

## CAPSTONE PROJECT SAMPLE

### Introduction

Vitamin B12 is also referred to as cobalamin and it identifies a water-soluble vitamin utilized within the normal neurological function together with the development of the red blood cells. B12 is also identified as a cofactor within two metabolic pathways as it is utilized within the conversion of homocysteine together with methionine and within the conversion of methylmalonic acid (MMA) to succinyl-CoA (Alemras et al. 2007). The main sources of B12 include animal products such as meat, poultry, fish and milk; fortified foods including breakfast cereal together with B12 supplements. The recommended allowance does not incorporate a tolerable upper intake limit, as there is limited research on the toxicity capacity and limited data supporting the stipulation of an upper limit. Vitamin B12 is vital as it comprises an important element in DNA synthesis and individual neurological functioning. This necessitates continuous intake of the vitamin to enhance the prevention of possible hematologic and neuropsychiatric disorders upon lack of continued intake of the vitamin.

Through the analysis of the American and European intake of the vitamin, the intake levels identified meet the stipulated recommended daily allowance. However, keenness has to be observed regarding the absorption levels to ensure that individuals meet the required levels. This is particularly vital for vegetarians, as they do not consume animal products, which create the bulk of Vitamin B12 sources. In addition, individuals under any forms of medication, gastrointestinal patients, individuals over 50 years of age and anyone experiencing poor bouts of health remain at risk of having low levels of Vitamin B12 within their systems. Lack of vitamin B12 is influenced by poor adherence of the dietary stipulations leads to the identification of vitamin B12 deficiency among individuals.

# Examples Of Capstone Paper

**Peipei Pang**



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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

**Research Handbook on Project Performance** Vittal S. Anantatmula, Chakradhar Iyyunni, 2023-03-02 This engaging Research Handbook presents a fresh look at how to improve project performance for the project sponsor client and end user using a number of empirical research studies Focusing on project performance concepts and methods the Handbook provides a fresh look at successful project completions achieving project objectives on time or ahead of time project completion or delivering within budget

**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 distils 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

**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

**Assessment for Experiential Learning** Cecilia Ka Yuk Chan, 2022-09-29 Chan s book explores the challenges in assessing experiential learning deepens our understanding and inspires readers to think critically about the purpose of assessment in experiential learning Experiential learning has been studied and proven to be effective for student learning particularly for the development of holistic competencies i e 21st century skills soft skills transferable skills considered essential for individuals to succeed in the increasingly global and technology infused 21st century society Universities around the world are now actively organising experiential learning activities or programmes for students to gain enriching and diversified learning experiences however the assessment of these programmes tends to be limited unclear and contested Assessment plays a central role in education policies and students approach to learning But do educators know how to assess less traditional learning such as service learning entrepreneurship cross discipline or cross cultural projects internships and student exchanges While the current assessment landscape is replete with assessments that measure knowledge of core content areas such as mathematics law languages science and social studies there is a lack of assessments and research that focus on holistic competencies How do we assess students ability to think critically problem solve adapt self manage and collaborate Central to the discussion in this book is the reason students are assessed and how they should be assessed to bring out their best learning outcomes Offering a collection of best assessment practice employed by teachers around the world this volume brings together both theoretical and empirical research that underpins assessment and perceptions of different stakeholders understanding of assessment in experiential learning from students teachers and policymakers The idea of assessment literacy also plays an important role in experiential learning for example reflection is often used in assessing students in experiential learning but how reflection literate are educators are they aware of the

ethical dilemmas that arise in assessing students These questions are discussed in detail The volume also introduces a quality assurance programme to recognise student development within experiential learning programmes The book will be particularly informative to academic developers teachers students and community partners who struggle with the development and assessment for experiential learning those who plan to apply for funding in experiential learning and policymakers and senior managements seeking evidence and advice on fine tuning curricular assessment designs and quality assurance The Open Access version of this book available at [www.taylorfrancis.com](http://www.taylorfrancis.com) has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license

