



**St. John's College of Nursing
Scholarly Project Guide
Master of Science in Nursing (MSN)
Version 1.0
Effective August 2026**

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Disclaimer

This Project Guide is intended to provide general guidance regarding graduate project expectations, processes, and requirements. The College reserves the right to revise this guide as needed to reflect changes in accreditation standards, institutional policies, curriculum, or program requirements. Students are responsible for complying with the most current version of this guide and any additional instructions provided by faculty or the Graduate Program Director.

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PART I. OVERVIEW GRADUATE SCHOLARSHIP

Welcome to graduate education at St. John's College of Nursing. The graduate project represents the culmination of your academic preparation and demonstrates your ability to translate evidence into meaningful improvements in nursing practice, education, leadership, and health care systems.

Graduate scholarship at St. John's extends beyond the completion of a degree requirement. It reflects a commitment to lifelong learning, inquiry, leadership, and service to the profession. Through collaboration with faculty and practice partners, you will identify authentic problems, evaluate the best available evidence, implement evidence-based solutions, and disseminate findings that improve outcomes for patients, learners, organizations, and communities.

As you complete the Master of Science in Nursing (MSN) Evidence-Based Practice Project, you are joining a community of nurse leaders committed to advancing the quality, safety, and effectiveness of health care. This guide outlines the expectations, processes, and resources that will support you from project development through final dissemination.

Purpose of Graduate Scholarship

Graduate scholarship at St. John's College of Nursing is grounded in the belief that nursing professionals have a responsibility to improve health care through the thoughtful application of evidence, leadership, and innovation. Graduate projects are designed to address meaningful practice, educational, organizational, or population health challenges in partnership with health care and community organizations.

The purpose of graduate scholarship is to prepare nurse leaders who can:

- Translate evidence into practice to improve patient, learner, and organizational outcomes.
- Critically evaluate and synthesize current evidence to inform decision-making.
- Design, implement, and evaluate evidence-based initiatives that address identified needs.
- Collaborate effectively with interprofessional teams and organizational stakeholders.
- Demonstrate leadership in advancing quality, safety, equity, and system effectiveness.
- Disseminate scholarly work through professional presentations, publications, or other appropriate venues.

Graduate scholarship is distinguished from traditional research by its emphasis on applying existing evidence to solve real-world problems and improve outcomes. While projects may generate new insights, their primary purpose is to translate evidence into sustainable improvements in practice and health care delivery. The expectation for graduate scholarship increases across academic programs. The MSN project emphasizes leading evidence-based practice changes within clinical, educational, or organizational settings.

Scholarship and Frameworks

A graduate project must include at least one theory or framework.

A. Conceptual or Theoretical Framework

A conceptual or theoretical framework provides the lens through which the practice problem is understood. It helps explain the underlying concepts, relationships, or behaviors that influence the problem being studied and informs the interpretation of project findings. **These frameworks answer the questions: *Why does this problem exist, and how can it best be understood?***

Not every graduate project requires a conceptual or theoretical framework. When appropriate, students should select a framework that strengthens the scholarly foundation of the project and aligns with its purpose.

Examples include nursing, leadership, educational, organizational, or behavioral theories:

- Leininger's Culture Care Theory
- Benner's Novice to Expert Model
- Watson's Theory of Human Caring
- Knowles' Adult Learning Theory
- Kotter's Change Model
- Rogers' Diffusion of Innovations

B. Practice Change Framework

A practice change framework provides a systematic process for translating evidence into practice. It guides the planning, implementation, evaluation, and sustainability of evidence-based changes within clinical, educational, or organizational settings. **These frameworks answer the question: *How will we translate evidence into meaningful practice change?***

Examples include:

- Rosswurm and Larrabee Model for Change to Evidence-Based Practice
- Iowa Model Revised: Evidence-Based Practice to Promote Excellence in Health Care
- Johns Hopkins Evidence-Based Practice Model

C. Selecting an Appropriate Framework

Students are encouraged to thoughtfully select frameworks that best support the goals of their project. Depending on the nature of the project, students may utilize a nursing, leadership, educational, organizational, or practice change framework. The selected framework should strengthen the scholarly foundation of the project and align with its purpose. Course faculty will assist students in selecting frameworks that align with the purpose, scope, and outcomes of the graduate project.

