

Sample Capstone Papers On Nursing

Clinical Research for the Doctor of Nursing Practice, Third Edition is a must-have text focused on teaching students how to conduct research needed for their capstone project.

Accelerate your transition to nursing success! Excel in your senior practicum, pass the NCLEX-RN® and flourish in your new nursing career. A streamlined, outline format, case studies, clinical alerts, and quick-reference tables ensure you easily master the knowledge, skills, and attitudes to succeed as an RN.

Undertaking Capstone and Final Year Projects in Psychology serves a seminal purpose in guiding its readers to create a capstone project. The text employs traditional and emerging methodologies and methods in order to posit an exhaustive approach that the psychology students can adopt to see their project to fruition. The text aims at fortifying the reader's skills through the structure of its chapters as they begin to work on their capstone or final year project. The chapters collectively explore the varied aspects that are involved in the completion of a final year project, that is, beginning from the inception of the idea to laying the foundation, designing the project, analysing the data, and, finally, presenting the findings. The text guides the reader through each step and provides further guidance on approaching the idea, coming up with the research question, positioning it within the epistemological and ontological context, and constructing the theoretical framework to arrive at the optimal design solutions. The text will be useful for psychology students who are currently completing a capstone or a final year project. It is further aimed at psychology students who will subsequently be working on a project and are looking forward to gaining cognisance regarding the approach and the methodology to be adopted for the same.

Purpose: Preceptors are relied upon to prepare nursing students during their capstone experience as novice, generalist nurses. There is currently no instrument that measures the preceptor's level of preparedness. The purpose of this study was to psychometrically test a 67-item instrument, the Cap-ExPresS developed during a pilot study, which evaluated the level of self-perceived confidence preceptors reported when working with capstone students. **Methods:** The subject population was clinical nurses working as preceptors for senior-level nursing students during their capstone experience. The sample included 118 preceptors recruited from four hospitals in the Midwest. A cross-sectional multi-center survey design was used to test the instrument for internal consistency reliability and test-retest reliability. Exploratory factor analysis (EFA) was also performed to support construct validity and to reduce the number of items. Correlations and regressions between independent variables and Cap-ExPresS scores measuring preceptor preparedness were explored. This study tested a revised 67-item Cap-ExPresS with this larger more diverse sample, decreasing the scale to 22 items representing preceptor preparedness with subscales of Student-Centeredness, Pedagogic Competence, Clinical Competence, and Nurse Professionalism. **Procedure:** After IRB approval, hospital contacts forwarded email instructions with a survey link to all their clinical nurses. The survey screened for inclusion: registered nurses providing direct patient care who had precepted or planned to precept a capstone student. Data were collected securely using Research Electronic Data Capture. After EFA and item

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analyses, participants were invited to take the retest, evaluating test-retest reliability. Future Research: A valid and reliable Cap-ExPresS can be used to identify best practices to increase the preceptor's self-perceived level of preparedness to precept capstone students. The scale can be used to assess the learning needs of preceptors, and to perform interventional studies, longitudinal studies, and randomized controlled trials evaluating the effectiveness of preceptor training and education on confidence to perform preceptor behaviors.

A Study of how Master of Science in Nursing Students Choose Topics for Capstone Projects

Migration and the Global Health Care Economy

Community Health and Wellness

From Evidence to Practice

Curriculum Development and Evaluation in Nursing Education

The Future of Nursing

Highly anticipated and fully updated, *Anatomy of Writing for Publication for Nurses, Third Edition*, is a practical and useful guide for nurses who need to bridge the gap from incomplete sentences to a published manuscript. Lead Author and Editor Cynthia Saver removes the fear and confusion most nurses have about the writing and publishing process. Along the way, 25 of nursing's top writing experts and decision makers share important insights to help you increase the likelihood that your manuscript gets accepted for publication.

Designated a Doody's Core Title! Praise for the Second Edition "Provides helpful tips for all levels of writing and is a comprehensive, solid reference for any nurse who plans to write for publication."

—BookEnds "Writing for publication is essential for disseminating nursing knowledge, and this book will surely prepare budding authors and serve as a resource for experienced authors. It is a great reference for authors at all levels." Score: 100, ????? —Doody's The ability to communicate in writing is an essential skill, particularly for nurses at the graduate level. This is a best-selling, comprehensive, and widely used resource on writing for nurse clinicians, faculty, researchers, and graduate students. It covers all kinds of writing that beginning and experienced nurse authors may be required or choose to undertake: journal articles, book chapters, and preparing manuscripts from course work. Brimming with helpful examples, the book takes the reader step by step through the entire process of writing, from the generation of an idea through searching the nursing literature, preparing an outline, writing and revising a draft, and submitting the finished product for publication. In addition to being extensively updated, the third edition features new chapters on writing articles reporting quality improvement studies and on open-access publications. New writing samples have been added that illustrate how to present multiple types of research and writing for various types of journals and other venues. The book describes how to select an appropriate journal and gear the writing for the intended audience, submit a

