

Mt. San Antonio College
Associate Degree Nursing Program
Critical Elements Threads throughout the Curriculum

Role Responsibility

N1A	N1B	N3	N4	N6	N7	N5	N8	N10
Functions within the scope of practice for the first semester nursing student.	Functions within the scope of practice for the first semester nursing student.	Functions within the scope of practice for the Nursing 3 student.	Demonstrates initiative and is self starting: - Initiates nursing care promptly based on knowledge from nursing and other related disciplines.	Identifies and conforms to role of pediatric nursing team member.	Conforms to expectations specified in objectives for 3 rd semester nursing student.	Identifies role of therapeutic person/student in the milieu setting.	Conforms to expectations of second year nursing student.	Conforms to expectations of second year nursing student.
Identify and begin to recognize need for problem-solving skills.	Identify and begin to recognize need for problem-solving skills.	Demonstrates beginning problem-solving skills to organize and prioritize care for the medical-surgical client.	Assumes responsibility for implementation of primary, secondary and tertiary preventions according to care plan.	Demonstrates problem-solving skills in organizing and prioritizing care so that it reflects acuity needs of the pediatric client.	Demonstrates problem-solving skills and critical thinking in organizing and prioritizing care.	Demonstrates problem solving skills to organize and prioritize care.	Demonstrate problem-solving skills and critical thinking in organizing and prioritizing care.	Demonstrates problem-solving skills and critical thinking in organizing and prioritizing care.

Mt. San Antonio College
Associate Degree Nursing Program
Critical Elements Threads throughout the Curriculum

Role Responsibility (Cont.)

N1A	N1B	N3	N4	N6	N7	N5	N8	N10
<p>Demonstrates responsibility to self by:</p> <ul style="list-style-type: none"> - Taking the initiative to contact instructor regarding learning experiences in the clinical setting that will facilitate learning of nursing skills to promote client hygiene, comfort, and safety. - Applying theoretical concepts from nursing and related disciplines in care to assigned clients. - Accepting responsibility for own actions. - Following attendance guidelines. - Following the dress code policy. - Turning in assigned work by due date. 	<p>Demonstrates responsibility to self by:</p> <ul style="list-style-type: none"> - Taking the initiative to contact instructor regarding learning experiences in the clinical setting that will facilitate learning of nursing skills to promote client hygiene, comfort, and safety. - Applying theoretical concepts from nursing and related disciplines in care to assigned clients. - Accepting responsibility for own actions. - Following attendance guidelines. - Following the dress code policy. - Turning in assigned work by due date. 	<p>Demonstrates responsibility to self by:</p> <ul style="list-style-type: none"> - Taking the initiative to contact professor regarding learning experiences in the clinical setting that will facilitate learning of nursing skills to promote client hygiene, comfort and safety. - Applying theoretical concepts from nursing and related disciplines in care to assigned clients. - Accepting responsibility for own actions. - Following attendance guidelines. - Following the dress code policy. - Turning in assigned work by due date. 	<p>Personal behavior in clinical situations conforms to legal responsibilities of the registered nurse/student</p> <ul style="list-style-type: none"> - Following attendance guidelines. - Following the dress code policy. - Turning in assigned work by due date. 	<p>Demonstrates responsibility to self by:</p> <ul style="list-style-type: none"> - Taking initiative to select learning experiences that will enhance development in the pediatric clinical setting. - Appropriately using resources to seek additional information re: the pediatric client, with minimal direction. - Following attendance guidelines. - Following the dress code policy. - Turning in assigned work by due date. - Recognizing own knowledge deficit and taking the initiative to seek strategies for problem solving. 	<p>Demonstrates responsibility to self by:</p> <ul style="list-style-type: none"> - Taking the initiative to select learning experiences in clinical setting that will enhance development. - Independently using resources in clinical to seek additional information. - Recognizing own knowledge deficit and taking the initiative to seek strategies for problem solving. - Exhibits flexibility and adaptability as learning opportunities arise. 	<p>Participates appropriately and constructively in interactions with clients in all group, unit and individual activities.</p>	<p>Demonstrates responsibility to self by:</p> <ul style="list-style-type: none"> - Taking the initiative to select learning experiences in clinical setting that will enhance development. - Independently using resources in clinical to seek additional information. - Recognizing own knowledge deficit and taking the initiative to seek strategies for problem solving. - Exhibits flexibility and adaptability as learning opportunities arise. 	<p>Demonstrates responsibility to self by:</p> <ul style="list-style-type: none"> - Taking the initiative to select learning experiences in clinical setting that will enhance development. - Independently using resources in clinical to seek additional information. - Recognizing own knowledge deficit and taking the initiative to seek strategies for problem solving. - Exhibits flexibility and adaptability as learning opportunities arise.

Mt. San Antonio College
Associate Degree Nursing Program
Critical Elements Threads throughout the Curriculum

Role Responsibility (Cont.)

N1A	N1B	N3	N4	N6	N7	N5	N8	N10
Identifying and appropriately using resources in clinical to seek additional information re: client status, unfamiliar procedures, medications and/or treatments	Identifying and appropriately using resources in clinical to seek additional information re: client status, unfamiliar procedures, medications and/or treatments.	Identifying and appropriately using resources in clinical to seek additional information re: client status, unfamiliar procedures, medications and/or treatments.	Makes decisions and prioritizes according to established principles.		Acts as patient advocate.	Demonstrates responsibility to self by: -recognizing own knowledge deficit and taking the initiative to seek strategies for problem solving - Accepts responsibility for own actions.	Acts as patient advocate.	Acts as patient advocate.
			Functions in stressful situations according to established protocols.			Utilizes clinical time to best advantage.		
			Transfers knowledge from one situation to another			Provides a role model of mental health.		
						Dresses appropriately for participation in client care activities.		
						Identifies and appropriately uses resources in clinical setting to learn additional information re: client status, therapeutic treatment plan, medications or other information.		

