



BSN Program: Adding to our Ocean of Opportunity

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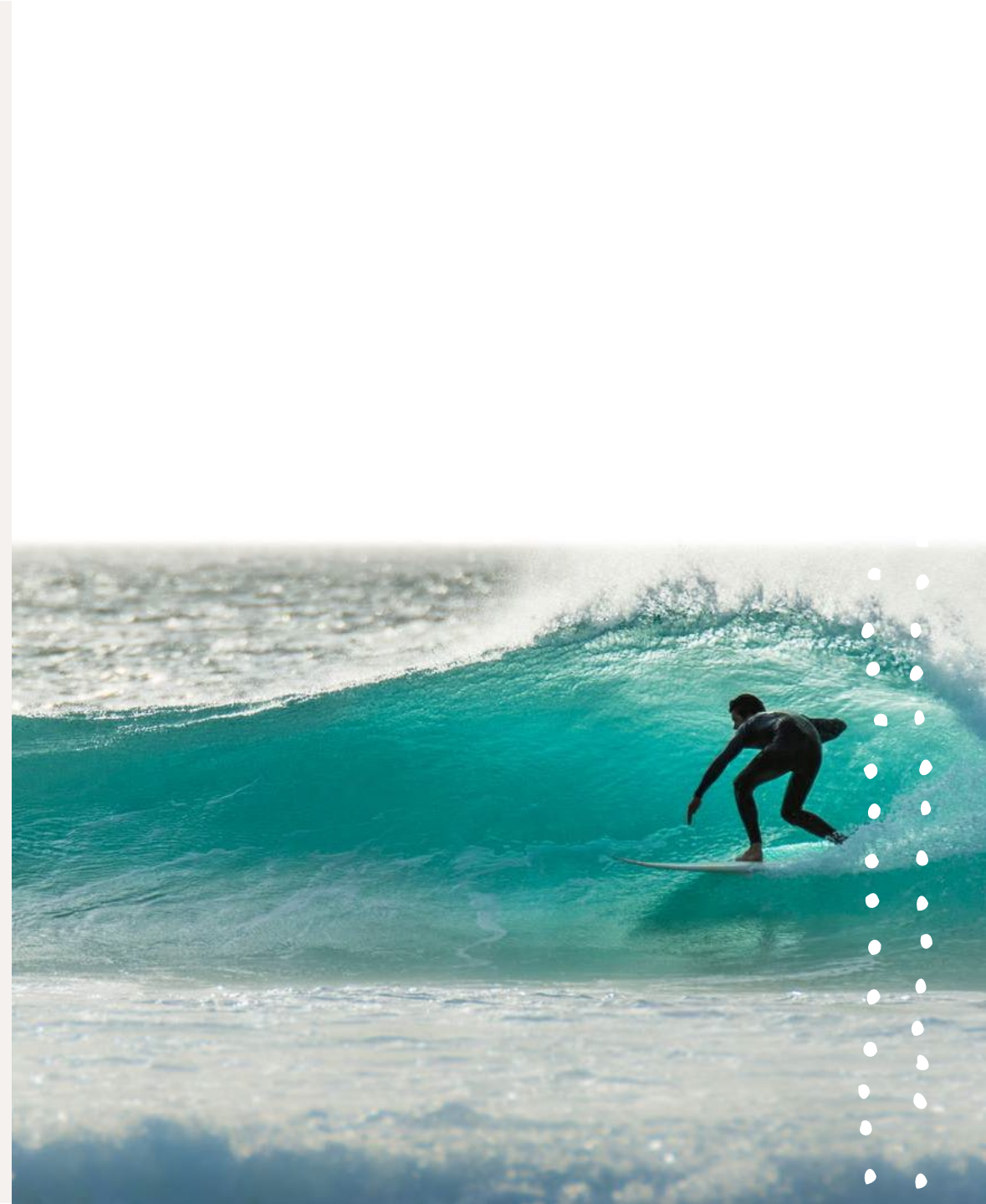


*It started as a
dream...now
here we are...*

- Bill proposed
- Legislative process
- Became true legislation
- Phase 1 Complete
- Phase 2 Filed
- Curriculum complete
- Target date: Fall 2026

