Professional Capstone and Practicum

NRS-493   6 Credits   Oct 23 - Dec 31

Course Description

This is a writing-intensive course. The course combines scholarly activities with clinical practice experiences designed to synthesize learning into the practice environment and impact health outcomes. Learners participate in planned, clinical experiences that refine professional competencies at the baccalaureate level and enable learners to integrate new knowledge and higher level skills to advance nursing practice. Clinical practice hours will be dedicated to learning objectives in leadership and in community health. The professional capstone project offers learners the opportunity to propose a resolution to an issue or problem significant to nursing practice within a clinical environment. Learners identify, design, and propose an evidence-based solution within a health care organization with guidance from faculty and a preceptor in the field. The proposal must reflect synthesis and integration of course content and professional practice. Development of the capstone project is guided by the baccalaureate program learner learning outcomes. Clinical hours: 100. Combined ; 50 hours in leadership and 50 hours in community health. Prerequisites: NRS-430V, NRS-429VN, NRS-434VN, NRS-428VN, HLT-362V, NRS-433V, PHI-413V, NRS-451VN, NRS-410V, and NRS-440VN.

Instructor Contact Information

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Class Resources

Clinical Practice Experience Objectives

The following are the objectives for the clinical practice experience:

1. Develop a needs assessment of the community related to the organization's relationship with the community.
2. Design an evidence-based nursing practice intervention based on the need's assessment of the organization and community.
3. Formulate an evidence-based clinical practice change proposal that will impact patient outcomes in the community.
4. Present a professional presentation of an evidence-based clinical practice change proposal to organization leaders.
5. Demonstrate interprofessional collaboration throughout the creation of the capstone project change proposal.

Requirements for Successful Course Completion

In order to receive a final letter grade in this course, students are required to submit all assigned deliverables, assessments, and evaluations including documentation of 100 clinical hours approved by an assigned preceptor. Failure to submit all assignments and evaluations will result in an "incomplete" or a failing grade.

Practice Experience Hours

Students are required to complete 100 direct clinical practice experience hours and 25 indirect clinical practice experience hours. Of the required 100 direct clinical hours, 50 hours are specifically community and 50 hours are specifically leadership.

Expectations for Clinical Practice Experiences

Clinical practice experiences make up an essential component of the post-licensure BSN program.

The American Association of Colleges of Nursing (AACN, 2012) defines nursing and the achievement of baccalaureate standards as follows:

"Nursing is a practice discipline that includes both direct and indirect care activities that impact health outcomes. Baccalaureate programs provide opportunities for practice experiences designed to assist graduates to achieve The Essentials of Baccalaureate Education for Professional Nursing Practice. All baccalaureate programs, including RN-BSN programs, must provide practice experiences for students to bridge to baccalaureate-level professional nursing practice" (AACN, 2012).

To meet course and program outcomes, students enrolled in the RN-BSN program are expected to participate in planned, clinical practice experiences that refine professional competencies at the baccalaureate level and enable students to integrate new knowledge and higher-level skills reflective of educational preparation at the baccalaureate degree level. All students, regardless of licensure status, must complete clinical practice experiences that build upon prior learning as a part of a pre-licensure program (diploma or associate nursing).

Professional growth to meet RN-BSN program outcomes are identified and documented using the Individual Success Plan (ISP). Students develop Individual Success Plans to achieve specific learning goals with their assigned faculty member and in collaboration with a preceptor identified by the student from the practice setting in which the clinical practice experience is planned.

Direct Care/Indirect Care

The American Association of College of Nursing (AACN) in its 2012 "White Paper: Expectations for Practice Experiences in the RN to Baccalaureate Curriculum," explained the difference between direct and indirect care:

"Direct care refers to nursing care activities provided at the point of care to patients or working with other healthcare providers that are intended to achieve specific health goals or achieve selected health outcomes. Indirect care refers to nursing decision, actions, or interventions that are provided through or on behalf of patients. These decisions or interventions create the conditions under which nursing care or self-care may occur. Nurses might use administrative decisions, population or aggregate health planning, or policy development to affect health outcomes in this way" (AACN, 2012, p. 3).

In all cases, students should ask the organization or department to share existing practice problems as a means to identify an evidenced-based solution (nursing practice intervention) that would be supported by the organization or department. *Worksite settings that do not meet the leadership and community course objectives are* not *permitted.*

Expectations for the Professional Capstone Project Change Proposal

The capstone project change proposal is a clinical practice experience assignment that offers students an opportunity to research and propose an evidence-based, nursing intervention to address an issue significant to nursing practice within a clinical environment. Students must identify a specific patient population, or clinical department, within their chosen practicum environment to design and propose an evidence-based solution. Faculty must approve capstone project change proposal topics. Faculty and preceptors support students toward project completion.

Examples of appropriate clinical practice experience assignments are listed in the Course Materials and in Appendix A of the AACN document titled: "White Paper: Expectations for Practice Experiences in the RN to Baccalaureate Curriculum."

https://www.aacnnursing.org/Portals/42/News/White-Papers/RN-BSN-Expectations-White-Paper.pdf

NRS-493 Capstone Project Change Proposal Deliverables Table

The "NRS-493 Capstone Project Change Proposal Deliverables Table" is list of items that must be completed and submitted by the student each week. Included in the deliverables table are assignments, direct clinical hours, and indirect clinical hours broken down by week. This table is meant to assist the student in constructing the capstone project change proposal successfully.

Lopes Activity Tracker

The Lopes Activity Tracker (LAT) is used to track all direct clinical practice experience hours. All direct clinical practice experience hours are entered into the LAT by the student after each clinical experience. Preceptors will enter the LAT to verify the hours submitted by the student. All direct clinical practice experience hours will be reviewed and approved by the faculty.

To record clinical practice experience hours, use the LAT app, located in your student portal. Once you have opened the app, click on the link for your class.

For assistance in adding the LAT to your student portal, review the "Adding Lopes Activity Tracker to the Student Portal" document.

Capstone/Practicum Programmatic Assessments

The Individual Success Plan (ISP) requires collaboration with the course faculty in the first week to establish a

plan for successful completion of mutually identified goals and specific deliverables to meet course and programmatic requirements. The ISP is intended to guide students in developing their learning plan over the 10-week course. Programmatic requirements are: (1) completion of required 50 community direct clinical practice experience hours, 50 leadership direct clinical practice hours, and 25 indirect clinical experience hours; (2) completion of work associated with program competencies; and (3) work associated with completion of the student's capstone project. ISPs are submitted to the digital classroom.

Clinical Practice Experience Roles

Faculty are responsible for working directly with students to select a clinical practice experience and setting deemed appropriate to meet learning objectives of the course as well as guide students in identifying an appropriate scholarly capstone project change proposal to demonstrate application of knowledge in the areas of research, leadership, and community/public health. *Practice experiences, settings, preceptors, and projects must be approved by the faculty*.

Preceptors are in the practice setting to support student learning objectives and oversee the clinical practice experience. For program faculty to approve preceptors identified by students, preceptors must:

1. Possess an active, unencumbered RN license in the state in which the clinical practice experience is taking place or hold a multistate license in either a compact state or enhanced Nurse Licensure Compact (eNLC).
2. Hold a bachelor's degree in nursing (BSN) or higher.
3. Have a minimum of 3 years of practice experience in direct client care.
4. May not be a relative or personal friend of the student.
5. Be available to the student to serve as a resource during the clinical practice experience.
6. Be available to participate in the pre-conference, mid-conference, and post-conference.
7. Be available to participate in the evaluation process by providing feedback to the student and the faculty member and completing the final evaluation of the student.

Clinical Practice Experience Settings

Clinical practice experience settings may include:

1. Hospital-based clinic
2. Acute care hospital, *but only when paired with infection control nurse as preceptor.*
3. Occupational health setting
4. Insurance company, *but only when paired with nurse case manager*
5. Public health department
6. Indian health services
7. Community health center or clinic
8. University or school health center

Clinical Practice Experiences

1. Perform direct assessments of a community or population of interest.
2. Develop a health promotion/wellness intervention to address specific health issues/needs of a community as identified in the direct assessment.
3. Perform a direct assessment of organizational needs pertaining to the detection of at-risk or vulnerable populations.
4. Using assessment results, influence the delivery of care, deployment of resources, or the development of policies to promote health and prevent disease.
5. Possible categories for community clinical practice: (a) Primary prevention: health promotion education; (b) Secondary prevention: screenings for vulnerable population; (c) bioterrorism: disaster preparedness education; or (d) environmental issue detection and staff training.
6. Possible categories for leadership clinical practice: (a) develop a new policy or update and outdated policy; (b) implement a quality improvement initiative; (c) improve communication between patient care units; (d)

implement a new procedure; (e) evaluate patient outcomes after a new nursing practice was implemented; (f) create education for safe and effective use of new technology.

7. Develop and implement an education initiative to address detection of at-risk or vulnerable populations (may be completed with a nurse leader or infection control nurse as a preceptor).

Student, Faculty, and Preceptor Meetings

Pre-conferences, mid-conferences, and post-conferences between the students, faculty, and preceptors are mandatory. Conferences may be conducted fact-to-face or via synchronous technology such as Skype, Zoom, or Go-to-Meeting. All parties must be present at each of the three mandatory conferences.

A **Practice Experience Conference (Pre-Conference)** will occur during the first week of the practicum experience. This meeting is intended for students, faculty, and preceptors to review course and program learning objectives, the Individual Success Plan (ISP), proposed capstone project change proposal, and the roles/responsibilities/expectations of students, faculty, and preceptors. Preceptors, in particular, will be oriented to the written role expectations of faculty, preceptor, and student.

The student, faculty, and preceptor sign an attestation (using the "Practice Experience Conference Form (Pre-Conference)") which indicates completion of the preconference and provides detailed notes, comments, and recommendations.

A **Practice Experience Conference (Mid-Conference)** will occur at the midpoint of the course during Topic 5. This meeting is intended for the student, faculty, and preceptor to discuss student progress toward meeting the learning goals contained in the Individual Success Plan (ISP) and course learning objectives. Progress toward completing the written capstone project change proposal will also be discussed with faculty recommendations for project development and the Clinical Evaluation Tool (CET) will be reviewed. The CET is completed by the student and the preceptor prior to the conference and will be discussed with the faculty during the conference. Student who are not meeting expectations for the CET will be required to complete remediation work for each section of the CET that does not meet expectations. After the conference, the CET is submitted to the digital classroom for final grading by faculty. The faculty may contact the preceptor after the mid-conference for further input on the CET, if required.

The student, faculty, and preceptor sign an attestation (using the "Practice Experience Conference Form (Mid-Conference ") which indicates completion of the mid-conference and provides detailed notes, comments, and recommendations.

