

Division of Nursing Mission Statement

The Mission of the Division of Nursing is in accordance with the Mission and Purpose of Berry College. The Division of Nursing is committed to the concern of the individual and permeates the principles of respect and collegiality for both faculty and students. The aims of the Division of Nursing are to offer an exemplary undergraduate nursing program that:

1. Builds on a strong foundation of liberal arts and science studies that supports the development of knowledge, skills, and attitudes needed by the baccalaureate nurse to address the healthcare realities of the twenty-first century.
2. Educates professional registered nurses who:
 - a. Practice the roles of a nurse generalist who provides patient-centered care that is safe, compassionate, and affirms interdenominational Christian principles and values.
 - b. Deliver patient-centered care in a transforming healthcare setting with an emphasis on safety, evidenced-based practice, quality outcomes of care, informatics, and the economic influences of healthcare delivery.
 - c. Practice nursing safely and compassionately in a variety of settings, with diverse populations and backgrounds, both locally and globally.
 - d. Serve as a leader, collaborative participant, and professional among the disciplines, committed to community and civic betterment while transforming healthcare delivery into a safer, higher quality, and more cost effective system.
 - e. Participate in life-long learning, academic excellence, and intellectual growth.
3. Promotes a learner-centered, caring, academic community that:
 - a. Inspires intellectual, moral, ethical, interdenominational Christian principles, values, and service to others.
 - b. Encourages students toward a life of lasting value and purpose.
 - c. Promotes personal accountability through actions and decisions in both faculty and students by maintaining physical well-being, spiritual growth, and emotional health.
 - d. Utilizes learner-centered integrative strategies that inspire students to academic excellence.
 - e. Incorporates worthwhile work and service to others that complements knowledge and faith in building personal character.

Division of Nursing Faculty Goals

The faculty and administration of the Division of Nursing will:

1. Cultivate an exemplary undergraduate nursing program that prepares future nurses to participate in the transformation of the twenty-first century healthcare system.
2. Sustain a faculty who will actively participate in an innovative learner-centered, caring, academic community built on moral, ethical, interdenominational Christian principles, values, and service to others.
3. Promote collaborative, scholarly, and creative work, both with students and colleagues that will contribute to good teaching and inspire students to excellence.
4. Facilitate the application of knowledge from a liberal-arts education into the practice of professional nursing.
5. Incorporate current nursing science and theories, while guiding the students' understanding of the nursing professional's potential to play a significant role in transforming healthcare delivery into a safer, higher quality, and cost-effective system.
6. Embrace a learning environment that supports the aim of Berry College as service to humanity, "Not to be ministered unto but to minister".

Program Philosophy and Belief

The Division of Nursing faculty is in agreement and supports the mission and educational principles of Berry College. By emphasizing an educational program committed to high academic standards based on interdenominational Christian principles and values within an academic, caring community. Students

will develop professional competence and acquire knowledge, skills, and attitudes to assume professional nursing roles. Both the Division of Nursing and Berry College are dedicated to meeting the intellectual, moral, and material needs of our students as the foundation for teaching and learning. Additionally, both Berry College and the Division of Nursing affirm its support of academic integrity, as reflected in founder Martha Berry's commitment to educating the head, heart, and hands. We believe that mutual trust and respect among Berry's students, faculty, and staff are essential to the operation of both the division and the college. All members of the Berry College community are responsible for working together to establish and uphold an environment conducive to an honorable academic endeavor.

The professional practice of nursing is an art and a science, grounded in knowledge obtained through a liberal-arts education. An educational foundation, which includes the advanced analytical skills of critical thinking and clinical reasoning, communication, problem-solving, and decision-making, is essential for the professional nurse to meet the healthcare realities of the twenty-first century. Competent nursing practice requires possessing the knowledge, skills, and attitudes necessary to provide safe and effective care to patients, including individuals, families, groups, communities, and populations. Using critical thinking and clinical reasoning, students will collaborate with members of the healthcare team to deliver safe competent care in a setting that reflects a revised culture of communication. Patient-centered care demands awareness and non-judgmental acceptance of diversity. Sensitivity to these differences allows the nurse to practice with compassion and respect for the inherent dignity and worth of every individual regardless of age, gender, race, culture, sexual orientation, or healthcare beliefs.

Nurses will assume the roles of provider of care, manager of care, member of a profession, and member/leader of an interdisciplinary team. Nurses providing direct care are responsible for coordinating and managing nursing care (assuming the role of manager, coordinator of care), collaborating with other health team members (assuming role of interdisciplinary member), and being aware of socio-political-economic factors affecting healthcare delivery and the healthcare system (assuming the role of member of a profession). The Division of Nursing believes students must acquire knowledge, skills, and attitudes that support basic competencies of safety as defined by Quality Safety Education in Nursing (QSEN) and the roles of the nurse as defined by American Association of Colleges of Nursing (AACN). The QSEN competencies are Patient-centered Care, Interdisciplinary Teamwork and Collaboration/Communication, Safety, Quality Improvement, inclusion of Evidence-based Practices, and Informatics. Fundamental to nursing is the belief that patient-centered care is characterized by compassion, respect for patient preferences, values and needs, and recognition of the patient as the source of control and full partner in healthcare decision-making to enhance patient satisfaction and safe health outcomes.

