



## Program Guidebook

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### Bachelor of Science, Nursing - Prelicensure

*The prelicensure BSN degree focuses on contemporary nursing practices to build nursing skills and competencies using technology-based learning. It is structured to develop competent BSN nurses in a program that is sustainable, scalable, and nationally relevant. The prelicensure BSN program includes a strategic partnership between the Western Governors University Nursing Program and healthcare employers who provide practice sites and clinical coaches. Graduates are prepared to function in new roles as members of healthcare teams in many settings.*

*The prelicensure BSN program includes the study of medical-surgical (including critical care), psychiatric/mental health, pediatrics, obstetrics, and community health nursing and includes courses on evidence-based practice, research, leadership, nursing informatics, and professional nursing roles and values. Graduates are eligible to apply to take the NCLEX-RN exam for state licensure and be prepared to seek nursing positions for military, U.S. Public Health, and VA appointments as well as assume roles in school, community, and occupational health, and other acute and non-acute care settings. BSN graduates are also prepared to enter MSN programs. This degree program includes online and distance learning plus high fidelity simulation labs and hands on clinical experiences.*

*The WGU prelicensure BSN program is evidence-based and developed according to *The Essentials of Baccalaureate Education for Professional Nursing Practice* from the American Association of Colleges of Nursing (2008) ([click here to view](#)). In addition, it incorporates competencies and standards from professional organizations and state regulations.*

## Mission of the WGU Department of Nursing

The mission of the Department of Nursing is to make a positive difference in the lives of our students and the practice of nursing through a professionally supported, competency-based and student-focused learning model for working adults that promotes success in educational goals and sustained professional commitment. The Department of Nursing is committed to the formation of confident, caring, and competent professional nurses prepared to meet emerging healthcare needs of diverse populations.

## Departmental Promise

The WGU Department of Nursing promises to help our students develop the cognitive knowledge, ethical comportment, and clinical reasoning skills required of a professional nurse so that they may become safe, competent practitioners. We will:

- Embrace diversity
- Commit to individual student success
- Support on-time progression and graduation
- Treat students in a fair and equitable manner
- Ensure individualized response to student needs
- Communicate respectfully and in a timely manner
- Advocate for the students through all aspects of the learning experience
- Collaborate with national and community leaders in academia and industry
- Be accountable for the quality and integrity of the nursing education programs
- Provide relevant and innovative educational resources delivered when and where needed

## Nursing Programs Philosophy

We envision nursing as a caring interaction between the nurse, who is a member of an interdisciplinary team, and the patient, who is a member of a family and community. This caring interaction occurs across the lifespan, from infancy through old age. Nurses identify and strengthen clients' potential to move toward health and help clients shape their environment to promote well-being. We believe that healthcare begins in the community, prior to diagnosis of illness, by promoting health and wellness through advocacy, community assessment, and preventative care. Nurses use appropriate technologies and current evidence to develop their plans of care, whether in the community, the clinic, an acute care facility, or an extended care facility. Nurses assume leadership for clinical and ethical decision-making.

We believe that the global nature of communities and healthcare delivery necessitates that nurses be able to engage with patients, families, and communities who have diverse ways of responding to their healthcare needs. We recognize that the definition of family has expanded to include a variety of different compositions and roles and is the fundamental vehicle for how clients are supported, interact with the world around them, access resources, and engage in healthcare.

We recognize that students, particularly adult learners, have preferred learning styles, bring previous experience to the learning environment, and develop competency at different paces.

Learners seek to make sense of new educational experiences in light of their past and existing knowledge and then apply their new findings to real situations. Therefore, nursing education should provide opportunities where students engage in real world application to demonstrate competency in cognitive knowledge, clinical reasoning, and ethical comportment.

## BSN Program Goals

At the completion of the BSN program, graduates will be able to:

- Provide compassionate, patient-centered care to individuals, families, and communities from a variety of cultures across the lifespan.
- Apply leadership skills to engage others in creating, promoting, and managing a healing environment.
- Use clinical reasoning to provide safe, quality nursing care based on the best available evidence and ethical principles.
- Use information technology to communicate, mitigate error, and make decisions related to the provision of patient care. Support incorporation of nursing knowledge in the development of patient care technology.
- Assume accountability for providing and ensuring safe, efficient, quality care congruent with ethical, professional, and legal standards.
- Engage in interprofessional collaboration to improve safety and quality of healthcare.
- Incorporate knowledge of genetics and genomics into the care of patients, families, and communities.
- Assume accountability for providing and ensuring safe, efficient, quality care congruent with ethical, professional, and legal standards.
- Apply leadership skills to engage others in creating, promoting, and managing a healing environment.

## Understanding the Competency-Based Approach

Practically speaking, what does it mean when we say that WGU programs are competency-based? Unlike traditional universities, WGU does not award degrees based on credit hours or on a certain set of required courses. Instead, students earn their degrees by demonstrating their skills, knowledge, and understanding of important concepts through a series of carefully designed assessments.

Progress through your degree program is governed, not by classes, but by satisfactory completion of the required assessments that demonstrate your mastery of the competencies. Of course, you will need to engage in learning experiences as you brush up on competencies or develop knowledge and skills in areas in which you may be weak. For this learning and development, WGU has a rich array of learning resources in which you may engage under the direction of your mentor. You will work closely with your mentor to schedule your program for completing the assessments. (We discuss assessments in much more detail later in this guide.) You will work closely with additional faculty members as you proceed through courses that are designed to lead you through the content you must master in order to pass individual assessments.

The benefit of this competency-based system is that it makes it possible for people who are knowledgeable about a particular subject to make accelerated progress toward completing non-clinical courses. You may have gained your skills and knowledge of a subject on the job, accumulated wisdom through years of life experience, or, indeed, took a course on a particular subject. WGU awards a degree to you based on the skills and knowledge that you possess and can demonstrate, not the number of credits you have on your transcript.

## Accreditation

Western Governors University is the only university in the history of American higher education to have earned accreditation from four regional accrediting commissions. WGU's accreditation was awarded by (1) the Northwest Commission on Colleges and Universities, (2) the Higher Learning Commission of the North Central Association of Colleges and Schools, (3) the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, and (4) the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges. The university's accreditation status is now managed by the Northwest Commission on Colleges and Universities (NWCCU). The WGU Teachers College is accredited by the National Council for Accreditation of Teacher Education (NCATE). The nursing programs are accredited by the Commission on Collegiate Nursing Education (CCNE). The Health Informatics program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

## WGU's Mentoring Approach

Our mentoring approach is a powerful component of the WGU educational experience. When you enroll at WGU, you will begin interacting with the mentors assigned to provide guidance through the terms and courses. Mentors take an active role and a personal interest in student success and progress. Whether by email or phone, mentors are the essential "point person" for communication throughout the program. The mentor will help motivate you to work hard to complete your program. When a student has questions or concerns, the mentor team will help to resolve them.

