I. Nursing and Allied Health

II. Date of Review 5/23/2014

III. Mission

The Hartnell College Nursing and Allied Health Program facilitates a learning environment in which students become safe professional healthcare providers. Graduates provide competent, compassionate, ethical, and culturally sensitive care. The faculty and students adopt an attitude of inquiry, where ideas are generated and the art of investigation is prized.

Vision

The Hartnell College Nursing and Allied Health Program is an influential resource for the health and well-being of the community. Faculty and students embrace excellence and accept the responsibility for advancing the art and science of the nursing and respiratory care professions.

Values

The mission and vision for the Hartnell College Nursing and Allied Health Program encompass the core values of caring, competence, collaboration, and curiosity:

Caring is defined as providing compassionate, empathetic, and sympathetic care, exemplified by these behaviors: attentive listening, comforting, honesty, patience, responsibility, providing information so the patient can make an informed decision, touch, sensitivity, respect, calling the patient by name (Larsson, 1998).

Competence means accountability for all actions, exercising judgment in accepting responsibilities, delegating within the scope of practice, and acting under a code of ethical conduct that is moral, truthful, and respectful of the dignity, worth and self-determination of patients (ANA[MD1], 2008).

Collaboration is the concerted effort to attain a shared goal, addressing the health needs of the

Curiosity is necessary to pursue life-long learning. The skills of inquiry, essential to practice and research, must be taught and directed (Benner, 2010). Evidence-based practice is best practice, and curiosity is the tool of discovery.

In addition to the four C's, the Hartnell College Nursing and Allied Health Program values the interprofessional learning environment for healthcare providers. Inter-professional competence continues to gain importance in an ever changing and increasingly complex healthcare environment. In 2011, the American Association of Colleges of Nursing, American Association of Colleges of Osteopathic Medicine, American Association of Colleges of Pharmacy, American Dental Education Association, Association of American Medical Colleges, and Association of Schools of Public Health identified competencies for inter-professionals that built on the framework of the five core competencies for all health professionals established by the IOM in 2003 (IEC Expert Panel, 2011).

IV. Service Area’s key duties, responsibilities, functions, activities, and tasks
Provide optimal didactic and clinical educational experiences for registered nursing, vocational nursing, respiratory care practitioners, and emergency medical technicians that meet standards established by Board of Registered Nursing, Board of Vocational Nursing and Psychiatric Technicians, and Commission for the Accreditation of Respiratory Care, and the Monterey County Emergency Medical Services Agency. Uphold state, regional, and college board approvals and accreditations. Establish and maintain 28 business associate agreements and contracts with clinical partners. Complete and submit annual state and accreditation body statistical analyses. Participate in community outreach programs that advance healthcare educational paths for underserved and underrepresented populations in Monterey County. Provide leadership at industry partner advisory meetings. Advance interprofessional and service learning. Conduct admissions and selection processes for nursing and respiratory care practitioner program students. Hold monthly informational meetings for prospective students. Uphold safety standards and maintain a hazard-free learning environment. Replace or repair clinical equipment. Secure grant funding.

V. Greatest strengths and most significant accomplishments during the past three years
The greatest strength of Nursing and Allied Health is the faculty's commitment to excellence. The significant accomplishments in the last three years include the NCLEX pass rates of the registered and licensed vocational nursing students that consistently exceed state and national averages; creation of the nurse residency program, interprofessional learning opportunities, partnership with Natividad Medical Center that provides high fidelity simulation experiences for medical staff, medical students, and nursing; acquisition of 15 additional clinical partners; creation of the respiratory care practitioner program; Clinica de Salud clinical education partnership program for medical assistants; inclusion on three new community partner advisory boards.
VI. Major challenges during the past three years—that is, the aspects that are most in need of improvement

Finding qualified faculty is the most significant challenge. Industry wages far exceed academic salaries. Because Hartnell College has been unsuccessful at recruiting sufficient masters and doctorally prepared nursing faculty and its lack of instructional space, Hartnell College’s application for Accreditation Commission for the Education for Nursing, Inc. was deferred by the commission in 2013. The faculty plans to resubmit the application in July 2014. Hartnell College continually recruits for nursing, respiratory care practitioner, and emergency medical technician faculty. Securing grant funds for industry wage differentials has been difficult.

Lack of facility space is detrimental to student learning, faculty performance, and program advancement. On a regular basis, multiple classes are held in the same classroom. The skills lab cannot accommodate classes with more than 32 students and the simulation lab is too small for clinical classes greater than six. Six tenured faculty share a converted classroom that offers no privacy or space for student conferences. Three faculty have desk spaces in storage areas.

VII. Brief summary of continuous quality improvement actions to be taken that will help to build upon strengths and address challenges.

Nursing and Allied Health programs participate in accreditation approval processes required by regulatory bodies. Annual reviews are conducted and program modifications result. Faculty need to attend more professional conferences and participate in professional practice opportunities to maintain clinical competence. Faculty and administrators participate in governance councils and facility planning experiences. Nursing and Allied Health faculty have 2-hour staff meetings every Monday. The standing committees includes Full faculty, Curriculum, Evaluation, Admissions/Selection, and Policy and Procedure. Student representatives from each academic program are active members on all committees with the exception of Admissions/Selection. Agendas and minutes are posted.