

NURS-4100: CAPSTONE PROFESSIONAL GROWTH AND HEALTH TRENDS

Cuyahoga Community College

Viewing: NURS-4100 : Capstone Professional Growth and Health Trends

Board of Trustees:

October 2025

Academic Term:

Fall 2026

Subject Code

NURS - Nursing

Course Number:

4100

Title:

Capstone Professional Growth and Health Trends

Catalog Description:

This directed practice provides RN to BSN students with the opportunity to engage in a project-based learning experience within one of three tracks: Nursing Education, Nursing Business/Management, or Nursing Informatics. Students will interview a professional in their chosen track and use insights from that conversation, along with evidence-based research, to develop a relevant and applicable project. The course emphasizes leadership, communication, professional role development, and real-world application of baccalaureate-level competencies.

Credit Hour(s):

4

Other Hour(s):

4

Other Hour Details:

Directed Practice: 75 hours at approved clinical site; Seminar: 3 hours per week (45 hours total)

Requisites

Prerequisite and Corequisite

NURS-3100 Transition to Nursing Practice, NURS-3200 Pathology and Health Assessment, NURS-3300 Holistic Nursing, NURS-3400 Nursing Informatics and Data Driven Care, NURS-3500 Healthcare Policy, Leadership, and Ethics, NURS-3600 Evidence-Based and Safe Nursing Practice, NURS-3700 Community and Global Health Nursing, and NURS-3800 Collaborative Nursing Practice.

Outcomes

Course Outcome(s):

Apply leadership, communication, and critical thinking skills within a selected nursing track.

Objective(s):

1. Demonstrate effective written and communication skills.
2. Demonstrate understanding of leadership and change management principles.

Course Outcome(s):

Collaborate with healthcare professionals to identify real-world challenges and propose a relevant solution.

Objective(s):

1. Identify and obtain approval for an appropriate interviewee.
2. Establish goals and create a preliminary plan for the quality improvement initiative.
3. Identify practice gaps or challenges from data obtained through interviews.
4. Summarize and reflect on key insights gained.
5. Identify potential issues or opportunities to explore for the final project.
6. Determine the stakeholders involved and their influence on the identified practice improvement initiative.

Course Outcome(s):

Integrate evidence-based practice and current literature into the development of a track-specific nursing initiative.

Objective(s):

1. Interpret interview data to prioritize the most significant practice gap.
2. Evaluate evidence supporting the proposed intervention, plan, or tool.
3. Analyze literature for gaps, trends, or needs relevant to the chosen focus area.
4. Develop evidence-based interventions addressing the identified need.
5. Integrate literature to support proposed intervention.
6. Apply principles of quality improvement and evidence-based practice.

Course Outcome(s):

Design a practical, track-appropriate practice improvement initiative.

Objective(s):

1. Formulate a clear problem statement for a quality improvement initiative.
2. Synthesize project data and conclusions to highlight the significance and impact of the quality improvement initiative.
3. Synthesize evidence and stakeholder input.

Course Outcome(s):

Demonstrate effective professional presentation skills incorporating clear communication, confidence, and audience engagement techniques.

Objective(s):

1. Develop presentation skills to effectively communicate project purpose, evidence base, implementation plan, and anticipated outcomes to a professional audience.
2. Integrate peer feedback into the final draft of the quality improvement project.

Course Outcome(s):

Demonstrate professional growth and insight through self-reflection and engagement with stakeholders.

Objective(s):

1. Reflect on interprofessional collaboration opportunities in the project setting.
2. Demonstrate the ability to provide constructive feedback to peers to support professional growth and improvement of quality improvement initiatives.

