

## Course/Program Assessment Mapping 2014-2015

			Program	Outcomes						
Program/Discipline:	i	ii	iii	iv	v	vi	vii	viii	ix	X
Courses	A competent nurse bases personal and professional actions on a set of shared core nursing values.	A competent nurse uses reflection, self-analysis and self-care to develop insights.	A competent nurse engages in intentional learning.	A competent nurse demonstrates leadership in nursing and health care.	A competent nurse collaborates as part of a health care team.	A competent nurse practices within, utilizes and contributes to the broader health-care system	A competent nurse practices relationship-centered care.	A competent nurse communicates effectively.	A competent nurse makes sound clinical judgments.	A competent nurse uses the best available evidence.
WR121 English Composition		٧	٧					٧		٧
WR122 English Composition		٧	٧					٧		٧
SP218 Interpersonal Communication		٧						٧		٧
HE250 Personal Health		٧	٧							٧
CIS*120 Concepts of Computing		٧	٧					٧		٧
MTH95 Intermediate Algebra II			٧							
FN225 Nutrition		٧	٧		V		√	V	٧	٧
Any 200 level Social Science Course			٧				٧	٧		٧
CHEM110 Foundations of General, Organic & Biochemistry										٧

BI231 Anatomy and Physiology I			٧		٧			٧		٧
BI232 Anatomy and Physiology II			٧		٧			٧		٧
BI233 Anatomy and Physiology III			٧		٧			٧		٧
Program/Discipline:	i	ii	iii	iv	v	vi	vii	viii	ix	X
AAS Nursing	A competent nurse bases personal and professional actions on a set of shared core nursing values.	A competent nurse uses reflection, self-analysis and self-care to develop insights.	A competent nurse engages in intentional learning.	A competent nurse demonstrates leadership in nursing and health care.	A competent nurse collaborates as part of a health care team.	A competent nurse practices within, utilizes and contributes to the broader health-care system	A competent nurse practices relationship-centered care.	A competent nurse communicates effectively.	A competent nurse makes sound clinical judgments.	A competent nurse uses the best available evidence.
BI234 Microbiology			٧		√			٧		٧
PHL102 Ethics	٧	٧						٧		
PSY237 Life Span Development		٧	٧				٧	٧	٧	٧
NRS110 Foundations of Nursing: Health Promotion	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
NRS111 Foundations of Nursing: Chronic Illness I	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
NRS112 Foundations of Nursing: Acute Care I	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
NRS221 Foundations of Nursing: Chronic Illness II	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
NRS222 Foundations of Nursing: Acute Care II	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧

NRS224 Scope of Practice/Integrated	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
Practicum										
NRS230 Clinical	-1	-/	-1	-/	-/	-/	-/	-/	-/	-/
Pharmacology I	V	V	V	V	V	V	V	V	V	V
NRS231 Clinical	-1	-1	-1	-1	-/	-1	-1	-1	-1	-1
Pharmacology II	V	V	V	V	V	V	V	V	V	V

Program/Discipline:  AAS Nursing	i	ii	iii	iv	v	vi	vii	viii	ix	X
	A competent nurse bases personal and professional actions on a set of shared core nursing values.	A competent nurse uses reflection, self-analysis and self-care to develop insights.	A competent nurse engages in intentional learning.	A competent nurse demonstrates leadership in nursing and health care.	A competent nurse collaborates as part of a health care team.	A competent nurse practices within, utilizes and contributes to the broader health-care system	A competent nurse practices relationship-centered care.	A competent nurse communicates effectively.	A competent nurse makes sound clinical judgments.	A competent nurse uses the best available evidence.
NRS232 Pathophysiology I	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
NRS233 Pathophysiology II	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
PHL103 Introduction to Logic and Critical Thinking	٧	٧	٧							٧
ANT221 Cultural Anthropology			٧	٧		٧	٧	٧		
BI149 Introduction to Human Genetics		٧	٧							٧
WR123 English Composition			٧					٧		٧

