

# NURS-1260: LPN TO RN TRANSITIONS II

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## Cuyahoga Community College

**Viewing: NURS-1260 : LPN to RN Transitions II**

**Board of Trustees:**

May 2024

**Academic Term:**

Fall 2024

**Subject Code**

NURS - Nursing

**Course Number:**

1260

**Title:**

LPN to RN Transitions II

**Catalog Description:**

This course builds on LPN to RN Transitions I to further refine concepts of nursing practice with application of care to patients with selected acute and chronic conditions. Students analyze concepts and related exemplars necessary to provide care to patients with various selected acute and chronic health conditions. Application of knowledge and skills occurs in the classroom and a variety of clinical settings.

**Credit Hour(s):**

6

**Lecture Hour(s):**

3

**Other Hour(s):**

9

**Other Hour Details:**

Clinical Laboratory: 135 hours per semester

## Requisites

**Prerequisite and Corequisite**

BIO-2341 Anatomy and Physiology II; and concurrent enrollment in PSY-2020 Life Span Development, and NURS-1250 LPN to RN Transitions I, and departmental approval: admission to program.

## Outcomes

**Course Outcome(s):**

Apply nursing concepts to provide safe, quality, evidence-based, patient-centered nursing care to diverse patients with acute and chronic conditions.

**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 and/or focused physical, behavioral, psychological, and spiritual assessment of health and illness parameters in patients, using developmentally and culturally appropriate approaches.
2. Interpret patient needs based on assessment findings for the patient with acute and chronic conditions.

3. Develop an individualized plan of care identifying evidence-based practice guidelines appropriate for patients with acute and chronic conditions.
4. Provide patient-centered care that reflects an understanding of human growth and development, pathophysiology, pharmacology, nutrition, medical management, and nursing management for patients with acute and chronic conditions.
5. Differentiate factors that create a culture of safety for patients with acute and chronic conditions.
6. Implement a patient teaching plan that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations.
7. Analyze the effectiveness and impact of nursing care.
8. Deliver care within expected timeframe for patients with acute and chronic conditions.
9. Utilize effective communication techniques when transitioning care to another interprofessional health care team member.
10. Incorporate cultural awareness and sensitivity concepts when providing care to diverse patients with acute and chronic conditions.
11. Contributes to the revision the plan of care based on an ongoing evaluation of patient outcomes including recognition of alterations to previous patient conditions.
12. Demonstrate safe performance of psychomotor skills for efficient, safe, and compassionate patient care.
13. Document all aspects of care for provided for patients with acute and chronic conditions.

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**Course Outcome(s):**

Apply clinical judgment to make patient-centered care decisions for patients with acute and chronic conditions.

**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. Apply clinical judgment to ensure accurate and safe nursing care, including addressing anticipated changes for patients with acute and chronic conditions.
2. Apply clinical judgment when implementing all steps of the nursing process for patients with acute and chronic conditions.
3. Relate common risks for patients with acute and chronic conditions, and predict and manage potential complications.
4. Prioritize care for patients with acute and chronic conditions.
5. Apply information about the clinical microsystem and its impact on the nurse's ability to provide safe, quality care for patients with acute and chronic conditions.

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**Course Outcome(s):**

Utilize quality improvement processes to improve patient care for patients with acute and chronic conditions.

**Objective(s):**

1. Utilize quality improvement processes, including nursing-sensitive indicators in the microsystem of care when caring for patients with acute and chronic conditions.
2. Utilize information about quality improvement projects used in the care of patients with acute and chronic conditions.
3. Examine gaps between local and national standards of practices and competencies in the care of patients with acute and chronic conditions.
4. Examine possible errors and ways to prevent those errors in the care of patients with acute and chronic conditions.
5. Implement National Patient Safety Goals in the care of patients with acute and chronic conditions.

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**Course Outcome(s):**

Engage in collaboration and teamwork with members of the interprofessional healthcare team, the patient, and the patient's support systems when caring for patients with acute and chronic conditions.

**Essential Learning Outcome Mapping:**

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

**Objective(s):**

1. Analyze communication with members of the interprofessional healthcare team, including the patient and the patient's support network when making decisions and planning care.

2. Communicate data collected during the patient assessment to the appropriate interprofessional healthcare team member(s).
3. Apply patient safety and quality improvement concepts within the context of the interprofessional team in the care of patients with acute and chronic conditions.
4. Apply conflict resolution principles when working with the interprofessional team.

**Course Outcome(s):**

Analyze information management principles, techniques, and systems, and patient care technologies that are used to communicate, manage knowledge, mitigate error, and support decision-making when caring for patients with acute and chronic conditions.

**Objective(s):**

1. Analyze how the use of patient care technologies, information systems/technologies, and communication devices are used to support safe nursing practice when caring for patients with acute and chronic conditions.
2. Analyze concepts related to information technology and information systems to improve patient care outcomes and create a safe care environment.
3. Use patient care technologies as appropriate to address the needs of patients with acute and chronic conditions.

