

LOS ANGELES HARBOR COLLEGE
Associate Degree Nursing Program

MISSION STATEMENT AND PHILOSOPHY OF THE NURSING PROGRAM

INTRODUCTION

The Associate Degree Nursing Program at Los Angeles Harbor College (LAHC) is part of the larger Los Angeles Community college District (LACCD), which consists of nine campuses. The Nursing Division at Los Angeles Harbor College offers generic and career ladder routes for Registered Nurse Preparation. The Associate Degree Nursing Program is accredited by the California Board of Registered Nursing and the National League for Nursing Accrediting Commission and, as part of Los Angeles Harbor College, the Western Association of Schools and Colleges. The conceptual framework of the nursing program incorporates the Roy Adaptation Model, the Nursing Process, Standards of Competent Performance, and the Educational Competencies for Graduates of the Associate Degree Nursing Programs in its view of person, environment, nursing, and health.

NURSING EDUCATION MISSION AND PHILOSOPHY CONGRUENT WITH LACCD AND LAHC

In an era of civic renewal, economic change, and cultural revitalization that is unprecedented in the history of Los Angeles, the mission of the LACCD is to provide an unparalleled array of educational offerings, including programs that prepare students for successful careers, for transfer to four-year colleges and universities, for the improvement of essential life and work skills, and for civic engagement and life-long learning. Parallel to this, the mission of Los Angeles Harbor College is to offer an environment that fosters learning by providing comprehensive programs that meet the educational needs of students and are appropriate and useful to the community it serves. As essential aspect of the mission for the community it serves is to advance economic growth and global competitiveness through education, training, and services that contribute to continuous workforce improvement and civic responsibility. LAHC is committed to student learning in a supportive, educational environment that recognizes the uniqueness of individuals, provides a center for the cultural enrichment of the community, and seeks dynamic dialog and reflective evaluation and improvement of the institution.

Reflecting the mission of the LACCD and LAHC, the mission of the Associate Degree Nursing Program at LAHC is to educate and prepare a diverse body of students to become safe, competent, and caring Registered Nurses for entry-level positions in community health-care settings while cultivating professionalism, an appreciation for other peoples and cultures, and a desire for life-long learning. To achieve this mission, we strive to create a culture of excellence and support, where students are challenged to meet high educational standards.

PHILOSOPHY OF PERSON AND ENVIRONMENT

The Roy Adaptation Model describes a person as a bio-psycho-social integrated being, continually interacting with his internal and external environment, striving to achieve adaptation and integration. The goals of the human system are survival, growth, reproduction, and mastery. The nature and degree of the person's adaptation is influenced by innate and acquired needs; the ability to cope with internal and external environmental stimuli; and the interrelationship of physiologic, socio-cultural, psychological, spiritual, and developmental variables.

Society, as part of the environment, has the responsibility of contributing to the provision of health care for all members. Individual members of the society have responsibility for self-maintenance of health within the limits of their knowledge and abilities. The health care systems within our society are varied and dynamic, being continually affected by economic, cultural, social, and political influences.

PHILOSOPHY OF NURSING AND HEALTH

Nursing is an art and science. It is a science founded on a professional body of knowledge. It is a learned profession based on an understanding of the human condition across the lifespan and the relationship of a patient with others and within the environment; and it is an art dedicated to caring for others. The practice of nursing means assisting patients to attain or maintain optimal health, or to die with dignity, implementing a strategy of care to accomplish defined goals within the context of a patient-centered health care plan, and evaluating responses to nursing care and treatment. Nursing is a dynamic discipline that is continually evolving to include more knowledge, technologies, and client care activities. (Adopted from NCSBN, 2004).

Nursing facilitates patient adaptation, and views health as a dynamic state and process in which the patient is and is becoming an integrated and whole person to obtain optimal well-being. Nursing acts to promote adaptation in all four modes—physiologic, self-concept, role function, and interdependence. In promoting adaptation, the nurse contributes to the patient's health, quality of life, or dying with dignity.

