South Central College

NURS 2200  LPN to RN Role Transition

Course Outcome Summary

Course Information
Description  This course is intended to assist students to transition from the role of the Licensed Practical Nurse to the Associate Degree Nurse. Learning opportunities will occur in lecture, laboratory, and clinical settings. Transitional topics include differences in the scope of practice between the licensed practical nurse and the registered nurse. The nursing process is used as a framework for critical thinking and problem solving. Current and future trends in healthcare will be explored. Legal and ethical issues as they relate to nursing are discussed. (Prerequisite: Acceptance into Nursing Program is required in order to register for Nursing Courses)

Total Credits  4
Total Hours  96

Types of Instruction

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<tr>
<th>Instruction Type</th>
<th>Credits/Hours</th>
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<tbody>
<tr>
<td>Lecture</td>
<td>2/32</td>
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<tr>
<td>Clinical/Lab</td>
<td>2/64</td>
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Pre/Corequisites
Acceptance into Nursing Program is required in order to register for Nursing Courses

Institutional Core Competencies

Civic Engagement and Social Responsibility - Students will be able to demonstrate the ability to engage in the social responsibilities expected of a community member.

Communication - Students will be able to demonstrate appropriate and effective interactions with others to achieve their personal, academic, and professional objectives.

Critical and Creative Thinking - Students will be able to demonstrate purposeful thinking with the goal of using a creative process for developing and building upon ideas and/or the goal of using a critical process for the analyzing and evaluating of ideas.

Cultural Competence - Students will be able to demonstrate an attitude of personal curiosity, a rising knowledge of cultures, and an evolving range of skills for living and working among others with other worldviews and ways of life.

Course Competencies
1. **Explain concepts of health.**

   **Learning Objectives**
   - Define human flourishing.
   - Describe the illness-wellness continuum.
   - Discuss the Healthy People 2020 goals for health care.
   - Identify the health care needs of older adults (e.g., chronic illness, injury, acute care).
   - Recognize the client's right to refuse care and treatments.
   - Discuss the Nursing Model of patient care as it compares to the Medical Model.
   - Explain the nurse's role in health promotion and maintenance (e.g., age-related changes, health screening, high risk behaviors, lifestyle choices).

2. **Distinguish the components of the registered nurse's professional identity.**

   **Learning Objectives**
   - Discuss the role of registered nurses in various health care settings (e.g., primary, secondary and tertiary care).
   - Review the importance of the inter-disciplinary team members in contributing to safe, quality patient care.
   - Discuss various leadership and management styles that are used in professional nursing practice (e.g., transformational, crisis).
   - Summarize the differences between the Licensed Practical Nurse and the Registered Nurse roles.

3. **Summarize the professional standards of registered nursing.**

   **Learning Objectives**
   - Define nursing judgment.
   - Identify critical thinking strategies used by registered nurses.
   - Identify nursing processes for prioritization of care.
   - Explain the health care concept of "standard of care".
   - Explain the codes of ethics (e.g., American Nurse's Association, Minnesota Nurse's Association).
   - Review nursing practice standards (e.g., Quality and Safety Education of Nurses [QSEN], National League for Nursing [NLN]).
   - Discuss the impact of advance directives on the nursing plan on care.
   - Describe the components of informed consent.
   - Discuss the Patient's Bill of Rights and the nurse's responsibility to act as a patient advocate.
   - Discuss ethical dilemmas that will be encountered during nursing career.

4. **Apply the steps of the nursing process to create individualized nursing care plans.**

   **Learning Objectives**
   - Demonstrate various types of nursing assessment (e.g., focused, comprehensive, emergency).
   - Acquire patient information using nursing observation, patient interview and physical assessment.
   - Distinguish between subjective and objective data.
   - Choose the correct nursing diagnosis for each individualized patient scenario.
   - Identify the appropriate patient outcome(s) for each specific nursing diagnosis.
   - Choose the appropriate nursing, physician initiated or collaborative intervention(s) to achieve the desired patient outcome.
   - Complete an evaluation of each intervention in the nursing care plan to determine its effectiveness.

