**Individualized Educational Review Course**

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<th>201301401</th>
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<td>Total Credits</td>
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**Description**

This course is designed for students whose LOA was triggered by academic probation who return from LOA to assure student readiness to progress in the program. Focus of the course will be safety in the clinical environment.

**Course Outcome**

Students will demonstrate the knowledge and clinical skills at the same level of the course to which they are returning, including:

1. Demonstrate clinical judgment, critical thinking.
2. Demonstrate safety in nursing skills/practice- medication administration, safe patient handling, asepsis, physical assessment, etc.

**Prerequisite**

None

**Corequisite**

1
**Foundations of Nursing - Health Promotion**

**Total Credits** 9

**Description**

This course introduces the learner to the 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. The clinical portion of the course includes practice with therapeutic communication skills and selected core nursing skills identified in the OCNE Core Nursing Skills document. May be offered on some campuses as NRS 210A (4 credits) and NRS 210B (5 credits).

**Course Outcome**

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, and patterns of family functioning.
2. Develop a plan of care that is family-centered, and developmentally and culturally appropriate using evidence such as clinical practice guidelines and integrative literature reviews, to help facilitate a patient's health behavior change.
3. Use effective communication to establish a therapeutic patient-centered relationship and advocate for a health behavior change based on assessment of health risks.
4. Design and evaluate a health behavior change for self and for a selected patient using relevant evidence and family/cultural data.
5. Demonstrate beginning use of selected 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 on clinical experiences and on competencies and its influence on personal and professional behavior.
7. Demonstrate use of effective learning strategies in a performance-based curriculum.
8. Demonstrate use of the importance of fulfilling commitments to the team in timely completion of assignments.
9. Demonstrate safe and competent practice of the fundamentals of nursing care, and adherence to patient dignity, safety of patient, self and others, asepsis, and infection prevention with each patient encounter.

**Prerequisite**

Admission to the Nursing Program. Anatomy and Physiology.

**Corequisite**

2
Foundations of Nursing in Chronic Illness I

Total Credits 6

Description
This course introduces assessment and common interventions (including technical procedures) for patients with chronic illnesses common across the life span in multiple ethnic groups. The patient’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 explored 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.

Course Outcome
By the end of the course, the student will be able to:
1. Conduct a health assessment that is family-centered and both developmentally and culturally appropriate and interpret, and use the resulting health data, focusing on:
   a. mental and functional status, ADLs and IADLs,
   b. coping/adaptive strategies used by patient/family,
   c. lived experience of chronic illness, including recognition of stigma and its impact on vulnerability and maintaining health,
   d. impact of condition on family functioning, and
   e. specific lab value interpretation and medication concerns such as polypharmacy.
2. Provide safe and effective, developmentally and culturally appropriate care to patients with chronic illness including:
   a. safely and effectively assisting patients with ADLs & IADLs,
   b. identifying and providing for comfort needs (physical and emotional),
   c. teaching patients/families about interventions for managing symptoms such as chronic pain, fatigue,
   d. teaching patients about self-assessment and self-management in highly prevalent chronic conditions, such as (but not limited to) congestive heart failure, dementia, type 2 diabetes, and depression, and
   e. addressing basic questions about prognosis of illness.
3. Develop and implement a family-centered plan of care for a patient with a chronic illness that incorporates evidence-based intervention strategies, assessment data, child and family developmental considerations, and demonstrates 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 the care of persons with a chronic illness or disability.
5. Identify roles and functions of members of the health care team in order to provide 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 patient autonomy across the lifespan in at risk populations.

Prerequisite
NRS 110/210:

Corequisite
NRS 230 or 231 and NRS 232 or 233
Foundations of Nursing in Acute Care I

Total Credits 6

Description
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, patient-centered care. Includes classroom and clinical learning experiences.

Course Outcome
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 the disease trajectory, normal childbirth, and acute exacerbations of chronic conditions and their resolution, and the patient response to acute conditions/processes.
2. Develop plans of care that are family/patient-centered, developmentally and culturally appropriate, using evidence including clinical practice guidelines and integrative literature reviews to implement care plans safely for patients with common acute conditions/processes.
   - Manage common symptoms such as acute pain and acute anxiety,
   - Follow evidence based procedures for performing skills safely,
   - Use expected illness trajectory
   - Monitor progress toward recovery, occurrence of complications and patient’s response to interventions.
3. Identify potential legal and ethical issues related to patient decision-making and informed consent in acute care settings.
4. Apply ANA Code of Ethics to care of patients with acute conditions/processes.
5. Use therapeutic communication skills in the development of therapeutic relationships with patients and families.
6. Identify roles and interact appropriately with members of the health care team involved in providing care to patients and families with acute conditions/processes.
7. Discuss need for delegation of patient care with experienced nurses.

