RCC SCHOOL OF NURSING VN PHILOSOPHY

The School of Nursing (SON) is a vital component of Riverside City College (RCC) and embraces the mission, values, and traditions of both the RCC District and the College. The SON prepares quality nursing healthcare providers using a student-centered approach through teaching excellence in an environment conducive to learning. The Vocational Nursing (VN) program prepares individuals as an entry-level health care provider who is responsible for rendering basic nursing care, practicing under the direction of the physician or Registered Nurse (BVNPT, 2012; Vocational Nurse Practice Act, 2012). As an entry-level health care provider, the vocational nursing program prepares individuals to perform services which require technical and manual skills which focus on safe practice in the contemporary healthcare environment. The Vocational Nursing program prepares individuals as entry-level health care providers for collaboration with other professionals and consumers for holistic health care.

The program is designed to culminate in seven identified student learning outcomes which emerge from the core concepts of the nursing metaparadigm and are reflective of changes in current healthcare initiatives. The sequencing of 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 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; Cronenwett et al., 2007).

The nursing faculty acknowledges the diverse and dynamic roles of the Licensed Vocational Nurses. 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. This entry-level health care provider 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 recognizes the Vocational Nurse who demonstrates effective leadership knowledge and skill in own practice, as well as the management and supervision of others (Vocational Nursing Practice Act, 2012; Vocational Nurse Practice, 2012; National Federation of Licensed Practical Nurses, 2012) as a leader within the healthcare environment. Nurses are accountable for their own professional practice, functioning under the direct supervision of the physician or Registered Nurse and interdependently as a member of the healthcare team. Nurses possess the knowledge and authority to safely delegate patient care 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, processes, and outcome measures.
to ensure quality care and patient safety. The vocational nurse is prepared for ethical dilemmas that arise in practice and facilitates collaborative decision-making within a professional ethical framework.

The nursing faculty believes learning is a continuous lifelong process and a personal responsibility that promotes autonomy and encourages self-directed learning. The faculty recognizes the individuality of each nursing student including differences in culture, ethnicity, learning styles, goals, and support systems by choosing learning experiences that build on these differences to enhance their academic and professional growth. Faculty encourages students to be actively involved in the learning process to develop clinical proficiency, gain cultural sensitivity, and become socialized into nursing practice. Learning activities are implemented throughout the program to achieve sequence, continuity, and synthesis of knowledge and expertise as defined by the program’s outcomes and competencies.

The nursing faculty recognizes that teaching and learning are dynamic processes involving a fluid, innovative curriculum which is evaluated and revised based on research evidence, the needs of a multicultural society, advances in technology, and the changing healthcare system. The educational process facilitates the attainment of each student’s potential, allowing nursing program graduates to effectively meet student learning outcomes, obtain nursing licensure, and practice in the community as a safe provider and a member of the health care team.