

**ODESSA COLLEGE ASSOCIATE DEGREE NURSING PROGRAM
SYLLABUS RNSG 2207
SUMMER 2013**

COURSE TITLE: TRANSITION TO NURSING PRACTICE

CREDIT: 2 HOURS (Web-based course)

PLACEMENT: MAYMESTER

PREREQUISITES: ADMISSION TO THE PROGRAM OR CONSENT OF THE DEPARTMENT

COREQUISITES: RNSG 1201; RNSG 1412; AND RNSG 2263

LICENSING/CERTIFICATION AGENCY: BOARD OF NURSE EXAMINERS FOR THE STATE OF TEXAS (BNE)

FACULTY: Course Coordinator:
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COURSE DESCRIPTION: Introduction to selected concepts related to the role of the professional nurse as a member of the profession, provider of patient centered care, and member of the health care team. Review of trends and issues impacting nursing and health care today and in the future. Topics include knowledge, judgment, skill, and professional values within a legal/ethical framework. (ICO # 1, 2, 3, 4, 5,6)

COURSE OUTCOMES: Explain the roles of the professional nurse as a member of the profession, provider of patient centered care, and member of the health care team, use critical thinking and a systematic problem-solving process as a framework for providing comprehensive care; examine multifaceted factors impacting nursing and healthcare; analyze behaviors and attitudes of the nurse that facilitate adaptation to a changing environment.

COURSE OBJECTIVES: Course objectives utilize the framework of Differentiated Entry Level Competencies for Graduates of Texas Nursing Programs. At the completion of the course, the student should be able to: (PO= corresponding program objective)

Member of the Profession

1. Discuss ways to continue competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.
2. Represent themselves and the profession of nursing in a manner which promotes the practice of professional nursing.
3. Compare and contrast the legal scope of practice for an LVN and an RN.

Provider of Patient Centered-Care

1. Utilize steps of a systematic decision making process which includes use of evidence-based practice outcomes.
2. Discuss characteristics, concepts, and processes related to clients, including anatomy and physiology, physical and psychosocial growth and development, health practices and belief systems, ethical reasoning and cultural and spiritual beliefs and practices of socially diverse patients and their families.
3. Perform selected nursing physical assessment skills in the nursing simulation laboratory according to approved standards and criteria and analyze simulated data to identify problems, formulate goals/outcomes, and develop plans of care based on evidence-based practice.
4. Examine current literature and implications for evidence-based practice findings to improve care of clients with complex health care needs.

Patient Safety Advocate

1. Discuss the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as federal, state, and local government and accreditation organization safety requirements and standards.
2. Identify roles and responsibilities of the health care team.
3. Practice safe medication administration in the simulated laboratory.
4. Discuss environmental and systems incidents that may affect quality and safety, promote a culture of safety.

Member of the Health Care Team

1. Identify community resources that facilitate continuity of care; health promotion, maintenance, and restoration and ensure confidentiality.
2. Differentiate relationships among members of the interdisciplinary health care team in order to be prepared to promote and maintain optimal health care for patients and families.

TEACHING/LEARNING METHODS:

A web-based course. The following methods may be utilized: on-line lecture, case studies, discussion boards, videos, technological instructional modalities, demonstrations and return demonstrations of skills, group projects/assignments, writing assignments, and written presentations.

EVALUATION AND GRADING:

The following assignments *are required* in RNSG 2207. Grades will be calculated according to the formula stated:

Role Paper	5%
Skill Competency (includes physical assessment and selected procedures)	15%
Mid-term Exam	35%
Final Exam	35%
ATI Testing	10%
TOTAL	100%

Grading Scale : The grading scale for RNSG 2207 is consistent with that of the Nursing Program:

90-100	= A
80-89	= B
75-79	= C
60-74.99	= D
59 or below	= F

A final grade of “C” or higher must be attained in order to pass RNSG 2207. Grades are carried to two decimal points past the whole number until the final grade. The final grade is NOT rounded up to the next whole number in order for the student to receive a passing grade.

