College of Nursing and Health Professions – Student Learning Outcomes

Degree Program Table

Program Outcomes	Undergraduate	Graduate
Athletic Training		View Outcomes
Clinical Laboratory Science	View Outcomes	
Communication Disorders	View Outcomes	View Outcomes
Disaster Preparedness/Emergency Management	View Outcomes	View Outcomes
Health Studies	View Outcomes	
Medical Imaging and Radiation Sciences	View Outcomes	
Nursing	View Outcomes	View Outcomes
Nutritional Science	View Outcomes	View Outcomes
Occupational Environmental Safety and Health	View Outcomes	
Occupational Therapy	View Outcomes	View Outcomes
Physical Therapy	View Outcomes	View Outcomes
Social Work	View Outcomes	View Outcomes

Graduate

Athletic Training

> Adapted from CAATE Standards

Section IV Curricular Content Prerequisite Coursework and Foundational Knowledge

The professional program requires prerequisite classes in biology, chemistry, physics, psychology, anatomy, and physiology at the postsecondary level.

Students must gain foundational knowledge in statistics, research design, epidemiology, pathophysiology, biomechanics and pathomechanics, exercise physiology, nutrition, human anatomy, pharmacology, public health, and health care delivery and payor systems.

Core Competencies: Patient-Centered Care

Advocate for the health needs of clients, patients, communities, and populations.

Identify health care delivery strategies that account for health literacy and a variety of social determinants of health.

Incorporate patient education and self-care programs to engage patients and their families and friends to participate in their care and recovery.

Communicate effectively and appropriately with clients/patients, family members, coaches, administrators, other health care professionals, consumers, payors, policy makers, and others.

Use the International Classification of Functioning, Disability, and Health (ICF) as a framework for delivery of patient care and communication about patient care.

Core Competencies: Interprofessional Practice and Interprofessional Education

Practice in collaboration with other health care and wellness professionals.

Core Competencies: Evidence-Based Practice

Provide athletic training services in a manner that uses evidence to inform practice.

Core Competencies: Quality Improvement

Use systems of quality assurance and quality improvement to enhance client/patient care.

Core Competencies: Health Care Informatics

Apply contemporary principles and practices of health informatics to the administration and delivery of patient care, including (but not limited to) the ability to do the following:

- Use data to drive informed decisions

- Search, retrieve, and use information derived from online databases and internal databases for clinical decision support
- Maintain data privacy, protection, and data security
- Use medical classification systems (including International Classification of Disease codes) and terminology (including Current Procedural Terminology)
- Use an electronic health record to document, communicate, and manage health-related information; mitigate error; and support decision making.

Core Competencies: Professionalism

Practice in a manner that is congruent with the ethical standards of the profession.

Practice health care in a manner that is compliant with the BOC Standards of Professional Practice and applicable institutional/organizational, local, state, and federal laws, regulations, rules, and guidelines. Applicable laws and regulations include (but are not limited to) the following:

- Requirements for physician direction and collaboration
- Mandatory reporting obligations
- Health Insurance Portability and Accountability Act (HIPAA)
- Family Education Rights and Privacy Act (FERPA)
- Universal Precautions/OSHA Bloodborne Pathogen Standards
- Regulations pertaining to over-the-counter and prescription medications

Self-assess professional competence and create professional development plans according to personal and professional goals and requirements.

Advocate for the profession.

Patient/Client Care: Care Plan

Develop a care plan for each patient. The care plan includes (but is not limited to) the following:

- Assessment of the patient on an ongoing basis and adjustment of care accordingly
- Collection, analysis, and use of patient-reported and clinician-rated outcome measures to improve patient care
- Consideration of the patient’s goals and level of function in treatment decisions
- Discharge of the patient when goals are met or the patient is no longer making progress
- Referral when warranted

Patient/Client Care: Examination, Diagnosis, and Intervention

Evaluate and manage patients with acute conditions, including triaging conditions that are life threatening or otherwise emergent. These include (but are not limited to) the following conditions:

- Cardiac compromise (including emergency cardiac care, supplemental oxygen, suction, adjunct airways, nitroglycerine, and low-dose aspirin)
- Respiratory compromise (including use of pulse oximetry, adjunct airways, supplemental oxygen, spirometry, meter-dosed inhalers, nebulizers, and bronchodilators)
- Conditions related to the environment: lightning, cold, heat (including use of rectal thermometry)