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manuscript, and respond to reviewers. It provides strategies for searching bibliographic databases, analyzing and synthesizing the literature, and writing a literature review. Information is included on developing manuscripts from theses and dissertations, writing a paper with multiple authors, and when and how to include tables or figures. Ethical considerations are also addressed. **FEATURED IN THE THIRD EDITION:** Selecting the right journal for publication using web resources and more Selecting and searching bibliographic databases for synthesizing literature Developing literature reviews for target audiences of research versus clinical papers Disseminating research to researchers versus clinicians Writing quality improvement reports and evidence-based practice articles Writing papers for clinical journals Publishing innovations in clinical practice and unit-based initiatives Publishing in open-access journals and important considerations Turning capstone projects, theses, and dissertations into manuscripts Working with coauthors and student/faculty collaborations Responding to peer reviews Avoiding abuses of authorship and copyright issues

Winner of an AJN Book of the Year Award! Designated a Doody's Core Title! This book includes comprehensive and unique strategies for teaching evidence-based practice (EBP) for all types of learners across a variety of educational and clinical practice settings. The concrete examples of teaching assignments provided in the book bring the content alive and serve as a useful, detailed guide for how to incorporate this material into meaningful exercises for learners.

The only practical guide for helping social work students create high-quality applied capstone research projects from start to finish This "mentor-in-a-book" provides social work students with invaluable information on designing, implementing, and presenting first-rate applied research projects focused on improving social work programs and services. Taking students step-by-step through the entire process, the book helps students plan their projects by providing descriptions of the various research methodologies that can be used to improve social work programs and services. It offers extensive instruction on how to write effectively by providing detailed information on all written components of capstone research projects, as well as the dos and don'ts of writing research reports. Covering data collection methods, program evaluation, organization and community needs assessments, practice-effectiveness studies, and quantitative and qualitative data analysis, this brand-new book also addresses best practices for presenting findings upon completion of the applied research project. Additional features include abundant case examples demonstrating the application of theory to practice and an examination of both qualitative and quantitative research approaches, while also helping students demonstrate social work practice competencies within their capstone projects. Practice activities in each chapter help students apply knowledge to their research projects; and technology exercises help students master important digital research techniques. A capstone project checklist and competency log help students monitor progress, and QR codes provide supplementary support and resources. Additional

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resources include competency rubrics, detailed group exercises for each chapter, and a sample syllabus for faculty. Purchase of the book includes digital access for use on most mobile devices or computers. Key Features: Delivers step-by-step information on creating high-quality social work capstone projects from conception through presentation Includes a detailed summary of the major applied research approaches to improving social work programs and services Explains how to research literature and write a problem statement on a social service issue Contains extensive information on how to write effective capstone research papers along with abundant examples Helps students to demonstrate social work practice competencies Offers case examples throughout to demonstrate the application of theory to practice Presents practice activities and technology exercises in each chapter Provides a capstone project checklist and competency log Includes QR codes providing additional resources for each chapter

Nursing Deans on Leading

Research for Advanced Practice Nurses, Fourth Edition

A Practical Guide

Outcome Assessment in Advanced Practice Nursing

The Effect of the Developing Nurses' Thinking Model on Clinical Judgment in Nursing Students

NurseThink Notes

South African nurses care for patients in London, hospitals recruit Filipino nurses to Los Angeles, and Chinese nurses practice their profession in Ireland. In every industrialized country of the world, patients today increasingly find that the nurses who care for them come from a variety of countries. In the first book on international nurse migration, Mireille Kingma investigates one of today's most important health care trends: the migration of nurses. Personal stories of migrant nurses that fill this book contrast the nightmarish existences of some with the successes of others. Health care in industrialized countries now depend on nurses from the developing world to address their nursing shortages. This situation raises a host of questions. What causes nurses to decide to migrate? Is this migration voluntary or in some way coerced? When developing countries are faced with nurse vacancy rates of more than 40 percent, is recruitment by industrialized countries fair play in a competitive market or a new form of colonialization? What happens to these workers—and the patients left behind—when they migrate? What safeguards will protect nurse migrants and the patients they find in their new workplaces? Highlighting the complexity of the international rules and regulations now being constructed to facilitate the lucrative trade in human services, Kingma presents a new way to think about the migration of skilled health-sector labor and the strategies needed to make migration work for individuals, patients, and the health systems on which they depend.

Advanced Practice Palliative Nursing is the first text devoted to advanced practice nursing care of the seriously ill and dying. This comprehensive work addresses all aspects of palliative care including physical, psychological, social, and spiritual needs. Chapters include: symptoms of serious illness, pediatric palliative care, spiritual and existential issues, issues around the role and function of the advanced practice nurse, reimbursement, and nursing leadership on palliative care teams. Each chapter contains case examples and a strong evidence base to support the highest quality of care. The text is written by leaders in the field and includes authors who have pioneered the role of the advanced practice nurse in palliative care. This volume offers advanced practice content and practical resources for clinical practice across all settings of care and encompassing all ages, from pediatrics to geriatrics.

