Southwest University BSN/MSN Post Licensure Practicum and Field Experience Project Manual

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2025-2026

Southwest University

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Mission Statement

The mission of Southwest University at El Paso is to provide exceptional career and technical training, promote intellectual growth, critical examination and informed understanding through general education and a commitment to educational excellence strengthened by quality instruction, a positive learning environment, and the integration of emerging technologies to enable students to achieve their potential, participate in new employment opportunities, and continue to be lifelong learners.

Disclaimer

This Manual is intended only to outline the student policies and procedures. This manual is not intended to be all-inclusive. Southwest University reserves the right to change student policies and procedures on this manual at any time. Students will be notified of any policy changes, additions or deletions. Said changes will immediately become a part of this manual.

Table of Contents

Introduction

Purpose of this Manual

Welcome to the field experience component of Southwest University post licensure programs. This manual describes the structure and timing of the online and on-site practicum experiences and the policies a student must follow to be successful. It is intended to provide students of Southwest University School with the information they need related to practicum policies and procedures. The manual is also designed to serve as a reference for practicum mentors and other practicum personnel.

Please note: Southwest University reserves the right to make program changes as needed to ensure the highest quality program.

Southwest University

The Post Licensure programs (RN to BSN and MSN) at Southwest University are designed to promote Southwest University vision, mission, and ongoing commitment to social change.

Students with Disabilities

Southwest University at El Paso is in compliance with the following: The Equal Opportunity Act, the Age Discrimination Act, and the Americans with Disabilities Act. All entrances and exits to all Southwest University at El Paso buildings and all offices and classrooms meet ADA requirements. In addition, Southwest University at El Paso provides students with special needs ADA approved restrooms, and modified classroom furniture to meet their needs. Students with disabilities requesting accommodations to access field experiences, such as practice experience must register with the Office of Disability Services prior to field experience and clarify their specific accommodation needs. In most cases, field experience sites have their own systems for ensuring equal access for employees/interns with disabilities. The Office of Disability Services will help address any gaps in those systems.

RN to BSN Program

Guide

RN to BSN Program Philosophy

The RN to BSN program completion philosophy is guided by the Essentials of Baccalaureate Education for Professional Nursing Practice (2008). This philosophy reflects the faculty's beliefs about the nature of nursing and nursing education, people and their environment, and health and illness. As autonomous professionals who know and value the necessity of interdisciplinary collaboration, baccalaureate generalist nurses are part of an interprofessional health team which provides comprehensive care to individuals, families, and communities.

Nursing includes assessment, diagnosis, and treatment of human responses to actual or potential health problems and the planning, implementation, and evaluation of nursing care. The practice of nursing is based on nursing science, which includes knowledge of principles that govern life processes, the patterning of human behavior, the nature of human beings, and human interaction. The health care needs of individuals, families, and communities are defined within the context of personal, cultural and ethnic values, and social systems that influence function and resources. Therefore, a sound liberal and professional education is required to understand the complexity of responses. The need for evidence-based outcomes to improve human health and patient care is the stimulus for research into nursing practice.

Professional nurses are committed to the overall goal of health promotion, assisting persons of all ages to attain, maintain, and regain their health, and enhancing the quality and safety of their lives. Dedicated to the care and nurturing of the sick and well in order to help them achieve maximum human functioning, nurses help people achieve and maintain a healthy state, meet their basic needs, adapt to changes in their health status, recover from illness, and die with dignity. Humanistic, ethical and scientific principles drawn from nursing science and other fields form the theoretical base of nursing care for individuals, families, and groups. Individuals, families, and communities retain responsibility for their own health and the right to make decisions regarding health care.

People are complex organisms and human behavior and biological functioning are a result of the interaction between individuals and their environment. Humans are endowed with hereditary qualities that may be influenced in temporary or permanent ways by the interaction with others and the environment. Each person possesses strengths and limitations as a result of the interaction of hereditary and environmental factors and these, in turn, create the biological and behavioral potential.

Scientific principles related to the interplay of the mind, body, and spirit form the basis of our understanding of health and illness. Health is a dynamic state in which a person's developmental and behavioral potential is realized to the fullest extent possible. Illness is the alteration of normal biophysical and social-psychological mechanisms.

RN to BSN Completion Program Description

The degree leading to the BSN degree is a completion program designed for Associate Degree prepared nurses or Diploma prepared nurses who graduated from an accredited nursing program and have a current unrestricted RN licensure. Students must also have a GPA of 2.5 or higher to be admitted into the program. Students must complete the required Southwest University general education curriculum courses as well as the advanced nursing courses. The program will be offered in an online format to accommodate various working schedules. All nursing major courses are offered in an online format. Baccalaureate prepared nurses have a broad base of learning that combines the technical aspects of nursing with the leadership skills necessary to lead in today's dynamic health care environment.

Students will gain additional knowledge in the liberal arts and take nursing courses to prepare them for leadership positions.

Recognizing that the student is already an RN, the focus will be on professional development that includes the following knowledge and skills:

- Examining current issues and trends in health care, such as nursing informatics, and patient care technology
- Developing writing, peer review, presentation, and communication skills through a liberal education
- Learning to apply research within the context of evidence-based practice
- Expanding critical thinking skills and organizational skills as they relate to improving patient care outcomes through prevention and health care education
- Using leadership skills in planning, implementing, and evaluating nursing care and participating in nursing policy development
- Work in interdisciplinary teams to benefit individual patients and underserved populations
- Develop basic understanding of agency financial and budgetary concerns

Program Outcomes

BSN Essentials	*BSN Program Outcomes*
I. Liberal Education for Baccalaureate Generalist Nursing Practice	Synthesize theories and concepts from the arts and humanities and the natural and social sciences in professional practice. Apply a process of lifelong learning in the development of one's self, nursing practice, and the profession.
II. Basic Organizational and Systems Leadership for Quality Care and Patient Safety.	Apply critical thinking, decision making, and clinical reasoning skills in providing quality nursing care to individuals, families, groups, and communities.
III. Scholarship for Evidence-Based Practice	Translate research findings to provide evidence based practice of nursing.
IV. Information Management and Application of Patient Care Technology	Manage information and technology to deliver quality patient care in a variety of settings
V. Health Policy, Finance, and Regulatory Environments	Use leadership skills and knowledge of the healthcare, financial, and regulatory systems to advance high quality, safe professional practice.
VI. Interprofessional Collaboration and Communication for Improving	Demonstrate effective inter-professional communication and collaboration to provide quality, patient-centered care.
VII. Clinical Prevention and Population Health	Apply principles of prevention and health promotion in providing care to individuals, families, groups, and
VIII. Professionalism and Professional Values	Integrate professional values and ethical, moral, and legal aspects of nursing into one's
IX. Baccalaureate Generalist Nursing Practice	Demonstrate evolving competence in professional role within a dynamic, multicultural, global

American Association of Colleges of Nursing (AACN) *The Essentials: Core Competencies for Professional Nursing Education* **(2021)**

The American Association of Colleges of Nursing (AACN) E *The Essentials: Core Competencies for Professional Nursing Education* **(2021)** was used to guide course development for the RN to BSN Completion Program. These essentials emphasize concepts such as patient centered care, interdisciplinary collaboration, evidence-based practice, quality improvement, patient safety, informatics, clinical reasoning, critical thinking, cultural sensitivity, professionalism, and practice across the lifespan in a health care system that is constantly changing with clients who are complex in their needs. The AACN essentials are as follows:

Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice
- A solid base in liberal education provides the cornerstone for the practice and education of nurses.

Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety
- Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.

Essential III: Scholarship for Evidence Based Practice
- Professional nursing practice is grounded in the translation of current evidence into one's practice.

Essential IV: Information Management and Application of Patient Care Technology
- Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.

Essential V: Health Care Policy, Finance, and Regulatory Environments
- Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.

Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
- Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.

Essential VII: Clinical Prevention and Population Health
- Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.

Essential VIII: Professionalism and Professional Values

- Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.

Essential IX: Baccalaureate Generalist Nursing Practice

- The baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.

- The baccalaureate graduate understands and respects the variations of care, the increased complexity and the increased use of healthcare resources inherent in caring for patients.

Reference:

American Association of Colleges of Nursing. (2021). *The essentials: Core competencies for professional nursing education.* https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf

Basis of Field Experience

Practicum Site Selection

Overview

You are responsible for scheduling and completing all field experience hours. A minimum of 8 hours for NURS 2033 – Population Health/Community Nursing I (Windshield Survey). A minimum of 80 hours of field experience in the setting you have chosen for NURS 4033/ 4045 – Risk Analysis and Implications for Practice I and II. Southwest University allows flexibility in scheduling these hours. The requirement must be met outside of your work schedule, on partial days or consecutive days.

