SHADYSIDE SCHOOL OF NURSING PHILOSOPHY

PHILOSOPHY

The faculty of the School of Nursing and the students participating in the program support the mission of the hospital and the philosophy of the Patient Care Services Division, that patients have unique values, needs, goals and capabilities for health. Further, the faculty believes that education for nursing is best accomplished in an academic and clinical setting which is dedicated to the pursuit of excellence in professional nursing and which is demonstrated by evidence-based practice and utilized in the delivery of quality care to individuals, families and the community. These beliefs serve as a basis for the interpretation of the concepts that follow.

HUMANKIND

Humankind is envisioned individually and collectively as a creative, unique, self-determined, holistic being whose inherent nature is good. Humankind is conceived as an open system in a dynamic interaction with the internal and external environment directed by individualized values and beliefs.

ENVIRONMENT

The environment is viewed as an aggregate of constantly changing physical, psychosocial and cultural conditions. In this multidimensional climate of interrelated events, there is a reciprocal exchange between man or woman and the environment determining the formation, survival and quality of life of the individual, the family, and the community. Through planned collaborative alliances, the nurse becomes a purposeful agent to influence the quality of individual interactions with the environment.

HEALTH

Health is a constantly changing phenomenon. It is based on an individual’s perception of one’s state of health and quality of life at any given time. This self-perception is influenced by one’s history, culture, heritage, family and the environment at large. Health care choices are influenced by relationships with family, significant others, health care professionals, and assimilation of cultural values, expectations and the reality of resources.
NURSING

Nursing is a science-based caring profession that facilitates health and healing through services offered to others by the establishment of relationships purposefully focused toward health. These relationships are characterized by the establishment of trust, meaningful communications, and an attitude of non-judgmental caring and respect for the dignity and uniqueness of the individual.

Sharing activities of the nurse-client process are: identification of needs and goals, negotiation of goals, decision-making, planning, implementation and evaluation. The process of critical thinking enables nurses to match priority client needs with available resources in an efficient and effective manner. This results in attainment of targeted goals: quality patient care, patient satisfaction, caregiver satisfaction that ultimately support the growth of professional nursing and the environments in which evidence-based nursing is practiced.

BELIEFS ABOUT LEARNING

The faculty believes the school has a primary responsibility to each student to provide accurate and valid information by way of a current and relevant curriculum that meets or exceeds standards of professional regulatory agencies. The faculty accepts accountability for providing students with a variety of theoretical and clinical learning experiences, which are fair, individualized, equitable and which foster critical thinking.

Through the provision of a creative learning environment, faculty and students mutually engage in a relationship, which acknowledges individual student rights and assets. This educational climate is built upon a foundation of mutual respect, values and goals. Core values are focused on open, honest, collaborative relationships. Core goals are process and outcome oriented, supported by quality educational standards and policies. Process outcomes are evidenced by successful completion of course objectives and are reflected in the ultimate achievement of program objectives.

Learning is a transformational process wherein students and faculty collaborate to reach greater levels of understanding of knowledge, skills and attitudes. The faculty-student relationship is enhanced when accountabilities and expected outcomes are clear. The faculty strives to provide an environment that encourages active participation of students and that facilitates growth and leadership. Further, the faculty believes that education is best accomplished by providing students with accurate and reliable information, opportunities for individualized learning experiences and guidance and direction to supportive resources. In the faculty-student partnership, the student assumes accountability for behaviors, which contribute to the achievement of expected outcomes. Students are supported and guided by faculty to become collaborative participants in learning. Through negotiation with faculty for individualized learning options, students are stimulated and empowered to achieve course and program goals, and ultimately to embody behaviors that perpetuate commitment to life-long learning.
CHARACTERISTICS OF THE GRADUATE

The uniqueness of the Pathways to Nursing program lies in its ability to prepare a graduate capable of practicing nursing in the complex current and emerging health care environments of the future. This is accomplished by the development of knowledge, skills and attitudes that enable a practitioner to thrive in the midst of changing health care practices. These learned attributes, such as hardiness, negotiated care, client advocacy, transformational leadership, and critical thinking, are hallmarks of The Transformational Model, a unique and visionary model for nursing practice.

THE GOALS OF THE SCHOOL OF NURSING ARE TO:

• Provide educational opportunities for all persons who demonstrate academic and clinical ability and interest in nursing to complete a program of study leading to a diploma in nursing.

• Provide an environment supportive of the learning needs of a diverse student body.

• Prepare graduates who are capable of practicing professional nursing, at a beginning level, with individuals, families and groups in a variety of settings.