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"This book provides an important roadmap to assist nursing professionals, indeed all healthcare professionals, to achieving maximum best patient care delivery through the application of technology and information science to clinical care." -Joyce J. Fitzpatrick, PhD, MBA, RN, Elizabeth Brooks Ford Professor Nursing Frances Payne Bolton School of Nursing Case Western Reserve University Data and technology more heavily than ever on quality patient care in today's healthcare system. As technology increases in complexity and scope, involving healthcare roles and types of data analysis, so does the demand for project management and astute leadership. Among other responsibilities, Informatics Specialists (NIS) manage and implement technology initiatives so clinicians' workflow is more efficient, which improves patient care and the bottom line. To accomplish these goals, it is essential that the NIS has excellent Project Management skills. Written for graduate students, Project Management in Nursing Informatics provides core project management skills for Informatics students. This text gives project management examples using realistic healthcare case scenarios. Chapters describe nursing informatics competencies and project management concepts that will be essential for clinical practicum and practical experience. Case scenarios show the consequences of wrong processes and highlight factors that lead to success. With plenty of chapter activities, exercises, and tasks, this text pushes the concepts into practical realities for the NIS. Key Features Incorporates key concepts in defining scope, tracking budget, and meeting deadlines within the expected timeline Features cases with real-world scenarios Contains templates to monitor and track multiple projects Provides a guide to manage, track, and complete a capstone project Presents a basic review of key nursing informatics competencies and its relationship in a capstone project Workflow analysis, concept mapping, data specification, collection and analysis Accompanied by Instructor's PowerPoint Designated a Doody's Core Title! "The construction of the doctor of nursing practice (DNP) and the clinical nurse leader (CNL) set in motion a change in graduate nursing education. In this book, Fitzpatrick and Wallace document the history, the driving forces, and the expectations for these new roles while providing a starting point for capacity building for the development of DNP and CNL educational programs." --Nursing Education Perspectives The Research Journal of the National League for Nursing "This [book] is essential reading for graduate nursing students who are considering pursuing an advanced degree in nursing." Score: 100, 5 stars - -Doody's This is the first book to document and analyze the development and integration of the Clinical Nurse Leader (CNL) and Doctorate of Nursing Practice (DNP) programs in graduate nursing institutions. Editors Fitzpatrick and Wallace, established authorities in nursing education, present this text as an introduction to these new degrees. The contributors, ranging from architects of the programs to graduates from the programs, offer valuable information on the curricula, and expected outcomes of these two educational tracks. Ultimately, the book explores how the development of these new degrees influenced health care delivery at large. Highlights of this book: Delineates core program requirements and outlines what is expected of graduates in both clinical and academic arenas Provides guidance to students making the transition from masters level nursing programs to doctoral programs Includes two chapters written by the AACN Taskforce on the new degrees, with essential information on how to gain and sustain accreditation Identifies critical issues underpinning future DNP and CNL program development, and discusses the impact of the new degrees on nursing education, patient outcome, and health care Offering comprehensive coverage of the DNP and CNL development, this book is required reading for students considering doctorates in nursing, as well as nurse educators and administrators working within the programs.

Leading Change, Advancing Health
Exemplars of Excellence in Practice
Social Work Capstone Projects
Project Management in Nursing Informatics

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Capstone Coach for Nursing Excellence

A Guide to Best Practice

Evidence-Based Practice in Nursing & Healthcare: A Guide to Best Practice, 5th Edition, is a bestselling, easy-to-use guide to translating research findings to nursing practice and applying practice data for superior clinical decision-making. Using conversational writing, inspiring quotes, and an enhanced, case-based approach, AJN award-winning authors Bernadette Melnyk and Ellen Fineout-Overholt demystify evidence-based practice to help students deliver optimal patient care and become better nurses.

Practical guide to understanding the DNP degree and to completing a successful capstone project
Clinical, education, and policy exemplars of successful DNP Capstone projects illustrate the necessary components and approach. Provides guidance on publicizing results and conducting projects as a DNP
This textbook focuses on enhancing understanding, and characterizing the Doctor of Nursing Practice degree, and its place in the current healthcare environment. The book offers guidelines for planning and conducting all phases of a DNP capstone project. Examples of successful projects from varied areas of nursing practice are included along with practical tips for publicizing capstone project results to the wider medical community.

Awarded first place in the 2013 AJN Book of the Year Awards in the Advanced Practice Nursing category
Named a Doody's Core Title "This is an excellent and timely tool for advanced practice nurses." Score: 100, 5 stars -Doody's Medical Reviews
Measuring the results of APN care has become increasingly important as a way to demonstrate the significant impact of APN nurses on practice outcomes. The third edition of this award-winning volume has been updated to provide the most current knowledge, perspectives, and research on assessing outcomes of APN care. It addresses not only the health outcomes of APN practice but the economic impact of APN care as well. Chapters discuss outcome measurement in all areas of advance practice nursing, including identifying outcomes in specialty areas and in community and ambulatory settings. The text provides detailed descriptions of how to conduct outcomes assessments, how to locate the most current instruments and measures for APN assessment, and perspectives on international initiatives in APN assessment. Examples of outcomes studies at the DNP level are culled from the most current published projects. Written by expert practitioners, educators, and researchers in APN outcomes assessment, this book will provide the essential information to help all APNs-regardless of specialty area or practice setting-to increase their skill level in

designing outcomes-focused clinical research, selecting instruments, and analyzing outcomes data as critical components of their professional practice role. The third edition is completely updated and expanded to include: A new chapter on assessing outcomes at the DNP level through data gained from the most current research An expanded literature review on outcomes measurement research Guidelines for selecting assessment instruments Perspectives on an international initiative for the development of an APN research data collection toolkit New chapter objectives and critical discussion questions Updated web links

