

## TROY School of Nursing Philosophy

The University seeks to provide an appropriate academic, cultural, and social environment for the student. In accordance with the mission of the University, the School of Nursing serves a diverse student body linked through an environment supported by traditional, nontraditional and emerging electronic formats. Global access to University resources facilitates educational mobility for students who may be geographically bound. The School's faculty serves the students, the community, and the University through teaching, service, scholarship, research, and other creative activities.

The School of Nursing faculty believes that humanity consists of unique holistic beings with intrinsic worth and dignity who have the right to self-determination, well-being, and equity. As part of various groups, individuals interact according to individualistic and group needs in the community. These interacting individuals and groups, with their cultural beliefs and values, create the society within the larger environment.

The faculty believes that the environment, an aggregate of all internal and external dimensions, not only influences individuals and groups but is also influenced by them. The environment provides the context for the development of individuals, the identification of health needs and the evolution of nursing. Through ongoing, interactive processes, the environment and nursing influence each other. The nursing profession, therefore, serves the health needs and interests of society.

The faculty believes that health, a dynamic state, is an observable manifestation of individual and group adaptive responses to the environment. Health is the focus of the discipline of nursing and includes physical, psychosocial, cultural and spiritual components. Since the state of health is culturally defined, health seeking behaviors reflect cultural perceptions and values. Although individuals have the right to make decisions about their health, their ability to make informed decisions is influenced by knowledge, perceptions, and values.

As an art and a science, nursing practice utilizes cognitive, affective, and psychomotor skills in meeting the health needs of individuals and groups of all ages. Nursing practice applies nursing theory as well as knowledge from other sciences and the humanities.

Nursing practice is the application of therapeutic nursing interventions in a caring environment to assist individuals and groups to achieve their optimal state of health. These interventions are based on assessment, diagnosis and evaluation of human responses to internal and external environment dimensions that affect actual or potential health states. Key elements used in nursing practice within a multidisciplinary health care system are caring, critical thinking, communication, collaboration, cultural and legal / ethical competence and research.

Nursing practice includes the right and responsibility to establish and maintain legal and ethical standards for professional excellence. Nursing practice utilizes lifelong learning and application of research.

The faculty believes that education, is a process shared by the teacher and the learner, and is the exploration, utilization and generation of knowledge through a spirit of inquiry and self-motivation. The learner and the teacher share the right and responsibility to achieve educational goals through participation in the educative process. An organized setting with planned learning activities, utilizing traditional, nontraditional and emerging electronic formats, provides opportunities to achieve these educational goals. The approach to teaching and learning varies with individual needs, abilities, and experiences. Teachers and learners are responsible for creating, promoting, and maintaining standards of academic and professional excellence through individual lifelong learning.

The faculty believes that nursing education is the means by which students are prepared for competent nursing practice at multiple levels. These levels of nursing practice are facilitated through various educational opportunities that are best provided in a collegiate setting.

**Associate degree in nursing education** is preparation for practice as a registered nurse and serves as the basis for further nursing education. The practice of the associate degree nurse includes functioning as a provider of care, a manager of care, and a member within the discipline of nursing. The associate degree graduate is prepared to practice in primary, secondary, and tertiary care settings where policies and procedures are specified and guidance is available.

**Baccalaureate education in nursing** is preparation for professional nursing practice and graduate study. The practice of the baccalaureate degree nurse includes functioning as a coordinator of care, member of the profession, provider of care, and evaluator and consumer of research. The BSN graduate reflects accountable decision-making in environments where outcomes of health states may or may not be predictable. The baccalaureate degree graduate is a

generalist who provides comprehensive nursing care for all ages of individuals, families and communities in a variety of health care settings.

**Master's education in nursing** is preparation for advanced practice in nursing and doctoral study. Advanced practice encompasses the roles of expert clinician, educator, administrator, consultant, and consumer of research. Decision-making and the ability to evaluate health policy are essential tools for advanced practice. Learning at the graduate level emanates from an open collegial relationship between faculty and students that allows for challenge of nursing knowledge and theories.

(Revised and approved, August 11, 2005)