PENNSYLVANIA STATE SYSTEM OF HIGHER EDUCATION
EDINBORO UNIVERSITY OF PENNSYLVANIA
DEPARTMENT OF NURSING
EXPECTED RESULTS OF THE BACCALAUREATE PROGRAM

At the completion of the baccalaureate programs, the graduate will:

1. assume an entry level professional position with practice based on current knowledge, theory, and research from the humanities, nursing, social, behavioral, and physical sciences to contribute to the delivery of a seamless continuum of care.

2. provide comprehensive, individualized, culturally competent, and spiritually focused nursing care while fulfilling responsibilities inherent in the roles of provider, coordinator, and designer/manager of care.

3. communicate, collaborate, and facilitate as a member of the interdisciplinary team to effect positive change using creative problem solving approaches.

4. establish partnerships with patients in the development of plans of care that reflect personal values and beliefs, cultural practices, and the individual, family, group, and community’s right to choose.

5. participate in evidence-based and research oriented practice utilizing current technology and information systems to achieve positive patient, family, groups, and community outcomes as a measure of the effectiveness and the value of nursing care.

6. utilize the nursing process as data gather, interpreter, and synthesizer to meet the healthcare needs of individuals, families, groups, and communities across the lifespan and within the context of a diverse local, national, and global perspective.

7. assume responsibility and accountability for nursing practice within the legal and ethical parameters established by professional organizations and regulatory agencies.

8. pursue personal and professional development through commitment to life-long learning, participation in professional organizations, nursing research, and community service, and involvement in political processes and the advancement of healthcare policy using creative problem solving techniques.

9. role model leadership behaviors to advocate and negotiate for individuals, families, groups, and communities, especially those who are at risk and most vulnerable in order to impact the quality, accessibility, and cost of health care.

Revised: 5/9/02; 8/30/03
Approved, Faculty Organization: 5/9/02; 10/17/03
Reviewed; Faculty organization: 5/6/13
At the completion of the **Sophomore Level** of the program, the student will:

1. build on previous knowledge from the sciences and humanities when utilizing the steps of the nursing process to care for individuals.
2. execute the provider of care role for individuals with uncomplicated clinical situations.
3. use appropriate attending and responding communication skills during interactions with individuals, peers, and faculty.
4. acknowledge cultural and spiritual beliefs and practices while caring for individuals with stable and predictable conditions.
5. recognize the relationship of nursing research findings to nursing practice.
6. demonstrate clinical decision making abilities as data gatherers in the differentiation of normal and abnormal data.
7. employ an ethical code and accepted standards of practice when implementing nursing care to individuals.
8. develop a therapeutic relationship with individuals as a beginning step in patient advocacy.

At the completion of the **Junior Level** of the program, the student will:

1. incorporate previous knowledge gained from the sciences and humanities into data interpretation of healthcare needs of individuals and families in a variety of settings.
2. exhibit coordinator skills during collaborative management of individuals and families.
3. develop collegial relationships with faculty and members of the interdisciplinary health team to enhance personal and professionals growth and development in the coordinator of care role.
4. relate the impact of value systems, spirituality, health beliefs, and cultural and societal trends during delivery of health care for individuals and families.
5. integrate published research findings while applying the nursing process when meeting the healthcare needs of individuals and families.
6. individualize the nursing process with an emphasis that includes priority healthcare needs and teaching-learning principles.
7. adopt legal and ethical behaviors that reflect adherence to standards of professional nursing practice established by nursing organizations, affiliating institutions, and the State Board of Nursing.
8. foster an assertive and compassionate approach in the role of patient advocate when caring for individuals and families with complex healthcare problems.

At the completion of the **Senior Level** of the program, the student will:

1. assimilate knowledge from previous required and supporting courses to synthesize data, provide quality care, and evaluate the effectiveness of optimal healthcare outcomes.
2. critique relevant legal and ethical issues that impact the role of designer/manager when caring for individuals, families, groups, and communities.
3. interact as a facilitator within the interdisciplinary team when problem solving and modifying health behaviors with individuals, families, groups, and communities.
4. value cultural factors and spiritual beliefs as integral components when forming partnerships with individuals, families, groups, and communities within a global perspective.
5. contribute to the development of critical thinking, clinical decision making, and the development of nursing knowledge through research.
6. creatively use the nursing process to facilitate behavioral and attitudinal change within the local, national, and global communities.
7. actively participate in professional organizations, community service, and political causes to foster professional growth, augment the process of inquiry, and guide the development of healthcare policies on a local, regional, national, and global levels.

