Nursing Mission, Philosophy, Curriculum Framework and Program Outcomes

The mission and philosophy of the School of Nursing are in agreement with the mission and philosophy of the West Virginia Junior College. The philosophy of the School of Nursing addresses the conceptual basis of the registered nurse curriculum as indicated in West Virginia Legislative Rule 19CSR10.

Mission

The mission of the School of Nursing is to transform lives by providing access to a quality education that will enable the student to obtain employment as a professional, caring nurse. To achieve this mission, the School of Nursing prepares graduates who will competently practice nursing, understanding the significance of evolving healthcare technology, and apply both professional and ethical principles with sensitivity to the diverse needs of individuals, groups and communities.

Philosophy

The faculty, staff, and administration of the West Virginia Junior College School of Nursing believe that all individuals are endowed with basic rights. They further believe that each student has the potential to learn and that, with encouragement and quality instruction, they will grow both personally and professionally.

The faculty of West Virginia Junior College Associate Degree Nursing Program believe that nursing is both a science and an art. We consider the provision of nursing care, and henceforth nursing education, to greatly impact the community. We believe that ethical and moral provisions of nursing care is of utmost importance. The "patient" is defined as any person, family or community that is experiencing an event that impacts their physical, emotional or spiritual well-being. Our faculty share a holistic understanding of health as "peace within". We believe our nursing students are uniquely educated and expertly skilled to positively influence clients toward the promotion of health.

The nursing students at West Virginia Junior College practice competent care that is learned and expanded upon through both didactic and clinical instruction. Education received at West Virginia Junior College prepares the graduate nurse to make complex judgments and to further develop into the competent nurse of the future. The nursing process helps guide the nursing student and to ensure maximum functional achievement for the patient, family and community. We, at West Virginia Junior College, believe that successful nurses must display certain core characteristics. These core characteristics are: empathy, clinical judgment, interpreter and provider of learning to clients, families and communities, acceptance of diversity, and a commitment to lifelong learning. It is through mastery of these core characteristics that students demonstrate the ability to take part in a client's achievement of health.
The curriculum at West Virginia Junior College is based on Jean Watson's Theory of Caring. The ten carative factors are used to contrast with conventional medicine's curative factors in an attempt to lessen the effects of illness, promote comfort and healing and to assist clients to an optimum state of health or a death with dignity.

1. ***The formation of a humanistic-altruistic system of values***
2. ***The instillation of faith-hope***
3. ***The cultivation of sensitivity to one's self and to others***
4. ***The development of a helping-trusting relationship***
5. ***The promotion and acceptance of the expression of positive and negative feelings***
6. ***The systematic use of the scientific problem-solving method for decision making***
7. ***The promotion of interpersonal teaching-learning***
8. ***The provision for a supportive, protective, and (or) corrective mental, physical, sociocultural, and spiritual environment.***
9. ***Assistance with the gratification of human needs***
10. ***The allowance for existential-phenomenological forces***

(Watson, 1985,)

The teaching learning process occurs in a supportive environment of mutual respect and honesty. Students are encouraged to take responsibility for their own learning and act as advocates for themselves as learners as well as their clients. Learners at West Virginia Junior College School of Nursing often take the role of "student as teacher" in order for further comprehension to occur. West Virginia Junior College faculty provide competent guidance to their students in a positive and supportive manner. Our curriculum is reflective of the changing needs of our clients. Furthermore, we believe that faculty act as role models to our students and each other. At our core, is our pursuit of excellence in practice and striving for brilliance in nursing care. The educational aim of the West Virginia Junior College School of Nursing is the development of competent individuals prepared for the NCLEX-RN and subsequent responsibilities as registered nurse. The curriculum concepts are congruent with this goal and these beliefs. The conceptual framework at West Virginia Junior College is Caring. Caring is essential to healing (or wellbeing) and should be the focus of nursing decisions and actions. Central to the Coneptual Framework are the metaparadigm concepts of nursing, person, health, and environment. While the metaparadigm concepts of nursing, person, health and environment form the foundation of the Conceptual Framework, the following integrating concept shape the curriculum: client environment, critical thinking, quality and safety, nursing process, communication, role development, relationship-centered care and collaboration and teamwork. Educating reflective nurse professionals requires a curriculum that incorporates, core characteristics core knowledge, and role development.