Mt. San Antonio College
Associate Degree Nursing Program
Critical Elements Threads throughout the Curriculum

Nursing Process

N1A	N1B	N3	N4	N6	N7	N5	N8	N10
Completes a nursing history and first level physical assessment of clients according to identified criteria.	Completes a nursing history and first level physical assessment of clients according to identified criteria.	Completes a nursing history and first level physical assessment of clients according to identified criteria.	Identifies and assesses pertinent background and/or demographic data from a review of prenatal records, maternal or newborn chart.	Completes a physiological and psychosocial assessment of pediatric clients according to identified criteria, developmental levels, and relationship with parent(s), caregiver(s) or significant other(s).	Complete physiological, psychosocial, sexual and cultural assessment of clients with problems of reproductive/nutrition/ elimination/asepsis in OR and medical-surgical areas according to identified criteria.	Collects / Determines Pertinent behavioral and physical data for clients.	Completes physiological, psychosocial, and cultural assessment of clients with problems of oxygenation/ circulation according to identified criteria.	Completes Physiological, psychosocial, and cultural assessment of clients with problems of oxygenation circulation according to identified criteria.
Perform vital signs: temperature, pulse, respirations, blood pressure and pain assessment.	Assess client status on health-illness continuum and resources for health maintenance, health promotion and/or health care.	Assesses client's status on health-illness continuum and resources for health maintenance, promotion and/or care.	Collects accurate physical data for the maternity client or neonates: - Maternal or newborn vital signs - Frequency, duration, interval, and intensity of uterine contractions - Normal and abnormal patterns on the fetal monitor - Normal physical variations in the newborn -Location and status of fundus during puerperium	Involves parent(s), caregiver(s) or significant other(s) and client, as appropriate in identifying stressors, resistors and setting goals.	Involves client and/or significant other(s) in identifying stressors, resistors, and setting goals.	Observations include verbal and non-verbal behaviors and communications as well as physical assessment data - seeks out pertinent background / demographic data - reviews psychological and physical history	Involves client and/or significant other(s) in identifying stressors, resistors, and setting goals.	Involves client and/or significant other(s) in identifying stressors, resistors, and setting goals.

Mt. San Antonio College
Associate Degree Nursing Program
Critical Elements Threads throughout the Curriculum

Nursing Process (Cont.)

N1A	N1B	N3	N4	N6	N7	N5	N8	N10
Assess client status on health-illness continuum and resources for health maintenance, health promotion and/or health care.	Involves client and/or significant other(s) in identifying stressors, resistors and goal setting.	Involves client and/or significant other(s) in identifying stressors, resistors and goal setting.	Determines physical and psychosocial stressors for maternity and newborn clients by assessment of: - Prenatal/labor and delivery records - Maternal behaviors associated with (1) stages of labor, (2) infant bonding, (3) phases of the postpartum period and (4) cultural and socioeconomic factors	Analyzes, synthesizes and correlates client data and scientific principles in planning and implementing care.	Assesses, analyzes, synthesizes, and correlates client data and scientific principles in planning and implementing preventions appropriate to identified stressors, nursing diagnoses, life cycle and cultural needs.	Involves client, significant others and health care team in Identifying stressors, resistors and develop short and long term goals using assessment data.	Analyzes, synthesizes, and correlates client data and scientific principles in planning and implementing preventions appropriate to identified stressors, nursing diagnoses, life cycle and cultural needs.	Analyzes, synthesizes, and correlates client data and scientific principles in planning and implementing preventions appropriate to identified stressors, nursing diagnoses, life cycle and cultural needs.
Involves client and/or significant other(s) in identifying stressors, resistors and goal setting.	Develops individualized, age appropriate, comprehensive plans of care for client's hygiene, comfort and safety needs, incorporating the Betty Neuman Model. Incorporates clients developmental, cultural, psychosocial and sexual needs in planning and implementing nursing preventions.	Develops individualized, age appropriate, plans of care for client's hygiene, comfort and safety needs, incorporating the Betty Neuman Model. Incorporates client's developmental, cultural, psychosocial and sexual needs in planning and implementing nursing preventions.	Establishes priorities for care based on established protocols and instructional guidelines.	Implements preventions appropriate to identified stressors, nursing diagnoses, developmental and cultural needs.	Evaluates preventions/teaching utilizing outcome criteria and makes appropriate modifications, including data re: nutrition/elimination/asepsis/reproductive health.	Selects nursing Diagnosis appropriate to identified mental health and physical needs.	Evaluates preventions/teaching utilizing outcome criteria and makes appropriate modifications, including data re. - Oxygenation/Circulation/arrhythmia - Analysis & ABGs	Evaluates preventions/teaching utilizing outcome criteria and makes appropriate modifications including data re. integration/regulation

Mt. San Antonio College
Associate Degree Nursing Program
Critical Elements Threads throughout the Curriculum

Nursing Process (Cont.)

N1A	N1B	N3	N4	N6	N7	N5	N8	N10
Develops individualized, age appropriate, beginning concept map care plan according to identified criteria.	Implements preventions according to identified stressors and nursing diagnoses.	Implements preventions according to identified stressors and nursing diagnoses.	Develops realistic long and short-term goals for nursing prevention based in assessment, with input from client, significant other(s), and members of the nursing team.	Evaluates preventions/teaching, utilizing outcome criteria and makes appropriate modifications.	Assumes increasing responsibility for assessing critically ill clients, planning, implementing and evaluating their care.	Identifies primary, secondary and/or tertiary preventions to resolve client problems / stressors.	Assumes increasing responsibility for assessing critically ill clients, planning, implementing and evaluating their care.	Assumes increasing responsibility for assessing critically ill clients, planning, implementing and evaluating their care.
Incorporates client's developmental, cultural, psychosocial and sexual needs in analyzing collected data and develops appropriate nursing diagnosis	Evaluates preventions/teaching utilizing standards of care and makes appropriate modifications prn.	Evaluates preventions/teaching utilizing expected outcomes, standards of care and makes appropriate modifications prn	Formulates care plans to achieve goals according to outcome criteria. Steps are: - Logical and sequential - Communicated on appropriate forms, to correct personnel and in a timely manner	Considers level of understanding of parent(s), caregiver(s), significant other(s) and developmental level of child in teaching.		Develops individualized, age appropriate, comprehensive plans of care for clients using the Betty Neuman Model and incorporating the client's developmental, cultural, psychosocial, ethnic and sexual needs.		
Incorporates PES format when writing nursing diagnoses and sets priority.			Implements client care with minimum supervision, and/or tertiary preventions and resources to resolve stressors for maternity and newborn clients.			Utilizes therapeutic techniques to implement plan of care according to identified stressors, nursing goals and diagnoses.		

