SAMPLE DNP PROJECT TITLE FORMATTED TO SHOW WHAT IT LOOKS LIKE WITH TWO LINES—MAXIMUM 12 WORDS

by

Florence Ann Nightingale

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A DNP Project Submitted to the Faculty of the

COLLEGE OF NURSING

In Partial Fulfillment of the Requirements

For the Degree of

DOCTOR OF NURSING PRACTICE

In the Graduate College

THE UNIVERSITY OF ARIZONA

THE UNIVERSITY OF ARIZONA GRADUATE COLLEGE

As members of the DNP Project Committee, we certify that we have read the DNP project prepared by Florence Ann Nightingale, titled Sample DNP Project Title Formatted to Show What It Looks Like With Two Lines—Maximum 12 Words, and recommend that it be accepted as fulfilling the DNP project requirement for the Degree of Doctor of Nursing Practice.

		Date:
	Lindsay A. Bouchard, DNP, PMHNP-BC	
		Date:
	Sara J. Edmund, DNP, RN, FNP-C, PMHNP-BC	
		Date:
	Courtney Bartlett, DNP, AGACNP, RNFA, CCRP	
	val and acceptance of this DNP project is contingent to copies of the DNP project to the Graduate College.	upon the candidate's submission
•	rtify that I have read this DNP project prepared under cepted as fulfilling the DNP project requirement.	my direction and recommend
		Date:
	Lindsay A. Bouchard, DNP, PMHNP-BC DNP Project Committee Chair College of Nursing	

ACKNOWLEDGMENTS (Optional—for final paper, okay to leave blank for proposal)

(Margins: Top 1.5"; Bottom 1"; Left 1"; Right 1") (Section may be single or double spaced) (One page maximum)

LAND ACKNOWLEDGEMENT (Optional—for final paper, okay to leave blank for proposal)

We respectfully acknowledge the University of Arizona is on the land and territories of Indigenous peoples. Today, Arizona is home to 22 federally recognized tribes, with Tucson being home to the O'odham and the Yaqui. Committed to diversity and inclusion, the University strives to build sustainable relationships with sovereign Native Nations and Indigenous communities through education offerings, partnerships, and community service.

DEDICATION (Optional—for final paper, okay to leave blank for proposal)

(Margins: Top 1.5"; Bottom 1"; Left 1"; Right 1")

(Section must be double spaced)

(One page maximum)

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Abstract

Purpose. The purpose of this quality improvement project was to implement and evaluate the effect of an evidenced-based group medical visit (GMV) model on diabetes self-management education/support.

Background. Type 2 diabetes mellitus is a costly disease that correlates significantly to mortality and morbidity. According to the American Diabetes Association (ADA; 2018), 1.5 million people nationally are diagnosed each year, over 30 million Americans (about 1 in 10) have diabetes, and 90% to 95% of these have type 2 diabetes. Economic costs and repercussions related to diabetes in the US are prohibitive: \$237 billion in direct medical costs and \$90 billion in reduced on-the-job productivity (ADA, 2018). Locally, approximately 241,120 people in New Mexico have type 2 diabetes, an estimated 59,000 of these people have diabetes but do not know it, and 603,000 people in New Mexico have been diagnosed with prediabetes (ADA, 2019). Methods. Participants involved were adult patients (18 years and older) at a local outpatient clinic, with hemoglobin A1C (HbA1C) greater than 8%, who are taking oral medication or insulin. The investigator posted flyers in waiting and exam rooms and sent invitational and disclosure letters via mail to patients who agreed to participate. Pre- and post-test surveys via Qualtrics were administered to GMV patient participants in order to measure perceived knowledge, attitude and behavior changes, and the effectiveness of the GMV educational interventions after implementation. Stata software, Microsoft Excel, and Google sheets were utilized to perform all data analysis.

Results. The project was implemented at FFHC over a six-week timeframe, with each visit lasting approximately 90 minutes. Upon completion of the project, participants improved by

showing statistically significant changes in behavior change and self-care recommendation variables and voiced great satisfaction with the GMV project.

Conclusions. It has been established through this project that the GMV is one of the most pertinent approaches to supporting long-lasting self-management strategies and health behavior changes in T2DM for patients within this clinic. Future studies will be done at the same site to show sustainability and efficacy and will involve measures such as HBA1C.