The purpose of this study was twofold: to determine whether Master of Science in Nursing (MSN) students find the AHP process helpful when choosing the topic for their three credit point capstone project; and to test the utility of an open source software package for conducting AHP (the Business Performance Management Singapore AHP Online System). Four students participated in the AHP process. All four students found the process helpful when choosing a project topic. One of the participants qualified this by stating only if the student was unsure about the choice of topic. The BPMSG was easy to use and resulted in individual and group decision making hierarchies. All four students thought that the AHP process would be useful for other students because it helps to recognize personal interests and priorities and to organize ideas. "Relevance to my current job" was found to be the top priority when deciding on project topic, followed by "relevance to my future career". In descending order of importance other influences on selection of project topic are: "Interest in the study population"; and "Help me to get a better job". Neither the workload involved in completing the study nor the ease of writing up the results was a major influence on choice of project topic. Overall the findings of the study suggest that the AHP process may assist MSN students to prioritize potential topics when deciding on a focus for their capstone projects and that the BPMSG AHP Online System is suitable software for the analysis of AHP decision making processes; although some students will require assistance to use the software. It should be noted that the study was limited by the small sample size.

The Doctor of Nursing Practice and Clinical Nurse Leader

Practical Guide for Students

Scholarly Inquiry and the DNP Capstone

Redesigning Advanced Practice Roles for the 21st Century

Instrument Development and Psychometric Testing of the Capstone-Experience Preceptor Preparedness

Scale

Linking Evidence to Action

FACILITATES WRITING SUCCESSFUL PROPOSALS OF SUBSTANCE, CLARITY, AND CONVICTION With an in-depth focus on writing with substance, clarity, and conviction, this comprehensive resource takes the reader step by step through the entire process of writing and submitting a successful proposal. Written by preeminent authors and educators with extensive experience in teaching proposal and grant writing to nurses and other health care professionals, the book discusses how to create proposals for dissertations, capstone projects, research funding, fellowships, and career development awards, as well as for educational training, translational research, evidence-based practice, and demonstration projects. Using a clear, commonsense approach, it delineates the foundations and underlying structure of a well-written proposal and then focuses on the specific elements required for each different type of proposal. The book provides readers with the tools to help them think through what they want to do and describe it clearly and succinctlyóavoiding unnecessary information that does not support the intent of their proposal. It discusses selecting a problem, developing an argument, and describing the aims of the project; showing the significance of the problem and describing the conceptualization and innovative aspects of the work; detailing the approach or research design and methods; composing the title and abstract; describing budgetary considerations; and preparing ancillary materials. The book also includes worksheets to help readers personalize the information for their particular project. Instructions on how to synthesize the relevant literature for a study is presented in helpful case examples. The book also addresses the processes of writing and submitting a grant, its review, and possible resubmission. It will be highly useful as a text in masterís-level, DNP, and PhD research courses; doctoral seminars, for instructors who advise students on proposal development; and for practitioners who are interested in developing evidence-based practice. KEY FEATURES: Provides abundant tools for writing proposals of substance, clarity, and conviction Takes readers step by step through the process of writing a great variety of proposals Facilitates clear thinking and to-the-point writing Includes

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worksheets to help readers personalize information for their particular project Provides formats required for all federal grant proposals

This Capstone project evaluated the impact of a simulation-based learning experience on nursing students' anxiety levels, preparedness for psychiatric practicum, and stereotypical views towards individuals with mental illness. A sample of 15 bachelor level nursing students was utilized. The experimental group (n=8) was exposed to a four-hour simulation-based learning experience prior to the beginning of their clinical experience. The control group (n=7) began their clinical rotation without any simulation exposure. A pretest, posttest design utilizing the Mental Health Nursing Survey Part 1 (MHN-1) and the Mental Health Nursing Survey Part 2 (MHN-2) was used to measure the students' stereotypical views, anxiety levels, and feelings of preparedness. This study revealed that a simulation-based learning experience did not have an effect on the nursing students' levels of anxiety or feelings of preparedness. Clinical and theory positively impacted the students' feelings of preparedness and levels of anxiety and negatively impacted perceptions of mental health nurses.

Named a 2013 Doody's Core Title! "This is an excellent book for both students and current DNPs. The primary areas it addresses--leadership, healthcare policy, and information technology---are essential for the advanced practice nurse to function as a change agent in today's healthcare environment. The book challenges DNPs to engage in clinical practice to the full scope of their capabilities."--Score: 100, 5 Stars. Doody's Medical Reviews This is the only professional issues-oriented Doctor of Nursing Practice (DNP) text to fully integrate all eight American Association of Colleges of Nursing DNP competencies into one volume. It defines practice scholarship for the DNP role and facilitates the sound development of key leadership skills that enable DNP graduates to effectively influence politics and health care policy in order to improve patient and population health care outcomes. The text focuses on the educational requirements of DNPs engaged in the arenas of leadership, health care policy, and information technology. It covers the growth and development of the DNP role, particularly in the context of contemporary health care challenges. With a focus on the Capstone Project, the text