Metaparadigm Concepts

Person: The concept of person is introduced in the very first courses of the nursing program and is applied throughout the curriculum through the application of the concept of person in relation to nursing theory and skills and through the application of nursing care of the individual in the clinical arena in relation to the biological-psycho-social-spiritual dimensions of care. The person or client is the direct recipient of all nursing care and basic to the concept of client needs.

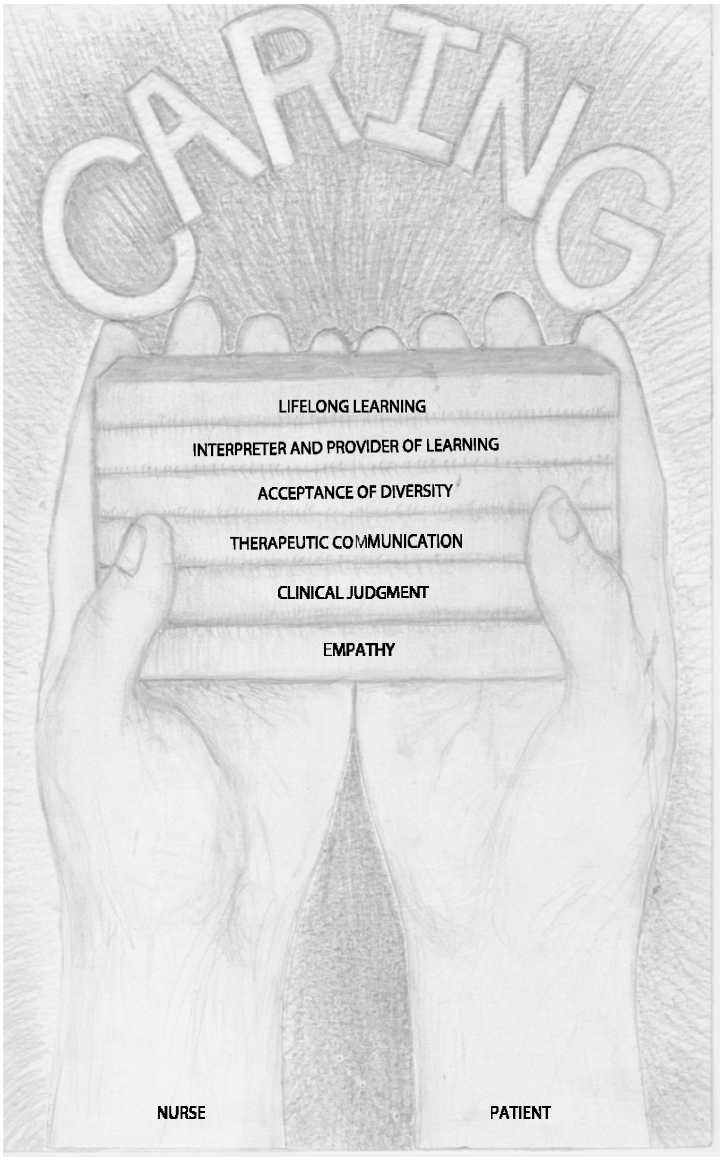
Health: Health, and the promotion of health, is the ultimate goal of nursing and are intertwined throughout the nursing curriculum. The nurse both promotes the health of the client and maintains the health of the client through provision of nursing care based on the art and science of nursing and the physiological and technological sciences. When