You and your mentor work together to help determine which areas the student should focus on to develop a personalized Degree Plan. The prelicensure program has a strictly defined set of courses, schedule, and a progression plan which students must follow. This plan has been established through the requirements of and approval by state boards of nursing. Students are assigned to a cohort and must stay on time and on track to remain in their cohort and graduate with their cohort. Each clinical course has corequisites. This means that the theory course, clinical lab (learning labs and clinical simulation labs), and clinical course all must be taken together. If a student is not able to fulfill the passing requirements for one of the three for a given course, they must repeat all three.

## Admission Requirements

### Term One Enrollment

The WGU prelicensure BSN program contains the equivalent of two years of upper division nursing courses. Prior to being enrolled into term one curriculum, students must have completed all prerequisite science and general education courses required for a baccalaureate degree in nursing. Students may transfer the credits from a regionally accredited institution of higher learning. Students must submit official, sealed transcripts of all academic work to WGU on or before the first of the month prior to the start date of the program. Transcript evaluation guidelines may indicate a timeframe for completion of some prerequisite courses in order for them to be accepted for transfer credit and to qualify for admission.

### Term One Enrollment Requirements

Applicants must have a minimum of a 2.5 GPA in the required nursing sciences to be considered for enrollment into the nursing program. Successful completion of a nursing program admission exam is required prior to enrollment. Enrollment in the University and in the Term One term does not guarantee acceptance into the clinical nursing program.

\*CA students will progress to Term 2 provided all Term 1 requirements have been satisfied.

In order to be considered for enrollment into the Term One term, applicants are required to submit and/or complete the following items:

1. Official Transcripts from all previously attended colleges and universities that show completion of required prerequisites;
2. Letter of intent – Student Statement;
3. Professional resume;
4. Letter of Recommendation;
5. Take and pass the ATI TEAS Exam at the "Proficient," "Advanced," or "Exemplary" Level. Click [here](#) to learn more about the ATI TEAS Exam: The ATI TEAS Nursing Exam

Applicants who are not native speakers of English or non-U.S. born applicants who have not completed college level prerequisite courses in a U.S accredited college or university are required to take appropriate tests of language proficiency.

### Prelicensure Clinical Nursing Program Admission Requirements:

Enrollment into the term one curriculum and admission into the Clinical Nursing Program is competitive. Students must first be accepted and enrolled into term one. Students who are successful in term one will be allowed to apply for admission for the Clinical Nursing Program. Enrollment in the Pre-Nursing Curriculum is not a guarantee for admission into the Clinical Nursing Program. You must be at least 18 years of age before beginning the application process or participating in clinical experiences. Students enrolled in the Pre-Nursing Curriculum must successfully pass the Foundations in Nursing Skills performance exam ([click here to view](#)) during the pre-nursing term in order to be considered for admission.

Approximately 60 days after enrollment into the Pre-Nursing Curriculum, if you qualify, you must apply for admission into the Clinical Nursing Program. To be considered for admission, the following support documentation must be provided by you as part of the application process:

- Proof of health insurance†.
- Proof of successfully passing a criminal background check\*.
- Proof of successfully passing a urine drug test\*.
- Proof of a current immunization record and current negative TB test.[Click here to see what immunizations are required of you](#)
- Proof of meeting the specific physical requirements in accordance with the core performance standards of the nursing profession. [Click here to see examples of physical requirements](#)
- Participation in an interview with an admissions committee comprised of two or three committee members including the State Director of Nursing or designee.

† Note: Student malpractice insurance will be provided by WGU at no cost to you.

\* Note: Starred items are required to be completed no sooner than 90 days prior to beginning the clinical portions of this program.

Application and acceptance into the program is based on available clinical space, successful completion of all pre-nursing term course requirements, and numerical ranking of the above items, including a WGU pre-nursing term mentor recommendation.

\*CA students will progress to Term 2 provided all Term 1 requirements have been satisfied.

## Essential Performance Standards

**Background:** The Americans with Disabilities Act (ADA) of 1990 was instituted by Congress to prohibit discrimination against qualified individuals with disabilities. The ADA defines a qualified individual with a disability as an individual with a disability who, with or without reasonable accommodation, can perform the essential functions of the employment position that such individual holds or desires. In addition, the Rehabilitation Act of 1973 prohibits discrimination in admissions of a qualified person with disabilities.

ADA and the Rehabilitation Act of 1973 eligibility requirements vary depending on the type of services, activities, and functions needed in particular areas. Because the practice of nursing is an applied discipline with cognitive, sensory, affective, and motor components, students must be able to perform the functions which are necessary for the safe practice of nursing and essential to the licensing requirements for nursing. Students must be capable of meeting the following essential performance standards with or without reasonable accommodations in order to be admitted to the WGU Prelicensure nursing program:

## The Performance Standards

- Ability to think critically and focus on patient care priorities in order to make clinical decisions, identify cause-and-effect relationships with clinical data, and develop nursing care plans.

- Ability to demonstrate interpersonal abilities in order to interact appropriately with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.
- Ability to clearly communicate in English (both verbal and written forms) in order to communicate nursing actions, interpret client responses, initiate health teaching, document and understand nursing activities, and interact with clients, staff, and faculty supervisors.
- Ability to maneuver in small spaces and move from one place to another in order to move around in clients' rooms and bathrooms, into and out of work spaces, access treatment areas, and procure needed emergency materials when indicated. While healthcare agencies must meet ADA physical access standards, potential clients and equipment may limit the amount of available space in which to move.
- Ability to demonstrate gross and fine motor skills sufficient to provide safe and effective nursing care in order to move and position clients in and out of bed, calibrate and use equipment, and perform patient care procedures such as IV insertion and cardiopulmonary resuscitation.
- Ability to successfully perform the following physical activities:
  - Walk 5 miles per day
  - Lift 50 pounds
  - Reach above shoulder level
  - Bend and stoop/squat
  - Grasp/grip
  - Ascend and descend stairs
- Ability to hear well enough to monitor and assess client's health needs in order to hear cries for help, alarms on equipment, emergency signals, breath and heart sounds on auscultation, and various overhead announcements and cues.
- Ability to distinguish colors and see well enough to observe and assess clients' health status and changes in condition in order to see grimacing, movement, changes in skin color, rashes, and other observed client changes or responses.
- Ability to have tactile capabilities sufficient for physical assessment such that the student can successfully perform palpation, note changes in skin temperature, perform skills related to therapeutic activities, and identify by touch other changes in client condition.
- Physical and mental stamina necessary to adapt to requirements of 12-hour shift work, including:
  - Rotations on the 24-hour clock
  - Ability to sit for long periods of time
  - Ability to stand for long periods of time

The procedure for requesting ADA accommodations is located on the University portal here.

