TTUHSC Preston Smith Library presents

How to Search PubMed®

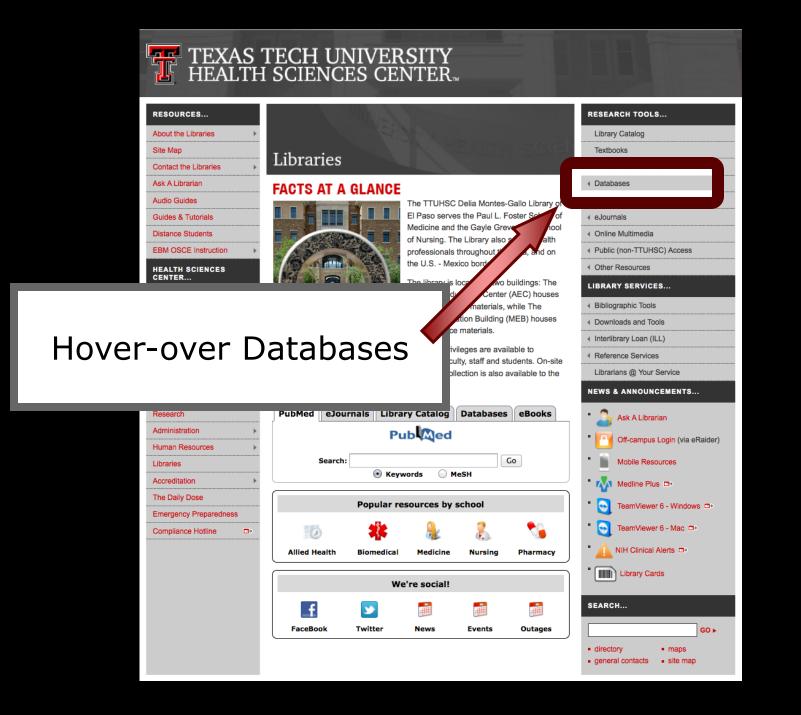
Information for Doctor of Nursing Practice

Rev. 11/09/12

Doctorate of Nursing Practice Student Library Orientation Friday, November 16, 2012 Time: 8:30 am – 11:30 am, 1C Room 120 Approx. 27 students Contact: Lauren Sullivan (3-2748)

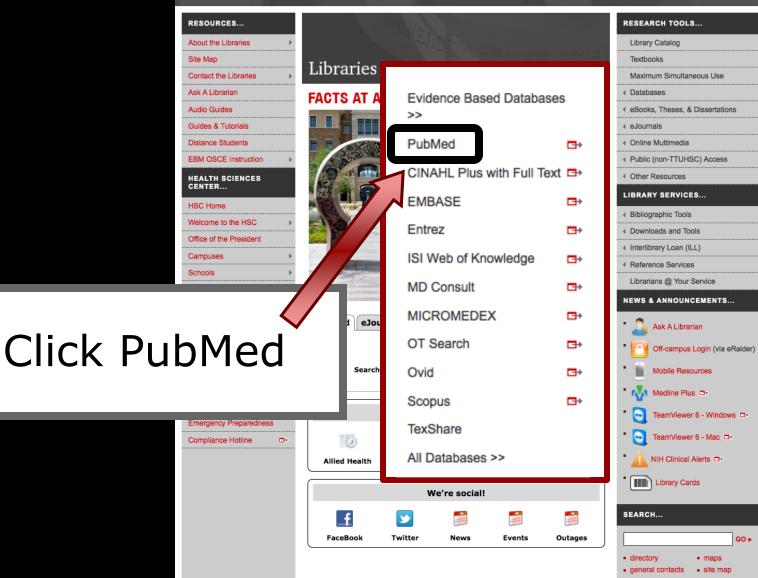
8:30 - 8:35	5 min.	Welcome/introductions - Peggy Edwards	
		Reference Librarians: Carrie Gassett, Margaret Vugrin	
8:35 - 9:05	30 min.	PubMed Searching Demo - Peggy Edwards	
9:05 - 9:35	30 min.	Live Group Practice Question/Discussion Hands-on "Systems Leadership" - Peggy Edwards	
9:35 - 9:45	10 min.	Break	
9:45 - 10:00	15 min.	CINAHL Searching Demo - Peggy Edwards	
10:00 - 10:30	30 min.	Live Group Practice Question/Discussion Hands-on "Systems Leadership" - Peggy Edwards	
10:30 - 11:20	50 min.	Solo Practice Questions	
11:20 - 11:30	10 min.	Electronic Evaluations (on desktop)	

To begin...





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New and Noteworthy	Topic-Specific Queries	LinkOut

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PubMed FAQs	Batch Citation Matcher	Clinical Trials
PubMed Tutorials	Clinical Queries	<u>E-Utilities</u>
New and Noteworthy	Topic-Specific Queries	LinkOut

Click MeSH Database

MeSH Database

Terms in the database are called Medical Subject Headings or MeSH.

- is a "controlled vocabulary list" of more than <u>25,000</u> subject headings.
- 10-15 **MeSH** are assigned to each article in *PubMed*.

The *MeSH* index of 10-15 subject headings is like a keyword abstract of the article. *MeSH* are updated annually in December.

