PHILOSOPHY

Each person is a unique biological, psychological, social being, who is influenced by and influences environments. Multiple factors including structural forces shape a person's values, opportunities, and outcomes around health and illness. We believe that individual differences are to be respected, free from bias or discrimination. We believe that equity in clinical practice, research, and education is an important goal, for individuals as well as for our broader society.

Individuals have the right to accurate and comprehensible information about their health care and to available resources to enact their health care needs. Individuals have the right to participate in decisions concerning their care and their return to health.

Our diverse society is composed of individuals, families, and communities that share a need for health care. We believe in working toward a society in which all individuals have equal rights and equitable health outcomes.

We believe that improvement in health care will be facilitated through the collaborative efforts of patients[1] and health professionals.

Concern for the highest possible quality of life, respect for human value, and commitment to caring are primary postulates of nursing. Nursing involves an alliance with the patient to promote health, prevent disease, treat selected illness, and maintain or restore function. Advocating for patients and populations is also a part of nursing's role.[2] Nursing services may be provided independently or in collaboration with other health professionals. Nursing draws upon the integration of science and humanism, practice and research. In this regard we are truly a "STEAM" discipline (science, technology, arts, and clinical). We believe that the Yale School of Nursing has an obligation to communicate the leadership capabilities and impact of nursing and midwifery.

Faculty are committed to the advancement of nursing knowledge and the improvement of health care. It is our responsibility to shape the design of health care and nursing education systems, because we believe that improving patient care improves education and, likewise, improving education improves patient care. The character of University life for faculty and students consists of active teaching and learning, clinical scholarship, and research upon which to base current and future education and practice.

We believe that health equity will be improved through sound clinical judgment, scholarship, and research. Those who enter this environment should exhibit a readiness for systematic inquiry and critical thinking, and the ability to contribute to the advancement of nursing knowledge, policy, and impact.

[1] The term "patient" encompasses individuals, families, groups, and communities across the lifespan in various states of health and illness.

[2] American Nurses Association definition of "nursing."