This course supports the assessment for Nursing Education Field Experience. The course covers 7 competencies and represents 2 competency units.

Introduction

Overview
In the Nursing Education Field Experience, you will complete a hands-on field experience while working with a preceptor in a setting relevant to your professional situation in nursing education. Today’s rapidly changing health delivery system requires nurse educators to be prepared to effectively lead change and facilitate learning that is dynamic and meets the needs of a diverse student and professional nursing population. To help you develop competency in this area, you will create and design an evidence-based practice change, quality improvement intervention, or innovation project within your specialization track.

Getting Started
Welcome to your Nursing Education Field Experience course! This part of your second year Master's program involves researching and writing your Capstone Project Plan, the paper describing your project. Begin the course by reviewing the learning resources available to you. These include your VitalSource e-textbooks and the online content provided by Jones & Bartlett. Your resources involve textual content, videos, checklists, and various interactive elements. Next, review the Pacing Guide and develop a plan for completing your course of study. You should complete the learning block activities in the order they appear to ensure successful completion of your final project tasks. Be assured that your successful completion of the course is well supported by the course learning materials, your course mentors, and the MSN Capstone Writing Specialist. Check the course announcements for useful messages about the course and contact your course mentors for assistance as questions arise.

Watch the following video for an introduction to this course:

Note: To download this video, right-click the following link and choose "Save as...": download video.

Competencies
This course provides guidance to help you demonstrate the following 7 competencies:

- **Competency 7013.1.1: Facilitate Learning**
  The graduate creates an environment in classroom, laboratory, and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes.

- **Competency 7013.1.2: Facilitate Learner Development and Socialization**
  The graduate demonstrates personal responsibility for learner development through the integration of professional values and behaviors.
• **Competency 7013.1.3: Assessment and Evaluation Strategies**
  The graduate uses a variety of strategies to assess and evaluate student learning in classroom, laboratory and clinical settings, as well as in all domains of learning.

• **Competency 7013.1.4: Participate in Curriculum Design and Evaluation of Program Outcomes**
  The graduate designs learning objectives and curricula based on programmatic outcomes and utilization of evidence for best practice.

• **Competency 7013.1.5: Implement Instructional Methodologies**
  The graduate demonstrates the ability to deliver educational content using a variety of teaching methodologies.

• **Competency 7013.1.6: Pursue Systematic Self-Evaluation and Improvement in the Nurse Educator Role**
  The graduate functions as a change agent and leader to create a preferred future for nursing education and nursing practice.

• **Competency 7013.1.7: Engage in Scholarship, Service, and Leadership**
  The graduate creates a plan and an ongoing commitment to maintain competence in the multidimensional role of the nurse educator.

**Course Mentor Assistance**
As you prepare to demonstrate competency in this subject, remember that course mentors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course mentors are excited to hear from you and eager to work with you.

Successful students report that working with a course mentor is the key to their success. Course mentors are able to share tips on approaches, tools, and skills that can help you apply the content you're studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don't work out on your first try, course mentors act as a support system to guide you through the revision process. You should expect to work with course mentors for the duration of your coursework, and you are encouraged to contact them as soon as you begin. Course mentors are fully committed to your success!

**Nursing Dispositions Statement**
Please review the following:

- [Statement of Nursing Dispositions](#)

**Preparing for Success**

The information in this section is provided to detail the resources available for you to use as you complete this course.

**Learning Resources**
The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

**Automatically Enrolled Resources**

You can access the learning resources listed in this section by clicking on the links provided throughout the course. You may be prompted to log in to the WGU student portal to access the resources.

**VitalSource E-Texts**

The following textbooks have been used throughout your MSN Education courses. You may want to refer back to these books as you complete your field experience. You will be directly linked to the specific readings required within the activities that follow.


*Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.*

**Other Resources**

You will use the following learning resources for this course.

**WGU Library Articles**

This course utilizes resources via the WGU Library, with articles available for you to open and download. For instructions on how to access WGU Library articles, see the "Accessing WGU Library Articles" page.
The following WGU Library article will be used in this course:


**Jones & Bartlett Supplemental Textbook Companion Site**
The online content provided by Jones & Bartlett offers additional online learning materials, available for review prior to the final assessment:

- [Nurse as Educator: Principles of Teaching and Learning for Nursing Practice Companion site](#)
- [Evidence-Based Practice for Nurses: Appraisal and Application of Research Companion site](#)

**MSN Capstone Writing Specialist**
If you need assistance with any part of the writing or revision process, please contact your MSN Capstone Course Mentor to see if a referral to the MSN Capstone Writing Specialist is appropriate for you. If you have writing anxiety, issues with grammar, general college writing concerns, APA questions, or English as a Second Language (ESL) language-related writing issues, the Writing Specialist is able to assist you. The MSN Writing Specialist holds weekly webinars, open office hours, and offers personalized sessions to support your needs. Please check the Live Event Calendar in the Learning Community for the information about webinars and open office hours.

