Course Change Proposal
Form A

<table>
<thead>
<tr>
<th>Academic Group (College):</th>
<th>Academic Organization (Department):</th>
<th>Date: February 21 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Health &amp; Human Services</td>
<td>Division of Nursing</td>
<td>Submitted by: Ann Stoltz</td>
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<table>
<thead>
<tr>
<th>Type of Course Proposal:</th>
<th>Department Chair:</th>
<th></th>
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<tbody>
<tr>
<td>New ___ Change X ___ Deletion ___</td>
<td>Carolyn Goetz</td>
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<table>
<thead>
<tr>
<th>Does this course fulfill a requirement for single-subject or multiple subject credential students?</th>
<th>For Catalog Copy: Yes X ___ No ___</th>
<th>Semester Effective: Summer 2011</th>
</tr>
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<tbody>
<tr>
<td>Yes ___ No X ___</td>
<td>CCE (Extension): Yes X ___ No ___</td>
<td>Fall ___ Spring ___ , 2011</td>
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This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):

<table>
<thead>
<tr>
<th>Subject Area (prefix) &amp; Catalog Nbr (course no.):</th>
<th>Units:</th>
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<tbody>
<tr>
<td>NURS 102</td>
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<table>
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<th>Change from: New Course</th>
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<tr>
<td>Subject Area (prefix) &amp; Catalog Nbr (course no.):</td>
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<tr>
<td>NURS 102</td>
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<th>Change to:</th>
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<td>Subject Area (prefix) &amp; Catalog Nbr (course no.):</td>
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**JUSTIFICATION:**
The current approved NURS12 course includes theory and clinical components. To accommodate the new Accelerated Second Baccalaureate Nursing Program Collaborative, it is necessary to split the one course into two courses: one being theory (NURS 101) and one clinical (NURS 102).

**NEW COURSE DESCRIPTION:** (Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/umanual/acad.htm - Guidelines for Catalog Course Description)

Focuses on the introduction and application of the nursing process in meeting the health needs of adult individuals who are experiencing mild to moderate stress as a result of acute and/or chronic health problems. The role of the nurse in assessment, planning outcome/goals, implementing, and evaluating response to treatment is applied in the clinical setting. Students are required to integrate therapeutic and professional communication, nursing skills/assessment and content from NURS 101 lecture to care for diverse individuals. Graded/2Units/Lab/6 hours

Prerequisites: NURS 11, NURS 14, NURS 15, NURS 16
Corequisite: NURS 101

Note: This course does not replace NURS 12.

**Prerequisite:**
Enforced at Registration: Yes X ___ No ___ Prerequisites: NURS 11, NURS 14, NURS 15, NURS 16
Corequisite: NURS 101
Enforced at Registration: Yes ___ No X ___
Graded: Letter ___ Credit/No Credit X ___ Instructor Approval Required? Yes ___ No X ___
Course Classification (e.g., lecture, lab, seminar, discussion):
clinical C-17
Title for CMS (not more than 30 characters)
Nurs Care Adults Clinical
Cross Listed? Yes ___ No X ___
If yes, do they meet together and fulfill the same requirement, and what is the other course. NA

**How Many Times Can This Course be Taken for Credit?** 1

Can the course be taken for Credit more than once during the same term? Yes ___ No X ___
FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

**Description of the Expected Learning Outcomes:** Describe outcomes using the following format: “Students will be able to: 1), 2), etc.”
See the example at http://www.csus.edu/acaf/example.htm

**Student will be able to:**

1. Analyze theories and concepts from the nursing science related to illness prevention, health education needs, and disorders in body system functions (immune, respiratory, cardiovascular, renal, neurological, endocrine, musculoskeletal, genitourinary, and gastrointestinal) and integrate these into clinical nursing practice.
2. Apply the nursing process and clinical reasoning to diagnose, formulate solutions, and manage health problems for patients with a predictable chronic disease or moderate acute illness.
3. Implement safe, efficient health care for a minimum of 1 patient in predictable situations and organizational structures.
4. Demonstrate effective interprofessional communication (SBAR, handoff report, conflict resolution) to foster positive working relationships and patient-centered care with a multidisciplinary team in a complex environment.
5. Demonstrate professional and academic attitudes and behaviors consistent with the American Nurses’ Association (ANA) Code of Ethics, professional nursing practice, and Division of Nursing and University policy.
6. Exhibit competency in responsibly accessing, using, and evaluating patient care technologies (Lab data banks, medication administration systems, respiratory/cardiac monitors, assessment equipment) and information management systems to improve health outcomes across diverse conditions.
8. Demonstrate basic knowledge of concepts related to healthcare policy finance, and regulation supported and promoted by NIH, CDC, IOM related to patient safety (double patient identification, fall prevention, pressure ulcer prevention), core measures (Acute MI, CHF, Pneumonia), early goal directed therapy for Sepsis.
9. Verify and respect cultural, psychological, and spiritual influences on the health of individuals and families.
10. Synthesize information from multiple sources to formulate an effective plan of care that includes relevant disease pathophysiology, pharmacological, medical, and nursing management of primary and secondary disease processes specific to the individual patient.

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).]** This attachment should be forwarded only to your Dean's office, not Academic Affairs.

**Assessment Strategies:** A description of the assessment strategies (e.g., portfolios, examinations, performances, pre- and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

The assessment of students in the clinical setting is based on the clinical outcomes and student evaluation checklist. This checklist is contained in the attached syllabus and is completed by the student with input from the clinical faculty. The student must meet all clinical objectives and in addition achieve 75 out of 100 points on clinical preparation worksheets.

