



NR452 Capstone Course RUA- Capstone Evidence-Based Practice Paper Guidelines

Purpose

To analyze own performance on the integrated comprehensive assessments and reflect on areas of opportunity and strategies to promote NCLEX-RN success and transition into practice. The student will apply the priority concept (topic) to evidence-based professional practice upon which nurses have the ability to resolve or have a positive impact. There is a focus on the healthcare disparities of the individual, as well as ethical and legal implications to professional practice. The student will discuss how an interdisciplinary approach promotes quality improvement for the patient and evidence-based professional practice, driving positive outcomes.

Course outcomes: This assignment enables the student to meet the following course outcomes:

- CO # 1: Synthesize knowledge from sciences, humanities, and nursing in managing the needs of humans as consumers of healthcare in a patient-centered environment. (PO#1)
- CO # 2: Integrate communication and relationship skills in teamwork and collaboration functioning effectively with health team members and consumers of care. (PO#3)
- CO # 3: Utilize information technology to manage knowledge, mitigate error, and support decision making with health team members and consumers of care. (PO#8)
- CO # 4 Integrate critical thinking, clinical reasoning skills, best current evidence, clinical expertise, and patient/family preferences/values in the implementation of the nursing process. (PO# 4)
- CO # 5: Explore the impact of professional standards, legislative issues, ethical principles, and values on professional nursing, using data to monitor outcomes and improve quality and safety. (PO# 5, 6)

Due date: Your faculty member will inform you when this assignment is due. The Late Assignment Policy applies to this assignment.

Total points possible: 250 points

Preparing the assignment

Follow these guidelines when completing this assignment. Speak with your faculty member if you have questions.

- 1) Track performance on the comprehensive assessments by logging NCLEX-RN Client Need Category performance on the Individual Student ATI Assessment Trends: Longitudinal Performance tool.
- 2) Based on individual performance on the comprehensive assessments, prioritize the top concept (topic) of greatest opportunity.
- 3) Include the following criteria for each identified concept (topic): The [NCSBN NCLEX-RN Test Plan](#) will support this process (*detailed criteria listed below and in the Grading Rubric must match exactly*).
 - a. Priority Concept (Topic)- 20 points/8%
 - Identify the priority concept (topic) of opportunity.
 - Provide a description of how this aligns with the NCLEX-RN Test Plan as indicated by performance in the Individual Student ATI Assessment Trends Table.
 - Identify a minimum of two learning strategies that you plan to implement to address your learning need.
 - Identify a minimum of two resources that you will integrate into your NCLEX-RN Readiness plan to assist you with improving the identified learning need.

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In this paper the student will provide a detailed description of the relationship between the category from the NCLEX-RN examination blueprint, the priority concept (topic), and professional practice.

- 1) Write a 4-6 page paper (not including the title page or reference page) using APA format
- 2) Include the following sections
 - a. Introduction- 20 points/8%
 - Offer a detailed description of the statement of purpose for the paper.
 - Identify a priority concept (topic) from the Individual Student ATI Assessment Trends: Longitudinal Performance Table drawn from one (1) of the four (4) main categories of the NCLEX-RN examination blueprint:
 - Assurance of a safe and effective care environment
 - Health promotion and maintenance of health
 - Preservation of the patient population's psychosocial integrity
 - Preservation of the patient population's physiological integrity
 - Provide a detailed description of the relationship between the category from the NCLEX-RN examination blueprint and the priority concept (topic).
 - b. Importance - 20 points/8%
 - Describe the importance of the priority concept (topic) to professional practice
 - Describe the health of the patient population.
 - Include the potential negative effect to professional practice if the priority concept (topic) is unresolved.
 - Include the potential negative effect to the patient population if the priority concept (topic) is unresolved.
 - c. Healthcare Disparities, Inequalities, and Interventions- 70 points/28%
 - Identify patient populations that may be negatively influenced by the priority concept (topic) if unresolved.
 - Identify healthcare resources to support evidence-based professional practice related to the priority concept (topic).
 - Summarize potential priority concept (topic) healthcare disparities and inequalities related to diverse populations.
 - Propose an evidence-based solution for the priority concept (topic) related to healthcare disparities.
 - Identify three (3) evidence-based practice interventions.
 - Prioritize the identified evidence-based practice interventions and provide rationale.
 - Discuss two (2) patient education considerations related to the priority concept (topic).
 - d. Legal & Ethical Considerations and Intervention Challenges- 40 points/16%
 - Identify at least one (1) ethical and one (1) legal implication for addressing the priority concept (topic) in professional practice.
 - Discuss at least one (1) strategy in prevention of an ethical dilemma related to the priority concept (topic) in professional practice.
 - Discuss at least one (1) strategy in prevention of legal consequences related to the priority concept (topic) in professional practice.
 - Identify one (1) anticipated challenge to the success of preventing the priority concept (topic) in professional practice.
 - Identify one (1) anticipated challenges to the success of resolving the priority concept (topic) in professional practice.
 - e. Participants and Interdisciplinary Approach – 20 points/8%
 - Identify all the parties who will be involved in the implementation of the priority concept (topic) interventions.
 - Discuss the role of each member in the intervention implementation for the priority concept (topic).
 - Identify a minimum of two (2) members of a discipline outside of nursing.
 - Discuss the benefit of including the identified interdisciplinary member from disciplines outside nursing to promote evidence-based professional practice.

