



## FINAL Semester 3 MANE Alignment (5 semester)

Program Student Learning Outcomes	Course Student Learning Outcomes	Evaluation Method (Suggested learning activities)	Method of Achievement (Reflected on Grade Sheet)
<p><b>#1 Demonstrate reflection, self-analysis, self-care, and lifelong learning into nursing practice.</b> (Partially Met at the end of semester 3)</p> <p><b>Competencies (Must be met by the end of semester 3):</b></p> <p>A. Define social and cultural factors influencing the care of individuals, families and communities.</p> <p>B. Identify lifelong learning approaches to support excellence in nursing.</p> <p>C. Demonstrate accountability when learning and implementing nursing care. <b>(Direct focused care)</b></p> <p>D. Examine nursing values, knowledge, skills, and attitudes needed to model professional nursing practice.</p> <p>E. Utilize professional behaviors, including attention to appearance,</p>	<p><b><u>Foundations of Nursing-Health Promotion:</u></b></p> <ul style="list-style-type: none"> <li>CO 2: Demonstrate an awareness of the role of the professional nurse within organizational systems.</li> <li>CO 7: Describe behavioral change techniques to promote health and manage illness.</li> <li>CO 8: Reflect on personal and professional actions based on a set of shared core nursing values.</li> </ul> <p><b><u>Nutrition and the Role of the Professional Nurse:</u></b></p> <ul style="list-style-type: none"> <li>CO 6: Assume accountability, through reflection, for personal nutritional self-care behaviors.</li> </ul>	<p><b><u>Foundations of Nursing-Health Promotion:</u></b></p> <ol style="list-style-type: none"> <li>*Written Scholarly Paper- (Competencies: 1B, 1D, 1F, 1G, 1H, 1I, 1K)</li> <li>Clinical Performance Direct Focused Care (Competencies: 1C, 1E, 1L)</li> </ol> <p><b><u>Nutrition and the Role of the Professional Nurse:</u></b></p> <ol style="list-style-type: none"> <li>Alternate Format Exams</li> <li>Online Discussion (self-care emphasis) (1J)</li> <li>Case Study (1A) (May combine with 7N below)</li> </ol>	<p>Clinical Integrative Experience #1 (Writing Rubric)</p> <p>Clinical Performance Evaluation</p> <p>Exams</p> <p>Online Discussion (Online Discussion Rubric)</p> <p>Case Study (Graded Assignment)</p>



<p>demeanor, respect for self and others, and professional boundaries. (Direct focused care)</p> <p>F. Differentiate historical and contemporary issues in nursing.</p> <p>G. Identify nursing values that are significant to becoming a professional nurse.</p> <p>H. Explain how care for vulnerable populations is impacted by attitudes, values, and expectations.</p> <p>I. Describe nursing practice excellence, lifelong learning, and professional engagement.</p> <p>J. Identify strategies to promote personal health and self-renewal.</p> <p>K. Recognize the significance of spiritual beliefs and values to promote health.</p> <p>L. Identify situations of ambiguity and unpredictability in the clinical setting. (Direct focused care)</p>			
<p><b>#2 Apply leadership skills to enhance quality nursing</b></p>	<p><b><u>Foundations of Nursing-Health Promotion:</u></b></p> <ul style="list-style-type: none"> <li>CO 2: Demonstrate an awareness of the</li> </ul>	<p><b><u>Foundations of Nursing-Health Promotion:</u></b></p>	



<p><b>care and improve health outcomes.</b> (Partially Met at the end of semester 3)</p> <p><b>Competencies (Must be met by the end of semester 3):</b></p> <p>A. Reflect on personal and professional actions that demonstrate leadership potential.</p> <p>B. Recognize effective communication techniques within an inter-professional team. (Direct focused care)</p> <p>C. Demonstrate an awareness of the role of the nurse within organizational systems.</p> <p>D. Recognize actions the nurse takes to promote safety. (Direct focused care)</p> <p>E. Recognize how the nurse impacts positive client outcomes through health promotion. (Direct focused care)</p> <p>F. Recognize the purpose of quality improvement methods.