

PHILOSOPHY OF THE DEPARTMENT OF NURSING

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 the person as an individual, and as a member of a family, and a community, with the right to health, to safety, to belonging, and to self-actualization. The person, within society and 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 or the maximized level of health. It is an interactive and a deliberative decision-making process. The faculty acknowledge the roles of advocate, leader, teacher, 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.

CONCEPTUAL FRAMEWORK

The schematic depiction of the organizing framework expresses the faculty's belief that the products of the program are professional nurses and educated people. The foundation of the framework, the humanities and sciences confirm this belief. These courses are the sources of knowledge essential for the preparation of the educated person. The faculty believe that professional nursing practice focuses on the individual, family, group, and community, in a multicultural society. After debate on the essential concepts of professional nursing practice, nursing process, nursing research, and nursing leadership were identified as major concepts. The subconcepts identified are: role, communications, change, adaptation, life span needs, health, and teaching learning.

The development of course objectives accompanied the placement of course content. The four major concepts and subconcepts are integrated in the various components of each course and provide for the content to move from simple to complex with incremental learning in each course.

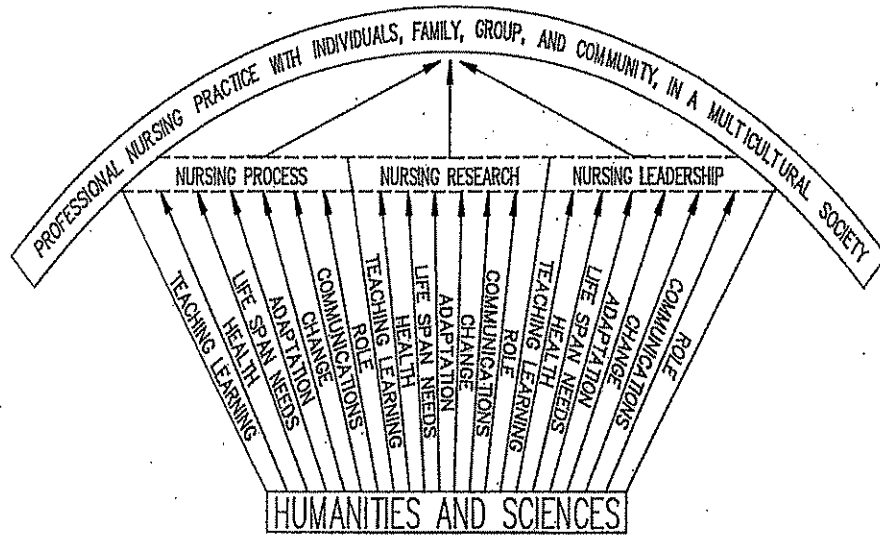
The philosophy and organizing framework call for a curriculum which provides for liberal and professional knowledge. It is a curriculum wherein a student may continue to develop a value system and acquire clinical and cognitive skills essential in professional nursing practice.

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

The schematic design of the organizing framework of the nursing curriculum is a covered basket. The humanities and sciences form the base of the basket. Professional nursing practice with individuals, family, group, and community in a multicultural society provides the cover. The three major concepts, nursing process, nursing research, and nursing leadership, support the cover. Seven subconcepts, the same for each major concept, emerge from the base of the basket and move upward, passing through the broken lines to reach the cover. The upward movement of the concepts reflects faculty's commitment to life long learning and the necessity to prepare for new roles in professional nursing practice dictated by the advances in science and technology.

The antecedent knowledge, the basis for the content in each nursing course, comes from the humanities and the sciences. The antecedent knowledge is integrated in diverse dimensions with the concepts in each clinical nursing course. The content is taught and applied using a variety of teaching methods and applications to prevent repetition. Students gain new insight and meaning to the concepts each time that it is taught. The level of difficulty increases from course to course.

ORGANIZING FRAMEWORK OF THE NURSING CURRICULUM



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