

MiraCosta College
Nursing and Allied Health

Philosophy Statement

The philosophy statement of the Nursing Programs of MiraCosta Community College represents a consensus of nursing faculty beliefs. It incorporates beliefs relative to: 1) nursing; its practice and instruction, 2) people and the patients/clients that the graduates will serve, 3) health, and 4) students engaged in acquiring the skills and knowledge inherent in its practice.

The nurse is a critical member of the healthcare team. Nursing practice and nursing education will continue to evolve over time to meet the changing healthcare needs of society. Nursing care is delivered by varying levels of practitioners with corresponding educational preparation, certificates, and licenses, each with regulated scopes of practice. The varying levels of preparation serve as entry points into a career path and access to a nursing career ladder.

The discipline of **Nursing** is an art and a science which is practiced in a wide variety of settings. The Licensed Vocational Nurse provides care to clients/patients under the direction of a registered nurse or physician. As a member of the health care team the LVN utilizes scientific and technical expertise and manual skills. The realm of the Registered Nurse includes health promotion as well as the diagnosis and treatment of human responses to actual and potential health problems (ANA, 1980). These human responses are regarded as a disruption of bio-psycho-social-spiritual integrity.

The nurse uses the Nursing Process to assist the client/patient to achieve optimum physiological, psychosocial, and spiritual integrity or balance through assessment and management of unmet needs. Effective use of the Nursing Process requires the application of knowledge and utilization of skills and experiences in a caring and ethical manner.

People are complex biological, psychosocial, and spiritual beings that share common hierarchical human needs which, when optimally met, contribute to an overall balance or integrity. The individual is a unique reflection of reciprocal interaction with environment, family, community, and society.

Environment includes all internal and external conditions, circumstances and influences that interact and affect patient integrity.

Health represents a dynamic state of being that is determined by the degree to which human needs are satisfied and physiological, psychosocial, and spiritual integrity is present. It fluctuates along a health-illness continuum and is influenced by the individual's perception of well-being. This unique perception of the individual results from the effects of environment, family, community, society, and developmental level.

Associate Degree Nursing Education is a responsibility shared by the college, educator, and the student. The college provides comprehensive services that support the college mission and help students achieve their educational goals through assessment of skills and abilities, counseling and advisement, tutoring, financial aid, job placement, health services, and learning resources, including technological support. The nursing faculty believes they have a responsibility to be aware of, evaluate, and integrate those technological advances that are found to foster the teaching-learning process and student success. The educator acts as a role model, consistently demonstrating current nursing knowledge and expertise. Learning is facilitated when the educator guides the student to develop critical thinking, problem solving, and communication skills. The nursing student is an adult learner, each with individual learning styles and goals, as well as ethnicity, culture, and diverse life circumstances, all of which influence the learning process.

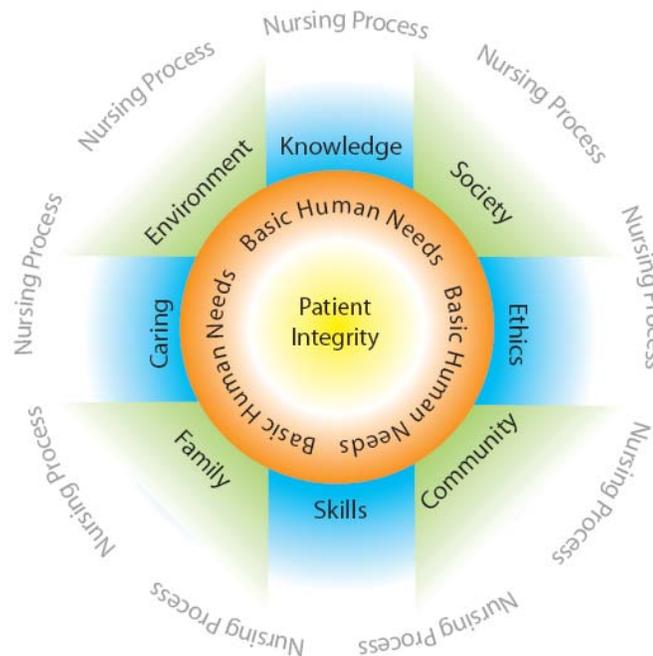
Students are responsible and accountable for their own learning. Learning is an active endeavor. Participation and group discussion in the classroom, resource laboratory, and varied clinical settings are inherent components in nursing education. Students learn in increments, applying previously learned knowledge and skills to new clinical experiences of increasing complexity. Students must utilize knowledge from related disciplines in applying the theoretical knowledge and skills of nursing in the administration of safe and competent nursing care.

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CONCEPTUAL FRAMEWORK

The conceptual framework reflects the philosophy of the MCC nursing programs and forms the foundation for the curriculum design. The framework schematic illustrates that a person continuously interacts on a reciprocal basis with society, family, community and the environment. Individual integrity stems from satisfaction of human needs.

In the healthcare setting the nurse assists the individual to meet human needs. The nursing process forms the foundation for nursing practice which integrates and utilizes knowledge, skills with the qualities of ethics and caring.



Conceptual Framework Schematic

Definition of terms:

Bio-Psycho-Social-Spiritual Integrity – a state of wholeness as reflected by the individual’s self perception of well-being as well as through assessment and evaluation of biological, psycho-social and spiritual balance.