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addresses the relationship of the DNP role to ongoing scholarship. It covers three important essentials of the DNP curriculum—evidence-based practice, health information technology, and outcomes measurement—and how they can be used to transform health care in the 21st century. The text's challenging and thought-provoking content is of particular value not only to students, but also to professors who will welcome the clarity it offers to the highly complex DNP curriculum. Key Features: Simplifies the highly complex DNP curriculum and integrates DNP core competencies throughout Demonstrates the application of core competencies to practice and aggregate care Provides a well-organized supplement to all courses across the DNP curriculum Uses exemplars of students and practicing DNPs to illustrate effective implementation Offers concrete guidance for achieving a thorough understanding of how DNP graduates utilize core competencies

Designated a Doody's Core Title! "Writing for publication is essential for disseminating nursing knowledge, and this book will surely prepare budding authors and serve as a resource for experienced authors. It is a great reference for authors at all levels."

Score: 100, Five Stars --Doody's Medical Reviews This in-depth resource on writing for nurses—clinicians, graduate students, researchers, and faculty—guides users through the entire process of writing evidence-based research papers and journal articles, disseminating clinical project findings and innovations, and preparing manuscripts for publication. The completely updated fourth edition expands the content on conducting and writing systematic, integrative, and literature reviews; disseminating evidence and writing papers on clinical topics; and reporting quality-improvement studies. It provides new examples of excellent writing from a varied selection of nursing journals. Woven throughout is an explanation of current writing guidelines for research such as CONSORT and PRISMA. Also included are electronic versions of useful forms and updated web resources relevant to each chapter. Chapters feature helpful tables, figures, and illustrations; learner exercises to guide development of competencies; and discussion topics designed to address the variety of challenges posed when writing for publication. The print version of the book includes searchable digital access to entire contents. New to the Fourth Edition: Updated chapters and new examples from a wide variety of nursing

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journals Expanded content on conducting and writing systematic, integrative, and literature reviews Guidelines for reporting different types of research Criteria for evaluating the quality of a nursing journal and avoiding predatory journals Examination of open-access journal markets Strategies for interprofessional collaboration Updated content on quality-improvement reporting Tips to avoid plagiarism Guidance on writing case studies, case reports, policy papers, and articles Expanded discussion and examples of searchable databases Electronic versions of useful forms Updated web resources in each chapter and in an appendix Key Features: Takes the reader step by step through the entire process of writing for publication Covers conducting and writing a literature review and writing research, review, quality-improvement, evidencebased practice, and clinical practice articles Delivers strategies for writing all types of journal articles, chapters, books, and other forms of writing Includes tips for turning dissertations, DNP projects, and course assignments into manuscripts Details the submission, editorial review, and publication processes Includes a module for online courses in each chapter Includes Instructor's Manual, PowerPoints, and sample syllabus Writing Winning Proposals for Nurses and Health Care Professionals The DNP Degree & Capstone Project Models and Frameworks for Implementing Evidence-Based Practice Undertaking Capstone and Final Year Projects in Psychology Clinical Research for the Doctor of Nursing Practice Advanced Practice Palliative Nursing

Clinical Research for the Doctor of Nursing Practice is a user-friendly guide that offers DNP students a step-by-step method to implement clinically-based research. Designed specifically for DNP-level research courses, this text introduces a streamlined approach that emphasizes crucial information while eliminating extraneous material. Each chapter addresses specific areas that pertain to the DNP student, such as designing and implementing the Capstone Project, and includes features such as learning enhancement tools, resources for further study, learning objectives, and a glossary. Key chapters on Mixed Methods Research and Survey Research are also included making this text an essential resource for the DNP student.

Print+CourseSmart

Critical thinking and clinical judgment are essential competencies for professional nursing practice. These abilities are used continually, enabling nurses to provide safe nursing care to increasingly complex patients in a variety of healthcare settings. The challenge that faces baccalaureate nursing programs as they prepare nursing students to function competently upon graduation, is how best to facilitate the development of these skills in our students. The purpose of this capstone project was to test the effect of the middle range theory of the Developing Nurses' Thinking (DNT) Model on clinical judgment in nursing students. Tanner's Clinical Judgment Model formed the conceptual framework for this project. An experimental, pretest/posttest study was conducted using a convenience sample of 44 senior students at one southeastern baccalaureate nursing program. Two clinical groups received the intervention in post conferences, while three groups served as the control group. Student clinical judgment was measured in high fidelity patient simulation, using the Lasater Clinical Judgment Rubric. Paired t-tests evaluated the differences between clinical judgment scores and an independent t-test was utilized to evaluate the difference between groups. Both groups showed statistically significant improvements on the posttest, but there was no statistically significant difference between groups. Therefore, the findings of this study did not support the use of the DNT Model to facilitate the development of clinical judgment in nursing students. However, small sample size and inadequate exposure to the intervention were likely contributors to these outcomes.