A **Practice Experience Conference (Post-Conference)** will occur during the final week of the course in Topic 10. This meeting is intended for the student, faculty, and preceptor to discuss achievement of goals and evaluation of course-specific competencies and requirements identified in the clinical practice experience clinical evaluation tools (evaluation of student, student evaluation of preceptor, and evaluation of practice setting).

The Clinical Evaluation Tool (CET) is completed by the student and the preceptor prior to the post-conference experience and will be reviewed during the post-conference experience with the faculty. The student must achieve "Meets Expectations" on each of the criteria on the CET in order to pass the course. After the conference, the CET is submitted to the online classroom for final grading by faculty. The faculty may contact the preceptor after the post-conference experience for further input on the CET, if required.

The student, faculty, and preceptor sign an attestation (using the "Practice Experience Conference Form (Post-Conference)") which indicates completion of the post-conference and provide detailed notes, comments, and recommendations.

Guidelines for Undergraduate Field Experiences

Review the *Guidelines for Undergraduate Field Experiences*, located in the Student Success Center. This material contains important information for your clinical experience and the evaluation process.

https://www.gcumedia.com/lms-resources/student-success-center/v3.1/#/

Nursing and Health Sciences

Explore "Nursing and Health Sciences," located on the Grand Canyon University website.

This is a discipline-specific research page to assist you with your research. In particular, seek out the "Evidence-Based Practice (EBP)" tab in the LibGuide for highly specific information pertinent to the capstone project.

http://libguides.gcu.edu/Nursing

Evaluating Websites

View the "Evaluating Websites" tutorial, located on the Grand Canyon University website.

This tutorial will explain how to evaluate websites for content that you can trust.

https://lc.gcumedia.com/mediaElements/evaluating-websites-tutorial/v2.1/

Optional - Publication Manual of the American Psychological Association

For additional information, the following is recommended:

Current version of the *Publication Manual of the American Psychological Association.* GCU has made APA templates and other resources available within the Student Success Center, as well as in the GCU Library. However, be aware that a more complete APA style manual can be purchased at your own expense. To order the APA manual, please visit the American Psychological Association website.

Optional - GCU Library Webinars

For additional information, the following is recommended:

Review the webinar information offered by the GCU Library. From the "Webinars and Workshops: Webinar Calendar" page, select the "Category" tab and scroll down to the Nursing and Health Sciences selection. Webinar participation is optional.

http://libguides.gcu.edu/webinars

LopesWrite

Refer to the LopesWrite webpage for guidance regarding assignments requiring submission to LopesWrite.

https://support.gcu.edu/hc/en-us/articles/201277380-LopesWrite

Topic 1: Identification of Issue Significant to Nursing Practice I

Objectives:

1. Create a plan for successful completion of the course.
2. Integrate reflective practice in the form of a reflective journal.
3. Create a proposal for the capstone change project proposal in collaboration with the preceptor.

Oct 23, 2023 - Oct 29, 2023   Max Points: 90

Resources

The Connection Between Nursing Theory and Practice

Read "The Connection Between Nursing Theory and Practice," by Mintz-Binder, from *Nursing Made Incredibly Easy!* (2019).

https://oce-ovid-com.lopes.idm.oclc.org/article/00152258-201901000-00002/HTML

NRS-493 Individual Success Plan

Review the "NRS-493 Individual Success Plan" resource to familiarize yourself with the requirements for theIndividual Success Plan (ISP) assignment in this topic.

Institutional Challenges and Solutions to Evidence-Based, Patient-Centered Practice: Implementing ICU Diaries

Read "Institutional Challenges and Solutions to Evidence-Based, Patient-Centered Practice: Implementing ICU Diaries," by by Rogan, Drumright, and Boehm, from *Critical Care Nurse* (2020).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=146467015&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost

Problem Identification: The First Step in Evidence-Based Practice

Read "Problem Identification: The First Step in Evidence-Based Practice," by Stannard, from *AORN*

Journal (2021).

https://lopes.idm.oclc.org/login?url=http://ovidsp.ovid.com.lopes.idm.oclc.org/ovidweb.cgi?
T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00000703-202104000-00008&LSLINK=80&D=ovft

Don't Roll Your Eyes, Roll Out Change

Read "Don't Roll Your Eyes, Roll Out Change," by McClay and Mileski, from *Nursing Made Incredibly Easy!* (2019).

https://oce-ovid-com.lopes.idm.oclc.org/article/00152258-201911000-00010/HTML

Clinical Practice Experience Documentation

Students are not permitted to initiate work on clinical practice experience assignments until after the pre-conference.

Students will make an appointment to meet with their preceptor to review the course objectives, the Individual Success Plan (ISP), Clinical Evaluation Tool (CET), and to schedule a preconference with the course faculty member/instructor. The pre-conference must include the instructor, preceptor, and student; all three must be present for the pre-conference.

Guidelines for Undergraduate Field Experiences

Review the *Guidelines for Undergraduate Field Experiences*, located in the Student Success Center. This material contains important information for your clinical experience and the evaluation process.

https://www.gcumedia.com/lms-resources/student-success-center-content/documents/conhcp/conhcp-guidelines-for-undergraduate-field-experiences.pdf

Assessments

Summary of Current Course Content Knowledge

Start Date & Time	Due Date & Time	Points
Oct 23, 2023, 12:00 AM	Oct 23, 2023, 11:59 PM	0

Assessment Description

Academic engagement through active participation in instructional activities related to the course objectives is paramount to your success in this course and future courses. Through interaction with your instructor and classmates, you will explore the course material and be provided with the best opportunity for objective and competency mastery. To begin this class, review the course objectives for each Topic, and then answer the following questions as this will help guide your instructor for course instruction.

1. Which weekly objectives do you have prior knowledge of and to what extent?
2. Which weekly objectives do you have no prior knowledge of?
3. What course-related topics would you like to discuss with your instructor and classmates? What questions or concerns do you have about this course?

Class Introductions

Start Date & Time	Due Date & Time	Points
Oct 23, 2023, 12:00 AM	Oct 25, 2023, 11:59 PM	0

Assessment Description

Take a moment to explore your new classroom and introduce yourself to your fellow classmates. What are you excited about learning? What do you think will be most challenging?

Topic 1 DQ 1

Start Date & Time	Due Date & Time	Points
Oct 23, 2023, 12:00 AM	Oct 25, 2023, 11:59 PM	5

Assessment Description

The Institute of Medicine has stated a goal that 90% of practice be evidence-based by 2020. According to HealthyPeople.gov, the United States is currently at approximately 15%. Discuss two barriers that might hold nursing practice from achieving this goal and suggest ways in which identified barriers may be addressed.

Topic 1 DQ 2

Start Date & Time	Due Date & Time	Points
Oct 23, 2023, 12:00 AM	Oct 27, 2023, 11:59 PM	5

Assessment Description

What is the main issue for your organization in addressing a solution to evidence-based nursing practice? Discuss what might be the first step in addressing and resolving this issue.

Capstone Change Project Topics

Start Date & Time	Due Date & Time	Points
Oct 23, 2023, 12:00 AM	Oct 29, 2023, 11:59 PM	5

Assessment Description

Work with your preceptor to perform a needs assessment of the organization and community for your

practicum. Review the needs assessment to identify possible project topics. In preparation for the capstone change project proposal, compile a list of three to five possible topics for your project.

You are not required to submit this assignment to LopesWrite.

Individual Success Plan (ISP)

Start Date & Time	Due Date & Time	Points
Oct 23, 2023, 12:00 AM	Oct 29, 2023, 11:59 PM	30

Assessment Description

Planning is the key to successful completion of this course and program-related objectives. The Individual Success Plan (ISP) assignment requires early collaboration with the course faculty and your course preceptor. Students must establish a plan for successful completion of

1. The required 50 community direct clinical practice experience hours, 50 leadership direct clinical practice hours, and 25 indirect clinical experience hours.
2. Completion of work associated with program competencies.
3. Work associated with completion of the student's capstone project change proposal.

Students will use the "Individual Success Plan" to develop an individual plan for completing practice hours and course objectives. As a part of this process, students will identify the number of hours set aside to meet course goals.

Student expectations and instructions for completing the ISP document are provided in the "NRS-493 Individual Success Plan" resource, located in the topic Resources and in the assignment instructions.

The "Individual Success Plan" is a clinical document that is necessary to meet clinical requirements for this course. Therefore, the form should be submitted with the preceptor's hand-written signature. A typed electronic signature will not be accepted.

Students should apply concepts from prior courses to critically examine and improve their current practice. Students are expected to integrate scholarly readings to develop case reports that demonstrate increasingly complex and proficient practice.

After the ISP has been developed by the student and approved by the course faculty, students will initiate a preconference with the faculty and preceptor to review the ISP.

You are not required to submit this assignment to LopesWrite.

Lopes Activity Tracker

Start Date & Time	Due Date & Time	Points
Oct 23, 2023, 12:00 AM	Oct 29, 2023, 11:59 PM	10

Assessment Description

Document your clinical practice hours using the Lopes Activity Tracker (LAT) in your student portal. Once you have opened the app, click on the link for your class to record your hours. Clinical practice hours should be documented and submitted within 48 hours of the clinical experience. After the hours have been submitted,

the preceptor will verify the hours, which are then reviewed by the faculty. Students need to meet the required clinical hours in both leadership and community categories. As such, each category will have a hours maximum of 50 hours. Students will not be able to document in excess of 50 hours per category. The clinical requirements remain unchanged.

Download the electronic summary of your practicum experience from the Lopes Activity Tracker. Save the file and submit it though the assignment drop box for faculty approval.

This report is to be submitted in every topic.

Practice Experience Conference (Pre-Conference)

Start Date & Time	Due Date & Time	Points
Oct 23, 2023, 12:00 AM	Oct 29, 2023, 11:59 PM	10

Assessment Description

Students are required to initiate a preconference that will occur during the first week of class and must include the faculty member and the preceptor. Conferences may be conducted face-to-face or via synchronous technology such as Skype, Zoom, or GoToMeeting. The student, preceptor, and faculty must be present at the conference. The student and preceptor will complete the "Practice Experience Conference Form" and the student will submit it to the instructor inthe digital classroom after the conference has taken place. **This form will be used for mid-conference and post conference.**

The Practice Experience Conference Form is a clinical document that is necessary to meet clinical requirements for this course. Therefore, the approval form should be submitted with the preceptor's hand-written signature. A typed electronic signature will not be accepted.

You are not required to submit this assignment to LopesWrite.

Professional Capstone and Practicum Reflective Journal - Topic 1

Start Date & Time	Due Date & Time	Points
Oct 23, 2023, 12:00 AM	Oct 29, 2023, 11:59 PM	10

Assessment Traits

Requires LopesWrite

Assessment Description

Students are required to submit weekly journal entries throughout the course. These reflective narratives help students identify important learning events that happen throughout the course and the practicum. In each week's entry, students should reflect on the personal knowledge and skills gained.Write a reflection journal (250-300 words) to outline what has been discovered about your professional practice, personal strengths and/or weaknesses, and additional resources that could be introduced in a given situation to influence optimal outcomes. Each week there will be a specific focus to use in your reflection. Integrate leadership and inquiry into the current practice. Please make sure to address all areas in your writing.

