



Your competency will be assessed through your performance in the clinical intensive in this course (AHA1). You attend clinical intensive after you have successfully completed the simulation assessment for this course (AGA1). This course of study may take up to 11 weeks to complete.

Introduction

The clinical intensive portion of Caring Arts and Sciences Across the Lifespan II (AHA1) 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 \(AHA1\)](#)" 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.

AHA1 Assessment in Clinical Intensive

Your assessment for AHA1 is based on your preparation for clinical intensive (including opening a clinical field experience in Pass-Port), participation in post-conference, making entries in your daily journal, observations from your coach, and a positive recommendation of the clinical instructor who supervises your clinical intensive. Assessment of your clinical intensive also includes your ability to demonstrate an appropriate disposition essential to professional practice. Please review the Student Handbook policies regarding clinical intensives and course progression 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 Preparations

Preparing for Clinical Intensive

Once you have completed the theory requirements to attend clinical intensive, and passed the clinical learning lab assessment (AGA1), you are ready to engage in the clinical intensive for this course. Based on your performance in the course, your mentor will refer you for clinical intensive. If referred, the Clinical Placement Scheduler will schedule and notify you of your clinical placement. Once in clinical intensive, you are expected to adhere to professional standards in clinical practice. Please refer to the Student Handbook and the CFT1 COS for more information.

PASS-PORT

Accessing and Using PASS-PORT

You will need to access the portfolio software, PASS-PORT, used in this course of study and many other courses of study. You will use this software to create a clinical journal and to receive feedback while attending clinical.

- [Accessing PASS-PORT](#)
- [Creating a Clinical Field Experience Form](#)
- [How to Use Your Clinical Experience Form](#)
- [Requesting a Recommendation](#)

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

- 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.

- 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.

- 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.

- 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 Neurosensory

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

- 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.

- 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 AHA1 clinical intensive assessment. If you have not already completed the assessment, you will do so now.

Clinical Intensive Assessment

You will complete the following clinical intensive assessment:

- AHA1

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](#)