

Preceptor Capstones: Are they Beneficial in ADN Programs to
Help Transition New Graduates?

Mary Margaret Evans

Bradley University

Bradley University Department of Nursing

Preceptor Capstones: Are they Beneficial in ADN Programs to Help Transition New
Graduates?

By

Mary Margaret Evans

has been approved

August 2, 2018

Approved: _____

Cindy L. Brubaker EdD, RN 8/2/18

(DNP Project Team Chairperson name, credentials & date)

Approved: _____

Janet Lynch MS, RN 8/6/18

(DNP Project Team Member name, credentials & date)

Approved: _____

Kim Cole RN, BSN 8/2/19

(DNP Project Team Member name, credentials, & date)

A Directed Scholarly Project Submitted to the
Department of Nursing
In the Graduate School of
Bradley University in
Partial fulfillment of the
Requirements for the
Degree of Doctor of Nursing Practice.
Peoria, IL
2018

Abstract

The purpose of the present study was to determine the extent to which the community college's capstone course was congruent with the general content of the NRPs at two local hospitals and to further determine the extent to which new nursing graduates perceive the importance of the capstone program in preparing them for nursing practice. The project design incorporated both qualitative and quantitative elements. The qualitative design element used summative content analysis to examine and compare the two local hospital NRPs and the community college capstone course content. The quantitative design element consisted of a survey of recent community college nursing graduates who have completed the community college capstone course and were enrolled in the NRP of a local hospital to determine their perception of the importance of the capstone program content in preparing them for nursing practice. The results of this study indicated four primary findings:

The results of this study indicated four primary findings:

1. The commonalities among the community college capstone course content and hospital #2 NRP content suggest that these programs are complimentary and supportive.
2. NRP content from hospital #2, and the community college capstone course were congruent with content items identified as important for capstone courses in the literature review.
3. The results of the study indicate four primary important capstone course content areas: patient care, critical thinking/problem solving, teamwork and the professional role and readiness to practice in that order.

4. The identified importance of the overwhelming majority of capstone content items did not vary significantly with previous nursing experience, which supports the use of a single curricula.

The results from this project provided significant information to the community college with respect to capstone course curriculum. For the two local hospitals, the results of this project indicate strengths and weaknesses related to their current nurse residency programs compared to the NCSBN model, as well as areas of importance related to content identified by students who are now new graduates in their institutions