Conceptual Framework

The baccalaureate curriculum for the Alma College Nursing Program is based on an eclectic approach, which is deeply rooted in the mission and core values of Alma College. The nursing program at Alma College is a collaborative and interdisciplinary program informed by the critical orientations of the natural sciences, the social sciences, and the arts and humanities. These orientations are reflected in the way in which the program views the person, health (and dis-ease), health care, environment, and nursing.

Person(s):

The "Person" or "Persons" refers to human beings, of individual, family/group, community or societal context. The person is an integrated being, composed of ever-changing elements of self (biophysical, temporal, psychological, developmental, social, spiritual and cultural) that interact with the ever-changing environment. The environment is set in in a larger social system (global and/or world-wide). The global system is composed of structure that is both actual and cybernetic, allowing for interconnectedness among all people. The person is considered to be the center of health care, meaning that the person guides and manipulates the variables of the metaparadigm of nursing practice. Person(s) both adapt to and are active agents in modifying and choosing their environment. The persons' experiences can changes the developmental and transitional processes throughout their lifespan until death.

The person brings unique meaning to life experiences. The person makes decisions based on the meaning and consequences attributed to a choice, which are influenced by both internal and external factors. Implicit in the choice is the responsibility and accountability of the person's actions. The person has dignity, worth, unique talents, abilities, and value.

The person(s)-nurse relationship is vital in this model. The nurse brings talents to the relationship as a person. The nursing program is designed to encourage and support the student's talents and provide for reflection of such talents in their experiences and practice so as to foster talents, theory and critical thinking into the practice of nursing.

Within the framework, the therapeutic relationship between nurse and person(s) (individual, family, community and/or global) is viewed as a collaborative endeavor. The nurse's role is to assist the person to achieve health and well-being and adjust to dis-ease. As a result of this interaction/relationship the person inadvertently has made a difference in the growing practice of the nurse. People live in relationships with others and are constantly evolving as they interact, and strive toward health.

Environment:
The person is in constant, mutual interaction with the internal, external and actual environments. The environment comprises all cultural, lifestyle, political-economic, interpersonal, structural, and other ecological factors. The environment facilitates or inhibits growth, development, quality of life and death. There are continuous, evolving, unpredictable changes and increasing complexity within the internal, external and actual environment. It is through mutual interactions between the environment and the patient that health and dis-ease is shaped. Nursing continually seeks knowledge of health and dis-ease beyond personal domain to the broader context of the sociopolitical, economic and physical environment.

Health (and Dis-ease):
Health (as described by the World Health Organization) is the extent to which people are able to realize aspirations, satisfy needs, and to change or cope with the environment. The dynamic interaction between the person and the environment operate to determine health and wellness. Health disparities

result from person-environmental interactions. Wellness is viewed as a purposeful direction and is oriented at augmenting integration, growth, and potential, either on the part of the person or those caring for them (Watson, 2011).

Health is a positive concept embracing social and personal resources as well as physical capabilities. Promoting health involves enabling people to increase control over and improve their health (World Health Organization). People with dis-ease (whether physical, social, psychosocial, or spiritual) may still consider themselves to be healthy if they are able to lead, what they consider to be an adequate life. Health and healing coexist and healing viewed as the movement along the continuum in either direction. Healing may occur despite the prevalence of dis-ease.

Health Care:
Health care is considered a right of the American people. Accompanying this right is the belief in equal quality and access to healthcare through fairly distributed resources within the community. People should be able to be full participants in making decisions about their health.

The complex and changing nature of health care has direct consequences for nursing practice. Nurses have a vital role in shaping, and responding to challenges of health care in society. Nurses must strengthen their mandate and their ability to promote health through continuous professional scholarly work.

Nursing:
Nursing is a professional discipline concerned with clinical prevention and population health, and facilitating quality of life and death (American Nurses Association, 2002). Nursing involves complex processes of simultaneously using reasoning and intuitive thinking while providing care.

