

MESSIAH COLLEGE

School of Science, Engineering and Health
Department of Nursing



Program and Curriculum Description

Revised June 2011

MISSION OF THE DEPARTMENT OF NURSING

The mission of the Department of Nursing at Messiah College is to prepare the beginning professional nurse by providing basic professional education from a Christian worldview and within the context of a liberal education. The distinctives of a Messiah College nurse include commitment to academic excellence, service to others with insight and creativity, compassion through cultural humility, and caring leadership from a Christian worldview.

PHILOSOPHY OF THE DEPARTMENT OF NURSING

The philosophy of the Department of Nursing is consistent with the Mission, Foundational Values, and College Wide Educational Objectives of Messiah College. Specifically the department philosophy reflects commitment to liberal education, leadership for quality care, patient safety, scholarship for evidence based practice, information management and patient care technology, health care policy, finance, and regulatory environments, inter-professional communication, health promotion, professionalism and professional values for the preparation of the baccalaureate generalist professional nurse as set forth by the American Association of Colleges of Nursing (American Association of Colleges of Nursing [AACN], 2008). Concepts from the Neuman Systems Model are an integral part of the process of care in the clinical nursing courses. Herein are stated the Foundational Beliefs of the faculty of the Department of Nursing about persons, health, nursing, environment, and baccalaureate nursing education.

Foundational Belief 1 - Unity of faith learning and life

Central to and informing both the nursing program and the curriculum is the Christian world view with its affirmations about God, humanity, and culture as understood from Scripture and throughout history. Consistent with the Messiah College philosophy, the nursing faculty and students seek to integrate the practice of nursing with the belief that God is the source of all truth and the One who created persons to glorify God within their environment and society.

Foundational Belief 2 - Importance of person

A person is a unique being, an integration of physiological, psychological, sociocultural, developmental, and spiritual variables (Neuman, 1995). Each person is created in God's image and therefore has inherent value and significance. The person is created to live in harmonious relationship with God, self, and others.

Foundational Belief 3 - Significance of community

A person is an open system who lives in relationships in interface with the environment. The family is the basic unit of society. Its bonds are defined biologically, legally, culturally, and personally. The family exists for the transmission of values, the growth and development of its members, and the enhancement of its community.

Health is viewed on a continuum of wellness and illness. God's intention for persons, families, and communities is optimal wellness or stability. We believe that spiritual health and wholeness may be present within the person even though there is evidence of physical and/or mental illness and disease.

The environment is composed of all internal and external influences that surround the person. A healthy human environment reflects the glory of God the Creator, supports human well being with its resources, is ecologically balanced and free of pollution, and is characterized by shalom and freedom from violence.

Foundational Belief 4 - Service and reconciliation

Nursing is a unique profession that uses nursing knowledge and actions in partnership with persons, families, and communities to retain, attain, and maintain optimal health or wellness. Nursing uses primary, secondary, and tertiary preventions as interventions for persons, families, and communities. Nursing as divine service is participation in God's redemptive activity in the world. It flows from a sense of calling and personal worth and is sustained by God-given resources. Christian attitudes of accountability and reconciliation are essential for effective interactions among health team members and with persons, families, and communities. Nursing

is realized through the roles of Provider of care, Designer/Manager/Coordinator of Care, and Member of a Profession.

Foundational Belief 5 – Importance of diversity

Nursing is practiced within a local, national, and international context. Nursing caregivers must have knowledge of human diversity and be able to apply knowledge of the effects of human diversity on health status and responses to primary, secondary, and tertiary preventions. The context of practice influences the delivery but not the essence of care.

Foundational Belief 6 – Importance of integration of faith and learning

The nursing faculty of Messiah College promote the integration of faith and learning for service, leadership and reconciliation in both the theoretical and clinical educational environments. Nursing faculty strive to develop students' cognitive, psychomotor, and affective skills as they learn the role of the beginning professional nurse. Nursing faculty facilitate the development of core competencies, application of core knowledge, and the delivery and management of patient care. Faculty view nursing as a call to service through which health concerns of persons, families, and communities are wholistically addressed (Westberg, 2002). The nursing faculty of Messiah College are committed to ongoing personal, spiritual, and professional development and service in fulfilling the role of nurse educator.