Human Needs – a hierarchy beginning with physiological needs and progressing to the ultimate goal of self-actualization. (see attached Human Needs schematic).

Knowledge – familiarity, awareness, and understanding gained through experience and study of the art and science of nursing and related disciplines.

Ethics – the discipline of evaluating the merits, risks, and social concerns of activities in the field of nursing.

Skills – proficiency and facility acquired and developed through preparation and experience.

Caring – watching over, attending to, feeling and exhibiting concern and empathy for others. It is a force for protecting and enhancing patient integrity.

Environment – includes all internal and external conditions, circumstances and influences that interact and affect patient integrity.

Society – a group of humans broadly distinguished from other groups by mutual interests, participation in characteristic relationships, shared institutions, and a common culture.

Family – two or more people who share goals and values and have long-term commitments to one another.

Community – an interdependent group of individuals and families inhabiting the same region and interacting with each other.

Nursing Process – a cognitive activity that requires both critical and creative thinking and serves as the basis for providing nursing care. This cyclical and ongoing process is made up of the following components:

- **Assessment** - the process of gathering, verifying, organizing and communicating client/patient data.
- **Diagnosis** – the statement of the client/patient problem.
- **Planning** – methodical development of an approach with the patient/family, to achieve specific prioritized goals which are realistic, measurable and time related.
- **Implementation** – a nursing activity selected from an organized knowledge base which may employ psychomotor, cognitive, affective, and/or interpersonal skills to attain specific outcomes.
- **Evaluation** – the ongoing review of care plan effectiveness with subsequent adaptation and modification. Effectiveness is measured by the degree to which desired outcomes have been achieved.

Courses are designed to increase in complexity as the student moves through the curriculum. The integrated threads serve to guide the curriculum by ensuring that common themes needed for nursing practice are addressed throughout.

These threads include:

Nursing Process and Human Needs

Role of the Nurse

Provider and Manager of Care

Member of the Discipline

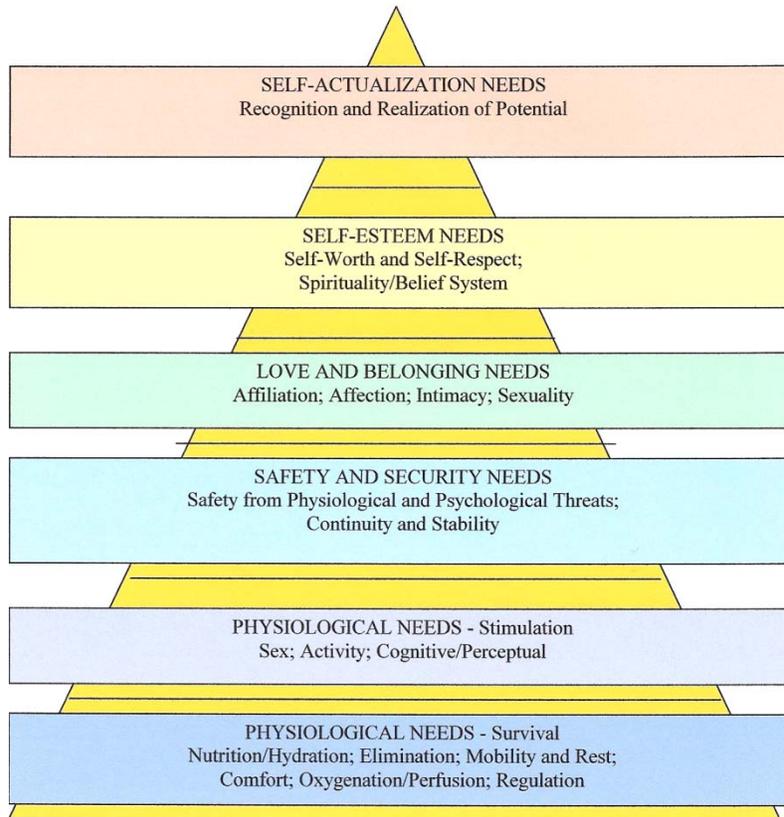
Growth and Development

Communication

Human Diversity (including societal and cultural patterns)

Pathophysiology and behavior related to Health and Illness

Hierarchy of Human Needs



Level 1 – Physiologic Needs – Survival are the basic physical needs. These needs must be met at least minimally for life to continue.

Level 2 – Physiologic Needs – Stimulation are biologic needs with a significant impact on the quality of life but are not essential for continued existence.

Level 3 – Safety and Security Needs represent the necessity to feel safe and, as such, are both physiological and psychological. They include avoiding harm and physical safety as well as structure, security, and a sense of order.

Level 4 – Love and Belonging Needs are social needs. They reflect the necessity for love and a sense of belonging or closeness. They include a person's ability to maintain affectionate relationships, companionship, and to affiliate or interact with others through involvement with and within various groups.

Level 5 – Self-Esteem Needs include needs which are related to perceptions of individual adequacy. These perceptions of spirituality, worth, competence, adequacy, and achievement come both from external and internal sources. They reflect beliefs and values about others, self, and a higher power.

Level 6 – Self-Actualization Needs include the degree to which the individual is able to achieve potential and grow and improve. These needs are unique, based on individual talents, inclinations, and preferences.

Need Hierarch adapted by faculty from earlier foundational work by Abraham Maslow and Richard Kalisch.

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