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Benazir College of Nursing, SMBBMU, Larkana Learning outcomes for undergraduate programs i.e., BS (Generic & BScN (Post RN) & Post graduate MSN degree program 2021.



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Shaheed Mohtarma Benazir Bhutto Medical University, Benazir College of Nursing (BCON) degree program Outcomes

Mission and Vision of the university of SMBBMU:

The Mission of Shaheed Mohtarma Benazir Bhutto Medical University Larkana is to lead among prestigious institutions of the medical sciences bring advancement in prime health indicators of human through state-of-the-art diagnostic and clinical applications, research, and service deliveries. We also want to promote medical education in this part of country by producing committed, bold, and strong leaders of tomorrow.

Vision of the university of SMBBMU:

1. To provide a healthy and encouraging environment for education and training of the students.
2. To enhance our academic excellence, inculcate and promote moral and ethical values.
3. To deliver best and modernized clinical care with creative knowledge and research.
4. To provide multitalented, trusted, research-oriented professionals.
5. To build up linkage with medical entrepreneurs, and center of excellence of medical education for capacity building and adopting standards recognized by national and international regulatory bodies.

BSN program outcomes are consistent with professional standards, and they are congruent with the program's mission, goals, and objectives.

Vision, Mission and Goals: Every institution shall have their own vision, mission, and defined goals. A Vision Statement describes the desired future position of the institute. The mission drives institutional activities conveys the importance of quality standards to be met for its effectiveness and continuous improvement. The basic purpose of establishment of the institution should be reflected in the mission statement. Moreover, the mission of an effective institution to be is well translated and articulated through a set of goals to be achieved throughout the whole academic body with substantial participation of management, faculty, students, and the community. The mission and goals are developed through a consultative process conducted amongst all stakeholders and the governing body of the institution.

Ref: Pakistan Nursing Council. minimum criteria to establish new nursing education institute for degree program,2019.

Mission of BCON:

The mission of the BCON's undergraduate program is to provide leadership to improve health care and advance the discipline of nursing through education, scholarship, and service. BCON's faculty and students value participation in the broader academic community which fosters excellence, self-reflection, accountability, respect for diversity and lifelong learning.

Vision of BCON:

The vision of the BCON is to become a passionately engaged community of highly qualified students, educators, and scholars which:

1. Prepares professional nurses who personify a culture of care.
2. Creates a learning environment where knowledge is created and shared.
3. Services the rapidly changing health care needs of individuals, families, communities, and society-at-large, and
4. Provides leadership in the placement of the profession.

PHILOSOPHY

We believe:

1. People are individuals of innate worth and dignity. They have spiritual, biological, social and psychological needs, and have the right to pursue the highest level of health and quality of life achievable for themselves and their communities. People's commitment to Islam helps them to develop a code of ethics which directs their attitudes and activities towards others.
2. People influence and are influenced by their environment. The environment is composed of factors which dynamically attracts the individual. Society, one of the factors, is made up of communities in which people are closely connected through similar interests and needs. Communities generally share similar institutions, values, beliefs, and morals, but may have diverse and complex health care needs. The family, which is the basic structure within a community, provides psychological and material support to assist its members to live within the society.
3. Health describes the human condition through a continuum from wellness to illness. This continuum is reflected in the extent to which individuals, families and communities can recognize and meet their needs, thus contributing to an acceptable quality of life. Pursuit of universally accessible health care is an essential right. Primary Health Care forms an integral part of the country's health care system. It acts as a nucleus and enhances the overall social and economic development of the country.
4. Learning is a life-long process in which knowledge is pursued in an atmosphere of support, guidance, free inquiry, and expression. The faculty is committed to facilitating learners to develop skills in problem-solving and critical thinking, and to design appropriate interventions in response to present and emerging respect for the nursing profession and raising the standard of nursing practice. We believe involvement in the academic community offers enrichment and diversity for learners and faculty.
5. Nursing integrates concepts from bio-psychosocial sciences and spiritualism to provide essential services to people. The pursuit of knowledge and the tradition of rendering care and comfort to the sick foster the blending of traditional values with modern technology and functional requirements. Nursing is committed to promoting and maintaining the integrity of the individual, preventing illness, and assisting those who are ill to regain the highest level of health possible. Nursing practice transcends cultural and national boundaries and thus evolves according to the health needs of global society.
6. Nurses synthesize information from many sources and integrate it into practice, teaching, management, consultation, and research.
7. Nursing education assumes that teachers and learners are collaborators in the teaching and learning process. Learners bring their own life experiences, which enrich the learning atmosphere. Faculty collegiality facilitates and promotes mentoring and pioneering activities in professional nursing. Faculty encourages and supports collaborative endeavors with learners in a variety of scholarly activities within a wide range of health care contexts.