The faculty's beliefs about nursing education are embodied in the organization and delivery of the curriculum. The student is at the center of the baccalaureate educational program. Consideration is given to student differences in ability, culture, and life experience within the limits of material, institutional, and personal resources of the Department of Nursing. Students are supported in their personal development as they integrate faith and learning. The nursing program seeks to link students' motivation for service to God and humanity with the development of professional nursing behavior.

The process of nursing education is the mutual responsibility of both students and faculty. Faculty are expected to demonstrate accomplishments in teaching, scholarship/practice, and

service. Faculty serve as socializing agents for the professional role through both formal and informal educational experiences with students. Through participation in the educational process, students identify with nursing as they internalize values, knowledge, skills, and behaviors of the profession.

Educational experiences are directed toward development of students' abilities in critical thinking, communication, assessment, and technical skills/in nine Essential Curricular Component areas. Faculty encourage students to articulate values and attitudes consistent with the Christian worldview and professional nursing. Disciplined and informed reflection on ethical issues in nursing is facilitated. Students practice beginning skills of inquiry and learn how to employ the findings of nursing research. Students are guided to view the profession within the larger society.

Faculty structure learning experiences so that students gain knowledge and skills essential for the major roles of the nurse as identified by the AACN (2008). As Providers of Care, students implement the nursing process and learn to manage the care of persons, families, and communities within the environment. As Designers/Managers/Coordinators of Care, they learn to match the needs of persons with resources; collaborate with persons, families, and members of the health care delivery system; and coordinate the delivery of health care services. As Members of a Profession, students learn to be accountable for their own nursing practice, to function within the organizational structure of various health care settings, to serve as health care advocates, to challenge and suggest change for ineffective delivery systems, and to promote nursing as a profession.

Foundational Belief 7 - Disciplined and creative living

We believe that persons who graduate from the baccalaureate nursing program at Messiah College should be characterized by attitudes and actions of service and reconciliation directed toward the well being of persons, families, and communities. The graduates should be able to respond creatively to shifts in society that require new approaches to nursing. They also should have a commitment to ongoing personal and professional development. Finally, they should be

able to make informed and responsible ethical choices that help to shape the future of society and the nursing profession.

PROGRAM GOALS

The program goals are to:

1. Prepare beginning professional nurses to provide wholistic nursing care to persons and families.
2. Provide an environment in which students are encouraged to develop and integrate a dynamic Christian worldview into their personal and professional lives.
3. Provide an educational foundation for graduate study for students.
4. Provide an environment for faculty that encourages effective teaching, scholarship, service, and practice.

CONCEPTS CENTRAL TO THE CURRICULUM

The following concepts are central to the curriculum of the Messiah College Department of Nursing program. Each concept is defined based on the faculty's understanding of its meaning and use within the curriculum. It is understood that no concept can be defined in isolation; however, for clarity, each is individually defined in relation to the others.

Client System

Person

A person is a unique being, an integration of physiological, psychological, sociocultural, developmental and spiritual variables. Each person is created in God's image and therefore has inherent value. The person is created to live in a harmonious relationship with God, self, and others. A person is an open system who lives in relationship with families and communities in interface with the environment. Healthy persons manifest

wholeness by acting purposefully and morally, thinking rationally, and exercising creative and responsible stewardship of the environment.

Family

The family is, by God's design, the basic unit of society. Its bonds are defined biologically, legally, culturally, and personally. The department of nursing defines family as a relationship of people in heterosexual marriage, adoption, lineage, and other relationships that function as family. The family exists for the transmission of values, the growth and development of its members, and the enhancement of the community. The healthy family can manifest wholeness by love, commitment, intimacy, open communication, and shared goals. The family interacts with and is influenced by the larger community as it nurtures its members.

Community

The community is an open social system characterized by a group of people with a common identity or perspective in a given place or time. A community has shared purposes, commitments, relationships, and responsibilities. A healthy community has environmental, social, and economic conditions in which people can thrive. The role of the community is to support and encourage its subsystems (individual, family, or client system) to optimal physiological, psychological, sociological, developmental, and spiritual health. Therefore, social justice is an inherent concept of community health. A community may also be geopolitical or phenomenological, (Maurer & Smith, 2005) local, national, international, global, ethnic, inter-ethnic, academic, professional, or faith-based. In understanding the interconnectedness of the local and global community, social justice and sharing of resources is also a part of community.

