Dear MCCC Nursing Student or Clinical/Community Partner:

Accreditation is a voluntary, non-governmental process that uses peer review to determine if academic programs meet public confidence. Students benefit from accreditation through availability of financial aid under Title IV, qualification to attend other accredited schools when pursuing higher degrees, and a competitive edge in the job market. This program is accredited by the National League for Nursing Accrediting Commission (NLNAC) with warning.

Having our on-going accreditation placed on warning status means that concerns were identified during the most recent accreditation review that require immediate attention. When a program is placed on warning it is awarded accreditation for a shorter period than is otherwise typical and is subject to a focused visit in two years following the most recent comprehensive program evaluation.

Not receiving full accreditation for this program is unprecedented by the College. The nursing program has had a long history of NLNAC accreditation, holding continued accreditation status since 1987. We believe that our nursing program is outstanding and we are proud of the successes we have had to date. The College understands the areas of concern raised by the NLNAC and is confident that the nursing program will meet all NLNAC standards by the time of the next scheduled evaluation visit.

Through accreditation and curriculum review activities, it was determined that the current ADN nursing program curriculum, as written, failed to reflect on-going faculty efforts to remain current in the classroom and clinical areas. More specifically, it was identified that over time, the program had suffered a “curriculum drift” in that changes were being made at the course level that were not reflected in the program’s mission/philosophy or student learning outcomes. In response, the faculty has found it necessary to review, revise, and update the entire curriculum, beginning with the nursing education unit’s mission, vision, and philosophy. We hope to fully implement this curriculum in the Fall 2013 semester, following full approval by the Michigan Board of Nursing and the NLNAC. In the meantime, a transitional plan has been adopted that allows the program to maintain the integrity of the current curriculum while preparing for implementation of the updated curriculum. The faculty is confident that students will benefit from the transition to the updated curriculum, once approved, as it more accurately reflects what is currently being taught in the classroom and clinical areas. All of the components of the current curriculum are represented in the pending curriculum as evidenced by cross-over documentation and informational materials presented here.

A well-written curriculum enables the student to become a successful learner. Considering the complexity of the nursing curriculum, it is essential that our students and community/clinical partners have a solid understanding of the foundation of the program, identifiable through our mission/vision/philosophy statements, and an understanding of expectations placed on students in terms of program and course-level student learning outcomes. The intention of this educational module is to provide detailed information regarding pending curricular changes. After reviewing the module, if you have additional questions regarding the nursing program’s accreditation, current accreditation-related activities, or the curriculum transition plan, please feel free to contact me or any member of the full-time faculty.

Sincerely,

Kim Lindquist, MSN, RN
Dean of Health Sciences/Director of Nursing
Creating a New Philosophy

The Philosophy of the Associate Degree Nursing Program is an important document in that it provides the structure on which the nursing curriculum is built. Essential elements for any nursing curriculum can be identified in the current ADN philosophy that provides a strong foundation for the program. The current philosophy centers on a particular nursing theory and concepts unique to nursing over the last decade. These curricular “threads” are highlighted throughout the current philosophy document. However, looking forward, it was evident that in order to develop a comprehensive curriculum reflective of current practice standards, a new philosophy was indicated. The new philosophy was written in complement to the College’s mission, vision, and philosophy and clearly identifies important concepts that the faculty determined to be of core value to the nursing curriculum.

To the right is a comparison that highlights essential nursing elements as they are identified in the current philosophy and their comparative counterparts identified as core values (in red) in the pending philosophy. Evident are core values, identified by the faculty, that were not accounted for in the current philosophy, yet are essential in the preparation of today’s professional nurse. Therefore, it can be said that the pending philosophy builds upon what was valued in the current philosophy and lays the foundation for a new nursing curriculum.

CURRENT Philosophy of the Associate Degree Nursing Program

We believe that all individuals have basic health needs and are confronted with specific developmental tasks as they progress through the successive stages of the life cycle. These basic health needs are constantly changing in relation to internal and external stressors. Individuals’ adaptation to stressors is influenced by perception, conditioning factors, and coping mechanisms, which move them toward adaptation and health or maladaptation and illness.

We believe wellness is based on an integration of body, mind, and spirit. Nursing is a caring, dynamic interaction between nurses and clients designed to promote, maintain, or restore clients’ abilities to satisfy basic human needs. Nurses also support care at the end of life. Nursing practice is based on professional Standards of Care, Evidence-Based Practice, and the Code of Ethics. As a professional nurse, one must meet the highest moral and ethical standards. With the skillful use of the nursing process, nurses assist individuals and their families to achieve balance and optimum levels of health within their unique social/cultural environment. Nursing practice takes place within the framework of the therapeutic nurse-client relationship.

Associate degree registered nurses provide safe, client-centered, theory-based, and evidence-based nursing care to individuals, families, and groups with commonly recurring health needs. Associate degree nurses assist clients and their families to adapt to health alterations. This care occurs in a variety of structured practice settings. Associate degree nurses are prepared to assume the roles and responsibilities of care providers, care managers, and members of the profession. Associate degree nurses utilize therapeutic interventions and sound judgment as well as effective communication and teaching. In the practice setting, associate degree nurses collaborate as part of an interdisciplinary team. Associate degree registered nurses serve as managers for those with less educational preparation and collaborate with those with higher education in clinical situations with multiple and possibly unpredictable variables. These roles are described in full in Educational Outcomes of Associate Degree Nursing Programs: Roles and Competencies, National League for Nursing, 1999.