Prerequisite
NRS 110/210

Corequisite
NRS 230 or 231 and NRS 232 or 233
Clinical Pharmacology I

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. 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.

Course Outcome
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: a) identification of appropriate reliable sources of information in specific nursing situations, b) rapid and accurate retrieval of pertinent information from a current drug guide, and c) accurate retrieval of information from a comprehensive drug information source.
2. Monitor and evaluate the effectiveness of drug therapy, focusing on a) selection and interpretation of basic focused nursing 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, b) surveillance for vulnerability to negative effects of specific classes of drugs based on age, developmental physiology, and concurrent pathophysiology, psychopathology or other factors.
3. Teach patients, family members, and others from diverse populations across the lifespan regarding safe and effective use of drugs and natural products, focusing on: a) self-management of specific classes of over-the-counter and prescription drugs that are used episodically, b) self-management of specific classes of drugs that are taken for chronic conditions, c) how the action of specific classes of drugs relates to developmental, maturational, aging, neurochemical, and pathophysiological processes, or normal physiology, d) which side/adverse effects of specific classes of drugs and natural products to self-manage and which ones to report to health professionals, and e) how to avoid or recognize drug-drug, drug-food, and drug-natural product interactions with specific classes of drugs.
4. Identify appropriate nursing interventions to increase therapeutic benefits and reduce potential negative effects of drug therapy, focusing on: a) identification of basic nonpharmacological nursing interventions that potentially enhance the effectiveness of specific classes of drugs and b) assessment of barriers to adherence to drug therapy with specific classes of drugs.
5. Communicate appropriately with other health professionals regarding drug therapy, focusing on: a) using appropriate technical language related to pharmacology, b) explaining drug mechanisms of action and their relationship to normal physiology, and c) reporting pertinent information about an individual's response to specific classes of drugs or natural products.

Prerequisite
Anatomy and Physiology sequence

Corequisite
Microbiology, concurrent if not taken as prerequisite.
**NRS 231**

**Total Credits** 3

**Description**
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.

**Course Outcome**
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: a) finding and interpreting pertinent current information from a drug guide, comprehensive drug information sources, and electronic databases, and b) accessing and interpreting pharmacology-focused articles in current professional journals.
2. Monitor and evaluate the effectiveness of drug therapy, focusing on: a) selection, interpretation, and prioritization of focused nursing assessments to detect therapeutic effects, side effects, and adverse reactions, and drug-drug, drug-food, and drug-natural product interactions, and b) surveillance for vulnerability to negative effects of specific classes of drugs based on age, developmental physiology, concurrent pathophysiology, psychopathology or other factors.
3. Teach persons, patients and/or family members, from diverse populations across the lifespan regarding safe and effective use of drugs and natural products, focusing on: a) self-management of specific classes of over-the-counter and prescription drugs that are used episodically, b) self-management of multiple drugs that are taken concurrently for chronic conditions, c) how the action of specific classes of drugs relates to pathophysiological processes, neurochemical processes or normal physiology, d) which side/adverse effects of specific classes of drugs and natural products to self-manage and which ones to report to health professionals, and e) how to avoid or recognize drug-drug, drug-food, and drug-natural product interactions with specific classes of drugs.
4. Identify appropriate nursing interventions to increase therapeutic benefits and reduce potential negative effects of drug therapy, focusing on: a) identification of basic nonpharmacological nursing interventions that potentially enhance the effectiveness of specific classes of drugs, b) assessment of barriers to adherence to drug therapy with specific classes of drugs, and c) recognition and basic strategies for reduction of polypharmacy in older adults.
5. Communicate appropriately with other health professionals regarding drug therapy, focusing on: a) using appropriate technical language related to pharmacology, b) explaining drug mechanisms of action and their relationship to normal physiology, and c) prioritizing and reporting pertinent information about an individual’s response to specific classes of drugs or natural products.

**Prerequisite**
NRS 230

**Corequisite**
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 and pain, 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.

