#### NRS-493 Individual Success Plan

**REQUIRED PRACTICE HOURS: 100 Direct Clinical Experience (50 hours community/50 hours leadership) – 25 Indirect Clinical Experience Hours.**

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| **P**  **R**  **A**  **C**  **T**  **I**  **C**  **E**  **E**  **X**  **P**  **E**  **R**  **I**  **E**  **N**  **C**  **E** | **Complete Contact Information** | | |
| **Student Information** | **GCU** | |
| Name: |  | |
| E-mail: |  |  |
| Phone Number: |  |  |
| **Course Faculty Information** | **GCU** | |
| Name: |  | |
| E-mail: |  |  |
| Phone Number: |  |  |
| **Practicum Preceptor Information** | **Practice Setting** | |
| Name: |  | |
| E-mail: |  |  |
| Phone Number: |  |  |

**ISP Instructions**

Use this form to develop your Individual Success Plan (ISP) for NRS-493, the Professional Capstone and Practicum course. An individual success plan maps out what you, the RN-to-BSN student, needs to accomplish in order to be successful as you work through this course and complete your overall program of study. You will also share this with your preceptor at the beginning and end of this course so that he or she will know what you need to accomplish.

In this ISP, you will identify all of the objectives and assignments relating to the 100 direct clinical practice experience hours and the 25 indirect clinical practice hours you need to complete by the end of this course. Use this template to specify the date by which you will complete each assignment. Your plan should include a self-assessment of how you met all applicable GCU RN-to-BSN Domains & Competencies (see Appendix A).

## General Requirements

Use the following information to ensure successful completion of each assignment as it pertains to deliverables due in this course:

* **Use the Individual Success Plan** to develop a personal plan for completing your clinical practice experience hours and self-assess how you will meet the GCU RN-to-BSN University Mission Critical Competencies *and* the Programmatic Domains & Competencies (Appendix A) related to that course.

Show all of the major deliverables in the course, the topic/course objectives that apply to each deliverable, and lastly, align each deliverable to the applicable University Mission Critical Competencies and the course-specific Domains and Competencies (see Appendix A).

*Completing your ISP does not earn clinical practice experience hours, nor does telephone conference time, or time spent with your preceptor.*

* **Within the Individual Success Plan,** ensure you identify all graded course assignments and indirect clinical assignments listed in the table on the next page.

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| **Topic** | **Graded Assignment** | **Indirect Clinical Assignments** |
| Topic 1 | 1. Individual Success Plan 2. Reflection Journal Entry | 1. List of potential topics for the change proposal |
| Topic 2 | 1. Topic Selection Approval Paper 2. Reflection Journal Entry | 1. Search the literature for supporting journal articles 2. Summary of topic category; community or leadership |
| Topic 3 | 1. PICOT Question Paper 2. Reflection Journal Entry | 1. List of objectives |
| Topic 4 | 1. Literature Evaluation Table 2. Reflection Journal Entry | 1. List of measurable outcomes |
| Topic 5 | 1. Reflection Journal Entry | 1. Summary of the strategic plan 2. Midterm Evaluation Tool |
| Topic 6 | 1. Literature Review Table 2. Reflection Journal Entry | 1. List of resources |
| Topic 7 | 1. Reflection Journal Entry | 1. Summary of the evaluation plan 2. Remediation-if required |
| Topic 8 | 1. Benchmark Written Capstone Project Change Proposal 2. Reflection Journal Entry |  |
| Topic 9 | 1. Reflection Journal Entry | 1. Professional Presentation |
| Topic 10 | 1. Finalized ISP 2. Scholarly Activity Summary 3. Benchmark-Reflection Journal Summary | 1. Summary of presentation 2. Final Clinical Evaluation Tool 3. Practice Clinical Evaluation Tool-Agency 4. Practice Clinical Evaluation Tool-Preceptor |

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| **Application-based Learning Course Assignments** | **List of Current Course Objectives** | **Assignment**  **Date Due** | **Self-Assessment:**  **Programmatic Domains & Competencies**  **(see Appendix A)** | **Self-Assessment:**  **GCU RN-to-BSN**  **University Mission Critical Competencies**  **(see Appendix A)** | **Date**  **Assignment**  **Completed** |
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***By typing in his/her signature below, the student agrees to have read, understood, and be accountable for the instructions, assignments, and hours shown above and that all questions have been satisfactorily answered by the faculty.***