**For whom is this course being developed?**

- Majors in the Dept. ___
- Majors of other Depts ___
- Minors in the Dept ___
- General Education ___
- Other ___

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes ___ No ___

If yes, identify program(s): Bachelor of Science in Nursing

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes ___ No ___

If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). None ___

*The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.*

**Accessibility:** Following course approval, and prior to the start of the semester in which the new or revised course will be taught for the first time, an accessibility checklist [available at http://www.csus.edu/accessibility/checklist.html] shall be completed and submitted to the appropriate Dean’s office. An accessible syllabus shall also be made available online, preferably prior to the start of that semester’s open registration period.

**Approvals:** If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.
<table>
<thead>
<tr>
<th>Signatures:</th>
<th>Date</th>
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<tbody>
<tr>
<td>Department Chair:</td>
<td>3/16/11</td>
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<tr>
<td>College Dean or Associate Dean:</td>
<td>3-16-11</td>
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<tr>
<td>CPSP (for school personnel courses ONLY)</td>
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<tr>
<td>Associate Vice President</td>
<td></td>
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<tr>
<td>and Dean for Academic Programs</td>
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Distribution: Academic Affairs (original), Department Chair and College Dean. Dean’s office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

5/20/2010
California State University Sacramento
College of Health and Human Services
Division of Nursing

N102
Nursing Care of Adults
Clinical

Nurses Make a Difference

Summer Clinical Syllabus
California State University, Sacramento
College of Health and Human Services
Division of Nursing

N102 Nursing Care of Adults

Instructors:
Dr. Debra Brady DNP RN CNS (Faculty of Record)
Dr. Katherine Kelly DNP RN NP-C (Theory Lecturer)
Professor Nassrine Noureddine RN MSN (Clinical Coordinator)

Clinical Faculty in addition to above:

Office & Hours:
Dr. Brady: Office 2018 Folsom Hall
   Monday AM: 6:30-7:30 Folsom Hall Office 2018 or course classroom
   Monday PM: 1300-1400 Folsom Hall office 2018
              2100-2200 phone (916-217-2579)
   iMeet TBA on weekly basis

Dr. Kelly: Office: FH 2020
   Mondays 1-3 pm
   iMeet to TBA on weekly basis.

Dr. Noureddine: Office FH 2019
   Mondays 1-3 pm
   iMeet to TBA on weekly basis.

Clinical Faculty:
Mondays or Tuesdays or Thursdays the weeks of med/surg clinical 7-8 pm phone hours.
Tuesdays or Wednesdays or Fridays at the conclusion of clinical conference at clinical site.

Class Time & Location:
This is a combined 2 unit clinical course.

Orientation: to your clinical agency is per agency specific schedule.

Clinical Prep: one afternoon prep at the hospital the day prior to assigned clinical.

Clinical: one day shift (between 6am-2pm) clinical experience each week based on agency specific schedule.
A two day back to back clinical experience may be arranged for one week toward the end of the semester based on agency specific schedule.

Clinical Conference: On clinical day pre and post clinical
time on the assigned unit. Specific times determined by Clinical Faculty. Conference room location will be given during hospital orientation.

**Location:** The days/location are determined by the clinical group the student selects during registration and (TBA).

**Phone/Fax:**
Dr. Brady (916) 217-2579 (cell)
Dr. Kelly (916) 278 - 7258 (ofc) 849 1056 (cell)
Prof Nassrine: (916) 278-7258 (ofc) (916) 501-4958 (cell)
Clinical Faculty: Contact numbers TBA

**E-mail:**
Use the N102 Sac CT email for communicating with your clinical faculty for the course. This site is checked daily and on weekends during the semester and e-mails will be answered within 24 hours. Clinical faculty may choose to give you a private email address during clinical orientation.

**Website:**
SacCT: The N102 site will appear on your SacCT course list once you are registered in the course. There is an introductory/orientation video which will provide information on navigating the website and course content.

**Prerequisites:**
NURS 11, NURS 14, NURS 15, NURS 16

**Corequisite:**
NURS 101

**Required Texts:**
N102 Clinical Syllabus for the individual agencies are available online on N102 SacCT site.


0803623100 (or a comparable electronic application for PDA or iPhone)


**Recommended Texts:** Electronic Resource such as a PDA or iPhone with nursing apps is STRONGLY recommended.

*Mosby’s Comprehensive Review of Nursing* (most recent edition) (needs to have cd-rom with questions to prepare you for NCLEX-RN boards


**Required Texts & Readings**

Required texts for N102 are the same ones used the next semester advanced medical surgical course N120.

**Other Course Materials**

Clinical uniform (See Student Handbook)
Lab Coat with Sac State Nursing patch/emblem on left front
Sac State Division Student ID in red edged ID holder
Stethoscope
Penlight
Hemostats
Bandage scissors
Clipboard/calculator
PDA
Course Syllabus

Course Pre-requisites

The Division of Nursing requires successful completion of all prerequisite courses, entry screening tests, and acceptance into the nursing program. Pre-requisites are N11, N14, N15, and N16.

Course Description

Nursing Care of Adult focuses on the introduction and application of the nursing process in meeting the health needs of adult individuals who are experiencing mild to moderate stress as a result of acute and/or chronic health problems. The role of the nurse in assessment, planning outcome/goals, implementing, and evaluating response to treatment is applied in the clinical setting. Students are required to integrate therapeutic and professional communications skills, nursing skills/assessment and content from N101 lecture and simulation to care for diverse individuals.

Course Objectives

Each objective is designed to facilitate achievement of the CSUS Division of Nursing’s Summative Outcomes (SO1-10), measured at graduation. Passing N102 means the student is functioning at a minimum of a Level I (indicated with each Course Objective) of the Summative Outcomes. The objectives further facilitate achievement of the “Essentials of Baccalaureate Education for Professional Nursing Practice” developed by the American Association of Colleges of Nursing. In addition the Objectives and assignments are designed to meet the Quality and Safety Education for Nurses (QSEN) Competencies. The following are the course objectives Detailed Clinical Objectives are found in Appendix A. Objectives for weekly module content is found on the SacCT N102 site under the “Weekly Lectures, Case Studies, Quizzes” icon.

