

## ASN Program Philosophy

The nursing program supports the mission of Aultman College of Nursing and Health Sciences. The mission is to prepare healthcare professionals who lead our community to improved health, and values of the college which include quality, integrity, caring and knowledge.

The philosophy of the nursing programs evolves from a long-standing history of successfully educating nurses and is in line with many of the grand theorists of nursing, centering around 5 broad concepts.

- Holistic Nursing
- Client
- Health
- Environment
- Education

**Holistic Nursing** is an applied science, built on the disciplines of natural and social sciences, humanities, mathematics, arts, and the science of nursing. By utilizing critical thinking and clinical judgement, nursing formulates a plan of care to assist the client in maintaining a state of optimal well-being. The professional nurse recognizes the importance of a holistic assessment and analysis of collected data to assist in planning, implementing, and evaluating outcomes of care

**Client(s)** consists of individuals, families, groups, communities, and populations around which nursing revolves. The client is seen as a unique, complex whole with biophysical, psychosocial, cultural, and spiritual components. The individual possesses the freedom to think, to choose, and to act. Nursing recognizes that relationships within families, groups, and communities can both alter and support health status.

**Health** is defined by the client according to their own values, beliefs, and knowledge. The faculty view health on a continuum with varying degrees of well-being and diminished health. Nurses can function at any point on the continuum with the primary focus of nursing care being health promotion and health maintenance. Disruption in health is caused by imbalances of any internal or external subsystem.

**Environment** includes all dimensions that affects the relationships of a client. Homeostasis is an ability of the client to adapt to their environment to achieve an optimal level of health. The inability to adapt results in alterations in health.

**Education** is a lifelong, interactive teaching-learning process occurring in and out of the classroom. Nursing education develops the skills of critical thinking, independent and collaborative decision-making, communication, value formation, and respect for diversity and human dignity. Learning is influenced by past experiences and should be individualized to a learner's abilities and learning style.

The faculty believes an associate degree nurse is a professional nursing generalist who is prepared to successfully take the National Council State Boards of Nursing (NCSBN) Licensure Examination (NCLEX-RN). The associate degree nurse is a competent professional, practicing in a legal and ethical manner in a variety of professional roles in a variety of settings. Utilizing effective communication techniques and

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caring principles, nursing practice encompasses both independent interventions and collaboration with other health care providers.

### **ASN Organizational Framework**

The organizational framework illustrates the articulation of the philosophy of nursing concepts (Holistic Nursing, Client, Health, Environment, and Education), and sub-concepts of (Legal and Ethical Behaviors, Interdisciplinary Approach, Nursing Process, and Communication). The concepts and sub-concepts are integrated throughout the curriculum which lead to the assimilation of program student learning outcomes. This formative and summative developmental process provides the basis for the organizational framework in the study of nursing (Billings & Halstead, 2009). The framework provides rationale for curriculum decision-making which is designed to prepare graduates to become competent beginning nurse professionals, preparing graduates for life-long learning.

#### Legal and Ethical Behaviors

Students learn that nursing scope and standards of practice provide legal/ethical guidelines for effective nursing care. Faculty assist the student to recognize the relevance of legal and ethical implications within a variety of individual, client, and professional situations. Legal and ethical behaviors such as prioritization, delegation, safe care delivery, accountability and responsibility for professional behavior are integrated into performance expectations.

#### Interdisciplinary Approach

Nurses are expected to collaborate with physicians, other healthcare team members, peers, community agencies, clients, and family members. Collaboration requires the team to focus on client needs, basing the coordination and decision-making process on client preferences and the availability of services and resources. Students learn that nurses can play a key and lead role in the promotion of an interdisciplinary team approach, which enhances holistic, client- centered care in a variety of healthcare environments.

#### Nursing Process

The Nursing Process is a systematic, problem-solving approach used as a framework to deliver nursing care and influence client outcomes. This involves the students incorporating clinical judgement in care planning and implementation. Students learn holistic assessment strategies, prioritization of data, development of a plan of care that incorporates evidence-based nursing interventions and teaching/learning strategies in educating clients, and evaluation of client outcomes.

Nurses must incorporate clinical judgement and reasoning the development and evaluation of client outcomes. The quality of client care is dependent on the ability of the associate degree nurse to effectively combine a problem-solving approach with the nursing process to formulate plans of care which result in successful client outcomes.

#### Communication

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Communication is the dynamic process of exchanging information through verbal, non-verbal, written, and electronic modes. Students learn principles of effective communication with clients and healthcare team. Effective communication is essential to promote positive interactions and outcomes.

### References

Billings, D., & Halstead, J. (2019). *Teaching in Nursing: A Guide for Faculty* (6<sup>th</sup> ed.). St. Louis: Elsevier Saunders

National League for Nursing, (NLN). (2010). *Outcomes and Competencies for Graduates of Practical/Vocational, Diploma, Associate Degree, Baccalaureate, Master's, Practice Doctorate, and Research Doctorate Programs in Nursing*. New York: National League for Nursing. (I have a copy of this in my office. There is not a more current copy published.)

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