

Implementation of various best practices related to nursing: Purposeful rounding; Bedside rounding; and Multidisciplinary rounding

Introduction

It is of fundamental importance for nurses and other medical practitioners to implemented best practices that have been proven to contribute to the achievement of projected outcomes. In other words, there are particular best practices such as bedside reporting, purposeful rounding, and multidisciplinary rounding that augments other nursing practices aimed at achievement of positive results. The purpose of this paper is to inform how best practices, in particular purposeful rounding, bedside reporting, and multidisciplinary rounding, can be implemented in the nursing profession. The goal of this practicum project is to enhance learning. The goal statement, project objectives, evidence-based review of the literature, methodology, resources, formative evaluation, summative evaluation, and timeline of the project are outlined in this paper.

Goal statement

There are two correlated goals that I will strive to accomplish in this practicum project. First, I will be able to demonstrate skills and competency in managing a diverse population of staff and patients at the end of the practicum experience. Secondly, I will be able to work within a complex system to develop leadership abilities appropriate for the management role of nursing coordinators or night supervisors.

Project objectives

Sample Practicum Paper

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Resources in Education ,1998-04 **From Research to Practice** Deborah S. Grealy,Sylvia D. Hall-Ellis,2009-03-20
New faculty members after arrive with little experience in teaching or planning for teaching This book helps overcome that challenge Many if not most schools of library and information science have many students seeking a second career The information concerning teaching adult learners will be especially helpful for this age group Different types of learning can be identified and made clear by thinking systematically about outcomes with strategies Patterned after the matrix designed by Professor James R Davis in his book *Highly Effective Strategies* this book provides behavioral cognitive inquiry mental models group dynamics virtual reality and holistic strategies Each is described and explanations are given for hiw it is most effective for developing exercises to instruct reinforce and assess specific types of learning Each strategy also comes with its own appropriate measures of success Sample materials are included to illustrate these adaptations of the Davis matrix and materials about specific activities and course outcomes are drawn from the authors ongoing curriculum audit This book provides a structured platform that serves as a model for teaching and assessing student learning in applied LIS Courses Following Davis s premise that different types of learning can be identified and made clear by thinking systematically about outcomes with strategies including behavioral cognitive inquiry mental models group dynamics virtual reality and holistic Each strategy is deemed most effective in developing exercises to instruct reinforce and assess specific types of learning Each strategy comes with its own appropriate measures of success With the ALA Committee on Accreditation Standards reflecting the need for student learning outcomes this book provides both the introduction to this form of evaluation and provides examples of courses using this method of assessment **Resources in Education** ,1996 **Teaching Reading to Children** Lawrence E. Hafner,Hayden B. Jolly,1982 **Security Management** ,1986 *Psychological Report Writing* Joseph William Hollis,Patsy A. Donn,1979 *Parent & Community Participation* ,1985 *Brown Studies* ,1966 *New Directions in Portfolio Assessment* Donald A. Daiker,Laurel Black,1994 Representing a range of approaches and voices this text explores the tensions and ambiguities of portfolio assessment While some of its essays problematize portfolio use at the classroom level others move beyond the classroom to construct new research agendas in writing assessment *Exceptional Child Education Resources* ,1990 **Undergraduate Catalog** North Carolina State University,1961 *Clinical Approaches to Sex Offenders and Their Victims* Clive R. Hollin,Kevin Howells,1991-03-29 This work brings together a range of diverse but related material on the topic of understanding and treating sex offences dealing with both the victim and the offender Advocating a clinical approach to treatment it considers both theoretical and practical components Contributors from varied fields including psychiatry psychology and social work focus on three specific areas within their specialist fields empirical research theories built upon the data practical application of the research and theory Also provides a range of theoretical views and styles of clinical practice that are relevant to both offenders and victims *Declining Enrolments*

Linda Corman,1979 **Abstracts of Literature in Self-directed Learning, 1983-1991** Gary J. Confessore,Huey B.
Long,1992 Extension Bulletin Ohio State University. Cooperative Extension Service,1910 **Bulletin - Cooperative**
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