RCC SCHOOL OF NURSING

ADN PROGRAM PHILOSOPHY

The Riverside City College (RCC) Associate Degree Nursing (ADN) program is a vital component of RCC and embraces the mission, values, and traditions of both the Riverside Community College District (RCCD) and the College. The RCC ADN program prepares quality nursing healthcare providers using a student-centered approach through teaching excellence in an environment conducive to learning. The program prepares individuals for professional generalist nursing roles and for collaboration with other professionals and consumers in the delivery of holistic healthcare.

The curriculum framework is designed with the RCC ADN graduate at its core. The curriculum is grounded in the nursing metaparadigm: patient, nurse, environment, and healthcare through which seven (7) major concepts emerge. These concepts revolve in a circular pattern within the nursing metaparadigm and culminate in the student and graduate learning outcomes (SLOs and GLOs). The seven (7) concepts, which are reflective of current healthcare trends and initiatives, include: quality, safe, evidence-based, patient-centered nursing care; professionalism; leadership; caring; communication/collaboration; critical thinking; and informatics.

The sequencing of ADN program courses promote the development of higher cognitive levels, address differing patient populations, and focus on increasing complexities in patient care needs which are delivered in a variety of healthcare settings. Courses build in complexity to allow students to progress from novice to advanced beginner by the conclusion of the program, thus preparing them with the knowledge, skills, and attitudes necessary to become competent nurses during their first two years of practice (Benner, Tanner, & Chelsea, 2009).

The nursing faculty acknowledge the diverse and dynamic roles of the nurse generalist. Nurses serve as patient advocates, providing direct and indirect care throughout the lifespan in a variety of healthcare settings for diverse individuals, families, and communities. Nursing practice is based on nursing knowledge, theory, and research, as well as knowledge and evidence from other disciplines that are adapted and applied as appropriate. The generalist nurse practices from a holistic caring framework which is comprehensive and focuses on the patient’s mind, body, spirit, and emotions. Nurses recognize that determining the health status of the patient within the context of the patient’s environment, differences, values, preferences, and expressed needs is essential in planning, implementing, and evaluating outcomes of care along the health-illness continuum.

The nursing faculty recognize the registered nurse as a leader within the healthcare environment. Nurses are accountable for their own professional practice, functioning both autonomously and interdependently as a member of the healthcare team. Nurses possess the knowledge and authority to safely delegate nursing tasks to designated team members, assuming accountability for all delegated care. Nurses use research findings and other evidence to design, coordinate, and
supervise care that is multi-dimensional, high quality, and cost-effective. Current healthcare trends require that nurses ethically manage data, information, knowledge, and technology to effectively communicate and to support safe nursing practice.

Nurses promote the image of nursing by modeling the values, standards, and attitudes of the nursing profession. Professional nursing requires strong critical thinking, communication, teaching, and assessment skills. Nurses incorporate quality improvement concepts, process, and outcome measures to ensure quality care and patient safety. The generalist nurse is prepared for ethical dilemmas that arise in practice and facilitates collaborative decision-making within a professional ethical framework.

The nursing faculty recognize teaching and learning are dynamic processes that occur within a fluid, innovative curriculum which is regularly evaluated and revised based on research evidence, the needs of a multicultural society, advances in technology, and the changing healthcare system. The faculty believe learning is a continuous lifelong process and a personal responsibility that promotes autonomy and encourages self-directed learning. The faculty recognize the individuality of each nursing student including differences in culture, ethnicity, learning styles, goals, and support systems by choosing experiences that build on these differences to enhance their academic professional growth. Adhering to educational principles from adult learning and social cognitive theories, faculty encourage students to be actively involved in the educational process assisting them in developing clinical proficiency, gaining cultural sensitivity, and becoming socialized into nursing practice roles. The educational process facilitates the attainment of each student’s potential, allowing nursing program graduates to effectively achieve student and graduate learning outcomes, obtain nursing licensure, and practice in the community as a safe provider and manager of professional nursing care.