the client's prognosis is toward an impending death, the nursing care is toward providing for the client's needs for comfort and promotion of the client's right to a dignified death.
Environment: Environment, both the internal and external environments, has a direct effect on the person, family, or society. Environment is addressed throughout the curriculum beginning with the sciences and included in all nursing classes. The internal environment of physiological and psychosocial integrity and the effect of the environment in the promotion of client health are initially addressed in the general education courses of Anatomy and Physiology, Chemistry, and Microbiology, and the nursing courses beginning with Fundamentals of Nursing I and II. Through evidence-based practice the nurse provides for the client's needs for a safe and effective care environment.
Nursing: The art and science of nursing is taught throughout the nursing curriculum. The science of nursing has its foundation in the physical, biological, technological, and psychosocial sciences, and builds from simple to complex throughout the nursing courses. The art and science of nursing begins with Fundamentals of Nursing I, promoting an understanding of the principles of safe nursing care and providing the foundation for the care of persons with multiple health problems as taught throughout the rest of the nursing curriculum. Nursing, as a profession, provides a safe and effective care environment, provides for psychosocial and physiological integrity of the client, and promotes and maintains health, as its mission and purpose.

Integrating Concepts:

Client Environment: constitutes the internal and external influences that affect or are affected by the person. These influences include, but are not limited to, biological, psychological, and spiritual factors, population density, socioeconomic status, cultural diversity, social values and beliefs, and scientific and technological development.
Critical thinking: an active process of analysis exploring relevant phenomena and making judgments to intervene in a therapeutic manner. This reflexive, transferable process involves the ongoing integration and application of a complex set of abilities.
Quality and safety: uses data to monitor the outcomes of care processes and uses improvement methods to design changes to continuously improve the quality and safety of health care systems. Quality care is safe, effective, patient centered, timely, efficient, and equitable. Safety minimizes risk of harm to patients and providers through both system effectiveness and individual performance.
Nursing Process: is a problem solving approach to the identification and treatment of patient problems whether actual or potential. Effective use of the nursing process requires nursing judgment, which is based on clinical judgment, critical thinking, and integration of best evidence into nursing practice. The nursing process includes assessment, diagnosis, planning, implementation, and evaluation of real or potential patient problems.
Communication: within the context of nursing, is a dynamic and interpersonal process that requires at least one messenger and one receiver. The process, which includes interprofessional collaboration, can be either verbal (oral or written) or nonverbal and is influenced by a person's culture, setting, values, beliefs, and perceptions.
Role development: includes delivering safe care and coordinating care as a member of the interprofessional team. The professional nurse evaluates one's own practice as well as contributes to the support and advancement of the profession. The professional nurse

focuses on continuous self-evaluation and lifelong learning. The nurse who upholds professional roles and responsibilities advocates for quality health care.
Relationship-centered care: is to support people to actively participate in their healthcare decision-making to improve health care outcomes. It can be defined as care in which all participants appreciate the importance of their relationships with one another. In relationship-centered care the relationships between patients and clinicians remain central, although the relationships of clinicians with themselves, with each other and with community are also emphasized
Collaboration and teamwork: is the process of making and carrying out decisions with other people regarding health care and research in a caring context. Knowledge of health-care systems includes an understanding of the organization and environment in which nursing and health care is provided.



Watson's model of caring supports the huge paradigm shift in the field of nursing. The conceptual model of the Associate Degree Nursing Program at West Virginia Junior College is a graphic representation of a paradigm that provides a broad frame of reference for a systematic approach to the phenomena with which the discipline is concerned. The purpose of the model is to explicitly recognize WVJC's vision of nursing that serves as the core of the curriculum. At the base of the model is the nurse-patient synergistic relationship. At WVJC the nurse-patient relationship is seen as essential to excellence in health care and practice. The nurse-patient relationship is the foundation for a caring practice. The nurse, with the patient, creates a health promoting and healing environment. The practice of nursing is viewed as a delicate balance of promoting patients' independence and supporting their dependence. The hands depict the environment and conditions where nursing care is provided and student learning evolves. In this environment, nursing care is provided to individuals, families, groups and communities across the lifespan within the health-illness continuum. In Jean Watson's theory she discusses environment in more abstract terms. She believes, as do the faculty of WVJC that environments should be transformative in nature and caring and healing must be able take place in an environment that the nurse helps create. The nurse helps regulate the environment, making sure all factors for healing are present, such as support, protection and spirituality.