- NURS 2033 Population Health/Community Nursing I
  Population Health/Community Nursing is designed to provide the theory and understanding of local health and disease. This course provides population-oriented approaches to understanding and addressing public health concerns, with special focus on population health assessment.

- NURS 4033 Risk Analysis and Implications for Practice I
  This course introduces systems analysis as a tool for the evaluation of patient safety and risks reduction. Presented in detail are the history and trends of patient safety and quality of care, followed by a study of current quality control and safety paradigms in professional nursing, and the role of the professional nurse in regards to risk analysis.

- NURS 4045 Risk Analysis and Implications for Practice II
  This course provides and focuses on advanced systems analysis as a tool for the evaluation of patient safety and risks reduction. The primary focus of this class is to transition from the theoretical aspect of Risk Analysis and implements it into the daily professional practice of the role of a nurse. The student is exposed to pedagogic techniques as well as interprofessional communication and management of change in an organization.

The student Activities Log must be entered into Trajecsys and approved by Preceptor by deadlines stated in course. Documentation must demonstrate activities related to course outcomes, specialty competencies, and your learning agreement. Your practicum experience should include direct and indirect interactions with an advance, professional colleague, experience, or an expert nurse in the field site you have selected. A marginal amount of time spent in gathering evidence for your project may be included in the 80 hours (no more than 5 hours will be allowed). Travel time will not be accepted in your 80 hours.

Affiliation Agreement

Preceptors are field expert nurses who have earned, at a minimum, the BSN degree and have two years of experience. As healthcare and community- based resources, preceptors contribute significantly to the BSN students' learning and professional socialization. Preceptors and faculty work collaboratively to maximize potential for student learning. Students have the ability to contribute in choosing their own preceptor in the field experience courses. If the student is unsure of possible preceptors or sites, they should contact their course faculty and/or Clinical Coordinator. The student can also identify others who may be suitable. In any event, the student must have prior approval to ensure the preceptor and facility meets the guidelines of the RN to BSN program. The course and/or clinical faculty will ensure the site is suitable. The Dean of Nursing will approve all field experience sites. An Affiliation Agreement must be signed by the Preceptor or Manager and Dean of Nursing before any hours are to be completed and any hours completed prior to approval will not count towards consecutive totals.

Ethical Behavior

You are expected to demonstrate professional demeanor, behavior, appearance, and communication at all times. You are bound by the American Nurses Association Code of Ethics and must agree to abide by all the rules and regulations of the state in which you are practicing. The following are expectations for conduct and behavior:

- Honesty
- Responsibility
- Respect
- Fairness
- Trust

Inappropriate and unprofessional conduct will not be tolerated.

Practicum for BSN

Overview

The practice experiences assist students' transition from learner role to that of a scholar – BSN. Students' will engage with a professional colleague in their work/community, and focus on experiences to promote professional competencies. While engaging in your field experience take into consideration the "organization/system understanding, leadership development, evidence-based practice, information management and integration of technologies into practice, interprofessional collaboration and communication, clinical prevention and population health, comprehensive assessment, and quality improvement strategies" (American Association Colleges of Nursing (AACN), 2012, p. 2).

Competencies should be focus on role functions with the achievement of individualized learning objectives. The practice experiences require students to apply knowledge, concepts, and skills that they have acquired during their program of study.

Required Activities

Students must satisfactorily complete all the requirements of their practice experience courses (Table 1) in accordance with the information provided in the course syllabi. Students will complete the didactic portion of the program online. Students will not be allowed to take multiple practice experience courses concurrently. Students must receive a passing grade for the field experience components in the course that have integrated didactic (theory) and practice components to pass the course successfully.

Table 1

Course Number	Course Name	Field Experience Hours	Comments
NURS 1033	Nursing Leadership and Management	Shadow Health (indirect)	Students will complete simulated scenarios related to course topics.
NURS 2033	Population Health/Community Nursing	8 Hours Windshield Survey (indirect) Shadow Health (indirect)	The student will create a windshield survey for a specific population group. Students will complete simulated scenarios related to
NURS 5010	Geriatric Assessment	Shadow Health (indirect)	Students will complete simulated scenarios related to course topics.

	Risk Analysis I Risk Analysis II	80 Practice Experience Hours Required (80 hours combined from Risk Analysis I and II/direct)	Must submit Affiliation Agreement and be cleared by the Dean of Nursing prior to the start of the course. Observation Only. RN – Students will observe and collaborate with various professionals in the community to define and refine a population-based health problem.

NURS 1033 Nursing Leadership and Management

Learning Objectives:

1. Have the foundation for Practice Leadership through professional development, implementing a culture of life-long learning
2. Integrate leadership systems and organizational skills to coordinate quality patient care.
3. Formulate, Implement, and Evaluate nursing leadership actions through the use of evidence based theories and research knowledge. Analyze patient care resources that will support a safe nursing practice, integrating knowledge of the social/political forces, economic resources, and regulator issues in relation to health care delivery.
4. Optimize patient outcomes through collaboration with different members of the healthcare team, and coordinate a quality/cost effective plan of care.

NURS 5010 Geriatrics

Learning Objectives:

1. Have an understanding of principles of Gerontology, gerontological Nursing Issues.
2. Challenges of Aging and Nursing Care.
3. Cultural Diversity, Nutrition and Aging, Pharmacology and Older Adults, Psychological and Cognitive Function.

NURS 2033 Population Health/Community Nursing

Learning Objectives:

1. Observe and identify social and behavioral factors that affect health of individuals and populations.
2. Utilize theoretical and empirical knowledge from previous nursing courses, support public health science, as well as develop an understanding of epidemiologic principles.
3. Analyze and utilize appropriate communication process in coordination with other care providers in the health care of clients in the community, and provide and evaluate nursing care given to clients in the community according to legal, ethical, and professional standards of quality care.
4. Identify the actual and potential commitments and contributions of the community health nurse in society, and assume responsibility and accountability for providing quality care with indirect supervision in a community setting, and assist consumers to exercise their rights to select, participate in and evaluate health care.

Windshield Survey

Windshield Survey Guidelines

Each community has its own characteristics. These characteristics along with demographic data provide valuable information in understanding the population that lives within the community and the health status, strengths/limitations, risks and vulnerabilities unique to the "population of interest." Once you have defined a "community of interest" to assess, a *windshield survey* is the equivalent of a community head-to-toe assessment. The best way to conduct a windshield survey is with more than one person, allowing for one to observe and one to take notes. Having one pair of eyes on the road, you can benefit from having other individuals notice the unique characteristics of the community; a shared experience provides additional insight. As you analyze your findings, it may be necessary to make a second tour to fill in any blanks. Many of us take these characteristics for granted in our own community, but they provide a rich context for understanding communities and populations and often have significant impact on the health status of the community in general.

Using Table 18-5 in the Public Health Nursing textbook conduct a windshield survey of your local community (area where you reside). Complete the entire survey and submit it in paragraph form utilizing APA format. Please include in text citations as well as a cover page and reference page.

Elements	Description
Boundaries	What defines the boundary? Roads, water, railroads? Does the area have a name? A nickname?
Housing and zoning	What is the age of the houses? What kind of materials are used in the construction? Describe the housing including space between them, general appearance and condition, and presence of central heating, air conditioning, and modern plumbing.
Open space	Describe the amount, condition, use of open space. How is the space used? Is it safe? Attractive?
Commons	Where do people in the neighborhood hangout? Who hangs out there and at what hours during the day?
Transportation	How do people get from one place to another? If they use public transportation, what kind and how effective is it: How timely? Personal autos? Bikes, etc? Are there pedestrians? Does the area appear to be safe?
Social service centers	Do you see evidence of recreation centers, parks, social services, offices of doctors, dentists, pharmacies?
Stores	Where do residents show? How do they get to the shops? Do they have groceries or sources of fresh produce? Is this a "food desert"?
Street people and animals	Who do you see on the streets during the day? Besides the people, do you see animals? Are they lose or contained?
Condition of the area	Is the area well-kept or is there evidence of trash, abandoned cars or houses? What kind of information is provided on the signs in the area?
Race and ethnicity	What is the race of the people you see? What do you see about indices of ethnicity? Places of worship, food, stores, restaurants? Are signs in English or other languages? (If the latter, which ones)?
Religion	What indications do you see about the types of religion residents practice?
Health indicators	Do you see evidence of clinics, hospitals, mental illness, and/or substance
Politics	What indicators do you see about politics? Posters, headquarters?
Media	Do you see indicators of what people read? If they watch television? Listen to the radio?
Business and Industry	What type of business climate exists? Manufacturers? Light or heavy industry? Large employers? Small business owners? Retail? Hospitality industry? Military installation? Do people have to seek employment elsewhere?

