

## **Mission, Program Goals, Expected Student Outcomes, and Philosophy of Department of Nursing**

### **Mission**

The primary mission of the Department of Nursing is the immersion of students into a Christ-centric nursing environment which fosters the harmonious development of human beings, while instilling the essence of Christian caring, into the nursing role that focus on service through practice, research, and global leadership.

The Department of Nursing aims to achieve its mission by endeavoring to:

1. Contribute to the health care and education of nurses through a Christ-centered and moral values program
2. Produce graduates who bring competence and moral leadership to their communities.
3. Create innovative, accessible models of nursing education to meet the needs of an increasingly diverse student body
4. Provide service to the local and global community
5. Support faculty professional development, scholarship, and grant productivity
6. Promote collegial spirit and well-being in a healthy work environment

### **Philosophy of Department of Nursing**

The Edyth T. James Department of Nursing upholds the mission statement of Washington Adventist University, a learning community committed to the Seventh-day Adventist Christian vision of excellence and service. The nursing faculty provides learning opportunities within a Christian environment that fosters the harmonious development of students.

Human beings were created perfect in the image of God with the power to think, feel, and act. Through God's plan of salvation, human beings can have eternal life. While human beings no longer live in a perfect state, God's relationship with them continues to give them dignity, choice, and rights that can be responsibly directed toward experiencing maximum health through creative fulfillment.

Human beings are biophysical, psychosocial and spiritual in nature with similar needs and different modes of adaptation. Throughout life, as unique holistic systems, human beings adapt and develop through the interchange of energy with the environment. Groups of human beings create families, communities, and defined populations. Society, the environment, which consists of multicultural, social, educational, political, and economic conditions affect the survival and health of its members through the utilization and interaction of resources.

Health reflects the dynamic interplay of human needs, potential alterations, and actual alterations in human need fulfillment. Health can be conceptualized as being on an illness-wellness continuum. Wellness involves the human being's goal-directed adaptation, growth, development, and realization of need fulfillment within a changing multicultural society. Impaired health presents the human being, family, population with an opportunity for adaptation, growth, and the ongoing pursuit of optimum health. The subjective experience of human beings influences their definition of health. Movement toward health includes awareness, education, and growth

The profession of nursing is a scholarly practice discipline. Through a variety of processes such as caring, spirituality, health promotion, leadership, research, evidence-based practice, the nursing process, facilitation of change, political advocacy, and life-long learning, nursing positively impacts the illness-wellness continuum. The responsibility of society's health care is shared by nurses, other health professionals, and consumers. Nursing leadership is a communication and relationship process seeking to envision the needs, strengths and resources of human beings while influencing the individual, family, group, community, and population in the purposeful attainment of mutually defined

health goals. Through the use of best research evidence, logical reflective reasoning, clinical judgment, and consideration of patient values, the professional nurse provides an evidence-based, health-oriented service to society.

Human beings, families and populations seek caring from the nursing community. Caring nurses reflect on their own beliefs, attitudes, and values as they provide holistic care and respond to issues that impact professional practice, such as vulnerable populations, unethical practices, and diversity in a multicultural healthcare environment. The professional nurse facilitates change within systems through the roles of provider, designer, leader, coordinator, educator, advocate, and counselor. As advocates for quality health care, nurses are active in the political processes that affect the healthcare delivery system. The professional nurse is committed to lifelong learning and the continued development of self-awareness, responsibility, and accountability.

