

Week 1: Identifying the Capstone Project

36 unread replies.9696 replies.

Identify your project and state your corresponding research question: PICOT (if a quantitative study) or PICO (if a qualitative study). Defend its representation of scholarship.

Carla,

Amazing job on your post! Anyone who does not believe opioid use is a crisis is burying their head in the sand. There are so many issues surrounding this one topic. There's the addiction itself and what it does to the individual, but the collateral damage from the use is truly tragic. Hunter (2018) stats that in 2015 33,000 people dies from overdose. While that may not seem like a huge number those people left thousands of innocent children to be taken into the foster care system. Hunter (2018) goes on to discuss alternatives. Research is being done on new drugs that specifically target the pain and a myriad non-pharmacologic methods of pain reduction. Time will tell what is effective for various types of pain. Until then, sadly, opioids are still the go to medication to ease chronic pain. Prescribers need to be better educated and need to do a better job of monitoring their patients pain level and opioid use. As nurses, pain is our fifth vital sign. We can assist providers by helping to investigate aggravating and alleviating factors. Perhaps providers can use the information we provide to find more effective non-pharmacologic treatments for patients and the dependence on these meds will subside. Best of luck to you!

Hunter, P. (2018). New therapies to relieve pain. *EMBO reports* 39(10). Retrieved from: <https://doi.org/10.15252/embr.201846925>

■

[Alicia Keeney](#)

[Alicia Keeney](#)

Jan 11, 2020 Local: Jan 11 at 11:09pm
 Course: Jan 11 at 9:09pm

[Manage Discussion Entry](#)

Carla,

Thank you for your post. Incorporating a current health crisis in the USA is a great choice for your capstone project. I live and practice in Buffalo, New York. We, like Trenton, New Jersey, have felt the detrimental and deleterious effects of the opioid crisis. As a practicing nurse, I feel like I am in an important position to make a difference in preventing opioid addiction. In my current practice setting (and previous practice setting) nearly 100% of the patients I cared for were sent home with prescriptions for opioids. As a nurse, it is my responsibility to educate these patients on the safe use of narcotics. One of the methods I utilize is a verbal discussion about the risks of opiate use and safety concerns surrounding these medications. I also provide patients with written materials that restate what we discussed. I have to document that this teaching was done. However, I feel like this isn't enough for all patients. Dickman (2019) offers some input on how nurses can assist in combating the opioid epidemic:

-
- Promote leadership commitment and a culture of opioid stewardship
 - Ensure that organizational policies are evidence based and include risk assessment strategies and tools, opioid education, and access to substance abuse treatment
 - Encourage clinical knowledge, expertise, and practice based on core competencies in pain management
 - Include benefits and risks of therapy and signs of drug misuse in all patient and family caregiver education and engagement
 - Track, monitor, and report opioid use to the Prescription Drug Monitoring Program
 - Set measurable goals for starting and preserving a culture of opioid stewardship to establish accountability

As nurses, we must be advocates for our patients. Some physicians, especially new residents, may not be comfortable or knowledgeable with prescribing opiates. We should advocate for the proper and appropriate prescribing of opiates for all patients we care for. If we feel that a provider is not prescribing opiates safely, we need to speak up for our patients. We also need to inform providers when we suspect opiate misuse. As educators, we need to teach our students to be patient advocates as well.

Alicia

Reference

Dickman, E. (2019). Opioids Have Been a Healthcare Concern Since the 1980s, but Here's How

Nurses Can Help. *ONS Voice*, 34(1), 28-29.

o

Faith Quintero

[Faith Quintero](#)

Jan 12, 2020Local: Jan 12 at 1:35am
Course: Jan 11 at 11:35pm

[Manage Discussion Entry](#)

Carla,

Your post discusses a topic that is very interesting to me. The opiate crisis is an epidemic that has affected many people and families. There are so many people who can become addicted to opiates from buying them in the streets or becoming addicted while in the hospital. I hope that your Capstone project can help patients who are addicted receive the proper treatment. I see so many people standing by grocery stores or begging for money in downtown Chicago who appear to be under the influence of opiates. They look so young and I feel so sad when I see them. I hope that one day in the future this opiate crisis will end and our young people will no longer die because of this terrible crisis. My friend's son recently died of a heroin overdose. She tried to help her son several times by placing him in inpatient treatment facilities and he would stop using drugs for a few months but eventually start using heroin again. He overdosed and died. She found him dead in the kitchen

when she came home from work. That is why I have high hopes that your project is a success.

[Collapse Subdiscussion](#) [Aileen Ankrom](#)

[Aileen Ankrom](#)

Jan 5, 2020 Local: Jan 5 at 11:30pm
 Course: Jan 5 at 9:30pm

[Manage Discussion Entry](#)

Hello Dr. Valloze and classmates,

The capstone project identified during my practicum experience is that there is a deficit in registered nurses' ability to accurately classify and stage pressure injuries. The teaching intervention selected is an interactive lecture.

PICOT Question

For registered nurses in inpatient care settings (P), how does interactive lecture (I) compared to traditional lecture (C) affect the ability to accurately classify and stage pressure injuries (O) within a period of one year (T)?

Pressure injury prevention is critical and requires healthcare staff's consistent and diligent attention, focus, and engagement. Pressure injury development can produce serious complications that may result in increased pain, extended length of hospital stays contributing to increased cost, sepsis, and death (Alderden et al., 2017). Patients rely upon and trust nurses for their care. Nurses must perform a conscientious effort to ensure the maintenance of the patient's skin integrity and management if the patient is at risk for pressure injury or if there are signs of skin damage or pressure injury. With this project, it is imperative that I find innovative teaching strategies that can increase focus, engagement, and retention of knowledge of the nurses. Frantz and Rhoda (2017) reported the use of Boyer's model of scholarship, which consists of teaching, application, discovery, and integration as a theoretical framework for students' understanding of interprofessional education (IPE). Boyer's model of scholarship of teaching enables educators to transmit knowledge and skills about IPE and to improve their "understanding of their own profession" (Frantz & Rhoda, 2017, p. 181). The scholarship of application and integration provides skills development in real-world conditions and allows students to meet the societal needs in an interprofessional manner (Frantz & Rhoda, 2017). An effective educational intervention is integral for the nurses' learning process and retention of information on how to classify and stage pressure injuries. If the nurses understand and retain the knowledge well, then they can competently classify and stage pressure injuries, which leads to the prompt and efficient management of the pressure injury. The level of critical thinking, reasoning, and decision making are enhanced and demonstrated when the