

MISSION STATEMENT

The School of Nursing at Roberts Wesleyan College advances the profession of nursing through education, practice, and scholarship within a supportive Christian academic environment for students, staff, and faculty.

PHILOSOPHY

The philosophy and purpose of the School of Nursing are in harmony with the mission statement and goals and objectives of the College. All are directed toward the integration of faith and learning, examination of Christian ideals, and development of a consistent personal value system. The School of Nursing asserts that love of God is expressed through service to mankind. The undergraduate programs prepare professional nurse generalists. The Graduate Programs prepare advanced practice nurses who are specialists.

The faculty view individuals as whole persons, unique, integrated beings created by God with spiritual, physical, psychological, and social elements. Harmonious interaction of these elements results in wholeness. The wholeness of individuals is influenced by their capacity to respond and adapt to stress within their environment, and by their ability to take responsibility for their own health and by their active participation in health care decisions. Individuals utilize internal and external resources to adapt to stress and to strive for self-care and optimum health, thus, maintaining and promoting wholeness. Throughout their life cycles, individuals grow, develop, interact with one another, and assume various roles and learn values and beliefs within the family, community and society. As God's creation, individuals have intrinsic value and are worthy of respect.

The faculty believes that society provides a foundation of roles, norms, and rules and regulations that shape the life of each individual. Society, as an ever-changing system of groups and institutions, is characterized by great cultural diversity. Thus, individuals, families, groups and communities hold a variety of different values and beliefs. Society, using its own organizational framework, develops institutions that are responsible for the health care of the members of that society. These institutions constitute the health care delivery system.

The faculty believes that nursing is concerned with the response of individuals, family, families, groups, and communities to actual, perceived or potential health problems that interfere with wholeness. Nursing practice has the goal of promoting, maintaining and/or restoring optimal wholeness. Individualized, competent nursing care utilizes the nursing process; a deliberate, systematic approach of assessment, planning, implementation and evaluation. Caring and the interaction of the nurse and the client are central to nursing. The goal of each nurse-client interaction is to facilitate the client's progress toward wholeness.

The faculty holds the view that nurses are health care professionals who act as external resources to augment the client's resources. Nurses who value the whole-person approach to health care promote healthful behavior, encourage detection of potential stress, care for clients experiencing alterations in health, and work toward the prevention of further dysfunction or disability. The caring nurse works with clients by enhancing their environment so they can take responsibility for their own health, strive for optimum health and self-care, and actively participate in health care decisions.

The faculty also believes that optimum wholeness cannot be achieved without considering the cultural beliefs and values of the client. Utilization of a trans-cultural nursing approach enhances the nurse-client interaction and achievement of health goals. Culture-sensitive nursing interventions result in the adaptation and development of programs and services that meet the diverse, whole-person needs of clients.

Nurses work independently and interdependently as caregivers, advocates, educators, counselors, coordinators, and collaborators to accomplish this whole-person client care. The faculty believes that professional nurses utilize communication skills, group process, leadership and management skills, and knowledge from research to facilitate working with others, making decisions and creating change. The nursing profession's responsibility to its client population includes not only direct and preventative care in a variety of settings but also, the initiation of changes that improve the health care delivery system and the quality of care. The nurse is accountable for decisions made and actions taken.

The faculty feels that the Christian professional nurse demonstrates love of God through caring about the whole person. Service, an integral component of caring, is multi-faceted and is essential in the life of the Christian nurse. The Christian nurse is able to assess and provide direct and collaborative spiritual care, including referrals when appropriate. In this therapeutic role, the nurse respects each client's unique beliefs by maintaining a non-judgmental, client-centered approach.

It is the belief of the nursing faculty that improved health care, development of the professional nurse and growth of the profession can best be achieved when nurses join together and are knowledgeable about current trends in society, nursing practice, nursing education and nursing research. The profession must assume a major role in encouraging nurses to work together locally, regionally, nationally and internationally toward quality health care for all.

Professional nursing is a discipline based on theory, practice and research. The faculty believes that sound nursing practice is built upon a broad base of liberal arts and professional knowledge. The foundation in liberal arts, sciences and nursing provides students with knowledge and opportunities to develop critical thinking skills, as well as skills in communication, problem solving and self-awareness. This foundation provides a base for life-long learning, for the pursuit of graduate education, for the development of a whole-person life style, for growth as a professional nurse, and for adaptation within a changing society.

It follows from the college's educational philosophy, based on a Christian world view and the School of Nursing's view on wholeness, that to be most meaningful, higher education must address the entire person as a physical, psychological, socio-cultural and spiritual being. Thus, students are viewed as whole persons with basic human rights, unique experiences and talents, and learning and maturational needs. To be effective, learning experiences must be planned and based on a consideration of the learner's developmental stage, learning style, and unique individual strengths and needs, and must occur within a caring environment. The faculty recognizes that learner's progress at different rates, from adolescence through adulthood, experiencing varying levels of dependence, independence and interdependence. Students are expected to be self-directed and responsible for their own learning, to be accountable for their behavior, and to utilize constructive feedback for personal and professional growth. They, therefore, are responsible for identifying learning needs, for actively pursuing experiences that meet those needs, and for evaluating their progress and learning experiences.

The faculty holds the view that the responsibility for the developmental learning process is a partnership between faculty and students. Faculty members provide a supportive environment in which caring behaviors are modeled in student/faculty, faculty/faculty and faculty/other interactions. This caring environment is also intellectually stimulating, where synthesis of knowledge can occur, necessary skills can be developed and personal and professional values can be examined and integrated. Faculty members serve as teachers, role models, counselors, and evaluators. The faculty believes that a cooperative, collaborative teaching approach promotes integration and use of content and transfer of concepts to client care situations.

Finally, the faculty believes that evaluation is an inherent part of the teaching/learning process in which faculty and students share responsibility. Together they work for planned change.