

STATEMENT OF PHILOSOPHY

The faculty view the person from both a holistic perspective and a Christian perspective. They believe that the person, created by God and capable of self-direction, is a bio-psycho-socio-cultural, spiritual, cognitive being who possesses dignity and worth. The nursing faculty further conceptualize persons as individuals, as members of families, as groups and as communities, with the right to health, to safety, to belonging, and to self-actualization. The person, within the limits of his/her abilities, has inherent rights and a corresponding responsibility to participate actively in matters which affect health and welfare.

Society consists of structures, values, beliefs, and morals which influence perceptions, expectations, behaviors, and judgments. It is dynamic, and its members use their power and authority to design and to develop the social, political, and economic structures that govern their lives and determine whether health care services are acceptable, accessible, affordable, and available.

Health is a dynamic state which encompasses all the dimensions of human existence. Health occurs on a continuum where there are varying levels of equilibrium, disequilibrium, and ultimate death. It is within the capacity of the person to adapt to forces in the internal and external environment to achieve the maximum potential for daily living. The person-environment relationship is reciprocal in nature.

Nursing is a practice discipline rooted in a strong liberal arts and science foundation. Nursing, as a scientifically based discipline, assists the person to the optimal level of health. It is an interactive and a deliberative decision-making process. The faculty acknowledge the roles of advocate, leader, researcher, care-provider, counselor, and learner appropriate for the professional nurse. Within these roles, the professional nurse engages in activities of health promotion, health maintenance and health restoration.

Teaching enhances the experiences that the learners bring to the teaching/learning process which enables and provides new experiences to promote the acquisition of new knowledge, skills, and insights.

Learning is a change in attitude, behavior or capability of the learner. It includes applying concepts, principles, generalizations, and theories to tasks similar to those originally learned. Faculty believe the benefits of learning continue throughout life, and learning "how to learn" is an essential condition for the future.

Teaching-learning is an interactive process between the teacher and the learner. The teacher facilitates learning activities to advance learning and to evaluate the change of the learner's behavior. The learner originates activities or participates in activities that lead to desired change in behavior.

The tenets in the teachings of the Marianites of Holy Cross provided impetus for a curriculum designed to facilitate the development of individuals who are capable of critical thinking, decision-making, independent judgment, and self-directed inquiry. The graduates of the program shall be generalists prepared for beginning positions in all areas of professional nursing.

ORGANIZING FRAMEWORK

The curriculum of the baccalaureate program in Nursing at Our Lady of Holy Cross College is based on an organizing framework of professional nursing practice, which focuses on the individual, the family, the group, and the community in a multicultural society. This organizing framework is used to structure and to direct learning experiences from the simple to the complex. Specific content, learning objectives, and learning activities, essential to a baccalaureate nursing graduate, are defined by the organizing framework. It also provides clarity of direction for the progression of the student in the curriculum. This organizing framework is consistent with the philosophy, purposes, and objectives of the nursing program. Furthermore, it reflects the beliefs of the faculty about the person, nursing, health, and society.

The faculty defines professional nursing practice as follows:

Professional nursing practice is the application of knowledge from the humanities and the sciences and skills through the nursing process, research, and leadership to assist clients to achieve the optimum level of health. It is an interactive and deliberative decision-making process.

Professional nursing practice as the organizing framework has three essential elements: nursing process, nursing research, and nursing leadership.

Nursing process is the methodology for operationalizing nursing practice. It is a systematic approach to problem-solving and decision-making, consisting of five interdependent steps which are assessment, analysis, planning, implementation, and evaluation.

Nursing research is the scientific method of investigation to generate knowledge for problem-solving and decision-making in nursing practice.

Nursing leadership is the ability to assist individuals and groups to move toward goals setting, goal achievement, and change.