Nurses assist the person to adapt to or to modify their environments. Nurses must know, care, manage the context, and deal with the unpredictable; they must assume responsibility for their decisions and their professional growth and be accountable to nursing professional standards and ethics. Nurses are distinctively situated to help people understand their health-related experiences and to embrace their ability to make informed choices. Through caring-relationships, nurses inform, advocate, guide and involve their patients. This relationship empowers the person to make the best possible choices for their health and enhances the healing process.

Nursing practice encompasses the use of communication, collaboration, interdisciplinarity, teamwork, critical thinking, and nursing therapeutics to creatively augment health and wellness and help the patient adjust to manifestation of dis-ease processes. Creating actions that enhance the transitional processes with the person's environment can provide for a quality of life and/or death.

Professionalism in nursing is the use of leadership to promote quality care and patient safety within organizations and systems of care. The professional nurse is driven by ethical decision-making and advocacy to maximize the capacity of the person(s) toward self-determination, supporting and protecting those in need, and influencing health policy. Scholarly practice applies the understanding of theories, research, global and cultural variables toward the promotion of health and wellness and the management of dis-ease processes (American Nurses association, 2002). Scholarly practice is a component of professionalism.

Nurse's interact and collaborate with other disciplines, and in this multidisciplinary health context, nurses provides a unique perspective to the care of the person. The unique role of nursing is the nurses' ability to

understand people's situation from their perspective and to participate with them through caring, and informed relationships to promote health responses to life experiences.

Program Learning Outcomes and Objectives

The program learning objectives for the nursing program incorporate the Core Values of Alma College, the Key Constructs of a Liberal Education, BSN Essential, the QSEN competencies, and the student outcomes/competencies.

1. Students majoring in nursing will be prepared for beginning nursing practice by acquiring knowledge (factual, conceptual, procedural, and metacognitive) and abilities to cognitively process information (remember, understand, apply, analyze, evaluate and create) through integration of the courses required in the Liberal Arts (Natural Science, Social Science and Arts & Humanities) and Nursing.
   a. Theory: Course Work (Liberal Arts and Nursing - see attached program proposal grid)

2. Students majoring in nursing will be prepared for beginning nursing practice by actively partnering with peers, faculty, colleagues and community to earn their BSN.
   a. Clinical Practice (in a variety of settings): Hospital, Skilled Nursing Facilities, Outpatient facilities, Patient Homes, Clinics, Community Outreach, Study Abroad, etc.
   b. Theory: Course Work (Liberal Arts and Nursing)

3. Students majoring in nursing will be prepared for beginning nursing practice by accepting responsibility for retaining, retrieving and applying prior learning within the Liberal Arts and Nursing context to enhance nursing practice.
   a. BSN Essentials (threaded throughout the curriculum):
      i. Liberal Education:
      ii. Leadership
         1. Organizational

2. Quality

3. Patient Safety

   iii. Evidence Based practice

   iv. Information Management and Patient Care Technology

   v. Health Care Policy

1. Regulatory

2. Financial

   vi. Interprofessional Communication and Collaboration

   vii. Clinical Prevention and Population Health

   viii. Professionalism and Professional Values

1. Dignity

2. Integrity

3. Social justice

   ix. Generalist practice

1. Individuals, Families, Groups, Populations

2. Lifespan Considerations

   a. Maternal Health

   b. PEDS

   c. Adult

   d. Geriatrics

   e. Mental Health

b. Outcome Concepts: 1) Communication, Collaboration, Teamwork & interdisciplinarity, 2) Critical Thinking & Clinical Decision-Making, 3) Nursing Therapeutics, 4) Clinical Prevention & Population Health, 5) Management of Dis-ease Processes, 6) Professional Leadership (quality and safety), 7) Ethical Practice, 8) Evidence Based Practice, 9) Global Cultural Scholarship.