1. Analyzes theories and concepts from the nursing science related to illness prevention, health education needs, and disorders in body system functions (immune, respiratory, cardiovascular, renal, neurological, endocrine, musculoskeletal, genitourinary, and gastrointestinal) and integrate these into clinical nursing practice (Essential 1; SO I Level I; QSEN Competency: Safety).

2. Applies the nursing process and clinical reasoning to diagnose, formulate solutions, and manage health problems for patients with a predictable chronic disease or moderate acute illness (Essential 9; S0 II Level I1; QSEN Competency: Patient Centered Care, Safety, and EBP).

3. Implements safe, efficient health care for a minimum of 1 patient in predictable situations and organizational structures (Essential 2; SO III Level I; QSEN Competency: Safety)
4. Demonstrates effective interprofessional communication (SBAR, handoff report, conflict resolution) to foster positive working relationships and patient-centered care with a multidisciplinary team in a complex environment (Essential 6; SO IV Level I; QSEN Competency: Teamwork and Collaboration; Patient Centered Care).

5. Demonstrates professional and academic attitudes and behaviors consistent with the American Nurses’ Association (ANA) Code of Ethics, professional nursing practice, and Division of Nursing and University policy (Essential 8; SO V Level I; QSEN Competency: Patient Centered Care, Teamwork and Collaboration, Safety, QI, EBP, Informatics).

6. Exhibits competency in responsibly accessing, using, and evaluating patient care technologies (Lab data banks, medication administration systems, respiratory/cardiac monitors, assessment equipment) and information management systems to improve health outcomes across diverse conditions (Essential 4; SO VI Level II; QSEN Competency: Informatics, QI, Safety).

7. Access credible evidence based practice sources for patient education and implementation of nursing care to improved patient outcomes (Essential 3; SO III Level I; QSEN Competency: EBP, Informatics).

8. Demonstrates basic knowledge of concepts related to healthcare policy finance, and regulation supported and promoted by NIH, CDC, IOM related to patient safety (double patient identification, fall prevention, pressure ulcer prevention), core measures (Acute MI, CHF, Pneumonia), early goal directed therapy for Sepsis. (Essential 5; SO VIII Level I; QSEN Competency: Patient Centered Care, EPB, QI, Safety).

9. Verifies and respects cultural, psychological, and spiritual influences on the health of individuals and families (Essential 7; SO IX Level I; QSEN Competency: Patient Centered Care).

10. Synthesizes information from multiple sources to formulate an effective plan of care that includes relevant disease pathophysiology, pharmacological, medical, and nursing management of primary and secondary disease processes specific to the individual patient (Essential IV; SO X Level I; QSEN Competency: Patient Centered Care, EPB, Teamwork and Collaboration, Safety, QI, Informatics).

**Method of Instruction**

This course is a two unit clinical course and utilizes hospital and community agencies. Students are required to complete 90 hours of clinical for this course. Orientation to clinical is provided week 1 of the semester. Students are assigned to hospital medical/surgical units, Home Health, and Operating Room (OR) rotations. Clinical rotations are comprised of one afternoon of patient selection/clinical preparation the weeks in medical surgical rotation, followed by one day of direct care of the patient selected. During the final weeks of the semester a back to back (2 days in a row)
clinical experience may be arranged (based on clinical agency availability) where students are expected to prep and care for two patients. Pre clinical and post clinical conferences are scheduled per clinical faculty. Comparable clinical experiences have been selected for each student. Learning experiences are TBA. Students are scheduled for clinical rotations involving varied shift lengths (commonly 4-7 hours). The clinical days of the week vary depending on the section the student is assigned.

**Online Component**

This course will be delivered in a hybrid (blended) learning online environment through the SacCT course management system. Course material is accessed through the icons on the “Course Content” page. Students should access the “Course Introduction and Orientation” icon for information on course structure and pre-course/week1 assignments. The “Clinical Information” is located under specific icons. Communication with course faculty will occur via the N102 SacCT site email, discussion board, and through the “iMeet” icon for online office hours.

**Access to the Course**

To access the course students will use their Saclink account to log into the course from the [SacCT Login page](https://online.csus.edu).

If you do not have a Saclink account yet, please refer to the [Setting Up a Saclink Account](http://www.csus.edu/saclink/settingUp.stm) webpage to create a Saclink account online.

To get started using a SacCT course please visit the [Student Resources](http://www.csus.edu/SacCT/student/) webpage where you can access Online Tutorials, Frequently Asked Questions, and other help resources.

**Technical Requirements**

To access a course on SacCT you will need access to the Internet and an Internet browser (Internet Explorer, Firefox, Safari, GoogleCrom). To ensure that you are using a supported browser and have required plug-ins please run the Check Browser from your SacCT course. Refer to the [SacCT Browser Tune-up](https://online.csus.edu) page for instructions.

For help or to report a problem with SacCT you can access technical help through the “Course Resources” icon on the N102 Course Content page or:

- Visit the [Student SacCT FAQ’s webpage](https://online.csus.edu)
- Submit a [SacCT Problem Form](https://online.csus.edu)
- Contact the University Help Desk at (916) 278-7337
Course Syllabus

Course Expectations

See the N102 SacCT site and access the “Clinical Information” icon for the General Clinical Syllabus and Agency Specific Clinical Syllabus for details. A clinical preparation paper will be required for each patient cared for in the medical/surgical rotation. Orientation to completing clinical preps will be held during the Clinical Simulation Day week1 of the semester, and by Clinical Faculty during week 2 and 3 of the semester. Clinical Prep forms, a document entitled “How to Complete a Clinical Prep” and the Clinical Grading Rubric are available by accessing “Clinical information” icon → “General Clinical Syllabus” folder → “Clinical Prep” folder.

