NUR 214
NURSING TRANSITION CONCEPTS

COURSE DESCRIPTION

Prerequisites: Admission to the ADN Program; Licensed as a Practical Nurse in North Carolina. Corequisites: ACA 122, BIO 168, PSY 150, ENG 111

This course is designed to introduce concepts within the three domains of the individual, healthcare, and nursing as the LPN transitions to the ADN role. Emphasis is placed on the concepts within each domain including evidenced-based practice, quality improvement, communication, safety, interdisciplinary team, clinical decision-making, informatics, assessment, caring, and health-wellness-illness. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course. Course Hours Per Week: Class 3, Clinical 3, Semester Hours Credit 4. Placement in the curriculum: Second Semester.

LEARNING OUTCOMES:

Upon completion of this course, the student will:

A. Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings, specifically:
   1) Assess the patient’s health status by completing a health history and performing a physical and psycho-social, assessment utilizing subjective and objective data.
   2) Assess the patient’s response to actual health problems.
   3) Identify developmental emotional, cultural, religious, and spiritual influences on the patient’s health status.
   4) Demonstrate caring behavior towards the patient and significant support person(s).
   5) Protect and promote the patient’s dignity, uniqueness, integrity, and self-determination.
   6) Recognize the effect of patient’s own power and self-healing processes on care.
   7) Provide the patient with the information to make choices regarding daily care.
   8) Demonstrate use of patient coping strategies.
   9) Utilize nursing measures that assist the patient in completion of current developmental stage.
   10) Establish and evaluate realistic and measurable patient-centered outcomes with the patient.
11) Discuss ways to support the patient when making healthcare and end of life decisions.
12) Describe environmental factors that may impact the patient's health status.
13) Describe the resources and needs of the patient within the context of their community.
14) Implement discharge teaching including appropriate follow up care.
15) Interact with instructor and clinical group to solve problems to achieve patient goals and outcomes.
16) Describe functions of various members of the health care team.
17) Identify ways to reduce risks to patient safety.

B. Make judgments in practice, substantiated with evidence that integrates nursing science in the provision of safe, quality care and promote the health of patients within a family and community context, specifically:
   1) Implement a plan of care for two patient problems ensuring accurate and safe care,
   2) Utilize data from a complete holistic assessment of patients in the plan of care.
   3) Evaluate plan of care for one patient by utilizing identified outcomes.
   4) Revise plan of care and priorities as appropriate.
   5) Select evidence-based standards of care from resources identified by faculty.
   6) Demonstrate the use of information technology to support and communicate the provision of care.
   7) Establish priorities when caring for one patient.
   8) Provide organized care for one patient and significant support person(s).
   9) Apply time management principles to patient care.
  10) Discuss principles of delegation.
  11) Discuss teaching and supervision of other personnel when aspects of care are delegated.
  12) Identify ways to prevent waste and minimize cost in the clinical area.
  13) Demonstrate the use of information technology to support and communicate the provision of care.
  14) Describe the interaction patterns of the individual patient.
  15) Demonstrate use of age appropriate verbal and non-verbal communication which conveys a caring attitude toward the patient and significant support person(s).
  16) Communicate relevant, accurate, and complete information to patient, significant support person(s) (as appropriate), co-assigned RN, and instructor.
  17) Report and document assessments and interventions.
  18) Protect confidential information.
  19) Demonstrate use of appropriate channels of communication.

C. Implement one’s role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context, specifically:
   1) Demonstrate the role of the ADN student in the ethical, legal, and regulatory frameworks of nursing and standards of professional nursing practice.
   2) Demonstrate professional nursing behaviors.
   3) Report nursing care errors or omissions to instructor/care nurse promptly.
4) Complete assigned care and documentation, recognizing and reporting significant data and changes in the patient health status to the instructor and health care team immediately.
5) Adhere to the AHA Patient Bill of Rights.
6) Maintain organizational and patient confidentiality.
7) Apply evidence to support decision making.
8) Practice within the parameters of individual knowledge and experience.
9) Discuss the functions and purpose of professional nursing organizations.
10) Demonstrate appropriate professional boundaries in the nurse-patient relationship.
11) Provide a safe physical and psycho-social environment for the patient.
12) Recognize the effect of patient’s values, customs, culture, and/or habits on care.
13) Perform nursing skills competently.
14) Develop an individualized teaching plan for one patient based on assessed patient needs.
15) Demonstrate use of health promotion information in patient teaching.
16) Identify aspects of care that could be delegated to others.
17) Describe nursing leadership roles.
18) Report and document assessments and interventions.
19) Utilize universal precautions and principles of safety.

D. Examine the evidence that underlies clinical nursing practice to challenge the status-quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities specifically:
1) Demonstrate the role of the ADN student in the ethical, legal, and regulatory frameworks of nursing and standards of professional nursing practice.
2) Describe the role of teamwork in health care.
3) Describe positive self care and nursing behaviors.
4) Demonstrate progress in meeting personal goals utilizing evidence-based information and resources.
5) Describe methods of participating in lifelong learning.
6) Seek assistance and help others as necessary.
7) Identify methods of collecting evidence-based information and resources for personal development and continuing g learning.
8) Identify reasons for conflict in the work setting.
9) Identify how clinical agency utilizes current nursing literature to improve patient care.
10) Describe the role of the ADN student in the ethical and legal frameworks of nursing.
11) Discuss the functions and purpose of professional nursing organizations.
12) Function within the Nursing Practice Act.
13) Describe standards of care utilized in the clinical agency.
14) Discuss economic, political, social, and demographic forces on the delivery of health care.
15) Discuss the role of the RN as supervisor in a health care setting.
16) Describe the purpose and process of quality improvement activities.
COURSE CONCEPTS