Project Methodology

Project methodology refers to the scholarly structure used to complete and communicate the graduate project. It outlines the sequence of activities required to develop, implement, evaluate, and disseminate the project. ***How will we conduct, document, and communicate the project?***

Project methodology typically includes:

- Project proposal
- Literature review
- Project design
- Implementation
- Evaluation
- Scholarly paper
- Dissemination of findings

Practice Scholarship, Evidence-Based Practice, Quality Improvement, Program Evaluation, and Research

Graduate nursing scholarship encompasses multiple approaches to improving health care. Understanding the differences among practice scholarship, evidence-based practice (EBP), quality improvement (QI), research, and program evaluation is essential when selecting and designing a

graduate project. Although these approaches share common methods, they differ in purpose, methodology, and intended outcomes.

A. Practice Scholarship

Practice scholarship is the application, integration, translation, and dissemination of knowledge to improve nursing practice, education, leadership, health care systems, and population health. Rather than generating new knowledge alone, practice scholarship emphasizes the thoughtful application of existing evidence to address authentic practice problems and produce meaningful improvements in outcomes.

Practice scholarship may incorporate evidence-based practice, quality improvement, program evaluation, implementation science, leadership, policy, education, and systems thinking. It reflects the professional responsibility of graduate-prepared nurses to advance nursing practice through inquiry, innovation, collaboration, and dissemination. At St. John's College of Nursing, practice scholarship serves as the overarching foundation for graduate projects. The MSN Evidence-Based Practice Project represents a form of practice scholarship.

B. Evidence-Based Practice (EBP)

Evidence-based practice is the conscientious integration of the best available evidence, clinical expertise, and the values and preferences of patients, learners, or stakeholders to improve outcomes. Graduate EBP projects focus on translating existing evidence into practice rather than generating new knowledge.

Examples include:

- Implementing an evidence-based sepsis screening protocol.
- Developing a standardized nurse residency curriculum.
- Introducing an evidence-based preceptor development program.

C. Quality Improvement (QI)

Quality improvement uses systematic methods to improve the quality, safety, efficiency, or effectiveness of existing processes within an organization. QI projects typically rely on local data to identify opportunities for improvement and evaluate the impact of process changes.

Examples include:

- Reducing medication administration errors.
- Improving discharge documentation compliance.
- Increasing completion of annual competency assessments.

D. Program Evaluation

Program evaluation examines the effectiveness, efficiency, or impact of an existing program, service, curriculum, or initiative. The purpose is to determine whether program goals are being achieved and to inform future decision-making.

Examples include:

- Evaluating a nurse residency program.
- Assessing outcomes of a leadership development program.
- Evaluating student success initiatives.

E. Research

Research is a systematic investigation designed to generate new, generalizable knowledge. Research studies test hypotheses, answer questions for which evidence is limited, and often require Institutional Review Board (IRB) approval. Graduate projects at St. John's are generally not original research studies.

Many graduate projects incorporate elements of evidence-based practice, quality improvement, and program evaluation. Collectively, these approaches contribute to the practice of scholarship and support the translation of evidence into improved health care outcomes.

Selecting a Practice Problem

The foundation of every successful graduate project is a meaningful practice problem. Students should select a problem that is important to the partnering organization, supported by available evidence, and feasible to address within the scope of the graduate program. Students are encouraged to collaborate with organizational leaders early in the project development process to ensure the proposed project addresses a priority need and has appropriate organizational support.

A strong practice problem should:

- Addresses a genuine clinical, educational, leadership, organizational, or population health need.
- Align with the mission or strategic priorities of the organization.
- Be supported by available internal data, stakeholder input, or quality indicators.
- Have sufficient published evidence to inform practice change.
- Be achievable within the project timeline and available resources.
- Demonstrate the potential to improve outcomes for patients, learners, organizations, or communities.
- Be of interest to the student

Project Scope and Feasibility

Selecting a meaningful practice problem is only the first step in developing a successful graduate project. Students should also ensure that the proposed project is feasible within the scope, resources, and timeline of the graduate program. Students are encouraged to refine project ideas until the scope is achievable, measurable, and appropriate for the graduate program. A well-designed graduate project should:

Developing Project Question

A clearly defined project question provides direction for the literature review, project design, implementation, and evaluation. The project question should be specific, focused, and aligned with the identified practice problem. The format of the project question should reflect the purpose of the project.

Finding and Appraising Evidence

Graduate nursing practice is grounded in the integration of the best available evidence with professional expertise and stakeholder values. A comprehensive and systematic review of the literature provides the foundation for every graduate project. Students are expected to conduct a thorough search of the current literature using appropriate scholarly databases and other credible sources. The literature review should identify what is known about the practice problem, evaluate the strength and quality of the available evidence, identify gaps in the literature, and support the proposed practice change.