Grading

This course is a credit/no credit course.

GRADING CRITERIA

There are a total of 100 clinical points. A student must have a minimum of 75 clinical points to pass clinical. Clinical faculty use the N102 Clinical Grading Rubric for grading the clinical experience and prep.

Clinical Failure: A failure to meet clinical objectives (Appendix A) will result in a clinical failure and a "no credit" in the course. A serious patient safety violation can result in immediate clinical failure. A student who receives a clinical failure will be removed from the N102 and N101 courses and the N102 SacCT site. The student will not be allowed to take further examinations in N101. To repeat the course(s) a petition must be submitted to the Division of Nursing Student Affairs Committee by the Wednesday of finals week. Petition forms are obtained from your Faculty Advisor.

Grade Distribution

Grade Policy and Calculation
The grades you earn in N102 are figured on a weighted average 100 point scale.

<table>
<thead>
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<th>Assignment</th>
<th>Points</th>
<th>Percentage %</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical</td>
<td>100 points</td>
<td>100%</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100%</td>
<td>100</td>
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</table>

Calculating Clinical Points: There are a total of 100 points possible.

100 points = 100%
95 points = 95%
90 points = 90%
85 points = 85%
80 points = 80%
75 points = 75%

You must have a minimum of 75 clinical points (75%) to pass N102 clinical portion of the course.
Access Grades

Grades for this course are posted online. You can access these via the MyGrades tool in the SacCT course.

Course Policies

Students must meet all objectives for the clinical portions of this course. If a student fails to meet objectives for either course, both N101 and N102 must be repeated. It is important for students to be kept well advised of their progress in the course.

Students who are struggling in clinical will be kept apprised of their progress through weekly meetings with clinical faculty, and/or a written weekly progress letter, feedback on clinical preparations and further input from additional clinical faculty as needed. A letter of clinical jeopardy identifying strategies to enable the student to be successful will be placed in the student’s file. If the student fails to meet clinical objectives, the student will be removed from the clinical setting and from the SacCT course access. The student will not sit for any further examinations and will receive a “no credit” for the course. The student will need to petition the Student Affairs Committee to be granted permission to repeat the course.

Attendance

Students are accountable for attending 90 clinical hours. Attendance at clinical orientation, simulation experiences, and clinical is mandatory. For an absence due to an illness (fever, vomiting) or other emergency, the student is expected to notify the faculty of record via SacCT email, the N102 clinical faculty immediately by phone, and the assigned nursing unit the day of clinical prior to report. Students are advised that due to limitations in clinical agency and faculty availability, clinical schedules are not flexible. If illness or emergency arises, clinical faculty will attempt to arrange make up assignments, however, if there is insufficient opportunity to make up missed clinical time during the contracted clinical time, the student may not be successful in completing the clinical requirements and may not receive a passing grade in clinical. Students who are unable to meet clinical objectives in the clinical time allotted will not pass the course and will receive a “no credit” in the course.

Late Work

Late work will not be accepted in N102 unless prior arrangements have been made with the Faculty regarding the assignment. Assignments submitted late will receive 0 points.
Student Code of Conduct
Students are held accountable for the standards described in the Student Code of Conduct and the Code of Ethics for the Division of Nursing that can be found in the Sacramento State Division of Nursing Student Handbook.

University Policies

The following are University policies the student is held accountable to:

Academic Honesty

Students are expected to be familiar with the University’s Academic Honesty, Policy & Procedures. The policy on Academic Honesty and other information regarding student conduct can be accessed from the University Policy Manual (http://www.csus.edu/umanual/index.htm).

Plagiarism is a violation of University policy and academic ethical standards. Plagiarism includes but is not limited to cheating on a test, copying another student’s written work, or using published written work or Internet sources without appropriate quotes or references. Please refer to the Library’s Plagiarism Website (http://library.csus.edu/content2.asp?pageID=353) for a full description. A plagiarism offense will result in a failure of N102, and will be reported to the University Academic Affairs office for inclusion on your academic record. For additional information on potential consequences consult California Administrative Code Sections 41301-41304 of Title 5 Article 1.1.

Reasonable Accommodation Policy

If you have a disability and require accommodations, you need to provide disability documentation to Services for Students with Disabilities (SSWD). For more information please visit the SSWD website (http://www.csus.edu/sswd/). They are located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

Please discuss your accommodation needs with the faculty of record after class or during faculty office hours early in the semester so that we can assure your needs are addressed.

University Resources

The following are university resources that you may find helpful in successfully meeting learning objectives for N102.

Sac State Library

As a Sac State student you have access to the various resources offered by the library such as book checkout, study areas, computer labs, online tutorials, research
databases, etc. To learn more about available resources visit the Sac State Library website (http://library.csus.edu/).

**Internet Resources**

There are several excellent government and research healthcare related sites on the internet that you may find helpful in completing your clinical prep papers. These can be found under the “Student Resources” icon. An example of these resources include:

- The Center for Disease Control ([www.cdc.gov](http://www.cdc.gov))
- The National Institute for Health ([www.nih.gov](http://www.nih.gov))
- The Mayo Clinic ([www.mayoclinic.org](http://www.mayoclinic.org))

In the clinical setting your Electronic Medical Record password will give you access to multiple resources available on clinical agency servers. To view these you must log on to a computer in the hospital setting and link through the desktop icon. These include multiple drug references such as Lexicom and clinical treatment references such as UptoDate. These resources are located on the hospital Intranet and are NOT available to access from home.