While advanced practice nursing students generally have good clinical skills, many lack the clinical scholarship capabilities that are required for writing scholarly proposals. The only resource of its kind, this is a practical guide for MSN project students and DNP capstone students who must plan and organize their clinical projects into quality proposals. It provides the requisite guidelines for integrating research and best evidence with clearly communicated professional objectives. The book's "how-to" approach helps to demystify the organization and packaging of advanced practice clinical projects into tight proposals. The text includes an overview of basic scholarly approaches required for professional communication that support a diverse array of clinical project topics. Students interact with the content via ongoing prompts and questions that guide them in the kind of reflective writing that facilitates greater understanding of their projects and subsequent proposals. Chapters are organized into three broad sections with a logical flow toward completion of planning, writing, and communicating a project proposal. Each chapter is consistently organized to include objectives, tips for making proposals concise yet complete, and tools for self-assessment. Also included are key point summaries, reflective questions, and writing prompts. Additionally, the book provides plentiful checklists, five exercises that

jump-start the process, examples of good writing, and additional resources for further study. Key Features: Provides topflight guidance in proposal writing for nursing capstones and clinical projects Details parameters for integrating scholarship with clearly communicated professional objectives Contains numerous writing prompts and questions that guide students in reflective scholarly writing Includes a project triangle framework, exercises to jump-start the process, examples of good writing, reflective questions, and tools for self-assessment Offers helpful tips for making proposals concise yet complete Essentials of Program Development and Implementation for Clinical Practice DNP Capstone Projects Evidence-Based Practice in Nursing & Healthcare Writing for Publication in Nursing Second Edition Teaching Evidence-Based Practice in Nursing

Learn leadership skills from experienced deans! The first resource written specifically for novice and aspiring deans and directors of nursing education, this engaging guide shares practical advice, wisdom, and insight from experienced academic leaders. These insights will help nurses who are new to academic leadership positions. Within its pages, experienced deans share their wisdom on how a new dean or director can succeed in a leadership position. With an emphasis on acquiring critical knowledge and essential skills, this book describes the parameters of the nursing dean or director role, practical strategies for resolving day-to-day issues, everything from student success to budget and fiscal health, and how to practice self-care while constantly tackling the challenges of these roles. Seventeen academic nursing leaders from across the United States deliver fundamental guidance to help readers determine how to navigate the multifaceted opportunities and challenges of deaning and directing. Key Features: Written in an accessible, engaging style for novice and aspiring academic nursing leaders Everyday strategies for dealing with routine issues Addresses the need for self-care and how to manage the stress and complexities of the leadership role Abundant real-world case studies and best practices Online resources for further study

The purpose of the study was to identify baccalaureate nursing students' perceptions of a capstone preceptor course as an aid in transitioning to the professional nurse role in regard to problem-solving, dealing with the unexpected, resourcefulness and maintaining calm. A qualitative descriptive design using ten structured interview questions was used. A convenience sample of all six senior students at a southern Colorado university, who completed an elective course in which they worked with a preceptor in a clinical area of their choosing, were interviewed using the adapted General Self-Efficacy Scale (GSE) by Schwarzer and Jerusalem (1995). Digital recordings of the participant's interviews were transcribed verbatim and imported using NVivo® 10 qualitative software. Four key themes were identified, Understanding Nursing Team Work, Ability to Identify Resources, Growing

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Confident and Confidence, and Identifying the One-to-One Relationship. The results provided evidence that this course promoted behaviors which facilitate the role transition from student to professional nurse. Future studies could explore the idea of requiring a capstone preceptor course for every student before graduation.

Take notes for critical thinking and clinical reasoning in every course, class, and clinical. Focus on prioritization in every subject to include fundamentals, medical surgical, mental health, pediatrics, and even community health. Nursing students will be able to focus on the nursing process every step of the way while ensuring that they are very comfortable with QSEN (quality and safety) and NCLEX competencies and standards. www.nursethink.com

The Evidence-Based Nursing Series is co-published with Sigma Theta Tau International (STTI). The series focuses on implementing evidence-based practice in nursing and mirrors the remit of Worldviews on Evidence-Based Nursing, encompassing clinical practice, administration, research and public policy. Models and Frameworks for Implementing Evidence- Based Practice: Linking Evidence to Action looks at ways of implementing evidence gained through research and factors that influence successful implementation. It acknowledges the gap that exists between obtaining evidence and the practicalities of putting it into practice and provides direction to help to close this gap. This, the first book in the series, helps the reader to make decisions about the appropriateness of using various models and frameworks. A selection of models and frameworks are examined in detail including examples of their use in practice. The book concludes with an analysis and synthesis of the included models and frameworks. The models and frameworks that have been included are based on a number of criteria: that they are internationally recognised, have undergone widespread evaluation and testing, are transferable across different settings, and can be used by different disciplines. Models and frameworks include: Stetler Model Ottawa Model of Research Use IOWA model of evidence-based practice Advancing Research and Clinical Practice through Close Collaboration (ARCC) model Dobbins' dissemination and use of research evidence for policy and practice framework Joanna Briggs Institute model Knowledge to Action framework Promoting Action on Research Implementation in Health Services (PARIHS) Key Points: Includes an overview of implementation issues and the use of theory and frameworks in implementing evidence into practice Chapters are written by the developers of the model or framework Each chapter provides background on an implementation model or framework, suitable applications, underlying theory and examples of use Each chapter examines strengths and weaknesses of each model alongside barriers and facilitators for its implementation

How to Read a Paper

Nursing Students' Perceptions of Mental Health Patients and Mental Health Nursing

