**Table 1: Outcomes Reported Met in One State’s ADN Programs**

|  |
| --- |
| **Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice** |
| 1. Integrate theories and concepts from liberal education into nursing practice.
 |
| 4. Use written, verbal, nonverbal, and emerging technology methods to communicate effectively. |
| 9. Value the ideal of lifelong learning to support excellence in nursing practice. |
| **Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety** |
| 4. Demonstrate a basic understanding of organizational structure, mission, vision, philosophy, and values. |
| 7. Promote factors that create a culture of safety and caring. |
| 8. Promote achievement of safe and quality outcomes of care for diverse populations. |
| **Essential IV: Information Management and Application of Patient Care Technology** |
| 1. Demonstrate skills in using patient care technologies, information systems, and communication devices that support safe nursing practice.
 |
| 3. Apply safeguards and decision making support tools embedded in patient care technologies and information systems to support a safe practice environment for both patients and healthcare workers. |
| 4. Understand the use of CIS systems to document interventions related to achieving nurse sensitive outcomes. |
| \*5. Use standardized terminology in a care environment that reflects nursing’s unique contribution to patient outcomes. |
| 6. Evaluate data from all relevant sources, including technology, to inform the delivery of care. |
| \*7. Recognize the role of information technology in improving patient care outcomes and creating a safe care environment. |
| 8. Uphold ethical standards related to data security, regulatory requirements, confidentiality, and clients’ right to privacy. |
| 9. Apply patient care technologies as appropriate to address the needs of a diverse patient population. |
| **Essential VI: Interprofessional Communication and Collaboration for Improving****Patient Health Outcomes** |
| 6. Advocate for high quality and safe patient care as a member of the interprofessional team. |
| **Essential VIII: Professionalism and Professional Values** |
| \*1. Demonstrate the professional standards of moral, ethical, and legal conduct. |
| \*2. Assume accountability for personal and professional behaviors. |
| 3. Promote the image of nursing by modeling the values and articulating the knowledge, skills, and attitudes of the nursing profession. |
| \*4. Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients and families as well as among caregivers. |
| \*6. Reflect on one’s own beliefs and values as they relate to professional practice. |
| 7. Identify personal, professional, and environmental risks that impact personal and professional choices and behaviors. |
| 8. Communicate to the healthcare team one’s personal bias on difficult healthcare decisions that impact one’s ability to provide care. |
| 9. Recognize the impact of attitudes, values, and expectations on the care of the very young, frail older adults, and other vulnerable populations. |
| 10. Protect patient privacy and confidentiality of patient records and other privileged communications. |
| 12. Act to prevent unsafe, illegal, or unethical care practices. |
| 13. Articulate the value of pursuing practice excellence, lifelong learning, and professional engagement to foster professional growth and development. |
| 14. Recognize the relationship between personal health, self-renewal, and the ability to deliver sustained quality care. |
| **Essential IX: Baccalaureate Generalist Nursing Practice** |
| 1. Conduct comprehensive and focused physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments of health and illness parameters in patients, using developmentally and culturally appropriate approaches.
 |
| \*5. Deliver compassionate, patient-centered, evidence-based care that respects patient and family preferences. |
| \*6. Implement patient and family care around resolution of end-of-life and palliative care issues, such as symptom management, support of rituals, and respect for patient and family preferences. |
| 7. Provide appropriate patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations to foster patient engagement in their care. |
| \*8. Implement evidence-based nursing interventions as appropriate for managing the acute and chronic care of patients and promoting health across the lifespan. |
| \*9. Monitor client outcomes to evaluate the effectiveness of psychobiological interventions. |
| 10. Facilitate patient-centered transitions of care, including discharge planning and ensuring the caregiver’s knowledge of care requirements to promote safe care. |
| \*11. Provide nursing care based on evidence that contributes to safe and high quality patient outcomes within healthcare microsystems. |
| \*12. Create a safe care environment that results in high quality patient outcomes. |
| \*13. Revise the plan of care based on an ongoing evaluation of patient outcomes. |
| \*16. Demonstrate the application of psychomotor skills for the efficient, safe, and compassionate delivery of patient care. |
| 17. Develop a beginning understanding of complementary and alternative modalities and their role in health care. |
| \*18. Develop an awareness of patients as well as healthcare professionals’ spiritual beliefs and values and how those beliefs and values impact health care. |
| \*21. Engage in caring and healing techniques that promote a therapeutic nurse-patient relationship. |

\* Outcomes met by 100% of ADN programs. ADN, associate degree nursing.