I = Introduction to Outcomes

R = Reinforced Outcomes

M = Measured Proficiency

## General Student Learning/Program Outcomes Mapping 2014/2015

	I	ii	iii	iv	v	vi
Program/Discipline Nursing  Program Outcomes	Communication.  Demonstrate effective knowledge, skills, and attitudes in reading, writing, speaking, and listening, presentation of self and information.	Computation.  Demonstrate effective knowledge, skills, and attitudes in technology skills, computer, proficiency, math proficiency, decision analysis (synthesis & evaluation), understanding of and ability to apply mathematical concepts and reasoning, analyzing and using numerical data.	Creative, Critical & Analytical Thinking. Demonstrate effective knowledge, skills, and attitudes using curiosity, leaning strategies, information gathering, analysis, synthesis, evaluation, creativity, research, and problem solving.	Community/Global Consciousness & Responsibility. Demonstrate effective knowledge, skills, and attitudes involving respect, citizenship, cultural awareness, interpersonal skills, ethics, lifelong learning, community service, self-esteem, integrity, and empathy.	Discipline Content.  Demonstrate effective skills and attitudes that are specific to a discipline or career.	
A competent nurse bases personal and professional actions on a set of shared core nursing values.	IRM	IRM	IRM	IRM	IRM	
A competent nurse uses reflection, selfanalysis and self-care to develop insights.	IRM	IRM	IRM	IRM	IRM	

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A competent nurse engages in intentional learning.	IRM	IRM	IRM	IRM	IRM	
A competent nurse demonstrates leadership in nursing and health care.	IRM	IRM	IRM	IRM	IRM	
A competent nurse collaborates as part of a health care team.	IRM	IRM	IRM	IRM	IRM	
A competent nurse practices within, utilizes and contributes to the broader healthcare system	IRM	IRM	IRM	IRM	IRM	
A competent nurse practices relationship-centered care.	IRM	IRM	IRM	IRM	IRM	
A competent nurse communicates effectively.	IRM	IRM	IRM	IRM	IRM	
A competent nurse makes sound clinical judgments.	IRM	IRM	IRM	IRM	IRM	
A competent nurse uses the best available evidence.	IRM	IRM	IRM	IRM	IRM	

## Discipline Outcomes Assessment Tools Map Program/Discipline: AAS Nursing 2014-2015

		Program Outcomes									
Course:	i	ii	iii	iv	v	vi	Vii	Viii	lx	х	
	Α	Α	Α	A competent	Α	Α	Α	A competent	Α	Α	
	competent	competent	competent	nurse	competent	competent	competent	nurse	competent	competent	

Course Outcomes WR121 English Composition	nurse bases personal and professional actions on a set of shared core nursing values.	nurse uses reflection, self- analysis and self- care to develop insights.	nurse engages in intentional learning.	demonstrates leadership in nursing and health care.	nurse collaborates as part of a health care team.	nurse practices within, utilizes and contributes to the broader health-care system	nurse practices relationship- centered care.	communicates effectively.	nurse makes sound clinical judgments.	nurse uses the best available evidence.
Demonstrate the composition process: prewriting, drafting, revising, and editing personal and academic essays.		٧	٧					٧		٧
<ul> <li>Demonstrate the ability to adapt to different audiences and purposes when writing personal and academic essays.</li> </ul>		٧	٧					٧		
<ul> <li>Demonstrate strategies for collecting information, shaping a thesis, and developing and supporting ideas within personal and academic essays.</li> </ul>		٧	٧					٧		٧
Demonstrate effective sentence, paragraph, and essay structure including effective transitions between subordinating and coordinating ideas within personal and academic essays.		٧	٧					V		٧
<ul> <li>Demonstrate strategies for developing effective, coherent, supported, and</li> </ul>										٧

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sequenced paragraphs,						
introductions, and						
conclusions within						
personal and academic						
essays.						
Demonstrate appropriate						
language usage, Standard						
American English						
conventions, and current				٧		٧
MLA or APA format						
within personal and						
academic essays.						
SP*218 Interpersonal						
Communication						
Use communication as a						
means of discovering,						
managing and presenting						
concepts of self-identify,	√	V		V		
improve the quality of						
relationships, and resolve						
conflict.						
Interpret perception and						
assign meaning to				_		
observed behavior in an	√	V		٧		
empathic way.						
Identify emotions and						
manage their positive and	√	V		V		
negative effects.						
Recognize the symbolic,						
emotive and relative						
nature of verbal language						
while identifying the		V		٧		
characteristics and				-		
influences of non-verbal						
communication.						
Employ listening						
techniques that will	√	V		٧		
techniques that will	l l		1			

enhance personal										
exchanges with others.										
HE250 Personal Health										
Identify resources in the community for health information and services.	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
Demonstrate knowledge     of information related to     the health subjects     relative to everyday lives.	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
Demonstrate knowledge     of current trends related     to health.	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Evaluate their levels of stress.</li> </ul>		٧	٧				٧			
Research and apply     health information from     multiple sources to     expand personal	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
knowledge of health.										
CIS*120 Concepts of										
Computing										
Identify key components     of computer hardware,     their function, and how     they interact with     software to create a     computer system.								٧		٧
Describe the role of the computer operating system and typical user-level operations and configuration settings.								٧		٧
Differentiate between various key software applications and demonstrate a basic skill								٧		٧