The power of collaboration:

- Consortium members include:
 - ❖ Oregon Coast Community College
 - ❖ Chemeketa Community College
 - ❖ Linn-Benton Community College
 - ❖ Klamath Falls Community College
 - ❖ Treasure Valley Community College
 - ❖ Central Oregon Community College



BSN Degree

- Designed to be offered as a cohort program, with students progressing through the coursework in fifteen months of continuous attendance.
- Admitted students will have completed an Associate of Applied Science or Associate of Science degree and passed the NCLEX-RN exam by the end of the first quarter of courses, if not sooner.
- The course schedule meets the needs of working adults through alternative scheduling, hybrid learning, and accelerated courses.
- The program focuses on advanced nursing courses that prepare the BSN student for various roles within healthcare.



Program Outcomes

EPSLO 1 - Generate nursing knowledge integration and translation, defined as the process of communicating, combining, and applying established and evolving knowledge, to make clinical judgments and innovate nursing practice.

ESPLO 2 - Evaluate the scientific body of knowledge regarding patient-centered care focusing on the individuals' whole person, including physical, emotional, social, and spiritual needs providing respectful and compassionate care.

EPSLO 3 - Participate in population health to improve health for everyone, not just the sick, using a collaborative approach that includes public health, health care, and other organizations generating equitable health outcomes for all.

EPSLO 4 - Generate, synthesize, translate, apply and disseminate nursing knowledge to improve health and transform health care.

EPSLO 5 - Evaluate established and emerging principles of safety and improvement science to enhance quality and minimize risk of harm to patients and providers.

ESPLO 6 - Analyze collaborations across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

ESPLO 7 - Respond to and lead within complex systems of healthcare to effectively and proactively coordinate resources to provide safe, quality and equitable care to diverse populations.

EPSLO 8 - Analyze information and communication technology (ICT) and informatics to provide care, gather data, make decisions, and support healthcare professionals.

EPSLO 9 - Create a sustainable professional identity by being accountable, open-minded, collaborative, and professional reflecting on values and characteristics of the professional nurse role.

EPSLO 10 - Engage in activities and self-reflection that foster personal health, resilience, and well-being contributing to life-long learning, and supporting the acquisition of nursing expertise and assertion of leadership.

Course Sequencing

Term	First Term			2nd Term			3rd Term			4th Term	
Credits/ILC	6	6	4	6	6		6	6	4	6	6
Course	NUR 310	NUR 312	Math 243	NUR 314	NUR 410		NUR 316	NUR 412	BI 234	NUR 416	NUR 414

Term	First Term	
Credits/ILC	6	6
Course	NUR 418	NUR 420

General Education & Related Instruction

Nursing AAS Program General Education:

- BI 231 Human Anatomy and Physiology 1 Credits: 4 *
- BI 232 Human Anatomy and Physiology 2 Credits: 4
- MP 111 Medical Terminology Credits: 4
- MTH 095 Intermediate Algebra Credits: 4 (or higher)
- PSY 201Z Introduction to Psychology 1 Credits: 4 +
- PSY 215 Human Development Credits: 4
- WR 121Z English Composition 1 Credits: 4 +
- WR122 or WR123 or WR127 English Composition Credits : 4
- Arts and Letters Elective Credits: 3*
- Social Science Elective Credit Hours: 4 **

*Arts & Letters: Any course of at least three credits and with a course number of 100 or above chosen from one of the following academic areas: ART, ASL, ATH, CHLA, COMM, ENG, ESOL, FR, GER, HUM, J, JPN, MUS, NAS, PHL, R, RUS, SJ, SPA, TA, WR, WS

**Social Sciences: Any course of at least four credits and with a course number of 100 or above chosen from one of the following academic areas: ATH, CG, EC, ES, GEOHE, HEC, HST, IDS, INTL, PS, PSY, SOC

In addition, the BSN student will be required to take Microbiology and Statistics either before or during the BSN program.

Microbiology must be taken before the Pathophysiology course, NUR 414 and Statistics must be taken before the Evidence-Based Practice course, NUR 314.