Course Outcome
By the end of the course, the student will be able to:
1. Access current, reliable information about selected pathophysiological processes, including cellular adaptation, injury, and death; inflammation and tissue healing; fluid and electrolyte imbalances; and physiologic response to stressors.
2. Select and interpret basic focused nursing 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 across the lifespan regarding selected pathophysiological processes, focusing on: a) explaining how the risk factors relate to specific pathophysiological processes, b) describing selected pathophysiological processes in appropriate terms, c) explaining how the signs and symptoms relate to specific pathophysiological processes, d) explaining which signs and symptoms to report to a health professional, e) explaining how developmental factors relate to pathophysiology.
4. Communicate effectively with other health professionals regarding selected pathophysiological processes, focusing on: a) using appropriate technical language, b) clarifying technical details of pathophysiological processes, c) reporting pertinent information about a patient’s status.

Prerequisite
Anatomy and Physiology Sequence

Corequisite
Microbiology, concurrent if not taken as prerequisite.
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### 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 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.

### Course Outcome
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 nursing assessments based on knowledge of clinical manifestations, developmental considerations, and potential complications of selected pathophysiological processes in patients across the lifespan.
3. Teach persons from diverse populations across the lifespan regarding selected pathophysiological processes, focusing on: a) explaining how the risk factors relate to specific pathophysiological processes, b) describing selected pathophysiological processes in appropriate terms, c) explaining how the signs and symptoms relate to specific pathophysiological processes, d) explaining which signs and symptoms to report to a health professional, and e) 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: a) using appropriate technical language, b) clarifying technical details of pathophysiological processes, and c) prioritizing and reporting pertinent information regarding a patient’s status.

### Prerequisite
NRS 232

### Corequisite
Microbiology: Concurrent if not taken as a prerequisite
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**Description**

**Course Outcome**

**Prerequisite** None

**Corequisite**
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**Description**

**Course Outcome**

**Prerequisite** None

**Corequisite**
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### Course Outcome

### Prerequisite

None

### Corequisite

11
Health Promotion and Pathophysiological Processes

Total Credits 3

Description
This course introduces the concepts of personal/client health and behavior choice practices. Students learn to access research evidence about health promotion and health communication. To reduce health risks and enhance protective factors, students will explore behavior change, clinical practice guidelines and best practices related to health screening and assessment. Students learn about pathophysiological processes related to risk factors for disease and disease genesis; and find and relate research evidence about risk factors to a variety of audiences including creating public education for diverse populations.

Course Outcome
By the end of the course, the student will be able to:
1. Access and interpret current, reliable information about health promotion and the underlying pathophysiological processes. (OCNE comp #10)
2. Understand the role of health coach in supporting lifestyle changes through use of motivational interviewing techniques, change theory, and coach-client relationships; and the importance and relevance of reflection and its influence on personal and professional behavior. (OCNE comp #2, 7, 8)
3. Teach persons from diverse populations regarding selected pathophysiological processes, focusing on explaining how the risk factors relate to specific pathophysiological processes; and describing selected pathophysiological processes in appropriate terms (OCNE comp #7, 8, 10)
4. Communicate appropriately with other health professionals regarding selected pathophysiological processes, focusing on appropriate technical details in written language. (OCNE comp #3, 5, 6, 7, 8, 10)
5. Develop an action plan that is developmentally and culturally appropriate, using current reliable evidence such as screening/assessment tools, clinical guidelines, as well as health promotion and communication theories to help facilitate health behavior change. (OCNE comp #2, 5, 7, 10)

Prerequisite
Admission to the Baccalaureate Completion Program for RNs (RNBS)

Corequisite
12
### Chronic Illness and End of Life

**Total Credits** 3

**Description**
This course explores nursing care for people living with chronic illness and their families. Concepts to be examined include the impacts of pathophysiological processes, individual and family developmental stages, and spiritual and cultural beliefs on management of chronic illness from diagnosis through death. Ethical and legal issues related to advocacy, selfdetermination, and autonomy, and organizational systems and economic policies that influence delivery of health services will be discussed. Evidence-based care, including symptom management, will be addressed.

**Course Outcome**
By the end of the course, the student will be able to:
1. Determine the meaning of chronic illness from diagnoses through death for individuals and their families.
2. Assess family capacity to provide care, by recognizing care giving strengths and resources, as well as caregiver strain and those at risk for abuse.
3. Use evidence from a variety of sources to guide practice decisions when providing chronic illness, palliative, or end-of-life care.
4. Analyze the impact of health care delivery systems, public policy, and ethical considerations on individuals throughout chronic illness their illness trajectory.
5. Analyze the effects of one's own attitudes, beliefs and values upon clinical decisionmaking when working with patients and families experiencing chronic illness.