5. **Use technology, informatics, and evidence-based practice to create a nursing care plan for each client.**

   **Learning Objectives**
   - Identify the minimum standards associated with a scholarly article.
   - Discuss the use of evidence-based practice in nursing practice.
   - Demonstrate a beginning level understanding of published research (e.g., best practice, standard practice and continuous quality improvement).
   - Discuss individual and nursing unit quality improvement strategies (e.g., Plan, Do, Study, Act).
   - Discuss any near-misses and/or mistakes in a critical reflection journal following each clinical experience.
   - Discuss advantages and disadvantages of technology in the health care setting.
   - Locate an evidence-based, scholarly, research article that has been published in a nursing journal through a credible, on-line database.
   - Use the SCC and facility electronic medical record systems to document patient care.
   - Discuss in reflective journal how to continuously improve on clinical performance.
6. **Demonstrate professional communication.**

Learning Objectives
- Distinguish between and use effective verbal and non-verbal communication.
- Employ communication techniques to improve patient care and teamwork (ex. therapeutic, crisis).
- Use effective communication in the industry standard SBAR (Situation, Background, Assessment, Recommendation) format.
- Discuss strategies to communicate and collaborate with members of the interprofessional team.
- Demonstrate effective communication techniques in all mediums (ex. written, verbal, phone, text, e-mail, electronic).
- Demonstrate appropriate documentation according to industry and facility standards.

7. **Demonstrate nursing care that supports and promotes physiological integrity.**

Learning Objectives
- Demonstrate consistent use of infection control practices (ex. standard precautions, transmission-based precautions, and surgical asepsis).
- Discuss the principles of pain management including pharmacological and non-pharmacological comfort interventions.
- Predict the need to perform emergency care procedures (ex. cardio-pulmonary resuscitation, respiratory support, use of automated external defibrillator).
- Demonstrate system specific physical assessments on a variety of patients with acute and chronic physical health conditions.

8. **Use medication administration practices for a variety of medical-surgical patients.**

Learning Objectives
- Identify differences between various drug classifications.
- Distinguish expected actions, outcomes, adverse reactions, contraindications, side effects, and interactions for various medications.
- Demonstrate dosage calculation and medication math competency by achieving a greater than or equal to a 90% score on the dosage calculation exam.
- Demonstrate correct techniques for medication administration routes (intramuscular, subcutaneous, oral, transdermal, inhalation, drops).

9. **Demonstrate appropriate nursing care to promote psychosocial health.**

Learning Objectives
- Identify the concepts of nutrition and diet therapy that are essential for health (ex. food, water, vitamins, minerals, proteins, carbohydrates, fats).
- Discuss situations that effect psychosocial integrity (ex. grief and loss, sensory and perceptual alterations, family dynamics, abuse and neglect, etc.).
- Discuss methods to establish a caring nurse client relationship.

10. **Discuss awareness of protecting clients, oneself, and team members from health and environmental hazards.**

Learning Objectives
- Discuss possible home safety risks for clients (ex. medications, mobility, nutrition, and personal hygiene).
- Identify the registered nurse role in emergency responses (ex. patient triage and emergency plans).
- Demonstrate practices using equipment in providing care (ex. ergonomic principles, safe use of equipment, use of restraints, and other nursing procedures).
- Incorporate appropriate use of equipment in the clinical practice.

11. **Apply cultural awareness and sensitivity concepts into practice.**

Learning Objectives
- Discuss personal beliefs, values and biases that may impact cultural competence and cultural sensitivity.
- Recognize individual and family considerations that impact nursing care.
- Demonstrate strategies in clinical practice that support concepts for cultural awareness and sensitivity.

12. **Summarize the legal and ethical topics that govern nursing practice.**

Learning Objectives
- Explain the impact of advanced directives on nursing care planning and delivery.
Discuss client advocacy in ethically challenging situations (ex. end-of-life nursing care).
Describe medical ethics in health care (ex. Do Not Resuscitate, advanced directives).
Review the state nurse practice act for the Registered Nurse.
Review legal aspects of providing safe, quality care (ex. torts, negligence, battery).

