

Outcomes Mapping

TECHNOLOGY & HEALTH DIVISION							
Program:	Nursing Degree-LPT to RN	# Courses: (if applicable)	1	Updated:	6/25/2015	Submitted by:	Sarah Plesetz

Institutional Level Outcomes (ILOs): <i>As a result of an educational experience with any aspect of the college, students will develop the following knowledge, skills, abilities, and attitudes:</i>									
1. Communication		2. Critical Thinking		3. Information and Technology Literacy		4: Personal, Social, Civic, & Environmental Responsibility			
Connect PLOs with an I, P, or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated following the completion of the program or educational experience.						PLO to ILO Alignment			
PLO Name	PLO Defined: <i>Upon successful completion of this program, students will be able to:</i>					1	2	3	4
1. Role Transition	Course completer will successfully complete the Role Transition course to be accepted into the Nursing Program in the second semester.					M	M	M	P
2.									
3.									
4.									
5.									
6.									
7.									
8.									

See the Outcomes Assessment website for definitions and examples of Mt. SAC's ILOs: <http://www.mtsac.edu/instruction/outcomes/ilos.html>

Key for Level of Learning

(Use for Mapping SLOs/MOs to PLOs to ILOs)

I = Knowledge/Skill Introduced

P = Knowledge/Skill Practiced/Applied

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Student Learning Objectives (SLOs), Measureable Objectives (MOs), Administrative Unit Objectives (AUOs)														
Course: NURS 70: Role Transition	Connect Outcomes with an I, P, or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service.													
SLOs, MOs, AUOs	PLO 1										ILO 1	ILO 2	ILO 3	ILO 4
Each student successfully demonstrate and complete a head to toe assessment. (SLO)	M										M	M	M	P
1. Compare similarities and differences between the Practice Acts for the LVN/LPT and RN. (MO-Theory)	M										M	M	M	
2. Differentiate between preparation and role expectations, role theories and role conflicts of the LVN/LPT and RN. (MO-Theory)	M										M	M	M	
3. Discuss the application of legal and ethical principles in health care setting. (MO-Theory)	P										M	M	M	P
4. Discuss the concepts of the Betty Neuman Model in relationship to the steps of the Nursing Process. Utilize the Neuman Model as a conceptual framework to assess, analyze data, formulate nursing diagnosis, and determine appropriate primary, secondary, and tertiary prevention interventions. (MO-Theory)	M										M	M	M	
5. Identify client stressors and discuss client reactions such as emotional and interpersonal difficulties and explain the relationship between these stressors, resistant factors, and organic disabilities. (MO-Theory)	M										M	M	M	P
6. Describe total client assessment and discuss the relationship between client's culture, developmental level, sexual, ethnic background and health status, including beliefs about health	M										M	M	M	P

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care providers. (MO-Theory)														
7. Identify changes in clients throughout the adult life cycle, including the geriatric client based upon theories of aging. (MO-Theory)	M											M	M	M
8. Discuss the signs and symptoms of fluid-electrolyte and acid-base imbalances. (MO-Theory)	M											M	M	M
1. Function as a responsible nursing team member in compliance with the Nursing Practice Act and standard of care. (MO-Laboratory)	M											M	M	M
2. Perform head-to-toe assessment by utilizing the Betty Neuman Model and Nursing Process as a framework, including evaluation of cultural, developmental, sexual, and ethnic variables. (MO-Laboratory)	M											M	M	M
3. Utilize the client's assessment data to formulate appropriate nursing diagnosis, identify stressors and resistant factors to plan and implement primary, secondary, and/or tertiary interventions, and evaluate the expected outcomes. (MO-Laboratory)	M											M	M	M
4. Plan and implement the primary prevention intervention of maintaining optimal activity, exercise, rest and sleep, good body mechanics and the prevention and correction of deformities. (MO-Laboratory)	M											M	M	M
5. Utilize secondary and tertiary prevention intervention to teach the client and the family about health attainment and maintenance practices, including referring clients/families to appropriate community resources for healthcare. (MO-Laboratory)	M											M	M	M
6. Observe and accurately report the signs and symptoms of fluid-electrolyte and acid-base imbalances. (MO-Laboratory)	M											M	M	M
7. Implement medical and surgical aseptic techniques in client care settings, including	M											M	M	M

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standard and transmission based precautions. (MO-Laboratory)														
8. Demonstrate accurate medication administration using Mt.SAC Nursing Program “10 rights” and medical and surgical asepsis. (MO-Laboratory)	M											M	M	M
9. Identify changes in adult clients, and plan and implement care for the geriatric client based upon the psychosocial, emotional, physical, sexual, cultural, and ethnic needs including the concepts from theories of aging. (MO-Laboratory)	M											M	M	P

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