

**NEOSHO COUNTY COMMUNITY COLLEGE
MARY GRIMES SCHOOL OF NURSING**

Conceptual Framework

The nursing curriculum at MGSON is concept based. The conceptual framework is built upon the competencies identified by the Quality and Safety Education for Nurses (QSEN) initiative. These competencies include patient centered care, teamwork & collaboration, evidence based practice, quality improvement, informatics and safety.

Patient Centered Care:

The patient centered care model focuses on the individual as a complex sociocultural, spiritual being, in a dynamic state of health, moving along the illness-wellness continuum. The individual is a participant in the health care journey and is respected, informed and involved in his/her care. The individual is recognized as the source of control and full partner in providing compassionate, coordinated care based on the individual's preferences, values and needs.

Patient Centered Care concepts are those that help the health care provider know and understand the individual for whom he/she cares. Patient Centered Care concepts are categorized as those that are individual, sociocultural and wellness/illness in nature.

The individual experiences nursing as a means of promoting, restoring, and preserving health and wellness throughout the life cycle. The individual encounters nursing when his/her needs are unmet or at risk of being unmet. Nursing practice is a therapeutic partnership between the nurse and individual, directed toward facilitating the achievement and maintenance of the individual's optimal state of health.

Professional Role:

A nurse is to implement the nursing role in such a way that reflects integrity, responsibility, and ethical practices. The nursing role reflects a commitment to evidence based practice, caring, advocacy, and the delivery of safe, quality care.

Professional Nursing Concepts are those concepts that represent the critical attributes and collectively describe professional nursing practice. Professional nursing concepts guide the nurses professional practice. These are the concepts that surround and support the delivery of patient centered care. Professional Nursing Concepts are categorized as those that pertain to teamwork & collaboration, evidence based practice, quality improvement, informatics and safety.

Curriculum Threads:

There are concepts that are central to the nursing role and are woven throughout the curriculum as integrated concepts. These concepts include communication, clinical judgment, caring, safety, patient education, health promotion, technology and informatics.

The role of the nurse is developed throughout the curriculum. Basic skills and roles are developed in Level I. In Level II those skills and roles advance to prioritizing care for patients and families with increasingly complex care situations. Thus the student nurse will begin the nursing program as a novice to the profession of nursing, with the goal to achieve competency by the end of the program.

Communication:

Communication is an essential process that is necessary to establish social interaction. Communication is established through a variety of means including verbal, nonverbal, and written forms. The nurse must also consider the context in which a message is conveyed to give meaning

to the message. The nurse must communicate effectively, appropriately and professionally with the client, family and healthcare team. The nurse must be able to adapt communication strategies to account for the client's age, developmental level, disability, culture, family dynamics and client response.

Communication skills that are necessary for both verbal exchange and written documentation, including the use of the electronic record, are incorporated into the nursing curriculum. Communication should be therapeutic with information conveyed by both formal and informal exchange

Clinical Judgment:

The nursing faculty at MGSON subscribe to Tanner's Model of Clinical Judgment, believing that the development of sound clinical judgment is central to the delivery of safe and effective nursing care. The nurse uses clinical judgment as a means of problem solving to address the potential or existing needs of the person.

The nursing process is a systematic, problem solving approach that assists the nurse in identifying the health state and nursing care needs of the individual and intervening therapeutically in an effort to promote, restore, and preserve health. Clinical judgment and nursing process should not be viewed as separate from each other. The nursing process serves as a framework for applying clinical judgment to the practice of nursing. This process is a means to strengthen thinking strategies of students. Using the application of clinical judgment in the nursing process facilitates the development of nursing students' ability to think. The nursing process results in a plan of care that helps students and nurses to practice clinical judgment and decision making skills.

The Level I student is to apply basic principles and exemplars to the care of individuals with acute and chronic health-care needs. On Level II the student will progress to applying advanced principles and exemplars for to the care of individuals with multi-system problems. Nursing faculty use Socratic questioning to stimulate higher level thinking in the nursing student in all learning environments.

Caring:

The nursing faculty at MGSON applies Swanson's Theory of Caring to emphasize the art of caring as a "nurturing way of relating to a valued other toward whom one feels a personal sense of commitment and responsibility". Nursing faculty believe that the concept of caring is central to the heart of nursing.

Safety:

Nurses are to promote safety in all aspects of nursing care. The nurse's goal is to ensure that the individual is kept free of accidental injury. The nurse's role in maintenance of safety includes establishing processes that minimize the possibility of error and maximize the possibility of intercepting errors as they occur.

Nursing students are to apply principles of safety in all aspects of their educational experience from the beginning of their educational experience.

Patient Education:

An essential part of the nursing role is to empower individuals to live healthier lifestyles through patient education. The nurse assists individuals to learn health related behaviors that can be incorporated into the individual's everyday life with the goal of producing change that will improve

the overall quality of life. The nurse strives for positive health outcomes achieved through patient education.

Health Promotion:

Health promotion is defined as the process of enabling individuals to gain increased control over their health and improve their health. As the largest group of health care providers, nurses have the ability to impact a large number of individuals, families, communities and populations toward increased health. Nurses most significantly impact health promotion by means of patient education.

Technology and Informatics:

Nurses gather a large amount of health information through assessment techniques. In today's technologically advanced environment, storage and sharing of that information has become increasingly automated. The concept of technology and informatics is defined as the management of health information which includes the secure exchange of such information between parties involved in the health care management of the individual.

Nursing students are to apply the principles of the Health Insurance Portability and Accountability Act (HIPAA) in the management of individuals' personal health information. Nursing students use an electronic health record in the learning lab and practicum environments.

Learning:

The nursing faculty at MGSON subscribe to Knowles' Adult Learning Theory, believing that nursing students are adult learners who are accountable for and participants in their learning. As an adult learner, the nursing student is to demonstrate internal motivation to maximize learning. Learning is a reciprocal process between student and teacher. The nursing faculty, as teachers, serves as role models, facilitators, and resource persons who design, direct, and guide the collaborative learning experience of students.

Conceptual learning is designed to explore concepts which are generalities and then apply this understanding to specific situations, referred to as exemplars. The MGSON concept-based curriculum has been designed to begin with foundational concepts and build upon this learning, expanding to increasingly more complex concepts.

The nursing faculty apply Kolb's Experiential Learning Theory as they develop interactive classroom, practicum and simulation learning experiences that require students to apply learning, take action and evaluate the result for the purposes of continued learning. The concept-based curriculum has been designed to begin with foundational concepts and build upon this learning, expanding to increasingly more complex concepts.

The goal of the nursing faculty is for the NCCC graduate to develop the expected practice competencies of the Associate Degree Nurse, as defined by the National League for Nursing. These include human flourishing, nursing judgment, professional identity, and spirit of inquiry.