8. discriminate leadership behaviors appropriate to the delivery of professional nursing practice when designing/managing care for individuals, families, groups, and communities experiencing complex acute and chronic problems with uncertain outcomes.

Approved Faculty Organization; 5/9/02; 10/17/03
Revised 5/9/02; 8/30/05
Reviewed; Faculty Organization: 5/6/13
LEVEL OBJECTIVES FOR THE BACHELOR OF SCIENCE IN NURSING INNOVATIVE (BSN) CURRICULUM

At the completion of the First Semester of the Innovative Program the student will:
1. build on previous knowledge from the sciences and humanities when utilizing the steps of the nursing process to care for individuals.
2. execute the provider of care role for individuals with uncomplicated clinical situations.
3. use appropriate attending and responding communication skills during interactions with individuals, peers, and faculty.
4. acknowledge cultural and spiritual beliefs and practices while caring for individuals with stable and predictable conditions.
5. recognize the relationship of nursing research findings to nursing practice.
6. demonstrate clinical decision making abilities as data gatherers in the differentiation of normal and abnormal data.
7. employ an ethical code and accepted standards of practice when implementing nursing care to individuals.
8. develop a therapeutic relationship with individuals as a beginning step in patient advocacy.

At the completion of the Second Semester of the Innovative Program the student will:
1. incorporate previous knowledge gained from the sciences and humanities into data interpretation of healthcare needs of individuals and families in a variety of settings.
2. exhibit coordinator skills during collaborative management of individuals and families.
3. develop collegial relationships with faculty and members of the interdisciplinary health team to enhance personal and professionals growth and development in the coordinator of care role.
4. relate the impact of value systems, spirituality, health beliefs, and cultural and societal trends during delivery of health care for individuals and families.
5. integrate published research findings while applying the nursing process when meeting the healthcare needs of individuals and families.
6. individualize the nursing process with an emphasis that includes priority healthcare needs and teaching-learning principles.
7. adopt legal and ethical behaviors that reflect adherence to standards of professional nursing practice established by nursing organizations, affiliating institutions, and the State Board of Nursing.
8. foster an assertive and compassionate approach in the role of patient advocate when caring for individuals and families with complex healthcare problems.

At the completion of the Third Semester of the Innovative Program, the student will:
1. Assimilate knowledge from previous required and supporting courses to synthesize data, provide quality care, and evaluate the effectiveness of optimal healthcare outcomes.
2. critique relevant legal and ethical issues that impact the role of designer/manager when caring for individuals, families, groups, and communities.
3. interact as a facilitator within the interdisciplinary team when problem solving and modifying health behaviors with individuals, families, groups, and communities.
4. value cultural factors and spiritual beliefs as integral components when forming partnerships with individuals, families, groups, and communities within a global perspective.
5. contribute to the development of critical thinking, clinical decision making, and the development of nursing knowledge through research.
6. creatively use the nursing process to facilitate behavioral and attitudinal change within the local, national, and global communities.
7. actively participate in professional organizations, community service, and political causes to foster professional growth, augment the process of inquiry, and guide the development of healthcare policies on a local, regional, national, and global levels.

8. discriminate leadership behaviors appropriate to the delivery of professional nursing practice when designing/managing care for individuals, families, groups, and communities experiencing complex acute and chronic problems with uncertain outcomes.

Approved, Faculty Organization: 10/17/03
Reviewed, Faculty Organization 5/6/13
EDINBORO UNIVERSITY OF PENNSYLVANIA
PENNSYLVANIA STATE SYSTEM OF HIGHER EDUCATION
DEPARTMENT OF NURSING

LEVEL OBJECTIVES FOR THE
BACHELOR OF SCIENCE IN NURSING PROGRAM
RN-BS NURSING CURRICULUM

At the completion of the Second Year of the program, the RN student will:

9. build on previous knowledge from the sciences and humanities in the application of the steps of the nursing process to the care of individuals.
10. explore the provider of care role as it relates to the health care of individuals with uncomplicated clinical situations.
11. use appropriate attending and responding communication skills during interactions with individuals, peers, and faculty.
12. acknowledge cultural and spiritual beliefs and practices in individuals with stable and predictable conditions.
13. recognize the relationship of nursing research findings to nursing practice.
14. demonstrate clinical decision making abilities as data gatherers in the differentiation of normal and abnormal data.
15. examine an ethical code and accepted standards of practice as they relate to the nursing care of individuals.
16. develop a therapeutic relationship with individuals as a beginning step in patient advocacy.