Adapted and revised by J. Lancaster from: Mizrahi TM: School of Social Work, Virginia Commonwealth University, Richmond VA, September 2008; Stanhope MS, Knollmueller RN: *Public and Community Health Nurse's Consultant: A Health Promotion Guide*, St. Louis, 1997, Mosby

NURS 4033 Risk Analysis I

Learning Objectives:

1. Quality of care and safety protocols for patients, staff members, and facilities.
2. The introduction of policy implication management and the importance of quality and safety implementations for patient care.
3. The importance of the continuing education for Quality and Safety Education for Nurses and their staffs.
4. The theory and reasoning behind Patient-Centered Care.
5. The importance of Team work and Collaboration in the workplace and within departments.
6. Evidence-Based Practice Safety.
7. Quality and Safety through the utilization of informatics systems.

NURS 4045 Risk Analysis II

Learning Objectives:

1. Advanced understanding of transition from Risk Analysis theory into the practice of the professional nurse.
2. Narrative teaching strategies.
3. Interprofessional approaches to Quality and Safety education.
4. Leadership to create change.

Evaluation

The Practicum and Field Experience is designed to promote student development through the application of theory and research to nursing practice settings. Students are encouraged to identify and define an evidence-based need, then explore that need, or problem throughout the coursework. The practicum and field experience will be developed in two stages, spread over two terms, each building upon previous work.

Policies

For Student Conduct and Responsibilities and Academic Standing, please refer to the student handbook.

Frequently Asked Questions

How long is the practicum and field experience?

Students will spend a total of 80 hours between two terms Risk Analysis I and II, and 8 hours for Population Health Community.

Do I have to finish all the practicum hours during the practicum course?

Students must complete hours during the practicum course only.

Do I have to track my hours?

Students will complete a Trajecsys enrollment, and will electronically complete an Affiliation Agreement and Preceptor Acknowledgment form. The agreement must be signed by their preceptor and approved by the Dean of Nursing. Students will also be required to complete a field experience log within Trajecsys that tracks their hours and activity each week and this log must be signed by their preceptor.

Can I complete my hours at my place of employment as a nurse?

Students are not permitted to complete field experience hours during work hours and hours cannot be related to students' current employment.

Sample of Documents to be completed in Trajecsys:

AFFILIATION AGREEMENT

This Affiliation Agreement is entered into the ___ day of _____, 20___, between the Yolanda Arriola College of Nursing, Southwest University of El Paso, and
_____ for the purpose of providing field experiences for nursing students within the Baccalaureate Program in Nursing, SUEP.

The nursing students participating will abide by the policies and procedures of the Yolanda Arriola College of Nursing, Southwest University of El Paso, and the Agency named above.

Publicity and/or public information regarding these experiences must be consistent with the policies of the Yolanda Arriola College of Nursing, Southwest University of El Paso and the Agency.

Neither the Yolanda Arriola College of Nursing, Southwest University of El Paso nor the Agency will be responsible for any expenses incurred by the students unless such expenditures have prior approval of the Agency or the Yolanda Arriola College of Nursing and, whichever is appropriate for the particular encumbrance.

SIGNED: _____ SIGNED: _____
Preceptor   Dr. Amanda Anaya, DON
                                                      Yolanda Arriola College of Nursing SUEP

DATE: _____ DATE: _____

Revised Jan 2025

BSN Practicum Hours

Student Name: _____

Date	Time	Week/What Was Observed	Signature of Preceptor

Preceptor Acknowledgement Form:

Preceptor Acknowledgement Form:
On behalf of Southwest University, we want to thank you for agreeing to be a preceptor to one of our BSN students for their field experience. We very much appreciate your willingness to serve in this capacity. The student will be sharing the *Southwest University Field Experience Project Manual* with you which includes course descriptions, objectives, learning goals, and descriptions of student expectations. This information is designed to provide you with an overview of your scope of the field experience, the types of experiences that might be needed, and the projected student outcomes**.**
We are asking that you please review this document, completely fill out the required information below, submit required documentation as stated below and electronically sign or print at the bottom of the page. This document is part of the student's required documents and is necessary for the student to complete their field experience hours.

Purpose:
BSN students in all specializations complete a minimum of 88 field experience hours. The practicum experience is completed as a part of 3 courses:
- NURS 4033 (Risk Analysis and Implications for Practice I)
- NURS 4045 (Risk Analysis and Implications for Practice II)
- NURS 2033 (Population Health/Community Nursing)

Field learning experience hours are intended to assist the student in meeting objectives for the above mentioned courses and will require direct interaction with patients and other members of the healthcare team. Students are permitted to complete the experience at his/her workplace. However, the experiences must:
- Be completed outside of the student's normal working hours
- Implement a project or process that has not already been implemented
- Not interfere with student's normal work assignments and responsibilities.

Preceptor Role
In accepting this responsibility, you are agreeing to guide, direct, and support the student in achieving overall field experience objectives. At the completion of the hours, you will be asked to submit an evaluation of the student's work and verify the completion of required hours.

Prior to the initiation of the student's field experience, you are required to submit a copy of your current curriculum vitae/resume and license as a part of the Preceptor approval process. Students will submit all required documents to course faculty/mentor. The student's faculty/mentor will contact you shortly after the beginning of the term to review practicum standards and expectations as well as to answer questions and address issues or concerns.

Revised Jan 2025

Thank you in advance for your support in enhancing nursing education and furthering the number of students with Bachelor's Degree in Nursing

Preceptor Check List:

___ 1.) Signed Preceptor Information Sheet
___ 2.) Provide copy of CV/Resume
___ 3.) Provide copy of Nursing Licensure
___ 4.) Signed Affiliation Agreement

By typing my name below and providing my e-mail address as an authentication, I am providing an electronic signature certifying that to the best of my knowledge the information provided by the student is correct and true and as the student's Preceptor, I am willing and able to meet all practicum criteria and requirements as stated above.

Printed Name: _____

Preceptor e-mail address (provides authentication for electronic signature and thus must match the e-mail address contained in the student's application for field experience):

Date: _____

Evaluation of Preceptor/Mentor

Preceptor/Mentor Name:

Date:

7 = strongly agree

6 = agree

5 = mildly agree

4 = neutral

3 = mildly disagree

2 = disagree

1 = strongly disagree

0 = not applicable or cannot evaluate

_____ 1.   The preceptor/mentor was able to support the student in meeting the objectives identified by the student/faculty for the assignments and/or experiences.

_____ 2.   The preceptor/mentor assisted with selecting assignments and/or experiences which enhanced student learning.

_____ 3.   The preceptor/mentor assisted with selecting assignments and/or experiences which were challenging and within the scope of the student's ability.

_____ 4.   The preceptor/mentor was available for assistance.

_____ 6.   The preceptor/mentor was a positive role model for professionalism.

_____ 7.   The preceptor/mentor was able to relate the assignments and/or experiences to evidence based practices.

_____ 8.   The preceptor/mentor demonstrated commitment to assignments and/or experiences and student learning.

_____ 9.   The preceptor/mentor demonstrated respect for the student, and if applicable clients and clinical personnel.

_____ 10. The preceptor/mentor provided meaningful and objective feedback to the student regarding assignments and/or experiences.

_____ 11. The preceptor/mentor communicated as needed with the student and course faculty (if applicable) to discuss student progress and maintain open communication.

Time Verification Policy

     Students are responsible for maintaining accurate time records. Students will use the Trajecsys application to Clock In and Clock Out for indicated Field activities. The documented hours must include approved activities completed during Field experience hours. Preceptor signature must be obtained by due date posted in course. GPS locator must be on when clocking in or out, this will record exact location. Students must clock in or out when in the designated facility, not from parking lots or while driving. If GPS is not on, logged hours will not be approved. This will result in incomplete hours. Unapproved time verification will result in incomplete hours.

   Not meeting required hours will result in the unsuccessful completion of the course and failure to progress in the program.

Please see the Trajecsys tutorial for more information regarding navigation of the site. If you experience any technical difficulties or need additional support, please contact your course faculty as soon as possible.

