

APPENDIX

ARKANSAS TECH UNIVERSITY
Department of Nursing

MISSION STATEMENT

PROGRAM MISSION as adopted by the Faculty of the Department of Nursing is to:

Provide an intellectual climate that fosters the development of critical thinking to prepare a graduate who is professional, caring, competent, and self-directed in providing therapeutic nursing interventions and demonstrates an interest in life-long learning.

Assist the student to achieve personal and professional goals regardless of cultural, racial, or ethnic background.

Program Goals/Outcomes

1. The graduate is a competent, self-directed, professional nurse who provides theory based, therapeutic nursing care that incorporates caring and critical thought processes.
2. The graduate possesses the basis for life long learning and for the pursuit of higher education.
3. The graduate achieves personal and professional goals.
4. The graduate is capable of leadership in caregiving, communicating, teaching, utilizing research, advocating, collaborating and managing diverse patients in a variety of health care settings.

PHILOSOPHY OF THE NURSING PROGRAM

February 16, 1996 Revision

The University provides opportunities for intellectual growth, skill development, and career preparation. The faculty of the Department of Nursing at Arkansas Tech University seeks through its professional program to implement the mission of the University, a mission committed to prepare students to meet the demands of an increasingly competitive and intellectually challenging future.

We view individuals as complex beings with bio-psycho-social, emotional, spiritual, cultural, and environmental elements. The Department of Nursing is committed to providing opportunities for students to enhance their critical thinking and communication skills in therapeutic interventions. The graduate will utilize the nursing process to assist individuals, families, groups and communities to meet their bio-psycho-social, emotional, spiritual, cultural, and environmental needs.

We believe nursing is a caring relationship that facilitates health and healing. Encompassing the acquisition and critical application of knowledge from nursing and the social, psychological, biological, and physical sciences, nursing meets the health needs of individuals, families, groups, and communities. As a profession with responsibilities and privileges, nursing is concerned with restorative, supportive, and promotive practices aimed to optimize health in the recipients of care. Nursing is publicly accountable to the society it serves, obligated to improve nursing practice through acquisition, utilization, augmentation, and promotion of knowledge and skills, as well as the systematic study of the effects of these practices on human health.

We believe learning is essentially manifested in a change or reorganization of behavior and is best accomplished through active inquiry and participation in the learning process. Learning is a lifelong, self-

initiated process by which knowledge, skills, attitudes, and values are acquired. Learning occurs independently through perception, assimilation, formulation, and synthesis. The teacher functions as a facilitator by establishing a learning climate of mutual respect regarding beliefs, feelings, and opinions, and by providing learning opportunities and guidance with regard to individual differences. Learning experiences are designed to facilitate personal and professional growth within the student's cognitive, affective, and psychomotor domains. The ultimate responsibility for learning rests with the learner.

We believe nursing education, an integral part of higher education, fosters the generation and application of scientific knowledge through the nursing process. These learning experiences are organized for an orderly progression through an increasing complexity of nursing situations. During the educational process, the student acquires knowledge of the independent and collaborative functions of the nurse.

We believe baccalaureate nursing education prepares a person for professional nursing practice. The curriculum is designed to prepare the person for basic nursing practice, to be competent, self directed, and capable of demonstrating leadership in the application of the nursing process in a variety of healthcare settings. The graduate should demonstrate initiative for responsible change, the ability to think critically, and a lifelong quest for knowledge and growth.

CONCEPTUAL FRAMEWORK

February 16, 1996 Revision

The design of the conceptual framework at Arkansas Tech University's Department of Nursing is a construct composed of three major components: MAN, NURSING, AND ENVIRONMENT. Thus, the design of the program is an intersecting circular formation of the three major components. A schematic presentation of the design is located on the previous page.

Description of the Components

Man Man, a bio-psycho-social, emotional, spiritual, cultural, and environmental being, functions as a unique, integrated "whole". Man is an open system, changing and being changed by the environment. Man's relationships are influenced by stages of development at any given point in time and experience in the life cycle. Through interactions, man attempts adaptation to maintain a high level of health.