GOALS:

In keeping with our philosophy, the major goals of the program are:

1. To prepare competent, safe, committed, and knowledgeable nurse clinicians (hospital and community settings).
2. To educate nurses with the appropriate knowledge, skills, and attitudes and with clinical competency.
3. To integrate evidence-based science into clinical practice to provide holistic care for individuals, families, and communities.
4. To enable nurses to meet the future challenges, including changes in technology, confronting health care in the 21st century.
5. To adhere to an established pattern of professional practices within the professional, religious, cultural, legal, and ethical boundaries of Pakistan.
6. To develop effective interpersonal and communication skills, while dealing with peers, patients, families, communities and other professionals.
7. To initiate a leadership role in the planning, implementation, and evaluation of individual, family, and community.
8. To maintain a safe and healthy environment for the prevention of disease, promotion, and maintenance of health.
9. To provide information, counseling and health education to individuals, families, and communities.

10. To participate in screening, case identification and management of common minor illness and injuries.
11. To act as a change agent to promote quality improvement in the performance of nursing responsibilities.
12. To participate actively in professional organizations for the improvement of the nursing profession.

Objectives:

The following objectives contribute to the enhancement of the nursing profession:

1. To prepare competent, committed, knowledgeable nurse clinicians (hospital and community settings)
2. To educate nurses with appropriate knowledge, skills, and attitudes with clinical competency.
3. To produce nurses who will integrate evidence-based science into clinical practice for the care of individual, families, and communities.
4. To produce nurses who can provide preventive, promotive, curative, and rehabilitative health care to populations in rural and urban settings.
5. To enable nurses to meet the future challenges, including changes in technology, which confronts health care in 21st century.
6. To develop human resources for as teaching faculty for existing nursing programs, as currently there is a deficiency in numbers of faculty members.

BENAZIR COLLEGE OF NURSING UNDERGRADUATE PROGRAM LEARNING OUTCOMES IN DETAIL

I have the honour of being a member of NCRC. The National Curriculum Revision Committee meeting was held on June 26-28, 2006, at the HEC Regional Centre, Karachi to finalize the draft curriculum of the preliminary NCRC meeting held on Feb 16-18, 2006, The below mentioned pertinent component was formulated:

Core Competencies:

1. Nursing practice and management
2. Critical thinking
3. Communication
4. Evidence based nursing practice.
5. Psychomotor Skills
6. Professional, ethical, and legal practice
7. Professional advancement, development, and value,

1. Nursing practice and management

Nursing practice is embedded in nursing process and research-based methods to ensure safe and high-quality nursing practice. Nursing practice includes assessment, identification of phenomena, nursing actions, nursing outcomes, patient education, and preventative care. It includes health promotion of individuals, families, and communities within physical, emotional, psychosocial, economic, and cultural contexts.