</p> <p>G. Understand the ethical principles that support quality nursing care. (Direct focused care)</p>	<p>role of the professional nurse within organizational systems.</p> <ul style="list-style-type: none"> <li>CO 4: Describe how health promotion initiatives are organized and financed.</li> </ul> <p><b><u>Nutrition and the Role of the Professional Nurse:</u></b></p> <ul style="list-style-type: none"> <li>CO 4: Discuss the unique nursing perspective in inter-professional teams to optimize client nutritional health.</li> </ul>	<p>1) Group Oral Presentation (Competencies: 2A, 2F)</p> <p>2) Case Study (Competencies: 2H)</p> <p>3) Clinical Performance Direct Focused Care (Competencies: 2B, 2D, 2E, 2G, 2I)</p> <p><b><u>Nutrition and the Role of the Professional Nurse:</u></b></p> <p>1) Case study (Competencies: 2C) (May be combined with PSLO #4 case study)</p>	<p>Concept-based Clinical Experience #1 (Oral Presentation Rubric)</p> <p>Case Study #1 (Graded Assignment)</p> <p>Clinical Evaluation Tool- Direct Focused Care</p> <p>Case Study (Graded Learning Activity/Assignment)</p>
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<p>H. Identify communication techniques for conflict resolution as a team member.</p> <p>I. Recognize actions the nurse takes to promote patient safety. (Direct focused care)</p>			
<p><b>#3 Utilize best available evidence and informatics to guide decision making.</b> (Partially Met at the end of semester 3)</p> <p><b>Competencies (Must be met by the end of semester 3):</b></p> <p>A. Correlate theory and research with practice situations. (Direct focused care)</p> <p>B. Define the relationship between theories in arts and sciences and theories in nursing.</p> <p>C. Recognize that human subjects require protection in research.</p> <p>D. Identify the process used to gather evidence to improve client outcomes.</p> <p>E. Identify evidence and client preferences for planning,</p>	<p><b><u>Foundations of Nursing-Health Promotion:</u></b></p> <ul style="list-style-type: none"> <li>CO 3: Apply credible, evidence-based sources of information to guide safe, preventative care.</li> </ul> <p><b><u>Nutrition and the Role of the Professional Nurse:</u></b></p> <ul style="list-style-type: none"> <li>CO 2: Incorporate evidence, clinical judgment and client preferences in planning nutritional care of the client.</li> <li>CO 3: Identify the impact of socio cultural, economic, legal and political factors influencing nutritional health.</li> </ul>	<p><b><u>Foundations of Nursing-Health Promotion:</u></b></p> <ol style="list-style-type: none"> <li>Alternate Format Exams</li> <li>Nursing Informatics activity (Competencies: 3C, 3D, 3F, 3G, 3H, 3I, 3J)</li> <li>Clinical Performance Direct Focused Care (Competencies: 3A, 3E)</li> </ol> <p><b><u>Nutrition and the Role of the Professional Nurse:</u></b></p> <ol style="list-style-type: none"> <li>Group Presentation to include teaching plan (Competencies: 3B, 3K) (May combine with PSLO #5)</li> </ol>	<p>Exams</p> <p>Clinical Case-based Activity Lab/Simulation Activity #2</p> <p>Clinical Evaluation Tool- Direct Focused Care</p> <p>Oral Presentation (Oral Presentation Rubric)</p>



<p>implementing, and evaluating care. (Direct focused care)</p> <p>F. Identify the purpose of data collection in research.</p> <p>G. Define practice standards and their impact on patient outcomes.</p> <p>H. Identify skills of inquiry, analysis, and information literacy necessary to address practice issues.</p> <p>I. Describe the importance of using outcomes of care processes to continuously improve the quality and safety of health care.</p> <p>J. Identify relevant and credible sources, including technology, to inform the delivery of care.</p> <p>K. Locate evidence used to guide health teaching, health counseling, and screening throughout the lifespan.</p>	<ul style="list-style-type: none"> <li>CO 5: Assess protective and predictive factors, including genetics, which influence the nutritional health of individuals, families and communities.</li> </ul>		