Topic Focus: New Practice Approaches

While APA style is not required for the body of this assignment, solid academic writing is expected.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

Topic 1 Participation

Start Date & Time	Due Date & Time	Points
Oct 23, 2023, 12:00 AM	Oct 29, 2023, 11:59 PM	15

Topic 2: Identification of Issue Significant to Nursing Practice II

In this topic, students will continue to explore the context of their chosen clinical problem or organizational issue and its implications to nursing practice. Students will also research the options for their intervention proposal: primary prevention, secondary prevention, bioterrorism, environmental, or collaboration with an interprofessional team.

Objectives:

1. Develop a solution for addressing a clinical practice issue that will improve patient outcomes.
2. Connect the developed solution of a clinical practice issue with how it will affect nursing practice.
3. Identify a clinical practice problem or an organizational issue within a community clinical practice setting.
4. Connect the identified clinical practice problem or organization issue to the implications it would have on nursing practice.
5. Integrate reflective practice into the practicum reflective journal.

Oct 30, 2023 - Nov 5, 2023   Max Points: 90

Resources

From Strategy to Implementation

Read "From Strategy to Implementation," by Tucker and Gallagher-Ford, from the *American Journal of Nursing* (2019).

https://lopes.idm.oclc.org/login?url=http://ovidsp.ovid.com.lopes.idm.oclc.org/ovidweb.cgi?
T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00000446-201904000-00027&LSLINK=80&D=ovft

Formulation of Research Question – Stepwise Approach

Review "Formulation of Research Question – Stepwise Approach," by Ratan, Anand, and Ratan, from *Indian*

Association Pediatric Surgery (2019).

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6322175/

Educational and Community-Based Programs

Read "Educational and Community-Based Programs," located the Healthy People 2030 website. In particular, look for examples of the integration of community health, leadership, and EBP for use in completing the topic assignment.

https://health.gov/healthypeople/about/workgroups/educational-and-community-based-programs-workgroup#about

Accessing and Selecting the Best Available Evidence: The Second Step in Evidence⬚Based Practice.

Review "Accessing and Selecting the Best Available Evidence: The Second Step in Evidence⬚Based Practice," by Stannard and Jacobs from *AORN Journal* (2021).

https://lopes.idm.oclc.org/login?url=http://ovidsp.ovid.com.lopes.idm.oclc.org/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00000703-202110000-00008&LSLINK=80&D=ovft

Capstone Project: Developing a Question

Read "Capstone Project: Developing a Question" to assist you in developing a capstone project appropriate to the course and the overall RN-to-BSN program of study.

Optional: GCU Library Webinars

For additional information, the following is recommended:

Review the webinar information offered by the GCU Library. From the "Webinars and Workshops: Webinar Calendar" page, select the "Category" tab and scroll down to the Nursing and Health Sciences selection. Webinar participation is optional.

http://libguides.gcu.edu/webinars

Assessments

Topic 2 DQ 1

Start Date & Time	Due Date & Time	Points
Oct 30, 2023, 12:00 AM	Nov 1, 2023, 11:59 PM	5

Assessment Description

Identify two GCU Library scholarly databases that will help you find the best research articles to support your capstone project change proposal. Discuss why these two databases are better than Google Scholar or a general Internet search. What benefit does peer review have over a regular research study/academic article?

Topic 2 DQ 2

Start Date & Time	Due Date & Time	Points
Oct 30, 2023, 12:00 AM	Nov 3, 2023, 11:59 PM	5

Assessment Description

Define ethical research. Give one example of ethical misconduct, give examples of why you think this. Provide one example of an unethical research study and state why it is unethical.

Capstone Project Topic Selection and Approval

Start Date & Time	Due Date & Time	Points
Oct 30, 2023, 12:00 AM	Nov 5, 2023, 11:59 PM	40

Assessment Traits

Requires LopesWrite

Assessment Description

In collaboration with the approved course preceptor, students will identify a specific evidence-based topic for the capstone project change proposal. Students should consider the clinical environment in which they are currently employed or have recently worked. The capstone project topic can be a clinical practice problem, an organizational issue, a leadership or quality improvement initiative, or an unmet educational need specific to a patient population or community. The student may also choose to work with an interprofessional collaborative team.

Students should select a topic that aligns to their area of interest as well as the clinical practice setting in which practice hours are completed.

Write a 500-750 word description of your proposed capstone project topic. Include the following:

1. The problem or issue, intervention, quality initiative, educational need, or collaborative interprofessional team project that will be the focus of the change proposal.
2. The setting or context in which the problem or issue, intervention, quality initiative, educational need, or collaborative interprofessional team project can be observed.
3. A description (providing a high level of detail) regarding the problem or issue, intervention, quality initiative, educational need, or collaborative interprofessional team project.
4. Effect of the problem or issue, intervention, quality initiative, educational need, or collaborative interprofessional team project.
5. Significance of the topic and its implications for nursing practice.
6. A proposed solution to the identified project topic with an explanation of how it will affect nursing practice.

You are required to cite to a minimum of eight peer-reviewed sources to complete this assignment. Sources

must be published within the last 5 years, appropriate for the assignment criteria, and relevant to nursing practice. Plan your time accordingly to complete this assignment.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

Capstone Topic Summary

Start Date & Time	Due Date & Time	Points
Oct 30, 2023, 12:00 AM	Nov 5, 2023, 11:59 PM	5

Assessment Description

In collaboration with the approved course preceptor, students will identify a specific evidence-based topic for the capstone project change proposal. Write a 150-250 word summary explaining which category your topic and intervention are under (community or leadership).

You are not required to submit this assignment to LopesWrite.

Lopes Activity Tracker

Start Date & Time	Due Date & Time	Points
Oct 30, 2023, 12:00 AM	Nov 5, 2023, 11:59 PM	10

Assessment Description

Document your clinical practice hours using the Lopes Activity Tracker (LAT) in your student portal. Once you have opened the app, click on the link for your class to record your hours. Clinical practice hours should be documented and submitted within 48 hours of the clinical experience. After the hours have been submitted, the preceptor will verify the hours, which are then reviewed by the faculty. Students need to meet the required clinical hours in both leadership and community categories. As such, each category will have an hours maximum of 50 hours. Students will not be able to document in excess of 50 hours per category. The clinical requirements remain unchanged.

Download the electronic summary of your practicum experience from the Lopes Activity Tracker. Save the file and submit it though the assignment dropbox for faculty approval.

This report is to be submitted in every topic.

Professional Capstone and Practicum Reflective Journal - Topic 2

Start Date & Time	Due Date & Time	Points

Oct 30, 2023, 12:00 AM   Nov 5, 2023, 11:59 PM   10

☑ Requires LopesWrite

Assessment Description

Students are required to submit weekly journal entries throughout the course. These reflective narratives help students identify important learning events that happen throughout the course and the practicum. In each week's entry, students should reflect on the personal knowledge and skills gained.

Write a reflection journal (250-300 words) to outline what has been discovered about your professional practice, personal strengths and weaknesses, and additional resources that could be introduced in a given situation to influence optimal outcomes. Each week there will be a specific focus to use in your reflection. Integrate leadership and inquiry into the current practice. Please make sure to address all areas in your writing.

Topic Focus: Interprofessional Collaboration

While APA style is not required for the body of this assignment, solid academic writing is expected.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

Topic 2 Participation

Start Date & Time	Due Date & Time	Points
Oct 30, 2023, 12:00 AM	Nov 5, 2023, 11:59 PM	15

Topic 3: Development of Evidence-Based Practice Change Proposal I

The next step in developing an evidence-based practice change proposal for the capstone project is to conduct a thorough review of the literature pertaining to the chosen topic. In this topic, students will examine the research literature and utilize library resources to locate quality, peer-reviewed sources to support their chosen topic and solution. Students will use the PICOT question process to create a PICOT question for their topic.

Objectives:

1. Create a PICOT question incorporating an evidence-based nursing practice intervention.
2. Create objectives for an evidence-based nursing practice change proposal.
3. Integrate reflective practice into the practicum reflective journal.

Nov 6, 2023 - Nov 12, 2023   Max Points: 100

Resources

The Underappreciated and Misunderstood PICOT Question: A Critical Step in the EBP Process

Read "The Underappreciated and Misunderstood PICOT Question: A Critical Step in the EBP Process," by Gallagher-Ford and Melnyk, from *Worldviews on Evidence-Based Nursing,* (2019).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ccm&AN=140231445&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost

Types of Research Questions: Descriptive, Predictive, or Causal

Read "Types of Research Questions: Descriptive, Predictive, or Causal," by Kamper, from *Journal of Orthopaedic & Sports Physical Therapy* (2020).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=s3h&AN=145231534&site=ehost-live&scope=site

Taking the Next Step in a Clinical Inquiry Project

Read "Taking the Next Step in a Clinical Inquiry Project," by Granger, from *AACN Advanced Critical Care* (2020).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ccm&AN=143057284&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost

Asking Focused Questions

Read "Asking Focused Questions," located on the Centre for Evidence-Based Medicine website.

http://www.cebm.net/asking-focused-questions/

Science of Improvement: Testing Changes

Read "Science of Improvement: Testing Changes," located on the Institute for Healthcare Improvement website.

http://www.ihi.org/resources/Pages/HowtoImprove/ScienceofImprovementTestingChanges.aspx

Nursing Theories

Explore the Nursing Theories page of the Current Nursing website. This website provides information on leading nursing theories.

http://currentnursing.com/nursing_theory/

Nursing Theory

Explore Nursing Theory website. This website provides information on leading nursing theories.

http://nursing-theory.org/

Development and Implementation of a Model for Research, Evidence-Based Practice, Quality Improvement, and Innovation

Read "Development and Implementation of a Model for Research, Evidence-Based Practice, Quality Improvement, and Innovation," by Hagle, Dwyer, Gettrust, Lusk, Peterson, and Tennies, from the *Journal of Nursing Care Quality* (2020).

https://journals.lww.com/jncqjournal/Abstract/2020/04000/
Development_and_Implementation_of_a_Model_for.2.aspx

Formulating Well-Written Clinical Practice Questions and Research Questions

Read "Formulating Well-Written Clinical Practice Questions and Research Questions," by Bermudez, from *Nursing & Health Sciences Research Journal* (2021).

https://scholarlycommons.baptisthealth.net/cgi/viewcontent.cgi?article=1113&context=nhsrj

Assessments

Topic 3 DQ 1

Start Date & Time	Due Date & Time	Points
Nov 6, 2023, 12:00 AM	Nov 8, 2023, 11:59 PM	5

Assessment Description

Post a draft of your PICOT question. This should be the same question you are using in your research paper. Give and receive feedback to refine your PICOT question.

