Proposal Writing for the DNP Project 4th edition Bonnel Test Bank

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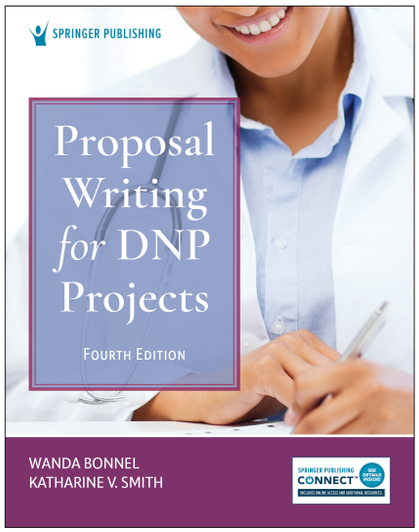
TRANSITION GUIDE

MASTER THE DNP PROJECT: PROVEN FRAMEWORKS FOR SUCCESS



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Helps readers envision "the big picture" of their project from start to finish

New to the Fourth Edition:

- Emphasizes academic/practice connections
- Addresses practice scholarship in significant detail
- Helps readers to identify and address select student outcomes/ competencies
- Focuses on working with clinical mentors and opportunities to document practicum projects
- Covers time frame for specific project benchmarks
- Expands use of popular "tip boxes" throughout
- Thoroughly integrates AACN *Essentials* and APN competencies
- Spotlights quality improvement, a core of many DNP projects

Key Features:

- Helps students produce well-crafted, academic, DNP project proposals
- Provides complete coverage of requirements for a successful DNP project
- Based on a proven methodology for step-by-step project guidance
- Includes numerous examples and helpful tips
- Supports diverse clinical project topics
- Includes reflective questions to promote creative thinking and interactive exercises to promote student engagement
- Offers opportunities for self-assessment to help students move smoothly through the process
- Helps students through roadblocks with sample "student problems and resolutions"
- Provides quality improvement project exemplars

Available Resources for Instructors:

- LMS Common Cartridge—All Instructor Resources
- Instructor Manual
- Mapping to *AACN Essentials: Core Competencies for Professional Nursing Education*

Target Courses:

- DNP Project Sequence
- DNP Project
- Writing for Advanced Practice Nurses
- MSN Capstone

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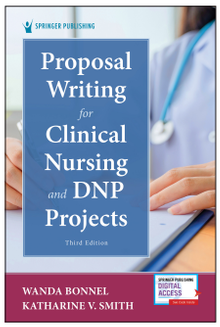

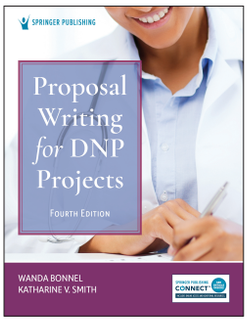

THIRD EDITION

SECTION I: WRITING YOUR PROPOSAL: PUTTING YOUR "PROBLEM" IN CONTEXT

1. INTRODUCTION: WHY A SCHOLARLY PROPOSAL FOR THE CLINICAL PROJECT?
2. USING THE WRITING PLAN AS A DEVELOPMENTAL TOOL FOR THE ADVANCED CLINICAL PROJECT
3. WRITING A GOOD CLINICAL PROBLEM STATEMENT AND PLACING THE CLINICAL PROBLEM IN CONTEXT
4. CLINICAL PROJECTS AND QUALITY IMPROVEMENT: THINKING "BIG PICTURE"
5. INTO THE LITERATURE: GAINING BEST EVIDENCE AND RELEVANT LITERATURE
6. SYNTHESIZING BEST EVIDENCE AND LITERATURE REVIEW
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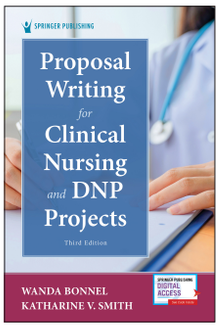

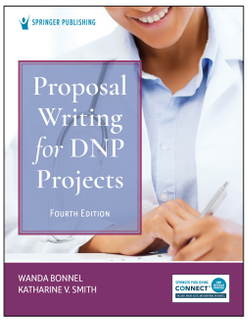

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APPENDICES

A. Project Triangle Model

B. Checklist for Planning or Self-Assessment of a Specific Project

C. Proposal Abstract: "Improving the Care of Patients With Chronic Kidney Disease Using Evidence-Based Guidelines"

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Appendix A: Project Triangle Model

