

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 program offers generic and career ladder routes for Registered Nurse preparation. LAHC is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC). The Associate Degree nursing program at Los Angeles Harbor College in Wilmington, California, is accredited by the Accreditation Commission for Education in Nursing (ACEN). The most recent accreditation decision made by the ACEN Board of Commissioners for the Los Angeles Harbor College Associate Degree nursing program is Continuing Accreditation.

Nursing Education Mission and Philosophy Congruent With LACCD and LAHC

The mission of the Los Angeles Community College District (LACCD) is to provide students with an excellent education that prepares them to transfer to four-year institutions, successfully complete workforce development programs designed to meet local and statewide needs, and pursue opportunities for lifelong learning and civic engagement. The core values of the LACCD include access and opportunity; excellence and innovation; student learning and success; free inquiry; diversity; equity; community learning; and public accountability.

The mission of LAHC is to promote access and student success through associate and transfer degrees, certificates, economic and workforce development, and basic skills instruction. The college's educational programs and support services meet the needs of diverse communities as measured by campus institutional learning outcomes. The core values of LAHC are student success; excellence; integrity; a supportive environment; personal and institutional accountability; and civic responsibility

Reflecting the mission of the LACCD and LAHC, the mission of the Associate Degree nursing program is to educate and prepare a diverse body of students to obtain the necessary knowledge, skills, and attitudes to continuously improve the safety and quality of their individual performance and of the healthcare system. The nursing program values accountability, commitment, student diversity, personal and program integrity, life-long learning, professionalism, and high academic standards with preparation for a seamless transfer into university degree programs. The nursing program fosters a supportive learning environment for student success.

Philosophy of Person and Environment

The Roy Adaptation Model describes a person as a bio-psycho-social integrated whole, comprised of parts, continually interacting with his/her internal and external environment and striving to achieve adaptation and integration in four modes. 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. This includes people as individuals or in groups (families, organizations, communities, nations, and society as a whole).

The environment consists of all conditions, circumstances, and influences surrounding and affecting the development and behavior of persons and groups. There are three kinds of environmental stimuli: focal, contextual, and residual. Significant stimuli in all human adaptation include stage of development, family, and culture.

Philosophy of Nursing and Health

According to Roy, nurses use specialized knowledge to contribute to the needs of society for health and well-being. Nursing facilitates and expands 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 for individuals and groups in 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. This is accomplished by assessing behavior and factors that influence adaptive abilities and by intervening to expand those abilities.

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 patient care activities. (Adopted from NCSBN, 2004).

Philosophy of Nursing Education

The nursing program curriculum builds upon the foundational knowledge of the physical, behavioral, and social sciences and continues with focused study in the art and science of nursing. Nursing education is a dynamic process taking place in a culture of excellence, respect, and support. The educational theories of cognitivism, adult-learning, and mastery learning allows the faculty to plan for an effective learning environment for students.

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 which are rapidly and constantly changing. Graduates are flexible, adaptable, and accountable generalists who are responsible for contributing to the safety and quality of the health care environment in which they work.

The nursing program firmly believes that graduates must be educated and prepared to value a commitment to the professional behaviors of nursing. They must practice within the legal and ethical standards of nursing at all times, and within the limits of their own knowledge and experience. A dedication to ongoing professional development and lifelong learning is inherent in this professional commitment. This includes pursuing a baccalaureate degree or higher in nursing.

The nursing program faculty, as a whole, are responsible for planning, revising, implementing, and evaluating all aspects of the curriculum. They facilitate learning by developing learning activities utilizing a variety of teaching methodologies; facilitate the development of the problem solving process, critical thinking and clinical reasoning; and develop assessment methods to evaluate student learning outcomes. In order to be effective nurse educators, the faculty is responsible for maintaining scholarship in nursing theory, clinical practice, nursing education, and research. The faculty also maintains and actively participates in partnerships within the community to keep abreast of current practices and workforce needs.

Nursing students assume accountability and primary responsibility for learning, participating in and completing prescribed learning experiences. The nursing education program is designed 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, age differences, gender, cultures, ethnicities, learning styles, generational differences, educational backgrounds, and support systems. The nursing program strives to provide a supportive environment and services to increase awareness of diversity and build upon students' individualism to create an optimal learning environment for student success.

Nursing education at LAHC incorporates the Roy Adaptation Model, the nursing process (according to Roy), the California Board of Registered Nursing (BRN) Standards of Competent Performance (CCR 1443.5, 2011), the National League for Nursing Outcomes and Competencies for Graduates of Associate Degree Programs in Nursing (2010), the Institute of Medicine Core Competencies Needed for Health Care Professionals (2003), and Quality and Safety in Nursing Education (QSEN) (2005) as the conceptual basis for curriculum development and revision. At the completion of the nursing program, student learning outcomes reflect:

Patient Centered Care- the ability to recognize the patient or family as the source of control and full partner in providing compassionate, sensitive, and coordinated care based on respect for the patient's preferences, values, and needs. This includes the ability to appreciate diverse cultural, social, and ethnic backgrounds and to assess and treat pain and suffering in light of the patient values and expressed needs.

Teamwork and Collaboration- the ability to function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care. Graduates must be able to describe the scope of practice and roles of health care team members and recognize the unique contribution that team members make in assisting the patient to achieve health care goals. This requires effective communication and conflict resolution skills.

Evidence-Based Practice- the ability to integrate best current evidence with clinical expertise and patient/family preferences for optimal care. Graduates must be capable of making clinical decisions based on a thorough assessment of data to deliver patient care that moves patients towards positive outcomes.

Quality Improvement- the ability to utilize data to monitor the outcomes of health care processes and use improvement methods to design and test changes to continuously improve the safety and quality of own performance and the greater health care environment.

Safety- the ability to minimize the risk of harm to patients and families through individual and system effectiveness. Critical thinking is an essential competency that graduates must possess in order to make safe clinical decisions.

Informatics- the ability to use information and technology to communicate, manage knowledge, decrease error, and support decision making.

Professionalism- the ability to internalize one's role as a nurse in ways that reflect integrity, responsibility, compassion, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, advocacy, and safe, quality care for diverse patients.

Adopted 1980; revised 1984, 1989, 1994, 1996, 2000, 2002, 2005, 2008, 2009, 2013, 2014, August 2015; 2017

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, 2011)

National League for Nursing 2010: Outcomes and Competencies for Graduates of Associate Degree Nursing Programs

Quality and Safety Education for Nurses (QSEN), 2009-2012