MISSION, VALUES, PHILOSOPHY, AND OUTCOME STATEMENTS

Mission

Our mission is to provide access for the local community to quality nursing education within a caring environment. Our goal is to prepare nurses who can successfully practice in a 21st century health care environment and are prepared to be lifelong learners.

Values

The faculty believes the following values to be essential and fundamental to the nursing education program at Heartland Community College;

Caring: Caring is a fundamental part of the nursing profession. All activities are managed in a person-centered way, demonstrating a commitment to act always in the best interest of all (National League for Nursing, 2010).

Critical Thinking: Critical thinking is an intentional process that requires identification and understanding of the current situation by utilizing past experiences as well as current knowledge to develop an action plan that maximizes human potential. Critical thinking includes anticipatory thinking, thinking-in-action, and reflection; additionally, critical thinking involves the flexibility to consider creative or alternative methods for proceeding so personal biases do not guide decisions (The Foundation for Critical Thinking, 2017).

Diversity: A culture of diversity embraces acceptance, respect, and inclusivity. We understand that each individual is unique and recognize individual differences. Diversity is about understanding ourselves and each other and moving beyond simple tolerance to respecting each individual. While diversity can be about individual differences, it also encompasses organizational differences (National League for Nursing, 2010).

Integrity: Integrity is defined as a commitment to five fundamental principles: honesty, trust, fairness, respect, and responsibility. These core principles of integrity create a foundation for success in all of life's endeavors (International Center for Academic Integrity, 2014).

Lifelong Learning: Lifelong learners have a continuing motivation to learn, seek to learn autonomously, read, reflect and work intentionally to deepen their
awareness and knowledge. New learning is challenging, interesting, and worth mastering (Wlodowski, 2008).

**Patient Centeredness:** Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on re. QSEN, 2014, [http://qsen.org/competencies/pre-icensure-ksas/](http://qsen.org/competencies/pre-icensure-ksas/)

**Philosophy**

The associate degree nursing program is an integral part of Heartland Community College and derives its philosophy from the vision, mission, values and goals of the college. The philosophy guides the faculty in providing quality educational opportunities, which promote healthcare in communities served by the college. The nursing faculty bases the program of education on its beliefs about the individual, the environment, healthcare, nursing, and teaching/learning.

The faculty utilize a concept-based model that provides a framework to prepare learners for new instruction and motivates by making meaningful connections for the learner. Through mastery of selected concepts, students are able to develop critical thinking skills, preparing graduates who are highly skilled in the management of patients, families, and communities in an increasingly complex healthcare system (Giddens, Caputi, & Rodgers, 2015). The faculty have identified the domains of individual, healthcare, and nursing to provide the organizational framework guiding the associate degree nursing curriculum. Concepts are organized within each of these domains and learning occurs from simple to complex.

**Individual**

The faculty believes that each individual is complex, unique, and significant, possessing inherent value and worth. Furthermore, the faculty believes each individual deserves access to healthcare and information that allows them to participate actively in their healthcare.

**Environment**

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

**Healthcare**

The faculty defines healthcare as the promotion of wellness, establishment of healthy patient lifestyles, provision of patient-centered care, and relief of distress in individuals, families and communities. Healthcare is provided through
collaboration and teamwork in primary care, secondary care, tertiary care and the public health setting.

**Nursing**

Nursing is an art and science dedicated to promoting the integration and assimilation of knowledge and skills derived from biological, sociological, behavioral sciences, and information technology with a goal to deliver patient and family-centered culturally competent care. Through caring, empathy, advocacy, legal/ethical principles, and the development of therapeutic relationships with individuals, families and communities, the nurse blends the art of nursing with the scientific foundation for nursing practice that utilizes the nursing process and incorporating documented best practice. The nurse functions collaboratively with the interdisciplinary team to assist individuals, families, and communities to reach their maximum health potential through the relief of distress and use of evidence-based practice to promote wellness, prevent illness, restore health and assist in dignified end-of-life care.

**Teaching/Learning**

The 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 believe 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 believe 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.
End of Program Student Learning Outcomes

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

- Integrate critical thinking skills to improve client outcomes in a variety of situations.

- Implement effective communication skills and interactions with clients, families, community agencies, and interdisciplinary team members.

- Integrate data and information technology to formulate clinical judgments.

- Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality patient-centered care in the promotion of health of individuals within a family and community context.

- Implement one’s role as a nurse in ways that reflect integrity, responsibility, and legal/ethical practices.

- Function effectively within nursing and interdisciplinary teams, fostering mutual respect, collaboration, and teamwork to achieve quality patient care.
References


