

Pay Someone to Take My Online Class

NRS 493 is an RN-to-BSN professional capstone course and clinical practicum course. Students work in collaboration with an approved course preceptor to identify a clinical practice change project in their community clinical practice site. The course expects students to [NRS 493 Benchmark Capstone Project Change Proposal](#) a nursing practice change theory and nursing practice intervention using the PICOT configuration (patient/issue, intervention, comparison, and outcome). The GCU library data set will help students find relevant scholarly articles for their capstone research question.

NRS 493 Benchmark Capstone Project Change Proposal

In collaboration with your preceptor, you will identify a clinical nursing problem or issue to use as the focus of your professional capstone project change proposal. You will identify a measurable outcome and develop a plan to evaluate the effectiveness of your proposed nursing practice intervention.

Review the assigned readings and study materials to formulate a PICOT question for your capstone project. The PICOT question should identify a patient population, describe the clinical issue or problem, describe the nursing practice intervention, and include a [nrs 493 capstone project change proposal presentation](#) of current practices with your proposed nursing practice intervention.

Using the GCU Library databases, identify two research articles that best support your PICOT question. Review the articles and apply the Rapid Critical Appraisal Tool to determine their level of evidence. Write a brief summary of the articles in LopesWrite. Determine how you will disseminate your capstone project change proposal outcomes to leadership. You will also include your reflection on this scholarly activity in your practicum reflective journal.

NRS 493 Capstone Project Change Proposal Presentation

Students will pull together the capstone project change proposal components they have been working on throughout the course and apply them to a clinically oriented nursing problem or issue in their practice. They will also demonstrate an understanding of the steps and processes required to make evidence-based decisions as a nurse.

Students work with their preceptor to recognize a clinically oriented nursing problem or issues in their practice and develop a plan for an evidence-based solution. Students review relegated study materials and research articles to formulate a PICOT question (patient/issue, intervention, comparison, outcome). The PICOT question design empowers them to limit their search for applicable [NRS 493 Individual Success Plan](#) articles, limiting how much time they spend researching and helping them stay within a task due date.

Then, they conduct an inquiry in GCU Library databases to find scholarly articles that relate to their nursing capstone project change proposal. They assess the quality of each article to ensure it meets APA style guidelines and is relevant to their research.

NRS 493 Individual Success Plan

NRS 493 is the professional capstone and practicum course for RN-to-BSN students. The Individual Success Plan (ISP) assignment maps out what the student, RN-to-BSN, needs to accomplish as they work through this course and their overall program of study. The ISP also serves as a way for students to share their plan with their preceptor, so they know what is expected of them throughout the course.

The PICOT question design empowers nursing students to limit their quest for applicable scholarly articles, reducing the amount of time spent on this [nrs 493 topic 1 Lopes activity tracker kr](#). For example, a student might use GCU Library databases to investigate interventions that have been proven to reduce the rate of CLABSI in hospitals.

Using concepts from previous courses, students are expected to critically examine and improve their current practice. They should integrate scholarly readings to develop case reports that showcase increasingly complex and accomplished practice. They are also expected to identify and communicate evidence-based practice (EBP) strategies with their partnered patients.

NRS 493 Topic 1

Students will use the "Individual Success Plan (ISP)" resource to develop a plan for meeting course and clinical learning goals. Students will identify the [NR501 Importance of Theory in Nursing](#) of hours set aside to meet course objectives and their preceptor's expectations. Students will also use this ISP to outline progress toward completing their written capstone project change proposal.

DQ 1

Describe two ways in which evidence-based nursing practice is evolving and how this may impact the future of nursing. Name one barrier that might hold nursing back from becoming evidence-based and suggest a way to overcome this barrier.

DQ 2

After discussing your change proposal with your preceptor, name one financial aspect, one quality aspect, and one clinical aspect that needs to be taken into [pay someone to take my online class](#) for the successful implementation of your proposed project. Explain how your proposal will directly and indirectly address these aspects. Discuss the importance of stakeholder support for your project.