

Thomas Russell
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Geomorphology: The Great Sand Dunes National Park

Declared a national monument by the National Parks and Preserve Act of 2000, the Great Sand Dunes are the largest dunes in North America, rising a staggering 750 feet; the dunes are located at the base of an alcove in the Sangre de Cristo Mountain Range in Colorado. For geographical clarity, it is important to note that both the San Juan and Sangre de Cristo Mountain Ranges are part of the larger Rocky Mountains and are separated by the San Luis Valley.

Building the Great Sand Dunes

While it is commonly accepted that the Great Sand Dunes are a young landform, a precise age has not been determined. "U.S. Geological Survey geologists estimate that the dunes are between a couple of thousand years and 12,000 years old...."¹ What is lucidly understood, however, is the process and structure by which the sand dunes are created and maintained.

Building the Great Sand Dunes National Park requires four predominant factors—plentiful loose sediment deposits, strong winds, a permanent sand trap structure, and a method by which to control the expansion or migration of the dunes. Loose sediment in the form of sand, silt, and gravel exists in abundance across the floor of the San Luis Valley; "[t]he sand is blown by prevailing southwesterly wind from alluvial sediments of the San Luis Valley. Sand mineralogy indicates that much of the sediment was derived from volcanic rocks of the San Juan Mountains, transported by the Rio Grande, and deposited in the river's huge alluvial fan on the western side of the valley."² Sand carried by the wind is directed by the Sangre de Cristo Mountains north and funneled into a naturally occurring sand trap—an alcove in the mountain

¹ National Park Service. "Geology Fieldnotes: Great Sand Dunes National Park and Reserve." <http://nature.nps.gov/geology/parks/grsa/>. (Accessed July 18, 2012).

² James Arber. "San Luis Valley, Colorado." Emporia State University. http://academic.emporia.edu/aberjame/field/rocky_mt/rapata.htm#dune. (Accessed July 18, 2012).

Example Of A Capstone Paper

Wisdom, Sherrie, Leavitt, Lynda



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Stein's Research in Occupational Therapy, 7th Edition Martin S. Rice, George Tomlin, Franklin Stein, 2024-12-09 The seventh edition of this best selling text continues to provide occupational therapy students and researchers with expert guidance on conducting research from the formulation of a research hypothesis to collecting analyzing and interpreting data Now updated in line with the latest ACOTE Standards the new edition has been thoroughly revised Of note is a new chapter on the capstone project and the integration of the hierarchical Research Pyramid to enhance the book s usability for researchers instructors and students It also features a new chapter focused on using research literature to inform clinical reasoning highlighting the benefits of scoping reviews systemic reviews meta analyses and meta synthesis as well as updated tests and evaluations which can be used as outcome instruments There are also further contemporary examples of both quantitative and qualitative research additions to the glossary of terms and statistics and updated references throughout Offering insightful guidance on conducting research from start to finish this invaluable resource will be essential reading for any occupational therapy student or researcher

Evidence-based Practice in Nursing & Healthcare Bernadette Mazurek Melnyk, Ellen Fineout-Overholt, 2011 Bernadette Mazurek Melnyk and Ellen Fineout Overholt are creators of the ARCC Advancing Research and Clinical practice through close Collaboration Model an innovative strategy for implementing and sustaining evidence based practice in healthcare systems The ARCC Model is cited as an exemplar of education in evidence based practice in the Board on Health Care Services and the Institute of Medicine s book Health Professions Education A Bridge to Quality McInyk and Fineout Overholt s book should be required reading in all graduate programs Their text has provided a blueprint for the future of nursing practice and a rigorously substantiated and clearly described means for clinicians educators and administrators to participate in improving quality of care Janet D Allan PhD RN FAAN Dean and Professor University of Maryland School of Nursing Evidence based Practice in Nursing Healthcare A Guide to Best Practice has been instrumental in developing a culture of evidence based practice at Barnes Jewish Hospital It is fundamental to our curriculum provided to all levels of staff from new graduate nurses to the highest levels of hospital leadership Dr Patricia Potter RN PhD FAAN Dr Gail Rea RN PhD CNE Dr Karen Balakas RN PhD CNE Jennifer Williams MSN RN ACNS BC Elizabeth Pratt MSN RN ACNS BC Evidence Equals Excellence group at Barnes Jewish Hospital and Barnes Jewish School of Nursing at Goldfarb Evidence based Practice in Nursing Healthcare A Guide to Best Practice is an exemplary text that spans the continuum of nursing evidence to support best practice Utilizing this text with undergraduate RN to BSN and graduate nursing students it is the ONLY text that demonstrates how to retrieve read and analyze evidence whether it is published as an individual study systematic review meta analysis best practice guideline or outcomes management report Students learn how to utilize multiple complex databases and websites as they move through each chapter And they experience dissemination of evidence through the development of presentations publications posters and grants This is truly a

