

## **WAYNE COMMUNITY COLLEGE**

### **NURSING DEPARTMENT**

## **PHILOSOPHICAL FRAMEWORK**

### **INTRODUCTION**

The faculty of the department of nursing is committed to the mission, goals, and learning outcomes of Wayne Community College. We endorse the concept of open-door admissions to the college. However, we recognize the need for restrictions on the number of students admitted to our nursing programs and for setting admission standards to ensure quality practitioners. The nursing faculty is committed to a learning centered, outcomes-based educational model which encourages students to assume responsibility for their own learning and facilitates achievement of identified program learning outcomes. Learning is defined as the process “by which behavior is changed as individuals acquire and apply knowledge, attitudes, and skills” (WCC Educational Philosophy). The nursing department is responsible for developing and implementing programs which will promote excellence within the nursing profession by educating students at the diploma and associate degree levels to practice competently and safely their respective roles within the legal and ethical framework of nursing. The nursing department identifies the nurse’s roles as provider of care, as manager of care as member of the discipline of nursing, and as a member of the interdisciplinary team. In this manner the nursing department serves the needs of both students and the community.

### **MISSION OF THE DEPARTMENT OF NURSING**

The nursing department is committed to promoting excellence within the nursing profession by educating students at the diploma and associate degree levels to perform competently and safely as entry-level practitioners.

### **PHILOSOPHY OF THE DEPARTMENT OF NURSING**

The philosophy of the nursing department is developed from the faculty’s beliefs regarding the individual, environment, health, nursing, and nursing education.

**Individual** We believe the individual is a dynamic biophysical, psychosocial, and spiritual being with unique needs who interacts constantly with the internal and external environment in an effort to

achieve and/or maintain homeostasis throughout the life span. The individual is viewed as a member of a family, community, and a culturally diverse society.

**Environment** We believe environment is the sum of all internal and external conditions and elements that influence the development and performance of the individual. The environment is constantly changing and may alter an individual's health and/or well-being and require adaptive responses.

**Health** We believe health is a dynamic state of being that moves along a wellness to illness continuum that may culminate in death. Health beliefs, past experiences, biophysical, psychosocial, cultural, spiritual, and environmental factors influence the individual's perception of health and adaptive responses.

**Nursing** We believe that nursing is a client centered "dynamic discipline which includes the assessing, caring, counseling, teaching, referring and implementing of prescribed treatment in the maintenance of health, prevention and management of illness, injury, disability or the achievement of a dignified death." (From N.C. Nursing Practice Act) Nursing assists the individual in the maintenance of a steady state and obtaining an optimal level of health by manipulation of environmental factors that affect levels of health. The focus of nursing is the individual's health as a unique being and as a member of a family and a community.

Nursing achieves its goals through caring behaviors and the processes of critical thinking, clinical reasoning and decision making in the application of the nursing process. The faculty supports the concept of evidence-based practice to guide clinical reasoning and decision making when planning, implementing and evaluating nursing care. The faculty endorses the research roles for various levels of nursing as identified in the American Nurses Association Position Statement: "Education for Participation in Nursing Research" (April 1994). The associate degree nurse is prepared to participate in research activities by helping to identify clinical problems, assisting in data collection within a structured format, and using identified best practices in clinical practice. Faculty believe that the practical nurse is prepared to participate in data collection within a structured format and to implement care based on established best practices as assigned by the registered nurse. The faculty believes that informatics serves as an

infrastructure for evidence-based practice. We believe that it is imperative that the nursing student learn the importance of technology and how it can be used to promote client safety, support evidence-based practices, and help consumers make better health care decisions. The faculty believes that through informatics there can exist better management of knowledge and information, enhanced decision making and communication.

Continuous quality improvement is a process of continually striving to improve the quality of all products and services in order to improve client care. Quality improvement provides a framework for focusing problem-solving efforts and for measuring the effectiveness of interventions. By participating in quality improvement processes, the student can recognize health care as a system; understand how to work within a changing system and how to guide ongoing improvement within the system to better serve client needs.

Nursing is an interactive process and incorporates working with interdisciplinary teams to cooperate, collaborate, communicate and integrate client care and health promotion. Functioning in interdisciplinary teams refers to people with distinct disciplinary training working together as they make different, complementary contributions to client-focused care. Interdisciplinary teams have the potential to provide problem-solving strategies beyond the confines of each discipline's perspective and expertise. Through an interdisciplinary approach to care, clients achieve their maximum level of function in the shortest period of time.

The practical nurse uses a four-step process consisting of assessment, planning, implementation, and evaluation for providing nursing care. The associate degree nurse utilizes a five-step process consisting of assessment, analysis, planning, implementation, and evaluation for providing nursing care. The practical nurse functions dependently and interdependently as a member of a health care team in the care of individuals with common health problems in structured health care settings under the supervision of a registered nurse, physician or other person authorized by State law to provide the supervision. The associate degree nurse functions independently, dependently, and interdependently as a member of a health care team in the care of individuals with common and complex health problems in structured and unstructured health care settings.

