

# Outcomes Mapping

## TECHNOLOGY & HEALTH DIVISION

Program:	A.S. Degree Nursing	# Courses: (if applicable)	13	Updated:	6-24-15	Submitted by:	Nursing Faculty
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**Institutional Level Outcomes (ILOs):** *As a result of an educational experience with any aspect of the college, students will develop the following knowledge, skills, abilities, and attitudes:*

1. Communication	2. Critical Thinking	3. Information and Technology Literacy	4: Personal, Social, Civic, & Environmental Responsibility			
Connect PLOs with an <b>I, P, or M</b> (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: Upon successful completion of this program, students will be able to:	1	2	3	4	
1. <b>Employer satisfaction</b>	Employers will be satisfied with the educational preparation of the Mt. SAC Nursing graduates	M	M	M	M	
2. <b>Comprehensive Predictor Exam</b>	Nursing Program completers will score above the national average on the comprehensive predictor exam	M	M	M	M	
3. <b>NCLEX Exam</b>	Program graduates taking the NCLEX exam for the 1st time will cumulatively score above the national average	M	M	M	M	
4. <b>Program completers</b>	Nursing program completers will deliver safe and competent patient care as newly licensed registered nurses	M	M	M	M	
5.						
6.						
7.						
8.						
9.						

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

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# Outcomes Mapping

Student Learning Objectives (SLOs), Measureable Objectives (MOs), Administrative Unit Objectives (AUOs)														
Course: NURS 1A-The Nursing Process I	Connect Outcomes with an <b>I, P, or M</b> (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	PLO 2	PLO 3	PLO 4							ILO 1	ILO 2	ILO 3	ILO 4
Each student will be successfully demonstrate a head to toe assessment. (SLO)														
1. Explain the philosophy of the Nursing Department, its mission, terminal objectives, educational model and threads. (Theory MO)	I	P	P	P							P	P	I	-
2. Explain the essential aspects of nursing. Compare these to nursing definitions and scope of professional practice. (Theory MO)	I	P	P	P							P	P	I	-
3. Explain the significance of Nursing Practice Acts and Standards of Nursing Practice in licensure, quality assurance, and consumer protection. (Theory MO)	I	P	P	P							P	P	I	-
4. Describe components of The Nursing Process, nursing activities involved in each component, knowledge and abilities needed to utilize the process and benefits of its use to client and nurse. (Theory MO)	P	P	P	P							P	P	I	-
5. Discuss the relationship of The Nursing Process to conceptual models and theories of nursing. (Theory MO)	I	P	P	P							P	P	I	-
6. Discuss the significance of effective verbal and non-verbal communication in implementation of The Nursing Process, including actual or potential barriers, which may alter or impede the communication process. (Theory MO)	P	P	I	P							P	P	I	-

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7. Identify primary, secondary, and tertiary prevention techniques, which promote or support personal hygiene, comfort, mobility, immobility, activity, exercise, rest, sleep, balanced nutrition/fluid intake, oxygenation, fecal and urinary elimination by natural and/or modified means with adaptations to the care of the hospitalized client. (Theory MO)	P	P	P	P							P	P	I	-
8. Describe the components of a nursing history and the procedure for a systematic first- level physical assessment on a middle-age adult and geriatric client. (Theory MO)	P	P	P	P							P	P	I	-
9. State the basic principles involved in the safe administration of medications via oral, parenteral, optical, eye, ear, and rectal instillation methods. (Theory MO)	P	P	P	P							P	P	I	-
10. Discuss normal physiological and development promote positive coping techniques for the client dealing with elderly physical, psycho/ social, cognitive or cultural/spiritual stressors. (Theory MO)	I	P	P	P							P	P	I	-
1. Recognize the roles, levels and functions of the various members of the health and nursing team, and utilize those appropriate to the NURS 1A student. (Laboratory MO)	P	P	P	P							P	P	I	-
2. Identify barriers to effective verbal and non-verbal communication in the laboratory setting. (Laboratory MO)	P	P	P	P							P	P	I	-
3. Perform a systemic first-level physical assessment on a given client. (Laboratory MO)	P	P	P	P							P	P	I	-
4. Plan and implement primary prevention techniques, promoting safety through recognition of hazards, potential for injuries, and spread of infection. (Laboratory MO)	P	P	P	P							P	P	I	-
5. Develop a definition of aging based on biophysical and psychosocial theories of aging. (Laboratory MO)	I	P	P	P							P	P	I	-

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Student Learning Objectives (SLOs), Measureable Objectives (MOs), Administrative Unit Objectives (AUOs)														
Course: NURS 1B-The Nursing Process II	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	PLO 2	PLO 3	PLO 4							ILO 1	ILO 2	ILO 3	ILO 4
100% of N1B students will pass the N1B dosage calculation test by the end of the second attempt (SLO)	M											M		
Students will be able to Administer Medication following the Ten Rights of Medication Administration. (SLO)	M	M	M	M							M	M	M	M
1. Discuss the components of the Betty Neuman Model and application of The Nursing Process. (Theory MO)		P										P		
2. Analyze the concepts of homeostasis, how internal and external environmental stressors may affect the client/family and influence health-illness behaviors. (Theory MO)		M										M		
3. Examine the role of the nurse in identifying client stressors/resistors, strengthening flexible lines of defense and preventing or reducing stressor reactions. (Theory MO)		I										I		
4. Describe at least four social forces influencing nursing education, nursing practice and health care delivery systems. (Theory MO)		I									P	P		P
5. Identify the role of values clarification in the process of socialization of the nursing student for professional practice. (Theory MO)		I		I							P			P
6. Describe the client's rights to health care	P	P	P	P							P	P	P	P

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according to the Patient's Bill of Rights and the implications for nursing. (Theory MO)														
7. Describe legal concepts as they apply to nursing, related to informed consents, incident reports, living wills and professional liability. (Theory MO)	P	P	P	P							P	P	P	P
8. Detect areas of potential liability for nurses and ways nursing students can minimize chance of liability while providing for hygiene, exercise, safety, pain management nutrition, fluid and electrolytes, medications, wound care, infection control, and documentation for clients. (Theory MO)	P	P	P	P							P	P	P	P
9. Predict how the impact of the variables of culture, ethnicity, spirituality, religious beliefs and/or age may impact on client system communication patterns, time, orientation, food, nutritional/health practices, susceptibility to disease and beliefs about health, illness, sexuality, pain and death. (Theory MO)	M	M	M	M							M			M
10. Identify some potential behavior reactions of individuals toward such stressors as illness, body image changes, intrusive procedures, aging, loss, death and grief using the Betty Neuman Health Care Systems Model of Nursing. (Theory MO)	P	P	P	P							P	P		
1. Recognize behavioral reactions of individual clients, toward such stressors as illness, hospitalization and grief using the Betty Neuman Model of Nursing. (Laboratory MO)	P	P	P	P										
2. Utilize the problem solving approach for nursing assessment, care planning, implementation and evaluation of nursing care using Betty Neuman's Conceptual Framework. (Laboratory MO)	P	P	P	P							M	M		
3. Define and discuss the terms "gerontology" and "geriatrics." (Laboratory MO)	P	P	P	P							M	M		M