Appendix B: Checklist for Planning or Self-Assessment of a Specific Project

Appendix C: Proposal Abstract: "Improving the Care of Patients With Chronic Kidney Disease Using Evidence-Based Guidelines"

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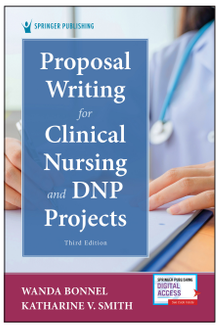

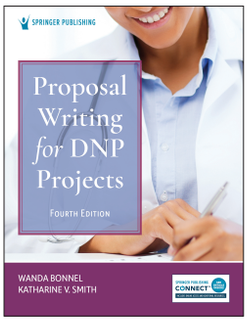

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D. Proposal Abstract: "Improving Diabetes Care Delivery in an Integrated Health Clinic"

E. Project Abstract: "Unit-Based Council Chairs' Perception of Unit-Based Councils"

F. Proposal Abstract: "Descriptive Evidence Generating: Learning From Practitioner Owners of Clinics in Missouri"

G. Proposal Abstract: "Evidence Synthesis Plus: Anesthesia Considerations and Implications for Obese Pediatric Patients"

H. Proposal Abstract: "Evidence-Based Quality Improvement: Improving the Communication of Clinical Information Between Nurses and Physicians in Long-Term Care"

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A robust set of instructor resources designed to supplement this text is located at **http://connect.springerpub.com/content/book/978-0-8261-8829-8.** Qualifying instructors may request access by emailing **textbook@springerpub.com.**

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CHAPTER 1: INTRODUCTION: WHY A SCHOLARLY PROPOSAL FOR THE CLINICAL PROJECT?

STUDENT LEARNING OBJECTIVES

- Explain the importance of the project proposal.
- Discuss what is meant by *application scholarship* and why the DNP project is a good fit.
- Identify opportunities to move concept learning to project proposal competencies related to the American Association of Colleges of Nursing (AACN) *Essentials.*
- Identify the key elements of writing a scholarly clinical proposal.
- Describe common terms related to best evidence and clinical project proposals.

CHAPTER OVERVIEW

Students often underestimate the value of a well-written clinical project proposal. This chapter focuses on the clinical project proposal as a project guide and a form of clinical application scholarship. Addressing best evidence and students' clinical context is also considered in situating and understanding the project. The ongoing use of reflective project notebooks and work with a mentor are offered as two ways to facilitate both proposal and project completion.

FACULTY QUESTIONS AND TEACHING TIPS

What ways can you help students understand the importance of the clinical project proposal?

- Ask a previous DNP student to do a presentation of their work at the start of the semester for your new class. Lead a discussion with the class on the specific approaches used and identify select strengths of the presentation to focus on. Multiple videos might be developed and shared from previous students' project presentations.
- Consistent with the emphasis on application scholarship, the *Essentials*, and documenting concepts to competency, have students engage with the online/classroom discussion provided at chapter end.
- Also consistent with the emphasis on application scholarship, use this discussion to note and orient students to the practice scholarship applications in each chapter. This resource serves as a tool for student self-assessment related to review of the *Essentials* and competency documentation.

What are strategies to help students get started on the process of securing a mentor?

- Lead a brainstorming and sharing session with students about potential mentors in their clinical area. Help students minimize the jitters of contacting potential mentors by guiding them in visualizing that process, including their initial statements as well as responding to a variety of potential responses.

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What learning activities are included at the end of Chapter 1 to engage students? Highlight these activities to students and encourage or require their completion.

- Practice application scholarship
- Websites for further review
- Beginning writing prompts
- Checklist and goal setting
- Readiness to begin a clinical project
- Online/classroom discussion

SAMPLE LEARNING QUIZ FOR STUDENTS

Ask students to agree or disagree with each of the following. You can use this as part of a learning discussion or a thought quiz with feedback.

1. Among other things, clinical project proposals are important because they provide a plan for completing the project.
2. Identifying important current literature is a crucial part of the clinical project.
3. Reflection provides one way to identify and assess gaps in clinical practice.
4. Reviewing the best evidence helps to understand the project concepts.
5. When completing a clinical project, a mentor only serves to add one more person whose suggestions need to be addressed.
6. The points of the project triangle are the review of literature, the process, and the outcomes.

ANSWERS: 1) Agree, 2) Agree, 3) Agree, 4) Agree, 5) Disagree, 6) Disagree

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