

Mapping of Oncology Nursing Diploma Curricular Competencies with Assessment Tools

This outline maps curricular competencies/objectives with the assessment tools and potential test type. Tests will emphasize certain parts of the outline, and no single test will include questions on all aspects. Questions may include content that is not included in this outline.

Construct	Domain	Rotation	Year	Code	Performance indicator (Curriculum)	Page #	Learning Domain (1:Cognitive, 2:Skills, 3:Attitude)	Assessment Method			
								MCQ - Part I Written	MCQ - Final Written	OSCE - Final Clinical	SOE - Final Clinical
A. Medical Expert	A.1 Basic science	Health Promotion, Prevention, and Early Detection	1st Year	A.1	Distinguish between incidence, prevalence, risk, prevention, mortality, and epidemiology	13	1	*			*
				A.2	Define cancer and describe the process of carcinogenesis	13	1	*			*
				A.3	Explain the function of various cells and mediators involved in the immune response;	13	1	*			*
				A.4	Identify physical, chemical, and viral carcinogens and the role of immune surveillance and genetic predisposition in the development of cancer	13	1	*			*
				A.5	Describe the characteristics of cancer cells, including the role and clinical applications of tumor markers	13	1	*			*
				A.6	Describe how the concept of cancer biology is used to provide optimal nursing care to cancer patients and their families	13	1	*			*
				A.7	Describe the pathophysiology associated with specific cancers	14	1	*			*
		Cancer Treatment Modalities	A.8	Identify the rationale for the use of vascular access devices (VAD);	15	1	*	*	*	*	
			A.9	Differentiate among the various types of VADs;	15	1	*	*	*	*	
			A.10	Explain the mechanisms of action of chemotherapy, biotherapy, and molecular targeted therapy;	16	1	*	*	*	*	
	Symptoms Management	2nd Year		A.11	Deduce the theory behind HSCT;	16	1	*	*	*	*
				A.12	Compare and contrast allografting and autografting	16	1	*	*	*	*
				A.13	List chemotherapy drugs with known side effects and toxicities that can affect body systems;	22	1		*	*	*
				A.14	Identify the causes of taste alterations in patients receiving cancer treatment;	22	1		*	*	*
				A.15	Provide goals and/or rationales for using complementary, alternative, and integrative therapies	22	1		*	*	*
				A.16	Identify the major complementary, alternative, and integrative therapy categories	22	1		*	*	*
A2 Assessment & Diagnosis	Scientific Basis for Practice, Part II—Specific Cancers	1st Year	A2.1	Discuss the risk factors associated with different types of cancer and identify high risk populations	14	1	*			*	
			A2.2	Comprehend diagnosis and staging as they relate to treatment approach	14	1	*			*	
			A2.3	Identify the three leading cancer diagnoses in the Kingdom of Saudi Arabia, for both men and women;	13	1	*			*	
			A2.4	List common tumor markers used to identify certain cancers or to monitor malignancy	13	1	*			*	
			A2.5	Recognize expected patterns of psychosocial change in response to illness;	17	1	*			*	
	Psychosocial Dimensions of Care	A2.6	Discuss the potential implications of emotional distress;	17	1	*			*		
		A2.7	Explore past coping responses to stressful events and support successful responses;	17	3				*		
		A2.8	Outline potential complications associated with vascular access devices	15	1	*		*	*		
	Cancer Treatment Modalities	2nd Year	A2.9	Develop an understanding of measures related to morbidity and mortality, incidence and prevalence;	18	1		*		*	
			A2.10	Assess the validity and reliability of diagnostic and screening tests;	18	1		*		*	
	Symptoms Management	2nd Year	A2.11	Explain the different mechanisms used to describe disease prognosis in quantitative terms for groups of patients;	18	1		*		*	
			A2.12	Name the most common risk factors associated with cancer and/or treatment-related symptoms.	21	1		*		*	
			A2.13	Understand the difference between grades 1–4 of neutropenia;	22	1		*		*	
			A2.14	Describe the risk factors of a patient with neutropenia;	22	1		*		*	
			A2.15	Explain the differences between xerostomia and mucositis;	22	1		*		*	