Evidence should be:

- Relevant to the identified practice problem.
- Current when possible and appropriate.
- Obtained from credible scholarly and professional sources.
- Critically appraised for quality, rigor, and applicability to the proposed project.

Graduate students are expected to move beyond summarizing individual articles by synthesizing findings across multiple sources to develop evidence-based recommendations for practice.

Ethical Considerations

Integrity, professionalism, and respect for persons are fundamental to graduate scholarship. Students are expected to conduct all project activities in accordance with applicable ethical standards, organizational policies, and regulatory requirements. Prior to beginning implementation, students must work with faculty and the partnering organization to determine whether the proposed project constitutes evidence-based practice, quality improvement, program evaluation, or research. Projects requiring review by an Institutional Review Board (IRB) or other oversight body must obtain all required approvals before implementation begins. Ethical scholarship requires honesty, transparency, and accountability throughout every phase of the project.

Students are responsible for:

- Protecting the privacy and confidentiality of individuals and organizations.
- Maintaining secure handling of project data.
- Accurately representing project findings.
- Properly citing all sources and avoiding plagiarism.
- Disclosing any actual or potential conflicts of interest.
- Maintaining data security.

Project Approval Process

Graduate projects progress through a series of planned milestones to ensure academic quality, organizational support, and regulatory compliance. Students may not begin project implementation until all required academic and organizational approvals have been obtained.

Although specific requirements vary by program, graduate projects generally follow the process below:

1. Identify practice, educational, leadership, or organizational problem.
2. Discuss the proposed project with course faculty.
3. Obtain support from the partnering organization.
4. Develop the project proposal.
5. Determine whether organizational approval, quality improvement review, or Institutional Review Board (IRB) review is required.
6. Obtain all required approvals prior to implementation.
7. Implement and evaluate the project.
8. Disseminate project findings.

Working with Clinical and Community Partners

Graduate projects are completed in collaboration with healthcare organizations, educational institutions, or community agencies. Successful projects are built upon strong partnerships that address authentic organizational priorities while providing meaningful learning experiences for students. Students are expected to establish and maintain professional working relationships with organizational leaders, project mentors, course faculty, and other stakeholders throughout the project.

Appropriateness of clinical and community partners are in alignment with stated graduate project guidelines.

Clinical and community partners may assist with:

- Identifying priority practice or organizational needs.
- Providing organizational data and background information.
- Supporting project planning and implementation.
- Facilitating stakeholder engagement.
- Assisting with evaluation and sustainability planning.

Scholarly Writing Expectations

Graduate scholarship should reflect clear communication, critical thinking, and professional writing. All written work submitted as part of the graduate project should demonstrate organization, accuracy, and adherence to accepted scholarly standards. The final scholarly paper should demonstrate the student's ability to translate evidence into practice through thoughtful analysis, implementation, evaluation, and reflection.

Students are expected to:

- Write in a clear, concise, and professional style.
- Support statements with current scholarly evidence.
- Synthesize information rather than simply summarize individual sources.
- Follow the current edition of the *Publication Manual of the American Psychological Association (APA)* for formatting and citation.
- Submit original work that reflects the principles of academic integrity.

Responsible Use of Artificial Intelligence

Artificial intelligence (AI) has become an important tool in graduate education and professional nursing practice. St. John's College of Nursing supports the responsible and ethical use of AI technologies in accordance with the College's **Responsible Utilization of Artificial Intelligence (AI) Policy**. Students are expected to be familiar with and comply with the current College policy throughout the development and completion of their graduate project.

Graduate scholarship is evaluated on the student's ability to critically analyze, synthesize, and apply evidence. AI may assist the scholarly process, but it cannot replace the student's independent judgment, professional reasoning, or accountability for the final work. AI tools may be used to support graduate scholarship in ways that enhance learning, organization, and communication.

Appropriate uses may include:

- Brainstorming project ideas.
- Developing outlines or organizing written work.
- Improve grammar, readability, and writing mechanics.
- Refining presentation materials.

The use of AI does not replace scholarly inquiry, critical thinking, professional judgment, or academic integrity. Students remain fully responsible for the accuracy, originality, and scholarly quality of all work submitted for academic credit. AI-generated content may not be submitted as original scholarly work unless specifically permitted by course faculty. All graduate project submissions remain the intellectual work and responsibility of the student.