***Preceptors will sign upon initial receipt and at the end of the course to confirm that assignments have been complete with your guidance.***

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| --- | --- |
| **Student Signature** | |
| Name: |  |
| Date: |  |
| **Preceptor Signature [Upon Initiation of Course]** | |
| Name: |  |
| Date: |  |
| **Preceptor Signature [Upon Completion of Course]** | |
| Name: |  |
| Date: |  |

**APPENDIX A:**

***GCU RN-to-BSN Domains & Competencies***

1. **University’s Mission Critical Competencies**

### How does this Individual Success Plan support the GCU Mission?

**MC1: Effective Communication:** Therapeutic communication is central to baccalaureate nursing practice. Students gain an understanding of their ethical responsibility and how verbal and written communication affects others intellectually and emotionally. Students begin to use nursing terminology and taxonomies within the practice of professional and therapeutic communication. Courses require students to write scholarly papers, prepare presentations, develop persuasive arguments, and engage in discussion that is clear, assertive, and respectful.

**MC2: Critical Thinking:** Courses require students to use critical thinking skills by analyzing, synthesizing, and evaluating scientific evidence needed to improve patient outcomes and professional practice.

**MC3: Christian Worldview:** Students will apply a Christian worldview within a global society and examine ethical issues from the framework of a clearly articulated system of professional values. Students will engage in discussion of values-based decisions made from a Christian perspective.

**MC4:** **Global Awareness, Perspectives, and Ethics:** The concept of global citizenship is introduced to baccalaureate students in the foundational curriculum. Some courses will focus on the human experience across the world health continuum. The World Health Organization (WHO) definitions of health, health disparities, and determinants of health are foundational to nursing practice.

**MC5: Leadership:** Students are required to develop skills and knowledge associated with their professional role. Courses require students to develop self-leadership skills such as time management, setting priorities, self-control, and evaluation of their abilities and performance.

1. **Domains and Competencies**

***How does this Individual Success Plan support the Program Domains and Competencies?***

### Domain 1: Professional Role

Graduates of Grand Canyon University’s RN-BSN program will be able to incorporate professional values to advance the nursing profession through leadership skills, political involvement, and life-long learning.

**Competencies:**

**1.1:** Exemplify professionalism in diverse health care settings.

**1.2:** Manage patient care within the changing environment of the health care system.

**1.3:** Exercise professional nursing leadership and management roles in the promotion of patient safety and quality care.

**1.4:** Participate in health care policy development to influence nursing practice and health care.

**1.5:** Advocate for autonomy and social justice for individuals and diverse populations.

### Domain 2: Theoretical Foundations of Nursing Practice

Graduates of Grand Canyon University’s RN-BSN program will have acquired a body of nursing knowledge built on a theoretical foundation of liberal arts, science, and nursing concepts that will guide professional practice.

Competencies:

**2.1:** Incorporate liberal arts and science studies into nursing knowledge.

**2.2:** Comprehend nursing concepts and health theories.

**2.3:** Understand and value the processes of critical thinking, ethical reasoning, and decision making.

### Domain 3: Nursing Practice

Graduates of Grand Canyon University’s RN-BSN program will be able to utilize the nursing process to provide safe quality care based on nursing best practices.

**Competencies:**

**3.1:** Utilize the nursing process to provide safe and effective care for patients across the lifespan

**3.2:** Implement patient care decisions based on evidence-based practice.

**3.3:** Provide individualized education to diverse patient populations in a variety of health care settings.

**3.4:** Demonstrate professional standards of practice.

### Domain 4: Communication/Informatics

Graduates of Grand Canyon University’s RN-BSN program will be able to manage information and technology to provide safe quality care in a variety of settings. In addition, graduates will be able to communicate therapeutically and professionally to produce positive working relationships with patients and health care team members.

**Competencies:**

**4.1:** Utilize patient care technology and information management systems.

**4.2:** Communicate therapeutically with patients.

**4.3:** Promote interprofessional collaborative communication with health care teams to provide safe and effective care.

### Domain 5: Holistic Patient Care

Graduates of Grand Canyon University’s RN-BSN program will be able to provide holistic individualized care that is sensitive to cultural and spiritual aspects of the human experience.

**Competencies:**

**5.1:** Understand the human experience across the health-illness continuum.

**5.2:** Assess for the spiritual needs and provide appropriate interventions for individuals, families, and groups.

**5.3:** Provide culturally sensitive care.

**5.4:** Preserve the integrity and human dignity in the care of all patients.