Environment

The client system environment can be internal, external, or a created environment. The internal (intrapersonal) environment includes factors within the boundaries of the client system. The

external environment factors can be interpersonal or extrapersonal in nature and occur outside the boundaries of the client system. A created environment occurs with attempts to shape a safe setting for functioning through being a responsible steward of resources. A healthy human environment reflects the glory of God the Creator, supports harmonious social relationships and human well-being with its resources, is ecologically balanced and free of pollution, and is characterized by shalom and freedom from violence.

Health

Health is a dynamic state of varying system stability on a continuum of wellness and illness. God's intention for persons, families, and communities is optimal wellness or stability which means living creatively within their limitations, finding meaning in suffering, or experiencing a peaceful death. Variations from health or wellness or varying degrees of system instability are caused by stressor invasion of the normal line of defense that is inherent in this imperfect world.

Nursing

Nursing is a unique profession that uses nursing knowledge and actions in partnership with persons, families, and communities to retain, attain, and maintain their optimal health or wellness . Nursing, motivated by compassion, is guided by theory, ethical principles, and professional standards. Nursing is realized through the roles of Provider of care, Designer/ Manager/Coordinator of Care, and Member of a Profession using critical thinking, communication, assessment, and technical skills. Nursing is influenced by the socioeconomic, political, and cultural contexts in which it is practiced.

PROFESSIONAL VALUES OF THE BEGINNING PROFESSIONAL NURSE

Values that undergird ethical behavior are given content by the worldview from which they are derived. At Messiah College the Christian tradition gives rise to the following ideals: unity of faith, learning, and life; importance of the person; significance of community, disciplined and creative living; and service and reconciliation (Messiah College Catalog, 2009 - 2010). These Christian ideals provide the basis and meaning for professional nursing values of altruism,

autonomy or freedom, human dignity, and integrity and social justice fundamental to the discipline of nursing (AACN, 2008). Students are given opportunities to link professional values and the Christian worldview and to practice ethical caring that incorporates them both (Shelly & Miller, (2006).

ESSENTIAL CURRICULAR COMPONENTS (AACN, 2008, p. 7).

I. Liberal Education for Baccalaureate Generalist Nursing Practice

- A solid base in liberal education provides the cornerstone for the practice and education of nurses.

II. Basic Organizational and Systems Leadership for Quality Care and Patient Safety

- Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.

III. Scholarship for Evidence Based Practice

- Professional nursing practice is grounded in the translation of current evidence into one's practice.

IV. Information Management and Application of Patient Care Technology

- Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.

V. Health Care Policy, Finance, and Regulatory Environments

- Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.

VI. Interprofessional Communication and Collaboration for Improving Patient Health Outcomes

- Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.

VII. Clinical Prevention and Population Health

- Health promotion and disease prevention at the individual and population level

are necessary to improve population health and are important components of baccalaureate generalist nursing practice.

VIII. Professionalism and Professional Values

- Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.

IX. Baccalaureate Generalist Nursing Practice

- The baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.
- The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.

ROLES OF THE BEGINNING PROFESSIONAL NURSE

The three roles of the beginning professional nurse--Provider of care, Designer/ Manager/ Coordinator of Care, and Member of a Profession--are interrelated and interdependent and occur in diverse practice settings in a world of rapidly changing technology. Each role requires, in differing degrees, critical thinking, communication, assessment, and technical skills. The three roles are carried out in a variety of organizational structures and health care settings. Each role requires ongoing practice and experience to develop expertise.

Provider of Care Role

In the role of Provider of care, the nurse implements the nursing process to deliver nursing care. Care is structured toward persons, families, and communities who need a safe and effective care environment; physiological, psychological, sociocultural, developmental, and spiritual wholeness; and health promotion and maintenance. The Provider of care role also involves the use of critical thinking, communication, assessment, and technical skills as the nurse makes clinical judgments in meeting the needs of persons, families, and communities and communities.

