

**MONTANA STATE UNIVERSITY
COLLEGE OF NURSING**

Policy C-13

**COMMUNITY-BASED PROFESSIONAL NURSING, CURRICULAR THREADS,
FOUNDATIONAL OBJECTIVES, and TERMINAL OBJECTIVES**

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. The curriculum is reviewed and updated according to professional guidelines; mapped to the *AACN Essential for Baccalaureate Nursing Education*.

Community **environments** where healthcare providers encounter the patient populations would promote or limit their health in terms of the *social determinants of health, including*: 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 globally, and 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 Baccalaureate Essentials, 2008; ANA Scope and Standards, 2015, pg 4-17, 44, 49, 61; ANA Code of Ethics, 9.1; Benner, 2010, *Educating nurses: A call for radical transformation*, pg. 46-59; 85-86; QSEN® Competencies).

Communication

A tool facilitates to convey and exchange ideas, knowledge, and reactions among involved parties. (AACN Baccalaureate Essentials, 2008; ANA Code of Ethics 2015, 3.1-6; Benner, 2010, pg. 148-149; QSEN® Competencies)

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. (ANA Scope and Standards, 2015, p. 76, 81; ANA Code of Ethics 2015, 4.1-3; Benner, 2010, pg. 224-225)

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. (ANA Code of Ethics 2015, 5.1-4; 6.1-3; 7.1-3)

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. (ANA Scope and Standards, 2015, pg. 75; AACN Baccalaureate Essentials, 2008)

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 (ANA Scope and Standards, 2015, pg. 19-20, 77-87; ANA Code of Ethics 2015, 7.1-3; IOM, 2003b; QSEN® Competencies).

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.

Terminal Objectives

1. Use a foundation of community-based professional nursing to provide holistic client-centered health care in a variety of healthcare settings.
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 leadership skills to create a safe, caring environment and deliver quality care with an inter-professional healthcare team.
4. Integrate evidence, clinical judgment, inter-professional perspectives, and patient preferences in planning, implementing, and evaluating outcomes of care.
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. Incorporate professional values of advocacy, altruism, autonomy, integrity, and a commitment to the health of vulnerable populations and the elimination of health disparities.
7. Demonstrate basic knowledge of healthcare policy, finance, and regulatory environments, including 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. Demonstrate cultural awareness in the care for patients across the lifespan in a variety of healthcare settings.
12. Manage care to maximize health, independence, and quality of life for a group of individuals that approximates a beginning practitioner's workload.

Reviewed/Approved by:

Level I: UAAC (2013; May, 2018)

Level II: Associate Dean for Undergraduate Programs (2013; May, 2018)