

**OCNE COURSE DESCRIPTIONS**

**Approved May, 2006  
Next Review May, 2007**

<b>Course #</b>	<b>Term</b>	<b>Course Title</b>	<b>Credits</b>
<b>➤ For All students YEAR 1:</b>			
NRS 110/210	Fall	Foundations of Nursing-Health Promotion	9
NRS 111/211	Winter/ Spring	Foundations of Nursing in Chronic Illness I	6
NRS 112/212	Spring/ Winter	Foundations of Nursing in Acute Care I	6
NRS 230	Winter	Clinical Pharmacology I	3
NRS 231	Spring	Clinical Pharmacology II	3
NRS 232	Winter	Pathophysiological Processes I	3
NRS 233	Spring	Pathophysiological Processes II	3
<b>➤ For all students YEAR 2:</b>			
NRS 222/322	Fall/ Winter	Foundations of Nursing in Acute Care II & End-of-Life	9
NRS 221/321	Winter/ Fall	Foundations of Nursing in Chronic Illness II & End-of-Life	9
<b>➤ For community college students opting to complete the AAS</b>			
NRS 224	Spring	Scope of Practice & Preceptorship for AAS completion	9
<b>➤ For students planning to complete the Bachelor of Science</b>			
NRS 410	Spring, year 02 or Fall, year 03	Population-Based Care	9
NRS 411	Concurrent with NRS 410	Epidemiology	3
NRS 412	Spring, year 02 or Fall, year 03	Leadership & Outcomes Mgt	10
NRS 424	Winter, year 03	Clinical Immersion I	6-10
NRS 425	Spring, year 03	Clinical Immersion II	10

**Course Title:** Foundations of Nursing – Health Promotion  
**Course #:** NRS 110/210  
**Credits:** 9

**Course Description:**

This course introduces the learner to framework of the OCNE curriculum. The emphasis on health promotion across the life span includes learning about self-health as well as client health practices. To support self and client health practices, students learn to access research evidence about healthy lifestyle patterns and risk factors for disease/illness, apply growth and development theory, interview clients in a culturally-sensitive manner, work as members of a multidisciplinary team giving and receiving feedback about performance, and use reflective thinking about their practice as nursing students. The family experiencing a normal pregnancy is a major exemplar. Includes classroom and clinical learning experiences. Prerequisite: Anatomy and Physiology.

**Course Outcomes:**

By the end of the course, the student will be able to:

1. Conduct a culturally and age appropriate health assessment, and interpret health data, such as screening for biological and psychosocial health risks, -evidence of safe and healthy habits, developmental tasks and vulnerabilities, family functioning.
2. Develop a plan of care that is family-centered, and developmentally and culturally appropriate using evidence such as clinical guidelines and integrative literature reviews, to help facilitate a clients health behavior change.
3. 3. Uses effective communication to establish a therapeutic relationship and advocate for a health behavior change based on assessment of health risks.
4. 4. Design and evaluate a health behavior change for self and for a selected client using relevant evidence and family/cultural data.
5. Demonstrate understanding of nursing frameworks, including the legal ethical base for practice, and their application to the practice of nursing.
6. Recognize the importance and relevance of reflection and its influence on personal and professional behavior.
7. Demonstrate understanding of effective learning strategies in a performance-based curriculum.

**Course Title:** Foundations of Nursing in Chronic Illness I  
**Course #:** NRS 111/211  
**Credits:** 6

**Course Description:**

This course introduces assessment and common interventions (including technical procedures) for clients with chronic illnesses common across the life span in major ethnic groups within Oregon. The client and family's "lived experience" of the illness, coupled with clinical practice guidelines and extant research evidence is used to guide clinical judgments in care to the chronically ill. Roles of multidisciplinary team in care of the chronically ill, and legal aspects of delegations are explored. Through case scenarios, cultural, ethical, health policy, and health care delivery system issues are explored in the context of the chronic illness care. Case exemplars include children with asthma, adolescent with a mood disorder, Type II diabetes, and older adults with dementia. Includes classroom and clinical learning experiences. (Prerequisite: Nurs 110/210: Concurrent with Nurs 230 and 232).