Topic 3 DQ 2

Start Date & Time	Due Date & Time	Points
Nov 6, 2023, 12:00 AM	Nov 10, 2023, 11:59 PM	5

Explain the difference between qualitative and quantitative data.

Benchmark - Capstone Change Project Objectives

Start Date & Time	Due Date & Time	Points
Nov 6, 2023, 12:00 AM	Nov 12, 2023, 11:59 PM	5

Assessment Traits

🎖 Benchmark

Assessment Description

Review your problem or issue and the cultural assessment. Consider how the findings connect to your topic and intervention for your capstone change project. Write a list of three to five objectives for your proposed intervention. Below each objective, provide a one or two sentence rationale.

After writing your objectives, provide a rationale for how your proposed project and objectives advocate for autonomy and social justice for individuals and diverse populations.

While APA style is not required for the body of this assignment, solid academic writing is expected, and in-text citations and references should be presented using APA documentation guidelines, which can be found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are not required to submit this assignment to LopesWrite.

Benchmark Information

This benchmark assignment assesses the following programmatic competencies:

RN to BSN

2.5: *Advocate for autonomy and social justice for individuals and diverse populations*.

Lopes Activity Tracker

Start Date & Time	Due Date & Time	Points
Nov 6, 2023, 12:00 AM	Nov 12, 2023, 11:59 PM	10

Assessment Description

Document your clinical practice hours using the Lopes Activity Tracker (LAT) in your student portal. Once you have opened the app, click on the link for your class to record your hours. Clinical practice hours should be documented and submitted within 48 hours of the clinical experience. After the hours have been submitted, the preceptor will verify the hours, which are then reviewed by the faculty. Students need to meet the required clinical hours in both leadership and community categories. As such, each category will have a hours maximum of 50 hours. Students will not be able to document in excess of 50 hours per category. The clinical

requirements remain unchanged.

Download the electronic summary of your practicum experience from the Lopes Activity Tracker. Save the file and submit it though the assignment dropbox for faculty approval.

This report is to be submitted in every topic.

PICOT Question Paper

Start Date & Time	Due Date & Time	Points
Nov 6, 2023, 12:00 AM	Nov 12, 2023, 11:59 PM	50

Assessment Traits

✒ Requires LopesWrite

Assessment Description

Review your problem or issue and the study materials to formulate a PICOT (Patient, Intervention, Comparison, Outcome and Time) question for your capstone project change proposal. A PICOT question starts with a designated patient population in a particular clinical area and identifies clinical problems or issues that arise from clinical care. The intervention used to address the problem must be a nursing practice intervention. Include a comparison of the nursing intervention to a patient population not currently receiving the nursing intervention, and specify the timeframe needed to implement the change process. Formulate a PICOT question using the PICOT format (provided in the assigned readings) that addresses the clinical nursing problem.

The PICOT question will provide a framework for your capstone project change proposal.

In a paper of 500-750 words, clearly identify the clinical problem and how it can result in a positive patient outcome.

Step 1: Create PICOT question; A PICOT question is presented and provides a clear framework for the capstone project change proposal. Your PICOT question should clearly outline all of these elements: patient, intervention, comparison, outcome and time.

Step 2: PICOT Problem: Identify the PICOT problem, what clinical problems or issues may arise from clinical care? The PICOT problem as it relates to evidence-based solution, nursing intervention, patient care, health care agency, and nursing practice is thoroughly described.

Step 3: Describe nursing intervention: A nursing intervention used to address the problem. Compare the nursing intervention to a patient population not currently receiving the nursing intervention, and timeframe needed to implement the change process.

Step 4: Summarize Clinical Problem and Patient Outcome: The clinical problem and how it can result in a positive patient outcome.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

Professional Capstone and Practicum Reflective Journal - Topic 3

Start Date & Time	Due Date & Time	Points
Nov 6, 2023, 12:00 AM	Nov 12, 2023, 11:59 PM	10

Assessment Traits

🖉 Requires LopesWrite

Assessment Description

Students are required to submit weekly journal entries throughout the course. These reflective narratives help students identify important learning events that happen throughout the course and the practicum. In each week's entry, students should reflect on the personal knowledge and skills gained.

Write a reflection journal (250-300 words) to outline what has been discovered about your professional practice, personal strengths and weaknesses, and additional resources that could be introduced in a given situation to influence optimal outcomes. Each week there will be a specific focus to use in your reflection. Integrate leadership and inquiry into the current practice. Please make sure to address all areas in your writing.

Topic Focus: Health care delivery and clinical systems

While APA style is not required for the body of this assignment, solid academic writing is expected.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

Topic 3 Participation

Start Date & Time	Due Date & Time	Points
Nov 6, 2023, 12:00 AM	Nov 12, 2023, 11:59 PM	15

Topic 4: Development of Evidence-Based Practice Change Proposal II

In this topic, students will continue to examine the research literature and utilize library resources to locate quality, peer-reviewed sources that support their chosen topic and solution. Students will begin to synthesize the research data from multiple sources to identify strategies for implementation of a nursing intervention. Students must identify a change or nursing theory to support their proposed capstone project intervention.

Objectives:

1. Synthesize discovered evidence-based research data that supports the capstone project change proposal.
2. Identify a change or nursing theory to support the nursing intervention for the capstone project change proposal.
3. Write measurable outcomes for the evidence-based nursing practice intervention used in the capstone project change proposal with collaboration with the preceptor.
4. Integrate reflective practice into the practicum reflective journal.

Nov 13, 2023 - Nov 19, 2023   Max Points: 100

Resources

Nursing Theories

Explore the Nursing Theories page of the Current Nursing website. This website provides information on leading nursing theories.

http://currentnursing.com/nursing_theory/

Literature Evaluation Table

Review the "Literature Evaluation Table" resource to assist you in completing the Literature Evaluation Table assignment.

Nursing Theory

Explore Nursing Theory website. This website provides information on leading nursing theories.

http://nursing-theory.org/

Decreased Pediatric Trauma Length of Stay and Improved Disposition with Implementation of Lewin's Change Model

Read "Decreased Pediatric Trauma Length of Stay and Improved Disposition with Implementation of Lewin's Change Model," by Abd El-Shafy, Zapke, Sargeant, Princ, & Christopherson, from the *Journal of Trauma Nursing* (2019).

https://lopes.idm.oclc.org/login?url=http://ovidsp.ovid.com.lopes.idm.oclc.org/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00043860-201903000-00008&LSLINK=80&D=ovft

Interpreting Outcomes 1--Change and Difference: Linking Evidence to Practice

Review "Interpreting Outcomes 1--Change and Difference: Linking Evidence to Practice," by Kamper, from the *Journal of Orthopaedic & Sports Physical Therapy* (2019).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?

Change Theory: Kurt Lewin

Read "Change Theory: Kurt Lewin," located on the Current Nursing website.

http://currentnursing.com/nursing_theory/change_theory.html

Interpreting Outcomes 1--Change and Difference: Linking Evidence to Practice

Review "Interpreting Outcomes 1--Change and Difference: Linking Evidence to Practice," by Kamper, from the *Journal of Orthopaedic & Sports Physical Therapy* (2019).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ccm&AN=136608886&site=ehost-live&scope=site

Tools for Improving Quality and Safety Begin With a Question

Review "Tools for Improving Quality and Safety Begin With a Question," by Joyner, from *AORN Journal* (2020).

https://lopes.idm.oclc.org/login?url=http://ovidsp.ovid.com.lopes.idm.oclc.org/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00000703-202011000-00011&LSLINK=80&D=ovft

Science of Improvement: Testing Changes

Review "Science of Improvement: Testing Changes," located on the Institute for Healthcare Improvement website.

http://www.ihi.org/resources/Pages/HowtoImprove/ScienceofImprovementTestingChanges.aspx

Asking Focused Questions

Review "Asking Focused Questions," located on the Centre for Evidence-Based Medicine website.

http://www.cebm.net/asking-focused-questions/

Assessments

Topic 4 DQ 1

Start Date & Time	Due Date & Time	Points
Nov 13, 2023, 12:00 AM	Nov 15, 2023, 11:59 PM	5

Why is understanding the health care system at the local level important to consider when planning an EBP implementation? Conduct research and solicit anecdotal evidence from your course preceptor that you will take into consideration for your own change project.

Topic 4 DQ 2

Start Date & Time	Due Date & Time	Points
Nov 13, 2023, 12:00 AM	Nov 17, 2023, 11:59 PM	5

Assessment Description

Compare and contrast two change theories and/or nursing theories. Determine which theory makes the most sense for implementing your specific EBP intervention. Why? Has your preceptor used either theory, and to what result?

Capstone Change Project Outcomes

Start Date & Time	Due Date & Time	Points
Nov 13, 2023, 12:00 AM	Nov 19, 2023, 11:59 PM	5

Assessment Description

After working with your preceptor to assess organizational policies, create a list of measurable outcomes for your capstone project intervention. Write a list of three to five outcomes for your proposed intervention. Below each outcome, provide a two - three sentence rationale.

The assignment will be used to develop a written implementation plan.

APA style is not required, but solid academic writing is expected.

You are not required to submit this assignment to LopesWrite.

Literature Evaluation Table

Start Date & Time	Due Date & Time	Points
Nov 13, 2023, 12:00 AM	Nov 19, 2023, 11:59 PM	50

Assessment Description

In nursing practice, accurate identification and application of research is essential to achieving successful outcomes. The ability to articulate research data and summarize relevant content supports the student's ability to further develop and synthesize the assignments that constitute the components of the capstone project.

The assignment will be used to develop a written implementation plan.

For this assignment, provide a synopsis of the review of the research literature. Using the "Literature Evaluation Table," determine the level and strength of the evidence for each of the eight research articles you have selected. The articles should be current (within the last 5 years) and closely relate to the PICOT question developed earlier in this course. The articles may include quantitative research, descriptive analyses, longitudinal studies, or meta-analysis articles. A systematic review may be used to provide background information for the purpose or problem identified in the proposed capstone project.

While APA style is not required for the body of this assignment, solid academic writing is expected, and in-text citations and references should be presented using APA documentation guidelines, which can be found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are not required to submit this assignment to LopesWrite.

Lopes Activity Tracker

Start Date & Time	Due Date & Time	Points
Nov 13, 2023, 12:00 AM	Nov 19, 2023, 11:59 PM	10

Assessment Description

Document your clinical practice hours using the Lopes Activity Tracker (LAT) in your student portal. Once you have opened the app, click on the link for your class to record your hours. Clinical practice hours should be documented and submitted within 48 hours of the clinical experience. After the hours have been submitted, the preceptor will verify the hours, which are then reviewed by the faculty. Students need to meet the required clinical hours in both leadership and community categories. As such, each category will have an hours maximum of 50 hours. Students will not be able to document in excess of 50 hours per category. The clinical requirements remain unchanged.