NUR310: Transitions to Professional Nursing

Course Name	Cr	Course Description	Course Outcomes
NUR 310: Transitions to Professional Nursing Sandi K/Annette Done	6	Transitions to Professional Nursing provides an opportunity for professional nurses to enhance their practice and improve eligibility for graduate nursing education programs. This course includes an overview of <u>the engagement of students</u> in an online environment and builds on the prior education and clinical experiences <u>of the RN</u> .	<ul style="list-style-type: none">• Examine the roles and competencies of the baccalaureate-prepared registered nurse in diverse practice settings.• Create a professional development plan embracing the value of lifelong learning and participation in professional activities.• Use evidence-based nursing literature to promote change in practice in the healthcare setting.• Examine strategies that nurses can employ to better meet professional and ethical standards of practice.• Analyze components of an organizational culture of safety and its effect on patient outcomes.• Analyze the impact of informatics and healthcare technologies in providing patient-centered care.• Demonstrate scholarly written communication congruent with professional nursing standards.

NUR312: Concepts of Nursing Theory

<p>NUR 312: Concepts of Nursing Theory</p> <p>Heather B</p>	6	<p>Concepts of Nursing Theory provides instruction on theory and reasoning in nursing. The significance of theory for nursing as a profession is explored, thus providing students with a foundation for professional nursing practice and research. This course provides an overview of theory, theory development, important nursing theories and nursing theorists, and a method for critiquing theory. Students are guided to develop a foundation of reasoning skills necessary to integrate knowledge, skills, values, meanings, and experiences into nursing practice.</p>	<ul style="list-style-type: none">•Explore the different nursing theories and theorists, enabling the student to apply these concepts to nursing practice.•Evaluate how various nursing theories were developed to improve nursing practice.•Critique the various nursing theories for relevance to today's nursing practice.•Develop a foundation of reasoning skills to identify with a nursing theory that supports the student's nursing knowledge, skills, values, meaning, and experiences.
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NUR314: Evidence-Based Practice

<p>NUR 314: Evidence-Based Practice</p> <p>Crystal B</p>	<p>6</p>	<p>Evidence-Based Practice introduces the research process and prepares students to review evidence as beginning consumers of nursing research. Emphasis is placed on critically evaluating nursing research studies and understanding the process of utilizing research for evidence-based practice. Various research designs and methods, as well as basic statistical methods, will be discussed.</p>	<ul style="list-style-type: none">•Analyze the major components of the evidence-based practice (EBP) process.•Explore the use of PICO questions for framing clinical inquiry.•Critically appraise research studies and other sources of evidence from online databases for their validity, reliability, and applicability to nursing practice.•Demonstrate proficiency in using evidence to inform clinical decision-making and improve patient outcomes.•Determine appropriate measures to evaluate the effectiveness of EBP implementation and use data for quality improvement.
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NUR316: Global Health Promotion

NUR 316: Global Health Promotion and Community Health

Kristin L

6 Global Health Promotion and Community Health will explore the concepts of epidemiology and disease transmission, comprehensive assessment of risk factors and health problems, program planning and intervention, environmental health, and collaboration with the interdisciplinary team from a theoretical and scientific framework. The nursing process is applied to promote and preserve the health of populations.

- Identify current global health issues and concerns, policies, processes, programs, and practices that contribute to and hinder global health improvement.
- Analyze holistic comprehensive and focused assessments of diverse communities, groups, and populations.
- Critically analyze evidence-based practice guidelines/research and nursing and interdisciplinary theories that support quality outcomes in the care of diverse communities, groups, and populations.
- Utilize program and policy strategies to address the burden of diseases both locally and globally.
- Engage in purposeful collaboration and communication within a team to develop plans of care for communities, groups, and populations considering social determinants of health.