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4. Assess the physiological changes that occur in the principle organ systems of the elderly, and how these changes affect the overall functioning of the individual. (Laboratory MO)	P	P	P	P								P	P	
5. Identify behavioral reactions of individual clients, toward such stressors as illness, hospitalization, and grief, using the Betty Neuman Health Care Systems Model of Nursing. (Laboratory MO)	P	P	P	P								M		

Student Learning Objectives (SLOs), Measureable Objectives (MOs), Administrative Unit Objectives (AUOs)														
Course: NURS 2- Pharmacology	Connect Outcomes with an <b>I, P, or M</b> (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	PLO 2	PLO 3	PLO 4							ILO 1	ILO 2	ILO 3	ILO 4
Each student will demonstrate dosage calculations using the dimensional analysis method at 75% minimum. (SLO)	I	P	P	-							I	P	P	-
1. Identify the measures in the apothecaries system for weight and volume; metric and household system for length, volume, and weight. (MO)	I	P	P	-							I	P	P	-
2. Convert from one measure to another within each system and between the apothecary, metric, and household system. (MO)	I	P	P	-							I	P	P	-
3. Compute pharmacology dosage calculation problems using the dimensional analysis method. (MO)	I	P	P	-							I	P	P	-

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4. Define terms as specified in relationship to medications and pharmacology. (MO)	I	P	P	-							I	P	P	-
5. Identify and differentiate between major drug classifications and commonly used agents within these classifications. (MO)	I	P	P	-							I	P	P	-
6. Describe the essential components of a complete and legal medication order. (MO)	I	P	P	-							I	P	P	-
7. Describe the relationship between medication administration, nurse practice acts, and standards of care. (MO)	I	P	P	-							I	P	P	-
8. Identify factors that affect the client at various stages of the life cycle, especially the geriatric client, that are relevant to the administration of medications. (MO)	I	P	P	-							I	P	P	-
9. Identify the scope of nursing responsibility related to pharmacology. (MO)	I	P	P	-							I	P	P	-
10. Correlate the nursing process with the study of pharmacology. (MO)	I	P	P	-							I	P	P	-
11. Discuss the influence of culture, sexuality and psychological beliefs on drug therapy. (MO)	I	P	P	-							I	P	P	-

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Student Learning Objectives (SLOs), Measureable Objectives (MOs), Administrative Unit Objectives (AUOs)														
Course: NURS 3- Medical-Surgical Nursing: Locomotion/Sensation/Integument/Oncology/Immunology	Connect Outcomes with an <b>I, P, or M</b> (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	PLO 2	PLO 3	PLO 4							ILO 1	ILO 2	ILO 3	ILO 4
Students will be able to administer an Intravenous Piggyback solution. (SLO)	M											M	M	
Students will be able to complete a Head to Toe Assessment (SLO)	P											P	P	
1. Discuss anatomy, physiology, pathophysiology, mental health and other related principles of care for clients with disorders of integument, eye, ear, musculoskeletal system, and those related to cancer and immunology alterations. (Theory MO)			I								P			P
2. Identify criteria for assessing stressors and setting priorities to determine nursing care for clients undergoing surgical and medical interventions related to disorders of the integument, eye, ear, musculoskeletal system, and those related to cancer and immunology alterations. (Theory MO)			I								I	I		
3. Describe client's reactions to such stressors as emotional and interpersonal difficulties and explain the relationship between these stressors and organic disabilities. (Theory MO)				I								I		I

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4. Differentiate among the etiology, pathophysiology, clinical manifestations, and collaborative care for clients with musculoskeletal trauma and orthopedic surgeries. (Theory MO)		I	I								P		P	
5. Summarize the neurovascular assessment of an injured extremity. (Theory MO)		P	P								P		P	
6. Identify the leadership role of the nurse in decision-making in client group care situations. (Theory MO)		I									I	I		
7. Using the Neuman Model as a conceptual framework, describe the relationship between client's cultural and ethnic background, age, sexuality, and response toward health status. (Theory MO)		P		P							P		P	
8. Describe the roles of surgery, radiation therapy, chemotherapy, hypothermia, and biological response modifiers in the treatment of cancer. (Theory MO)		I	I								I		I	
9. Demonstrate an understanding of legal, ethical, and social issues related to care of clients with oncologic and immunologic conditions. (Theory MO)		I	I								I			I
10. Specify health promotion practices related to the integument system. (Theory MO)		P									P		P	
1. Explain and implement primary and secondary prevention techniques of diet therapy for clients undergoing surgical intervention, disorders of the eye, ear, musculoskeletal system, cancer, and problems related to immunologic disorders. (Laboratory MO)		P									P	P		
2. Plan and implement primary and secondary prevention techniques for clients receiving the cancer treatment modalities of surgery, radiation therapy, chemotherapy, hypothermia, and biological response modifiers. (Laboratory MO)			P								I			I

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3. Demonstrate verbally and in writing, knowledge of assigned client's medical condition, underlying cause, usual therapeutic management, actual therapy, and the implications for nursing care with rationale. (Laboratory MO)			P									P	P		
4. Perform pain assessments using currently accepted tools and criteria and implement preventions according to findings. (Laboratory MO)	M	M	M	M								M	M	M	M
5. Collaborate with other health care personnel in the management of problems faced by group and/or team. (Laboratory MO)	I											I	I		
6. Safely administer drugs, intravenous (IV) solutions/piggybacks, and gases and observe the client's reaction to these agents. (Laboratory MO)	M	M	M	M								M	M	M	M
7. Identify teaching strategies that will assist the nurse/client in implementing preventions and attaining expected outcomes for clients with problems of locomotion, sensation, integument, oncologic, and immunologic conditions. (Laboratory MO)			P									P	P		