At the completion of the Third Year of the program, the RN student will:

9. assimilate knowledge from previous required and supporting courses to synthesize data, provide quality care, and evaluate the effectiveness of optimal healthcare outcomes.
10. critique relevant legal and ethical issues that impact the role of designer/manager when caring for individuals, families, groups, and communities.
11. interact as a facilitator within the interdisciplinary team when problem solving and modifying health behaviors with individuals, families, groups, and communities.
12. develop collegial relationships with faculty and members of the interdisciplinary health team to enhance personal and professional growth and development in the designer/manager role.
13. value cultural factors and spiritual beliefs as integral components when forming partnerships with individuals, families, groups, and communities within a global perspective.
14. foster an assertive and compassionate approach in the role of patient advocate when caring for individuals and families with complex healthcare problems.
15. contribute to the development of critical thinking, clinical decision making, and the development of nursing knowledge through research.
16. creatively use the nursing process to facilitate behavioral and attitudinal change within the local, national, and global communities.
17. actively participate in professional organizations, community service, and political causes to foster professional growth, augment the process of inquiry, and guide the development of healthcare policies on a local, regional, national, and global levels.
18. discriminate leadership behaviors appropriate to the delivery of professional nursing practice when designing/managing care for individuals, families, groups, and communities experiencing complex acute and chronic problems with uncertain outcomes.
19. adopt legal and ethical behaviors that reflect adherence to standards of professional nursing practice established by nursing organizations, affiliating institutions, and the State Board of Nursing.

Reviewed, Faculty Organization: 5/6/13
Approved, Faculty Organization: 10/17/03
EDINBORO UNIVERSITY OF PENNSYLVANIA
PENNSYLVANIA STATE SYSTEM OF HIGHER EDUCATION
DEPARTMENT OF NURSING

LEVEL OBJECTIVES FOR THE
BACHELOR OF SCIENCE IN NURSING PROGRAM
RN-BSN ONLINE NURSING CURRICULUM

At the completion of the First Year of the program, the RN student will:

1. build on previous knowledge from the sciences and humanities in the application of the steps of the nursing process to the care of individuals.
2. explore the provider of care role as it relates to the health care of individuals with uncomplicated clinical situations.
3. use appropriate attending and responding communication skills during interactions with individuals, peers, and faculty.
4. acknowledge cultural and spiritual beliefs and practices in individuals with stable and predictable conditions.
5. recognize the relationship of nursing research findings to nursing practice.
6. demonstrate clinical decision making abilities as data gatherers in the differentiation of normal and abnormal data.
7. examine an ethical code and accepted standards of practice relevant to the health care of individuals.
8. develop a therapeutic relationship with individuals as a beginning step in patient advocacy.

At the completion of the Second Year of the program, the RN student will:

1. assimilate knowledge from previous required and supporting courses to synthesize data, provide quality care, and evaluate the effectiveness of optimal healthcare outcomes.
2. critique relevant legal and ethical issues that impact the role of designer/manager when caring for individuals, families, groups, and communities.
3. interact as a facilitator within the interdisciplinary team when problem solving and modifying health behaviors with individuals, families, groups, and communities.
4. develop collegial relationships with faculty and members of the interdisciplinary health team to enhance personal and professional growth and development in the designer/manager role.
5. value cultural factors and spiritual beliefs as integral components when forming partnerships with individuals, families, groups, and communities within a global perspective.
6. foster an assertive and compassionate approach in the role of patient advocate when caring for individuals and families with complex healthcare problems.
7. contribute to the development of critical thinking, clinical decision making, and the development of nursing knowledge through research.
8. creatively use the nursing process to facilitate behavioral and attitudinal change within the local, national, and global communities.
9. actively participate in professional organizations, community service, and political causes to foster professional growth, augment the process of inquiry, and guide the development of healthcare policies on local, regional, national, and global levels.
10. discriminate leadership behaviors appropriate to the delivery of professional nursing practice when designing/managing care for individuals, families, groups, and communities experiencing
complex acute and chronic problems with uncertain outcomes.

11. adopt legal and ethical behaviors that reflect adherence to standards of professional nursing practice established by nursing organizations, affiliating institutions, and the State Board of Nursing.