This course supports the Capstone Project for the Nurse Educator Capstone. The course covers 1 competency and represents 4 competency units.

Introduction

Overview
The Nurse Educator Capstone Course is the final leg in your journey to graduation. During this course, you will implement and complete your approved implementation plan for your practice change, quality improvement, or innovation, which is your evidence-based capstone project, and finalize the written document that describes your project. This written document is a scholarly writing that demonstrates your competency through the synthesis of your knowledge acquired in the MSN track. Your final written document is written at the graduate level and must comply with the most recent edition of the APA Publication Manual. It is recommended that you purchase this manual to serve as a ready reference when writing the final project.

WGU offers an array of resources to students. You are encouraged to seek out these resources as you complete the written portion of this course. The Writing Center, offered through the WGU Library, will serve as an excellent source of support. If you need additional writing support, please contact your Capstone Course Instructor to discuss a referral to the MSN Capstone Writing Specialist. In order to effectively complete this course and avoid repeated submissions, you should be sure to proofread your final document to ensure the document meets the task prompt requirements, is in compliance with professional writing standards, and describes the project in a logical and organized manner.

Please utilize the MSN Capstone Written Document Template as you finalize the writing of your capstone project. This template provides you with the format necessary to complete Task 1 in the capstone course. You will also find the MSN Capstone Template Instructions in Taskstream to assist you.

The capstone final document should include:

- Abstract
- Acknowledgements
- Table of Contents
- Chapter 1 - Introduction (submitted and evaluated in Field Experience)
- Chapter 2 - Literature Review (submitted and evaluated in Field Experience)
- Chapter 3 - Project Implementation
- Chapter 4 - Post Capstone Project Considerations
- Chapter 5 - Reflection
- References
- Appendices
The capstone final document represents the culmination of your experience and work as a WGU graduate nursing student and will be achieved along with your professional presentation. It is important that you submit your best written work, which accurately reflects the development of competencies learned across the MSN curriculum. As you review the course, please notice the timeline embedded in the course, which will help you use pacing to ensure timely completion of the course.

The final component of your project involves the dissemination of what you have learned through the process of identifying and implementing a practice change, quality improvement, or innovation that is driven by your ability to critique and translate the evidence into practice. In the last task for this course, you will be required to create and produce a multimedia presentation that describes the completed project, project considerations, and what you have learned as a result of this experience. This multimedia presentation allows you to disseminate information about your project to your stakeholders and preceptor through an asynchronous format.

Getting Started
Welcome to the Nurse Educator Capstone Course. In this course you will complete your evidence based capstone project by finalizing the paper describing your project and developing a video evaluating your final project’s results. Begin the course by reviewing the learning resources available to you as you complete your capstone tasks - pay special attention to the Capstone Archives for examples of capstone projects completed successfully. 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. Review the assessment directions and the assessment rubric to make sure you understand the requirements for each performance task. Check the course announcements for useful messages about the course and contact your course instructors for assistance as questions arise.

Watch the following welcome 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 competency:

* Competency 981.1.1: Capstone
  The graduate integrates and synthesizes competencies from across the degree program and thereby demonstrates the ability to participate in and contribute value to the chosen professional field.

Course Instructor Assistance
As you prepare to demonstrate competency in this subject, remember that course instructors 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 instructors are excited to hear from you and eager to work with you.
Successful students report that working with a course instructor is the key to their success. Course instructors 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 instructors act as a support system to guide you through the revision process. You should expect to work with course instructors for the duration of your coursework, and you are encouraged to contact them as soon as you begin. Course instructors are fully committed to your success!

**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 Nurse Educator 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.

Ebook Central E-Books
The following textbook is available to you as an e-text within this course. You will be directly linked to the specific readings required within the activities that follow.


EBL e-books can be downloaded to your computer or mobile device. Follow the instructions to download your e-books for offline access.

*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.*

Learning Community

Please visit the Nurse Educator Capstone Learning Community. You will see the following options on the right side of the study plan: contact a course instructor, course announcements, course tips, course search, and course chatter. You will also find the Live Event Calendar with information about cohorts and webinars along with helpful writing and APA information. Cohorts and webinars are scheduled on a regular basis. Check the course announcements for details. All students are expected to access the learning community on a regular basis.