Frequently Used Mesh Categories – 2011

A Anatomy

- A1 Body Regions
- A2 Musculoskeletal System
- A3 Digestive System
- A4 Respiratory System
- A5 Urogenital System
- A6 Endocrine System
- A7 Cardiovascular System
- A8 Nervous System
- A9 Sense Organs
- A10 Tissues
- A11 Cells
- A12 Fluids and Secretions
- A13 Animal Structures
- A14 Stomatognathic System
- A15 Hemic and Immune Systems
- A16 Embryonic Structures
- A17 Integumentary System
- A18 Plant Structures
- A19 Fungal Structures
- A20 Bacterial Structures
- A21 Viral Structures

B Organisms

- B1 Eukaryota
- B2 Archaea
- B3 Bacteria
- B4 Viruses

B5 Organism Forms

C Diseases

- C1 Bacterial Infections & Mycoses
- C2 Virus Diseases
- C3 Parasitic Diseases
- C4 Neoplasms
- C5 Musculoskeletal Diseases
- C6 Digestive System Diseases
- C7 Stomatognathic Diseases
- C8 Respiratory Tract Diseases
- C9 Otorhinolaryngologic Diseases
- C10 Nervous System Diseases
- C11 Eye Diseases
- C12 Male Urogenital Diseases
- C13 Female Urogenital Diseases & Pregnancy Complications
- C14 Cardiovascular Diseases
- C15 Hemic & Lymphatic Diseases
- C16 Congenital, Hereditary, & Neonatal Diseases & Abnormalities
- C17 Skin & Connective Tissue Diseases
- C18 Nutritional & Metabolic Diseases
- C19 Endocrine System Diseases
- C20 Immune System Diseases
- C21 Disorders of Environmental Origin
- C22 Animal Diseases
- C23 Pathologic Conditions, Signs, and Symptoms
- C24 Occupational Diseases
- C25 Substance-Related Disorders
- C26 Wounds and Injuries

D Chemicals & Drugs

- D1 Inorganic Chemicals
- D2 Organic Chemicals
- D3 Heterocyclic Compounds
- D4 Polycyclic Compounds
- D5 Macromolecular Substances
- D6 Hormones, Hormone Substitutes, & Hormone Antagonists
- D8 Enzymes, & Coenzymes
- D9 Carbohydrates
- D10 Lipids
- D12 Amino Acids, Peptides, & Proteins
- D13 Nucleic Acids, Nucleotides, & Nucleosides
- **D20** Complex Mixtures
- D23 Biologic Factors
- D25 Biomedical and Dental Materials
- D26 Pharmaceutical Preparations
- D27 Chemical Actions and Uses

Other Categories Include:

Analytical, Diagnostic, & Therapeutic Techniques & Equipment

Psychiatry and Psychology

Biological Sciences

Natural Sciences

Anthropology, Education, Sociology & Social Phenomena

Technology, Industry, Agriculture

Information Science

Named Groups

Health Care

Publication Characteristics

Geographic Locations

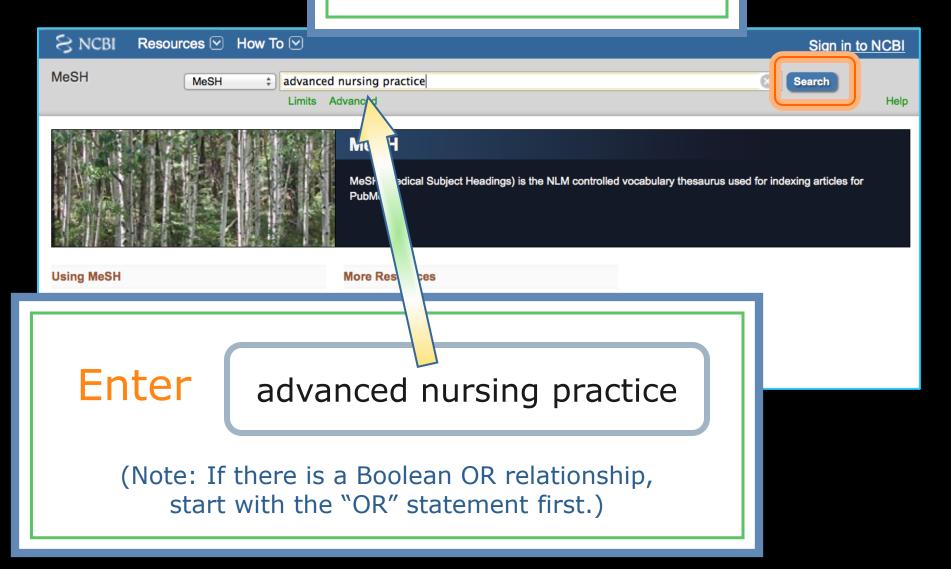
Create a Search Strategy Plan

Identify the question and key concepts:

advanced nursing practice and trends in graduate nursing education

Write the search program using medical subject headings (MeSH)

and click Search



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All MeSH Categories

 Disciplines and Occupations Category

 Health Occupations

 Nursing

 Specialties, Nursing

 Advanced Practice Nursing

Terms are listed from broadest to narrowest. If Advanced Practice Nursing yields zero results, try using a broader term such as: Nursing

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Sub-headings narrow the "meaning" of a MeSH term. They are a "subset" of <u>all</u> the articles under the MeSH term: *Education, Nursing, Graduate*

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83 SUBHEADINGS:

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embryology enzymology epidemiology ethics ethnology etiology aenetics growth & development history immunology injuries innervation instrumentation isolation & purification legislation & jurisprudence manpower metabolism methods microbiology mortality nursing organization & administration parasitology pathogenicity pathology pharmacokinetics pharmacology physiology