**Student Computer Labs**

Students can use any of the IRT managed student computer labs on campus to view skills lab videos and quizzes, watch streamed lectures, complete weekly quizzes, or check course email and discussion board. Please remember to bring your own headphones if you choose to watch a course video or lecture in the computer lab. Visit the University Labs website ([http://www.csus.edu/uccs/labs/generalinfo/about.stm](http://www.csus.edu/uccs/labs/generalinfo/about.stm)) for information about locations, hours, and resources available.

**SacCT**

SacCT is the course management system used on the Sac State campus for online courses or for courses that have some component online. To access a course on SacCT, you must login from the SacCT Login Page ([https://online.csus.edu](https://online.csus.edu)).

To learn more about SacCT visit the Student Resources webpage ([http://www.csus.edu/webct/student/](http://www.csus.edu/webct/student/)) where you can view online Tutorials, FAQ’s and other help resources.

**IRT Service Desk (Helpdesk)**

The helpdesk provides assistance to students, faculty and staff in their use of campus technologies. Help is available via walk-in service, telephone service, email, or chat. Use the hyperlink above, or access this from the N102 SacCT Student Resources icon.
Writing Center: There is a writing center on campus for students who would like assistance with writing skills. This is a very important skill for the baccalaureate nurse; refining these skills will be instrumental to advancement in the profession. To contact the writing center at CSUS: go to www.csus.edu/writingcenter or e mail writingcenter@csus.edu for specific questions. Students can also reach the writing center by phone: 278-6356.

Reasonable Accommodation

Services to Students with Disabilities

University Resources:
Sac State has many programs and resources available to assist you during your academic studies. Links to the following resources are provided below and also available on the N102SacCT under the "Student Resources" icon.

Academic Advising

- The Academic Advising Center offers new student orientation, mandatory freshman advising, and advising on General Education and graduation requirements for all students.

Student Affairs

- If you need help discerning who to see to get a question answered, advice on which classes to take, or information about how to obtain financial aid, Student Affairs may be able to assist you.

Student Health Center

- Student Health Services promotes the health and wellness of Sac State students.
Appendix A

N102 Clinical Evaluation

Self-evaluation by student and evaluation by clinical faculty is done at midterm and final using the following form (page 2-7). You do not need to print summative behaviors, AACN or ANA reference guides which have been included for your reference. The completed midterm and final evaluation needs to be submitted to clinical faculty prior to the date set for the evaluation appointment. At the conclusion of the final evaluation the faculty will submit the evaluation form to the student’s file.

Place a check mark in the column that best identifies your progress at both midterm and final evaluations. If you have not met the objective because of no opportunity, indicate this by using “N/O” no opportunity at midterm. By the end of the semester, all objectives must be met to pass the clinical component of N1023. “No opportunity” (N/O) is not an option for your final self-evaluation. It is your responsibility to ensure that you meet all of the course objectives by the end of the semester.

Write a summary narrative at midterm and final evaluations. Faculty will also write mid and final summaries.

Objectives are evaluated through evidence in charting, clinical preparation papers, care plans, formal and informal conferences, worksheets, skills check offs, and observations of performance.

Clinical course objectives are written to facilitate understanding by clinical faculty and students. They are based on the Course Objectives (CO) and cross referenced to conceptual models used in curricular design to facilitate program evaluation. The objectives are organized by the American Nurses Association (ANA) “Standards of Care” (AKA the steps of the nursing process: assessment, diagnosis, outcome identification/planning, implementation and evaluation). Each objective is designed to facilitate achievement of the CSUS Division of Nursing’s Summative Outcomes (SO1-10), measured at graduation. Passing N102 means the student is functioning at Level I of the Summative Outcomes.

The Objectives further facilitate achievement of the “Essentials of Baccalaureate Education for Professional Nursing Practice” developed by the American Association of Colleges of Nursing. The “Essentials” include Professional Values (PV1-5), Core Competencies (CC1-4), Core Knowledge (CK1-7) and Role Development (RD1-3). Cross referenced are ANA’s “Standards of Professional Performance”, which include: Quality of Care (qc), Performance Appraisal (pa), Education (ed), Collegiality (colleague), Ethics (ethics), Collaboration (collab), Research (r), and Resource Utilization (ru). Also cross referenced are the AACN’s Quality and Safety Education for Nurses core competencies: Patient Centered Care (PCC), Teamwork and Collaboration (TWC), Evidence-based Practice (EBP), Quality Improvement (QI), Safety, and Informatics (INF). Each competency definition includes specific knowledge, skills, and attitudes to be developed during pre-licensure nursing education. Details regarding these standards are provided at the end of the evaluation and in separate documents in the Division of Nursing.
# N102 Clinical Objectives & Evaluation

**Student Name**

**Semester**

**Agency/Units**

**Clinical Faculty**

## 1. ASSESSMENT

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<tr>
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<tbody>
<tr>
<td>1a.</td>
<td>Demonstrates communication and psychomotor skills necessary to obtain a health history and physical assessment. (SB7, CC2, ANA-qc, QSEN Safety)</td>
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<tr>
<td>1b.</td>
<td>Predicts the impact of age, pharmacologic agents, disease processes, social support and the environment on the ability of the patient to adapt. (SB2, CC3, CK1, CK2, ANA-qc, QSEN PCC)</td>
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<tr>
<td>1c.</td>
<td>Uses assessment and diagnostic test data accurately in managing patient care. (SB1, CC3, ANA-qc, QSEN INF)</td>
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<tr>
<td>1d.</td>
<td>Assesses the health values, beliefs and practices common to various cultural and socio-economic backgrounds and appropriately incorporates these into nursing care. (SB8, CK5, ANA-qc, QSEN PCC)</td>
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<tr>
<td>1e.</td>
<td>Anticipates potential patient problems resulting from immigration/world travel and from patient’s access to treatment options not traditionally part of western medicine. (SB1, CK6, ANA-qc, QSEN PCC)</td>
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<tr>
<td>1f.</td>
<td>Meets and checks on the patient within the first 45 minutes of the shift. (SB4, RD1, ANA-qc, QSEN PCC)</td>
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## 2. DIAGNOSIS