Health and illness are human experiences. Man must adapt in order to survive. Adaptive processes occur on a continuum, from the moment of conception throughout life. Physiological, psychological, social, emotional, spiritual, cultural, and environmental forces shape the process of adaptation. Man's state of health is determined by the ability to adapt. "The presence of illness does not preclude health, nor does optimal health preclude illness" (ANA social Policy Statement, 1995).

The life cycle is an orderly sequence of events beginning at conception and ending with death. Within this sequence, certain common cognitive, psychological, and motor developmental tasks can be identified. The mastery of these tasks is essential to the achievement of self actualization and optimal health.

Communication is a process by which individuals gather information and share ideas, opinions, values, and feelings with others. Man's ability to communicate produces vital forces which can be utilized for positive benefits to self and society.

Man has freedom of choice in making decisions related to personal health. This freedom to choose, influences the nurse's ability to assist the client to optimal health. Nurses must respect man's right to make decisions that might conflict with the nurse's own value system. The nurse acknowledges there are times when man may not make logical choices that would improve health, however, the right to make such choices must be protected.

Nursing Four essential features of contemporary nursing practice are identified in Nursing's Social Policy Statement, 1995, p. 6:

- attention to the full range of human experiences and responses to health and illness without restriction to a problem-focused orientation;
- integration of objective data with knowledge gained from an understanding of the patient or group's subjective experience;
- application of scientific knowledge to the processes of diagnosis and treatment; and,
- provision of a caring relationship that facilitates health and healing.

The bio-component of man directs nursing's attention to the physical needs of man. The emotional and psycho-component requires that the nurse regard the interrelatedness of mind and body. Cultural and social aspects must also be taken into account in the delivery of nursing care.

Since the spiritual component gives quality and aesthetic features to life, it too must be considered. The concept of spirit refers to that which gives meaning, purpose, and direction to life--it may be understood in a religious, philosophic, or humanistic sense. The beliefs of the nurse in regard to various

aspects of life's spirituality will be motivators in the kinds of care delivered to clients. Therapeutic touch, sensitivity to client's needs, religious affiliations, compassion for suffering humanity, and comfort measures are all contained in the realm of spiritual aspects of man.

Nursing behaviors reflect nursing roles and practices utilized...to promote health, prevent illness, or assist with activities that contribute to recovery from illness or to achieving a peaceful death. Restorative practices modify the impact of illness or disease. Supportive practices are oriented toward modification of relationships or the environment to support health. Promotive practices mobilize healthy patterns of living, foster personal and family development, and support self-defined goals of individuals, families, and communities. (ANA Nursing's Social Policy Statement, (1995.) Nursing behaviors are acquired and synthesized by the nurse in the delivery of appropriate nursing care. The major roles within the scope of nursing behaviors include manager, communicator, teacher, health care provider, researcher, advocate, and collaborator. Research methodology and utilization of well-designed nursing studies are necessary to provide a scientifically based order and reason to the practice.

The activities of nursing encompass the traditional roles and the augmented interdependent roles in collaboration with other members of the health care team. The scope of these activities is flexible and responsive to the changing needs of society. The expanded role of the nurse includes independent functions which assures continuity of care of the client, family, group, or community, in a variety of health care settings. Nurses provide care in both basic and advanced nursing practice. Within either basic or advanced practice, the nurse may choose a specialty area. Examples of settings for the practice of basic nursing include homes, schools, hospitals, institutions, community based health centers, and businesses.

The professional nurse provides quality nursing care utilizing critical thinking. It is based on scientific principles and focuses on optimal health. The nurse functions as a leader in the provision of nursing care that is planned, goal directed, and specific to the needs of the particular patient, family,

group, or community. The nursing process, provides the methodology for nursing care.