Mt. San Antonio College
Associate Degree Nursing Program
Critical Elements Threads throughout the Curriculum

Nursing Process (Cont.)

N1A	N1B	N3	N4	N6	N7	N5	N8	N10
Correctly using citations and reference page in APA format			Identifies goals not met and stressors which interfere with achievement of goals.			Transfers knowledge and principles from one situation to another.		
			Revises plans for goals as indicated.			Evaluates outcomes and behavioral changes and revises care plan as appropriate.		

Mt. San Antonio College
Associate Degree Nursing Program
Critical Elements Threads throughout the Curriculum

Hygiene and Comfort

N1A	N1B	N3	N4	N6	N7	N5	N8	N10
Identifies and implements primary, secondary and tertiary preventions for meeting hygiene and comfort needs/problems	Identifies and implements primary, secondary and tertiary preventions for meeting hygiene and comfort needs/problems	Identifies and implements primary, secondary and tertiary preventions for meeting hygiene and comfort needs/problems.	Identifies primary, secondary and tertiary preventions for meeting hygiene needs/problems of the laboring and postpartum client.	Identifies primary, secondary and tertiary preventions for meeting hygienic needs/problems of the pediatric client.	Identifies primary, secondary, and tertiary preventions for meeting hygiene needs/problems for acutely ill/critically ill, unstable client and adheres to standards of practice.	Identifies hygiene needs for clients considering their diagnosis and functional abilities.	Identifies primary, secondary and tertiary preventions for meeting hygiene needs/problems for critically ill, unstable client and adheres to acceptable standards.	Identifies primary, secondary and tertiary preventions for meeting hygiene needs/problems for critically ill, unstable client and adheres to acceptable standards.
Adheres to facility and nursing standards of care for meeting hygienic and comfort needs for self and client.	Adheres to facility and nursing standards of care for meeting hygienic and comfort needs for client.	Adheres to facility and nursing standards of care for meeting hygienic and comfort needs for self and client.	Independently initiates hygiene and comfort measures for all clients in a timely fashion.	Involves client, parent(s), caregiver(s) and significant other(s) in meeting hygienic needs according to development of child.	Involves client and/or significant others in hygienic needs as condition permits.	Independently Initiates hygiene and comfort measures for all clients in a timely fashion.	Involves client and/or significant others in hygienic needs as condition permits.	Involves client and/or significant others in hygienic needs as condition permits.
Involves client and/or significant other(s) in meeting hygienic needs.	Involves client and/or significant other(s) in meeting hygienic needs.	Involves client and/or significant other(s) in meeting hygienic and comfort needs.	Performs pain assessment and intervenes appropriately according to current standards of practice.	Utilizes pediatric pain scales to correctly assess child's pain level.	Institutes modifications in administering hygiene and comfort measures appropriate to client stability, including those with ET tube, GI and GU tubes and catheters, trach, ventilator, multiple IV's.	Performs pain assessment and intervenes appropriately according to current standards of practice.	Institutes modifications in administering hygiene and comfort measures appropriate to client stability, including those with ET tube, trach, chest tube, ventilator, PA catheter, A-line, multiple IVs.	Institutes modifications in administering hygiene and comfort measures appropriate to client stability, including those with ET tube, trach, chest tube, ventilator, PA catheter, A-line, multiple IVs.

Mt. San Antonio College
Associate Degree Nursing Program
Critical Elements Threads throughout the Curriculum

Hygiene and Comfort (Cont.)

N1A	N1B	N3	N4	N6	N7	N5	N8	N10
Demonstrates awareness of diversity among clients and implements modifications appropriate to client beliefs/values, age and culture.	Demonstrates awareness of diversity among clients and implements modifications appropriate to client beliefs/values, age and culture.	Demonstrates awareness of diversity among clients and implements modifications appropriate to client beliefs/values, age and culture.	Involves client and/or significant other(s) in meeting hygienic needs.	Identifies and implements common pain management medications and age related alternative comfort measures for all assigned clients.	Performs pain assessment and intervenes appropriately according to current standards of practice.	Identifies and implements hygiene and comfort / pain management medications and related alternative comfort measures for all assigned psychiatric clients.	Performs pain assessment and intervenes appropriately according to current standards of practice.	Performs pain assessment and intervenes appropriately according to current standards of practice.
Performs pain assessment and intervenes appropriately according to current standards of practice.	Performs pain assessment and intervenes appropriately according to current standards of practice.	Performs pain assessment and intervenes appropriately according to current standards of practice.	Demonstrates awareness of diversity among clients and implements modifications appropriate to client beliefs/values, age and culture.	Performs pain assessment and intervenes appropriately according to current standards of practice.	Demonstrates awareness of diversity among clients and implements modifications appropriate to client beliefs/values, age and culture.	Identifies primary, secondary and tertiary preventions for meeting hygiene needs/problems of the psychiatric client.	Demonstrates awareness of diversity among clients and implements modifications appropriate to client beliefs/values, age and culture.	Demonstrates awareness of diversity among clients and implements modifications appropriate to client beliefs/values, age and culture.
		Demonstrates awareness of diversity among clients and implements modifications appropriate to client beliefs/values, age and culture.		Demonstrates awareness of diversity among clients and implements modifications appropriate to client beliefs/values, age and culture.		Involves client and/or significant other(s) in meeting hygienic needs.		

Mt. San Antonio College
Associate Degree Nursing Program
Critical Elements Threads throughout the Curriculum

Hygiene And Comfort (Cont.)

N1A	N1B	N3	N4	N6	N7	N5	N8	N10
						Demonstrates awareness of diversity among clients and implements modifications appropriate to client beliefs/values, age and culture.		

