

NURS-1250: LPN TO RN TRANSITIONS I

Cuyahoga Community College

Viewing: NURS-1250 : LPN to RN Transitions I

Board of Trustees:

January 2022

Academic Term:

Fall 2022

Subject Code

NURS - Nursing

Course Number:

1250

Title:

LPN to RN Transitions I

Catalog Description:

Designed to explore integrative concepts in nursing to assist the student in the transition from licensed practical nurse to registered nurse. Students will refine and update previous learning in addition to identifying goals for successful transition in to the registered nursing program. Emphasis is placed on scope of practice, current issues and trends, clinical decision making, evidence based practice, prioritization, delegation, communication, collaboration, supervision/management, performance improvement, nursing process, IV therapy-administration and dosage calculation, teaching and learning, and professional development.

Credit Hour(s):

3

Lecture Hour(s):

2

Lab Hour(s):

2

Requisites

Prerequisite and Corequisite

BIO-2331 Anatomy and Physiology I or concurrent enrollment; and MATH-1240 Contemporary Mathematics or concurrent enrollment; and PSY-1010 General Psychology or concurrent enrollment; and ENG-1010 College Composition I or concurrent enrollment; and departmental approval.

Outcomes

Course Outcome(s):

Describe the concept of clinical judgment.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Objective(s):

1. Identify the attributes of clinical judgment that the registered nurse utilizes.
2. Discuss how a registered nurse uses clinical judgment in the care of patients.

Course Outcome(s):

Describe the concepts of communication, collaboration and teamwork as they relate to the healthcare environment.

Essential Learning Outcome Mapping:

Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.

Objective(s):

1. Describe professional communication techniques.
 2. Discuss the concept of collaboration as it relates to safe, quality, effective nursing care.
 3. Identify how the registered nurse collaborates with inter-professional healthcare professionals.
 4. Discuss the relationship of the concepts of communication, care coordination, and professionalism to collaboration.
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Course Outcome(s):

Explain the importance of health care quality.

Objective(s):

1. Discuss health care quality as it relates to the concepts of safety and health care organization.
 2. Describe the role of quality improvement in health care quality.
 3. Identify the national competencies for improving health care quality.
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Course Outcome(s):

Explain concepts related to safe, quality, evidence-based, patient-centered nursing care.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Objective(s):

1. Describe the concepts of safety, evidence, diversity, and patient-centered care.
 2. Describe a culture of safety.
 3. Discuss the importance of the National Patient Safety Goals in the practice of professional nursing.
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Course Outcome(s):

Explain the interrelationship of the concepts of professionalism, leadership, ethics, and health care quality.

Objective(s):

1. Explain how the concepts of ethics and health care law relate to nursing practice.
 2. Discuss the American Nurses Association (ANA), National League of Nursing (NLN), Quality safety Education for Nurses (QSEN), and National Association for Practical Nurse Education and Service (NAPNES) Standards of Practice related to the concept of professionalism.
 3. Describe the attributes and roles of the professional registered nurse.
 4. Explain how professionalism emerges as an overarching concept for all health and illness concepts and concepts related to individual patients.
 5. Explain the concept of care coordination as used in health care.
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Course Outcome(s):

Explain the concepts of informatics and technology as they relate to nursing practice.

Objective(s):

1. Identify the concepts important to the health care environment including health care organizations, health care economics, and health policy.
 2. Describe how patient care technology is utilized in health care.
 3. Explain the role of informatics in the safe care of patients.
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Course Outcome(s):

Provide safe, quality, evidence-based, patient-centered nursing care to diverse patient populations throughout the lifespan.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Quantitative Reasoning: Analyze problems, including real-world scenarios, through the application of mathematical and numerical concepts and skills, including the interpretation of data, tables, charts, or graphs.

Objective(s):

1. Conduct a head-to-toe assessment including physical, behavioral, psychological, and spiritual assessment of health and illness parameters in patients, using developmentally and culturally appropriate approaches.
2. Follow essential principles when administering IV medications to adults across the adult life span.
3. Correctly calculate and administer IV medications.
4. Demonstrate safe performance of basic psychomotor skills for efficient, safe, and compassionate patient care (i.e. IV insertion/maintenance and central line care).

