

MISSION STATEMENT AND PHILOSOPHY

The Department of Nursing's primary purpose is preparing students to become entry-level Registered Nurses (RNs). The department's goals are aligned with GCC's Mission Statement, as we seek to provide access to the knowledge and experiences needed to prepare the graduate for employment and achievement of individual potential. The college and Department of Nursing are committed to providing experiences for students that foster personal growth and develop essential skills that are critical for success in the modern workplace. This is achieved by creating a challenging, yet supportive, non-discriminatory environment which enables our diverse population of students to attain their educational and career goals.

The curriculum is designed to equip the graduate with the knowledge, skills, and attitudes (KSAs) to function safely within the scope of nursing practice as set forth by the State of California's Department of Consumer Affairs, specifically, the Board of Registered Nursing (BRN). Upon successful completion of the program, graduates are eligible to apply for the state licensure exam.

Generic RN, Career Ladder (LVN-RN), and advanced placement (transfer/foreign nurse graduate) options exist as multiple pathways to goal attainment. Applicants are guided to an option that addresses their specific needs and background.

The nursing faculty also intends to promote and support the development of graduates who are committed to continuing their nursing education, and are an asset to the discipline of nursing, their communities, and society.

With the college mission statement and nursing program goals in mind, we endeavor, throughout all program pathways, to:

1. participate in the process of counseling and assisting interested students preparing for admission to the program;
2. recruit, admit, and retain qualified applicants from diverse backgrounds who progress through the program in a timely manner;
3. maintain consistently high standards of academic achievement;
4. provide students with a variety of resources to promote retention and success;
5. provide and maintain an integrated, current, and consistent curriculum which meets the needs of the student, graduate, faculty, consumer, and health care provider;
6. maintain department protocols that promote student input and participation in class and program governance;
7. produce graduates who attain licensure, apply principles of ethics and research to their practice, and demonstrate entry-level competence in initial employment;
8. remain current as a faculty member in nursing practice and community issues, learning theory, evidence-based practice, and technological advances;
9. foster responsibility to excel in practice, lifelong learning, and commitment to community;
10. provide experiences for students to develop important skills that are critical for success in the modern workplace, such as verbal and written communication, mathematics, the effective use of technology for work and research, and the ability to collaborate with others and conduct their lives with responsibility;
11. provide an extensive array of student services and learning tools, including state-of-the-art technology to assist students in all aspects of their college experience;
12. promote cultural sensitivity and openness to the diversity of the human experience;
13. identify students in need of advisement by initiating an early referral process to develop a plan towards success; and
14. create a supportive, non-discriminatory environment which enables students to reach their educational goals in an efficient and timely manner.

The following philosophy has been written by the Department of Nursing to reflect the nursing mission statement and represents a consensus of their beliefs about nursing and nursing education.

Definition of Terms:

Nursing: The Registered Nurse is an essential member of the interdisciplinary healthcare team. The practice of nursing includes health promotion across the life span as well as the diagnosis and treatment of human responses to actual and potential health problems. As a service, it is practiced in an ever-changing variety of settings that includes, but is not limited to, acute care, ambulatory care, and the home, as well as other community-based sites. Nursing is an evolving and applied discipline with expected proficiency in specific critical competencies. These competencies include culturally-sensitive patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety, and informatics. Each of these competencies encompasses expectations of Knowledge, Skills, and Attitudes (KSAs). The nursing process provides a framework by which these competencies are incorporated into practice and which guides clinical decision-making for safe and quality nursing practice. We believe that nursing is an increasingly essential resource in improving the health of our community and nation.

Health and Health-Illness Continuum: Health is a condition in which all functions of the mind, body, and spirit are appropriately active in promoting individual potential and achievement of desired self-actualization. It has biological, psychosocial, cultural, spiritual and environmental facets. The perception of degrees of health and illness is strongly influenced by culture. The balance between health and illness is a part of the life process, which fluctuates along a health-illness continuum. The appropriate distribution and use of healthcare resources in promoting access to care can optimize health in our community and nation. Maintaining and achieving health is an essential focus of nursing.

