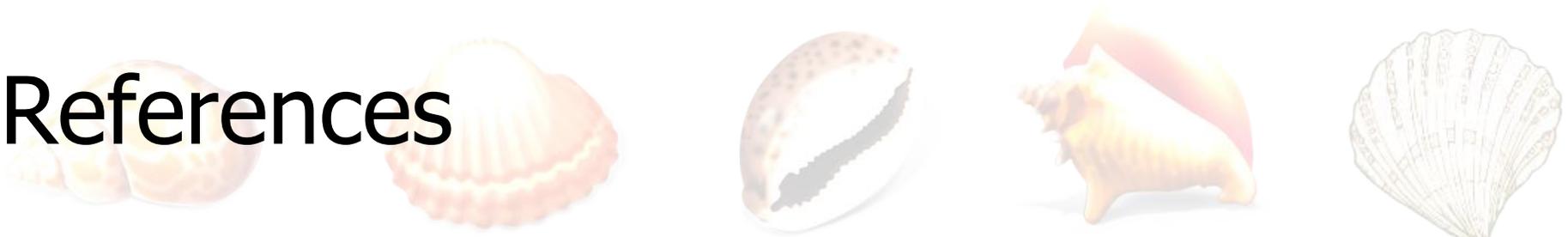


## ★ Nurse Innovators

★ Tackle 'wicked problems' (Rittel & Webber, 1973)

★ Apply creativity or problem solving that results in a widely adopted strategy, product or service that meets a need in a new and different way... transforming systems. (Lachman, Glasgow, & Donnelly, 2006)

# References

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- ✧ American Association of Colleges of Nursing (AACN). (2006). *The essentials of doctoral education for advanced practice nursing*. Washington , D.C.
  - ✧ Edwardson, S. (2010). Doctor of philosophy and doctor of nursing practice as complementary degrees. *Journal of Professional Nursing, 26(3)*, 137-139.
  - ✧ Lachman, V., Glasgow, M., & Donnelly, G. (2006). Teaching innovation. *Nursing Administration Quarterly, 33(3)*, 205-211.



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