

School of Nursing

2009 APC Proposal

APC Proposal Summary-2009

School of Nursing

As with most disciplines, nursing and healthcare has dramatically changed over the last decade. Over the last few years, the School of Nursing (SON) has made inquiry to students, alumni, community partners, and the SON Advisory Board regarding entry-level clinical and professional competency for graduates. Additionally, national accreditation standards speak to the need for innovative ways to support and transition nursing students into the professional role of the nurse. The current SON faculty desire to be more intentional in order to articulate the Christian worldview of nursing for all PLNU nursing graduates. To address some of the above issues in healthcare and nursing education, we have critically reviewed and revised the SON mission statement and added a vision statement. Both of these statements flow from university mission and core values.

New School of Nursing Vision Statement

The School of Nursing at Point Loma Nazarene University embraces, as a covenant, the commitment to excellence within a dynamic Christian environment in which each one will engage in the sacred work of nursing. This sacred work involves symbolically removing one's shoes in service of others.

Take off your sandals for the place you are standing is holy ground. Exodus 3:5 NIV

Point Loma Nazarene University	School of Nursing (new)	School of Nursing (old)
<p data-bbox="186 212 560 239">University Mission Statement:</p> <p data-bbox="186 281 521 344">TO TEACH ~ TO SHAPE ~ TO SEND</p> <p data-bbox="186 352 581 806">Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.</p> <p data-bbox="186 848 386 875">Mission Context</p> <p data-bbox="186 884 578 1199">The university, established in 1902 by the Church of the Nazarene, offers quality liberal arts and professional programs on its campus in San Diego and select graduate and professional programs throughout the denomination's Southwest Educational Region.</p>	<p data-bbox="613 212 980 239">New SON Mission Statement:</p> <p data-bbox="613 281 1024 701">The School of Nursing at Point Loma Nazarene University exists to support the university Wesleyan mission and to provide an interdisciplinary learning program of excellence. Graduates of the SON are distinctly identified by grace, truth and holiness, serving others after the example of Christ, as they are sent to fulfill their calling as professional nurses.</p> <p data-bbox="667 709 1016 1310"><i>So He got up from the meal, took off His outer clothing, and wrapped a towel around His waist. After that, He poured water into a basin and began to wash His disciple's feet, drying them with a towel that was wrapped around Him. John 13: 4-5 NIV</i></p> <p data-bbox="667 1062 1016 1310"><i>Now that I, your Lord and Teacher, have washed your feet, you also should wash one another's feet. I have set you an example that you should do as I have done for you. John 13: 14-15 NIV</i></p>	<p data-bbox="1047 212 1317 275">Previous BSN Mission Statement:</p> <p data-bbox="1047 317 1425 877">Liberal arts education in the Wesleyan tradition leads to a search for truth and provides for a framework for the ethical standards of professional nursing practice. The nursing faculty of Point Loma Nazarene is dedicated to preparing competent, responsible practitioners who are committed to service and leadership as professional nurses. Graduates are able to function at an entry level of professional practice in a wide variety of health-care settings.</p> <p data-bbox="1047 919 1333 982">Previous MSN Mission Statement:</p> <p data-bbox="1047 1024 1430 1873">Through the efforts of a professionally prepared and caring faculty and staff, PLNU SON aspires to prepare MSN graduates who are leaders among their peers in a global community. These graduates think critically, value diversity, and are committed to the highest spiritual and ethical good. These MSN graduates expand educational opportunities that empower individuals to optimal health and effective citizenship; and work to become models of creative Christian leadership who seek to improve the quality of life in their communities. Graduates are exposed to a broad foundation of knowledge to meet the rapidly changing needs of today's healthcare</p>

		<p>environment. PLNU combines instruction, research, and public service opportunities that advance the intellectual, spiritual, professional, and economic potential of the MSN graduates for productive nursing practice in settings around the globe.</p>
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The SON is transitioning from the use of the term “program outcomes” to “program values”. It is our goal to intentionally incorporate the Christian worldview of nursing, further clarifying how PLNU graduates are “set apart” from other nursing graduates. The table below provides a comparison of the former program outcomes and the new program values.

Former SON Curriculum Outcomes		New SON Curriculum Values
<p>Critical Thinking: a learned approach to the practice of nursing which reflects intellectual development in reasoning, analysis, research, and decision-making.</p>		<p>Inquiring Faithfully: Knowledge, skill and behavior of the evidence-based practice of nursing which integrates growth in reasoning, analysis, decision-making and the application of theory with the goal of advocating for others and/or self. This includes holistic nursing skills and the nursing process.</p>
<p>Therapeutic Nursing Interventions: A series of theory based nurse initiated actions which are goal directed & designed to optimize health. These interventions are client centered interdisciplinary, research based, and focus on empowering the client.</p>		<p>Leading Faithfully: The foundational relationship with Christ and others as we embrace a willingness to serve others in the midst of life circumstances (e.g., illness, injustice, poverty). Role-modeling the need for “Sabbath Rest” as a means of personal renewal, and true care of the self, so that service to others is optimally achieved. Characteristics of a servant leader include: humility, courage, forgiveness, discernment.</p>
<p>Communication: A dynamic interactive process that transmits thoughts, ideas, and feelings through the use of symbols which are culturally appropriate.</p>		<p>Communicating Faithfully: A dynamic interactive process that is intrapersonal and interpersonal with the goal of advocating for others and/or self. Effective, culturally appropriate communication conveys information, thoughts, actions and feelings through the use of verbal and nonverbal skills.</p>
<p>Spirituality: The dimension of life that provides meaning to existence. within the context of vital Christianity, ethics arise out of a spiritual framework. The ethical practice of nursing adheres to the ethical and legal standards of the nursing process.</p>		<p>Following Faithfully: Defined as claiming the challenge from Florence Nightingale that nursing is a “divine imposed duty of ordinary work.” The nursing student integrates the <i>ordinary work</i> by complying with and adhering to regulatory and professional standards (e.g. ANA Code of Ethics, the California Board of Registered Nursing, Scope of Nursing Practice, SON Handbook). This includes taking responsibility, being accountable for all actions and treating others with respect and dignity.</p>
<p>Service: The provision of leadership in clinical practice and the socio-political environment.</p>		<p>Caring Faithfully: A calling to the ministry of compassionate care for all people in response to God’s grace, which aims to foster optimal health and bring comfort in suffering and death.</p>

The SON has not made major curricular changes in the past 15 years. To capture our new vision and mission statements, program values and update the nursing program, the current undergraduate curriculum is in need of edits and revision.

We are not proposing increases to total number of units for the major, or faculty load, changes to pre-requisite criteria or extensive changes. Rather, we wanted to make effective changes in a few areas. To accommodate these changes, we have re-directed current nursing course units.

This set of proposals includes the addition of a pre-nursing course that will socialize and support the pre-nursing student in their decision to apply to the nursing major. The current sophomore and junior level courses will only change in the type of clinical experiences students will encounter with the incorporation of 80 clinical hours of re-directed community health clinical throughout the first three years of the curriculum, beginning with the proposed freshman course.

For the senior level, these proposals combine two courses and create a senior capstone course which will provide all students with an intensive clinical experience just prior to graduation and preparing for the national RN licensing exam.

If approved, these proposals will be implemented in a step process. The new pre-nursing course, NSG 150, will begin in spring 2011 with that freshman class, and will progress with this class. The curriculum changes will follow this group of students through the nursing major. Upon completion of the senior year for this class, the curriculum changes will have been fully implemented.