The uniform course numbering system of the Oregon University System, as it applies to the School of Nursing is as follows:
100-299 Lower division level
300-499 Upper division level
500-599 Graduate courses offered primarily in support of master’s level programs
600-699 Graduate courses offered primarily in support of doctoral level programs
700-799 Professional courses which may be applied to a professional degree

Undergraduate Course Descriptions

NRS 305/405 Reading and Conference
1-2 credits Prerequisites: None.

NRS 307/407 Seminar
1-2 credits Prerequisites: None

NRS 309/409 Practicum
2 credits Prerequisites: None

NRS 110/210 Foundations of Nursing – Health Promotion
9 credits
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. Populations studied in the course include children, adults, older adults and the family experiencing a normal pregnancy. Includes classroom and clinical learning experiences. Offered on some campuses as NRS 210A (4 credits) and NRS 210B (5 credits).
Prerequisite: Admission to the undergraduate nursing program

NRS 111/211 Foundations of Nursing in Chronic Illness I
6 credits
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’s and family’s “lived experience” of the condition is explored. Clinical practice guidelines and research evidence are used to guide clinical judgments in care of individuals with chronic conditions. Multidisciplinary team roles and responsibilities are considered in the context of delivering safe, high quality health care to individuals with chronic conditions (includes practical and legal aspects of delegation). Cultural, ethical, legal and health care delivery issues are explored through case scenarios and clinical practice. Case exemplars include children with asthma, adolescents with a mood disorder, adults with Type 2 diabetes, and older adults with dementia. The course includes classroom and clinical learning experiences.
Prerequisite: NRS 110/210: Concurrent with NRS 230 or NRS 231 and NRS 232 or NRS 233.

NRS 112/212 Foundations of Nursing in Acute Care I
6 credits
This course introduces the learner to assessment and common interventions (including relevant technical procedures) for care of patients across the lifespan 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: NRS 110/210: Concurrent with NRS 230 or NRS 231 and NRS 232 or NRS 233.

NRS 230 Clinical Pharmacology I
3 credits
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. It includes the foundational concepts of principles of pharmacology, nonopioid analgesics, and antibiotics, as well as additional classes of drugs. Students will learn to make selected clinical decisions in the context of nursing regarding 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.
Prerequisites: Anatomy and Physiology sequence; Microbiology
NRS 231 Clinical Pharmacology II
3 credits
This sequel to Clinical Pharmacology I continues to provide the theoretical background that enables students to provide safe and effective nursing care related to drugs and natural products to persons throughout the lifespan. Students will learn to make selected clinical decisions in the context of nursing 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 not contained in Clinical Pharmacology I.
Prerequisites: NRS 230

NRS 232 Pathophysiological Processes I
3 credits
This course introduces pathophysiological processes that contribute to many different disease states across the lifespan and human responses to those processes. It includes the foundational concepts of cellular adaptation, injury, and death; inflammation and tissue healing; fluid and electrolyte imbalances; and physiologic response to stressors, as well as additional pathophysiological processes. Students will learn to make selective clinical decisions in the context of nursing regarding using current, reliable sources of pathophysiology information, selecting and interpreting focused nursing 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

NRS 233 Pathophysiological Processes II
3 credits
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 in the context of nursing regarding using current, reliable sources of pathophysiology information, selecting and interpreting focused nursing 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: NRS 232

NRS 221/321 Nursing in Chronic Illness II and End-of-Life
9 credits
This course builds on Foundations of Nursing in Chronic Illness I. Chronic Illness II expands the student's knowledge related to family care giving, symptom management and end of life concepts. These concepts are 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 the assessment and management of concurrent illnesses and conditions are developed within the context of client and family preferences and needs. Skills related to enhancing communication and collaboration as a member of an interdisciplinary team are further explored. Exemplars include patients with chronic mental illness and addictions as well as other chronic conditions and disabilities affecting functional status and family relationships. The course 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: NRS 110/210, NRS 111/211, NRS 112/212, NRS 230, NRS 231, NRS 232, NRS 233.

NRS 222/322 Nursing in Acute Care II & End-of-Life
9 credits
This course builds on Nursing in Acute Care I, focusing on more complex and/or unstable patient care conditions, some of which may result in death. These patient care conditions require strong noticing and rapid decision making skills. Evidence base is used to support appropriate focused assessments, and effective, efficient nursing interventions. 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, and family and patient teaching for either discharge planning or end-of-life care. Exemplars include 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: NRS 110/210, NRS 111/211, NRS 112/212, NRS 230, NRS 231, NRS 232, NRS 233.