**Prerequisite**
Admission to the Baccalaureate Completion Program for RNs (RNBS)

**Corequisite**
Foundations of Nursing in Chronic Illness II and End-of-Life

Total Credits 9

Description
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 patient and family preferences and needs. Skills related to enhancing communication and collaboration as a member of an interprofessional team and across health care settings 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).

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

1. Conduct a health assessment that is in-depth, evidence-based, family-centered, and both developmentally and culturally appropriate. Interpret health data, focusing on:
   - functional issues associated with complexities of co-morbid conditions in relation to ADL’s and IADL’s;
   - manifestations of psychiatric diagnoses and their impact on patient self-care;
   - psychosocial issues and the impact of the illness on individual development and family function;
   - the patient’s personal, social and cultural interpretation of the meaning of the illness and the impact on the patient’s family;
   - capacity for and engagement in self-care; and
   - opportunities for health behavior change.

2. Applies evidence-based nursing practices in support of patient and family in self health care management across the lifespan to:
   - establish meaningful relationships with patients/families;
   - support patient and family in development of self-health care management;
   - address caregiver needs for preparedness and predictability with regards to the management of symptoms/manifestations for specific disorders; and
   - assess family strengths and resources, caregiver role strain, and capacity to provide care.

3. Incorporate measures to enhance quality of life in the plan of care by:
   - facilitating patient in developing their personal definition of quality of life; and
   - addressing patient needs for preparedness and predictability.

4. Identify and use community resources to provide support for the patient and family caregiving by:
   - supporting the patient in negotiating the health care settings;
   - assessing appropriateness of resources in meeting the patient/family needs (e.g. accessibility, financial feasibility, acceptability); and
   - developing interprofessional collaboration for the provision of care.

5. Communicate with agencies involved in patient care to assure continuity of care across settings (e.g. schools, day care, adult foster care, etc.) by:
   - negotiating with others to modify care; and
   - advocating for patients.

6. Utilize nursing- and interprofessional based-knowledge of death and dying trajectories to support patients/families across the life-span who are experiencing transitions at the end of life

Prerequisite
Completion of First year of Nursing Curriculum: NRS 110/210; NRS 111/211; NRS 112/212; NRS 230, NRS 231, NRS 232, and NRS 233.

Corequisite
Foundations of Nursing in Acute Care II & End-of-Life

Total Credits 9

Description
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 for disorders with an acute trajectory. 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).

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

1. Conduct evidence-based assessment, using age, and developmentally and culturally appropriate communication skills by:
   - monitoring a variety of data and accurately interpreting obvious deviations from expected patterns in increasing complex acute conditions (e.g. co-morbidities, complications, high-risk pregnancies, acute psychosis, life threatening situations, diverse health beliefs);
   - recognizing potential problems and rapidly changing physiologic and behavioral situations;
   - recognizing pathophysiologic changes and symptoms experienced by the patient which are associated with the dying process;
   - regularly monitoring patient’s level of comfort and ability to manage symptoms and symptom distress;
   - assessing family’s response to patient’s illness; and,
   - recognizing 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 are dynamic and based on changing needs of patient and family.

3. Collaborate with health care team members to provide comfort and symptom management.

4. Develop discharge plans in collaboration with patient, family, health care team members, and service providing agencies.

5. Reflect on experiences in caring for patients with acute conditions.

Prerequisite
Completion of First year of Nursing Curriculum: NRS 110/210; NRS 111/211; NRS 112/212; NRS 230, NRS 231, NRS 232, and NRS 233.

Corequisite

15
Foundations of Nursing in Chronic Illness and End-of-Life

Total Credits 9

Description
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.

Course Outcome
By the end of the course, the student will be able to:
1. Conduct evidence-based, family-centered, culturally, age and developmentally appropriate health assessment, and interpret health data, focusing on
   a. Mental and functional issues especially as they interact with ADLs and IADLs
   b. Coping/adaptive strategies, psychosocial issues, and the impact of the illness on individual development and family functioning
   c. The client's personal, social and cultural interpretation of the meaning of illness and the impact on the client's family.
   d. Capacity for and engagement in self-health care management.
   e. Opportunities for health behavior change
   f. Manifestations of psychiatric diagnoses and their impact on client self-care
   g. Consideration of end-of-life issues
2. Develop and use evidence-based interventions, individualized to client and family needs, specifically,
   a. Support client and family in development of capacity for self-health care management
   b. Address caregiver needs for preparedness predictability and enrichment
   c. Manage symptoms/manifestations of the specific disorder
   d. Include palliative measures and all aspects of comfort care (pain, hydration, nutrition, mobility, elimination, spiritual)
3. Identify measures to enhance quality of life as defined by the client in the plan of care.
4. Identify 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. Negotiate 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.
8. Apply ANA Code of Ethics in care of chronically ill.

