

UTC BSN Curriculum Outcomes

I. Characteristics of Nursing	Level One	Level Two	Level Three	Level Four	Curriculum Outcomes/Level Five
Repertoire of Communication Skills	1. Identify appropriate communication techniques based on developmental and educational level for adults.	1. Use therapeutic communication techniques based on developmental and educational level of adults with chronic health deviations as well as their significant others. 2. Effectively impart important information when communicating with health care team.	1. Use appropriate communication techniques based on developmental and educational level of children and families. 2. Collaborates with the health care team regarding patient care.	1. Demonstrate effective communication techniques based on the developmental and educational level of adults with acute health deviations, caregivers, families and the healthcare team.	1. Demonstrate a repertoire of effective communication skills with patients, families, communities, and colleagues.
Transformative Teaching	2. Identify teaching and learning principles to promote self-care agency and to prevent illness in adults.	3. Utilize teaching and learning principles to promote achievement of self-care agency in the education of adults with chronic health deviations.	3. Utilize teaching and learning principles to promote achievement of self-care agency and to prevent illness in the education of children and families.	2. Utilize teaching and learning principles to promote achievement of self-care agency and to educate adults with acute health deviations, caregivers and families.	2. Incorporate knowledge of teaching and learning principles consistent with self-care requisites to guide transformative teaching.
Cultural awareness, understanding, and competence	3. Identify differences in culture, attitudes, values and expectations of	4. Demonstrate sensitivity to differences in culture, attitudes, values and	4. Demonstrate sensitivity to differences in culture, attitudes, values and	3. Demonstrate sensitivity to differences in culture, attitudes, values, and	3. Respect differences in culture, attitudes, values, and expectations of

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	others.	expectations of adults with chronic health deviations.	expectations of children and families.	expectations adults with acute health deviations, caregivers and families.	others.
Upholds Ethical and Legal Standards	<p>4. Identify the core values of professional nursing while providing care for adults.</p> <p>5. Identify safe, legal and ethical nursing practice.</p>	<p>5. Demonstrate the core values of professional nursing while providing care for adults with chronic health deviations.</p> <p>6. Articulate action plans addressing potentially unsafe, illegal, or unethical nursing practice.</p>	<p>5. Incorporate the core values of nursing while providing care for children and families.</p> <p>6. Outline appropriate strategies for intervention when unsafe, illegal, or unethical practices are identified.</p>	<p>4. Incorporate the core values of nursing while providing care for adults with acute health deviations, caregivers, families, and during interactions with the health care team.</p> <p>5. Intervene appropriately when unsafe, illegal, or unethical practices are identified.</p>	<p>4. Embrace values of altruism, autonomy, human dignity, integrity, and social justice when engaging with and on behalf of patients, families and communities.</p> <p>5. Act to prevent unsafe, illegal, or unethical practices.</p>
Professional Behavior	<p>6. Exhibits professional nursing behavior.</p> <p>7. Recognize the importance of self-directed learning and professional engagement.</p>	<p>7. Exhibits professional nursing behavior.</p> <p>8. Identifies self-directed learning behaviors to best meet personal learning needs to foster on-going professional growth and development.</p>	<p>7. Exhibit professional nursing behavior while valuing a positive image of nursing.</p> <p>8. Assume responsibility for self-directed learning to foster on-going professional growth</p>	<p>6. Exhibit professional behavior while valuing a positive image of nursing.</p> <p>7. Assume responsibility for self-directed learning to foster on-going professional growth</p>	<p>6. Promote a positive image of nursing by modeling the values and articulating the knowledge, skills and attitudes of the nursing profession.</p> <p>7. Pursue practice excellence, lifelong learning, and</p>

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			and development.	and development.	professional engagement to foster ongoing professional growth and development.
Leadership	<p>8. Recognize the role of the nurse in the health care system</p> <p>9. Identify components of the health care system that impact patient care.</p>	<p>9. Identify leadership behaviors that reflect nursing standards while participating in a culture of quality, safety and caring for adults with chronic health deviations in healthcare settings.</p> <p>10. Investigating evidence based strategies that support or mitigate health care systems that impact patient care.</p>	<p>9. Demonstrate leadership behaviors that reflect nursing standards while participating in a culture of quality, safety and caring in childbearing and childrearing families in healthcare settings.</p> <p>10. Utilize evidence based strategies that support or mitigate health care systems that impact patient care.</p>	<p>8. Apply leadership principles and skills in collaboration with team members to create an environment of quality, safety, and caring in healthcare settings.</p> <p>9. Use leadership principles and skills in the development of creative and imaginative strategies that promote positive change in the healthcare system.</p>	<p>8. Exercise leadership in creating a culture of quality, safety and caring in a variety of healthcare settings.</p> <p>9. Participate in the development of imaginative, creative strategies, and/or evidence strategies to enable systems to change.</p>
II. Power Components: Demonstrate Power Components in the Provision of Nursing Care					
Valid and reliable knowledge of nursing operation	10. Incorporate selected theoretical and empirical knowledge from the natural, behavioral, nursing sciences, and the humanities in making decisions in caring for adults	11. Incorporate theoretical and empirical knowledge from the natural, behavioral, and nursing sciences, and the humanities in making decisions	11. Incorporate theoretical and empirical knowledge from the natural, behavioral, and nursing sciences, and the humanities in making decisions	10. Analyze theoretical and empirical knowledge from the natural, behavioral, and nursing sciences, and the humanities in making decisions	10. Synthesize theoretical and empirical knowledge from the natural, behavioral, and nursing sciences, and the humanities in making decisions