**Course Outcomes:**

By the end of the course, the student will be able to:

1. Conduct a family-centered, culturally and age appropriate health assessment, and interpret health data, focusing on:
  - mental and functional status, ADLs and IADLs
  - coping/adaptive strategies used by client/family
  - lived experience of chronic illness, including recognition of stigma and its impact on vulnerable populations
  - impact of illness on family functioning
2. Provide safe, effective, age, and culturally appropriate care to clients with chronic illness including:
  - safely and effectively assist clients with ADLs & IADLs
  - address comfort needs
  - teach clients about self-assessment and self-management in conditions such as bipolar disorder and chronic pain and to prevent substance abuse relapse
  - address basic questions about prognosis of illness
3. Develop and implement a family-centered plan of care for a client with a chronic illness that incorporates evidence-based intervention strategies, assessment data, child and family developmental considerations, and a deep understanding of the patient's perspective and illness experience within the framework of exacerbation, trajectory, and plateau.
4. Apply ANA Code of Ethics in care of chronically ill.
5. Identify roles and functions of members of the health care team involved in providing care for the chronically ill.

6. Use therapeutic communication skills in the development of therapeutic relationships with patients and families.
7. Recognize potential legal and ethical issues related to client autonomy across the lifespan in at risk populations.

Course Title: Foundations of Nursing in Acute Care I  
Course #: NRS 112/212  
Credits: 6

**Course Description:**

This course introduces the learner to assessment and common interventions (including relevant technical procedures) for care of patients across the life span who require acute care, including normal childbirth. ( Disease/illness trajectories and their translation into clinical practice guidelines and/or standard procedures are considered in relation to their impact on providing culturally sensitive, client-centered care. Includes classroom and clinical learning experiences. (Prerequisite: Nurs 110/210: Concurrent with Nurs 231 and 233).

**Course Outcomes:**

At the end of the course, the student will be able to:

1. Conduct a culturally and age appropriate health assessment and interpret health data focusing on physiologic, developmental, and behavioral parameters of condition manifestation progression and resolution, and the client response to acute conditions/processes
2. Develop plans of care that are family-centered, age and culturally appropriate, using evidence including clinical guidelines and integrative literature reviews to safely implement care plans for patients with common acute conditions/processes.
  - manage common symptoms such as acute pain and acute anxiety
  - follow standard procedures for performing skills safely
  - use expected illness trajectory, monitor progress toward recovery, occurrence of complications and client's response to interventions.
3. Apply ANA Code of Ethics to care of patients with acute conditions/processes.
4. Identify potential legal and ethical issues surrounding patient decision-making and informed consent in acute care settings.
5. Use therapeutic communication skills in the development of therapeutic relationships with patients and families.
6. Identify roles of health care team members involved in providing care to individuals with acute conditions/processes
7. Consults with experienced nurses regarding delegation needs for client care.

**Course Title:** Clinical Pharmacology I  
**Course #:** NRS 230  
**Credits:** 3  
**Prerequisites:** Anatomy and Physiology sequence; Microbiology

**Course Description:**

This course introduces the theoretical background that enables students to provide safe and effective care related to drugs and natural products to persons throughout the lifespan. Students will learn to make selected clinical decisions regarding medication administration using current, reliable sources of information, understanding of pharmacokinetics and pharmacodynamics, developmental physiologic considerations, monitoring and evaluating the effectiveness of drug therapy, teaching persons from diverse populations regarding safe and effective use of drugs and natural products, intervening to increase therapeutic benefits and reduce potential negative effects, and communicating appropriately with other health professionals regarding drug therapy. Drugs are studied by therapeutic or pharmacological class using an organized framework, with attention to physiological conditions, including anxiety and depression. . **Prerequisites:** Anatomy and Physiology sequence; Microbiology

**Course Outcomes:**

By the end of the course, the student will be able to:

1. Use current, reliable sources of information to access pertinent information about drugs and natural products, focusing on
  - identification of appropriate reliable sources of information in specific situations
  - rapid retrieval of pertinent information from a current drug guide
  - accurate retrieval of information from a comprehensive drug information source
  
2. Monitor and evaluate the effectiveness of drug therapy, focusing on
  - selection and interpretation of basic focused assessments to detect therapeutic effects, side effects and adverse reactions, and drug-drug, drug-food, and drug-natural product interactions for specific classes of drugs
  - surveillance for vulnerability to negative effects of specific classes of drugs based on age, developmental physiology concurrent pathophysiology, or other factors
  
3. Teach persons from diverse populations regarding safe and effective use of drugs and natural products, focusing on the following:
  - self-management of specific classes of over-the-counter and prescription drugs that are used episodically
  - self-management of specific classes of drugs that are taken for chronic conditions

- how the action of specific classes of drugs relates to developmental, maturational, aging, and pathophysiological processes or normal physiology
  - which side/adverse effects of specific classes of drugs and natural products to self-manage and which ones to report to health professionals
  - how to avoid or recognize drug-drug, drug-food, and drug-natural product interactions with specific classes of drugs
4. Identify appropriate interventions to increase therapeutic benefits and reduce potential negative effects of drug therapy, focusing on
- identification of basic nonpharmacological interventions that potentially enhance the effectiveness of specific classes of drugs
  - assessment of barriers to adherence to drug therapy with specific classes of drugs
  - Safe administration of medication to children, including calculation of safe dosage ranges.
5. Communicate appropriately with other health professionals regarding drug therapy, focusing on
- using appropriate technical language related to pharmacology
  - explaining drug mechanisms of action and their relationship to normal physiology
  - reporting pertinent information about an individual's response to specific classes of drugs or natural products

**Course Title:** Clinical Pharmacology II  
**Course #:** NRS 231  
**Credits:** 3  
**Prerequisites:** Clinical Pharmacology I

**Course Description:**

This sequel to Clinical Pharmacology I continues to provide the theoretical background that enables students to provide safe and effective care related to drugs and natural products to persons throughout the lifespan. Students will learn to make selected clinical decisions regarding using current, reliable sources of information, monitoring and evaluating the effectiveness of drug therapy, teaching persons from diverse populations regarding safe and effective use of drugs and natural products, intervening to increase therapeutic benefits and reduce potential negative effects, and communicating appropriately with other health professionals regarding drug therapy. The course addresses additional classes of drugs and related natural products and physiological conditions (e.g. postpartum depression and schizophrenia) not contained in Clinical Pharmacology I. .

**Prerequisites:** Nurs 230.

**Course Outcomes:**

By the end of the course, the student will be able to:

1. Use current, reliable sources of information to access pertinent information about drugs and natural products, focusing on
  - finding and interpreting pertinent current information from a drug guide, comprehensive drug information sources, and electronic databases
  - accessing and interpreting pharmacology-focused articles in current professional journals
2. Monitor and evaluate the effectiveness of drug therapy, focusing on
  - selection, interpretation, and prioritization of focused assessments to detect therapeutic effects, side effects and adverse reactions, and drug-drug, drug-food, and drug-natural product interactions
  - surveillance for vulnerability to negative effects of specific classes of drugs based on age, developmental physiology, concurrent pathophysiology, or other factors
3. Teach persons, patients and/or family members, from diverse populations regarding safe and effective use of drugs and natural products, focusing on the following:
  - self-management of specific classes of over-the-counter and prescription drugs that are used episodically
  - self-management of multiple drugs that are taken concurrently for chronic conditions
  - how the action of specific classes of drugs relates to pathophysiological processes or normal physiology