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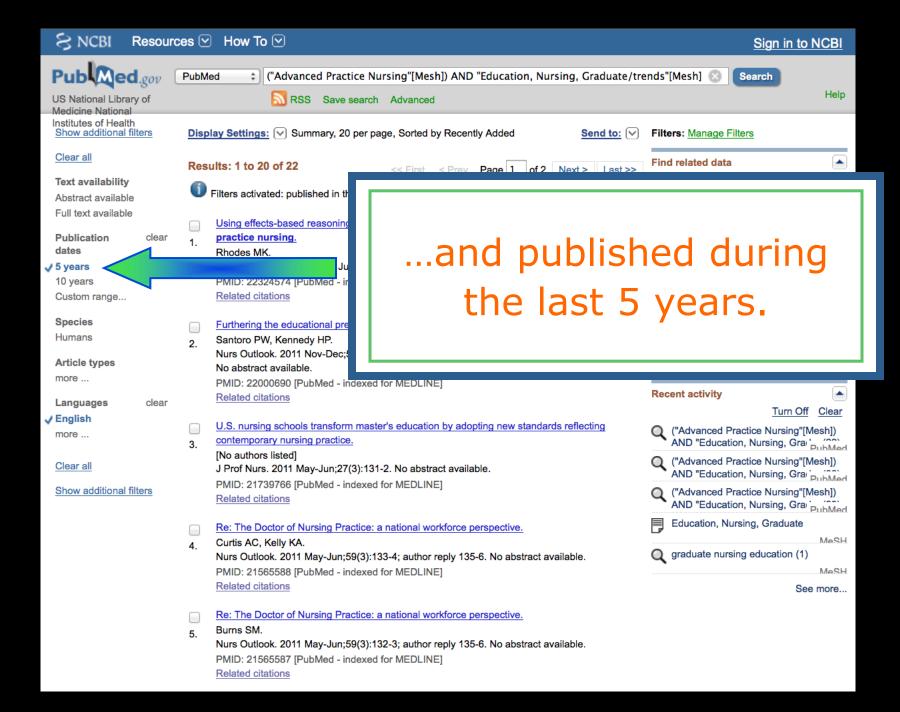
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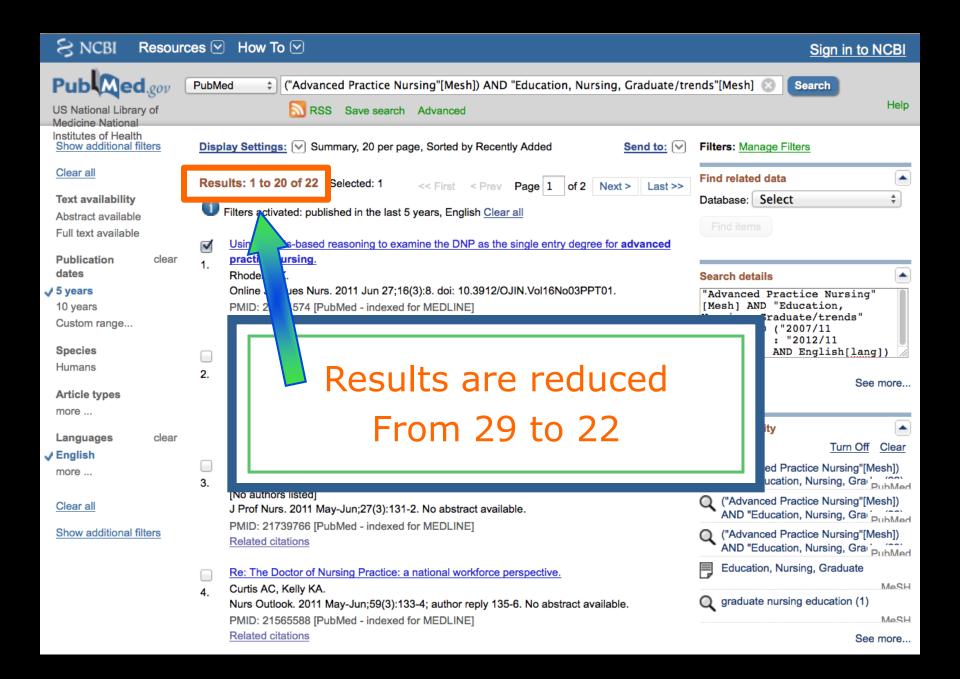
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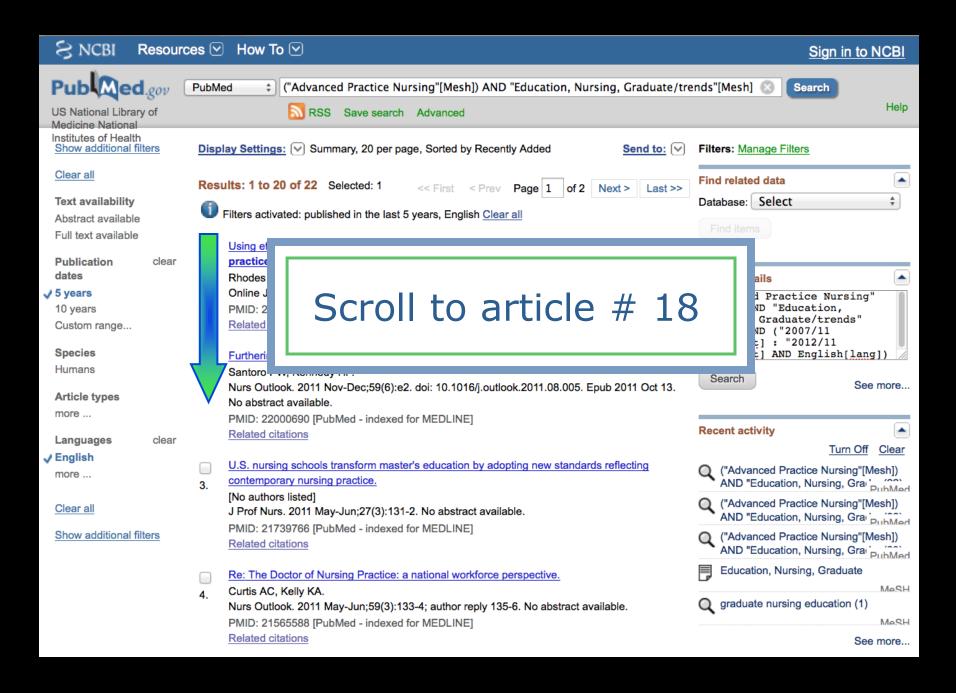
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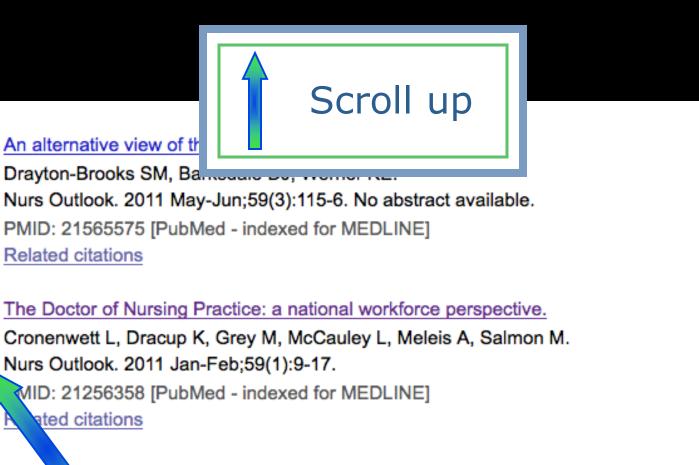
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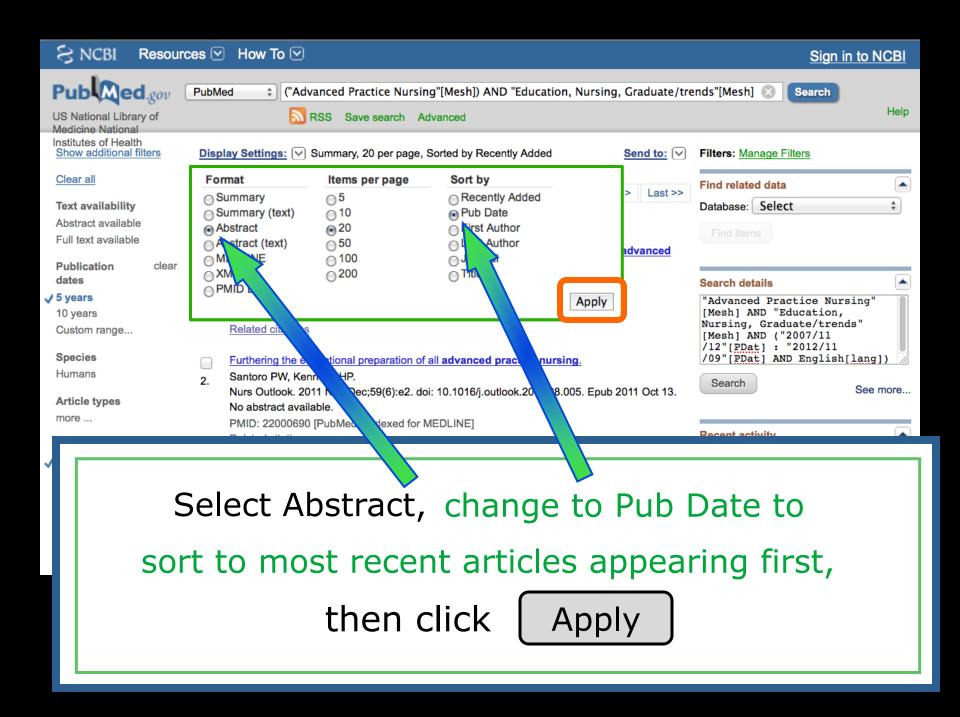
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Publication clear 1. dates √ 5 years	Using effects-based reasoning to examine the DNP as the single entry degree for advanced practice nursing. Rhodes MK. Online J Issues Nurs. 2011 Jun 27;16(3):8. doi: 10.3912/OJIN.Vol16No03PPT01. PMID: 22324574 [PubMed - indexed for MEDLINE] Related citations	Search details "Advanced Practice Nursing" [Mesh] AND "Education, Nursing, Graduate/trends" [Mesh] AND ("2007/11
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more 3.	U.S. nursing schools transform master's education by adopting new standards reflecting contemporary nursing practice. [No authors listed] J Prof Nurs. 2011 May-Jun;27(3):131-2. No abstract available. PMID: 21739766 [PubMed - indexed for MEDLINE] Related citations	 ("Advanced Practice Nursing"[Mesh]) AND "Education, Nursing, Grai pubMed ("Advanced Practice Nursing"[Mesh]) AND "Education, Nursing, Grai pubMed ("Advanced Practice Nursing"[Mesh]) AND "Education, Nursing, Grai pubMed
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<u>Nurs Outlook.</u> 2011 Jan-Feb;59(1):9-17.	TTUHSC ONLINE
The Doctor of Nursing Practice: a national workforce perspective.	
Cronenwett L, Dracup K, Grey M, McCauley L, Meleis A, Salmon M.	Save items
University of North Carolina at Chapel Hill, School of Nursing, Chapel Hill, NC 27599, USA. Icronenwett@unc.edu	Add to Favorites