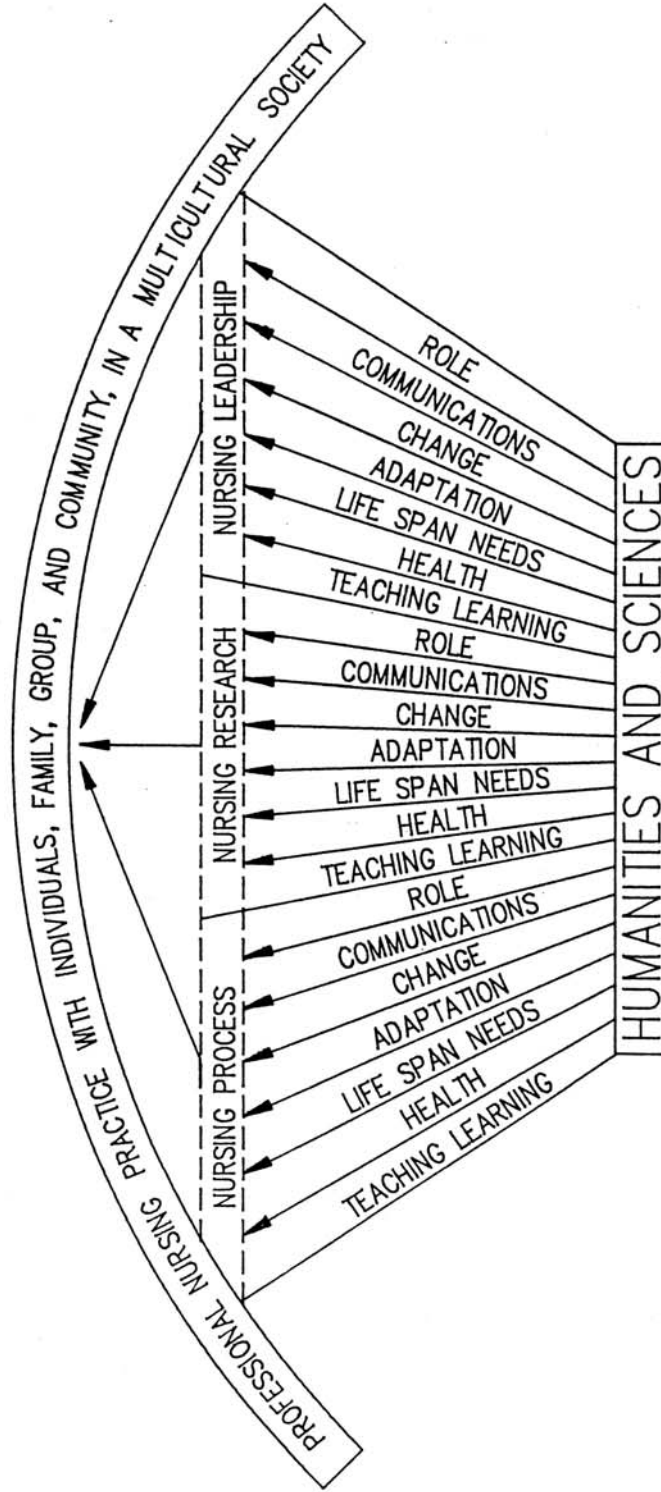
The three elements of professional nursing practice and the selected subconcepts determine the sequence and scope of the content and the teaching/learning experiences. The selected subconcepts are: health, life span needs, adaptation, change, communication, teaching/learning and role.

In summary, professional nursing practice assists the person in a multicultural society to achieve the optimum level of health through the utilization of the nursing process, nursing research, and nursing leadership.

The following narrative provides explanation of the schematic depiction of the organizing framework.

The schematic depiction represents the education process for professional nursing practice. The top is the dome, which is the organizing framework: professional nursing practice with the individual, family, group, and community in a multicultural, changing society. Directly underneath the dome are the essential elements of professional nursing practice: nursing process, nursing research, and nursing leadership. Because these three major concepts, the essentials of nursing practice, are integrated in diverse dimensions throughout the curriculum, broken lines are used. The bold vertical lines at the base of the depiction indicate that the student enters the professional component with antecedent knowledge in humanities and natural and behavioral sciences on which the nursing courses build. The arrows on the vertical lines, starting at the base and directed upward, acknowledge the faculty's commitment to lifelong learning and the necessity to increase knowledge and to prepare for new roles embodied in professional nursing practice.

ORGANIZING FRAMEWORK OF THE NURSING CURRICULUM



DIVISION OF NURSING
OUR LADY OF HOLY CROSS COLLEGE