in using them to solve common business problems.								
Explain the benefits and risks of network computing and the use of typical Internet applications including web browsers and email programs.						٧		٧
Demonstrate the     desirable qualities of     good cyber citizenship     including respect for     copyrights, ethical usage,     and network etiquette.						٧		٧
MTH95 Intermediate Algebra		٧		٧			٧	٧
FN*225 Nutrition								
Explain the physiological role of nutrients necessary for efficient body functioning.	٧	٧	٧		٧	٧	٧	٧
Identify major food sources of nutrients.	٧	٧	٧		٧	٧	٧	٧
Discuss the digestive     absorption and metabolic     process in nutrient     utilization.	٧	٧	٧		٧	٧	٧	٧
Interpret food group guides for meeting nutrition needs.	٧	٧	٧		٧	٧	٧	٧
Identify criteria necessary for the evaluation of nutritional intake.	٧	٧	٧		٧	٧	٧	٧

Utilize food composition tables in determining actual nutrient content.	٧	٧	٧	٧	٧	٧	٧
Discuss various factors     which influence eating     habits and nutritional     intake.	٧	٧	٧	٧	٧	٧	٧
Discuss specific dietary     needs for the more     nutritionally vulnerable     periods of the life cycle.	٧	٧	٧	٧	٧	٧	٧
Any 200 level Social Science Course							
Apply analytical skills to historical and contemporary social phenomena so as to explain, evaluate, and predict human behavior.		٧		٧	٧		٧
Apply knowledge and experience critically so as to realize an informed sense of self, family, community, and the diverse social world in which we live.		٧		٧	٧		٧
CHEM110 Foundations of General, Organic & Biochemistry							
Explain atomic structure, its relationship to the periodic table and how it affects the behavior of atoms and how they bond.							٧
Apply the metric system and be able to perform						٧	٧

calculations in that system.						
<ul> <li>Explain and apply a basic understanding solution chemistry including pH and osmosis</li> </ul>						٧
<ul> <li>Explain the nature of carbon bonds and organic functional groups.</li> </ul>						٧
Explain the basic concepts of carbohydrates, lipid, protein, DNA and metabolism.					٧	٧
BI*231 Anatomy and						
Physiology 1						
Use appropriate     terminology to effectively     explain the structures and     functions of normal body     systems.	٧	٧		٧		٧
Recognize and explain the interrelationships between and within physiological systems.	٧	٧		٧		٧
Approach and examine issues related to anatomy and physiology from an evidencebased perspective.	٧	٧		٧		٧
Access, evaluate, and use resources to stay current in emerging knowledge about the human body and make connections between anatomy and physiology knowledge and practical applications.	٧	٧		٧		٧

Develop academic and						
professional skills that are						
consistent with best						
practices of learning and	٧		٧		V	٧
applying knowledge						
about anatomy and						
physiology						
BI*232 Anatomy and						
Physiology 2						
Use appropriate						
terminology to effectively						
explain the structures and	٧		٧		٧	٧
functions of normal body						
systems.						
Recognize and explain the						
interrelationships	_,		-1		-1	٠,
between and within	٧		٧		٧	٧
physiological systems.						
Approach and examine						
issues related to anatomy						
and physiology from an	٧		V		٧	٧
evidencebased						
perspective.						
Access, evaluate, and use						
resources to stay current						
in emerging knowledge						
about the human body						
and make connections	٧		٧		V	٧
between anatomy and						
physiology knowledge						
and practical applications.						
Develop academic and						
professional skills that are						
consistent with best	V		٧		V	٧
practices of learning and	<b>'</b>		v		<b>v</b>	٧
applying knowledge	<u> </u>	1				

about anatomy and					
physiology.					
BI*233 Anatomy and					
Physiology 3					
Use appropriate     terminology to effectively     explain the structures and     functions of normal body     systems.	٧	٧		٧	٧
Recognize and explain the interrelationships between and within physiological systems.	٧	٧		٧	٧
<ul> <li>Approach and examine issues related to anatomy and physiology from an evidencebased perspective.</li> </ul>	٧	٧		٧	٧
Access, evaluate, and use resources to stay current in emerging knowledge about the human body and make connections between anatomy and physiology knowledge and practical applications.	٧	٧		٧	٧
Develop academic and professional skills that are consistent with best practices of learning and applying knowledge about anatomy and physiology.	٧	٧		٧	٧
BI234 Microbiology					
<ul> <li>Explain how bacteria are categorized and identified.</li> </ul>	٧	٧		٧	٧

