

**UNIVERSITY OF ARKANSAS-MONTICELLO
SCHOOL OF NURSING
MISSION, PHILOSOPHY, AND ORGANIZING FRAMEWORK
ASSOCIATE OF APPLIED SCIENCE IN NURSING (AASN)
LPN-RN TRANSITION PROGRAM**

MISSION

The overall mission of the School of Nursing is to strive for excellence in the preparation of technical nurse graduates. This mission is accomplished through the following goals:

1. Preparation of graduates to provide nursing care for individuals, families, and families in communities in structured settings.
2. Encouragement of critical thinking to guide therapeutic nursing interventions that promote, maintain, and restore health.
3. Development of accountability through a commitment to the practice of technical nursing and lifelong learning.

PHILOSOPHY

The faculty of the School of Nursing holds the following beliefs about the major concepts of person, environment, health, technical nursing, and technical nursing education:

PERSON

Person is viewed as an individual, a family, and/or families in communities and as a holistic adaptive system in constant interaction with a changing environment. This interaction creates a complex and developing person who has common and unique needs throughout the life span. These needs guide the person to use innate and acquired coping mechanisms in four adaptive modes to produce responses that promote goal adaptation and need integrity.

ENVIRONMENT

Environment includes all internal and external stimuli that affect development and responses. Environmental stimuli influence the person to produce responses that promote goal adaptation and need integrity.

HEALTH

Health is a process of being and becoming an integrated holistic person by continuously adapting to change. Adaptive responses enhance goal adaptation and need integrity and, thus, promote, maintain, and restore health. Health is viewed as a continuum throughout the life span that is influenced by the person's adaptive responses that promote goal adaptation and need integrity.

TECHNICAL NURSING

Technical nursing is an art and a science. The goal of nursing is to assist the person to develop adaptive responses and, thus, promote, maintain, and restore health throughout the life span. Critical thinking is used to implement the nursing process in accomplishing the goal of nursing and to use research findings that improve nursing practice. The technical nurse uses management skills in communicating and collaborating with consumers and other members of the health care team in the delivery and promotion of health services. The technical nurse enacts three major roles: provider of care, coordinator of care, and member of the nursing discipline.

TECHNICAL NURSING EDUCATION

Technical nursing education is the process by which students are introduced to the role of the Associate Degree Registered Nurse. This process is best accomplished in an institution of higher learning. Although the set of competencies expected at each level of nursing practice is different, there is a common base of interpersonal and intellectual competencies that provide the foundation of nursing practice upon which each advanced level is built. The depth and scope of the knowledge base, therefore, differentiates the levels of nursing practice. Technical nursing education builds upon the foundation of fundamental nursing knowledge and skills acquired at the level of education of the licensed practical nurse (LPN) and integrates the concepts and principles of the natural and social sciences. Technical nursing education prepares students for entry level practice in structured settings and provides a foundation for baccalaureate study. The process of technical nursing education guides the student in the acquisition of nursing knowledge, skills, attitudes, and values. The teaching/learning process fosters intellectual development, critical thinking, and lifelong learning.

ORGANIZING FRAMEWORK

The faculty's beliefs about person, environment, health, technical nursing, and technical nursing education provide the basis for identification of strands that support the curriculum. These strands, meshed with the Roy Adaptation Model, form the foundation for actualizing the School of Nursing's Associate of Applied Science in Nursing Degree Philosophy and Organizing Framework.

PERSON

Person includes the individual, family, and/or families in communities as a holistic adaptive system in constant interaction with a changing environment. To meet adaptation goals, the person behaves purposefully to achieve need integrity in four adaptive modes throughout the lifespan. Needs and adaptive modes identified by Roy (2009) are depicted in Table 1. Adaptation goals are related to survival and development.

In the physiological mode, the way the person responds to stimuli from the environment enables the person to adapt and achieve physiological need integrity. The basic needs inherent in physiological integrity are: activity and rest, sensation, protection, nutrition, fluid and electrolytes, elimination, endocrine, oxygenation, and neurologic. When the person's physiological needs are met through adaptive responses, physical integrity is achieved.

The self-concept mode focuses on the psychological and spiritual aspects of the person that lead to the beliefs and feelings the person has about self. The self-concept mode is composed of the physical self and the personal self. When the person's self-concept needs are met through adaptive responses, psychic integrity is achieved.

The role function mode focuses on the roles the person assumes in society and how the person behaves toward others. Within each role, the person assumes a set of expectations that include instrumental and expressive behaviors. When the person's role function needs are met through adaptive responses, social integrity is achieved.

The interdependence mode focuses on receptive and contributive behaviors. Two types of relationships are emphasized in the interdependence mode: significant others and support systems. When the person's interdependence needs are met through adaptive responses, affectional adequacy is achieved.

