

Duquesne University
Duquesne Scholarship Collection

Honors College Portfolios

Spring 2019

Emily Kropfl's Portfolio

Emily Kropfl
Duquesne University

Follow this and additional works at: <https://dsc.duq.edu/portfolios>

Part of the [Nursing Commons](#)

Recommended Citation

Kropfl, E. (2019). Emily Kropfl's Portfolio. Retrieved from <https://dsc.duq.edu/portfolios/2>

This Portfolio is brought to you for free and open access by Duquesne Scholarship Collection. It has been accepted for inclusion in Honors College Portfolios by an authorized administrator of Duquesne Scholarship Collection.

The curriculum of a four-year degree RN-BSN Nursing Student is not one of mere science and theory. Beyond these vital sciences are the even more essential courses involving critical thinking, creativity, self-reflection, and cultural immersion. Where the “RN” portion of the four-year student’s education teaches the individual *what to do* to be a nurse, the “BSN” portion teaches the individual *how to get there*. Much like a nurse is expected to focus on the whole patient rather than simply the patient’s disease, that is how the RN-BSN degree acts; that is, the RN-BSN student is not just taught *how* to be a nurse, but is taught vital skills along the way to delve deeper into their job, appreciating more than what is on the surface of nursing. They are taught to *think* like a nurse.

This portfolio serves as a glimpse into the RN-BSN student’s curriculum. From pieces involving cultural appraisal to pieces of creative writing to pieces of self reflection and more, readers can come to appreciate the diverse and rich coursework involved in the RN-BSN student’s studies. These academic pieces act to show the student’s growing ability over the course of four years to assess situations at hand, detect issues within them, plan courses of action accordingly, implement change, and evaluate circumstances. More simply, these pieces serve to show how the involvement in the BSN curriculum teaches students to live their lives and constantly think according to the nursing process, regardless of whether or not the subject at hand is explicitly nursing.