PHILOSOPHY OF NURSING EDUCATION

Nursing education has as its goal the acquisition of the necessary knowledge, skills, and attitudes to enable the nurse to be qualified, safe, and competent in implementing the nursing process and promoting adaptation in a patient. Graduates of Associate Degree Nursing programs are prepared to successfully take the NCLEX-RN and function as entry-level nurses in diverse health care settings. Graduates are flexible, adaptable, and accountable generalists who contribute greatly to the health care environment.

Nursing education is a dynamic process taking place in a culture of excellence, respect, and support. Nursing students assume accountability and primary responsibility for learning, participating in and completing prescribed learning experiences. Nursing faculty facilitate learning by assisting the student in the problem solving process, evaluating progress of students and guiding them in self-evaluation, and if necessary, alternate learning experiences. The Faculty are responsible for maintaining scholarship in nursing theory, clinical practice, nursing education, and research. The Faculty also maintain and actively participate in partnerships within the community to keep abreast of current practices and needs.

Instructional activities of the education unit are premised on a synthesis of educational theories, namely: Reigeluth's elaboration theory that learning experiences are most effective if they proceed from simple to complex, Spiro's cognitive flexibility principles that advocates a variety of learning activities to support knowledge construction and situational interconnection of knowledge, Dewey's /Kolb's experiential learning theory and cycle that people learn best from their own experiences, Knowles' adult learning characteristics, and the assumption that learning is evidenced by behaviors and behavioral changes.

Nursing education at LAHC utilizes the Roy Adaptation Model, the Nursing Process, Standards of Competent Performance, and the Educational Competencies for Graduates of Associate Degree Nursing Programs as the theoretical basis for planning and delivering client-centered care. Nursing graduates today must be prepared to enter a 21st century health-care system that encompasses increased acuity levels and decreased length of stay, advanced technology and informatics, greater emphasis on managed care, and diverse client populations and settings. Because of this, graduates must be prepared and educated with the necessary skills and competencies that will enable them to successfully function in and contribute to the current health care milieu.

Graduates must possess the ability to identify, respect, and care about patients' differences and diversity and to deliver patient-centered care, which is centered around the needs of patients and which includes coordinating care, relieving pain and suffering, and listening to, informing, communicating with, and educating patients. They must possess leadership and management skills to effectively delegate, supervise, and evaluate assistive

personnel. Graduates must be capable of making clinical decisions based on a thorough assessment of data and be able to utilize evidence-based practice to deliver client care to move patients towards positive outcomes.

Critical thinking is an essential competency that graduates must possess. Today's graduates must also be able to work in interdisciplinary teams and be part of the decision making process. They must continue to be advocates for the patients they serve. They are expected to be technologically literate.

Finally, graduates must be educated and prepared to value a commitment to the nursing profession. They must practice within the legal and ethical standards of the nursing, practice within the limits of their own knowledge and experience, and be accountable for the care they deliver. A dedication to ongoing professional development and lifelong learning is inherent in this professional commitment.

The nursing education program is designed and for and constantly adapting to meeting the needs of our increasingly diverse student population. Students enter our nursing program with their own wealth of knowledge comprised of life experiences, cultures, ethnicities, learning styles, and educational backgrounds. Our supportive environment and services strive to build upon each student's knowledge to create an optimal learning environment to prepare them to enter the nursing profession.

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Adopted 1980; revised 1984, 1989, 1994, 1996, 2000, 2002, 2005

National Council of State Boards of Nursing, 2004: Article II: Scope of Nursing Practice

National League for Nursing, 1990: Educational Competencies for Graduates of ADN programs

National League for Nursing, 2000: Educational Competencies for Graduates of ADN programs.

ANA Standards of Nursing Practice for all Registered Nurses, 2001

Institute of Medicine, Core Competencies Needed for Health Care Professionals, 2003

California BRN: Standards of Competent Performance (1443.5)