

## **II. College of Nursing and Health Sciences: Foundation for Practice**

### **A. Mission Statement**

The TAMUCC College of Nursing and Health Sciences is committed to promoting an inclusive, learner-centered, and caring environment that facilitates student success and engagement in a global context. Delivering nationally recognized, evidence-based educational programs that serve a diverse student population, the college sets clinical standards of excellence in healthcare, and actively advances scholarly research and leadership. These activities are fostered in a collaborative, inter-professional, and multicultural learning community. (Revised and approved October 26, 2021)

### **B. Vision**

Enriching lives, advancing healthcare, one Islander at a time.  
(Revised and approved October 26, 2021; Nov 30, 2021)

### **C. Philosophy of the College of Nursing and Health Sciences**

The faculty believes that learning is a life-long, interactive process in which both teachers and students are learners. The faculty endeavor to create a learning environment that is flexible and intellectually stimulating, encourages scholarship, and promotes self-directed learning. Student learning is built upon an existing knowledge base and is directed toward socialization into the practice of professional nursing and the health sciences.

Nursing and health science are professions as well as disciplines. Therefore, the faculty strives to maintain expertise in practice. Faculty members believe student learning is influenced by observing faculty role models. (Practice is defined as clinical specialty expertise, research, leadership and other forms of scholarly endeavor.)

Service is of great value to the nursing and health science faculty. As such, they interact and contribute to the internal and external communities that surround them. Through service, the faculty develops sensitivity to the context in which the nursing and health science programs exist and evolve. This active participation reflects a commitment to the community and serves as a professional standard for the student.

Research and scholarly activity are important parts of the faculty role and the curriculums. Each member of the faculty is involved in research and/or scholarly activity. The research base for professional practice is an integral part of both undergraduate and graduate curriculums. At both levels of education, students utilize the research process to identify and study nursing and issues related to health care. Critical thinking is developed through a variety of assignments aimed at promoting scholarship.

### **D. Goals of the College of Nursing and Health Sciences support the vision of the University and the**

**mission of the college, as follows:**

1. To develop within the student the knowledge and skills necessary for beginning professional and advanced health care practice, cultivating basic and specialized abilities needed to successfully pursue a career.
2. To promote the concept of caring and facilitate attainment of a care-delivery system that is sensitive to multicultural diverse communities and their health values.
3. To offer individuals the opportunity to increase the breadth and depth of the theoretical and ethical base for health care practice, enhance and expand competence, prepare for role specialization and contribute to the discovery of new nursing knowledge.
4. To provide an educational environment of respect within which students may evolve as broadly-educated, technology-competent, responsible and accountable professionals dedicated to the principles of lifelong learning.
5. To build a foundation for lifelong and systematic practice.
6. To ethically serve diverse communities as health care experts, leaders, consultants and advocates of resources.

**E. Conceptual Framework**

Metaparadigm

- Person

The faculty of the Texas A&M University-Corpus Christi College of Nursing and Health Sciences believes that each individual has value, dignity, and worth independent of special endowments or external circumstances and has the freedom to make choices. A person's development requires and is influenced by interaction with the environment.

Each individual is characterized by certain life processes that the person uses to interact with the environment. Each person is unique and influenced by, but not determined, by heredity, environment, culture, and life experiences.

- Environment

The environment is viewed as physical, biological, psychological, cultural, and social conditions that influence the individual. The relationship between the individual and the environment is dynamic, continuous, and reciprocal.

- Health

Health is multi-dimensional and encompasses varying states of well-being. A health state is the result of an ability to change, to perceive in accordance with reality and to display a rational and integrated personality.

- Nursing

Nursing is an applied science and an interpersonal process. Its essence is care. Texas A&M University-Corpus Christi faculty describes this essence in cognitive, affective and psychomotor terms. Caring implies an informed knowledge of the client's condition, behaviors and preferences. It implies emotional responses such as empathy, concern for comfort and respect for human dignity. Caring behaviors include the skillful use of the nursing process directed toward preservation of cultural

differences, freedom of choice, promotion of human and environmental growth and development, and the adherence to ethical principles.

The ultimate goal of nursing is to promote optimal states of health in individuals, families and communities at all stages of development. Nurses assist clients to help themselves in maintaining and restoring health or in experiencing a peaceful death. These activities create relationships within which the nurse enacts complimentary roles categorized as professional, provider of care or coordinator of care.

Responsible and accountable nursing practice is characterized by the utilization and application of theory and research from nursing and a variety of other related disciplines to plan comprehensive care, implement care based on a high level of expertise and creativity, systematically plan evaluations, identify researchable nursing problems, and provide leadership to improve health care. Peer and interdisciplinary collaboration are sought to facilitate implementation of effective problem-solving and decision-making.