- Cervical spine compromise
- Traumatic brain injury
- Internal and external hemorrhage (including use of a tourniquet and hemostatic agents)
- Fractures and dislocations (including reduction of dislocation)
- Anaphylaxis (including administering epinephrine using automated injection device)
- Exertional sickling, rhabdomyolysis, and hyponatremia
- Diabetes (including use of glucometer, administering glucagon, insulin)
- Drug overdose (including administration of rescue medications such as naloxone)
- Wounds (including care and closure)
- Testicular injury
- Other musculoskeletal injuries

Perform an examination to formulate a diagnosis and plan of care for patients with health conditions commonly seen in athletic training practice. This exam includes the following:

- Obtaining a medical history from the patient or other individual
- Identifying comorbidities and patients with complex medical conditions
- Assessing function (including gait)
- Selecting and using tests and measures that assess the following, as relevant to the patient's clinical presentation:
  - Cardiovascular system (including auscultation)
  - Endocrine system
  - Eyes, ears, nose, throat, mouth, and teeth
  - Gastrointestinal system
  - Genitourinary system
  - Integumentary system
  - Mental status
  - Musculoskeletal system
  - Neurological system
  - Pain level
  - Reproductive system
  - Respiratory system (including auscultation)
  - Specific functional tasks
- Evaluating all results to determine a plan of care, including referral to the appropriate provider when indicated

Perform or obtain the necessary and appropriate diagnostic or laboratory tests—including (but not limited to) imaging, blood work, urinalysis, and electrocardiogram—to facilitate diagnosis, referral, and treatment planning.

Select and incorporate interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan. Interventions include (but are not limited to) the following:

- Therapeutic and corrective exercise
- Joint mobilization and manipulation
- Soft tissue techniques
- Movement training (including gait training)

- Motor control/proprioceptive activities
- Task-specific functional training
- Therapeutic modalities
- Home care management
- Cardiovascular training

Educate patients regarding appropriate pharmacological agents for the management of their condition, including indications, contraindications, dosing, interactions, and adverse reactions.

Administer medications or other therapeutic agents by the appropriate route of administration upon the order of a physician or other provider with legal prescribing authority.

Evaluate and treat a patient who has sustained a concussion or other brain injury, with consideration of established guidelines:

- Performance of a comprehensive examination designed to recognize concussion or other brain injury, including (but not limited to) neurocognitive evaluation, assessment of the vestibular and vision systems, cervical spine involvement, mental health status, sleep assessment, exertional testing, nutritional status, and clinical interview
- Re-examination of the patient on an ongoing basis
- Recognition of an atypical response to brain injury
- Implementation of a plan of care (addressing vestibular and oculomotor disturbance, cervical spine pain, headache, vision, psychological needs, nutrition, sleep disturbance, exercise, academic and behavioral accommodations, and risk reduction)
- Return of the patient to activity/participation
- Referral to the appropriate provider when indicated

Identify, refer, and give support to patients with behavioral health conditions. Work with other health care professionals to monitor these patients' treatment, compliance, progress, and readiness to participate.

Select, fabricate, and/or customize prophylactic, assistive, and restrictive devices, materials, and techniques for incorporation into the plan of care, including the following:

- Durable medical equipment
- Orthotic devices
- Taping, splinting, protective padding, and casting

Prevention, Health Promotion, and Wellness

Develop and implement strategies to mitigate the risk for long-term health conditions across the lifespan. These include (but are not limited to) the following conditions:

- Adrenal diseases
- Cardiovascular disease
- Diabetes
- Neurocognitive disease
- Obesity
- Osteoarthritis

Develop, implement, and assess the effectiveness of programs to reduce injury risk.

Plan and implement a comprehensive preparticipation examination process to affect health outcomes.

Develop, implement, and supervise comprehensive programs to maximize sport performance that are safe and specific to the client’s activity

Educate and make recommendations to clients/patients on fluids and nutrients to ingest prior to activity, during activity, and during recovery for a variety of activities and environmental conditions.

Educate clients/patients about the effects, participation consequences, and risks of misuse and abuse of alcohol, tobacco, performance-enhancing drugs/substances, and over-the-counter, prescription, and recreational drugs.