[Integrating High Impact Educational Practices for Malaysia: A Handbook of Reflective Practice and Professional Development](#) (UUM Press) Rosna Awang-Hashim, Mohammad Noman, 2023-02-20 High Impact Educational Practices HIEPs have been extensively tested as compelling pedagogies for university students from an array of backgrounds especially for the underprepared and those with limited opportunity for high impact learning experiences This handbook is written with our firm belief that while higher education practitioners around the world are focused on improving student outcomes not many have access to a better understanding of the conceptual foundations empirical research and best practices in student engagement and high impact educational pedagogies In this book we unpack the essential conceptual constructs around the notions of student engagement to encourage readers to purposefully add HIEPs to their pedagogical repertoire and engage in Scholarship of Teaching and Learning SoTL practices

[Learning and Performance Assessment: Concepts, Methodologies, Tools, and Applications](#) Management Association, Information Resources, 2019-10-11 As teaching strategies continue to change and evolve and technology use in classrooms continues to increase it is imperative that their impact on student learning is monitored and assessed New practices are being developed to enhance students participation especially in their own assessment be it through peer review reflective assessment the introduction of new technologies or other novel solutions Educators must remain up to date on the latest methods of evaluation and performance measurement techniques to ensure that their students excel Learning and Performance Assessment Concepts Methodologies Tools and Applications is a vital reference source that examines emerging perspectives on the theoretical and practical aspects of learning and performance based assessment techniques and applications within educational settings Highlighting a range of topics such as learning outcomes assessment design and peer assessment this multi volume book is ideally designed for educators administrative officials principals deans instructional designers school boards academicians researchers and education students seeking coverage on an educator's role in evaluation design and analyses of evaluation methods and outcomes

**Abstracts of Papers Presented to the American Mathematical Society** American Mathematical Society, 2005

**The McGraw-Hill 36-Hour Course: Project Management, Second Edition** Helen S. Cooke, Karen Tate, 2010-09-17 Schedule and coordinate projects seamlessly start to finish In today's ultracompetitive world of business those in charge want results on time and on

budget and they're turning to project managers to deliver. Skilled project managers are in high demand and the profession is growing at an unprecedented rate. The McGraw Hill 36 Hour Course Project Management Second Edition combines expert insight, advice based on real-world experience and the latest developments into a single concise package. In the span of 36 hours, you'll learn how to Plan, launch, manage and close projects. Build the best team for each project. Shape and drive a project using effective leadership. Manage quality, costs, time and risk. Deploy the latest project management technologies. Complete with chapter ending self tests and a comprehensive online final exam. The McGraw Hill 36 Hour Course Project Management Second Edition provides the guidance you need to manage any project under any conditions.

**The 22nd International Conference on Information Technology-New Generations (ITNG 2025)** Shahram Latifi, 2025-05-08. This book covers technical contributions that have been submitted, reviewed and presented at the 22nd annual event of International conference on Information Technology New Generations ITNG. The applications of advanced information technology to such domains as astronomy, biology, education, geosciences, security and health care are among topics of relevance to ITNG. Visionary ideas, theoretical and experimental results, as well as prototypes, designs and tools that help the information readily flow to the user are of special interest. Machine Learning, Robotics, High Performance Computing and Innovative Methods of Computing are examples of related topics.

**SME Technical Paper** Society of Manufacturing Engineers, 2005

**ASME Technical Papers**, 1999

**Paper**, 1999

**Teaching and Learning in an Era of Change**, 1997

**A Collection of Papers on Self-study and Institutional Improvement, 2004** Higher Learning Commission. Meeting, 2004

**Proceedings** American Society for Engineering Education. Conference, 1994

**Technometrics**, 2001

**Business Communication** Richard D. Featheringham, Nancy Csapo, 2007-08

Journal of Engineering Education, 2006

**Reshaping Curricula** Joyce Powlacs Lunde, 1995

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