#### **F. Learning Outcomes of the Programs offered by the College of Nursing and Health Sciences**

Each program is to generate student learning outcomes that reflect the professional standards of the CONHS goals. The undergraduate program expects student learning outcomes enumerated below, which align with the 2008 AACN Baccalaureate Essentials, and provide a basic foundation for progression to graduate-level education. Therefore, the CONHS's overarching philosophy that "Caring is the Essence of Nursing" is a vital component of nursing practice and is included as a learning outcome for the undergraduate nursing curriculum.

#### **Student Learning Outcomes for the Bachelor of Science in Nursing.**

Graduates of this program will:

1. Incorporate the philosophy "Caring is the Essence of Nursing" into nursing practice.
2. Practice nursing utilizing the nursing process and other systematic approaches derived from the sciences and liberal arts to promote optimum health for individuals, families and communities from diverse populations.
3. Communicate and collaborate purposefully, using creative approaches that acknowledge interdependent roles and relationships.
4. Demonstrate leadership through the application and utilization of theories for the improvement and enhancement of care and health status.
5. Display critical thinking and independent decision-making that utilize and apply theory and research in practice.
6. Show awareness of political, ethical and social issues, accountability for professional practice and commitment for continuing professional development.
7. Accept nursing leadership roles that respond to a changing society and health care delivery system.

The Master of Science in Nursing Program builds upon the BSN degree and prepares students to function at advanced levels of nursing with an expanded knowledge of theory, research, and clinical application. Graduates are prepared to provide evidence-based health care and to work in

collaborative interprofessional/interdisciplinary teams. Each graduate is expected to be able to function in an advanced practice role whether as a nurse practitioner (Family Nurse Practitioner track), an administrator (Leadership in Nursing Systems track), or a nurse educator (Educator track). Student learning outcomes for graduate programs are aligned-with the 2011 AACN Master's Essentials.

### **Student Learning Outcomes for the Master of Science in Nursing**

Graduates of this program will:

1. Critically analyze, interpret and integrate appropriate knowledge, research and theories to meet the health care needs of diverse populations.
2. Apply competent leadership and collaborative skills as members of a multi- professional health care workforce to promote high quality and safe patient care.
3. Design evidence-based plans to sustain quality initiatives that promote a transparent professional environment and contribute to the delivery of safe, high quality care.
4. Integrate research into professional practice through the implementation of translational processes.
5. Demonstrate competence and accountability as clinicians, educators, and leaders in advanced healthcare roles.
6. Model caring, sensitivity and respect in the delivery of health care to culturally diverse populations.
7. Operationalize principles of ethical, legal, financial and economic theories as applied to health care delivery systems.
8. Guide the adoption and use of information, communication technologies and resources to document patient care and improve patient outcomes.
9. Evaluate the effect of legal and regulatory processes on nursing practice, healthcare delivery, and outcomes using critical analyses of policies that influence health services.

### **Student Learning Outcomes for the Bachelor of Science in Health Sciences**

A core set of abilities is required for the effective health administrator.

Graduates of this program will:

1. Demonstrate a thorough understanding of the theoretical and practical aspects of the health care delivery system from a historical, comparative, economic, cultural, and ethical perspective.
2. Employ a variety of business and management skills and techniques including marketing, financial management, law and information management to effectively and efficiently advance the goals of the organization.
3. Demonstrate critical thinking and innovation in defining, negotiating and solving problems.
4. Communicate and educate, using the most current information and communication technology.
5. Demonstrate leadership skills in healthcare administration.

### **Student Learning Outcomes for Health Care Administration Post- Master Certificate Program (see current Catalog).**

**Student Learning Outcomes for Post-Master Nursing Certification (see current Catalog).**

**Student Learning Outcomes for the Doctor of Nursing Practice.**

Graduates of this program will:

1. Integrate nursing science knowledge from the biophysical, psychosocial, analytical and organizational sciences and ethics as the basis for practice.
2. Provide culturally relevant health promotion and disease prevention initiatives based on epidemiological, bio-statistical, environmental, and other scientific evidence for diverse populations.
3. Demonstrate visionary organizational leadership by designing and implementing efficient, effective practice and policy models.
4. Apply advanced levels of clinical scholarship, systems thinking and analytical methods in evidence-based management and practice.
5. Translate and disseminate knowledge to transform caring, management and practice.
6. Leverage information systems and patient care technology for the improvement and transformation of health care.
7. Analyze, develop and advocate for healthcare policies to improve healthcare systems across diverse constituencies.
8. Collaborate inter-professionally to improve patient and population outcomes systems across diverse constituencies.