Methods of Evaluation:

1. Discussion Boards
2. Written Assignments
3. Presentations

Course Content Outline:

1. Orientation and planning
 - a. Establishing goals
 - b. Selecting interviewee(s)
 - c. Creating preliminary plan
2. Conducting the interview
 - a. Identification of practice gaps or challenges based on interview results
 - b. Reflection on key insights gained
 - c. Identifying potential issues and opportunities for final project
3. Topic exploration and evidence search
 - a. Interpretation of interview data
 - b. Prioritizing most significant practice gap
 - c. Evaluating evidence for support of proposed intervention, plan or tool
 - d. Analyzing literature for gaps, trends, or needs relevant to chosen focus area
4. Developing practice improvement proposal
 - a. Formulating clear problem statement
 - b. Developing evidence-based interventions
 - c. Integrating supportive literature
 - d. Developing effective communications about proposal
5. Leadership and stakeholder engagement
 - a. Stakeholders and their influence on improvement proposal
 - b. Leadership and change management principles
 - c. Interprofessional collaboration opportunities within project
6. Drafting proposal, peer presentation, and feedback
 - a. Synthesizing evidence and stakeholder input
 - b. Quality improvement principles related to proposal
 - c. Evidence-based practice methods related to proposal
 - d. Synthesizing project data and conclusions
 - e. Highlighting significance and impact of quality improvement initiative
 - f. Providing constructive feedback to peers
7. Preparing for site presentation
 - a. Developing effective project presentation skills
 - b. Integration of peer feedback into final project draft
8. Site presentation
 - a. Articulate need, evidence-base and proposed solutions
 - b. Interdisciplinary audience
 - c. Review feedback from site
9. Submission and reflection
 - a. Evaluation of practicum experience
 - b. Evaluation of professional growth
 - c. Application of experience to future nursing practice

Religious Accommodation

Before reviewing the course schedule, students should carefully review the following religious accommodation policy and other required instructional policies:

Religious Accommodation:

Students seeking an accommodation for absences permitted under Ohio's Testing Your Faith Act must provide the instructor with written notice of the specific dates for which the student requires an accommodation and must do so not later than fourteen (14) days after the first day of instruction. Please submit requests for accommodations at this link: <https://portal2.tri-c.edu/ReligiousAccommodation/> Religious Accommodation Form. Students with questions about their religious accommodations under Ohio's Testing Your Faith Act may contact the College's Office of General Counsel and Legal Services by phone at 216.987.4856 or via email at legal@tri-c.edu.

Other Required Instructional Policies:

<https://www.tri-c.edu/student-resources/curriculum/documents/syllabus-part-b.pdf>

Weekly Schedule

	Topics
Week 1	Orientation and Planning
Week 2	Orientation and Planning
Week 3	Conducting the Interview
Week 4	Conducting the Interview
Week 5	Topic Exploration & Evidence Search
Week 6	Topic Exploration & Evidence Search
Week 7	Developing Practice Improvement Proposal
Week 8	Developing Practice Improvement Proposal
Week 9	Leadership and Stakeholder Engagement
Week 10	Leadership and Stakeholder Engagement
Week 11	Drafting the Proposal
Week 12	Drafting the Proposal
Week 13	Peer Presentation and Feedback
Week 14	Preparing for Site Presentation
Week 15	Site Presentation
Week 16	Submission and Reflection

The Course Schedule is subject to change due to pedagogical needs, instructor discretion, parts of term, and unexpected events.

Required/Recommended Readings

Connor, L., Dean, J. McNett, M., & Tydings, D.M. (2023). Evidence-based practice improves patient outcomes and healthcare system return on investment: Findings from a scoping review. *Worldviews on Evidence-Based Nursing*, 20(1), 6- 15. <https://doi.org/10.1111/wvn.12621>

Drew, J.R., & Pandit, M. Why healthcare leadership should embrace quality improvement. *BMJ*, 368, m872. doi: 10.1136/bmj.m872

In addition, students will select peer reviewed articles related to their selected project.

Additional Resources for the Instructor

Connor, L., Dean, J. McNett, M., & Tydings, D.M. (2023). Evidence-based practice improves patient outcomes and healthcare system return on investment: Findings from a scoping review. *Worldviews on Evidence-Based Nursing*, 20(1), 6- 15. <https://doi.org/10.1111/wvn.12621>

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