

**Oakland Community College**

**Curriculum Review Committee**

**Reports Supporting the Review of the  
Nursing Program**

**Prepared by the Office of Assessment & Effectiveness  
February 2008**



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## WELCOME TO THE CURRICULUM REVIEW SELF-STUDY PROCESS

Discipline/Program Nursing Coordinator(s) Susan Stumbo

CRC Mentor Dr. Nadia Boulos Review Date: March 7, 2008

Thank you for agreeing to coordinate the Curriculum Review in your area. As Discipline/Program Case Review Coordinator, it is your responsibility to make sure the steps detailed below are completed by the Review Date. Your packet includes instructions and forms for completing the Review. If needed, a CRC mentor is available to you. Your Dean will also be able to provide meaningful assistance in completing this important task.

In the Part I-Core Review, the College asks your discipline/program to analyze its curriculum from a variety of perspectives. These include course offerings and contents, enrollment/retention, transfer trends, and plans for the future. An additional section of activities is contained in Part II. The nature of these review activities will depend on whether you are a member of a Discipline or a Program.

Included in this document to help you work on your review are: 1) Data Collection forms to distribute to your Discipline/Program Case colleagues and 2) Data Analysis forms with summary sections. Allow two to three months for this work. Please send all completed forms to the Chair of CRC 3 weeks prior to your scheduled review.

Once again, thank you for agreeing to work on this very important process with your colleagues. Together we will constantly strive to ensure the excellence of instruction at OCC.

### College Curriculum Review Membership 2007-2008

Imogene Bailey (OR)  
Thomas Boozer (AH)  
Nadia Boulos (HL)  
Beverly Stanbrough (RO/SF)

Diane Hill (OR)  
Tony Ingram (OR)  
Darlene Levinson (OR)  
David Mathews (RO)

Janet Peart (AH)  
Letyna Roberts (ex-officio)  
Gail Mays (AH)-Chair

# NURSING

Associate in Applied Science (NUR.APP)



## Health Sciences

The Associate Degree Nursing (ADN) curriculum is a 72 credit-hour program that leads to an Associate in Applied Science Degree and prepares the graduates to provide direct nursing care at a beginning staff level in a variety of health care settings. Successful completion of the program requirements qualifies the students to apply to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Satisfactory achievement on this examination qualifies the graduates for licensure as Registered Nurses (RNs). Anyone who has been convicted of a felony may not be eligible for licensure.

The course of study combines general education in the humanities and the biological, behavioral and social sciences with instruction in the theory and practice of nursing.

Students must first be admitted to the college and must designate nursing (NUR) as their curriculum. Registration in the nursing courses is possible only after the student is admitted to the nursing program through a selection process based on a system of priorities.

### Basic admission requirements include:

- High school graduation or GED
- One year of high school (or equivalent) chemistry, algebra and biology with an average of 2.0 or better grade point in each
- A 90% or better on the Arithmetic Proficiency Examination
- Completion of BIO 1570 (or BIO 2710), BIO 2630 and BIO 2640 with 2.0 or better grade point within five years of the start of the fall nursing courses. The five-year period dates from the session during which the course was taken and closes at the first session in which the student is enrolled in the nursing program.
- Attendance at a nursing information session.

Requirements and procedures for admission are outlined in a Nursing Program brochure, available during the nursing information sessions, and at the nursing website: [www.oaklandcc.edu/nursing](http://www.oaklandcc.edu/nursing). All requirements must be completed by **DECEMBER 15** of the year preceding intended enrollment in the nursing program. Applicants will be notified in writing about the result no later than **MARCH 15**.

Students must obtain a 2.0 or better grade point in all the currently required college and program courses for an Associate in Applied Science Degree in order to be certified as eligible to write the NCLEX-RN. The policies and regulations regarding admission, progression and retention in the nursing program, as well as certification, licensure qualifications and legal limitations of license are outlined in the Nursing Student Handbook which

is provided to each student enrolled in the nursing program. All these provisions are also explained in the information sessions prior to admission to the program. In addition to the tuition, nursing students incur extra costs such as liability insurance, pre-admission health examination, uniforms, supplies, travel, pins and licensure application.

The ADN Program is accredited by the National League for Nursing Accrediting Commission, 61 Broadway - 33rd Floor, New York, NY 10006, ph: 800.669.1656, [www.nlnac.org](http://www.nlnac.org) and has full approval of the Michigan Board of Nursing. Note: Conviction of a felony or misdemeanor may preclude eligibility for licensure. For more information contact the Michigan Board of Nursing (ph: 517.335.0918).

The Nursing Program is designed as a full-time study. However, students may elect part-time study by completing the majority of the required supportive and general education courses prior to selection.

A mandatory criminal history check including fingerprints will be conducted on all students selected to the Nursing program prior to the start of the program, at the student's cost. 1) Conviction of a felony or any attempt to commit a felony within the 15 years immediately preceding the date of the criminal history check; or 2) conviction of a misdemeanor within the 10 years immediately preceding the criminal history check, will preclude eligibility for admission. In addition, all selected students must have a drug screen test prior to the start of the program. For details contact the Nursing Department at 248.942.3334.

### Major Requirements

		Credits
NUR 1290	Pharmacology for Nurses.....	2
NUR 1410	Foundations of Nursing.....	7
NUR 1450	Clinical Skills.....	0.5
NUR 1460	Integrated Physical Assessment and Decision Making Skills I.....	0.5
NUR 1470	Integrated Physical Assessment and Decision Making Skills II.....	0.5
NUR 1510	Nursing of the Childbearing Family.....	4
NUR 1520	Nursing of the Adult - Mental Health and Maladaptive Behavior.....	4
NUR 1530	Nursing of Adults I.....	4
NUR 2510	Nursing of Children and Families.....	4
NUR 2520	Nursing of Adults II.....	4
NUR 2530	Nursing of Adults III.....	4
NUR 2540	Transition to Graduate Nurse Role.....	4.5

### Required Supportive Courses

BIO 1570*	Microbiology of Health and Disease.....	3
or		
BIO 2710	Microbiology.....	4
BIO 2630	Human Anatomy and Physiology I.....	4
BIO 2640	Human Anatomy and Physiology II.....	4
ENG 1510*	Composition I.....	3
ENG 1520*	Composition II.....	3
or		
ENG 2200*	Professional Communication.....	4
HEA 1510	Nutrition.....	3
PSY 2510*	Introduction to Psychology.....	3
SOC 2510*	Sociology.....	3
	Fine Arts/Humanities Elective.....	3

### Recommended Elective

CHE 1320*	Survey of Organic and Biochemistry.....	4
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See degree requirements for an Associate in Applied Science Degree on p. 81.

### General Education Requirement

See p. 69 or inside back cover.

\* Course may be used to meet General Education requirements.

# NURSING

## Practical Nurse Education Modified Career Ladder Certificate Program (NUR.PNE.APP)



Health Sciences

Oakland Community College Highland Lakes Campus Department of Nursing offers a one-year Modified Career Ladder Practical Nursing Education (PNE) Certificate Program at the *Southfield Campus effective March 1996*. The Associate Degree Nurse (ADN) Program serves as the base for the PNE program. The program is designed to prepare graduates to give supervised direct nursing care in a variety of health care settings. Successful completion of the program requirements qualifies the students to apply to write the National Council Licensure Examination for Practical Nurses (NCLEX-PN). Satisfactory achievement on this examination qualifies the graduates for licensure as Licensed Practical Nurses (LPNs). Anyone who has been convicted of a felony may not be eligible for licensure.

The course of study combines education in the biological, behavioral and social sciences with instruction in the theory and practice of nursing. Graduates of the modified career ladder PNE Program can apply for admission to the second year of the generic ADN Program and complete the required courses for the ADN Program in one additional year.

Students must first be admitted to the college and designate (PNE) as their curriculum. Registration in the nursing courses is possible only after the student is admitted to the nursing program through a selection process based on a system of priorities.

### Basic admission requirements include:

- Graduation from high school or GED
- Completion of the following with an average of "C" or better: One year of High School (HS) algebra or MAT 1100; One year of HS biology or BIO 1530 or BIO 1511; One year of HS chemistry or CHE 1000
- Passing the arithmetic proficiency examination at 90 percent or higher
- Attending a nursing information session
- Completion of BIO 1570 or 2710, BIO 2630 and BIO 2640 with 2.0 or better grade point within five years of the start of the fall nursing courses. The five-year period dates from the session during which the course was taken and closes at the first session in which the student is enrolled in the nursing program.
- PNE curriculum designation

Requirements and procedures for admission are outlined in a nursing program brochure, during the nursing information sessions, and at the nursing website: [www.oaklandcc.edu/nursing](http://www.oaklandcc.edu/nursing). All requirements must be completed by

**OCTOBER 15** of the year in which the student is intending to enroll in the nursing program. Applicants will be notified in writing no later than **DECEMBER 1**.

Students must obtain a 2.0 or better grade point in all the currently required courses in order to be certified as eligible to write the NCLEX-PNE. The policies and regulations regarding admission, progression and retention in the nursing program, as well as certification, licensure qualifications and legal limitations of license are outlined in the Nursing Student Handbook which is provided to each student enrolled in the nursing program. All these provisions are also explained in the information sessions prior to admission to the program. In addition to the tuition, nursing students incur extra costs such as liability insurance, pre-admission health examination, uniforms, supplies, travel, pins and licensure application.

The PNE Program is fully approved by the Michigan Board of Nursing, Nursing Accrediting Commission. *Note: Conviction of a felony or misdemeanor may preclude eligibility for licensure. For more information contact the Michigan Board of Nursing (ph: 517.335.0918).*

The Nursing Program is designed as a full-time study. However, students may elect part-time study by completing the majority of the required supportive and general education courses prior to selection.