Course work or clinical experiences should provide the graduate with the knowledge and skills to:

- 1.1. Perform a holistic health, nursing, and risk identification assessment of the individual across the lifespan. This includes a health history that covers physical, spiritual, social, cultural, and psychological assessments of the individual and the family, as well as a comprehensive physical exam using bedside interviews with patients and relatives within various settings.
- 1.2. Formulate a plan of care and prioritize safe nursing care by analyzing data,

- 1.3. Implement evidence-based nursing care to achieve outcomes for individuals, families, and communities in various settings,
- 1.4. Consult with relevant clinical preceptor, faculty, health, and social members of a team where required,
- 1.5. Provide care according to nursing standards, policies, and procedures of institutions,
- 1.6. Ensure patients receive and understand information related to their care,
- 1.7. Identify expected outcomes and timelines for their achievement and to review with care teams and patients,
- 1.8. Ensure safe administration of therapeutic substances,
- 1.9. Create and maintain a safe environment of care using quality assurance and risk management strategies,
- 1.10. Implement infection control procedures and policies of institutions.
- 1.11. Evaluate data and outcomes to modify plans for care.
- 1.12. Document accurate nursing assessments, actions, and outcomes,
- 1.13. Assist patients to access and interpret the meaning and validity of health information,
- 1.14. Assist individuals, families and communities to participate in care,
- 1.15. Provide effective health education by preparing relevant teaching plans for patients,
- 1.16. Evaluate risk reduction, disease prevention and health promotion nursing activities through partnerships.

2. Critical thinking:

Critical thinking underlies independent and interdependent decision making. Critical thinking includes questioning, analysis, synthesis, interpretation, inference, inductive and deductive reasoning, intuition, application, and creativity.

Course work or clinical experiences should provide the graduate with the knowledge and skills to:

- 2.1. Use nursing and other appropriate theories and models, and appropriate ethical frameworks,
- 2.2. Apply research-based knowledge from nursing and the sciences as the basis for practice,
- 2.3. Use clinical judgment and decision-making skills,
- 2.4. Engage in self-reflection and collegial dialogue about professional practice,
- 2.5. Evaluate nursing care outcomes through the acquisition of data and the questioning of inconsistencies, thereby allowing for the revision and continuous improvement of actions and goals,
- 2.6. Engage in creative problem solving.

3. Communication:

Communication is a complex, ongoing, and interactive process and it forms the basis for building interpersonal relationships. Communication includes listening, as well as oral, nonverbal, and written communication skills.

Course work or clinical experiences should provide the graduate with the knowledge and skills to:

- 3.1. Initiate, develop and discontinue therapeutic communication through the use of appropriate communication and interpersonal skills with the patient, family, and community.
- 3.2. Communicate effectively during assessment, intervention, evaluation, and teaching.

- 3.3. Collaborate and maintain effective working relationships within an interdisciplinary team and with patients and their families.
- 3.4. Adapt communication methods to patients with special needs, e.g., sensory, or psychological disabilities.
- 3.5. Communicate consistent, relevant, accurate and comprehensive information about patient and community health status in verbal, written, and electronic forms.
- 3.6. Access and utilize data and information from a wide range of resources.
- 3.7. Provide relevant and sensitive health education information and counseling to patients.
- 3.8. Thoroughly and accurately document interventions and nursing outcomes.
- 3.9. Extract and clarify patient preferences and values.
- 3.10. Use various strategies to facilitate conflict resolution.
- 3.11. Use available information technology effectively and appropriately.

4. Evidence – based nursing practice

Nursing practice is grounded in scientific and systematic nursing approaches and research. Evidence-based practice includes collection of relevant data, analysis and synthesis of data, clinical judgments about nursing actions, and evaluation of outcomes.

Course work or clinical experiences should provide the graduate with the knowledge and skills to:

- 4.1. Utilize and apply evidence-based nursing practice to provide safe nursing interventions.
- 4.2. Evaluate an individual's capacity to assume responsibility for self-care.
- 4.3. Perform a community health risk assessment and provide outcome-based interventions.
- 4.4. Use evidence-based findings to diagnose, plan, deliver and evaluate quality care.
- 4.5. Utilize appropriate databases and information from multiple resources to plan, implement, and evaluate care.
- 4.6. Integrate theoretical and empirical knowledge from nursing and other disciplines to plan and implement care.
- 4.7. Apply and use various nursing theories and models to make appropriate decisions about nursing practice and care for individuals, families, and communities.