Demonstrating Professional Competencies through Applied Research

Proposal Writing for Nursing Capstones and Clinical Projects

Anatomy of Writing for Publication for Nurses, Third Edition

Perfect for: . Bachelor of Nursing Students . Postgraduate Child and Adolescent Health Students . Postgraduate community-based Nursing

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. *Bachelor of Midwifery Students* . *Bachelor of Public Health Students* *Community Health & Wellness: Primary health care in practice, 5th Edition* represents contemporary thinking and research in community health and wellness from Australia, New Zealand and the global community. It challenges students and health professionals to become more aware of the primary health care (PHC) environments in which they work in order to gain an understanding of what is socially determining the health of the individuals, families and communities within their care. . Provides a focus on primary health care practice in Australia and New Zealand . Research and evidence-based practice throughout each chapter . Group exercises that can be used in practice or tutorial groups . Reflective questions to challenge the understanding of key principles and practice . Additional resources for lecturers via Evolve. . Two new chapters: Chapter 3 Assessing the Community Chapter 6 Working in groups . The SDH Assessment Circle - a new model for community assessment . Stronger emphasis on working with migrant and refugee families . A new continuous case study - the Mason and Smith families; both fly-in fly-out (FIFO) families.

"This is a detailed yet practical guide to planning, developing, and evaluating nursing curricula and educational programs. It provides a comprehensive and critical perspective on the totality of variables impacting curricular decisions...This book provides readers with a comprehensive overview of curriculum development, redesign, and evaluation processes...92 - 4 Stars" --Doody's Book Reviews

Reorganized and updated to deliver practical guidelines for evidence-based curricular change and development, the fourth edition of this classic text highlights current research in nursing education as a springboard for graduate students and faculty in their quest for research projects, theses, dissertations, and scholarly activities. It also focuses on the specific sciences of nursing education and program evaluation as they pertain to nursing educators. New chapters address the role of faculty regarding curriculum development and approval processes in changing educational environments; course development strategies for applying learning theories, educational taxonomies, and team-building; needs assessment and the frame factors model; ADN and BSN and pathways to higher degrees; and planning for doctoral education. The fourth edition continues to provide the detailed knowledge and practical applications necessary for new and experienced faculty to participate in essential components of the academic role—instruction, curriculum, and evaluation. At its core, the text discusses the importance of needs assessment and evidence as a basis for revising or developing new programs and highlights requisite resources and political support. With a focus on interdisciplinary collaboration, the book addresses the growth of simulation, how to help new faculty transition into the academic role, and use of curriculum in both practice and academic settings. Additionally, the book describes the history and evolution of current nursing curricula and presents the theories, concepts, and tools necessary for curriculum development. Chapters include objectives, discussion points, learning activities, references, and a glossary. New to the Fourth Edition:

Reorganized and updated to reflect recent evidence-based curricular changes and developments Highlights current research New chapter: Implementation of Curriculum - Course Development Strategies for the Application of Learning Theories, Educational Taxonomies, and Instruction Team-Building New chapter on Planning for Undergraduate Programs New content on Needs Assessment and the Frame Factors Model New content on Planning for Doctoral Education in Nursing New content on curriculum evaluation, financial support, budget management, and use of evidence Key Features: Supports new faculty as they transition to academe Addresses the need for preparing more faculty educators as defined by IOM report, the ACA, and the Consensus Model Describes the scope of academic curriculum models at every practice and academic level Threads the concept of interdisciplinary collaboration in education throughout Serves as a CNE Certification Review

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Proposal Writing for Nursing Capstones and Clinical Projects Springer Publishing Company

Clinical Research for the Doctor of Nursing Practice, Second Edition offers a streamlined approach to application based clinical research and the development of the capstone project. The text allows for a hands-on approach through its inclusion of sample research studies that encourage analysis and an overall understanding of the nursing research process. The Second Edition features new research studies as well as instruction on motivational interviewing, conducting an organizational assessment as well as how to work with a committee to craft a research proposal. This text is appropriate for any DNP course focused on research including the Capstone course. New to the Second Edition: How to critique a research article How to form the research committee How to use motivational interviewing as a data collection technique How to review a manuscript submitted for publication How to conduct an organizational assessment How to accurately evaluate research How to develop the project proposal

DNP Education, Practice, and Policy

Writing for Publication in Nursing, Third Edition

Baccalaureate Nursing Students' Perceptions of a Capstone Preceptor Course in Role Transition

The Cap-ExPresS Study

The Basics of Evidence-Based Medicine

Primary Health Care in Practice

The Future of Nursing explores how nurses' roles, responsibilities, and education should change significantly to meet the increased demand for care that will be created by health care reform and to advance improvements in America's increasingly complex health system. At more than 3 million in number, nurses make up the single largest segment of the health care work force. They also spend the greatest amount of time in delivering patient care as a profession. Nurses therefore have valuable insights and unique abilities to contribute as partners with other health care professionals in improving the quality and safety of care as envisioned in the Affordable Care Act (ACA) enacted this year. Nurses should be fully engaged with other health professionals and assume leadership roles in redesigning care in the United States. To ensure its members are well-prepared, the profession should institute residency training for nurses, increase the percentage of nurses who attain a bachelor's degree to 80 percent by 2020, and double the number who pursue doctorates. Furthermore, regulatory and institutional obstacles -- including limits on nurses' scope of practice -- should be removed so that the health system can reap the full benefit of nurses' training, skills, and knowledge in patient care. In this book, the Institute of Medicine makes recommendations for an action-oriented blueprint for the future of nursing.