A mandatory criminal history check including fingerprints will be conducted on all students selected to the Nursing Program prior to the start of the program, at the student's cost. 1) Conviction of a felony or any attempt to commit a felony within the 15 years immediately preceding the date of the criminal history check; or 2) conviction of a misdemeanor within the 10 years immediately preceding the criminal history check, will preclude eligibility for admission. In addition, all selected students must have a drug screen test prior to the start of the program. For details contact the Nursing Department at **248.942.3334**.

### Major Requirements

		Credits
NUR 1290	Pharmacology for Nurses.....	2
NUR 1410	Foundations of Nursing.....	7
NUR 1450	Clinical Skills.....	0.5
NUR 1460	Integrated Physical Assessment and Decision-Making Skills I.....	0.5
NUR 1470	Integrated Physical Assessment and Decision-Making Skills II.....	0.5
NUR 1510	Nursing of the Childbearing Family.....	4
NUR 1530	Nursing of Adults I.....	4
NUR 1540	Adult Medical Surgical Nursing.....	4
NUR 1550	Transition to Graduate PN Role.....	2
NUR 2511	Nursing of Children and Families.....	2

### Required Supportive Courses.....

BIO 1570*	Microbiology of Health and Disease.....	3
or		
BIO 2710	Microbiology.....	4
BIO 2630	Human Anatomy and Physiology I.....	4
BIO 2640	Human Anatomy and Physiology II.....	4
ENG 1510*	English I.....	3
HEA 1510	Nutrition.....	3
PSY 2510*	Introduction to Psychology.....	3

\* Course may be used to meet General Education requirements.

# NURSING

## Second Year Nursing Completion Option Modified Career Ladder Graduates Associate in Applied Science (NUR.RNE.APP)



Health Sciences

**This program may not be offered every year. Offering of this program dependent on enrollment.**

Graduates of the Modified Career Ladder Practical Nurse Education (PNE) Certificate Program have the option to apply for selection into the second year of the Associate Degree Nursing (ADN) Program. The course of study requires completion of 31.5 credits and leads to an Associate in Applied Science degree. Successful completion of the second year requirements qualifies the graduates to apply to write the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Satisfactory achievement on this examination qualifies the graduates for licensure as Registered Nurses (RNs). Anyone who has been convicted of a felony may not be eligible for licensure.

Applicants must first designate RNE as their curriculum. Registration in the Nursing Courses is possible only after the student is admitted to the second year of the ADN program through a selection process.

### Basic admission requirements include:

- Filing an application for admission to the Highland Lakes Department of Nursing by **OCTOBER 15** of the year in which admission is sought
- Completing all requirements and procedures for admission as outlined in a Nursing Program brochure, during the nursing information sessions, or at the nursing website: [www.oaklandcc.edu/nursing](http://www.oaklandcc.edu/nursing).

Admission is conditional upon availability of space. Applicants will be notified in writing about the result no later than **DECEMBER 1**.

Students must obtain a 2.0 or better grade point in all the currently required college and program courses for an Associate in Applied Science Degree in order to be certified as eligible to write the NCLEX-RN. The policies and regulations regarding admission, progression and retention in the nursing

program, as well as certification, licensure qualifications and legal limitations of license are outlined in the Nursing Student Handbook which is provided to each student enrolled in the nursing program. All these provisions are also explained in the information sessions prior to admission to the program. In addition to the tuition, nursing students incur extra costs such as liability insurance, pre-admission health examination, uniforms, supplies, travel, pins and licensure application.

The ADN Program is accredited by the National League for Nursing Accrediting Commission (ph: **212.363.5555**) and has full approval of the Michigan Board of Nursing. *Note: Conviction of a felony or misdemeanor may preclude eligibility for licensure. For more information contact the Michigan Board of Nursing (ph: 517.335.0918).*

A mandatory criminal history check including fingerprints will be conducted on all students selected to the Nursing program prior to the start of the program, at the student's cost. 1) Conviction of a felony or any attempt to commit a felony within the 15 years immediately preceding the date of the criminal history check; or 2) conviction of a misdemeanor within the 10 years immediately preceding the criminal history check, will preclude eligibility for admission. In addition, all selected students must have a drug screen test prior to the start of the program. For details contact the Nursing Department at **248.942.3334**.

### Major Requirements

	Credits
NUR 1520 Nursing of Adults-Mental Health and Maladaptive Behavior.....	4
NUR 2512 Nursing of Children.....	2
NUR 2520 Nursing of Adults II.....	4
NUR 2530 Nursing of Adults III.....	4
NUR 2540 Transition to Graduate Nurse Role.....	4.5

### Required Supportive Courses

ENG 1520* Composition.....	3
or	
ENG 2200* Professional Communication.....	4
SOC 2510* Sociology.....	3
Fine Arts/Humanities Elective.....	3

### Recommended Elective

CHE 1320* Survey of Organic and Biochemistry.....	4
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See degree requirements for an Associate in Applied Science Degree on p. 81.

### General Education Requirement

See p. 69 or inside back cover.

\* Course may be used to meet General Education requirements.

# NURSING

## Transitional LPN to ADN Track Associate in Applied Science (NUR.TPN.APP)



Oakland Community College (OCC) Department of Nursing at the Highland Lakes Campus offers Licensed Practical Nurses (LPN) an opportunity to earn an Associate in Applied Science Degree by being selected to the Transitional LPN to ADN track (TPN). The course of studies combines general education in the humanities and the biological, behavioral, and social sciences with instruction in the theory and practice of nursing. The program is designed to prepare practitioners to give care at a beginning staff level in a variety of health care settings. Successful completion of the program requirements qualifies the student to apply to write the National Licensure Examination for Registered Nurses (NCLEX-RN). Satisfactory achievement on the examination qualifies the graduates for licensure as Registered Nurses (RNs). Anyone who has been convicted of a felony may not be eligible for licensure.

Students must first be admitted to the college and must designate TPN as their curriculum; this can be done at any Campus Records Office. Registration in the nursing courses is possible only after the student is admitted into the track through a selection process based on a system of priorities.

### Basic admission requirements include:

- High school graduation or GED.
- Completion of BIO 1570 (or BIO 2710), BIO 2630, and BIO 2640 with 2.0 or better grade, point within eight years of the start of the fall nursing courses. The eight-year period dates from the session during which the course was taken and closes at the first session in which the student is enrolled in the nursing program.
- Attendance at a TPN information session.

Classes for the TPN Track start in the summer semester. Requirements and procedures for admission are outlined in the TPN Nursing Program brochure, available during the TPN nursing information sessions, and at the nursing website: [www.oaklandcc.edu/nursing](http://www.oaklandcc.edu/nursing). All requirements must be completed by **MAY 1** of the same year. Applicants will be notified in writing about the result no later than **JUNE 30**.

Students must obtain a 2.0 or better grade point in all the currently required college and program courses for an Associate in Applied Science Degree in order to be certified as eligible to write the NCLEX-RN. The policies and regulations regarding admission, progression, and retention in the nursing program, as well as certification, licensure qualifications, and legal limitations of licensure are outlined in the Nursing Student Handbook which is provided to each student enrolled in the nursing

program. All these provisions are also explained in the information sessions prior to admission to the program. In addition to the tuition, nursing students incur extra costs such as liability insurance, pre-admission health examination, uniforms, supplies, travel, pins, and licensure application.

The ADN Program is accredited by the National League for Nursing Accrediting Commission (ph: **212.363.5555**) and has full approval of the Michigan Board of Nursing. *Note: Conviction of a felony or misdemeanor may preclude eligibility for licensure. For more information contact the Michigan Board of Nursing (ph: **517.335.0918**).*

The Nursing Program is designed as a full-time study. However, students may elect part-time study by completing the majority of the required supportive and general education courses prior to selection.

A mandatory criminal history check including fingerprints will be conducted on all students selected to the Nursing program prior to the start of the program, at the student's cost. 1) Conviction of a felony or any attempt to commit a felony within the 15 years immediately preceding the date of the criminal history check; or 2) conviction of a misdemeanor within the 10 years immediately preceding the criminal history check, will preclude eligibility for admission. In addition, all selected students must have a drug screen test prior to the start of the program. For details contact the Nursing Department at **248.942.3334**.

Major Requirements		Credits
NUR	1290 <sup>1</sup> Pharrnacology for Nurses.....	2
NUR	1460 <sup>1</sup> Integrated Physical Assessment I.....	0.5
NUR	1470 <sup>1</sup> Integrated Physical Assessment II.....	0.5
NUR	1520 Nursing of Adults-Mental Health and Maladaptive Behavior .....	4
NUR	1811 Foundations for the Transition to Registered Nurse Role .....	5
NUR	1812 Childbearing Foundations for the Transition to Registered Nurse Role .....	2
NUR	2510 Nursing of Children and Families.....	4
NUR	2520 Nursing of Adults II .....	4
NUR	2530 Nursing of Adults III .....	4
NUR	2540 Transition to Graduate Nurse .....	4.5

Required Supportive Courses		Credits
BIO	1570* Microbiology of Health and Disease .....	3
or		
BIO	2710 Microbiology .....	4
BIO	2630 Human Anatomy and Physiology I.....	4
BIO	2640 Human Anatomy and Physiology II.....	4
ENG	1510* Composition I .....	3
ENG	1520* Composition II .....	3
or		
ENG	2200* Professional Communication.....	4
HEA	1510 Nutrition .....	3
PSY	2510* Introduction to Psychology.....	3
SOC	2510* Sociology .....	3
	Fine Arts/Humanities Elective .....	3

Recommended Elective		Credits
CHE	1320* Survey of Organic and Biochemistry .....	4

See degree requirements for an Associate in Applied Science Degree on p. 81.

