

Enhancing Nursing Practice Through Research and Technology: A Guide to NURS FPX 4035 and NURS FPX 4045 Assessments

In modern healthcare, nurses are expected to be not only caregivers but also researchers, educators, and tech-savvy professionals. Capella University's RN-to-BSN program offers courses like NURS FPX 4035 and NURS FPX 4045 to help nursing students meet these expectations. These courses are designed to strengthen evidence-based practice (EBP) skills and promote the use of technology in nursing care. The assessments within these courses guide students in research evaluation, evidence implementation, stakeholder communication, and informatics application.

In this blog post, we will explore five key assignments—NURS FPX 4035 Assessment 1, NURS FPX 4035 Assessment 2, NURS FPX 4035 Assessment 3, NURS FPX 4035 Assessment 4, and NURS FPX 4045 Assessment 1—explaining their goals and how students can approach them effectively.

NURS FPX 4035 Assessment 2: Determining the Credibility of Evidence and Resources

Once research sources are located, it's important to assess their credibility. NURS FPX 4035 Assessment 2 requires students to evaluate a scholarly article based on its research quality, methodology, and relevance to nursing practice.

To succeed in this assessment, students should:

- Review the article's authorship, publication source, sample size, data collection method, and conclusions.
- Identify potential biases and limitations.
- Determine how well the findings apply to patient care.
- Reflect on how this evidence supports clinical improvements.

This task cultivates critical appraisal skills and encourages students to use only the most reliable evidence in their practice. A deeper look into this assignment is available on the [NURS FPX 4035 Assessment 2](#) resource page.

NURS FPX 4035 Assessment 1: Locating Credible Databases and Research

The foundation of evidence-based practice is the ability to locate and evaluate high-quality research. NURS FPX 4035 Assessment 1 focuses on this critical skill. Students are tasked with identifying reliable research databases and selecting peer-reviewed articles relevant to a specific clinical issue.

In this assignment, students:

- Choose a nursing practice concern (e.g., hospital readmissions, infection control).
- Explore databases like CINAHL, PubMed, or Cochrane Library.
- Evaluate the reliability and applicability of selected sources.
- Justify the use of each database and research article.

This assignment builds research literacy and ensures nurses can make informed clinical decisions. To explore more about how to tackle this task, visit the [NURS FPX 4035 Assessment 1](#) page.

NURS FPX 4035 Assessment 3: Evidence-Based Practice Performance Improvement Plan

The third assessment, NURS FPX 4035 Assessment 3, focuses on using evidence to improve clinical performance and outcomes. Students are required to develop a performance improvement plan that applies the evidence they've researched to address a specific practice issue.

This assignment involves:

- Choosing a clinical issue (e.g., patient falls, medication administration errors).
- Designing a performance improvement initiative supported by research findings.
- Identifying measurable goals, stakeholder involvement, and implementation steps.
- Including a timeline and evaluation metrics.

This task emphasizes the practical application of evidence in real-world settings, helping students understand how EBP drives quality improvement. You can find structured support on how to develop this plan on the [NURS FPX 4035 Assessment 3](#) page.

NURS FPX 4035 Assessment 4: Stakeholder Presentation

NURS FPX 4035 Assessment 4 challenges students to develop a professional presentation aimed at healthcare stakeholders. This assignment focuses on translating research into actionable change through effective communication.

To complete this assignment, students must:

- Create a concise and persuasive presentation using the performance improvement plan from Assessment 3.
- Identify the target audience (e.g., hospital leadership, department managers, nursing teams).
- Highlight the benefits, challenges, and projected outcomes of the proposed change.
- Use visuals, charts, and professional language to enhance impact.

This assignment strengthens public speaking and leadership communication skills, preparing nurses to lead change within their organizations. For tools and templates, refer to the [NURS FPX 4035 Assessment 4](#) resource.

NURS FPX 4045 Assessment 1: Nursing Informatics in Health Care

In the digital age, technology plays a pivotal role in delivering safe and effective patient care. NURS FPX 4045 Assessment 1 explores the integration of informatics into nursing practice. This assessment asks students to identify a healthcare issue that can be improved with informatics tools and propose a solution.

Key elements of this task include:

- Selecting a clinical issue (e.g., medication reconciliation, electronic health records, patient monitoring).
- Evaluating the role of nursing informatics in addressing the issue.
- Recommending a technological solution and explaining how it improves outcomes.
- Considering challenges such as staff training, patient privacy, and data accuracy.

This assignment highlights the importance of being technologically literate in modern healthcare systems. To learn how to structure this assignment, visit the [NURS FPX 4045 Assessment 1](#) page.

Final Thoughts: Integrating Research and Technology for Better Care

The NURS FPX 4035 and NURS FPX 4045 courses are designed to equip nursing students with the tools to lead evidence-based and technology-enhanced care. Each assessment—whether it involves finding credible

research in NURS FPX 4035 Assessment 1, evaluating it in NURS FPX 4035 Assessment 2, developing a plan in NURS FPX 4035 Assessment 3, presenting findings in NURS FPX 4035 Assessment 4, or integrating technology in NURS FPX 4045 Assessment 1—plays a vital role in shaping the modern nurse.

By mastering these assessments, nursing students become confident in using research and informatics to solve clinical problems, advocate for change, and lead high-performing teams. These skills are not only essential for academic success but also for delivering safe, effective, and patient-centered care in an increasingly complex healthcare landscape.