Mt. San Antonio College
Associate Degree Nursing Program
Critical Elements Threads throughout the Curriculum

Safety and Welfare

N1A	N1B	N3	N4	N6	N7	N5	N8	N10
Identifies potential problems of safety related to client's diagnosis, condition, age and takes action to correct the hazard.	Identifies primary, secondary, and tertiary preventions that ensure physiological, psychological and emotional well being of clients.	Identifies primary, secondary, and tertiary preventions that ensure physiological, psychological and emotional well being of clients.	Identifies primary, secondary, and/or tertiary preventions that ensure the safety of the mother, fetus, and neonate	Identifies primary, secondary and tertiary preventions that ensure physiological, psychological and emotional well being of client, parent(s), caregiver(s) or significant other(s).	Identifies primary, secondary, and tertiary preventions that ensure physiological, psychological, and emotional well-being of clients in acute/critical care setting.	Identifies primary, secondary, and tertiary preventions that ensure physiological, psychological and emotional well being of clients.	Identifies primary, secondary, and tertiary preventions that ensure physiological, psychological and emotional well-being of clients in critical care setting.	Identifies primary, secondary, and tertiary preventions that ensure physiologic psychological and emotional well-being of clients in critical care setting.
Maintains medical asepsis according to Standard Precautions.	Identifies potential problems of safety related to client's diagnosis, condition, age and takes action to correct the hazard.	Identifies potential problems of safety related to client's diagnosis, condition, age and takes action to correct the hazard.	Identifies factors that may jeopardize the safety and welfare of the mother, fetus and neonate and takes action to correct the hazard.	Identifies potential problems of safety related to client's diagnoses/condition, developmental level and takes action to correct the hazard.	Identified potential safety problems related to client's diagnosis/condition and acute/critical care setting, and takes action to prevent or correct the hazard(s).	Identifies actual and potential problems of safety related to the client's diagnosis and condition and takes action to address the problem.	Identifies Potential Safety problems related to client's diagnosis/condition and critical care setting, and takes action to prevent or correct the hazard[s].	Identifies Potential Safety Problems related to client's diagnosis/condition and critical care setting, and takes action to prevent or correct the hazard[s].
Washes hands before, after and as necessary during client care	Maintains medical asepsis according to Standard Precautions.	Maintains medical-surgical asepsis according to Standard precautions.	Intervenes appropriately to provide for the physical and psychological welfare of the mother, fetus, and newborn.	Maintains medical-surgical asepsis according to standard precautions.	Maintains general medical-surgical asepsis, including Standard Precautions.	Washes hands before, during and after client care.	Maintains Medical Surgical asepsis according to Standard Precautions.and identified criteria.	Maintains Medical Surgical Asepsis according to standard precautions

Mt. San Antonio College
Associate Degree Nursing Program
Critical Elements Threads throughout the Curriculum

Safety and Welfare (Cont.)

N1A	N1B	N3	N4	N6	N7	N5	N8	N10
Contains contaminated materials in appropriate areas.	Washes hands before, after and as necessary during client care.	Washes hands before, after and as necessary-during client care.	Maintains asepsis during the process of labor and delivery, during the post-partial period, and in the handling of the newborn according to Standard Precautions.	Washes hands before, after and as necessary during client care.	Washes hands before, during and after client care.	Identifies facility's policies/procedures for fire/disaster	Washes hands before, during and after client care.	Washes hands before, during and after client care.
Disposes of contaminated materials appropriately.	Contains contaminated materials in appropriate areas.	Contains contaminated materials in appropriate areas.	Washes hands before, after and as necessary during client care.	Contains contaminated material in appropriate areas.	Contains contaminated materials in appropriate areas.	Uses body mechanics to effectively minimize injury/harm to self, client and others	Contains contaminated materials in appropriate areas.	Contains contaminated materials in appropriate areas.
Wears appropriate protective gear (gloves, mask, goggles etc) as determined by specified protocols.	Disposes of contaminated materials appropriately.	Disposes of contaminated materials appropriately.	Contains contaminated materials in appropriate areas.	Disposes of contaminated materials appropriately.	Disposes of contaminated material appropriately.	Promptly reports verbal or non-verbal behaviors which may pose a threat to the safety of an individual client or any other individual in the clinical setting to initiate appropriate intervention.	Disposes of contaminated material appropriately.	Disposes of contaminated material appropriately.
Identifies facility's policies/procedures for fire/disaster.	Wears appropriate protective gear (gloves, mask, goggles etc) as determined by specified protocols.	Wears appropriate protective gear (gloves, mask, goggles etc) as determined by specified protocols.	Disposes of contaminated materials appropriately.	Identifies various types of isolation and implements appropriate techniques according to theoretical concepts and facility policy.	Identifies various types of isolation and implements appropriate techniques according to theoretical concepts and facility policy.		Implements isolation technique appropriate to oxygenation/circulation client state.	Implements isolation technique appropriate to oxygenation/circulation client state.

Mt. San Antonio College
Associate Degree Nursing Program
Critical Elements Threads throughout the Curriculum

Safety and Welfare (Cont.)

N1A	N1B	N3	N4	N6	N7	N5	N8	N10
Uses body mechanics to effectively minimize injury/harm to self, client and others.	Identifies facility's policies/procedures for fire/disaster.	Identifies facility's policies/procedures for fire/disaster.	Wears appropriate protective gear (gloves, mask, goggles etc) as determined by specified protocols	Identifies facility's policies/procedures for fire/disaster.	Identifies facility's policies/procedure s for fire/disaster.		Identifies facility's policies/procedures for fire/disaster.	Identifies facility's policies/procedure s for fire/disaster.
	Uses body mechanics to effectively minimize injury/harm to self, client and others.	Uses body mechanics to effectively minimize injury/harm to self, client and others	Identifies facility's policies/procedures for fire/disaster.		Uses body mechanics effectively to minimize injury/harm to self, clients and others, including transferring and positioning clients with multiple IVs, tubes, and drains		Uses body mechanics effectively to minimize injury/harm to self, clients, and others, including positioning clients with multiple IVs, tubes, drains, A-line, ventilator, PA catheter.	Uses body mechanics effectively to minimize injury/harm to self, clients, and others, including positioning clients with multiple IVs, tubes, drains, A-line, ventilator, PA catheter.