**SCC Accessibility Statement**
South Central College strives to make all learning experiences as accessible as possible. If you have a disability and need accommodations for access to this class, contact the Academic Support Center to request and discuss accommodations. North Mankato: Room B-132, (507) 389-7222; Faribault: Room A-116, (507) 332-5847.

Additional information and forms can be found at: [www.southcentral.edu/disability](http://www.southcentral.edu/disability)

This material can be made available in alternative formats by contacting the Academic Support Center at 507-389-7222.

**Academic Honesty- Nursing**

**Nursing - Academic Honesty**
Academic honesty is a core principle of learning and scholarship. When you violate this principle, you cheat yourself of the confidence that comes from knowing you have mastered the targeted skills and knowledge. You also hurt all members of the learning community by falsely presenting yourself as having command of competencies with which you are credited, thus degrading the credibility of the college, the program, and your fellow learners who hold the same credential.

All members of the learning community share an interest in protecting the value, integrity, and credibility of the outcomes of this learning experience. We also have the responsibility to censor behaviors that interfere with this effort. The following behaviors will be subject to disciplinary action:

- **Plagiarism** - presenting someone else’s words, ideas, or data as your own work.
- **Fabrication** - using invented information or the falsifying research or other findings.
- **Cheating** - misleading others to believe you have mastered competencies or other learning outcomes that you have not mastered. Examples include, but are not limited to:

  1. Copying from another learner's work.
  2. Allowing another learner to copy from your work.
  3. Using resource materials or information to complete an assessment without permission from your instructor.
  4. Collaborating on an assessment (graded assignment or test) without permission from the instructor.
  5. Taking a test for someone else or permitting someone else to take a test for you.

**Academic Misconduct** - other academically dishonest acts such as tampering with grades, taking part in obtaining or distributing any part of an assessment, or selling or buying products such as papers, research, projects or other artifacts that document achievement of learning outcomes.

**Desire to Learn or D2L- Nursing**
Nursing - Desire to Learn or D2L
Students are expected to know how to access and use the D2L site for this course. This includes but is not limited to the drop box, discussions, e-mail functions, and grade book. Communication will occur through this route. You are to check D2L several times each week to read announcements and requirements.

SCC Email - Nursing
Nursing - SCC Email
Students are responsible for checking their South Central College email. If instructors need to contact students that is how we will do it. We cannot use other e-mail addresses for privacy reasons. If there is another email that you check more often, arrange for SCC messages to be forwarded to that email account.

Communication- Nursing
Positive, direct and timely communication is expected.

Use of messaging by e-mail is encouraged.

Only southcentral.edu e-mail addresses will be used.

E-mail will be answered as timely as possible. No response should be expected until the following day if message is received after 6pm.

E-mail will not be routinely responded to over the weekend.

E-mail received Friday after 3pm has no guarantee of response until Monday, after class.

Instructor is known to be on the computer after 8pm, do not assume communication will be guaranteed.

E-mail etiquette is expected. The following rules should be utilized:

Include a brief entry in the Subject line.

In the Subject line, include either “response requested” or “no response needed”.

Never send a message when angry or emotionally upset.

Re-read the message before sending to make sure content is appropriate and professional.

E-mail messages will be returned with “Inappropriate message” in the Subject line when the above is not followed.

Include your first and last name when signing off.

Technology Expectations- Nursing
Nursing - Technology Expectations

You will need access to a computer for this course. This may be through your personal home computer, a public library, or the school computer lab. Required software includes the following:

1. Adobe Acrobat Reader

2. Microsoft Word (version 2003 or later)

3. Not only are you required to have access to these software programs and platforms, you are expected to know the basic functions of their use. “I don’t know or didn’t know how” are not valid excuses for incomplete or late assignments. If you don’t know something, it is expected you seek out the information required of you to complete the assignment. Additional information and instruction about D2L can be accessed through the SCC website.

4. Directions for Microsoft Word can be found by clicking on help within the program, utilizing help sheets in the college library, or access the Microsoft website directly at www.microsoft.com.

5. If you don’t have Microsoft on your computer, strongly consider purchasing this program through SCC. The student version is quite affordable and includes all aspects of the program.