NUR 410: Informatics in Healthcare

<p>NUR 410: Informatics in Healthcare</p> <p>Heather B</p>	<p>6</p>	<p>Introduction to healthcare informatics from an interdisciplinary perspective. Foundational concepts of healthcare informatics are explored, including theoretical underpinnings of healthcare informatics; use of information systems in a variety of healthcare settings; the e-patient and participatory informatics; quality, usability, and standards related to healthcare informatics, legal and ethical implications for practice; and emerging technologies.</p>	<ul style="list-style-type: none">•Discuss the fundamental concepts, principles, and theories of nursing informatics.•Evaluate the benefits and challenges of various health information technologies (IT) in improving patient care and outcomes.•Discuss how informatics drives patient data and health information.•Critically assess the usability, efficiency, and effectiveness of health IT applications.•Analyze ethical dilemmas and legal issues related to nursing informatics, including patient privacy, data ownership, and informed consent.
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NUR412: Issues & Trends in Nursing

<p>NUR 412: Issues and Trends in Professional Nursing</p> <p>Kristin L</p>	<p>6</p>	<p>Issues and Trends in Professional Nursing analyzes the impact of economic, demographic, and technological forces on healthcare delivery and the concerns relating to ethical, legal, and social issues that influence nursing practice. A historical background gives perspective to current nursing problems, and future trends regarding their impact on roles and practice. Issues currently impacting professional nursing are examined. The potential transformation of nursing practice in response to societal changes will be explored, as well as the new opportunities these challenges have for career development.</p>	<ul style="list-style-type: none">•Discuss the evolution of the nursing profession in relation to current and future trends in nursing practice (EPSLO 4, 7)•Analyze current ethical, economic, demographic, and technological challenges facing health care that impact the quality of nursing care (EPSLO 1, 2, 5, 8).•Discuss the effect of professional organizations and standards on shaping nursing and career development (EPSLO 3, 9).•Articulate the influence of legislation and societal change on the nursing profession (EPSLO 7, 9).•Demonstrate effective communication and research skills when debating current and future healthcare issues and trends (EPSLO 9, 10).
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NUR 414: 3P's

<p>NUR 414: Pathophysiology, Pharmacology and Advanced Physical Assessment (3Ps) in Professional Nursing Practice</p> <p>Crystal B</p>	<p>6</p>	<p>Pathophysiology, Pharmacology, and Physical Assessment in Professional Nursing offers an in-depth exploration of the three foundational pillars of nursing practice: Pharmacology, Pathophysiology, and Physical Assessment. Through this course, students will develop a thorough understanding of the pharmacological principles related to drug action, administration, and interactions; the pathophysiological mechanisms underlying various diseases and conditions; and the skills necessary to conduct comprehensive physical assessments. Students will learn to identify and interpret clinical signs and symptoms, understand the physiological processes that lead to disease, and apply pharmacological knowledge to manage patient care effectively. Emphasis is placed on integrating these three domains to formulate evidence-based, patient-centered care plans. By the end of the course, students will be prepared to assess complex clinical situations, make informed decisions, and contribute to improved patient outcomes in various healthcare settings. This course will highlight the integration and application of the three disciplines, preparing students for real-world clinical practice.</p>	<ul style="list-style-type: none">•Pharmacology Integration: Understand and apply key pharmacological principles, including drug mechanisms, side effects, contraindications, and interactions, to create safe and effective medication regimens tailored to individual patient needs.•Pathophysiological Understanding: Demonstrate a comprehensive understanding of the pathophysiological processes underlying common diseases and conditions, enabling them to anticipate clinical manifestations and potential complications in patient care.•Physical Assessment Proficiency: Develop and refine their physical assessment skills, performing systematic and thorough evaluations of patients' physical, emotional, and mental health to accurately identify and document clinical findings.•Critical Thinking and Clinical Decision-Making: Integrate knowledge from pharmacology, pathophysiology, and physical assessment to critically analyze patient data, identify priority issues, and make informed, evidence-based clinical decisions to enhance patient outcomes.•Holistic Patient Care: Demonstrate the ability to synthesize information from physical assessments, pharmacological considerations, and pathophysiological insights to develop holistic, patient-centered care plans that address the diverse needs of individuals across the lifespan.
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NUR 416: Nursing Leadership

