

MN Curriculum Outcomes. MN Program Goals (columns) and Curricular Threads (rows) are listed with Outcomes (cells) related to each goal and thread. Unshaded outcomes are proposed for MN Program Evaluation ACROSS focal areas. Shaded outcomes are other optional outcomes that could be used for additional focal area evaluation.

CURRICULAR THREADS	University of Washington School of Nursing: SIX MN CURRICULAR GOALS (I-VI)(Approved by Graduate Faculty in 2008)					
	I. Evaluate the adequacy of underlying knowledge from nursing science, related fields, and professional foundations as it informs nursing practice.	II. Competently assess, manage health-related issues with a defined population or care system, and evaluate the effectiveness of these nursing practices.	III. Utilize knowledge and skills in professional practice among diverse and multi-cultural populations.	IV. Demonstrate competence in development of inquiry relevant to practice, education, or administration.	V. Develop and utilize leadership strategies that foster improvement of health care.	VI. Articulate ethical issues and responsibility involved in nursing practice.
Critical Thinking A	Evaluate the state of current nursing knowledge & findings from related disciplines to formulate practice decisions for individuals, families, communities, or defined populations, & that demonstrate a high level of independent & ethical judgment.	Demonstrate expertise in conducting assessments, interpreting data, diagnosing acute & chronic illness episodes &/or health-related responses & issues, planning, implementing, & evaluating health management plans in an individual, family, community, defined population, or health care system.	Evaluate personal & professional values & behaviors that influence ones ability to deliver health care which is sensitive to the dynamic nature of culture & diversity, ethical issues, & professional responsibilities.	Demonstrate knowledge, skill & understanding of practice as it informs systematic inquiry into health problems, issues, or outcomes.	Participate in on-going evaluation of self & peers, & identification of goals & plans for professional growth & development.	Demonstrate knowledge, skill & understanding of practice as it informs ethical inquiry into health problems, issues, or outcomes.
Communication & Interdisciplinary Collaboration B	Use information systems to identify, manage, & communicate existing knowledge for advanced nursing practice.	Use skills in interdisciplinary collaboration and consultation in the delivery of beneficial and cost-effective therapies or strategies.	Promote partnerships and professional relationships to improve social & health conditions among underrepresented & underserved individuals or populations.	Use written/oral communication to disseminate nursing knowledge to practitioners, other professionals, communities, & the public.	Demonstrate knowledge/ skills for negotiation, conflict resolution, & interdisciplinary collaboration in the design, implementation, & evaluation of health services and/or systems.	Identify the role and application of information systems in the design, implementation and support of ethical nursing practice.
Cultural Competency C	Value and articulate different ways of knowing including ethical, esthetic, interpersonal, & empirical.	Demonstrate consideration of cultural, socio-economic, & political factors in the design, implementation, management, & evaluation of individual & population-based health services, &/or health policy issues and trends.	Value and use the client's experience in a collaborative style of advanced nursing practice with diverse populations and/or communities.	Develop, design, &/or implement inquiry relevant to culturally competent practice, education or administration in collaboration with other nurses, providers, and other health care professionals.	Identify strategies that facilitate practice within a multi-cultural workforce.	Understands how ones own belief systems and values influence nursing practice.
Health Delivery & Support Systems D	Apply advanced nursing practice knowledge in the design, implementation, evaluation, and management of culturally sensitive and relevant health services and/or care systems.	Analyze the influence of value systems on the accessibility, effectiveness, and quality of health care services provided to individuals, families, communities, or by health systems	Use knowledge of social, political, & cultural influences on health & health care outcomes of the person, family, or community in delivery & evaluation of health services.	Identify the role and application of information systems in the design, implementation and support of nursing.	Advocate for the development, organization, distribution, & evaluation of resources needed to provide appropriate and equitable health care services.	Understands and considers the social, political and cultural influences on health care, practice, and the community.
Nursing Therapeutics E	Demonstrate competence in a focused area of scholarly inquiry and a commitment to life-long learning directed toward ongoing, research-based refinement of advanced and specialized practice.	Use credible research findings, a broad range of knowledge and theories from nursing and related fields to influence quality of care, refine existing nursing practice, or develop new therapies and strategies that are beneficial and cost effective to health services or care systems.	Implement culturally relevant & effective strategies or therapies to optimize health or health outcomes in individuals, families, communities, or defined populations & health care systems.	Develop and test methods to advance knowledge in selected area of nursing practice, education, or leadership.	Use principles of teaching and learning with clients and to mentor nursing students and peers and to foster development of colleagues and other health care providers.	Develop and test methods to advance knowledge in selected area of nursing practice, education, or leadership.

MN Curriculum Outcomes. MN Program Goals (columns) Curricular Threads (rows) are listed with Evaluation Scale item number (cells) related to each goal and thread.
 Unshaded outcomes are proposed for MN Program Evaluation ACROSS focal areas. Shaded outcomes are other optional outcomes that could be used for additional focal area evaluation.

CURRICULAR THREADS (A-F)	University of Washington School of Nursing: SIX MN CURRICULAR GOALS (I-VI) (Approved by Graduate Faculty in 2008)					
	I. Evaluate the adequacy of underlying knowledge from nursing science, related fields, and professional foundations as it informs nursing practice.	II. Competently assess, manage health-related issues with a defined population or care system, and evaluate the effectiveness of these nursing practices.	III. Utilize knowledge and skills in professional practice among diverse and multi-cultural populations.	IV. Demonstrates competence in development of inquiry relevant to practice, education, or administration.	V. Develop and utilize leadership strategies that foster improvement of health care.	VI. Articulate ethical issues and responsibility involved in nursing practice.
Critical Thinking A	SIS #2, 3, 4, 5, 6 EPE #9.1, 10.1 CEF #11 AS #28, 32	CS #1, 2, 3, 4, 5, 6, 7, 8 EPE # 8.1~8.4, 10.3 CEF # 6, 14 AS #24, 25, 26, 27, 34		SIS #10 EPE #9.4, 10.2 AS #31,33		
Communication & Interdisciplinary Collaboration B			CEF #3	SIS #7,9 CEF #14	CS #11,12 CEF #10	EPE #10.4 AS #35
Cultural Competency C			CS #9 CEF #8	SIS #8 EPE #9.2 CEF #15 AS #29	EPE #8.3, 10.5 AS # 26, 36	
Health Delivery & Support Systems D		CEF #15	CS #10 CEF #9		EPE #8.4, 9.3, 10.5 AS #27, 30, 36	
Nursing Therapeutics E	SIS #3, 12 CEF #12	CS #13, 14 CEF #7				

SIS = Scholarly Inquiry Scale

CS = Clinical Scale

EPE = End Program Evaluation

AS= Alumni Survey

CEF = Colleague Evaluation Form