



Philosophy

The Practical Nursing Program operates within the philosophical framework of Rowan-Cabarrus Community College and the North Carolina Community College System. The faculty of the Practical Nursing Program embraces the mission, values, and philosophy of the college. The Rowan-Cabarrus Community College prepares an individual to practice as a licensed nurse. The purpose of Rowan-Cabarrus Community College's Practical Nursing Program is to educate men and women to function as competent nurses qualified to apply to take the NCLEX-PN for licensure as a Licensed Practical Nurse. Learning opportunities are provided each student to develop basic knowledge and skills as a practitioner of practical nursing. The faculty of the Practical Nursing Program incorporates the concepts of health, nursing, and education into their philosophy.

- **Health**

We believe that the overall purpose of nursing is to assist people to stay well or regain their maximum state of health. An individual functions with a support system in the broader context of society and culture. In the holistic plan of care for an individual and their support system, the biophysiologic, psycho-emotional, and socio-cultural dimensions unique to an individual must be incorporated.

- **Nursing**

The American Nurses' Association defines Nursing as "the diagnosis and treatment of human responses to actual or potential health problems." Nursing is an art and science that assists individuals and their support systems to achieve their optimal well-being in a cost-effective manner. It involves intuition, creativity, caring, application of nursing therapeutics communication skills and compassionate interpersonal processes. Nursing advocates the promotion and maintenance of health, and facilitates the prevention and management of illness. It is integral to the progress of an individual's movement through the continuum of care in an environment of respect, compassion and empathy from birth through death.

- **Education**

Education is a learning process which is enhanced by active participation of the learner. Learning is a lifelong process furthering professional and personal growth. Education is responsive to the health needs of the community. Teaching and learning result in changes along with cognitive, affective and psychomotor domains. The adult learner and faculty partner to promote mutual respect. Guidance, direction, facilitation, and evaluation are integral to the process of education. Learning experiences in the didactic, laboratory, and clinical components are competency based and serve as the foundation for learning.

The faculty believes that effective teaching in nursing encompasses the following categories: professional competence, interpersonal relationships, teaching practices, personal characteristics, evaluation practices, and availability to students (Jacobsen, 1966).

Conceptual Framework

The conceptual framework of the RCCC Practical Nursing Program is comprised of the following concepts: communication, culture, basic human needs, safety, legal/ethical, prevention/health promotion, professionalism, and nursing process.

- **Communication**

Communication involves verbal, nonverbal, and written transfer of information. It is the means by which culture is transmitted and preserved through generations. It incorporates the effective use of interpersonal skills. Competency in communication helps the nurse maintain effective relationships, achieve mutually defined goals, and collaborate with other health care professionals (Gudykunst, 1998).

- **Culture**

Culture encompasses beliefs and behaviors that are learned and shared by members of a group. Cultural differences that create conflicts and misunderstandings may result in inferior care. In order to provide optimal nursing care, health care providers must understand these differences. Cultural awareness is the process by which the nurse becomes respectful, appreciative, and sensitive to the values, beliefs, practices, and problem-solving strategies of a client's culture (DeYoung, 2003).

- **Basic Human Needs**

Basic human needs are elements that are necessary for human survival and health. All people share the basic human needs and the extent to which basic needs are met is a major factor in determining a person's level of health (Maslow, 1968).

- **Safety / Professionalism**
Safe and compassionate practice includes an understanding of the legal and ethical boundaries within which nurses must function in accordance with the Nursing Practice Act, Code of Ethics, and professional standards (NC State Board of Nursing, 2001).
- **Legal and Ethical**
An understanding of the legal and ethical boundaries within which nurses must function in accordance with the Nursing Practice Act and professional policies and procedures of the facility within which they function (NC State Board of Nursing, 2001).
- **Prevention / Health Promotion**
The overall purpose of nursing is to assist people to stay well or regain their maximum state of health as quickly as possible in a cost-effective manner. Decisions nurses make must be based on sound thinking and accurate data.
- **Professionalism**
The Practical Nurse, as a member of the health care team, functions under the supervision or orders or directions of a Registered Nurse or a licensed physician. As members of the discipline of nursing, Practical Nurses actively participate in and subscribe to the legal and ethical tenets of the discipline (NC State Board of Nursing, 2001).
- **Nursing Process**
The nursing process is a problem-solving approach used to assist in the identification of client needs, and the implementation of nursing interventions to provide preventive, restorative and supportive nursing care to clients throughout the life span (Marriner-Tomey, 2002). The major components of the nursing process for the practical nurse are participation in the assessment, planning, implementation, and evaluation of the nursing care plan utilizing critical thinking. The practical nurse collaborates with the registered nurse who is responsible for the identification of nursing diagnoses and the initiation of a nursing care plan.