			A2.16	Define the difference between anticipatory, acute, and delayed nausea and vomiting;	22	1		*		*		
	End of life care		A2.17	Explain the role of the nurse involved with pain and symptom asses	26	1		*		*		
			A2.18									
	Oncologic Emergencies		A2.19	Evaluate metabolic and structural oncologic emergencies;	25	1		*		*		
			A2.20	Assess patients at risk for various oncologic emergencies;	25	1		*		*		
A3 Management	Scientific Basis for Practice, Part II—Specific Cancers	1st Year	A3.1	Use the nursing process to develop a plan of care for patients with specific forms of cancer	14	1		*		*		
			A3.2	Outline plan for nursing management for the potential complication associated with vascular access devises and patient education;	15	1		*		*	*	
			A3.3	Outline various types of surgical cancer procedures	15	1		*		*	*	
			A3.4	Identify diseases commonly treated with Hematopoietic Stem Cell Transplantation (HSCT);	16	1		*		*	*	
			A3.5	Identify goals and/or a rationale for the use of various cancer treatment modalities;	15	1		*			*	
			A3.6	Explain the role of the nurse in various cancer treatment modalities, including education;	15	1		*			*	
			A3.7	Describe the indications for radiation therapy;	15	1		*			*	
			A3.8	Define the indications for chemotherapy, biotherapy, and molecular targeted therapy;	16	1		*			*	
			A3.9	Analyze ways to provide interventions to maximize comfort during emotional distress.	17	1		*			*	
	Psychosocial Dimensions of Care	Symptoms Management	2nd Year	A3.10	Discuss non-pharmacologic approaches to maintaining skin integrity	21	1		*		*	
				A3.11	Identify common diseases or treatment-related factors that could precipitate impaired skin integrity;	21	1		*		*	
				A3.12	Discuss non-pharmacological methods of enhancing appetite;	22	1		*		*	
				A3.13	Identify two non-pharmacologic interventions that decrease nausea and vomiting;	22	1		*		*	
				A3.14	Draw conclusions about the role of the nurse in complementary, alternative, and integrative therapies, including education.	22	1		*		*	
				A3.15	Deliver interventions for underlying and predisposing conditions and oncological emergencies;	25	1,2		*		*	*
	Oncologic Emergencies			A3.16	Provide interventions to decrease the severity of associated symptoms;	25	1,2		*		*	
				A3.17	Identify non-pharmacologic interventions to maximize comfort and safety.	25	1		*		*	
				A3.18	Employ nursing process skills, critical thinking in managing the culturally competent	27	3		*		*	*
A4 Health Promotion & Illness prevention	Health Promotion, Prevention, and Early Detection	1st Year	A4.1	Identify the behavior modifications associated with cancer prevention;	13	1		*		*		
			A4.2	Recognize common screening strategies for specific cancers and related recommendations;	13	1		*		*		
			A4.3	Illustrate safety measures used in surgery;	15	1,2		*		*	*	
	Cancer Treatment Modalities			A4.4	Label safety measures used in radiation therapy;	16	1		*		*	
				A4.5	Use physical findings/treatments to identify impaired mobility that might lead to increased fall risks;	21	1		*		*	
A5 Clinical Competencies	Health Promotion, Prevention, and Early Detection			A5.1	Primary Prevention of Cancer: Patient Education	13	1,2		*		*	
				A5.2	Cancer Detection Guidelines: Patient Education	13	1,2		*		*	*
	The Scientific Basis for Practice, Part I—Core			A5.3	Genetic Genogram Development	14	1,2		*		*	
				A5.4	Assessment: Respiration	14	1,2		*		*	*
	Scientific Basis for Practice, Part II—Specific Cancers			A5.5	Assessment: Thorax and Lung	14	1,2		*		*	
				A5.6	Chest Tube: Closed Drainage Systems	14	1,2		*		*	*
				A5.7	Chest Tube Removal	14	1,2		*		*	*
				A5.8	Tracheostomy Care	14	1,2		*		*	*
				A5.9	Tracheostomy Tube Change	14	1,2		*		*	*
				A5.10	Wound Drain Removal	14	1,2		*		*	*
				A5.11	Wound Drainage Evacuation	14	1,2		*		*	*