5. Psychomotor skills

Graduates of Baccalaureate program must acquire competencies in psychomotor skills. The Baccalaureate graduate provide safe and quality care therefore, they must perform skilled tasks independently. While performing tasks they must integrate sophisticated theoretical and analytic approach and acquire mastery of skills. The attainment of new skills is an ongoing process of the nursing career. The graduates apply skills in diverse setting of the national health care delivery system.

Course work or clinical experiences should provide the graduate with the knowledge and skills to:

- 5.1. Monitor and assess vital signs, including pulse and respiratory rates, temperature, pulse oximetry, blood pressure, and three-lead electrocardiogram.
- 5.2. Provide appropriate individual hygiene maintenance.
- 5.3. Apply infection control measures.
- 5.4. Assess and manage wounds, including irrigation, application of dressings, and suture / staple removal.
- 5.5. Provide and teach ostomy care.

- 5.6. Apply heating and cooling devices.
- 5.7. Apply and teach proper positioning and mobility techniques, including range of motion exercises, and transferring, ambulating, and use of assistive devices.
- 5.8. Provide nursing care using proper safety techniques, including the use of all systems, identification procedures, appropriate use of restraints, and basic fire, radiation, and hazardous materials protection.
- 5.9. Administer CPR.
- 5.10. Perform specimen collection techniques.
- 5.11. Perform accurate intake and output calculations and recording.
- 5.12. Administer medications by all routes.
- 5.13. Initiate, assess, and regulate intravenous therapies.
- 5.14. Demonstrate the proper use and care for various therapeutic tubes and drains.
- 5.15. Provide comfort and pain reduction measures including positioning and therapeutic touch
- 5.16. Provide care of the respiratory system, including chest physiotherapy, oxygen therapy, resuscitation, spirometry, and suctioning.
- 5.17. Provide teaching, and emotional and physical support in preparation for therapeutic procedures.
- 5.18. Provide pre-operative and post-operative teaching and care.

6. Professional, ethical and legal practice

Legal and ethical issues in nursing practice tend to be complex and dynamic. Dealing with such issues requires an understanding of the national health legal system, accountability for one's own actions, and the ability to make ethical decisions.

Course work or clinical experiences should provide the graduate with the knowledge and skills to

- 6.1. Accept accountability and responsibility for one's own professional judgment and actions.
- 6.2. Recognize the limits of one's own role and competence.
- 6.3. Clarify with a clinical faculty/ preceptor or other experts in health care when nursing care requires expertise beyond one's own current competence.
- 6.4. Consult with other health care professionals and relevant organizations/agencies when individual or group needs fall outside the scope of nursing practice.
- 6.5. Practice in accordance with relevant legislation.
- 6.6. Practice in accordance with national and local policies and procedural guidelines.
- 6.7. Recognize and act upon breaches of law relating to nursing practice and/or professional code of conduct/code of practice.
- 6.8. Apply PNC or ICN Code of Ethics while providing nursing.
- 6.9. Engage effectively in ethical decision-making.
- 6.10. Respect the patient's/client's right to access information, privacy, choice, and self-determination.
- 6.11. Ensure confidentiality and security of written and verbal information acquired in a professional capacity.
- 6.12. Seek help to appropriately challenge health care practice which could compromise patient/client safety, privacy, or dignity.

- 6.13. Identify unsafe practice and take appropriate action.
- 6.14. Recognize one's own beliefs and values and understand how these may influence care giving.
- 6.15. Respect the values, customs, spiritual beliefs and practices of patients, families, and communities.
- 6.16. Provide culturally sensitive care.
- 6.17. Demonstrate understanding of the challenges to ethical decision-making and care prioritization in cases involving violence and/or conflict and in natural disaster situations.

7. Professional advancement, development, and Value,

Professional attitudes and behavior are expected from all graduates in the nursing profession. Maintenance of a positive image for the profession and of the dignity of patients are critical. Life-long learning and striving for higher education and professional training are core components of professional development.