**Nursing Education** We believe nursing education is a continuous and dynamic process shared by students and faculty. The nursing curriculum at Wayne Community College provides a foundation of nursing knowledge and practice incorporating concepts from biological and social sciences and general education courses. The curriculum is designed to offer the opportunity through diverse resources, technology and varied learning experiences to acquire the knowledge and skills needed to perform competently and safely as entry-level practitioners and for life-long learning.

The nursing education program considers that individual differences and abilities to learn are based on motivation, potential, and life experiences. Acknowledgment of prior learning and experiences can assist in motivating the student to achieve his/her potential. The student is expected to assume responsibility for learning and thinking critically utilizing the faculty as a resource.

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1/06; 6/06

## WAYNE COMMUNITY COLLEGE

### NURSING DEPARTMENT

#### CONCEPTUAL FRAMEWORK

This conceptual framework provides a systematic ordering of facts, concepts and beliefs that direct the design of the curriculum and that provide a basis on which to evaluate the curriculum. The framework is eclectic and is derived from the philosophy and mission of the nursing program.

The conceptual framework unites the broad concepts of the individual, the environment, health and nursing to provide a conceptualization of nursing education.

Curriculum threads have been identified and developed to form the basis for the nursing programs. They include:

Nursing Process	Basic Needs	Pharmacology
Caring	Teaching/Learning	Management/Supervision
Communication	Growth & Development	Personal Development

The following discussion indicates how these threads are woven within the planned program.

#### **NURSING PROCESS**

The nursing process is the major framework of the curriculum. The nursing process is a scientific, problem-solving method used to deliver quality, individualized, safe nursing care to diverse groups of individuals across the age spectrum. Effective utilization of the nursing process incorporates critical thinking, clinical reasoning and integration of evidence-based practice. These concepts are introduced in NUR 101: Practical Nursing I and NUR 115: Fundamentals of Nursing and expanded throughout the Practical Nursing and Associate Degree Nursing curricula as a basis for clinical decision-making and nursing practice. The nursing process utilizes circular steps for planning and providing nursing care. A four-step nursing process is introduced in NUR 101: Practical Nursing I and is expanded throughout the Practical Nursing program as a basis for nursing practice.

The four components are defined as follows:

“Assessment is an ongoing process and consists of participation in the determination of nursing care needs based upon collection and interpretation of data relevant to the health status of a client.

Planning nursing care activities includes participation in the identification of client's needs related to the findings of the nursing assessment.

Implementation of nursing activities consists of delivering nursing care according to an established health care plan and as assigned by the registered nurse or other person(s) authorized by law.

Evaluation consists of participation in determining the extent to which desired outcomes of nursing care are met and planning for subsequent care.” (From NC Administrative Code, Components of Nursing Practice for the Registered Nurse).

A five-step nursing process is introduced in NUR 115: Fundamentals of Nursing. The five components are defined as follows:

“Assessment is an ongoing process and consists of the determination of nursing care needs based upon collection of data relevant to the health status of a client.

Analysis is the interpretation of data including formulation of a nursing diagnosis.

Planning nursing care activities includes identifying the client's needs and selecting or modifying nursing interventions related to the findings of the nursing assessment.

Implementation of nursing activities is the initiating and delivering of nursing care according to an established plan.

Evaluation consists of determining the extent to which desired outcomes of nursing care are met and planning for subsequent care.” (From the NC Administrative Code, Components of Nursing Practice for the Registered Nurse).

## **CARING**

The act of caring is the foundation on which nursing is built. Caring behaviors are universal and vary among cultures. Nursing incorporates caring interventions in order to protect and enhance individuals' personal worth and human dignity and enable individuals to meet their basic needs. Caring interventions also contribute to health promotion, enhanced quality of life, and achievement of desired outcomes. Caring is guided by compassion, mutual trust, competence and moral and ethical values.

The concept of caring as a central focus of nursing is introduced in NUR 101: Practical Nursing I and NUR 115: Fundamentals of Nursing as students explore each basic need and begin to develop nursing skills to assist clients to meet individual needs. Caring behaviors/interventions are expanded throughout the Practical Nursing curriculum as students provide nursing care for diverse clients across the lifespan who are experiencing alterations in basic needs. In the Associate Degree Nursing curriculum, caring behaviors/interventions are further explored as students develop skill in collecting a health history and performing psychosocial and physical assessments on diverse clients in NUR 133: Nursing Assessment. Caring is emphasized across the curriculum as students increase their knowledge, gain clinical experience and internalize caring as an integral component of professional nursing practice.