NRS 301 RN Transition Course I: Introduction to Evidence Based Practice and Health Promotion
3 credits
This course introduces the learner to the framework of the OCNE curriculum. The emphasis is on health promotion across the life span including development of individual and family personal health skills and their context within the community. Cultural, social, environmental and economic factors that influence behaviors and health status will be examined, along with potential biases that can affect health-coaching efforts. To support personal/client health and behavior choice practices, students learn to access research evidence about the screening, assessment and reduction of health risks and enhancement of protective factors; apply health promotion, communication, systems, growth and development theories; explore personal and professional goals; and use reflective thinking about their practice as nurses. Students bring clinical exemplars from their practice to the classroom. Includes classroom and/or online and/or self-directed learning experiences.
Prerequisites: Admission to the Baccalaureate Completion Program for RNs (RNBS).

NRS 302 RN Transition Course II: Pathophysiological Processes: A Foundation for Nursing Practice
3 credits
This course provides an introduction to pathophysiological processes that underlie many different disease states and health deviations across the lifespan. Human responses to these pathophysiological processes will be explored to provide a foundation for nursing practice.
Prerequisites: Prior or concurrent: NRS 301.

NRS 303: RN Transition Course III: Chronic Illness
3 credits
This course introduces the RN to concepts that underlie evidence-based nursing practice with persons and families who live with chronic conditions 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 are the basis for practice in providing care to the chronically ill. Case exemplars include children with asthma, adolescent with a mood disorder, Type II diabetes, and older adults with dementia, as well as exemplars from the learners practice. Includes online and/or face-to-face class sessions, as well as directed learning experiences.
Prerequisites: Prior or concurrent: NRS 301 and NRS 302.
NRS 304 RN Transition Course IV: Chronic Illness & End of Life
3 credits
The course focuses on evidence-based nursing interventions to support symptom management, and family care giving in chronic illness and at end of life. Ethical issues related to advocacy, self-determination, and autonomy is examined, as are the knowledge and skills required for complex symptom management, and collaborating in interdisciplinary teams. The impact of individual and family developmental stages and spiritual and cultural beliefs are explored in the context of client and family centered comfort and palliative care. Exemplars include patients with chronic mental illness and other complex disease trajectories reflecting chronic illness and disabilities affecting functional status and family relationships. Includes classroom and/or online sessions as well as directed learning experiences.
Prerequisites: Prior or concurrent: NRS 301 and NRS 302.

NRS 331 Foundations of Nursing in Chronic Illness and End-of-Life
9 credits
This course begins with assessment and common interventions (including technical procedures) for clients with chronic illnesses common across the life span in major ethnic groups within Oregon. The evidence base related to family caregiving 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.
Prerequisites: Admission to Accelerated Baccalaureate Program: NRS 210, NRS 230, and NRS 232.
Concurrent with NRS 231 and NRS 233

NRS 332 Foundations of Nursing in Acute Care & End-of-Life
12 credits
This course focuses on care of patients across the life span who require acute care, including normal childbirth and introduction to more complex and/or unstable patient care situations. 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. The evidence base supporting appropriate focused assessment 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. Includes classroom and clinical learning experiences.
Prerequisites: Admission to Accelerated Baccalaureate Program. NRS 210; NRS 331; NRS 230, NRS 231, NRS 232, NRS 233, NRS 229/322, NRS 221/321, and NRS 411, and statistics concurrent or prior to NRS 410.
For Accelerated Baccalaureate Students: NRS 331 and NRS 332.

NRS 410 Population-Based Care
9 credits
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. It examines community and public health nursing as a synthesis of knowledge from nursing, public health, and the social sciences, and complements concurrent epidemiology and statistics courses. Students will examine frameworks of community and public health; analyze prevalent population-based health issues, including chronic disease and disability; conduct community assessments; and explore population-based interventions. Exemplars will be selected from priority concern areas as well as local population needs. Includes classroom, independent, and clinical experiences.
Prerequisites: NRS 110/210, NRS 111/211, NRS 112/212, NRS 230, NRS 231, NRS 232, NRS 233, NRS 229/322, NRS 221/321, and NRS 411, and statistics concurrent or prior to NRS 410.