Patient-centered nursing care demands a cultural change in communication that includes a no-blame approach. This no-blame approach is essential to providing safe care and identifying, implementing, and evaluating goals and outcomes. The individual's right to autonomous decision-making is an integral part of patient-centered care. Nurses must be committed to providing patient-centered care that considers and examines a variety of political, social, economic, cultural, religious/spiritual, technological, and historical issues influencing healthcare. Principles and values of compassion, respect for others, altruism, social justice, freewill, veracity, and protection from harm complement patient-centered care.

Safe quality care that minimizes harm and mitigates error is dependent on a cultural of collegiality, open communication, mutual respect, skills of collaboration, negotiation, and conflict resolution. Nurses must demonstrate clinical expertise by integrating the analytical skills of critical thinking, clinical reasoning, problem-solving, decision-making, and evidence-based practice while incorporating patient preferences to deliver optimal, safe healthcare and improve outcomes. A key to improving healthcare quality, both locally and global, is for the professional nurse to become increasingly comfortable and proficient in the use of technology, informatics, economics, and genetic information.

Curriculum development is a faculty responsibility. Faculty must design, implement, and evaluate a curriculum and learning environment that assists the students in acquiring the knowledge, skills, and attitudes necessary to assume the role of the professional registered nurse. The faculty believes that nursing is best taught in a caring academic environment that is learner-centered just as healthcare is patient-centered. The faculty believes that students are full partners in teaching and learning and that the faculty's role is to facilitate learning, encourage student control, and value their needs. The faculty embraces their responsibility in the utilization of evidence-based practice by exploring and utilizing evidence-based teaching learning strategies to enhance learning, meet established educational outcomes, and maximize quality education. The faculty agrees that nursing education demands equal attention in face-to-face classroom activities, virtual and simulated activities, and clinical learning opportunities. The faculty has a responsibility to understand and utilize technology and informatics to enhance teaching and learning, monitor quality, and manage data.

The faculty recognizes that considerable effort must be expended for the curriculum to remain current as they identify the essential content imperative to professional nursing practice. To ensure students acquire knowledge, skills, and attitudes of professional nursing, faculty must consult and incorporate best practices, nationally published standards of essential skills, national areas of healthcare priority, and the reality of a healthcare delivery system that is, at best, constantly changing, and at times chaotic, uncertain, and ambiguous.

The faculty accepts the responsibility of working with local, national, and global healthcare providers when selecting and evaluating clinical learning experiences. Clinical experiences are in a variety of agencies: public, private, faith-based, and community settings serving diverse populations and age groups. The faculty believes that institutions/agencies selected for clinical learning must support advancing safe, quality patient care. The faculty is responsible for evaluating the effectiveness of the planned curriculum by collecting and analyzing data, and evaluating the educational outcomes of the program.

The faculty values working with core faculty members of Berry College who are dedicated to assisting students in obtaining a balanced educational program in the sciences, arts, and humanities. In addition, they share the responsibility of creating and entering into a learning environment that embraces the aim of Berry as service to humanity, which is best expressed in Berry's motto, "Not to be ministered unto, but to minister."

Program Learning Outcomes

At the completion of the program, the graduate of Berry College Division of Nursing will be able to:

1. Synthesize knowledge from the sciences, arts, humanities, current nursing science, and the understanding of human experience from birth to death, while providing patient-centered care.
2. Practice nursing leadership in the quest to improve safety and quality outcomes of patient-centered care while demonstrating the understanding of complex healthcare system, cost effectiveness, and the process of changing current practice.
3. Critically analyze and implement current evidence-based nursing interventions, manage acute and chronic care of patients, promote health across the life span, and contribute to best healthcare practice.
4. Integrate data, informatics, and technology into nursing practice using analytical skills of critical thinking and clinical reasoning to validate decision-making, promote safe and effective care, and enhance communication while maintaining patient confidentiality and right to privacy.
5. Explore and analyze the political, social, cultural, economic, technologic, genetic, and ecologic issues that influence healthcare delivery and professional nursing practice while recognizing the effects of regulatory agencies, healthcare economics on patient care quality, workplace safety, and scope of nursing practice.

6. Communicate with patients, families, groups, communities, and the interdisciplinary health team members with the unique nursing perspective to improve healthcare quality, resolve conflict, negotiate change, and maximize positive outcomes of healthcare.
7. Participate in health promoting, population-focused, clinical preventions through the use of community assessment, policy planning, teaching, advocacy, and interdisciplinary collaboration.
8. Practice professional nursing within legal and ethical boundaries accepting personal responsibility and accountability while incorporating altruism, autonomy, human dignity, social justice, patient advocacy, and service to others.
9. Provide patient-centered care that is safe, compassionate, affirms interdenominational Christian values, and respects the inherent dignity and worth of every individual regardless of age, gender, race, culture, sexual orientation, or healthcare beliefs.