Mt. San Antonio College
Associate Degree Nursing Program
Critical Elements Threads throughout the Curriculum

Safety and Welfare (Cont.)

N1A	N1B	N3	N4	N6	N7	N5	N8	N10
			Uses body mechanics to effectively minimize injury/harm to self, client and others		Demonstrates application of surgical asepsis in operating room, recovery room and client care areas. - In the OR, utilizes correct hand scrubbing technique. - In the OR, gowns and gloves appropriately - Identifies potential safety hazards (infections, chemical injury, thermal injury, electrical injury, and pressure/trauma) in the OR.			

Mt. San Antonio College
Associate Degree Nursing Program
Critical Elements Threads throughout the Curriculum

Nutrition and Hydration

N1A	N1B	N3	N4	N6	N7	N5	N8	N10
Assesses subjective and objective data (including laboratory data values of client) for clients with nutrition/ hydration problems.	Assesses subjective and objective data (including laboratory data values of client) for clients with nutrition/ hydration problems.	Assesses subjective and objective data (including laboratory data values of client) for clients with nutrition/ hydration problems.	Assesses subjective and objective data (including laboratory data values of client) for clients with nutrition/ hydration problems.	Assesses subjective and objective data (including laboratory data values of client) for clients with nutrition/ hydration-problems.	Assesses subjective and objective data (including laboratory data values of client) for clients with nutrition/hydration problems.	Assesses subjective and objective data (including laboratory data values of client) for clients with nutrition/ hydration problems.	Assesses subjective and objective data (including laboratory data values of client) for clients with nutrition/ hydration problems.	Assesses subjective and objective data (including laboratory data values of client) for clients with nutrition/ hydration problems.
Identifies changes in nutrition and fluid status in the elderly client.	Identifies primary, secondary and tertiary preventions for nutrition needs/problems, including those associated with fluid/electrolyte imbalances and other health care disorders common to adults, including the elderly.	Identifies primary, secondary and tertiary preventions for nutrition needs/problems, including those associated with fluid/electrolyte, acid/base imbalances and other health care disorders common to adults, including the elderly.	Identifies primary, secondary, and tertiary preventions for nutrition needs/problems including electrolyte imbalances as it relates to newborns and women in all phases of the childbearing cycle.	Identifies primary, secondary and tertiary preventions for nutrition needs/problems, including those associated with fluid/electrolyte, acid/base changes, specific to the pediatric patient	Identifies primary, secondary and tertiary preventions for nutrition needs/problems, including those associated with fluid/electrolyte, acid/base changes in the acutely ill med/ surg client.	Identifies primary, secondary, and tertiary preventions for nutritional needs/problems as they relate to the clients psychiatric diagnosis and condition	Identifies primary, secondary, and tertiary preventions for nutrition needs/problems in clients with ventilation, oxygenation, and circulation disturbances, including those associated with fluid/ electrolyte, acid-base changes.	Identifies primary, secondary, and tertiary preventions for nutrition needs/problems in clients with ventilation, oxygenation, and circulation disturbances, including those associated with fluid/electrolyte acid-base changes.

Mt. San Antonio College
Associate Degree Nursing Program
Critical Elements Threads throughout the Curriculum

Nutrition and Hydration (Cont.)

N1A	N1B	N3	N4	N6	N7	N5	N8	N10
Demonstrates knowledge of requirements for major nutrients, fluids, electrolytes by appropriately reporting signs and symptoms of alterations.	Demonstrates knowledge of requirements for major nutrients, fluids, electrolytes by appropriately reporting signs and symptoms of alterations.	Demonstrates knowledge of requirements for major nutrients, fluids, and electrolytes by actions to resolve deficits and appropriately reporting abnormal findings.	Demonstrates knowledge of requirements for nutrients, fluids, electrolytes by actions to resolve deficits and appropriately reporting abnormal findings as it relates to newborns and women in all phases of the childbearing cycle.	Demonstrates knowledge of requirements for nutrients, fluids, electrolytes by actions to resolve deficits and appropriately reporting abnormal findings as specific to the pediatric client.	Demonstrates knowledge of requirements for major nutrients, fluids, electrolytes by actions to resolve deficits, appropriately reporting abnormal findings for acutely ill client.	Demonstrates knowledge of requirements for nutrients, fluids, electrolytes by actions to resolve deficits and appropriately reporting abnormal findings as specific to the psychiatric client.	Demonstrates knowledge of requirements for major nutrients, fluids, electrolytes by actions to resolve deficits, appropriately reporting abnormal findings for critically ill client.	Demonstrates knowledge of requirements for major nutrients, fluids, electrolytes by actions to resolve deficits, appropriately reporting abnormal findings for critically ill client.
Identifies specific client knowledge deficits in the elderly client.	Identifies specific client knowledge deficits and implements teaching to caregiver(s), significant other(s) and/or client.	Identifies specific client knowledge deficits and implements teaching to caregiver(s), significant other(s) and/or client.	Identifies specific knowledge deficits and institutes teaching to caregiver(s), client and significant other(s).	Identifies specific knowledge deficits and implements teaching to parent(s), caregiver(s), significant other(s) and/or client	Identifies specific knowledge deficits and institutes teaching to client, caregivers and significant other(s).	Identifies specific knowledge deficits and implements teaching to parent(s), caregiver(s), significant other(s) and/or client	Identifies specific knowledge deficits and institutes teach caregiver(s), ing to client, and significant other(s).	Identifies specific knowledge deficits and institutes teaching to client caregiver(s), and significant other(s).
Identifies and correctly utilizes appropriate equipment/device s and modifications to ensure adequate intake of fluids and nutrients.	Identifies and correctly utilizes appropriate equipment/device s and modifications to ensure adequate intake of fluids and nutrients	Identifies and correctly utilizes appropriate equipment/device s and modifications to ensure adequate intake of fluids and nutrients.	Identifies and correctly utilizes appropriate equipment/devices and modifications to ensure adequate intake of fluids and nutrients	Identifies and correctly utilizes age appropriate techniques for feedings and nutritional intake	Identifies and correctly utilizes appropriate equipment/devices and modifications to ensure adequate intake of fluids and nutrients.	Identifies and correctly utilizes appropriate equipment/ devices and modifications to ensure adequate intake of fluids and nutrients	Identifies and correctly utilizes appropriate equipment/devi ces and modifications to ensure adequate intake of fluids and nutrients	Identifies and correctly utilizes appropriate equipment/devic es and modifications to ensure adequate intake of fluids and nutrients

Mt. San Antonio College
Associate Degree Nursing Program
Critical Elements Threads throughout the Curriculum

Nutrition and Hydration (Cont.)