## Connecting with Other Mentors and Fellow Students

As you proceed through your Degree Plan, you may also have direct contact with other faculty members. These communications can take a variety of forms, including participation in learning communities, office hours via the courses, and webinars. As a WGU student, you will have access to your own personal MyWGU Student Portal that will provide a gateway to courses, learning communities, and program communities where you will have interactions with faculty and other students. Courses of study and communities are specifically designed to support you as you develop competencies in preparation for your assessments through the utilization of threaded discussions, blogs, and chats that are guided by content experts. You will access your program community during the orientation to network with peers who are enrolled in your program and to receive continued support through professional enrichment and program-specific chats, blogs, and discussions. WGU also provides a Student Services Associate to help you and your mentor solve any special problems that may arise.

## Orientation

The orientation focuses on acquainting the student with WGU's competency-based model, distance education, technology, and other resources and tools available for students. You will also utilize tutorials, message boards, online chats, and other activities to connect with other students in your program. This orientation is completed before you start your first term at WGU.

## Transferability of Prior College Coursework

Because WGU is a competency-based institution, it does not award degrees based on credits but on demonstration of competency. However, if you have completed college coursework at another accredited institution, you may have your transcripts evaluated and may be able to have some lower-division or corequisite assessments cleared. The guidelines for determining what will "clear" through transfer vary based on the degree program.

The following transfer guidelines generally apply to undergraduate programs: Requirements in the domains that can be considered the degree major cannot be cleared through transfer. Furthermore, WGU does not clear any requirements based on the student's professional experience and does not perform a "resume review" or "portfolio review" that will automatically clear any degree requirements. Degree requirements and transferability rules are subject to change in order to keep the degree content relevant and current. To review more information in regards to transfer guidelines based on the different degree programs, you may visit the Student Handbook found at the link below and search for "Transfer Credit Evaluation."

### Student Handbook

Remember, WGU's competency-based approach lets you take advantage of your knowledge and skills, regardless of how you obtained them. Even when you do not directly receive credit, the knowledge you possess may help you accelerate the time it takes to complete non clinical courses.

## Continuous Enrollment, On-Time Progress, and Satisfactory Academic Progress

WGU is a "continuous enrollment" institution, which means you will be automatically enrolled in each of your new terms while you are at WGU. Your terms are six months long. Longer terms and continuous enrollment allow you to focus on your studies without the hassle of unnatural breaks between the shorter terms that you would experience in a more traditional environment. At the end of every six-month term, you and your mentor will review the progress you have made and revise your Degree Plan for your next six-month term.

WGU requires that students make measurable progress toward the completion of their degree programs every term. We call this On-Time Progress (OTP), denoting that you are on track and making progress toward on-time graduation. As full-time students, graduate students must enroll in at least eight (8) competency units each term, and undergraduate students must enroll in at least twelve (12) competency units each term. Completing at least these minimum enrollments is essential to On-Time Progress and serves as a baseline from which you may accelerate your program.



We measure your progress based on the assessments you are able to pass, not on your accumulation of credit hours or course grades. Every time you pass an assessment, you are demonstrating that you have mastered skills and knowledge in your degree program. For comparison to traditional grading systems, passing an assessment means you have demonstrated competency equivalent to a "B" grade or better.

WGU has assigned competency units to each assessment so that we can track your progress through the program. A competency unit is equivalent to one semester credit of learning. Some assessments may be assigned three competency units while other assessments may be as large as six competency units.

Satisfactory Academic Progress (SAP) is particularly important for financial aid students because you must make SAP in order to maintain eligibility for financial aid. We will measure your SAP quantitatively by reviewing the number of competency units you have completed each term. As full-time students, WGU graduate students must enroll in at least eight competency units each term, and undergraduate students must enroll in at least 12 competency units each term. In order to remain in good academic standing, you must complete at least 66.67% of the units you attempt—including any assessments you add to your term to accelerate your progress. Additionally, during your first term at WGU you must pass at least three competency units in order to remain eligible for financial aid. We know that SAP is complex, so please contact a Financial Aid Counselor should you have additional questions.

## Assessments

Your Degree Plan will include the assessments needed to complete your program. To obtain your degree you will be required to demonstrate your skills and knowledge by completing the following assessments:

**Performance Assessments** contain, in most cases, multiple scored tasks such as projects, essays, and research papers. Performance assessments contain detailed instructions and rubrics for completing each task and are submitted in Taskstream, an online project management and grading tool.

**Objective Assessments** are designed to evaluate your knowledge and skills in a domain of knowledge. Most objective assessments include multiple-choice items, multiple-selection items, matching, short answer, drag-and-drop, and point-and-click item types, as well as case study and video-based items.

**Learning Lab and Simulations** are designed to evaluate your knowledge and skills related to patient care in simulated clinical environments. Lab and simulation assessments are conducted by learning lab instructors.

**Clinical Intensives** are designed to evaluate clinical performance in actual clinical settings according to nine key behaviors. Clinical Instructors complete clinical assessments.

As previously mentioned, we have assigned competency units (CUs) to each assessment in order to measure your academic progress. A standard plan for the program for a student who has no transfer units would look similar to the one below.

The prelicensure nursing program is a sequential program, meaning you must complete the clinical courses in a specific order. For example, you cannot work on Caring Arts and Science Across the Lifespan (known as CASAL II) until you have successfully completed the requirements of CASAL I, which includes required assignments, assessments, clinical learning labs, and a clinical intensive.

The standard path below lists the required competencies. Prelicensure students must have completed all liberal arts and science prerequisites prior to being considered for admission into the nursing program.

## Standard Path

Courses indicated as “TR” above must be completed outside of WGU and accepted for transfer credit before enrolling in this program. The pre- nursing curriculum (indicated above as “Pre”) is one-term of courses that must be completed successfully in order to be eligible for admission consideration into the nursing program. The clinical portion of the nursing program is designed to be completed in four terms. Program completion may take longer depending upon on time progression through the clinical degree requirements. The Degree Plan will include greater detail about the courses, including the assessments and their associated standard learning resources. The last term, particularly the last three months of the term, requires almost a full- time commitment since it includes 180 hours of clinical time plus a comprehensive NCLEX review for the licensing exam. Students are advised to begin preparing and saving for the last term from the beginning of the program.