ENVIRONMENT

Environment is the constantly changing world in which internal and external stimuli exist within and around the person, affecting development and stimulating responses through coping mechanisms. Coping mechanisms are innate and acquired behaviors the person uses in response to changing environmental stimuli. Environment influences behavior, roles, values, and beliefs

of the individual, family, and families in communities. The individual shares in the creation of relationships through which knowledge, attitudes, values, and spirituality is acquired. The individual, throughout the lifespan, makes choices and sets priorities based on past, current, and anticipated experiences and must act responsibly to create environmental changes that promote goal adaptation and need integrity. A family is a group of individuals bound by common and unique needs. Families in communities are groups bound by similar needs, goals, culture, and/or geographic location.

HEALTH

Health is a process of being and becoming an integrated holistic person by adaptation in each of the four adaptive modes. Health is viewed as a continuum throughout the lifespan that is influenced by the person's adaptive responses to needs. Persons unable to successfully adapt have ineffective responses and are considered ill.

TECHNICAL NURSING

Technical nursing is an art and a science. The goal of nursing is to assist the person to develop adaptive responses and, thus, promote, maintain, and restore health throughout the life span. Assisting the person to manage environmental stimuli through developing adaptive responses promotes health. The goal of nursing is accomplished through the nursing process. When the nursing process is implemented, the person becomes the client. The client is the receiver of nursing care.

The nursing process requires use of critical thinking to make judgments about the client's responses and includes the following steps: assessment, nursing diagnosis, planning, implementation and evaluation. The technical nurse uses the nursing process to support successful goal adaptation or to identify ineffective responses and develop a plan of care with the client to promote goal adaptation and need integrity. The technical nurse enacts three roles: provider of care, coordinator of care, and member of the nursing discipline. Enactment of these roles requires collaboration with clients and other members of the health care team.

The provider of care role requires an assessment of client behaviors at various developmental stages and identification of adaptive or ineffective responses. The nurse uses assessment data in collaboration with the client to establish nursing diagnosis(es), goals, and priorities. Based on this assessment data, the nurse develops and implements a plan of care through therapeutic nursing interventions to promote, maintain, and restore health. The nurse and client evaluate the outcomes of care for effectiveness in promoting adaptation.

The coordinator of care role requires collaboration with the client and members of the health care team to provide comprehensive health care services. The coordinator of care role includes evaluation of strategies and resources to implement changes that improve nursing practice and the health care system.

The member of the discipline role requires assuming responsibility and accountability for providing care based on established American Nurses Association (ANA) Scope and Standards of Practice (2010) and the ANA Code of Ethics for Nurses with Interpretive Statements (2012) Responsibilities of this role include: (a) using management skills and cost-effective strategies to improve health care; (b) knowledge of legal standards and the political system; (c) using communication and collaboration in serving as a client advocate; (d) commitment to lifelong learning; and (e) supporting change to improve health care.

TECHNICAL NURSING EDUCATION

Technical nursing education is a process that guides an individual in the acquisition of nursing knowledge, skills, attitudes, values, and preparation for entry level practice in structured settings. This is best accomplished in an institution of higher learning where the individual has access to diverse academic disciplines and behavior changes can be validated. Although the set of competencies expected at each level of nursing practice is different, there is a common base of interpersonal and intellectual competencies that provide the foundation of nursing practice upon which each advanced level is built. The depth and scope of the knowledge base, therefore, differentiates the levels of nursing practice. In collaboration, the teacher and learner initiate, direct, and are accountable for meaningful learning experiences. The teaching/learning process fosters intellectual growth, critical thinking, and lifelong learning. Teaching and learning are based on the beliefs that each is a process of intellectual inquiry and is implemented through effective interpersonal relationships and communication. The teacher facilitates learning by using various strategies based on the UAM School of Nursing teaching learning principles. The individual progresses from simple to complex. Evaluation of nursing education includes assessment of learner, teacher, and program outcomes.

Table 1

**UNIVERSITY OF ARKANSAS AT MONTICELLO
SCHOOL OF NURSING
AASN STRANDS AND OUTCOMES**

At the completion of the Associate of Applied Science in Nursing program, the graduate will be prepared to:

STRANDS	OUTCOMES
Critical Thinking	1. Formulate judgments using a problem solving process that is goal directed, ethical, and based on standards of nursing practice.
Nursing Process	2. Use the nursing process to provide therapeutic nursing interventions that promote, maintain, and restore the health of culturally and ethnically diverse individuals, families, and families in communities throughout the life span.
Management	3. Apply management skills to provide cost effective quality health care, support change, and serve as a client advocate.
Communication	4. Communicate and collaborate with members of the health care team and consumers to provide and improve delivery of health care.
Teaching/Learning	5. Educate individuals, families, and families in communities using teaching/learning principles that promote, maintain, and restore health.