

PROGRAM PHILOSOPHY

The philosophy of the nursing programs evolves from the Mission of Moravian University and supports the University's quality values of learning, collaboration, compassion, and personal faith.

The Nursing Faculty of the School of Nursing and Public Health (SON/PH) is dedicated to providing is dedicated to providing baccalaureate and graduate-level nursing education programs based on the complexities and demands of a rapidly changing world. The Faculty, in collaboration with students, ascribe to self-governance for the nursing program. The Faculty view nursing as a humanistic art and science in which the primary concern is the health care of diverse individuals, families, and communities. The Faculty believe nursing has an innate responsibility to ensure access to essential health care. Faculty believe health care encourages and requires the values of respect, altruism, autonomy, human dignity, social justice, and spirituality.

The curriculum promotes development of leadership skills in the professional nurse, who, in collaboration with other health care professionals and groups, provides safe, quality holistic care in a variety of settings. The educational methodology develops the ability to think critically, solve problems, and incorporate inquiry and research into practice. The program seeks to foster comprehensive development of the student as a lifelong learner who contributes to humanity while experiencing a deeper enjoyment of life. The academic program is based on Faculty's beliefs about humanity, health, environment, learning, and nursing.

Humankind is multidimensional, incorporating body, mind, and spirit. Each human is a whole, congruent being living in an environment that is compatible with life. Rational thought, the capacity for caring, freedom of choice, perceptions, and feeling are attributes of this human system. These attributes allow relationships and phenomena to occur with other individuals, family, and community systems. Fluidity provides the energy and forward direction for humankind within a mutually valued community. Within this community system, humanity is the foundation for promoting harmony, integrity and optimal health. All elements of humanity -- individual, family, community, and beyond -- are open, interconnected, and complex systems.

Health is a dynamic state of physical, psychological, social, and spiritual well-being, unique to each individual. Health includes the ability to adapt to changes in both the internal and external environment. Being heterogeneous in nature, health behaviors are influenced by motivations, past experiences, and personal beliefs and values. Human beings respond to actual or potential health problems with patterns of behaviors that determine their health states. Health promotion activities are directed toward developing resources to maintain and/or restore wellness and to educate human beings. Human beings, through education, can acquire the ability and accept responsibility to participate in the management of their health.

The ever-evolving environment is viewed from an ecocentric perspective. Thus, the

environment context includes all variables which unite humankind with other systems throughout the universe.

The Faculty value learning as a process that is interdependent and reciprocal occurring through caring teacher-student and student-student relationships. Learning is a component of growth and development that promotes change resulting from ongoing and lifelong experiences. A variety of teaching styles is used to promote inquiry, research, critical thinking, and problem-solving. Teachers encourage learning through positive reinforcement, immediate feedback, motivation, advocacy, and creativity. Student attributes of commitment, flexibility, risk-taking, and self-motivation promote a successful learning process. Overall, the process of learning involves accountability, diversity, mutual respect, openness, honesty, and a reality base. At the time that the undergraduate program was conceived, the nursing faculty adopted core components for the curriculum that included Community, Holism, Inquiry, and Professionalism (CHIP). These core components provided the foundation for the original program objectives and outcomes.

Nursing is an art and a science dedicated to the promotion of health for diverse individuals and families. The art of nursing is an expression of human caring and commitment to the worth and dignity of humanity. Through phenomenological engagement with the human experience, nursing addresses the deepest and most intimate perceptions of humankind. Nursing interfaces with the lived experience of humanity and nurtures each person's realization of capabilities, strengths, and health. The science of nursing is based on its own theoretical and research context and is enhanced by the physical, natural, and behavioral sciences. Nursing is proactive in meeting society's evolving health care needs. The promotion and pursuit of health is accomplished through holistic assessment of and intervention in actual or potential health problems. The creative use of nursing science, advanced technology, health concepts, and a caring presence is the basis of nursing interventions.

The programs prepare self-directed professional nurses who provide compassionate and ethical nursing care through the roles of practitioner, counselor, educator, advocate, and coordinator at the baccalaureate and graduate levels. The education of professional nurses is best articulated in the context of broad general education at the baccalaureate level with specialization at the graduate level. This education occurs in an institution of higher learning institution and clinically based practice environments. Nursing care is implemented through models of nursing practice and critical thinking and is advanced through continuous inquiry and research. The professional nurse accepts commitment as a citizen through ethical behavior and participation in health care, education, and the community

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