### Standard Path *for* Bachelor of Science. Nursina - Prelicensure

Course Description	CUs	Term
Applied Healthcare Statistics	4	TR or Pre
English Comp I	3	TR
Anatomy and Physiology ( with Lab)	4	TR
Introduction to Communication	3	TR
Anatomy and Physiology II (with Lab)	4	TR
Introduction to Psychology	3	TR
Introduction to Humanities	3	TR
Introduction to Sociology	3	TR
Clinical Microbiology (with Lab)	4	TR
Survey of US Constitution and Government	3	TR
Human Growth and Development Across the Lifespan	3	TR
Biochemistry	3	TR or Pre

Professional Leadership and Communication in Healthcare	2	Pre
Introduction to Nursing Arts and Science	3	Pre
Health and Wellness Through Nutritional Science	3	Pre
Organizational Systems: Safety and Regulation	1	Pre
Medical Dosage Calculations	1	Pre
Pharmacology	2	TR or Pre
Information Management and the Application of Technology	3	1
Caring Arts and Science Across the Lifespan I	4	1
CASAL I Clinical Learning	2	1
Physical Assessment	4	1
Caring Arts and Science Across the Lifespan II	4	1
CASAL II Clinical Learning	2	1
Care of Adults with Complex Illnesses	3	2
Clinical Learning for Complex Illnesses in Adults	3	2
Professional Roles and Values	3	2
Care of the Older Adult	3	2
Psychiatric /Mental Health Nursing	3	2
Psychiatric /Mental Health Clinical	2	2
Care of the Developing Family	4	3
Nursing Care of the Children	4	3
Community Health and Population-Focused Nursing	3	3
Community Health and Population Focused Nursing Field Experience	2	3
Evidence Based Practice and Applied Nursing Research	3	3
Critical Care Nursing	4	4
Critical Care Nursing Clinical Learning	2	4
Organizational Systems and Quality Leadership	3	4
Professional Nursing Role Transition	3	4
Nursing Clinical Practicum	4	4

## General Expectations

The study of nursing is a very challenging endeavor requiring competencies in cognitive knowledge related to nursing practices and clinical reasoning in the delivery of patient care. We are committed to assisting you to achieve these competencies in your journey toward becoming a professional nurse dedicated to providing safe, high quality nursing care.

Your mentors, directors, and staff at WGU expect that you will demonstrate professional conduct and behaviors in both clinical and non-clinical settings. You are therefore expected to learn and adhere to professional standards of practice; be aware of your own personal values and show respect for others regardless of differing values and opinions.

We also hold for ourselves a parallel expectation that you will be provided the resources necessary for the achievement of the nursing program competencies. You can expect us to treat you with respect and dignity. We know when your dignity is affirmed, the learning environment will be conducive for the best learning outcomes, and you are more likely to affirm

the dignity of patients entrusted to your care, as well as the dignity of colleagues with whom you practice.

Clear, effective, and appropriate communication with patients and families as well as peers, mentors, professional healthcare members, and others is an important component of professional demeanor and behaviors. Students are expected to demonstrate integrity, honesty, a caring attitude, and a respectful approach in interactions with others. Students must embrace the values essential to the profession of nursing, work in collaboration with others and commit to being prepared physically, emotionally, and academically in the clinical setting.

Your WGU Nursing Student Handbook provides specific guidance on policies related to professional nursing behaviors in addition to policies and procedures about admission and progression. You are expected to read and understand policies relevant to the University and the nursing program. You will be held responsible and accountable for the information in the handbook.

You are expected to be self-directed and take an active role in your learning. Expect to spend a minimum of 25–30 hours per week completing assignments and activities related to your course; the weekly time requirements will increase to 35–40 hours during Term 4 and may require adjustment to your work schedule. This requirement is described in further details below.

***TIP FOR SUCCESS: Practice professions like nursing require extensive practice hours and this is more intensive during the last term. Students should prepare to take a leave from their employment during the last term of the program. This requires early planning, saving, and financial aid considerations. Mentors can help students to plan and access other resources. This additional time investment during the last term is critical for students to successfully pass the RN licensing exam.***

The program schedule is very specific and while your time for study and preparation is completely flexible, the dates for labs and clinicals are fixed and not changeable. Therefore it is essential that you stay on task and on time with all required assignments so you can progress with your cohort to labs and on to clinicals. If you do not meet the required timeframes, you will not be able to progress with your group, you will fall out of your assigned cohort and will have to wait until the next time that particular lab and clinical is offered in your area. If there is space available at that time and you are in good academic standing, you may be allowed to join a later cohort to complete labs and clinicals where you left off. Re-entry is not guaranteed.

***TIP FOR SUCCESS: Students who have completed required assignments have been successful in advancing to clinical learning labs and clinical intensives; students who miss important deadlines "fall off" their cohort and have had their progression modified which means completion of the program may be delayed a year or longer depending on available clinical space.***

You are expected to attend and participate in required webinars designed to assist you with challenging concepts in the course. Ample advanced notice of these webinars will be provided to help you plan accordingly.

***TIP FOR SUCCESS: Our profile of the most successful students has shown that students who routinely attend webinars are more likely to stay on track with program requirements and more likely to pass competency exams the first time.***

## Learning Resources

WGU works with many different educational partners, including enterprises, publishers, training companies, and higher educational institutions, to provide high-quality and effective learning resources that match the competencies you're developing. These vary in type, and may be combined to create the best learning experience for your course. A learning resource can be an e-textbook, online module, study guide, simulation, virtual lab, tutorial, or a combination of these. The cost of most learning resources are included in your tuition and Learning Resource Fee. They can be accessed or enrolled for through your courses. Some degree-specific resources are not covered by your tuition, and you will need to cover those costs separately. WGU also provides a robust library to help you obtain additional learning resources, as needed.

### Mobile Compatibility:

The following article provides additional details about the current state of mobile compatibility for learning resources at WGU. It includes a list that can be referenced to determine the mobile friendliness of all core course materials used in a program.

**Student Handbook article: [Can I use my mobile device for learning resources?](#)**

# ***Areas of Study Within the Bachelor of Science in Nursing Program (Prelicensure)***

The WGU Bachelor of Science in Nursing (Prelicensure) program is based on best practices for effective learning, and national standards. Graduates are encouraged to expand their knowledge and skills in areas of research, theory, community concepts, healthcare policy, therapeutic interventions, and current trends.

The following section includes the larger domains of knowledge, which are then followed by the subject-specific subdomains of knowledge, their associated assessments (including the four-character code that is used to identify the assessment), and the sample learning resources that have recently been used to help students gain the competencies needed to pass the assessments. Your specific learning resources and level of instructional support will vary based on the individual competencies you bring to the program and your confidence in developing the knowledge, skills, and abilities required in each area of the degree. Please note that the learning resources included in the following sections are sample resources that will vary based on your own Degree Plan and the resources current at the time you enroll in the program. The Degree Plan and learning resources are dynamic, so you need to review your Degree Plan and seek the advice of your mentor regarding the resources before you purchase them.

## Undergraduate Domains

Prelicensure Nursing Students must have completed all liberal arts and science prerequisites prior to enrollment into the pre-nursing curriculum.