- which side/adverse effects of specific classes of drugs and natural products to self-manage and which ones to report to health professionals
  - how to avoid or recognize drug-drug, drug-food, and drug-natural product interactions with specific classes of drugs
  - Developmentally appropriate decision making regarding medication administration to children and decision making about child's ability to self medicate safely.
4. Identify appropriate interventions to increase therapeutic benefits and reduce potential negative effects of drug therapy, focusing on
- identification of basic nonpharmacological interventions that potentially enhance the effectiveness of specific classes of drugs
  - assessment of barriers to adherence to drug therapy with specific classes of drugs
  - recognition and basic strategies for reduction of polypharmacy in older adults
  - recognition of unique aspects of and basic strategies for therapeutic management of safe medication administration to infants, children and pregnant women.
5. Communicate appropriately with other health professionals regarding drug therapy, focusing on
- using appropriate technical language related to pharmacology
  - explaining drug mechanisms of action and their relationship to normal physiology
- prioritizing and reporting pertinent information about an individual's response to specific classes of drugs or natural products

**Course Title:** Pathophysiological Processes I  
**Course #:** NRS 232  
**Credits:** 3

**Course Description:**

This course introduces pathophysiological processes that contribute to many different disease states across the lifespan and human responses to those processes. Students will learn to make selective clinical decisions regarding using current, reliable sources of pathophysiology information, selecting and interpreting focused assessments based on knowledge of pathophysiological processes, teaching persons from diverse populations regarding pathophysiological processes, and communicating with other health professionals regarding pathophysiological processes. **Prerequisites:** Anatomy and Physiology sequence; Microbiology

**Course Outcomes:**

By the end of the course, the student will be able to:

1. Access current, reliable information about selected pathophysiological processes, including reproductive and neurophysiological processes.
2. Select and interpret basic focused assessments based on knowledge of clinical manifestations of and developmental considerations in selected pathophysiological processes in patients across the life span.
3. Teach persons from diverse populations regarding selected pathophysiological processes, focusing on
  - explaining how the risk
  - explaining how the risk factors relate to specific pathophysiological processes
  - describing selected pathophysiological processes in appropriate terms
  - explaining how the signs and symptoms relate to specific pathophysiological processes
  - explaining which signs and symptoms to report to a health professional
  - explaining how developmental factors relate to pathophysiology
4. Communicate effectively with other health professionals regarding selected pathophysiological processes, focusing on
  - using appropriate technical language
  - clarifying technical details of pathophysiological processes
  - reporting pertinent information about a patient's status

**Course Title:** Pathophysiological Processes II  
**Course #:** NRS 233  
**Credits:** 3  
**Prerequisites:** Pathophysiological Processes I

**Course Description:**

This sequel to Pathophysiological Processes I continues to explore pathophysiological processes that contribute to disease states across the lifespan and human responses to those processes. Students will learn to make selected clinical decisions regarding using current, reliable sources of pathophysiology information, selecting and interpreting focused assessments based on knowledge of pathophysiological processes, teaching persons from diverse populations regarding pathophysiological processes, and communicating with other health professionals regarding pathophysiological processes. The course addresses additional pathophysiological processes not contained in Pathophysiological Processes I. Prerequisites: Nurs 232

**Course Outcomes:**

By the end of the course, the student will be able to:

1. Access and interpret current, reliable information about selected pathophysiological processes.
2. Select and interpret focused assessments based on knowledge of clinical manifestations, developmental considerations, and potential complications of selected pathophysiological processes.
3. Teach persons from diverse populations regarding selected pathophysiological processes, focusing on
  - explaining how the risk factors relate to specific pathophysiological processes
  - describing selected pathophysiological processes in appropriate terms
  - explaining how the signs and symptoms relate to specific pathophysiological processes
  - explaining which signs and symptoms to report to a health professional
  - explaining how developmental factors relate to pathophysiology, symptom experience, symptom reporting, and symptom management.
4. Communicate effectively with other health professionals regarding selected pathophysiological processes, focusing on
  - using appropriate technical language
  - clarifying technical details of pathophysiological processes
  - prioritizing and reporting pertinent information regarding a patient's status