<p><b>#4 Collaborate with inter-professional teams to provide holistic nursing care.</b> (Partially Met at the end of semester 3)</p>	<p><b><u>Foundations of Nursing-Health Promotion:</u></b></p> <ul style="list-style-type: none"> <li>CO 2: Demonstrate an awareness of the role of the professional nurse within organizational systems.</li> <li>CO 5: Utilize effective inter-professional communication techniques within a</li> </ul>	<p><b><u>Foundations of Nursing-Health Promotion:</u></b></p> <p>1) Simulation (Competencies:4E )</p>	<p>Clinical Case-based Activity Lab/Simulation Activity #3</p>



<p><b>Competencies (Must be met by the end of semester 3):</b></p> <p>A. Identify inter-professional resources to promote holistic nursing care. (Direct focused care)</p> <p>B. Identify teambuilding and collaborative strategies when working with inter-professional teams.</p> <p>C. Identify the unique nursing perspective that contribute to inter-professional teams.</p> <p>D. Recognize the role of the nurse as an advocate for high quality and safe patient care as a member of the inter-professional team.</p> <p>E. Identify the members of an inter-professional team with the purpose of achieving optimal holistic patient outcomes that balance differing needs, values, and motivations.</p> <p>F. Demonstrate effective communication with members of the inter-professional team, patient and significant support person(s). (Direct focused care)</p>	<p>multidisciplinary healthcare team.</p> <p><b><u>Nutrition and the Role of the Professional Nurse:</u></b></p> <ul style="list-style-type: none"> <li>• CO 4: Discuss the unique nursing perspective in inter-professional teams to optimize client nutritional health.</li> <li>• CO 7: Identify integrative modalities and their role in nutritional health.</li> </ul>	<p>2) *Reflection Journal #1 (Competencies: 4B, 4D)</p> <p>3) Clinical Performance Direct Focused Care (Competencies: 4A, 4F)</p> <p><b><u>Nutrition and the Role of the Professional Nurse:</u></b></p> <p>4) Case Study (Competencies: 4C) (May combine with PSLO #2 case study)</p>	<p>Integrative Experience Activity #3 Reflection Journal (Reflection Rubric)</p> <p>Clinical Evaluation Tool- Direct Focused Care</p> <p>Case Study (Graded Learning Activity/Assignment)</p>
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<p><b>#5 Adapt communication strategies to effectively respond to a variety of health care situations.</b> (Partially Met at the end of semester 3)</p> <p><b>Competencies (Must be met by the end of semester 3):</b></p> <ul style="list-style-type: none"> <li>A. Identify inter and intra-professional skills used to deliver evidence-based, patient-centered care.</li> <li>B. Describe written, verbal, nonverbal, and emerging technology methods used to communicate effectively.</li> <li>C. Promote appropriate communication to ensure high quality and safe patient care. (Direct focused care)</li> <li>D. Recognize telecommunication technologies as a method to assist in effective communication in the care of individuals, families, and communities.</li> <li>E. Identify patient care technologies, information systems, and communication devices that support safe nursing practice.</li> </ul>	<p><b><u>Foundations of Nursing-Health Promotion:</u></b></p> <ul style="list-style-type: none"> <li>• CO 2: Demonstrate an awareness of the role of the professional nurse within organizational systems.</li> <li>• CO 5: Utilize effective inter-professional communication techniques within a multidisciplinary healthcare team.</li> <li>• CO 8: Reflect on personal and professional actions based on a set of shared core nursing values.