NRS 410A Population-Based Care
4 credits
This course, along with NRS 410B, is intended to prepare registered 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. It examines community and public health nursing as a synthesis of knowledge from nursing, public health, and the social sciences, and complements concurrent epidemiology and statistics courses. Students will examine frameworks of community and public health; analyze prevalent population-based health issues, including chronic disease and disability; conduct community assessments; and explore population-based interventions. Exemplars will be selected from priority concern areas as well as local population needs. Includes classroom, independent, and clinical experiences.
Prerequisites: Admission to the Baccalaureate Completion Program for RNs (RNBS). Prior or concurrent NRS 411. RNBS traditional students also need NRS 301; NRS 302; and NRS 303.

NRS 410B Population-Based Care
5 credits
This course, along with NRS 410A, is intended to prepare registered 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. It examines community and public health nursing as a synthesis of knowledge from nursing, public health, and the social sciences, and complements concurrent epidemiology and statistics courses. Students will examine frameworks of community and public health; analyze prevalent population-based health issues, including chronic disease and disability; conduct community assessments; and explore population-based interventions. Exemplars will be selected from priority concern areas as well as local population needs. Includes classroom, independent, and clinical experiences.
Prerequisites: Admission to the Baccalaureate Completion Program for RNs (RNBS), NRS 411 and NRS 410A. RNBS Traditional students also need NRS 301; NRS 302; and NRS 303.

NRS 411 Epidemiology
3 credits
Epidemiology is the study of the distribution and determinants of death, disease and disability in human populations. In this course, students will learn the basic principles and methods of epidemiologic investigation; examine studies of the distribution and dynamic behavior of health determinants; understand etiologic factors, modes of transmission, and pathogenesis; and explore concepts in social epidemiology. Applying epidemiologic case studies, students will engage systems and complex thinking to evaluate programs and policies in population health and nursing.
Prerequisites: NRS 110/210, NRS 111/211, NRS 112/212, NRS 230, NRS 231, NRS 232, NRS 233, NRS 222/322, and NRS 221/321 Concurrent with or prior to NRS 410.
For Accelerated Baccalaureate Students: Concurrent or prior to NRS 410.
For Baccalaureate Completion Program for RNs (RNBS): Prior or concurrent: Statistics. RNBS Traditional students also need NRS 301, NRS 302, and NRS 303.
NRS 412 Leadership and Outcomes Management in Nursing
10 credits
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 to propose performance improvement initiatives, considering enduring practice issues, policy debates and historical solutions. Students will understand how nursing leadership influences client care and practice in the larger health care delivery system. Includes classroom and agency learning experiences.
Prerequisites: NRS 110/210, NRS 111/211, NRS 112/212, NRS 230, NRS 231, NRS 232, NRS 233, NRS 222/322, and NRS 221/321.

NRS 412A Leadership and Outcomes Management in Nursing
3-5 credits (3 credits for Accelerated Baccalaureate Students)
This course continues to provide 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 to propose performance improvement initiatives, considering enduring practice issues, policy debates and historical solutions. Students will understand how nursing leadership influences client care and practice in the larger health care delivery system. Includes classroom and agency learning experiences.
Prerequisites: Admission to Baccalaureate Completion Program for RNs (RNBS) or Accelerated Baccalaureate Program.
For RNBS Traditional students: NRS 301, NRS 302, NRS 303, and NRS 304.
For Accelerated Baccalaureate students: NRS 210, NRS 230, NRS 231, NRS 232, NRS 233, and NRS 331.

NRS 424 Integrative Practicum I
9 credits
This course is designed to formalize the clinical judgments, knowledge and skills necessary in safe, registered nurse practice. Faculty/Clinical Teaching Associate/Student Triad Model provides a context that allows the student to experience the nursing work world in a selected setting, balancing demands of job and lifelong learner. Analysis and reflection throughout the clinical 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.
Prerequisites: NRS 110/210, NRS 111/211, NRS 112/212, NRS 230, NRS 231, NRS 232, NRS 233, NRS 221/321, NRS 222/322, NRS 410, NRS 411, and NRS 412.
Concurrent: 1 credit of NRS 424 A-H
Note: This course is cross listed as NRS 224 if taken at an OCNE partner community college

NRS 424A Focus on Community Based Care of Children, Adolescents and Families I
1 credit
This course builds on prior learning in nursing care of children, increasing the student's depth of understanding about care of children and their families in community based settings. The selected topics are based on OCNE competencies, identification of common health issues for children and their families, the Society of Pediatric Nurses (SPN) Recommendations for Child Health Content in the Undergraduate Curriculum and course outcomes for NRS 424. Topics for this course include recognition and response to child abuse, responding to pediatric emergencies and care of children with developmental disabilities. Teaching-learning will be done through online sources and clinical learning experiences.
Prerequisites: Concurrent with NRS 424. Approved if NRS 224 has been articulated from OCNE partner community college.
For RNBS students: NRS 301, NRS 302, NRS 303, and NRS 304.

