The Montana State University (MSU) College of Nursing applies a concept of community-based professional nursing which is derived from its Vision, Mission, Goals, and Philosophy (Policy A-3), to the undergraduate education. Community-based professional nursing is defined as a philosophy of nursing that guides nursing care for individuals, families, groups, communities, and populations wherever they are encountered.

Community environments where healthcare providers encounter the patient populations would promote or limit their health in terms of the biologic, physical, chemical, psycho-social, cultural, economic, technological, regulatory, and political milieu. Community-based professional nursing promotes the development of professional leaders and fosters the development of partnerships with clients and other disciplines, involves direct and indirect nursing care across the health-illness continuum, enhances capacity for self-care, incorporates an appreciation of client values, and promotes autonomy in decision making. It guides care in all areas of nursing practice.

**Threads Throughout the Curriculum:**

**Critical Thinking**

An active, organized, cognitive process used to identify and examine questions by systematic inquiry and inductive and deductive reasoning with findings used to enhance the quality of nursing and health (AACN, 1998; Chaffee, 2002).

**Communication**

A tool facilitates to convey and exchange ideas, knowledge, and reactions among involved parties.

**Self-directed Learning**

Students commit and are responsible for themselves to an ongoing process of learning, reflection, self-evaluation, and application of previous learning to successive learning opportunities.

**Professional Socialization**

Socialization into the professional nursing role is a major learning process through which the student develops professional identity and commitment. To facilitate socialization, faculty and other professional nurses serve as role models and interact in dynamic relationships where inquiry facilitates growth and change.
Leadership
Leadership presents a combination of professional personal traits, qualities, behavior, and well-developed interpersonal skills which inspire others to work together in the pursuit of a shared goal.

Evidence-Based Practice
Faculty creates a climate which enables the student to examine new ideas and practice from an evidence base by integrating the best research with clinical expertise and patient values for optimum care (IOM, 2003b).
**Foundational Objectives** (By end of first semester junior year)

1. Discuss the philosophy of community-based professional nursing.

2. Investigate the relationship of sciences, arts, and humanities to professional nursing practice.

3. Utilize critical thinking in the clinical decision-making process in providing safe care to clients with a focus on limited, well-defined problems.

4. Explain the relationship of research to professional nursing practice.

5. Discuss rationale for evidence-based nursing interventions used to assist clients with problems that have predictable outcomes.

6. Examine professional values and legal/ethical responsibilities that influence nursing practice.

7. Demonstrate responsibility and accountability for own behavior in learning environments and professional growth.

8. Utilize professional communication skills in interprofessional relationships.

9. Discuss the changes in societal and individual health care needs that influence nursing practice in this ever-changing global environment.

10. Examine roles and responsibilities of professional nursing within the interdisciplinary health care team.

11. Examine knowledge and skills in leadership to provide high quality and efficacious health care.

12. Describe how health care is organized and financed for patient and system cost.
Terminal Objectives

1. Use a foundation of community-based professional nursing to provide holistic client-centered health care in a variety of healthcare setting.

2. Synthesize theoretical and empirical knowledge from nursing, the sciences, the arts and the humanities to practice safe and effective professional nursing across the lifespan.

3. Practice basic leadership skills to create a safe caring environment and deliver quality care with an interprofessional healthcare team.

4. Evaluate the applicability of research findings in evidence-based nursing practice*.

5. Utilize evidence-based clinical judgments to assist patients with the promotion, maintenance, and restoration of health; prevention of disease; and death with dignity.

6. Demonstrate professionalism by incorporating professional values of altruism, autonomy, human dignity, integrity, social justice, and value-based behaviors into nursing practice and professional career development.

7. Demonstrate basic knowledge of healthcare policy, finance, and regulatory environments, inducing local, state, national and global healthcare trends.

8. Utilize effective communication in professional relationships with clients in order to influence health across the health-illness continuum.

9. Utilize progressive technology and information management systems to support safe nursing practice and deliver effective, quality client care.

10. Collaborate with communities to design, implement, and evaluate population-based approaches to care for diverse populations.

11. Provide culturally sensitive direct and indirect care for patients across a variety of healthcare settings.

* Evidence Based Practice: The incorporation of evidence from research, clinical expertise and patient preferences into decisions about the health care of clients.

Reviewed/Approved by:
Level I: UAAC (April 19, 2012)
Level II: Associate Dean for Undergraduate Programs (November 2012)