In 2004, the American Association of Colleges of Nursing (AACN) adopted a position statement concerning the future of advanced practice nursing education. A target date of 2015 was articulated as the point by which master's preparation for advanced practice	
nurses would be replaced by doctoral level education. Seismic shifts in the realities surrounding nursing education and practice	Related citations in PubMed
have occurred since the proposal to require a Doctor of Nursing Practice (DNP) degree for entry into advanced practice nursing was proposed. Unprecedented economic challenges have resulted in significant budget downturns for all sectors, including higher	Master's degree nursing education and
education. The consequent cutbacks, furloughs, and restructuring in educational operations of all types have placed enormous	health care reform: prep [J Prof Nurs. 1994]
demands on faculty, staff, and students across the country. In addition, the growing incidence and earlier onset of chronic disease, a rapidly aging population, health care reform agendas, a shortage of primary care practitioners, and projected severe shortages of	Review The practice doctorate: innovation or disruption? [J Nurs Educ. 2006]
nursing faculty have raised fundamental questions about the capacity of nursing education to produce the numbers of advanced	Using effects-based reasoning to examine
practice nurses needed. This article addresses the changing realities and growing concerns associated with the future of advanced	the DNP as the [Online J Issues Nurs. 2011]
practice nursing. Recommendations to ensure continuing development of advanced nursing practice that serves the interests and needs of the public now and in the future are presented within the context of a national workforce perspective.	Review The NNP/DNP shortage: transformin [J Perinat Neonatal Nurs. 2009]
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HeSH Terms

