**Overview**

This section consists of a single paragraph that succinctly describes the scholarly activity that you attended/participated in, the target market for the activity, and the benefit of the activity to you.

**Problem**

This section consists of either a short narrative or a list of bullet points that concisely identifies the problems the scholarly activity is designed to solve. Educate: What is the current state of the activity topic? Explain why this is a problem, and for whom is it a problem? Inspire: What could a nurse achieve by participating in the scholarly activity? Use declarative sentences with simple words to communicate each point. Less is more. Scholarly Activity Summary – Grand canyon university GCU .

**Solution**

This section consists of either a short paragraph or a list of bullet points that concisely describes the solution to a proposed practice problem that the scholarly activity addressed and how it addresses the problem outlined in the previous section.

**Opportunity**

This section consists of short paragraphs that define the opportunity that the scholarly activity is designed to capture. It is important to cover the objectives and goals that were met. How will attending/participating in this scholarly activity help you grow as a nurse?

**Program Competencies Addressed**

This section consists of a list of program competencies that were addressed in this scholarly activity. Please use the list from the ISP. See Below

. APPENDIX A:

GCU RN-to-BSN Domains & Competencies

A. University’s Mission Critical Competencies

How does this Individual Success Plan support the GCU Mission?

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

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

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

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

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

B. Domains and Competencies

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

Domain 1: Professional Role

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

Competencies:

1.1: Exemplify professionalism in diverse health care settings.

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

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

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

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

Domain 2: Theoretical Foundations of Nursing Practice

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

Competencies:

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

2.2: Comprehend nursing concepts and health theories.

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

Domain 3: Nursing Practice

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

Competencies:

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

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

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

3.4: Demonstrate professional standards of practice.

Domain 4: Communication/Informatics

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

Competencies:

4.1: Utilize patient care technology and information management systems.

4.2: Communicate therapeutically with patients.

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

Domain 5: Holistic Patient Care

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

Competencies:

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

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

5.3: Provide culturally sensitive care.

5.4: Preserve the integrity and human dignity in the care of all patient