Monitor and evaluate environmental conditions to make appropriate recommendations to start, stop, or modify activity in order to prevent environmental illness or injury.

Select, fit, and remove protective equipment to minimize the risk of injury or re-injury.

Select and use biometrics and physiological monitoring systems and translate the data into effective preventive measures, clinical interventions, and performance enhancement.

Health Care Administration

Perform administrative duties related to the management of physical, human, and financial resources in the delivery of health care services. These include (but are not limited to) the following duties:

- Strategic planning and assessment
- Managing a physical facility that is compliant with current standards and regulations
- Managing budgetary and fiscal processes
- Identifying and mitigating sources of risk to the individual, the organization, and the community
- Navigating multipayor insurance systems and classifications
- Implementing a model of delivery (for example, value-based care model)

Use a comprehensive patient-file management system (including diagnostic and procedural codes) for documentation of patient care and health insurance management.

Establish a working relationship with a directing or collaborating physician.

Develop, implement, and revise policies and procedures to guide the daily operation of athletic training services.

Develop, implement, and revise policies that pertain to prevention, preparedness, and response to medical emergencies and other critical incidents.

Develop and implement specific policies and procedures for individuals who have sustained concussions or other brain injuries, including the following:

- Education of all stakeholders
- Recognition, appraisal, and mitigation of risk factors
- Selection and interpretation of baseline testing
- Agreement on protocols to be followed, including immediate management, referral, and progressive return to activities of daily living, including school, sport, occupation, and recreation

Develop and implement specific policies and procedures for the purposes of identifying patients with behavioral health problems and referring patients in crisis to qualified providers.

Master of Communication Disorders

The following outcomes describe the expected competencies for students completing the graduate Communication Disorders program.

1. The student must demonstrate knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The student must have demonstrated the ability to integrate information pertaining to typical and atypical human development across the life span. (IV-B)
2. The student must demonstrate knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas: Speech sound production, fluency and fluency disorders, voice and resonance, receptive and expressive language, cognitive aspects of communication including attention, memory, sequencing, problem solving and executive functioning, social aspect of communication, AAC. (IV-C)
3. The student must demonstrate current knowledge of the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates. (IV-D)
4. The student must demonstrate knowledge of standards of ethical conduct. (IV-E)
5. The student must demonstrate knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice. (IV-F)
6. The student must demonstrate knowledge of contemporary professional issues. (IV-G)
7. The student must demonstrate knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice. (IV-H)
8. The student must demonstrate skills in oral and written or other forms of communication sufficient for entry into professional practice. (V-A)
9. The student applying for certification must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skills outcomes in evaluation, intervention, and interaction and personal qualities. (V-B)

10. The student applying for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact. (V-C)

Disaster Preparedness/Emergency Management

The following outcomes describe the expected competencies for students completing the graduate Disaster Preparedness/Emergency Management program.

- Design effective written and oral communications (including crisis communication) in the discipline and practice of disaster preparedness and emergency management.
- Develop attitudes, traits, and values of professional responsibility, accountability, and effectiveness.
- Support professional business practices (administration, fiscal responsibility, evaluation measures, stakeholder interest, business continuity) in the discipline and practice of disaster preparedness and emergency management.
- Integrate applicable legislation regulations, directives, policies, and codes related to the practice of emergency management to protect the health, safety and welfare of the public.
- Combine the pillars of emergency management (planning, preparedness, mitigation, response & recovery) into a seamless practice of the discipline

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Nursing

The following outcomes describe the expected competencies for students completing the graduate Nursing programs.

MSN - Family Nurse Practitioner, Nurse Educator, Nurse Administrator, Nurse Anesthesia

- Students will integrate theories and concepts from nursing and related disciplines in the implementation of the advanced practice role.
- Students will propose culturally appropriate solutions for complex health care situations presented by individuals, families and populations using processes and knowledge from nursing and related disciplines to foster quality improvement.
- Students will demonstrate evidence based clinical practice and decision-making in providing nursing care to individuals, families and populations in states of wellness or illness.
- Students will analyze learning needs of patients, families, populations and care providers in establishing educational programs to foster an environment conducive to achieving an optimal level of health.