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- f. Quality Improvement– 20 points/8%
 - Provide at least one (1) benefit in patient outcomes from addressing the priority concept (topic) within the clinical environment.
 - Provide at least one (1) benefit to the nursing profession that will result from addressing this priority concept (topic) in clinical professional practice.
 - Discuss at least one (1) resource utilized to promote improved patient outcomes in the clinical environment.
 - Discuss at least one (1) resource utilized to increase professional nurse knowledge promoting improved clinical professional practice.
- g. Conclusion – 20 points/8%
 - Provide a thorough recap of the purpose to promote increased evidence-based professional practice knowledge related to the priority concept (topic) deficiency.
 - Summarize resources identified to support improved evidence-based professional practice related to the priority concept (topic).
 - Include a complete statement describing why addressing the priority concept (topic) matters and to whom.
- h. APA Style and Organization– 20 points/8%
 - References are submitted with paper.
 - Uses current APA format and is free of errors.
 - Grammar and mechanics are free of errors.
 - At least three (3) scholarly, peer reviewed, primary sources from the last 5 years, excluding the textbook, are provided. Each section should have a cited source to support information provided.

For writing assistance (APA, formatting, or grammar) visit the [APA](#) Citation and Writing page in the online Chamberlain library.

Please note that your instructor may provide you with additional assessments in any form to determine that you fully understand the concepts learned in the review module.

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| Individual Student ATI Assessment Trends: Longitudinal Performance Table | | | | | | | | | |
|---|---|--|----------------------------|--------------------------------|------------------------|----------------------|--------------------------------------|-----------------------------|--------------------------|
| ATI Assessment Title | NCLEX-RN Client Need Categories: | | | | | | | | |
| | Course | Students will log their individual assessment performance in each category below and highlight the scores below 60% or lowest three scores for each assessment | | | | | | | |
| | | Management of Care | Safety & Infection Control | Health Promotion & Maintenance | Psychosocial Integrity | Basic Care & Comfort | Pharmacological & Parental Therapies | Reduction of Risk Potential | Physiological Adaptation |
| ATI Capstone Comprehensive Assessment B | NR-446 | 80.0% | 66.7% | 71.4% | 42.9% | 85.7% | 54.5% | 66.7% | 30.0% |
| ATI Comprehensive Practice- Form A | NR-452 | 63.3% | 61.1% | 64.3% | 61.5% | 92.3% | 69.6% | 55.6% | 42.9% |

Based on individual performance on the comprehensive assessments, prioritize the top concept (topic) of greatest opportunity:

- 1) Physiological Adaptation

Apply the priority concept (topic) of greatest opportunity below:

Identified Priority Concept (Topic):

| | | |
|---|--|--|
| <p style="text-align: center;">Learning Needs:</p> <p>Identify the concept (topic) and provide a description of how this aligns with the NCLEX-RN Test Plan.</p> <p>*Utilize the National Council of State Boards of Nursing (NCSBN) NCLEX-RN Test Plan for assistance.</p> <p>- Physiological Adaptation discusses managing and providing care for clients with acute, chronic or life threatening physical health conditions.</p> | | <p style="text-align: center;">Learning Strategies:</p> <p>Identify a <u>minimum of two</u> learning strategies that you plan to implement to address your learning need.</p> <p>Perform 50 practice questions a day and read the</p> <ol style="list-style-type: none"> 1) rationale. 2) Visually watch. How certain task are performed when caring for a patient. |
| <p style="text-align: center;">Learning Resources:</p> <p>Identify a <u>minimum of two</u> resources that you will integrate into your NCLEX-RN Readiness plan to assist you with improving the identified learning need.</p> <ol style="list-style-type: none"> 1) Continuously study ATI and Saunders questions 2) Watch Level UP RN and learn about test taking strategies as well as going over certain systems. | | |