The links below may be used to provide additional writing assistance:

**APA TOPICS**

- APA: How to Cite Authors
- APA: How to Cite Websites
- APA: Online Scholarly Journals and Citing DOIs
- APA: How to Paraphrase

**WRITING TOPICS**

- The Revision Process
- Common Grammar Mistakes
- Sentence Punctuation Patterns

**Pacing Guide**
This pacing guide suggests a balanced pacing structure for completion of the required learning activities. The topics provide guidance to help you demonstrate the 5 competencies required for this course. A block of learning generally relates to the amount of work the average student should be able to complete in roughly a week, however, we recognize that adjustments in time are common. Please use this as a guide to plan your own timelines for completion.
Introduction
Preparing for Success

Learning Resources
Pacing Guide

Getting Started

Field Experience Fundamentals

Block of Learning 1

Evidence-Based Practice and the Nursing Educator
Written Capstone Project Plan
Field Experience Task 1

Block of Learning 2

Evidence Summary and Peer Reviewed Sources
Implementation Plan
Field Experience Task 1
Complete Field Experience Task 1
Submit All Parts A-H in Taskstream

Block of Learning 3

The Written Capstone Project Plan
Field Experience: Task 2

Block of Learning 4

Review of the Literature
Constructing the Evidence Summary
Field Experience: Task 2 Specifics

Block of Learning 5

Recommended Practice Change, Quality Improvement, or Innovation
Field Experience: Task 2 Specifics

Block of Learning 6

The Reference List
Field Experience: Task 2 Specifics
Complete Field Experience Task 2
Final Steps
Course Support

Note: This pacing guide does not replace the course. Please continue to refer to the course for a comprehensive list of the resources and activities.

Block of Learning 1

To successfully complete your field experience, you will need appropriate resources to help you as you develop your Capstone project. You should have a calendar that is devoted to ensuring progression of your project. This calendar can be used during this field experience and can also be used as you move into the final Capstone course. Share your calendar with family members, friends, and important people in your life so they are aware of your school schedule. This will help you as you manage your timeline.

Block of Learning 1 of the field experience focuses on obtaining approval to conduct the field experience within an identified organization and developing a formalized relationship with a preceptor. It also focuses on assessing an organization's educational needs and identifying an area to address through an evidence-based educational intervention.

Evidence-Based Practice and the Nurse Educator

Regardless of the practice environment, nurse educators are responsible for assessing, planning, implementing, and evaluating educational initiatives that impact the practice of individuals, workgroups and/or organizations. Evidence-based educational interventions are necessary to reinforce newly acquired knowledge and skills related to the adopted evidence-based practice change, quality improvement, or innovation.

This topic addresses the following competencies:

- **Competency 7013.1.1: Facilitate Learning**
  The graduate creates an environment in classroom, laboratory, and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes.

- **Competency 7013.1.2: Facilitate Learner Development and Socialization**
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• **Competency 7013.1.7: Engage in Scholarship, Service, and Leadership**
The graduate creates a plan and an ongoing commitment to maintain competence in the multidimensional role of the nurse educator.

**Topic Selection**

If you have not identified a topic, it would be wise to talk with your director, manager, or leader within the facility where you will be completing your Capstone project. Explain the following time table to the management within the facility: Field Experience Course is set up to help you prepare to make an evidence-based practice change, quality improvement or innovation in the Capstone Course. The Field Experience Course is paced for up to a six week period of time. During this course, you will have time to select a topic, select a preceptor, obtain organization approval, submit a plan for your Capstone project, complete a thorough review of the literature followed by an evidence summary, and begin the writing of your final Capstone project paper. It may also be helpful to share the list of suggested topics (below) with the managers and/or leaders in your facility when you meet with them. Be sure your project is scalable. You will implement your project after successful completion of Task 2 of the Field Experience Course.

You will not be conducting primary research, and will not have the need for human subject protection as your project. You will complete a review of the literature followed by development of an evidence summary. You will identify best practices based on the evidence presented in the findings of the published literature. If necessary, work with the managers and/or leaders within your organization to complete a needs assessment. This assessment may identify gaps, outdated practices or policies, areas in need of improvement, or identify others issues that can be addressed by your project.

As you consider the development of your Capstone practice change, quality improvement, or innovation project, be sure the project will align with your specialization. Some excellent suggestions for the education track might include:

**Capstone Topic Ideas:**

- In the Field Experience course, design a student simulation experience to present to students and/or faculty in the Capstone course.
- Develop a topic-specific education module in the Field Experience course. Present the education in the Capstone Course.
- Develop a community outreach patient education module in the Field Experience course to be presented in the Capstone course.
• Revise the unit’s annual competency fair interactive modules in the Field Experience course. Present the interactive modules during the Capstone course.
• In the Field Experience course, develop revisions to an existing topic-specific education module based on current evidence. Present the revised education module in the Capstone course.

Review the following video: Developing a Capstone Project Plan

*Note: To download this video, right-click the following link and choose "Save as...": [download video]*

**Organization Approval Letter**

For successful completion of Task 1, you will need to submit a signed Organization Approval letter from the facility where you will be completing your Capstone project. The person signing the Organization Approval letter needs to be an executive, director, or manager who has the authority to approve the evidence-based practice change, quality improvement or innovation you plan to complete in your Capstone course on behalf of the organization.

You will find an Organization Approval Letter template in Taskstream. There is an additional document with instructions for successful completion of this document, as well as an example with a completed document.

This agreement is not the same as an Affiliation Agreement. If your facility requires an Affiliation Agreement, you will need to contact the WGU Health Placement office to assist with securing this additional document. Most facilities are not requiring an Affiliation Agreement since the students are employed by the facility where they are completing their projects. Affiliation Agreements are required for clinical experiences that involve direct patient care. Your Capstone project will not involve providing direct patient care. If an Affiliation Agreement is a requirement of the facility, please allow at least six weeks for this process to occur. You will need to provide the WGU Health Placement Office with the contact information for the representative at the facility. Send an email with this information to healthplacement@wgu.edu.