**Course Title:** Foundations of Nursing in Acute Care II & End-of-Life  
**Course #:** NRS 222/322  
**Credits:** 9

**Course Description:**

This course builds on Nursing in Acute Care I focusing on more complex and/or unstable patient care situations some of which require strong recognition skills, rapid decision making, and some of which may result in death. The evidence base supporting appropriate focused assessments, and effective, efficient nursing interventions is explored. Life span and developmental factors, cultural variables, and legal aspects of care frame the ethical decision-making employed in patient choices for treatment or palliative care within the acute care setting. Case scenarios incorporate prioritizing care needs, delegation and supervision, family & patient teaching for discharge planning or end-of-life care. Exemplars include acute psychiatric disorders and pregnancy-related complications as well as acute conditions affecting multiple body systems. Includes classroom and clinical learning experiences. (Can follow Nursing in Chronic Illness II and End-of-Life Care). Prerequisites: Completion of First year of Nursing Curriculum: Nurs 110/210; Nurs 111/211; Nurs 112/212; Nurs 230,231,232, 233.

**Course Outcomes:**

By the end of the course, the student will be able to:

1. Conduct evidence-based assessment, using age, developmental, and culture appropriate communication skills, specifically:
  - Monitors a variety of data and accurately interprets obvious deviations from expected patterns in increasing complex acute conditions (e.g. comorbidities, complications, high-risk pregnancies, acute psychosis, life threatening, diverse health beliefs)
  - Recognizes potential problems and rapidly changing physiologic and behavioral situations
  - Recognizes pathophysiological changes and symptoms experienced by the client which are associated with the dying process.
  - Regularly monitors clients' level of comfort and ability to manage symptoms and symptom distress.
  - Assesses families response to client's illness
  - Recognizes impact of individual development, as well as family development and dynamics on physiologic and behavioral status.
2. Develop and use evidence-based, individualized, developmentally appropriate interventions that that are dynamic and based on changing needs of client and family needs.
3. Collaborate with other members of health care team to provide comfort and symptom management.

4. Develop discharge plans in collaboration with client, family and other members of the health care community
5. Reflect on experiences in caring for clients with acute conditions.

**Course Title:** Foundations of Nursing in Chronic Illness II and End-of-Life  
**Course #:** NRS 221/321  
**Credits:** 9

**Course Description:**

This course builds on Foundations of Nursing in Chronic Illness I. The evidence base related to family care giving and symptom management is a major focus and basis for nursing interventions with patients and families. Ethical issues related to advocacy, self-determination, and autonomy are explored. Complex skills associated with symptom management, negotiating in interdisciplinary teams, and the impact of individual and family development cultural beliefs are included in the context of client and family-centered care. Exemplars include patients with chronic mental illness and well as other chronic conditions and disabilities affecting functional status and family relationships. Includes classroom and clinical learning experiences. (Can follow Nursing in Acute Care II and End-of-Life). Prerequisites: Completion of First year of Nursing Curriculum: Nurs 110/210; Nurs 111/211; Nurs 112/212; Nurs 230,231,232, 233.

**Course Outcomes:**

By the end of the course, the student will be able to:

1. Conduct in-depth, evidence-based family-centered, culturally and age and developmentally appropriate health assessment, and interpret health data, focusing on
  - Functional issues associated with co-morbidities especially as they interact with ADLs and IADLs
  - Manifestations of psychiatric diagnoses and their impact on client self-care
  - Psychosocial issues and the impact of the illness on individual development and family function.
  - The client's personal, social and cultural interpretation of the meaning of illness and the impact on the client's family.
  - Capacity for and engagement in self-health care management.
  - Opportunities for health behavior change
  - Consideration of end-of-life issues
  
2. Develop and use evidence-based interventions, individualized to client and family needs, specifically,
  - Support client and family in development of capacity for self-health care management
  - Address caregiver needs for preparedness, predictability and enrichment
  - Manage symptoms/manifestations of the specific disorder
  - Include palliative measures and all aspects of comfort care (pain, hydration, nutrition, mobility, elimination, spiritual)

3. Incorporate measures to enhance quality of life as defined by the client in the plan of care.
4. Identify and use community resources to provide support for client and family care giving.
5. Communicate, as appropriate, with all agencies involved in patient care to assure continuity of care across settings (i.e. schools, day care, adult foster care, etc.).
6. Negotiates with others to develop or modify client care.
7. Analyze impact of health care delivery system issues, policy and financing on individual and family care.