### **Goal of BSN Program**

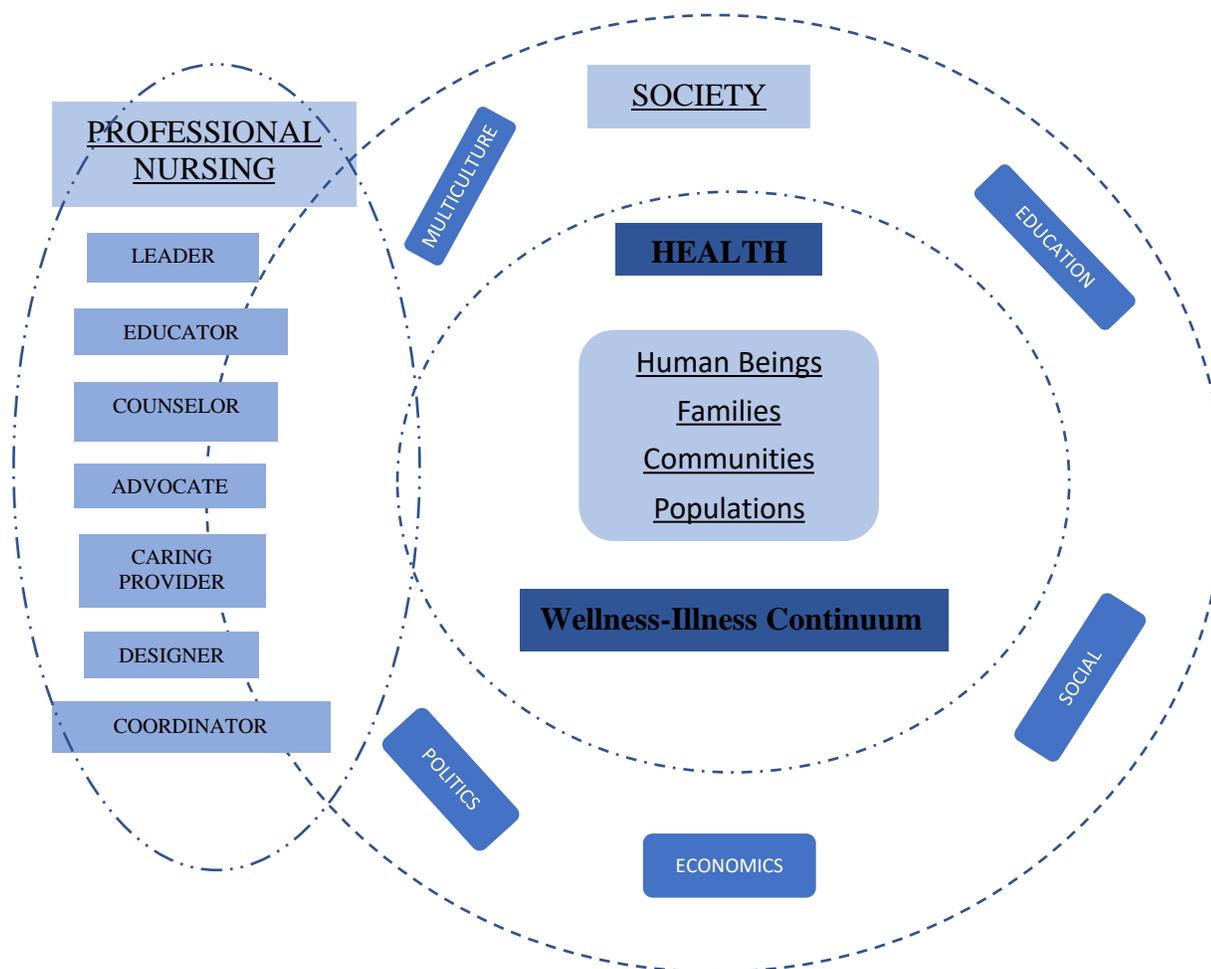
The goal of the BSN program is to prepare generalist nurses who practice within a holistic, caring framework to help human beings, families, groups, communities, and populations meet their optimum health potential.