Designer/Manager/Coordinator of Care Role

In the role of Designer/Manager/Coordinator of Care the nurse is involved in planning, coordinating, and facilitating the delivery of nursing and other health services. The nurse identifies the comprehensive health needs of persons, families, and communities. Coordination is based on knowledge of and collaboration with other health care disciplines, knowledge of principles of leadership and management, and awareness of human and material resources. A variety of communication skills are essential for referral and other collaborative endeavors. In this role the nurse also uses critical thinking skills for continuous evaluation of the comprehensiveness, efficiency, and appropriateness of nursing and other health services.

Member of a Profession Role

In the role of Member of a Profession the nurse aspires to improve the discipline of nursing and the quality of nursing care provided to persons, families, and communities. Critical thinking skills are used to apply knowledge and research findings to nursing practice and to raise questions for further research about nursing and healthcare in a rapidly changing health care environment. Communication skills are used while participating in professional organizations and the political process, and while interacting with other health care providers. The nurse acts as an advocate for health care recipients in a variety of organizational structures and health care settings. Knowledge of legislative, regulatory, ethical, and professional standards that define the scope of nursing practice is essential. In this role the beginning professional nurse is committed to collegiality and the need for life-long learning and continuing growth toward expert nursing practice

UNDERGRADUATE CURRICULAR COMPETENCIES

Graduates from the baccalaureate program at Messiah College practice nursing from a Christian worldview and **demonstrate the following competencies** in their professional nursing roles (provider of care, designer/manager/coordinator of care, and member of a profession).

1. Critical thinking through the integration of theoretical and empirical knowledge derived from general education courses.
2. Application of knowledge and skills for leadership, quality improvement and patient safety in all aspects of health care delivery.
3. Application of research for evidence-based nursing practice.
4. Use of knowledge and skills of information management and patient care technology for delivery of quality patient care.
5. Adherence to healthcare policies, including financial, regulatory, and legal parameters in all aspects of nursing practice.
6. Effective communication and collaboration with patients, families, communities, and other health care professionals for the delivery of high quality and safe patient care including health promotion, risk reduction, disease prevention, and delivery of comprehensive health care services at the individual and population level.
7. Knowledge of local, national, and global health care issues.
8. Ethical behavior for adherence to the professional values of altruism, autonomy, human dignity, integrity, and social justice.
9. Skill in providing comprehensive wholistic, culturally humble care for persons, families and communities across the lifespan.

FACULTY OUTCOMES

1. Integrate faith and learning in the areas of teaching, scholarship, service, and practice.
2. Demonstrate a lifestyle of service in all aspects of the nursing faculty role.
3. Demonstrate effective clinical and classroom teaching.
4. Maintain theoretical and clinical competencies in areas of nursing expertise.

CURRICULUM LEVEL DESCRIPTION

In the curriculum, nursing students develop increasing ability to make clinical judgments in a variety of settings while learning the roles of the beginning professional nurse. Curricular competencies are guided by the AACN *Essentials of Baccalaureate Education for Professional Nursing Practice* (2008), professional values and nursing knowledge supported by the liberal and applied sciences. Accomplishment of the Curricular Competencies will enable the baccalaureate prepared generalist nurse to practice within complex healthcare systems and *assume/perform* the roles of the professional nurse: provider of care; designer/manager/coordinator of care; and member of a profession.

Students progress through the curriculum in three levels. During level one of the curriculum (sophomore year) students learn to care for persons, families, and communities within a **Christian Worldview**. The use of primary prevention for nursing interventions is the focus of nursing care for persons, families, and communities. The roles of provider of care, Designer/Manager/Coordinator of Care, and Member of a Profession are introduced. Specifically, students learn to use skills as they focus on the beginning Provider of care role.

During the second level (junior year) of the curriculum students learn to care for persons, families, and communities throughout the lifespan. The use of both primary and secondary prevention interventions is the focus of nursing care for persons, families, and communities throughout the lifespan. The Provider of care role is expanded, the Designer/Manager/Coordinator of Care role is explored, and the Member of a Profession role is identified.

During the third level of the curriculum (senior year) students learn to care for persons, families, and communities in a variety of diverse and complex healthcare delivery environments. The use of primary, secondary, and tertiary prevention for nursing interventions is the focus of nursing care for persons, families, and communities in a variety of healthcare delivery environments. The

Provider of care role, Designer/Manager/Coordinator of Care role, and Member of Profession role continue to be **expanded** for completion of knowledge about these roles.

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