### **Anatomy and Physiology I**

Anatomy and Physiology I examines the structures and functions of the human body. The course is designed to provide students with a thorough understanding of human anatomy and physiology, including the interdependent operational relationships among them. Students will use a dissection lab to study organ systems of the human body in their healthy state including the digestive, skeletal, sensory, respiratory, reproductive, nervous, muscular, cardiovascular, lymphatic, integumentary, endocrine and renal systems. By examining these organ systems in a healthy state, healthcare professionals are more adept to recognize when something is functioning abnormally, which is a key component to providing effective care to patients. For nursing students this is the first of two anatomy and physiology courses within the program of study. This course has no pre-requisites.

### **Anatomy and Physiology II**

Anatomy and Physiology II continues the examination of the human body systems first introduced in Anatomy and Physiology I. This course invites students to take a deeper look into the terminology, structure, function and interdependent operational relationships of human body systems. Students will continue their study of the nervous, muscular, cardiovascular, respiratory, renal, digestive, endocrine, and reproductive systems. Additional topics include basic cell processes, metabolic functioning, the hematologic system, immunity and principles of thermoregulation. Laboratories allow the student to explore organ systems and their physiological processes. In addition to these labs, students are also given the opportunity to complete a hands-on fetal pig dissection. For nursing students this is the second of two anatomy and physiology courses within the program of study. All students needed to have completed Anatomy and Physiology I in addition to English Composition I and II as pre-requisites to this course.

### **Clinical Microbiology**

Clinical Microbiology introduces general concepts, methods, and applications of microbiology from a health sciences perspective. The course is designed to provide healthcare professionals with a basic understanding of how various diseases are transmitted and controlled. Students will examine the structure and function of microorganisms, including the roles that they play in causing major diseases. The course also explores immunological, pathological and epidemiological factors associated with disease. To assist students in developing an applied, patient-focused understanding of microbiology, this course is complimented by several lab experiments which allow students to: practice aseptic techniques, grow bacteria and fungi, identify characteristics of microorganisms, determine antibiotic susceptibility, discover the microorganisms growing on objects and surfaces, and determine the Gram characteristic of bacteria. This course has no pre-requisites.

### **Survey in U.S. and World History**

This course covers development/diffusion of human society, societal interaction, history systems of power, governance and authority, revolutionary change, and individuals as mechanisms

of social/governmental change. This course (or a comparable history or government course or other social science course) must be completed and accepted for transfer in order to qualify for admission into the pre-nursing curriculum.

### **Introduction to Communication and English Composition I**

These courses focus on writing and oral communication competencies. Both courses (or a comparable speech and writing courses) must be completed and accepted for transfer in order to qualify for admission into the pre-nursing curriculum.

### **Introduction to Humanities**

This course provides a broad overview of the humanities, and must be completed and accepted for transfer (or a comparable humanities course may be substituted) in order to qualify for admission into the pre-nursing curriculum

### **Social Sciences**

These courses in behavioral science are designed to enhance your basic knowledge and understanding of human behaviors and human relationships. Psychology, Sociology and Human Growth and Development across the Lifespan must be completed and accepted for transfer in order to qualify for admission into the pre-nursing curriculum.

**The three courses listed below may be accepted for transfer credits (if they meet the WGU transfer requirements) or may be taken during the pre-nursing term.**

#### ***Biochemistry***

*A course in biochemistry is required for this program. Introductory, survey or general chemistry courses will not be accepted for transfer. Students may take Biochemistry during their pre-nursing term at WGU if they have not completed an acceptable and transferrable course.*

#### ***Pharmacology***

*A course in contemporary pharmacology is required for this program. Due to the dynamic nature of pharmacology, this course must have been taken within the prior five years and accepted for transfer credit OR if it has not been taken or is not transferrable, it can be taken during the pre-nursing term at WGU.*

#### ***Applied Healthcare Statistics***

*A course in healthcare statistics is required for this program. Due to the nature of the content and its importance in understanding and applying statistical concepts in evidence based practice, this course must have been taken within the prior five years and accepted for transfer credit OR, if it has not been taken or is not transferrable, it can be taken during the pre-nursing term at WGU.*

## **BSRN Content Domains and Term Requirements**

Term-specific expectations are provided below in more detail. Use this information to assist in the organization and effective management of your time and resources as you complete the nursing program. Each course carries a number of assignments organized in such a way as to build your knowledge base regarding the content areas. Your mentor will meet with you on a regular basis and will hold weekly webinars to assist you with understanding your remaining

tasks and keep you on track with the course timeline. In addition, your mentor will be available by phone and email to answer any questions you may have.

Pre-nursing Curriculum Term Expectations (shown as “Pre” on the degree path above)

Courses required in this term include:

1. Professional Leadership and Communication in Healthcare – 4 weeks (synchronous class times required)
2. Biochemistry – 7 weeks (if not accepted for transfer)
3. Health and Wellness Through Nutritional Science – 7 weeks
4. Introduction to Nursing Arts and Science (with Clinical Skills lab) – 8 weeks
5. Organizational Systems: Safety and Regulation – 1 week
6. Medication Dosage Calculations – 3 weeks
7. Pharmacology – 5 weeks
8. Applied Health Care Statistics and Analysis – 7 weeks (if not accepted for transfer) Each course has its own requirements for obtaining a pass on the Degree Plan:

### **Professional Leadership and Communication in Healthcare**

*This course requires online attendance at facilitated group on-line workshops over a 4-week period as well as required exercises and papers to demonstrate competency in the course.*

The Leadership and Communication course is designed to help students prepare for success in the online environment at Western Governors University and beyond. Student success starts with the social support and self-reflective awareness that will prepare students to weather the challenges of academic programs. In this course students will participate in group activities and complete a number of individual assignments. The group activities are aimed at finding support and insight from other students. The assignments are intended to give the student an opportunity to reflect about where they are and where they would like to be. The activities in each group meeting are designed to give students several tools they can use to achieve success.

Why this course? Medical errors are now the 3rd leading cause of death in the U.S. right after cancer and heart disease. Researchers have confirmed that poor communication is a primary contributing factor to the growth of medical errors and that the development of emotional intelligence in clinical providers is highly effective in improving caregiver communication, interaction and patient outcomes. Interprofessional engagement, personal investment in peers and analysis of communication barriers are all proven strategies for enhancing empathy (an aspect of emotional intelligence). Employers tell us that clinical competence alone is not sufficient for professional success in health care today. Healthcare professionals (nurses and others) must develop sophisticated communication and leadership skills. This course has been designed specifically to provide students with key knowledge about personal working styles (of self and others), communication strategies and barriers and methods for developing one’s social cognition and emotional intelligence.

This course is designed as a eight-part intensive learning experience. Students will attend eight group meetings during the term. At each meeting students will engage in activities that help them understand their own educational journey and find support and inspiration in the journey of others.

