STATEMENT OF GENERAL BELIEFS

The philosophy of the Indiana University Kokomo School of Nursing is consistent with the mission and purposes of Indiana University and Indiana University Kokomo. Faculty of the Indiana University Kokomo School of Nursing believes that the education of our students is our primary mission. In accordance with Indiana University Kokomo, the School of Nursing faculty supports a strong commitment to excellence in instruction, scholarship through research or creativity, educational outreach and service, and activities that enhance the quality of life in the region and the state. Faculty and students share accountability for creating an educational environment that reflects respect for diversity, collaboration, intellectual inquiry, and creativity through the framework of the nursing metaparadigm. Faculty hold the following beliefs.

CLIENT SYSTEMS
Client systems may refer to individuals, families, communities, or populations. No assumption is made regarding the configuration of a client system. The client system is:

- unique and holistic;
- worthy of respect and dignity;
- in a continuous process of growth and development;
- in a dynamic process of self-management of health; and
- capable of exercising choice regarding health needs.

HEALTH
Health is:

- a dynamic biopsychosocial state;
- defined by the client system;
- subjectively and objectively manifested by client systems;
- dependent on the interrelated functioning within and responses to the internal and external environments; and
- benefited by nursing’s facilitation through the use of the nursing process and collaboration with other professions.
NURSING

Nurses:
- use the nursing process to guide the delivery of nursing care within the healthcare system;
- assist client systems in accomplishing goals in relation to health promotion, health maintenance, health restoration, and health rehabilitation;
- interact with client systems based on differentiated levels of practice;
- develop in a collaborative manner nursing care which is:
  - safe and effective;
  - culturally competent;
  - legal and ethical;
  - developmentally appropriate; and
  - cost effective;
- demonstrate competencies of:
  - cognitive, psychomotor, and affective skills;
  - client system advocate;
  - negotiating;
  - teaching;
  - communicating;
  - clinical reasoning; and
  - informatics;
- function as:
  - care providers;
  - care coordinators;
  - inter-professional team members;
  - professionals; and
  - life-long learners;
- facilitate:
  - self-managed health;
  - health with client systems in varied environments;
  - effective responses of client systems to actual or potential health problems in a holistic, caring manner; and
  - transitions of care.
ENVIRONMENT
Environment includes internal components, which occur within the client system and external components, which occur outside the client system. Environment is dynamic, diverse, multi-dimensional, and interactive.

EDUCATIONAL ENVIRONMENT
The educational environment is:
- designed to facilitate learning through the curricula, teaching methodologies, learning theories, and assessment and evaluation processes;
- dynamic and responsive to changing needs of society;
- structured to demonstrate accountability to legitimate stakeholders (learners, faculty, client systems, the professions of nursing and higher education and governing agencies);
- comprised of resources which influence the teaching/learning processes;
- facilitated in a diverse, collegial, and supportive environment; and
- composed of teaching and learning.

Teaching
Teaching is a multi-dimensional process which includes:
- creation of a learning environment through the creative use of self;
- utilization of theoretical frameworks and research;
- dissemination of knowledge and skills;
- facilitation of discovery and creativity;
- integration of student experiences and cultural relevancy;
- application of problem-solving, critical thinking, clinical reasoning, and ethical decision making processes within a technology enriched environment;

Learning
“Learning is the acquisition of new, or modification and reinforcing of existing knowledge, behaviors, skills, and values” (https://www.boundless.com/definition/learning/). The student demonstrates achievement of program outcomes using cognitive, psychomotor, and affective domains.