<ul> <li>Explain the chemical and physical requirements for the growth of bacteria, the growth cycle and how these are related to their biochemistry</li> </ul>			٧	٧		٧	٧
Explain how the growth of bacteria is controlled.			٧	٧		٧	٧
<ul> <li>Explain how genetic change occurs in bacteria and how gene expression is controlled.</li> </ul>			٧	٧		٧	٧
Explain the effects of the human microbiota on health.			٧	٧		٧	٧
<ul> <li>Explain the factors that control the pathogenicity of bacteria and viruses</li> </ul>			٧	٧		٧	٧
PHL102 Ethics							
<ul> <li>Understand the meaning of morality and ethics.</li> </ul>	٧	٧				٧	
<ul> <li>Understand how to create a coherent moral philosophy.</li> </ul>	٧	٧				٧	
<ul> <li>Understand how abstract philosophical concepts apply to one's practical everyday life.</li> </ul>	٧	٧				٧	
<ul> <li>Understand the intrinsic and extrinsic values of ethics.</li> </ul>	٧	٧				٧	
Define the concepts of ethics more clearly than before and use this definition in a philosophical context.	٧	٧				٧	

Define the key terms of ethical philosophy.	٧	٧				٧		
Identify and analyze     various approaches to     ethical philosophy.	٧	٧				٧		
Apply abstract concepts to concrete examples.	٧	٧				٧		
<ul> <li>An appreciation for the importance of moral philosophy.</li> </ul>	٧	٧				٧		
<ul> <li>An appreciation for the value of philosophical thinking.</li> </ul>	٧	٧				٧		
An appreciation for the concepts, values, and ideas of ethics and how they apply to their daily lives.	٧	٧				٧		
An understanding of the differences between the law and ethics and religion of ethics.	٧	٧				٧		
PSY237 Life Span Development								
Determine the psychosocial, biosocial and cognitive changes in the developmental process.		٧	٧		٧	٧	٧	٧
Apply developmental theories to understand changes throughout lifespan.		٧	٧		٧	٧	٧	٧
Describe some     differences amongst     cultures, genders,     ethnicities, religions,		٧	٧		٧	٧	٧	٧

ages, races, and sexual orientations throughout the lifespan.  • Predict changes in development and use this awareness to understand oneself and others  • Recognize obvious inconsistencies in human		٧	٧				√	√	√	<b>V</b>
development and know when to search out therapeutic help		٧	٧				٧	٧	٧	٧
NRS110 Foundations of										
Nursing: Health Promotion										
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.	V	V	٧	٧	٧	V	V	V	V	V
Develop a plan of care that is familycentered, and developmentally and culturally appropriate using evidence such as clinical practice guidelines and integrative literature reviews, to help facilitate a client's health behavior change.	٧	٧	٧	٧	٧	٧	٧	V	٧	V

Use effective communication to establish a therapeutic client-centered relationship and advocate for a health behavior change based on assessment of health risks.	V	٧	٧	V	٧	٧	٧	٧	٧	٧
<ul> <li>Design and evaluate a health behavior change for self and for a selected client using relevant evidence and family/cultural data.</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
Demonstrate beginning understanding of selected nursing frameworks, including the legal ethical base for practice, and their application to the practice of nursing.	٧	٧	V	V	٧	٧	٧	V	V	٧
<ul> <li>Recognize the importance and relevance of reflection on clinical experiences and on competencies and its influence on personal and professional behavior.</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Demonstrate understanding of effective learning strategies in a performance-based curriculum.</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
Demonstrate the importance of fulfilling	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧

commitments to the team in timely completing										
assignments.										
NRS111 Foundations of										
Nursing: Chronic Illness I										
Conduct a health										
assessment that is family-										
centered and both										
developmentally and										
culturally appropriate and										
interpret and use the										
resulting health data,										
focusing on: (1) mental										
and functional status,										
ADLs and IADLs, (2)										
coping/adapative										
strategies used by	V	٧	V	V	V	V	٧	V	V	V
client/family (3) lived		•			•		•	•	•	
experience of chronic										
illness, including										
recognition of stigma and										
its impact on vulnerability										
and maintaining health,										
(4) impact of condition on										
family functioning, and										
(5) specific lab value										
interpretation and medication concerns such										
<ul><li>as polypharmacy</li><li>Provide safe and</li></ul>										
Provide safe and     effective,										
developmentally and										
culturally appropriate										
care to clients with	٧	٧	٧	V	٧	V	٧	٧	٧	٧
chronic illness including:										
(1) safely and effectively										
assisting clients with ADLs										
and IADLs, (2) identifying										