This course covers the following competencies:

- The graduate evaluates and displays behaviors consistent with the process of self-discovery and mindfulness



- The graduate identifies and applies appropriate communication strategies to develop a supportive community of peers.
- The graduate demonstrates the ability to apply the concept of working styles to leadership skills.
- The graduate demonstrates appropriate patterns of effective communication

### **Health and Wellness Through Nutritional Science**

This course focuses on the promotion of health and wellness using contemporary nutrition science. There is an objective assessment that must be successfully completed to demonstrate competency in the course

### **Introduction to Nursing Arts and Science**

This course requires the successful completion of two summative tasks, an objective exam on science fundamentals as well as successful completion of a clinical skills lab and exam in order to receive credit for the course.

### **Organizational Systems: Safety and Regulation**

This course is a non-clinical course focused on preclinical regulatory information essential for students to be prepared with basic safety skills prior to entering clinical sites.

### **Medical Dosage Calculations**

This course provides the foundation for basic medical dosage calculations and safe medication administration. An objective exam is used to measure competence.

### **Pharmacology**

This course provides the foundation for basic pharmacology that is used in all successive nursing clinical course. An objective exam is used to measure competence.

### **Applied Healthcare Statistics**

This course provides the foundation for basic statistics and understanding and interpreting data in the context of health and patient care. Knowledge is assessed with an objective exam.

Successful completion of a Foundations Skills Assessment is one requirement for admission. Immediately after enrollment, you will attend a two-day learning lab to prepare you for the assessment. During the lab, you will learn foundational nursing skills such as patient hygiene, vital signs, and patient transfer. You will be tested on these skills the following week. You must pass this assessment in order to be considered for progression to Term 2. Additional progression requirements include a formal interview with the nursing committee and a recommendation for progression from your first-term mentor. It is critical that you work closely with your mentor to assure that all admission requirements are met and/or submitted in a timely fashion. In an effort to create a successful first term, you will speak weekly with your mentor at mutually agreed upon times and days. During those conversations, you can ask questions and get one-on-one assistance from your mentor. Your mentor, in turn, will determine your progress throughout the course, and document that progress in your Degree Plan. Weekly webinars will

also be available to you so that you can keep in touch with other students and ask questions related to course content.

Approximately eight weeks prior to the end of the pre-nursing term, you will need to complete an application to be accepted into the nursing program. Materials and requirements (including deadlines) for the application process will be provided during the term. You will be notified of acceptance into the nursing program during the pre-nursing curriculum term.

\* CA students will progress to Term 2 provided all Term 1 requirements have been satisfied.

### **Key Clinical Behaviors**

Clinical competency in this program is built on a framework of nine key clinical behaviors. Each clinical course has leveled behaviors identified that are essential for the development of a successful clinical practitioner. Clinical faculty (Lab Instructors, Clinical Instructors and Clinical Coaches) use the key clinical behaviors framework for evaluation of students during clinical experiences which include physical lab experiences. Students receive detailed information about the required key clinical behaviors in each clinical course. The overarching Key Clinical Behaviors are:

***Person-Centric Care and Coordination*** – The student provides holistic care that recognizes needs, preferences, and values while respecting persons as full partners in health across the lifespan.

***Therapeutic Presence & Communication*** – The student is present in ways that foster engagement, mutual respect, and shared decision making, to improve health and the care experience.

***Safety and Quality*** – The student uses clinical reasoning and best practices to create safe environments where quality is a priority and risks to patients, families and providers are minimized.

***Evidence-Based Practice*** – The student identifies, evaluates and integrates the best current evidence inclusive of patients' preferences and values to deliver appropriate care.

***Teamwork and Collaborative Practice*** – The student engages effectively with all disciplines to foster open communication, mutual respect and collaborative decision making to achieve safe care and optimal outcomes.

***Informatics and Technology*** – The student leverages information and technology to support decision making for early intervention, to mitigate error and optimize workflow.

***Ownership of a reflective practice*** – The student incorporates professional nursing standards, values and accountability into ones' practice.

***Clinical Reasoning*** – The student analyzes changing conditions, concerns and vulnerabilities of patients, families and communities to form clinical decisions, act and achieve desired outcomes.

***Systems & Leadership*** – The student uses knowledge of self and others to positively influence people, promote essential improvements, take appropriate risks and foster just cultures.

### **First Term Expectations**

Courses expected to be completed in the first term include:

1. Information Management and the Application of Technology – 7 weeks
2. Caring Arts and Science Across the Lifespan I – 10 weeks
3. Caring Arts and Science Across the Lifespan I Clinical Learning Timeframe – approximately 9 weeks including scheduled physical lab days and 60 hours of scheduled clinical
4. Physical Assessment – 9 weeks
5. Caring Arts and Science Across the Lifespan II – 10 weeks
6. Caring Arts and Science Across the Lifespan II Clinical Learning – approximately 9 weeks including scheduled physical lab days and 60 hours of scheduled

Each course has its own requirements for obtaining a pass on the Degree Plan:

### **Information Management and the Application of Technology**

This course provides essential knowledge about contemporary aspects of information technology in healthcare and nursing and is assessed through an objective exam.

### **Caring Arts and Science Across the Lifespan I**

This cluster is a set of two co-requisite courses, meaning students must pass both consecutive order to obtain the 6 competency units and progress to subsequent courses. Each of the clinical courses in the program has co-requisites that include clinical learning lab, clinical intensive, or both.

**Caring Arts and Science Across the Lifespan I** requires completion of an standardized exam with a proficiency score to successfully complete this course.

**Caring Arts and Science Across the Lifespan I Clinical Learning** (requires successfully passing performance-based skills assessment in the clinical learning lab at a physical location to which you will be assigned. Passing this assessment is required to progress to the clinical portion of CASAL I. Clinical Learning also consists of 60 hours of clinicals in which the student works with a clinical coach, following the coaches exact schedule as determined by the university scheduling and matching department (coaches are not allowed to set schedules with students). **The student typically works five 12-hour shifts to complete the 60-hour requirement.** The shifts must be completed as scheduled within the designated clinical window.

**Demonstrated competency in the key clinical behaviors is required to pass the clinical portion of the course.**

- *CA students are to complete 68 clinical hours to meet the course requirements.*

### **Physical Assessment**

This course provides cognitive knowledge on the content and process for conducting physical exams and health interviews. Knowledge is assessed with an objective exam from the National League for Nursing (NLN).

### **Caring Arts and Science Across the Lifespan II**

This course is a set of two co-requisite courses, meaning students must pass both consecutive order to obtain the 6 competency units and progress to subsequent courses. Each of the clinical courses in the program has co-requisites that include clinical learning lab, clinical intensive, or both.

**Caring Arts and Science Across the Lifespan II** is a didactic (theory-based) course that builds on concepts presented in CASAL I and is assessed with an objective exam from the National League for Nursing (NLN). Mentor recommendation and being current in the course are required in order to progress to the clinical intensive.