c. Clinical Practice: Hospital, Skilled Nursing Facilities, Outpatient facilities, Patient Homes, Clinics, Community Outreach, Study Abroad, etc.

d. Theory: Course Work (Liberal Arts and Nursing)

4. Students majoring in nursing will use a variety of self-assessment strategies to discover and develop their learning patterns, tracking mastery of critical outcomes and applying these patterns to their life-long professional practice.
   a. Feedback and growth through:
      i. Reflective Writing
      ii. Standardized Testing
      iii. Simulation Lab
      iv. Case Studies/Scenarios
      v. Research Interpretation and Application
      vi. Evidence Based Practice
      vii. Clinical Experience and Competencies

Student Outcomes/Competencies

The student outcomes /competencies program incorporate the Core Values of Alma College, the Key Constructs of a Liberal Education, BSN Essential, the QSEN competencies, and the student outcomes/competencies.

1. **Communication, Collaboration, Interdisciplinarity**: The interactive process based on cultural, ethical, spiritual and developmental awareness that builds on relationships between persons, disciplines, and colleagues.   Communication involves teamwork and collaboration within an interdisciplinary milieu.

2. **Critical Thinking and Clinical Decision Making**: The process that simultaneously uses knowledge, reasoning and intuitive thinking to guide practice. Critical thinking is purposeful, goal-directed process that employs creativity, logic, analysis, synthesis of information and intuition to make decisions affecting care of persons and populations.

3. **Nursing Therapeutics**: The mastery of skills, **application of patient care technology, informatics management**, resources and procedures

required for the delivery of nursing care. It is based on the synthesis of assessment data collected on persons, populations, and environments.

4. **Clinical Prevention and Population Health**: Processes that facilitate values and behaviors of persons and populations that achieve and/or maintain an optimal level of wellness and reduce dis-ease/injury risk across the life span.

5. **Nursing Management of Dis-ease Processes**: Identification of health problems, maximization of quality of life, and maintenance of optimal level of functioning throughout the course of a dis-ease, including end of life care. It addresses the physical, psychological, cultural, social and spiritual processes of persons and populations.

6. **Professional Leadership**: Promotion of optimal health outcomes within **organizations and systems of care for the outcomes pertaining to quality and safety**. Additionally it is the critical understanding of **health care policy, finance and regulatory environments.**

7. **Ethical Practice:** Incorporation of moral values, principles, and codes into nursing practice to protect the rights of persons and to effect quality personal, professional and societal outcomes.

8. **Evidence Based Practice:** Systematic application of theories and research regarding the promotion of health and wellness and management of dis-ease processes across the life span.

9. **Global and Cultural Scholarship**: Analysis of the diverse factors that influence health and dis-ease and the application of that understanding to promote health and wellness.

Tier Outcomes:

Student objectives are "tiered" based upon the semester of development. A tiered objective is a sequentially developed objective that students achieve as a result of defined learning experiences.   The student outcomes address the progressive development of nursing practice through application of knowledge, skills and attitudes as it pertains to outcome concepts.

The specific tiers for the development of the nurse are: Tier I: Nurses Ways of Knowing; Tier II: Foundations of Nursing Practice; Tier III: Nursing Practice Across the Lifespan and Tier IV: Professional Nursing Practice.

The outcome concepts for the nursing program are as follows:

Tier I: Nurses Ways of Knowing
1. Communication, Collaboration & Interdisciplinarity: Follows procedures of interactive processes in relating to patients, colleagues and other disciplines with direct supervision.
2. Critical Thinking and Clinical Decision-Making: Comprehends the relevance of the critical thinking process and clinical decision making in nursing practice.
3. Nursing Therapeutics: Recognizes, interprets and follows protocols for the delivery of standardized nursing care to individuals. Able to apply patient care technology as it pertains to the electronic medical record.
4. Clinical Prevention and Population Health: Understands basic principles and theories underlying prevention and health.
5. Nursing Management of Dis-ease Processes: Understands theories and principles of dis-ease processes.
6. Professional Leadership: Discusses the impact of an effective professional within varied types of health and nursing care delivery systems. Understands safety and quality within the context of a health care system
7. Ethical Practice: Comprehends and practices basic-ethical problem solving in nursing practice scenario.
8. Evidenced Based Practice: Interprets general concepts of theory and research.