### General Education Requirement

See p. 69 or inside back cover.

<sup>1</sup> Students may take a Challenge Examination in the Department of Nursing.

\* Course may be used to meet General Education requirements.

DATA ANALYSIS

## CORE REVIEW

## A. CATALOG COURSE DESCRIPTION

*Coordinator: Complete this form after reviewing the Catalog Course Data Collection forms from members of your Discipline/Program on all of the courses listed in the Catalog. Please also attach a photocopy of all program requirements and course descriptions in the catalogue.*

List every course that is listed in the catalog. Check where revision is indicated or no revisions seem necessary. Please, add lines where needed.

Revision needed    No Revision necessary

Course Number N1290	<u>  X  </u>	<u>    </u>
Course Number N1410	<u>    </u>	<u>  X  </u>
Course Number N1450	<u>  X  </u>	<u>    </u>
Course Number N1460	<u>    </u>	<u>  X  </u>
Course Number N1470	<u>  X  </u>	<u>    </u>
Course Number N1510	<u>    </u>	<u>  X  </u>
Course Number N1520	<u>  X  </u>	<u>    </u>
Course Number N1530	<u>  X  </u>	<u>    </u>
Course Number N1540	<u>    </u>	<u>  X  </u>
Course Number N1550	<u>    </u>	<u>  X  </u>

## CATALOG COURSE DESCRIPTION REVIEW SUMMARY:

Syllabi course descriptions may have been modified to reflect the content of the courses more accurately in preparation for the recent National League for Nursing (NLN) accreditation review in the fall of 2006. The Department of Nursing full time faculty members have been made aware of the catalog/course descriptions discrepancy and have decided to revise individual syllabi course descriptions for the fall semester of 2008, to be in congruence with the OCC catalog. The Department will also prepare to take desired revisions of course descriptions to the College Curriculum Committee in the summer or fall semester of 2008 for the 2009-10 publication of the OCC catalog.

DATA ANALYSIS

CORE REVIEW

A. CATALOG COURSE DESCRIPTION

*Coordinator: Complete this form after reviewing the Catalog Course Data Collection forms from members of your Discipline/Program on all of the courses listed in the Catalog. Please also attach a photocopy of all program requirements and course descriptions in the catalogue.*

List every course that is listed in the catalog. Check where revision is indicated or no revisions seem necessary. Please, add lines where needed.

Revision needed    No Revision necessary

Course Number N1811	___	___X___
Course Number N1812	___X___	___
Course Number N2510	___X___	___
Course Number N2511	___	___X___
Course Number N2512	___X___	___
Course Number N2520	___X___	___
Course Number N2530	___X___	___
Course Number N2540	___X___	___
Course Number _____	___	___
Course Number _____	___	___

CATALOG COURSE DESCRIPTION REVIEW SUMMARY:

A comparison of NUR catalog descriptions and NUR syllabi course descriptions needing revisions follows.



SYLLABUS COURSE DESCRIPTION	CATALOG COURSE DESCRIPTION
<b>NUR 1290-Pharmacology for Nurses</b>	
<p>This course is designed to assist the student in gaining a basic working knowledge of drugs for nurses practicing in the clinical setting. General information on drugs, drug classification and usage as applicable to nursing practice are discussed. Principles of safe administration of drugs including calculation are taught.</p>	<p>The Pharmacology for Nurses course is designed to introduce students to the knowledge and skills necessary to safely calculate, prepare and administer drugs to clients. The unifying concepts of human being, nursing, health/illness and environment will be integrated into the course to emphasize the importance of assessment, planning and evaluation in administering drugs to clients.</p>
<b>NUR 1450-Clinical Skills</b>	
<p>This course is designed to provide the student with a modified modular approach to learning bedside clinical skills. Each module contains specific readings, practice activities and skill check-off procedures. Students continue to learn and master the basic skills with emphasis of intravenous and ventilation nursing therapies.</p>	<p>This course is designed to provide the student with a modified modular approach to learning bedside clinical skills. Each module contains specific readings, practice activities and skill check off procedures.</p>
<b>NUR 1470-Integrated Physical Assessment and Decision Making Skills II</b>	
<p>This modified modular approach course is a continuation of NUR 1460 and introduces the student to various health assessment techniques and procedures used in initial and routine client status examinations. It focuses on decision-making processes in making clinical judgments regarding which assessment technique is appropriate. The organizing, analyzing and recording of data obtained from nursing assessments is related to the nursing process.</p>	<p>This course is a continuation for NUR 1460 with added emphasis on integration of the various components of physical assessment.</p>
<b>NUR 1520-Nursing of the Adult: Mental Health and Maladaptive Behavior</b>	
<p>This course presents the essential concepts of mental health and mental illness. The theory component emphasizes adaptive and maladaptive patterns of behavior in the context of the bio-psycho-socio-cultural spiritual individual. Critical concepts include communication patterns, stress and adaptation, and primary psychiatric disorders. The course also addresses legal aspects relative to accountable nursing practice. The clinical focus is on the development of nursing skills and the use of the nursing process with clients exhibiting psychiatric-mental health disorders. Therapeutic communication skills are integrated and assessed, refined and reinforced throughout the course.</p>	<p>This course presents the essential concepts of mental health and illness. The theory components emphasizes adaptive and maladaptive patterns of behavior, personality development, defense mechanisms, coping patterns, substance abuse and exploration of the variables affecting the development of psychopathology. The clinical focus is on the development of nursing skills and the use of the nursing process with clients exhibiting emotional disorder. Therapeutic communication skills are integrated and practiced throughout the course.</p>
<b>NUR 1530- Nursing of Adults I</b>	
<p>This nursing course is the medical-surgical course in the first year. It presents utilization of the nursing process for the adult with simple, well-defined health problems associated with the functional patterns related to activity-exercise, nutrition-metabolism and elimination. Dysfunction of the cardiovascular-pulmonary, endocrine, gastro-intestinal and urinary-</p>	<p>This course introduces basic concepts of adult medical surgical nursing related to the functional patterns of activity-exercise, nutrition, metabolism and elimination. The focus is on the utilization of the nursing process in meeting adult client needs with simple well-defined problems with emphasis in the maintenance of health and prevention of disabilities in</p>

SYLLABUS COURSE DESCRIPTION	CATALOG COURSE DESCRIPTION
<p>renal systems are included. Health promotion, wellness and acute illness are major focus.</p> <p>The clinical component of this course will provide the nursing student with the opportunity to implement theoretical content in a variety of health care settings.</p>	<p>clients with temporary or relatively simple disruptions in their health status. The clinical component of this course will provide the opportunity to apply theoretical content in various acute care facilities primarily on general medical/surgical units. Problem solving approach utilizes the nursing process in providing care to clients.</p>
<b>NUR 1812-Childbearing Foundations for the Transition to the Registered Nurse Role</b>	
<p>This course is designed to facilitate the transition from the role of the Licensed Practical Nurse (LPN) to the role of the Associate Degree Registered Nurse (RN). <b>*This course will build upon and enhance the student's nursing knowledge.</b> It will further develop the student's ability to utilize the nursing process in the care of families throughout the childbearing cycle. The functional health patterns associated with reproduction are presented. Nursing care, via the nursing process, of the childbearing family will be discussed. In addition, defined alterations in culturally sensitive nursing care, legal ethical issues in nursing care, current trends in women's health and reproductive health will provide a framework for discussion, critical thinking, and clinical decision making.</p>	<p>This course is designed to facilitate the transition from the role of the Licensed Practical Nurse to the role of the Associate Degree Registered Nurse. The course further develops the student's ability to utilize the nursing process in the care of families throughout the childbearing cycle. The functional patterns associated with reproduction are presented. The nursing care, via the nursing process, of the well-defined childbearing family will be discussed. In addition, alteration in functional health patterns during the reproductive cycle will be presented. The concepts of culturally sensitive care, legal/ethical issues in care, current trends in women's health and maternal-child health will provide a framework for discussion.</p>
<b>NUR 2510-Nursing of Children and Families</b>	
<p>This course focuses on the student's application of the nursing process to children and their families with special emphasis on growth and developmental needs from infancy to adolescence, health maintenance and promotion, illness and accident prevention; teaching/learning needs and responses of children and their families to selected acute illnesses, chronic health conditions and hospitalization.</p> <p>The clinical focus is on supervising, guiding and counseling the nursing student in giving comprehensive care to several children and their families. The clinical learning experiences strive to enhance self direction and confidence as well as to guide the nursing student in adapting cognitive, affective and psychomotor skills in the continuing application of the nursing process.</p>	<p>This course focuses on the student's continuing development to apply the nursing process to the unique and specialized aspects of the care of children and their families with special emphasis on growth and development needs of infancy through adolescence, health maintenance, illness and accident prevention, teaching/learning needs and responses to children and their families to selected acute illnesses and chronic health conditions; including the situational crises of hospitalization, outpatients and continuing home care.</p>
<b>NUR 2512-Nursing of Children and Families</b>	
<p>This course focuses on the student's continuing application of the nursing process to children and their families with special emphasis on growth and developmental needs from infancy to adolescence, health and responses of children and their families to selected acute illnesses, chronic health conditions and hospitalization</p>	<p>This course focuses on the student's continuing application of the nursing process to children and their families with special emphasis on growth and developmental needs from infancy to adolescence; health maintenance, illness and accident prevention teaching/learning needs and responses of children and their families to selected acute illnesses, chronic health conditions and hospitalization. The clinical</p>