**Preceptor Selection**

You need to select a registered nurse (RN) with a master's or doctoral degree to serve as your preceptor who works in the area where you Capstone project will be implemented. The preceptor needs to be a nurse leader or change agent that can help you navigate through the change process in your organization. Your preceptor should be someone who can help you "open doors" and facilitate introductions to stakeholders, managers and/or leaders involved with your Capstone project. Your preceptor may be your supervisor, educator, nurse administrator, nurse leader, or nursing manager. If you are unsure who to select, we recommend you talk with your supervisor or manager for suggestions on preceptor selection.
Your selected preceptor needs to sign the Preceptor Agreement form located in Taskstream. You will also find directions for completing the Preceptor Agreement form and a completed example of this document in Taskstream. The signed document needs to be filled out completely and submitted in Taskstream as part of Task 1.

If there are no RNs within your unit with a master's or doctoral degree, it is wise to talk with the administrator or director within the organization to see if they have needs you may be able to assist you with your preceptor selection. Be creative and innovative. If you need additional assistance, contact your course mentor.

**Written Capstone Project Plan**

In addition to the signed Organization Approval Letter and Preceptor Agreement form, you will need to submit your written Capstone project plan for Task 1. You will find the Field Experience Task 1 Template in Taskstream with an additional document that includes instructions about how to approach this task. Use of the template greatly increases the likelihood for successful submission of your plan. The template follows the rubric headings and provides suggestions and/or examples of required content.

Use of the current edition of American Psychological Association (APA) style writing is required for each task in both the Field Experience and Capstone Courses. You are expected to utilize the current edition of the APA manual as a reference. We discourage the use of external websites for APA reference as we have found errors on these sites. APA style writing is not difficult with proper guidance. You will want to use the best resource to assist you, the APA manual.

Scholarly writing is an expectation for both the Field Experience and Capstone courses. Avoid conversational writing, use of slang terms, and your opinion. Scholarly writing does not include the use of "first" person, so avoid the use of "I, me, we, and our." As you complete your Field Experience and Capstone tasks, your writing will include past, present, and future tense. If you need assistance with writing, please contact your Capstone Course Mentor (CM). The CM will determine if a referral to the MSN Capstone Writing Specialist is indicated. MSN Field Experience and Capstone students do not need to utilize the WGU Writing Center, as we have an expert on our team available to assist students with the Field Experience and Capstone courses.

The written Capstone plan requires the use of at least five scholarly peer-reviewed sources that were published in the last five years. These scholarly sources may include peer-reviewed published journal articles or e-articles, and information published on professional nursing or other health related websites. Examples of websites include the Centers for Disease Control and Prevention (CDC), American Nurses Association (ANA), Centers for Medicare and Medicaid Services (CMS), American Association of Colleges of Nursing (AACN), American Association of Operative Registered Nurses (AORN), or Commission on Collegiate Nursing Education (CCNE).

Select a title for your Capstone project. The title should not include a question as you are completing an evidence-based practice change, quality improvement, or innovation, not collecting data yourself or attempting to answer a research question.
Problem Identification

You will discuss the nursing problem identified within your specialty track, your rationale for the change, quality improvement, or innovation, and causes of the problem. The identified problem may have come from quality improvement data, need for curriculum changes, clinical affiliation issues, or other identified areas within your organization. Utilizing this data or information is very useful as you refine your project. During the development of your Capstone project plan, keep in mind issues that nurse educators must take into consideration when developing a practice change. Some of these areas include:

- Maintaining currency with state of the art technology used for education delivery.
- Being responsive to changes in accreditation standards.
- Being responsive to current and emerging learner needs and/or preferences.
- Being responsive to emerging trends and patterns in nursing education.
- Ensuring patient focused education that is timely, relevant, and accessible to patients.

Identifying your Stakeholders

Stakeholders are people or groups with a direct interest in the work of an organization. An example of stakeholders in a health care setting include physicians, health care providers, administrators, patients, families, ancillary personnel, and in some cases, members of the public. Your list of stakeholders may vary depending on your practice environment and your planned change. Utilize the skills and knowledge of your preceptor to identify the key stakeholders that will be impacted by your project.

Identify the interest, power, and influence of stakeholders for your project by asking the following questions:

- Who does my project directly affect?
- Who has the power and influence to impact the implementation of my project?
- What groups of people are directly or indirectly impacted by my project?
- Will my project create a shift in power and if so, who does this affect?

Project Purpose and Proposed Solution

Identify what your evidence-based practice, quality improvement, or innovation will accomplish. What specific change will your Capstone project bring about? What do you hope to accomplish for the organization and/or stakeholders by implementing your evidence-based practice change, quality improvement, or innovation?

Your proposed solution should be presented in a succinct and clear description or statement of your planned evidence-based practice change, quality improvement, or innovation. The description must include specific information about the change you are planning to do. Based on your current position within the organization, this may also involve what you plan to do to influence change—what you plan to do as a change agent within your organization. Your proposed solution should include who will be involved, what will be done, and where your project will take place.
Review and familiarize yourself with the requirements for the following parts of YLT2 Nursing Leadership and Management Field Experience: Task 1 in Taskstream:

- Part A: Organizational Approval Letter
- Part B: Preceptor Agreement form
- Part C: Summary of planned Capstone project
- Part D: Purpose of the project
- Part E: Proposed Solution

For details about this performance assessment, see the "Assessment" tab in this course.