<p>NUR 416: Nursing Leadership</p> <p>Sandi K/Annette</p>	6	<p>The Nursing Leadership course is designed to provide senior-level nursing students with an in-depth understanding of leadership theories, principles, and practices within the healthcare context. Through theoretical instruction, discussions, and projects, students will develop the critical skills necessary to excel as leaders in healthcare settings. This course aims to prepare students to become competent and confident nursing leaders capable of making positive impacts on patient care, healthcare organizations, and the nursing profession as a whole.</p>	<ul style="list-style-type: none">•Synthesize nursing leadership knowledge by integrating concepts, theories, and principles of nursing leadership to address complex healthcare challenges (EPSLO 1, 4, & 7).•Distinguish organizational and system-level issues and their impact on nursing leadership and propose solutions for improvement (EPSLO 4, 5, & 7).•t Review evidence-based projects that address a specific healthcare issue or improve nursing practice and patient outcomes (EPSLO 4, 5, 6, & 7).•Explore innovative approaches to nursing leadership and change management strategies to implement innovative practices (EPSLO 1 & 4).•Examine the ability to effectively collaborate with interdisciplinary teams, fostering a culture of communication and collaboration in a leadership role to enhance patient outcomes (EPSLO 4, 9, & 10).•Evaluate personal leadership growth by engaging in self-assessment and reflective practices to identify areas of professional growth and development as nurse leaders (EPSLO 9 &10).
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NUR 418: Capstone Didactic

<p>NUR 418: Capstone Didactic</p> <p>Heather P.</p>	<p>6</p>	<p>Students will use critical thinking skills and evidence-based practice to promote patient-centered nursing in the Capstone health care environment. Students will explore the unique healthcare needs and challenges faced by underserved populations within diverse communities; the compassionate approach to holistic care, symptom management, and emotional support during the end-of-life palliative care journey; and the principles, theories, and practices related to leadership, management, and administration in the healthcare setting. Students in this course will begin to create their evidence-based project that will culminate during their Capstone clinical course.</p>	<ul style="list-style-type: none">•Discuss activities that promote the importance of nursing and professional nursing roles in creating change in health care environments.•Examine the unique healthcare needs and challenges faced by underserved populations within diverse communities.•Examine the compassionate approach to holistic care, symptom management, and emotional support during the end-of-life palliative care journey.•Evaluate the principles, theories and practices of nursing leadership, management, and administration in the healthcare setting.•Discuss processes for identifying appropriate Capstone site based on interest in palliative care, underserved and vulnerable populations, and nursing management and administration.•Create goals for Capstone clinical experience and a plan to communicate those goals with Capstone site.
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NUR 420A: Capstone – Admin/Management

<p>NUR 420A: Capstone Clinical – Administration & Management</p> <p>Heather P.</p>	<p>6 180-198 lab hrs</p>	<p>The Nursing Management and Administration Capstone course provides the student with a comprehensive and in depth understanding of the principles, theories, and practices related to leadership, management, and administration in the healthcare setting. The student will integrate theoretical knowledge with practical application to prepare the student for leadership roles within the nurse profession. The student will explore key topics such as healthcare policy, economics, strategic planning, quality improvement, ethics, human resource management, and organizational behavior. The student will utilize evidence-based practice, quality patient care, and promotion of a culture of safety within the healthcare environment to apply their knowledge and skills in solving complex problems and making informed decisions that impact patient outcomes or organizational effectiveness. By the end of this capstone course the student will develop a project that demonstrates their ability to analyze and address a contemporary issue in nursing management and administration. The student will showcase their ability to integrate theory, research, and best practices to propose an innovative solution that contribute to the advancement of healthcare delivery and patient care.</p>	<ul style="list-style-type: none"> •Evaluate and apply principles of healthcare management and administration to solve a complex problem and make evidence-based decisions in nursing leadership roles. •Demonstrate effective communication and collaboration skills by working with interdisciplinary team to develop and implement strategies for improving patient outcomes and healthcare delivery process. •Analyze current healthcare policies, regulations, and/or ethical considerations to develop sound strategies for promoting patient safety, quality care, and/or organizational effectiveness within a healthcare setting. •Design and execute a comprehensive project that integrates knowledge of leadership theories, best practices in nursing management, and evidence-based research to address a significant issue in nursing administration, demonstrating the ability to generate innovative solutions for healthcare challenges.
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NUR420B: Capstone – Palliative Care