- Students will critique research in nursing and related disciplines as a basis for application to advanced nursing care.
- Students will initiate cooperative and collaborative relationships to implement evidence based practice to foster improved individual, families and population health outcomes.
- Students will synthesis knowledge of policy issues in managing and delivering health care to individuals, families and populations as applied to research, education, and administration.
- Students will assume leadership and consultation roles in the planning, providing, and managing of services and in influencing policy for the health care of individuals, families, and populations.
- Students will integrate mastery of nursing knowledge and relevant sciences in the advancement of nursing as a practice discipline and social force.
- Students will utilize information systems and technology to evaluate programs of care, outcomes of care, and care systems.

Nursing Practice, DNP

- Apply best evidence from nursing and other disciplines to solve complex health issues.
- Lead continuous quality improvement efforts within the health care system
- Integrate and apply information systems and technology to support and improve patient care and healthcare systems
- Create health policy that shapes health care financing, regulation and/or delivery
- Collaborate with other health professionals to provide high quality, ethical patient-centered care that meets current standards of practice
- Implement evidence-based clinical prevention and population health services for individuals, aggregates and populations
- Apply expert clinical judgement in providing comprehensive assessment, diagnosis, and management of health and illness in diverse populations

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Nutritional Science (MS Nutrition and Dietetics)

The following outcomes describe the expected competencies for students completing the graduate Nutritional Science program.

- Scientific and Evidence Base of Practice: Integrate scientific information and translation of research into practice
- Professional Practice Expectations: Exhibit attitudes and behaviors for the professional dietitian nutritionist level of practice
- Clinical and Customer Services: Develop and deliver information, products and services to individuals, groups and populations
- Practice Management and Use of Resources: Strategically apply principles of management and systems in the provision of services to individuals and organizations

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Occupational Therapy Doctorate

The following outcomes describe the expected competencies for students completing the graduate Occupational Therapy program.

- Use professional reasoning to name and frame clinical situations in order to provide evidence and occupation-based interventions.
- Develop and carry out entry-level clinical research.
- Provide intervention that is ethically, socially, economically, politically, and environmentally relevant to individuals and populations in the lower Mississippi delta region.
- Understand the roles and responsibilities of OTA and OT practitioners to create collaborative partnerships in all settings.
- Develop and implement health and wellness programs for local, state, and regional populations.
- Use cultural awareness strategies to administer appropriate interventions for all persons.
- Apply leadership theories, factors, and contexts in order to develop and implement a capstone doctoral experience.

Doctorate Physical Therapy

The following outcomes describe the expected competencies for students completing the graduate Physical Therapy program.

- Upon graduation from the physical therapy program, our graduates will demonstrate professionalism as it relates to the practice of physical therapy. (CAPTE Standards 7D1-7D8, 7D12-7D15) (Affective- Characterization)
- Upon graduation from the physical therapy program, our graduate will demonstrate effective clinical reasoning, judgment and reflective practice. (CAPTE Standards 7D9-7D11) (Cognitive-Evaluation)
- Upon graduation from the physical therapy program, our graduate will utilize the patient / client management model to effectively interact with persons that have movement dysfunction to optimize outcome across the lifespan. (CAPTE Standards 7A-C, 7D16-7D36) (Cognitive-Evaluation)
- Upon graduation from the physical therapy program, our graduate will demonstrate the ability to manage the delivery of contemporary / professional practice. (CAPTE Standards 7D37-7D43) (Cognitive- Evaluation)

Masters-Social Work

The following outcomes describe the expected competencies for students completing the graduate Social Work program.