**Block of Learning 2**

This Block of Learning will focus on exploring the literature and more importantly, reviewing the quality of evidence presented in the literature for your project. A thorough understanding of the evidence presented is an important and integral part of developing an evidence-based practice change, quality improvement, or innovation. Evidence about the proposed change should drive the development of the Capstone project.

**Evidence Summary and Peer Reviewed Sources**

Development of an Evidence Summary begins with a comprehensive review of the literature to determine best practice. Your Evidence Summary is your preliminary support of your project.

This topic addresses the following competencies:

- **Competency 7013.1.1: Facilitate Learning**
  The graduate creates an environment in classroom, laboratory, and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes.

- **Competency 7013.1.2: Facilitate Learner Development and Socialization**
  The graduate demonstrates personal responsibility for learner development through the integration of professional values and behaviors.

- **Competency 7013.1.3: Assessment and Evaluation Strategies**
  The graduate uses a variety of strategies to assess and evaluate student learning in classroom, laboratory and clinical settings, as well as in all domains of learning.

- **Competency 7013.1.4: Participate in Curriculum Design and Evaluation of Program Outcomes**
  The graduate designs learning objectives and curricula based on programmatic outcomes and utilization of evidence for best practice.

- **Competency 7013.1.5: Implement Instructional Methodologies**
  The graduate demonstrates the ability to deliver educational content using a variety of teaching methodologies.
• Competency 7013.1.6: Pursue Systematic Self-Evaluation and Improvement in the Nurse Educator Role
  The graduate functions as a change agent and leader to create a preferred future for nursing education and nursing practice.

• Competency 7013.1.7: Engage in Scholarship, Service, and Leadership
  The graduate creates a plan and an ongoing commitment to maintain competence in the multidimensional role of the nurse educator.

Engage in a Comprehensive Literature Review

The Evidence Summary involves a narrative discussion summarizing the five scholarly sources that were reviewed to determine the current evidence related to your topic. The sources/articles should be peer-reviewed and published within the last five years. You may also include evidence that is published on professional nursing or other health related websites.

Develop an Evidence Summary

In developing an Evidence Summary, you should identify the areas where consensus among the various authors of the sources exists. The findings, positions, and recommendations included in your Evidence Summary should be consistent with the recommendations you are planning for your Capstone project.

*Please note: An Evidence Summary is not an Annotated Bibliography (separate critique) of the five sources.*

Your Evidence Summary requires the use of in-text citations for each of the five selected sources. A list of the references used in the Evidence Summary will be included in the References section of the paper. The Reference list should be consistent with APA style.

Implementation Plan

Your Implementation Plan consists of a plan of action, an established timeline, identified resources, a Change Theory decided upon, any potential barriers noted, and both learning objectives and outcomes identified.

This topic addresses the following competencies:

• Competency 7013.1.1: Facilitate Learning
  The graduate creates an environment in classroom, laboratory, and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes.

• Competency 7013.1.2: Facilitate Learner Development and Socialization
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• **Competency 7013.1.7: Engage in Scholarship, Service, and Leadership**
The graduate creates a plan and an ongoing commitment to maintain competence in the multidimensional role of the nurse educator.

**Plan of Action**

Be prepared to discuss the steps you have taken as you have been laying the foundation for your Capstone project. You will need to describe meetings or agreements (support commitments or negotiations) that have or will occur. Examples of these meetings/agreements are with your preceptor, stakeholders, management, or executives in your organization. Your Plan of Action needs to provide a succinct explanation of what will occur to successfully implement your Capstone project. You may not have a step-by-step plan at this point, but should have a clear idea of actions that need to occur.

**Timeline**

Your Timeline at this point should be an estimated timeline. You do not have to know specific dates, however; you should be able to provide an estimation of the time involved with each step of your Action Plan. Your Timeline should include general information about when the various milestones in your project are anticipated to be achieved.

**Required Resources and Personnel**

Identify the resources needed for the planning and implementation of your Capstone project. Resources may include financial support, time, classroom space, printing cost, equipment, personnel adjustments or reallocation of staffing.

**Defining your Change Theory**

Deciding on which Change Theory to use will help you develop a framework for your evidence-based project. A change theory can serve as a guideline for stakeholder interaction and can provide guidance for process necessary to design a strong plan for implementation. The
following article may be a good resource to assist you with selection of the appropriate Change Theory:


**Barriers to Implementation**

Be prepared to discuss potential barriers you may encounter with the planning an implementation of your Capstone project. Potential barriers may be financial, time, a specific person or group of people, or other factors within your organization. How will you address or mitigate the potential barriers?

**Learning Objectives and Outcomes**

Identify learning objectives and outcomes if you are planning an education offering, training module, simulation, training exercise, return demonstration activity, new or revised course or curriculum. Information about writing learning objectives and outcomes may be found in chapter 10 of the following e-text:


Review and familiarize yourself with the requirements for the following parts of YNT2 Nurse Educator Field Experience: Task 1 in Taskstream:

- Part F: Evidence Summary and Peer Reviewed Sources
- Part G: Implementation Plan
- Part H: Sources

Complete: Field Experience Task 1

It is time to complete Task 1 of your Field Experience. This includes all parts: A-H.