		ı	ı	ı		1	ı				
	and providing for comfort										
	needs (physical and										
	emotional), (3) teaching										
	clients/families about										
	interventions for										
	managing symptoms such										
	as chronic pain, fatigue,										
	(4) teaching clients about										
	selfassessment and self-										
	management in highly										
	prevalent chronic										
	conditions, such as but										
	not limited to congestive										
	heart failure, dementia,										
	type 2 diabetes, and										
	depression and (5)										
	addressing basic										
	questions about										
	prognosis of illness.										
•	Develop and implement a										
	family-centered plan of										
	care for a client with a										
	chronic illness that										
	incorporates evidence-										
	based intervention										
	strategies, assessment										
	data, child and family										
	developmental	V	٧	v	٧	V	v	٧	V	٧	٧
	considerations, and	<b>'</b>	v	, v	٧	"		V	<b>v</b>	٧	V
	demonstrates a deep										
	understanding of the										
	pateint's persepective										
	and illness experience										
	within the framework of										
	exacerbation, trajectory,										
-	and plateau										
•	Apply ANA Code of Ethics	V	٧	V	٧	V	٧	٧	٧	٧	٧
	in the care of persons										

with a cl	hronic illness or y										
	roles and										
	ns of members of										
	Ith care team in										
	provide care for										
	onically ill.										
Use there											
	nication skills in										
	elopment of	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
	utic relationships										
	ents and families.										
	ze potential legal										
	ical issues related										
	t autonomy across	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
	pan in at risk										
populati											
NRS112 Four											
Nursing: Acu											
	t a culturally and										
	ropriate health										
	ent and interpret										
	lata focusing on										
physiolo											
	mental, and										
	ral parameters of	٧	V	٧	٧	٧	٧	٧	٧	٧	٧
	ase trajectory,										
	childbirth, and										
	kacerbations of										
	conditions and										
	solution, and the										
	esponse to acute										
	ons/processes.										
	plans of care that										
	ily/patient-	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
centered	a, mentally and										
uevelop	mentally dilu			1							

culturally appropriate, using evidence including clinical guidelines and integrative literature reviews to implement care plans safely for patients with common acute conditions/processes										
<ul> <li>Manage common symptoms, such as acute pain and acute anxiety;</li> </ul>	V	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Follow evidence based procedures for performing skills safely.</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
Use expected illness trajectory, monitor progress toward recovery, occurrence of complications and client' response to intervention		٧	٧	٧	٧	٧	٧	٧	٧	٧
Identify potential legal and ethical issues related to patient decision-making and informed consent in acute care settings		٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Apply ANA Code of Ethics to care of patients with acute conditions/processes.</li> </ul>	V	٧	٧	٧	٧	٧	٧	٧	٧	٧
Use therapeutic communication skills in the development of therapeutic relationships with patients and familie		٧	٧	٧	٧	٧	٧	٧	٧	٧

Identify roles of and interact appropriately with members of the health care team involved in providing care to patients and families with acute conditions/processes	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Discuss need for delegation of patient care with experienced nurses.</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
NRS221 Foundations of Nursing: Chronic Illness II										
Conduct a health     assessment that is     indepth, evidence-based,     family-centered, and both     developmentally and     culturally appropriate.     Interpret health data,     focusing on:	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Functional issues         associated with         complexities of co-morbid         conditions in relation to         ADLs and IADLs</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Manifestations of psychiatric diagnoses and their impact on client self- care</li> </ul>	٧	٧	V	٧	٧	V	٧	٧	٧	٧
Psychosocial issues and the impact of the illness on individual development and family function	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
The client's personal, social and cultural	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧

interpretation of the meaning of illness and the impact on the client's family										
<ul> <li>Capacity for and engagement in self-care</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
Opportunities for health behavior change	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Develop and use evidence-based interventions, individualized to client and family needs specifically to</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Establish meaningful relationships with clients/families</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>support client and family in development of capacity for self-health care management;</li> </ul>	٧	٧	٧	٧	٧	V	٧	V	٧	٧
<ul> <li>Address caregiver needs for preparedness, predictability and enrichment; manage symptoms/manifestations of the specific disorders</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Incorporate measures to enhance quality of life in the plan of care by:</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Facilitating client in personal definition of quality of life, and</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Addressing client needs for preparedness, predictability and enrichment.</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧

<ul> <li>Identify and use community resources to provide support for the client and family caregiving by:</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
Supporting the client in negotiating the health care system; and      Accessing appropriateness of resources in meeting the client/family needs, (e.g. accessibility, financial feasibility, acceptability.	٧	٧	٧	٧	٧	٧	٧	٧	٧	V
Communicate, as appropriate, with all agencies involved in patient care to assure continuity of care across settings (e.g. schools, day care, adult foster care, etc.) by:	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Negotiating with others to modify care; and</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
Advocating for clients.	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Support patients and families across the life- span who choose palliative care or are experiencing transitions at the end of life</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
NRS222 Foundations of										
Nursing: Acute Care II										
<ul> <li>Conduct evidence-based assessment, using age, developmental, and culture appropriate</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧

	communication skills, specifically:										
• M aa iii cc r cc ( cc r sc	Monitors a variety of data and accurately nterpreting obvious deviations from expected patterns in increasing complex acute conditions e.g. comorbidities, complications, high-risk pregnancies, acute psychosis, life threatening situations, diverse health peliefs).	V	V	V	V	٧	V	√	√	V	٧
p	Recognizing potential problems and rapidly changing physiologic and pehavioral situations.	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
, v	Recognizes pathophysiological changes and symptoms experienced by the client which are associated with the dying process.	٧	V	٧	٧	٧	٧	٧	٧	٧	٧
li a s	Regularly monitors clients evel of comfort and ability to manage symptoms and symptom distress.	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
	Assessing families response to client illness	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
ii a c	Recognizes impact of ndividual development, as well as family development and dynamics on physiologic and behavioral status.	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧

Develop and use evidence-based, individualized, developmentally appropriate interventions that are dynamic and based on changing needs of client and family needs.	V	٧	٧	٧	٧	٧	٧	٧	V	V
<ul> <li>Collaborate with other health care team members to provide comfort and symptom management.</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Develop discharge plans in collaboration with client, family and other health care team members.</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Reflect on experiences in caring for clients with acute conditions.</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
NRS224 Scope of Practice/ Integrated Practicum										
<ul> <li>Make sound clinical judgments based on increasingly complex knowledge base and experience in care selected populations.</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Set priorities in the provision of care with attention to client needs and available resources.</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
Practice self-reflection     and self-analysis and	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧

identify ard											
Advocate f	for inclusion of ily uniqueness	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
Identify co benefits of options for		٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
augment o	in the selected	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
others ens	o and evaluate suring that the hin their scope	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Access, evaluates integrate representation</li> </ul>	new learning	٧	<b>~</b>	٧	٧	٧	٧	٧	٧	٧	٧
Identify a vinfluence of the vision find quality of of the vision find th	others to share to support	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
continuing opportunit repertoire activities a with other team mem	ent to new and glearning ties; expand of learning and experiences health care abers, especially blold different	٧	٧	٧	٧	٧	٧	٧	V	٧	٧
•	ate competent nce when	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧

national standards and criteria accepted in selected populations and/or settings.										
Promote collaborative teamwork and empower others.	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
NRS230 Clinical Pharmacology										
Use current, reliable sources of information to access pertinent information about drugs and natural products, focusing on	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Identification of appropriate reliable sources of information in specific nursing situations</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Rapid and accurate retrieval of pertinent information from a current drug guide, and</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Accurate retrieval of information from a comprehensive drug information source</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Monitor and evaluate the effectiveness of drug therapy, focusing on</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
Selection and interpretation of basic focused nursing assessments to detect therapeutic effects, side effects and adverse reactions, and drug-drug,	V	٧	٧	٧	٧	٧	٧	٧	٧	٧

drug-food, and dru natural product										
interactions for spe classes of	ECITIC									
drugs Surveillance vulnerability to neg effects of specific o	gative lasses									
of drugs based on a developmental	age,									
physiology, and concurrent										
pathophysiology, psychopathology o factors										
Teach patients, fan members, and othe diverse population across the life span regarding safe and effective use of dru natural products, fo on:	er from s  v	٧	٧	٧	٧	٧	٧	٧	٧	<b>v</b>
Self-management of specific classes of of the-counter and prescription drugs are used episodical.	over- v that	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Self-management of specific classes of of that are taken for of conditions,</li> </ul>	lrugs ,	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>How the action of sclasses of drugs relevelopmental, maturational, aging neurochemical, and pathophysiological</li> </ul>	ates to V	٧	٧	٧	٧	٧	٧	٧	٧	٧