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<tr>
<td>2a.</td>
<td>Analyzes health data to formulate nursing diagnoses. (SB3, CK2, ANA-qc, QSEN INF)</td>
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<tr>
<td>2b.</td>
<td>Differentiates between actual and potential health problems. (SB3, CK1, CK2, ANA-qc, QSEN Safety)</td>
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<tr>
<td>2c.</td>
<td>Validates diagnoses with the patient, family, and other health care providers when possible and appropriate. (SB3, RD2, ANA-colleag, QSEN TWC, QSEN PCC)</td>
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### 3. OUTCOME IDENTIFICATION and PLANNING

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<tr>
<td>3a.</td>
<td>Integrates theory and research based knowledge from the arts, humanities and science to develop a foundation for practice. (SB1, RD1, ANA-qc, QSEN EBP)</td>
<td>Met</td>
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<tr>
<td>3b.</td>
<td>Prepares thoroughly before the care of real or simulated patients utilizing a variety of resource material including pathophysiology, drug, lab, care planning, skills, assessment, and policy and procedure references. (SB4, SB11, CK3, ANA-ed)</td>
<td>Met</td>
</tr>
<tr>
<td>3c.</td>
<td>Uses the problem-solving approach to determine nursing interventions consistent with standards of care and evidence based practice. (SB3, CK1, CK2, CC1, ANA-r, QSEN EBP)</td>
<td>Met</td>
</tr>
<tr>
<td>3d.</td>
<td>Plans interventions which respect the health values, beliefs, and practices of clients. (SB8, CK5, RD1, ANA-et, QSEN PCC)</td>
<td>Met</td>
</tr>
<tr>
<td>3e.</td>
<td>Incorporates teaching learning theory into the care of patients. (SB2, CK1, CK2, ANA-qc, QSEN PCC)</td>
<td>Met</td>
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<tr>
<td>3f.</td>
<td>Prioritizes strategies in formulating the care plan. (SB3, CK1, CK2, ANA-ru, QSEN Safety)</td>
<td>Met</td>
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<tr>
<td>3g.</td>
<td>Acknowledges patients' rights and responsibilities in directing their health care. (SB6, PV3, ANA-et, QSEN PCC)</td>
<td>Met</td>
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<tr>
<td>3h.</td>
<td>Determines realistic outcomes based on knowledge of illness, potential for health promotion and rehabilitation in collaboration with patient, family, and staff. (SB6, CK1, CK2, ANA-qc, QSEN PCC, TWC)</td>
<td>Met</td>
</tr>
<tr>
<td>3i.</td>
<td>Demonstrates the ability to develop short-term goals and long-term goals. (SB6, RD1, ANA-qc, QSEN PCC)</td>
<td>Met</td>
</tr>
<tr>
<td>3j.</td>
<td>Attends change of shift report before beginning patient care. (SB4, CC2, ANA-qc, QSEN TWC)</td>
<td>Met</td>
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<tr>
<td>3k.</td>
<td>Compares proposed schedule of care with patient Kardex (Rand) before patient contact. (SB4, RD1, ANA-qc, QSEN Safety)</td>
<td>Met</td>
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<tr>
<td>3l.</td>
<td>Demonstrates a responsible approach to nursing education by preparation for and active participation in clinical activities and by meeting course requirements within set deadlines. (SB4, RD1, ANA-ed. QSEN TWC)</td>
<td>Met</td>
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### 4. IMPLEMENTATION