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Student Learning Objectives (SLOs), Measureable Objectives (MOs), Administrative Unit Objectives (AUOs)														
Course: NURS 4 Maternity Nursing	Connect Outcomes with an <b>I, P, or M</b> (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	PLO 2	PLO 3	PLO 4							ILO 1	ILO 2	ILO 3	ILO 4
Students will perform an admission assessment of a healthy newborn infant in the clinical setting, by the end of the course. (SLO)	M	P	P	I							M	P	P	I
1. Identify the developmental tasks of families and their individual members as they relate to the childbearing process. (Theory-MO)	I	P	P	P							P	P	P	I
2. Identify the physical, psychological, social and spiritual changes and/or needs of women during all phases of childbearing, based on knowledge of normal anatomy and physiology and principles of human growth and development. (Theory- MO)	P	P	P	I							P	P	P	I
3. Identify and list strategies to support rigid and flexible lines of defense in women who experience the childbearing process. (Theory-MO)	I	P	I	I							P	P	I	I
4. Define and differentiate signs and symptoms of "normal" physical and psychological variations in women during the childbearing cycle versus indications of abnormal conditions. (Theory- MO)	P	P	P	I							P	P	P	I
5. Define and differentiate signs and symptoms of "normal" physical variations in the newborn infant versus indications of abnormal conditions. (Theory- MO)	P	P	P	P							P	P	P	

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6. Identify primary, secondary and tertiary nursing preventions for women in all phases of the childbearing cycle and for newborn infants. (Theory- MO)	M	M	P	P							P	P	P	
7. Explain the role of the RN in meeting the teaching needs of women/families in the childbearing cycle. (Theory- MO)	P	P	P	P							P	I	I	
8. Describe the influence of culture on sexuality, childbearing and childbirth. (Theory- MO)	P	P	P	P							P	P	P	
9. List symptoms of selected STDs. Identify primary, secondary and tertiary preventions for women with a sexually transmitted disease. (Theory- MO)	P	P	P	P							P	I	I	
10. Discuss and explain contraceptive measures and devices. (Theory- MO)	M	P	P	I							P	I	I	
1. Establish effective communication with clients, their families and health care personnel. (Lab- MO)	M	M	M	M							M	P	P	
2. Assess physical, psychological and socio-economic stressors of women/families in all phases of the childbearing process. (Lab- MO)	I		P								P	P	P	
3. Perform a complete admission assessment of a newborn infant. (Lab- MO)	P	M	P	P							M	P	P	
4. Interpret physical signs and behavioral manifestations obtained through nursing observations and interactions. (Lab- MO)	P	P	P	P							P	I	I	
5. Document symptoms and assessment data accurately and in a timely manner. This includes the necessity for legible writing and correct use of English grammar and spelling. (Lab- MO)	P	P	P	P							P	P	P	
6. Implement primary, secondary, and tertiary nursing preventions for normal newborn infants and for women in all phases of the childbearing cycle based on assessed data. (Lab- MO)	P	P	P	P							P	P	P	
7. Initiate effective teaching to mothers and families based on assessed needs and with consideration for cultural or socio- economic	I	I	P	P							I	I	I	

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factors. (Lab- MO)													
8. Evaluate the progress and attainment of short and long-term goals in the wellness-illness continuum. (Lab- MO)	I	I	P	P							I	I	I
9. Utilize the expertise of health team members and community resources appropriately. (Lab- MO)	P	P	P	P									

Student Learning Objectives (SLOs), Measureable Objectives (MOs), Administrative Unit Objectives (AUOs)														
Course: NURS 5- Psychiatric Nursing	Connect Outcomes with an <b>I, P, or M</b> (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	PLO 2	PLO 3	PLO 4							ILO 1	ILO 2	ILO 3	ILO 4
By week three of the course each student will complete a Full Psychiatric Assessment. (SLO)	M	M	M	M							M	M	M	M
Each student will successfully utilize therapeutic communication (SLO)	M	M	M	M							M	M	M	M
1. Utilize principles of psychiatric/mental health nursing, the Neuman Conceptual Framework and the Nursing process to identify problems of those experiencing mental/emotional disorders considering the variables of ethnicity, age, culture, and sexual orientation. (Theory- MO)	M	M	M	M							M	M	M	M
2. Discriminate between maladaptive and constructive coping behaviors in response to various stressors. (Theory- MO)	M	M	M	M							M	M	M	M

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3. Identify signs and symptoms of organic brain dysfunction versus signs and symptoms of maladaptive disorders. (Theory- MO)	M	M	M	M							M	M	M	M
4. Differentiate between current legal versus medical definitions of mental disorders and explain their impact on treatment types and availability. (Theory- MO)	M	M	M	M							M	M	M	M
5. Describe the therapeutic use and effects of psychopharmacology. (Theory- MO)	M	M	M	M							M	M	M	M
6. Describe the theory and implementation of at least three (3) therapeutic modalities currently used in treating mental illness. (Theory- MO)	M	M	M	M							M	M	M	M
7. Demonstrate increasing responsibility for self in decision-making and actions affecting client and others incorporating therapeutic activities. (Theory- MO)	M	M	M	M							M	M	M	M
8. Explain the psychosocial dynamics of substance abuse. Identify specific primary, secondary and tertiary prevention techniques for this problem. (Theory- MO)	M	M	M	M							M	M	M	M
9. Identify and describe the legal responsibilities of the nurse in the psychiatric milieu to include recording and reporting responsibilities. (Theory- MO)	M	M	M	M							M	M	M	M
10. Identify community resources which may serve as primary, secondary, or tertiary prevention techniques available to persons with psychiatric disorders or emotional problems. (Theory- MO)	M	M	M	M							M	M	M	M
11. Describe the role of the nurse as a manager of care and client advocate in collaboration with other health care personnel. (Theory- MO)	M	M	M	M							M	M	M	M
1. Identify and give examples of behavior in identified persons that are indicative of some of the psychological/psychiatric concepts presented or studied in the theoretical component. (Lab- MO)	M	M	M	M							M	M	M	M