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Grading Rubric

Criteria are met when the student's application of knowledge within the paper demonstrates achievement of the outcomes for this assignment.

| Assignment Section and Required Criteria (Points possible/% of total points available) | Highest Level of Performance | High Level of Performance | Satisfactory Level of Performance | Unsatisfactory Level of Performance | Section not present in paper |
|---|--|--|--|--|---|
| Priority Concept (Topic) (20 points/8%) | 20 points | 18 points | 16 points | 8 points | 0 points |
| Required criteria 1. Identify the concept (topic) of opportunity. 2. Provide a description of how this aligns with the NCLEX-RN Test Plan as indicated by performance in the Individual Student ATI Assessment Trends Table. 3. Identify a <u>minimum of two</u> learning strategies that you plan to implement to address your learning need. 4. Identify a <u>minimum of two</u> resources that you will integrate into your NCLEX-RN Readiness plan to assist you with improving the identified learning need. | Includes all 4 requirements for section. | Includes all 3 requirements for section. | Includes no fewer than 2 requirements for section. | Includes no less than 1 requirement for section. | No requirements for this section presented. |
| Introduction (20 points/8%) | 20 points | | 16 points | 8 points | 0 points |
| Required criteria 1. Offer a detailed description of the statement of purpose for the paper. 2. Identify a priority concept (topic) from the Individual Student ATI Assessment Trends: Longitudinal Performance Table drawn from <u>one (1) of the four (4)</u> main categories of the NCLEX-RN examination blueprint: <ol style="list-style-type: none"> Assurance of a safe and effective care environment Health promotion and maintenance of health Preservation of the patient population's psychosocial integrity Preservation of the patient population's physiological integrity | Includes all 3 requirements for section. | Includes no fewer than 2 requirements for section. | Includes no fewer than 1 requirement for section. | No requirements for this section presented. | |

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| Assignment Section and Required Criteria (Points possible/% of total points available) | Highest Level of Performance | High Level of Performance | Satisfactory Level of Performance | Unsatisfactory Level of Performance | Section not present in paper |
|---|--|--|--|--|---|
| 3. Provide a detailed description of the relationship between the category from the NCLEX-RN examination blueprint and the priority concept (topic). | | | | | |
| Importance (20 points/8%) | 20 points | 18 points | 16 points | 8 points | 0 points |
| <p style="text-align: center;">Required criteria</p> 1. Describe the importance of the priority concept (topic) to professional practice 2. Describe the health of the patient population. 3. Include the potential negative effect to professional practice if the priority concept (topic) is unresolved. 4. Include the potential negative effect to the patient population if the priority concept (topic) is unresolved. | Includes all 4 requirements for section. | Includes no fewer than 3 requirements for section. | Includes no fewer than 2 requirements for section. | Includes no fewer than 1 requirement for section. | No requirements for this section presented. |
| Healthcare Disparities, Inequalities, and Interventions (70 points/28%) | 70 points | 63 points | 54 points | 21 points | 0 points |
| <p style="text-align: center;">Required criteria</p> 1. Identify patient populations that may be negatively influenced by the priority concept (topic) if unresolved. 2. Identify healthcare resources to support evidence-based practice related to the priority concept (topic). 3. Summarize potential priority concept (topic) healthcare disparities and inequalities related to diverse populations. 4. Propose an evidence-based solution for the priority concept (topic) related to healthcare disparities. 5. Identify three (3) evidence-based practice interventions. 6. Prioritize the identified evidence-based practice interventions and provide rationale. | Includes all 7 requirements for section. | Includes no fewer than 5-6 requirements for section. | Includes no fewer than 3-4 requirements for section. | Includes no fewer than 1-2 requirements for section. | No requirements for this section presented. |