BSN Field Experience

Note: Trajecsys enrollment and Preceptor Agreement/Acknowledgement and Affiliation must be completed the term prior to NURS 4033/NURS 4045.

You may not log any work on your field project until you are enrolled in NURS 2033/4033/4045 and have selected a topic. Any hours completed prior to this verification will not count towards total field experience hours.

Field Experience activity requirements
The purpose of this field experience is to expose you to nursing within a community. It is not designed for your personal or work benefit. You will need to step out of your comfort zone and put effort into finding your learning experiences. You must complete a total of (88) community health hours to meet the field experience requirements.

NURS 2033 (8 Hours)

You are required to complete the below activity for your field experience:

Community Health Setting

1. Complete and Assessment of your community (Windshield Survey) and gather data about the community following the Windshield Survey Guidelines in your practicum manual as well as course textbook. Identify a health issue you see within the community.
2. Select a Family within the community to interview in regards to the health issue.
   Upon the completion of the interview create a teaching plan that will address the health issue specific to the family and complete teaching with the selected family.
3. Create a proposal that you will present to a policy maker in your community (Legislator, School Board, Etc.). Your policy proposal will be directed towards your selected health issue identified in your Windshield Survey and your plan as to how change can be made by nursing.

Please review the guidelines in the BSN Practicum (under the welcome page) follow each week for your activity. Please do not hesitate to contact your course instructor if you need clarification or have additional questions.

NURS 4033/ NURS 4045 (80 Hours)

Choose one of the three below activities for the field experience:

Activity ONE

Activity: "Community Health Project" (Focus on Respiratory Diseases and the management and the prevention of recurrent hospitalization)

1. The Problem must be clearly identified.
    1. COPD
    2. Smoking
    3. Asthma
    4. Obesity
    5. Pollution
    6. Heart Disease
    7. Stroke
    8. Mental Health/Disorders
    9. Pandemia/ Global Health Crisis
2. State the impact of the problem.
3. What change will you implement?
4. What change theory will you utilize?
5. Identification of stakeholders.
6. What method would you utilize to evaluate the success of the project?

Design, Implement and evaluate a teaching tool for the management of Respiratory Diseases and the prevention of recurrent Hospitalization.

Activity TWO

Activity: "Community Health Project" (Focus on Diabetes and Prevention the Development of Metabolic Syndrome)

Note: 2 or 3 of the risk listed below is Metabolic Syndrome.

1. Diabetes Mellitus - fasting glucose greater than or equal to 126mg/dl or 2h after 75g glucose challenge greater than or equal to 200mg/dl.
2. Waist circumference > 95th percentile 26 and/ or BMI > 95th percentile. Some studies refer to excessive visceral fat, especially in the abdominal region and inflammation.
3. Triglycerides greater than or equal to 150mg/dl and HDL cholesterol <40 mg/dl.
4. Blood pressure greater than or equal to 95th percentile.

Design, implement and evaluate a teaching tool for management of Diabetes and the prevention of Metabolic

Activity THREE

Activity: "Healthy People 2030" Family Planning

Impacting outcomes related to: Pregnancy and Families

1. Social Determinants of Family Planning Service Usage
2. Understanding Family Planning
3. Why is Family Planning Important?
4. Sexually Transmitted Disease.
5. Social Determinants of Family Planning Service Usage.

Design, Implement and evaluate a teaching tool for Family Planning, improving pregnancy planning and spacing, and prevent unintended pregnancy.

Once you have chosen your activity please review the guidelines in the BSN Practicum (under the welcome page) follow each week for your activity.

As you **complete a variety of field experiences** to meet course requirements (**88 hours**), please consider the following guidance regarding **types of activities and *hours** that can be completed:

- **Windshield** Survey (8 hours)

- **Interview** (5 hours) with a BSN and or higher degree nurse in a leadership position within the chosen research project topic

- **Shadowing of a community healthcare professional** (unlimited)

- **Volunteering with a community health professional** (10 hours)

- **Site Assessments** (unlimited)

- **Research** (5 hours) at site conducting research/data extractions within the research project topic

**total hours per course is outlined in course documents. (80) Total hours completed in NURS 4033/4045 must be distributed and completed in at least (3) different categories listed above.
****hours cannot be** completed during work hours; related to your current employment; include drive time and administrative tasks. See your course and study, to include task directions, for additional support and more

information regarding unacceptable tasks. You are encouraged to complete a separate, hardcopy of your time log for your own personal records.

Interviews

Interviews may be completed in person or virtually in a 1:1 webcam interview. Interviews must be with a healthcare professional or a professional community leader and can be used for up to (5) hours. Each interview cannot exceed one hours in length and must meet the following documentation requirements:
- Platform used to conduct the virtual interview
- Contact name
- Role/position
- Full address
- Phone or email

Shadow work or volunteering

These activities are only allowed when working directly with a community health professional (not another volunteer or co-worker).

Research

Research for evidence relevant to your topic can be included on your time log for a total of (5) hours.

Unacceptable activities

Anything related to your current work position (e.g., CPR training, work shifts, training orientation, or courses, classes or conferences) is not acceptable for this project, nor are drive time, orientation, or other logistical or administrative tasks.

The chart below provides specific examples of acceptable and unacceptable activities:

Acceptable activities	Unacceptable activities
Participating in planning meetings at the YMCA addressing community health issues	Zumba, yoga, spin, or cooking classes
Survey your community for availability of healthy food options (e.g., grocery store vs convenience store)	Interview the vegetable/fruit worker at a grocery store or excessive time spent assessing multiple grocery stores that provide similar food options
Participate in well-baby checks with local community health nurses	Acute care settings
Work with personnel from the American Heart Association	Observe American Heart Association Heart Saver
Work with a health fair coordinator in understand purpose of and planning for the fair; participate/volunteer (under the direction of a community health professional) as able	Private homecare agency shift work
Shadow a nurse from your county public health nursing department	Observing people at a playground, park, restaurant, or sporting events
Work closely with public health personnel running Women with Infants and Children	Volunteering/shadowing a non-community health professional

(WIC) clinics	
Work with public health nurse who runs in-home waivered care services (e.g., homemaker)	Excessive time spent assessing multiple locations for the same topic
Participate in your county wellness committee	
Volunteer/participate in emergency response meetings/drills	
Work with a school nurse (e.g., education provided to students and staff)	
Work with Head Start coordinator	
Work with social services professionals that support childhood growth and development	
Assist with school screenings (e.g., hearing and vision, scoliosis, early childhood)	
Participation in administration of vaccinations	
Interview and/or shadow a parish nurse	
Adult daycare center	
Domestic violence shelters	
Immigrant or refugee centers	
Special needs daycare programs (e.g., brain injury, developmentally delayed children)	
NICU Educator, Breast Feeding Liason/Lactation Consultant providing education to new mothers	
Work with a dietician conducting community classes for health food choices/disease specific dietary needs (diabetes, heart disease)	
Conferences/classes as long as complete contact information is provided; conferences must be local and relevant to the selected topic	

MSN Program Guide

MSN Program Philosophy

The philosophy of our advanced nursing program embodies a commitment to preparing nurses for transformative leadership roles within an evolving and complex healthcare environment. Guided by the **2021 AACN Master's Essentials: Core Competencies for Advanced Nursing Practice** and aligned with the **2021 CCNE Standards for Accreditation**, our program is dedicated to fostering advanced clinical expertise, ethical integrity, evidence-based practice, and a lifelong commitment to learning and professional growth.

We empower students to become innovative, culturally responsive healthcare leaders who are equipped to address global and local health disparities, influence health policy, and advance the nursing profession through advocacy and scholarship. Our philosophy embraces the belief that advanced nursing education is a dynamic and transformative process that integrates rigorous scholarship, research, and clinical practice to improve health outcomes and promote health equity across diverse and underserved populations.

The program emphasizes the synthesis of theory, evidence, and practice to deliver holistic, patient-centered care that respects human dignity and diversity. We are committed to developing nurse leaders who can effectively collaborate within interprofessional teams to optimize care delivery and drive system-level improvements in quality and safety. Critical thinking, inquiry, and innovation are nurtured to ensure graduates apply the latest evidence and technology to solve complex healthcare challenges.

Recognizing the impact of social determinants of health, our program prepares nurses to provide culturally competent care and advocate for policies that reduce disparities and promote wellness at individual, community, and population levels. We prioritize the integration of technology and informatics as essential tools for enhancing clinical decision-making, improving care coordination, and facilitating health promotion.