6. Atomic Learning is a D2L site with a wide array of tutorials.

7. Openoffice.org is available as a substitute for Microsoft; it is easy to use, and free. It is the leading open source office software suite for word processing, spreadsheets, presentations, graphics, and more. It can be downloaded and used completely free of charge for any purpose. It will allow you to submit your papers in a format acceptable for this class!

Guidlines to Success- Nursing

Nursing - Guidelines to Success

Each student is expected to perform the following:

1. Be responsible for own learning.

2. Actively participate in online activities and discussions.

3. Complete and turn in assignments/projects on time.

4. Participate in D2L expectations. This course utilizes the Desire 2 Learn (D2L) platform to deliver grades, communication within the class, assignments, and course content. It is expected all students will be familiar and able to utilize this technology and check it frequently for updates and course information. This includes the expectation the home page is checked daily.
5. Spend approximately two (2) hours minimum studying for each credit of class (ten hours per week).

6. Devote additional time for other projects assigned.

7. Contact instructor and share with classmates by using D2L Discussion: Talk with Teacher.

8. Contact instructor by email with personal questions or concerns.

9. Submit all written work on time, via D2L Dropbox. Make sure work is professional in appearance with accurate spelling and grammar. APA formatting will be expected (cover page, citation within body of paper, and reference page). Helpful information for APA formatting is available under course content.

10. Understand and utilize the rubrics provided for all written work assigned.

11. Act in a professional manner during class and in meetings with instructor. Refer to the Student Professional Expectation Guideline in the South Central Student Handbook.


13. Recognize fellow classmate as part of the classroom team. Please note the importance of every single person on the team in the mastery of this course.

**Student Contributions and Professionalism- Nursing**

**Nursing - Student Contributions and Professionalism**

1. Actively participate in clinical activities and discussions.
2. Identify and work with clinical partner(s) when assigned.
3. Complete preparatory paperwork and research prior to assigned clinical.
4. Complete and submit assignments and projects on time.
5. Utilize D2L for course information, forms and materials, grades, etc.
6. Spend at least two (2) hours preparing for each clinical, and completing paperwork each week.
7. Submit all written work neat and professional in appearance with accurate spelling and grammar.

**Teacher Expectations of Students in Clinical- Nursing**

**Nursing - Teacher Expectations of Students in Clinical**

1. It is expected that you attend all clinical hours; you will contribute to pre/post clinical activities.
2. If you will miss clinical due to illness or family death you are to contact the instructor prior to the clinical. Any points assigned to the missed clinical will be lost.
3. You will come to clinical early to prep for proficient knowledge specific to:
   Dx, Hx, medications, labs, imaging, treatment plan, and goals for complete plan of care. You must be ready to begin
cares following nursing report.
4. You will be assessed on the attributes listed on the SCC clinical evaluation tool.
5. You will turn in on time a completed, accurate worksheet packet on the patient.
6. Additional assignments may be given based on indications of a clinical need.

**Attendance- Nursing Lab**

**Nursing Attendance – lab courses**

There is a strong correlation between classroom attendance and the learning process. Attendance is crucial.
Important course materials will be presented every day and students are expected to attend all scheduled classes.
It is understood that some days you cannot attend class. Absences must be phoned in to the instructor and follow up
done according to program guidelines. Failure to notify the instructor prior to the class session may result in the
subtraction of five points per absence from the student's total points earned. It is the student's responsibility to
obtain assignments, class notes, and other information regarding classes missed from other students in the class. (This
includes announcements of test dates and project completion dates.) It is not your instructor's responsibility to inform
you of what you missed in class.
Class will start promptly on the hour and arriving late to class is disruptive and disrespectful. If attendance has already
been taken, it is your responsibility to check with the instructor after class to make corrections on the attendance
roster.
Disruptive behavior will not be tolerated in class. Children are not permitted in class. **Cell phones, pagers, etc. must be
placed in silent mode and not accessed during class.** The instructor reserves the right to request your departure from
class if your behavior is disruptive to the classroom. Please review the information related to academic standards in
your South Central College Student Handbook and your Nursing Handbook.

**Course Evaluation- Nursing**

**Nursing - Course Evaluation**

Course evaluation will be based on computer examinations, class assignments, participation, rubric expectations, and
D2L requirements.

