

North Dakota State College of Science
Wahpeton, North Dakota
Department of Nursing
Practical Nursing Program

Mission and Philosophy

The mission of the North Dakota State College of Science Practical Nursing Program is to provide the state of North Dakota with qualified practical nurses who administer safe nursing care.

We, the North Dakota State College of Science Practical Nursing faculty maintain a philosophy that is consistent with the mission and philosophy of the College. The North Dakota State College of Science is an accredited two-year comprehensive college that promotes education of the whole person to obtain their full potential by providing opportunities for: learning in the cognitive, psychomotor, and affective domains, group involvement, participation in professional organizations, leisure time activities; community activities; and continued life-long education. Emphasis is placed on the teaching method: "Where Students Learn By Doing". The general purpose of the program is to provide the state with practical nurses who are qualified, competent with high standards, to provide safe, technical nursing care within the framework of the legal definition of the practical nurse as defined in the Standards of Practice for Licensed Practical Nurse Chapter 54-05-01.

BELIEFS ABOUT CLIENTS/PATIENTS:

Clients or patients are individuals, groups of individuals, families and/or communities, who are recipients of technical nursing services delivered by the practical nurse. The individual, healthy or ill, is a unique developing biopsychosocial, spiritual, and culturally diverse being. The individual interacts with the environment and society; functioning intra-interdependently with its body systems as components of the whole person. The developing individual has needs as described in Maslow's theory of human motivation, cognitive abilities as described in Piaget's stages of cognitive development, and life crises as described in Erikson's stages of psychosocial development.

BELIEFS ABOUT ENVIRONMENT AND SOCIETY:

The environment is all that surrounds and influences the client both internally and externally. Society is a culturally diverse group of individuals who establish particular aims, beliefs, or standards of living and conduct. The changing environment and society is in constant interaction with the developing client. Adaptation is necessary for the client to remain in equilibrium with the environment and society.

BELIEFS ABOUT HEALTH-ILLNESS:

The client may fluctuate on a health-illness continuum which extends from optimal health to death. Optimal health is the fulfillment of the biopsychosocial, spiritual and cultural needs as determined by the client and the practical nurse under the direction of a registered nurse, advanced practice registered nurse, or licensed practitioner. Illness is a deficit in one or more systems, as determined by the client and the practical nurse under the direction of a registered

nurse, advanced practice registered nurse, or licensed practitioner. Deficits may be precipitated by environmental, cultural, internal, and external threats; pathological processes; and/or developmental disruptions. These needs are determined by the ascending hierarchy in Maslow's theory of human motivation, Erikson's stages of psychosocial development, and Piaget's stages of cognitive development. The client's ability to adapt to the changing environment is generally considered to be a determinant of health or illness. The client has a right and a responsibility to optimal health as determined by his/her potential, as long as it does not impinge on another's rights.

BELIEFS ABOUT NURSING:

Nursing involves promotion of health, prevention of illness, patient advocacy, care of the ill and maintenance of the long-term client/patient. Nursing is both a science and an art. The science of nursing includes a knowledge base of natural, physical and behavioral sciences and the humanities. This knowledge base allows the nurse not only to understand the nature of the developing client/patient and to respect the dignity and uniqueness of each individual, but also to plan care accordingly, utilizing the nursing process, Piaget's stages of cognitive development, Erikson's stages of psychosocial development, and Maslow's theory of human motivation. The nurse uses the acquired knowledge base and technical skills to alter the client's environment; thereby assisting the client/patient in adapting within the health-illness continuum and integrating the interdependent body systems of the client/patient as a whole. The art of nursing encompasses empathy and caring which are components of the helping relationship.

BELIEFS ABOUT PRACTICAL NURSING:

The role of the North Dakota State College of Science practical nursing graduate includes: identifying the client/patient as a holistic individual; formulating effective interpersonal relationships with clients/patients and other health team personnel; providing safe nursing care, utilizing the nursing process according to established protocols; participating in client/patient education; managing and coordinating the environment and resources effectively within the scope of practical nursing; acknowledging clients' rights and seeking appropriate resources to protect such rights; demonstrating a sense of responsibility and accountability for all nursing behaviors within the ethical and legal framework of practical nursing; and pursuing professional and personal growth through continuing education and professional organization membership. The nature of practice will include: responsibility and accountability for the care provided in assurance of the safety and well being of the client. The licensed practical nurse is responsible and accountable for the care provided and assuring the safety and well-being of the clients. The licensed practical nurse's acceptance of assigned nursing responsibilities must be based upon client care needs; the knowledge, skills, and abilities of the practical nurse; and organization policy under the direction of the registered nurse, advanced practice registered nurse, or licensed practitioner.

BELIEFS ABOUT EDUCATION:

Education is a means of transferring and acquiring the cognitive, psychomotor, and affective domains of learning (knowledge, skills, and attitudes), systematically in an on-going process. Education is a shared responsibility of student and faculty.

Learning - Learning is a life-long process acquired through education that enables maturation to occur. When learning occurs there is a change in cognitive, psychomotor, and/or affective domains. Learning is goal-directed and outcome-based. Learning experiences proceed from simple to complex and from knowledge to skills, and utilizes progressive critical thinking skills. Emphasis is placed on the teaching method “Where Students Learn By Doing”.

Teaching - Teaching is the art and science of structuring information and methods for student learning. Teaching establishes objectives, organizes materials, designs learning activities, utilizes critical thinking skills, selects content and evaluates performance to facilitate student learning.

Faculty Responsibilities - Faculty responsibilities to the learner include teaching current scientific principles and safe nursing practices through lecture, discussion, laboratory/clinical experiences and interactive technological means; periodic evaluation of learning through testing and observation with feedback relating to performance; functioning as a facilitator and role model; providing guided clinical experiences in health care settings; participating in counseling on personal and career decisions; fostering an attitude of continued learning; and exhibiting sensitivity and caring to the individual needs of the learner.

Nursing Education - Nursing education must address the changing role of the nurse. In the collegiate setting, education is built on a foundation of basic natural, physical and behavioral sciences, English and the humanities. It also includes specialized nursing theory courses with supervised clinical and laboratory experiences. It fosters the concept of life-long learning. Nursing education must maintain high standards. The nursing program should be accredited by a nationally recognized nursing accrediting agency.

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