SYLLABUS COURSE DESCRIPTION	CATALOG COURSE DESCRIPTION
<p>The clinical focus is on supervising, guiding and counseling the nursing student in giving comprehensive care to several children and their families. The clinical learning experiences strive to enhance self direction and confidences as well as to guide the nursing student in adapting cognitive, affective and psychomotor skills to child health care.</p>	<p>focus is on supervising, guiding and counseling the nursing student in giving comprehensive care to several children and their families. The clinical learning experiences strive to enhance self direction and confidence as well as to guide the nursing student in adapting cognitive, affective and psychomotor skills in the continuing application of the nursing process.</p>
<b>NUR 2520-Nursing of Adults II</b>	
<p>This second year nursing course focuses on the student's continuing application of the nursing process for adults, their families and support systems with complex health problems associated with the functional health patterns related to health perception-health management, nutrition-metabolism, activity-exercise, cognitive-perceptual, self perception and self concept. Complex dysfunctions of the nervous system, eye, and ear, musculoskeletal and integumentary systems are presented.</p> <p>The clinical component of this course provides the student with the opportunity to apply theoretical content through supervised clinical practice in a variety of health care settings.</p>	<p>This course presents health problems related to the functional patterns of nutrition-metabolism, activity-exercise, sensation-perception and cognition. The focus is in the utilization of the nursing process in the care of acutely ill adult client and family. The clinical component of this course will provide the application of theoretical content to clients with complex health problems in various acute care settings such as specialty and critical care units.</p>
<b>NUR 2530-Nursing of Adults III</b>	
<p>This second year nursing course presents the nursing care of adults with complex health problems associated with alterations in activity-exercise patterns, nutritional metabolic dysfunction and alterations in the biological defense mechanisms. Cardiovascular, pulmonary, immune, liver, biliary tract, exocrine pancreatic, renal and cellular growth disorders are presented. The focus is on the application of the nursing process in the care of the chronically and critically ill adult client, his/her family and significant others.</p> <p>The clinical component of this course provides the student with the opportunity to apply theoretical content through supervised clinical practice in a variety of health care settings.</p>	<p>This course presents the nursing care of adults with complex health problems associated with alterations in activity-exercise patterns related to cardiopulmonary-renal dysfunction, nutritional metabolic dysfunction and alterations in the biological defense mechanisms. The focus is on the utilization of the nursing process in the care of the acutely ill adult client and his or her family.</p>
<b>NUR 2540-Transition to Graduate Nurse Role</b>	
<p>This course, taken last in the AND (generic, TPN and RNE) sequence, facilitates the student's transition into the role of a beginning staff nurse through experiences in collaboration, decision-making, delegation, and consultation through multiple client assignments. The content focuses on beginning level leadership and management concepts. Legal, ethical and professional dimensions of health care are explored. The course also addresses historic developments, research</p>	<p>This course facilitates the student's transition into the role of a beginning staff nurse through experiences in collaboration, decision making, delegation and in collaboration, decision making, delegation and multiple client assignments. The content focuses on the study of historical developments and of current issues in health care, nursing education and practice. Legal, ethical and professional dimensions of health care are explored. Beginning level leadership and management of concepts are introduced.</p>

<b>SYLLABUS COURSE DESCRIPTION</b>	<b>CATALOG COURSE DESCRIPTION</b>
<p>application and current issues in health care, nursing education and nursing practice. The student applies the nursing process to the care of a group of clients with complex health care deviations within the environment of health care agencies.</p> <p>The clinical component of this course will provide the nursing student with the opportunity to implement theoretical content in a variety of health care settings.</p>	

**MUS 1810 ..... 2 Credits**  
**Voice I**

General Education Attributes ..... 4  
 This course is designed for students who have had little or no previous vocal or musical instruction. It covers the rudiments of vocal technique, music reading and basic keyboard skills, in order to improve the student's singing voice as well as his/her ability to read and learn songs without the aid of recordings. Basic diction in foreign languages may be covered in accordance to specific student interests. The course includes in-class performances by the students.

**MUS 1820 .....2 Credits**  
**Voice II**

General Education Attributes ..... 4  
 This course is designed for those students who have completed Voice I or have a comparable level of vocal and musical proficiency. This course builds up on the same goals as Voice I, with an emphasis on vocal exercises and performance techniques.

**MUS 1830 ..... 3 Credits**  
**Vocal Literature**

General Education Attributes ..... 4  
 This course covers the landmarks of vocal music of every period from English Renaissance to the main current trends through lectures, in-class listening of recordings and live performances. The music covered includes all vocal genres: songs, operas and musicals. This course is open to students with no previous music instruction. Students are expected to make brief presentations and/or in-class performances (depending on individual preference or musical background), of music or topics of their choice from the course materials.

**MUS 1850 ..... 3 Credits**  
**Piano Literature**

General Education Attributes ..... 4  
 This course offers a comprehensive study of music written for keyboard instruments and especially for piano. While it covers all periods from late Renaissance music to current trends, it takes a more in-depth look into the lives and music of the main piano composers, such as Bach, Mozart, Beethoven, Schubert, Schumann, Chopin, Brahms, Liszt, Albniz, Debussy, Ravel, Rachmaninoff and others. The course is heavily based on in-classroom listening of recorded samples and live performances by teachers, and possibly students and guests. This course is open to students with no previous music instruction.

**MUS 1860 ..... 2 Credits**  
**Conducting**

Prerequisites: MUS 1630  
 This course is designed to provide the student with an introduction to the basic conducting and rehearsal techniques of both vocal and instrumental ensembles. The students are given the opportunity to practice the techniques learned during the semester by periodically conducting the rest of the class. Depending on availability, the students who wish to do so may conduct one of the college ensembles during a rehearsal.

**MUS 1900 ..... 2 Credits**  
**Music Teaching Techniques**

This course is designed to provide the student with methods and techniques for music teaching in general, and, more specifically, for class instruction in grades K through 12. Students are given the opportunity to practice the different techniques through in-class exercises in teaching as well as teacher and peer's constructive feedback and commentary. Special emphasis will be given to techniques and pieces of music that incorporate the basic concepts of a solid musical foundation. This course is suitable for students whose major is not music.

**MUS 2011 .....2 Credits**  
**Music Composition (Standard Tune)**

Prerequisites: MUS 1650  
 Replaces MUS 1750 (2005-2006)  
 This course takes an in-depth look into the songs of composers such as Gershwin, Rogers and Hart, Porter and Sondheim, in order to fully understand their compositional styles and techniques. The students are given the opportunity to write arrangements or original music in accordance with these composers' styles and techniques. Students are required to write two original songs or arrangements during the semester.

**MUS 2021 .....2 Credits**  
**Music Composition (Art Music)**

Prerequisites: MUS 1650  
 Replaces MUS 1750 (2005-2006)  
 This course covers traditional as well as contemporary compositional techniques through in-depth analysis and listening of art music of all periods. While students are allowed to write in whichever art music style they feel comfortable, they will be encouraged to try the many different techniques covered during the semester, in order to widen and enrich their individual skills and styles. Students are required to compose a minimum of two original songs or pieces during the semester.

**MUS 2501-9 .....(each) 3 Credits**  
**Special Topics**

The purpose of the Special Topics courses is to provide students with an in-depth study of a specific major subject in music, such as a specific period, composer or group of composers, performance practices, etc. The subject covered varies each semester in accordance with students' interests or needs and will be announced in the corresponding Schedule of Classes.

**MUS 2551-8..... (each) 1 Credit**  
**Applied Music: Vocal or Instrumental Instruction**

Prerequisite: Consent of OCC music faculty.  
 This is a sequence of private studio lessons in voice or the instrument of the student's choice. The student will study with instructors approved by the College and should be prepared to pay a weekly lesson fee in addition to tuition. Individual lesson arrangements should be made through OCC music faculty prior to enrollment in the course. Students are expected to provide musical instruments.

**MUS 2601-5 ..... (each) 1 Credit**  
**Recital / Special Project**

Prerequisite: Consent of instructor.  
 The student will prepare and perform or present a recital or culminating music project (such as a composition or musical arrangement) during the semester in which the student is registered. Ensemble performances or presentations are acceptable. All recital programs or music projects, as well as performance dates and venues (if applicable) must be approved individually by the instructor.

**(NUR) NURSING**

**NUR 1290 .....2 Credits**  
**Pharmacology for Nurses**

Prerequisite: Nursing program acceptance.  
 Corequisite: NUR 1410, or NUR 1811.  
 The Pharmacology for Nurses course is designed to introduce students to the knowledge and skills necessary to safely calculate, prepare and administer drugs to clients. The unifying concepts of human being, nursing, health/illness and environment will be integrated into the course to emphasize the importance of assessment, planning and evaluation in administering drugs to clients. Course/lab fees.

**NUR 1410 .....7 Credits**  
**Foundations of Nursing**

Prerequisite: Nursing program acceptance.  
 Pre or Corequisite: NUR 1290.  
 This course introduces the first year nursing student to the theory and practice of professional nursing. The concepts of human being, health, environment and nursing are used to provide a framework for discussion of such topics as biopsychosocial development, human needs, the health/illness continuum, the health care delivery system, nurse client interaction and the provision of nursing services via the nursing process. Course/lab fees.

**NUR 1450 ..... 0.5 Credit**  
**Clinical Skills**

Prerequisites: NUR 1290, NUR 1410  
 Corequisites: NUR 1510, or NUR 1520, or NUR 1530  
 This course is designed to provide the student with a modified modular approach to learning bedside clinical skills. Each module contains specific readings, practice activities and skill check off procedures. Course/lab fees.