NRS 424B: Focus on Acute Care of Children, Adolescents and Families I
1 credit
This course builds on prior learning in nursing care of children, increasing the student's depth of understanding about care of children and their families in acute care settings. Threaded throughout the course are key concepts of child and family development and family centered care. The selected topics are based on OCNE competencies, identification of common acute health issues for children and their families, and course outcomes for NRS 424. Teaching-learning will be done through online sources and clinical learning experiences.
Prerequisites: Concurrent with NRS 424. Approved if NRS 224 has been articulated from OCNE partner community college.
For RNBS students: NRS 301, NRS 302, NRS 303, and NRS 304.

NRS 424C: Focus on Community Based Care of Adults, Older Adults and Families I
1 credit
This course builds on prior learning about care of adults, older adults and their families. It provides an opportunity for students to address community care of older adults in depth and to apply their learning in the clinical setting. The selected topics are based on OCNE competencies, course outcomes for 424, and the competencies identified by the American Association of Colleges of Nursing and the John A. Hartford Foundation Institute for Geriatric Nursing (2005). Teaching-learning will be done through online sources and clinical learning experiences.
Prerequisites: Concurrent with NRS 424. Approved if NRS 224 has been articulated from OCNE partner community college.
For RNBS students: NRS 301, NRS 302, NRS 303, and NRS 304.
NRS 424D Focus on Acute Care of Adults, Older Adults and Families I
1 credit
This course builds on prior learning about acute care of adults, older adults and their families, increasing the depth of understanding about this patient population. The selected topics are based on OCNE competencies, course outcomes for N424, and prevalent problems in adult acute care population including sleep disorders/disruptions, problems with eating and feeding, incontinence, confusion, evidence of falls, and skin breakdown. Teaching-learning will be done through online sources and clinical learning experiences.
Prerequisites:
Concurrent with NRS 424. Approved if NRS 224 has been articulated from OCNE partner community college.
For RNBS students: NRS 301, NRS 302, NRS 303, and NRS 304.

NRS 424E: Focus on Psychiatric/Mental Health Nursing I
1 credit
This course builds upon prior learning about nursing care of patients with mental health issues, provides an opportunity for students to address mental health issues in depth and to apply their learning in the clinical setting. The selected topics are based on OCNE mental health competencies, course outcomes for 424, and the competencies identified by the International Society of Psychiatric Nursing for baccalaureate nurses (ISPN, 2005). Many of the topics that have been identified are necessary for meeting the current mental health workforce needs. Teaching-learning will be done through on line sources and clinical learning experiences.
Prerequisites:
Concurrent with NRS 424. Approved if NRS 224 has been articulated from OCNE partner community college.
For RNBS students: NRS 301, NRS 302, NRS 303, and NRS 304.

NRS 424F: Focus on Nursing Care of Childbearing Families I
1 credit
This course builds on prior learning about care of childbearing families, providing an opportunity for students to address care of families during pregnancy and childbirth in depth, and to apply their learning in the clinical setting. Threaded throughout the course are key concepts of family development and family centered care. The selected topics are based on OCNE competencies and course outcomes for NRS 424. Teaching-learning will be done through online sources and clinical learning experiences.
Prerequisites:
Concurrent with NRS 424. Approved if NRS 224 has been articulated from OCNE partner community college.
For RNBS students: NRS 301, NRS 302, NRS 303, and NRS 304.

NRS 424G Focus on Nursing Care of Culturally Diverse Populations I
1 credit
The present day societal influences on individuals, families and communities are a concern for nursing education and there must be a sanctioned mandate to facilitate nursing educators and students to recognize and honor diversity not just in terms of different opinions but the sharing of life experiences, personal reflection and action. This course introduces the learner to the diversity of individuals, families and communities and the influence of culture on health and illness. The course is a combination of online and experiential learning using inquiry based learning as defined by (Magnusen, 2001) the course is aimed at facilitating student discovery of what cultural competence with a social justice focus means for nursing practice and also how it contributes to the well being of society as a whole. Students will learn to access professional and lay resources and knowledge about the cultural context of health and illness to develop competence with respect to nursing practice in a multicultural society.
Prerequisites:
Concurrent with NRS 424. Approved if NRS 224 has been articulated from OCNE partner community college.
For RNBS students: NRS 301, NRS 302, NRS 303, and NRS 304.