The Capstone Archives

Western Governors University has established the Capstone Archive for students to examine capstone projects to aid them in preparation of this culminating degree task. WGU has taken great care to ensure that safeguards are in place to secure the academic authenticity and prohibit the exposure of sensitive information within these examples, and you must adhere to WGU’s code of conduct to not copy others’ work. The following archives will be of value to you in developing your capstone: the Model Capstone Archive and the Capstone Excellence Archive.

The Model Capstone Archive contains a few solid examples of student work in each of the current capstone models upon which students can pattern their work. Besides final documents, it often contains preliminary exhibits such as project plans, proposals, permission forms, contextual material, and so forth.

The Capstone Excellence Archive contains a growing number of capstones from each college that were selected as exemplars of excellence in various degree areas because they represent top work in their expression of ingenuity, exhibition of mastery, or creation of exceptional value to others. These exemplars only contain final documents, mainly of current capstone models. If you would like to have your capstone selected for this award please speak with your Capstone Course Instructor.

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

If you have had articulation issues in the past access the following documents to review basic writing techniques:

**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**

The pacing guide suggests a weekly structure to pace your completion of learning activities. It is provided as a suggestion and does not represent a mandatory schedule. Each block of learning in the capstone course should take approximately 2 weeks to complete. Follow the pacing guide carefully to complete the course in the suggested timeframe.

Pacing Guide: Nurse Educator Capstone

Block of Learning 1:
Introduction
Preparing for Success

- Learning Resources
- Pacing Guide

Nurse Educator Capstone

- Preview Tasks
- APA Formatting
Finalizing Project and Capstone Check Timeline
Implementation of Your Evidence - Based Project Change, Quality Improvement, or Innovation Project

Block of Learning 2:

Chapters 3 - 4, and Abstract Development

- Writing Self-Check: Let the Writing Begin
- Timeline Check: Capstone Progress
- Chapter 3 - Implementation
- Self-Check: Writing Progress
- Chapter 4 - Post Capstone Project Considerations
- Writing Self-Check
- Timeline Check - Capstone Progress
- Abstract

Chapter 5 - Reflection
Congratulations
Complete: Performance Task 1

Block of Learning 3:

Professional Recorded Video Presentation

- Practice: Using Panopto
- Complete: Performance Task 2

National Certification

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.

**Nurse Educator Capstone**

The following will walk you through the necessary steps to complete your capstone, broken down on a week-by-week basis.

**Preview Tasks**

Take this time to look through the two tasks you will be completing for this course to see what is expected of you. If there are any instructions that you do not understand, make a note so that you can ask your course instructor. This is also a good time to review your timeline for completion and update your personal calendar with the task deadlines. Maintaining a calendar of when tasks should be completed will help you stay focused, complete items in a timely manner, and complete the course by term end.
Review the following tasks in Taskstream:

- YMT2 Nurse Educator Capstone: Task 1
- YMT2 Nurse Educator Capstone: Task 2

APA Formatting

It will be helpful for you to be familiar with APA formatting as you begin your capstone. Although you have been using APA throughout your program, you might have additional questions come up about citing sources or formatting your writing. A good resource to consult is the Purdue Online Writing Lab. Before you begin writing, look through the site to refresh your memory on some of the specific details of APA formatting, especially the pages about general guidelines, in-text citations, and reference lists.

Finalizing Project and Capstone Timeline Check

As you review the course, please notice the timeline for your capstone project. This paced plan will help you stay within the timeline in an effort to complete the course on time. Do you need anything further to finish? What questions about the process do you have? Whatever level of support you need, remember you have a course instructor that is willing and ready to assist you.

Implementation of your Evidence-Based Practice Change, Quality Improvement, or Innovation Project (Project Launch)

Watch the following video: MSN Capstone

Now you are ready to implement your capstone project. You may have already implemented your project directly after completing the field experience, and this is fine. The goal over the next two weeks is to fully implement and launch your planned evidenced-based practice change, quality improvement, or innovation project. Please be sure to monitor the course timeline to pace your implementation toward timely completion. After your project implementation, it is recommended that you complete your project within a 1-2 week timeline in an effort to leave ample time for completion of the associated tasks for this course.

In your field experience course, you designed a complete implementation plan. The plan should serve as guidance for your project implementation. Work collaboratively with your stakeholders and preceptor to ensure your project is off to a great start. As you move through the implementation of your project, take notes, monitor compliance, identify barriers to implementation, and work to determine the response of stakeholders to the change. This is an exciting time as you witness a practice change, quality improvement, or innovation that will improve outcomes.
The evaluation part of your project is an important and integral part of this change. Make sure you are taking notes and keeping accurate records about the process of implementation. This will provide you with sound information as you complete your project and begin writing the final capstone written document.