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	<p>with chronic health deviations</p> <p>11. Identify key components of basic conditioning factors, power components, and self-care requisites (universal, developmental, health deviation) to promote self-care agency for adults.</p>	<p>about nursing practice in caring for adults with chronic health deviations.</p> <p>12. Incorporate key components of basic conditioning factors, power components, and self-care requisites (universal, developmental, health deviation) to promote self-care agency for adults with chronic health deviations.</p>	<p>about nursing practice in caring for childrearing and childbearing families.</p> <p>12. Incorporate key components of basic conditioning factors, power components, and self-care requisites (universal, developmental, health deviation) to promote self-care agency for children, women, and childrearing and childbearing families.</p>	<p>about nursing practice in caring for adults with complex health deviations, families, and caregivers.</p> <p>11. Incorporate key components of basic conditioning factors, power components, and self-care requisites (universal, developmental, health deviation) to promote self-care agency for adults with complex health deviations, families, and caregivers.</p>	<p>about nursing practice.</p> <p>11. Integrate Orem's theoretical framework to promote self-care agency with adults with chronic health deviations.</p>
Intellectual and practical skills	<p>12. Recognize the use of skills of inquiry, analysis, and information literacy to identify practice issues.</p>	<p>13. Utilize skills of inquiry, analysis, and information literacy to identify practice issues in the care of adults with chronic health deviations.</p> <p>14. Recognize the impact of ambiguity and unpredictability on the healthcare system and nursing practice.</p>	<p>13. Utilize skills of inquiry, analysis, and information literacy to address maternal and child nursing practice issues.</p> <p>14. Tolerate the impact of ambiguity and unpredictability on the healthcare system and nursing practice.</p>	<p>12. Utilize skills of inquiry, analysis, and information literacy to address nursing practice issues of adults with complex health deviations.</p> <p>13. Tolerate ambiguity and unpredictability and its effect on the healthcare system as related to nursing</p>	<p>12. Integrate skills of inquiry, analysis, and information literacy to address practice issues.</p> <p>13. Tolerate ambiguity and unpredictability and its effect on the healthcare system as related to nursing</p>

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				practice.	practice.
<p>Sustaining self as a person and professional in nursing practice situations</p> <p>Willingness to provide care</p> <p>Ability to unify action sequences toward end result achievement</p> <p>Consistency in performing nursing operations</p> <p>Making adjustments to prevailing/emerging conditions</p> <p>Ability to manage self as essential professional operative in nursing practice situation</p>	<p>13. Recognize the influence of Orem’s Power Components on professional practice for adults.</p>	<p>15. Demonstrate internalization of Orem’s Power Components when providing care for adults with chronic health deviations.</p>	<p>15. Demonstrate internalization of Orem’s Power Components into professional practice for childrearing and childbearing families.</p>	<p>14. Demonstrate internalization of Orem’s power components in professional practice for adults with complex health deviations, families, and caregivers.</p>	<p>14. Incorporate Orem’s power components into professional practice.</p>
<p>III. Art and Prudence</p>					
<p>Goal-directed using Art and Prudence</p>	<p>14. Identify risks and consequences of nursing decisions and actions.</p>	<p>16. Recognizes risks and consequences of nursing decisions and actions.</p>	<p>16. Provide developmentally appropriate care in an imaginative and creative way characterized by innovation and</p>	<p>15. Provide appropriate care in an imaginative and creative way characterized by innovation and divergent thinking</p>	<p>15. Practice in an imaginative and creative way characterized by innovation and divergent thinking</p>

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			divergent thinking for childrearing and childbearing families.	for adults with complex health deviations, families, and caregivers.	
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Rev. 03/06/12 Undergraduate Curriculum Committee

App. 03/20/12 Undergraduate Faculty Committee

App. 4/10/12 School of Nursing Full Faculty Committee