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2. Participate actively in role-playing and/or videotaping of selected situations. (Lab- MO)	M	M	M	M							M	M	M	M
3. Incorporate appropriate theory content into interview techniques. (Lab- MO)	M	M	M	M							M	M	M	M
4. Involve client in therapeutic activities and state the rationale for doing so. (Lab- MO)	M	M	M	M							M	M	M	M
5. Attend and participate in therapeutic unit activities such as group meetings, counseling sessions, etc., as appropriate and permitted. (Lab- MO)														
6. Identify stressors in clients based on a holistic assessment. (Lab- MO)	M	M	M	M							M	M	M	M
7. Develop nursing diagnoses which correctly identify problems that are amenable to nursing intervention. (Lab- MO)	M	M	M	M							M	M	M	M
8. Identify, implement and evaluate secondary and/or tertiary prevention techniques for stressors and nursing problems. (Lab- MO)	M	M	M	M							M	M	M	M
9. Identify behavioral roles of individuals in groups taking into account their culture, age and ethnic backgrounds. (Lab- MO)	M	M	M	M							M	M	M	M
10. Cite behavioral examples of the various therapeutic sub-roles. (Lab- MO)	M	M	M	M							M	M	M	M
11. Plan, implement, and evaluate nursing care related to identified nursing diagnosis, stressors, secondary and/or tertiary preventions. (Lab- MO)	M	M	M	M							M	M	M	M
12. Participate in and contribute to small group sessions. (Lab- MO)	M	M	M	M							M	M	M	M
13. Demonstrate recording and reporting responsibilities. (Lab- MO)	M	M	M	M							M	M	M	M
14. Develop a value system associated with the nurse's role in leadership and legal responsibilities. (Lab- MO)	M	M	M	M							M	M	M	M
15. Collaborate with other health care personnel in management of problems faced by the group	M	M	M	M							M	M	M	M

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and/or team. (Lab- MO)														
16. Act as a client advocate, discuss client problems with client, significant others, and other health care personnel in order to discover creative outcomes. (Lab- MO)	M	M	M	M							M	M	M	M
17. Demonstrate increasing responsibility for self in decision-making and actions affecting client and others. (Lab- MO)	M	M	M	M							M	M	M	M
18. Engage in critical thinking and problem solving activities which result in creative decision making. (Lab- MO)	M	M	M	M							M	M	M	M
19. Apply the analytical approach to ethical and moral dilemmas. (Lab- MO)	M	M	M	M							M	M	M	M
20. Utilize appropriate interpersonal skills in communicating and influencing individuals. (Lab- MO)	M	M	M	M							M	M	M	M

Student Learning Objectives (SLOs), Measureable Objectives (MOs), Administrative Unit Objectives (AUOs)														
<b>Course: NURS 6- Pediatric Nursing</b>	Connect Outcomes with an <b>I, P, or M</b> (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	PLO 2	PLO 3	PLO 4							ILO 1	ILO 2	ILO 3	ILO 4
Students will be able to identify appropriate immunizations to prevent communicable diseases. (SLO)	I	P		M							P	P	I	
1. Identify the developmental tasks of individuals and families in relation to their location in the family life cycle. (Theory- MO)	I	P		M							P	P	I	

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2. Discuss the basic principles of anatomy, physiology, pathophysiology, growth and development and other related principles, Neuman's Conceptual Model and the Nursing Process as they relate to the care of pediatric clients and their families. (Theory- MO)	I	P		M								P	P	I	
3. Discuss the physical, mental/emotional, social and spiritual stressors and the needs of children based on knowledge of anatomy, physiology and principles of growth and development. (Theory- MO)	I	P		M								P	P	I	
4. Utilize the problem solving process to identify primary, secondary and tertiary nursing preventions for pediatric clients and their families. (Theory- MO)	I											I	I	I	
5. Describe the influence of culture on growth and development processes and on the assessment care and treatment of the pediatric client. (Theory- MO)	I											I	I	I	
6. Discuss attitudes toward parenthood, child-bearing and various family life styles and compare/contrast them with personal beliefs. (Theory- MO)	I											I	I	I	
7. Describe current trends and projected goals of child health care. (Theory- MO)	I											I	I	I	
8. Define and differentiate signs and symptoms of 'normal' physical, psychological and behavioral characteristics during the growth process as opposed to indications of abnormal conditions. (Theory- MO)	I											I	I	I	
1. Apply the basic principles of anatomy, physiology, pathophysiology, growth and development and other related principles, Neuman's Conceptual Framework and the Nursing Process to the care of pediatric clients and their families. (Lab- MO)	I	P	M									P	P	I	
2. Analyze and interpret physical signs and	I											I	I	I	

Key for Level of Learning

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

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# Outcomes Mapping

behavioral manifestations in response to biopsychosocial stressors that are obtained through nursing observations and interactions. (Lab- MO)														
3. Formulate a nursing diagnosis from an established list based on assessed problems and dynamics of parent-child relationships. (Lab- MO)	P	P	P									P	P	P
4. Plan primary, secondary and tertiary preventions aimed at providing individualized care to pediatric clients and families. (Lab- MO)	I											I	I	I
5. Implement the comprehensive plan of care, considering attitudes, and/or philosophies which are different from personal beliefs, and utilize the expertise of health team members in varied pediatric health care and community settings. (Lab- MO)	I											I	I	I
6. Communicate verbally and in writing with clients, their families and health team members in various pediatric health care and community settings. (Lab- MO)	P			M								P	I	I
7. Evaluate the effectiveness of the care given and determine the degree of achievement of short and long term goals on the wellness-illness continuum. (Lab- MO)	I											I	I	I
8. Calculate and administer medications to children of all ages with 100% accuracy and chart appropriately. (Lab- MO)	P	P	P	M								P	P	I
9. Function as a team member and provide care to pediatric clients and their families according to legal standards and established outcome criteria. (Lab- MO)	I											I	I	I
10. Apply the principles of Neuman's Conceptual Framework in identifying the health care deficits and teaching needs of selected pediatric clients and family members. Plan, implement and evaluate the secondary	P											P	P	I

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# Outcomes Mapping

prevention techniques aimed at meeting the needs of those clients and families. (Lab- MO)													
11. Record and document observations and treatment measures for clients according to established facility and instructional guidelines. (Lab-MO)	P										P	P	P

Student Learning Objectives (SLOs), Measureable Objectives (MOs), Administrative Unit Objectives (AUOs)													
<b>Course: NURS 7- Medical-Surgical Nursing: Nutrition/ Elimination/Surgical Asepsis</b>	Connect Outcomes with an <b>I, P, or M</b> (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	PLO 2	PLO 3	PLO 4							ILO 1	ILO 2	ILO 3
100% of students will correctly deliver a verbal SBAR report to the instructor with a minimum of 75% accuracy. (SLO)	P			P							P	P	P
1. Describe and evaluate the variables that adversely affect the maintenance of elimination via the urinary and gastrointestinal systems. (Theory- MO)	M	M	M	M							M	M	M
2. Plan and implement secondary prevention techniques in given theoretical situations, aimed at solving problems of clients with disturbances of elimination. (Theory- MO)	M	M	M	M							M	M	M

