

BACHELOR OF SCIENCE IN NURSING PROGRAM (BSN)

Purpose

The purpose of the baccalaureate in nursing program is to prepare nurse generalists to be providers, designers, leaders, managers, and coordinators of care as well as accountable members of the nursing profession and to pursue professional and graduate level education.

Three options for a BSN degree are offered by the UNMC College of Nursing.

BSN Options

In the BSN program, the UNMC College of Nursing offers two pre-licensure options and a post-licensure option.

- Bachelor of Science in Nursing – Traditional (<http://catalog.unmc.edu/nursing/program-information/nursing-program-bsn/tbsn/>) (pre-licensure): A 4-semester program over two years with no summer classes. All College of Nursing divisions offer the traditional program with a fall start, and the Kearney, Lincoln and Omaha divisions also offer a spring program start.
- Bachelor of Science in Nursing – Accelerated (<http://catalog.unmc.edu/nursing/program-information/nursing-program-bsn/absn/>) (pre-licensure): An intense 12-month program for excellent students with a bachelor's degree in another field.
- Registered Nurse to Bachelor of Science in Nursing (<http://catalog.unmc.edu/nursing/program-information/nursing-program-bsn/rnbsn/>) (post-licensure): An online advancement program for current registered nurses (RNs) with an Associate Degree in Nursing (ADN) or a Diploma in Nursing. Full-time or part-time options.

NCLEX – Graduates of either of the two pre-licensure options are eligible to apply to take the NCLEX-RN examination.

Outcomes and Essentials

Program purpose and outcomes are the same for the Accelerated BSN and RN-to-BSN programs but those programs proceed on different schedules, with different learning strategies, for different levels of student (bachelor-degreed students for Accelerated BSN program and registered nurses for RN-to-BSN program).

The semester objectives are keyed to baccalaureate curriculum essentials set forth by the American Association of Colleges of Nursing (AACN) as shown in the first column.

BSN Program Learning Outcomes

1. Integrate life-long learning strategies to support a spirit of inquiry with an innovative mindset to construct clinical judgment in nursing practice.
2. Analyze systems within organizations and disseminate recommendations to promote safe and quality health care.
3. Integrate ethical evidence-based practice process to improve nursing practice and health care outcomes.

4. Analyze data from technology and information systems to enhance decision-making in health care delivery systems.
5. Advocate for development, application and change of policy to promote quality, cost-effective, equitable, and inclusive care.
6. Use intra-, para-, and inter-professional communication and collaboration to promote care coordination for safe, quality patient care.
7. Promote optimal health and prevent injury and disease across the lifespan in complex situations for diverse individuals and populations.
8. Exhibit professional and ethical behaviors as an individual, leader, and a member of multidisciplinary teams.
9. Assume accountability for compassionate, competent, holistic, high-quality person-centered nursing across diverse care settings.
10. Consider determinants of health while advocating for social justice to promote health and well-being for all.
11. Embody commitment to personal and professional health and well-being.

Semester Objectives

The grid below shows the objectives progression for the **Traditional BSN** program spanning 4 semesters (2 years).

AACN Essential	Semester 1	Semester 2	Semester 3	Semester 4
I.	Demonstrate beginning elements of clinical reasoning by incorporating previous and emerging knowledge.	Demonstrate emerging, individualized clinical reasoning that reflects a spirit of inquiry and life-long learning.	Formulate sound clinical judgment by incorporating previous and emerging information informed by a spirit of inquiry.	Integrate life-long learning strategies to support a spirit of inquiry with an innovative mindset to construct clinical judgment in nursing practice. (1) (2) (3)
II.	Demonstrate the concepts of safety and quality while considering the recipient of care within a larger health care delivery system.	Implement interventions that reflect safe, quality care for individuals and their families in health care delivery systems.	Demonstrate the provision, coordination, and evaluation of safe and quality health care with individuals, groups, and populations in diverse settings.	Analyze systems within organizations and disseminate recommendations to promote safe and quality health care. (5) (7)

III.	Describe the relationship between evidence-based practice and nursing care.	Apply evidence-based practice interventions when providing care to individuals and families.	Deliver optimal nursing care using evidence-based interventions for individuals, families, and populations.	Integrate ethical evidence-based practice process to improve nursing practice and health care outcomes. (1) (2) (3) (4)	VII.	Demonstrate primary and secondary prevention in promoting optimal health with diverse individuals across the life span.	Use primary secondary, and tertiary prevention strategies to promote well-being for individuals and families across the life span.	Utilize the elements of nursing process to implement all levels of prevention to promote well-being for individuals and populations.	Promote optimal health and prevent injury and disease across the lifespan in complex situations for diverse individuals and populations. (2) (3) (6)
IV.	Demonstrate knowledge and use of selected technology in health care systems.	Use patient care technologies and information systems to promote a safe practice environment.	Utilize appropriate information technology tools to assist in the care of individuals and defined populations.	Analyze data from technology and information systems to enhance decision-making in health care delivery systems. (5) (7) (8)	VIII.	Describe the roles, functions, and ethical principles of the professional nurse.	Contemplate ethical ambiguities in person-centered care and respond with professional behaviors.	Demonstrate professional leadership, identity and values, incorporating ethical and regulatory considerations.	Exhibit professional and ethical practice as an individual, leader and member of multidisciplinary teams. (9) (10)
V.	Recognize the existence and importance of policies in nursing practice.	Describe the relationship of regulations and policies in the delivery of equitable, accessible care.	Analyze the role of nurses in shaping policies, finance, and regulatory environments in health care.	Advocate for development, application and change of policy to promote quality, cost-effective, equitable, and inclusive care. (5) (7)	IX.	Perform safe, compassionate nursing care while demonstrating personal accountability.	Implement nursing process in the provision of safe, effective nursing care for individuals and families.	Apply nursing process and standards for delivery of holistic care with individuals and populations.	Assume accountability for compassionate, competent, holistic, high-quality person-centered nursing across diverse care settings. (2) (3)
VI.	Apply therapeutic communication skills with individuals throughout health care settings.	Express effective communication with health care professionals and teams to meet the needs of individuals and families.	Demonstrate professional nurse behaviors that enhance communication and collaboration with stakeholders to achieve optimal health outcomes in individuals and populations.	Execute consistent intra-, para- and inter-professional communication and collaboration to promote care coordination for safe, quality patient care. (5) (6) (9)	X.	Identify determinants of health and how they impact individual's health.	Incorporate the determinants of health in planning care for individuals and families.	Apply knowledge of the relationship between population and individual data to make informed care decisions.	Consider determinants of health while advocating for social justice to promote health and well-being for all. (2) (3)
					XI.	Identify components of personal well-being and health.	Examine barriers and facilitators related to personal well-being.	Incorporate resources to improve personal health and well-being.	Embody commitment to personal and professional health and well-being. (9) (10)

For program outcomes and semester objectives prior to fall 2024, please visit the archived catalog for the academic year the student started in the program.