### **Expected Student Outcomes for BSN Program**

Upon completion of the BSN program, students will be able to:

1. Integrate theoretical knowledge acquired through the study of the humanities, liberal arts, social sciences, and natural sciences as a foundation to enhance the nursing knowledge and values necessary to deliver professional nursing care to clients across the life span within a multicultural society.
2. Demonstrate the ability to provide quality health care within a framework of leadership, quality improvement, and patient safety.
3. Apply best research evidence, systematic and logical reflective reasoning, and consideration of patient values in the promotion of evidence-based nursing practice.
4. Demonstrate safe, quality outcomes of care through the competent use of patient care technologies and information management systems.
5. Appraise the healthcare, financial, and regulatory policies that influence the practice of professional nursing.
6. Design interventions that improve health promotion, injury prevention, disease risk reduction, in human beings and through the population levels .
7. Integrate professional communication techniques, collaborative skills, and teamwork as part of daily delivery of high quality and safe patient care.
8. Demonstrate professional standards of nursing, including a commitment to caring, altruism, autonomy, human dignity, integrity, social justice, accountability, learning, and advancement of the profession.
9. Deliver quality care to human beings, families, communities and populations across the life span and across the continuum of healthcare environments with a respect for the increased complexity and increased use of healthcare resources integral in caring for patients.
10. Incorporate spiritual assessment into the planning and delivery of culturally competent care.

## Model of Washington Adventist University Nursing Program Philosophy



Elements of the framework for building the baccalaureate nursing curriculum are based on *The Essentials of Baccalaureate Education for Professional Nursing Practice* (2008), and the American Nurses Association (ANA) *Code of Ethics* (2015).

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### Comparison: Washington Adventist University and Department of Nursing Mission

Washington Adventist University Mission	Edyth T. James Department of Nursing Mission
Washington Adventist University is a learning community committed to the Seventh-day Adventist Christian vision of excellence and service. This cosmopolitan institution challenges students to seize the opportunities for learning in the nation’s capital in order to become moral leaders in communities throughout the world.	The primary mission of the Department of Nursing is the immersion of students into a Christo-centric nursing environment, which fosters the harmonious development of human beings while instilling the essence of Christian caring in the nursing role with a focus on service through practice, research, and global leadership.

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### Comparison: Washington Adventist University and Department of Nursing Ethos

<b>Washington Adventist University Ethos</b>	<b>Department of Nursing Ethos</b>
<p><b>Faith:</b> We value faith in God, and celebrate the goodness of creation, the dignity of diverse people, and the possibility of human transformation. Through worship and shared life, we uphold spiritual integrity and help one another to achieve it.</p>	<p>Human beings were created perfect in the image of God but no longer live in a perfect state. Nursing, through God's relationship with human beings, seeks to direct them toward the experience of maximum health.</p>
<p><b>Mind:</b> We value the enhancement of the mind through enthusiasm, excellence, and honesty in learning. In both study and conversation, we honor the consideration of ideas and the increase of understanding.</p>	<p>Learning enhances the mind through the active participation of the learner and educator; occurring in the affective, cognitive, and psychomotor domains. The educator facilitates learning by acting as a role model and a resource person who provides structured and serendipitous learning experiences.</p>
<p><b>Respect:</b> We value safety, respect, and courtesy as every person's needs and rights. To assist one another in learning, we attend, in particular, to making our environment hospitable to study.</p>	<p>Throughout life, human beings have the right to expect appropriate affirming and respectful interaction within a safe environment that values diversity.</p>
<p><b>Service:</b> We value generosity in both attitude and practice, and consider higher education to be both training and an opportunity for service.</p>	<p>The profession of nursing is a scholarly practice discipline that provides an opportunity for creative, health-oriented service to society.</p>
<p><b>Beauty:</b> We value beauty and order—in the buildings, on the ground, in ourselves. We take responsibility for the look, the sound, and the feel of our campus.</p>	<p>Maintaining beauty and order within the nursing (patient care) environment represents the commitment of nursing to aesthetic, empirical, and personal foundations of the profession.</p>
<p><b>Health:</b> We value the health of body, mind, and soul, and encourage one another to eat, rest, and exercise for maximum benefit to our entire being.</p>	<p>Health is a subjective experience defined by the individual. It reflects the holistic and dynamic interplay of human needs across the life span.</p>
<p><b>Growth:</b> We value both honesty and determination with respect to these ideals. We acknowledge our need and capacity, under God, for continuous growth toward their realization.</p>	<p>Growth is a fundamental principle of life and represents the capacity of mankind to fully develop the mental, physical, and spiritual dimensions of self-guided by biblical precepts.</p>