Prerequisite
Admission to Accelerated Baccalaureate Program: NRS 210; NRS 230, NRS 232; Concurrent with NRS 231 and NRS 233.

Corequisite
Foundations of Nursing in Acute Care & End-of-Life

Total Credits 12

Description
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.

Course Outcome
1. Conduct evidence-based assessment, using age, developmentally, and culturally appropriate communication skills, specifically:
   a. Monitors a variety of data and accurately interprets obvious deviations from expected patterns in increasingly complex physiologic and mental health conditions
   b. Begins to recognizes potential problems and rapidly changing physiologic and behavioral situations
   c. Recognizes pathophysiological changes and symptoms experienced by the client which are associated with the dying process.
   d. Regularly monitors clients' level of comfort and ability to manage symptoms and symptom distress.
   e. Assesses families' responses to client's illness
   f. Recognizes impact of individual development, as well as family development and dynamics on physiologic and behavioral status.
2. Develop plans of care that are family-centered, age, developmentally and culturally appropriate.
3. Develop and use evidence-based, individualized, developmentally appropriate interventions that that are dynamic and based on changing needs of client and family needs.
4. Develop discharge plans in collaboration with client, family and other members of the health care community.
5. Identify roles of health care team members involved in providing care to individuals with acute physiologic and mental health conditions/processes, and collaborates with them to provide comfort and symptom management.
6. Apply ANA Code of Ethics to care of patients with acute conditions/processes.
7. Identify potential legal and ethical issues surrounding patient decision-making and informed consent in acute care settings.
8. Use therapeutic communication skills in the development of therapeutic relationships with patients and families experiencing acute physiologic and mental health conditions/processes.

Prerequisite
Admission to Accelerated Baccalaureate Program: NRS 210; NRS 331; NRS 230, NRS 231, NRS 232, NRS 233.

Corequisite
NRS 410

Total Credits: 9

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. 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.

Course Outcome
By the end of the course, the student will be able to: 1. Employ social, economic, environmental, cultural and political analytic assessments in population-based nursing practice. 2. Participate in population-based program planning and policy development. 3. Incorporate cultural differences in population-based practice. 4. Recognize, intervene, and collaborate with the community as client 5. Apply evidence-based public health interventions in population-based nursing practice.

Prerequisite
NRS 110/210, NRS 111/211, NRS 112/212, NRS 230, NRS 231, NRS 232, NRS 233, NRS 222/322, NRS 221/321, and NRS 411, and statistics concurrent or prior to NRS 410. For Accelerated Baccalaureate Students: NRS 331, NRS 332

Corequisite
NRS 411
## 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. 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.

## Course Outcome
By the end of the course (N410 & N410B), the student will be able to: 1. Employ social, economic, environmental, cultural and political analytic assessments in population-based nursing practice. 2. Participate in population-based program planning and policy development. 3. Incorporate cultural differences in population-based practice. 4. Recognize, intervene, and collaborate with the community as client. 5. Apply evidence-based public health interventions in population-based nursing practice.

## Prerequisite
Admission to the Baccalaureate Completion Program for Rns (RNBS). RNBS Traditional: NRS 311, NRS 312

## Corequisite
NRS 410B

Population Health Practice

Total Credits 6

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. 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.

Course Outcome
By the end of the course (N410 & N410B), the student will be able to: 1. Employ social, economic, environmental, cultural and political analytic assessments in population-based nursing practice. 2. Participate in population-based program planning and policy development. 3. Incorporate cultural differences in population-based practice. 4. Recognize, intervene, and collaborate with the community as client. 5. Apply evidence-based public health interventions in population-based nursing practice.

Prerequisite
Admissions to the Baccalaureate Completion Program for RNs (RNBS), prior or concurrent NRS 411 and NRS 410A.

Corequisite
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.

Course Outcome
By the end of this course students will be able to: 1. Use basic terminology and definitions of epidemiology and population health 2. Calculate and interpret basic epidemiologic measures 3. Recognize types and limitations of basic study designs 4. Recognize the principles and limitations of population health screening 5. Apply epidemiologic concepts to population health practice 6. Use epidemiologic concepts to inform scientific, ethical, economic, and political discussions of population health.