The environment encompasses the core values of empathy, clinical judgment, interpreter and provider of learning, therapeutic communication, acceptance of diversity and a commitment to lifelong learning represented by the books that are held tightly by the hands and the ten fingers which represent the ten carative factors. Caring is the central focus and is viewed as the essence of nursing. Caring is seen as essential to the relationship and enables the nurse and patient to work together to help the patient obtain the optimal level of wellness and surrounds all core competencies. The Core Characteristic of caring/empathy is characterized by genuine, warm, and sensitive providers of nursing care who demonstrate respect for self and colleagues, and healthy self-esteem. These providers use positive communication skills that are growth producing for clients and colleagues.

Core Characteristics

Clinical Judgment: is characterized by having a clear opinion following a period of reflection whereas the term clinical indicates that which is related to the client. In particular, it requires the ability to assess, to reason and to summarize in order to achieve logical deduction. Clinical judgment in itself encompasses a cycle of sensory activities which begins with perceptions and which is followed by cognitive functions associated with the intellectual processing of information through the mental operation of reasoning and judgment.

Interpreter and Provider of learning: is characterized by individuals whom take initiative and responsibility for learning; diagnosing own learning needs, formulating learning goals, identifying resources for learning, choosing and implementing learning strategies and evaluating learning outcomes Teachers provide scaffolding, mentoring, and advising while peers provide collaboration. Through the process learners transfer learning, in terms of both knowledge and skill, from one situation to another thus becoming the provider of learning while applying the nursing processes in the clinical setting to educate both formally and informally.

Therapeutic Communication: is characterized by the use of specific strategies that encourage an individual to express feelings and ideas and that conveys acceptance and respect. Whether working with clients, colleges or peers, the nurse engages in purposeful, nonjudgmental communication directed toward a specific outcome.

Acceptance of Diversity: is characterized by understanding and respecting differences, acknowledging similarities, and embracing and enhancing cultural literacy. One that has acceptance of diversity believes that each individual is unique and moves beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.

Life- Long Learning: is characterized by the provision or use of both formal and informal learning opportunities undertaken throughout life, with the aim of improving knowledge, skills/competences and/or qualifications for personal, social and professional development and improvement. Lifelong learning involves seeking and appreciating new worlds or ideas in order to gain a new perspective as well as questioning one's environment, knowledge, skills and interactions. The most essential characteristics of a lifelong learner are reflection, questioning, enjoying learning, understanding the dynamic nature of knowledge, and engaging in learning by actively seeking learning opportunities.

Caring/Empathy: is characterized by genuine, warm, and sensitive providers of nursing care who demonstrate respect for self and colleagues, and healthy self-esteem. These providers use positive communication skills that are growth producing for clients and colleagues.

The curriculum integrates professional standards and competencies from the NLN Outcomes and Competencies for Graduates of Associate Degree Programs in Nursing, the American Nurses Association (ANA) Scope and Standards of Practice, QSEN, and the West Virginia Board of Examiners of Registered Nurses Guidelines. All the previous, along with the ADN Mission and Philosophy have been utilized to develop the nine (9) Level One Outcomes, nine (9) Level Two Outcomes and the nine (9) End of Program Outcomes. The ultimate goal of the nursing program at WVJC is to graduate mature learners that exhibit the above core characteristics and apply the eight (8) integrating concepts that emerge from those core characteristics.

The program has condensed the six (6) core characteristics and eight (8) integrating concepts into nine (9) end of program outcomes, nine (9) level one outcomes and nine (9) level two outcomes for ease of evaluating the identified behaviors sets across the curriculum in course organization, content, and evaluation strategies. They are as follows:

1. ***Respect the dignity, worth, and uniqueness of self and others as biological, psychological, social, economic, culturally diverse, spiritual beings***

   Level I Outcome:
   Identify the person, family or community as a biological, psychological, social, economic, culturally diverse spiritual being.

