

# MISSION, PHILOSOPHY, AND ORGANIZING FRAMEWORK

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## BACHELOR OF SCIENCE IN NURSING (BSN)

### MISSION

The overall mission of the Division of Nursing is to strive for excellence in the preparation of professional nurse generalists. This mission is accomplished through the following goals:

- the preparation of graduates to provide nursing care for individuals, families, and communities within a variety of health care settings.
- the encouragement of critical thinking to guide nursing interventions which promote, maintain, and restore health.
- the development of accountability through a commitment to professional nursing practice and lifelong learning.

### PHILOSOPHY

The faculty of the Division of Nursing hold the following beliefs about the major concepts of person, environment, health, professional nursing, and professional nursing education:

#### PERSON

Person is viewed as an individual, a family, and/or a community and as a holistic adaptive system in constant interaction with an increasingly interconnected global environment. This interaction creates a complex and developing person who has common and unique needs throughout the lifespan. These needs guide the person to use innate and acquired coping mechanisms in four adaptive modes to produce responses which promote goal adaptation and need integrity.

#### ENVIRONMENT

Environment includes all internal and external stimuli that affect development and responses. Environmental stimuli influence the person to produce responses that promote goal adaptation and need integrity.

#### HEALTH

Health is a process of being and becoming an integrated holistic person by continuously adapting to change. Adaptive responses enhance goal adaptation and need integrity and, thus, promote, maintain, and restore health. Health is viewed as a continuum throughout the lifespan that is influenced by the person's risk reduction behaviors and adaptive responses which promote goal adaptation and need integrity.

#### PROFESSIONAL NURSING

Professional nursing is an art and a science. Caring and value-based beliefs are integral to professional nursing. The goal of nursing is to assist the person to develop risk reduction behaviors and adaptive responses and, thus,

promote, maintain, and restore health throughout the lifespan. Critical thinking is used to implement the nursing process in accomplishing the goal of nursing and to apply research findings which improve nursing practice. The professional nurse uses leadership skills in communicating, collaborating, and negotiating with consumers and other members of the health care team in the delivery and promotion of health services. Prepared at the baccalaureate level, the nurse enacts three major roles: provider of care, coordinator of care, and professional.

## **PROFESSIONAL NURSING EDUCATION**

Professional nursing education is based upon a liberal arts and science foundation. This foundation forms the basis for the evidence-based practice of professional nursing as a generalist. Baccalaureate education prepares students for entry level professional practice across a variety of settings with culturally diverse populations and provides a foundation for graduate study. The process of professional nursing education guides the student in the acquisition of nursing knowledge, skills, attitudes, and values. The teaching/learning process fosters mutual respect and trust, intellectual development, reflection, critical thinking, and lifelong learning.

## **ORGANIZING FRAMEWORK**

The faculty's beliefs about person, environment, health, professional nursing, and professional nursing education provide the basis for identification of strands that support the curriculum. These strands, meshed with the Roy Adaptation Model (Table 1), form the foundation for actualizing the Division of Nursing's philosophy and organizing framework.

### **PERSON**

Person includes the individual, family, and/or community as a holistic adaptive system in constant interaction with an increasingly interconnected global environment. To meet adaptation goals, the person behaves purposefully to achieve need integrity in four adaptive modes throughout the lifespan. Needs and adaptive modes identified by Roy (1999) are depicted in Table 1. Adaptation goals are related to survival and development.

In the physiological mode, the way the person responds to stimuli from the environment enables the person to adapt and achieve physiological need integrity. The basic needs inherent in physiological integrity are: activity and rest, sensation, fluid and electrolytes, protection, nutrition, endocrine, elimination, oxygenation, and neurologic. When the person's physiological needs are met through adaptive responses, physical integrity is achieved.

The self-concept mode focuses on the psychological aspects and the spirituality of the person which reflect the beliefs and feelings that the person has about self. The self-concept mode is composed of the physical self and the personal self. When the person's self-concept needs are met through adaptive responses, psychic integrity is achieved.

The role function mode focuses on the roles the person assumes in society and how the person behaves toward others. Within each role, the person assumes a set of expectations which includes instrumental and expressive behaviors. When the person's role function needs are met through adaptive responses, social integrity is achieved.

The interdependence mode focuses on receptive and contributive behaviors. Two types of relationships are emphasized in the interdependence mode: significant others and support systems. When the person's interdependence needs are met through adaptive responses, affectional adequacy integrity is achieved.

## ENVIRONMENT

Environment is the constantly changing world in which internal and external stimuli exist within and around the person, affecting development and stimulating responses through coping mechanisms. Coping mechanisms are innate and acquired behaviors that the person uses in response to changing environmental stimuli.

