

Mastering the Capella RN-to-BSN Journey: Navigating NURS FPX 6100 and 6108 Assessments

The RN-to-BSN journey at Capella University is both challenging and rewarding. For many students, the key to success lies in understanding the structure and expectations of each course module. Among the most pivotal components of this program are the assessments within **NURS FPX 6100** and **NURS FPX 6108**. These assessments are designed not only to evaluate a student's theoretical knowledge but also their ability to apply evidence-based practices in clinical and administrative settings. In this blog, we will walk through **NURS FPX 6100 Assessment 2**, **Assessment 3**, and **Assessment 4**, as well as the comprehensive **NURS FPX 6108 Assessment 4**, offering insights, tips, and strategies to help you succeed.

Understanding the Structure of NURS FPX 6100

Before diving into each assessment, it's important to understand the broader objective of the [NURS FPX 6108 Assessment 4](#) course, officially titled *Leading People, Processes, and Organizations in Interprofessional Practice*. This course focuses on leadership, collaboration, communication, and systems management in nursing. As students work through each assessment, they refine their ability to implement change and foster high-performing teams in healthcare environments.

NURS FPX 6100 Assessment 2: Identifying the Problem and Gap

In **Assessment 2**, students are expected to identify a healthcare issue within their organization or a setting they are familiar with. The task requires in-depth research, problem identification, and an exploration of gaps in practice. Success in **NURS FPX 6100 Assessment 2** begins with selecting a topic that is both relevant and evidence-rich.

Key Strategies:

- **Choose a specific, measurable issue.** For example, medication administration errors or patient falls.
- **Collect baseline data.** Use credible sources, such as institutional reports or peer-reviewed journals.
- **Define the gap.** Clearly articulate the difference between current practices and best practices.
- **Use evidence.** Support your claims with research that shows why addressing this gap is essential.

By laying a strong foundation in Assessment 2, students set themselves up for success in the later stages of the course.

NURS FPX 6100 Assessment 3: Solutions and Interventions

After identifying the gap, **Assessment 3** challenges students to propose a sustainable [NURS FPX 6100 Assessment 2](#) solution. In **NURS FPX 6100 Assessment 3**, the focus shifts from problem identification to planning and implementation. This is where leadership theories and interprofessional collaboration models come into play.

Key Strategies:

- **Base interventions on evidence-based practices.** Don't reinvent the wheel—leverage proven strategies.
- **Incorporate SMART goals.** Specific, Measurable, Achievable, Relevant, and Time-bound objectives help guide your intervention.
- **Engage stakeholders.** Consider the role of nurses, physicians, administrators, and patients in your plan.
- **Align with organizational goals.** Your intervention should reflect the mission and values of your healthcare setting.

A strong Assessment 3 submission demonstrates critical thinking, practical planning, and a clear path toward quality improvement.

NURS FPX 6100 Assessment 4: Leadership and Change Management

Assessment 4 in NURS FPX 6100 is where theory meets practice. This final piece builds upon the previous assessments and focuses on leadership strategies for managing change. In **NURS FPX 6100 Assessment 4**, students must reflect on [NURS FPX 6100 Assessment 3](#) their leadership style, evaluate team dynamics, and formulate a comprehensive change management plan.

Key Strategies:

- **Apply leadership theories.** Use models such as transformational leadership, servant leadership, or the LEADS framework.
- **Demonstrate self-awareness.** Reflect on your strengths and weaknesses as a leader.
- **Highlight communication and collaboration.** Successful change hinges on your ability to communicate the vision effectively.

- **Measure outcomes.** Define how you will track success and adapt strategies when needed.

This assessment encapsulates the core goals of the course: to develop nurse leaders who can drive change in complex healthcare systems.

Transitioning to NURS FPX 6108: Leading Quality and Safety

Once you have mastered NURS FPX 6100, the next major challenge is titled *Leading Quality and Safety in Nursing Practice*. This course zeroes in on patient safety, risk management, and quality improvement processes. It takes the leadership skills developed in 6100 and applies them to the safety and quality dimensions of care.

NURS FPX 6108 Assessment 4: The Final Project

Assessment 4 in NURS FPX 6108 is often considered the capstone of the quality and safety learning experience. This assessment asks students to propose, implement, and evaluate a quality improvement initiative. Unlike earlier assessments [NURS FPX 6100 Assessment 4](#) expects a full-circle approach: identifying an issue, proposing solutions, executing the change, and evaluating results.

Key Strategies:

- **Integrate course concepts.** Use frameworks like PDSA (Plan-Do-Study-Act), Six Sigma, or Root Cause Analysis.
- **Use real data.** Whenever possible, apply real clinical metrics or hypothetical case scenarios.
- **Anticipate barriers.** Demonstrate your understanding of potential challenges and your plan to overcome them.
- **Provide measurable results.** Evaluation is key—define how success is measured and sustained.

This assessment is your opportunity to showcase everything you've learned about improving patient outcomes through evidence-based practice and collaborative leadership.