+ LinkOut - more resources

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Using effects-based reasoning to examine the DNP as the single ent Rhodes MK.

Auburn Montgomery School of Nursing, USA. mrhodes2@aum.edu

Abstract

In October 2004 the American Association of Colleges of Nursing (AACN) endors single entry degree for advanced practice nurses (APNs) beginning in 2015. This graduate nursing programs. Currently 153 DNP programs have enrolled students stages of development. This article will examine real and potential outcomes of h APN practice using an effects-based-reasoning framework. The author begins wi initiative and an explanation of effects-based reasoning. Within an effects-based rejection of the DNP initiative by APN programs and professional organizations, community. Concluding observations will be shared.

PMID: 22324574 [PubMed - indexed for MEDLINE]

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The Doctor of Nursing Practice: a national workforce perspective.

Cronenwett L, Dracup K, Grey M, McCauley L, Meleis A, Salmon M.

University of North Carolina at Chapel Hill, School of Nursing, Chapel Hill, NC 27599, USA. Icronenwett@unc.e

Advanced

Abstract

In 2004, the American Association of Colleges of Nursing (AACN) adopted a position statement concerning the education. A target date of 2015 was articulated as the point by which master's preparation for advanced pract doctoral level education. Seismic shifts in the realities surrounding nursing education and practice have occurre Doctor of Nursing Practice (DNP) degree for entry into advanced practice nursing was proposed. Unprecedent resulted in significant budget downturns for all sectors, including higher education. The consequent cutbacks, f educational operations of all types have placed enormous demands on faculty, staff, and students across the c incidence and earlier onset of chronic disease, a rapidly aging population, health care reform agendas, a short projected severe shortages of nursing faculty have raised fundamental questions about the capacity of nursing advanced practice nurses needed. This article addresses the changing realities and growing concerns associa practice nursing. Recommendations to ensure continuing development of advanced nursing practice that serve public now and in the future are presented within the context of a national workforce perspective.

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The Doctor of Nursing Practice: a national workforce perspective.

Cronenwett L, Dracup K, Grey M, McCauley L, Meleis A, Salmon M.

University of North Carolina at Chapel Hill, School of Nursing, Chapel Hill, NC 27599, USA. Icronenwett@unc.edu

Advanced

Abstract

In 2004, the American Association of Colleges of Nursing (AACN) adopted a position statement concerning the future of advanced practice n education. A target date of 2015 was articulated as the point by which master's preparation for advanced practice nurses would be replaced doctoral level education. Seismic shifts in the realities surrounding nursing education and practice have occurred since the proposal to requir Doctor of Nursing Practice (DNP) degree for entry into advanced practice nursing was proposed. Unprecedented economic challenges have resulted in significant budget downturns for all sectors, including higher education. The consequent cutbacks, furloughs, and restructuring in educational operations of all types have placed enormous demands on faculty, staff, and students across the country. In addition, the growing incidence and earlier onset of chronic disease, a rapidly aging population, health care reform agendas, a shortage of primary care practitione projected severe shortages of nursing faculty have raised fundamental questions about the capacity of nursing education to produce the nurr advanced practice nurses needed. This article addresses the changing realities and growing concerns associated with the future of advanced practice nursing. Recommendations to ensure continuing development of advanced nursing practice that serves the interests and needs of the public now and in the future are presented within the context of a national workforce perspective.

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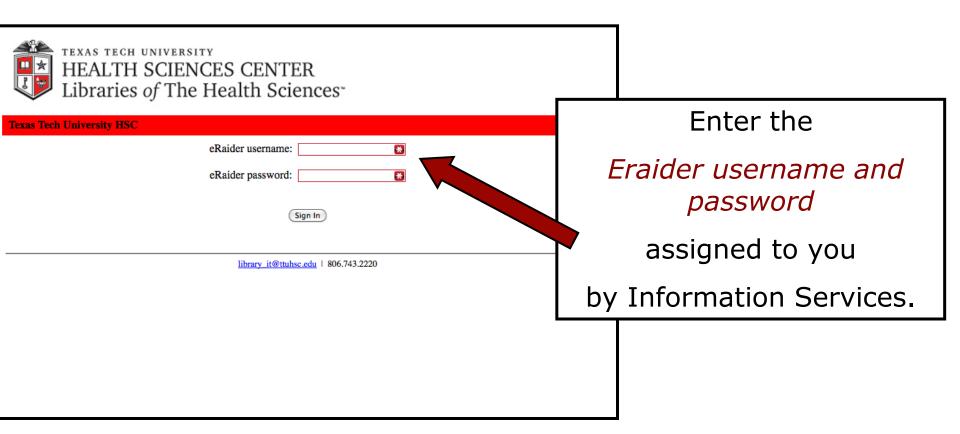
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NURSING OUTLOOK