**Course Title:**           **Scope of Practice and Preceptorship for AAS Completion**  
**Course #:**               **NRS 224**  
**Credits:**               **9**

**Course Description:**

This course is designed to formalize the clinical judgments, knowledge and skills necessary in safe, registered nurse practice. The preceptorship model provides a context that allows the student to experience the nursing work world in a selected setting, balancing the demands of job and life long learner. Faculty/ preceptor/student analysis and reflection throughout the experience provide the student with evaluative criteria against which they can judge their own performance and develop a practice framework. Includes seminar, self-directed study and clinical experience. **Required for AAS and eligibility for RN Licensure**

**Course Outcomes:**

By the end of the course, the student will be able to:

1. Make substantiated clinical judgments using a discipline specific framework. (Note- My experience is that it is easier to communicate with students about progress when the framework is specified).
2. Set priorities in the provision of care with attention to client needs and available resources.
3. Practice self-reflection and self-analysis and identify areas for improvement
4. Advocate for inclusion of client/family uniqueness in all aspects of care.
5. Identify costs and benefits of resource options for client care.
6. Regularly evaluate and augment own leadership in client and team situations in the selected population.
7. Delegate to, and evaluate, others ensuring that the task is within their scope of practice.
8. Access, evaluate and integrate new learning into practice
9. Identify a vision and influence others to share the vision to support quality of care.
10. Demonstrate commitment to new and continuing learning opportunities, expanding repertoire of learning activities and experiences with other health care team members, especially those who hold different points of view.
11. Demonstrate competent performance when evaluated against national standards and criteria accepted in selected populations and/or settings.
12. Promote collaborative teamwork and empower others.

**Course Title: Population-Based Care: Chronic Illness and Health Promotion**  
**Course #: NRS 410**  
**Credits: 9**

**Course Description:**

This course is intended to prepare nurses in the practice of community and public health nursing enabling them to contribute to the overall public health mission of assuring conditions conducive to health at the community and population level. It examines community and public health nursing as a synthesis of knowledge from nursing, public health, and other social sciences and compliments the concurrent epidemiology and statistics courses. Students will examine frameworks of community and public health; analyze population-based health issues and conduct community assessments; and explore population-based interventions. Exemplars are selected from priority concern areas and local population needs, such as methamphetamine abuse and HIV. Includes classroom and clinical experiences. Prerequisites: Nurs 110/210; Nurs 111/211; Nurs 112/212; Nurs 230,231,232, 233., Nurs 222/322; Nurs 221/321)

**Course Outcomes**

By the end of the course, the student will be able to:

1. Use population-based analytic assessment skills that incorporate a variety of frameworks (social, economic, environment, determinants of health, etc.)
2. Participate in population-based program planning and policy development.
3. Incorporate cultural differences in population-based practice.
4. Recognize and intervene with the community as client (e.g. through partnerships, networks, engaging stakeholders).
5. Apply public health science in population-based practice in a variety of settings.

**Course Title: Epidemiology**  
**Course #: NRS 411**  
**Credits: 3**

**Course Description:**

Explores the determinants of death, disease, disability, disorders and disillusionment in humankind. Introduces principles and methods of epidemiologic investigation. Examines how properly conducted studies contribute to understanding of etiologic factors, modes of transmission, and pathogenesis. Explores social and structural determinants of the five D's and their implications for policy and nursing practice. Prerequisite or corequisite: Statistics.

