

NUR 189
NURSING TRANSITION

COURSE DESCRIPTION:

Prerequisites: BIO 168 and PSY 150

Corequisites: None

This course is designed to assist the licensed practical nurse in transition to the role of the associate degree nurse. Topics include the role of the registered nurse, nursing process, homeostasis, and validation of selected nursing skills and physical assessment. Upon completion, students should be able to articulate into the Associate Degree Nursing program at the level of the generic student. Course Hours Per Week: Class, 1. Lab, 3. Semester Hours Credit, 2.

LEARNING OUTCOMES:

I. PROVIDER OF CARE

Upon completion of this course, the student should:

- A. Use the nursing process as a basis for solving nursing problems, specifically:
 - 1. List and define the components of the nursing process.
 - 2. Identify the components of a holistic nursing assessment.
 - 3. Identify sources of client-centered data.
 - 4. Identify coping strategies utilized by clients of various developmental stages.
 - 5. Develop a nursing care plan from a case study using objective and subjective data and based on priorities of care.
 - 6. Establish short-term and long-term outcomes for case study clients.
 - 7. Discuss the evaluation and reassessment of client care utilizing identified short-term outcomes in a simulated clinical situation.
- B. Perform nursing measures by employing evidence-based nursing research as well as principles and concepts from selected arts and sciences, specifically:
 - 1. Demonstrate proficiency in basic nursing skills including vital signs, sterile technique and medication administration.
 - 2. Describe prevention, signs and symptoms, etiology, treatments, and nursing responsibilities involving cancers, immunological disorders, diabetes mellitus, perioperative nursing, and pain.
 - 3. Identify nutritional needs and diet modifications for selected case study clients.
 - 4. Demonstrate techniques of health assessment in the laboratory setting.
- C. Demonstrate caring behaviors, specifically:
 - 1. Describe caring behaviors related to nursing practice.
 - 2. Identify caring behaviors within one's self.
 - 3. Identify factors involved in forming a helping relationship with clients.

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4. Recognize appropriate verbal and non-verbal communication which conveys a caring attitude toward clients and families.
 5. Identify appropriate therapeutic communication skills and techniques to meet the cultural, spiritual, developmental and psychological needs of the client and family members.
- D. Utilize teaching and learning principles to support and promote healthy lifestyles, specifically:
1. Identify learning needs of selected case study clients.
 2. Discuss the principles of teaching/learning theory as they relate to the case study client.

II. MANAGER OF CARE

Upon completion of this course, the student should:

- A. Provide appropriate, quality nursing care, specifically:
1. Describe "preparation for assignment" in terms of role as ADN student.
 2. Define the meaning of "standards of care".
 3. Discuss quality improvement and accountability in the practice of nursing.
- B. Coordinate the delivery of nursing care, specifically:
1. Describe the role of the RN in managing client care in a variety of health care settings.
 2. Compare and contrast nursing roles of the RN, LPN, and nursing assistant in various health care systems.
 3. Discuss the role of the RN as a supervisor in a health care setting.
 4. Prioritize care for a group of clients given a nursing scenario.

III. PROFESSIONAL

- A. Practice within a professional, ethical and legal framework, specifically:
1. Discuss the role/scope of the ADN student in the delivery of nursing care.
 2. Adhere to the College Guidelines.
 3. Discuss the Nursing Practice Act.
 4. Describe the importance of workplace confidentiality and client's rights.
 5. Define strategies for adhering to the AHA Patient Bill of Rights.
 6. Discuss nursing behaviors consistent with the professional.
 7. Discuss the Nursing code of ethics/conduct.
 8. Discuss a current health care issue and its impact on the delivery of nursing care.
- B. Follow appropriate protocol for communicating nursing care, specifically:
1. Identify appropriate verbal and non-verbal communication, which conveys a caring attitude toward colleagues.
 2. Identify pertinent client information for documentation based on a simulated clinical setting.
 3. Select pertinent client information to be reported to health care team members and instructor in a simulated situation.
- C. Assume responsibility for self-development and continued learning, specifically:

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1. Identify personal learning goals.
2. Seek opportunities to meet personal learning goals.

OUTLINE OF INSTRUCTION

- I. Introduction to the LPN/RN Role Transition Process
 - A. Individualizing a plan for role transition
 - B. Learning at the ADN level
 - C. DTCC ADN rules and responsibilities
 - D. Introduction to evidenced-based practice
 - E. Medication calculations
- II. Role Concepts Essential for RN Practice
 - A. Physical assessment and caring interventions
 - B. Time management and conflict resolution in the nursing environment
 - C. Competent communication across the life span
 - D. Holistic client care: The client as a member of a cultural group and as a social, sexual, and spiritual being
- III. Caring for a Client with Cancer
 - A. Comfort measures
 - B. Radiation/chemotherapy
 - C. Perioperative nursing care
- IV. Teaching/learning process
 - A. Principles of teaching/learning
 - B. Teaching/learning and the nursing process
 - C. Developing a teaching plan for a client with diabetes mellitus
- V. Using the Nursing Process
 - A. Clients with immunological disorder (HIV)
- VI. Legal/ethical Nursing Considerations
 - A. Legal definitions of the registered nurse: The Nursing Practice Act
 - B. Laws protecting the client in the health care setting
 - C. Professional responsibilities
 - D. Ethical standards guide personal/social behavior
 - E. AACN: Identified behaviors for professional nurses
 - F. ANA Code for Nurses
 - G. AHA Patient Bill of Rights
 - H. Principles of delegation

REQUIRED TEXTBOOKS:

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Harrington, N. (2003). LPN to RN Transitions. (2nd ed.) Philadelphia: Lippincott (ISBN 0-7817-3693-5)

Hoefler, P. A. (2007). Test-Taking Strategies for Beginning Nursing Student. (5th ed.). Laurel: Meds Publishing (ISBN 9-781565-335141)

Kozier, B., Erb, G., (2008). Fundamentals of Nursing. (8th ed.). New Jersey: Prentice Hall (ISBN 978-0-13-171468-7)

Smith, S. F., Duell, D. J., & Martin, B. C. (2008). Clinical Nursing Skills: Basic to Advanced Skills. (7th ed.). New Jersey: Prentice Hall (ISBN 978-0-13-224355-1)

Taber's Cyclopedic Medical Dictionary. (2005). (19th ed.) Philadelphia: F.A. Davis Company. (ISBN 0-8036-1263-X)

OR

Mosby's Medical, Nursing & Allied Health Dictionary. (2006.) (7th ed.) St. Louis: Mosby. (ISBN 139780323035620)

STATEMENT FOR STUDENTS WITH DISABILITIES:

Students who require academic accommodations due to any physical, psychological, or learning disability are encouraged to request assistance from a disability services counselor within the first two weeks of class. Likewise, students who potentially require emergency medical attention due to any chronic health condition are encouraged to disclose this information to a disability services counselor within the first two weeks of class. Counselors can be contacted by calling 686-3652 or by visiting the Student Development Office in the Phail Wynn Jr. Student Services Center, room 1309.