Course work or clinical experiences should provide the graduate with the knowledge and skills to:

- 7.1. Promote and maintain the professional image of nursing.
- 7.2. Contribute to the development of professional nursing practice.
- 7.3. Develop plans that indicate lifelong learning and avail opportunities for higher education in nursing.
- 7.4. Act as a role model for honesty and integrity in all aspect of nursing practice
- 7.5. Actively participate in professional organizations
- 7.6. Participate in quality improvement and quality assurance procedures.

BENAZIR COLLEGE OF NURSING UNDERGRADUATE PROGRAM LEARNING OUTCOMES CONCISE

Upon completion of the baccalaureate nursing programs i.e., BS(Generic) and BScN (Post RN), the Benazir College of Nursing graduate:

1. Demonstrates effective **communication** with patients, families, and colleagues by fostering mutual respect and shared decision making to enhance knowledge, experience, and health outcomes.
2. Provides **patient-centred** holistic, compassionate, respectful care of patient populations, families, and communities that is age and culturally appropriate.
3. Applies clinical reasoning and critical thinking to promote a culture of **safety** and prevent risk of harm to populations, families, colleagues, and the community.
4. Evaluates and integrates current **evidence** with clinical expertise and consideration of consumers' preferences, experience, and values to make practice decisions for quality outcomes.
5. Demonstrates open communication, mutual respect, and shared decision-making with the healthcare consumer, family, and inter-professional **team(s)**.
6. Recognizes the changing healthcare **system** and demonstrates the ability to access resources in a safe, effective, and financially responsible manner to provide value-based care.
7. Recognizes a commitment to quality improvement by understanding the value of data, design, implementation, and evaluation strategies to improve the **quality** and safety of healthcare.
8. Demonstrates **professionalism** through consistent application and self-reflection of moral, legal, altruistic, humanistic, legal, regulatory principles, and self-care.
9. Demonstrates **leadership** through accountability, influence, and collaboration with others in a way that will facilitate the establishment and achievement of shared goals.
10. Demonstrates proficiency in the use of **technology** and information systems to communicate, manage knowledge, mitigate error, and to support decision making for safe practice.
11. Values the unique psychosocial, physical, and cultural attributes of older adults, promotes healthy **aging, and provides safe and effective care.**

Learning outcomes

S. No	Program Outcomes	Freshman Level (1 st year)	Sophomore Level (2 nd year)	Junior Level (3 rd year)	Senior Level (4 th year)
1.	Communication Demonstrates effective communication with patients, families, and colleagues by fostering mutual respect and shared decision-making to enhance knowledge, experience, and health outcomes.	Communication Acknowledges effective communication skills that foster mutual respect.	Communication Recognize different styles of communication (auditory, visual, and tactile).	Communication Adapts communication styles and identifies barriers of communication based on the needs of the consumer.	Communication Demonstrates effective communication with patients, families, and colleagues by fostering mutual respect and shared decision-making to enhance knowledge, experience, and health outcomes.
2.	Patient-centered Care Provides patient centered, holistic, compassionate, respectful care of patient populations, families, and communities that age and culturally appropriate.	Patient-centered Care Describe holistic, compassionate, respectful care of patient populations, families, and communities that is age and culturally appropriate.	Patient-centered Care Acknowledges and supports holistic, compassionate, respectful care of patient populations, families, and communities that is age and culturally appropriate.	Patient-centered Care Applies holistic, compassionate, respectful care of patient populations, families, and communities through collaborative work that is age and culturally appropriate.	Patient-centered Care Integrates and evaluates multidimensional patient centered holistic, compassionate, respectful care of patient populations, families, and communities that age and culturally appropriate.
3.	Safety Applies clinical reasoning i and critical thinking to promote a culture of safety and prevent risk of harm to populations, families, colleagues, and the community.	Safety Acknowledges human factors and basic safety design principles that affect safety.	Safety Describes evidence-based resources to promote a safe environment.	Safety Demonstrates clinical reasoning and critical thinking to reduce harm and provide safe care.	Safety Applies clinical reasoning and critical thinking to promote a culture of safety and prevent risk of harm to populations, families, colleagues, and the community.