9. Global Cultural Scholarship: Identifies theories and principles underlying the interaction between humans and their environment that affect health and health disparities.

Tier II: Foundations of Nursing Practice

1. Communication, Collaboration and Interdisciplinarity: Applies interactive processes in relating to persons, populations, colleagues and other disciplines.

2. Critical Thinking and Clinical Decision-Making: Analyzes critical thinking processes and clinical decision-making in their nursing practice.

3. Nursing Therapeutics: Analyzes data in the delivery of targeted nursing care to persons and populations. Uses the EMR for recording data. Applies patient care technology with direct supervision.

4. Clinical Prevention and Population Health: Applies basic concepts and theories in the development of health promotion plans for persons.

5. Nursing Management of Dis-ease Processes: Applies understanding of theories and principles in coordinating the care necessary for the management of dis-ease processes.

6. Professional Leadership: Understands and values the contribution of nursing leadership and roles for the delivery of nursing care to persons and populations in health care settings.

7. Ethical Practice: Applies ethical problem solving in their nursing care.

8. Evidence Based Practice: Applies theory and research in planning care that prevents or intervenes in the dis-ease process.

9. Global Cultural Scholarship: Investigates the relevance of global, cultural and socioeconomic factors to health and wellness of persons and populations.

Tier III: Nursing Practice across the Lifespan

1. Communication, Collaboration and Interdisciplinarity: Engages in interpersonal relationships with person, populations and colleagues.

2. Critical Thinking and Clinical Decision-Making: Analyzes and synthesizes information from the nursing science.

3. Nursing Therapeutics: Evaluates data in the planning and delivery of targeted nursing care to persons and populations.

4. Clinical Prevention and Population Health: Executes the development and implementation of health promotion plans for person and populations.

5. Nursing Management of Dis-ease Processes: Analyzes and evaluates theories and principles in coordinating the care necessary for the management of dis-ease processes.

6. Professional Leadership: Formulates professional leadership approaches to promote optimal health outcomes for persons and populations in varied care settings.

7. Ethical Practice: Executes ethical problem-solving methods to effectively advocate for vulnerable persons, groups, and populations.

8. Evidence Based Practice: Evaluates the application of theory and research to nursing practice.

9. Global Cultural Scholarship: Generate a plan of care for persons and populations to address relevant global, cultural, and socioeconomic factors that influence health and dis-ease.

Tier IV: Professional Nursing Practice

1. Communication, Collaboration and Interdisciplinarity: Engages in complex interpersonal relationships with patients, colleagues, groups and other disciplines.

2. Critical Thinking and Clinical Decision Making: Evaluates and critique nursing care in relation to their unique critical thinking and clinical decision making processes.

3. Nursing Therapeutics: Synthesizes data to competently deliver targeted nursing care to individuals and groups.

4. Clinical Prevention and Population Health: Strategically creates interventions that facilitate the change of behaviors for persons/populations so as to achieve or maintain optimal health.

5. Nursing Management of Dis-ease Processes: Integrates theories and principles to coordinate the care necessary for focused management of dis-ease processes.
6. Professional Leadership: Assumes responsibility for the effective delivery of nursing care for individuals and groups within evolving health care systems.
7. Ethical Practice: Generates effective strategies to remedy institutional or social level ethical problems.
8. Evidence Based Practice: Internalizes theory and research findings and applies to nursing practice.
9. Global Cultural Scholarship: Consistently applies analysis of the interaction among global, cultural and societal factors affecting health and wellness of persons/populations.