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| Assignment Section and Required Criteria (Points possible/% of total points available) | Highest Level of Performance | High Level of Performance | Satisfactory Level of Performance | Unsatisfactory Level of Performance | Section not present in paper |
|--|--|--|--|--|---|
| 7. Discuss two (2) patient education considerations related to the priority concept (topic). | | | | | |
| Legal & Ethical Considerations and Intervention Challenges (40 points/16%) | 40 points | 36 points | 31 points | 12 points | 0 points |
| <p style="text-align: center;">Required criteria</p> 1. Identify at least one (1) ethical and one (1) legal implication for addressing the priority concept (topic) in professional practice. 2. Discuss at least one (1) strategy in prevention of an ethical dilemma related to the priority concept (topic) in professional practice. 3. Discuss at least one (1) strategy in prevention of legal consequences related to the priority concept (topic) in professional practice. 4. Identify one (1) anticipated challenge to the success of preventing the priority concept (topic) in professional practice. 5. Identify one (1) anticipated challenges to the success of resolving the priority concept (topic) in professional practice. | Includes all 5 requirements for section. | Includes no fewer than 4 requirements for section. | Includes no fewer than 3 requirements for section. | Includes no fewer than 1-2 requirements for section. | No requirements for this section presented. |
| Participants and Interdisciplinary Approach (20 points/8%) | 20 points | 18 points | 16 points | 8 points | 0 points |
| <p style="text-align: center;">Required criteria</p> 1. Identify all the parties who will be involved in the implementation of the priority concept (topic) interventions. 2. Discuss the role of each member in the intervention implementation for the priority concept (topic). 3. Identify a minimum of two (2) members of a discipline outside of nursing. 4. Discuss the benefit of including the identified | Includes all 4 requirements for section. | Includes no fewer than 3 requirements for section. | Includes no fewer than 2 requirements for section. | Includes no fewer than 1 requirement for section. | No requirements for this section presented. |

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| Assignment Section and Required Criteria (Points possible/% of total points available) | Highest Level of Performance | High Level of Performance | Satisfactory Level of Performance | Unsatisfactory Level of Performance | Section not present in paper |
|--|--|--|--|---|---|
| interdisciplinary member from disciplines outside nursing to promote evidence-based professional practice. | | | | | |
| Quality Improvement (20 points/8%) | 20 points | 18 points | 16 points | 8 points | 0 points |
| <p style="text-align: center;">Required criteria</p> <ol style="list-style-type: none"> 1. Provide at least one (1) benefit in patient outcomes from addressing the priority concept (topic) within the clinical environment. 2. Provide at least one (1) benefit to the nursing profession that will result from addressing this priority concept (topic) in clinical professional practice. 3. Discuss at least one (1) resource utilized to promote improved patient outcomes in the clinical environment. 4. Discuss at least one (1) resource utilized to increase professional nurse knowledge promoting improved clinical professional practice. | Includes all 4 requirements for section. | Includes no fewer than 3 requirements for section. | Includes no fewer than 2 requirements for section. | Includes no fewer than 1 requirement for section. | No requirements for this section presented. |
| Conclusion (20 points/8%) | 20 points | | 16 points | 8 points | 0 points |
| <p style="text-align: center;">Required criteria</p> <ol style="list-style-type: none"> 1. Provide a thorough recap of the purpose to promote increased evidence-based professional practice knowledge related to the priority concept (topic) deficiency. 2. Summarize resources identified to support improved evidence-based professional practice related to the priority concept (topic). 3. Include a complete statement describing why addressing the priority concept (topic) matters and to whom. | Includes all 3 requirements for section. | | Includes no fewer than 2 requirements for section. | Includes no fewer than 1 requirement for section. | No requirements for this section presented. |

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| Assignment Section and Required Criteria (Points possible/% of total points available) | Highest Level of Performance | High Level of Performance | Satisfactory Level of Performance | Unsatisfactory Level of Performance | Section not present in paper |
|---|--|--|--|---|---|
| APA Format, Grammar, and Punctuation (20 points/8%) | 20 points | 18 points | 16 points | 8 points | 0 points |
| <p style="text-align: center;">Required criteria</p> <ol style="list-style-type: none"> 1. References are submitted with paper. 2. Uses current APA format and is free of errors. 3. Grammar and mechanics are free of errors. 4. At least three (3) scholarly, peer reviewed, primary sources from the last 5 years, excluding the textbook, are provided. Each section should have a cited source to support information provided. | Includes all 4 requirements for section. | Includes no fewer than 3 requirements for section. | Includes no fewer than 2 requirements for section. | Includes no fewer than 1 requirement for section. | No requirements for this section presented. |
| Total Points Possible = 250 points | | | | | |