People: We view people holistically as complex biological, psychological, intellectual, social-cultural, and spiritual beings. We believe that while each person is unique and dynamic, all people share similar hierarchical human needs from basic survival to self-actualization. All people have inherent dignity and worth as individuals. Within their scope of practice, nurses diagnose and treat human responses to actual and potential health problems. The nursing faculty views these human responses as unmet or potentially unmet basic human needs. Nursing's role is to provide culturally-sensitive patient-centered care to promote health and well-being. Consumers of nursing services include individuals, families, groups, communities, and populations.

Environment: Environment includes internal and external elements that affect human beings. Patient-centered nursing care considers patients/clients in relation to their environment that impacts their health and unmet human needs. The faculty is committed to creating and preserving a learning environment that is conducive to success, which meets the needs of our highly diverse nursing student population.

Nursing Education: The faculty believes that the purpose of nursing education is to prepare graduates with essential nursing knowledge, skills, and attitudes for licensure and entry-level practice. The nursing curriculum builds on foundational knowledge derived from the physical and social sciences. Nursing courses and clinical experiences are sequenced across the curriculum in increasing complexity. Nursing faculty members provide nursing expertise and experience to guide the student in the acquisition of the Knowledge, Skills, and Attitudes needed for optimal patient care in practice. The faculty endeavors throughout the program to guide and encourage students in the appropriate use of existing and emerging technologies in order to provide safe, culturally-sensitive, patient-centered care supported by current evidence. The nursing curriculum has been designed specifically to provide an instructional framework that is consistent with the philosophy.

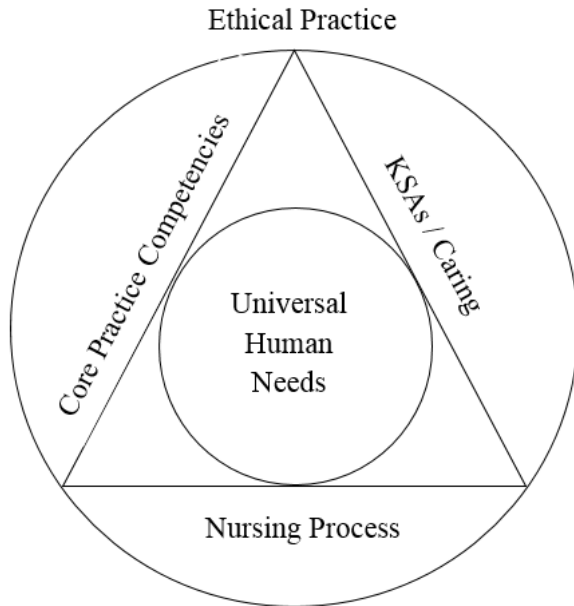
The Teaching-Learning Process: The teaching-learning process is viewed as dynamic and interactive and a responsibility shared by the student and faculty. It requires participation and group discussion in the classroom, resource laboratory, and varied clinical settings. The faculty believes that students are unique individuals who bring a variety of strengths, needs, and life experiences to the learning environment. The faculty also seeks to instill lifelong learning in the students and actively promotes its graduates to achieve higher education and further acquisition of nursing knowledge and skills.

Teaching: The faculty views teaching to be the process to facilitate the acquisition of knowledge, skills, and attitudes. Faculty members serve as role models and facilitators of learning and guide attitude development. Helping students identify learning styles and abilities using Departmental and College resources is seen as central to helping all students achieve their goals. The faculty holds a strong commitment to improving teaching effectiveness, and exploring and integrating the use of various teaching methodologies. The faculty further strongly believes in emphasizing the principles of quality and safe nursing practice.

Role of the Associate Degree Graduate: The faculty believes that associate degree nursing graduates are essential to the healthcare delivery system. It is the primary goal of all nursing career pathways at Glendale Community College to prepare graduates who are equipped to fulfill entry level nursing duties and responsibilities. It does not include advanced or highly specialized practice, but does serve as the foundation for educational advancement in professional practice.

