The purpose of this presentation is to illustrate how the continuous quality improvement cycles can be used to streamline the DNP Project process and improve the project’s rigor.

1. Discuss essential aspects of the DNP Project
2. Describe the SLU courses directly related to the project with associated milestones
3. Review student and faculty feedback that promoted process change
4. Discuss the resultant changes in the SLU DNP Project process.

The DNP project purpose was to synthesize and integrate the DNP curriculum. Project completion also demonstrated student competency related to the DNP Essentials. The DNP Project Process was not clearly defined or exemplified.

In 2011 SLU accepted the first Post-MSN DNP cohort. Infrastructure to support the DNP Project was developed.

### Purpose
The purpose of the presentation is to illustrate how the continuous quality improvement cycles can be used to streamline the DNP Project process and improve the project’s rigor.

### Learning Objectives
1. Discuss essential aspects of the DNP Project
2. Describe the SLU courses directly related to the project with associated milestones
3. Review student and faculty feedback that promoted process change
4. Discuss the resultant changes in the SLU DNP Project process.

### Background
The DNP project purpose was to synthesize and integrate the DNP curriculum. Project completion also demonstrated student competency related to the DNP Essentials. The DNP Project Process was not clearly defined or exemplified.

In 2011 SLU accepted the first Post-MSN DNP cohort. Infrastructure to support the DNP Project was developed.

### Acceptable Projects
- Quality Improvement
- Translating Evidence into Practice
- Clinical or Practice-based Inquiry
- Healthcare Delivery Innovation
- Program Development or Evaluation
- Demonstration Project
- Healthcare Policy
- Development & Utilization of Databases (Big Data Projects)

### PDSA Cycles
- Plan
- DO
- ACT
- STUDY

### Feedback

<table>
<thead>
<tr>
<th>STUDENTS</th>
<th>FACULTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin proposal earlier</td>
<td>Milestones earlier</td>
</tr>
<tr>
<td>Heavy workload</td>
<td>Writing resources needed</td>
</tr>
<tr>
<td>Project stages not clear</td>
<td>Depict project process in map</td>
</tr>
<tr>
<td>Too jammed at end</td>
<td>Approve paper prior to defense</td>
</tr>
<tr>
<td>Need more organization</td>
<td>Align with facility strategic plans</td>
</tr>
<tr>
<td>Avoid course by course approach</td>
<td>Revise courses together</td>
</tr>
<tr>
<td>Not enough time for implementation</td>
<td>Emphasize practice</td>
</tr>
</tbody>
</table>

### Conclusions
- Early project planning essential
- Project must align with facility
- Project milestones incorporated into coursework
- Prolonged intervention improves rigor
- Faculty engagement crucial

References available upon request