

## MISSION STATEMENT

The mission of the Grossmont College Nursing Program is to educate qualified students to earn an associate of science degree, to successfully pass the NCLEX-RN, and to integrate the knowledge, skills, values, and attitudes essential for entry level nursing practice. Through educational excellence, the nursing programs challenge diverse students to develop sound clinical judgment in an environment that facilitates educational mobility, personal growth, and a pattern of lifelong learning. The Program's primary role is to foster and facilitate the development of nurses who are prepared to provide care in a variety of health care settings to a diverse community in a dynamic evolving health care environment.

## NURSING PHILOSOPHY

### PERSON

The faculty views the PERSON as an individual, a family (significant others), or a community. In the broadest sense, the person is the recipient of nursing care, whether as an individual, family or community. We view the person holistically as a complex physiological and psychosocial being. The psychosocial components interact continuously with the highly interrelated body systems that are the physiological component. We believe that while each person is unique and dynamic, all people share similar hierarchical human needs and develop in identifiable stages throughout their life cycle. This development of person throughout the lifecycle is dynamic and interactive because people, as social beings, both affect and are affected by an internal and external environment.

## ENVIRONMENT

The faculty defines the ENVIRONMENT as the sum of all internal and external factors affecting the health of a person. People maintain or attain health by adapting to environmental and developmental changes across the lifespan. We believe the environment is utilized by the nurse to enhance the patient's health and well being. The nurse interacts simultaneously with many patients from diverse cultural backgrounds and across a variety of environments.

## HEALTH

The faculty supports the World Health Organization's definition of HEALTH as "the state of physical, mental, and social well-being and not merely the absence of disease or infirmity" (World Health Organization, 1948). Health has biological, psychosocial, and environmental facets. People have the right to aspire to an optimal level of health, as well as to maximize the status of their health. Health is a condition in which all functions of the mind and body are appropriately active in attaining individual potential and achieving desired self-actualization.

## NURSING AND NURSE

NURSING is defined as "the diagnosis and treatment of human responses to actual and/or potential health problems) (ANA, 1980, p. 1). The nursing faculty at Grossmont College views these human responses as unmet or potentially unmet needs. Nursing activities include the utilization of critical thinking, clinical judgment, and caring in the application of the nursing process in the giving of direct physical and emotional support, as well as the provision of anticipatory guidance and teaching. The nursing process clarifies the dependent, independent, and collaborative functions of nursing.

The faculty believes that nursing is an art, science, and a dynamic profession in which relationships between nurses and those cared for are essential. The faculty believes the role of the NURSE is one of service, practiced in an ever-changing scope of settings that includes, but is not limited to, acute care, ambulatory care, community-based sites, and the home. It is an applied profession that encompasses the elements of Knowing, Doing and Caring elements providing for them both a focus and a framework.

*Knowing* includes not only nursing knowledge and concepts, but incorporates all applicable areas of physical and social sciences, communication theory, technology, and nursing sciences. A firm knowledge base is essential to use the nursing process.

*Doing* (manual, intellectual, and interpersonal skills) are used to implement the care prescribed by knowledge and the nursing process. *Caring* encompasses both the ability to understand self and others and the willingness to consistently place the welfare of the patient first. We believe that nursing provides an environment that supports individuality, cultural diversity, mutual respect, and dignity for all patients across their life-span while supporting a dignified dying process.

We additionally believe it is essential that the nurse frame the elements of Knowing, Doing, and Caring in ethical practice and state regulations. Ethical practice is defined by the *American Nurses Association Code of Ethics for Nurse* (ANA, revised 2001). The scope of practice and responsibilities for registered nurses is set out in the Nursing Practice Act (NPA) located in the *California Business and Professions Code* (Board of Registered Nursing, 2006).

## Associate Degree Nurse

Within the totality of nursing practice, “the Associate Degree nurse is an accountable, adaptable generalist who is prepared to successfully take the NCLEX-RN and function as a Registered Nurse in diverse care settings. As Registered Nurses Associate Degree Nurse graduates are members of the community of nursing, collaborating with the patient, significant support person(s), and other members of the health care team to assist the client to achieve positive outcomes.” (NLN Educational Competencies for Graduates of Associate Degree Nursing Programs – 2000)

The ADN graduate carries out the complementary and interrelated nursing practice roles of provider care, manager of care, and member within the discipline of nursing (NLN). The curriculum uses the nursing process to fulfill the roles of nursing practice. These assumptions, as well as the core competencies of the National League for Nursing (NLN, 2004), guide the education of the associate degree nurse. The NLN core competencies are integrated into the three roles of the nursing practice: provider of care, manager of care, and member within the discipline of nursing.