Ethical principles and professional accountability underpin all aspects of our curriculum, cultivating moral courage and leadership grounded in respect for human rights and social justice. Through this, we prepare graduates to uphold the highest standards of nursing practice and serve as catalysts for positive change in healthcare systems.

Our advanced nursing program philosophy reflects a dedication to shaping the future of healthcare by graduating nurses who are not only skilled clinicians but also visionary leaders, educators, and advocates. Guided by the latest AACN MSN Essentials and CCNE standards, we are committed to fostering excellence in nursing practice, leadership, research, and policy to transform healthcare delivery and improve outcomes globally.

Revised Jan 2025

MSN Program Description

The Master of Science in Nursing program offers a comprehensive curriculum grounded in advanced nursing theory, research methodologies, evidence-based practice, leadership development, professional role advancement, health policy, and healthcare informatics. This program prepares graduates to assume leadership roles in designing and managing culturally responsive, equitable healthcare delivery systems at local, national, and global levels.

Graduates will be equipped to lead and collaborate within interprofessional teams, coordinating integrated care services that address complex health needs across diverse populations. They will skillfully translate evidence-based practice into ethical, innovative, and patient-centered nursing interventions, utilizing advanced clinical expertise to promote wellness, restore health, and optimize team and organizational functioning.

The program fosters critical appraisal of emerging issues and trends affecting nursing practice and healthcare delivery, empowering graduates to evaluate and synthesize diverse sources of knowledge to drive quality improvement and patient safety initiatives. Graduates will cultivate collaborative partnerships across disciplines and communities to advance health equity and improve outcomes in varied and evolving healthcare environments.

By emphasizing leadership, advocacy, and the application of informatics and technology, the program prepares nurses to influence healthcare policy, education, and practice, embodying the core competencies outlined in the AACN Master's Essentials and meeting the standards set forth by the Commission on Collegiate Nursing Education.

MSN Program Learning Outcomes

Domains	Program Outcomes
I. Knowledge for Nursing Practice	Integrate and apply nursing knowledge, ways of knowing, and interdisciplinary insights to guide clinical judgment and foster innovation in nursing practice.
II. Person-Centered Care	Deliver holistic, individualized, and evidence-based care that respects the diverse needs, values, and preferences of individuals, families, and communities.
III. Population Health	Collaborate with diverse stakeholders to develop and implement strategies that improve equitable health outcomes across populations and address public health challenges.
IV. Scholarship for Nursing Discipline	Engage in the generation, synthesis, translation, and dissemination of nursing knowledge to improve health outcomes and transform healthcare systems.
V. Quality and Safety	Employ principles of safety and improvement science to enhance healthcare quality and minimize risks to patients, providers, and systems.
VI. Interprofessional Partnerships	Intentionally collaborate with interprofessional teams, patients, families, and stakeholders to optimize care, enhance healthcare experiences, and strengthen outcomes.
VII. Systems-Based Practice	Effectively respond to and lead within complex healthcare systems, coordinating resources to provide equitable, safe, and high-quality care to diverse populations.
VIII. Informatics and Healthcare Technologies	Utilize informatics processes and healthcare technologies to support decision-making, improve care delivery, and uphold professional standards of safety, quality, and efficiency.
IX. Professionalism	Cultivate a professional nursing identity characterized by accountability, ethical comportment, collaboration, and adherence to nursing's core values.
X. Personal, Professional, and Leadership Development	Engage in reflective practices and developmental activities that foster personal resilience, professional growth, and leadership expertise to adapt to the evolving demands of

The Essentials

American Association of Colleges of Nursing (AACN) Essentials (2021)

The American Association of Colleges of Nursing (AACN) Essentials (2021) was used to guide course development for the MSN Leadership Program. These essentials emphasize concepts such as evidence-based clinical prevention and population care, improvement science and quality processes, interdisciplinary communication, interprofessional collaboration, reliability organizational principles, lifelong learning, evidence-based decision making, information and communication technology systems, health policy, addressing populations locally, nationally and globally. The AACN essentials are as follows:

Domain 1: Knowledge for Nursing Practice
Descriptor: Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.

Domain 2: Person-Centered Care
Descriptor: Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.

Domain 3: Population Health
Descriptor: Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.

Domain 4: Scholarship for Nursing Discipline
Descriptor: The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.

Domain 5: Quality and Safety
Descriptor: Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.

Domain 6: Interprofessional Partnerships
Descriptor: Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare

experience, and strengthen outcomes.

Domain 7: Systems-Based Practice
Descriptor: Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations.

Domain 8: Informatics and Healthcare Technologies
Descriptor: Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.

Domain 9: Professionalism
Descriptor: Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics and values.

Domain 10: Personal, Professional, and Leadership Development
Descriptor: Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership.

Basis of Field Experience

   Practicum Site Selection

   Overview

   You are responsible for scheduling and completing all field experience hours. A minimum of **20 hours** for **NURS 5400** –Collaborative Leadership. A minimum of **20 hours** for **NURS 6000**– Holistic Health Assessment of Populations & Community. A minimum of **20 hours** for **NURS 6300**—Quality Improvement in Healthcare. A minimum of **20 hours** for **NURS 6400**—Informatics for Transforming Nursing Care. A minimum of **40 hours** for **NURS 6700**—Nursing Capstone. Southwest University allows flexibility in scheduling these hours. The requirement must be met outside of your work schedule, on partial days or consecutive days.

- NURS 5400 Collaborative Leadership
  This course explores essential characteristics of the advanced professional nurse in the role of leader, educator, practitioner, or informatics specialist. In this course, students will apply evidence-based strategies focusing on populations and supported by a PICO question to facilitate interprofessional collaboration on teams. Students will explore the role of nurses in advocating for change at the bedside, as well as leading teams to advocate for health policy reform. Students will gather and analyze data to identify patients and populations at risk and recommend policy changes to improve health outcomes in the community. Students in this course will develop leadership skills to transform nursing and adapt organizations in response to the turbulent healthcare environment. They will develop and apply theory-based leadership competencies to create the organizational cultures needed to achieve quality patient outcomes. Students will also explore evidence-based strategies to create healthy work environments that empower nurses and build collaborative interprofessional teams.

- NURS 6000 Holistic Health Assessment of Population and Communities
  Advanced Integrative Health Assessment builds upon foundational knowledge and skills acquired during undergraduate studies of physical health assessment and expands upon these concepts by focusing on advanced biopsychosocial and sociocultural assessment of patients and populations across the lifespan. This course places a strong emphasis on the use of comprehensive health promotion, disease prevention, and health restoration models to address health concerns in patients and communities. Students will gain advanced assessment knowledge and skills for

clinical interviewing, focused history taking, critical diagnostic reasoning, and clinical decision-making using a problem-focused framework that integrates practical knowledge of health patterns in patients and communities with authentic experiences. Through this course, students will develop a deeper understanding of the interconnectedness of physical, social, cultural, and mental health, enabling them to provide advanced, integrative care to patients and populations.

- NURS 6300 Quality Improvement in Healthcare
  This course incorporates current standards of quality and safety within the context of value-based care. In a value-based healthcare system, the benefits are derived from measuring health outcomes against the cost of delivering the outcomes. These benefits are then extended to patients, providers, payers, suppliers, and society as a whole. This course introduces new healthcare delivery models, which stress a team-oriented approach to patient care and sharing of patient data so that care is coordinated, and outcomes can be measured easily. Emphasis is placed on performance and quality improvement methods that underlie value-based nursing care. The nurse in advanced practice today must exemplify the standards of quality and safety and be prepared to lead the delivery of value-based patient-centered care.

- NURS 6400 Informatics for Transforming Nursing Care
  Informatics for Transforming Nursing Care integrates nursing science with multiple information and analytical sciences to identify, define, manage, and communicate data, information, knowledge, and wisdom in nursing practice. Students will acquire knowledge and skills to apply informatics concepts, communications, and data that are critical to facilitating interprofessional data-driven decision-making for supporting healthcare decisions. Students will examine the role of the nurse informaticist in current practices related to the collection, access, and use of health information and knowledge, as well as the implementation of clinical systems. Through this course, students gain an understanding of how informatics is used to improve advanced nursing practice and healthcare outcomes across organizations, public health, and consumer health settings. This course aligns theoretical concepts with practical applications of informatics.