## **COMMUNICATION:**

Communication is the exchange of ideas, information, and the expressions of emotions between individuals. The communication process involves collaborative, social, formal and therapeutic interactions which may be verbal or non-verbal. Students are socialized to interdisciplinary practice through classroom and clinical learning experiences. Interdisciplinary practice promotes collaboration between and among staff in the integration of information to identify and appropriately prioritize client care needs. Working as members of the interdisciplinary team, students have the opportunity to develop needed collaboration and communication skills which in turn better prepares them for practice in a clinical setting.

Principles of communication, both therapeutic and non-therapeutic, and the interdisciplinary team are introduced in NUR 101: Practical Nursing I, NUR 115: Fundamentals of Nursing and NUR 133:

Nursing Assessment. They are expanded and emphasized throughout the program as the student is assisted to develop greater expertise in communication skills. In the Practical Nursing curriculum, effective communication receives further emphasis in NUR 102. In the Associate Degree nursing curriculum, therapeutic communication receives greater emphasis in NUR 185: Mental Health Nursing.

The communication process is enhanced by use of information technology which enables the nurse to access and utilize information for implementing nursing care. The faculty believes that nursing students must be educated in the use of informatics as a tool to review, organize, evaluate and communicate information.

Basic information technology concepts are introduced in NUR 101: Practical Nursing I and NUR 115: Fundamentals of Nursing. Informatics is reinforced throughout both nursing programs with computer assisted instruction in the classroom/lab setting and utilization of computerized documentation and medication administration systems in the clinical area.

### **BASIC NEEDS**

The concept of basic needs is derived from viewing the individual as a biophysical, psychosocial, cultural and spiritual being. The individual constantly interacts with an internal and external environment in an effort to meet the following biophysical and psychosocial needs:

#### **BIOPHYSICAL**

Skin and Cell Integrity

Oxygen and Carbon Dioxide Exchange

Cardiovascular Status and Blood Production

Fluid and Electrolyte Balance

Ingestion, Digestion, Absorption, and Elimination

Regulatory

Perception, Coordination, and Movement

Sexuality and Reproduction

#### **PSYCHOSOCIAL**

Psycho: Emotional, Mental

Social: Ethnic, Cultural

Spiritual, Economic

Individual needs and Maslow's hierarchy are introduced in NUR 101: Practical Nursing I, NUR 115: Fundamental of Nursing, and NUR 133: Nursing Assessment. Each basic need is introduced in a health orientation. Assessment techniques and basic nursing skills to promote, maintain or restore health are considered for each need. The significant needs are addressed.

NUR 101 and NUR 115 focus on alterations in basic needs for the individual. In the Practical Nursing curriculum, common alterations continue to be the focus in NUR 102: Practical Nursing II and NUR 103: Practical Nursing III. In the Associate Degree Nursing curriculum, complex alterations are studied in NUR 135: Adult Nursing I, NUR 125: Maternal Child Nursing, NUR 188: Nursing in the Community and NUR 235: Adult Nursing II. In NUR 185, emphasis is placed on alterations in psychosocial needs.

### **TEACHING/LEARNING**

Teaching is a system of activities intended to produce learning. Learning is a purposeful and life-long process which results in changes in cognitive, affective and psychomotor behaviors. In order for learning to take place, there has to be active participation by both teacher and learner.

Principles of teaching/learning are introduced in NUR 101: Practical Nursing I and NUR 115: Fundamentals of Nursing. Throughout the Practical Nursing and Associate Degree Nursing curricula, the student applies these principles as a provider of care. In the Practical Nursing curriculum, emphasis is placed on participation in client teaching/counseling as planned by the registered nurse. In the Associate Degree nursing curriculum, students are expected to assess learning needs, develop, implement, and evaluate teaching for diverse clients/families. Greater emphasis is placed on the teaching responsibility of the nurse during the second year.

## **GROWTH AND DEVELOPMENT**

Growth and Development refers to the biophysical and psychosocial changes which occur throughout the life cycle of the individual.

Concepts about growth and development are based on Erikson's Stages of Psychosocial Development, Piaget's Theory of Cognitive Development and age group norms throughout the life span. Other theories are introduced when pertinent. The basic needs of different age groups are introduced in NUR 101: Practical Nursing I and NUR 115: Fundamentals of Nursing. Alterations in basic needs are considered as the student begins to plan and provide individualized nursing care based on the client's present stage of the life cycle. Growth and Development concepts are further explored in NUR 125: Maternal Child Nursing. In the Associate Degree Nursing program, the concepts are augmented by a life-span growth and development course (PSY 241: Developmental Psychology) offered in the third semester. Growth and development concepts are integrated throughout both the Practical Nursing and Associate Degree Nursing curricula.

