

Vision, Mission, Philosophy, and Values of the WWCC Nursing Program (Adopted 2015)

Nursing Program Vision

The Nursing Education program will ennoble the lives of our students and the profession of nursing in the communities we serve.

Nursing Program Mission

It is the mission of the Nursing Education program to:

1. Transform the lives of nursing students to fulfill the increasingly complex role of entry-level professional nurses in the provision of safe, compassionate, culturally sensitive, evidence-based, ethically grounded, and client-centered care;
2. Promote the well-being of a diverse patient population in the evolving healthcare environments of the communities we serve;
3. Facilitate academic progression of our students to the baccalaureate level and beyond to meet the healthcare needs of our communities, state, and nation.

This mission is accomplished in our nursing students, patient populations, and nursing profession by:

1. Providing a supportive, engaging, and progressive learning environment which fosters:
 - a. professional integrity, leadership, a spirit of inquiry and scholarship, collaborative practice, and a commitment to community service
 - b. development into the culture and profession of nursing through adoption of its values, standards, and codes of conduct, and by positive role-modeling of professional behaviors;
2. Preparing well-qualified graduates to meet the needs of a diverse patient population;
3. Collaborating with our community and educational partners.

Nursing Program Core Values

Respect: We believe in the inherent dignity and worth of all human beings and strive to demonstrate mutual respect, courtesy, and consideration in all our interpersonal dealings. We embrace diversity and strive to conduct our program with equity for all. We value collaboration among colleagues and community partners, recognizing the unique contributions of each member.

Excellence: We believe that excellence in nursing means never accepting mediocrity but always striving to do one's best in all nursing roles and deliver the highest level of quality care, first as students and then as nursing professionals. The ultimate responsibility for the development of this superior distinction is owned by the student; however, faculty inspire and cultivate the student's desire to excel by modeling intellectual rigor, a spirit of inquiry, and a commitment to the profession of nursing. The potential for exceptional performance is achieved in a friendly learning environment where diverse learning opportunities, creativity, and innovation – founded on evidenced-based teaching practices – encourage student engagement.

Integrity: We believe that integrity is the wholeness of an individual's character, manifested as consistency between thoughts, beliefs, words and actions. It reflects the universal standards of honesty, fairness, accountability, moral courage, and professional ethics. As nurses and nurse educators, we choose to do the right thing because it is right, even when it is challenging.

Accountability: We believe that we have a duty and an obligation to:

1. maintain and advance professional competence
2. adhere to state nurse practice acts, regulations, standards of practice and ANA's Code of Ethics for Nurses with Interpretive Statements
3. assure quality nursing educational experiences
4. prepare nursing students to be safe and effective nurses
5. foster a sense of responsibility and accountability for the student's own learning and nursing practice
6. acknowledge when you do not know the answer or have made a mistake

In light of these duties and obligations, as nurses and nurse educators we are answerable to others for our judgments, actions, and results.

Caring: We believe that caring is a genuine concern for the health and well-being of another; it embodies a spirit of compassion which moves us to respond to the concerns and needs of those in the communities we serve. It compels us to promote, protect, and advocate for the rights and well-being of others. As caring nurses and nurse educators, we have the privilege of entering into another's life and making a difference.

Stewardship: We value and advocate for the careful and responsible management of fiscal, physical, and learning resources that:

1. promote student success,
2. maintain the well-being of faculty,
3. nurture the development of new nurse educators,
4. accomplish program outcomes,
5. maintain program accreditation,
6. promote the standards of the profession of nursing

We demonstrate stewardship of self by creating a balance between self and professional fulfillment.

Professionalism: We believe that professionalism is a combination of traits, skills, behavior and good judgment. Professionalism includes respect, competence, confidence, accountability, integrity, and etiquette. Students are expected to always maintain and uphold a strong work ethic and decorum whether in class, lab, or a clinical agency. Professionalism embraces the face that we demonstrate to the world while working and in school. It is the face that is present when we are stressed. Nurses by nature work in highly dynamic and stressful environments. Learning how to maintain professional composure is necessary while in school.

Nursing Program Philosophy

The program of Nursing Education at Walla Walla Community College embraces the vision, mission, core themes and institutional values of Walla Walla Community College and has aligned its vision, mission, core values and philosophy statement to be consistent with that of the College.