Key for Level of Learning  
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# Outcomes Mapping

3. Describe and evaluate the variables that adversely affect the maintenance of nutrition. (Theory- MO)	M	M	M	M							M	M	M	
4. Plan and implement secondary prevention techniques in given theoretical situations, aimed at solving client's nutritional problems. (Theory- MO)	M	M	M	M							M	M	M	
5. Describe and evaluate client's reactions to such stressors as emotional and interpersonal difficulties and explain the relationship between these stressors and organic disabilities. (Theory- MO)	P	P	P	P							M	M	M	
6. Identify the variables which could contribute to fluid and electrolyte imbalances in the body. (Theory- MO)	M	M	M	M							M	M	M	
7. Plan and implement primary and secondary prevention techniques in given theoretical situations, aimed at resolving potential or actual problems related to fluid and electrolyte imbalance. (Theory- MO)	M	M	M	M							M	M	M	
8. Describe and evaluate the relationship between client's cultural and ethnic backgrounds and their responses toward illness and health using the Neuman Conceptual Framework. (Theory- MO)	P	P	P	P							M	M	M	
9. Explain the concepts of human sexuality related to the Nursing Process and Neuman's Conceptual Framework. (Theory- MO)	M	M	M	M							M	M	M	
10. Describe and evaluate the nurse's role in the care of the client undergoing diagnostic tests pertaining to the male/female genital organs, kidney, and lower urinary tract. (Theory- MO)	M	M	M	M							M	M	M	
11. Identify potential limitations and describe appropriate steps in seeking assistance. (Theory- MO)	P	P	P	P							M	M	M	
12. Identify and evaluate key factors in nursing assessment of the older patient with a	M	M	M	M							M	M	M	

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# Outcomes Mapping

genitourinary problem from admission to discharge. (Theory- MO)													
13. Discuss aspects of sexuality in older adults. (Theory- MO)	M	M	M	M							M	M	M
14. Identify and evaluate variables that influence micturition in the adult and elderly client. (Theory- MO)	M	M	M	M							M	M	M
15. Identify and evaluate primary, secondary and/or tertiary preventions for nursing problems identified. (Theory- MO)	M	M	M	M							M	M	M
16. Describe the nurse's role in the care of the client undergoing diagnostic tests pertaining to the G.I. tract. (Theory- MO)	M	M	M	M							M	M	M
17. Identify the most common gastrointestinal problems that occur with aging and appropriately relate the treatment for each. (Theory- MO)	M	M	M	M							M	M	M
18. Identify factors that contribute to constipation in the adult and elderly client. (Theory- MO)	M	M	M	M							M	M	M
19. Explain the alternatives to administration of oral foods and fluids. (Theory- MO)	M	M	M	M							M	M	M
20. Discuss the rationale for the loss of appetite and poor eating habits in older persons. (Theory- MO)	M	M	M	M							M	M	M
21. Discuss the leadership role of the nurse in decision making related to clients with gastrointestinal and genitourinary problems. (Theory- MO)	P	P	P	P							M	M	M
22. Explain the concepts of surgical aseptic technique. (Theory- MO)	M	M	M	M							M	M	M
23. Discuss anatomy, physiology, pathophysiology, mental health and other related principles of care for clients with nutrition, elimination, surgical interventions and reproductive disorders. (Theory- MO)	M	M	M	M							M	M	M
24. Identify and evaluate criteria for assessing	M	M	M	M							M	M	M

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# Outcomes Mapping

stressors and setting priorities to determine nursing care for clients undergoing surgical interventions. (Theory- MO)														
25. Explain the secondary prevention techniques of diet therapy for clients undergoing surgical intervention. (Theory- MO)	M	M	M	M								M	M	M
26. Discuss the leadership role of the nurse in decision-making in client group care situations. (Theory- MO)	P	P	P	P								M	M	M
27. Using the Neuman Model as a conceptual framework, describe the relationship between client's cultural and ethnic backgrounds, age and their response toward health status. (Theory- MO)	P	P	P	P								M	M	M
28. Identify the primary, secondary and tertiary preventions of the clients with burns and those undergoing plastic and reconstructive surgery. (Theory- MO)	P	P	P	P								M	M	M
29. State and describe the methods used to evaluate burn damage and extent. (Theory- MO)	P	P	P	P								M	M	M
30. Describe various causes of burns and their first aid treatment, as well as primary/tertiary preventions. (Theory- MO)	P	P	P	P								M	M	M
31. Describe the fluid and electrolyte changes that occur following burn injury and implement the preventions for these changes. (Theory- MO)	P	P	P	P								M	M	M
32. Identify the usual treatment methods for burn victims, implement primary, secondary, and tertiary preventions, and state the benefits and disadvantages of each method. (Theory- MO)	P	P	P	P								M	M	M
33. Identify and describe the types and purposes for skin graft procedures for the client with burns and for clients undergoing reconstructive surgical interventions and implement the preventions related to their care. (Theory- MO)	P	P	P	P								M	M	M

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# Outcomes Mapping

34. Describe and evaluate nursing management of the patient with pain to include both pharmacologic and non-pharmacologic therapies. (Theory- MO)	M	M	M	M							M	M	M	
1. Demonstrate verbally or in writing knowledge of assigned client's condition, its underlying cause, usual therapy, therapy the client is receiving, and the implications for nursing care with rationale. (Lab- MO)	M	M	M	M							M	M	M	
2. Perform nursing assessment utilizing knowledge from anatomy and physiology of the genitourinary and gastrointestinal systems, and report findings to appropriate members of the health care team and/or the instructor. (Lab-MO)	M	M	M	M							M	M	M	
3. Utilize assessment data to accurately identify stressors and nursing problems of clients with burns and specific disorders of nutrition and elimination, as well as those of the reproductive systems. (Lab- MO)	M	M	M	M							M	M	M	
4. Develop nursing diagnoses utilizing the PES format which correctly identify nutrition and elimination problems amenable to nursing intervention. (Lab- MO)	M	M	M	M							M	M	M	
5. Describe and evaluate primary, secondary and/or tertiary preventions for stressors and nursing problems and develop care plans). (Lab- MO)	M	M	M	M							M	M	M	
6. Describe and evaluate psychosocial problems encountered with clients with burns, nutrition, reproductive, and elimination disorders, and an understanding of these problems, verbally and/or in writing on care plans. (Lab- MO)	M	M	M	M							M	M	M	
7. Plan, implement, and evaluate nursing care related to identified nursing diagnoses, stressors, primary, secondary, and/or tertiary preventions with clients experiencing burns, nutrition, elimination, and/or reproductive	M	M	M	M							M	M	M	