N1A	N1B	N3	N4	N6	N7	N5	N8	N10
	Monitors clients receiving nutrition, hydration, fluids/electrolytes via enteral, or intravenous/hyperalimination	Monitors clients receiving nutrition, hydration, fluids/electrolytes via enteral, or intravenous/hyperalimination	Monitors clients receiving nutrition, hydration, fluids/electrolytes via enteral, or intravenous/hyperalimination as it relates to newborns and women in all phases of the childbearing cycle.	Monitors clients receiving nutrition, hydration, fluids/electrolytes via enteral, or intravenous/hyperalimination in the pediatric client.	Provides for nutritional, hydration, fluid/electrolyte requirements including enteral, intravenous and hyperalimination	Monitors clients receiving nutrition, hydration, fluids/electrolytes in the psychiatric client.	Monitors clients receiving nutrition, hydration, fluids/electrolytes via enteral, or intravenous/hyperalimination in the critically ill client.	Monitors clients receiving nutrition, hydration, fluids/electrolytes via enteral, or intravenous/hyperalimination in the critically ill client.
						Establishes short and long term goals for the client's nutritional needs and includes client and family teaching as part of discharge planning.		

Mt. San Antonio College
Associate Degree Nursing Program
Critical Elements Threads throughout the Curriculum

Elimination

N1A	N1B	N3	N4	N6	N7	N5	N8	N10
Completes basic assessment of elimination status of elderly client	Assesses elimination status of client and identifies primary, secondary and/or tertiary preventions to resolve issues in elimination by natural or modified means, Including teaching plans.	Assesses elimination status of client and identifies primary, secondary and/or tertiary preventions for elimination by natural or modified means including teaching plans.	Assesses elimination status of client and identifies primary, secondary and/or tertiary preventions for elimination by natural or modified means including teaching plans for newborns and women of child bearing age	Assesses elimination status of client and identifies primary, secondary and/or tertiary preventions for elimination by natural or modified means including teaching plans for pediatric client.	Assesses elimination status of client and identifies primary, secondary and/or tertiary preventions for elimination by natural or modified means including teaching plans for the acutely ill client.	Assesses elimination status of client and identifies primary, secondary and/or tertiary preventions for elimination by natural or modified means including teaching plans for the psychiatric client.	Assesses elimination status of client and identifies primary, secondary and/or tertiary preventions for elimination by natural or modified means including teaching plans for the critically ill client.	Assesses elimination status of client and identifies primary, secondary and/or tertiary preventions for elimination by natural or modified means including teaching plans for the critically ill client.

Mt. San Antonio College
Associate Degree Nursing Program
Critical Elements Threads throughout the Curriculum

Communication

N1A	N1B	N3	N4	N6	N7	N5	N8	N10
Demonstrates professional behavior and manner in interactions with clients, staff and faculty.	Demonstrates professional behavior and manner in interactions with clients, staff and faculty.	Demonstrates professional behavior and manner in interactions with clients, staff and faculty.	Uses effective interview techniques to establish rapport with client and significant other(s).	Utilizes language at client's/parent's/caregiver's level or that of significant other to maintain therapeutic communication during care.	Teaches acutely ill client and/or family, acknowledging concepts of readiness and motivation to learn.	Uses effective Therapeutic Communication techniques to establish rapport, conduct interviews and interact with clients and staff.	Teaches acutely ill client and/or family, acknowledging concepts of readiness and motivation to learn.	Teaches acutely ill client and/or family, acknowledging concepts of readiness and motivation to learn.
Reports data related to comfort, hygiene and safety, clearly and succinctly.	Reports data related to comfort, hygiene and safety, clearly and succinctly.	Reports data related to comfort, hygiene and safety clearly and succinctly.	Communicates relevant information, verbally and in writing, in a timely manner.	Utilizes verbal and non-verbal communication to reduce client/family stressors.	Implements nursing interventions to facilitate communication in the culturally diverse client.	Accurately Communicates Information using appropriate verbal and non verbal techniques.	Uses language at client's level to maintain therapeutic communication during care, and assists the non verbal client with communication (eg., client with Artificial airway).	Uses language at client's level to maintain therapeutic communication during care, and assists the non verbal client with communication (eg., client with artificial airway).
Introduces self to client at beginning of care.	Introduces self to client at beginning of care.	Utilizes language at client's level to facilitate therapeutic communication during intervention/care and identifies client/staff barriers to effective verbal/nonverbal communication.	Reports information is logical, sequential, accurate and understandable-both behavioral and physical responses.	Reports changes in client status warranting immediate intervention, in a timely fashion.	Uses language at client's level to maintain therapeutic communication during care, and assists the non verbal client with communication (eg., client with artificial airway).	Promptly reports Significant observations to staff or instructor in a timely manner.	Promptly reports changes in client status requiring immediate action.	Promptly reports changes in client status requiring immediate action.

Mt. San Antonio College
Associate Degree Nursing Program
Critical Elements Threads throughout the Curriculum

Communication (Cont.)