S. No	Program Outcomes	Freshman Level (1 st year)	Sophomore Level (2 nd year)	Junior Level (3 rd year)	Senior Level (4 th year)
4.	Evidence-based Practice (EBP) Evaluates and integrates current evidence with clinical expertise and consideration of consumers' preferences, experience, and values to make practice decisions for quality outcomes.	Evidence-based Practice (EBP) Demonstrates knowledge of basic scientific methods and elements that comprise EBP.	Evidence-based Practice (EBP) Describes the concept of EBP, including the components of research evidence, clinical expertise, and consumer values.	Evidence-based Practice (EBP) identifies and integrates current evidence, clinical expertise and consumers' preferences to make practice decisions for quality outcomes.	Evidence-based Practice (EBP) Evaluates and integrates current evidence with clinical expertise and consideration of consumers' preferences, experience, and values to make practice decisions for quality outcomes.
5.	Teamwork and Collaboration Demonstrates active participation within nursing and inter-professional teams to achieve quality patient outcomes.	Teamwork and Collaboration Describes and recognizes. that the health care consumer, family and inter-professional team(s) collaborate to achieve quality patient outcomes.	Teamwork and Collaboration Identifies and promotes collaboration with the health care consumer, family and inter-professional team(s) collaborate to achieve quality patient outcomes.	Teamwork and Collaboration Demonstrates the ability to work as a team member with the health care consumer, family and inter-professional team(s) collaborate to achieve quality patient outcomes.	Teamwork and Collaboration Demonstrates active participation within nursing and inter-professional teams to achieve quality patient outcomes.
6.	Systems-based Practice Recognizes the changing healthcare system and demonstrates the ability to access resources in a safe, effective, and financially responsible manner to provide value-	Systems-based Practice Describes resources as necessary components for responsible, effective care.	Systems-based Practice Describes and identifies the changing healthcare system and differentiates between resources to provide safe, effective, and financially responsible manner to provide value-	Systems-based Practice Describes, recognizes, and is responsible to the global, complex healthcare system and seeks to access resources to provide safe, effective, and financially responsible	Systems-based Practice Recognizes the changing healthcare system and demonstrates the ability to access resources in a safe, effective, and financially responsible manner to provide value-

S.No	Program Outcomes	Freshman Level (1 st year)	Sophomore Level (2 nd year)	Junior Level (3 rd year)	Senior Level (4 th year)
7.	Quality Improvement Recognizes a commitment to quality improvement by understanding the value of data, design, implementation and evaluation strategies to improve the quality and safety of healthcare systems.	Quality Improvement Acknowledges nurses' contribution to improving systems of	Quality Improvement Recognizes that evidence-based nursing practice contributes to outcomes that improve the quality and safety of healthcare systems.	Quality Improvement Demonstrate evidence-based nursing practice that contributes to outcomes that improve the quality and safety of healthcare systems.	Quality Improvement Recognizes a commitment to quality improvement by understanding the value of data, design, implementation and evaluation strategies to improve the quality and safety of healthcare system
8.	Professionalism Demonstrates professionalism through consistent application and self-reflection of moral, legal, altruistic, humanistic, regulatory principles and self-care.	Professionalism Recognizes responsibilities inherent in being a member of the nursing profession in accordance with personal and professional behaviors that promote the profession of nursing	Professionalism Describes the concept of accountability as a lifelong learner for own nursing practice and the delivery of evidence-based nursing care	Professionalism Commits to accountability as a lifelong learner for the delivery of evidence-based nursing care consistent with ethical moral, humanistic, legal, and regulatory principles	Professionalism Demonstrates professionalism through consistent application and self-reflection of moral, legal, altruistic, humanistic, regulatory principles and self-care.
9.	Leadership Demonstrates leadership through accountability, influence, and collaboration with others in a way that will facilitate the establishment and achievement of shared goals.	Leadership Acknowledges accountability and collaboration as key components of leadership.	Leadership Recognizes the role of accountability and collaboration as essential to achieving the essential goals	Leadership Practice's accountability and collaboration and works towards a shared goal	Leadership Demonstrates leadership through accountability, influence, and collaboration with others in a way that facilitates the establishment and achievement of shared goals

