

Joliet Junior College Nursing Mission and Philosophy

Mission Statement:

The Mission of the Joliet Junior College Nursing Program is to provide an affordable, accessible quality education towards a life- long career in the nursing profession to the diverse population that we serve within our community.

Philosophy:

The purpose of the nursing program is to prepare students to enter into the evolving healthcare system as competent, safe general practitioners. Nursing education is concerned with four major elements: *client, environment, health and nursing*.

Client- The client is the focus of nursing practice. Client includes individuals, families, groups and communities throughout their lifespan. Elements that comprise person are physiologic, psychologic, socio-cultural, developmental, and spiritual.

Environment- The environment includes internal and external physical, chemical, biological, socio-cultural and spiritual factors, which support or threatens the person's ability to maintain homeostasis.

Health- Health is a dynamic state in a person's lifecycle, involving varying degrees of independence and interdependence. It is conceived as a continuum that extends from optimal well being at one end through illness to death at the opposite end.

Nursing- The function of nursing is to help individuals gain and maintain optimal levels of health or to die with dignity. Where health is not attainable, the nurse provides support during the dying process. The scope of practice for any member of this discipline is determined by the legal and educational standards for the specific level of practice. Guided by the American Nurses Association Code of Ethics, and the State of Illinois Nursing and Advanced Practice Act. Faculty recognizes that nursing is an art and science. Nurses include those individuals who are licensed as practical nurses or registered nurses.

Organizational Framework

The organizing framework of Joliet Junior College Nursing Program provides a basic structure for the practical nurse and the registered nurse curricula. Three major tenets are identified from which concepts, skills, and values of nursing practice are organized. These include: *Maslow's Hierarchy of Needs, Levels of Prevention and the Nursing Process*.

Maslow's Hierarchy of Needs is a process crucial to the establishment of nursing priorities in the care of individuals. Maslow identifies five levels of basic human needs: physiological needs, safety and security needs, love and belonging, self-esteem and self-actualization.

Levels of Prevention allows the nurse and client to select appropriate modalities of intervention related to health promotion, health maintenance, and restoration as is the focus of current trends. *The Nursing Process* is the foundation to effective practice within the discipline of nursing. It allows for sound decision making and critical thinking when caring for those with potential and actual health care needs through assessment, diagnosis, planning, intervention and evaluation.

Nursing Education and Curriculum

Nursing Education and Curriculum is a systematic, dynamic process. The purpose of education is to promote the acquisition of thinking, feeling, and acting in the areas of nursing knowledge, skills, values and attitudes. The Joliet Junior College Nursing Program builds on a foundation of learning in the humanities, and the physical, behavioral, and social sciences. The program provides curricula and educational climate conducive to the attainment of the concepts, skills and values needed for the competent practice of nursing. The curriculum incorporates the National League of Nursing's competencies for Graduates of Associate Degree Nursing. Student involvement is encouraged for curriculum critique and revisions.

The faculty respects the diversity of nursing education and view different levels of preparation as essential to providing health care services to the community. A process for educational articulation is central to the program at Joliet Junior College to enable learners to pursue additional learning goals.

The faculty recognizes the importance of scholarship and defines it as: "Scholarship encompasses the individual and collective talents of the faculty. It is a rigorous academic process which assists the faculty in the achievement of program goals by enhancing our knowledge base and promoting excellence in teaching through discovery and practice".

Teaching-Learning

The faculty views learning as an active process, which is collaborative between the learner and educator. Learning is the means through which the learner acquires knowledge, skills, attitudes and values. The nursing program incorporates the classroom (theory/topics/lab), community clinical settings, and the use of technology for instruction to provide a varied learning environment to our diverse student population.

The learner is central to the educational process. Each learner has individual needs and potential and is expected to be self directed, active participant in the educational process.

The faculty is responsible for designing learning experiences that promote current/competent nursing practice and is dedicated to incorporate best practices and evidenced based practices within the curriculum. These experiences progress from simple to the complex building on past knowledge. The faculty facilitates the learning process by defining explicit learning outcomes for the learners and basing evaluation on these criteria.