

## Department of Nursing's Philosophy

### **Department of Nursing Mission and Purpose:**

The philosophical tenets of the Department of Nursing have grown out of those that pervade the University and College. The philosophy of the nursing program delineates the faculty's beliefs regarding the nature of the individual, health, environment, nursing, teaching-learning, and baccalaureate nursing education.

**Person:** The faculty believes that the person is a complex biopsychosocial, cultural, spiritual, being who responds holistically to diverse and changing needs. We believe that individuals use coping behaviors in response to changes in the internal and external environment. Each individual has inherent dignity, worth and unlimited potential for self-actualization. A person can be a part of a family, group, community, and population, and is viewed as the client. We view the client as a partner in the decision making process regarding healthcare.

**Health:** Culture influences the meaning of health and health care practices for each client. We believe that health is viewed along a continuum from wellness to illness and that a client has a right to access quality healthcare. The wellness-illness continuum ranges from high level wellness to extreme states of illness. Interventions to promote high level wellness are directed toward maximizing the health potential of clients. The attainment of optimal health for the client is promoted at the primary, secondary, and tertiary levels of prevention and impacted by the availability of physical, mental, spiritual, technological, economic, cultural, and sociopolitical resources.

**Environment:** The faculty comprehends the environment as the world within and around the individual, family, groups, and community. The faculty believes that we serve a global society as well as regional and campus community, and beyond. The faculty believes that there is ongoing, simultaneous interaction between the environment and health which determines where the client is on the wellness-illness continuum. The environment has varying aspects that impact the client and can have local and global implications for health and health care.

**Nursing:** Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations (ANA, 2004). Nursing is a science and an art based on principles from the biological, physical, behavioral, liberal arts, and nursing sciences. The goal of nursing is to assist the person, family, group, community, and populations to achieve and maintain optimal functioning throughout the lifespan. We believe that professional nurse provides safe and effective, quality patient care. We also believe that the professional nurse demonstrates the following role competencies: inter-professional collaborator, advocate, provider of evidence-based patient-centered care, nurse leader/manager, counselor, and teacher. We believe that nursing care is delivered using a community focused approach that includes practice settings not limited to acute care settings. We subscribe to the nursing process as a clinical decision-making tool which incorporates assessment, nursing diagnosis, planning, implementation, and evaluation to provide quality nursing care.

**Teaching/Learning:** Learning is the continuous acquisition of knowledge, skills and attributes that result in measurable changes in the behavior of the learner. We believe that learning occurs when the learner perceives educational experiences as meaningful and directed towards attainable goals. Learners are motivated to learn based on their understanding of the purpose for learning and their ability to visualize the practical application. We believe that teaching and learning should be evidence-based, incorporating best practices, and values to determine the most effective teaching strategies for the students. The teacher fosters learning by offering a variety of learning experiences which facilitates the learner to think critically and evaluate his/her progress. The educational process is a joint effort of faculty and students

that fosters lifelong, self-directed learning, critical thinking abilities, and personal and professional growth. The teacher functions as a facilitator in the classroom and clinical settings and maintains expertise by engaging in professional growth activities.

**Baccalaureate Nursing Education:** Baccalaureate education incorporates knowledge in the liberal arts, sciences, and humanities that provides the foundation for the nursing major. We believe that baccalaureate education also encompasses a core body of knowledge, with emphasis on intellectual, moral, and professional standards that prepares the graduate for entry into professional nursing practice. They are prepared to respond to the changing complexities of the environment. The baccalaureate degree nursing program prepares graduates as generalist clinicians, inclusive of leadership roles, and provides the foundation for graduate study in nursing.