<p>NUR 420 B: Capstone Clinical - Palliative Care</p> <p>Sandi and Annette</p> <p>20XX</p>	<p>6 180-198 Lab hrs</p>	<p>The nursing palliative care capstone course is a Capstone clinical experience focusing on end-of-life care. It gives students a comprehensive understanding of palliative care principles, including ethics and human rights, practices, interprofessional collaboration, and strategies to effectively care for patients with life-limiting illnesses and their families. This course aims to equip students with the necessary knowledge and compassionate approach to offer holistic care, symptom management, and emotional support during the end-of-life journey.</p>	<p>Apply palliative care principles to provide holistic care for patients with life-limiting illnesses. Students will integrate knowledge of symptom management, emotional support, and individualized care approaches to enhance quality of life for patients nearing the end of life.</p> <p>Analyze ethical issues and human rights considerations in palliative care. Students will evaluate ethical dilemmas in end-of-life care, such as decisions regarding treatment options, advance directives, and patient autonomy, and propose solutions grounded in nursing ethics and human rights.</p> <p>Demonstrate interprofessional collaboration in the management of palliative care patients. Students will engage in team-based care models, collaborating with physicians, social workers, and other healthcare professionals to develop and implement patient-centered palliative care plans.</p> <p>Assess the needs of patients' families and provide appropriate emotional and psychosocial support during end-of-life care. Students will identify and address the psychosocial, cultural, and spiritual needs of families during the end-of-life process and offer resources and support tailored to their specific needs.</p>
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NUR420C: Capstone – Underserved & Vulnerable Populations

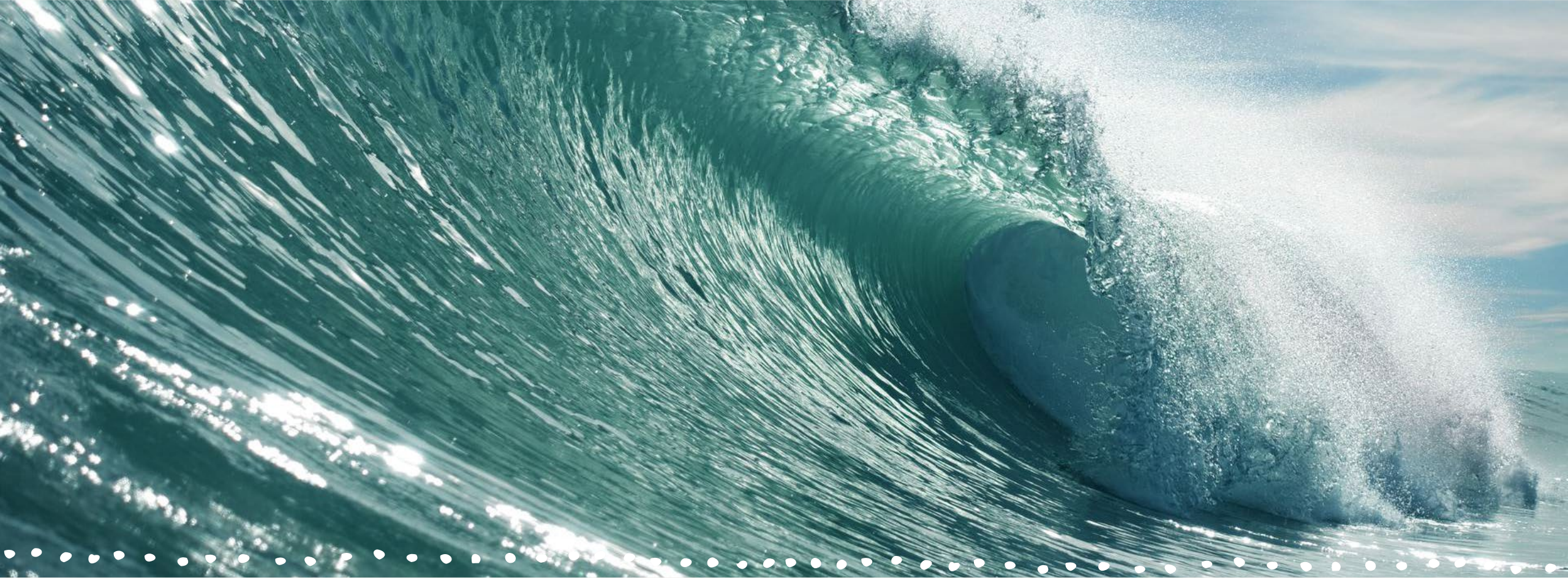
NUR 420 C: Capstone Clinical – Underserved & Vulnerable Populations