I. Concepts related to Nursing
   A. Communication
   B. Clinical decision-making
   C. Assessment
   D. Caring
   E. Teaching and Learning

II. Concepts related to the Individual
   A. Health-wellness-illness
   B. Sensory Perception
   C. Oxygenation
   D. Perfusion
   E. Inflammation
   F. Infection
   G. Tissue Integrity
   H. Elimination
   I. Fluid and Electrolytes
   J. Metabolism
   K. Cellular Regulation
   L. Mobility
   M. Cognition

III. Concepts related to Healthcare
   A. Evidenced-based practice
   B. Quality improvement
   C. Safety
   D. Interdisciplinary team
   E. Collaboration
   F. Informatics
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OUTLINE OF INSTRUCTION

I. Health, wellness, illness
   a. Basic needs to health status
   b. Relationship of variables such as lifestyle, locus of control, self-efficacy, health care attitudes, and self-concept to health behaviors.
   c. Impact of holism on health and health care delivery.
   d. Nursing’s role in health promotion.

II. Caring and Communication
   a. Meaning of caring
   b. Role of nurses
   c. Caring interventions
   d. Caring communication with peers and clients
   e. Therapeutic communication
   f. Assertive communication
   g. Blocks to communications
   h. SBAR procedure

III. Clinical decision making
   a. The Nursing Process
   b. Critical Thinking
   c. Problem solving
   d. Decision making

IV. Collaboration, Quality improvement, Safety, Evidence-based practice and Informatics
   a. The role of the registered nurse
   b. Chain of command
   c. Conflict resolution
   d. Working in groups and teams
   e. Identifying areas benefiting from quality Improvement
   f. Effect on cost of care
   g. Nurse’s role in improving quality
   h. Environmental safety
   i. Injury and illness prevention
   j. National Patient Safety Goals
   k. Sources of nursing knowledge
   l. Scientific research
   m. Role of nurses in research
   n. Technology in healthcare
   o. Investigating and evaluating research questions
   p. Identifying best practices
   q. Clinical decision support systems
   r. Individual information at point of care
s. Accessing and sharing electronic information
t. Protecting personal health information

V. Fluid and Electrolyte Balance
   a. Core concepts relative to balance and imbalances
   b. Patients at risk for complications
   c. Laboratory data and clinical manifestations
   d. Interpret blood chemistry
   e. Nursing diagnoses and goals for clients
   f. Key indicators to evaluate client achievement of expected outcomes

VI. Acid-Base Balance
   a. Patients at risk for acid-base imbalances
   b. Roles of the respiratory system and the renal system in maintaining acid-base balance
   c. Role of oxygen in maintaining acid-base balance
   d. Interpret arterial blood gases
   e. Nursing diagnoses and goals for clients
   f. Key indicators to evaluate client achievement of expected outcomes

VII. Metabolism, Teaching and Learning
   a. Risk factors for diabetes mellitus
   b. Effects of insulin on carbohydrate, protein, and fat metabolism
   c. Effectiveness of the prescribed dietary, drug, and exercise therapies for diabetes mellitus.
   d. Learning needs of the diabetic patient.
   e. Nursing diagnoses and goals for clients
   f. Key indicators to evaluate client achievement of expected outcomes
   g. The nurse as teacher
   h. Formulating, implementing and evaluating teaching plan

VIII. Cellular Regulation
   a. Assessment findings for patients with CRC (Colorectal Cancer)
   b. Response to a diagnosis of CRC.
   c. Role of the nurse in managing the patient with CRC.
   d. Perioperative and postoperative plan of care for colon resection and colostomy.
   e. Community-based resources for patients with colorectal cancer (CRC).
   f. Promotion practices to prevent CRC
   g. Caring for a colostomy.
   h. Cancer grading, and staging reports.

IX. Concepts for Clinical Simulations
   A. Assessment of the individual
      1) Body areas and systems
      2) Obtaining the health history
      3) Assessing mental status and cognition
      4) Assessing functional status
      5) Assessment of children and the elderly
6) Holistic assessment simulations

B. Sensory/Perception
   1) Oxygenation
   2) Perfusion
   3) Mobility
   4) Elimination
   5) Tissue Integrity
   6) Inflammation
   7) Infection
   8) Fluids and Electrolytes
   9) Medication Administration
  10) National Patient Safety Goals

Faculty Information:
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Methods of Instructions and Learning Activities

Teaching methods will include, but not be limited to:

Class Lecture, discussion, demonstration, worksheets, case studies, audiovisuals/visual aids, group work, role-play, individual and group projects, self-study packets, problem based learning, computer assisted instruction (CAI).

Clinical Simulation Computer assisted instruction, demonstration, return demonstrations, and required reading assignments.
REQUIRED TEXTBOOKS AND MATERIALS


_HESI RN Patient Reviews* (access card) Elsevier Health ISBN: (978-1-437-76765-0)


Van Leeuwen A. *Davis’s Comprehensive Handbook of Laboratory And Diagnostic Tests with Nursing Implications 4th Edition* Davis (978-0-803-62655-3)


RECOMMENDED TEXTBOOKS:


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 919-536-7207, ext. 1413 or by visiting the Student Development Office in the Phail Wynn Jr. Student Services Center, room 1209.