- NURS 6700 Nursing Capstone
  The Nursing Capstone course provides an opportunity for students to apply the knowledge and skills they developed in previous courses toward the presentation of the successful implementation of their Healthcare Improvement Project (HIP). This phase puts into action all the components of project management that were planned and developed while working collaboratively with key stakeholders to establish the need and feasibility of the HIP, analyzing the organizational readiness for change, and planning the implementation and evaluation phases. In this phase, students will develop and implement a training plan for staff, managers, and leaders. They will also implement the communication plan they developed in a previous course. They will also manage the implementation process by applying organizational standards and

practices. Students will demonstrate strong leadership skills when meeting with stakeholders to report the status of the implementation phase and collaboratively problem-solve risks.

Students will evaluate the success of their healthcare improvement project (HIP) by analyzing results, using the key performance indicators and metrics that were identified while planning the evaluation phase. Students will present the results of the improvement project in a final report and presentation with a focus on lessons learned throughout each of the phases: initiation, planning, implementation, and evaluation. Reflective and analytic thinking are essential aspects of a capstone project, as students reflect and report on the successes and challenges encountered in each phase.

The student Activities Log must be entered into SU Maps and approved by Preceptor by deadlines stated in course. Documentation must demonstrate activities related to course outcomes, specialty competencies, and your learning agreement. Your practicum experience should include direct and indirect interactions with an advanced professional colleague, experience, or an expert nurse in the field site you have selected. A marginal amount of time spent in gathering evidence for your project may be included in the 120 hours (no more than 20 hours will be allowed). Travel time will not be accepted in your 120 hours.

Affiliation Agreement

Preceptors are field expert nurses who have earned, at a minimum, the MSN degree and have two years of experience. As healthcare and community- based resources, preceptors contribute significantly to the MSN students' learning and professional socialization. Preceptors and faculty work collaboratively to maximize potential for student learning. Students have the ability to contribute in choosing their own preceptor in the field experience courses. If the student is unsure of possible preceptors or sites, they should contact their course faculty and/or Clinical Coordinator. The student can also identify others who may be suitable. In any event, the student must have prior approval to ensure the preceptor and facility meets the guidelines of the MSN program. The course and/or clinical faculty will ensure the site is suitable. The Dean of Nursing will approve all field experience sites. An Affiliation Agreement must be signed by the Preceptor or Manager and Dean of Nursing before any hours are to be completed and any hours completed prior to approval will not count towards consecutive totals.

Ethical Behavior

You are expected to demonstrate professional demeanor, behavior, appearance, and communication at all times. You are bound by the American Nurses Association Code of Ethics and must agree to abide by all the rules and regulations of the state in which you are practicing. The following are expectations for conduct and behavior:

· Honesty
· Responsibility
· Respect
· Fairness
· Trust

Inappropriate and unprofessional conduct will not be tolerated.

Practicum for MSN

Overview

The practice experiences assist students' transition from learner role to that of a scholar – MSN. Students' will engage with a professional colleague in their work/community, and focus on experiences to promote professional competencies. While engaging in your field experience take into consideration the "organization/system understanding, leadership development, evidence-based practice, information management and integration of technologies into practice, interprofessional collaboration and communication, clinical prevention and population health, comprehensive assessment, and quality improvement strategies" (American Association Colleges of Nursing (AACN), 2021).

Competencies should be focus on role functions with the achievement of individualized learning objectives. The practice experiences require students to apply knowledge, concepts, and skills that they have acquired during their program of study.

Required Activities

Students must satisfactorily complete all the requirements of their practice experience courses (Table 1) in accordance with the information provided in the course syllabi. Students will complete the didactic portion of the program online. Students will not be allowed to take multiple practice experience courses concurrently. Students must receive a passing grade for the field experience components in the course that have integrated didactic (theory) and practice components to pass the course successfully.

Table 1

Course Number	Course Name	Field Experience Hours	Comments
NURS 5400	Collaborative Leadership	20 hours	Participate with leadership and identify gaps and evaluate effectiveness of collaborative teamwork. (direct)
NURS 6000	Holistic Health Assessment of Population and Communities	20 hours	Working with state or community agencies such Dept. of Health and

			Human Services, to identify trends in health issues of at risk communities or populations. (indirect). Participate with interprofessional team to implement and evaluate practice changes. (direct)
NURS 6300	Quality Improvement in Healthcare	20 hours	Participate with leadership team in identifying, planning, implementation, and evaluation of improvement strategies. (indirect)
NURS 6400	Informatics for Transforming Nursing Care	20 hours	Collaborating with information technology to identify trends in data to improve care. (indirect)
NURS 6700	Nursing Capstone	40 hours	Collaborate with leadership team, educate staff or patients, implement interventions, and evaluate outcomes. (direct and indirect)

NURS 5400 Collaborative Leadership

Learning Objectives:

1. Explore essential characteristics of the advanced professional nurse in the role of leader, educator, practitioner, or informatics specialist.
2. Apply evidence-based strategies to facilitate interprofessional collaboration on teams.
3. Advocate for change at the bedside and lead teams to advocate for health policy reform.
4. Gather and analyze data to identify patients and populations at risk and recommend policy changes to improve health outcomes in the community.
5. Develop leadership skills to transform nursing and adapt organizations in response to the turbulent healthcare environment.
6. Develop and apply theory-based leadership competencies to create the organizational cultures needed to achieve quality patient outcomes.
7. Explore evidence-based strategies to create healthy work environments that empower nurses and build collaborative interprofessional teams.

NURS 6000 Holistic Health Assessment of Populations and Communities

Learning Objectives:

1. Develop a comprehensive understanding of the biopsychosocial and sociocultural contexts that influence community health and wellness in patients and populations across the lifespan.
2. Demonstrate advanced community assessment knowledge and skills for healthcare assessments and focused history-taking, including techniques for gathering sensitive information and building rapport with community clients.
3. Apply critical diagnostic reasoning and healthcare decision-making skills to interpret assessment findings, develop differential diagnoses, and formulate evidence-based treatment plans for community clients with complex health concerns.

4. Utilize a problem-focused framework to prioritize community health concerns and develop appropriate interventions for clients and populations, incorporating a range of health promotion, disease prevention, and health restoration strategies.
5. Integrate ethical, legal, and cultural considerations into advanced community health assessment and care delivery, demonstrating sensitivity to diverse patient needs and preferences.
6. Develop interprofessional communication and collaboration skills to work effectively with community healthcare providers and community partners in promoting optimal health outcomes.
7. Research global healthcare issues and initiatives, integrating the United Nations Sustainable Development Goals 2030.

NURS 6300 Quality Improvement in Healthcare

Learning Objectives:

1. Analyze the principles and concepts of value-based healthcare delivery models.
2. Using the Healthcare Improvement Project, explore the role of nurses in providing value-based care and their contribution to patient outcomes.
3. Apply current standards of quality and safety within the context of value-based care.
4. As a quality measure of the Healthcare Improvement skills in measuring and improving patient outcomes and quality-of-care delivery.
5. Apply performance and quality improvement methods that underlie value-based nursing care through the Healthcare Improvement Project topic, literature review, and proposed intervention.
6. Promote a team-oriented approach to patient care for coordinated care to improve outcomes.
7. Implement strategies for effective leadership in value-based patient-centered care delivery.
8. Exemplify the standards of quality and safety in delivering Advanced Practice Nursing value-based care.

NURS 6400 Informatics for Transforming Nursing Care

Learning Objectives:

1. To integrate nursing science with multiple information and analytical sciences to identify, define, manage, and communicate data, information, knowledge, and wisdom in nursing practice.
2. To acquire knowledge and skills to apply informatics concepts, communications, and data critical to facilitating interprofessional data-driven decision-making.
3. To build competence in the use of patient- and population-based applications

that inform and support the transformation of nursing care delivery toward a future of value-based quality nursing care that improves health outcomes.

4. To align theoretical concepts with practical applications of informatics consistent with the functional areas and responsibilities of informatics nurses.
5. To utilize evidence-based care and health education to manage health information.
6. To provide the foundation for integrating concepts of healthcare information, healthcare delivery, decision-support, and the ethical and secure management of information in the advanced practice nursing role.

NURS 6700 Nursing Capstone

Learning Objectives:

1. Apply knowledge and skills acquired from previous courses to successfully implement a healthcare improvement project (HIP).
2. Apply theory, principles, and concepts related to the area of specialization to enhance nursing practice and promote positive social change.
3. Evaluate the success of the healthcare improvement project by analyzing results using key performance indicators and metrics identified while planning the evaluation phase.
4. Present the results of the improvement project in a final report and presentation with a focus on lessons learned throughout each of the phases: initiation, planning, implementation, and evaluation.
5. Reflect on and analyze the successes and challenges encountered in each phase of the project.