This topic addresses the following competency:

- **Competency 981.1.1: Capstone**
  The graduate integrates and synthesizes competencies from across the degree program and thereby demonstrates the ability to participate in and contribute value to the chosen professional field.

**Chapters 3-5, and Abstract Development**

In this block of learning you will focus on writing chapters 3, 4, 5, and developing the abstract for your Capstone Final Written document. This is a significant part of the completion of your formal writing for the capstone course. Each chapter is focused on a different aspect of your final capstone project and should be clearly articulated within the Capstone Final Written document.

The writing of your abstract is often the last step in documenting the process. A well-crafted abstract reflects the highlights of the project and provides a concise summary of the capstone project in a manner that engages the reader.

This topic addresses the following competency:

- **Competency 981.1.1: Capstone**
  The graduate integrates and synthesizes competencies from across the degree program and thereby demonstrates the ability to participate in and contribute value to the chosen professional field.

**Writing Self-Check: Let the Writing Begin**

As you begin to organize your thoughts about writing the required chapters, an excellent place to start is with a chapter by chapter outline. Visit Taskstream and review the prompts for each chapter. From here, use the MSN Capstone Template to format your paper. The template models the chapter requirements, according to the APA requirements for overall format and headings. If you have questions about the use of headings, please refer to the most recent edition of the APA Publication Manual for additional guidance. Sometimes headings can be a challenge for students new to writing a scholarly paper. Remember WGU has provided you many resources for success. Contact your course instructor if additional assistance is needed.

Proofreading your work is a very important part of editing. To avoid resubmissions of your work, share your document with a colleague or friend. Another set of eyes reviewing your paper can help
you comply with content requirements and APA formatting. You should also take the time to carefully review your paper. Read your paper out loud to help identify errors that may not have been picked up by spell check.

**Timeline Check: Capstone Progress**

As you move through the first two weeks of the course, evaluate how your capstone project is progressing. By the end of week 2, your project should be completed and you should have all the information you need to begin writing. If your project is still in the implementation stage, it is very important to contact your course instructor so you can develop a new timeline and completion plan. Pay attention to the course timeline as you move toward completion of your capstone project implementation.

**Chapter 3 - Implementation**

Chapter 3 is where you will introduce your implementation plan. In this chapter you will discuss your implementation plan, stages and steps for launch, and the process you have developed to implement your project. This is an exciting chapter because you get to describe your plan for implementation after many weeks of researching and planning the change. Representing a retrospective review of your implementation plan, this chapter should be written in the past tense.

Did you change your original implementation plan? If so, describe the changes you made and the impetus behind the change. The role of stakeholders is significant with any practice change, quality improvement, or innovation project. In this chapter, you will want to identify your stakeholders and discuss the collaborative efforts necessary to realize significant change. What were your actions to promote this collaborative relationship? Did you encounter barriers as you planned or completed your capstone project? How did you overcome the stated barriers?

You will also discuss transprofessional relationships in this chapter. The transprofessional team is developed by the merging of professional boundaries. How did the transprofessional team members contribute to the implementation of your capstone project?

Please remember to check the task prompts in Taskstream before you begin writing to make sure you are covering all the required elements for the completed task.

Complete the following activities for chapter 3:

- Develop an outline for the chapter that is driven by the task prompts.
- Format the writing to comply with APA standards.
- Expand upon your outline as you start your formal writing for this chapter.

**Self-Check: Writing Progress**
How is your writing progressing? Have you outlined your chapter? Are you able to expand on your outline as you write your experience? Do you need additional assistance with this chapter? Remember to utilize the resources available through the WGU Library, Writing Center, and your course instructor.

Chapter 4 - Post Capstone Project Considerations

The focus of your writing for chapter 4 will be on evaluating the implementation process. In an evidence-based project implementation, you want to evaluate the process of the practice change, quality improvement, or innovation. This chapter should be written in the present tense.

