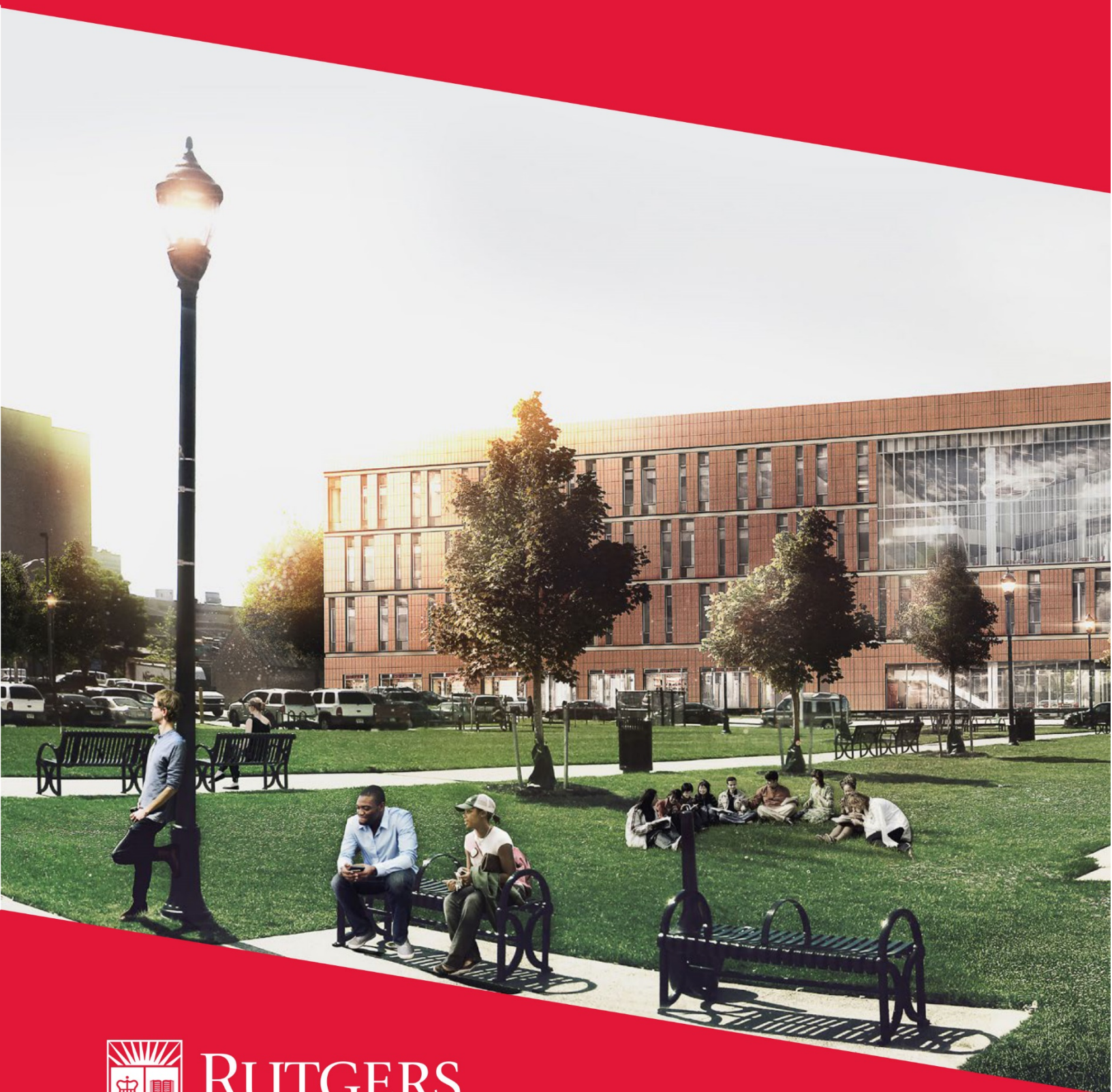


# SHAPING OUR FUTURE

RUTGERS SCHOOL OF NURSING-CAMDEN

STRATEGIC PLAN 2016-2021



## RUTGERS

School of Nursing | Camden

## Introduction

The Rutgers School of Nursing-Camden's strategic planning process was launched on January 16, 2015 and was framed with the core values of Rutgers University–Camden: *prestige, access, innovation* and *impact*. Our *Philosophy of Nursing, Teaching and Learning* reflects the enduring beliefs that guide the School of Nursing–Camden's (SNC) mission, vision, and core values.

## Identity

We are a diverse, inclusive, and engaged learning community of nursing students, educators, clinicians, scholars, scientists and staff. Civic engagement and service learning advance our science and enhance our connection to the communities we serve.