Evaluation

The Practicum and Field Experience component is thoughtfully designed to foster the integration and application of advanced nursing theory, research, and evidence-based practice within diverse clinical and organizational settings. This experiential learning process supports student development as transformative nurse leaders who utilize inquiry and innovation to address complex healthcare challenges.

Students are encouraged to identify and articulate a clinically relevant, evidence-based problem or need early in the program. Throughout their coursework, they will engage in progressive exploration, analysis, and intervention related to this identified focus, demonstrating increasing depth and sophistication in their knowledge and skills.

The practicum and field experience spans five academic terms, each building sequentially on prior learning and practical application. This longitudinal approach promotes the development of advanced competencies in leadership, interprofessional collaboration, quality improvement, health equity, and ethical practice, consistent with the AACN Master's Essentials and CCNE accreditation standards.

Through guided mentorship and reflective practice, students will translate evidence into innovative, patient-centered solutions that improve health outcomes across diverse populations and care environments, preparing them to excel as competent, confident nursing professionals and change agents in the healthcare system.

Policies

For Student Conduct and Responsibilities and Academic Standing, please refer to the student handbook.

Frequently Asked Questions

How do I decide on a Capstone topic?

Student may select a topic from suggested list provided or develop a topic of personal interest, and submit for approval by Assistant Dean of Post-Licensure programs.

How long is the practicum and field experience?

Students will spend a total of 120 hours across five terms: Collaborative Leadership- 20 hours, Holistic Health Assessment of Populations and Communities- 20 hours, Quality Improvement in Healthcare-20 hours, Informatics for Transforming Nursing Care- 20 hours, Nursing Capstone- 40 hours.

Do I have to finish all the practicum hours during the practicum course?

Students must complete hours during the practicum course only.

Do I have to track my hours?

Students will be enrolled in SU Maps, and will electronically complete an Affiliation Agreement and Preceptor Acknowledgment form. The agreement must be signed by their preceptor and approved by the Assistant Dean of Post-Licensure Programs. Students will also be required to complete a field experience log within SU Maps that tracks their hours and activity, this log must be signed by their preceptor.

Can I complete my hours at my place of employment as a nurse?

Students are not permitted to complete field experience hours during work hours and hours cannot be

related to students' current employment.

Capstone Approval Form

Choose one of the below activities or present own topic for the Capstone project:

Topics:
- ——Participate with an interprofessional performance improvement team currently working on implementation/evaluation of national patient safety goals.
- —— Conduct/participate in a mock Root-Cause Analysis and/or Failure Mode Effects Analysis on a near miss and prepare a presentation for staff or shared governance council
- —— Collaborate with community agencies, such as a children/adult day care center, homeless/domestic abuse shelter, to develop and implement policies to minimize transmission of communicable diseases.
- —— Collaborate with community agency to analyze data to identify a community health problem of a particular aggregate at-need or at-risk. Plan and implement a health promotion project to address the identified problem or need.
- —— Identify a quality care or patient safety problem/issue that exists in an inpatient unit or an outpatient setting and create proposal with goals, objectives and strategies to address the identified issue.
- —— Create and evaluate a structured mentorship or leadership training program for aspiring nurse leaders within a healthcare organization.
- —— Design and implement an intervention to reduce burnout among nurses and assess its impact on morale, turnover, and patient care quality.
- —— Develop and lead a patient safety campaign focusing on a selected issue (medication errors, hospital-acquired infections etc.)
- —— Assess the impact of the implementation of a new or existing technology (EHR, patient portal etc.)
- —— Implement a DEI initiative within a healthcare organization and measure its impact on staff engagement and patient satisfaction.
- —— Other:_____
_____
_____

Site/Facility Capstone to be completed: _____

Southwest UNIVERSITY

_Student : _____   Date:_____

Approved by:_____   Date:_____

Comments: _____

_____

AFFILIATION AGREEMENT

    This Affiliation Agreement is entered into the ___ day of _____, 20___, between the Yolanda Arriola College of Nursing, Southwest University of El Paso, and _____ for the purpose of providing field experiences for nursing students within the Master's Program in Nursing, SUEP.

    The nursing students participating will abide by the policies and procedures of the Yolanda Arriola College of Nursing, Southwest University of El Paso, and the Agency named above.

    Publicity and/or public information regarding these experiences must be consistent with the policies of the Yolanda Arriola College of Nursing, Southwest University of El Paso and the Agency.

    Neither the Yolanda Arriola College of Nursing, Southwest University of El Paso nor the Agency will be responsible for any expenses incurred by the students unless such expenditures have prior approval of the Agency or the Yolanda Arriola College of Nursing and, whichever is appropriate for the particular encumbrance.

SIGNED: _____   SIGNED: _____
Preceptor   Dr. Sandra G. Imperial, Assistant Dean
                                         Yolanda Arriola College of Nursing SUEP

DATE: _____   DATE: _____

Preceptor Acknowledgement Form:

On behalf of Southwest University, we want to thank you for agreeing to be a preceptor to one of our MSN students for their field experience. We very much appreciate your willingness to serve in this capacity. The student will be sharing the Southwest University Field Experience Project Manual with you which includes course descriptions, objectives, learning goals, and descriptions of student expectations. This information is designed to provide you with an overview of your scope of the field experience, the types of experiences that might be needed, and the projected student outcomes.

We are asking that you please review this document, completely fill out the required information below, submit required documentation as stated below and electronically sign or print at the bottom of the page. This document is part of the student's required documents and is necessary for the student to complete their field experience hours.

Purpose:

MSN students in all specializations complete a minimum of 120 field experience hours. The practicum experience is completed as a part of 5 courses:

- NURS 5400 (Collaborative Leadership)

- NURS 6000 (Holistic Health Assessment of Population and Communities)

- NURS 6300 (Quality Improvement in Healthcare)

- NURS 6400 (Informatics for Transforming Nursing Care)

- NURS 6700 (Nursing Capstone)

Field learning experience hours are intended to assist the student in meeting objectives for the above-mentioned courses and will require direct interaction with patients and other members of the healthcare team. Students are permitted to complete the experience at his/her workplace. However, the experiences must:

- Be completed outside of the student's normal working hours

- Implement a project or process that has not already been implemented

- Not interfere with student's normal work assignments and responsibilities.

Preceptor Role

In accepting this responsibility, you are agreeing to guide, direct, and support the student in achieving overall field experience objectives. At the completion of the hours, you will be asked to submit an evaluation of the student's work and verify the completion of required hours.

Prior to the initiation of the student's field experience, you are required to submit a copy of your current curriculum vitae/resume and license as a part of the Preceptor approval process. Students will submit all required documents to Assistant Dean of Post-Licensure Programs and Clinical Coordinator. The Assistant Dean of Post-Licensure Programs and Clinical Coordinator will contact you shortly after the beginning of the term to review practicum standards and expectations as well as to answer questions and address issues or concerns.

Thank you in advance for your support in enhancing nursing education and furthering the number of students with Master's Degrees in Nursing

Preceptor Check List:
___ 1.) Signed Preceptor Information Sheet
___ 2.) Provide copy of CV/Resume
___ 3.) Provide copy of Nursing Licensure
___ 4.) Signed Affiliation Agreement

By typing my name below and providing my e-mail address as an authentication, I am providing an electronic signature certifying that to the best of my knowledge the information provided by the student is correct and true and as the student's Preceptor, I am willing and able to meet all practicum criteria and requirements as stated above.

Printed Name: _____

Preceptor e-mail address (provides authentication for electronic signature and thus must match the e-mail address contained in the student's application for field experience):

Date: _____

Revised Jan 2025

Evaluation of Preceptor/Mentor

Preceptor/Mentor Name:

Date:

7 = strongly agree

6 = agree

5 = mildly agree

4 = neutral

3 = mildly disagree

2 = disagree

1 = strongly disagree

0 = not applicable or cannot evaluate

_____ 1. The preceptor/mentor was able to support the student in meeting the objectives identified by the student/faculty for the assignments and/or experiences.

_____ 2. The preceptor/mentor assisted with selecting assignments and/or experiences which enhanced student learning.

_____ 3. The preceptor/mentor assisted with selecting assignments and/or experiences which were challenging and within the scope of the student's ability.