Instructor reserves the right to change evaluation tools and outlines in D2L used for grading.

Grading will be based on percentage of the total points possible.

Students will be given advanced notice of dates for exams and assignments.

Unscheduled quizzes and/or activities may be introduced at any time during the semester.

It is the student's responsibility to keep track of point postings in D2L.
Grading Scale - Nursing

Nursing - Grading Scale
All grading will be based on a percentage of the total points possible (points earned by the student, divided by total points possible). Percentages will not be rounded up. The grade percentage will be translated to a letter grade on the following scale: A = 100 % - 94%, B = 93%- 87%; C = 86%- 80%; 79% or below = F.

The D2L Course Gradebook automatically calculates total earned points/percentages for midterm and final grades. In order for this course to meet the program requirements for nursing a final grade point average of 80% or greater must be achieved in order to pass this course. Students are responsible for keeping a record of their total points earned and percentages so they will be aware of their academic standing.

Late or Missed Assignments - Nursing

Nursing - Late or Missed Assignments
Late papers and/or assignments will result in five percent (5%) of the total points being deducted for each day that the paper/assignment is late (weekend included). Submitting assignments late in the D2L Dropbox may require contacting the instructor first to re-open the Dropbox for submissions, or submission via e-mail. Students should retain a copy of the paper/assignment for their records.

There may be unscheduled quizzes or classroom activities which provide the opportunity to earn points. If you are not present in class (and have not contacted the instructor prior to the start of class) there will not be any make up offered. Any extra credit points will only affect the student's points earned when the student's overall percentage at the end of the course is 80% or above.

Late or Missed Exams - Nursing

Nursing - Late or Missed Exams
If a student is absent on the date of the scheduled exam, the student may make up the exam; however, the student will automatically lose five percent (5%) of the total earned points possible. The makeup exam will be administered on make-up days determined by the instructor. The make-up days will be scheduled at midterm and the week of finals. Any exam missed prior to midterm must be made up on the make-up day at midterm. Any exam missed after midterm must be made up on the make-up day during the week of finals. If the make-up exam is not completed on the assigned day it will result in zero points for that particular exam. It is the responsibility of the student to inquire what score was earned on the make-up exam (a few days after taking the exam).

Withdrawing from the Course - Nursing

Nursing - Withdrawing from the Course
A student may withdraw from the course until the 60th day of the term or until 75% of the course has been held and will be shown as a "W" on the student's transcript. After that point, withdrawals will not be allowed and students will be graded according to their performance. It is the student's responsibility for completing the withdrawal form and turning it in to the Registration Office by the date specified in the student handbook. For a full refund, a student must withdraw from a course within the first 5 days of the semester. See the student handbook for specifics on the refund policy.

**MATH TEST POLICY FROM THE NURSING HANDBOOK - Nursing**

Nursing - MATH TEST POLICY FROM THE NURSING HANDBOOK:

Math Competency *(Updated 8/2011)*: Math competency and the ability to apply mathematical concepts appropriately and consistently in the patient setting is of vital importance in nursing. The primary purpose of administering medications is to improve therapeutic outcomes and quality of life for patients. Failure to accurately calculate and administer the right dose of a patient’s medication may lead to serious and life-threatening consequences, not to mention potential disciplinary and legal ramifications for the nurse.

In order to ensure that students are adequately prepared to administer medication safely, math content will be incorporated throughout the curriculum. Faculty will work with students each semester on math concepts, providing opportunities for instruction and learning. Criteria are as follows:

**NURS 1275:**

1. Course content includes medication administration and dosage calculations.

2. Students must successfully complete course in order to progress into the clinical course (NURS 1150).

**NURS 1350:**

1. Course content includes math competence and safe medication administration in the clinical setting, intervention, and critical thinking.

2. Students will be given a math comprehension & retention assessment during orientation (week 1) to identify knowledge gaps prior to beginning the clinical.

3. Students who do not achieve a score of 90% on the assessment will be required to have a remediation plan in place and re-take a second assessment during week 4-6.

4. A score of 90% must be achieved on the second assessment or the student will fail the course (students may have the option to withdraw) and the student will need to withdraw from NURS 1350. Students who do not withdraw from the courses will receive a course grade of “F” and will be subject to the repeat policy of the Nursing Program.

