



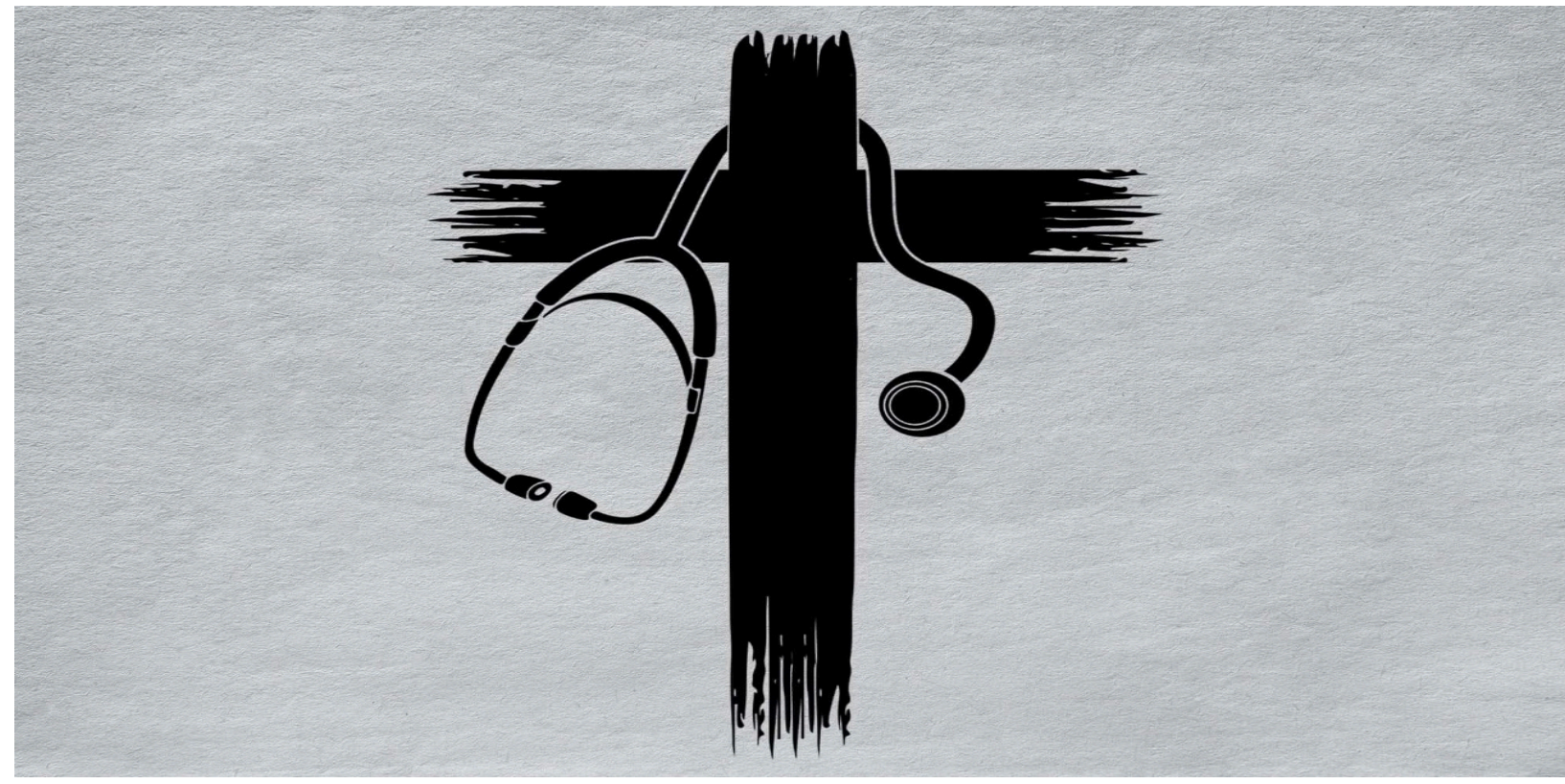
Brandon James Romero, MSN, RN

NURS 592 Education MSN Capstone
Laurie Parson, DNP, RN-BC, CNE



PUC LEARNING OUTCOMES

WISDOM



Wholeness:

Throughout my MSN journey at PUC, I promoted wholeness by caring for the body, mind, and spirit of both patients and students. I regularly integrated Jean Watson's Theory of Human Caring by emphasizing compassion, presence, and holistic health promotion in my teaching and nursing practice.

Integrity:

Throughout the program, I upheld integrity in all aspects of teaching and nursing practice modeling honesty, fairness, and ethical behavior. As a Christian, I approached every situation with humility and compassion, ensuring my words and actions reflected Christ-like values.

Service & Stewardship:

I served the veteran population throughout my clinicals as well as prepared newly graduated nurses and nursing students to deliver high-quality, compassionate care to the veteran population. As a Christian, I approached every teaching and caregiving moment with a Christ-like mindset, serving others with empathy, patience, and integrity.

Diversity, Equity, and Inclusion:

Throughout the MSN program, I developed a strong understanding of the importance of DEI and consistently worked to implement intercultural competence in my role as a nurse educator. I created inclusive learning environments, used diverse patient examples, and encouraged respectful discussion that reflected the values of equity and cultural sensitivity.

