

PHILOSOPHY

The faculty believes that **nursing** is one of the critically important professions within the health care delivery system and that Practical Nurses play an integral role in assisting patients to attain an optimal level of health. Health is viewed by the faculty as a level of functioning in which an individual or group, such as a family, has achieved a balance between physical, mental, emotional, and social well-being. Practical Nurses are part of a collaborative team of professionals that, within the framework of the nursing process, seek to implement caring behaviors and clinical competence to promote patient selfcare and health.

Nursing practice incorporates knowledge from the biological and social sciences to provide a holistic approach when interacting with individuals, families, and communities. Nurses provide safe, accountable, and effective care to promote, maintain, and restore health, appropriate to the self-care abilities of the patient(s).

Caring is an essential element of all of the interactions in assisting patients to meet their physiological, psychological, sociocultural, and spiritual needs.

The faculty believes that nursing education involves facilitating the students' acquisition of nursing knowledge, skills, and values through guidance, support, mentoring, and encouragement. The faculty assists students to assume individual accountability for their learning and to determine their potential as they prepare to enter the nursing profession.

Students from diverse backgrounds are provided with the opportunity to pursue their academic and professional goals. As active members of the educational process, students learn to apply theoretical principles and develop problem-solving abilities.

The faculty believes that individuals interact, are influenced by, and respond to the environment and other members of the family, community, and society. The environment encompasses all of the surroundings and stimuli that individuals and groups are exposed and respond to, including an emotional atmosphere of harmony or dissonance. Individuals experience changes as they progress through the developmental stages that affect their physiological, psychological, sociocultural, and spiritual well-being. Individuals, as consumers, are participants in the recognition of self-care needs and achievement of their optimal level of health.

Society is composed of a wide variety of individual members and groups. The society exists to support the needs and activities of its individual diverse members within families and communities. Nursing identifies and responds to the health care needs of the individual within the context of the society.

The faculty believes that education is a continual process. Nursing assists in meeting the self-care needs of individuals within the society as it moves forward. This requires the acquisition of updated theoretical knowledge and technological skills and the incorporation of information from a variety of related disciplines. Education provided within a college environment offers opportunities for students to broaden their perspectives by interacting with individuals from other fields. Students are exposed to the availability and value of continued education and articulation to higher levels of nursing. The faculty

believes that it is critical for students to continue their education in nursing, whether formally or informally, in order to provide safe and effective care.

Students build upon a foundation of theoretical knowledge and clinical skills as they move through the curriculum. **Learning** occurs with the integration of knowledge, behaviors, and attitudes that are necessary for assuming the role of a beginning Practical Nurse. The faculty believes that an educational environment needs to be created where teaching methodologies and student activities will promote growth and active participation in the learning process.

Students play an active role in the educational process by taking the initiative to seek out current, relevant information from a variety of sources and disciplines and integrating it into their practice.

The faculty believes that the graduate of the program will demonstrate the ability to function as a new member of the health care team and provide care that is appropriate to the patient's self-care needs and respectful of the individual's dignity as a human being.

Reviewed 3-17

PN PROGRAM GOALS & OUTCOMES

The Practical Nursing Program at Union County College will:

1. Provide educational opportunities for students from diverse backgrounds.
 - a. Students enrolled in the PN program will reflect the diversity of the community.
2. Graduate a beginning practitioner who is competent to assume an entry level nursing position and function within a variety of health care settings.
 - a. Graduates will achieve a minimum pass rate of 80% on the NCLEX-PN licensure examination
 - b. At least 80% of graduates who are interested will assume a position as a LPN within 6 months.
 - c. Employers of graduates will demonstrate satisfaction with the preparation for practice.
3. Promote continual learning and advancement within the profession by encouraging and facilitating articulation to RN programs
 - a. At least 15% of the graduates will be enrolled in RN programs within two years from completion of the PN Program.
4. Offer a career program within a college environment to allow access to resources and services that are available within this setting.
 - a. At least 80% of the students enrolled in the PN program will use one or more of the available academic resources and/or support services.
5. Partner with community agencies to provide educational experiences for students and health care services for the population.
 - a. Affiliation agreements are in place with a variety of health care agencies in the community.
 - b. At least 80% of the graduates identify that clinical experiences assist in their achievement of student learning outcomes.

Reviewed 3-17

CURRICULUM OUTCOMES

The graduate of the Practical Nursing Program will:

1. Provide holistic care to patients from diverse multi-cultural backgrounds, experiencing a variety of self-care needs, within the context of the nursing process.
2. Collaborate with other members of the health care team.
3. Demonstrate accountability by practicing nursing within a legal and ethical framework.
4. Use effective verbal and written communication skills when interacting with patients, families, and other members of the health care team.
5. Assume accountability for personal and professional growth.
6. Apply clinical reasoning in interactions with patients, families, and other members of the health care team.
7. Incorporate contemporary knowledge and tools from nursing and the biological and social sciences into the care provided to patients at different developmental levels throughout the life span.

Reviewed 3-17

Practical Nursing Curriculum Design

The curriculum framework is structured with the core concepts of the nursing process, communication, legal-ethical practice, caring in collaboration, competent care, teaching/learning, critical thinking, community, growth and development, and holistic, multicultural approach. The theoretical basis for the curriculum is Dorothy Orem's theory of self-care, which is woven throughout the Program content. The visual representation of the curriculum is a helix design that reflects upward mobility as students progress through the courses. The helix design demonstrates flexibility in the way in which students may acquire information and achieve curriculum objectives. Students may learn through classroom interactions, skills laboratory practice, clinical experiences in a variety of settings, and independent study, including computerized instruction. The helix increases in complexity as the student moves from general education courses up to recognizing the holistic nature and uniqueness of each client. The higher level student is able to demonstrate critical thinking skills to formulate the plan of care that will foster optimal health in the client. The twisting of the helix symbolizes the connectedness of the client's needs, and the impact of the nurse-client interaction. The helix is opened on the top, which illustrates that learning continues after graduation, whether by formal schooling or continuing education to maintain current knowledge for practice.

Attainment of student learning outcomes in each nursing course is measured through classroom and clinical evaluation strategies, including written and behavioral performance. The learning outcomes flow from the curriculum objectives which are connected to the philosophy of the Program.