	A5.12	Incision and Drainage	14	1,2	*		*	*
	A5.13	Assessment: Wound	15	1,2	*		*	*
	A5.14	Pressure Ulcer: Risk Assessment and Prevention	15	1,2	*		*	*
	A5.15	Assessment: Abdomen, Genitalia, and Rectum	15	1,2	*		*	*
	A5.16	Nasogastric Tube: Insertion, Irrigation, and Removal	15	1,2	*		*	*
	A5.17	Peripheral Parenteral Nutrition with Lipid (Fat) Emulsion	15	1,2	*		*	*
	A5.18	Central Parenteral Nutrition	15	1,2	*		*	*
	A5.19	Ostomy Pouching: Colostomy or Ileostomy	15	1,2	*		*	*
	A5.20	Ostomy Pouching: Urostomy	15	1,2	*		*	*
	A5.21	Colostomy Irrigation	15	1,2	*		*	*
	A5.22	Feeding Tubes: PEG, Gastrostomy, and Jejunostomy Care	15	1,2	*		*	*
	A5.23	Urinary Catheter: Indwelling Catheter Care	15	1,2	*		*	*
	A5.24	Urinary Catheter: Straight and Indwelling Catheter Insertion (Female)	15	1,2	*		*	*
	A5.25	Suprapubic Urinary Catheter Insertion and Replacement: Advanced Practice	15	1,2	*		*	*
	A5.26	Urinary Catheter: Closed Continuous Irrigation	15	1,2	*		*	*
	A5.27	Intravesical Chemotherapy	15	1,2	*		*	*
	A5.28	Assessment: Head and Neck	15	1,2	*		*	*
	A5.29	Assessment: Musculoskeletal and Neurologic	15	1,2	*		*	*
	A5.30	Blood Products Administration	15	1,2	*		*	*
	A5.31	Hematopoietic Cell Transplantation: Acute Graft-Versus-Host Disease	15	1,2	*		*	*
	A5.32	Bone Marrow Biopsy and Aspiration	15	1	*		*	*
	A5.33	Bone Marrow and Aspiration: Advanced Practice	15	1	*		*	*
	A5.34	Transfusion Reaction	15	1	*		*	*
	A5.35	Moderate Sedation During a Diagnostic Procedure	15	1	*		*	*
	A5.36	Chemotherapy Administration: General Principles	16	1	*	*	*	*
	A5.37	Safe Handling of Hazardous Medications	16	1	*	*	*	*
	A5.38	Chemotherapy and Biotherapy Administration: Pretreatment Assessment, Initial and Subsequent Cycles	16	1,2	*	*	*	*
	A5.39	Chemotherapy and Biotherapy: Pre-Administration Verification	16	1	*	*	*	*
	A5.40	Targeted Therapies: General Principles	16	1	*	*	*	*
	A5.41	Patient Education: Oral Chemotherapy and Biotherapy Administration	16	2,3		*	*	*
	A5.42	Cancer Detection Guidelines: Patient Education	16	2,3		*	*	*
	A5.43	Application of Oral Chemotherapy, Biotherapy, and Hormonal Agents: Patient Education	16	2,3		*	*	*
	A5.44	Containment of Hazardous Medication Spills	16	1	*	*	*	*
	A5.45	Chemotherapy Administration: Intrathecal	16	1	*	*	*	*
	A5.46	Chemotherapy Administration During Surgery	16	1	*	*	*	*
	A5.47	Chemotherapy Administration: Intraperitoneal	16	1	*	*	*	*
	A5.48	Chemotherapy Administration: Vesicant and Irritant Agents	16	1	*	*	*	*
	A5.49	Central Venous Catheter: Infection Prevention	16	1,2,3	*	*	*	*
	A5.50	Implantable Port Access, De-access, and Care	16	1,2	*	*	*	*
	A5.51	Central Venous Catheter Management	16	1,2	*	*	*	*
	A5.52	Assessment: Radiation	16	1	*	*	*	*
	A5.53	Radiation Pneumonitis: Nursing Management	16	1,2	*	*	*	*
	A5.54	Radiation Therapy: Patient and Family Education	16	2,3		*	*	*
	A5.55	Survivorship	17	3		*	*	*
	A5.56	Distress Management for Newly Diagnosed Cancer Patients and Their Families	17	2,3			*	*
	A5.57	Patient Education: Long-Term Effects of Chemotherapy	17	1,2,3	*	*	*	*
	A5.58	Cultural Considerations	17	3			*	*
	A5.59	To deliver quality care by identifying basic ethical principles related to oncology treatments in the Kingdom of Saudi Arabia;	17	3			*	*
	A5.60	To apply competent clinical skills by distinguishing between moral and legal concepts in relation to cancer diagnosis and treatment;	17	3			*	*
	A5.61	To adapt culturally sensitive care by identifying ethical and cultural life and death considerations in the Kingdom of Saudi Arabia;	17	3			*	*
	A5.62	To demonstrate knowledge by identifying common ethical dilemmas related to cancer patients.	17	3			*	*
	A5.63	To adapt research skills by identifying basic principles in epidemiology	19	1		*		*
	A5.64	To apply evidenced practice by identifying the dynamics of disease transmission and the occurrence of diseases	19	1		*		*
	A5.65	To demonstrate knowledge by determining the associations of diseases and estimating their potential for disease prevention; To demonstrate knowledge by explaining the role of genetic and other environmental factors that contribute to the causation and occurrence of diseases.	19	1		*		*
	A5.66	To demonstrate familiarity with the terminology listed in the module outline;	20	1				*
	A5.67	To propose ways of organizing data;	20	1				*
	A5.68	To define and compute measures of central tendency and variability;	20	1				*
	A5.69	To discuss the logic of hypothesis testing;	20	1				*
	A5.70	To analyze data and draw inferences from the analysis;	20	1				*
	A5.71	To integrate the role of statistical data into the research process.	20	1				*