Conceptual Framework:

The accompanying schematic illustrates the relationships that the faculty believes exist among the basic elements of nursing. These elements include universal human needs, nursing process, core practice competencies, knowledge, skills and attitudes (KSAs), caring, and ethical practice.



Nursing Process: The nursing process is a problem-solving method and a cognitive activity that requires both critical and resourceful thinking and serves as the basis for providing nursing care. It is an outgrowth of the scientific method and provides a way or “process” for considering solutions to a patient/client problem. The use of the nursing process promotes the development of clinical judgment - it is learned concretely by the novice but practiced abstractly by the experienced practitioner.

Knowledge, Skills, and Attitudes:

Knowledge is the broad base of information, concepts, and theories gathered from nursing, previously acquired physical and social sciences, and general education coursework. It provides the cognitive and conceptual foundation upon which skills and attitudes are built.

Skills (manual, intellectual, interpersonal) are used to implement the care prescribed by applying experience, knowledge, and observation through the nursing process. Critical thinking skills are essential for sound clinical judgment in nursing practice.

Attitudes are nebulous in nature but often clearly communicated in body language and interaction. The attitudes projected by the nurse in all facets of practice contribute greatly to outcomes. Since attitudes are formed and evolve over time their prominence in nursing education and preparation of nurses is essential. They include, but are not limited to, professionalism, respect, appreciation, valuing, and caring. Caring is an extremely important and indispensable attitude in nursing. It encompasses both the ability to understand self and others and the willingness to consistently place the welfare of the patient first. The attitude of caring is a critical component of providing culturally-sensitive patient-centered care.

Core Practice Competencies: The Quality and Safety Education for Nurses (QSEN) project identifies key competencies in which nurses are expected to demonstrate proficiency. These competencies include the delivery of patient-centered care, teamwork and collaboration, using evidence-based practice, participation in quality improvement, safety, and informatics.

Universal Human Needs: Nursing practice involves the restoring, supporting, and promoting health. “Universal Human Needs” is a hierarchical set of needs shared by all people ranging from basic survival needs to the more complex needs of self-fulfillment. Disruptions in health cause actual or potentially unmet needs which are the focal point of nursing in planning patient-centered care.

Ethical Practice: The professional nurse practices with compassion while respecting the beliefs, values, dignity, and individuality of every patient/client, and strives to protect his/her rights and quality of life through the process of unprejudiced decision-making and problem solving.

CURRICULAR UNIFYING THEME

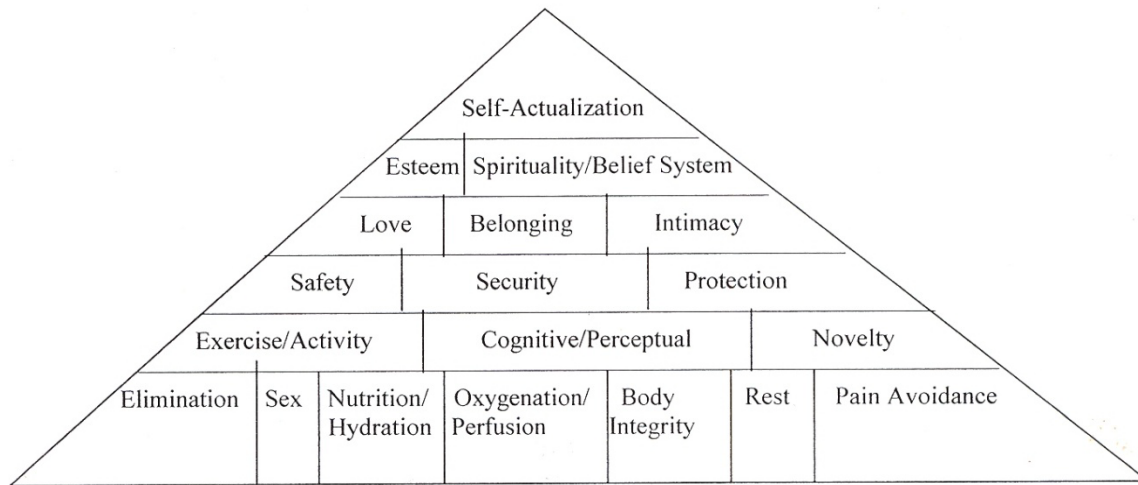
The Unifying Theme is formed by the concepts that connect and provide focus to sequence of courses, which form the curriculum of the Department of Nursing. The faculty has attempted to draw consistently upon their collective philosophy in order to create a curricular framework that not only is consistent with their beliefs about nursing, but is clear and understandable to the nursing student. The human needs hierarchy and the nursing process are central to the Glendale College Unifying Theme.