The nursing process consists of five steps: assessment, diagnosis, planning, implementation, and evaluation. During assessment, data collection and organization leads to the formulation of the nursing diagnoses. Having diagnosed the client's needs and problems, the nurse develops a plan. Within this step of the nursing process, priorities are set. Patient outcomes are determined collaboratively, with the patient whenever possible. The outcomes provide the nurse with the necessary direction to plan and implement interventions. The nursing process is unique; the care of the client becomes individualized and meets the client's perceived needs. Finally, evaluation of patient outcomes leads to re-assessment and then application of the process in a cyclic manner. The nursing process provides for input, evaluation, and utilization by the patient and by all members of the health care team. This process can be utilized in any setting where nursing care is provided to individuals, families, groups, or communities.

Environment

Environment Environment takes into account the external world of man. The world encompasses the society in which the individual lives. This includes the culture set within a particular geographical location. The environment consists of a group of individuals who share certain commonalities such as goals, values, political ideologies, and socioeconomic status. The community is an interactional unit of this world consisting of health care consumers, health care providers, and health care settings. The structural unit of the community is the family in various traditional and nontraditional family forms.

Because human life depends upon the environment, one cannot view man apart from it. Throughout the life cycle, holistic man changes and adapts to the environment. Man's response to the environment impacts on the possibilities for health, which guides the nurse in making appropriate, nursing interventions.

**ARKANSAS TECH UNIVERSITY
Department of Nursing**

ANA STANDARDS OF CLINICAL NURSING PRACTICE

Role of Standards

Standards are authoritative statements by which the nursing profession describes the responsibilities for which its practitioners are accountable. Consequently, standards reflect the values and priorities of the profession. Standards provide direction for professional nursing practice and a framework for the evaluation of practice. Written in measurable terms, standards also define the nursing profession's accountability to the public and the client outcomes for which nurses are responsible.

**STANDARD I. ASSESSMENT
THE NURSE COLLECTS CLIENT HEALTH DATA.**

Measurement Criteria

1. The priority of data collection is determined by the client's condition or needs.
2. Pertinent data are collected using appropriate assessment techniques.
3. Data collection involves the client, significant others, and health care providers when appropriate.
4. The data collection process is systematic and ongoing.
5. Relevant data are documented in a retrievable form.

**STANDARD II. DIAGNOSIS
THE NURSE ANALYZES THE ASSESSMENT DATA IN DETERMINING DIAGNOSES.**

Measurement Criteria

1. Diagnoses are derived from the assessment data.
2. Diagnoses are validated with the client, significant others, and health care providers, when possible.
3. Diagnoses are documented in a manner that facilitates the determination of expected outcomes and plan of care.

STANDARD III. OUTCOME IDENTIFICATION

THE NURSE IDENTIFIES EXPECTED OUTCOMES INDIVIDUALIZED TO THE CLIENT.

Measurement Criteria

1. Outcomes are derived from the diagnoses.
2. Outcomes are documented as measurable goals.
3. Outcomes are mutually formulated with the client and health care providers, when possible.
4. Outcomes are realistic in relation to the client's present and potential capabilities.
5. Outcomes are attainable in relation to resources available to the client.
6. Outcomes include a time estimate for attainment.
7. Outcomes provide direction for continuity of care.

STANDARD IV. PLANNING

THE NURSE DEVELOPS A PLAN OF CARE THAT PRESCRIBES INTERVENTIONS TO ATTAIN EXPECTED OUTCOMES.

Measurement Criteria

1. The plan is individualized to the client's condition or needs.
2. The plan is developed with the client, significant others, and health care providers, when appropriate.
3. The plan reflects current nursing practice.
4. The plan is documented.
5. The plan provides for continuity of care.

STANDARD V. IMPLEMENTATION

THE NURSE IMPLEMENTS THE INTERVENTIONS IDENTIFIED IN THE PLAN OF CARE.

Measurement Criteria

1. Interventions are consistent with the established plan of care.
2. Interventions are implemented in a safe and appropriate manner.
3. Interventions are documented.