Humans are spiritual, mental, emotional, physical and social beings. Human beings, possessing free will and capable of growth, have the right to actively participate in the processes that affect their health and well-being.

Environment: The environment is an intricate network of internal and external factors that impact the health of individuals, families and communities. Internal and external factors include, but are not limited to the following:

1. An individual's cognitive development, beliefs, relationships and worldview
2. A society's unique and diverse cultural, ethnic, experiential and socioeconomic background
3. Social, political, and economic systems which impact available resources
4. Healthcare providers' experience and level of knowledge and skill

Health: Health is a dynamic state, ranging from optimal well-being to disease and death. At all points on this continuum, human beings utilize internal and external resources to attain the best possible health, create meaningful experiences, and meet life goals.

Nursing: Nursing is a dynamic profession that provides an essential service to society through its dual components of caring and science. Caring, the heart of the "humane calling" of nursing, embraces spirituality, healing, empathy, human diversity, mutual respect, and compassion. It incorporates communication that demonstrates respect, deep listening, authenticity, and trust. This, in turn, promotes health and healing and builds relationships between nurses and patients. From the caring perspective, nursing may be viewed as a delicate balance of promoting patients' independence and providing assistance during times of dependence.

As a scientific practice discipline, nursing requires the systematic application of knowledge from nursing and related disciplines, a synthesis of critical thinking skills and evidence-based practice, and technological expertise to design, deliver, coordinate, and manage the care for complex individuals, families, groups, communities, and populations in a multicultural and global society. The nursing process, which forms the foundation for clinical decision making, includes the components of assessment, diagnosis, outcomes identification, planning, implementation, and evaluation.

Nurses are witnesses to life's most profound events, especially when people are at their most vulnerable. As such, nurses serve as patient advocates. Through attentiveness to the dignity, value, and culture of their patients (individuals, families, communities, and larger societies), nurses provide direct and indirect patient-centered care throughout the lifespan in a variety of healthcare settings. Patient-centered care occurs within a framework of collaboration between patients and other healthcare professionals to promote optimal health, wellness and agreed-upon outcomes. The nurse fulfills functions of nursing, such as health promotion, health teaching, and health counseling, and uses appropriate resources to plan, manage and provide evidence-based nursing care that is safe, effective, and economically responsible.

Nurses are accountable for their own professional practice, functioning both autonomously and interdependently as a member of the healthcare team. They possess the knowledge and authority to safely delegate nursing tasks to designated team members, assuming accountability for all delegated care. Nurses must be prepared to provide leadership within their practice settings and for the profession as a whole. Nurses promote the image of nursing by modeling the values, standards, and attitudes of the nursing profession.

Nursing Education

The purpose of the Nursing Education program is to prepare graduates with the knowledge, skills and attitudes necessary for licensure and to function as safe, effective, entry-level nurses. In addition, to respond to the increasing demands of a rapidly changing profession in a

technological age, the program provides a pathway for nurses to achieve higher levels of education and training through seamless academic progression.

The faculty design and implement a curriculum and instructional processes which:

1. utilize current technologies
2. reflect educational theory and current, evidence-based teaching practices
3. focus on developing the critical thinking skills and the technical competencies that are essential to entry into professional nursing practice
4. are based on established professional standards and guidelines that reflect contemporary nursing practice
5. are guided by accrediting bodies and national/state governing bodies
6. are regularly evaluated through learning and program outcomes, and revised based on research evidence, the needs of a multicultural society, advances in technology, and the changing healthcare system

The nursing faculty have identified two theories of learning that guide their delivery of the nursing curriculum: Elaboration Theory (Reigluth) and Metacognition Theory (Flavell). Use of Elaboration Theory is observed in the Program's curriculum where simple/chronic/stable care issues are presented first, then the curriculum progresses to nursing care that is complex/acute/unstable in nature. Metacognition Theory is utilized by faculty as they teach students to "think about their thinking." This self-reflection forms the basis for critical thinking and sound nursing clinical judgments

Learning

Learning is a dynamic, interactive process that is accomplished best in a student-centered environment which nurtures intellectual curiosity and scholarly inquiry. The faculty, who serve as role models for professional character and caring/competent nursing practice, recognize that the educational process is a shared experience based on caring, respect, communication, and collaboration. As such, the faculty provides educational opportunities for knowledge acquisition (cognitive, affective and psychomotor), and professional role development while students are encouraged to become increasingly self-directed learners. Throughout the educational process, the student is taught to utilize the sciences, nursing arts, and legal and ethical principles in the provision of holistic care. Excellence in nursing, fostered throughout the program, requires the ability to reason through complex clinical problems, and apply previous knowledge, competencies, and experience to clinical practice.

