

PHILOSOPHY, MISSION AND GOALS STATEMENT

The associate degree nursing program is an integral part of Heartland Community College and derives its philosophy from the mission and goals of the college. The philosophy guides the faculty in providing quality educational opportunities, which promote self care in communities served by the college.

Orem's Self Care Model is the conceptual framework, which provides continuity and language for the program. The nursing faculty bases the program of education on its beliefs about the human being, the environment, health, nursing, and nursing education.

Human Beings

The faculty believes human beings are capable of holistic self care. Growth and development, culture, and family are universal demands that influence all human beings. Thus, people are at the same time both similar and unique. Each individual possesses free will and has the potential for learning and developing over the lifespan. Adults voluntarily care for themselves while infants, children, the aged, ill, and disabled require complete care or assistance with self-care activities. The faculty believes that all human beings have the right to be treated with dignity and worth.

Environment

The faculty defines the environment as the sum of all internal and external factors affecting the health and self care abilities of all people. The community is recognized by the faculty as the aggregate of locations where people receive care. The faculty believes the environment is utilized by the nurse to enhance the client's health, well being, and self care abilities.

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" (Craven & Hirnle, 1996, p. 246). Human beings have the right to aspire to an optimal level of health, as well as to maximize the status of their health. Self care abilities are determined by the individual's perception of health.

Nurse

The faculty believes the role of the nurse is to assist all human beings to attain an optimal level of self care. "The idea is that the nurse is another 'self.' If the individual is unable to provide self care, the nurse provides assistance" (Orem, 1985, p 19). The faculty believes in Orem's definition of self care. Self care is the scope of activities that individuals initiate and perform on their own behalf in maintaining life, health, and well-being.

Nursing

The faculty believes nursing is an art and science dedicated to promoting self care of individuals and their families. Nursing is defined as “the diagnosis and treatment of human responses to actual and/or potential health problems” (ANA, 1980, p. 1). Nursing activities include the utilization of critical thinking 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.

There are several pathways to nursing education. Heartland Community College supports the journey on these pathways by implementing the State of Illinois articulation policies, which incorporate Certified Nursing Assistant (CNA), Licensed Practical Nurse (LPN), and Registered Nurse (RN). The ADN graduate carries out the complementary and interrelated nursing practice roles of provider of care, manager of care, and member within the discipline of nursing. These assumptions, as well as the core competencies of the National League for Nursing (NLN), guide the education of the associate degree nurse. The NLN core competencies are integrated into the three roles of nursing practice: provider of care, manager of care, and member within the discipline of nursing.

The provider of care will include the following assumptions:

- Utilizes critical thinking in the application of the nursing process to client care;
- Participates in the research modality through problem identification, data collection, and quality control;
- Assesses needs of the client and significant others from a developmental and cultural perspective;
- Selects appropriate nursing diagnosis through analysis of evidence-based information;
- Establishes and implements client centered goals;
- Assesses and evaluates the effects of nursing interventions;
- Develops and initiates client/significant other’s plan of care and teaching plans;
- Functions in a variety of roles and settings;
- Identifies and supports health care needs holistically;
- Demonstrates caring behavior in providing safe care in diverse settings;
- Evaluates client needs in the context of their communities;
- Communicates therapeutically with the client, significant others, and community;
- Establishes health care team coordination through delegation

The manager of care will include the following assumptions:

- Delegates and supervises personnel involved in the care of clients;
- Assesses resources and delivers safe cost effective care;
- Coordinates continuity of care across health care settings;
- Delivers safe individualized care;
- Collaborates for the fair distribution of services and resources to meet optimal client outcomes;
- Participates in the development of positive organizational outcomes;
- Demonstrates accountability of all interactions in the health care environment;
- Assumes the role of client advocate.

A member within the discipline of nursing will include the following assumptions:

- Practices within the scope of the Nurse Practice Act and standards of professional organizations;
- Uses ethical frameworks to guide nursing practice;
- Participates in professional activities to enhance knowledge base and facilitate continued life long learning.
- Participates in the political process as it affects the health care community.

Nursing Education

Associate degree nursing education provides a basic core of knowledge in the behavioral, social, and biological sciences, as well as in nursing theory and technical skills. The faculty believes this education provides the foundation for the associate degree nurse to assist the individual to achieve a positive state of health. The faculty believes nursing education is best accomplished in a collegial environment.

Teaching/Learning

Faculty is committed to the concept that the learner must be actively involved in the learning process. In order for learning to occur, the learner must be open to new experiences and be willing to undergo the process of change. The faculty believes that learning is best facilitated by a curriculum that moves conceptually from simple to complex. Faculty also believes that close correlation of theory and clinical practice enhances learning. The teaching/learning process involves a reciprocal relationship between faculty and students in which there is mutual respect for intellectual exploration, professional development, and personal growth. However, faculty believes the primary responsibility for learning rests with the learner. The goal of the teaching/learning process is the realization of the student's abilities and potential through the utilization of critical thinking.