**Course Outcome(s):**

Apply leadership, management, legal, and ethical guidelines in practice as a professional nurse when caring for patients with acute and chronic conditions.

**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. Apply legal and ethical frameworks of nursing practice to the care for patients with acute and chronic conditions.
2. Apply the American Nurses Association (ANA), National League for Nurses (NLN), Quality Safety Education for Nurses (QSEN), and National Association for Practical Nurse Education and Science (NAPNES) Standards of Practice to the care of patients with acute and chronic conditions.
3. Be accountable for nursing care given by self and/or delegated to others.
4. Analyze the management skills and delegation principles used on the unit caring for patients with acute and chronic conditions.
5. Analyze own role as a patient advocate when caring for patients with acute and chronic conditions.
6. Apply knowledge of the impact of economic, political, social, and demographic forces on the delivery of health care to patients with acute and chronic conditions.

**Methods of Evaluation:**

1. Case Studies
2. Concept Map
3. Clinical Evaluation Tool
4. Teaching Plan
5. Quizzes
6. Exams
7. Simulations

**Course Content Outline:**

1. Fluid and Electrolytes
  - a. Fluid balance/imbalance
  - b. Dehydration
  - c. Fluid Volume Excess
  - d. Electrolyte Balance
  - e. Chronic Kidney Disease (CKD)
2. Mobility

- a. Immobility
- b. Fractures
- 3. Communication\*
  - a. Subjective Background Assessment Recommendation (SBAR)
  - b. Therapeutic
  - c. Nurse-patient
  - d. Nurse-interdisciplinary team
  - e. Documentation
- 4. Infection
  - a. Antibiotic Resistance
  - b. Sepsis
  - c. Clostridium difficile (C-Diff)
  - d. Urinary tract infection (UTI)
- 5. Perfusion
  - a. Atherosclerosis
  - b. Arteriosclerosis
  - c. Atrial Fibrillation
  - d. Congestive heart failure (stable)
  - e. Hypertension
  - f. Deep Vein Thrombosis
  - g. Peripheral Vascular Disease
- 6. Gas Exchange
  - a. Tuberculosis
  - b. Influenza
  - c. Pneumonia
  - d. Atelectasis
- 7. Glucose Regulation
  - a. Hyperglycemia
  - b. Hypoglycemia
- 8. Hormonal Regulation
  - a. Hypothyroidism
  - b. Hyperthyroidism
- 9. Inflammation
  - a. Hepatitis
  - b. Cirrhosis
- 10. Patient Education\*
  - a. Preoperative teaching
  - b. Postoperative teaching
- 11. Acid-Base Balance
  - a. Respiratory alkalosis
  - b. Respiratory acidosis
  - c. Metabolic alkalosis
  - d. Metabolic acidosis
- 12. Collaboration\*
  - a. Conflict resolution
  - b. Interprofessional collaboration
  - c. Nurse-to-nurse collaboration
  - d. Civility
  - e. Group process
  - f. Nurse-patient-family
- 13. Clinical Judgment\*
  - a. Prioritization of care among patients (Post-surgical care)
  - b. Content and depth of patient teaching pre and postoperatively
- 14. Culture and Diversity\*
  - a. Health care disparities
  - b. Cultural practices
- 15. Health Promotion\*

- a. Primary prevention-anticipatory guidance
  - b. Secondary prevention screenings/assessment
  - c. Tertiary prevention-disease management
16. Safety\*
- a. Medication administration
  - b. Invasive procedures
  - c. Recognition of/Action on adverse effects
  - d. Care coordination
  - e. Error reporting and analysis
  - f. American Nurses Association (ANA)
  - g. National League for Nurses (NLN)
  - h. Joint Commission (JACHO)
  - i. Occupational Safety and Health Administration (OSHA)
  - j. Quality Safety Education for Nurses (QSEN)
  - k. National Association for Practical Nurse Education and Service (NAPNES)
  - l. Ohio Board of Nursing (OBN)
17. Technology and Informatics\*
- a. Electronic Health Record (EHR)
  - b. Disease/patient registries
  - c. Health and Wellness apps
  - d. Chronic disease management apps
  - e. Computerized acuity systems
  - f. Telehealth tools
18. Evidence\*
- a. Standards of medical care in Diabetes (American Diabetes Association)
  - b. Practice guidelines

\*These concepts and exemplars are taught across the curriculum.

## Resources

Giddens, J.F. *Concepts for Nursing Practice*. 3rd ed. St. Louis, Missouri: Elsevier Inc., 2017.

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Ignatavicius, D. D. & Workman, M. L. (2023) *Medical-Surgical Nursing Patient-Centered Collaborative Care*, St. Louis, Missouri: Elsevier Inc.

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Jarvis, C. (2023) *Physical Examination & Health Assessment*, St. Louis, Missouri: Elsevier Inc.

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Elsevier. *Adaptive Quizzing for Medical-Surgical Nursing*,

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

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Skidmore Roth. (2023) *Mosby 2023 Nursing drug reference*, St Louis, MO: Elsevier Inc.

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