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<tr>
<td>4a.</td>
<td>Selects and cares for patients with respect for variations in gender, age, socio-economic background, ethnicity, race, and sexual orientation and without bias based on personal feelings/beliefs/values. (SB8, SB10, CK4, RD1, PV6, ANA-et, QSEN PCC)</td>
<td>Met</td>
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<tr>
<td>4b.</td>
<td>Behaves in a selfless manner while caring for patients and when interacting with families, visitors, classmates and staff. (SB10, PV1, ANA-et, QSEN TWC)</td>
<td>Met</td>
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<tr>
<td>IMPLEMENTATION, cont</td>
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<tr>
<td>4c. Demonstrates the attitudes and behaviors, which are necessary to have rapport with members of the health care community. (SB10, RD3, ANA-colleague, QSEN TWC)</td>
<td>Met</td>
<td>Not met</td>
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<tr>
<td>4d. Demonstrates a professional demeanor through choice of attire and language selected. (SB10, RD3, ANA-pa, QSEN TWC)</td>
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<tr>
<td>4e. Differentiates between social and professional role in communication. (SB7, RD3, CC2, ANA-colleague; QSEN TWC)</td>
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<tr>
<td>4f. Cooperates with classmates fostering collegiality. (SB10, RD3, ANA-colleague, QSEN TWC)</td>
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<tr>
<td>4g. Promotes continuity of care by addressing anticipated needs and communicating with other health providers and coordinators as appropriate. (SB6, CC2, RD2, ANA-collab, QSEN TWC)</td>
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<tr>
<td>4h. Recognizes the difference between medical diagnosis/management and nursing diagnosis/ management. (SB3, RD1, ANA-collab; QSEN Safety, TWC)</td>
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<tr>
<td>4i. Demonstrates responsibility and accountability for own actions in providing care. (SB4, PV5, ANA-pa, QSEN Safety)</td>
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<tr>
<td>4j. Identifies self as CSUS nursing student. (SB4, RD1, ANA-ethics, QSEN Safety)</td>
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<tr>
<td>4k. Identifies the nursing care the student will be able to complete with or without supervision. (SB4, RD1, ANA-collab; QSEN TWC)</td>
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<tr>
<td>4l. Prioritizes strategies in implementing the care plan. (SB3, RD2, ANA-ru, QSEN Safety)</td>
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<tr>
<td>4m. Performs basic psychomotor skills in predictable situations with understanding of rationale. (SB9, CC4, ANA-ru, QSEN Safety)</td>
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<tr>
<td>4n. Provides sound rationale for nursing strategies. (SB3, CK1, CK2, ANA-r, QSEN EBP)</td>
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<tr>
<td>4o. Confers with instructor prior to any technical procedure/skill (instructor may delegate to staff RN). (SB4, CC2, ANA-collab; QSEN Safety)</td>
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<tr>
<td>4p. Talks through a procedure before performing it. (SB9, CC4, ANA-ed; QSEN Safety.)</td>
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<tr>
<td>IMPLEMENTATION, cont</td>
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<tr>
<td></td>
<td>Met</td>
<td>Not met</td>
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<tr>
<td>4q. Demonstrates appropriate speed, coordination, confidence, and precision in performing frequently used basic psychomotor skills. (SB9, CC4, ANA-qc, QSEN Safety)</td>
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<tr>
<td>4r. Administers medications using the six rights of medication administration (right medication, right patient, right dose, right route, right time, and right documentation). (SB9, CC4, ANA-qc, QSEN Safety, INF)</td>
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<tr>
<td>4s. Demonstrates the ability to independently provide safe patient care. (SB4, CC2, RD1, ANA-qc, QSEN PCC, Safety, INF)</td>
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<tr>
<td>4t. Utilizes therapeutic communication to assist the patient in adapting to the stress of hospitalization and acute or chronic illness. (SB7, CC2, ANA-qc, QSEN PCC)</td>
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<td>4u. Protects the modesty of the patient. (SB5, PV4, ANA-qc, QSEN PCC)</td>
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<tr>
<td>4v. Provides nursing interventions appropriately to patients in need of comforting. (SB5, CK2, ANA-qc, QSEN PCC)</td>
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<tr>
<td>4w. Ensures patient safety (side rails, assistance with ambulation, soft restraints). (SB4, RD1, ANA-qc, QSEN Safety)</td>
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<tr>
<td>4x. Incorporates knowledge of cost factors in delivering care. (SB4, CK7, ANA-pr, QSEN INF, QI)</td>
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<tr>
<td>4y. Discusses the nursing care of the patient in a humanistic manner. (SB5, PV4, CC2, ANA-qc, QSEN PCC)</td>
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<tr>
<td>4z. Documents nursing care and patient response accurately and thoroughly in the patient's chart. (SB4, CC2, RD1, ANA-qc, QSEN PCC, Safety, INF)</td>
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<tr>
<td>4aa. Uses the appropriate medical terminology when communicating written or verbal information. (SB7, CC2, ANA-qc, QSEN Safety)</td>
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<tr>
<td>4bb. Protects confidentiality of patients and their medical records by limiting discussion of patients at clinical conferences and using initials in written manner consistent with HIPAA. (SB4, CK4, ANA-ethics, QSEN PCC, INF)</td>
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<tr>
<td><strong>5. EVALUATION</strong></td>
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<tr>
<td>5a. Evaluates effectiveness of nursing interventions based on realistic and measurable outcomes. (SB6, RD1, ANA-qc, QSEN PCC, Safety, EBP)</td>
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<tr>
<td>5b. Demonstrates initiative in identifying and meeting own learning needs. (SB4, RD1, ANA-ed)</td>
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<tr>
<td>5c. Seeks and accepts constructive criticism to expand their knowledge base and improve performance. (SB7, RD1, ANA-pa)</td>
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<tr>
<td>5d. Modifies plan of patient care based on self-evaluation and feedback from staff and instructors. (SB7, RD1, ANA-pa, QSEN PCC, TWC)</td>
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<tr>
<td>5e. Follows through with appropriate action when an error is committed or when weaknesses are identified. (SB4, PV5, CK4, ANA-pa, QSEN QI)</td>
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<tr>
<td>Participates in clinical conferences (attendance, punctuality, contribution). (SB7, RD3, ANA-ed)</td>
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MIDTERM EVALUATION

Student Comments:
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Faculty Comments:
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Signatures indicate each party has reviewed what the other has written, and may or may not agree.

________________________________________________________
Student             Date

________________________________________________________
Faculty             Date
FINAL EVALUATION
Student Comments:

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Faculty Comments:

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Signatures indicate each party has reviewed what the other has written, and may or may not agree.

Student __________________________ Date __________________________

Faculty __________________________ Date __________________________
Division of Nursing Program Standards

Summative and Level Outcomes: Baccalaureate Curriculum

American Association of Colleges of Nursing

SO I: SYNTHESIZES THEORIES AND CONCEPTS FROM THE SCIENCES, THE ARTS, AND NURSING AND INTEGRATES THESE INTO NURSING PRACTICE.

Level I Applies theories and concepts from the sciences, the arts, and nursing and integrates these into nursing practice.

Level II Analyzes theories and concepts from the sciences, the arts, and nursing and integrates these into nursing practice.

SO II: UTILIZES THE NURSING PROCESS TO FACILITATE OPTIMAL HEALTH, INTEGRATING KNOWLEDGE AND SKILLS WITH INDIVIDUALS AND GROUPS ACROSS THE LIFESPAN AND IN A VARIETY OF SETTINGS.

Level I Utilizes the nursing process to formulate a plan of care and implements the critical elements of basic nursing skills in predictable situations.

Level II Utilizes the nursing process and clinical reasoning to diagnose and formulate alternative solutions to health problems across increasingly unpredictable and complex health care settings.

SO III: SYNTHESIZES LEADERSHIP AND MANAGEMENT THEORIES AND PRINCIPLES OF QUALITY IMPROVEMENT IN THE DELIVERY OF SAFE AND EFFICIENT HEALTH CARE TO INDIVIDUALS, FAMILIES, GROUPS, AND COMMUNITIES.