N1A	N1B	N3	N4	N6	N7	N5	N8	N10
Utilizes language at client's level to facilitate communication during intervention/care.	Utilizes language at client's level to facilitate communication during intervention/care.	Implements appropriate communication techniques for non-English speaking, handicapped and/or aged clients with special communication needs.	Charting and care plan documentation conforms to established standards.	Charting is factual, complete, pertinent to identified nursing diagnoses and conforms to standards of agency and instructional guidelines.	Uses communication skills in acquiring a sexual assessment and discussing alternative sexual patterns.	Written and Verbal Communications are expressed using correct grammar, terminology and spelling.	Charting is factual, complete, pertinent to identified nursing diagnoses and conforms to standards of institution, instructional guidelines and acuity of client.	Charting is factual, complete, pertinent to identified nursing diagnoses and conforms to standards of institution, instructional guidelines and acuity of client.
Identifies client/staff barriers to effective verbal/nonverbal communication.	Identifies client/staff barriers to effective verbal/nonverbal communication.	Reports changes in client status warranting immediate intervention.			Promptly reports changes in client status requiring immediate action.	Incorporates understanding of issues of confidentiality in all client related discussions.		Demonstrate leadership skills by communicating with clinical personnel in both primary and team leading settings.
Implements appropriate communication techniques for non-English speaking, handicapped, and/or aged clients with special communication needs.	Implements appropriate communication techniques for non-English speaking, handicapped, and/or aged clients with special communication needs.	Charting is legible, factual, complete and pertinent to identified nursing diagnoses.			Charting is factual, legible, complete, pertinent to identified nursing diagnoses and conforms to standard of institution, instructional guidelines and acuity of client.	Provides support for client, family and peers in an appropriate and therapeutic manner		

Mt. San Antonio College
Associate Degree Nursing Program
Critical Elements Threads throughout the Curriculum

Communication (Cont.)

N1A	N1B	N3	N4	N6	N7	N5	N8	N10
Reports immediately, changes in client status which warrant intervention.	Reports immediately, changes in client status which warrant intervention.	Charting conforms to standards of institution and instructional guidelines: correct grammar, spelling, medical terminology						
Charts factually, completely, pertinently, to identified nursing diagnoses.	Charts factually, completely, pertinently, to identified nursing diagnoses.							
Charting conforms to standards of institution and instructional guidelines: - Correct grammar - Correct spelling - Legibility	Charting conforms to standards of institution and instructional guidelines: - Correct grammar - Correct spelling - Legibility							
Correct medical terminology	Correct medical terminology							

Mt. San Antonio College
Associate Degree Nursing Program
Critical Elements Threads throughout the Curriculum

Leadership

N1A	N1B	N3	N4	N6	N7	N5	N8	N10
Demonstrates tact, courtesy, and understanding when dealing with peers, clients, team members, members of other disciplines and the public.	Demonstrates tact, courtesy, and understanding when dealing with peers, clients, team members, members of other disciplines and the public.	Demonstrates tact, courtesy and understanding when dealing with peers, clients, team members, members of other disciplines and the public.	Serves as a reliable team member	Demonstrates tact and understanding when dealing with clients, their parent(s), caregiver(s), significant other(s), team members, member of other disciplines and the public	Assesses and establishes nursing care priorities for individual client. Seek the assistance of team leader and/or instructor to develop alternative priorities in the event that care activities change	Serves as a reliable team member in the therapeutic milieu	Demonstrates tact and understanding when dealing with clients, their parent(s), caregiver(s), significant other(s), team members, member of other disciplines, and the public in coordinating care for the acutely ill client	Demonstrates tact and understanding when dealing with clients, their parent(s), caregiver(s), significant other(s), team members, member of other disciplines, and the public in coordinating care for the acutely ill client
Demonstrates knowledge of appropriate reporting guidelines by identifying chain of command.	Demonstrates knowledge of appropriate reporting guidelines by identifying chain of command.	Demonstrates knowledge of appropriate reporting guidelines by identifying chain of command.	Provides appropriate input in the management of problems faced by the group and/or team	Demonstrates knowledge of appropriate reporting guidelines	Serves as a team member by providing group client care as assigned	Provide appropriate input in the management of problems faced by the group and/or team	Provides team/group client care as assigned	Provides team/group client care as assigned
		Serves as team member and/or group leader.	Acts as a client advocate to discuss problems with client, significant other(s), and health care personnel to develop appropriate outcomes	Provides group client care as assigned	Demonstrates tact and understanding when dealing with clients, their parent(s), caregiver(s), significant other(s), team members, member of other disciplines, and the public in coordinating care for the acutely ill client	Acts as a client advocate to discuss problems with client, significant other(s), and health care personnel to develop appropriate outcomes	Demonstrate time management principles and techniques in administering health care	Demonstrate time management principles and techniques in administering health care

Mt. San Antonio College
Associate Degree Nursing Program
Critical Elements Threads throughout the Curriculum

Leadership (Cont.)

N1A	N1B	N3	N4	N6	N7	N5	N8	N10
			Demonstrates increasing responsibility for self in decision making and actions affecting clients and others	Initiates therapeutic play appropriate to client's level of growth and development	Demonstrate time management principles and techniques in administering health care	Demonstrates increasing responsibility for self in decision making and actions affecting clients and others	Collaborate with other health care members in management of problem faced by client and team/group	Collaborate with other health care members in management of problem faced by client and team/group
			Develops care plans that provide specifics of care.	As a client advocate, discusses client problems with parent(s), caregiver(s), or significant other(s), client and other health care personnel in order to achieve creative outcomes	Collaborate with other health care members in management of problem faced by client and team/group	Actively participate in unit activities and provides feedback when appropriate to clients, staff, peers and instructor		Demonstrates leadership skills when collaborating with health care members in the primary and team settings.
			Gives clear and definitive directions to others, including clients and peers	Demonstrates the ability to give directions to client's parent(s), caregiver(s), or significant other(s), peers, subordinates and group(s) of health care workers.				Identify principles of supervision and delegation in the team setting.