S. No	Program Outcomes	Freshman Level (1 st year)	Sophomore Level (2 nd year)	Junior Level (3 rd year)	Senior Level (4 th year)
10.	Informatics and Technology Demonstrates proficiency in the use of technology and information systems to communicate, manage knowledge, mitigate error, and to support decision-making for safe practice.	Informatics and Technology Demonstrates proficiency in computer systems and recognizes the importance of basic computer competence to contemporary nursing practice.	Informatics and Technology Identifies and uses technology and information systems to assess and monitor consumers' conditions, manage knowledge, and support decision-making for safe practice.	Informatics and Technology Employs basic competence in the use of technology and information systems to communicate, manage knowledge, mitigate error, and to support decision making for safe practice.	Informatics and Technology Demonstrate proficiency in the use of technology and information systems to communicate, manage knowledge, mitigate error, and to support decision-making for safe practice.
11.	Aging Values the unique psychosocial, physical, and cultural attributes of older adults, promotes healthy aging, and provide safe and effective care.	Aging Defines the psychosocial and physical attributes of older adults necessary to provide safe and effective care.	Aging Recognizes the unique psychosocial, physical, and cultural attributes to older adults. Recognizes healthy aging.	Aging Design psychosocial, physical, and culturally appropriate care plans that promote healthy aging and safe and effective care.	Aging Values the unique psychosocial, physical, and cultural attributes of older adults, promotes healthy aging, and provide safe and effective care.

BENAZIR COLLEGE OF NURSING GRADUATE PROGRAM LEARNING OUTCOMES (to be adopted for MSN Program)

Upon completion of the MSN program, the graduate will be able to:

1. Apply evidence from research and best practice models for the provision of patient centred care and the evaluation of healthcare outcomes.
2. Advocate for improved healthcare delivery and patient/community health outcomes through analysis of social, political, and economic contexts.
3. Incorporate ethical principles, legal and regulatory mandates, and professional standards in the advanced professional nursing role.
4. Demonstrate leadership, professional accountability, and commitment to lifelong learning in the advanced professional nursing role.
5. Evaluate and integrate a wide range of theories from nursing and related disciplines to provide high quality, culturally sensitive, and ethically based patient centred care.
6. Partner with professional colleagues and healthcare consumers to promote health and to prevent injury and illness in populations served by the advanced professional nurse.
7. Demonstrate proficiency in the use of technology and information systems to enhance knowledge, communicate with the healthcare team, mitigate error, establish differential diagnosis, and to support decision-making for advanced practice.
8. The MSN -Advanced Practice Nurse graduate will be able to serve as primary health care provider in the promotion of health, prevention of injury and illness, and management of acute and chronic health problems through the lifespan and across a variety of settings.
9. The MSN -Advanced Practice Nurse graduate will be able to serve as tertiary health care provider in the promotion of health, prevention of injury and illness, and management of acute and chronic health problems through the lifespan and across a variety of settings.
10. The MSN -Advanced Practice Nurse graduate will be able to serve as tertiary health care provider speciality in cardiac nursing, psychiatric nursing, paediatric nursing, women health nursing, community health nursing, etc. in the promotion of health, prevention of injury and illness, and management of acute and chronic health problems through the lifespan and across a variety of settings.
11. The MSN-Nursing Education graduate will be able to synthesize knowledge from nursing science and teaching/learning theories to design, implement and evaluate educational programs/processes in select academic and healthcare settings.
12. The MSN graduate with a focus on nursing administration will be able to provide leadership in complex healthcare systems, promoting environments that foster professional development and positive patient outcomes.