The Transition student *must* pass RNSG 2207

Assignments : No assignment is optional. All work must be submitted in order to earn a grade in this course unless the student has made prior arrangements with the instructor to receive a grade of incomplete (I) or withdrawal (W).

Role paper: The role paper will be graded based on the grading criteria found in your Learning Materials Packet and is worth 5% of your grade. The paper will include title page, body of the paper, references, and a current article. The student will use the current, correct APA FORMAT. A grading criteria sheet must accompany the document.

Skills check competency: Skills competency will be in accordance with student needs, in addition to those skills taught in RNSG 2207. This portion is worth 15% of your grade.

Examinations: There will be a mid-term and a final examination. The final exam will NOT be comprehensive. The midterm exam is worth 35% and the final exam is worth 35% respectively.

Laboratory Component:

The laboratory component that is incorporated into this course utilizes return demonstrations involving proper hand hygiene techniques per current protocols, insertion of a male and female Foley catheter using sterile technique, head-to-toe assessment, central lines care, tracheostomy care and suction, IM and SQ injections return demonstrations, and demonstration of proper restraint application. This experience serves as a bridge to clinical and didactic content. This component is not offered anywhere else in the curriculum for the Transition student. This experience allows for the instructor to evaluate the student in assessment modalities and to offer learning opportunities to ease integration into the clinical course and the next level of nursing. Skills Refresher will be in accordance with student needs.

UNIT OUTLINE:

MEDICATION MATH COMPETENCY EXAMINATION: Students will be given the first medication math competency examination on the day after orientation to the course. The student must achieve a minimum passing grade of 80% in two separate attempts. If unsuccessful on the first exam, the second exam will be administered after attending remediation. Each student re-taking the exam must present the instructor with documentation of at least two hours of remediation. The deadline for completion of the medication math competency is the day of the final examination. The medication math competency exam **WILL NOT** be counted as a course grade. If unsuccessful on the second attempt, the student will receive a grade of “D” in RNSG 2207 (Transition to Nursing Practice) and will not be allowed to progress to the summer courses (RNSG 1412 and RNSG 2263).

LABORATORY VIDEOS--Please access the videos that are available for each task/skill to be assessed in this course. The videos are available for your perusal. You are expected to watch the video or videos that apply to the content you will be studying in simulation lab.

SPECIAL NEEDS: Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please contact Becky Riveria-Weiss in the Student Services Office.

ATI TESTING-- Students in this course are expected to meet Proficiency Level 2 on content mastery series of proctored assessments. Points awarded for achievement on ATI proctored exams will be based on 10 points. See the table below for point distribution.

Proficiency Level on ATI Proctored Assessments	Points Awarded for Achievement on ATI Proctored Exams	Points awarded for Evidence of Remediation on missed topics from ATI Assessment	Total Points Awarded out of Ten
Proficiency Level 3 on the content mastery series	80	20	100
Proficiency Level 2 on the content mastery series	65	20	85
Proficiency Level 1 on the content mastery series	55	20	75
Proficiency Level below Level 1 on the content mastery series	40	20	60

UNIT OBJECTIVES : (CO=corresponding course objectives)

LABORATORY

1. Describe initial assessment observations.
2. Describe normal findings and common abnormalities found in the physical assessment of the eyes, ears, nose and throat.
3. Identify the anatomic landmarks of the chest and periphery.
4. Demonstrate assessment of heart sounds and breath sounds.
5. Demonstrate ROM for each joint.
6. Identify the anatomic landmarks of the abdomen and demonstrate assessment of the abdomen.
7. Verbally identify the anatomic landmarks of the GU system and the reproductive system.
8. Demonstrate ability to perform correct hand hygiene techniques.
9. Demonstrate ability to perform correct Foley catheterization technique.
10. Demonstrate ability to perform correct SQ injection technique.
11. Demonstrate ability to perform correct IM injection technique.
12. Demonstrate administration of medications through a central line.
13. Demonstrate correct tracheostomy suctioning and tracheostomy care.
14. Provide a narrative, written head to toe assessment using guidelines provided

DIDACTIC CONTENT

UNIT I

Ch 2

1. Differentiate between change and transition.
2. Differentiate between ascribed and acquired roles.
3. Describe the process of role choice in personal development.
4. Compare and contrast the stages of personal and adult development of selected theorists.
5. Describe family developmental stages and the effects of individual issues on family development.
6. Apply stage development theories.
7. Outline the stages of professional role development.
8. Describe the phases of role socialization.
9. Summarize the phases of role transition.
10. Differentiate between intrapersonal and interpersonal aspects of role conflict.
11. Discuss methods for conflict management.