Level I Describes the unique role of the nurse working within the organizational structure of the health care environment.

Level II Coordinates safe, efficient health care for individuals, families, and groups in increasingly complex situations and organizational structures.

SO IV: EMPLOYS EFFECTIVE INTER- AND INTRAPROFESSIONAL COMMUNICATION AND COLLABORATIVE STRATEGIES TO FOSTER AN OPTIMAL LEVEL OF HEALTH.

Level I Demonstrates effective interprofessional communication to foster positive working relationships and patient-centered care.

Level II Demonstrates effective inter- and intraprofessional communication techniques with individuals, families, and groups as a collaborative member of the healthcare team to strengthen positive working relationships and patient-centered care.

SO V: EXEMPLIFIES THE VALUES AND BELIEFS OF PROFESSIONAL NURSING AND ARTICULATES THE IMPORTANCE OF LIFELONG LEARNING.

Level I Identifies and demonstrates professional and academic attitudes and behaviors consistent with the American Nurses’ Association (ANA) Code of Ethics, professional nursing practice, and Division of Nursing and University policy.
Level II Exhibits and promotes professional and academic attitudes and behaviors consistent with the ANA Code of Ethics, professional nursing practice, and Division of Nursing and University policy.

SO VI: SYNTHESIZES KNOWLEDGE AND SKILLS IN THE UTILIZATION OF PATIENT CARE TECHNOLOGIES AND INFORMATION MANAGEMENT SYSTEMS TO SUPPORT ETHICAL NURSING PRACTICE AND PROMOTE SAFE, QUALITY CARE DELIVERY.

Level I Demonstrates the ability to responsibly access, utilize, and evaluate patient care technologies and information management systems in the delivery of safe, quality care.

Level II Exhibits competency in responsibly accessing, utilizing, and evaluating patient care technologies and information management systems to improve health outcomes across diverse conditions.

SO VII: INTEGRATES AND DISSEMINATES THEORY AND RESEARCH TO INFORM AND IMPROVE PATIENT OUTCOMES THROUGH EVIDENCE-BASED PRACTICE.

Level I Identifies and retrieves credible sources of evidence relating to clinical practice.

Level II Applies the basic elements of research in order to critique and appraise evidence related to practice outcomes.

SO VIII: INTEGRATES KNOWLEDGE OF HEALTHCARE POLICY, FINANCE, AND REGULATION TO INFORM AND INFLUENCE PROFESSIONAL NURSING PRACTICE AS AN ADVOCATE AND LEADER PROMOTING EQUITY AND QUALITY IN HEALTHCARE DELIVERY.

Level I Demonstrates basic knowledge of concepts related to healthcare policy, finance, and regulation.

Level II Analyzes, evaluates, and examines the impact of healthcare policy, finance, and regulation on the professional nursing advocacy role.

SO IX: UTILIZES PRINCIPLES OF HEALTH PROMOTION AND DISEASE PREVENTION TO IMPROVE POPULATION HEALTH ACROSS THE LIFESPAN IN INDIVIDUALS, FAMILIES, GROUPS, AND COMMUNITIES.

Level I Identifies protective and predictive factors including cultural, psychological, and spiritual influences on the health of individuals and families.

Level II Integrates knowledge of health promotion and disease prevention with an understanding of the beliefs, values, and attitudes influencing health outcomes of individuals, families, and groups across the lifespan.

SO X: DEMONSTRATES INFORMATION COMPETENCE RELEVANT TO NURSING PRACTICE.

Level I Recognizes when information is needed and demonstrates responsible acquisition and ethical application of information relevant to nursing practice.

Level II Determines the extent of information needed and appropriately accesses, critically evaluates, and efficiently utilizes and communicates information relevant to nursing practice.
Essentials of Baccalaureate Education for Professional Nursing Practice
American Association of Colleges of Nursing

Professional Values (PV)
1. Altruism
2. Autonomy
3. Human dignity
4. Integrity
5. Social justice

Core Competencies (CC)
1. Critical thinking
2. Communication
3. Assessment
4. Technical skills

Core Knowledge (CK)
1. Health promotion, risk reduction, disease prevention
2. Illness and disease management
3. Information and health care technologies
4. Ethics
5. Human diversity
6. Global health care
7. Health care systems and policy

Role Development (RD)
1. Provider of care
2. Designer, manager, coordinator of care
3. Member of a profession
QUALITY AND SAFETY EDUCATION FOR NURSES
American Association of Colleges of Nursing

COMPETENCIES

Patient Centered Care (PCC)
Definition: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.

Teamwork and Collaboration (TWC)
Definition: Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

Evidence Based Practice (EBP)
Definition: Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

Quality Improvement (QI)
Definition: Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of healthcare systems.

Safety
Definition: Minimize risk of harm to patients and providers through both system effectiveness and individual performance.

Informatics (INF)
Definition: Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.
American Nurses Association

Standards of Care

Assessment
Diagnosis
Outcome Identification
Planning
Implementation
Evaluation

Standards of Professional Performance

Quality of Care: The nurse systematically evaluates the quality and effectiveness of nursing practice.

Performance Appraisal: The nurse evaluates one’s own nursing practice in relation to professional practice standards and relevant statutes and regulations.

Education: The nurse acquires and maintains current knowledge and competency in nursing practice.

Collegiality: The nurse interacts with, and contributes to, the professional development of peers and other health care providers as colleagues.

Ethics: The nurse’s decisions and actions on behalf of patients are determined in an ethical manner.

Collaboration: The nurse collaborates with the patient, family, and other health care providers in providing patient care.

Research: The nurse uses research findings in practice.

Resource Utilization: The nurse considers factors related to safety, effectiveness, and cost in planning and delivering patient care.