remarkable book that embraces evidence as the basis for nursing practice and patient centered care and safety Having used this text with more than 1000 students over the past five years I can honestly say that I have found no other text that facilitates learning and development of clinical judgment that is grounded in valid reliable and applicable evidence This is a keeper Alice E Dupler JD APRN BC Clinical Associate Professor Washington State University College of Nursing I have used the book since I developed the Evidence based Practice course for our College of Nursing in Fall 2007 It was the first course of its kind at Indiana State University It has been well received and the preferred course for all nursing graduate students for completion of their final scholarly projects The text was essential in developing the course and provides the foundation and guidance that the students need to develop their Evidence Based Practice projects the students love the text Susan Eley PhD RN FNP BC Assistant Professor Director FNP Program Indiana State University

Using Quality Benchmarks for Assessing and Developing Undergraduate Programs Dana S. Dunn, Maureen A. McCarthy, Suzanne C. Baker, Jane S. Halonen, 2010-12-21 Using Quality Benchmarks for Assessing and Developing Undergraduate Programs Using Quality Benchmarks for Assessing and Developing Undergraduate Programs introduces selected performance criteria benchmarks to assist undergraduate programs in defining their educational goals and documenting their effectiveness The book explores the attributes of undergraduate programs by focusing on educationally related activities in eight domains program climate assessment accountability and accreditation issues student learning outcomes student development curriculum faculty characteristics program resources and administrative support Further it conceptualizes a continuum of performance for each attribute in each of the domains to characterize underdeveloped developing effective and distinguished achievement for undergraduate programs The goal of the book is to encourage individual departments at various types of institutions to evaluate what they currently do well while identifying areas for refinement or future growth When benchmarks reveal that a program is underdeveloped faculty and administrators can plan for how they can best direct subsequent efforts and resources to improve a program s performance and ability to serve students Emphasizing formative assessment over summative or punitive evaluation the benchmarks in this book are designed to improve program quality encourage more effective program reviews and help optimally functioning programs compete more successfully for resources Using performance benchmarks to identify areas of program strength can in turn be used to recruit and retain students seek funding via grants or alumni support and enhance the perceived rating of an institution

The Capstone Handbook St. Edward's University, St. Edward's University, 2007-12-03

Handbook of Research on Advancing Critical Thinking in Higher Education Wisdom, Sherrie, Leavitt, Lynda, 2015-07-17 The importance of critical thinking has surged as academics in higher education realize that many students upon entering college lack the critical thinking skills necessary to succeed While much has been written regarding the lack of critical thinking less has been written on the success of methods implemented to develop this fundamental skill The Handbook of Research on Advancing Critical Thinking in Higher Education explores the

effective methods and tools being used to integrate the development of critical thinking skills in both undergraduate and graduate studies Due to the difficulties associated with teaching critical thinking skills to learners of any age this publication is a crucial addition to the scholarly reference works available to pre service and early career teachers seasoned educational professionals professors across disciplines curriculum specialists and educational administrators

Clinical Psychology Internship for Underrepresented Students Anatasia Kim, Abigail Johal, 2021-08-16 This text introduces Taking Flight a year long clinical psychology internship program to be implemented for students of color and first generation college bound students The program offers hands on opportunities for participants to develop skills that will propel them to seek advanced degrees in mental health The book offers a comprehensive internship curriculum based on a culturally affirming mentorship framework that aims to increase interns exposure of clinical psychology build confidence in their ability and foster a sense of belonging as a means to inspire educational and career pursuits in the field Chapters cover topics such as common mental health concerns self reflections and insights research and clinical approaches capstone projects and presentations and integration of knowledge skills and self concept An appendix includes worksheets to utilize throughout the course of the program The program is designed to be operated within psychology departments in partnership with local high schools The text will guide mental health providers and school professionals to executing this program in the hopes of ensuring a more diverse and inclusive clinical psychology workforce

