

Congruency of Nursing Philosophy with Oakton Mission, Vision and Values

Oakton's Mission, Vision and Values

Associate's Degree Nursing Philosophy

We are the Community's College

We are dedicated, first, to excellence in teaching and learning.

The nursing faculty believes that learning:

- is an on-going process and is affected by a personal value system, motivation, and experiences.
- initiates behavioral changes as a result of interaction between the individual and his/her environment.
- takes place when the learner experiences a need to learn, has a reason to learn, and is ready for—and capable of—learning.
- encourages the learner to set goals, participate in the learning process, and perceive methods to achieve goals.
- may be achieved through service to the community encompassing defined learning objectives.

The nursing faculty believes that:

- the teaching-learning process is interactive.
- the instructor is the facilitator, role model, resource person, and evaluator.
- the instructor—recognizing student input—designs, plans, directs, and evaluates learning.
- the student should assume the responsibility for learning and use available learning opportunities.
- both summative and formative evaluation are an essential part of the teaching/learning process.
- self-evaluation reinforces students' responsibility for learning and that active participation by both learner and teacher is vital to productive evaluation.
- the concept of caring should be evident in student/faculty and student/peer relationships.

We challenge our students to experience the hard work and satisfaction of learning that leads to intellectual growth and we support them academically, emotionally, and socially.

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- the instructor is the facilitator, role model, resource person, and evaluator.
- the instructor—recognizing student input—designs, plans, directs, and evaluates learning.
- the concept of caring should be evident in student/faculty and student/peer relationships.
- self-evaluation reinforces students' responsibility for learning and that active participation by both learner and teacher is vital to productive evaluation.
- learning may be achieved through service to the community encompassing defined learning objectives.

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	<p>The nursing faculty recognizes:</p> <ul style="list-style-type: none"> • the need to support graduates who wish to continue their education beyond an associate's degree.
<p>We encourage them to entertain and question ideas, think critically, solve problems, and engage with other cultures, with one another and with us.</p>	<p>The nursing faculty believes that nursing education should provide the learner with:</p> <ul style="list-style-type: none"> • the ability to develop critical thinking skills enabling him/her to use knowledge, current technology, and clinical skills; understand the concept of caring; and develop cultural competency. • the ability to work with clients, families, peers, and community members from varied social, economic, cultural, and ethnic backgrounds. • an understanding that cultural and ethnic diversity within the system have a direct bearing on the individual's and community's social adaptation. • the concept of caring as evident through student/faculty (administration), and student/peer relationships. • the opportunity for input into plan design and program evaluation (i.e. course development, membership on the nursing curriculum committees, student and resource committees). <p>The nursing faculty believes that nursing is a dynamic process that should:</p> <ul style="list-style-type: none"> • emphasize critical thinking. • involve the client, family, health team, and community. • use a knowledge base from science, social awareness, and current technology. • integrate a caring and empathetic attitude.
<p>We expect our students to assume responsibility for their own learning, to exercise leadership and to apply ethical principles in their academic, work, and personal lives.</p>	<p>The nursing faculty believes that:</p> <ul style="list-style-type: none"> • the student should assume the responsibility for learning and use available learning opportunities. • learning is an on-going process and is affected by a personal value system, motivation, and experiences. • it is in the ethics of care that nursing finds its moral impetus (Bevis p. 79). <p>The nursing faculty believes that ADN graduates should:</p> <ul style="list-style-type: none"> • be aware of the scope of practice of the associate degree nurse. • have explored values, beliefs, and perceptions relevant to the profession of nursing. • be prepared for entry level professional registered nursing practice, serving as provider and manager of care, and a member of the discipline of nursing. • be accountable for nursing actions based on the State of Illinois Nursing and Advanced Practice Nursing Act and the American Nurses' Association Standards of Nursing Practice and Code of Ethics. <p>The nursing faculty believes that:</p> <ul style="list-style-type: none"> • students should use the concepts of management and leadership in the ADN Program.

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	<p>The nursing faculty recognizes that:</p> <ul style="list-style-type: none"> • advanced degrees in nursing prepare the professional registered nurse for roles demanding expertise in clinical practice, education, leadership, research, and public health.
<p>We demand from ourselves and our students tolerance, fairness, responsibility, compassion, and integrity.</p>	<p>The nursing faculty believes that the profession of nursing is caring, and that:</p> <ul style="list-style-type: none"> • a caring nurse provides assistance to clients and families in meeting basic needs and adapting to a changing health status throughout the life span. • a caring nurse assists the client and family in health maintenance, and continues to assist through illness to recovery or death. • it is in the ethics of care that nursing finds its moral impetus (Bevis p. 79). • the concept of caring should be evident in student/faculty and student/peer relationships. <p>The nursing faculty believes that nursing education provides the learner with:</p> <ul style="list-style-type: none"> • the ability to develop critical thinking skills enabling them to utilize knowledge, current technology, clinical skills, and the concept of caring. • the ability to work with clients from varied social, economic, cultural, and ethnic backgrounds recognizing the need for cultural competency. • therapeutic communication skills. • basic concepts of management. <p>The nursing faculty believes that the graduate:</p> <ul style="list-style-type: none"> • should be accountable for nursing actions based on the State of Illinois Nursing and Advanced Practice Nursing Act and American Nurses' Association Standards of Nursing Practice and Code of Ethics. <p>The nursing faculty believes that an ADN graduate should:</p> <ul style="list-style-type: none"> • be aware of the scope of practice of the associate's degree nurse. • have explored values, beliefs, and perceptions relevant to the profession of nursing. • be prepared for entry level professional registered nursing practice and can serve as provider and manager of care, and member of the discipline of nursing.
<p><i>We are a Community of Learners</i></p> <p>We provide education and training for and throughout a lifetime.</p>	<p>The nursing faculty believes that nursing education should:</p> <ul style="list-style-type: none"> • reinforce skills of inquiry for life-long learning. • be both progressive and flexible. <p>The nursing faculty recognizes:</p> <ul style="list-style-type: none"> • that advanced degrees in nursing prepare the professional registered nurse for roles demanding expertise in clinical practice, education, leadership, research, and public health. • the need to support Oakton graduates who wish to continue their education beyond the associate's degree.