Critical thinking is an advanced way of thinking. It is problem-solving and more. It is used to resolve problems and to find ways to improve nursing care even when no problems exist. Critical thinking changes according to where you are and what is going on. It is an essential part of nursing and must be followed by conscientious actions on behalf of the client and combined with a strong discernible sense of purpose (Marriner-Tomey, 2002).

References

- American Nurses' Association (1980). Nursing and Social Policy Statement. Kansas City, MO: The Association.
- DeYoung, S. Teaching strategies for nurse educators. (2003) Upper Saddle River, NJ: Prentice-Hall.
- Gudykunst, W.N. & Ting-Toomey, S. (1998). Culture and interpersonal communication. Newbury Park, CA: Sage
- Jacobson, M.D. (1966). Effective and ineffective behavior teachers or nursing as determined by their students. Nursing Research, 15(3), 218-224.
- Mariner-Tomey, A. (Editor) (2002). Nursing theorists and their work. 5th edition. St. Louis, MO: Mosby
- NC State Board of Nursing (2001). Nursing Practice Act State of North Carolina. Article 9, Chapter 90, General Statutes of North Carolina. Raleigh, NC: General Assembly of North Carolina.

<http://www.maslow.com>

Course Objectives and Student Outcomes

In order to demonstrate competency in this course, the PN student:

1. Participates in the nursing care of the client within the scope of practice defined for the LPN.
2. Assists the client to function at an optimal level of wellness across the life span.
3. Applies the concepts and principles of the bio-psychosocial sciences to the care of the client.
4. Participates in monitoring the needs of the client within the LPN role as these needs relate to the illness and treatment regimen.
5. Documents and reports observations, care administered, and client's response to nursing care as assigned by the RN.

6. Maintains therapeutic communication with the client, family and significant others.
 7. Collaborates with the health care team in the care for the client with health problems.
 8. Collects data to contribute to the development and revision of the nursing care plan as it pertains to physical, emotional, spiritual and socio-cultural needs.
 9. Administers appropriate nursing care and prioritizes tasks within the assignment as directed by the Registered Nurse.
 10. Functions within the legal/ethical scope of practice of the LPN as identified in the North Carolina Nursing Practice Act and nursing code of ethics.
 11. Reinforces the teaching and counseling of the Registered Nurse in applying the learned principles of hygiene, infection control, safety, body mechanics, comfort, rest, and sleep.
 12. Applies principles of microbiology, nutrition, and pharmacology in the care of the assigned client of any age.
-

Program Outcomes

The program outcomes of the Practical Nursing program are the standards for measurement of achievement for the program as a whole. The Rowan-Cabarrus Community College's Practical Nursing Program:

1. Admits classes that result in no less than 60% graduation rate.
2. Graduates classes that pass the NCLEX-PN with a minimum of 85% passing rate on the first attempt.
3. Graduates students who:
 - a. Become employed as licensed practical nurses
 - b. Express satisfaction with the program of learning
 - c. Practice as licensed practical nurses reflecting the educational outcomes of the program
 - d. Demonstrate satisfactory nursing practice to their employers.
4. Become employed as licensed practical nurses(3-a)
5. Graduates students who continue professional development activities.
6. Maintains full approval from the North Carolina Board of Nursing.
7. Meets standards of the college and other regulatory agencies such as the North Carolina Department of Community Colleges and the Southern Association of Colleges and Schools.