

UNIVERSITY OF MARY PROGRAM OUTCOMES

MSN: Nursing Leadership & Management Program Outcomes

1. Designs processes to achieve quality, cost-effective and ethical health outcomes
2. Manages the complexity of human resources in today's healthcare
3. Evaluates quality and safety measures
4. Designs a plan of change using principles of servant leadership guided by Benedictine Values
5. Collaborates with others to improve the quality of professional nursing practice and healthcare policy
6. Utilizes evidence based practice for performance improvement
7. Possesses requisite knowledge to pursue doctoral education
8. Uses information technology to improve processes
9. Demonstrates effective principles of change while providing client centered care

MSN/MBA in Healthcare Administration / Dual Degree Program Outcomes

1. Integrate ethical practices and policies which appropriately address the unique health care laws and regulations health care organizations must follow
2. Synthesize information through research and data analysis using best business and evidence based nursing practice to facilitate change toward high quality, cost effective and ethical nursing care delivery systems
3. Collaborate with interdisciplinary teams, consumers, and other key stakeholders to effect needed change in health care delivery systems
4. Utilize stewardship of human, fiscal, and organizational resources based on principles of finance, accounting, and economics
5. Incorporate service and Benedictine values into nursing leadership practices
6. Evaluate current domestic and global issues on health care and possible impacts to a changing health care industry
7. Analyze significant issues between clinical nursing practice and health care administration to offer effective conflict resolution and provide leadership for practical solutions

MSN/MS: Nursing Leadership and Bioethics Program Outcomes

1. Explain the ethical responsibilities of healthcare institutions, including the impact of health policy in diverse and at-risk populations.
2. Integrate and design ethical practices and policies that appropriately address and uphold the dignity of the human person.
3. Evaluate the importance of ethical decision-making and its impact on business stakeholders and the broader society through the lens of faith and reason in the Classical Philosophical, Catholic Theological, and Catholic Social Tradition.
4. Apply knowledge of healthcare systems to achieve quality, cost-effective, and ethical health outcomes.
5. Develop nurses who are confident in their ethical decision making abilities, recognizing the ethical nature of nursing clinical practice, leadership, and research.

MSN: Nursing and Healthcare Informatics Program Outcomes

1. Integrate the influence of professional nursing standards, the code of ethics, principles of servant leadership, moral courage, Benedictine values, nursing philosophy, and personal beliefs, on the professional informatics nurse's practice.

2. Value the input of collaboration with the patient, family, and healthcare team to improve quality and safety in patient outcomes when developing strategies, policies, or procedures for introducing, evaluating, or modifying information technology applied to nursing practice, administration, education, or research.
3. Analyze and interpret patient, nursing, or information systems data to improve nursing services and to inform health policy and advocacy efforts.
4. Translate nursing practice information and informatics technology between nurses, health care team members, administration, systems engineers, analysts, or designers.
5. Develop or implement policies or practices that respect the dignity of the human person and ensure the integrity, privacy, confidentiality, and security of patient information.
6. Apply knowledge of computer science, information science, nursing, and informatics theory to nursing practice, education, administration, in collaboration with other health informatics specialists with focus on patient safety, patient outcomes and population health.
7. Design, develop, select, test, implement, and evaluate new or modified informatics solutions, data structures, and decision support mechanisms to support patients, health care professionals, and their information management and human-computer and human-technology interactions within health care contexts.

MSN/MS: Health Care Informatics and Bioethics Program Outcomes

1. Integrate the influence of professional nursing standards, principles of healthcare ethics, and moral courage on the practice of the professional informatics nurse.
2. Develop or implement healthcare policies or practices that respect the dignity of the human person and ensure the integrity, privacy, confidentiality, and security of patient information.
3. Design, implement, and evaluate new or modified informatics solutions, data structures, and decision support mechanisms to support patients, healthcare professionals, and the ethical management of information and technology interactions within the context of healthcare.
4. Apply an ethical decision-making framework to complex ethical issues in computer science, information science, informatics theory, education, and research through the lens of faith and reason in the Classical Philosophical, Catholic Theological, and Catholic Social Tradition.