Download the electronic summary of your practicum experience from the Lopes Activity Tracker. Save the file and submit it though the assignment dropbox for faculty approval.

This report is to be submitted in every topic.

Professional Capstone and Practicum Reflective Journal - Topic 4

Start Date & Time	Due Date & Time	Points
Nov 13, 2023, 12:00 AM	Nov 19, 2023, 11:59 PM	10

Assessment Traits

⌦ Requires LopesWrite

Assessment Description

Students are required to submit weekly journal entries throughout the course. These reflective narratives help students identify important learning events that happen throughout the course and the practicum. In each

week's entry, students should reflect on the personal knowledge and skills gained.

Write a reflection journal (250-300 words) to outline what has been discovered about your professional practice, personal strengths and weaknesses, and additional resources that could be introduced in a given situation to influence optimal outcomes. Each week there will be a specific focus to use in your reflection. Integrate leadership and inquiry into the current practice. Please make sure to address all areas in your writing.

Topic Focus: Ethical Considerations in Health Care

While APA style is not required for the body of this assignment, solid academic writing is expected.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

Topic 4 Participation

Start Date & Time	Due Date & Time	Points
Nov 13, 2023, 12:00 AM	Nov 19, 2023, 11:59 PM	15

Topic 5: Capstone Project Change Proposal Implementation Plan I

Students must formulate an evidence-based and financially feasible strategic plan for their change proposal. Development of a written plan requires an assessment of the organization's culture, stakeholders, potential challenges, barriers, and obstacles to the implementation of the change proposal. In this topic, students will develop their understanding of cultural aspects related to the organizational environment.

Objectives:

1. Assess the organization and community for key stakeholders.
2. Assess the culture of the organization for potential challenges in incorporating the nursing practice intervention.
3. Create a strategic plan defining how the nursing practice intervention would be implemented in the capstone project change proposal with collaboration from the preceptor. .
4. Integrate reflective practice into the practicum reflective journal.

Nov 20, 2023 - Nov 26, 2023   Max Points: 80

Resources

Evidence-Based Practice: Are Nurses Ready?

Read "Evidence-Based Practice: Are Nurses Ready?" by Paler, & Arganza Cachaper from *Journal of Nursing*

Practice Applications & Reviews of Research (2021).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?
direct=true&db=ccm&AN=151936166&site=ehost-
live&scope=site&custid=s8333196&groupid=main&profile=ehost

Community Stakeholder Preferences for Evidence-Based Practice Implementation Strategies in Behavioral Health: A Best-Worst Scaling Choice Experiment

Read "Community Stakeholder Preferences for Evidence-Based Practice Implementation Strategies in Behavioral Health: A Best-Worst Scaling Choice Experiment," by Williams, Candon, Stewart, Byeon, Bewtra, Buttenheim, Zentgraf, Comeau, Shoyinka, & Beidas from *BMC Psychiatry* (2021).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?
direct=true&db=a9h&AN=148497710&site=ehost-
live&scope=site&custid=s8333196&groupid=main&profile=ehost

Organizational Structures and Processes in Nurse-led, Evidence-Based Practice Projects That Lead to Measurable Outcomes: A Scoping Review Protocol

Read "Organizational Structures and Processes in Nurse-led, Evidence-Based Practice Projects That Lead to Measurable Outcomes: A Scoping Review Protocol," by Carroll, Murphy, Romano, & Uremovich, from *JBI Evidence Synthesis* (2021).

https://lopes.idm.oclc.org/login?url=http://ovidsp.ovid.com.lopes.idm.oclc.org/ovidweb.cgi?
T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=02174543-202110000-00020&LSLINK=80&D=ovft

Aligning Organizational Culture and Infrastructure to Support Evidence-Based Practice

Read "Aligning Organizational Culture and Infrastructure to Support Evidence-Based Practice," by Ost, Blalock, Fagan, Sweeney, and Miller-Hoover, from *Critical Care Nurse* (2020).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?
direct=true&db=ccm&AN=143440827&site=ehost-
live&scope=site&custid=s8333196&groupid=main&profile=ehost

Evidence-Based Practice (EBP)

Read "Evidence-Based Practice (EBP)," by Samonte and Vallente, from *Salem Press Encyclopedia* (2015), for specific information on developing a literature review.

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?
direct=true&db=ers&AN=113931151&site=eds-live&scope=site

Assessments

Topic 5 DQ 1

Start Date & Time	Due Date & Time	Points
Nov 20, 2023, 12:00 AM	Nov 22, 2023, 11:59 PM	5

Assessment Description

Stakeholder support is necessary for a successful project implementation. Consider your internal stakeholders, such as the facility, unit, or health care setting where the change proposal is being considered, and your external stakeholders, like an individual or group outside the health care setting. Why is their support necessary to the success of your change proposal, and how you will go about securing that support?

Topic 5 DQ 2

Start Date & Time	Due Date & Time	Points
Nov 20, 2023, 12:00 AM	Nov 24, 2023, 11:59 PM	5

Assessment Description

Technology is integral to successful implementation in many projects, through either support or integration or both. Name at least one technology that could improve the implementation process and the outcomes of your capstone project change proposal. Do you plan to use this technology? If not, what are the barriers that prevent its use?

Clinical Practice Experience Remediation

Start Date & Time	Due Date & Time	Points
Nov 20, 2023, 12:00 AM	Nov 26, 2023, 11:59 PM	0

Assessment Description

Students who are not making appropriate progress on their capstone project and receive an "Unacceptable" or "Below Expectations" on the CET will be required to complete remediation activities. Required remediation activities are listed on the "NRS-493: Clinical Experience Remediation" document. The required activities must be submitted in the digital classroom upon their completion by the end of Topic 7. All required remediation activities will be reviewed and approved by the faculty.

The "NRS-493: Clinical Practice Experience Remediation" form is a clinical document that is necessary to meet clinical requirements for this course. Therefore, the form should be submitted with the preceptor's hand-written signature. A typed electronic signature will not be accepted.

Lopes Activity Tracker Submission

Start Date & Time	Due Date & Time	Points
Nov 20, 2023, 12:00 AM	Nov 26, 2023, 11:59 PM	10

Assessment Description

Document your clinical practice hours using the Lopes Activity Tracker (LAT) in your student portal. Once you have opened the app, click on the link for your class to record your hours. Clinical practice hours should be documented and submitted within 48 hours of the clinical experience. After the hours have been submitted, the preceptor will verify the hours, which are then reviewed by the faculty. Students need to meet the required clinical hours in both leadership and community categories. As such, each category will have an hours maximum of 50 hours. Students will not be able to document in excess of 50 hours per category. The clinical requirements remain unchanged.

Download the electronic summary of your practicum experience from the Lopes Activity Tracker. Save the file and submit it though the assignment dropbox for faculty approval.

This report is to be submitted in every topic.

Midterm Evaluation of Student

Start Date & Time	Due Date & Time	Points
Nov 20, 2023, 12:00 AM	Nov 26, 2023, 11:59 PM	20

Assessment Description

The preceptor will perform a midterm evaluation with the faculty. The preceptor will input the evaluation content into the Lopes Activity Tracker. The student will upload the evaluation into the digital classroom after meeting with the preceptor to discuss the midterm evaluation.

Students must meet all clinical expectations of the course, earn a passing grade on all benchmark assignments, and successfully complete remediation (if necessary) in order to receive a passing grade in the NRS-493 course.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

Practice Experience Conference (Mid-Conference)

Start Date & Time	Due Date & Time	Points
Nov 20, 2023, 12:00 AM	Nov 26, 2023, 11:59 PM	10

Assessment Description

Students are required to initiate a mid-conference that will occur during Topic 5, using the "Practice Experience Conference Form (Mid-Conference)" resource. This conference is intended for the student, preceptor, and faculty to discuss progress toward meeting the learning goals and course objectives contained in the Individual Success Plan (ISP). Progress toward completing the written capstone project will also be discussed, including faculty recommendations for project development. Student progress will be documented on the Clinical Evaluation Tool (CET), which is submitted in the online classroom prior to the conference. The CET will be discussed during the mid-conference and graded in the online classroom by the faculty after the mid-conference. If the student receives an "Unacceptable" or "Below Expectations" in any category, the student will

remediate for that category of the CET.

The "Practice Experience Conference Form" is a clinical document that is necessary to meet clinical requirements for this course. Therefore, the approval form should be submitted with the preceptor's hand-written signature. A typed electronic signature will not be accepted.

Professional Capstone and Practicum Reflective Journal - Topic 5

Start Date & Time	Due Date & Time	Points
Nov 20, 2023, 12:00 AM	Nov 26, 2023, 11:59 PM	10

Assessment Traits

✍ Requires LopesWrite

Assessment Description

Students are required to submit weekly journal entries throughout the course. These reflective narratives help students identify important learning events that happen throughout the course and the practicum. In each week's entry, students should reflect on the personal knowledge and skills gained.

Write a reflection journal (250-300 words) to outline what has been discovered about your professional practice, personal strengths and weaknesses, and additional resources that could be introduced in a given situation to influence optimal outcomes. Each week there will be a specific focus to use in your reflection. Integrate leadership and inquiry into the current practice. Please make sure to address all areas in your writing.

Topic Focus: Practices of Culturally Sensitive Care and Ensuring the Integrity of Human Dignity in the Care of all Patients

While APA style is not required for the body of this assignment, solid academic writing is expected.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

Strategic Plan Summary

Start Date & Time	Due Date & Time	Points
Nov 20, 2023, 12:00 AM	Nov 26, 2023, 11:59 PM	5

Assessment Description

Assess the culture of the organization for potential challenges in incorporating the nursing practice intervention. Use this assessment when creating the strategic plan. Discuss with your preceptor the culture of your organizations and what are the potential problems.

Write a strategic plan (150-250 words) defining how the nursing practice intervention will be implemented in the capstone project change proposal.

APA style is not required, but solid academic writing is expected.

You are not required to submit this assignment to LopesWrite.

Topic 5 Participation

Start Date & Time	Due Date & Time	Points
Nov 20, 2023, 12:00 AM	Nov 26, 2023, 11:59 PM	15

Topic 6: Capstone Change Project Implementation Plan II

In this topic, students will synthesize discovered evidence-based research that supports the intervention for the capstone project change proposal into a literature review. The strategic plan will be reviewed to determine what resources would be required if the intervention were to be implemented.

Objectives:

1. Create a list of resources from the evaluation of your strategic plan that would be needed to implement the change proposal with collaboration from the preceptor.
2. Synthesize discovered evidence-based research that supports the capstone project change proposal.
3. Integrate reflective practice into the practicum reflective journal.

Nov 27, 2023 - Dec 3, 2023   Max Points: 90

Resources

Writing Systematic Reviews of the Literature—It Really Is a Systematic Process!

