MISSION:

Montana State University-Bozeman is a land grant institution; therefore, the College of Nursing recognizes its responsibility to provide education, service and research toward meeting the health care needs of all the citizens in the state. The faculty of Montana State University-Bozeman College of Nursing accepts as its primary mission the preparation of persons for the practice of professional nursing at the baccalaureate and master's degree level. The University provides a foundation in liberal arts and sciences. Baccalaureate nursing education builds upon and integrates that foundation in the development of nursing's unique arts and science. The master's program builds on baccalaureate nursing education and provides for the refinement of existing skills, expansion of knowledge and development of competencies in advanced practice nursing.

ROLE AND SCOPE

Montana State University-Bozeman College of Nursing assumes the responsibility through its baccalaureate program to prepare persons for beginning positions in professional nursing. Graduates of the baccalaureate program have the knowledge, skills and competencies necessary for assuming responsibility for beginning practice as a professional nurse in any health care setting. The master's degree program prepares persons for advanced practice nursing with a focus on meeting health needs in rural settings. The educational and research programs of the College of Nursing are responsive to the evolving health needs of the people of Montana, the nation, and the global community. Nursing education and nursing research enhance nursing practice as knowledge is advanced and social values change. The faculty of the Montana State University-Bozeman College of Nursing accepts responsibility to serve as leaders in nursing; to educate knowledgeable, skilled, competent persons for nursing; to generate knowledge through research; to disseminate knowledge through scholarly writing and presentations; and to serve the community by providing expert consultation and education as well as leadership regarding health care issues.

Approved by:
College of Nursing Faculty 11/23/88; Reaffirmed 3/3/95; 8/22/96; 10/11/99
NURSING

The faculty of the Montana State University-Bozeman College of Nursing believe that:

professional nursing practice is oriented toward promotion, maintenance, and restoration of health; prevention of disease, risk reduction and/or supporting the process of death with dignity. The professional nurse works intimately with individuals, families, groups, communities and populations to assist them toward independence and their optimal level of health,

THE PROFESSIONAL VALUES OF ALTRUISM, AUTONOMY, HUMAN DIGNITY, INTEGRITY AND SOCIAL JUSTICE PROVIDE THE FOUNDATION FOR PROFESSIONAL NURSING PRACTICE. (P. 8 & 9)

the professional nurse provides direct and indirect care, monitors the client, designs, manages and coordinates care, collaborates with other health care providers and serves as client advocate,

the practice of nursing involves clients of all ages from diverse multi-cultural populations in a variety of settings,

the client of nursing is any individual, family, group, community or population in need of assistance with health care,

professional nursing has a social and professional responsibility for the provision of quality, cost effective care to any client in need of that care,

the professional nurse requires a knowledge of human beings throughout the life span which is acquired from the arts, humanities, and sciences,

the practice of professional nursing requires knowledge of economic, technological, social, political, ethical and cultural influences affecting health care policy and client health practice,

the professional nurse uses critical thinking and assessment skills to identify questions to be tested by systematic inquiry with findings utilized to enhance the quality of nursing and health,
that health is a perceptual state in which human beings, individually and in
groups, are able to perform social roles, capable of adaptation to the environment
and in possession of a sense of well-being. Further, we believe that access to the
means for achieving health is a fundamental human right,

that humans are open systems where the internal and external environments are
constantly exchanging matter and energy and that these processes influence
health. All humans are potential clients of nursing and each human is unique as a
result of genetic factors, psychosocial development, differing cultural values,
spiritual dimensions and capacity for adapting to the environment, and

the practice of professional nursing includes four essential features as defined by
ANA in their Social Policy Statement (1995, p. 6). These include:

“attention to the full range of human experiences and responses to health
and illness without restriction to a problem-focused orientation;

“integration of objective data with knowledge gained from an
understanding of the patient or group's subjective experiences;

“application of scientific knowledge to the processes of diagnosis and
treatment;

“provision of a caring relationship that facilitates health and healing.”

NURSING EDUCATION

The faculty believe that:

“to prepare professional nurses for this multi-faceted role, several components are
essential for all baccalaureate nursing programs. These components are liberal
education, professional values, core competencies, core knowledge and role
development.” (The Essentials of Baccalaureate Education for Professional Nursing
Practice, 1998, p. 6),

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,

faculty assist students to built bridges between their liberal education courses and nursing
practice. In the process of socialization into the profession, faculty facilitate cognitive
and affective skill development and design learning opportunities that support
empathetic, sensitive, compassionate and appropriate care. Day to day experiences serve
as resources for active learning,

the teacher transmits to the student an enthusiasm for nursing and excitement for investigating the unknown, a commitment to lifelong learning, and a perspective of knowledge not likely to be derived from learning in isolation,

students learn by active involvement in such cognitive processes as inquiry, analysis, and synthesis of facts, theories, values, and skills,

repetition and practice facilitate use of the cognitive processes as well as internalization of knowledge, values and skills,

carefully planned learning activities enhance the student's use of cognitive processes and the development of decision making skills and judgement,