MSN: Nurse Educator Program Outcomes

1. Demonstrates an expanded knowledge base of the art and science of nursing.
2. Creates teaching environments, established by nursing standards, which incorporate the application of learning theories, implementation of varied teaching strategies, and use of diverse evaluation methods.
3. Evaluates curricular design in regard to the student experience, the achievement of program outcomes, and the attainment of accreditation standards.
4. Illustrates the nurse educator's responsibility to foster professional competence, behavior, and role socialization of students in teaching/learning milieus.
5. Understands the role of the nurse educator in student development of intra- and interprofessional communication skills to advance the delivery of safe patient care.
6. Recognizes how political, institutional, societal, and economic forces influence the role of the nurse educator.

7. Acts with moral courage in the nurse educator's role as a change agent and facilitator of innovation, through the utilization of servant leadership principles and the Benedictine values, to protect the dignity of the human person.
8. Articulates a commitment to the practice of lifelong learning to maintain competence as a nurse educator, cultivate nursing knowledge, and promote the scholarship of nursing.

DNP: Family Nurse Practitioner Program Outcomes

1. Demonstrates competence in health promotion, disease prevention and illness management of individuals, families and communities.
2. Utilizes servant leadership principles and expanded knowledge in health policy, advocacy, and healthcare quality to promote change in the delivery of care along the healthcare continuum.
3. Applies Benedictine values to foster a collaborative nurse practitioner-patient relationship that fosters respect, protection, and enhancement of spiritual integrity, human dignity, as well as cultural diversity to improve patient and population health outcomes.
4. Acts as a leader in knowledge translation and application of evidence based practice from nursing and related fields through critical evaluation, synthesis, and integration of health information data and research findings.
5. Influences, negotiates, and manages change among an inter-professional team for purposes of advancing healthcare quality among patients, populations, and systems.
6. Practices reflectivity as an advanced practice nurse who is aware of and responsive to environmental contexts that shape healthcare decision making.

DNP: Nursing Organizational Leadership Program Outcomes

1. Appraise health care organizations to assess strengths and weaknesses and facilitate organization- wide improvement in healthcare delivery from a systems thinking approach.
2. Perform as a leader in knowledge translation and application of evidence based practice through critical evaluation, synthesis, and integration of health information data and research findings to improve healthcare and health care systems.
3. Integrate informatics and patient care technology into clinical practice and organizational systems to improve healthcare outcomes.
4. Influence health care policy at the local, state, and federal level to champion issues of quality, social justice, equality, and fiscal responsibility in the delivery of healthcare services.
5. Successfully negotiate and manage cutting edge innovations and change among an interprofessional teams for purposes of advancing healthcare quality among patients, populations, and complex systems.
6. Apply Benedictine values to foster a collaborative relationship that promotes respect, protection, and enhancement of spiritual integrity, human dignity, as well as cultural diversity to improve patient and population health outcomes.
7. Integrate professional standards, nursing science and theory, values, accountability, ongoing self-reflection, ethical, analytical, and organizational sciences as the foundation for the highest level of nursing practice.

UNIVERSITY OF MARY GRADUATE CORE COMPETENCIES

Moral Courage

Graduates, guided by faith or reason, evaluate and respond to actions or viewpoints that oppose truth and justice in order to promote human dignity and the common good. They clarify, support, or defend truth and virtue through ethical reasoning and respectful engagement with others. They lead by serving—applying their knowledge, skills, and ethical convictions to empower individuals and communities, prioritizing the needs of others and advancing solutions to social, economic, and spiritual challenges.

Component 1: Critical Evaluation and Action

Students analyze and respond to opposing viewpoints in ways that advance truth and human dignity.

- MC 1.1 Critically evaluates the logic, evidence, and ethical reasoning behind actions or viewpoints that oppose what is right or true.
- MC 1.2 Responds to opposing viewpoints through respectful dialogue or action that promotes justice and human dignity.

Component 2: Defense of Truth

Students apply reason or faith to clarify, support, and defend truth and a culture of justice and virtue.

- MC 2.1 Constructs faith-based justifications and/or reasoned arguments to support and defend truth and human dignity when confronted with opposing viewpoints.

Component 3: Servant Leadership

Students pursue the common good by prioritizing the needs of, and cultivating the growth of, others above their own circumstances and aspirations.

- MC 3.1 Students integrate ethical principles and a commitment to human dignity into leadership practice.
- MC 3.2 Students apply knowledge, skills, and leadership to serve and empower others, addressing social, economic, and/or spiritual challenges.

