Why a BSN?

Our Healthcare systems are rapidly changing
Why a BSN?

Nurses must be prepared to care for increasingly diverse populations in diverse settings.
Why a BSN?

Nurses must be prepared to care for patients with higher complexity in their care needs
Why a BSN?

Nurses must be prepared to lead the largest healthcare overhaul in recent history.
WWU Program Structure

• Four academic quarters to completion
• Part time option – 8 quarters to completion
• Cohort Admission Fall (Bellingham) & Spring (Mt. Vernon) Quarters
• Classes held on Tuesdays on WWU Campus & Thursdays on SVC Campus ~ 8:30am – 6:30pm
• Classes are a blended learning format of Face to Face and Online.
• Flipped Classroom model
• Practice Experience “Clinicals” are held during class time, no additional days during the week
Program Acceptance Requirements

- RN Licensure or students in the last year of a pre-licensure associate degree Nursing program.
- New Graduates may be offered provisional acceptance pending completion of NCLEX-RN and RN Licensure.

- Completion of at least 90 transferable credits, course pre-requisites mirror pre-licensure program courses.
  - English Composition, General Chemistry with Lab, Anatomy & Physiology with Lab, Microbiology, Introduction to Psychology, Life Span Psychology, Introduction to Statistics & Humanities courses (minimum of 7 approved credits are required for graduation).

- Good Academic Standing with a 2.75 GPA or higher.

- Admission to Western Washington University & RN-to-BSN Program.

- Background Check, Drug Screening, Health & Certification Requirements.
Community Practice Partnerships

- PeaceHealth St. Joseph’s Medical Center
- Whatcom County Health Department
- Whatcom Alliance for Healthcare Access (WAHA)
- Bellingham Senior Center
- Evergreen Wellness Advocates
- Lake Whatcom Residential Treatment Center
- Skagit Valley Hospital
- SeaMar Community Health
Information Literacy to Support Academic Discourse

Develops your ability & skills needed to evaluate & analyze current issues in health care.

“I felt this class was essential in helping me to disseminate information and to consider source material more closely before accepting it as truth. I thought it was wise to have this research class offered the first quarter to provide a foundation on which to build. Further, by having us focus on the IOM Future of Nursing Report, we all became well versed with this document and its importance. I also liked the "Asking the Right Questions" book- I found it approachable and enjoyable to read.”
Social Justice and Healthcare

Examines how oppression, racism & privilege shape patient care. Increases self-awareness to promote equitable patient care.

“I absolutely loved social justice and I think it may have been the most important class taken in our program. It really made me reflect and think about the way I view the world and the role we can all play in combating inequalities. The book we read was excellent and I have reread it in class and recommended it to a couple friends. Jill told us at the beginning of the quarter that taking a social justice class could cause us to forever think differently about things and this has held true for me. Please keep this class as part of the curriculum- I think it is essential!”
Translational Research for Evidence-Based Practice

Utilizes the elements of the research process & analytical skills necessary to evaluate, translate & apply systematic inquiry to inform nursing practice & promote optimal clinical outcomes.

“It was interesting to get more into the details of research and analysis. This is not something I have been good at.”

“This course really helped me with my research reading comprehension”
Poster Presentations at PHSJMC and Western Institute of Nursing on research findings.
Policy Leadership & U.S. Healthcare

Examines health care policy, finance & regulatory environments that directly & indirectly influence the health care system.

“I learned a lot in this course and was especially interested in the current changes in health care that we are experiencing. Learning about the Health Care Act helped me in my day to day practice”
Organizational Change for Quality and Safety in Healthcare

Participation in selected patient safety and quality improvement initiatives provide opportunity to apply and evaluate the relevance of theoretical concepts to real-world health care challenges.

Practice Experience Component

“I loved that we were out in the community for the spring quarter. With the work we did at the WCHD, it actually felt like we were making a difference- taking some of the concepts we’d learned didactically into practice. It was incredibly empowering.”