Preparing Leaders of Nonprofit Organizations William A Brown, Matthew Hale, 2022-07-14 There are more than 1 8 million nonprofits in the United States and at least 3 times that many internationally Workers in these nonprofits and civil society organizations increasingly look to academic programs to provide leadership and management training This edited volume is designed to provide new and experienced faculty and program administrators with a broader conception of how the nonprofit leaders of the future are and could be educated The chapters are written by experienced nonprofit program leaders who provide guidance on all aspects of building and more importantly maintaining a successful nonprofit program Many of the chapters are written by former leaders of the nonprofit Academic Centers Council NACC a recognized international leader in nonprofit management curricular development while others are written by successful founders and administrators of nonprofit programs both in the US and internationally All chapters are however grounded in the experience of the authors supplemented with research on best practices and focusing on future trends in the field Preparing Leaders of nonprofit Organizations examines key issues and challenges in the field from multiple perspectives some of which are curricular and intellectual while others are related to program administration and oversight The text explores core concepts distills distinctive features of new or emerging academic programs and identifies ways program leadership might ensure those features are reflected in their programs regardless of where these are housed within a university The book is an essential resource for faculty and administrators who work with or are seeking to develop a nonprofit education program It is also a useful guide for graduate students seeking a career in the nonprofit

academy **A Guide to College Success for Post-traditional Students** Henry S. Merrill, 2017-08-01 The purpose of this book is to assist post traditional students to achieve success in the Occupational Workforce and Leadership Studies OWLS Department and develop their individualized pathway to earn the interdisciplinary Bachelor of Applied Arts and Sciences BAAS degree at Texas State University Applied baccalaureate degrees incorporate higher order thinking skills and advanced technical knowledge and skills with applied coursework BAAS students may also earn college level credits through prior learning assessment PLA evaluating and credentialing knowledge and skills gained outside the classroom The organization and content of this book provides adult degree program faculty and leaders an example of how one required textbook develops and supports the outcomes and activities in all the core courses of an interdisciplinary degree program designed for post traditional adult learners The majority of the students earning the BAAS degree are post traditional students They are often defined with some or all of these characteristics over age 25 years old when starting or returning to college may not have a traditional high school diploma enroll part time work full time are financially independent have dependents other than a spouse and may be a single parent These students juggle multiple roles and responsibilities in the family workplace and community Post traditional students bring rich work life experiences may be experiencing personal and or professional transitions have clear career goals and often finance their education They seek flexible programs including online education PLA and accelerated course formats Thus post traditional students want active collaborative and interactive learning relevant to career and other roles and goals *Easy R* Elizabeth Gohmert, Quan Li, Douglas Wise, 2020-01-02 Do you want to learn R This book is built on the premise that anyone with a bit of free time and a healthy curiosity can learn to use R in their studies or at work The authors focus on using R to do useful things like writing reports creating data and graphs accessing datasets collected by others preparing data and conducting simple data analysis In this book you ll learn how to install R and RStudio and set up an RStudio project and folders write an essay with graphs based on simple real world data using R Markdown create variables from everyday numeric information and visualize data through five types of charts bar plot histogram pie chart scatter plot and time series line plot to identify patterns in the data write and run R programs and prepare your data following the tidyverse approach import external datasets into R install R data packages and carry out initial data validity checks conduct exploratory data analysis through three exercises involving data on voting outcomes natural resource consumption and gross domestic product GDP via data visualization correlation coefficient and simple regression and write a research paper on the impact of GDP per capita on life expectancy using R Markdown Student friendly language and examples such as binge watched shows on Netflix and the top 5 songs on Spotify cumulative learning and practice exercises make this a must have guide for a variety of courses where data are used and reports need to be written Code and datasets used to carry out the examples in the book are available on an accompanying website **Handbook of Teaching and Learning in Sociology** Sergio A. Cabrera, Stephen Sweet, 2023-01-20 Showcasing advanced research from over 30 expert

sociologists this dynamic Handbook explores a wide range of cutting edge developments in scholarship on teaching and learning in sociology It presents instructors with a comprehensive companion on how to achieve excellence in teaching both in individual courses and across the undergraduate sociology curriculum

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