Summative Rubric: Graduate Moral Courage

Criteria	Novice (Graduate Entry)	Competent (Master’s Exit)	Expert (Doctoral Exit)
Critical Evaluation and Action			
Critical Evaluation	Identifies opposing viewpoints with limited analysis of logic or ethical implications.	Analyzes and critiques opposing views with logical coherence and ethical awareness.	Synthesizes complex ethical and logical critiques of opposing views with original insight and scholarly rigor.
Respectful Dialogue	Demonstrates respectful engagement but with limited depth or consistency in promoting justice.	Responds thoughtfully and respectfully, advancing justice and dignity in structured contexts.	Leads or initiates transformative dialogue/action that meaningfully advances justice and human dignity.
Defense of Truth			

Criteria	Novice (Graduate Entry)	Competent (Master's Exit)	Expert (Doctoral Exit)
Justice and Truth	Constructs basic arguments or defenses, occasionally lacking clarity or depth.	Presents faith-informed and/or well-reasoned justifications with clear connections to justice and truth.	Develops sophisticated, integrated arguments (faith-based and/or reasoned) that influence scholarly or societal discourse on justice and truth.
Servant Leadership			
Ethical Leadership	Recognizes ethical issues in leadership with some application of dignity principles.	Applies ethical frameworks and human dignity consistently in leadership scenarios.	Models and innovates leadership practices grounded in ethical integrity and the promotion of human dignity.
Societal Impact	Identifies challenges and applies knowledge in service contexts with support.	Independently applies advanced knowledge to develop practical, ethical solutions to real-world issues.	Develops innovative, scalable solutions to complex societal challenges that demonstrate servant leadership and scholarly contribution.

Professional Distinction

Graduates conduct research or evidence-based practice to develop degree-appropriate knowledge of scholarship. Students display the skills and dispositions essential to effectively conduct evidence-based practice or research, produce scholarship, and effectively communicate findings. They develop a professional philosophy grounded in scholarship.

Component 1: Scholarship

Students display the skills and dispositions essential to effectively conduct evidence-based practice or research and produce scholarship.

- PD 1.1 Student applies relevant codes of conduct to research or evidence-based practice.
- PD 1.2 Student critiques practical and scholarly significance of previous research.
- PD 1.3 Student effectively communicates scholarly work, demonstrating clarity, coherence, and adherence to discipline-specific standards and frameworks

Component 2: Knowledge Integration

Students integrate knowledge and skills in the applicable discipline for professional service and/or contributions to society.

- PD 2.1 Student integrates discipline-specific knowledge and/or skills effectively into the field or professional practice.
- PD 2.2 Students employ collaborative dialogue to effectively communicate with diverse audiences.
- PD 2.3 Student extracts concepts and theories from primary research within the discipline to develop a professional philosophy.

Summative Rubric: Graduate Professional Distinction

Criteria	Novice (Graduate Entry)	Competent (Master’s Exit)	Expert (Doctoral Exit)
Scholarship			
Codes of conduct	Identifies and explains basic ethical standards for research or evidence-based practice.	Applies ethical codes consistently in designing and conducting research or practice.	Evaluates and navigates complex ethical scenarios; mentors others in ethical practice.
Synthesizes Research	Summarizes findings and identifies strengths or limitations of existing research.	Critically evaluates research for both practical and scholarly significance.	Synthesizes and critiques literature to identify gaps and propose future directions.
Communicates Scholarly Work	Demonstrates basic clarity and structure in scholarly work using general academic conventions.	Communicates scholarly work with clarity, coherence, and adherence to discipline-specific standards.	Produces original, discipline-specific scholarship that advances the field.
Knowledge Integration			
Discipline Specific Knowledge	Demonstrates foundational knowledge and relates it to general professional settings.	Integrates discipline-specific knowledge into applied professional practice.	Contributes to innovation or leadership in the field through evidence-based application.
Collaborative Dialogue	Engages respectfully in dialogue with peers; shows developing communication skills.	Communicates effectively and professionally with diverse audiences using inclusive and collaborative practices.	Facilitates complex discourse across disciplines and contexts; leads collaborative efforts.
Professional Philosophy	Identifies key concepts from research relevant to the discipline.	Analyzes and incorporates theories from research to shape a coherent professional philosophy.	Synthesizes theoretical and empirical work to articulate and defend a refined, scholarly-informed philosophy of practice.