**Complete Task 1**

Complete parts A through H and submit your work in Taskstream.

For details about this performance assessment, see the "Assessment" tab in this course.

**Block of Learning 3**

Upon successful completion of Task 1, you will be ready to begin work on the written portion of your final Capstone project document.
The Written Capstone Project Plan

In Block of Learning 3 of the field experience course, your focus will be on writing Chapter 1: Introduction. You will use information obtained in Task 1 from your written Capstone project plan. As you work to complete Task 2 for the Field Experience, please utilize the MSN Capstone Template and Capstone template instructions in Taskstream. This template provides APA format and the instructions provide guidance as you complete Task 2 of the Field Experience Course. You will write Chapters 1 and 2 of your final written Capstone project in the Field Experience Course. You will complete the final three Chapters of your Capstone written project in Task 1 of the Capstone Course. The work you complete in the Field Experience Course will carry over and will not be evaluated again in the Capstone Course.

This topic addresses the following competencies:

- **Competency 7013.1.1: Facilitate Learning**
  The graduate creates an environment in classroom, laboratory, and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes.

- **Competency 7013.1.2: Facilitate Learner Development and Socialization**
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- **Competency 7013.1.7: Engage in Scholarship, Service, and Leadership**
  The graduate creates a plan and an ongoing commitment to maintain competence in the multidimensional role of the nurse educator.

**Writing Your Introduction**

Effectively introducing your chosen topic will ensure the reader has an early understanding of the chosen topic, the scope of the project, and an understanding of the terms used within the document. Begin with a brief discussion about the topics you will discuss in Chapter 1, The Introduction Chapters. Therefore, you will include a brief introduction of the problem your project will address, a brief discussion about the evidence-based practice change, quality improvement, or
innovation you have selected to address the problem, and the reason (rationale) you believe your
evidence-based practice change, quality improvement, or innovation is necessary to address the
problem.

Problem Statement
Compose a statement of the nursing problem you plan to address. The Problem Statement should
be clear and concise. You should describe the scope of your problem, the population effected by
the problem, and location where the problem exists, and other key issues specific to your problem.
You will not be asking a research question or composing a clinical PICO. Your Problem Statement
should reflect your specialty track (nursing educator or leadership and management).

Here are a few example Problem Statements:

• A high incidence of alcohol-related injuries and accidents at a local high school.
• High RN turnover rates in a specific facility or organization.
• Staff on a nursing unit are not currently using or following credible evidence-based practice
guidelines around a specific nursing practice.
• Staff nurses on a specific unit or facility desire more autonomy related to their work
  schedules.
• Staff nurses on a specific unit or facility have a knowledge deficit about a new procedure,
  policy, or patient care protocol.

Problem Background
Provide a detailed discussion to include factors, issues, or phenomenon that helped create or
contribute to the identified problem. You should include when the problem began and how long this
has been a problem. Identify people (individuals or groups) and/or conditions that contribute to the
problem. Be sure you provide substantial detail to support the background information of the
problem.

Description of the Practice Change, Quality Improvement, or Innovation
Be prepared to write a detailed discussion of each of the action steps you will actually complete (or
have completed) in support of your evidence-based practice change, quality improvement of
innovation. You will need to be specific. For example, your organization may be interested in
changing the policy or approach to the triage process in the emergency department. However, this
policy change/process improvement will take several months and system wide resources to
complete. You will not have sufficient time or resources to complete the entire policy
change/process improvement within the scope of your Capstone project. Also, due to
organizational constraints or your position in the organization, you may not have the capacity to
effect the policy/process improvement in its entirety. Nevertheless, you are in a position to influence
change by developing a specific component in support of the changing the triage process.
Therefore, your project will involve a smaller scope, which you must fully develop.

Your part of the project may involve the following:

1. Developing a new educational offering about the new triage process and/or
2. Providing a presentation of the evidence that supports changing the triage process to stakeholders that are in a position to effect the change that you are advocating.

Your Capstone project will then focus on what you will do (or did) to influence change within your organization; your specific component of the larger change that is taking place within your organization. The goal is to be succinct, yet provide sufficient detail to ensure you provide readers a clear understanding of what your specific contribution to the organization's practice change, quality improvement, or innovation is all about. Information about your action items, timelines, interactions with stakeholders, and utilization of resources will enhance your discussion.

Rationale for the Practice Change, Quality Improvement, or Innovation
You will provide an explanation of why the evidence-based practice, quality improvement, or innovation is being recommended. Explain the importance of practice change, quality improvement, or innovation. Why is your project desired, needed, or required? You will also provide an explanation for selecting your specific component of the organization's practice change, quality improvement, or innovation. Provide a clear rationale for the key steps involved with your Capstone project.

Field Experience Task 2
It is time to become familiar with and undertake Task 2 of your Filed Experience.
This topic addresses the following competencies:

- **Competency 7013.1.1: Facilitate Learning**
  The graduate creates an environment in classroom, laboratory, and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes.

- **Competency 7013.1.2: Facilitate Learner Development and Socialization**
  The graduate demonstrates personal responsibility for learner development through the integration of professional values and behaviors.

- **Competency 7013.1.3: Assessment and Evaluation Strategies**
  The graduate uses a variety of strategies to assess and evaluate student learning in classroom, laboratory and clinical settings, as well as in all domains of learning.

