

CONCEPTUAL FRAMEWORK

The conceptual framework for the School of Nursing is based on the philosophical belief of the faculty that the recipient of nursing is a holistic being. The Neuman Systems Model is accepted as the theoretical framework to provide the organization and structure for the curriculum, which is in line with our philosophical belief regarding General Education, Education, and Learning. The major elements of the Systems Model are consistent with generally accepted concepts for nursing models. These are: client*, environment, health and nursing.

The individual is a holistic, dynamic, interactive being with system parts that have meaning only within the context of the whole. The whole is greater than the sum of its parts. The individual moves through the life span as a composite of five variables: physiological, psychological, sociocultural, developmental and spiritual. These variables continuously and holistically interact with environmental stressors to retain, attain, and maintain system stability (Neuman, B. & Fawcett, J., 2011).

Dynamic adjustment to stressors must consistently be made for system stability. Stressors are neutral. It is the degree of reaction to the stressors that determines the status of the system on the wellness continuum. Each individual is unique in his perception of stressors and in his reaction to stressors occurring within both the internal (intrapersonal, interpersonal, and extrapersonal) and external environment.

The ultimate goal of the system is wellness, the condition in which all system parts and subparts are in harmony with the whole system of the client. Health is viewed as being on a continuum from wellness to illness at any given point in time. Health is optimal system stability and requires constant system adjustment. Illness indicates instability between or among the parts and subparts of the system.

"The major concern for nursing is keeping the client system stable through accuracy in the assessment of effects and possible effects of environmental stressors and in assisting client adjustments required for an optimal wellness level." (The Neuman Systems Model p. 34; 1989) Nurses as members of a discipline provide and manage care in any setting and utilize interventions to assist the client to retain, attain and maintain optimal system stability. In the acute setting the major focus of nursing is on the secondary prevention modality. In ambulatory care settings competency is required in primary and tertiary prevention activities. The nursing process is used as an organized, systematic method of analyzing the wellness status, and is directed toward maximizing system adjustment.

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Seven outcome criteria, referred to as the horizontal threads, describe action-oriented activities performed by nurses. They include the nursing process, collaboration, accountability, communication, decision making, education, and sociocultural sensitivity. The horizontal threads are the integrating themes that connect the vertical threads throughout the curriculum. In addition, the following Quality and Safety Education for Nurses (QSEN) competencies such as patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety, and informatics are incorporated into the Student Learning Outcomes (SLO)/course objectives. The horizontal and vertical threads guide the progression and placement of theoretical content and associated clinical learning experiences.

The diagram attached identifies the philosophy, the theoretical concepts and subconcepts, student learning outcomes, and the threads used to design the curriculum. General education provides foundational and scientific content for understanding human functioning, communication, social behavior and growth and development.

*In this institution, client is used in lieu of man.

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