Mt. San Antonio College
Associate Degree Nursing Program
Critical Elements Threads throughout the Curriculum

Medication Administration

N1A	N1B	N3	N4	N6	N7	N5	N8	N10
Demonstrates knowledge of drug, side effects and reason client is receiving agent.	Demonstrates knowledge of drug, side effects and reason client is receiving agent.	Demonstrates knowledge of drug, side effects and reason client is receiving agent and adheres to the “6 Rights” and Mt. Sac “4 rights” of medication administration each time prevention is implemented.	Demonstrates knowledge of medications, intended results and contraindications with consideration of: - Nursing versus non-nursing mothers - Blood pressure and status of post-partal bleeding. - Laboratory data and status of labor	Adheres to the “6 rights” and Mt. Sac “4 rights” of pediatric medication administration	Calculates dosages with 100% accuracy when necessary and measures prescribed dose using appropriate equipment.	Demonstrates knowledge of psychotropic medications, rationale for administration, intended results, side effects, and nursing implication.	Calculates dosages with 100% accuracy when necessary and measures prescribed dose using appropriate equipment.	Calculates dosages with 100% accuracy when necessary and measures prescribed dose using appropriate equipment.
Identifies different drug classifications. Identifies the importance of the “6 rights” and Mt. Sac “4 rights” of medication administration.	Adheres to five (5) rights of medication administration each time prevention is implemented.	Performs medication-related calculations with 100% accuracy before administering medicine to client.	Monitors IV fluids and medications during initial assessment and regulates flow rates as necessary.	Calculates safe dose using Clark’s Rule and/or mg/kg at 100% accuracy and measures prescribed dosage using age appropriate equipment.	Identifies and locates emergency medications for client safety.	Describes specific safety precautions associated with medication administration on a psychiatric unit.	Identifies and locates emergency medications for client safety in critical care setting.	Identifies and locates emergency medications for client safety in critical care setting.
	Performs medication-related calculations with 100% accuracy before administering medicine to client.	Checks accuracy of medication order, prepares, administers medication within 20 minutes and charts medication within ten (10) minutes.	Assesses IV insertion site.	Verifies accuracy of IV meds/fluids, IV flow rate(s) and intervenes appropriately.	Prepares IV medications and solutions according to principles and guidelines within 15 minutes.		Verifies accuracy of IV meds/fluids, flow rate(s) +/- 2 drops/minute and adjusts as needed.	Verifies accuracy of IV meds/fluids, flow rate(s) +/- 2 drops/minute and adjusts as needed.

Mt. San Antonio College
Associate Degree Nursing Program
Critical Elements Threads throughout the Curriculum

Medication Administration (Cont.)

N1A	N1B	N3	N4	N6	N7	N5	N8	N10
	Checks accuracy of medication order, prepares, administers and charts medication within ten (10) minutes.	Prepares and administers oral, N/G, G/T, IM, SQ, otic, ophthalmic, topical and intravenous piggyback medications using appropriate equipment and technique.	Administers IV medications/fluids according to established protocols by IV infusion or piggyback. Perform medication related competencies and calculations with 100% accuracy.	Checks for patency of IV site, other complications, and clears tubing of air prior to initiating flow for IV meds/fluids.	Administers designated IV fluids/meds within prescribed time frame according to instructional guidelines and agency policy.		Checks for patency of IV site, other complications, and assesses for infiltration of vasoactive and antiarrhythmic agents.	Checks for patency of IV site, other complications, and assesses for infiltration of vasoactive and antiarrhythmic agents.
	Prepares and administers oral, N/G, G/T, IM, SQ, otic, ophthalmic, and topical medications using appropriate equipment and technique.	Follows Standard Precautions for disposal of sharps and uses correct technique to avoid needle sticks to self and others.		Administers designated IV fluids/meds within prescribed time-frame according to instructional guidelines and agency policy.	Administers IV push medications under supervision, as permitted by agency policy.		Appropriately operates IV controllers and pumps	Appropriately operates IV controllers and pumps
	Administers oral and topical medications with supervision of instructor	Verifies accuracy of IV meds/fluids, IV flow rate(s) in mL/hr and gtts/minute and adjusts as needed.		Charts medications within 10 minutes of administration.	Charts medications within 10 minutes of administration.		Prepares IV medications and solutions according to principles and guidelines within 15 minutes.	Prepares IV medications and solutions according to principles and guidelines within 15 minutes.
	Follows Standard Precautions for disposal of sharps and uses correct technique to avoid needle sticks to self and others.	Checks for patency of IV site, other complications, and clears tubing of air prior to initiating flow for IV meds/fluids.		Teaches client, parent(s), caregiver(s) or significant other(s) re: medication regime as indicated by care plan.	Identifies and follows standards of practice for administration of NG/GT/J-tube meds.		Titrate vasoactive and antiarrhythmic agents as indicated by changes in client status.	Titrate vasoactive and antiarrhythmic agents as indicated by changes in client status.

Mt. San Antonio College
Associate Degree Nursing Program
Critical Elements Threads throughout the Curriculum

Medication Administration (Cont.)

N1A	N1B	N3	N4	N6	N7	N5	N8	N10
		Appropriately operates IV controllers and pumps.			Teaches client and/or significant other(s) re: medication regime as indicated by plan of care.		Administers designated IV fluids/ medications within prescribed time frame.	Administers designated IV fluids/medications within prescribed time-frame.
		Administers designated IV fluids/meds within prescribed time frame according to instructional guidelines and agency policy.			Verifies accuracy of IV meds/fluids, flow rate(s) +1-5 drops/minute within 20 minutes after implementation of care and adjusts as needed.		Administers IV push medications under supervision, as permitted by agency policy.	Administers IV push medications under supervision, as permitted by agency policy.
		Teaches client or significant other(s) re: medication regime as indicated by care plan.			Checks for patency of IV site for real/potential complications.		Charts Medications within 10 minutes of administration.	Charts medications within 10 minutes of administration.
					Appropriately operates IV controllers and pumps		Teaches client and/or significant other(s) re: medication regime as indicated by plan of care	Teaches client and/or significant other(s) re: medication regime as indicated by plan of care.

Mt. San Antonio College
Associate Degree Nursing Program
Critical Elements Threads throughout the Curriculum

Key for Threads to Critical Elements

RR	Role Responsibility	NUT	Nutrition and Hydration
NP	Nursing Process	E	Elimination
H	Hygiene and Comfort	L	Leadership
S	Safety and Welfare	MED	Medication Administration
COMM	Communication		