- **Competency 7013.1.4: Participate in Curriculum Design and Evaluation of Program Outcomes**
  The graduate designs learning objectives and curricula based on programmatic outcomes and utilization of evidence for best practice.

- **Competency 7013.1.5: Implement Instructional Methodologies**
  The graduate demonstrates the ability to deliver educational content using a variety of teaching methodologies.

- **Competency 7013.1.6: Pursue Systematic Self-Evaluation and Improvement in the Nurse Educator Role**
  The graduate functions as a change agent and leader to create a preferred future for nursing education and nursing practice.
• **Competency 7013.1.7: Engage in Scholarship, Service, and Leadership**
The graduate creates a plan and an ongoing commitment to maintain competence in the multidimensional role of the nurse educator.

**Become Familiar with Task 2 in Taskstream**

Review and familiarize yourself with the requirements for the following parts of YNT2 Nurse Educator Field Experience: Task 2 in Taskstream:

• Part A: Problem Identification

For details about this performance assessment, see the "Assessment" tab in this course.

**Block of Learning 4**

Block of Learning 4 of the field experience focuses on identifying, critiquing, and describing the current literature surrounding your chosen topic.

**Review of the Literature**

The review of the literature provides an analysis of the available literature supporting your proposed practice change. It includes a critique of the evidence included in the project and evaluates the evidence for best practices. By conducting a thorough review of the literature, you will obtain the support for your proposed practice change.

This topic addresses the following competencies:

• **Competency 7013.1.1: Facilitate Learning**
The graduate creates an environment in classroom, laboratory, and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes.

• **Competency 7013.1.2: Facilitate Learner Development and Socialization**
The graduate demonstrates personal responsibility for learner development through the integration of professional values and behaviors.

• **Competency 7013.1.3: Assessment and Evaluation Strategies**
The graduate uses a variety of strategies to assess and evaluate student learning in classroom, laboratory and clinical settings, as well as in all domains of learning.

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• **Competency 7013.1.6: Pursue Systematic Self-Evaluation and Improvement in the Nurse Educator Role**
  The graduate functions as a change agent and leader to create a preferred future for nursing education and nursing practice.

• **Competency 7013.1.7: Engage in Scholarship, Service, and Leadership**
  The graduate creates a plan and an ongoing commitment to maintain competence in the multidimensional role of the nurse educator.

### Credible Sources

You will complete the Credible Sources Table (Appendix A in the MSN Capstone Template) utilizing the information obtained from the 30 scholarly, peer-reviewed sources published within the last five years. The purpose of your review is to evaluate each source (article) and make an appraisal of the source, based on the following criteria:

1. database where source was located
2. peer-reviewed (yes/no)
3. applicability to your project
4. evidence grade assigned (strength and hierarchy)
5. general appraisal (brief summary of findings/information and how the findings inform your project)
6. inclusion (yes/no) of whether your source bolstered the credibility of your project or not

Each of the sources that meet criteria for inclusion, based upon your review, must be utilized in the body of your paper (sources will be identified using in-text citations). All sources identified with in-text citations in the body of the paper must be included in your Reference section.

*Note: Individual database identification is not required for articles located using the WGU Library. Students will list "WGU Library" in the "Database" column.*

Here is an example of the key areas to address when constructing your Credible Sources Table:

**Author(s)**
Formatted as in-text citations
Example: Smith and Jones (2014)

**Database**
Examples: CINAHL, EBSCO, Cochrane, Pro-Quest, WGU Library

**Peer-Reviewed**
Yes or No

**Applicability**
Yes or No
Evidence Grade:
Strength and Hierarchy
Example: 1/Meta-Analysis

Appraisal:
Brief summary of findings and how findings informs your project

Example: Nurse turnover rates are influenced by staff nurse/manager relationships. My project involves a mentoring program that can improve staff nurse/manager relationships.

Inclusion:
Yes or No

Sample Source: Smith and Jones (2014)
Database: Library
Peer-Reviewed: Yes
Applicability: Yes
Appraisal: Nurse turnover rates are influenced by staff nurse/manager relationships. My project involves a mentoring program that can improve staff nurse/manager relationships.
Inclusion: Yes

Strength of Evidence and Evidence Hierarchy

The list below will guide you as you review each of your 30 scholarly sources.

Level 1
Meta-analysis, Systematic reviews, Integrative reviews, Evidence-Based Practice Guidelines (This level includes; research designs of Meta-Analyses, Systematic Reviews, Integrative Reviews, and EBP Guidelines which are developed from systematic reviews and housed in national repositories.)

Level 2
Randomized Controlled Trial (RCT) and Experimental designs (This level represents evidence from studies using a true experimental design.)

Level
Quasi-experimental designs (This level represents evidence obtained from experimental studies without randomization.)

Level 4
Non-experimental designs (This level represents evidence from well-designed non-experimental designs such as retrospective, case-control, cross-sectional, cohort-comparison, prospective, descriptive and correlational single studies.)
Level 5
Meta-Synthesis (This level represents evidence from systematic reviews of studies using qualitative methods.)

Level 6
Single Qualitative Studies (This level represents single studies using a qualitative research approach.)

Level 7
Expert Opinion (This level represents materials from a variety of non-research based evidence and generally consists of reports of expert committees and/or opinions of authorities on the subject. The evidence from this level includes: specialists' opinions, case studies, non-evidence-based practice guidelines, narrative reviews, editorials, regulations, legislation, and program outcome data/QI projects.)