**NUR 1460 ..... 0.5 Credit**  
**Integrated Physical Assessment and Decision Making Skills I**

Prerequisites: NUR 1290, NUR 1410, NUR 1450  
 Corequisites: NUR 1510, or NUR 1520, or NUR 1530, or NUR 1811  
 This modified modular approach course introduces the student to various health assessment techniques and procedures used in initial and routine patient status examinations. It focuses on decision making processes in making clinical judgments regarding which assessment technique is appropriate. The organizing, analyzing and recording of data obtained from nursing assessments is related to the nursing process. Course/lab fees.

**NUR 1470 ..... 0.5 Credit**

**Integrated Physical Assessment and Decision Making Skills II**

**Prerequisites:** NUR 1290, NUR 1410, NUR 1450, NUR 1460

**Corequisites:** NUR 1510, or NUR 1520, or NUR 1530, or NUR 1811

This course is a continuation of NUR 1460 with added emphasis on integration of the various components of physical assessment. Course/lab fees.

**NUR 1510 ..... 4 Credits**

**Nursing of the Childbearing Family**

**Prerequisites:** NUR 1290, NUR 1410.

**Corequisites:** NUR 1450, or NUR 1460, or NUR 1470

This course develops the ability of the student to utilize the nursing process in the care of families throughout the childbearing cycle. The functional patterns associated with reproduction and sexuality are presented. The course covers these normal processes and well-defined health problems of reproduction, fetal and newborn development. The clinical component of this course includes experience in intrapartal, post partal and newborn settings. Course/lab fees.

**NUR 1520 ..... 4 Credits**

**Nursing of Adults - Mental Health and Maladaptive Behavior**

**Prerequisites:** NUR 1290, or NUR 1410, or NUR 1811

**Corequisites:** NUR 1450, or NUR 1460, or NUR 1470, or NUR 1812

This course presents the essential concepts of mental health and illness. The theory component emphasizes adaptive and maladaptive patterns of behavior, personality development, defense mechanisms, coping patterns, substance abuse and exploration of the variables affecting the development of psychopathology. The clinical focus is on the development of nursing skills and the use of the nursing process with clients exhibiting emotional disorder. Therapeutic communication skills are integrated and practiced throughout the course. Course/lab fees.

**NUR 1530 ..... 4 Credits**

**Nursing of Adults I**

**Prerequisites:** NUR 1290, NUR 1410

**Corequisites:** NUR 1450, or NUR 1460, or NUR 1470

This course introduces basic concepts of adult medical surgical nursing related to the functional patterns of activity-exercise, nutrition, metabolism and elimination. The focus is on the utilization of the nursing process in meeting adult client needs with simple well-defined problems with emphasis in the maintenance of health and prevention of disabilities in clients with temporary or relatively simple disruptions in their health status. The clinical component of this course will provide the opportunity to apply theoretical content in various acute care facilities primarily on general medical/surgical units. Problem solving approach utilizes the nursing process in providing care to clients. Course/lab fees.

**NUR 1540 ..... 4 Credits**

**Adult Medical Surgical Nursing**

**Prerequisites:** Successful completion of Fall and Winter General Education and NUR courses.

**Corequisites:** NUR 1470

This nursing course is the second medical/surgical course in Track II. It presents utilization of the nursing process for the adult with simple, well-defined health problems associated with the functional health patterns related to activity-exercise, nutrition-metabolism, health-perception-management and cognitive-perception. There is a continuation of dysfunctions related to the cardiopulmonary, hepatic-biliary and renal systems. Simple dysfunctions related to the nervous system, to the eye, ear and musculoskeletal system and to defense mechanisms are introduced. The clinical component of this course will provide the nursing student with the opportunity to implement theoretical content in the acute care facilities primarily in the general medical/surgical areas. Course/lab fees.

**NUR 1550 ..... 2 Credits**

**Transition to Graduate Practical Nurse Role**

**Prerequisites:** Successful completion of fall, winter and summer General Education and NUR requirements.

**Corequisite:** NUR 2511

This course taken last in Track II facilitates the student's transition into the role of a beginning practical nurse. The course discusses the roles, responsibilities and competencies of the practical nurse to function under the supervision of the registered nurse or licensed physician/dentist. The content includes discussion of the past and current developments impacting health care and nursing practice. Discussion of legal, ethical, political and economical issues and problems effecting nursing practice will also be addressed. The clinical component of this course will provide the nursing student with the opportunity to apply basic concepts in the management of delegated care to patients with common well-defined health problems in a structured health care facility. Course/lab fees.

**NUR 1811 ..... 5 Credits**

**Foundations for the Transition to the Registered Nurse Role**

**Prerequisites:** Nursing program acceptance, NUR 1460

**Corequisite:** NUR 1470

This course is designed to facilitate the transition from the role of the Licensed Practical Nurse (LPN) to the role of the Associate Degree Registered Nurse (RN). This course will build upon and enhance the students nursing knowledge. The basic concepts of the Oakland Community College Associate Degree Program, Philosophy (nursing, nursing education, teaching and learning, health, environment and human being) are presented to provide a framework for discussion. The nursing care, via the nursing process, of clients with simple, well-defined medical surgical dysfunction will be presented. The concepts of pain, fluid and electrolyte balance, oxygenation, the surgical experience and nutrition associated with the medical surgical client will be highlighted to facilitate critical thinking and clinical decision-making. Course/Lab fees.

**NUR 1812 ..... 2 Credits**

**Childbearing Foundations for the Transition to the Registered Nurse Role**

**Prerequisites:** NUR 1811, NUR 1470

**Corequisite:** NUR 1520

This course is designed to facilitate the transition from the role of the Licensed Practical Nurse to the role of the Associate Degree Registered Nurse. The course further develops the student's ability to utilize the nursing process in the care of families throughout the childbearing cycle. The functional patterns associated with reproduction are presented. The nursing care, via the nursing process, of the well-defined childbearing family will be discussed. In addition, alterations in functional health patterns during the reproductive cycle will be presented. The concepts of culturally sensitive care, legal/ethical issues in care, current trends in women's health and maternal-child health will provide a framework for discussion. Course/lab fees.

**NUR 2510 ..... 4 Credits**

**Nursing of Children and Families**

**Prerequisite:** Grade of "C" or better in first year nursing courses.

This course focuses on the student's continuing development to apply the nursing process to the unique and specialized aspects of the care of children and their families with special emphasis on growth and development needs of infancy through adolescence, health maintenance, illness and accident prevention, teaching/learning needs and responses to children and their families to selected acute illnesses and chronic health conditions; including the situational crises of hospitalization, outpatients and continuing home care. Course/lab fees.

**NUR 2511 ..... 2 Credits**

**Nursing of Children/Families**

**Prerequisites:** Successful completion of fall, winter and summer General Education and NUR courses.

**Corequisite:** NUR 1550

This course focuses on the nursing care of children and their families. Basic principles related to growth and development, teaching/learning needs and responses of children and their families to selected simple illnesses, health conditions and hospitalization are presented. Continued utilization of the nursing process within the framework of the functional health patterns and growth and development is emphasized. The clinical component of this course will provide the nursing student with the opportunity to implement theoretical content and development of skills essential in the provision of safe nursing care to the pediatric client and their family. Course/lab fees.

**NUR 2512 .....2 Credits**  
**Nursing of Children/Families**

**Prerequisites:** Successful completion of modified ladder PNE program and SOC 2510.

**Corequisites:** NUR 1520, NUR 2520, ENG 1520, POL 1510

This course focuses on the student's continuing application of the nursing process to children and their families with special emphasis on growth and developmental needs from infancy to adolescence, health maintenance, illness and accident prevention teaching/learning needs and responses of children and their families to selected acute illnesses, chronic health conditions and hospitalization. The clinical focus is on supervising, guiding and counseling the nursing student in giving comprehensive care to several children and their families. The clinical learning experiences strive to enhance self direction and confidence as well as to guide the nursing student in adapting cognitive, affective and psychomotor skills in the continuing application of the nursing process. Course/lab fees.

**NUR 2520 .....4 Credits**  
**Nursing of Adults II**

**Prerequisite:** Grade of "C" or better in all first-year nursing courses.

This course presents complex health problems related to the functional patterns of nutrition-metabolism, activity exercise, sensation-perception and cognition. The focus is in the utilization of the nursing process in the care of acutely ill adult client and family. The clinical component of this course will provide the application of theoretical content to clients with complex health problems in various acute care settings such as specialty and critical care units. Course/lab fees.

**NUR 2530 .....4 Credits**  
**Nursing of Adults III**

**Prerequisites:** Grade of "C" or better in all first-year nursing courses.

This course presents the nursing care of adults with complex health problems associated with alterations in activity-exercise patterns related to cardiopulmonary-renal dysfunction, nutritional metabolic dysfunction and alterations in the biological defense mechanisms. The focus is on the utilization of the nursing process in the care of the acutely ill adult client and his or her family. Course/lab fees.

**NUR 2540 .....4.5 Credits**  
**Transition to Graduate Nurse Role**

**Prerequisite:** Grade of "C" or better in all previously required courses in the nursing sequence.

This course facilitates the student's transition into the role of a beginning staff nurse through experiences in collaboration, decision making, delegation and multiple client assignments. The content focuses on the study of historical developments and of current issues in health care, nursing education and practice. Legal, ethical and professional dimensions of health care are explored. Beginning level leadership and management concepts are introduced. Course/lab fees.