Prerequisite
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 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

Corequisite

21
NRS 412

Nursing Leadership in Health Care Delivery Systems

Total Credits 10

Description
This course requires the learner to consider his/her role as a leader in nursing and in health care. Focus is on the knowledge and skills required to improve health care delivery and client outcomes from a systems perspective. Historical, legal, ethical, regulatory, socio-cultural, economic, and political factors influencing the health care system and professional nursing practice provide context to the learning. Students will understand how nursing leadership influences client care and practice within the broader health care delivery system. This course includes classroom and clinical learning experiences.

Course Outcome
By the end of the course, the student will be able to:
1. Evaluate historical, legal, ethical, regulatory, socio-cultural, economic, and political factors influencing health care delivery systems and nursing leadership.
2. Analyze a healthcare issue with systems-level policy, practice, ethical, and economic implication.
3. Examine the nursing leadership role in current and emerging models of healthcare delivery, including patient centered care coordination.
4. Use data, including key quality and safety indicators, to provide evidence for practice improvement.
5. Engage in effective communication strategies while collaborating with the health care team and other stakeholders.
6. Apply, analyze, and evaluate leadership and management skills, including decision-making with the health care team.
7. Analyze the impact of the practice environment on practitioner effectiveness in client care delivery.

Prerequisite
NRS 110/210; NRS 111/211; NRS 112/212; NRS 230, NRS 231, 232, 233; NRS 222/322; NRS 221/321

Corequisite
Nursing Leadership in Health Care Delivery Systems

Total Credits 3

Description
This course requires the learner to consider his/her role as a leader in nursing and in health care. Focus is on the knowledge and skills required to improve health care delivery and client outcomes from a systems perspective. Historical, legal, ethical, regulatory, socio-cultural, economic, and political factors influencing the health care system and professional nursing practice provide context to the learning. Students will understand how nursing leadership influences client care and practice within the broader health care delivery system. This course includes classroom and clinical learning experiences. 5 credits for RNBS (3 credits for accelerated baccalaureate students)

Course Outcome
By the end of the course, the student will be able to:
1. Evaluate historical, legal, ethical, regulatory, socio-cultural, economic, and political factors influencing health care delivery systems and nursing leadership.
2. Analyze a healthcare issue with systems-level policy, practice, ethical, and economic implication.
3. Examine the nursing leadership role in current and emerging models of healthcare delivery, including patient centered care coordination.
4. Use data, including key quality and safety indicators, to provide evidence for practice improvement.
5. Engage in effective communication strategies while collaborating with the health care team and other stakeholders.
6. Apply, analyze, and evaluate leadership and management skills, including decision-making with the health care team.
7. Analyze the impact of the practice environment on practitioner effectiveness in client care delivery.

Prerequisite
Admission to Baccalaureate Completion Program for Rns(RNBS) or Accelerated Baccalaureate Program. Accelerated Baccalaureate students: NRS 210, NRS 230, NRS 231, NRS 232, NRS 233 and NRS 331.

Corequisite
Nursing Leadership in Health Care Delivery Systems

Total Credits 3

Description
This course requires the learner to consider his/her role as a leader in nursing and in health care. Focus is on the knowledge and skills required to improve health care delivery and client outcomes from a systems perspective. Historical, legal, ethical, regulatory, socio-cultural, economic, and political factors influencing the health care system and professional nursing practice provide context to the learning. Students will understand how nursing leadership influences client care and practice within the broader health care delivery system. This course includes classroom and clinical learning experiences. 5 credits for RNBS (3 for accelerated baccalaureate students).

Course Outcome
By the end of the course, the student will be able to:
1. Evaluate historical, legal, ethical, regulatory, socio-cultural, economic, and political factors influencing health care delivery systems and nursing leadership.
2. Analyze a healthcare issue with systems-level policy, practice, ethical, and economic implication.
3. Examine the nursing leadership role in current and emerging models of healthcare delivery, including patient centered care coordination.
4. Use data, including key quality and safety indicators, to provide evidence for practice improvement.
5. Engage in effective communication strategies while collaborating with the health care team and other stakeholders.
6. Apply, analyze, and evaluate leadership and management skills, including decision-making with the health care team.
7. Analyze the impact of the practice environment on practitioner effectiveness in client care delivery.

