

Mission Statement of School of Nursing

The mission of the School of Nursing is to prepare safe, competent, and compassionate professional nurses, who in collaboration with others, provide or facilitate high quality patient-centered care in a global society. Students achieve academic excellence through a vibrant learning environment using evidence based practice, creative inquiry, and the pursuit of lifelong learning. This mission prepares nurses to lead in their profession as they contribute to the health of the communities in which they live and work.

Statement of Philosophy and Conceptual Framework

The philosophy, affirmed by the faculty, is consistent with the Georgia Southwestern State University mission, which is to cultivate excellence in learning and teaching that encourages intellectual, personal, and social growth for students, faculty, staff, and the community. Through this philosophy, the faculty expresses its commitment to excellence in the profession of nursing and quality education. The academic program(s) is based on the faculty's beliefs about PATIENT- CENTERED CARE, EVIDENCE BASED PRACTICE, QUALITY IMPROVEMENT, SAFETY, COLLABORATION, INNOVATION, and COMPASSION.

We believe that all nursing care should be patient-centered. Patient-centered care recognizes the patient or designee as the source of control and a full partner in providing compassionate and coordinated care based on respect for the patient's preferences, values, and needs (QSEN, 2011). The patient's own values and preferences should be considered and reflected in the plan of care.

We believe that in order to deliver patient-centered care, nursing practice should be evidence-based. Evidence-based practice integrates best research evidence, clinical expertise, and patient/family preferences and values in making decisions about the care of individual patients (QSEN, 2011).

We believe that the application of quality improvement methods and principles is essential in achieving desired health outcomes for individuals and populations. Quality improvement uses data to monitor the outcomes of care processes and uses improvement methods to design and test changes to continuously improve the quality and safety of health care systems (QSEN, 2011).

We believe that safety is an essential component of all nursing care. Safe nursing care minimizes the risk of harm to patients and providers through both system effectiveness and individual performance (QSEN, 2011). Creating a culture of safety within the clinical environment is essential in providing quality patient care.

We believe that nurses deliver patient-centered care as members of an interdisciplinary team. Collaboration involves functioning effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making with patients and families to achieve quality patient care (QSEN, 2011).

We further believe that innovation is a key component of nursing care. Innovation is the acceptance of change and is part of a dynamic and challenging nursing practice. Innovation includes informatics, which is the use of information and technology to communicate, manage knowledge, mitigate error, and support decision-making (QSEN, 2011).

We believe that compassion, which is at the heart of the nursing profession, involves the development of a committed, nurturing relationship, characterized by responsiveness to others and respect for their dignity, values, and culture. We believe that nursing practice must reflect an understanding of and respect for each individual and for human diversity.

We believe that nursing education promotes the intellectual, personal and social growth of the learner. Knowledge is achieved through a collaborative process that involves a shared responsibility between the

teacher and learner. The goal is to assist the learner towards the acquisition of knowledge, skills, and attitudes necessary to meet the challenges of a dynamic and evolving profession (QSEN, 2011).

Nursing education is designed to foster the development of professional nursing roles which includes provider of care, manager of care, and member of the profession. The learner will be prepared to practice comprehensive nursing care that includes health promotion, disease prevention, health restoration and health teaching to individuals, families and communities. Nursing education at Georgia Southwestern State University fosters an attitude that values lifelong learning in order to maintain high quality, patient centered care in a global society.



Conclusion

The conceptual model of the School of Nursing as illustrated above serves as the guiding framework for curriculum development and supports the provision of didactic and clinical education in nursing, the preparation of nursing leaders, and the testing of innovative educational models. Nursing education is depicted as a process that involves the seven constructs of patient-centered care, evidence-based practice, quality improvement, safety, collaboration, innovation, and compassion. The pivotal and key construct in the model that provides the energy source and foundation for nursing education is patient-centered care. The arrows in the model reflect the interdependent relationship or integration of the other constructs with the key construct. The implied circular motion of all the constructs reflects that nursing education is a field of dynamic changes and is an ongoing process in which faculty strive to assist students in developing the knowledge, skills, and attitudes necessary to ensure excellence.