STANDARD VI. EVALUATION

THE NURSE EVALUATED THE CLIENT'S PROGRESS TOWARD ATTAINMENT OF OUTCOMES.

Measurement Criteria

1. Evaluation is systematic and ongoing.
2. The client's responses to interventions are documented.
3. The effectiveness of interventions is evaluated in relation to outcomes.
4. Ongoing assessment data are used to revise diagnoses, outcomes, and the plan of care, as needed.
5. Revisions in diagnoses, outcomes, and the plan of care are documented.
6. The client, significant others, and health care providers are involved in the evaluation process, when appropriate.

STANDARDS OF PROFESSIONAL PERFORMANCE

STANDARD I. QUALITY OF CARE

THE NURSE SYSTEMATICALLY EVALUATES THE QUALITY AND EFFECTIVENESS OF NURSING PRACTICE.

Measurement Criteria

1. The nurse participates in quality of care activities as appropriate to the individual's position, education, and practice environment. Such activities may include:
 - a. Identification of aspects of care important for quality monitoring.
 - b. Identification of indicators used to monitor quality and effectiveness of nursing care.
 - c. Collection of data to monitor quality and effectiveness of nursing care.
 - d. Analysis of quality data to identify opportunities for improving care.
 - e. Formulation of recommendations to improve nursing practice or client outcomes.
 - f. Implementation of activities to enhance the quality of nursing practice.
 - g. Participation on interdisciplinary teams that evaluate clinical practice or health services.
 - h. Development of policies and procedures to improve quality of care.
2. The nurse uses the results of quality of care activities to initiate changes in practice.
3. The nurse uses the results of quality of care activities to initiate changes throughout the health care delivery system, as appropriate.

STANDARD II. PERFORMANCE APPRAISAL

THE NURSE EVALUATES HIS/HER OWN NURSING PRACTICE IN RELATION TO PROFESSIONAL PRACTICE STANDARDS AND RELEVANT STATUTES AND REGULATIONS.

Measurement Criteria

1. The nurse engages in performance appraisal on a regular basis, identifying areas of strength as well as areas for professional/practice development.
2. The nurse seeks constructive feedback regarding his/her own practice.
3. The nurse takes action to achieve goals identified during performance appraisal.
4. The nurse participates in peer review as appropriate.

STANDARD III. EDUCATION

THE NURSE ACQUIRES AND MAINTAINS CURRENT KNOWLEDGE IN NURSING PRACTICE.

Measurement Criteria

1. The nurse participates in ongoing educational activities related to clinical knowledge and professional issues.
2. The nurse seeks experiences to maintain clinical skills.
3. The nurse seeks knowledge and skills appropriate to the practice setting.

STANDARD IV. COLLEGIALITY

THE NURSE CONTRIBUTES TO THE PROFESSIONAL DEVELOPMENT OF PEERS, COLLEAGUES, AND OTHERS.

Measurement Criteria

1. The nurse shares knowledge and skills with colleagues and others.
2. The nurse provides peers with constructive feedback regarding their practice.
3. The nurse contributes to an environment that is conducive to clinical education of nursing students, as appropriate.

STANDARD V. ETHICS

THE NURSE'S DECISIONS AND ACTIONS ON BEHALF OF CLIENTS ARE DETERMINED IN AN ETHICAL MANNER.

Measurement Criteria

1. The nurse's practice is guided by the CODE FOR NURSES.
2. The nurse maintains client confidentiality.
3. The nurse acts as a client advocate.
4. The nurse delivers care in a nonjudgmental and nondiscriminatory manner that is sensitive to client diversity.
5. The nurse delivers care in a manner that preserves/protects client autonomy, dignity, and rights.
6. The nurse seeks available resources to help formulate ethical decisions.

STANDARD VI. COLLABORATION

THE NURSE COLLABORATES WITH THE CLIENT, SIGNIFICANT OTHERS, AND HEALTH CARE PROVIDERS IN PROVIDING CLIENT CARE.