“LETS MAKE SOME CHANGE. I'm already bringing this attitude to my place of work”

Some of the work that was done during this course has been adopted as policy by the Whatcom County Health Department.
Community-Based Care for Vulnerable Populations

Integrates and applies principles of social justice, health promotion, disease and injury prevention in providing services to vulnerable populations in the community-context.

Practice Experience Component

“I never wanted to be a public health nurse until I had this class!” (this student was hired by the WCHD)

“Enjoyed this course/quarter. I felt that 422 & 432 went well together. I felt like my group really made a difference for our community of nurses!”

“Eye opening.”
Interdisciplinary Care Coordination

Integrates knowledge, skills and attitudes necessary to promote community based patient/family centered health care coordination through effective use of appropriate technologies, interdisciplinary communication, teamwork and collaboration.

Practice Experience Component

“Best course of the entire program! Continue with panels and handing out resources. Would also recommend that students should make an electronic "toolkit" as well, so we can email resources easily when necessary.”

“I truly enjoyed this class and learned so much information on care coordination. The panels that we had in class were so informative and the information was beneficial to my practice. It was very interesting to learn how different areas practice and how they coordinate care. The information that we are all missing has to do with how we communicate across the board.”

“There are endless resources in this community. Many people do not even know these services exist sadly. Through coordination though, health disparities can be addressed and solved. This class set the spark of networking that had been glowing all year into a right nice flame. In this course, many highly important connections within Whatcom’s health system were initiated.”
Global Health Inequities & Interventions

Examines major problems and policy issues in global health from multiple perspectives. Focuses on understanding the historical, political, social, cultural, environmental and economic determinants of adverse health conditions in developing countries.

“I enjoyed global health. I thought it was cool how the scope of the classes in our program continued to expand. Bedside>Community>County>State>Global. Great books and readings selected. I also appreciated that we were given freedom in writing our research paper and that we were allowed to so individually”
Transitions in Professional Nursing Practice

The E-portfolio process includes opportunities for self-assessment of progress made in meeting program specific and individual student goals.

“E-Portfolio is beneficial for job transitions and for literature dissemination”

“As we discussed on the last day, this class wasn't a lot of "fun" while in process, but I am grateful to have the finished product as a place to store all of my information electronically. It is unlikely I would have ever found the internal motivation to compile something this expansive, so I appreciate it being woven into the program.”
Writing Across Curriculum

This is a hybrid course that emphasizes strategies and ongoing practice in critical reading, writing and thinking skills that enhance student success in developing clear, informed, analytic and persuasive academic papers.

“I took this class the first quarter, as I needed to be "full time" for my scholarship. At first, I remember it being a lot of busy work without much merit and didn't feel that it made me a stronger writer. However, I can see now how this class was beneficial for someone that hasn't come from an ADN program with a heavy focus on writing in APA, as was my case.”
Admissions Process

- Online applications to both Western Washington University (Transfer & Postbaccalaureate application) and the RN-to-BSN Program.
- Goal Statement Essay ~ make sure to answer all 4 questions.
- Resume
- 3 Professional Recommendations
- RN-to-BSN Expectations
- Criminal Conviction Disclosure

- Consider creating a separate professional email address when applying to programs or employers.
www.FAFSA.gov

• Federal Student Aid is a free application, Do Not Pay to apply!

• If you do not meet the FAFSA deadline, make sure that you apply as soon as possible.

• You will attend Summer quarter when you complete your FAFSA after beginning program (for distribution).

• Also check out the Tuition, Scholarships and Aid page on our website.
Honor Society of Nursing

• All 24 of our first cohort were inducted into the Nursing Honor Society, Sigma Theta Tau International as Nurse Leaders.
RN-to-BSN Program Application

RN-to-BSN Program application available online:

www.wwu.edu/bsn

Priority Deadlines:
Spring Quarter: January 10\textsuperscript{th}
Fall Quarter: March 1\textsuperscript{st}

Questions can be directed to the Program at:
bsn.info@wwu.edu or by phone 360-650-6700