Learning Environment

Faculty views each student as a unique person with special talents, abilities, needs, and aspirations. Cultural diversity, varying life experiences, and changing socioeconomic factors impact each student's learning experience. Faculty endeavor to provide a student-friendly learning environment that enables students to realize their fullest potential.

Education

Education is a life-long process that affords the learner the opportunity to develop personally, socially, and intellectually. The professional nurse engages in self-reflection and self-evaluation of nursing practice on a regular basis, identifying areas of strength as well as areas in which professional growth would be beneficial. Ongoing professional development is necessary to maintain excellent nursing care, promote the nurse's growth, and continue the advancement of the nursing profession.

Nursing Program Conceptual Framework

Concepts

Nursing practice is an art and science based upon the six foundational concepts of:

1. Nursing Judgment
2. Patient Centered Care
3. Teamwork and Collaboration
4. Informatics and Technology
5. Quality Improvement
6. Professionalism

The concept of safety is overarching and integrated throughout the six foundational concept areas of nursing practice. In addition, concepts and learning activities progress across the curriculum from simple to complex, chronic to acute, and stable to unstable.

Student Learning Outcomes

Within each of the six foundational concepts, there are defined Student Learning Outcomes.

Upon completion of the first year of the Nursing Program, the student is expected to meet End-Level I Student Learning Outcomes. The student has moved from requiring instructor direction in all areas to having gained some independence in performance within the six foundational concept areas of nursing practice.

At the end of the second year of the Nursing Program, the student is expected to meet End-Program (Graduate) Student Learning Outcomes. The student has progressed to near-independent performance within the six foundational concept areas of nursing practice.

Competencies

A student's ability to meet the Level-specific Student Learning Outcomes (SLOs) is evaluated using measurable Competencies. These competencies describe the characteristics of the Student Learning Outcomes in student-focused, measurable terms. In nursing theory courses, these measurable competencies primarily fall within the Cognitive learning domain (Knowledge). By contrast, competencies in practicum courses often fall within the Psychomotor learning domain (Skills). As the student masters the measurable competencies in the Knowledge and Skills domains appropriate to their level of nursing, they are simultaneously developing a deep-seated mindset consistent with professional nursing practice in the Affective learning domain (Attitudes). These competencies are often referred to as the "Knowledge, Skills, and Attitudes or KSAs" that define the Student Learning Outcomes in the WWCC Nursing Program.



Nursing Student Learning Outcomes

Concept	End-Level I Nursing Student Learning Outcomes	End-Level II/End-Program (Graduate) Nursing Student Learning Outcomes
Nursing Judgment	Identify ways in which research/nursing science, current standards of practice, clinical experience, and patient preferences are used to make nursing judgments.	<i>Integrate</i> research/nursing science, current standards of practice, clinical expertise, and patient preferences to <i>formulate sound</i> nursing judgments.
Patient Centered Care	Plan and provide safe, holistic nursing care that is individualized to address patients' diverse preferences, values and needs.	Plan and provide safe, holistic nursing care that is individualized to address patients' diverse preferences, values and needs, <i>and respects their capacity as a full partner with shared decision making.</i>
Teamwork and Collaboration	Effectively use interpersonal communication and management principles when working with health care team members to promote optimal health outcomes and minimize risk of harm.	Effectively use interpersonal communication and management/ <i>leadership</i> principles when <i>collaborating</i> with health care team members to promote optimal health outcomes and minimize risk of harm.
Informatics and Technology	Use technology to obtain and communicate information, enhance patient safety, and support decision-making within professional, ethical, and legal standards.	Use technology to <i>manage</i> and communicate information, enhance patient safety, and support decision-making within professional, ethical, and legal standards.
Quality Improvement	Identify ways to improve the quality, value, and safety of patient care by using data.	<i>Continuously improve</i> the quality, value, and safety of patient care and <i>health care systems</i> by using data and <i>improvement methods to implement and evaluate changes.</i>
Professionalism	Demonstrate professional behaviors that are consistent with moral/ethical and legal principles, that adhere to regulatory guidelines and standard-based care, and which promote the profession of nursing.	