- **Competency 1**
  - **Outcome**
    - **Demonstrate Ethical and Professional Behavior**
      Practitioners in clinical Social work recognize the therapeutic relationship, the person-in-environment and the strength perspectives, the professional use of self with clients, and adherence to ethical guidelines of professional behavior of professional behavior. Practitioners in clinical social work recognize their role on inter professional teams in practice and the ethical use of technology tools for clinical social work practice.
- **Competency 2**
  - **Outcome**
    Engage Diversity and Difference in Practice
    Practitioners in clinical Social work are knowledgeable about many forms of diversity and difference and how these influence the way in which various dimensions of diversity affect (a) Explanations of Seeking behavior, and (c) healing practices. Practitioners in clinical social work are cultural beings and understand how clinical practice choice can be culture—bound. Advance practitioners in clinical social work.
- **Competency 3**
  - **Outcome**
    Advance Human Rights and Social, Economic, and Environmental Justice
    Practitioners work toward advancing human rights, and social, economic and environmental justice for their clients; this includes helping to alleviate poverty and oppression of marginalized and oppressed groups.
- **Competency 4**
  - **Outcome**
    Engage in Practice-informed Research and Research-informed Practice
    Social work practitioners are aware of the need to utilize evidence-based research in practice in order to ensure that clients receive the best treatments and therapies. Social work researchers will also utilize practice information to guide their social work research.
- **Competency 5**
  - **Outcome**
    Engage in Policy Practice
    Social work practitioners will engage in policy practice in order to ensure that clients receive the best care possible, which includes policies to alleviate poverty and oppression in marginalized groups.
- **Competency 6**
  - **Outcome**
    Engage with Individuals, Families, Groups, Organizations, and Communities
    Social work practitioners will learn the best ways to engage clients in order to build rapport and a therapeutic relationship with clients.
- **Competency 7**
  - **Outcome**
    Assess Individuals, Families, Groups, Organizations, and Communities
    Social work practitioners will learn the most effective techniques for assessing their clientele; this will allow for practitioners learning the information necessary to guide

effective treatment and therapy.

- **Competency 8**
  - **Outcome**
    Intervene with Individuals, Families, Groups, Organizations, and Communities
    Social work practitioners will learn the most effective and evidence-based ways to intervene with clientele.
- **Competency 9**
  - **Outcome**
    Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
    Social work practitioners will learn how to evaluate the effectiveness of the interventions used in treatment and therapy of clientele.

Undergraduate

Clinical Laboratory Science

The following outcomes describe the expected competencies for students completing the undergraduate Clinical Laboratory Science program.

- Apply laboratory safety standards and adhere to governmental regulations as applied to the practice of clinical laboratory science.
- Adapt principles of professionalism, ethics, team-building, multiculturalism, and interdisciplinary communication.
- Demonstrate proficiency in the pre-analytical, analytical, and post-analytical components (including principles/methodologies, procedures, problem-solving, troubleshooting, interpretation/evaluation, principles/practices of quality assurance) of the primary disciplines of the laboratory.
- Describe basic principles of laboratory administration/management, educational methodologies, and common research design/implementation/interpretation.

Communication Disorders

The following outcomes describe the expected competencies for students completing the undergraduate Communication Disorders program.

- Students must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, cultural and linguistic bases.

- The student must demonstrate knowledge of the nature of speech, language, hearing, and communication differences and swallowing disorders, including their etiologies, characteristics, anatomical/physiological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas: articulation; fluency; voice and resonance; receptive and expressive language; hearing; swallowing; cognitive aspects of communication; social aspects of communication; and various communication modalities.
- The student must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders.
- The student must demonstrate knowledge of the principles of ethical conduct with regard to the provision of clinical services.
- The student must demonstrate knowledge of the research processes associated with the generation of new knowledge and procedures for evidenced-based practice.
- Students must complete twenty-five hours of clinical observation.

Disaster Preparedness/Emergency Management

The following outcomes describe the expected competencies for students completing the undergraduate Disaster Preparedness/Emergency Management program.

- Design effective written and oral communications (including crisis communication) in the discipline and practice of disaster preparedness and emergency management.
- Develop attitudes, traits, and values of professional responsibility, accountability, and effectiveness.
- Support professional business practices (administration, fiscal responsibility, evaluation measures, stakeholder interest, business continuity) in the discipline and practice of disaster preparedness and emergency management.
- Integrate applicable legislation regulations, directives, policies, and codes related to the practice of emergency management to protect the health, safety and welfare of the public.
- Combine the pillars of emergency management (planning, preparedness, mitigation, response & recovery) into a seamless practice of the discipline.

Health Studies

The following outcomes describe the expected competencies for students completing the undergraduate Health Studies program.

- Describe key elements of the current and evolving U.S. healthcare system.
- Identify the core functions of public health, health promotion, disease prevention and chronic care.
- Distinguish critical issues in acute, ambulatory, and long-term care from the perspectives of patient and the practitioner.

- Demonstrate clear written and oral communication skills.

Medical Imaging and Radiation Sciences

The following outcomes describe the expected competencies for students completing the undergraduate Medical Imaging and Radiation Sciences programs.