## Vision

To be known for excellence in nursing education, advancements in nursing science, and a vibrant, innovative, and trusting milieu.

## Mission

To educate nurses to become clinically excellent, strong interprofessional team members, visionary advocates and leaders, engaged citizens, and learned members of society.

To build healthy communities, populations and lifelong learners through excellence in our teaching, research, clinical practice, leadership and service endeavors in southern New Jersey and beyond.

## Core Values

Social Justice

Respect

Rigor

Resilience

## We are recognized for . . .

- Approximately 900 enrolled undergraduate and graduate students.
- Faculty: 33 full-time professors and more than 200 part-time lecturers.
- *Nursing and Science Building* opens Spring 2017 with 100,000 square feet of innovative learning space.
- Progressive education focused on population health emphasizes interprofessional learning and team care.
- Clinical simulation in all nursing courses featuring ‘high-tech, high-touch’ technologies.
- Cohort of more than 125 clinical partners with an emphasis on underserved communities.
- *Bridging the Gap* program provides access to a nursing education for financially qualified students.
- Purple-Heart designated campus with pipeline programs for student veterans and paraprofessionals.
- Affordable study abroad courses that incorporate service learning and scholarly exchange around the globe.
- Engaged civic learning across Camden, southern New Jersey, and the greater Delaware Valley.
- Interdisciplinary Honors College and Leadership Institute.
- 2,500 nursing alumni.

## Five-Year Goals

- 1) Production of high impact, well-funded research that advances nursing science, population health, and health care.
- 2) Development of a robust faculty practice.
- 3) Collaboration with [Camden City](#), and selected communities across greater southern New Jersey to bring high quality health care to underserved populations.
- 4) Creation of a School-Based Health Center (SBHC).
- 5) Creation of a *Center for the Study and Practice of Oncology Nursing* in partnership with the [MD Anderson Cancer Center at Cooper](#).
- 6) Development of an interdisciplinary PhD program that prepares nurse scientists to conduct high impact, sustainable, innovative, and interdisciplinary programs of research.
- 7) Designation as a [National League for Nursing \(NLN\) Center of Excellence in Nursing Education](#).

## Philosophy of Nursing, Teaching, and Learning

Our Philosophy of Nursing, Teaching and Learning was originally crafted in 2010 by faculty under the leadership of Carol Germain, EdD, RN, FAAN. It reflects enduring beliefs that guide our mission, vision, and core values.

Nursing is a discipline and a profession that blends its own knowledge base with the knowledge of other disciplines. Because humans are holistic beings, nursing knowledge for professional practice involves—but is not limited to—the synthesis of empirics (science), aesthetics, ethics, and understanding of the self and others. In recognition of this human totality, professional nursing integrates arts and humanities with the findings of nursing research into the more highly developed, evidence-based practice required in a multicultural and global society.

In a free society, access to care—and decision-making regarding one’s care—are rights, not privileges. Nurses, as professional leaders and advocates, have the individual and disciplinary responsibility to increase access to adequate care across the continuum of health promotion, disease prevention, sickness, recovery, rehabilitation, and end of life, especially for underserved populations. Each individual, regardless of economic or social status, has dignity and worth. Each must be recognized as an active participant in his or her health care decisions.

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Consideration about our commitment to  
social justice was provoked when one student stated,  
“We are here to give back to the community that allows us to be here,”  
and when another remarked, “We serve as a force to get well and be well.”  
Thus, **social justice became the fundamental unifying theme**  
informing our strategic directions.

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In addition to collaborating with care recipients, nurses—as autonomous professionals—collaborate with professionals from other disciplines to promote optimal health and wellness among individuals, families, groups, communities, and larger societies. Education for professional nursing is best accomplished in an academic setting that encourages inquiry, discovery, creative thinking, and interaction with students and faculty from other disciplines. Within such a setting, the nurse can gain understanding and awareness of nursing roles and functions in society and become a contributing member through the development of individual potential.

Learning is the acquisition of knowledge and skills that results in behavior change and which nurtures intellectual curiosity. Early in the nursing student’s education, courses in the humanities and in the natural and social sciences are integrated with the study of nursing in order to promote the appreciation of individuals as physical, psychological, socio-cultural and spiritual beings. Advanced nursing education enhances knowledge and skills related to clinical practice, leadership, scholarship, and the science of nursing and healthcare.

As co-learners, faculty and students should mutually respect each other in their designated roles. As role models for clinical practice and professional character, faculty members are responsible for creating a climate that encourages students to think critically, to communicate clearly, and to become increasingly self-directed learners. The faculty facilitates learning for students who possess a wide range of abilities and experiences and guides them in identifying and meeting their learning objectives, in applying what they have learned, and in becoming excellent nurses.



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