**(PER) PHYSICAL EDUCATION AND RECREATION**

**PER 1300 .....2 Credits**  
**Stress Management: Neuromuscular Relaxation**

General Education Attributes ..... 2, 5

This course is for the person who wishes to learn how to relax (reduce muscular tension) through the scientific principles of applied progressive neuromuscular relaxation. Some topics covered will include tension and anxiety reduction without drugs, anxiety and ulcers, tension and high blood pressure, tension and heart attack and fear and success. Through lecture, discussion and neuromuscular relaxation practice sessions, the student will learn to control anxiety, conserve energy, and thereby reduce tension that leads to nervousness. Neuromuscular relaxation helps the student to better meet the stress brought about by the pressures of modern day living. Course/lab fees.

**PER 1403 .....3 Credits**  
**Field Experience**

**Prerequisite:** Consent of instructor.

The student will participate in the summer recreation program of a local recreation department for eight weeks, including duties of a summer recreation leader on the job for 35-40 hours per week. The student will submit a weekly written report concerning his or her duties.

**PER 1590 .....2 Credits**  
**Physical Well-Being in a Modern Society**

General Education Attributes ..... 6

Through a combination of classroom and supervised group activities, this course will provide the student with an understanding of the principles of physical well-being. Self-appraisal techniques of current physical status will lead to the development of a personalized program to meet the needs, demands and concerns for a healthy lifestyle in a modern society. Course is also appropriate for the physically challenged. Course/lab fees.

**Physical Activities**

The student will identify one of the following physical activities and will participate in that activity for one semester. The student will be evaluated on the basis of ability, attendance, improvement and knowledge as demonstrated in a written examination. The student will be presented with technique instruction, rules information, active participation and standards of appreciation in each activity. The emphasis is in lifetime carry-over activities, skills and sports. All activity courses are co-educational unless otherwise noted. In activities courses, the student may be required to pay additional fees and arrange for equipment.

**PER 1620 .....1 Credit**  
**Basketball**

General Education Attributes ..... 5, Basic drills will be used to develop ball handling defensive and offensive techniques. Rules and strategy of the game will be demonstrated during class play. Course/lab fees.

**PER 1642 .....1 Credit**  
**Kayaking I**

General Education Attributes ..... 1 Introduction to the history of kayaking, terminology safety and stroke techniques will be taught. Successful completion leads to certification. Course/lab fees.

**PER 1643 .....1 Credit**  
**Kayaking II**

**Prerequisites:** PER 1631, PER 1632 or equivalent and PER 1642 or consent of instructor.

General Education Attributes ..... 1 Refinement of basic kayaking skills, along with an introduction to basic river kayaking and advanced skills will be the focus of this course. Course/lab fees.

**PER 1653 .....1 Credit**  
**Dance - Modern**

General Education Attributes ..... 4 Basic introduction to interpretive dance, working through creative movement to develop rhythmic skill and dance techniques. Students will demonstrate skills through solo and small group choreography with and without music. Course/lab fees.

**PER 1654 .....1 Credit**  
**Dance - Ballet**

General Education Attributes ..... 4 Execution of the fundamental ballet technique including terminology, classic position and demonstration work at the barre and center floor.

**PER 1655 .....1 Credit**  
**Dance - Modern II**

**Prerequisite:** PER 1653, or consent of instructor.

General Education Attributes ..... 4 A continuation of Modern Dance which will allow the student to attempt more complicated movement and will concentrate on jumps, turns, balance choreography and improvisation. Course/lab fees.

**PER 1656 .....1 Credit**  
**Dance - Ballet II**

**Prerequisite:** PER 1654 or consent of instructor.

General Education Attributes ..... 4 A continuation of Ballet I which will concentrate on the finesse of technique: carriage of the head port de corps, port de bras, etc. Ballet II will also deal with center floor work and choreography. Course/lab fees.

**DATA ANALYSIS****CORE REVIEW: SYLLABUS REVIEW**

<b>Course Number (All NUR Courses = 18 syllabi)</b>	<b>Number of Sections</b>	<b>Percent of Inclusion</b>
<b>Mandatory Items (per FMA and Federal Law)</b>		
ADA Notification	ALL (N=18)	100%
Course Goals	ALL	100%
Grading Standards and Practices	ALL	100%
Tentative Schedule of Assignments and Tests	ALL	100%
<b>Recommended Items (per Academic Senate)</b>		
Course Name and Number	ALL	100%
Instructor, Office Location, Method of Contact	ALL	100%
Office Hours	NONE	0%
Available Assistance	ALL	100%
Course Catalog Description with Prerequisites	ALL	100%
General Education Attributes (where pertinent)	ALL	100%
Required Books and Supplies	ALL	100%
List of Supportive Materials (where available)	ALL	100%
Evaluation/Testing System & Policies	ALL	100%
Attendance Policy	ALL	100%
Safety Instructions	NA	NA
Disclaimer Allowing for Reasonable Revisions	15	83%
<b>Optional Items</b>		
Semester Meeting Times & Room	11 have no meeting times; 18 have no rooms	61%
Teaching/Learning Strategies	ALL	100%
Applicable Forms Pertinent to Course	ALL	100%
Reference to Student Policies in OCC Catalog	NA	NA
Policy on Use of Computing Resources	9	50%
Description of Required Computing Skills	ALL	100%
Policy on Plagiarism	18	100%
Student Bill of Responsibilities	5	28%



**B. SYLLABUS REVIEW SUMMARY:**

**Mandatory Items:** A review of the Nursing syllabi has been completed. All NUR syllabi are in compliance with OCC required criteria.

**Recommended Items:** All syllabi contained the pertinent recommended items with the exception of office hours, safety instructions, and disclaimer allowing for reasonable revisions. Office hours are not included due to the fact that faculty members' clinical rotations vary every 7-8 weeks. Faculty members announce their office hours to students on the first day of class and post them outside their offices per the FMA.

Safety instructions are not found in course syllabi. The Nursing Student Handbook, which all students receive each year, contains safety instructions on pages 18-19 related to admission requirements which exist to provide safety to students and patients, such as Criminal Background Investigation (p. 44), drug screening, and immunizations. Student responsibilities identify compliance with "clinical agencies' policies and procedures with regard to fire, disaster, cardiac arrest, incident reporting and infection control including standard precautions" (p. 20). Student supervision by the instructor is also identified for patient protection. Student role requirements and expectations on page 21 identify safety concerns that relate to physical abilities, strength and stamina, changes in health status, and pregnancy (Medical Clearance Form, p. 40).

Disclaimer allowing for reasonable revisions was found in 83% of syllabi. The course syllabi lacking this disclaimer will include it for the 2008-2009 academic year.

**Optional Items:**

Semester Meeting Times are present in 7 syllabi. No syllabi have room numbers as the scheduling of classrooms changes with scheduling needs of the campus and there are no designated nursing classrooms.

Reference to student policies in the OCC Catalog is not included in NUR syllabi. Reference to student policies in the Nursing Student Handbook is included in 100% of NUR syllabi.

Policy on use of computing resources is found in 50% of NUR syllabi. These include the use of personal headsets for the computer lab as well as course requirements or recommendations that students complete computer programs to enhance learning. NUR 1550 requires students to take the PN-CAT test to identify students' weak areas before they take the NCLEX-PN exam. NUR 2540 requires students to take the Educational Resources Incorporated (ERI) Pre-RN Test before they take the NCLEX-RN exam. Other courses that require computer tests do not use the tests for course grades, but to give students additional practice with tutorial test questions related to the content of the course before the final exam.

Descriptions of required computing skills are found in 100% of course syllabi related to the Medication Calculation Proficiency Testing policy of the department. In addition, all syllabi include the ERI Quick

Start information sheet for students to enable them to register and utilize coaching materials and practice tests. All syllabi also include instructions for logging on to Blackboard.

The Student Bill of Responsibilities is not found in NUR syllabi. Four syllabi include students' responsibilities for the nursing skills laboratory (NUR 1410, 1450, 1460, 1470). Two of the syllabi included Classroom

expectations (NUR 1510 and 1812). Student responsibilities are found in the Nursing Student Handbook p. 20. The department faculty will discuss inclusion of the OCC Catalog Student Bill of Responsibilities.

DATA ANALYSIS

## CORE REVIEW

## C. ENROLLMENT TRENDS AND STUDENT RETENTION

## Program Dashboard Data:

Sections Filled to Capacity:	Decreased from 119.8% in 2003-04 to 87.7% in 2006-07
Percent of Completed Sections:	Maintained between 94% and 95% over the past four years
Headcount Trend Ratio:	Decreased from 1.18 in 2003-04 to .98 in 2006-07
Credit Trend Ratio:	Decreased from 1.17 in 2003-04 to .99 in 2006-07

Minority Students: An increase from 33.7% in 2003-04 to 38.5% in 2006-07

## Student and Course Success:

Percent of Withdrawals:	A decrease from 2.8% in 2003-05 and 3.1% in 2005-06, to 2.7% in 2006-07
Percent of Incompletes:	A decrease from 3.2% in 2003-04 to 1.8% in 2006-07
Course Completion Rate:	An increase from 89.5% in 2003-04 to 91.8% in 2006-07

ENROLLMENT TRENDS AND STUDENT RETENTION  
REVIEW SUMMARY:

- The program has consistently maintained a high composite score of 10.88 over the last four years and is ranked the third highest of all 100 curriculum offered at the college.
- Three of the seven program dashboard measures (percent of completed sections, percent of minority students, and student course completion rate) exceeded the college benchmarks and the remaining four fell within the established benchmarks, which in total has contributed to the high composite score.
- The percent of completed sections over the past four years has been consistent between 94% and 95%, above the college-wide average of 91%.
- The percent of minority students has been increasing over the last four years and is at nearly 39% in 2006-07, well above the college-wide 28%.
- The number of students that complete Nursing courses with a grade of "C" or higher has been consistent over the same four-year period, fluctuating between 90% and 92%.
- The percent of Withdrawals is consistent at about 3% since 2003-04. The percent of Incompletes is about 2% in 2006-07 and has decreased about 1% since 2003-04.