Students are expected to:

- Disclose AI use when required by College or course policy.
- Verify the accuracy of all AI-generated information.
- Properly cite all scholarly sources.
- Protect confidential, proprietary, and protected information.
- Exercise independent analysis and professional judgment in all academic work.

Students should not upload any project data, personal health information, confidential, proprietary, or protected information into AI platforms unless expressly permitted under College policy.

Questions regarding the appropriate use of AI should be directed to the course faculty member before submitting project-related work.

Dissemination Expectations

Dissemination is an essential component of graduate scholarship and evidence-based practice. Sharing project outcomes contributes to organizational learning, advances nursing practice, and supports continuous improvement in healthcare and education. At a minimum, students are expected to disseminate project findings through program-required presentations and submission of a final scholarly paper. Dissemination plans should be developed in collaboration with the partnering organization and course faculty. Students are encouraged to view dissemination not as the conclusion of a project, but as the beginning of broader application and continued professional scholarship.

Additional dissemination may include:

- Poster presentations.
- Podium presentations.
- Executive summaries for organizational leaders.
- Professional conferences.
- Peer-reviewed publications.
- Educational sessions within the partnering organization.

PART II. MASTER OF SCIENCE IN NURSING EVIDENCE-BASED PRACTICE PROJECT

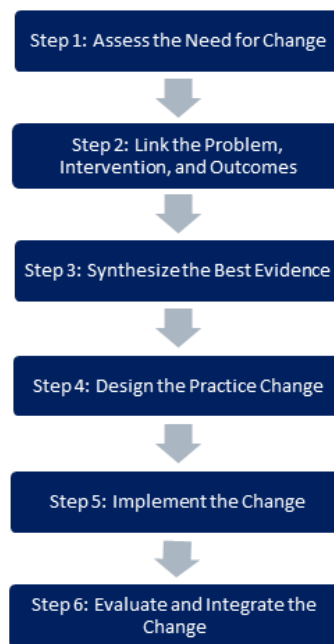
Philosophy of the MSN Evidence-Based Practice Project

The MSN Evidence-Based Practice Project is the culminating scholarly experience of the graduate program and demonstrates the student's ability to lead evidence-based practice change within clinical, educational, leadership, organizational, or population health settings. The MSN project emphasizes the translation of existing evidence into practice. Students collaborate with healthcare and community partners to design, implement, evaluate, and disseminate evidence-based practice initiatives that improve outcomes for patients, learners, organizations, and communities. Throughout the project, students develop competencies in leadership, critical appraisal of evidence, project management, implementation, evaluation, and scholarly dissemination.

Practice Change Framework

The MSN Evidence-Based Practice Project is guided by the **Rosswurm and Larrabee Model for Change to Evidence-Based Practice**. This framework provides a systematic approach to identifying practice problems, evaluating evidence, implementing change, and evaluating outcomes. The Rosswurm and Larrabee Model serves as the organizing framework for the MSN project sequence and is integrated throughout all practicum courses.

Rosswurm & Larrabee Model for Change to Evidence-Based Practice



End of Program Student Learning Outcomes

Upon completion of the MSN Evidence-Based Practice Project, graduates will be able to:

- Lead the integration of advanced nursing science, systems leadership, and policy to improve organizational health care outcomes and professional practice environments. (Professionalism)
- Lead interprofessional teams in the implementation of evidence-informed clinical, educational, and workforce development initiatives that improve population and system-level outcomes. (Caring)
- Lead interprofessional collaboration to achieve organizational learning, workforce development, and system-level improvement. (Communication)
- Lead practice and professional development initiatives using advanced critical reasoning and translational scholarship to improve health outcomes. (Critical Reasoning)

Scope of the MSN Evidence-Based Practice Project

The MSN Evidence-Based Practice Project is designed to demonstrate the student's ability to translate evidence into practice within a defined organizational or community setting. Projects should be achieved within the four-semester practicum sequence and should demonstrate measurable improvement in clinical, educational, leadership, organizational, or population health outcomes.

Projects are expected to:

- Address a meaningful organizational need.
- Be grounded in current evidence.
- Be feasible within the available timeframe.
- Include implementation and evaluation.
- Demonstrate leadership in evidence-based practice.

Projects are **not** expected to generate new generalizable knowledge or replicate the scope of a doctoral scholarly project.

