

**Appendix I-A.2**  
**Baccalaureate Competencies Expanded by the MSN Program**

Baccalaureate Competencies	Expanded Graduate Competencies
<p style="text-align: center;"><b><i>Critical Thinking</i></b></p> <ol style="list-style-type: none"> <li>1. Applies previous and current knowledge to all nursing encounters</li> <li>2. Organizes, analyzes, and validates assumptions underlying the processing of information</li> <li>3. Evaluates multiple points of views and solutions for specific problems</li> <li>4. Thinking is flexible, truth seeking, and nonjudgmental.</li> <li>5. Articulates assumptions and rationale for decisions about nursing interventions.</li> <li>6. Critiques professional and research literature for application to nursing practice.</li> </ol>	<p style="text-align: center;"><b><i>Critical Thinking</i></b></p> <ol style="list-style-type: none"> <li>1. Critically analyzes a variety of educational settings and situations to determine multiple approaches to teaching/learning.</li> <li>2. Through introspection, reflective judgment and critique of professional and research literature, determines own beliefs and values regarding a philosophy of nursing practice and nursing education.</li> <li>3. Through critical reflections, imagination, and creativity determine an approach to curricular development and evaluation.</li> </ol>
<p style="text-align: center;"><b><i>Communication</i></b></p> <ol style="list-style-type: none"> <li>1. Communicates clearly, effectively, and appropriately with individuals, families and communities and other health care providers to positively affect client outcomes.</li> <li>2. Utilizes information technology in facilitating communication, managing information data sets and seeking solutions to problems.</li> <li>3. Shares information and ideas in professional and public arenas.</li> <li>4. Implements teaching-learning process effectively.</li> <li>5. Communicates in a culturally competent manner.</li> </ol>	<p style="text-align: center;"><b><i>Communication</i></b></p> <ol style="list-style-type: none"> <li>1. Communicates in a collaborative process with a goal for a positive outcome.</li> <li>2. Fosters communication by maintaining respect for divergent opinions and cultures.</li> <li>3. Integrates various areas of knowledge and culture into nursing education.</li> <li>4. Communicates relevance of different bodies of knowledge into nursing education.</li> <li>5. Evaluates the effectiveness of teaching by utilizing multiple communication skills.</li> </ol>
<p style="text-align: center;"><b><i>Therapeutic Nursing Interventions</i></b></p> <ol style="list-style-type: none"> <li>1. Adheres to professional standards of practice.</li> <li>2. Utilizes the current tools (ie Critical paths, care tracts, and care plans) to assist the client to achieve an optimal state of health.</li> <li>3. Utilizes nursing process to develop outcome based nursing care.</li> <li>4. Provides theory-based teaching that focuses on empowering the client.</li> <li>5. Assists client to effectively utilize the health care delivery system.</li> <li>6. Collaborates with other disciplines on behalf of the client.</li> <li>7. Documents and communicates comprehensive data for clients with complex problems and multiple interactions to provide continuity of care.</li> <li>8. Develops and maintains goal-directed interactions to promote effective coping behaviors and facilitate change in behavior.</li> </ol>	<p style="text-align: center;"><b><i>Therapeutic Nursing Interventions</i></b></p> <ol style="list-style-type: none"> <li>1. Coordinate, supervise, and evaluate the teaching/learning needs of individuals, families, and/or community.</li> <li>2. Integrates nursing theory and research-based knowledge to develop a foundation for effective evidence –based nursing practice.</li> <li>3. Synthesizes multiple aspects of nursing practice in clinical and educational settings.</li> </ol>

<p style="text-align: center;"><b><i>Service</i></b></p> <ol style="list-style-type: none"> <li>1. Assumes a leadership role consistent with level of professional practice and community needs.</li> <li>2. Participates in the profession and the practice of nursing through leadership and community service</li> <li>3. Participates in academic/professional/community and social activities beyond curriculum development.</li> <li>4. Articulates commitment to professional/social/political issues related to the nursing profession.</li> </ol>	<p style="text-align: center;"><b><i>Service</i></b></p> <ol style="list-style-type: none"> <li>1. Assume leadership role consistent with the graduate-prepared professional with an academic focus having an individual specialty of choice in the clinical community and world-side setting.</li> <li>2. Professionally represents, participates, and directs the practice and science of nursing by promoting quality education through leadership and community involvement.</li> </ol>
<p style="text-align: center;"><b><i>Spirituality</i></b></p> <ol style="list-style-type: none"> <li>1. Models Christian principles of honesty, integrity, respect, and concern for well being of self, colleagues, and clients.</li> <li>2. Meets professional standards of ethical practice</li> <li>3. Advocates for clients</li> <li>4. Provides spiritual support to clients and families</li> <li>5. Articulates the impact of spiritual beliefs, values, and culture on an individual's perception of the meaning of life, health, illness, and death.</li> <li>6. Respects and supports a client's decision even if the decision conflicts with the nurse's personal values.</li> </ol>	<p style="text-align: center;"><b><i>Spirituality</i></b></p> <ol style="list-style-type: none"> <li>1. Advocates, articulates, and exhibits principles of honesty, integrity, respect, and concern for the well-being of self, colleagues, students, and clients.</li> <li>2. Advance professional standards of ethical principles.</li> <li>3. Articulates the impact of spiritual beliefs, values, and culture on an individual's perception of the meaning of life, health, illness, and death.</li> <li>4. Evaluate the efficacy of clinical and community-based strategies related to spirituality and religious faith for the prevention of health problems in targeted subgroups.</li> <li>5. Integrate an appreciation of diverse spiritual concepts and beliefs into educational programs.</li> <li>6. Articulate implication of spirituality throughout all dimensions of health-related practices.</li> <li>7. Incorporates a spiritual dimension in the development of educational programs.</li> </ol>