Cancer Treatment Modalities

Psychosocial Dimensions of Care

Ethical Dimensions of Care

Epidemiology

Statistics

Introduction to Research and Evidence Based Practice	A5.72	To demonstrate familiarity with research terminology;	21	1	*		*
	A5.73	To master research design;	21	1	*		*
	A5.74	To conduct a literature search using both electronic and non electronic resources;	21	2		*	
	A5.75	To gather and interpret relevant data and to make judgments;	21	1,2	*	*	*
	A5.76	To identify evidence-based principles and their practical applications	21	1	*		*
	A5.77	To develop a critical approach to appraisal;	21	1	*		*
	A5.78	To review and critique journal articles	21	1	*		*
	A5.79	To formulate a research proposal on an interesting oncology project;	21	1	*		*
	A5.80	To apply the process of design and implement a research project	21	1	*		*
	A5.81	To prepare a manuscript for publication.	21	1	*		*
Symptoms Management	A5.82	b) Fatigue: Nursing Management c) Thrombocytopenia: Nursing Management d) Thrombotic Thrombocytopenic Purpura: Nursing Management e) Neutropenia: Preventing Infection f) Thrombocytopenia: Nursing Management g) Febrile Neutropenia: Nursing Management h) Anemia: Nursing Management i) Diarrhea: Nursing Management j) Constipation: Nursing Management k) Bowel Obstruction: Nursing Management l) Sexual Alterations: Nursing Management m) Sexual Side Effects of Chemotherapy: Nursing Management n) Pulmonary Toxicity: Nursing Management o) Malignant Pleural Effusion: Nursing Management p) Dyspnea: Nursing Management q) Venous Thromboembolism: Management r) Cardiac Toxicity: Nursing Management s) Anorexia and Cachexia: Nursing Management t) Dysphagia: Nursing Management u) Xerostomia: Nursing Management v) Lymphedema: Nursing Management w) Mucositis: Nursing Management x) Nausea and Vomiting: Nursing Management y) Hypersensitivity Reactions: Nursing Management z) Dermatologic Effect of Chemotherapy Biotherapy: Nursing Management aa) Neurotoxicity from Chemotherapy: Nursing	23-24	1	*	*	*
	A5.83	a) Pain Assessment and Intervention	23-24	1	*		*
	A5.84	e) Neutropenia: Preventing Infection	23-24	1	*		*
	A5.85	Disseminated Intravascular Coagulation (DIC): Nursing Management	25	1	*		*
	A5.86	Syndrome of Inappropriate Antidiuretic Hormone (SIADH): Nursing Management (Oncology)	25	1	*		*
	A5.87	Tumor Lysis Syndrome: Nursing Management	25	1	*		*
	A5.88	Hypercalcemia of Malignancy: Nursing Management	25	1	*		*
	A5.89	Hypersensitivity Reactions: Nursing Management	25	1	*		*
	A5.90	Cardiac Tamponade: Nursing Management	25	1	*		*
	A5.91	Superior Vena Cava Syndrome: Nursing Management	25	1	*		*
End of Life Care	A5.92	Spinal Cord Compression: Nursing Management	25	1	*		*
	A5.93	Anxiety, Loss and Grief, Depression	26	1	*		*
	A5.94	Advance Directive Discussion	26	2,3		*	
A5.95	Death Rattle: Nursing Management	26	1	*		*	
A5.96	End of Life Discussions	26	2,3		*		
A5.97	Pain Relief	26	1	*		*	
A5.98	Oxygen Therapy and Oxygen Delivery	26	1	*		*	
Healthcare Informatics	A5.99	To discuss the role of nursing informatics in practice, administration, education and research	27	1			*
	A5.100	To define the diffusion of innovation theory;	27	1			*
Leadership and Management	A5.101	To demonstrate competence in retrieving nursing information using the HIS; ¶	27	2		*	*
	A5.102	To advocate for safeguarding data and information integrity.	27	3		*	*
	A5.103	Systems Thinking	28	3		*	*
	A5.104	Time Management	28	3		*	*
A5.105	Information Management	28	3		*	*	
A5.106	Human Resources Management (i.e. Staffing and Scheduling, Resource Allocations, etc.)	28	3		*	*	
A5.107	Career Planning	28	3		*	*	
A5.108	Financial Management (Cost Analyses, Budget Forecasting, etc.)	28	3		*	*	
A5.109	Quality and Risk Management (Quality Plans, Risk Management Models, etc.)	28	3		*	*	
A5.110	Change Management and Conflict Resolution	28	3		*	*	
A5.111	Strategic Planning	28	3		*	*	
A5.112	Strategic Management	28	3		*	*	
Professional Performance	A5.113	Communication with Depressed Patients	29	3		*	*
	A5.114	Therapeutic Communication	29	3		*	*