When evaluating the processes involved with effecting change in an organization, you will want to focus on defining the processes that changed. Did you implement a new policy, new procedure, develop a new model of care, or define a teaching project? Whatever you planned as part of your process change should be discussed in this chapter. What aspects of your capstone project were successful? Were you able to influence change within your organization? Additionally, how will your capstone project be used to inform or facilitate future evidence-based practice changes, quality improvements, or innovations? You will need to identify aspects of your project that did not go well (or as you had anticipated) and how this will impact future practice changes, quality improvements, or innovation projects within your organization or in other organizations. Discuss whether or not the practice change, quality improvement, or innovation was accepted by the stakeholders. What were the barriers and challenges and how did you overcome them? Discuss the collaborative process necessary to make the project work and how these efforts impacted the overall implementation of your project.

After completing your evaluation, you will want to address the issues of sustainability. Sustainability speaks to the resources necessary to maintain the change. Does your practice change, quality improvement, or innovation require additional fiscal resources, are there accreditation/regulatory issues that must be considered? This is a great time to discuss the level of support needed from the organization in order to sustain the change.

Be creative in the chapter and expand upon the evaluation to include recommendations for future practice changes, quality improvement, or innovation projects. This chapter should demonstrate how well you synthesized your research and translated that research into a viable and reasonable solution to improve outcomes or establish best practices. Finally, discuss whether the organization adopted the change and if there is a roll-out plan that implements your project at some time in the future.

Read the following article:

Complete the following activities for chapter 4:

- Develop an outline for the chapter that is driven by the task prompts.
- Format the writing to comply with APA standards.
- Expand upon your outline as you start your formal writing for this chapter.

**Writing Self-Check**

Congratulations! You should be nearly finished with the writing required for this chapter. One more chapter to write and your project will be complete. Now is the time to review and proofread your writing. Have you already proofread your writing? Have you met with your course instructor to review questions, concerns, or issues you might have with the development of this chapter? Remember, the resources available through WGU are here to help you move through the completion of these writing tasks.

**Timeline Check - Capstone Progress**

At this stage of the course, your project should now be complete and you should have all the information necessary for the final written capstone project. Even if you are a little behind, you can still manage to complete the course within the established timeline. Be sure to meet with your course instructor and work through your timeline in an effort to develop a completion plan for the term end date.

If you are in the midst of writing your chapters, congratulations, you are making excellent progress!

**Abstract**

At the completion of your capstone project, you write your abstract. The writing of an abstract is an important part of your capstone written document because it provides the reader with a summary of your project. An abstract is displayed when someone is searching for scholarly writings on topics like yours. You will want your abstract to be no more than 200 to 250 words, which provides readers with a concise summary of the content of your capstone project. A well-crafted abstract will often compel people to want to read more. When you put together your final document, the abstract will be the first page after the Title Page.

You will develop your abstract after you have completed writing chapters 3 and 4. The information you have in chapters 1, 2, 3, and 4 will serve as useful information as you construct your abstract.

**Chapter 5 - Reflection**

One of the most important considerations of changing practice, implementing a quality improvement, or innovation project is your ability to reflect on the change and what you have learned from the experience. For chapter 5, you are asked to write a reflection on what you have learned in the field experience and capstone courses and discuss how the entire MSN curriculum
prepared you for the assessment and development of your project, planning and implementation of your project, and the evaluation of the process.

For the reflection, you are encouraged to discuss previous coursework in the program that helped you acquire knowledge and skill at the graduate level to translate evidence in the pursuit of a practice change, quality improvement, or innovation. In addition, reflect on how your capstone project allowed for the integration of two of the WGU MSN Program Outcomes.

The WGU Master of Science in Nursing Program Outcomes:

- Employ appropriate patient-care technologies and information management strategies to improve quality care outcomes.
- Integrate clinical reasoning with organizational, patient-centered, culturally appropriate strategies to plan, deliver, and evaluate evidence-based practice.
- Design innovative nursing practices to impact quality outcomes for individuals, populations, and systems congruent with ethical, professional, and legal standards.
- Assemble scientific findings from nursing, biopsychosocial fields, genetics, public health, and organizational sciences for the continual improvement of nursing care across diverse settings.
- Utilize applied research outcomes within the practice setting, navigating and integrating care services across healthcare systems.
- Design organization and leadership systems that promote high quality patient-care delivery and advance life-long learning.
- Construct interprofessional teams to communicate, coordinate, collaborate, and consult with other health professionals to advance a culture of excellence.
- Integrate scientific knowledge including that from genetics and genomics in the continual improvement of nursing care across diverse settings and populations.
- Provide oversight and guidance in the integration of technology to manage care, identify performance measures and standards that improve quality and safety outcomes.