NRS 424H Focus on Rural Populations I
1 credit
This course introduces the learner to concepts of rural health and rural health nursing. The emphasis is on learning the unique aspects of health and disease in rural populations and how these influence nursing practice. Students will learn to access research evidence about health and disease in rural areas and unique approaches to assist people living in rural areas to maintain health and treat health problems. Teaching-learning will be done through online sources.
Prerequisites:
Concurrent with NRS 424. Approved if NRS 224 has been articulated from OCNE partner community college.
For RNBS students: NRS 301, NRS 302, NRS 303, and NRS 304.

NRS 425 Integrative Practicum II
9 credits
A continuation of NRS 224 or 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. Faculty/ Clinical Teaching Associate/Student Triad Model provides a context that allows the student to experience the nursing work world in a selected setting, balancing demands of job and lifelong learner. 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, self directed study and clinical learning experiences.
Concurrent: 1 credit of: NRS 425 A-H

NRS 425A Focus on Community Based Care of Children, Adolescents and Families II
1 credit
This course builds on NRS 424A. The selected topics are based on OCNE competencies, identification of common health issues for children and their families, the Society of Pediatric Nurses (SPN) Recommendations for Child Health Content in the Undergraduate Curriculum and course outcomes for NRS 425. The course emphasizes care of children with chronic illnesses and their families, child and family group teaching, and the ethical, legal and professional issues in delegation of care. Teaching-learning will be done through on line sources and clinical learning experiences.
Prerequisites: NRS 424 and NRS 424A or concurrent. Concurrent: NRS 425.
For RNBS Students: NRS 301, NRS 302, NRS 303, NRS 304, NRS 410A, NRS 410B, NRS 411, NRS 412A, and NRS 412B

NRS 425B Focus on Acute Care of Children, Adolescents and Families II
1 credit
This course builds on NRS 424B, increasing the student’s depth of understanding about care of children and their families in acute care settings. Threaded throughout the course are key concepts of child and family development and family centered care. The selected topics are based on OCNE competencies, identification of common acute health issues for children and their families, and course outcomes for NRS 425. Teaching-learning will be done through online sources and clinical learning experiences.
Prerequisites: NRS 424 and NRS 424B or concurrent. Concurrent: NRS 425.
For RNBS Students: NRS 301, NRS 302, NRS 303, NRS 304, NRS 410A, NRS 410B, NRS 411, NRS 412A, and NRS 412B.
NRS 425C Focus on Community Based Care of Adults, Older Adults and Families II  
1 credit  
This course builds on NRS 424C and provides an opportunity for students to address community care of older adults in depth and to apply their learning in the clinical setting. The selected topics are based on OCNE competencies, course outcomes for 425, and the competencies identified by the American Association of Colleges of Nursing and the John A. Hartford Foundation Institute for Geriatric Nursing (2005). Teaching learning will be done through online sources and clinical learning experiences.  
Prerequisites: NRS 424 and NRS 424C or concurrent. Concurrent: NRS 425.  
For RNBS Students: NRS 301, NRS 302, NRS 303, NRS 304, NRS 410A, NRS 410B, NRS 411, NRS 412A, and NRS 412B

NRS 425D Focus on Acute Care of Adults, Older Adults and Families II  
1 credit  
This course builds on NRS 424D. It focuses in detail on three aspects of nursing care in the acute care setting: 1) goals of care, 2) continuity of care, and 3) transitions of patients from one setting to another. The emphasis is on learning in depth about goals and continuity of care for patients and their families and issues related to patients’ transitions between hospital units, other health care settings or their place of living. Teaching learning will be done through online sources and clinical learning experiences.  
Prerequisites: NRS 424 and NRS 424D or concurrent. Concurrent: NRS 425.  
For RNBS Students: NRS 301, NRS 302, NRS 303, NRS 304, NRS 410A, NRS 410B, NRS 411, NRS 412A, and NRS 412B