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# Outcomes Mapping

problems. (Lab- MO)														
8. Act to solve identified problems directly or by referral to appropriate members of the nursing team. (Lab- MO)	M	M	M	M							M	M	M	
9. Appropriately involve client's significant others in aspects of care. (Lab- MO)	M	M	M	M							M	M	M	
10. Assist with the diagnostic and therapeutic measures employed in client care; state rationale for measures, care for the client before and after procedures. (Lab- MO)	M	M	M	M							M	M	M	
11. Demonstrate time management principles and techniques in administering health care and when supervising others. (Lab- MO)	P	P	P	P							M	M	M	
12. Demonstrate a value system associated with the nurse's role in leadership. (Lab- MO)	P	P	P	P							M	M	M	
13. Collaborate with other health care personnel in the management of problems faced by group and/or team. (Lab- MO)	M	M	M	M							M	M	M	
14. As a client advocate, discuss client problems with client, significant others, and other health care personnel in order to discover creative outcomes. (Lab- MO)	M	M	M	M							M	M	M	
15. Demonstrate increasing responsibility for self in decision making and actions affecting client and others. (Lab- MO)	M	M	M	M							M	M	M	
16. Apply an analytical approach to ethical and moral dilemmas. (Lab- MO)	P	P	P	P							M	M	M	
17. Use interpersonal skills and the therapeutic use of self in communicating and influencing individuals and groups. (Lab- MO)	M	M	M	M							M	M	M	
18. Function as a responsible nursing team member. (Lab- MO)	M	M	M	M							M	M	M	
19. Evaluate medical and surgical emergencies and take appropriate action. (Lab- MO)	P	P	P	P							M	M	M	
20. Observe and accurately report the signs and symptoms of burns, GI and GU problems, as	M	M	M	M							M	M	M	

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# Outcomes Mapping

well as, fluid and electrolyte and acid-base imbalances. (Lab- MO)													
21. Safely administer drugs and gases and observe the client's reaction to those medicinal agents. (Lab- MO)	M	M	M	M							M	M	M
22. Evaluate and report and effects of drugs and gases on the physiological functions of clients who have burns, GI and GU problems, including fluid-electrolyte and acid-base problems. (Lab- MO)	M	M	M	M							M	M	M
23. Plan and implement secondary and tertiary prevention techniques aimed at teaching the client and his family about health attainment and maintenance practices, and be able to refer them to appropriate community resources for health care. (Lab- MO)	M	M	M	M							M	M	M
24. Implement medical and surgical aseptic techniques in client care settings. (Lab- MO)	M	M	M	M							M	M	M
25. Demonstrate the use of selected client care equipment, diagnostic procedures, and emergency measures utilized in caring for clients with burns, GI, GU, fluid-electrolyte, and acid-base problems. (Lab- MO)	M	M	M	M							M	M	M
26. Plan and implement the nursing process within the Neuman framework, by assessing the client's problems, planning and implementing nursing care aimed at solving the problems, evaluating the care administered, and altering nursing care approaches as indicated. (Lab- MO)	M	M	M	M							M	M	M
27. Plan and implement the primary prevention techniques of maintaining optimal activity, exercise, rest and sleep, good body mechanics and the prevention and correction of deformities. (Lab- MO)	M	M	M	M							M	M	M
28. Utilize principles involved in the safe administration of medications via oral,	M	M	M	M							M	M	M

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# Outcomes Mapping

parenteral, topical and instillation methods. (Lab- MO)													
29. Observe and identify common signs and symptoms resulting from the body's reaction to stressors such as the disease process. (Lab- MO)	M	M	M	M							M	M	M
30. Apply and explain the concepts and principles of surgical asepsis in planning and implementing care for the pre, intra, and post operative client. (Lab- MO)	M	M	M	M							M	M	M
31. Plan and implement preventions for comprehensive, holistic, and multi-therapy pain management. (Lab- MO)	P	P	P	P							M	M	M

## Student Learning Objectives (SLOs), Measureable Objectives (MOs), Administrative Unit Objectives (AUOs)

NURS 8- Medical-Surgical Nursing: Circulation and Oxygenation	Connect Outcomes with an <b>I, P, or M</b> (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	PLO 2	PLO 3	PLO 4							ILO 1	ILO 2	ILO 3	ILO 4
Each student will demonstrate the appropriate nursing intervention associated to the corresponding rhythm strip. (SLO)	M	M	M	M							M	M	M	
1. Describe and evaluate the variables that adversely affect the maintenance of circulation and oxygenation in body cells and plan and implement secondary prevention techniques aimed at solving circulation and oxygenation problems. (Theory- MO)	M	M	M	M							M	M	M	

### Key for Level of Learning

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# Outcomes Mapping

2. Describe and evaluate the variables that adversely affect the maintenance of elimination via the urinary, gastrointestinal, integumentary, circulatory, and respiratory systems; plan and implement secondary prevention techniques aimed at solving disturbances of elimination. (Theory- MO)	M	M	M	M							M	M	M	
3. Describe and evaluate the variables that adversely affect the maintenance of nutrition, including cultural diversity, and plan and implement secondary prevention techniques aimed at solving nutrition problems. (Theory- MO)	M	M	M	M							M	M	M	
4. Evaluate the concepts of human sexuality as they relate to the nursing process and Neuman's Conceptual Framework and determine their relationship to client well-being. (Theory- MO)	M	M	M	M							M	M	M	
5. Identify and evaluate the relationship between the client's cultural, ethnic, and life-cycle geriatric variables and his response toward his health status, using the Neuman Conceptual Framework. (Theory- MO)	M	M	M	M							M	M	M	
6. Identify and evaluate the client's reaction to such stressors as emotional and inter- personal difficulties, and explain the relationship between these stressors and organic disabilities. (Theory- MO)	M	M	M	M							M	M	M	
7. Identify and evaluate variables which could contribute to acid-base imbalances, and plan and implement primary and secondary prevention techniques aimed at resolving actual or potential problems related to acid-base balance. (Theory- MO)	M	M	M	M							M	M	M	
8. Explain the primary, secondary and tertiary prevention techniques of diet therapy for clients with circulation and oxygenation problems, including those with acid-base	M	M	M	M							M	M	M	