- Enrollment has increased and in 2005-06, reached a peak of 9,142 credit hours. In 2006-07, Nursing was the 18<sup>th</sup> largest credit hour producing program at 8,877 credit hours.
- ADN students graduate in December and June. Graduates totaled 184 in 2005-06, 192 in 2006-07, and 205 are scheduled to graduate in 2007-08. Nursing is the 4<sup>th</sup> highest degree-granting program among all degrees awarded within the college.
- The MCL-PNE program has averaged 18 graduates per year over the last three years and is ranked the 3<sup>rd</sup> highest certificate-granting program in the college.

**Current Enrollment:**

In Fall 2007, Enrollment of Associate Degree in Nursing (ADN) students for Fall 2007 was 220 first year students and 212 second year students. Enrollment of Transitional Practical Nursing (TPN) students was 28. In January 2008, 23 Registered Nursing Education (RNE) degree completion students were enrolled and in March 2008, 31 Modified Career Ladder-Practical Nursing Education (MCL-PNE) students are enrolled which gives a total of 514 students enrolled in the 2007-08 academic year.

**Retention:** Eighty percent of the students complete the program on their first attempt without stepping out for academic or non-academic reasons.

**Retention Strategies:**

The Department of Nursing has many strategies in place to support and retain students. A recent search of nursing literature concerning retention of nursing students has been done. Many strategies have been in place for several years. Several new interventions are being undertaken by the faculty to monitor, identify and assist students to be successful. A list of current and future retention strategies follows.

OCC Department of Nursing  
Student Retention Strategies  
Fall 2007

**Currently in Place:**

- Class schedule: N1410 Fall 07 decreased lab contact hours (academic factors)
- Lab partners for practice and check-off and classroom activities encourage peer interaction
- Picnic "A Family Affair": 55 students attended (environmental factors)
- Second year students testified how they managed first year
- Academic alerts: Identify remediation activities before returning to program
- Communication Record for Theory: Identify remediation activities to succeed in course
- Nursing student tutors (3): Job description and faculty recommendation
- New student orientation
- All students in NSNA: (professional integration and socialization)
- PULSE:
- NSNA state and national conference: clinical days excused; report required to clinical
- Bonus points for NSNA participation
- Volunteer opportunities: MNC and NSNA (professional events)
- Peer mentoring: NUR 1530/2540 Note: must expand
- Identify returning students first week of class (in N1410 only)
- Encouraging incoming students to take N1290 semester before N1410
- PASS and ASC programs
- Student NET scores at risk to be identified for faculty
- Tracking form for at-risk students in N1410
- ERI: "Reach for an A" =s 3 bonus points in N1410
- Career Day
- Awards to grads for excellence
- Portfolios

**Future:**

- Increase student tutors
- Obtain more RN tutors
- Hold "A Family Affair" at Southfield campus for incoming PNE students
- Expand peer mentoring
- Identify returning students in courses other than N1410 first week of class
- Track Level II students who barely passed N1410
- ERI: identify coaching materials; encourage use of materials
- Students on department committees: need to make more effort
- Faculty announce scholarships and nursing conferences
- Explore individual future goals
- Investigate on-campus child-care for post-class professional events
- Acknowledge busy and multiple roles of students
- Showcase pictures of student participants on web, newsletter, bulletin board, etc.
- Create opportunities and conditions that support and nurture peer interactions
- Faculty development workshops for retention strategies (adjunct orientation; ceu's)

## DATA ANALYSIS

### CORE REVIEW

#### D. DISCIPLINE/PROGRAM NEEDS AND RESOURCES REVIEW SUMMARY

Respondents identified four areas that the nursing program needs.

**Faculty :** The demand for nurses and larger nursing programs requires adequate number of nursing faculty. Currently the full-time faculty number fourteen members, with the addition of one full-time position in medical-surgical nursing recently approved. Recent negotiations with large health care organizations may lead to the hiring of three more full-time faculty in medical-surgical nursing. These three faculty will be temporary positions for two years and their salaries paid mostly by the health care organizations to allow the program to admit three more sections of students to the ADN program. More part-time faculty will be needed to supervise the nursing students in the clinical setting which has a ratio of one to eight students. In addition, our ratio of full-time to part-time faculty (1:5) is a concern of the National League for Nursing Accrediting Commission (NLNAC). Much supervision and coordination of adjunct faculty is required by the full-time faculty to monitor the quality of instruction and facilitate student learning. The Department of Nursing is competing with other schools of nursing for adjunct faculty.

**Release time for program development and mentoring of new full and part-time faculty.** There has not been opportunity for developing online courses, implementing adequate and frequent mentoring of adjunct faculty, and implementing community programs, etc.

**Lack of dollars to support faculty continuing educational conferences:** Faculty have utilized the Perkins funds, but college funds are very limited for faculty to attend state and national conferences.

**Space to accommodate the needs of students:** Facilities available at OCC campuses are inadequate for NCLEX review sessions for our graduating students, the annual pinning ceremony, and community educational programs. Such events held outside the college are costly to the college and the students.

The department needs a computer lab designated for nursing students. Recently, nursing software programs accounted for 84% of all programs in the campus computer lab.

What curriculum revisions or development would enhance instruction in your Discipline/Program?

An online Pharmacology course (NUR 1290)

**The clicker (classroom or audience response system):** This would allow more interactive student participation and assessment of student learning.

**PDA or Blackberry technology in the clinical setting:** Available programs such as drug books, laboratory tests and patho-physiology can provide immediate information.

**A legal nurse consultant:** Changes in the health care system include greater acuity of patients and greater complexity of documentation and data management systems.

## DATA ANALYSIS

### E. INPUT FROM INTERNAL & EXTERNAL COMMUNITY

#### Faculty Perceptions of Occupational Programs Analysis

Twelve of the fourteen full time faculty members responded to the survey. Nine of the 12 items on the questionnaire had mean responses of 5 that indicate faculty is in strong agreement with the items.

One item relating to "...can be more competitive with other institutions that offer similar programs" had a mean score of 4 (agree).

Mean responses of 3 (neutral) on question three and nine indicate that the faculty tend to disagree with the questions related to: "The program can be more challenging academically for the students, and that "... the students are prepared for the rigors of the program."

#### Student Perceptions of Occupational Programs Analysis

Students surveyed numbered 423. The mean student response was 4 for all the items on the questionnaire, indicating agreement with the items evaluated. However, on the items pertaining to questions 5 and 6 respectively, "I would like to change my current program of study because of academic reasons" and "I would like to attend another institution because of dissatisfaction with my current program of study," students indicated that they **would not** change their current program of study for academic reasons or attend another institution because of dissatisfaction with the program at OCC.

Pages 5-21 of the nursing program student evaluation are open-ended responses to the question: "If there is one thing you could change about the program, then explain what it is and how it would enhance the program. Several themes emerged from the responses:

1. Consistency from instructors: *Due to the large size of the program and the numbers of faculty required, this is an ongoing area that the department strives to achieve.*
2. Being more understanding of students' work schedule: *With 500+ students, it is not possible to work around all students' work schedules, although efforts are made to accommodate when possible.*
3. Commentary about the Dean's degree of concern for students: *The Dean is very available and supportive of students, however she cannot change faculty grades.*
4. Observations about the respect and consideration of students from the faculty: *Faculty are monitored in their courses, listen to student concerns, and validate reports of disrespect and inappropriate treatment of students. When a concern is reported, action is taken to discuss, evaluate, mentor, or dismiss the faculty member. Students have a grievance process and follow a chain of command that is identified in the Nursing Student Handbook.*

5. Commentary about the program waiting list: *Students are selected according to published criteria.*
6. Commentary about the two strikes and you are out rule: *Due to the nature of nursing and safety of patients, this is not a reflection of OCC's nursing program policy, but is consistent with all nursing programs.*
7. Observations about the organization of the program: *Student comments indicate that the nursing skills lab and assignments of clinical placements are areas of concern. The skills lab is in the module format and must be completed in a specific time frame. It is highly organized and complex to accommodate 200+ students per semester. Assigning 500+ students, for clinical placements every 7-8 weeks, is a complex process.*

#### Advisory Committee/Industry Perceptions of Occupational Programs Analysis

Survey responses from 6 external advisory committee members were analyzed. The results indicate that the advisory committee is satisfied with the program. Their responses ranged from agree (4) to strongly agree (5). Open-ended responses relating to one thing the committee would like to change about the program are as follows:

1. More opportunities for students to enter the nursing program without a long waiting list: *The potential contracts with two health care organizations will allow the admission of 75 more nursing students by Fall 2008. Two sections of the TPN program have not been filled for the last two years due to lack of applicants.*
2. Perform criminal background checks on everyone before entry: *Criminal background checks on all students are currently required once they are selected, but before they enter the program.*
3. Provide a formal mentorship program for new instructors (new to institution and/or new to instruction of students): *The program has an orientation and mentorship program. All new adjunct and full time faculty spend 2 full days in orientation on campus prior to the start of fall semester. They are also required to spend at least one day of orientation at the agency to which they are assigned. New faculty without teaching experience begin working in the nursing skills lab on campus, where they are mentored. Before beginning at a clinical agency, instructors who have never taught spend 2 clinical days (16 hours) with a full time faculty member in the clinical setting, preferably where they will be teaching. During the course, the course coordinator gives support and direction to all adjunct-faculty. New full-time faculty are mentored during their probationary period.*

#### INPUT FROM THE INTERNAL AND EXTERNAL COMMUNITY REVIEW SUMMARY

The internal and external community rates the nursing program very highly according to the mean responses of faculty, students, and advisory committee members. Results from the student surveys will be further evaluated by the department and efforts made to improve or correct concerns.