</li> </ul> <p><b><u>Nutrition and the Role of the Professional Nurse:</u></b></p> <ul style="list-style-type: none"> <li>• CO 4: Discuss the unique nursing perspective in inter-professional teams to optimize client nutritional health.</li> </ul>	<p><b><u>Foundations of Nursing-Health Promotion:</u></b></p> <ul style="list-style-type: none"> <li>1) Alternate Format Exams</li> <li>2) Health Survey/Communication Activity (Competencies: 5B, 5F, 5H)</li> <li>3) Simulation Activity incorporating SBAR and supervision /delegation (Competencies: 5A, 5D, 5E, 5I)</li> <li>4) Clinical Performance Direct Focused Care (Competencies: 5C)</li> </ul> <p><b><u>Nutrition and the Role of the Professional Nurse:</u></b></p> <ul style="list-style-type: none"> <li>1) Group Presentation to include teaching plan (Competencies: 5G) (May combine with PSLO #3)</li> </ul>	<p>Exams</p> <p>Concept-based Clinical Activity #3 (Graded Learning Activity)</p> <p>Clinical Case-based Activity Lab/Simulation Activity #4</p> <p>Clinical Evaluation Tool- Direct Focused Care</p> <p>Graded Assignment</p>
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<p>F. Recognize the significance documentation has on communication to achieve nurse outcomes.</p> <p>G. Define the role of information technology in improving patient care outcomes and creating a safe care environment.</p> <p>H. Recognize ethical standards of communication as related to data security, regulatory requirements, confidentiality, and clients' right to privacy.</p> <p>I. Identify patient care technologies which enhance communication to address patient needs.</p>			
<p><b>#6 Incorporate ethical practice and research within the nursing discipline and organizational environments.</b> (Partially Met at the end of semester 3)</p> <p><b>Competencies (Must be met by the end of semester 3):</b></p> <p>A. Identify the professional standards of moral, ethical, and legal conduct.</p>	<p><b><u>Foundations of Nursing-Health Promotion:</u></b></p> <ul style="list-style-type: none"> <li>• CO 2: Demonstrate an awareness of the role of the professional nurse within organizational systems.</li> <li>• CO 8: Reflect on personal and professional actions based on a set of shared core nursing values.</li> </ul>	<p><b><u>Foundations of Nursing-Health Promotion:</u></b></p> <ol style="list-style-type: none"> <li>1) Alternate Format Exams</li> <li>2) Clinical Performance Direct Focused Care (Competencies: 6D, 6F)</li> <li>3) *Reflection Journal #2 (Competencies: 6A, 6B, 6C, 6E, 6G)</li> </ol>	<p>Exams</p> <p>Clinical Evaluation Tool- Direct Focused Care</p> <p>Integrative Experience Activity #4 Reflection Journal (Reflection Rubric)</p>





<p>B. Recognize risks that impact personal and professional choices and behaviors.</p> <p>C. Reflect on one's personal bias and how it may impact one's ability to provide care.</p> <p>D. Protect patient privacy and confidentiality of patient records and other privileged communications. (8.10) (Direct focused care)</p> <p>E. Identify practice resources for ethical decision making.</p> <p>F. Demonstrate safe, legal, and ethical care practices. (Direct focused care)</p> <p>G. Identify social policies that impact health promotion.</p> <p>H. Identify multiple sources of health care funding and reimbursement.</p> <p>I. Explain the meaning of quality improvement, healthcare policy, and fiscal responsibility.</p> <p>J. Identify the role of regulatory agencies that influences healthcare.</p> <p>K. Identify professional nursing organizations of interest and articulate rationale for</p>	<p><b><u>Nutrition and the Role of the Professional Nurse:</u></b> N/A</p>	<p>4) Health Care Organizational Environment Learning Activity (Competencies: 6H, 6I, 6J, 6K)</p> <p><b><u>Nutrition and the Role of the Professional Nurse:</u></b> N/A</p>	<p>Clinical Concept-based Activity #2 (Graded Learning Activity)</p>
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involvement.			