Methods of Evaluation:

1. Case Studies
2. Skills Lab Competency
3. Quizzes
4. Exams

Course Content Outline:

1. Professional Identity
 - a. National League for Nursing (NLN) and Quality Safety Education for Nurses (QSEN) graduate competencies
 - b. Professional behavior/lifelong learning
 - c. Interdisciplinary team
 - d. Chain of command
2. Communication*
 - a. Subjective Background Assessment Recommendation (SBAR)
 - b. Therapeutic
 - c. Nurse-patient
 - d. Nurse-interdisciplinary team
 - e. Documentation
3. Collaboration*
 - a. Conflict resolution
 - b. Interprofessional collaboration
 - c. Nurse to nurse collaboration
 - d. Civility
 - e. Group process
 - f. Nurse-patient family
4. Health Care Law
 - a. Scope of practice for Practical and Registered nurse (Nursing Process, Roles of the Nurse)
 - b. Health Insurance Portability and Accountability Act (HIPAA)
 - c. Affordable Care Act(ACA)
 - d. Reimbursement
 - e. American with Disabilities Act (ADA)
 - f. Consent Malpractice
5. Ethics
 - a. Legal issues
 - b. Ethical issues
6. Evidence*
 - a. Practice guidelines
 - b. Healthy People Initiative
 - c. Quantitative and Qualitative Research
7. Safety*
 - a. American Nurses Association (ANA)
 - b. National League of Nursing (NLN)
 - c. Joint Commission (JACHO)
 - d. Occupational Safety and Health Administration
 - e. Quality Safety Education for Nurses (QSEN)

- f. National Association for Practical Nurse Education and Service (NAPNES)
 - g. Ohio Board of Nursing(OBN)
 - h. Medication administration
 - i. Dosage calculations-Intravenous therapy
8. Health Care Quality
 - a. Culture of safety
 - b. Joint Commission
 - c. National Patient Safety Goals (NPSG)
 - d. Institute of Medicine (IOM)
 - e. Continuous Quality Improvement (CQI)
 - f. Magnet
 9. Culture and Diversity*
 - a. Health care beliefs
 - b. Traditions
 - c. Customs
 - d. Family roles
 - e. Gender roles
 - f. Religion
 - g. Socioeconomic
 - h. Vulnerable populations
 10. Informatics
 - a. Electronic health record (EHR)
 - b. Telemedicine
 11. Patient Education*
 - a. Health Literacy
 - b. Teaching learning principles
 12. Health Promotion
 - a. Primary prevention-anticipatory guidance: vaccinations
 - b. Secondary prevention-health screenings/assessment
 - c. Tertiary prevention
 13. Elimination:
 - a. Genitourinary assessment
 - b. I/O measurement
 14. Tissue Integrity:
 - a. Integumentary assessment
 - b. Wounds
 15. Mobility:
 - a. Musculoskeletal assessment
 - b. Mobility
 16. Nutrition:
 - a. Gastrointestinal assessment
 - b. Intake/Output (I/O)
 17. Perfusion:
 - a. Cardiac vascular (CV) assessment
 - b. Vital signs
 18. Gas Exchange:
 - a. Respiratory assessment
 - b. Nursing interventions to alleviate common respiratory issues
 19. Comfort and Pain
 - a. Pain assessment
 - b. Nursing interventions
 20. Sensory Impairment
 - a. Neurological assessment
 - b. Nursing interventions to alleviate common neurological disorders
 21. Clinical Judgement*
 - a. Nursing process
 - b. Critical thinking

*These concepts and examplars are taught across the curriculum.

Resources

Claywell, L. *LPN to RN Transitions*. 4th ed. St. Louis, Missouri: Elsevier Inc., 2018.

Giddens, J.F. *Concepts for Nursing Practice*. 3rd ed. St. Louis, Missouri: Elsevier Inc., 2020.

Jarvis, C. *Physical Examination & Health Assessment*. 8th ed. St. Louis, Missouri: Elsevier Inc., 2019.

Potter P.A., Perry, A. G., Stockert, P. A., & Hall, A. M. *Fundamentals of Nursing*. 10th ed. St. Louis, Missouri: Elsevier Inc., 2020.

Elsevier. *Nursing Concepts Online for RN - Classic Version*. 3rd ed. Mosby, 2021.

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