<mark>Bac</mark> kground
Implementation Model OR Evaluation Model OR Conceptual Framework OR Theoretical
<mark>Fra</mark> mework
Purpose
Methods
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Evaluation Measures
Analysis
Ethical Considerations
IRB Review and Approval
Results
Alignment With DNP Essentials (2006 version for now)
Sustainability
Limitations
Conclusion
Implications for Future Practice

Funding (Optional)

References

- Ai, Gao, X.-L., & Zhao, X.-L. (2018). Factors associated with unplanned extubation in the intensive care unit for adult patients: A systematic review and meta-analysis. *Intensive & Critical Care Nursing*, 47, 62–68. https://doi.org/10.1016/j.iccn.2018.03.008
- American Association of Colleges of Nursing. (2006). *The essentials of doctoral education for advanced nursing practice*. https://www.aacnnursing.org/Portals/42/Publications/DNPEssentials.pdf
- Berkow, L., & Kanowitz, A. (2020). Unplanned extubation: A common and costly complication of airway management. *Patient Safety*, 2(1), 22-30. https://doi.org/10.33940/med/2020.3.2

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Appendix A

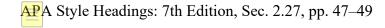
Title of Appendix

Appendix content. . . .

Appendix **a Evi**dence Table

Project Question:

Citation Information	Title of Document or Instrument	Type of Evidence	Main Outcomes of Findings	Relevance to Project



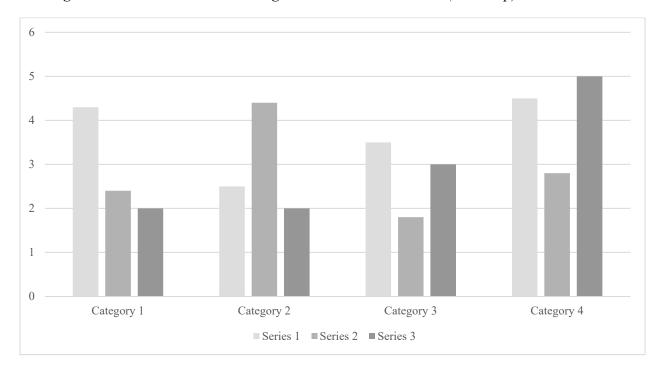
Level	Format
1	Centered, Boldface, Title Case* Heading
	Then your paragraph begins below, indented like a regular paragraph (1 tab [0.5 inch] from left margin).
2	Flush Left, Bold, Title Case Heading Then your paragraph begins below, indented like a regular paragraph (1 tab [0.5 inch] from left margin).
3	Flush Left, Bold Italic, Title Case Heading Your paragraph begins right here, in line with the heading ^a (1 tab, 0.5 inch, from left margin).
4	Indented (1 Tab [0.5 Inch] From Left Margin), Bold, Title Case Heading, Ending With a Period. Your paragraph begins on the same line as the heading.
5	Indented (1 Tab [0.5 Inch] From Left Margin), Bold Italic, Title Case Heading, Ending With a Period. Your paragraph begins on the same line as the heading.

^{*&}quot;Title Case" refers to blending uppercase and lowercase as in the heading examples above.

Sample Figure

Figure 1

Add Figure Title in Italics Above the Figure and Without a Period (Full Stop)



Note: Place all figures within the body of the document where (or near where) they are first mentioned. You have the option to use JPEG images as figures. Include a numbered caption for each figure, as in the example above. We do not use all aspects of APA regarding figures, so please refer to the example above to format figures in your document. The primary difference is that we single space figure notes as opposed to the APA preference of double spacing them. For more information about APA figure formatting, please consult the *Publication Manual of the American Psychological Association*, 7th Edition, Secs. 7.1–7.7, pp. 195–199; 7.22–7.36, pp. 225–250.

Sample **Ta**ble

Table 1Add Table Title Above the Table, in Italics, Without a Period (Full Stop)

| Column Head |
|-------------|-------------|-------------|-------------|-------------|
| Row Head | 123 | 123 | 123 | 123 |
| Row Head | 456 | 456 | 456 | 456 |
| Row Head | 789 | 789 | 789 | 789 |
| Row Head | 123 | 123 | 123 | 123 |
| Row Head | 456 | 456 | 456 | 456 |
| Row Head | 789 | 789 | 789 | 789 |

Note. Place all tables for your paper within the main body of the document **where (or near where) they are first mentioned**. Start a new page for each table, include a table number and table title for each, and number them sequentially (i.e., Table 1, Table 2, etc.). All explanatory text appears in a note like this one, placed below the table.

How to Submit Your Final Draft

- 1. **First**, email your revised, proofread, and formatted draft to Melinda Burns (gmfletch@arizona.edu) for approval of the final document.
- 2. **Second**, **after** receiving your approved draft back from Melinda, submit your complete DNP project paper as a .pdf file using the steps found on the <u>Graduate College Archiving the Dissertation</u> page.