The faculty believes that a graduate of the Heartland Community College associate degree nursing program is prepared to practice in an entry level professional nursing position. The faculty believes in the concept of lifelong learning. Therefore, the faculty subscribes to the

belief of career mobility based on the opportunity of individuals to change roles in nursing consistent with the individual's motivation and capabilities. Students are given guidance towards pursuing further academic degrees in nursing. The faculty also believes that those individuals who benefit from public education have a corresponding responsibility of service to society.

GLOSSARY

PHILOSOPHY AND MISSION	
Human Beings	Beings who possess free will, have the ability to critically think, et have the potential for learning and developing over their lifespan.
Environment	The physical, socio-cultural, and spiritual norms, customs, and attitudes in which an individual or a group exists. These factors influence the behaviors, belief systems, and interactions within the community.
Health	State of well being in which the person is able to use purposeful, adaptive responses and processes physically, mentally, emotionally, spiritually, and socially in response to internal and external stimuli (stressors) to maintain relative stability and comfort and to strive for personal objectives and cultural goals (Murray & Zentner, 2001, p. 53).
Nurse	A caring, empathetic person who incorporates the art of caring with knowledge gained through education, with a foundation of evidence based outcomes (or scientific based rationales) to assist themselves and others in obtaining the optimal level of self-care. The nurse will use their caring, skill, and knowledge to enhance the lives of others in all areas of the community, encompassing local, regional, and global.
Nursing	The application of special techniques and scientific knowledge to assist one with maintenance of required self-care to sustain life and health, recover from disease or injury and cope with their effects (Orem, 1980, p. 7).
Nursing Education	Provides a basic core of knowledge in the behavioral, social and biological science, as well as nursing theory and application of clinical skills. To assist the individual to achieve a positive state of health.
Teaching/Learning	Use of a multitude of strategies that promote active learning and higher order thinking which involves exploring the foundations, justification, implications, and value of a fact, principle, skill, or concept.
Self-Care	The activities that individuals perform on their own behalf in maintaining life, health and well being (Orem, 1980, p. 6).

CURRICULUM THREADS (STRUCTURAL CONCEPTS)

Communication	A dynamic, learned process by which information, ideas and feelings are exchanged. This interchange is influenced by a person's attitude, socio-cultural background, past experiences, knowledge, and ability to relate to others.
Nursing Process	A systematic method that encourages orderly thought, analysis, and planning when working with clients to decide those things that need to be done to meet self-care. The steps of the nursing process are dynamic and include: assessment, diagnosis, planning, implementation, and evaluation.
Technical Skills	Use of one's knowledge effectively and readily to perform special techniques with coordination and competency.
Nursing Roles Within Legal Parameters	Professional accountability and responsibility to the law and legal issues influencing nursing practice.
Culture/Environment	The sum of beliefs, practices, habits, values, norms, customs, and rituals that are learned from our families and society through socialization.
Professionalism	Is conscientious in actions, knowledgeable in the subject, responsible to self and others; acting with autonomy, following the code of ethics for practice, and using a theoretical body of knowledge leading to defined skills, abilities, and norms. (Potter and Perry, 2001, 380).
Critical Thinking	Self-directed, self-disciplined, self-monitored, and self-corrected thinking which requires strategies that maximize human potential.
Self As Learner	An internally motivated individual who seeks out and acquires information. A person who values and engages in life-long learning.

OTHER TERMS

Caring	The desire, intent, and obligation to serve through the applications of nursing knowledge, skills, values, meanings, and experience.
Wholistic (also spelled Holistic)	A view that individuals are more than the sum of their parts.
Holistic Health	Comprehensive care that considers the physical, intellectual, sociocultural, psychological, and spiritual needs of the person, their response to illness and the effect of illness on the ability to meet self-care needs (Mosby, 2002).
Diversity	Essential differences in people and communities.
Community	Any group of people that can be bound by geographic location, specific boundaries, common interests, problems and/or needs.

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CURRICULUM CONCEPTUAL THREADS

The following threads were identified by the faculty as educational linkages for every course in the nursing curriculum. On the following pages the numbers before each level objective identify the threads incorporated in the objective.

HCC Curriculum Thread	NLN Educational Core Components
1. Communication	Collaboration; Communication
2. Nursing Process	Assessment; Caring Behaviors; Clinical decision Making
3. Technical Skills	Caring Interventions
4. Nursing Roles Within Legal Parameters	Managing Care; Professional Behaviors
5. Culture/Environment	Assessment; Communication
6. Teaching/Learning	Teaching/Learning
7. Professionalism	Managing Care; Professional Behaviors
8. Critical Thinking	Clinical Decision Making
9. Self As Learner	Professional Behaviors

EDUCATIONAL OUTCOMES

Upon completion of the associate degree nursing program the graduate will be able to:

1. evaluate effective communication skills and interactions with clients, families, community agencies, and individual health team members.
2. evaluate provision of care to clients, families, and communities using the nursing process based on Orem's Self-care Model.
3. evaluate evidence-based practice in the performance of technical skills.
4. evaluate the roles of the nurse within the parameters of legal practice.
5. integrate knowledge of culture, family, and growth and development in client care situations.
6. apply teaching and learning principles to selected groups and populations.
7. evaluate the impact of self-concept and personal/professional values on the practice of nursing.
8. integrate critical thinking skills in a variety of situations.
9. enhance personal and professional development as a basis for life-long learning.