The Doctor of Nursing Practice: A national workforce perspective

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> ^a University of North Carolina at Chapel Hill, Chapel Hill, NC ^b University of California San Francisco, San Francisco, CA ^cYale University, New Haven, CT ^d Emory University, Atlanta, GA ^e University of Pennsylvania, Philadelphia, PA ^f University of Washington, Seattle, WA

ARTICLE INFO

Article history: Received 9 September 2010 Revised 12 November 2010 Accepted 12 November 2010 ABSTRACT

In 2004, the American Association of Colleges of Nursing (AACN) adopted a position statement concerning the future of advanced practice nursing education. A target date of 2015 was articulated as the point by

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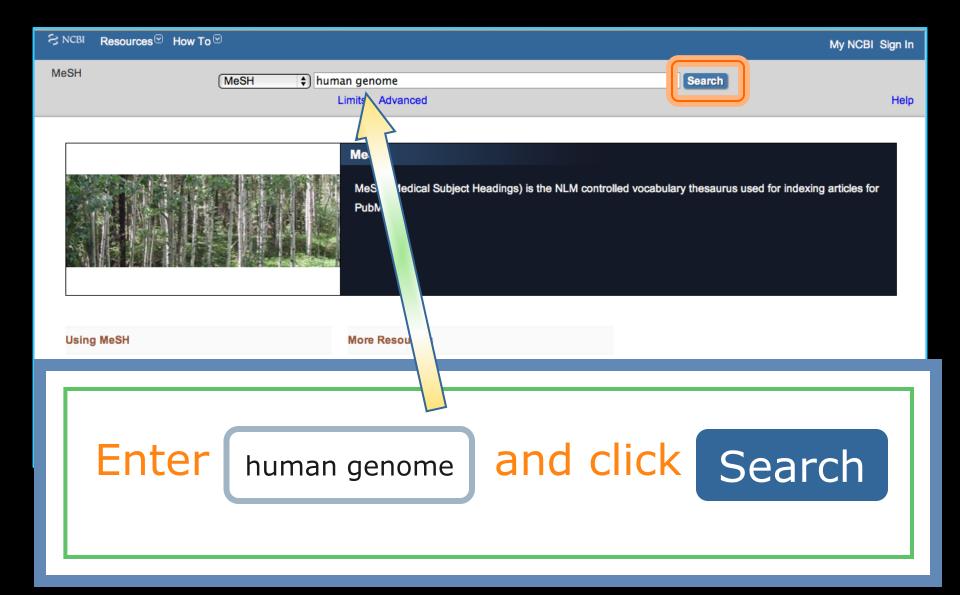
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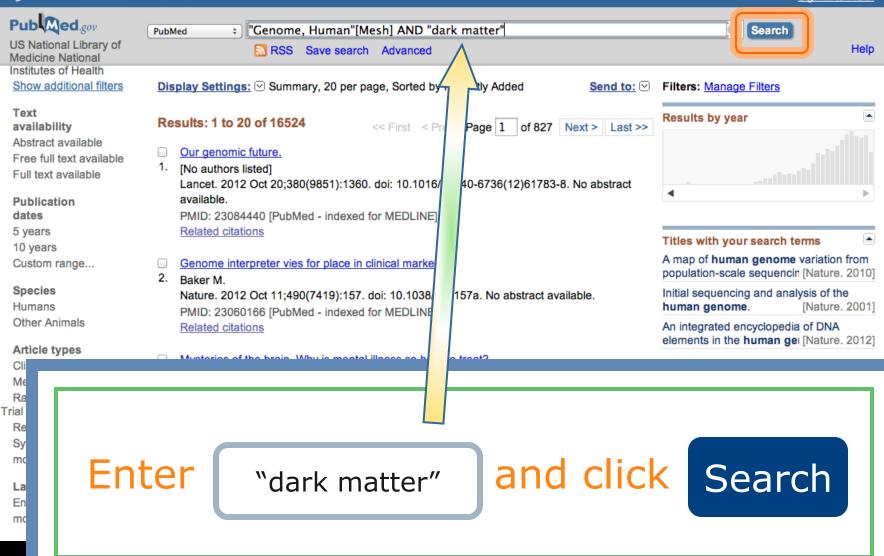
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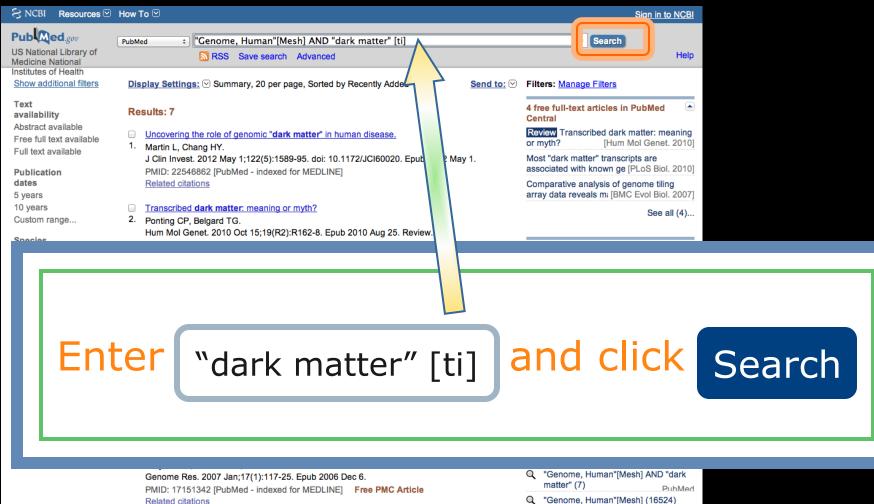
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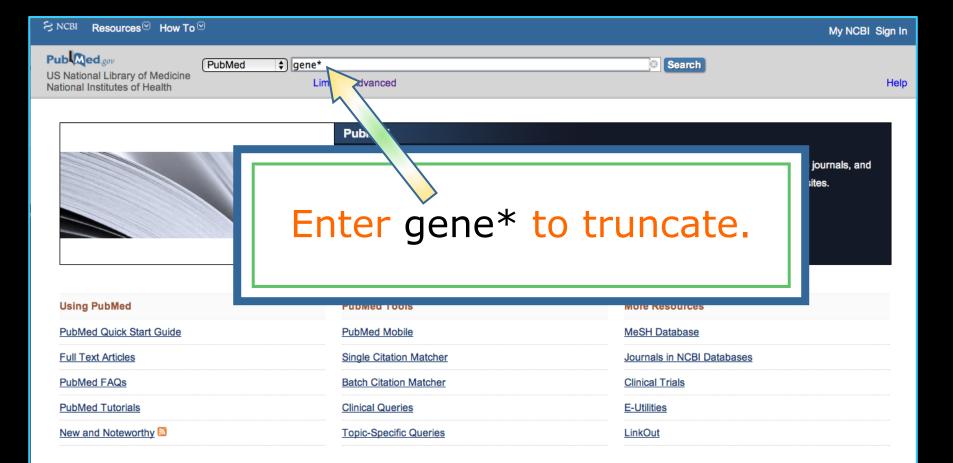
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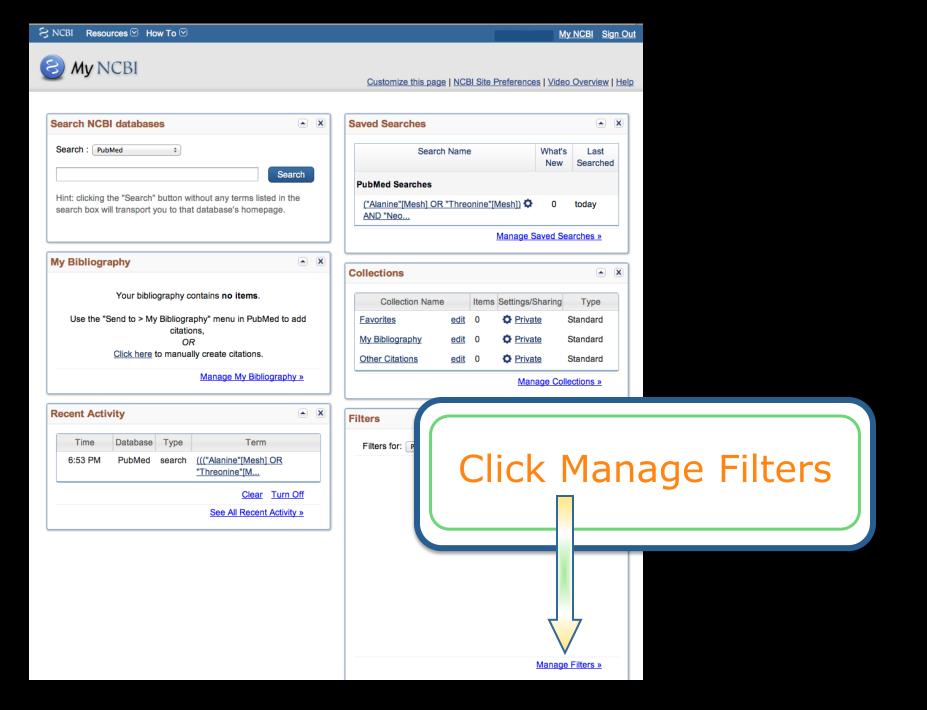
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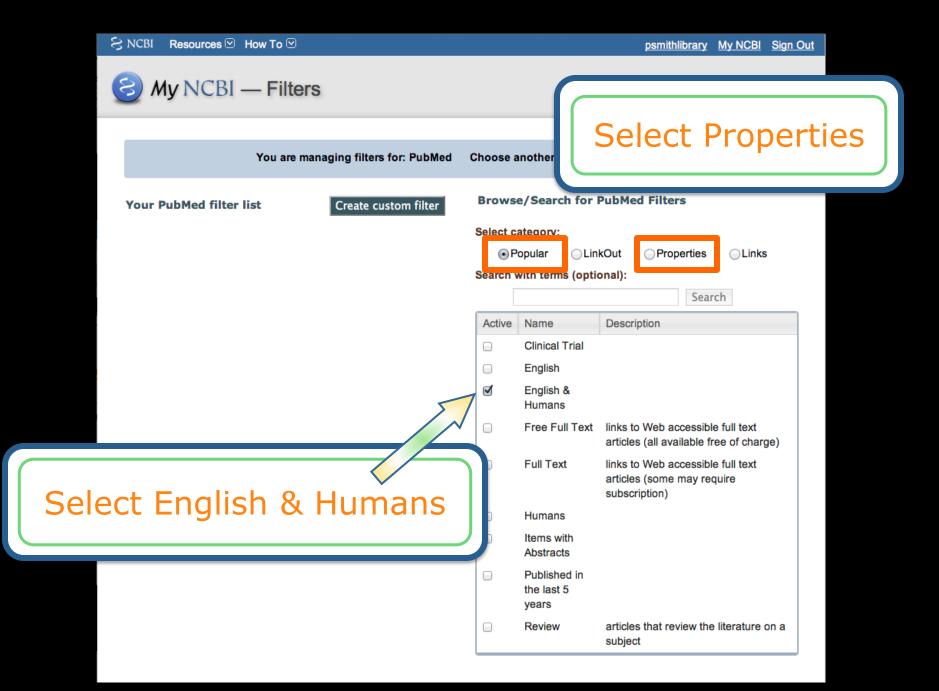
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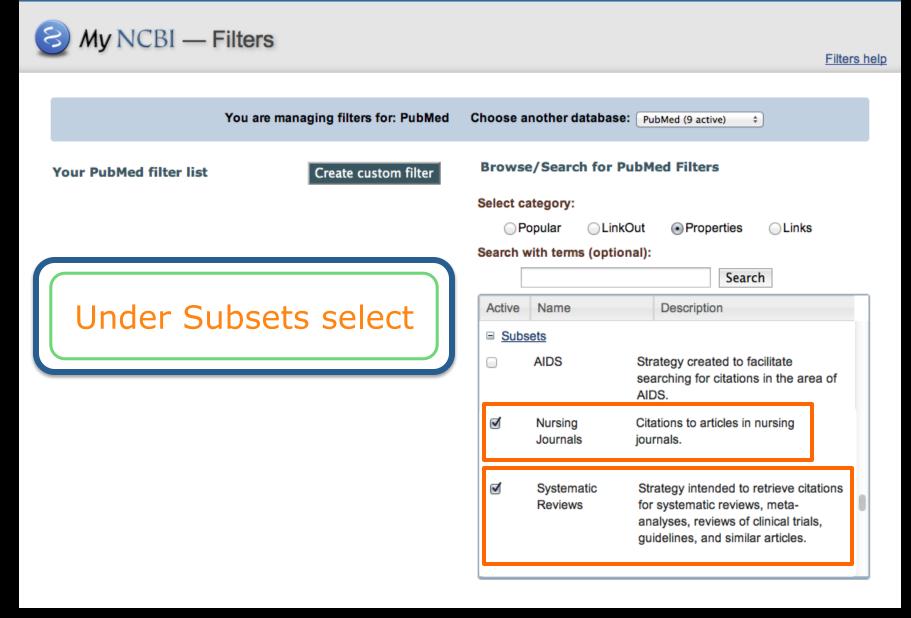