Environment influences behavior, roles, values, and beliefs of the individual, family, and community. The individual shares in the creation of relationships through which knowledge, attitudes, values, and spirituality are acquired. The individual, throughout the lifespan, makes choices and sets priorities based on past, current, and anticipated experiences and must act responsibly to create environmental changes which promote goal adaptation and need integrity. A family is a group of individuals bound by common and unique needs. A community is a group bound by similar needs, goals, culture, and/or geographic location.

## HEALTH

Health is a process of being and becoming an integrated holistic person by adaptation in each of the four adaptive modes. Health is viewed as a continuum throughout the lifespan that is influenced by the person's risk reduction behaviors and adaptive responses to needs. Persons unable to successfully adapt have ineffective responses and are considered ill.

## PROFESSIONAL NURSING

Professional nursing is an art and a science. Caring and value-based beliefs form the foundation of evidence-based practice. The goal of nursing is to assist the person to develop risk reduction behaviors and adaptive responses and, thus, promote, maintain, and restore health. Assisting the person to manage environmental stimuli through developing adaptive responses promotes health. The goal of nursing is accomplished through the nursing process. When the nursing process is implemented, the person enters into a relationship with the nurse and becomes the client. The client is the receiver of culturally sensitive nursing care.

The nursing process requires use of critical thinking to make judgements about the client's responses and includes the following steps: assessment, diagnosis, planning, implementation and evaluation of the outcomes of care. The professional nurse uses the nursing process to support successful goal adaptation or to identify ineffective responses and design a plan of care with the client to promote goal adaptation and need integrity. The professional nurse enacts three roles: provider of care, coordinator of care, and professional. Enactment of these roles requires collaboration and negotiation with clients and other members of the health care team.

The provider of care role requires assessment of client behaviors at various developmental stages and identification of adaptive or ineffective responses. The nurse uses assessment data in collaboration with the client to establish nursing diagnosis(es), goals and priorities according to evidence-based practice.

Based on this assessment data, the nurse designs and implements culturally sensitive care through therapeutic nursing interventions that promote, maintain, and restore health. The nurse and client evaluate the outcomes of care for effectiveness in promoting adaptation.

The coordinator of care role requires collaboration with the client and members of the health care team to provide comprehensive health care services. The coordinator of care role includes: (a) evaluation of strategies and resources to initiate changes which improve nursing practice and the health care system; (b) delegation and supervision of client care activities; (c) managing health care technology to improve outcomes of care; and (d) understanding the effects of population-based planning on the health care system.

The professional role requires assuming responsibility and accountability for providing holistic care based on established American Nurses Association (ANA) Standards of Clinical Nursing Practice (1991) and the ANA

Code for Nurses with Interpretive Statements (1985). Professional role responsibilities include: (a) using leadership and management skills, cost-effective strategies, and knowledge of the political and legal system to communicate, collaborate, and negotiate with members of the health care team and consumers to improve health care; (b) lifelong learning through continued personal and professional development to promote excellence in nursing, (c) involvement in community service; and (d) application of research findings to improve nursing practice.

## **PROFESSIONAL NURSING EDUCATION**

Professional nursing education is a process which guides an individual in the acquisition of nursing knowledge, skills, attitudes, values, and preparation for professional nursing as a generalist across a variety of settings with culturally diverse populations. This process is best accomplished in an institution of higher learning where the individual has access to varied academic disciplines and changes in behavior can be validated. In collaboration, the teacher and learner initiate, direct, and are accountable for meaningful learning experiences. The teaching/learning process fosters intellectual development, reflection, critical thinking, and lifelong learning. Teaching and learning are based on the beliefs that each is a process of intellectual inquiry and is implemented through mutual respect and trust, effective interpersonal relationships and communication. The teacher facilitates learning by using various strategies based on the UAM Division of Nursing Teaching/Learning Principles. The individual progresses from simple to complex levels of learner behaviors. Evaluation of nursing education includes assessment of learner, teacher, and program outcomes.

## **STRANDS WITH OUTCOMES**

At the completion of this program, the graduate will be prepared to:

### **STRANDS**

Critical Thinking

Research

Nursing Process

Leadership

Communication

### **OUTCOMES**

1. Formulate judgements using a problem solving process that is goal directed, ethical, and based on standards of professional nursing practice.
2. Reflect critical thinking to critique and apply research findings in nursing practice.
3. Use the nursing process to provide therapeutic nursing interventions which promote, maintain, and restore the health of culturally and ethnically diverse individuals, families, and/or communities throughout the lifespan.
4. Apply leadership and management skills to provide cost effective quality health care, implement and support change, and serve as a client advocate in a variety of settings.
5. Communicate and collaborate with members of the health care team and consumers to provide

and improve delivery of health care.

6. Educate individuals, families, and communities using teaching/learning principles which promote, maintain, and restore health.

Teaching/Learning