Review "Writing Systematic Reviews of the Literature—It Really Is a Systematic Process!" by Krupinski, from the *Journal of Digital Imaging* (2019).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=aci&AN=135821493&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost

Why, When, Who, What, How, and Where for Trainees Writing Literature Review Articles

Review "Why, When, Who, What, How, and Where for Trainees Writing Literature Review Articles," by Koons, Schenke-Layland, and Mikos, from *Annals of Biomedical Engineering* (2019).

https://lopes.idm.oclc.org/login?url=https://www.proquest.com/scholarly-journals/why-when-who-what-how-where-trainees-writing/docview/2228412966/se-2

How to Conduct a Literature Review

Read "How to Conduct a Literature Review," by Watts, from *Podiatry Review* (2020).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ccm&AN=141359432&site=ehost-live&scope=site

Assessments

Topic 6 DQ 1

Start Date & Time	Due Date & Time	Points
Nov 27, 2023, 12:00 AM	Nov 29, 2023, 11:59 PM	5

Assessment Description

After discussion with your preceptor discuss how leadership and economic models of a healthcare facility, optimize EBP to improve patient outcomes.

Topic 6 DQ 2

Start Date & Time	Due Date & Time	Points
Nov 27, 2023, 12:00 AM	Dec 1, 2023, 11:59 PM	5

Assessment Description

Discuss the highlights of your strategic plan and any modifications that need to be made.

What additional information do you need to complete your capstone project paper what is your plan to attain that?

Capstone Change Project Resources

Start Date & Time	Due Date & Time	Points
Nov 27, 2023, 12:00 AM	Dec 3, 2023, 11:59 PM	5

Assessment Description

Work with your preceptor to assess the organization for required resources needed for the strategic plan if the change proposal were to be implemented. Review your strategic plan and determine what resources would be needed if the change proposal were to be implemented. Write a list of at least four resources you will need in order to implement your change proposal.

The assignment will be used to develop a written implementation plan.

While APA style is not required for the body of this assignment, solid academic writing is expected, and documentation of sources should be presented using APA formatting guidelines, which can be found in the APA Style Guide, located in the Student Success Center.

You are not required to submit this assignment to LopesWrite.

Literature Review

Start Date & Time	Due Date & Time	Points
Nov 27, 2023, 12:00 AM	Dec 3, 2023, 11:59 PM	40

Assessment Traits

Requires LopesWrite

Assessment Description

While the implementation plan prepares students to apply their research to the problem or issue they have identified for their capstone project change proposal, the literature review enables students to map out and move into the active planning and development stages of the project.

A literature review analyzes how current research supports the PICOT, as well as identifies what is known and what is not known in the evidence. Students will use the information from the earlier PICOT Question Paper and Literature Evaluation Table assignments to develop a review (750-1,000 words) that includes the following sections:

1. Title page
2. Introduction section
3. A comparison of research questions
4. A comparison of sample populations
5. A comparison of the limitations of the study
6. A conclusion section, incorporating recommendations for further research

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

Lopes Activity Tracker

Start Date & Time	Due Date & Time	Points
Nov 27, 2023, 12:00 AM	Dec 3, 2023, 11:59 PM	10

Assessment Description

Document your clinical practice hours using the Lopes Activity Tracker (LAT) in your student portal. Once you have opened the app, click on the link for your class to record your hours. Clinical practice hours should be documented and submitted within 48 hours of the clinical experience. After the hours have been submitted,

the preceptor will verify the hours, which are then reviewed by the faculty. Students need to meet the required clinical hours in both leadership and community categories. As such, each category will have an hours maximum of 50 hours. Students will not be able to document in excess of 50 hours per category. The clinical requirements remain unchanged.

Download the electronic summary of your practicum experience from the Lopes Activity Tracker. Save the file and submit it though the assignment dropbox for faculty approval.

This report is to be submitted in every topic.

Professional Capstone and Practicum Reflective Journal - Topic 6

Start Date & Time	Due Date & Time	Points
Nov 27, 2023, 12:00 AM	Dec 3, 2023, 11:59 PM	10

Assessment Traits

☑ Requires LopesWrite

Assessment Description

Students are required to submit weekly journal entries throughout the course. These reflective narratives help students identify important learning events that happen throughout the course and the practicum. In each week's entry, students should reflect on the personal knowledge and skills gained.

Write a reflection journal (250-300 words) to outline what has been discovered about your professional practice, personal strengths and weaknesses, and additional resources that could be introduced in a given situation to influence optimal outcomes. Each week there will be a specific focus to use in your reflection. Integrate leadership and inquiry into the current practice. Please make sure to address all areas in your writing.

Topic Focus: Population Health Concerns and Health Disparities

While APA style is not required for the body of this assignment, solid academic writing is expected.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

Topic 6 Participation

Start Date & Time	Due Date & Time	Points
Nov 27, 2023, 12:00 AM	Dec 3, 2023, 11:59 PM	15

Topic 7: Capstone Change Project Evaluation Plan

Students must develop skills related to systematic evaluation for intervention effectiveness. The content covered this week prepares students to evaluate the effectiveness of interventions and develop communication plans for the dissemination of information related to project outcomes. Synthesis of information from the process of evaluating outcomes (whether outcomes were met or not) generates new knowledge and adds to the body of knowledge for nursing practice.

Objectives:

1. Determine how the capstone project change proposal could be disseminated to leadership.
2. Create a plan for evaluating outcomes of the proposed nursing practice intervention used in the change proposal.
3. Integrate reflective practice into the practicum reflective journal.

Dec 4, 2023 - Dec 10, 2023   Max Points: 50

Resources

Clinical Research and Practice Collaborative: An Evidence-Based Nursing Clinical Inquiry Expansion

Read "Clinical Research and Practice Collaborative: An Evidence-Based Nursing Clinical Inquiry Expansion," by Migliore, Chouinard, and Woodlee, from *Military Medicine* (2020).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?
direct=true&db=ccm&AN=143880439&site=ehost-
live&scope=site&custid=s8333196&groupid=main&profile=ehost

Evidence￼Based Practice: A New Dissemination Guide

Read "Evidence￼Based Practice: A New Dissemination Guide," by Dean, Gallagher, & Connor from *Evidence-Based Practice Dissemination Guide* (2021).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?
direct=true&db=ccm&AN=148722350&site=ehost-live&scope=site

How to Appraise Qualitative Research

Read "How to Appraise Qualitative Research," by Moorley, and Cathala, from *Evidence-Based Nursing* (2019).

https://lopes.idm.oclc.org/login?url=http://ovidsp.ovid.com.lopes.idm.oclc.org/ovidweb.cgi?
T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00124408-201901000-00004&LSLINK=80&D=ovft

Quantitative Approaches for the Evaluation of Implementation Research Studies

Read "Quantitative Approaches for the Evaluation of Implementation Research Studies," by Smith, Hasan, and Mohamed, from *Psychiatry Research* (2020).

Implementation: The Linchpin of Evidence-Based Practice Changes

Read "Implementation: The Linchpin of Evidence-Based Practice Changes," by Tucker, from *American Nurse Today* (2019).

Assessments

Topic 7 DQ 1

Start Date & Time	Due Date & Time	Points
Dec 4, 2023, 12:00 AM	Dec 6, 2023, 11:59 PM	5

Assessment Description

Describe one internal and one external method for the dissemination of your evidence-based change proposal. For example, an internal method may be the hospital board, and an external method may be a professional nursing organization. Discuss why it is important to report your change proposal to both of these groups. How will your communication strategies change for each group?

Topic 7 DQ 2

Start Date & Time	Due Date & Time	Points
Dec 4, 2023, 12:00 AM	Dec 8, 2023, 11:59 PM	5

Assessment Description

In order to evaluate an evidence-based practice project, it is important to be able to determine the effectiveness of your change. Discuss one way you will be able to evaluate whether your project made a difference in practice.

Capstone Change Project Evaluation Plan

Start Date & Time	Due Date & Time	Points
Dec 4, 2023, 12:00 AM	Dec 10, 2023, 11:59 PM	5

Assessment Description

The assignment will be used to develop a written implementation plan.

Step 1) Review your strategic plan to implement the change proposal, the objectives, the outcomes, and listed resources.

Step 2) Develop a process to evaluate the intervention if it were implemented.

Step 3) Write a 150-250 word summary of the evaluation plan that will be used to evaluate your intervention.Address the following in your summary:

- What data was collected?
- What tool will be used to collect the data?
- Who will be responsible for collecting data?
- How will this data be communicated to the team?

APA style is not required, but solid academic writing is expected.

You are not required to submit this assignment to LopesWrite.

Lopes Activity Tracker

Start Date & Time	Due Date & Time	Points
Dec 4, 2023, 12:00 AM	Dec 10, 2023, 11:59 PM	10

Assessment Description

Document your clinical practice hours using the Lopes Activity Tracker (LAT) in your student portal. Once you have opened the app, click on the link for your class to record your hours. Clinical practice hours should be documented and submitted within 48 hours of the clinical experience. After the hours have been submitted, the preceptor will verify the hours, which are then reviewed by the faculty. Students need to meet the required clinical hours in both leadership and community categories. As such, each category will have an hours maximum of 50 hours. Students will not be able to document in excess of 50 hours per category. The clinical requirements remain unchanged.

Download the electronic summary of your practicum experience from the Lopes Activity Tracker. Save the file and submit it though the assignment dropbox for faculty approval.

This report is to be submitted in every topic.

Professional Capstone and Practicum Reflective Journal - Topic 7

Start Date & Time	Due Date & Time	Points
Dec 4, 2023, 12:00 AM	Dec 10, 2023, 11:59 PM	10

Assessment Traits

✍ Requires LopesWrite

Assessment Description

Students are required to submit weekly journal entries throughout the course. These reflective narratives help students identify important learning events that happen throughout the course and the practicum. In each

week's entry, students should reflect on the personal knowledge and skills gained.

Write a reflection journal (250-300 words) to outline what has been discovered about your professional practice, personal strengths and weaknesses, and additional resources that could be introduced in a given situation to influence optimal outcomes. Each week there will be a specific focus to use in your reflection. Integrate leadership and inquiry into the current practice. Please make sure to address all areas in your writing.

Topic Focus: The Role of Technology in Improving Health Care Outcomes

While APA style is not required for the body of this assignment, solid academic writing is expected.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

Topic 7 Participation

Start Date & Time	Due Date & Time	Points
Dec 4, 2023, 12:00 AM	Dec 10, 2023, 11:59 PM	15

Topic 8: Written Capstone Change Project

Students will synthesize the components developed in prior topics to formulate a written evidence-based account of the capstone project. Additionally, the student will integrate the following into the written evidence-based account: a plan for evaluating the nursing intervention, a change or nursing theory, and a discussion on how potential barriers will be overcome.

