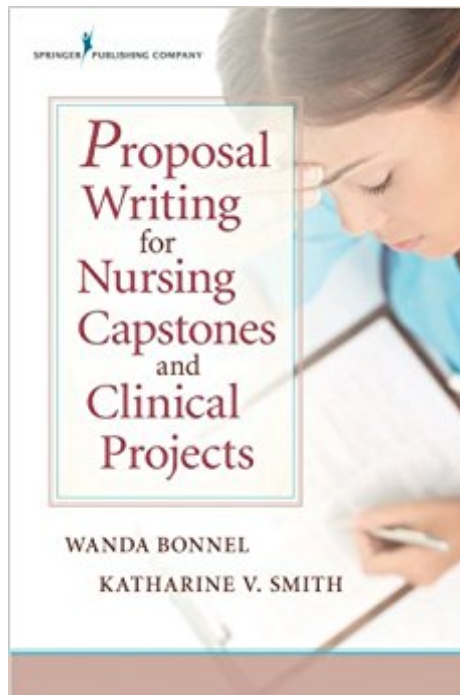




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Proposal Writing For Nursing Capstones And Clinical Projects



Synopsis

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

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Customer Reviews

Wanda Bonnel, PhD, RN, is Associate/Clinical Associate Professor at the University of Kansas School of Nursing, USA, where she has taught since 1984. She is the recipient of the Kemper Teaching Award, University of Kansas and the STT Regional Pinnacle Award for Computer-Based Professional Education Technology. Dr. Bonnel has been the PI on five funded research projects, including Best Practices in Feedback to Online Students and Online Course Feedback, What Do We Mean (both funded by NLN). She has published 22 peer-reviewed abstracts and articles and has been invited to contribute six chapters or articles to edited works, the majority of which have focused on aspects of nursing education. Dr. Bonnel is a grant reviewer for NLN and HRSA, an Editorial Board Member of the Journal of Gerontological Nursing, and a manuscript reviewer for NLN, International Journal of Nursing Education Scholarship, and ournal of the American Academy of NPs. Her current professional goal is to of mentoring new advanced clinicians via text. She has had years of proposal writing experience including numerous funded proposals, and years of guiding masters, DNP, and PhD students in proposal writing. Her current work in the DNP advanced clinical courses and course leadership with capstone project students provides valuable background and opportunity to identify selected student learning needs. Katharine Smith, PhD, RN, is Assistant Dean for Program Evaluation at the University of Missouri, Kansas City, USA, where she has taught since 1991. Dr. Smith's research has included 15 funded grants, most of which focused on some aspect of teaching, advanced education, and nursing traineeship. Selected published papers include 11 articles, two of which focused on use of Meti-Man and Simulation. Professional presentations include national and regional posters and oral presentations, focusing on Simulation and Ethical Issues related to health care.

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Difficult to follow. Purchased as a required book for graduate school

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I love it. My school rented us a copy, but I love having my own.

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