The Nursing process is a goal-directed, problem-solving method used by nurses, who, by virtue of their education and experience, are uniquely prepared and licensed to exercise its use. The five components of the nursing process are assessment, problem identification, planning, intervention, and evaluation.

Assessment	Assessment is process of gathering, verifying, organizing, and communicating patient/client data.
Problem Identification	The statement of an actual or potential patient/client/family problem.
Planning	The methodical development of an approach, with the patient/family, to achieve specific prioritized outcomes that are realistic, measurable, and with a stated time frame.
Intervention	A nursing activity selected from an organized knowledge base, which may employ psychomotor, cognitive, affective, and/or interpersonal skills to attain specific outcomes.
Evaluation	The ongoing review of care plan effectiveness with subsequent adaptation and modification. Effectiveness is measured by the degree to which desired outcomes have been achieved.

Content is arranged in a simple to complex progression. It is further organized around common health problems and the impact they have on human needs. While the nursing process and human needs are the primary organizing concepts of the curricula, other integrated topics such as ethics/ethical dilemmas, law, communication, information competency, health promotion-restoration, societal-cultural concerns, community, leadership and management, and lifespan growth and development issued are introduced and continued across the curriculum. The hierarchy of human needs, as introduced by Maslow (1943), refined by Kalisch (1983), and further adapted by the nursing faculty, provides an organizing framework which helps the student acquire proficiency in nursing assessment/data collection and prioritization.

The hierarchy can be diagramed as a triangle that depicts human needs on six levels. The bottom of the triangle (first level) contains needs that are most essential for survival and which must be met to a certain degree to maintain life, before needs on the next level can be successfully addressed. Need fulfillment constantly fluctuates throughout life and at different developmental periods different needs may predominate. The desire to fulfill needs serves to motivate the individual toward need fulfillment. The intensity of a need and the extent to which it is met depends upon the individual and individual circumstances. The levels of hierarchy also help the student understand the possibility of growth as physiological needs are met, enabling movement to fulfillment of higher and more individually rewarding needs.



Human Need Hierarchy

Level 1	<u>Physiologic needs of survival</u> are the basic physical needs. These needs must be met at least minimally for life to continue.
Level 2	<u>Physiologic needs for stimulation</u> are biologic needs, which while not essential for continued existence, have significant impact on the quality of life.
Level 3	<u>Safety needs</u> represent the necessity to feel safe and, as such, are both physiological and psychological. They include avoiding harm and physical safety as well as structure, security, and a sense of order.
Level 4	<u>Love and belonging needs</u> are social needs. They reflect the necessity for love and a sense of belonging or closeness. They include a person's ability to maintain affectionate relationships, companionship, and to affiliate or interact with others through involvement with and within various groups.
Level 5	<u>Esteem and spiritual needs</u> include needs which are related to perceptions of individual adequacy. These perceptions of spirituality, worth, competence, adequacy, and prestige come both from external and internal sources. They reflect beliefs and values about others, self, and a higher power.
Level 6	<u>Self-actualization needs</u> include the degree to which the individual is able to achieve potential and grow and improve. These needs are unique, based on individual capabilities, inclinations, and preferences.

The faculty believes that the organization of this Unifying Theme is adaptable to any setting in which the student is assigned and exists at a conceptual level which the novice nursing student can comprehend. It is also believed to be compatible with more advanced and theoretical models of nursing for those students who continue their nursing education at an advanced level.

Kalisch, R. (1983). The Psychology of Human Behavior. Monterey, CA: Brooke/Cole.
 Maslow, A. (1943). A theory of human motivation. Psychol Rev, 50, 370-396