Measurement Criteria

1. The nurse communicates with the client, significant others, and health care providers regarding client care and nursing's role in the provision of care.
2. The nurse consults with health care providers for client care, as needed.
3. The nurse makes referrals, including provisions for continuity of care, as needed.

**STANDARD VII. RESEARCH
THE NURSE USES RESEARCH FINDINGS IN PRACTICE.**

Measurement Criteria

1. The nurse uses interventions substantiated by research as appropriate to the individual's position, education, and practice environment.
2. The nurse participates in research activities as appropriate to the individual's position, education, and practice environment. Such activities may include:
 - a. Identification of clinical problems suitable for nursing research.
 - b. Participation in data collection.
 - c. Participation in a unit, organization, or community research committee or program.
 - d. Sharing of research activities with others.
 - e. Conducting research.
 - f. Critiquing research for application to practice.
 - g. Using research findings in the development of policies, procedures, and guidelines for client care.

**STANDARD VIII. RESOURCE UTILIZATION
THE NURSE CONSIDERS FACTORS RELATED TO SAFETY, EFFECTIVENESS, AND COST
IN PLANNING AND DELIVERING CLIENT CARE.**

Measurement Criteria

1. The nurse evaluates factors related to safety, effectiveness, and cost when two or more practice options would result in the same expected client outcome.
2. The nurse assigns tasks or delegates care based on the needs of the client and the knowledge and skill of the provider selected.
3. The nurse assists the client and significant others in identifying and securing appropriate services available to address health related needs.

ARKANSAS TECH UNIVERSITY
 DEPARTMENT OF NURSING
 NUR 2023 - INTRODUCTION TO PROFESSIONAL NURSING

WELLNESS ASSESSMENT

Name _____ Birthdate _____ Sex _____ Race _____
 Marital Status _____ Religion _____ Occupation _____

Present Health Status

Allergies

Nutritional Status

Typical 24 hour intake (list all foods and drinks with nutritive value)

High in:

Calories _____ Protein _____ Fat _____ Carbohydrates _____

Factors affecting intake (indigestion, heartburn, bloating, dental problems)

Fluid Status

Typical 24 hour intake (list all fluid sources)

Amount in milliliters _____

Alcohol intake _____

Skin & Mucus Membranes

Skin integrity:

Mucous membrane integrity

Elimination

Urine output:

Estimated 24 hour amount _____ Color _____ Characteristics _____

Usual voiding pattern

Last bowel movement

Estimated amount _____ Color _____ Characteristics _____

Usual defecation pattern, characteristics

Factors affecting elimination (fluid intake, food intake, medications)

Activity - Exercise

Amount and type of usual weekly exercise

If no regular pattern, reasons why:

Respiratory pattern during activity (what amount of activity causes shortness of breath)

Sleep -Rest Pattern

Usual pattern, amount

Cognitive - Perceptual

Chronic pain (location, severity, duration, characteristics, usual relief methods/effectiveness)

Vision _____ Hearing _____ Smell _____ Taste _____
Sensitivity to touch

Coping - Stress Tolerance Pattern

Usual stressors

Easily stressed?

Usual coping patterns

Self Perception

How do you see yourself? (happy, in control, satisfied, anxious, fatigued, fearful, powerless)

Priorities (rank self, significant others, job, social commitments, school, etc.)

Social Roles - Relationships

Roles (son/daughter, wife/husband, student, friend)

How well are roles performed?

Conflict of roles? Methods of handling?

Usual social interactions (usual weekly pattern of social interactions)

Values - Beliefs

Spiritual, Moral/Ethical Code

NURSING CARE PLAN

<u>DATE</u>	<u>NURSING DIAGNOSIS</u>	<u>PLAN (Outcome)</u>	<u>IMPLEMENTATION</u>	<u>RATIONALE</u>	EVALUATION