Ch 4

1. Define professionalism and describe characteristics of nursing that qualify it as a profession.
2. Discuss the significant historic events in nursing that influenced its development.
3. Describe benchmarks of the evolution of nursing as a profession.
4. Summarize the various educational programs in nursing.
5. Describe the expanded roles that exist within the nursing profession.
6. Discuss the effects of societal trends on the profession and practice of nursing.
7. Give examples of the impact of changes in health care on the nursing profession

Ch 5

1. Describe learning concepts related to the adult learner.

2. Apply adult learning concepts to oneself.
3. Describe the differences between medical and nursing conceptual models.
4. Give examples of learning activities in each of three learning domains: cognitive, affective, and psychomotor.
5. Discuss the roles of LPN/LVNs and associate degree nurses related to nursing process and nursing diagnosis.
6. Differentiate among the six cognitive learning achievement levels: knowledge, comprehension, application, analysis, synthesis, and evaluation.
7. Differentiate between passive and active learning processes.
8. Identify learning strategies to maximize success in an ADN program.
9. Describe the differences in transition needs of LPN/LVNs entering ADN programs as advanced placement generic, straight-through LPN-to-ADN students and time-out LPN-to-ADN students.
10. Differentiate between ADN students and LPN/LVN practice roles.

Ch 7

1. Describe the benefits of CAT.
2. List the four main categories of client needs according to the NCLEX-RN test blueprint.
3. Describe the components of a test question.
4. Identify the differences between the NCLEX-PN and the NCLEX-RN.
5. Identify the complexity of questions used from knowledge through analysis.
6. Understand why alternate questions are used.
7. Develop a plan for success on exams using before-, during-, and after-test strategies.

UNIT II

Ch 8

1. Relate the differences between regulations, policies, and standards of practice in nursing.
2. Identify boundaries and restrictions of practice of the LPN/LVN.
3. Describe the differences between LPN/LVN and RN scopes of practice.
4. Discuss the meaning of and need for regulation language in nurse practice acts.
5. Write a statement that reflects the scope of practice of the RN in the United States, after examining the Nurse Practice Acts.
6. Differentiate among directed, autonomous, and collaborative nursing practices.
7. Analyze sample situations to determine directed, autonomous, and collaborative nursing practices in action.
8. Describe mechanisms for identifying differences in the knowledge and roles of LPN/LVNs and RNs.
9. Differentiate between the NCSBN test plans for PNs and RNs.
10. Differentiate between the roles of the LPN/LVNs and RNs in the nursing process.
11. Contrast the differences between core competencies for the LPN/LVN and those for the RN.

Ch 9

1. Describe the importance of critical thinking in today's society and in registered nursing practice.
2. Describe the role of clinical judgment in the profession of nursing.

3. Describe the major contributions throughout the 1900s to the evolving definition of critical thinking.
4. Compose a definition of critical thinking.
5. Describe the role played by context in critical thinking.
6. Differentiate between critical thinking and feeling.
7. Identify critical thinking abilities and dispositions.
8. Describe the importance of critical thinking abilities, dispositions, and judgment.
9. Differentiate between critical and creative thinking.
10. Describe the role of critical thinking in nursing process.
11. Analyze client situations using a variety of critical thinking modes.

UNIT III

Ch 10

1. Discuss the historical development of the nursing process.
2. Explain the reasons the nursing process was developed.
3. Discuss the importance of the nursing process in guiding nursing practice.
4. Describe the five components of the nursing process.
5. Formulate an actual nursing diagnostic statement using the PES format.
6. Write a measurable expected outcome using a case study.
7. Describe the difference between expected outcomes, interventions, and evaluation.
8. Discuss the role of evidence-based research in the nursing process.