Upon completion of your review, you may have articles or sources you have chosen to exclude. You do not have to replace these sources as you have completed the review of 30 articles or sources.

Self-Check: Critique and Grade your Evidence

Review the articles you have saved in support of your project. Do they support the identified intervention? Are the articles from scholarly sources? Are the articles peer-reviewed?

Read the following article:

- Healthy Birth Practice #6: Keep Mother and Baby Together-It’s Best for Mother, Baby, and Breastfeeding

As you appraise the evidence you have collected for your project, it is important to determine if the evidence has credibility and can be applied to support your project. To do this, you will need to create an evidence table that defines the author, database, if the article has been peer-reviewed, if the evidence directly or indirectly applies to your project area, the hierarchy or grade of your evidence, your professional appraisal of this grading, and finally, whether you will include or exclude the article in support of your project.

Key Elements for Critically Appraising the Evidence
Does the resource information apply to your specific project? If a study, how well was the study designed and conducted? Are conclusions reported based on clearly presented findings? How useful is the resource to your project? What level of evidence is demonstrated in this resource?

Constructing an Evidence Summary
Write an introduction about the "why" this body of evidence is being investigated. Organize the evidence into themes that facilitate understanding and provide organization. Write a brief review of
the overall body of evidence and how translating the evidence into practice impacts the "why". Summarize the evidence strength, or lack thereof, if supporting an evidence-based practice change, quality improvement, or in the case of "lack thereof", a practice innovation.

This topic addresses the following competencies:

- **Competency 7013.1.1: Facilitate Learning**
  The graduate creates an environment in classroom, laboratory, and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes.

- **Competency 7013.1.2: Facilitate Learner Development and Socialization**
  The graduate demonstrates personal responsibility for learner development through the integration of professional values and behaviors.

- **Competency 7013.1.3: Assessment and Evaluation Strategies**
  The graduate uses a variety of strategies to assess and evaluate student learning in classroom, laboratory and clinical settings, as well as in all domains of learning.

- **Competency 7013.1.4: Participate in Curriculum Design and Evaluation of Program Outcomes**
  The graduate designs learning objectives and curricula based on programmatic outcomes and utilization of evidence for best practice.

- **Competency 7013.1.5: Implement Instructional Methodologies**
  The graduate demonstrates the ability to deliver educational content using a variety of teaching methodologies.

- **Competency 7013.1.6: Pursue Systematic Self-Evaluation and Improvement in the Nurse Educator Role**
  The graduate functions as a change agent and leader to create a preferred future for nursing education and nursing practice.

- **Competency 7013.1.7: Engage in Scholarship, Service, and Leadership**
  The graduate creates a plan and an ongoing commitment to maintain competence in the multidimensional role of the nurse educator.

**Best Practices**

From your review of the literature, you will identify best practices which form the foundation and support the development of your Capstone project. If you note a lack of evidence or a gap in the literature, you will need to discuss the gaps or deficits in the Best Practices section of your paper. As a cautionary note, be sure there is adequate evidence to support your recommended project if you are proposing to implement an evidence-based practice procedure or protocol. If there is truly a dearth of evidence or significant gaps in the available literature, then you will need to frame your project as an innovation.

Innovations in practice settings are rare and will require substantial buy in from stakeholders. The burden for justifying an innovation in the practice setting is quite high. If existing credible evidence that runs contrary to the recommended innovation is discovered, then the innovation must be abandoned in favor of the evidence. In this case, science (evidence) trumps opinion (innovation), or politics (what an organization wants you to do).
Evidence Summary

The sources that met your inclusion criteria in the Credible Sources table (in Appendix A), will be utilized in your Evidence Summary. You will provide a summary (synthesis) of the findings, conclusions, or recommendations identified in each source you "included". The Evidence Summary should not be an Annotated Bibliography (separate critique of each source) of the "included" sources. Instead, it should identify the areas where consensus among the various authors of the "included" sources exists. The findings, positions, and recommendations included in your Evidence Summary should be consistent with the recommendations you are planning for your Capstone project. Use of subheadings when writing your Evidence Summary greatly facilitates organization of your work.

You must include an APA style in-text citation for every source that met your inclusion criteria in Appendix A - the Credible Sources table. Each "included" source will be incorporated into the discussion in your Evidence Summary. You are encouraged to cite more than one source (as applicable) when discussing the topics in your Evidence Summary. Each APA style in-text citation must be included in your References section.

When discussing your findings, positions, and recommendations identified in the literature, it is helpful to organize your discussion by concept, topic, or idea. You are encouraged to utilize Subheadings to provide both you and the reader, a good flow of information.

An Evidence Summary provides detailed information about the findings of the research. As you develop your evidence table, you will make decisions based on your critique of the evidence whether to include the research (inclusion) as a part of your project or discard the research (exclusion). These decisions demonstrate your ability to determine applicability and credibility of the available evidence.

Review the following video: Credible Sources Table and Writing an Evidence Summary

Note: To download this video, right-click the following link and choose "Save as...": download video.

Review Task 2 Requirements

Review and familiarize yourself with the requirements for the following parts of YNT2 Nurse Educator Field Experience: Task 2 in Taskstream:

- Part B.1: Credible Sources
- Part B.2: Best Practices
- Part B.3: Evidence Summary

For details about this performance assessment, see the "Assessment" tab in this course.