students learn best when decision making skills and judgement are applied and tested in clinical settings which allow for development of clinical competence and identification with nurses as professional care providers and managers,

clinical application of theoretical learning must be organized and planned with sufficient time for internalization,

basic concepts and ideas are developed in successive learning experiences in a variety of settings,

students increase their effectiveness in use of problem solving and the ability to understand increasingly complex and abstract concepts or ideas as they progress through the program,

opportunities to learn involve a sharing of responsibilities between teacher and student. The teacher is viewed as a facilitator of learning and encourages student commitment and responsibility for learning,

the teacher assists the student to utilize critical thinking,

the teacher and student bring skills and sensitivity in human relations to the teaching-learning process. In addition, they have an awareness of their individual needs and motivations and the effect of these upon the learning process,

evaluation is an integral part of the teaching learning process with the student always accountable for individual performance,

the teacher facilitates the communication of ideas between student and teacher, student and student, student and other professionals and student and client by creating a climate
which enables the student to examine new ideas,

the teacher's attitude conveys to the student that difference in perspective and approach are advantageous. Faculty choose a variety of teaching strategies that encourage thinking, reasoning, decision-making and discussion,

in a larger sense the climate where students are socialized into the profession is one where faculty are actively involved in the full scope of professional behavior, and that collectively the faculty are expert educators, clinicians, researchers, citizens, leaders, and facilitators of change.

Approved by:
College of Nursing of Nursing Faculty  11/23/88; Revised 3/17/89; Reaffirmed 3/3/95; 10/11/99
A-3 CONCEPTUAL FRAMEWORK FOR PROFESSIONAL NURSING

The Montana State University College of Nursing conceptual framework for professional nursing is derived from its mission, role, scope and philosophy. The major dimensions of this conceptual framework consist of health, nursing, person and environment. Each of the four dimensions is characterized by major concepts and each of the major concepts includes two major properties. The dimensions, concepts and properties are described below.

Major Dimensions, Concepts and Descriptions

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Major Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Health</td>
<td>States: Wellness, Illness</td>
</tr>
<tr>
<td></td>
<td>Processes: Adaptation, Perception</td>
</tr>
<tr>
<td>2) Nursing</td>
<td>Roles: Caregiver, Manager, Researcher, Educator</td>
</tr>
<tr>
<td></td>
<td>Processes: The Nurse-Patient Relationship, the Nursing Process, Teaching/Learning, Communication, Research and Decision Making</td>
</tr>
<tr>
<td>3) Person</td>
<td>Systems: Biological, Sociocultural, Psychological, Spiritual</td>
</tr>
<tr>
<td></td>
<td>Processes: Adaptation, Growth and Development</td>
</tr>
</tbody>
</table>

Health is the central focus of the conceptual framework. The health dimension is explained by reference to its major concepts which are the dynamic states of wellness and illness and the interactive processes of perception and adaptation. Relative wellness and illness are determined by the process of environmental adaptation and influenced by the perceptions of both caregiver and client.

Nursing is oriented toward the promotion, maintenance, and restoration of health, the prevention of disease, or death with dignity. The professional nurse works intimately with clients to assist them toward independence and their optimal level of wellness through the diagnosis and treatment of actual or potential health problems. In carrying out the major roles of caregiver, educator, manager and researcher, the nurse assumes such sub-roles as collaborator, coordinator, advocate, facilitator and consultant. The major processes that support these roles include the nurse-patient relationship, the nursing process, teaching-learning, communication, research and decision making.

Persons are living systems whose health is influenced by their intra-personal, inter-personal and extra-personal environments. As biological, psychological, sociocultural, and spiritual beings, humans grow, develop, interact and adapt within these environments. Persons as individuals, groups or communities are the clients of nurses who assist them in the adaptive process to optimize health.
4) Environment Systems: Intra-personal, Inter-personal, Extra-personal
Processes: Adaptation and Change

The **environmental dimension** is comprised of intra-personal, inter-personal and extra-personal systems. These systems are open and dynamic, and interact to influence health over time. Environment is comprised of the physiological, psychological, sociocultural and physical milieu. Nursing processes are used to assess clients' adaptive responses in relation to their environments and to assist them toward optimal health.

Approved by:

College of Nursing Faculty 11-23-88; Revised 3/16/89; Reaffirmed 3/3/95
Terminal Educational Objectives
Approved fall 2002
1. Utilize a foundation of community-based nursing to provide client-centered health care.

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

3. Apply principles of critical thinking in professional decision making.

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

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

6. Incorporate professional values of altruism, autonomy, human dignity, integrity and social justice and value-based behaviors into nursing practice.

7. Employ legal and ethical principles in the practice of professional nursing.

8. Assume responsibility for career development and participation in life-long learning.

9. Utilize effective communication in professional relationships with clients in order to influence health and healing over time.

10. Utilize progressive technology and information systems to support nursing practice and deliver client care.

11. Collaborate with communities to design, implement, and evaluate population-based approaches to care.

12. Provide culturally sensitive direct and indirect care for clients across a variety of settings.

13. Participate as a member of the nursing profession.