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# Outcomes Mapping

imbalances. (Theory- MO)														
9. Discuss the leadership role of the nurse in decision-making related to critically ill clients. (Theory- MO)	M	M	M	M							M	M	M	
1. Function as a responsible nursing team member, demonstrating the increasing leadership responsibility. (Lab- MO)	P	P	P	P							P	P	P	
2. Evaluate medical and surgical emergencies and take appropriate action. (Lab- MO)	P	P	P	P							P	P	P	
3. Observe and accurately report the signs and symptoms of oxygenation and circulation problems as well as fluid and electrolyte and acid-base imbalances. (Lab- MO)	M	M	M	M							M	M	M	
4. Safely administer drugs and gases and observe the client's reaction to these medicinal agents. (Lab- MO)	M	M	M	M							M	M	M	
5. Evaluate and report the effects of drugs and gases on the physiological functions of clients who have oxygenation and circulation problems, including fluid-electrolyte and acid-base problems. (Lab- MO)	M	M	M	M							M	M	M	
6. Plan and implement secondary and tertiary prevention techniques aimed at teaching the client and his family about health and hygiene attainment and maintenance practices, and be able to refer them to appropriate community resources for health care. (Lab- MO)	M	M	M	M							M	M	M	
7. Implement medical and surgical aseptic techniques in client care settings. (Lab- MO)	M	M	M	M							M	M	M	
8. Demonstrate the use of selected client care equipment, diagnostic procedures and emergency measures utilized in caring for clients with oxygenation, circulation, fluid-electrolyte and acid-base problems. (Lab- MO)	M	M	M	M							M	M	M	
9. Plan and implement the Nursing Process within the Neuman Framework, by assessing the client's problems, planning and	M	M	M	M							M	M	M	

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# Outcomes Mapping

implementing nursing care aimed at solving the problems, evaluating the care administered, and altering nursing care approaches as indicated. (Lab- MO)													
10. Plan and implement the primary prevention techniques of maintaining optimal activity, exercise, hygiene, rest and sleep, good body mechanics and the prevention and correction of deformities. (Lab- MO)	M	M	M	M							M	M	M
11. Utilize the principals involved in the safe administration of medications via oral, parenteral, topical and instillation methods. (Lab- MO)	M	M	M	M							M	M	M
12. Observe and identify the common signs and symptoms resulting from the body's reaction to stressors such as the processes of aging and disease. (Lab- MO)	M	M	M	M							M	M	M

Student Learning Objectives (SLOs), Measureable Objectives (MOs), Administrative Unit Objectives (AUOs)														
Course: NURS 9- Leadership in Nursing	Connect Outcomes with an <b>I, P, or M</b> (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	PLO 2	PLO 3	PLO 4							ILO 1	ILO 2	ILO 3	ILO 4
Students will be able to successfully determine appropriate delegation techniques. (SLO)	M	M	M	M							M	M	M	P
Each student will demonstrate the ability to discuss, recognize and differentiate objectives of nursing leadership and management by week-3 of the course. (SLO)	M	M	M	M							M	M	M	P

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# Outcomes Mapping

1. Define the leadership process. (MO)	M	M	M	M							M	M	M	P
2. Identify styles of leadership and identify a personal style. (MO)	M	M	M	M							M	M	M	P
3. Discuss the impact of social and cultural influences and variables on the leadership process. (MO)	M	M	M	M							M	M	M	P
4. Identify criteria by which to evaluate strengths of self and others. (MO)	M	M	M	M							M	M	M	P
5. Describe the application of effective communication, decision-making, and conflict resolution in leadership and management at the first level of management. (MO)	M	M	M	M							M	M	M	P
6. Identify legal and ethical issues and responsibilities of the registered nurse. (MO)	M	M	M	M							M	M	M	P
7. Describe the Neuman Model in planning and implementing the nursing process. (MO)	M	M	M	M							M	M	M	P
8. Explain principles, advantages or disadvantages of various systems of delivery of nursing care. (MO)	M	M	M	M							M	M	M	P
9. Discuss current trends and issues in nursing and the health care industry. (MO)	M	M	M	M							M	M	M	P

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# Outcomes Mapping

Student Learning Objectives (SLOs), Measureable Objectives (MOs), Administrative Unit Objectives (AUOs)														
Course: NURS 10- Medical-Surgical Nursing: Integration/Regulation	Connect Outcomes with an <b>I, P, or M</b> (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	PLO 2	PLO 3	PLO 4							ILO 1	ILO 2	ILO 3	ILO 4
Students will demonstrate effective geriatric patient education for a neurological / endocrine patient. (SLO)	P	P	M	M							I	P	M	M
1) Identify anatomy, physiology, pathophysiology, nutrition, mental health concepts, Neuman Model and components of the nursing process and apply these to care of clients with neurological and endocrine disorders. (Theory- MO)	P	P	M	M							I	P	M	M
2) Identify and describe the variables that adversely affect the maintenance of integration and regulation, and plan and implement secondary prevention techniques aimed at solving these problems. (Theory- MO)	P	P	M	M							I	P	M	M
3) Identify and describe the variables that adversely affect the maintenance of elimination via the urinary, gastrointestinal, respiratory, and integumentary systems; plan and implement secondary prevention techniques aimed at solving these problems in clients with integration and regulation disturbances. (Theory- MO)	P	P	M	M							I	P	M	M
4) Identify and describe the variables that adversely affect the maintenance of nutrition, and plan and implement secondary prevention techniques aimed at solving client's nutritional problems. (Theory- MO)	P	P	M	M							I	P	M	M

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# Outcomes Mapping

5) Describe client's reactions to such stressors as emotional and interpersonal difficulties, and explain the relationship between these stressors and organic disabilities. (Theory- MO)	P	P	M	M							I	P	M	M
6) List the variables which could contribute to acid-base and fluid- electrolyte imbalances in clients with integration and regulatory disturbances, and plan and implement primary and secondary prevention techniques aimed at resolving potential or actual problems related to acid-base and fluid- electrolyte imbalance. (Theory- MO)	P	P	M	M							I	P	M	M
7) Explain the secondary prevention techniques of diet therapy for client's with integration and regulatory problems, including those with fluid-electrolyte and acid- base imbalance. (Theory- MO)	P	P	M	M							I	P	M	M
8) Explain concepts of human sexuality related to the nursing process and Neuman's Health Care Systems Model. (Theory- MO)	P	P	M	M							I	P	M	M
9) Discuss the leadership role of the nursing in caring for clients with problems associated with regulatory and integration problems. (Theory- MO)	P	P	M	M							I	P	M	M
10) Identify and describe the roles of various community agencies that are available, and include appropriate information regarding these in planning and implementing tertiary preventions with clients with integration and regulation problems. (Theory- MO)	P	P	M	M							I	P	M	M
11) Describe the relationship between the client's cultural, ethnic, life-cycle variables and his response toward his health status using the Neuman Conceptual Framework. (Theory- MO)	P	P	M	M							I	P	M	M
1) Function as a responsible nursing team member AND as an entry level team member. (Lab- MO)	P	P	M	M							I	P	M	M

