



Universidad Interamericana de Puerto Rico
Recinto de Aguadilla
Departamento Ciencias de la Salud

Nursing Program Philosophy

The Nursing Program operates under the organizational structure and governance of the Inter American University of Puerto Rico. In harmony with the University's mission and goals, the Program seeks to prepare nurses that are able to offer competent, sensitive, efficient, safe, and quality nursing care to persons, families, and the community.

The Nursing Program's philosophical statements evolve from the faculty's set of beliefs about the concepts of **person, society, health, nursing, and education.**

The **person** is a holistic by nature, complex, unique, and dynamic being with values, rights, and dignity. His capacity to learn from experiences allows him to adapt and participate in self-care and regulate his state of well-being to an optimal level of functioning. The person is the center of the nursing care, and the epistemology of the nursing profession. The client is the person, family, and community that are interrelated social entities.

Society is comprised of diverse, dynamic and organized structures that transmit attitude, beliefs, values, and norms of conduct through a socialization process that forms its culture. Society includes all the settings in which nursing interacts, as well as the historical, political, and economic conditions and culture in which the nursing profession evolves. The person and society are mutually affected.

Health is a dynamic state that integrates wellness influenced by internal and external environmental factors, social support structures, and cultural diversities on its expressions of values and beliefs. It requires the constant integration of adaptation processes as regulatory mechanisms that promote, restore, and maintain the person's state of wellness. Health is an inherent potential and a right that every human being holds. The person fluctuates within a dynamic and continuum equilibrium that allows him to reach an optimal functional wellness. This integrated functioning manifests itself through human responses. Dysfunction in human development, self-realization, and inability to reach full potential, make the person, the family, and the community susceptible to health problems that require interventions from nursing and other health-related fields.

Nursing is an essential humanistic service with a body of knowledge, skills and attitudes, an art and science discipline, with well-defined goals that are integrated into the professional

practice. Its objective is the diagnosis and the treatment of human responses in an effort to prevent illness and complications. Nursing promotes, maintains, and restores wellness to an optimal state, or helps the person face the dying process with dignity. Nursing actions are based on evidence, scientific research and on interdisciplinary collaboration, allowing for sharing decision-making while providing quality care. It provides health care focused on the person, the family, and the community through a diversity of intrinsic nursing roles in different settings. The nursing practice requires independent actions and collaboration with other members of the health team to accomplish expected health outcomes.

Education is a dynamic, continuous, and multidirectional process of social interaction that promotes the development of the person. It involves changes in cognitive, affective, and psychomotor skills, which facilitate the development of the person's potential, and the achievement of his goals at his own pace. This process uses innovative trends in the preparation of the health-care professional. Learning is an active process that belongs only to the learner and is evidenced through behavioral changes. The nursing educator establishes the climate, the structure, and the dialog that facilitates the student's learning processes. The faculty believes these principles apply to nursing students as well as to health care clients.

Faculty also believes in learning a body of knowledge based on natural and psychosocial sciences, general education, and nursing discipline. Education should respond to the needs of a global, competitive society in which high technology provokes accelerated changes. The faculty believes in fostering and facilitating education mobility of students by offering an articulated curriculum with vertical mobility and multiple or flexible options for entering and exiting the Program. The curriculum is designed to progress from simple tasks to complex ones with a minimum of repetition in content and experiences, and to prepare students with the specific competencies required for the associate or baccalaureate degrees.