



Your competency will be assessed through the simulation assessment in the clinical learning lab for Caring Arts and Science Across the Life Span II (AGA1). The simulation assessment (AGA1) concludes the lab series and qualifies you for clinical intensive (AHA1). This course of study may take up to 11 weeks to complete.

Introduction

The clinical learning lab portion of this course (AGA1) is integrated with the didactic course (CFT1). All learning resources, and the Soomo learning environment for this portion of the course, are also utilized in the CFT1 course of study.

Outcomes and Evaluation

There are 8 competencies covered by this course of study; they are listed in the "[Competencies for CASAL II \(AGA1\)](#)" page.

Nursing Dispositions Statement

Please review the [Statement of Nursing Dispositions](#).

You will complete the following assessments as you work through the course of study.

AGA1 Assessment in the Clinical Learning Lab

After approximately five weeks, you will complete the "first attempt" simulation assessment, which takes place in the clinical learning lab. This is an assessment of your ability to respond appropriately in patient care scenarios, and demonstrate clinical skills and your ability to think critically. If you are not successful in this "first attempt" you will participate in a debriefing to identify your challenges to help you prepare for your final attempt (see CFT1 for further information). The simulation assessment (first or final attempt) must be passed in order for you to attend clinical intensive (AHA1). Please review the "Course Progression" policy in the Student Handbook for further information.

Preparing for Success

The information in this section is provided to help you become ready to complete this course of study. As you proceed, you will need to be organized in your studies in order to gain competency in the indicated areas and prepare yourself to pass the final assessments.

Your Learning Resources

The learning resources listed in this section will be required to complete the activities in this course of study. Follow the instructions provided to access these resources as early as possible in order to give yourself time to become familiar with them.

Automatically Enrolled Learning Resources

The clinical learning lab (AGA1) and the clinical intensive (AHA1) portions of Caring Arts and Sciences Across the Lifespan II are taken together with and completed in progressive fashion with the didactic assessment (CFT1). You will be automatically enrolled in all of the learning resources for these assessments. They are found within the following Soomo environment.



Soomo Learning Environment

The following learning environment will be utilized as the primary learning resource for completion of this course of study:

- [Caring Arts and Science Across the Lifespan II \(CASAL II\)](#)

For a complete listing of the resources utilized in the Soomo environment, please see the course of study for the didactic assessment (CFT1).

Additional Preparation

There are many different learning tools available to you within your course of study in addition to the learning resources already discussed. Take the time to familiarize yourself with them and determine how best to fit them into your learning process.

Nursing Standards

You will be able to access Nursing Professional Standards as they apply to your program through the WGU Library. Please access these documents at the following website:

- [Nursing Standards E-Reserves](#)

Clinical Learning Lab Preparation

Preparing for Clinical Learning Labs

In the clinical learning labs, you will learn specific nursing skills. You will also learn to apply them in simulated patient care scenarios. Please refer to the CFT1 course of study for further information.

Attend Clinical Learning Labs

In the clinical learning labs, you will learn specific nursing skills that you will then apply in simulated patient care scenarios. After approximately five weeks, you will complete the "first attempt" simulation assessment, which takes place in the clinical learning lab. This is an assessment of your ability to respond appropriately in patient care scenarios, and demonstrate clinical skills and your ability to think critically. If you are not successful in this "first attempt" you will participate in a debriefing to identify your challenges to help you prepare for your final attempt (see CFT1 COS for further information). The simulation assessment (first or final attempt) must be passed in order for you to attend clinical intensive (AHA1). Please review the "Course Progression" policy in the Student Handbook for further information.

Caring Arts and Science Across the Lifespan (CASAL II) Learning Environment

All reading activities, discussion questions, quizzes, and learning resources for this course of study are found by accessing the Caring Arts and science across the Lifespan (CASAL II) learning environment.

Competencies covered by this subject

- Fundamental Patient Self Determination & Advocacy

The graduate engages patients in clarifying their health values and beliefs leading to informed



self determination decisions and advocates for patient choices.

- Care of the Adult with Alterations in Neurosensory Function

The graduate uses cognitive knowledge and clinical reasoning to provide safe, quality, patient-centered care to adults experiencing alterations in neurosensory function.

- Management of the Perioperative Care Continuum

The graduate plans and provides perioperative nursing care that ensures safety, quality, and continuity of care during the preoperative, intraoperative, and postoperative periods.

- Care of the Adult with Alterations in Oxygenation

The graduate uses cognitive knowledge and clinical reasoning to plan and provide safe, quality, patient-centered care to adults experiencing alterations in oxygenation.

- End-of-Life Care

The graduate uses cognitive knowledge, clinical reasoning, and cultural competence to collaborate with patients, family/caretaker, and the healthcare team to provide compassionate, patient-centered end-of-life care.

- Genomics in Adult Care

The graduate plans and provides patient care that incorporates genomic influences and risks and provides patient education that recognizes individual attitudes and values.

- Patient Centered Care of the Adult

The graduate uses cognitive knowledge and clinical reasoning to incorporate the principles of patient-centered care when planning and providing care to adults impacted by common injuries and/or diseases.

- Care of the Adult with Alterations in Circulation

The graduate uses cognitive knowledge and clinical reasoning to plan and provide safe, quality, patient-centered care to adults experiencing alterations in circulatory function.

Learning Environment

The material for this course of study is housed in a separate learning environment. In this learning resource, you will be able to

- complete the activities and reading assignments to prepare for the assessment for this course;
- answer the quizzes to gauge your learning; and
- communicate with your mentor and other students as you study.

Once you have completed the material within the learning environment, you should return to this course of study for the information for your exam.

Learning Materials

Access the learning environment for this course at the following link and complete the readings, activities, and quizzes for the following section:

- [Caring Arts and Science Across the Lifespan II \(CASAL II\)](#)

Final Steps

Congratulations on completing the activities in this course of study! This section will guide you through the assessment process.



Assessment Information

The activities in this course of study have prepared you to complete the AGA1 clinical skills assessment. If you have not already completed the assessment, you will do so now.

Clinical Skills Learning Lab Assessment

You will complete the following clinical skills learning lab assessment:

- AGA1

For details on this assessment, please see the learning environment for this course of study.

Feedback

WGU values your input! If you have comments, concerns, or suggestions for improvement of this course, please submit your feedback using the following form:

- [Course Feedback](#)

ADA Policy

Western Governors University recognizes and fulfills its obligations under the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973 and similar state laws. Western Governors University is committed to provide reasonable accommodation(s) to qualified disabled learners in University programs and activities as is required by applicable law(s). ADA Support Services serves as the principal point of contact for students seeking accommodations and can be contacted at ADASupport@wgu.edu. Further information on WGU's ADA policy and process can be viewed in the student handbook at the following link:

- [Policies and Procedures for Students with Disabilities](#)