Based on the belief that knowledge of nursing can best be acquired in an institution of higher learning, we think that nursing education belongs within an organized educational framework and should provide experiences directed toward acquisition and application of knowledge, skills, and attitudes. Associate degree nursing education should provide a general education in humanities, sciences, and informatics to prepare graduates to assume responsibilities inherent in nursing practice and to contribute to personal and social development.

We recognize that the community served by this institution is suburban, rural, and urban and that the clients come from diverse cultural and socioeconomic backgrounds. Learning experiences are planned to provide contact with a variety of clients and settings: inpatient, outpatient, home and community-based settings.

As educators, we believe that learning is a continuing, ongoing process that requires acceptance of responsibility by both the teacher and the learner and is enhanced by a sincere interest in the professional development of the student. We also believe that education should provide means for individuals to achieve their potential and to adapt to living in a rapidly changing world. We strongly encourage all graduates to pursue further education and expect that all graduates will continue to grow professionally.
MONROE COUNTY
COMMUNITY COLLEGE

MISSION STATEMENT
Monroe County Community College provides a variety of higher education opportunities to enrich the lives of the residents of Monroe County.

VISION STATEMENT
Monroe County Community College aspires to be our community’s first choice for higher learning.

PHILOSOPHY
Monroe County Community College is dedicated to the philosophy that the nation’s most precious resource resides in the diverse knowledge and abilities of its citizens. The college endeavors to provide educational opportunities to enhance this knowledge and refine these abilities. The college offers its programs and services within a framework of ethical integrity in all relationships and practices. The college believes that liberal admissions requirements are an essential part of its philosophy. The college admissions policy affords equal opportunity for all qualified individuals for higher educational experiences.

CORE VALUES
Monroe County Community College is dedicated to these core values:
- Comprehensive educational offerings
- Instructional excellence
- Transformational learning
- Cultivation of informed and participating citizens
- Entrepreneurial and responsive leadership to community needs
- Cultural enrichment
- Affordability
- Accessibility
- Valuing human diversity
- Ethical integrity
- Accountability to students and stakeholders
- To be a source of pride for the residents of Monroe County

MCCCI ADN NURSING PROGRAM
PENDING STATEMENTS

MISSION STATEMENT
Monroe County Community College’s Nursing Program provides an opportunity for nursing education to enrich the lives of the residents of Monroe County.

VISION STATEMENT
Monroe County Community College’s Nursing Program aspires to be the community’s first choice for associate level nursing education.

PHILOSOPHY
The Monroe County Community College Nursing Program supports the philosophy of the College which recognizes that the nation’s most precious resources reside in the diverse knowledge and abilities of its citizens. The Nursing Program provides educational opportunities to enhance this knowledge and refine these abilities. The Nursing Program is built upon a framework of ethical integrity in all relationships and practices while upholding recognized standards of practice in nursing. The Nursing Program strives to acquire the highest quality nursing student. The curriculum ensures an interactive process of nursing education that provides learners with a basis for educational mobility.

CORE VALUES
The nursing curriculum is founded on the following core values:
- Holistic Care
- Diversity
- Patient-Centered Care
- Advocacy
- Culture of Safety
- Quality of Care
- Evidence-Based Practice
- Nursing Judgment
- Clinical Reasoning
- Professional Identity
- Spirit of Inquiry
- Collaboration
- Communication
- Time Management
- Delegation
- Quality Improvement
- Informatics
# PROGRAM STUDENT LEARNING OUTCOMES

## Outcome Comparison

### CURRENT PROGRAM OUTCOMES

1. Apply critical thinking and the nursing process based on scientific and evidence-based nursing research to deliver care to clients.

2. Function effectively as safe beginning practitioners in the delivery of health care within the structure of the health team.

3. Demonstrate empathetic, respectful, therapeutic interactions with clients.

4. Apply the stress adaptation theory in the care of clients.

5. Use effective communication with clients and health team members.

6. Advocate for the rights of clients to practice their own beliefs, philosophy, moral code, and lifestyle.

7. Demonstrate behaviors that reflect personal and growth and accountability for nursing as described in the Nursing Student Information Handbook.

### RELATED COMPETENCIES/CORE VALUES

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<tr>
<th>Outcome</th>
<th>Competencies/Values</th>
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<tbody>
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<td>1.</td>
<td>Evidence-based Practice / Nursing Judgment</td>
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<td>7.</td>
<td>Professional Identity / Spirit of Inquiry</td>
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### PENDING PROGRAM OUTCOMES

1. Advocate holistically for diverse patient populations and their families in ways that promote health, self-determination, integrity, and ongoing growth as human beings.

2. Integrate clinical reasoning, substantiated with evidence, to provide and promote safe quality care for patients and families in a community context.

3. Distinguish one's professional role in ways that reflect integrity, responsibility, legal and ethical practices, and professional growth and development as a nurse.

4. Communicate respectfully and effectively with diverse populations and the multidisciplinary health care team through collaborative decision making to produce optimal patient outcomes.

5. Manage patient care effectively related to time, personnel, informatics and cost to continuously improve the quality and safety of health care systems.