The provider of care includes the following assumptions:

1. Utilizes critical thinking and clinical judgment in the application of the nursing process to patient care;
2. Assesses the patient for relevant data.
3. Assesses needs of the patient and significant others from a developmental and cultural perspective;
4. Selects appropriate nursing diagnosis through the analysis of data.
5. Establishes patient centered expected outcomes.
6. Incorporates growth and development when implementing caring nursing interventions.

7. Meets the patients' basic needs to maximize their level of wellness or to support a peaceful and dignified death using evidence based practice.
8. Provides patient education for a diverse population in promoting wellness or restoring health.
9. Utilizes therapeutic communication skills when interacting with patient, significant others and community.
10. Evaluates nursing care and makes to adjustments to assist patients to meet needs and outcomes.
11. Communicates effectively verbally, non-verbally, and in writing or through information technology.
12. Functions in a variety of roles and settings.
13. Demonstrates caring behavior in providing safe care in diverse settings.

The manager of care includes the following assumptions:

1. Makes decisions regarding priorities of nursing care.
2. Delegates some aspects of nursing care and guides other personnel.
3. Manages time and resources efficiently and effectively.
4. Seeks assistance when needed.
5. Collaborates with health team members to provide safe individualized care.
6. Demonstrate accountability of all interactions in the health care environment.
7. Assumes the role of patient advocate.

The member within the discipline of nursing includes the following assumptions:

1. Practices within the scope of the Nurse Practice Act and standards of professional organizations.
2. Practices within parameters of individual knowledge and experience.
3. Using constructivism criticism for improving nursing practice.
4. Practices within the ethical and legal frameworks to guide nursing practice and promotes standards of nursing practice.
5. Recognizes the importance of continued life long learning and participating in professional nursing organizations to enhance knowledge base.
6. Recognizes the importance of nursing research.

#### PHILOSOPHY OF EDUCATION

The faculty believes that education is a process through which a person assimilates knowledge, develops skills, establishes values, and realizes potentials. Learning is individualistic and proceeds in a simple to complex manner and is influenced by the level of development and motivation of the learner. Learning is most meaningful when it relates to the pursuit of an individual's own goals (Knowles, Holton & Swanson, 2005). Students are treated as individuals with unique qualities and learning needs. Faculty respects the diversity of the students and the communities that we serve. The faculty's role is to facilitate the learning process by creating a climate in which optimal learning becomes possible. Students should be appropriately challenged to stimulate inquiry, critical thinking, and synthesis of knowledge. The faculty strives to provide a supportive and challenging learning environment using a variety of instructional strategies to facilitate critical thinking and problem solving.

The teaching-learning process is reciprocal and interactive, with faculty and students sharing the collaborative enterprise of learning, inquiry, teaching, and evaluation. These skills enable our graduates to make decisions and take actions that are consistent with ethical practice, nursing practice standards, and licensing laws. Faculty recognizes its obligation to the community to prepare our students to provide safe quality-nursing care.

### CURRICULUM FRAMEWORK

The schema (Figure 1 Nursing Department Curriculum Framework) depicts the 5 domains of the curriculum framework. The domains include person, health, nursing, environment, and learning. The core concepts are integrated within each course and are progressively developed in depth and complexity throughout the curriculum.

Figure 1 Nursing Department Curriculum Framework



PERSON	ENVIRONMENT	HEALTH	NURSING	LEARNING
<ul style="list-style-type: none"> <li>• Individuals</li> <li>• Families (significant others)</li> <li>• Communities</li> <li>• Physiological</li> <li>• Psychosocial</li> </ul>	<ul style="list-style-type: none"> <li>• Internal Factors</li> <li>• External Factors</li> <li>• Diverse Practice</li> <li>• Diverse Settings</li> </ul>	<ul style="list-style-type: none"> <li>• Holistic needs</li> <li>• Continuum</li> <li>• Lifespan</li> </ul>	<ul style="list-style-type: none"> <li>• Process</li> <li>• Roles</li> <li>• Knowing</li> <li>• Doing</li> <li>• Caring</li> <li>• Critical thinking</li> <li>• Professional Standards</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous</li> <li>• Personal Growth</li> <li>• Lifelong</li> <li>• Knowledge, Skills, Values &amp; Attitudes</li> <li>• Professional Judgment</li> </ul>

The nursing curriculum framework depicts holistic, integrated, and multi-dimensional concepts that encompass the domains of persons, environment, health, nursing and learning.