Ch 11

1. Describe the importance of effective communication to quality nursing care.
2. Distinguish between therapeutic, social, and collegial relationships.
3. Describe the characteristics of effective therapeutic, caring nurses.
4. List ways a nurse can judiciously use communication skills to prevent a malpractice claim.
5. Discuss the two types (forms) of communication.
6. Identify factors promoting effective communication.
7. Describe blocks to communication.
8. Discuss the effective communication techniques used in therapeutic communication.
9. Evaluate therapeutic communications by using a checklist or process recording.
10. Describe effective communication techniques applicable across the life span.
11. Identify key factors that enhance or detract from collegial communication.
12. Recognize communication patterns by self and others.
13. List the five rights of delegation according to the NCBSN.

Ch 12

1. Explain the importance of client education as a nursing responsibility.
2. Describe the differences between teaching and learning.
3. Relate principles of teaching–learning to client education.
4. Describe internal and external influences that affect client learning.
5. Identify teaching methods appropriate for cognitive, affective, and psychomotor learning.
6. Relate the teaching–learning process to the nursing process.
7. List assessment data necessary to determine client learning needs.
8. Formulate nursing diagnoses for identified client learning needs.

9. Outline the essential components of a teaching plan.
10. Describe how to implement client education.
11. Explain how to evaluate client education.
12. Discuss the essential elements of documenting client education.

Ch 13

1. Discuss the following concepts related to diversity: culture, subculture, customs, beliefs, attitudes, values, and ethnocentrism.
2. Recognize that cultural competency is an ongoing process that requires continuing education.
3. Define the concepts of culture relevant to health and health-seeking behaviors.
4. Discuss how values, beliefs, and attitudes affect the nurse–client relationship.
5. Use communication skills that allow open discussion of similarities and differences with each client.
6. Use a variety of techniques to perform an accurate assessment of the unique variables for each client.
7. Apply concepts of uniqueness in the nursing care planning process.
8. Analyze how diversity impacts the nursing care planning process.

Ch 14

1. Summarize factors that influence time management.
2. Describe strategies to manage time more effectively.
3. Discuss various contexts in which conflict occurs.
4. Identify the process for conflict resolution.
5. Apply the guidelines for conflict resolution to a hypothetical situation.
6. List the steps in the decision-making process.
7. Compare the role of the RN to that of the LPN/LVN in decision making.
8. Recognize the role of the nurse in cost-containment activities.
9. Analyze the role of the nurse in managing a safe environment.
10. Give examples of the LPN/LVN-to-RN role transition in managing client care.

Ch 15

1. Recall the four qualities of the professional discussed in Chapter 1.
2. Discuss the commonalities of, and differences between, the LPN/LVN and the RN in the role of member of the discipline of nursing as outlined by the NLN.
3. Describe areas of responsibility of the RN in the role of member of the discipline of nursing.
4. Critique your verbal statements and behaviors and those of others for their portrayal of how nursing is valued and their subsequent impact on nursing's image.
5. Describe areas of professional growth to which the RN is committed as a member of the profession.
6. Develop a professional plan for your growth needs to respond to societal changes.
7. Describe ways in which the RN promotes and maintains standards of nursing practice.
8. Describe the role of the RN in clinical practice regarding generating questions for research and applying research findings to practice.
9. Describe the RN's role in professional stewardship and the advancement of nursing.
10. Compare and contrast the roles of the LPN/LVN and the RN as client advocate.

REQUIRED TEXTBOOKS:

Ignatavicius, D., Workman, M.L., (2012). Medical-Surgical Nursing: Patient-Centered Collaborative Care, Single Volume, (7th Edition) Publication Date: February 23, 2012 | ISBN-10: 1437728014 | ISBN-13: 978-1437728019 | Edition: 7

Deglin, J. & Vallerand, A. (2010) Davis's Drug Guide for Nurses (12th Ed.). Davis: Philadelphia Publication Date: June 14, 2010 | ISBN-10: 0803623089 | ISBN-13: 978-0803623088 | Edition: 12