   Level II Outcome:
   Incorporate beliefs, interests and needs of clients to provide holistic nursing care across the life span to culturally diverse persons, families and communities

   Integrating Concept: Relationship-Centered Care
   Client Environment
   Core Characteristic: Caring/Empathy
   Acceptance of Diversity

2. ***Provide safe, competent, evidenced based nursing care to individuals, families and communities through promotion, maintenance and restoration of health; prevention of illness while maintaining physical, emotional and spiritual support throughout the life span.***

   Level I Outcome:
   Examine caring and the use of Nursing process to implement safe nursing care to culturally diverse persons, families and communities with varied lived experiences.

Level II Outcome:
Apply the principles of safe nursing care to the care of culturally diverse persons, families and communities in a variety of health care environments

Integrating Concept: Quality and safety
Core Characteristic: Clinical Judgement

3. ***Integrate nursing research into the profession of nursing through the implementation of best practices when providing nursing care to persons across the lifespan***

Level I Outcome:
Identify the need for research findings in nursing practice decisions

Level II Outcome:
Begin to integrate nursing research into the profession of nursing through the implementation of best practices when providing nursing care to persons across the lifespan

Integrating Concept: Nursing Process
Core Characteristic: Lifelong Learning

4. ***Accept responsibility and accountability for the effectiveness of one's own nursing practice and professional growth as a learner, clinician, and leader.***

Level I Outcome:
Identify the accountability for personal and professional conduct within the role of the registered nurse in caring for culturally diverse persons, families and communities

Level II Outcome:
Demonstrate accountability for personal and professional conduct within the role of the student nurse in caring for culturally diverse persons, families and communities

Integrating Concept: Role Development
Core Characteristic: Interpreter and provider of learning

5. ***Practice professional nursing competently in diverse settings, utilizing caring and critical thinking and therapeutic nursing interventions with culturally diverse individuals, families, and communities at any developmental stage***

Level I Outcome:
Identify the principles of safe nursing care for culturally diverse persons, families and communities in a variety of health care environments

Level II Outcome:
Establish a caring, therapeutic relationship, within a culturally diverse population while applying knowledge related to wellness, health promotion, acute and chronic illnesses, disease management, end-of-life care management.

Integrating Concept: Critical thinking
Nursing Process
Core Characteristic: Caring/Empathy
Interpreter and provider of learning

6. ***Utilize the nursing process in the assessment, nursing diagnosis, planning, implementation, ,and evaluation of care of culturally diverse persons, families and communities***

Level I Outcome:
Recognize the role of the registered nurse in the application of the nursing process through assessment, nursing diagnosis, planning, implementation, and evaluation of patient care

Level II Outcome:
Investigate the role of the registered nurse in the application of the nursing process through assessment, nursing diagnosis, planning, implementation and evaluation of patient care

Integrating Concept: Critical thinking
Nursing Process
Core Characteristic: Interpreter and provider of learning

7. ***Apply concepts of leadership, autonomy and management to the practice of professional nursing.***

Level I Outcome:
Examine as a learner the concepts of autonomy and advocacy as they relate to other providers of nursing care.

Level II Outcome:
Apply, as a student, the concepts of autonomy and advocacy in relationships with other health care providers in the advancement of care of culturally diverse persons, families and communities

Integrating Concept: Collaboration and Teamwork
Communication
Core Characteristic: Therapeutic Communication
Lifelong Learning

8. ***Integrate professional caring into practice decisions that encompass values, ethical, and moral and legal aspects of nursing.***

Level I Outcome:
Identify caring as an ethical and moral aspect of nursing.

Level II Outcome:
Utilize caring in the clinician role as it relates to nursing care of culturally diverse persons, families and communities

Integrating Concept: Quality and safety
Relationship-centered Care
Core Characteristic: Empathy/Caring

9. Communicate effectively in interactions with culturally diverse persons, families and communities and other health care providers.

Level I Outcome:
Recognize the principles of caring interpersonal relationships and communication patterns in providing care for culturally diverse persons, families and communities with experiences of wellness and illness

Level II Outcome:
Apply selected principles of caring interpersonal relationships and communication patterns in providing care for culturally diverse persons, families and communities with experiences of wellness and illness.

Integrating Concept: Communication
Teamwork-Collaboration
Core Characteristic: Therapeutic Communication