processes or normal physiology										
Which side/adverse     effects of specific classes     of drugs and natural     products to self-manage     and which ones to report     to health professionals,     and	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>How to avoid or recognize drug-drug, drug-food, and drug-natural product interactions with specific classes of drugs</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Identify appropriate interventions to increase therapeutic benefits and reduce potential negative effects of drug therapy, focusing on</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Identification of basic nonpharmacological interventions that potentially enhance the effectiveness of specific classes of drugs</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Assessment of barriers to adherence to drug therapy with specific classes of drugs</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Communicate         <ul> <li>appropriately with other</li> <li>health professionals</li> <li>regarding drug therapy,</li> <li>focusing on</li> </ul> </li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧

		1	1		1	ı	1	1	1	
Using appropriate     technical language     related to pharmacology	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
Explaining drug     mechanisms of action and     their relationship to     normal physiology and	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Reporting pertinent information about an individual's response to specific classes of drugs or natural products</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
NRS231 Clinical Pharmacology										
Use current, reliable sources of information to access pertinent information about drugs and natural products, focusing on	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
Finding and interpreting pertinent current information from a drug guide, comprehensive drug information sources, and electronic databases, and	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Accessing and interpreting pharmacologyfocused articles in current professional journsals.</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
Monitor and evaluate the effectiveness of drug therapy, focusing on	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
• Selection, interpretation, and prioritization of	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧

focused nursing assessments to detect therapeutic effects, side effects and adverse reactions, and drug-drug, drugfood, and drug- natural product interactions, and										
Surveillance for vulnerability to negative effects of specific classes of drugs based on age, developmental physiology, concurrent pathophysiology, psychopathology or other factors.	٧	٧	٧	٧	٧	٧	٧	٧	V	٧
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	٧	٧	٧	V	٧	٧	٧	V	V	V
<ul> <li>Self-management of specific classes of over- the-counter and prescription drugs that are used episodically,</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Self-management of multiple drugs that are taken concurrently for chronic conditions,</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
How the action of specific classes of drugs relates to pathophysiological	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧

processes, neurocher processes or normal physiology,	mical									
Which side/adverse     effects of specific class     of drugs and natural     products to self-mans     and which ones to re     to health professional     and	age √ port	٧	٧	٧	V	٧	٧	٧	٧	٧
<ul> <li>How to avoid or reco drug-drug, drugfood, drug-natural product interactions with spe classes of drugs.</li> </ul>	and √	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Identify appropriate nursing interventions increase therapeutic benefits and reduce potential negative ef of drug therapy, focu on</li> </ul>	√ fects	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Identification of basic nonpharmacological nursing interventions potentially enhance t effectiveness of spec classes of drugs,</li> </ul>	that v	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Assessment of barrie adherence to drug therapy with specific classes of drugs, and</li> </ul>	N.	٧	٧	٧	٧	V	٧	٧	٧	٧
<ul> <li>Recognition and basis strategies for reducti polypharmacy in olde adults</li> </ul>	on of	٧	٧	٧	٧	٧	٧	٧	٧	٧

<ul> <li>Communicate appropriately with other health care professionals regarding drug therapy, focusing on</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Using appropriate technical language related to pharmacology,</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Explaining drug mechanisms of action and their relationship to normal physiology, and</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Prioritizing and reporting pertinent information about an individual's response to specific classes of drugs or natural</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
NRS232 Pathophysiology Processes										
Access current, reliable information about selected pathophysiological processes, including cellular adaptations, injury and death; inflammation and tissue healing; fluid and electrolyte imbalances; and physiologic response to stressors.	V	V	V	V	V	٧	V	V	V	٧
Select and interpret basic focused nursing assessments based on knowledge of clinical manifestations of and developmental	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧

considerations in selected pathophysiological processes in patients across the life span.										
Teach persons from diverse populations across the life span regarding selected pathophysiological processes, focusing on	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Explaining how the risk factors relate to specific pathophysiological processes</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Describing selected pathophysiological processes in appropriate terms</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Explaining how the signs and symptoms relate to specific pathophysiological processes</li> </ul>	٧	V	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Explaining which signs and symptoms to report to a health professional</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Explaining how developmental factors relate to pathophysiology</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Communicate effectively with other health professionals regarding selected pathophysiological processes, focusing on</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Using appropriate technical language</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧

Clarifying technical deta	ils									
of pathophysiological	√	٧	٧	٧	٧	٧	٧	٧	٧	٧
processes										
Reporting pertinent										
information about a	V	٧	٧	٧	٧	٧	٧	V	٧	٧
patient's status										
NRS233 Pathophysiology										
Processes II										
Access and interpret										
current, reliable information about										
selected	٧	٧	٧	√	√	٧	٧	٧	٧	٧
pathophysiological										
processes,										
Select and interpret										
focused nursing										
assessments based on										
knowledge of clinical										
manifestations,										
developmental	V	٧	V	V	V	V	V	.,	V	٧
considerations, and	V	V	V	ľ	l v	V	V	V	v	V
potential complications	of									
selected										
pathophysiological										
processes in patients										
across the lifespan.										
Teach persons from										
diverse populations										
across the lifespan	٧	٧	٧	√	٧	٧	٧	٧	٧	٧
regarding selected										
pathophysiological processes, focusing on										
Explaining how the risk										
factors relate to specific										
pathophysiolgical	٧	٧	٧	√	٧	٧	٧	٧	٧	٧
processes,										
ргоссоосо,					L			l	l	

			I	I						I
<ul> <li>Describing selected pathophysiological processes in appropriate terms</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Explaining how the signs and symptoms relate to specific pathophysiolgical processes</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Explaining which signs and symptoms to report to a health professional, and</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Explaining how developmental factors related to pathophysiology, symptom experience, symptom reporting, and symptom management</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
Communicate effectively with other health professionals regarding selected pathophysiolgical processes, focusing on	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Using appropriate technical language</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Clarifying technical details of pathophysiological processes, and</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
<ul> <li>Prioritizing and reporting pertinent information regarding a patient's status</li> </ul>	٧	٧	٧	٧	٧	٧	٧	٧	٧	٧
PHL103 Introduction to Logic and Critical Thinking										

<ul> <li>Understand the structure of deductive and inductive reasoning.</li> </ul>	٧	٧	٧				٧
<ul> <li>Recognize careful and objective reasoning.</li> </ul>	٧	٧	٧				٧
<ul> <li>Understand the importance of examining details.</li> </ul>	٧	٧	٧				٧
<ul> <li>Apply abstract concepts to concrete examples.</li> </ul>	٧	٧	٧				٧
<ul> <li>Identify the essential parts of an argument.</li> </ul>	<b>\</b>	٧	٧				<b>\</b>
<ul> <li>Identify the errors in formal and informal reasoning.</li> </ul>	٧	٧	٧				٧
<ul> <li>Identify better the connection between truth and language.</li> </ul>	<b>~</b>	٧	٧				٧
Avoid errors in reasoning.	٧	٧	٧				٧
<ul> <li>Understand how abstract philosophical concepts of logic apply to one's practical, everyday life.</li> </ul>	٧	٧	٧				٧
<ul> <li>An appreciation for the importance of philosophy.</li> </ul>	٧	٧	٧				٧
<ul> <li>An appreciation for the value of logical and critical thinking.</li> </ul>	<b>\</b>	٧	٧				٧
<ul> <li>An appreciation of the complexities of language.</li> </ul>	٧	٧	٧				٧
<ul> <li>An appreciation for the concepts, values, and ideas of ethics and how they apply to their daily lives.</li> </ul>	٧	٧	٧				٧

ANTH221 Cultural Anthropology							
Identify concepts and							
approaches of		V	٧	V	V	V	
anthropology.		•	ľ	, v	ľ	ľ	
Practice doing							
anthropology through							
participant-observation				٧	٧	٧	
and other exercises.							
Gain more respect and							
tolerance for people of			V	V	V	V	
other cultures.							
Develop intellectual skills							 
that will prove useful in							
interactions with people							
of other cultures in social			٧	V	V	v	
settings, school, job				,		·	
interviews, business							
environments, and							
elsewhere.							
Identify and discuss				,	,	,	
representative cultural				٧	٧	٧	
systems. BI149 Introduction to Human							
Genetics							
Demonstrate an							
understanding and							
application of basic							
principles of cell biology	√	٧					٧
and molecular genetics to							
human disorders.							
Demonstrate an							
understanding and							
application of the		٧					٧
principles of classical							
inheritance to inheritance							

and expression of human traits.						
Synthesize and incorporate the fundamentals of gene structure and function to understand and apply the uses and potential of gene technology.		٧			٧	٧
<ul> <li>Access historical and current knowledge regarding human heredity, and explain how such knowledge has influenced law, medicine and society.</li> </ul>	V	٧				٧