Radiologic Sciences, Magnetic Resonance Imaging, BS

- Students will be clinically competent.
  - Students will apply positioning skills.
  - Students will select image parameters.
  - Students will utilize magnetic field safety measures.
- Student will demonstrate communication skills.
  - Students will demonstrate written communication skills.
  - Students will demonstrate oral communication skills.
- Students will develop critical thinking skills.
  - Students will adapt imaging parameters for non-routine patients.
  - Students will critique images for diagnostic quality.
- Students will model professionalism.
  - Students will demonstrate work ethics.
  - Students will summarize the value of life-long learning

Radiologic Sciences, Radiation Therapy, BS

- Students will be clinically competent.
  - Students will be able to perform treatment procedures accurately.
  - Students will be able to perform simulation procedures accurately.
- Student will demonstrate communication skills.
  - Students will demonstrate written communication skills.
  - Students will demonstrate oral communication skills.
- Students will develop critical thinking skills.
  - Students will be able to adapt standard radiation therapy techniques to varying clinical situations.
  - Students will identify and assess effective treatment plans.
- Students will model professionalism.
  - Students will understand professional ethics.
  - Students will demonstrate professional conduct.

Radiologic Sciences, Radiologic Technology, BS

- Students will be clinically competent.
  - Students will provide appropriate patient care.
  - Students will practice proper radiation safety.
  - Students will produce quality radiographs.

- Student will demonstrate communication skills.
  - Students will demonstrate written communication skills.
  - Students will demonstrate oral communication skills.
- Students will develop critical thinking skills.
  - Students will adapt to varying clinical experiences and equipment.
  - Students will critique images and recommend corrective action for suboptimal radiographs.
- Students will model professionalism.
  - Students will demonstrate professional work ethic.
  - Students will summarize the value of life-long learning.

Nursing

The following outcomes describe the expected competencies for students completing the undergraduate Nursing programs.

AASN

- The graduate will employ vigilance and standards of practice to mitigate errors and to promote a culture of safety through individual performance and system effectiveness.
- The graduate will relate the use of the nursing process in providing evidence- based care to promote, maintain and restore an optimal level of wellness.
- The graduate will justify clinical reasoning in contemporary practice environments based on the bio-psycho-social-cultural-spiritual concepts.
- The graduate will select therapeutic communication techniques to promote relationship-centered care when interacting with, patients, families, and members of the inter-professional team.
- The graduate will formulate appropriate patient education activities based on teaching - learning principles to meet the needs of individuals and groups in contemporary practice environments.
- The graduate will support the inter-professional team through effective collaboration and shared decision- making to achieve safe quality patient care.
- The graduate will demonstrate professional responsibility and accountability while implementing the role of the Registered Nurse.

BSN, RN to BSN, LPN to BSN

> All the tracks to BSN have the same student learning outcomes

- The graduate will value a culture of safety on all aspects of professional practice.
- The graduate will relate and apply knowledge of the sciences to provide individualized quality patient care.
- The graduate will use the nursing process in providing care to patients/families/communities/populations.

- The graduate will demonstrate effective and professional communication with patients/families/communities/populations and members of the health care team.
- The graduate will teach patients/families/communities/populations/health care professionals.
- The graduate will use research in evidence based nursing practice.
- The graduate will manage delivery of nursing care to patients/families/communities/populations.
- The graduate will collaborate within nursing and inter-professional teams to achieve quality care.
- The graduate will exemplify professionalism in all aspects of practice.

Nutritional Science (Dietetics)

The following outcomes describe the expected competencies for students completing the undergraduate Nutritional Science program.

- Scientific and Evidence Base of Practice -Integrate evidence based guidelines and research into practice
- Professional Practice Expectations -Support professional practice through appropriate beliefs, values, attitudes and behaviors
- Clinical and Customer Services-Deliver clinical and customer services in a variety of settings
- Practice Management and Use of Resources -Direct and manage services to individuals and organizations
- Support Knowledge- Apply foundational knowledge to meet competency requirements for the dietetics education program
- Clinical Concentration-Provide quality nutrition care to individuals in the end-stage renal disease (ERSD)/dialysis setting

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Occupational Environmental Safety and Health, BS

The following outcomes describe the expected competencies for students completing the undergraduate Occupational Environmental Safety and Health program.