**NURS 2275:**
1. Course content includes medication administration and dosage calculations.

2. Students must achieve a score of 90% on the math test, which will be given 2-3 weeks prior to starting clinical (NURS 2250).

3. Students who do not achieve a score of 90% on the first math test will have 2 weeks to remediate and take the second and final test.

4. A score of 90% must be achieved or the student will fail the course (students may have the option to withdraw) and the student will need to withdraw from NURS 2250. Students who do not withdraw from the courses will receive a course grade of “F” and will be subject to the repeat policy of the Nursing Program.

**NURS 2375:**

1. Course content includes math competence, intervention, and critical thinking.

2. Students must achieve a score of 90% on the math test, which will be given 2-3 weeks prior to starting clinical (NURS 2350).

3. Students who do not achieve a score of 90% on the first math test will have 2 weeks to remediate and take the second and final test.

4. A score of 90% must be achieved or the student will fail the course (students may have the option to withdraw) and the student will need to withdraw from NURS 2350. Students who do not withdraw from the courses will receive a course grade of “F” and will be subject to the repeat policy of the Nursing Program.

**NURS 2450 and 2550:**

1. Math content will be evaluated as part of the course grade, as determined appropriate by the faculty.

2. No course specific math tests will be given.

3. Students who demonstrate a persistent inability to correctly calculate medication dosages in the clinical setting may be placed on a student learning contract with individualized learning objectives to ensure safe practice.

**Skills (Labs only)- Nursing**

**Nursing - Skills (Labs only)**
The skills must be passed by a minimum score of 80% or pass/fail as assigned. If the skill is not successfully passed on the first attempt, the student does have a second opportunity to attempt the skills. If the skill has points attached to it the highest score possible on the second attempt is 80%. However, if the student does not pass the skill on the second attempt, whether points are assigned or it is a pass/fail, they will fail this course. This will require that the student withdraw from the course or receive a failing grade.
Student Feedback- Nursing

Nursing - Student Feedback
Students are encouraged to give feedback that will serve to improve the nursing curriculum. Feedback must be given in a constructive manner and a possible solution or resolution must be offered.

1. Discuss issue with current instructor offering a possible solution
2. Call or e-mail your instructor to schedule a date and time for meeting
3. Present possible solution and feedback to nursing faculty in writing before scheduled meeting
4. Present possible solution and feedback to nursing faculty verbally at appointed meeting.
5. Work with your student representative to provide constructive feedback to the nursing faculty at faculty meetings.

SCC Handbooks- Nursing

Nursing - SCC Handbooks
Refer to the information and policies in the current SCC Catalog and Nursing Handbooks. You are a member of our SCC learning community and are responsible for knowing and following these requirements. The Nursing Handbook can be found at [http://southcentral.edu/nursing/nursing-handbook.html](http://southcentral.edu/nursing/nursing-handbook.html), SCC College policies are at [http://southcentral.edu/academic-policies/academic-dishonesty.html](http://southcentral.edu/academic-policies/academic-dishonesty.html)

Campus Closing- Nursing

Nursing - Campus Closings
If it is determined by the college administration or the governor that emergency conditions have developed which change the college’s normal operating times, an announcement will be made via radio and television broadcasts over the following stations: KTOE (AM 1230), KEEZ (FM 99.1), KXLP (FM 93), KNUJ (AM 860), KDOG (FM 96.7), KSTP (channel 5), KEYC-TV (channel 12), KDHL (AM 920), KQLC (FM 95.9), and WCCO (AM 830). Please note that the closing may be specific to facility, South Central College - North Mankato or Faribault.

We recommend that you register for the Star Alert system so you will know if the college closes. Directions can be found at [http://southcentral.edu/campus-security/star-alert.html](http://southcentral.edu/campus-security/star-alert.html)

In an emergency, Star Alert will send a text message to the cell number(s) and/or e-mail address(es) you provide. Notifications identified as "Star Alert" messages will note the nature of the emergency, what action, if any, you are to take, and where to find more information. Star Alert also will let you know if campus is closed or if classes are delayed or cancelled.