## **PHARMACOLOGY**

Pharmacology is the study of drugs and their effects on the body and disease. NUR 117: Pharmacology is taught in the second semester of the Practical Nursing Program. Basic drug classifications, dosage calculations and medication administration are studied and applied in a laboratory setting. These principles are integrated throughout the Practical Nursing curriculum. Administration of drugs in a clinical setting begins in NUR 102: Practical Nursing II. Pharmacokinetics and pharmacodynamics are introduced in NUR 115: Fundamentals of Nursing. Principles of drug administration are studied and applied in a laboratory setting in NUR 115. The study of various drug classifications and drug dosage calculations are integrated throughout the Associate Degree curriculum. Administration of drugs in a clinical setting begins in NUR 135: Adult Nursing I.

## **MANAGEMENT/SUPERVISION**

Management is the process of planning, organizing, directing and controlling human and material resources necessary to achieve client and institutional goals. Supervision is providing guidance for the accomplishment of a nursing task or activity, with initial direction and periodic inspection and evaluation of the actual accomplishment of the task or activity.

Management also includes quality improvement. Quality improvement is a problem-solving process in which health problems are identified, analyzed and resolved through the introduction of changes in practice to achieve identified client outcomes. Participating in quality improvement processes allows the student to critically evaluate the knowledge base to support client care, understand the gap between prevailing practice and best practice, and contribute in closing the gap between prevailing and best practice.

In the Practical Nursing curriculum, general concepts of delegation are introduced in NUR 101. Application of these concepts occurs in NUR 102 and NUR 103. Basic principles of supervision are first introduced in NUR 102. Application of these principles continues in NUR 103 as students observe the Licensed Practical Nurse in the “Nurse-in-Charge Role” in a long-term care facility. In the Associate Degree Nursing curriculum, principles of organizing and directing (including delegation) are first introduced in NUR 115 as students plan and organize care for assigned clients. Application of these principles is expanded in each ensuing nursing course. Principles of management are discussed in NUR 135: Adult Nursing I and expanded in NUR 235: Adult Nursing II with practical application in NUR 235 clinical.

## **PERSONAL DEVELOPMENT**

Personal development is a student-centered thread integrated throughout the curriculum. It begins in the first semester as the student is encouraged to assume responsibility for learning with the assistance of faculty as a resource. The student’s development increases throughout the program as students accept accountability for their actions in providing safe, competent care. The student is assisted to act as client advocate and participate in quality assurance processes which include assessment and

evaluation of client outcomes. Personal development is fostered through independent study, critical thinking, self-evaluation and evaluation by others. By the end of the program, the new graduate should perceive nursing as a dynamic process that requires life-long learning and continued personal development throughout his/her nursing career.

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5/01; 5/04; 1/06;  
6/06; 3/07

Wayne Community College  
Associate Degree Program Learning Outcomes

Upon satisfactory completion of the Associate Degree Nursing program, the new graduate is expected to:

1. Apply the nursing process, critical thinking skills and evidence-based practice to provide individualized, safe and effective nursing care to diverse clients across the lifespan in structured and non-structured settings.
2. Demonstrate caring behaviors when implementing nursing care to diverse clients across the lifespan.
3. Use a variety of communication skills to establish and maintain a therapeutic and/or effective relationship with clients, families, and health care providers.
4. Utilize resources, informatics and technologies in the delivery of nursing care.
5. Assess client/family learning needs; develop and implement ongoing teaching plan based on developmental, educational, psychosocial and cultural differences.
6. Utilize basic management skills of planning, organizing, directing and controlling resources to implement nursing care and quality improvement processes to evaluate and enhance outcomes for diverse groups of clients.
7. Collaborate with client and members of the interdisciplinary team to plan, implement and evaluate the health care plan.
8. Function within the legal and ethical framework of registered nurse practice and demonstrate accountability for own professional growth.

4/85;7/88; 6/96; 5/00;  
5/04,6/06;3/07

Wayne Community College  
Practical Nursing Program Learning Outcomes

Upon satisfactory completion of the Practical Nursing program, the new graduate is expected to:

1. Participate in applying the nursing process and quality improvement activities to provide individualized, safe and effective nursing care in a structured setting under supervision.
2. Demonstrate caring behaviors in implementing nursing care to diverse clients across the lifespan.
3. Use verbal and non-verbal communication skills to establish and maintain effective relationships with clients, families and health care providers.
4. Utilize established policies, procedures, practice and technology in the delivery of nursing care.
5. Participate in the teaching and counseling of clients as assigned by the registered nurse.
6. Organize care for groups of clients.
7. Work cooperatively as a member of the interdisciplinary team in implementing the health care plan.
8. Function within the legal and ethical framework of licensed practical nurse practice and demonstrate accountability for personal development.