"This wonderful and informative resource provides a definitive base of information for those engaged in clinical inquiry. It not only presents the information in a systematic format, it also provides specific examples of projects that have been completed by advanced practice nurses." Score: 100, 5 Stars. ó Doody í s Medical Reviews Advanced nursing practitioners who conduct practice-based studies will welcome this innovative text designed specifically to meet their clinical inquiry and research needs. It is the only book to address the complexities of inquiry from a practice /project, rather than research, perspective. The text builds on research concepts learned in the undergraduate and beginning levels of graduate study that, combined with the vast amount of knowledge and experience gained by the APN student, facilitate movement to the next level of understanding how clinical research differs from traditional quantitative research. The book fosters the development of such skills as finding,

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reading, critiquing, and translating research for use in evidenced-based practice within the health care system, with a specific population, or for policy development. The foundation of the text is the Scholarship of Integration and Application, one of the core competencies of DNP education. Content is clearly organized to build from simple to greater complexity of information and each chapter features learning objectives, learning activities, review questions, and recommendations for additional reading. Key Features: Provides a practice guide for clinical inquiry and research used to demonstrate practice outcomes Written by a senior faculty highly experienced in teaching the clinical inquiry course Illustrates the application of "Scholarship of Integration and Application" core competency Presents content systematically from simple to complex Clearly written and useful as a guide for DNP student program/project design and evaluation

The Doctor of Nursing Practice Scholarly Project: A Framework for Success, Second Edition focuses on assisting students and faculty with creating a system for the completion of the DNP scholarly project.

This Capstone Project examined the effect of virtual-learning on the cultural awareness of nursing students. A convenience sample of 125 students enrolled in the advanced health assessment course in the Registered Nurse to Bachelor in Science in Nursing (RN to BSN) Program were included in the sample for this project. Of the 125 students, 53 completed pre-test surveys were submitted, resulting in a response rate of 42%, and 43 completed post-test surveys were submitted, resulting in a response rate of 34%. Descriptive statistics and measures of central tendencies were used to compare the overall mean score for the responses of students to the Cultural Awareness Student (CAS) pre-test and post-test surveys. Overall total CAS mean scores, of perceived cultural awareness of students, demonstrated to not be statistically significant in awareness in relationship to the virtual-learning experience. However, students rated their general experiences of cultural awareness significantly higher.

Lessons for Novice and Aspiring Deans and Directors

The Effect of Virtual-learning on the Cultural Awareness of Nursing Students

Note Taking That Works!

Application of the Analytic Hierarchy Process to Student Decision Making

The Doctor of Nursing Practice Scholarly Project

Third Edition

Focused specifically on the APRN role in implementing evidence-based practice in the clinical environment The fourth edition of this award-winning text--written specifically for Advanced Practice Registered Nurses (APRN) and students devoted to scholarly investigation--describes essential ways to implement Evidence-Based Practice (EBP) and quality improvement skills into practical application. Step-by-step instructions walk the reader through the process of finding relevant evidence, appraising it, translating it into practice to improve patient care and outcomes, and disseminating it. This text delivers expert guidance on designing questionnaires and data-collection forms, and on analyzing qualitative and quantitative data. The authors also offer guidelines for evaluating research articles and a variety of EBP activities and protocols demonstrating how to integrate EBP into multiple clinical settings relevant to all APRN practice domains. New to the Fourth Edition: New chapter on Continuous Quality

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Improvement (CQI) includes information on models, processes, and tools New chapter filled with examples of APRN-led initiatives showcasing improved processes and health outcomes resulting from EBP and quality improvement (QI) projects Expanded literature reviews including integrative and other types of literature reviews beyond systematic review Increased focus on Doctor of Nursing (DNP) competencies and QI Key Features: Helpful in achieving hospital Magnet(R) status Integrates EBP concepts related to patient care Examples highlight application of evidence into practice Describes strategies for establishing and sustaining an organizational evidence-based practice Discusses issues of costs and ethics from EBP perspective Purchase includes digital access for use on most mobile devices or computers

The best-selling introduction to evidence-based medicine In a clear and engaging style, *How to Read a Paper* demystifies evidence-based medicine and explains how to critically appraise published research and also put the findings into practice. An ideal introduction to evidence-based medicine, *How to Read a Paper* explains what to look for in different types of papers and how best to evaluate the literature and then implement the findings in an evidence-based, patient-centred way. Helpful checklist summaries of the key points in each chapter provide a useful framework for applying the principles of evidence-based medicine in everyday practice. This fifth edition has been fully updated with new examples and references to reflect recent developments and current practice. It also includes two new chapters on applying evidence-based medicine with patients and on the common criticisms of evidence-based medicine and responses. *How to Read a Paper* is a standard text for medical and nursing schools as well as a friendly guide for everyone wanting to teach or learn the basics of evidence-based medicine.

Nurses on the Move

A Guide for Academic and Clinical Settings