Prerequisite
Admission to Baccalaureate Completion Program for RNs (RNBS) or Accelerated Baccalaureate Program. Accelerated Baccalaureate students: NRS 210, NRS 230, NRS 231, NRS 232, NRS 233 and NRS 331.
RNBS Traditional: prior or concurrent NRS 412A

Corequisite
Expanded Catalog

NRS 424
Integrative Practicum I

Total Credits 9

Description
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 role in a selected setting, balancing demands of professional nursing 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.

Course Outcome
By the end of the course, the student will be able to:
1. Make sound clinical judgments based on an increasingly complex knowledge base and experience in care selected populations.
2. Set priorities in the provision of care with attention to patient needs and available resources.
3. Practice self-reflection and self-analysis and identify areas for improvement.
4. Advocate for inclusion of patient/family uniqueness in all aspects of care.
5. Regularly evaluate and augment own leadership in collaboration with interprofessional and team situations in the selected population.
6. Delegate to and evaluate others ensuring that the task is within their scope of practice.
7. Access, evaluate and integrate new learning into practice.
8. Articulate a vision of nursing practice to exemplify quality of care.
9. Demonstrate competent performance when evaluated against national standards and criteria accepted in selected populations and/or settings.

Prerequisite
NRS 110/210; NRS 111/211; NRS 112/212; NRS 230,231,232, 233, NRS 222/322; NRS 221/321, NRS 410, NRS 411, and NRS 412.
 Concurrent: 1 Credit NRS 424 I-J
Note: This course is cross listed as NRS 224 if taken at an OCNE partner community college.

Corequisite
Focus on Specialty Nursing Topics through Guided Discovery I.

**Description**

This course builds on prior learning about chosen specialty nursing topics, increasing the depth of understanding about a chosen patient population in a healthcare setting. The selected course topics are based on OCNE competencies, course outcomes for NRS 426, and prevalent problems in the care of individuals, families and populations. This is a student driven course where specialty topics will be chosen by the student and approved by the faculty. The topics will vary according to the clinical placement and interest of the student. Selection of topics will be guided by faculty with students independently exploring pertinent reading. Teaching-learning will be done through online sources and clinical learning experiences.

**Course Outcome**

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

1. Demonstrate understanding of prevalent health related problems and how they interrelate within a chosen population.

**Prerequisite**

Admission to Baccalaureate Completion Program for RNs (RNBS).
**Exploration of Transition to Practice**

**Total Credits** 1

**Description**
This course builds on prior learning and emphasizes development of in-depth theoretical understanding of transition to nursing practice. Faculty will guide students to consider topics most relevant to entry into nursing practice. Students will independently explore pertinent readings. Teaching-learning activity may occur through online sources, face to face seminars, and clinical learning experiences.

**Course Outcome**
By the end of the course, student will:
1. Discuss the theoretical foundations that support the student's transition to nursing practice.
2. Describe areas of possible challenge for an entry-level nurse in any area of specialty practice.

**Prerequisite**
For RNBS Traditional students: NRS 311 and 311. Concurrent: NRS 426, or NRS 412A/NRS 412B.

**Corequisite**
### Description
This course prepares the post AAS learner for transition into the senior year of the baccalaureate nursing program at OHSU. The focus is on evidence-based practice, effective literature searching, and scholarly written communication.

### Course Outcome
By the end of the course, the student will be able to:
1. Demonstrate competence conducting literature searches using OVID and CINAHL databases via the electronic library
2. Develop clear, accurate clinical questions according to standard PICOT format
3. Demonstrate competence in identifying evidence to support best practices in nursing.
4. Identify the component parts of a research article
5. Demonstrate competence in APA format using correctly cited evidence,
6. Demonstrate scholarly written communication to discuss current issues in nursing.
7. Demonstrate beginning competence in the use of rubrics to guide feedback to peers

### Prerequisite
OCNE Community College Post AAS Transfer Student

### Corequisite
28
**NRS 425**

**Integrative Practicum II**

**Total Credits** 9

**Description**
A continuation of NRS 224 or 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 role in a selected setting, balancing demands of professional nursing and lifelong learner, supporting the transition to the nursing role in the delivery of health care. 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.

**Course Outcome**
By the end of this course, it is expected that the student will demonstrate achievement of the following end-of-program benchmarks, as appropriate for the opportunities provided in the clinical site.

1. Constructs personal and a competent nurse bases personal and professional actions on a set of shared core nursing values.
3. A competent nurse engages in intentional learning.
4. A competent nurse demonstrates leadership in nursing and healthcare.
5. A competent nurse collaborates as part of a health care team.
6. A competent nurse practice within, utilizes and contributes to the broader health-care system.
7. A competent nurse practices relationship-centered care.
8. A competent nurse communicates effectively.
10. A competent nurse uses the best available evidence.