Objectives:

1. Produce a written comprehensive evidence-based capstone project change proposal using components developed in prior topics of the course.
2. Integrate a plan for evaluating the nursing intervention in the written comprehensive evidence-based capstone project change proposal.
3. Integrate a change or nursing theory into the written comprehensive evidence-based capstone project change proposal.
4. Identify potential barriers to the implementation of the change proposal.
5. Integrate how the identified potential barriers will be overcome.
6. Integrate reflective practice into the practicum reflective journal.

Dec 11, 2023 - Dec 17, 2023   Max Points: 205

Resources

Unit leadership and Climates for Evidence☐Based Practice Implementation in Acute Care: A

Cross-Sectional Descriptive Study

Review "Unit leadership and Climates for Evidence-Based Practice Implementation in Acute Care: A Cross-Sectional Descriptive Study," by Shuman, Banaszak-Holl, and Titler, from the *Journal of Nursing Scholarship* (2019).

https://lopes.idm.oclc.org/login?url=https://www.proquest.com/scholarly-journals/unit-leadership-climates-evidence-based-practice/docview/2169563834/se-2?accountid=7374

Statistical, Practical and Clinical Significance and Doctor of Nursing Practice Projects

Review "Statistical, Practical and Clinical Significance and Doctor of Nursing Practice Projects" by Carpenter, Waldrop, and Carter, from *Nurse Author & Editor* (2021).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ccm&AN=154358423&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost

Evidence-Based Practice Should Be Goal for Everyone

Review "Evidence-Based Practice Should Be Goal for Everyone," by Bensinger, Dean, Pardini-Kiely, Miller-Hoover, and Tuchinda, from *Hospital Peer Review* (2020).

https://lopes.idm.oclc.org/login?url=https://www-proquest-com.lopes.idm.oclc.org/trade-journals/evidence-based-practice-should-be-goal-everyone/docview/2506740066/se-2?accountid=7374

Implementation Science: A Critical Strategy Necessary to Advance and Sustain Evidence-Based Practice

Review "Implementation Science: A Critical Strategy Necessary to Advance and Sustain Evidence-Based Practice," by McNett, Tucker, and Melnyk, from *Worldviews on Evidence-Based Nursing* (2019).

https://lopes.idm.oclc.org/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=ccm&AN=136821434&site=ehost-live&scope=site&custid=s8333196&groupid=main&profile=ehost

Development and Implementation of a Model for Research, Evidence-Based Practice, Quality Improvement, and Innovation

Review "Development and Implementation of a Model for Research, Evidence-Based Practice, Quality Improvement, and Innovation," by Hagle, Dwyer, Gettrust, Lusk, Peterson, & Tennies, from the *Journal of Nursing Care Quality* (2020).

https://lopes.idm.oclc.org/login?url=http://ovidsp.ovid.com.lopes.idm.oclc.org/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&AN=00001786-202004000-00002&LSLINK=80&D=ovft

Assessments

Topic 8 DQ 1

Start Date & Time	Due Date & Time	Points
Dec 11, 2023, 12:00 AM	Dec 13, 2023, 11:59 PM	5

Assessment Description

Based on how you will evaluate your EBP project, which independent and dependent variables do you need to collect? Why?

Topic 8 DQ 2

Start Date & Time	Due Date & Time	Points
Dec 11, 2023, 12:00 AM	Dec 15, 2023, 11:59 PM	5

Assessment Description

Not all EBP projects result in statistically significant results. Define clinical significance, and explain the difference between clinical and statistical significance. How can you use clinical significance to support positive outcomes in your project?

Benchmark - Capstone Project Change Proposal

Start Date & Time	Due Date & Time	Points
Dec 11, 2023, 12:00 AM	Dec 17, 2023, 11:59 PM	160

Assessment Traits

  Requires LopesWrite

  Benchmark

Assessment Description

In this assignment, students will pull together the capstone project change proposal components they have been working on throughout the course to create a proposal inclusive of sections for each content focus area in the course. For this project, the student will apply evidence-based research steps and processes required as the foundation to address a clinically oriented problem or issue in future practice.

Develop a 2,500-4,000 written project that includes the following information as it applies to the problem, issue, suggestion, initiative, or educational need profiled in the capstone change proposal:

1. Background
2. Clinical problem statement.
3. Purpose of the change proposal in relation to providing patient care in the changing health care system.
4. PICOT question.
5. Literature search strategy employed.

6. Evaluation of the literature.
7. Applicable change or nursing theory utilized.
8. Proposed implementation plan with outcome measures.
9. Discussion of how evidence-based practice was used in creating the intervention plan.
10. Plan for evaluating the proposed nursing intervention.
11. Identification of potential barriers to plan implementation, and a discussion of how these could be overcome.
12. Appendix section, for evaluation tools and educational materials, etc. are created.

Review the feedback from your instructor on the PICOT Question Paper, and Literature Review. Use this feedback to make appropriate revisions to these before submitting.

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

Benchmark Information

This benchmark assignment assesses the following programmatic competencies:

RN to BSN

1.4: Implement patient care decisions based on evidence-based practice.

2.2: Manage patient care within the changing environment of the health care system.

Lopes Activity Tracker

Start Date & Time	Due Date & Time	Points
Dec 11, 2023, 12:00 AM	Dec 17, 2023, 11:59 PM	10

Assessment Description

Document your clinical practice hours using the Lopes Activity Tracker (LAT) in your student portal. Once you have opened the app, click on the link for your class to record your hours. Clinical practice hours should be documented and submitted within 48 hours of the clinical experience. After the hours have been submitted, the preceptor will verify the hours, which are then reviewed by the faculty. Students need to meet the required clinical hours in both leadership and community categories. As such, each category will have an hours maximum of 50 hours. Students will not be able to document in excess of 50 hours per category. The clinical requirements remain unchanged.

Download the electronic summary of your practicum experience from the Lopes Activity Tracker. Save the file and submit it though the assignment dropbox for faculty approval.

This report is to be submitted in every topic.

Professional Capstone and Practicum Reflective Journal - Topic 8

Start Date & Time	Due Date & Time	Points
Dec 11, 2023, 12:00 AM	Dec 17, 2023, 11:59 PM	10

Assessment Traits

☑ Requires LopesWrite

Assessment Description

Students are required to submit weekly journal entries throughout the course. These reflective narratives help students identify important learning events that happen throughout the course and the practicum. In each week's entry, students should reflect on the personal knowledge and skills gained.

Write a reflection journal (250-300 words) to outline what has been discovered about your professional practice, personal strengths and weaknesses, and additional resources that could be introduced in a given situation to influence optimal outcomes. Each week there will be a specific focus to use in your reflection. Integrate leadership and inquiry into the current practice. Please make sure to address all areas in your writing.

Topic Focus: Health Policy

While APA style is not required for the body of this assignment, solid academic writing is expected.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

Topic 8 Participation

Start Date & Time	Due Date & Time	Points
Dec 11, 2023, 12:00 AM	Dec 17, 2023, 11:59 PM	15

Topic 9: Capstone Project Change Proposal Plan

In this topic, students will design a professional presentation in order to disseminate their capstone project change proposal. While creating the final presentation, students will continue to reflect on their clinical practice experience.

Objectives:

1. Design a professional presentation for dissemination of the capstone project change proposal.
2. Integrate reflective practice into the practicum reflective journal.

     Prepared on: Oct 20, 2023, 4:37 AM

Resources

Putting Data into Context. In Ultimate Presentations: Master Interviews and Presentations to Land Your Dream Job

Read "Putting Data into Context. In Ultimate Presentations: Master Interviews and Presentations to Land Your Dream Job," by Surti, from *Kogan Page* (2021).

https://lopes.idm.oclc.org/login?url=http://library.books24x7.com.lopes.idm.oclc.org/library.asp?%5eB&bookid=156906&chunkid=650155437&rowid=141

The Cochrane Collaboration

Explore the Cochrane Collaboration website.

http://www.cochrane.org/

Tips for Creating and Delivering an Effective Presentation

Review "Tips for Creating and delivering an Effective Presentation," located on the Microsoft website (2022).

https://support.microsoft.com/en-us/office/tips-for-creating-and-delivering-an-effective-presentation-f43156b0-20d2-4c51-8345-0c337cefb88b

Presenter's Corner

Explore the resources provided on GCU Library Public Speaking & Presentations Guide.

https://libguides.gcu.edu/PublicSpeaking

Assessments

Topic 9 DQ 1

Start Date & Time	Due Date & Time	Points
Dec 18, 2023, 12:00 AM	Dec 20, 2023, 11:59 PM	5

Assessment Description

Discuss one personal strength and one weakness you have regarding professional presentations. Name one method for improvement for each of these and discuss why it is important for you to work on these skills if you want to present your findings in a more formal setting.

Topic 9 DQ 2

Start Date & Time	Due Date & Time	Points
Dec 18, 2023, 12:00 AM	Dec 22, 2023, 11:59 PM	5

Assessment Description

Sustaining change can be difficult, as there are many variables that can affect implementation. One critical component of EBP is to ensure that practice change is part of an organization's culture so it will continue to impact outcomes over time. Name two potential barriers that may prevent your EBP change proposal from continuing to obtain the same desired results 6 months to a year from now, and your strategies for overcoming these challenges.

Capstone Project Change Proposal Presentation for Faculty Review and Feedback

Start Date & Time	Due Date & Time	Points
Dec 18, 2023, 12:00 AM	Dec 24, 2023, 11:59 PM	10

Assessment Description

Create a 10-15 slide Power Point presentation of your evidence-based intervention and change proposal to be disseminated to an interprofessional audience of leaders and stakeholders. Include the intervention, evidence-based literature, objectives, resources needed, anticipated measurable outcomes, and how the intervention would be evaluated. Submit the presentation in the digital classroom for feedback from the instructor.

While APA style is not required for the body of this assignment, solid academic writing is expected, and documentation of sources should be presented using APA formatting guidelines, which can be found in the APA Style Guide, located in the Student Success Center.

You are not required to submit this assignment to LopesWrite.

Lopes Activity Tracker

Start Date & Time	Due Date & Time	Points
Dec 18, 2023, 12:00 AM	Dec 24, 2023, 11:59 PM	10

Assessment Description

Document your clinical practice hours using the Lopes Activity Tracker (LAT) in your student portal. Once you have opened the app, click on the link for your class to record your hours. Clinical practice hours should be documented and submitted within 48 hours of the clinical experience. After the hours have been submitted, the preceptor will verify the hours, which are then reviewed by the faculty. Students need to meet the required clinical hours in both leadership and community categories. As such, each category will have an hours maximum of 50 hours. Students will not be able to document in excess of 50 hours per category. The clinical requirements remain unchanged.

Download the electronic summary of your practicum experience from the Lopes Activity Tracker. Save the file

and submit it though the assignment dropbox for faculty approval.

This report is to be submitted in every topic.