NRS 425E: Focus on Psychiatric/Mental Health Nursing II  
1 credit  
This course builds on NRS 424E, providing an opportunity for students to address mental health issues in depth and to apply their learning in the clinical setting. The selected topics are based on OCNE mental health competencies, course outcomes for 425, and the competencies identified by the International Society of Psychiatric Nursing for baccalaureate nurses (ISPNN, 2005). Many of the topics that have been identified are necessary for meeting the current mental health workforce needs. Teaching learning will be done through on-line sources and clinical learning experiences.  
Prerequisites: NRS 424 and NRS 424E or concurrent. Concurrent: NRS 425.  
For RNBS Students: NRS 301, NRS 302, NRS 303, NRS 304, NRS 410A, NRS 410B, NRS 411, NRS 412A, and NRS 412B

NRS 425F Focus on Nursing Care of Childbearing Families II  
1 credit  
This course builds on NRS 424F, increasing the student's depth of understanding about care of families during pregnancy and childbirth. Threaded throughout the course are key concepts of family development and family centered care. The selected topics are based on OCNE competencies, and course outcomes for NRS 425. Teaching learning will be done through online sources and clinical learning experiences.  
Prerequisites: NRS 424 and NRS 424F or concurrent. Concurrent: NRS 425.  
For RNBS Students: NRS 301, NRS 302, NRS 303, NRS 304, NRS 410A, NRS 410B, NRS 411, NRS 412A, and NRS 412B

NRS 425G: Focus on Nursing Care of Culturally Diverse Populations II  
1 credit  
In this course students will discuss some of the important influences on the health status of individuals, families, and communities, particularly with respect to the concept of culture. In addition to the expectation you will draw on discussions and readings from your past sophomore and junior courses. Students will reflect on how NURSE's can respect and support differences among clients regarding culture, ethnicity, spirituality, and communication patterns, as well as personal beliefs and practices relating to health and healing. We will examine the socio-economic, historical and political influences that contribute to the creation of health for clients and communities, with special consideration given to individuals, families and communities or populations who may be stigmatized, invisible, marginalized, or vulnerable in some way.  
Prerequisites: NRS 424 and NRS 424G or concurrent. Concurrent: NRS 425.  
For RNBS Students: NRS 301, NRS 302, NRS 303, NRS 304, NRS 410A, NRS 410B, NRS 411, NRS 412A, and NRS 412B

NRS 425H Focus on Rural Populations II  
1 credit  
This course builds upon learning in N424H. Rural populations may have significant health disparities. This course highlights four specific populations who are likely to be at risk. You will learn about their special needs and develop a health plan for a client who is at risk in your community. This course builds on NRS 424H: Principles of Rural Health Nursing. Teaching learning will be done through online sources.  
Prerequisites: NRS 424 and NRS 424H or concurrent. Concurrent: NRS 425.  
For RNBS Students: NRS 301, NRS 302, NRS 303, NRS 304, NRS 410A, NRS 410B, NRS 411, NRS 412A, and NRS 412B

NRS 426A Integrative Practicum  
4 credits  
This course provides the student with the opportunity for developing deeper understanding of and competence in the nursing care of the selected population. Faculty/Clinical Teaching Associate/Student Triad Model provides a context that allows the student to experience the nursing work world in a selected setting, balancing demands of job and lifelong learner. 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, self directed study and clinical learning experiences.  
Prerequisites: Admission to the Baccalaureate Completion Program for RNs (RNBS), NRS 410A & 410B, one credit of NRS 424 A-H. Prior or concurrent: one credit of NRS 425 A-H. RNBS Traditional students also need: NRS 301, NRS 302, NRS 303, and NRS 304.

NRS 426B Integrative Practicum  
5 credits  
This course provides the student with the opportunity for developing deeper understanding of and competence in the nursing care of the selected population. Faculty/Clinical Teaching Associate/Student Triad Model provides a context that allows the student to experience the nursing work world in a selected setting, balancing demands of job and lifelong learner. 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, self directed study and clinical learning experiences.  
Prerequisites: Admission to the Baccalaureate Completion Program for RNs (RNBS), NRS 410A & 410B, NRS 411, NRS 412A & NRS 412B, one credit of NRS 424 A-H. Prior or concurrent: NRS 426A, one credit of NRS 425 A-H. RNBS Traditional students also need: NRS 301, NRS 302, NRS 303, and NRS 304.

NRS 435 Integrative Practicum  
12 credits  
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.  
Prerequisites: Admission to Accelerated Baccalaureate Program, NRS 210, NRS 230, NRS 231, NRS 232, NRS 233, NRS 331, NRS 332, NRS 410, NRS 411, NRS 412A, and NRS 412B.