MSN Project Roles and Responsibilities

The MSN Evidence-Based Practice Project is completed within the sequence of practicum courses. Students are supported through a collaborative partnership between course faculty and an organizational mentor.

A. Student

The student is responsible for the successful completion of all project requirements and is expected to demonstrate initiative, professionalism, and accountability throughout the project.

Student responsibilities include:

- Identifying appropriate practice, leadership, education, or organizational problem.
- Completing all course assignments, required approval forms, and project milestones.
- Communicating regularly with course faculty and the organizational mentor.
- Submit organizational mentor's curriculum vitae to course faculty.
- Maintaining professional and ethical standards.
- Completing the project within established timelines.
- Preparing the final scholarly paper and required dissemination activities.

B. Practicum Faculty

Each practicum course is taught by a faculty member who serves as the student's academic mentor for that course. Guidance provided by practicum faculty is considered an integral component of course instruction and is included within the faculty member's assigned teaching responsibilities.

Practicum faculty are responsible for:

- Teaching course content and project expectations.
- Providing guidance related to course assignments and project milestones.
- Evaluating student performance and assigning course grades.
- Communicating with the organizational mentor when appropriate.

C. Organizational Mentor

The organizational mentor is a leader or subject matter expert within the partnering organization who provides guidance regarding the practice environment and organizational priorities. The organizational mentor does not assign grades or evaluate academic performance. This individual must be a nurse with a minimum of a Bachelor of Nursing degree **AND** a Master's degree.

The organizational mentor is responsible for:

- Assisting the student in identifying an appropriate organizational need.
- Facilitating access to relevant stakeholders and organizational resources.
- Providing feedback regarding project feasibility and implementation.
- Supporting project implementation within the organization.
- Providing feedback regarding project outcomes and sustainability.

MSN Evidence-Based Practice Project Requirements

Projects should address an authentic organizational need and demonstrate measurable outcomes.

A. Types of Projects appropriate MSN projects may include initiatives focused on:

- Clinical practice improvement
- Nursing leadership
- Nursing education
- Workforce development
- Quality improvement
- Professional development
- Patient safety
- Population health
- Care coordination
- Health promotion

B. Final Deliverables

Successful completion of the MSN project includes:

- Evidence-Based Practice Project Proposal
- Comprehensive literature review
- Evidence appraisal and synthesis
- Project implementation
- Evaluation of outcomes
- Final scholarly paper
- Professional poster with oral presentation
- Executive summary for the partnering organization

c. Successful Completion

Students must successfully complete each practicum course, meet all program expectations, and demonstrate competency in planning, implementing, evaluating, and disseminating an evidence-based practice initiative. Successful project completion will be validated through the following milestones:

- Successful completion of all practicum courses.
- Completion of all required project milestones.
- Submission and approval of the final scholarly paper.
- Completion of all required dissemination activities.
- Demonstration of professional and ethical conduct throughout the project.

MSN Project Manuscript Content

Title Page

Abstract

Introduction

Background and Significance of the Practice Problem

Project Question

Theoretical Framework

Literature Review

Methods

Project Design

Implementation

Results

Outcome Analysis

Evaluation

Discussion

Recommendations and Sustainability

Conclusion

References

Appendices may include the following:

Literature table

Stakeholder analysis

Timeline

Project Proposal

Executive Summary

Educational Materials

Data Collection Tools

Tables and Figures

Completing the Project

Throughout the project the student will be working closely with the Practicum Faculty writing the project paper and preparing for the presentation. Remember this paper is a process that requires revision and refinement in efforts to produce a final scholarly project paper.

Dissemination of the MSN Project and Final Approval

The student will present the completed MSN Project at St. John's College Research Day. MSN students are required to participate. The presentation will be by podium format explaining their poster. Prior to

presentation, the proposed scholarly poster must be reviewed and approved by the Practicum Faculty (Appendix D). At the conclusion of the presentation the MSN student will complete the MSN Project Completion Approval form (Appendix E).

MSN Project Manuscript Storage

Completed MSN Projects will be uploaded to a repository.

MSN Project Manuscript Guidelines

APA Style

The MSN Project manuscript style and format adhere to the most current version of the *Publication Manual of the American Psychological Association* (APA) with variation as indicated in italics.

<https://apastyle.apa.org/> <https://apastyle.apa.org/style-grammar-guidelines>

Font

Recommend Times New Roman, 12-point font, this should be consistent throughout the paper. Other fonts: <https://apastyle.apa.org/style-grammar-guidelines/paper-format/font>

Line Spacing and Length

Double space throughout the entire paper including headings and references.