Your reflection is a composite of your personal insight and professional views of your graduate education. It should also include ways that your education can help to inform your future practice and future professional endeavors. While this is reflective work, it is still very important to provide specific details about your MSN education and how the competencies you developed through this program influenced your ability to develop an evidence-based practice change, quality improvement, or innovation project.

As a conclusion to this chapter, you are encouraged to identify plans you have for leading future change within your organization. You should also describe your professional readiness to lead change in a complex health care environment.

Congratulations!

You have completed the writing of your final capstone written document and you are now ready to submit this work for Task 1. Although you will be evaluated on chapters 3, 4, 5, and the abstract for
this task, you will be required to submit your entire paper (including chapters 1 and 2 previously evaluated in the field experience course).

But wait! There are a few more steps you should take before you submit. Be sure your paper is a complete document. Double-check your APA format, spelling, grammar, and punctuation. Here are a few last minutes steps:

- Proofread your work.
- Read your paper out loud.
- Ask a colleague to proofread your work.
- Make the necessary revisions.
- In your last step, be sure your completed document includes the following components in this specific order:
  - Title Page
  - Abstract
  - Table of Contents
  - Chapter 1
  - Chapter 2
  - Chapter 3
  - Chapter 4
  - Chapter 5
  - References
  - Appendices

Follow the prompts above to ensure that your work is ready for submission. There is neither a need nor a reason to rush this submission. What is most important is that you submit a well-organized and thorough document that will meet the task prompts and clearly demonstrates your competency for this course. Good luck!

**Complete: Performance Task 1**

Complete the following task in Taskstream:

- YMT2 Nurse Educator Capstone: Task 1

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

**Professional Recorded Video Presentation**

This is your last learning block in the capstone course and time for you to create and produce a recorded professional multimedia presentation (e.g., PowerPoint, Keynote) through the use of video recording software. You may select your preferred software media format for this recording. However, select a media format that you are familiar with and can be used with little additional training. You are encouraged to use Panopto, YouTube, Google Hangouts, or other slides that can be accessed by your stakeholder group, preceptor, and evaluators.
The professional multimedia presentation provides for the dissemination of your evidenced-based practice change, quality improvement, or innovation project. Share what you have learned through this process and how this project will inform future projects you may conduct. It will also demonstrate your competency to your stakeholders group, preceptor and evaluator. Be sure to review the Task prompts located in Taskstream as you outline and produce your recorded presentation. You are also encouraged to use your Capstone Final Written document as a resource. Successful students report they have used the rubric titles as headings on the PowerPoint slides. This ensures every aspect of the rubric is addressed. Additional slides support the rubric aspects and provide information about your individual capstone project.

As you begin to develop and record your multimedia presentation, speak as if you were having a discussion with your preceptor. Wear professional clothing, clearly articulate your presentation, and offer the opportunity for your audience to ask questions through email.

This topic addresses the following competency:

- **Competency 981.1.1: Capstone**
  
  The graduate integrates and synthesizes competencies from across the degree program and thereby demonstrates the ability to participate in and contribute value to the chosen professional field.

**Practice: Using Panopto**

You will be using the Panopto video recording system. You used the Panopto video platform to record your assessment in the Health Assessment Course. As part of the task requirements, you will submit your recording URL for evaluation.

Panopto instructions and resources are located in the "File Attachments" and "Web Links" sections of the task directions. Contact WGU E-Care for additional support if you have any questions or concerns associated with using Panopto.

When you are ready to use Panopto, go to the following website, log in using your WGU student portal credentials, and download/install the recorder:

- **Panopto**

After you have installed Panopto, you should practice recording yourself giving your presentation until you are confident with your skills using the tool.

**Complete: Performance Task 2**

Complete the following task in Taskstream:

- **YMT2 Nurse Educator Capstone: Task 2 - Presentation**

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

Have you considered applying for national certification? The National League for Nursing (NLN) permits nurse educators that hold a Masters of Science in Nursing with a specialization in Nursing Education to sit for the national CNE exam. Consider visiting the NLN website to learn more about national certification as a nurse educator. Nurses that seek out national certification recognize the importance of certification as a measure to their own professional competency in their specialization.

The Certified Nurse Educator (CNE) designation provides recognition to employers, peers, and students that you are an expert in your selected specialization.

Visit the NLN website to determine your eligibility for the national certification designation.

- Eligibility

Final Steps

Congratulations! You have successfully completed the Nurse Educator Capstone Course. Now is the time to review your Capstone Project and submit it for evaluation.