_____ 4. The preceptor/mentor was available for assistance.

_____ 6. The preceptor/mentor was a positive role model for professionalism.

_____ 7. The preceptor/mentor was able to relate the assignments and/or experiences to evidence based practices.

_____ 8. The preceptor/mentor demonstrated commitment to assignments and/or experiences and student learning.

_____ 9. The preceptor/mentor demonstrated respect for the student, and if applicable clients and clinical personnel.

_____ 10. The preceptor/mentor provided meaningful and objective feedback to the student regarding assignments and/or experiences.

_____ 11. The preceptor/mentor communicated as needed with the student and course faculty (if applicable) to discuss student progress and maintain open communication.

Time Verification Policy

Students are responsible for maintaining accurate time records. Students will use the SU maps sumaps.southwestuniversity.edu application to Clock In and Clock Out for indicated Field activities. The

documented hours must include an uploaded Field Experience Log with description of approved activities completed during hours. Preceptor signature must be obtained by due date posted in course. GPS locator must be on when clocking in or out, this will record exact location. Students must clock in or out when in the designated facility, not from parking lots or while driving. If GPS is not on, logged hours will not be approved. This will result in incomplete hours. Unapproved time verification will result in incomplete hours.

   Not meeting required hours will result in the unsuccessful completion of the course and failure to progress in the program.

MSN Field Experience

NURS 5400 (20 hours)

Student will choose their capstone project setting, a healthcare setting, unit, or practice area where they can analyze, and identify challenges related to interprofessional collaboration and leadership. Throughout the course, you will develop and implement an action plan to improve collaboration, patient outcomes, or policy reform through evidence-based leadership strategies.

1. Participate in chosen healthcare settings leadership activities (ie. Shared governance meetings, director meetings etc.)
2. Assess and identify key leadership roles withing setting.
3. Identify interprofessional collaboration, and the challenges.
4. Identify the process leadership must apply to implement change.

NURS 6000 (20 hours)
Students will use chosen capstone project and create a detailed health profile from the community or state agency data. The profile will identify demographic information, key health indicators, social determinants of health, prevalent health issues, and cultural factors influencing health outcomes. Apply problem-focused framework to prioritize community health concerns and relate to a global health issue.

1. Describe process to identify and prioritize community health concerns (DHHS)
2. Evaluate process of community selection (city, zip codes, income, etc.)
3. Describe healthcare resources and access barriers within the community.
4. Research a global health issue relevant to community health and wellness, focusing on how it aligns with one or more of the United Nations Sustainable Development Goals.

NURS 6300 (20 hours)
Students will use chosen capstone project setting and evaluate value-based healthcare delivery model versus fee-for service model.

1. Analyze and compare value-based care with traditional fee-for-service models.
2. Research the Risk management and Quality/Performance Improvement departments and their roles of quality delivery of care.
3. Identify key stakeholders required to implement quality improvement interventions.

NURS 6400 (20 hours)

Student will use chosen capstone project setting to explore the intersection of nursing practice and healthcare informatics. This will help you understand how informatics tools and technologies influence

patient care, improve clinical outcomes, and enhance the overall healthcare system.
1. You will evaluate how information systems are integrated into the clinical setting and analyze the challenges and opportunities they present.
2. Explore the role of the informatics nurse in the healthcare setting, identify the required education and training and possible certifications.
3. Critically assess the use of informatics tools in the healthcare setting. Identify strengths, weaknesses, and areas for improvement.
4. Identify the security systems, protocols for data protection, and processes for security breach.
5. Assess how data analytics impacts clinical decision making and nursing practice.

NURS 6700 (40 hours)
Student will use chosen capstone project to compile comprehensive presentation of identified community, health issue.

1. Describe why community and specific health issue were selected.
2. Explain why health issue is priority, provide supporting data and research.
3. Collaborate with leadership team, educate staff or patients, implement interventions, and evaluate outcomes.

As you **complete a variety of field experiences** to meet course requirements (**120 hours**), please consider the following guidance regarding **types of activities** that can be completed:

- **Interview** (5 hours) with a MSN and or higher degree nurse in a leadership position within the chosen Capstone project topic

- **Shadowing of a community healthcare leader** (unlimited)

- **Volunteering with a community healthcare leader** (10 hours)

- **Community/Population Assessments** (unlimited)

- **Research** (20 hours) conducting research/data extractions within the research project topic

**total hours per course is outlined in course documents. (120) Total hours completed in NURS 5400/6000/6300/6400/6700 must be distributed and completed in at least (5) different categories listed above.
hours cannot be completed during work hours; related to your current employment; include drive time and administrative tasks. See your course and study, to include task directions, for additional support and more information regarding unacceptable tasks. You are encouraged to complete a separate, hardcopy of your time log for your own personal records.

Interviews
Interviews may be completed in person or virtually in a 1:1 webcam interview. Interviews must be with a healthcare professional or a professional community leader and can be used for up to (10) hours. Each interview cannot exceed two hours in length and must meet the following documentation

- Platform used to conduct the virtual interview
- Contact name
- Role/position
- Full address
- Phone or email

Shadow work or volunteering
These activities are only allowed when working directly with a community healthcare leader (not another volunteer or co-worker).

Research
Research for evidence relevant to your topic can be included on your time log for a total of (20) hours.

Unacceptable activities
Anything related to your current work position (e.g., CPR training, work shifts, training orientation, or courses, classes or conferences) is not acceptable for this project, nor are drive time, orientation, or other logistical or administrative tasks. The purpose of these hours is to enhance your growth as a professional nurse.

The chart below provides specific examples of acceptable and unacceptable activities:

Acceptable Activities	Unacceptable Activities
Participating in planning and evaluation meetings focused on community or population health initiatives	Conducting superficial or repetitive assessments of similar locations without analysis or synthesis of findings
Conducting community health needs assessments, including surveys on access to healthcare resources (clinics, pharmacies, food access)	Activities limited to acute care clinical settings without community or leadership focus
Participating in health screenings in collaboration with public health leaders or community organizations	Observing CPR or first aid classes without active engagement or leadership responsibility
Serving on or attending committee meetings at unit, department, or organizational leadership levels	Shift work in private home care agencies without a leadership or community health component
Shadowing nurse leaders or administrators in Legal, Risk Management, Quality, or Performance Improvement departments	Passive observation of public activities in non-health settings (parks, playgrounds, restaurants) without a defined learning objective
Collaborating with American Heart Association personnel on community outreach or education initiatives	Volunteering or shadowing professionals not involved in community health or nursing leadership
Assisting in planning and coordination of health fairs under supervision of community health professionals	Excessive, unfocused assessments at multiple sites without clear goals or documentation
Shadowing county public health nurses or advanced practice nurses in community-based	Excessive time spent assessing multiple locations for the same topic

programs	
Working closely with public health teams in Women, Infants, and Children (WIC), Tuberculosis, or STI clinics	Assisting with school health screenings (hearing, vision, scoliosis) without advanced nursing leadership involvement
Collaborating with public health nurses delivering in-home care services	Activities lacking relevance to community health, leadership, or evidence-based nursing roles
Participating in county wellness committees, health boards, or financial planning sessions	
Volunteering or participating in emergency preparedness drills or response planning	
Working with school nurses in delivering health education and staff training	
Attending local, relevant conferences or professional development sessions with documentation of attendance and learning outcomes	
Leading or co-facilitating interdisciplinary team meetings to improve patient care coordination or workflow	
Developing or revising clinical policies, protocols, or guidelines within a healthcare or community organization	
Conducting quality improvement (QI) projects: collecting data, analyzing outcomes, and implementing changes	
Participating in healthcare accreditation or compliance audits (e.g., Joint Commission readiness teams)	
Designing and delivering staff education or professional development workshops on clinical or leadership topics	
Serving on ethics committees or institutional review boards (IRBs) and contributing to policy review or case discussions	
Participating in strategic planning for nursing services or healthcare programs	
Analyzing health policy impacts and preparing position statements or advocacy plans for nursing organizations	

Notes:

- **All activities should be aligned with individual learning objectives, be supervised by qualified professionals, and contribute to advanced nursing competencies in leadership, evidence-based practice, or community/population health.**

- Students should document reflective learning outcomes and evidence of engagement for all practicum activities.

- Repetitive or non-analytical participation in similar activities is discouraged unless significant new learning is demonstrated.

![Southwest University logo]

Contact Information

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Important Resources

Southwest University Library Community

ALL GUIDES Alphabetically - LibGuides at

Southwest University at El Paso

References:

American Association of Colleges of Nursing. (2021). *The essentials: Core*

competencies for professional nursing education.

https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf