

Journey paper

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Journey Paper Polly Spann Kershaw of Texas Arlington Introduction A journey paper traces personal and professional evolution during RN-BSN program. The paper provides week five journal paper. Objective is to synthesize RN-BSN journey in a reflective manner. It consists of five sections as provided as follows.

Week 5 Journey Paper

Before RN-BSN Program: I did not have a clear understanding of what BSN prepared nurse knowledge concerning problem-solving skills and data collection and research. My self-image at that time was I am compassionate about patients' feelings and offer support at every instance. My professional goals before RN-BSN Program were to become a nurse manager (Sportsman, 2011). Due to RN-MSN program my behavior, attitude and practices have changed. For example, (1) my commitment has developed through a feeling that my work is meaningful. (2) I have taken nursing as a lifelong learning process guided by ethical values congruent with nursing practice (Oermann & Heinrich, 2007).

Two-Year-Goals: currently, I am accountable for practice and participate fully in interdisciplinary activities as part of professional-practice. I am mindful and stop regularly to ascertain my mental state to stay connected to my thoughts and actions as a nurse (Peterson, 2006; American Association of Colleges of Nursing, 2009). Two-year-goals are to (a) work as a specialist in educating communities and nursing staff about geriatric care, and (b) participate in opportunities for a continuous professional training by ensuring weekly, monthly, quarterly and year's goals. The goals are achievable since (1) I strive for personal development, influence and leadership. And (2) I

have learned to take responsibilities and commitment (Melnyk, 2014).

Lifelong Learning: I have learned to take responsibilities and commitment having worked for over 28 years and promoted to be in charge of other nurses for many years. I have learnt that I am a creative builder and experience guide. I am moved by new ideas and following through with new interventions to the end. The RN-BSN program has empowered me with a broad spectrum of scientific, humanistic, critical-thinking, leadership skills and communication (Collins, 2006). For example, as a BSN prepared nurse have established professionalism and had more opportunities in career development and positive patient outcome (Oermann & Heinrich, 2007). I have achieved personal development, influence and leadership.

Novice to Expert: From Novice to Expert offers a theory of proficiency acquisition to study the evolution of a novice nurse who mainly focused on job based professional nursing care to the uppermost level. The professional nurse specialist, who is capable of multitasking, has a high level of intuition, expertise in the clinical discipline, and analytic capability (Benner, 1982).

Who can apply these characteristics in new circumstances by recalling previous experiences? For example, I have journeyed down the road to obtaining my BSN; I have learnt how the BSN prepared nurse should work professionally.

Perceptions and Long Range Goals: perception is that I have become effective in team-working by participating in decision-making towards evidence-based practice, research, and information dissemination as BSN prepared nurse (Kilbourn-Huey et al., 2007). I have a long-rang-goal of learning and develop specific expertise in intensives nurse practitioner by

the 10th year of working. For example, I plan to take further courses that will provide me with specialized skills in attaining objective to become a Nurse Practitioner by the 10th year. I have developed greater acuity for nursing problems by collecting quality data overtime and improved nursing practice and advocating patients from the second year onwards (Oermann & Heinrich, 2007).

Conclusion

Professional evolution during RN-BSN program has managed to make me a better professional BSN nurse.

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