Oakton's Mission, Vision and Values

We seek to improve and expand the services we offer in support of the people in the communities we serve.

Associate's Degree Nursing Philosophy

The nursing faculty believes that:

- family and community are fundamental forces that affect the individual's life cycle.
- the learner should be able to recognize the need for cultural competency and have the ability to work with clients, families, peers, and community members from varied social, economic, cultural, and ethnic backgrounds.
- learning may be achieved through service to the community encompassing defined learning objectives.
- teaching should be both progressive and flexible (i.e. NUR 261 – Nursing Practice Review).

Recognizing that there is more than one level of practice within the scope of nursing, the nursing faculty has designed a curriculum that:

- enables students to transfer both general education and nursing credits after graduation to continue toward an advanced degree in nursing.
- supports graduates who wish to continue their education beyond the associate's degree.
- incorporates learning through service to the community encompassing defined learning objectives.

The nursing faculty believes that:

- nursing is both progressive and flexible.
- a caring nurse assists the client and family in health maintenance, and continues to assist through illness to recovery or death.
- clinical experience provided in area health facilities and through service-learning is an asset to the community.

We promote a caring community of staff and faculty members, students, administrators and trustees who, in keeping with our values, work together to fulfill our mission.

The nursing faculty believes that, in the existing social system:

- the individual does not live in isolation.
- family and community are fundamental forces that affect the individual's life cycle.

The nursing faculty believes that:

- the profession of nursing is caring.
 - the teaching-learning process is interactive.
 - the instructor is the facilitator, role model, resource person, and evaluator.
 - the concept of caring is evident in student/faculty and student/peer relationships.
 - learning may be achieved through service to the community encompassing defined learning objectives.
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<p>Oakton's Mission, Vision and Values</p>	<p>Associate's Degree Nursing Philosophy</p>
	<p>The nursing faculty is committed to ensuring that the ADN graduate:</p> <ul style="list-style-type: none"> • is aware of the scope of practice of the associate's degree nurse. • has explored values, beliefs, and perceptions relevant to the profession of nursing. • is prepared for entry level professional registered nursing practice and service as provider and manager of care, and member of the discipline of nursing.
<p><i>We are a Changing Community</i></p> <p>We recognize that change is inevitable and that education must be for the future.</p>	<p>The nursing faculty believes that nursing is a dynamic process that:</p> <ul style="list-style-type: none"> • emphasizes critical thinking. • provides the learner with the ability to work with clients, families, peers, and community members from varied social, economic, cultural, and ethnic backgrounds • involves the client, family, health team, and community. • provides the learner the ability to develop critical thinking skills that enable them to use knowledge, current technology, clinical skills, and the concept of caring. • is both progressive and flexible. • promotes community service as a learning experience. <p>The nursing faculty recognizes:</p> <ul style="list-style-type: none"> • that advanced degrees in nursing prepare the professional registered nurse for roles demanding expertise in clinical practice, education, leadership, research, and public health. • the need to support Oakton graduates who wish to continue their education beyond the associate's degree.
<p>We respond to change informed by our values and our responsibility to our students and our communities.</p>	<p>The nursing faculty believes that nursing education:</p> <ul style="list-style-type: none"> • includes theory and practice. • is both progressive and flexible. • reinforces skills of inquiry for life-long learning. • initiates behavioral change as a result of interaction between the individual and his/her environment. • prepares the culturally competent professional nurse who is aware and sensitive to cultural diversity and recognizes the need for cultural competence. <p>The nursing faculty believes that:</p> <ul style="list-style-type: none"> • the instructor—recognizing student input—designs, plans, directs, and evaluates learning. • learning may be achieved through service to the community encompassing defined learning objectives.

Oakton's Mission, Vision and Values

We challenge our students to be capable global citizens, guided by knowledge and ethical principles, who will shape the future

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The nursing faculty believes that in the existing social system:

- the individual does not live in isolation.
- family and community are fundamental forces that affect the individual's life cycle.
- cultural and ethnic diversity within the system have a direct bearing on the individual's and community's social adaptation.
- the environment of the individual is built upon basic needs and membership in a society, as well as on physical surroundings.
- The individual's interaction with environment influences his/her health status.

The nursing faculty believes that nursing education provides the learner with:

- cultural competence that enhances cultural awareness and sensitivity—critical in today's health care.
- the ability to work with clients, peers, families, and community members from various cultural, ethnic, social, and economic backgrounds.
- the ability to learn through service to the community encompassing defined learning objectives.

The nursing faculty is committed to ensuring that Oakton ADN graduates:

- are aware of the scope of practice of the associate's degree nurse.
- have explored values, beliefs, and perceptions relevant to the profession of nursing.
- are prepared for entry level professional registered nursing practice and serve as providers and managers of care, and as members of the discipline of nursing.

The nursing faculty believes that the graduate:

- is accountable for nursing actions based on the State of Illinois Nursing and Advanced Practice Nursing Act and American Nurses' Association Standards of Nursing Practice and Code of Ethics.
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