

LOS ANGELES VALLEY COLLEGE

Associate Degree Nursing Program

Conceptual Framework

The Los Angeles Valley College Associate Degree Nursing Program Conceptual Framework is based on current nursing practice, which is reflected in NLN (2010) Educational Competencies for Associate Degree Nursing, ANA Standards of Nursing Practice and the use of Quality and Safety Education for Nurses (QSEN).

The curriculum is developed using the current nursing practice models, NCLEX Test Plan Categories of Patient Needs; Safe and Effective Care Environment, Health Promotion and Maintenance, and Psychosocial Integrity, Physiological Integrity developed by the National Council of State Board for Nursing (NCSBN) and the Nursing Process prioritized by utilizing Maslow's Hierarchy of Needs. The faculty supports the recommendations of The Joint Commission and the National Patient Safety Goals (2013).

The program outcomes support a concept-based curriculum focusing on the Student Learning Outcomes (SLO) organized from simple to complex. The revised Bloom's Taxonomy of Learning Objectives is used to level the student learning outcomes. Additionally, the curriculum promotes the development of critical thinking, clinical judgment, and the delivery of excellence in patient-centered care to adult nursing student by utilizing the Knowles Theory of Adult Education.

I. National League of Nursing

Educational Competencies for ADN

Human Flourishing – Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.

Nursing Judgment – Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patients within a family and community context.

Professional Identity – Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe quality care for diverse patients within a family and community context.

Spirit of Inquiry – Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.

I. American Nurses Association – (ANA)

Standards of Nursing Practice

Standard 1: Assessment – The nursing student collects comprehensive data pertinent to the healthcare consumer's health or the situation.

Standard 2: Diagnosis – The nursing student analyzes the assessment data to determine the diagnoses or issues.

Standard 3: Outcome Identification – The nursing student identifies expected outcomes for a plan individualized to the healthcare consumer or the situation.

Standard 4: Planning - The nursing student develops a plan of care that prescribes strategies and interventions to attain expected outcomes.

Standard 5: Implementation – The nursing student implements the interventions identified in the plan

- Coordination of Care
- Health Teaching and Health Promotion

Standard 6: Evaluation – The nursing student evaluates progress toward attainment of outcomes

II. **Quality and Safety Education for Nurses Initiative (QSEN)**

Patient-centered Care – The nursing student will 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 – The nursing student will 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) – The nursing student will integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal healthcare.

Quality Improvement (QI) – The nursing student will 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 health care systems.

Safety – The nursing student will minimize risk of harm to patients and providers through both system effectiveness and individual performance.

Informatics – The nursing student will use information and technology to communicate, manage knowledge, mitigate error, and support decision making.

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