Professional Capstone and Practicum Reflective Journal - Topic 9

Start Date & Time	Due Date & Time	Points
Dec 18, 2023, 12:00 AM	Dec 24, 2023, 11:59 PM	10

Assessment Traits

✍ Requires LopesWrite

Assessment Description

Students are required to submit weekly journal entries throughout the course. These reflective narratives help students identify important learning events that happen throughout the course and the practicum. In each week's entry, students should reflect on the personal knowledge and skills gained.

Write a reflection journal (250-300 words) to outline what has been discovered about your professional practice, personal strengths and weaknesses, and additional resources that could be introduced in a given situation to influence optimal outcomes. Each week there will be a specific focus to use in your reflection. Integrate leadership and inquiry into the current practice. Please make sure to address all areas in your writing.

Topic Focus: Leadership and Economic Models

While APA style is not required for the body of this assignment, solid academic writing is expected.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

Topic 9 Participation

Start Date & Time	Due Date & Time	Points
Dec 18, 2023, 12:00 AM	Dec 24, 2023, 11:59 PM	15

Topic 10: Capstone Change Project Evaluation and Dissemination

The capstone project change proposal will be presented to an interprofessional group of leaders. A final summary of the reflective journal entries will allow students to self-reflect on the process of developing an evidence-based change proposal. Students will apply concepts related to self-awareness, synthesis, and integration of new knowledge and skills in their nursing practice.

Objectives:

1. Summarize the presentation of the capstone project change proposal.
2. Demonstrate interprofessional collaboration in the dissemination of the capstone project change proposal.
3. Integrate self-reflective practice in summarizing the practicum reflective journal entries.

Dec 25, 2023 - Dec 31, 2023   Max Points: 140

Resources

Presenter's Corner

Explore the resources provided on GCU Library Public Speaking & Presentations Guide.

https://libguides.gcu.edu/PublicSpeaking

The Cochrane Collaboration

Explore the Cochrane Collaboration website.

http://www.cochrane.org/

Assessments

Topic 10 DQ 1

Start Date & Time	Due Date & Time	Points
Dec 25, 2023, 12:00 AM	Dec 27, 2023, 11:59 PM	5

Assessment Description

Dissemination of EBP and research, such as presenting results at a conference or writing an article for a journal, is an important part of professional practice. Identify one professional journal and one nursing or health care conference where you might present your project. Discuss why each of your choices is the best option for you to disseminate your new knowledge.

Topic 10 DQ 2

Start Date & Time	Due Date & Time	Points
Dec 25, 2023, 12:00 AM	Dec 29, 2023, 11:59 PM	5

Assessment Description

Discuss why EBP is an essential component of the practice of a BSN-prepared RN. Identify two ways in which

you will continue to integrate evidence into your practice and encourage it within your work environment. What obstacles could challenge this plan, and what steps will you take to minimize their impact?

Benchmark - Professional Capstone and Practicum Reflective Journal - Topic 10

Start Date & Time	Due Date & Time	Points
Dec 25, 2023, 12:00 AM	Dec 31, 2023, 11:59 PM	10

Assessment Traits

✎ Requires LopesWrite

🏅 Benchmark

Assessment Description

Students are required to maintain weekly reflective narratives throughout the course to combine into one course-long reflective journal that integrates leadership and inquiry into current practice as it applies to the Professional Capstone and Practicum course.

In your journal, you will reflect on the personal knowledge and skills gained throughout this course. The journal should address a variable combination of the following, depending on your specific practice immersion clinical experiences:

1. New Practice Approaches
2. Interprofessional Collaboration
3. Health Care Delivery and Clinical Systems
4. Ethical Considerations in Health Care
5. Practices of Culturally Sensitive Care and Ensuring the Integrity of Human Dignity in the Care of all Patients
6. Population Health Concerns and Health Disparities
7. The Role of Technology in Improving Health Care Outcomes
8. Health Policy
9. Leadership and Economic Models

Students will outline what they have discovered about their professional practice, personal strengths and weaknesses that surfaced, additional resources and abilities that could be introduced to a given situation to influence optimal outcomes, and finally, how the student met the competencies aligned to this course.

While APA style is not required for the body of this assignment, solid academic writing is expected, and in-text citations and references should be presented using APA documentation guidelines, which can be found in the APA Style Guide, located in the Student Success Center.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

Benchmark Information

This benchmark assignment assesses the following programmatic competencies:

RN to BSN

1.3: Understand and value the processes of critical thinking, ethical reasoning, and decision making.

2.6: Promote interprofessional collaborative communication with health care teams to provide safe and effective care.

3.2: Utilize patient care technology and information management systems.

4.2: Preserve the integrity and human dignity in the care of all patients.

5.5: Provide culturally sensitive care.

Capstone Project Change Proposal Presentation

Start Date & Time	Due Date & Time	Points
Dec 25, 2023, 12:00 AM	Dec 31, 2023, 11:59 PM	10

Assessment Description

After presenting your capstone Power Point, write a 250-350 word summary of the presentation. Include a description of the feedback and questions from your audience after your presentation, and how this interprofessional collaboration and experience will affect your professional practice in the future.

While APA style is not required for the body of this assignment, solid academic writing is expected, and documentation of sources should be presented using APA formatting guidelines, which can be found in the APA Style Guide, located in the Student Success Center.

You are not required to submit this assignment to LopesWrite.

Final Evaluation of Student by Preceptor

Start Date & Time	Due Date & Time	Points
Dec 25, 2023, 12:00 AM	Dec 31, 2023, 11:59 PM	20

Assessment Description

The preceptor will complete your final evaluation in the Lopes Activity Tracker.

Both the student and preceptor must sign the form. The final evaluation is a clinical artifact that is necessary to meet clinical requirements for this course. Therefore, the evaluation should be submitted with the preceptor's hand-written signature. A typed electronic signature will not be accepted.

The final evaluation is completed and submitted by the student to the dropbox in the digital classroom.

Students must meet all clinical expectations of the course, earn a passing grade on all benchmark assignments, and successfully complete remediation (if necessary) in order to receive a passing grade in the NRS-493 course. If there are any competencies on the final evaluation that are "Below Expectations," this may result in failure of the course.

This assignment uses a rubric. Please review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

Indirect Clinical Practice Experience

Start Date & Time	Due Date & Time	Points
Dec 25, 2023, 12:00 AM	Dec 31, 2023, 11:59 PM	10

Assessment Description

Submit the completed "NRS-493 Indirect Clinical Practice Experience Hours" form to the digital classroom by the end of Topic 10.

Individual Success Plan (ISP)

Start Date & Time	Due Date & Time	Points
Dec 25, 2023, 12:00 AM	Dec 31, 2023, 11:59 PM	25

Assessment Description

The completed Individual Success Plan (ISP) signed off by the preceptor must be submitted to the digital classroom for faculty approval. Student expectations and instructions for completing the ISP document are provided on the "NRS-493 Individual Success Plan" document. Faculty must approve of the completed ISP. Obtaining preceptor feedback and signature is the responsibility of the student.

The "NRS-493 Individual Success Plan" is a clinical document that is necessary to meet clinical requirements for this course. Therefore, the form should be submitted with the preceptor's hand-written signature. A typed electronic signature will not be accepted.

APA style is not required, but solid academic writing is expected.

You are not required to submit this assignment to LopesWrite.

Lopes Activity Tracker Final Submission

Start Date & Time	Due Date & Time	Points
Dec 25, 2023, 12:00 AM	Dec 31, 2023, 11:59 PM	10

Assessment Description

Document your clinical practice hours using the Lopes Activity Tracker (LAT) in your student portal. Once you have opened the app, click on the link for your class to record your hours. Clinical practice hours should be documented and submitted within 48 hours of the clinical experience. After the hours have been submitted, the preceptor will verify the hours, which are then reviewed by the faculty. Students need to meet the required clinical hours in both leadership and community categories. As such, each category will have a hours maximum of 50 hours. Students will not be able to document in excess of 50 hours per category. The clinical requirements remain unchanged.

Download the electronic summary of your practicum experience from the LAT. Save the file and submit it though the assignment dropbox for faculty approval.

At the end of the course, download the electronic summary of your practicum experience from the LAT. Save the file and submit it through the assignment dropbox.

This submission is required in order to receive a final grade in the course.

In order to receive a passing grade in the course, students are required to have met the required number of approved practicum hours.

Practice Experience Conference (Post-Conference)

Start Date & Time	Due Date & Time	Points
Dec 25, 2023, 12:00 AM	Dec 31, 2023, 11:59 PM	10

Assessment Description

Students are required to initiate a Post-Conference that will occur during Topic 10. This meeting is intended for the student, preceptor, and faculty to discuss the completion of the clinical practice experience, the learning goals contained in the Individual Success Plan (ISP), and course learning objectives. Completion of the written capstone project change proposal will also be discussed, including preceptor recommendations. Completion of the clinical practice experience will be documented on the "Clinical Evaluation Tool" (CET), which is submitted in the digital classroom prior to the Post-Conference. The CET will be reviewed during the Post-Conference including recommendations from the preceptor. Faculty will grade the submitted CET after the conference.

The "Practice Experience Conference Form" is a clinical document that is necessary to meet clinical requirements for this course. Therefore, the approval form should be submitted with the preceptor's hand-written signature. A typed electronic signature will not be accepted.

Scholarly Activities

Start Date & Time	Due Date & Time	Points
Oct 23, 2023, 12:00 AM	Dec 31, 2023, 11:59 PM	10

Assessment Description

Throughout the RN-to-BSN program, students are required to participate in scholarly activities outside of clinical practice or professional practice. Examples of scholarly activities include attending conferences, seminars, journal club, grand rounds, morbidity and mortality meetings, interdisciplinary committees, quality improvement committees, and any other opportunities available at your site, within your community, or nationally.

You are required to post at least one documented scholarly activity by the end of this course. In addition to this submission, you are required to be involved and contribute to interdisciplinary initiatives on a regular basis.

Submit, by way of this assignment, a summary report of the scholarly activity, including who, what, where, when, and any relevant take-home points. Include the appropriate program competencies associated with the scholarly activity as well as future professional goals related to this activity. You may use the "Scholarly Activity Summary" resource to help guide this assignment.

While APA style is not required for the body of this assignment, solid academic writing is expected, and in-text citations and references should be presented using APA documentation guidelines, which can be found in the APA Style Guide, located in the Student Success Center.

APA style is not required, but solid academic writing is expected.

You are not required to submit this assignment to LopesWrite.

Student Evaluation of Preceptor and Site

Start Date & Time	Due Date & Time	Points
Dec 25, 2023, 12:00 AM	Dec 31, 2023, 11:59 PM	10

Assessment Description

Access the Lopes Activity Tracker to complete the "Student Evaluation of Preceptor and Site." Upload and submit the evaluation through the dropbox in the digital classroom.

Topic 10 Participation

Start Date & Time	Due Date & Time	Points
Dec 25, 2023, 12:00 AM	Dec 31, 2023, 11:59 PM	15