<p><b>#7 Practice holistic, evidence-based nursing care including diverse and underserved individuals, families, and communities.</b> (Partially Met at the end of semester 3)</p> <p><b>Competencies (Must be met by the end of semester 3):</b></p> <p>A. Conduct a holistic health history, wellness assessment and appropriate screenings. <b>(Direct focused care)</b></p> <p>B. Correlate specific health problems to genetic links during a health screening.</p> <p>C. Develop a holistic plan of care reflecting growth and development, medical management, and nursing management for identified risk factors.</p> <p>D. Discuss advanced directives.</p> <p>E. Identify learning needs to provide appropriate teaching material. <b>(Direct focused care)</b></p> <p>F. Define evidence based nursing interventions.</p>	<p><b><u>Foundations of Nursing-Health Promotion:</u></b></p> <ul style="list-style-type: none"> <li>• CO 1: Apply theories and concepts of social and cultural factors to provide prevention-based nursing care.</li> <li>• CO 6: Conduct a health history and wellness assessment to identify risks and/or determinants of health.</li> <li>• CO 7: Describe behavioral change techniques to promote health and manage illness.</li> <li>• CO 9: Provide safe, holistic client-centered nursing care in promoting health across the lifespan.</li> </ul> <p><b><u>Nutrition and the Role of the Professional Nurse:</u></b></p> <ul style="list-style-type: none"> <li>• CO 1: Apply theories and concepts from the arts and sciences to provide prevention-based nutritional care of clients.</li> </ul>	<p><b><u>Foundations of Nursing-Health Promotion:</u></b></p> <ol style="list-style-type: none"> <li>1) Risk Assessment (Competencies: 7G, 7L)</li> <li>2) Alternate Format Exams</li> <li>3) Simulation activity involving health history and wellness assessment. (Competencies: 7D, 7I, 7O)</li> <li>4) Clinical Performance Direct Focused Care (Competencies: 7A, 7E, 7M)</li> <li>5) *Nursing Process Activity (Care Planning/Concept Mapping) (Competencies: 7C, 7F, 7H)</li> <li>6) Intervention Skill based Activities (7J)</li> </ol> <p><b><u>Nutrition and the Role of the Professional Nurse:</u></b></p> <ol style="list-style-type: none"> <li>1) Alternate Format Exams</li> </ol>	<p>Case Study #2 (Graded)</p> <p>Exams</p> <p>Case-based Clinical Activity #1 (Graded Learning Activity/Assignment)</p> <p>Clinical Evaluation Tool- Direct Focused Care</p> <p>Clinical Integrative Activity #2 (Graded Learning Activity/Assignment)</p> <p>Intervention Skill Based Activities (Pass/Fail)</p> <p>Exams</p>

<p>G. Identify key components of information required to ensure transition of care of an identified problem.</p> <p>H. Differentiate the components of a plan of care and how they relate to patient outcomes.</p> <p>I. Compare and contrast delegation, assigning, supervising and monitoring for continued accountability.</p> <p>J. Demonstrate the application of leveled psychomotor skills for the efficient, safe, and compassionate delivery of patient care.</p> <p>K. Identify complementary and alternative modalities in healthcare.</p> <p>L. Define key concepts of disaster preparedness.</p> <p>M. Differentiate between healthy and urgent/emergent patient care situations. (Direct focused care)</p> <p>N. Identify interventions that contribute to health and the prevention of illness and injury.</p> <p>O. Discuss common social justice issues as they relate to vulnerable individuals,</p>	<ul style="list-style-type: none"> <li>• CO 5: Assess protective and predictive factors, including genetics, which influence the nutritional health of individuals, families and communities.</li> <li>• CO 7: Identify integrative modalities and their role in nutritional health.</li> </ul>	<p>2) Case Study (lifespan and cultural considerations) (Competencies: 7N) (May combine with 1A above)</p> <p>3) Nutritional Screening Learning Activity (Competencies: 7B, 7K)</p>	<p>Case Study (Graded)</p> <p>Learning Activity (Graded)</p>
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