Our Adventist Heritage:

As a Seventh-Day Adventist Christian, I strive to reflect the character of Christ in my nursing practice and teaching opportunities by demonstrating empathy, compassion, and a caring mindset in every interaction.

Maintaining Lifelong Learning:

I consistently work toward improving my nursing practice to ensure the veteran population I serve receives the highest quality care. I am currently studying to take the Certified Emergency Nurse (CEN) exam and am an active member of the Emergency Nurses Association (ENA).

References:

Pacific Union College (n.d.). *Masters of Science in Nursing*.
<http://www.puc.edu/academics/departments/nursing-health-sciences/msn>
Pacific Union College. (n.d.). *Values and Student learning outcomes*.
<http://www.puc.edu/about-puc/institutional-research/values-and-student-learning-outcomes>

MSN LEARNING OUTCOMES

Demonstrate the use of scholarly inquiry to evaluate current knowledge from nursing theory, nursing science and related disciplines to inform and or initiate in nursing practice:

I completed a literature review and EBP project in NURS-506 focused on newly graduated nurses transitioning to independent practice, and burnout among newly graduated nurses. I applied Benner's Novice to Expert Theory and Identified interventions to support newly graduated nurses in high-acuity settings.

Apply ethical decision making to nursing practice:

I taught ethical scenarios to newly graduated nurse residents and Samuel Merritt nursing students including 5150 cases, end-of-life decisions, and patient privacy. I guided learners in applying ethical frameworks and discussed nursing implications throughout clinicals and educational sessions.

Analyze the effect of health policy, finance, technology, and the organizational context on the development and implementation of quality nursing practice:

I participated in curriculum evaluation discussions and explored how documentation systems, resource limitations, and mobile health tools affect nursing care. I integrated discussion on technology's role in improving safety and workflow.

Demonstrate the use of leadership strategies that advance the design, implementation, and evaluation of nurse practice:

I demonstrated leadership throughout my MSN practicum by leading nursing students and newly graduated nurses in their clinical rotations. I assigned nursing students and newly graduated nurse residents to appropriate units and preceptors based on learning needs. I structured their clinical experiences to align with specific objectives and conducted reflective debriefings to evaluate and improve their nursing practice.

Analyze the effect of sociopolitical, cultural, and global influences on nursing practice:

Throughout my coursework and practicum experiences, I gained insight into how healthcare policy, cultural diversity, and current societal challenges influence nursing practice. I practiced addressing these issues through ethical scenario discussions and DEI-informed teaching.

Utilize interprofessional communication to improve healthcare outcomes:

I collaborated with preceptors, my mentor, and interdisciplinary staff to foster teamwork and ensure safe practice during clinical rotations. I modeled SBAR communication and encouraged assertiveness and collaboration among nursing students and newly graduated nurse residents.

Integrate advances in technology into healthcare:

I taught nursing students and newly graduated nurse residents how to navigate the VA's electronic health record system and various clinical information systems including BCMA (Barcode Medication Administration) to ensure safe and accurate medication administration. I also taught them how nurses can utilize an ultrasound machine to assist with difficult IV insertions.

EDUCATOR PROGRAM OUTCOMES

Demonstrate professional role competencies of nursing education through teaching and learning of advanced practice principles and theories:

I educated both nursing students from Samuel Merritt and newly graduated VA nurse residents using structured lesson plans with aspects such as SMART objectives, nursing theories and framework, multiple teaching strategies, and evaluation methods.

Analyze trends in healthcare and nursing education in the development of nursing curricula, teaching methodologies, and evaluation strategies in the classroom or the clinical education setting:

I attended a curriculum committee meeting at Fresno State and observed reviewal of program alignment with AACN Essentials. I also designed a mock syllabus and curriculum plan as part of a formal curriculum project in NURS-532.

Facilitate learning of individuals and groups using theories of education, nursing, testing and evaluation, and technological innovation:

I frequently applied Kolb's Experiential Learning Theory, the Constructivist Theory, and the Social Learning Theory when teaching didactic lessons or leading out as a clinical instructor. I frequently utilized online mobile-based applications to quiz or survey students in an engaging manner for summative assessments.

Use technology to educate and facilitate learning to improve outcomes of all populations:

I frequently conducted PowerPoint presentations that included engaging aspects such as videos, pop-art, and images to engage learners and meet diverse educational needs. I frequently utilized online mobile-based applications to quiz or survey students in an engaging manner for summative assessments.

Apply leadership strategies in the development of nurse educators:

Throughout my MSN practicum, I frequently practiced effective leadership strategies when leading clinical groups, facilitating open group discussions, and assigning nursing students and newly graduated nurse residents to appropriate units and preceptors. I also completed the Sigma Nurse Manager Course and the Faculty Knowledge and Skills Development course, both of which taught me multiple leadership strategies to implement as a nurse educator.

Demonstrate competency in evaluating research to improve nursing practice and nursing pedagogy:

I conducted a scholarly literature review and evidence-based practice project on burnout and nurse retention. I presented the project to the VA education department and Post-Baccalaureate Registered Nurse Residency Program at the Fresno VA.

Apply strategies that recognize multicultural factors in teaching and learning:

I frequently integrated culturally diverse patient examples in lectures and reviewed cultural ethical dilemmas with nursing students and newly graduated nurse residents. I consistently promoted communication strategies that respect diverse backgrounds and learning needs.