**Course Outcomes:**

**Course Title: Leadership and Outcomes Management in Nursing**  
**Course #: NRS 412**  
**Credits: 10**

**Course Description**

This course provides the learner with the opportunity to consider nursing practice from the vantage point of middle managers and senior leaders in the profession in selected inpatient and community settings. Focus is on use of outcome data to evaluate nursing care delivery systems and propose quality improvement initiatives, considering enduring practice issues, policy debates and historical solutions. Students will understand how nursing influences client care, its own practice Collect and use of outcomes data to provide evidence for practice changes in a variety of settings, and the larger health care delivery system. Includes classroom and clinical learning experiences Prerequisites: Nurs 110/210; Nurs 111/211; Nurs 112/212; Nurs 230,231,232, 233., Nurs 222/322; Nurs 221/321)

**Course Outcomes**

By the end of the course, the student will be able to:

1. Collect and use outcomes data to provide evidence for practice changes in a variety of settings
2. Use evidence supporting best practices in working with assistive personnel, direct care workers and other unlicensed nursing personnel.
3. Engage in clinical and/or ethical decision making through collaboration with other health discipline members.
4. Analyze a health issue, with policy, practice and economic implications.
5. Develop a change management plan for the health issue, including proposed implementation strategy.
6. Practice and analyze leadership skills with nursing colleagues, interdisciplinary team, care planning conferences and community groups.

**Course Title: Clinical Immersion I**  
**Course #: NRS 424**  
**Credits: 6-10**

### **Course Description**

This course is designed to formalize the clinical judgments, knowledge and skills necessary for practice of nursing with a selected population. The experience focuses on complex clinical judgments, interdisciplinary team functioning and leadership, and the development of habits for lifelong learning. Faculty/ preceptor/student analysis and reflection throughout the experience provide the student with evaluative criteria against which they can judge their own performance and develop a practice framework. Includes seminar and precepted clinical learning experience. *Students who have completed NRS 224 as part of the OCNE AAS Curriculum may enroll for 6 credits.*

Prerequisites: Nurs 110/210; Nurs 111/211; Nurs 112/212; Nurs 230,231,232, 233., Nurs 222/322; Nurs 221/321, Nurs 410, Nurs 411, Nurs 412.

### **Course Outcomes**

1. Make sound clinical judgments. based on increasingly complex knowledge base and experience in care selected populations.
2. Set priorities in the provision of care with attention to client needs and available resources.
3. Practice self-reflection and self-analysis and identify areas for improvement
4. Advocate for inclusion of client/family uniqueness in all aspects of care.
5. Identify costs and benefits of resource options for client care.
6. Regularly evaluate and augment own leadership in client and team situations in the selected population.
7. Delegate to, and evaluate, others ensuring that the task is within their scope of practice.
8. Identify a vision and influence others to share the vision to support quality of care.
9. Demonstrate commitment to new and continuing learning opportunities, expanding repertoire of learning activities and experiences with other health care team members, especially those who hold different points of view.
10. Demonstrate competent performance when evaluated against national standards and criteria accepted in selected populations and/or settings.
11. Promote collaborative teamwork and empower others.

**Course Title: Clinical Immersion II**

**Course #: NRS 425**

**Credits: 10**

### **Course Description**

A continuation of NRS 424, this course provides the student with the opportunity for developing deeper understanding of and competence in the nursing care of the selected population. The course is designed to help the learner in the transition to the work world. Emphasis is on the health care needs of the selected population, and the associated systems and policy issues. Includes seminar and precepted clinical learning experiences.

Prerequisites: Nurs 110/210; Nurs 111/211; Nurs 112/212; Nurs 230,231,232, 233., Nurs 222/322; Nurs 221/321, Nurs 410, Nurs 411, Nurs 412, Nurs 425.

### **Course Outcomes**

By the end of this course, the student will be able to:

1. Make sound clinical judgments based on increasingly complex knowledge base and experience in care selected populations.
2. Work effectively with assistive personnel, direct care workers and other unlicensed caregivers.
3. Provide effective leadership to interdisciplinary health care teams.
4. Demonstrate ability to use population-based analytic skills in identifying and addressing health care needs of the selected population and in analyzing associated systems and policy issues.