Kristin

6
180-198
Lab Hrs

The Vulnerable and Underserved Populations Capstone clinical course explores the unique healthcare needs and challenges faced by underserved populations within diverse communities. The student will integrate theoretical study with experiential learning to examine social determinants of health, disparities in access to care, cultural competence, and strategies for promoting health equity. Emphasis will be placed on understanding the intersectionality of factors contributing to health disparities and developing culturally sensitive approaches to nursing practice. The student will utilize evidence-based practice, quality patient care, and promotion of a culture of safety within the healthcare environment to apply their knowledge and skills in solving complex problems and making informed decisions that impact patient outcomes. By the end of this capstone course the student will develop a project that demonstrates their ability to analyze and address a contemporary issue within the vulnerable and underserved patient population. The student will showcase their ability to integrate theory, research, and best practices to propose an innovative solution that contribute to the advancement of healthcare delivery and patient care.

- Apply concepts related to underserved populations to provide holistic, collaborative, culturally competent care to this patient population in the healthcare setting.
- Explore collaboration with the interdisciplinary team to provide holistic care to underserved populations.
- Evaluate the role of cultural competence and humility in providing effective and equitable nursing care to diverse populations.
- Design an evidence-based practice (EBP) project that assists individuals, families, populations, or the community to meet basic human needs and promote quality of life.



Courses in Development

NU250: NCLEX Prep Course

- **NUR 250: NCLEX Preparation Course – 4 credits**

- **Description:**

- In this course, students prepare and sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN®). Students will create study plans, become familiar with item types, review case studies, take both partial and full-length practice tests, and review answers and explanations to keep pace with the ever-changing healthcare landscape. Pass/No Pass grading.

- **Course Outcomes:**

- Demonstrate understanding of how nursing care directly impacts and enhances healthcare client outcomes.
- Properly distinguish growth and development principles, prevention and/or early detection of health problems, and strategies to achieve optimal health.
- Identify the aspects of proper nursing care that promote and support the emotional, mental and social well-being of the client experiencing stressful events as well as clients with acute or chronic mental illness.
- Demonstrate clear understanding of how evidence-based nursing care and comfort reduces client risk potential and supports physical well-being.
- Apply foundational healthcare concepts from the social, biological and physical sciences to the nursing assessment, prioritization, and clinical judgment process.

NUR380: CPL Credits (1-10 credits)

- **NUR 380: CWE Nursing III (1-10 credits)**
- **Description:**
 - Provides an opportunity for students with active RN licenses to obtain college credit for providing care in an occupational health care setting while enrolled in the BSN program. Requires the submission of a professional portfolio, which will be assessed based on documentation of the job description, level and variety of tasks assigned, skills performed, and description of the healthcare environment. The number of hours worked will be verified through timecard reports or similar documentation from the supervisor. Requires formal reflection on how the work experience supported student's learning and professional goals. Thirty hours of documented RN work equals one credit. P/NP grading.
- **Course Outcomes:**
 - Engage in clinical experience that applies established and evolving knowledge and builds on nursing skills previously attained and practiced in the students' course of study.
 - Apply clinical and professional communication concepts in the care of patients from diverse backgrounds in various health care settings.
 - Enhance the development of professional skills through critical thinking, collaboration, time management, and prioritization appropriate for the clinical setting.

Thank you – What Questions do you have for me?

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