The Nursing Program’s 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.

The Nursing Program’s Philosophy of Nursing

The philosophy of the Grossmont College Associate Degree Nursing Program is based on the nursing metaparadigm of the person, environment, health, and nursing (Fawcett, 1984). It also includes the sub-concepts of Knowing, Doing, and Caring. The concepts and sub-concepts are defined as follows.

- **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 protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations” (ANA, 2015).
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 2015). 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, 2013).

- **Associate Degree Nurse**

Within the totality of nursing practice, the Associate Degree nurse advocates for patients and families; makes judgments in practice based upon evidence; implements the role of the nurse with integrity and sound ethical behavior; is committed to evidence-based practice; has a keen sense of inquiry, and demonstrates caring while providing safe, quality care for diverse patients within the family and community context. (NLN Competencies of the Associate Degree Nurse, 2010).

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, 2000). 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 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 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.

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 Nursing Practice Act and standards of professional organizations.
2. Practices within parameters of individual knowledge and experience.
4. Practices within the ethical and legal frameworks to guide nursing practice and promotes standards of nursing practice.
5. Recognizes the importance of continued lifelong learning and participating in professional nursing organizations to enhance knowledge base.
6. Recognizes the importance of nursing research.

**The Nursing Program’s Philosophy of Education**

The faculty believes in the principles of adult learning and 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**

<table>
<thead>
<tr>
<th>PERSON</th>
<th>ENVIRONMENT</th>
<th>HEALTH</th>
<th>NURSING</th>
<th>LEARNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Individuals</td>
<td>• Internal Factors</td>
<td>• Holistic needs</td>
<td>• Process</td>
<td>• Continuous</td>
</tr>
<tr>
<td>• Families (significant others)</td>
<td>• External Factors</td>
<td>• Continuum</td>
<td>• Roles Knowing Doing</td>
<td>• Personal Growth</td>
</tr>
<tr>
<td>• Communities</td>
<td>• Diverse Practice</td>
<td>• Lifespan</td>
<td>• Caring</td>
<td>• Lifelong</td>
</tr>
<tr>
<td>• Physiological</td>
<td>• Diverse Settings</td>
<td></td>
<td>• Critical thinking</td>
<td>• Knowledge, Skills</td>
</tr>
<tr>
<td>• Psychosocial</td>
<td></td>
<td></td>
<td>• Professional Standards</td>
<td>• Values &amp; Attitudes</td>
</tr>
</tbody>
</table>

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.


Figure 2: Overview of Curriculum Development

1. Philosophy
2. ADN Nursing and the role of education and the adult learner
3. Nursing Program Mission Statement
4. Conceptual Framework
   - Person, Health, Environment, Nursing, Learning at the center, professional standards (QSEN, IOM, National patient safety goals, best practices)
5. Program Outcomes/Graduate Competencies (4)
6. Student learning Outcomes (7)
7. Curriculum Threads and Curriculum Development