## F. COMPARABLE COURSES/PROGRAMS AND TRENDS REVIEW SUMMARY:

### Transferring Students

OCC nursing students can transfer all required supportive and general education courses. NUR major courses are transferred as a block of 39 credits if they have passed the NCLEX RN licensing exam. Articulation agreements to obtain the Bachelor's in Nursing (BSN) degree exist with the following universities:

Oakland University  
Madonna University  
University of Detroit Mercy  
Saginaw Valley State University  
Eastern Michigan University

### Current and Future Labor Market Trends

The most recent OCC nursing graduate survey (2005-2006) prepared by The Office of Institutional Research identifies that all of the respondents (n=72) are employed in nursing. Future employment opportunities in nursing are excellent since the nursing shortage is expected to intensify. The Office of Assessment & Effectiveness report (February 2008) cited data from Economic Modeling Specialists Inc. The four county region of southeast Michigan has 38,000 registered nurse jobs. In the next five years, registered nurse jobs are expected to increase by nearly 4,000 new jobs in the same region.

The American Association of Colleges in Nursing (AACN, 2007) states "Enrollment in schools of nursing is not growing fast enough to meet the projected demand for nurses over the next ten years.

. . . A shortage of nursing school faculty is restricting nursing program enrollments." Additionally, the four-county region of southeastern Michigan is experiencing a lack of available acute care clinical sites due to the demand from many nursing programs.

The OCC Nursing Program Employer Survey of Spring 2006 prepared by The Office of Institutional Research identifies that employers rated the OCC nursing program very favorably with a mean score of 4.24 on all 13 performance measures. This report also identifies that hiring patterns in the past twelve months indicate that employers are continuing to show an interest in hiring OCC Nursing Program graduates.

### Employer Expectations/OCC Nursing Program Response

The employer survey identifies employer expectations and suggestions for education from OCC's nursing program. Three-fourths of the employers who responded (75.0%) have recommended that there is a need to incorporate more clinical training, increase emphasis on critical thinking skills, and promote professional behavior in the program. Other significant responses included communicate effectively with health care team members and individuals with cultural diversity (45.8%) and utilize the nursing process as the basis for decision-making (54.2%).

The department of nursing is attempting to address the nursing shortage by increasing admission of 75 more students per year and offering an accelerated option to 54 students in the near future. This program option will take advantage of summer breaks and decrease the program length by 10 weeks. The addition of 75 students will depend on the hiring of three more faculty. The department is currently implementing the use of simulation scenarios in the skills lab to increase critical thinking skills in a structured environment. Increased opportunities for simulation are being developed. The use of nursing process has been and continues to be the focus of the program for decision-making.

DATA ANALYSIS

G. OUTCOMES ASSESSMENT

OUTCOMES ASSESSMENT REVIEW SUMMARY:

The program's Outcomes Assessment Plan for Nursing is currently being revised. The newly revised plan is included. There are ten Learning Outcomes with 45 Benchmarks. Most of the learning outcomes share the same basic benchmarks and assessment methods, including direct measures of student performance and indirect measures involving surveys.

The previous edition of the Outcomes Assessment Plan had 51 benchmarks and was assessed between January 2007 and February 2008. Forty of the 51 benchmarks (78%) were assessed. Ninety percent of these were met. Ten percent had no supporting raw data to determine if they had been met. Several benchmarks (5) were not assessed due to the assessment plan using the Mosby Assessment Test. It is no longer used in the program.

**Outcome #1: Integrate knowledge synthesized from . . .**

**Benchmark 1:** 100% of the graduates will pass the National Council Licensure Exam (NCLEX) for registered nurse programs on the first writing at the pass/fail standards set by the National Council of State Boards of Nursing.

Result: An average of 90% of the ADN graduates over four reported quarters passed the NCLEX on the first writing. PNE graduates that passed the NCLEX-PN did so with 100% over the past three years on the first writing.

**Benchmark 2:** 100% of the students will write nursing care plans (NCP)  $\geq$  75% (pass rate) following the nursing grading tool.

Result: Met. Satisfactory grades on 100% of NCPs are required to pass the clinical portion of the course.

**Benchmark 3:** 100% of the students will pass the theory component of the nursing courses at  $\geq$  75% (pass rate) following the nursing program course criterion.

Result: Course Summary Reports of the NUR courses demonstrate pass rates 90% to 100%.

**Benchmark 4:** 100% of the students will pass the lab/clinical component of the nursing courses at  $\geq$  75% following the nursing program course criterion.

Result: Met. The lab component pass rate is 96% to 100%. The clinical component is pass/fail and affects theory pass rates.

**Learning Outcome #2: Use the nursing process in providing individualized care for clients at various points along the continuum and across the life span in a variety of clinical settings.**

**Benchmark 2:** 100% of the responding employers surveyed will rate the students use of the nursing process at  $\geq$  3 on a scale of 1-5.

Result: Met. Employers' survey rate the use of nursing process at 4.24 with 38.1% rating it as "Very Good" (5).

**Learning Outcome #3: Utilize clinical judgment and critical thinking in the practice of nursing.**

**Benchmark 2:** 100% of the responding graduates surveyed will rate their use of clinical judgment and critical thinking at  $\geq$  3 on a scale of 1-5.

Result: Not measured. Must include on graduate survey.

**Benchmark 3:** 100% of the responding employers/advisory committee surveyed will rate the students' use of clinical judgment and critical thinking at  $\geq 3$  on a scale of 1-5.

Result: Met. Employers' survey rate the use of critical thinking at 4.00 with 39.1% "Very Good".

**Benchmark 5:** 100% of the students will write term papers at  $\geq 75\%$  (pass rate) following the nursing grading tool.

Result: Met. All courses require a term paper. Students must get  $\geq 75\%$  to pass course. (See Learning Outcome #1, Benchmark 3 and 4 results).

**Learning Outcome:** Utilize principles of caring in the practice of nursing.

**Benchmark #1:** 100% of the responding employers surveyed will rate the students' use of the principles of caring in the practice of nursing at  $\geq$  on a scale of 1-5.

Result: Not measured: Must include on employer survey.

**Learning Outcome:** Perform competently the clinical skills required for safe nursing care.

**Benchmark # 1:** 100% of the responding employers surveyed will rate the students ability to perform the clinical skills required for safe nursing care at  $\geq 3$  on a scale of 1-5.

Result: Met. Employers rate clinical skill at 4.57 with 61.9% "Very Good".

**Learning Outcome:** Communicate effectively with culturally diverse clients, families and/or significant others.

**Communicate effectively with members of the health care team.**

**Benchmark #3:** 100% of the responding employers surveyed will rate the students abilities to communicate effectively at  $\geq 3$  on a scale of 1-5.

Result: Met. Employer survey rates graduates at 4.05.

**Learning Outcome:** Teach clients and families to promote, maintain, or restore health.

**Benchmark #3:** 100% of the responding employers surveyed will rate the students abilities to teach clients and families health related topics at  $\geq 3$  on a scale of 1-5.

Result: Met. Employers rate graduates on developing and implementing a teaching plan at 3.91.

**Benchmark #3 (p.10):** 100% of the students will write a teaching plan on a healthy pregnant woman following the nursing grading tool.

Result: Met. Course requirement to pass the course.

**Learning Outcome:** Develop an understanding of legal and ethical principles of nursing.

Develop an understanding of the importance of research and the impact of political, economic, and social forces on nursing practice.

**Benchmark #1:** 100% of the responding employers surveyed will rate the students understanding of legal and ethical principles at  $\geq 3$  on a scale of 1-5.

Result: The only performance criteria that relates on the employer survey is "Respecting individuals' right, beliefs, and values." This was rated at 4.23. Need to include specific benchmark criteria in the employer survey.

**Benchmark #3:** 100% of the students will write a letter to a legislator(s) supporting or not supporting a piece of current state of federal legislation.

Result: Met. A course requirement in NUR 2540 to pass the course.

**Benchmark #2:** 100% of the students will identify ethical concepts for an ethical issue(s) at  $\geq 75\%$  (pass rate) following the nursing grading tool.

Result: Met. Course requirement includes a journal entry of an ethical issue observed or encountered during a clinical rotation.

**Learning Outcome:** Manage nursing care for a group of clients experiencing altered functional health patterns of varying complexity in acute or long term setting.

**Benchmark # 5:** 100% of the responding employers surveyed will rate the students' abilities to manage the nursing care for clients experiencing altered functional health patterns of varying complexity at  $\geq 3$  on a scale of 1-5.

**Result:** Met. Employer survey rates graduates at 4.32.

**Learning Outcome:** Assume personal responsibility for professional growth, continued learning and self development.

**Benchmark # 1:** 100% of students will identify areas for professional growth, self-development and educational goals as well as strategies.

**Result:** Met. NUR 2540 student journal entries require discussion of "Describe your strengths and areas for growth as a nurse. . . . Discuss your plan for professional growth beyond graduation."

Faculty will continue to monitor NCLEX pass rates and strive to improve student learning through classroom and clinical experiences that allow for increased critical thinking. The use of the nursing process will continue to be the basis for decision making in the curriculum. The Department of Nursing must continue to work with the Office of Assessment and Effectiveness to revise the Outcomes Assessment Program Plan and identify more specific measurements of the benchmarks.