- Students will demonstrate critical thinking skills to anticipate, recognize, and evaluate hazards affecting human health and the environment and develop and evaluate effective strategies to solve problems and mitigate risk.
- Students will communicate effectively with technical and non-technical audiences verbally and in writing using multiple means including technical summaries, scientific reports, and oral communications.
- Students will act ethically, integrate social, current, and global matters in their practice, demonstrate knowledge of diverse ideas, cultures, and experiences, and pursue lifelong learning to effectively practice in an ever-changing environment.

Occupational Therapy Assistant

The following outcomes describe the expected competencies for students completing the undergraduate Occupational Therapy program.

- Identify areas for continued professional learning/education that enhance the student's professional growth
- Plan and provide occupational therapy services that are client-centered and occupation-based
- Demonstrate effective oral and written communication skills with all members of the healthcare team
- Apply sound ethical principles to guide and direct the occupational therapy process
- Utilize sound clinical reasoning throughout the occupational therapy process while considering all client and contextual factors
- Develop the knowledge and skills to become leaders in the profession, and advocate for clients and the profession

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Physical Therapy Assistant

The following outcomes describe the expected competencies for students completing the undergraduate Physical Therapy program.

1. Plan and provide physical therapy services that are patient-centered under the direction and supervision of a physical therapist.
2. Demonstrate effective oral and written communication skills with all members of the healthcare team.
3. Apply sound ethical principles to guide and direct the physical therapy process.
4. Utilize sound clinical reasoning throughout the physical therapy process while considering all patient and contextual factors.
5. Develop the knowledge and skills to become effective clinicians in the profession and advocate for patients and the profession.

Social Work, Bachelors

The following outcomes describe the expected competencies for students completing the undergraduate Social Work program.

- **Competency 1**
  - **Outcome**
    Demonstrate Ethical and Professional Behavior
    Practitioners in clinical Social work recognize the therapeutic relationship, the person-in-environment and the strength perspectives, the professional use of self with clients, and adherence to ethical guidelines of professional behavior of

professional behavior. Practitioners in clinical social work recognize their role on inter professional teams in practice and the ethical use of technology tools for clinical social work practice.

- **Competency 2**
  - **Outcome**
    Engage Diversity and Difference in Practice
    Practitioners in clinical Social work are knowledgeable about many forms of diversity and difference and how these influence the which various dimensions of diversity affect (a) Explanations of Seeking behavior, and (c) healing practices. Practitioners in clinical social work are cultural beings and understand how clinical practice choice can be culture—bound. Advance practitioners in clinical social work.
- **Competency 3**
  - **Outcome**
    Advance Human Rights and Social, Economic, and Environmental Justice
    Practitioners work toward advancing human rights, and social, economic and environmental justice for their clients; this includes helping to alleviate poverty and oppression of marginalized and oppressed groups.
- **Competency 4**
  - **Outcome**
    Engage in Practice-informed Research and Research-informed Practice
    Social work practitioners are aware of the need to utilize evidence-based research in practice in order to ensure that clients receive the best treatments and therapies. Social work researchers will also utilize practice information to guide their social work research.
- **Competency 5**
  - **Outcome**
    Engage in Policy Practice
    Social work practitioners will engage in policy practice in order to ensure that clients receive the best care possible, which includes policies to alleviate poverty and oppression in marginalized groups.
- **Competency 6**
  - **Outcome**
    Engage with Individuals, Families, Groups, Organizations, and Communities
    Social work practitioners will engage in policy practice in order to ensure that clients receive the best care possible, which includes policies to alleviate poverty and oppression in marginalized groups.
- **Competency 7**
  - **Outcome**
    Assess Individuals, Families, Groups, Organizations, and Communities
    Social work practitioners will learn the most effective techniques for assessing their clientele; this will allow for practitioners learning the information necessary to guide effective treatment and therapy.
- **Competency 8**
  - **Outcome**
    Intervene with Individuals, Families, Groups, Organizations, and Communities
    Social work practitioners will learn the most effective and evidence-based ways to

intervene with clientele.

- **Competency 9**
  - **Outcome**
    Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
    Social work practitioners will learn how to evaluate the effectiveness of the interventions used in treatment and therapy of clientele.

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