

## **THE PHILOSOPHY STATEMENT OF THE UNIT IN NURSING**

The philosophy and purpose of the Nurse Education program at Corning Community College are consistent with those of the college. The learning outcomes of the Nurse Education program and the goals of the Corning Community College are directed toward helping each student gain skills, knowledge, and attitudes necessary to develop maximum potential as a contributing member of society.

The faculty believe that nurse education should take place in an institution of higher education to enable the student to develop a broad base of knowledge through the influence of interdisciplinary learning. The faculty further believes that Humans have physiological, social, psychological, and spiritual needs. Human survival depends on the ability to achieve need satisfaction through interaction with the internal and external environment.

Human needs, as selected from Maslow's hierarchy, include physiological, safety and security, love and belonging, esteem, and self-actualization. These needs are common to all individuals. The faculty believe that Humans exist on a continuum of health-illness from conception to death. An individual's position on this continuum is influenced by changing needs, environmental adaptability, and stage of growth and development. When the satisfaction of Human needs are threatened, health problems emerge.

Nursing is a holistic, caring relationship, which has a strong commitment to the individual to adapt to changes within the internal/external environment. Nursing is an applied science, which utilizes knowledge from the humanities, social and natural sciences to plan and execute safe, effective care for individuals and/or diverse populations.

The role of the nurse, as a member of the health care team, incorporates caring, assessing, teaching, advocating, and providing services that meet the needs of the individual. The nurse utilizes the nursing process to provide patient centered care. Within the framework of the nursing process, the nurse incorporates cognitive (knowledge, analysis, judgment, and evaluation), technical (psycho-motor), and communication skills.

The CCC Nurse Education program prepares graduates for a variety of functions and responsibilities in nursing. Constant changes in nursing practice demand the nurse maintain competency through continued learning, education, and professional development.

The faculty believe learning is a search for meaning as influenced by motivation, human interaction, individual learning style and perception. Learning is a dynamic process and requires a commitment shared by the teacher and the student learner. The faculty believe that learning incorporates and builds on previous knowledge and experience; proceeds from the simple to the complex and from the general to the specific. Teaching is a facilitating activity which uses a wide variety of resources and learning strategies to assist the learner to achieve behavioral outcomes. The faculty believe that, ultimately, the responsibility for learning rests with the student.

The Nurse Education Program plans for the logical development of experiences, which prepares the graduates for entry-level practice. The ability to apply scientific principles in the administration of nursing care to meet needs in a variety of settings is the basis of the program. The Nurse Education program provides a framework to assist the student to develop a professional identity and use nursing judgment to develop the knowledge, skills, and attitudes necessary for safe, patient-centered care.

Associate Degree nurse education prepares the individual for beginning professional practice at the technical level. The Associate Degree nurse, as an active member of the health team, is capable of assessing, analyzing, planning, implementing, and evaluating nursing actions for individuals with common recurring health problems on a short and/or long term basis in a structured health care delivery setting.

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