**Caring Arts and Science Across the Lifespan II Clinical Learning** consists of 8-hour clinical learning lab days at a physical location to which you will be assigned, designed to teach and evaluate nursing skills and simulated nursing care prior to attending clinical intensive.

***TIP FOR SUCCESS: Students who view the skills videos, review the skills checklists, and complete the simulation preparation questions prior to attending lab have demonstrated success in passing the lab assessment for this course the first time.***

Clinical Learning also consists 60 hours of clinical in which the student works with a clinical coach, following the coaches exact schedule as determined by the university scheduling and matching department (coaches are not allowed to set schedules with students). **The student typically works five 12-hour shifts to complete the 60-hour requirement.** The shifts must be completed as scheduled within the designated clinical window. **Demonstrated competency in the key clinical behaviors is required to pass the clinical portion of the course.**

- ***CA students are to complete 68 clinical hours to meet the course requirements.***

Your mentor will meet with you on a weekly basis at a designated time, provide weekly webinars to assist you through the courses, and be available by telephone and email. You should also check your WGU email on a daily basis so that you do not miss important announcements related to clinical learning labs and clinical intensives that are sent to your WGU e-mail.

***TIP FOR SUCCESS: Students who maintain their regular meeting schedule with their mentor have had proven success in this program.***

### **Second Term Expectations**

Courses expected to be completed in the second term include:

1. Care of Adults with Complex Illnesses – 9 weeks
2. Clinical Learning for Complex Illnesses in Adults – approximately 10 weeks including scheduled physical lab days and 72 hours of scheduled clinical
3. Professional Roles and Values – 7 weeks
4. Care of the Older Adult – 7 weeks
5. Psychiatric / Mental Health Nursing– 10 weeks
6. Psychiatric / Mental Health Clinical – approximately 5 weeks including 90 hours of scheduled clinical

Each course has its own requirements for obtaining a pass on the Degree Plan:

### **Care of Adults with Complex Illnesses**

This cluster is a set of two co- requisite courses, meaning students must pass both courses in consecutive order to obtain the 6 competency units. Each of the clinical courses in the program has co-requisites that include clinical learning lab, clinical intensive, or both.

**Care of Adults with Complex Illnesses** (includes a didactic portion that explores the nursing care of patients with chronic care diseases such as diabetes. The course culminates with an objective, standardized examination that must be passed at a proficiency score . Care of Adults with Complex Illnesses also has required assignments that must be completed on time in order to be allowed to progress to the clinical learning lab.

***TIP FOR SUCCESS: Students who complete all pre-lab activities have demonstrated success in passing the lab assessment the first time.***

**Clinical Learning for Complex Illnesses in Adults** consists of scheduled lab days of learning how to apply nursing knowledge through simulated patient care in the clinical learning lab at a physical location to which you will be assigned, followed by an assessment conducted through simulation on the final day. Clinical Learning also consists 72 hours scheduled time in which the student works with a clinical coach, following the coaches exact schedule as determined by the university scheduling and matching department (coaches are not allowed to set schedules with students). **The student typically works six 12-hour shifts to complete the 72-hour requirement. The shifts must be completed within the designated clinical window. Demonstrated competency in the clinical key behaviors is required to pass this assessment.**

- **CA students are to complete 108 clinical hours to meet the course requirements.**

### **Professional Roles and Values**

This course focuses on nursing professional values such as care, altruism, autonomy, human dignity, integrity, and social justice; and professional roles including provider of care, designer/ coordinator of care, and member of the profession. Competency in this course is measured by an objective exam and a clinical-focused project.

When taking non-clinical courses in the same term as clinical courses, it is crucial that you use an effective time management plan to ensure that the assignments, lab, and clinical responsibilities for both clinical and non-clinical courses are met on a timely basis.

### **Care of the Older Adult**

This course provides an understanding of the effects that policy and legislation have on how healthcare systems treat aging patients sets a foundation for improving their care. Students will apply health assessment skills and evidence-based standards in such a way to account for the specific needs of older adults. Emphasis is placed on the importance of maintaining the dignity of older adults by focusing on cultural, religious, spiritual, and communication needs and by collaborating on care with older adults, families, and caregivers.

### **Psychiatric / Mental Health Nursing**

This cluster is a set of two co- requisite courses, meaning students must pass both courses in consecutive order to obtain the 5 competency units. Each of the clinical courses in the program has co-requisites that include clinical learning lab, clinical intensive, or both.

**Psychiatric / Mental Health Nursing** This course addresses common and intense psychiatric and mental health diagnoses and interventions including neurobiology and pharmacotherapeutics.

**Psychiatric / Mental Health Clinical** The required 90 clinical hours may be completed in either inpatient or outpatient settings or both and may involve 8-hour or 12-hour shifts. Students may complete some outpatient hours independently (with approval) by attending approved support groups or other community-based care-focused activities. The shifts must be completed as scheduled within the designated clinical window. **Demonstrated competency in the key clinical behaviors is required to pass the clinical portion of the course.**

### **Third Term Expectations**

Courses expected to be completed in the third term include:

1. Care of the Developing Family – 7 weeks
  - a. In addition to didactic coursework, this course includes a physical lab, and 30-36 hours of clinical
2. Nursing Care of Children – 6 weeks
  - a. In addition to didactic coursework, this course includes a physical lab, and 30-36 hours of clinical
3. Community Health and Population-Focused Nursing – 10 weeks
4. Community Health and Population-Focused Nursing Field Experience – approximately 5 weeks including 90 hours of clinical
5. Evidence Based Practice and Applied Nursing Research – 7 weeks

### **Care of the Developing Family**

This course also known as Obstetrics or Women's' Health covers the antenatal through post-natal care of women and newborns. The course is assessed with a national objective exam. You must pass the exam at a proficiency level for program progression. The physical lab experience is combined with this course with simulated clinical experiences and learning for students focused on clinical scenarios commonly cared for with this population. Clinical requirement consists of 36 hours of clinical in which the student works with a clinical coach who is experienced in this specialty. The students' clinical schedules are aligned with that of the available clinical coaches, following the coaches exact schedule as determined by the university scheduling department. The shifts must be completed as scheduled within the designated clinical window. **Demonstrated competency in the key clinical behaviors is required to pass the clinical portion of the course.**

### **Nursing Care of Children**

This course also known as Pediatrics, covers care of well children including basic prevention as well as care of the acutely ill child. The course is assessed with a national objective exam. You must pass the exam at a proficiency level for program progression. The physical lab experience is combined with this course with simulated clinical experiences and learning for students focused on clinical scenarios commonly cared for with this population. Clinical requirement consists of 36 hours of clinical in which the student works with a clinical coach who is experienced in this specialty. The students' clinical schedules are aligned with that of the available clinical coaches, following the coaches exact schedule as determined by the university scheduling department. The shifts must be completed as scheduled within the designated clinical window. **Demonstrated competency in the key clinical behaviors is required to pass the clinical portion of the course.**

### **Community Health and Population-Focused Nursing and Community Health and Population-Focused Nursing Field Experience**

Both courses focus on developing competencies in the care of communities and populations. 90 clinical hours are required in approved clinical agencies and in the community.

