

# RN-BSN Student Outcome Results



<p>SLO 1: Integrate knowledge and skills from a solid base in liberal education to provide holistic care across the lifespan in a variety of settings</p>	<ul style="list-style-type: none"> <li>▪ <b>RN to BSN Students:</b> Clinical observation under the supervision of preceptor and course faculty in clinical courses. Demonstrates holistic care during the clinical observation experience.</li> <li>▪ <b>Faculty:</b> Model practice and behaviors of holistic care; Uses established facility policy and procedures and assists the student to become familiar with them; Provides resources to student for provision of nursing care; Provides materials for the experience; Orientates the preceptor and the student to the expectations of the experience; Provide support to preceptor and student as needed throughout the experience using cell phone and onsite visits.</li> </ul>
<p>SLO 2: Use knowledge and skills in nursing leadership and quality improvement to promote health and disease prevention for individuals, families, and communities.</p>	<ul style="list-style-type: none"> <li>▪ <b>RN to BSN Student:</b> Participates in Leadership and Community Health classes and projects; Discusses importance and different types of leadership for nurses; Uses online resources to evaluate community and assess needs; Completes S-L project and Capstone project based on research and community needs.</li> <li>▪ <b>Faculty:</b> Assists student to learn appropriate delegation and communication within the health care team; Evaluates the student on a daily and a summative basis; Guides student in the selection of increasingly complex nursing activities to meet course objectives; Provides support and guidance as well as evaluation of the student and the preceptor experience; Evaluates S-L, Community, and Quality Improvement projects; Serve as role model, facilitator, and consultant.</li> </ul>
<p>SLO 3: Formulate clinical judgments supported by evidence-based practice from nursing science in the delivery of safe professional nursing care.</p>	<ul style="list-style-type: none"> <li>▪ <b>RN to BSN Students:</b> Use appropriate resources to facilitate quality care and safety for patients; Chooses service-learning project based on community assessment and research and presents a patient education project to community partner; Chooses Capstone project for quality improvement based on research.</li> <li>▪ <b>Faculty:</b> Support preceptor in their role; Facilitate Quality Improvement /S-L/ Capstone projects based on research; Debate and discuss trends and issues in the profession; Provide</li> </ul>

	<p>feedback to the student to promote safe, effective, professional practice; Evaluate clinical journals and clinical performance for clinical judgment and safe, professional nursing care.</p>
<p>SLO 4: Incorporate knowledge and skills in information management and patient care technology in the delivery of competent patient care.</p>	<ul style="list-style-type: none"> <li>▪ <b>RN to BSN Student:</b> Maintain HIPAA in all clinical settings; Explore new information technologies and use appropriate technologies in class presentations, data collection, and patient teaching projects.</li> <li>▪ <b>Faculty:</b> Facilitate the exploration of and use of informational technology in class projects, presentations, and research.</li> </ul>
<p>SLO5: Demonstrate knowledge of health care policies, finance and regulatory environments and their influence the nature and functioning of the healthcare system.</p>	<ul style="list-style-type: none"> <li>▪ <b>RN to BSN Student:</b> Advocate for self when faced with a learning need; Advocate for vulnerable clients in areas such as finances, access to health services, knowledge deficits, safety, psychosocial well-being, etc.; Select a project topic and create a presentation on an aspect of care from the clinical setting that has a basis in safety or quality care and is evidence-based for S-L project and Capstone project. Reflects on health care policies and regulation in discussion posts and projects.</li> <li>▪ <b>Faculty:</b> Assists the student in identifying a project that will promote health and or safety for clients. Likewise, course faculty establish methods to ensure quality indicators while delivering care; review and approve Quality Improvement/S-L projects/Capstone project topics, and facilitate implementation as appropriate within clinical sites. Furthermore, faculty provide students with community involvement opportunities outside of required S-L activities. Encourage advocacy for health policy through assignments, mock experiences, and pertinent legislative issues; Confers with the student to promote autonomy in practice;</li> </ul>
<p>SLO 6: Exhibit professionalism and respect for patients, families, and colleagues through communication and collaboration of care</p>	<ul style="list-style-type: none"> <li>▪ <b>RN to BSN Student:</b> Meets objects for each class and clinical observation experiences; Reflects upon personal growth in discussions and journal entries; reflects upon future education plans with faculty input.</li> <li>▪ <b>Faculty:</b> Encourages student to broaden view of nursing and future opportunities. Facilitates discussion of graduate school.</li> </ul>

<p>SLO 7: Provide leadership and understanding of community health resources in health promotion and disease prevention at the individual and population levels.</p>	<ul style="list-style-type: none"> <li>▪ <b>RN to BSN Student:</b> Assess community needs and community resources and develop a S-L teaching project in conjunction with a community partner to address these needs. Research community needs via appropriate websites, such as CDC, to evaluate community needs and find teaching resources. Present results of project to class and in Service-Learning Symposium as a poster.</li> <li>▪ <b>Faculty:</b> Assist students to evaluate community needs, guide students to appropriate websites for research and community resources as needed. Encourage students to communicate with community partners and appropriate community resources. Evaluate teaching presentations, and poster submissions and poster presentations at the S-L Symposium.</li> </ul>
<p>SLO 8: Prepared to provide safe care for patients of increasing complexity with variations of treatment and health care resources across the continuum of healthcare environments.</p>	<ul style="list-style-type: none"> <li>▪ <b>RN to BSN Student:</b> Exhibits broader understanding of the role of the professional nurse in health care environments and the community; exhibits understanding of the role of evidence-based practice and how to evaluate research to improve patient and community care.</li> <li>▪ <b>Faculty:</b> Assists student to learn appropriate delegation and communication within the health care team; Evaluates the student on a daily and a summative basis; Guides student in the selection of increasingly complex nursing activities to meet course objectives; Provides support and guidance as well as evaluation of the student and the preceptor experience; Serve as role model, facilitator, and consultant.</li> </ul>