All lines in the paper are to be flush-left style. This style leaves the right edge of the paper uneven. Do not hyphenate words at the end of a line. <https://apastyle.apa.org/style-grammar-guidelines/paper-format/line-spacing>

Paragraphs and indentions

Paragraphs should be started with an indent of five to seven spaces, or approximately ½ inch.

<https://apastyle.apa.org/style-grammar-guidelines/paper-format/paragraph-format>

Section Headings

APA provides for five potential levels of headings for the sections of the paper. Please see the most current APA manual for formatting rules. <https://apastyle.apa.org/style-grammar-guidelines/paper-format/headings>

Pagination

Pages should be numbered consecutively using Arabic numerals starting with the Title page which is page 1. Page numbers should be in the page header, flush right. <https://apastyle.apa.org/style-grammar-guidelines/paper-format/page-header>

Running Head

This is an abbreviated title that will be at the top of each page in the header section formatted flush with left margin. Headers should be no more than 50 characters in total including spaces. Headers should be all capital letters. <https://apastyle.apa.org/style-grammar-guidelines/paper-format/page-header>

Title Page

The title page includes six elements: title, running head, page number, author byline, institutional affiliation, and author note – a statement regarding partial fulfillment of degree requirements and year.

- Project Title should be bold, centered and positioned in the upper half of the title page.

- o Capitalize the following words in the title:
 - § First word
 - § First word in subtitle
 - § First word after a colon, dash, or end punctuation
 - § All Major words
 - § Words with four letters or more
- Student's Name and (should be below the title with one extra double blank space)
 - o Student's name should be first name, middle initials(s), and last name
 - o Student's name should include no professional or academic degrees or licenses
- St John's College of Nursing (should appear below the student's name)
- At the bottom of the title page include the following:

"In Partial Fulfillment of Degree Requirements for Master of Science in Nursing"

20XX [appropriate year]

Reference Page

The reference page begins on a new page. References should be in alphabetical order. The first line of each reference is flush to the left margin then the second line etc. should be double spaced and have a hanging indent.

Intext Citations and References

For intext citations such as paraphrase, direct quotes etc. refer to: <https://apastyle.apa.org/style-grammar-guidelines/citations>

For how to reference the within body of paper refer to: <https://apastyle.apa.org/style-grammar-guidelines/references/examples>

Sample papers will be available in the College Learning Management System

Appendix A

St. John's College of Nursing
Master of Science in Nursing
NSG 533 Practicum I

MSN Project Proposal Approval

Student Name: _____

Expected Graduation Date: _____

Project Title: _____

Project Question: _____

Project Type: _____

Practicum Faculty Signature: _____ Date: _____

Appendix B

St. John's College of Nursing
Master of Science in Nursing
NSG 533 Practicum II

MSN Project Committee & Organization Approval

Student Name: _____

Expected Graduation Date: _____

Project Title: _____

Project Question: _____

Organizational Mentor Name: _____

Organizational Mentor Signature: _____ **Date:** _____

(The organizational mentor is a leader or subject matter expert within the partnering organization who provides guidance regarding the practice environment and organizational priorities)

☐ Curriculum Vitae/ Resume Submitted

Organizational Approval Name: _____ **Date:** _____

Organizational Approval Signature: _____ **Date:** _____

(Official approval from organization/ leadership for student to complete project within organization. This may be the same as the mentor)

Practicum Faculty Signature: _____ **Date:** _____

Appendix C

St. John's College of Nursing
Master of Science in Nursing
NSG 533 Practicum III

MSN Project Implementation Plan Approval

Student Name: _____

Expected Graduation Date: _____

Project Title: _____

The above student has completed the MSN Project implementation plan and is approved to begin implementation.

Practicum Faculty Signature: _____ **Date:** _____

Appendix D

St. John's College of Nursing
Master of Science in Nursing
NSG 533 Practicum IV

MSN Project Approval for Scholarly Presentation

Student Name: _____

Project Title: _____

The above student has had their MSN Project reviewed including their oral poster presentation and is approved to do their scholarly presentation.

Practicum Faculty Signature: _____ **Date:** _____

Appendix E

St. John's College of Nursing
Master of Science in Nursing
NSG 533 Practicum IV

MSN Project Completion Approval

Student Name: _____

Project Title: _____

Organizational Mentor Signature: _____ **Date:** _____

Practicum Faculty Signature: _____ **Date:** _____