*A comprehensive community assessment field project is an essential part of the clinical experience.*

## Evidence-Based Practice and Applied Nursing Research

This course focuses on the research process and analyzing research studies. As a bachelors-prepared nurse, it is important to identify quality, unbiased research studies. Implementing interventions from these types of studies helps improve patient outcomes.

When taking non-clinical courses in the same term as clinical courses, it is crucial that you use an effective time management plan to ensure that the assignments, lab, and clinical responsibilities for both clinical and non-clinical courses are met on a timely basis.

## Fourth Term Expectations

Courses expected to be completed in the fourth term include:

1. Critical Care Nursing – 8 weeks
2. Critical Care Nursing Clinical Learning - approximately 10 weeks including scheduled physical labs and 72 hours of scheduled clinical
3. Organizational Systems and Quality Leadership – 7 weeks
4. Professional Nursing Role Transition – 10 weeks
5. Nursing Clinical Practicum – 6 weeks

Each course has its own requirements for obtaining a pass on the Degree Plan:

Following successful completion of your third term coursework, you will then progress to the final term course as noted above. During the last 2-3 months of the term, you will be deeply involved with Role Transitions, in which you will complete a thorough preparatory review for your NCLEX-RN examination. Two webinars covering each body system will be offered each week. These webinars are critically important in your preparation and review for NCLEX.

## Critical Care Nursing

This cluster is a set of two co-requisite courses, meaning students must pass both courses in consecutive order to obtain the 6 competency units. Each of the clinical courses in the program has co-requisites that include clinical learning lab, clinical intensive, or both.

**Critical Care Nursing** is the didactic portion of the critical care course which explores the nursing care of patients who are critically ill and require intensive nursing and medical care. The course culminates in an objective exam.

**Critical Care Clinical Learning** consists of scheduled days of simulation learning in a physical lab setting focusing on how to apply nursing knowledge through simulated patient care in the clinical learning lab at a physical location to which you will be assigned, followed by a performance simulation assessment. Students must pass this assessment in order to progress to clinical. The clinical intensive for this course consists of 72 clinical hours in which the student works with a clinical coach, following the coaches exact schedule as determined by the university scheduling and matching department (coaches are not allowed to set schedules with students). **The student typically works six 12-hour shifts to complete the 72-hour requirement. The shifts must be completed within the designated clinical window. Demonstrated competency in the clinical key behaviors is required to pass this assessment.**

### **Organizational Systems and Quality Leadership**

This course focuses on contemporary leadership, quality, and systems improvement. The course includes content from the Institute of Healthcare Improvement and emphasizes team building and interprofessional engagement. Competency in this course is measured by completion of required course modules and activities.

***TIP FOR SUCCESS: When taking non-clinical courses in the same term as clinical courses, it is crucial that you use an effective time management plan to ensure that the assignments, lab, and clinical responsibilities for both clinical and non-clinical courses are met on a timely basis.***

### **Professional Nursing Role Transition**

This course provides an NCLEX-RN assessment, intensive NCLEX-RN review, and study plan development to prepare for the national licensing exam. Nursing is a practice discipline that includes direct and indirect care activities that affect health outcomes. As a baccalaureate nursing student, you are developing new competencies in leadership, and in order to achieve mastery, you must apply those competencies to live practice experiences and situations. This course includes the Leadership Learning Experience (LLE) which is an application of your academic learning to a project in the work environment. The LLE is designed to help you apply and document your experience as a bachelors-prepared nurse. This course guides the student in preparing a professional portfolio suitable for use with applications to future employers or graduate schools.

### **Nursing Clinical Practicum**

This course is an intensive clinical practicum that requires students to work full time with a preceptor (minimum of 180 clinical hours). This intensive clinical is taken concurrently with the Role Transitions course to provide students with the optimal synthesis experience to assist them with NCLEX preparation.

Coursework and clinicals during the fourth term are extremely intense, and if at all possible, you are encouraged NOT to work during the Role Transitions and Nursing Clinical Practicum portion of this term (last 3 months) and to reduce your work hours during the entire term. If you are employed full time, consider taking vacation time or a leave of absence (LOA) during the Role Transitions Course and the Nursing Clinical Practicum. The Role Transitions Course requires 25-30 hours of study per week, as well as two (2) NCLEX review webinars each week for 12 weeks. The final Nursing Clinical Practicum requires that you complete 180 clinical hours during a five-week period. This practicum focuses on preparing students to transition to the role of professional nursing and eventually assuming a full workload under the guidance of a preceptor.

You should plan to talk with your mentor every one to two weeks during this time. It will be important to maintain good communication so that you stay on top of final semester assignments and requirements in order to meet graduation and NCLEX application deadlines. Missing telephone appointments places you at increased risk of missing important information that may delay completion of your nursing program. Important announcements are sent to your WGU e-mail, so checking your email every day is a good habit to incorporate into your schedule.



***TIP FOR SUCCESS: Students who establish a routine, comprehensive NCLEX study plan and schedule have proven to be more successful in passing the national licensing exam.***

## Need More Information? WGU Student Services

WGU has a Student Services team dedicated exclusively to helping students achieve their academic goals. The Student Services Office is available during extended hours to assist students with general questions and administrative or accessibility issues. The Student Services team members help students resolve issues, listen to student issues and concerns, and make recommendations for improving policy and practice based on student feedback. The Student Services team provides a formal means by which students can express their views, and those views in turn inform the decisions we make.

Student Services team members also assist students with unresolved concerns to find equitable resolutions. To contact the Student Services team, please feel free to call (866) 903-0110 or email [studentservices@wgu.edu](mailto:studentservices@wgu.edu). We are available Monday through Friday from 6:00 a.m. to 10:00 p.m., Saturday from 7:00 a.m. to 7:00 p.m., mountain standard time. Closed Sundays.

If you have inquiries or concerns that require technical support, please contact the WGU IT Service Desk. The IT Service Desk is available Monday through Friday, 6 AM to 12 AM and Saturday and Sunday, 10 AM to 7 PM, MT. To contact the IT Service Desk, please call 1-877- HELP-WGU (877-435-7948) and select option 2 or email [servicedesk@wgu.edu](mailto:servicedesk@wgu.edu). The support teams are generally closed in observance of university holidays.

For the most current information regarding WGU support services, please visit "Student Support" on the Student Portal.