AACN ESSENTIALS

Master's Essentials in Nursing Education

- I. Background for Practice from Sciences and Humanities
- II. Organizational and Systems Leadership
- III. Quality Improvement and Safety
- IV. Translating and Integrating Scholarship into Practice
- V. Informatics and Healthcare Technologies
- VI. Health Policy and Advocacy
- VII. Inter-professional Collaboration for Improving Patient and Population Health Outcomes
- VIII. Clinical Prevention and Population Health for Improving Health
- IX. Master's Level Nursing Practice

Doctoral Essentials in Education for Advanced Nursing Practice

- I. Scientific Underpinnings for Practice
- II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking
- III. Clinical Scholarship and Analytical Methods for Evidence-Based Practice
- IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care
- V. Health Care Policy for Advocacy in Health Care
- VI. Inter-professional Collaboration for Improving Patient and Population Health Outcomes
- VII. Clinical Prevention and Population Health for Improving the Nation's Health
- VIII. Advanced Nursing Practice

QUALITY AND SAFETY IN NURSING EDUCATION (QSEN) COMPETENCIES

Quality Improvement (QI):	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 healthcare systems.
Safety:	Minimize risk of harm to patients and providers through both system effectiveness and individual performance.
Teamwork and Collaboration:	Function effectively within nursing and interprofessional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.
Patient-centered Care:	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.
Evidence-Based Practice (EBP):	Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.
Informatics:	Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.

SPECIALTY STANDARDS

NLN Novice Nurse Educator Competencies

1. **Facilitate Learning:** Nurse educators are responsible for creating an environment in the classroom, laboratory and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes.
2. **Facilitate Learner Development and Socialization:** Nurse educators recognize their responsibility for helping students develop as nurses and integrate the values and behaviors expected of those who fulfill that role.
3. **Use Assessment and Evaluation Strategies:** Nurse educators use a variety of strategies to assess and evaluate student learning in classroom, laboratory, and clinical settings, as well as in all domains of learning.
4. **Participate in Curriculum Design & Evaluation of Program Outcomes:** Responsible for formulating outcomes & designing curricula that reflect contemporary healthcare trends & prepare graduates to function effectively in the healthcare environment.
5. **Function as a Change Agent and Leader:** Nurse educators function as change agents and leaders to create a preferred future for nursing education and nursing practice.
6. **Pursue Continuous Quality Improvement in Nurse Educator Role:** Nurse educators recognize that their role is multidimensional and that an ongoing commitment to develop and maintain competence in the role is essential.
7. **Engage in Scholarship:** Nurse educators acknowledge that scholarship is an integral component of the faculty role, and that teaching itself is a scholarly activity.
8. **Function within the Educational Environment:** Nurse educators are knowledgeable about the educational environment, within which they practice and recognize how political, institutional, social and economic forces impact their role.

AONL Nurse Manager Competencies

- I. **Leader Within:** Reflective Practice, Foundational Thinking, Career Development, Personal and Professional Accountability
- II. **Professionalism:** Profession Accountability, Organizational Accountability, Health Equity and Social Determinants of Health, Governance
- III. **Communication & Relationship Building:** Relationship Management, Effective Communication, Influencing Behaviors
- IV. **Knowledge of the Health Care Environment:** Nursing Practice and Application, Economics and Policy, Regulation, Evidence Based Practice, Patient Safety and Quality
- V. **Business Skills and Principles:** Financial Management, Strategic Management, Human Resource Management
- VI. **Leadership:** Systems and Complex Adaptive Thinking, Change Management, Diversity, Belonging and Inclusion, Decision Making, Transformation and Innovation

NONPF Nurse Practitioner Core Competencies

NONPF competencies can be found [here](#).

1. Knowledge of Practice
2. Person-Centered Care
3. Population Health
4. Practice Scholarship and Translational Science
5. Quality and Safety

6. Interprofessional Collaboration in Practice
7. Health Systems
8. Technology and Information Literacy
9. Professional Acumen
10. Personal and Professional Leadership

AONL Nurse Executive Competencies

- I. **Leader Within:** Reflective Practice, Foundational Thinking, Career Development, Personal and Professional Accountability
- II. **Professionalism:** Profession Accountability, Organizational Accountability, Health Equity and Social Determinants of Health, Governance
- III. **Communication & Relationship Building:** Relationship Management, Effective Communication, Influencing Behaviors
- IV. **Knowledge of the Health Care Environment:** Nursing Practice and Application, Economics and Policy, Regulation, Evidence Based Practice, Patient Safety and Quality
- V. **Business Skills and Principles:** Financial Management, Strategic Management, Human Resource Management
- VI. **Leadership:** Systems and Complex Adaptive Thinking, Change Management, Diversity, Belonging and Inclusion, Decision Making, Transformation and Innovation