Block of Learning 5
Block of Learning 5 of the field experience focuses on writing a brief restatement of the problem you identified in Chapter 1: Introduction, followed by the information contained in your Evidence Summary to make a recommendation for a practice change, quality improvement, or innovation.

**Recommended Practice Change, Quality Improvement, or Innovation**

You have reviewed the literature, developed an evidence summary, proposed a practice change, and are close to completing the field experience. To ensure you have developed a cohesive and well-organized project, it is time to reflect on your evidence in relation to your planned project. You should ask yourself the following question. Is the evidence you gathered and the project that you developed congruent?

**Evidence and the Capstone Project**

Provide a brief restatement of your problem from Chapter 1: Introduction, followed by the information contained in your Evidence Summary to make a recommendation for an evidence-based practice change, quality improvement, or innovation. Your recommendation must be supported by the evidence (or lack of evidence) you identified in the evidence summary.

**Field Experience: Task 2 Specifics**

You are close to completing Task 2 of your Field Experience. This topic will focus on Practice Change, Quality Improvement, and Innovation.

This topic addresses the following competencies:

- **Competency 7013.1.1: Facilitate Learning**
  The graduate creates an environment in classroom, laboratory, and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes.

- **Competency 7013.1.2: Facilitate Learner Development and Socialization**
  The graduate demonstrates personal responsibility for learner development through the integration of professional values and behaviors.

- **Competency 7013.1.3: Assessment and Evaluation Strategies**
  The graduate uses a variety of strategies to assess and evaluate student learning in classroom, laboratory and clinical settings, as well as in all domains of learning.

- **Competency 7013.1.4: Participate in Curriculum Design and Evaluation of Program Outcomes**
  The graduate designs learning objectives and curricula based on programmatic outcomes and utilization of evidence for best practice.

- **Competency 7013.1.5: Implement Instructional Methodologies**
  The graduate demonstrates the ability to deliver educational content using a variety of teaching methodologies.
• Competency 7013.1.6: Pursue Systematic Self-Evaluation and Improvement in the Nurse Educator Role
  The graduate functions as a change agent and leader to create a preferred future for nursing education and nursing practice.

• Competency 7013.1.7: Engage in Scholarship, Service, and Leadership
  The graduate creates a plan and an ongoing commitment to maintain competence in the multidimensional role of the nurse educator.

Review Part C

Review and familiarize yourself with the requirements for the following parts of YNT2 Nurse Educator Field Experience: Task 2 in Taskstream:

  • Part C: Recommended Practice Change, Quality Improvement, or Innovation

For details about this performance assessment, see the "Assessment" tab in this course.

Block of Learning 6

Block of Learning 6 of the field experience focuses on creating a preliminary reference list for your project using APA style.

The Reference List

The purpose of a reference list is to provide the details necessary to locate and verify the sources you have used. It is important to provide full and accurate information for each source you have cited using APA style.

This topic addresses the following competencies:

• Competency 7013.1.1: Facilitate Learning
  The graduate creates an environment in classroom, laboratory, and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes.

• Competency 7013.1.2: Facilitate Learner Development and Socialization
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• **Competency 7013.1.7: Engage in Scholarship, Service, and Leadership**
  The graduate creates a plan and an ongoing commitment to maintain competence in the multidimensional role of the nurse educator.

**Writing the Reference List**

Your reference list must be written in proper APA style. All references (sources) that met your inclusion criteria in the Credible Sources table should be identified using an in-text citation in the body (narrative portion) of your paper. All of the included sources should be included in the Reference Section. Use the current edition of the APA manual for guidance.

If additional assistance is required, please refer to the MSN Capstone Writing Specialist section in this course of study (COS). The Capstone Writing Specialist also holds weekly live offerings. These opportunities and required information to attend may be found in the Calendar in the Course Community section of this COS.

**Field Experience: Task 2 Specifics**

The part of the Task 2 Field Experience addresses Parts D and E of the YNT2 Nurse Educator Field Experience.

This topic addresses the following competencies:

• **Competency 7013.1.1: Facilitate Learning**
  The graduate creates an environment in classroom, laboratory, and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes.

• **Competency 7013.1.2: Facilitate Learner Development and Socialization**
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**Review Parts D and E**

Review and familiarize yourself with the requirements for the following parts of YNT2 Nurse Educator Field Experience: Task 2 in Taskstream:

- Part D: Reference List
- Part E: APA Format

**Complete Field Experience Task 2**

Complete all parts (A-E) of your Field Experience and submit in Taskstream:

- Parts: A-E
- Submit all parts A-E in Taskstream

For details about this performance assessment, see the "Assessment" tab in this course.

**Final Steps**

Congratulations on completing the activities in this course! This course has prepared you to complete the assessment associated with this course. If you have not already been directed to complete it, schedule and complete the assessment now.

**Accessibility Policy**

Western Governors University recognizes and fulfills its obligations under the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973 and similar state laws. Western Governors University is committed to providing reasonable accommodation(s) to qualified disabled learners in University programs and activities as is required by applicable law(s). The Office of Student Accessibility Services serves as the principal point of contact for students seeking accommodations and can be contacted at ADASupport@wgu.edu.
Course Feedback

WGU values your input! Please submit any feedback you have using the following form:

Course Feedback