Doenges, M. E., Moorhouse, M.F., & Murr, A. M., (2010). Nurse Pocket Guide, Diagnosis Prioritized Interventions, and Rationales, F.A Davis, ISBN 10: 0-8036-2234-1 ISBN 13: 978-0-8036-2234-0 [Edition: 12

Gahart, B. & Nazareno, A. (2012), Intravenous Medications. A Handbook for Nurses and Health Professionals (28th Ed.) Mosby: St.Louis.8 Pagana, K.D. & Publication Date: July 29, 2012 | ISBN-10: 0323084818 | ISBN-13: 978-0323084819 | Edition: 29

Pagana, T.J. (2009) Mosby's Manual of Diagnostic & Laboratory Test (4th Edition). Mosby: St Louis, Publication Date: October 21, 2009 | ISBN-10: 0323057470 | ISBN-13: 978-0323057479 | Edition: 4

COURSE POLICIES :

Students, whether present or absent, are responsible for all material presented, or assigned in this course, and will be held accountable for such material in the determination of course grades. Punctual on-campus attendance is expected for success in this course. Tardiness will not be tolerated and will cumulatively count as an absence. Professional decorum is expected at all times. **CELL PHONES WILL BE OFF WHILE IN A CLASSROOM/LABORATORY ENVIRONMENT!** Side conversations will not be tolerated. Mid-term and final exams **MUST** be taken on the scheduled day, ON CAMPUS.

Attendance Policy:

Refer to Nursing Student Handbook.

Absence From Examinations/Late Papers :

If a student is unable to report to class on the day of a scheduled test, the student should notify the instructor prior to the scheduled test period. The student is responsible for making an appointment with the instructor for the purpose of making arrangements for a make-up exam. Make-up exams must be taken within 1 week of the actual test date or the student will receive a "0" for that test score.

Late papers: 10 points will be deducted for each calendar day late including the first day if the paper is received after the time specified unless prior arrangements have been made with the instructor.

COURSE CALENDAR :

The course calendar will be distributed the first day of class.

ROLE PAPER CRITERIA

The purpose of this paper will be for the student to demonstrate his/her understanding of the scope of the Registered Nurse as part of the transition from LVN to RN.

1. The paper topic will explore a role of the RN.

Examples: Change Agent
 Collaborator
 Role Model
 Counselor
 Educator
 Advocate
 Care Provider
 Mentor
 Manager
 Entrepreneur
 Researcher

2. Papers must be typed and double-spaced.
3. Papers must include 5 references using APA format. **References should not be older than 5 years.** At **least 3** of the references should come from a nursing magazine or other nursing references.
4. Papers must be at least 5-8 pages in length, *excluding* title and reference pages.
5. The paper is worth 5 % of your grade.

APA format can be obtained online. Ensure it is APA, 5th edition!

Expectations for Engagement – Online Learning

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the online learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; and,
 - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
 - provide clear information about grading policies and assignment requirements in the course syllabus, and
 - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
 - post grades for discussion postings within one week of the discussion thread closing.
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
 - line up alternative computer and internet access in case my primary computer crashes or my internet services is unavailable;
 - recognize that the college provides free wi-fi and computer labs during regular campus hours to help me with accessing my course; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.

2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to
 - getting “kicked off” of the system during tests or quizzes;
 - having trouble submitting assignments; and
 - dealing with a traumatic personal event.

3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
 - seek out help from my instructor and/or from tutors;
 - ask questions if I don’t understand; and,
 - access my course several times during the week to keep up with assignments and announcements.

Expectations for Engagement – Face to Face Learning

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
 - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I’m unavailable.

2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
 - provide clear information about grading policies and assignment requirements in the course syllabus, and
 - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.

3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
 - return classroom activities and homework within one week of the due date and
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
 - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
 - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.

2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
 - missing class when a major test is planned or a major assignment is due;
 - having trouble submitting assignments;
 - dealing with a traumatic personal event; and,
 - having my work or childcare schedule changed so that my classroom attendance is affected.

3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
 - seek out help from my instructor and/or from tutors;
 - ask questions if I don't understand; and,
 - attend class regularly to keep up with assignments and announcements.