			A5.115	Communicating with Anxious Patients	29	3			*	*
			A5.116	SBAR Communication	29	3			*	*
3 Communicator	End of life care	1st Year	B.1	List three factors that influence communication in the palliative care setting	26	1		*	*	*
			B.2	Describe the nurse's role in helping patients cope with loss, grief, and bereavement	26	1		*	*	*
			B.3	Value the role of the palliative care nurse in easing patient deaths.	26	3			*	*
	Leadership and Management Professional Performance	2nd Year	B.4	Employ nursing communications skills in managing the culturally competent of groups of clients across the wellness/illness continuum;	27	3				*
			B.5	Identify two differences between effective and ineffective communication;	29	1				*
			B.6	Discuss the meaning of active listening;	29	1				*
			B.7	Identify three skills necessary for active listening;	29	1				*
			B.8	Describe the ways in which patients and coworkers can benefit when nurses communicate effectively	29	1				*
			B.9	Discuss the difference between "I" and "You" statements	29	1				*
			B.10	Identify the skills required for therapeutic communication.	29	1				*
C Collaborator	Leadership and Management Professional Performance	2nd Year	C.1	Collaborate with multidisciplinary health care team members to prioritize and coordinate high quality and cost effective healthcare;	27	3				*
			C.2	Provide care in an inter professional environment;	29	3				*
D Manager/Leader	The Scientific Basis for Practice, Part I—Core	1st Year	D.1	Appreciate how an understanding of cancer biology and carcinogenesis enhances the professional development of oncology nurses.	13	3				*
			D.2	Justify the implications of nursing informatics for nursing practice, administration, education, and research	26	1				*
			D.3	Analyze the components of organizational structure and culture;	27	1				*
	Healthcare Informatics Leadership and Management	2nd Year	D.4	Apply theories of effective leadership and management within selected health care arenas;	27	1				*
			D.5	Employ nursing process skills, critical thinking, ethical decision-making in cost effective care of groups of clients across the wellness/illness continuum	27	3				*
			D.6	Demonstrate leadership and the management of a care-giving team comprised of individuals with varied cultural backgrounds and levels of clinical knowledge and competency	28	3				*
			D.7	Use investigation and research skills to enhance the knowledge base, facilitate change, and improve the quality of care	28	3				*
			D.8	Demonstrate professional accountability for effective leadership in a nursing practice	28	3				*
			D.9	Contribute to organizational strategic planning and its implementation at different levels within healthcare organizations	28	3				*
			D.10	Initiate independent learning activities;	28	3				*
E Scholar	Epidemiology	2nd Year	E.1	Examine the efficacy of preventive and therapeutic measures via randomized controlled trials	18	1			*	*
			E.2	Build an understanding of the design and conduct of epidemiological studies (cohort, cross-sectional, retrospective, and prospective);	18	1			*	*
			E.3	Differentiate between association and causation;	18	1			*	*
			E.4	Recognize the potential biases, confounders, and interacting factors in an epidemiological study;	18	1			*	*
			E.5	Explain the role of genetic and environmental factors in causing disease	18	1			*	*
			E.6	Apply epidemiologic methods to evaluate screening programs;	18	1			*	*
			E.7	Identify sources of information on disease occurrence	18	1			*	*
			E.8	Develop a critique of medical and health research studies.	18	1			*	*
			E.9	Demonstrate familiarity with statistical terminology and the purpose of statistics;	19	1				
			E.10	Identify ways of organizing data;	19	1				
	Statistics	2nd Year	E.11	Define and compute measures of central tendency and variability;	19	1				
			E.12	Demonstrate an understanding of the analysis of statistical data within the context of the research process;	19	1				
			E.13	Provide the necessary statistical background for analyzing data and drawing inferences from that analysis;	19	1				
			E.14	Demonstrate an understanding of the logic of hypothesis testing.	19	1				
			E.15	Define the basic concepts of research methodology;	21	1			*	*
			E.16	Compare and contrast different research designs;	21	1			*	*
			E.17	Describe the scientific process and its use in nursing research;	21	1			*	*
			E.18	Design a research proposal for a project;	21	1			*	*
			E.19	Define the steps of the research process and/or the conduct of a circumscribed nursing research project in a proposal;	21	1			*	*
			E.20	Analyze research problems and conduct a theoretical literature review process relevant to nursing practice;	21	1			*	*
			E.21	Compare and contrast research designs;	21	1			*	*
Introduction to Research and Evidence Based	2nd Year	E.15	Define the basic concepts of research methodology;	21	1			*	*	
		E.16	Compare and contrast different research designs;	21	1			*	*	
		E.17	Describe the scientific process and its use in nursing research;	21	1			*	*	
		E.18	Design a research proposal for a project;	21	1			*	*	
		E.19	Define the steps of the research process and/or the conduct of a circumscribed nursing research project in a proposal;	21	1			*	*	
		E.20	Analyze research problems and conduct a theoretical literature review process relevant to nursing practice;	21	1			*	*	

