

PHILOSOPHY OF THE NURSING EDUCATION PROGRAM

The Nursing Education Program is based on philosophical beliefs inherent to the practice of nursing and education. The Statement of Philosophy adopted by the nursing faculty is consistent with and supportive of the philosophy and goals of the SDCCD and SDCC.

PERSON

A unique and complex biopsychosocial being having needs that must be met in order to achieve optimal wellness.

ENVIRONMENT

The context in which an individual fulfills their basic needs. This environment consists of physiological, psychological, sociocultural, spiritual, and biophysical components.

HEALTH

The integration of body, mind, and environment resulting in maximum functioning of the individual.

WELLNESS

A dynamic state of being in which an individual's needs are being met.

ILLNESS

An altered state of being in which an individual's needs are not being met.

NURSING

We hold the view that nursing is an art and science based on principles from the biological, physical, behavioral, and nursing sciences. Nursing is client-centered and designed to assist the individual to achieve and maintain maximum functioning throughout their life span. This is accomplished by utilizing the nursing process, assuming designated nursing roles, and applying theoretical knowledge to the practice setting.

We subscribe to the nursing process as a problem-solving framework, which utilizes assessment, nursing diagnosis, planning, implementation, and evaluation to provide quality nursing care. Priorities for nursing care are dictated by needs which are common to all individuals.

We believe that the nurse assumes essential roles in order to promote health of the individual. These roles of practice include: Provider of Care, Manager of Care, and Member Within the Discipline of Nursing. It is the responsibility of the nurse to function within legal/ethical boundaries, and to provide an environment that supports individuality, cultural diversity, mutual respect and dignity.

We recognize the practice of nursing to be based upon a unique body of knowledge derived from a synthesis of multidisciplinary and nursing research. Nursing is an evolving profession which requires a continuing commitment to learning. We recognize the practice of nursing to be a vital influence on health and illness, utilizing dependent, interdependent, and independent actions. Nursing is a practice discipline which involves health promotion, health maintenance, and health restoration.

LEARNER

We recognize that each learner is an adult with unique needs, values, beliefs, experiences and educational backgrounds. The readiness, motivation, culture, and ethnicity of the individual learner influences learning. We believe it is the responsibility of the learner to fully utilize all educational opportunities.

TEACHER

The teacher facilitates learning by offering a variety of learning experiences, assisting learners to critically think, and evaluating their progress. The teacher functions as a professional role-model in the classroom and clinical settings and maintains expertise by engaging in professional growth activities.

TEACHING/LEARNING

Learning is the continuous acquisition of knowledge, skills and attitudes that results in measurable changes in the behavior of the learner. The learning process evolves from simple to complex and from unknown to known.

We believe that learning occurs when the learner perceives educational experiences as meaningful and directed toward attainable goals. We recognize that an effective teaching-learning process is based on consideration of each learner's unique needs. This requires a collaborative effort that recognizes prior educational and experiential learning, identifies individual learning styles, and creates an environment conducive to the learning process.

NURSING EDUCATION

The faculty believe that education for nursing is best accomplished in institutions of higher learning. The coordination of nursing courses with general education courses promotes stimulation of cultural, intellectual, technical and social growth. Learning attitudes are best developed in an interdisciplinary environment that promotes individuality and creativity for realization of maximum potential. We further recognize that the effective utilization of the teaching-learning process must be based on meeting individualized student needs through recognition of prior educational/experiential learning.

We support the view that nursing education must be an integrated program that emphasizes the use of the nursing process to provide care to clients of all ages, at all points along the health-illness continuum, and in a variety of health care settings.

We believe that the function of an Associate Degree Nursing Program is to prepare a beginning level practitioner by providing opportunities for the student to develop the knowledge, skills, and attitudes needed by the registered nurse.

We further believe that the nursing program must provide a variety of learning experiences and support services to facilitate the needs of the individual learner. The program of study is designed to prepare a nurse whose scope of practice includes health promotion, health maintenance and health restoration.

We uphold the ideal that the major purpose of this program in nursing is to provide the education necessary to develop competent practitioners and to provide a base for the continuing development of the graduate as an accountable member of the nursing profession.