## Comparison of University Objectives with BSN Program Outcomes

<b>Washington Adventist University Objectives for graduates:</b>	<b>Department of Nursing Expected Student Outcomes:</b>
<p><b>COMPETENT</b>  <b>Critical Skills and Information Literacy</b></p> <ul style="list-style-type: none"> <li>• Be able to find, evaluate, absorb and synthesize information.</li> <li>• Be able to solve problems through interpretation, analysis, evaluation, inference, explanation and self-awareness.</li> </ul> <p><b>Discipline-specific Competency</b></p> <ul style="list-style-type: none"> <li>• Be able to show competency in a major field of study.</li> <li>• Understand the relationship of their particular discipline to the General Education Core of their Liberal Arts Training.</li> </ul>	<p><b>Competent</b></p> <p>3. Apply best research evidence, systematic and logical reflective reasoning, and consideration of patient values in the promotion of evidence-based nursing practice.</p> <p>5. Recognize the healthcare, financial, and regulatory policies that influence the practice of professional nursing.</p> <p><b>Discipline-Specific Competency</b></p> <p>8. Demonstrate professional standards of nursing, including a commitment to caring, altruism, autonomy, human dignity, integrity, social justice, accountability, learning, and advancement of the profession.</p> <p>6. Design interventions that improve health promotion, injury prevention, disease risk reduction, in human beings and through the population levels .</p>
<p><b>MORAL</b>  <b>Spiritual Identity</b></p> <ul style="list-style-type: none"> <li>• Understand the basic spirituality that is the heart of the university’s Mission and Statement of Community Ethos.</li> <li>• Be committed to a belief and value system that results in responsible moral choices and care of the body, mind and spirit.</li> </ul> <p><b>Aesthetic Appreciation</b></p> <ul style="list-style-type: none"> <li>• Be able to recognize, distinguish and understand the nature and value of beauty, both natural and humanly constructed, as well as the aesthetic heritage found in a variety of cultures.</li> </ul>	<p><b>Moral</b></p> <p>10. Incorporate spiritual assessment into the planning and delivery of culturally competent care.</p> <p><b>Aesthetic Appreciation</b></p> <p>1. Integrate theoretical knowledge acquired through the study of the humanities, liberal arts, social sciences, and natural sciences as a foundation to enhance the nursing knowledge and values necessary to deliver professional nursing care to clients across the life span within a multicultural society</p>
<p><b>LEADERS</b>  <b>Communication</b></p> <ul style="list-style-type: none"> <li>• Be able to communicate effectively through reading, writing, speaking and listening.</li> <li>• Become proficient in the use of electronic modes of communication.</li> </ul> <p><b>Effective Citizenship</b></p> <ul style="list-style-type: none"> <li>• Be aware of the characteristics and needs of a diverse community.</li> <li>• Understand the value of contributing time and effort to achieve community goals.</li> <li>• Accept responsibility for personal actions.</li> <li>• Exhibit in the community which will reflect the importance of creating and maintaining a safe, orderly, healthy and attractive environment.</li> </ul> <p><b>Teamwork</b></p> <ul style="list-style-type: none"> <li>• Be able to participate either as a member or leader of a committee, task force, board or other group project in generating and achieving its goals.</li> </ul>	<p><b>Leaders</b></p> <p>2. Demonstrate the ability to provide quality health care within a framework of leadership, quality improvement, and patient safety.</p> <p><b>Communication</b></p> <p>4. Demonstrate safe, quality outcomes of care through the competent use of patient care technologies and information management systems.</p> <p><b>Effective Citizenship</b></p> <p>9. Deliver quality care to human beings, families, communities and populations across the life span and across the continuum of healthcare environments with a respect for the increased complexity and increased use of healthcare resources integral in caring for patients.</p> <p><b>Teamwork</b></p> <p>7. Integrate professional communication techniques, collaborative skills, and teamwork as part of daily delivery of high quality and safe patient care.</p>