Lackawanna College

ASN Nursing Program

ASN Nursing Program’s Philosophy (effective 12/19)

The philosophy of the Associate in Science in Nursing Program holds certain beliefs that nursing education should be a vital component of Lackawanna College. The faculty agrees that the philosophy and objectives of Lackawanna College’s mission support the diverse educational necessities of the community. In reinforcing the objectives of Lackawanna College, the Associate in Science in Nursing prepares a nursing graduate for immediate entrance into the workforce and provides courses that may be acceptable for future advanced educational opportunities and academic development.

The faculty believes that the uniqueness and complexity of humans relate to biological, sociological, communication, and psychological needs that vary during one’s life. Health for humans is defined as an individualistic process of well-being and a right for every individual. The interdisciplinary healthcare team should collaboratively provide a diverse array of health services for individuals. Every individual has the right to energetically partake in the decision-making process of one’s health with the interdisciplinary healthcare team.

The faculty believes that nursing works independently and collaboratively with other healthcare disciplines to provide individualistic care that is cost-effective for all individuals. Nursing care should center on health promotion, illness prevention, and holistic care of those individuals who are ill, dying, and disabled while supporting key roles of advocacy, education, and safety.

The knowledge base of the Associate in Science in Nursing is driven by the use of the nursing process to provide and coordinate nursing care for individuals who have simple,
complex, and rehabilitative problems in various healthcare settings. A nursing student uses their acquired knowledge base and skills to oversee and monitor the health status and management of expected and unexpected outcomes for individuals in various healthcare settings.

The nursing faculty believes that a nursing student learns through a variety of avenues and comes into the Associate in Science in Nursing program at different stages of development. Based on those beliefs, the learning process for the nursing student requires a multi-sensory approach to learning, the introduction of content from simple to complex, a composition of cognitive, affective, and psychomotor components, and acknowledging the nursing student’s life experiences and individualities.

Learning is ultimately the responsibility of the nursing student, as demonstrated in the energy, effort, and personal control of their learning activities. The faculty believes in sharing the responsibility to the nursing student’s learning to the extent of being accountable for curricular planning with the development and implementation of an effective learning environment. Emphasis by the faculty will be in developing a nursing conscience that reflects professional, moral, legal, and ethical standards.

In synchronization with existing Lackawanna College continuing education opportunities and with community groups, the nursing faculty responds to learning needs by identifying, planning, and otherwise ensuring implementation of continuing education opportunities for the nursing student. As the healthcare needs of the community change, the faculty believes that a nursing student after graduation should acquire a professional obligation by engaging in continuing education opportunities. This belief is based on the continuing changing needs of the community.