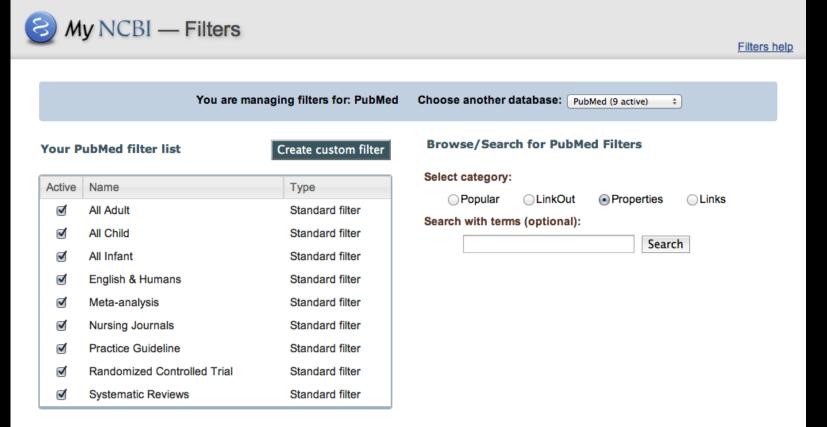


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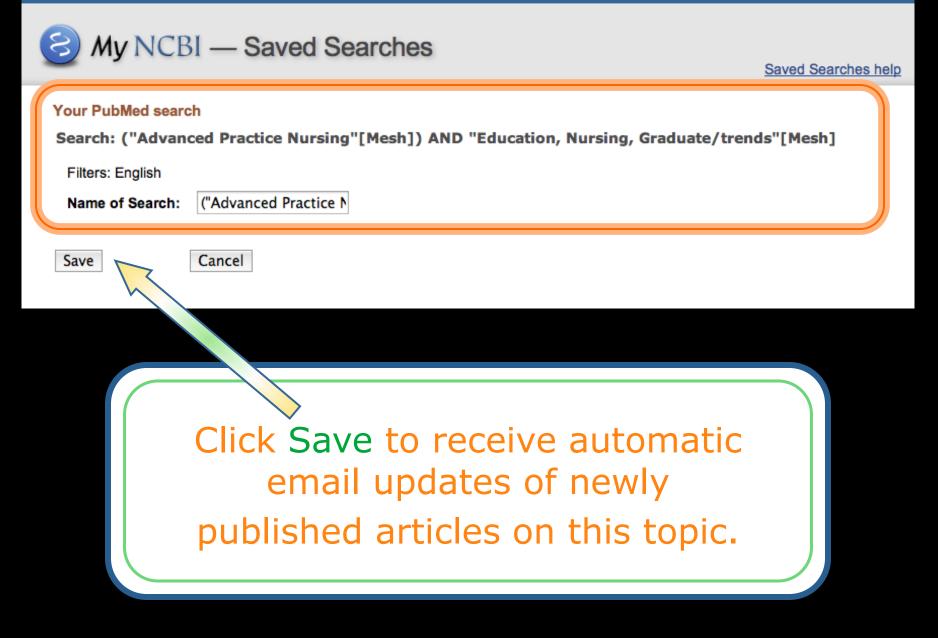
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