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# Outcomes Mapping

2) Evaluate medical and surgical emergencies and take appropriate action. (Lab- MO)	P	P	M	M							I	P	M	M
3) Apply the knowledge and principles of pathophysiology and other related principles and Neuman's Conceptual Framework to the care of selected clients with integration and regulation conditions. (Lab- MO)	P	P	M	M							I	P	M	M
4) Assess clients to determine ethnic, cultural, or life-cycle stressors, needs, problems, using the Neuman Conceptual Framework, and take action to resolve these states. (Lab- MO)	P	P	M	M							I	P	M	M
5) Assess clients to determine physiological, emotional, and spiritual needs, stressors, problems, using the Neuman Conceptual Framework and take action to resolve these states. (Lab- MO)	P	P	M	M							I	P	M	M
6) Safety administers drugs and gases and observes the client's reaction to these medicinal agents. (Lab- MO)	P	P	M	M							I	P	M	M
7) Evaluate and report the effects of drugs and gases on the physiological functions of clients who have integration and regulation problems, including fluid-electrolyte and acid-base problems. (Lab- MO)	P	P	M	M							I	P	M	M
8) Plan and implement secondary and tertiary prevention techniques aimed at teaching the client and his family about health attainment and maintenance practices, and be able to refer them to appropriate community resources for health care. (Lab- MO)	P	P	M	M							I	P	M	M
9) Implement medical and surgical aseptic techniques in client care settings. (Lab- MO)	P	P	M	M							I	P	M	M
10) Demonstrate the use of selected client care equipment, diagnostic procedures, and emergency measures utilized in caring for clients with neuro-endocrine, fluid-electrolyte, and acid-base problems. (Lab- MO)	P	P	M	M							I	P	M	M

## Key for Level of Learning

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

I = Knowledge/Skill Introduced

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# Outcomes Mapping

11) Plan and implement the nursing process within the Neuman Framework, by assessing the client's problems, planning and implementing nursing care aimed at solving the problems, evaluating the care administered, and altering care approaches as indicated. (Lab- MO)	P	P	M	M							I	P	M	M
12) Plan and implement the primary prevention techniques of maintaining optimal activity, exercise, rest and sleep, good body mechanics and the prevention and correction of deformities. (Lab- MO)	P	P	M	M							I	P	M	M
13) Utilize basic principles involved in the safe administration of medications via oral, parenteral, topical and instillation methods. (Lab- MO)	P	P	M	M							I	P	M	M
14) Observe and identify common signs and symptoms resulting from the body's reaction to stress such as the disease process. (Lab- MO)	P	P	M	M							I	P	M	M

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# Outcomes Mapping

Student Learning Objectives (SLOs), Measureable Objectives (MOs), Administrative Unit Objectives (AUOs)														
Course: NURS 11- Preceptorship in Nursing	Connect Outcomes with an <b>I, P, or M</b> (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	PLO 2	PLO 3	PLO 4							ILO 1	ILO 2	ILO 3	ILO 4
Students will successfully perform registered nursing care safely and accurately to their assigned patients in regards to medication administration. (SLO)	M	M	M	M							M	M	M	M
1. Apply theoretical base to clinical practice by: a. discussing the medications, contraindications, administration precautions, and significant side effects for those medications given to assigned clients with 100% accuracy. b. demonstrating the theoretical knowledge base, through clinical performance, related to pathophysiology, pertinent medical history, priority nursing diagnosis, first and second level assessment, goals and nursing interventions with 100% accuracy. (MO)	M	M	M	M							M	M	M	M
2. Demonstrate effective interpersonal communication skills by: a. utilizing principles of therapeutic communication with adult medical-surgical clients and their significant others 100% percent of the time. b. Reporting pertinent nursing assessment findings, interventions, and evaluations to appropriate members of the nursing staff 100% of the time, when there are client changes and when leaving the unit. (MO)	M	M	M	M							M	M	M	M

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# Outcomes Mapping

3. Demonstrate skills by written communication through charting and clinical reports: a. recording changes in client status, procedures, further assessment findings, interventions, evaluations, and visitation by other health care providers, using descriptive terminology. b. Completing all written work and clinical reports in a neat, legible manner, and without grammatical or spelling errors. (MO)	M	M	M	M							M	M	M	M
4. Demonstrate clinical skills appropriate to the entry-level practitioner by: a. utilizing principles of infection control 100% of the time. b. calculating I.V. flow rates with 100% accuracy. (MO)	M	M	M	M							M	M	M	M
5. Demonstrate clinical thinking by: a. client-nurse interactions based on application of the nursing process. b. observing, interpreting, analyzing client behaviors. (MO)	M	M	M	M							M	M	M	M

Key for Level of Learning  
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# Outcomes Mapping

Student Learning Objectives (SLOs), Measureable Objectives (MOs), Administrative Unit Objectives (AUOs)														
Course: NURS 20: Work Experience	Connect Outcomes with an <b>I, P, or M</b> (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	PLO 2	PLO 3	PLO 4							ILO 1	ILO 2	ILO 3	ILO 4
Employers of Nursing Work Experience Students will rate the technical skills of their students as above average on a scale of 1-5. (SLO)	M	-	-	M							M	P	P	
1. Apply theory to work experience by performing only those nursing skills and procedures that are stipulated on the Nursing Department Skills Inventory according to the level of the student. (MO)	M	-	-	M							M	P	P	
2. Work with staff and clients in clinical agencies. (MO)	M	-	-	M							M			
3. Demonstrate effective interpersonal communication skills. (MO)	M	-	-	M							M	P	P	
4. Demonstration of proper documentation. (MO)	M	-	-	M							M		M	
5. Function as a competent team member. (MO)	M	-	-	M							M	P	P	
6. Improve clinical skills in work environment. (MO)	P	-	-	P							P	P	P	
7. Determine the specific needs and requirements of an employee and employer. (MO)	P			P							P			
8. Demonstrate critical thinking and problem-solving skills during the work experience. (MO)	P	-	-	P							P	P	P	

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