				E.22	Discuss appropriate statistical techniques in the analysis of data;	21	1		*		*
				E.23	Critique current nursing practice studies;	21	1		*		*
				E.24	Discuss the use of research findings;	21	1		*		*
				E.25	Define the historical perspective of evidence based practice (EBP);	21	1		*		*
				E.26	Apply evidence based nursing practice principles, identified through nursing research.	21	1		*		*
		Healthcare Informatics		E.27	Appraise evolving models and theories of informatics that define the function and competencies of nursing informatics	26	1				
F Health advocate		Healthcare Informatics	2nd Year	F.1	Understand the importance of nursing informatics as an emerging field in the nursing profession, identifying key factors and legislative organizations that help to shape nursing informatics;	26	1				*
		Professional Performance		F.2	Validate skills in the acquisition and retrieval of nursing information using the institution's health information system, the worldwide web, and varied electronic resources;	27	1,2				*
		Epidemiology		F.3	Advocate for the health and safety of patients;	29	3				*
				F.4	Demonstrate an understanding of the mechanisms and dynamics of disease transmission in populations, as well as the risk factors that determine their distribution	18	1		*		*
		Symptoms Management		F.5	Deliver a teaching plan involving common safety practices for thrombocytopenic patients;	22	1,2		*	*	*
G Professional		Ethical Dimensions of Care	1st Year	G.1	Interpret the nature and role of ethical theories in guiding sound ethical decisionmaking in workplace settings;	17	1				*
				G.2	Discuss the ethical and legal context of professional nursing practice;	17	1				*
				G.3	Advocate key ethical issues that affect nursing and related health care contexts;	17	1				*
				G.4	Examine processes for achieving desired moral outcomes in the nursing and healthcare domains;	17	1				*
				G.5	Analyze the conflicting duties and rights inherent in moral dilemmas;	17	1				*
				G.6	Discuss the impact of current issues related to health care delivery;	17	1				*
				G.7	Use ethical reasoning to synthesize standards of practice, ethical principles, and legal/regulatory requirements in the resolution of ethical dilemmas;	17	1				*
				G.8	Predict which ethical issues are likely to become relevant to oncology patients.	17	1				*
		Healthcare Informatics	2nd Year	G.9	Defend approaches that safeguard data and information integrity while maintaining privacy and confidentiality	27	2		*		*
		end of life care		G.10	Justify the nurse's specific roles in ethical decision-making	26	1		*		*
				G.11	Judge cultural dimensions and the influence of culture on palliative care for patients across the life span	26	1		*		*
		Professional Performance		G.12	Assume responsibility for personal professional development;	28	3				*