**Prerequisite**
NRS 110/210; NRS 111/211; NRS 112/212; NRS 230,231,232, 233., NRS 222/322; NRS 221/321NRS410, NRS 411, NRS 412, NRS 424
Concurrent: 1 credit of NRS 425 I or J

**Corequisite**
Focus on Specialty Nursing Topics through Guided Discovery II

Description
This course builds on NRS 424I. It focuses in detail on three aspects of nursing care in the chosen population setting: 1) goals of care, 2) continuity of care, and 3) transitions. The emphasis is on learning in depth about goals and continuity of care for clients and their families; and/or populations; and issues related to transitions. Selection of pertinent reading will be guided by faculty with students independently exploring applications to practice. Teaching-learning will be done through online sources and clinical learning experiences.

Course Outcome
By the end of the course, the student will be able to: 1. Construct a paper section describing issues related to establishing goals of care with clients and their families, or populations. 2. Construct a paper section describing the issues related to continuity of care for clients and their families, or populations. 3. Construct a paper section describing issues related to transitions that clients and their families; and/or population make. 4. Write a scholarly paper, bringing together the elements of NRS 424I and NRS 425I

Prerequisite
Admission to the Baccalaureate Completion Program for RNs (RNBS), NRS 424I. Concurrent: 426A or B.

Corequisite
Exploration of Transition to Practice

Total Credits: 1

**Description**

This course builds on prior learning from NRS 424J and emphasizes review of pertinent research and identification of entry level practice implications. Topic researched from NRS 424J will be further developed with practice recommendations explored and disseminated. Teaching-learning activities may occur through on-line sources, face-to-face seminars and clinical learning experiences.

**Course Outcome**

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

1. Synthesize prior learning related to theoretical foundations that support the student’s transition to nursing practice.
2. Demonstrate analysis of ways in which the nurse can be better equipped to approach challenges associated with entry to practice.

**Prerequisite**

NRS 425

**Corequisite**


# NRS 426A

## Integrative Practicum

| Total Credits | 6 |

### Description

A continuation of NRS 224 or 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 role in a selected setting, balancing demands of professional nursing and lifelong learner, supporting the transition to the nursing role in the delivery of health care. 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.

### Course Outcome

By the end of this course, it is expected that the student will demonstrate achievement of the following end-of-program benchmarks, as appropriate for the opportunities provided in the clinical site.

1. Constructs personal and a competent nurse bases personal and professional actions on a set of shared core nursing values.
3. A competent nurse engages in intentional learning.
4. A competent nurse demonstrates leadership in nursing and healthcare.
5. A competent nurse collaborates as part of a health care team.
6. A competent nurse practice within, utilizes and contributes to the broader health-care system.
7. A competent nurse practices relationship-centered care.
8. A competent nurse communicates effectively.
10. A competent nurse uses the best available evidence.

### Prerequisite

Admission to the Baccalaureate Completion Program for RNs (RNBS).

### Corequisite

32
### Practice Integration

<table>
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#### Description

This course is the first course of the Baccalaureate Completion Program for RNs. The course provides students a transition into baccalaureate nursing education. Students will examine aspects of their nursing practice and set professional goals. They will also gain experience using available evidence to inform their practice. The course is structured around the following Oregon Consortium for Nursing Education fundamentals: Evidence Based Practice, Leadership, Relationship Centered Care and Care and Clinical Judgement. Forum discussions, Reflective Portfolios, Case Studies, and other course assignments address each of these fundamentals.

#### Course Outcome

Upon completion of the course, the student will be able to:

1. Articulate the contribution of information technology to nursing practice.
2. Engage effectively in online learning communities.
3. Analyze the interrelationship of the OCNE competencies with her/his evolving professional practice.
4. Evaluate a variety of evidence for use in nursing practice.

#### Prerequisite

Admission to the Baccalaureate Completion Program for RNs (RNBS).

#### Corequisite
NRS 435

Integrated Practicum

Total Credits 12

Description
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 role in a selected setting, balancing demands of professional nursing and lifelong learner, supporting the transition to the nursing role in the delivery of health care. 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.

Course Outcome
1. Make sound clinical judgments, based on increasingly complex knowledge base and experience in care of 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 situation 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.

Prerequisite
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.

Corequisite