## PERSON

The person can be an individual, family (significant others), or community that participates in a therapeutic relationship with the nurse. The recipient of nursing care is referred to as the patient.

A person is a patient when there is a need for nursing therapeutic interventions that address holistically complex physiological and psychosocial needs.

## ENVIRONMENT

The environment includes all internal and external facts that affect the health of a person. Patients maintain or attain health by adapting to environmental and developmental changes across the lifespan. The nurse uses therapeutic interventions to enhance the environment to improve the patient's health and well being. The nurse provides care to persons from diverse cultural backgrounds and in a variety of environments.

## HEALTH

Health is not merely an absence of disease but occurs across the lifespan in varying degrees of wellness and illness from health to death. Health has physiological, psychosocial, and environmental facets. Nurses and patients collaborate in promoting the patient's individual potential and achieving desired needs.

## NURSING

Nurses assist patients with their actual or potential health needs by the application of the nursing process. The nursing process is at the center of the Knowing, Doing and Caring of nursing. Nurses use critical thinking, clinical judgment, and caring in giving direct physical and emotional support, as well as the provision of anticipatory guidance and teaching. Nurses are members of a discipline by framing their practice according to the Code of Ethics and Standards of Practice.

Nurses practice in an ever-changing scope of settings to provide and manage care.

## LEARNING

Teaching and learning are interactive, multidimensional processes through which a person assimilates knowledge, develops skills, establishes values, and realizes potentials. Learning is an individualistic, dynamic, continuous, and lifelong process. Learning integrates knowledge and experience with professional responsibility and accountability for nursing decisions and actions using appropriate ethical, professional, and legal standards. Learning to be a registered nurse involves an educational process that teaches knowledge, skills, values, and attitudes and socializes students into the nursing profession.

## EDUCATIONAL OUTCOMES

Upon completion of the program, the Grossmont College Associate Degree Nursing graduate will demonstrate the following roles of the Associate Degree Nurse

### PROVIDER OF CARE:

The graduate has current knowledge in nursing concepts, principles, processes, and skills necessary to make decisions for competent and caring nursing practice in various health care settings by:

Utilizing critical thinking and clinical judgment in the application of the nursing process.

- A. Assessing the patient for relevant data.
- B. Incorporating growth and development when implementing caring nursing interventions.
- C. Meeting the patient's basic needs to maximize their level of wellness or to support a peaceful and dignified death.
- D. Providing patient education for a diverse population in promoting wellness or restoring health.
- E. Communicating effectively verbally, non-verbally, and in writing or through information technology.
- F. Utilizing therapeutic communication skills when interacting with patients.

#### MANAGER OF CARE:

The graduate possesses the knowledge and skills necessary for:

- A. Making decisions regarding priorities of nursing care.
- B. Delegating some aspects of nursing care and guiding other personnel.
- C. Managing time and resources efficiently and effectively.
- D. Seeking assistance when needed.
- E. Collaborating with health team members regarding patient needs and outcomes.

#### MEMBER WITHIN THE DISCIPLINE OF NURSING:

The graduate has acquired the knowledge for professional growth, continuous learning and self-development by:

- A. Practicing within the ethical and legal framework of nursing and promoting standards of nursing practice.
- B. Utilizing resources for life-long learning and self-development.
- C. Using constructive criticism for improving nursing practice.
- D. Recognizing the importance of nursing research.
- E. Recognizing the importance of and participating in professional nursing organizations.
- F. Practicing within parameters of individual knowledge and experience.

### PROGRAM OUTCOMES

The following are outcomes for the ADN program:

1. Seventy percent of students admitted to the program will graduate.
2. The percentage of graduates who pass NCLEX-RN on the first attempt will be above the state average.
3. Ninety percent of the respondents to the graduate survey will reflect employment in various health care settings within a 7-mile radius of Grossmont College.
4. Ninety percent of the respondents to the program's graduate survey will rate the nursing program as satisfactory.
5. Ninety percent of the respondents to the program's employer survey will rate the nursing practice of Grossmont ADN graduate as satisfactory.

Preamble to the Constitution of the World Health Organization as adopted by the International Health Conference, New York, 19-22 June, 1946; signed on 22 July 1946 by the representatives of 61 States (Official Records of the World Health Organization, no. 2, p. 100) and entered into force on 7 April 1948.