Course Prefix and Number: NURS 204   **Credit Hours**: 2

Course Title: LPN to RN Transition

Prerequisites: Admittance to LPN to RN Transition Program

Enrollment in the 200 Level of Nursing (NURS) courses is limited to those students who have been selected and admitted to the program. Program courses are sequenced by semester and must be taken as a group each semester per program requirements and policies.

Textbook: Harrington, N., <u>LPN to RN Transitions</u>, 5th ed.

Course Description:
This course provides coverage of key RN roles, including professional behaviors and lifelong learning for quality improvement and safety. Legal and ethical responsibilities are discussed in relation to diverse patient-centered care, delegation, and leadership. An explanation of how the RN's role differs from that of an LPN is included. Theoretical knowledge concerning the nursing process and the importance of evidence-based practice, the nurse's role as communicator and teacher, the Computer Adaptive Test (CAT) for licensure and the relationship of theory to practice will be emphasized.

Student Learning Outcomes (SLO)

1. Professional behaviors including commitment to continued quality improvement, ethical and legal standards of practice, efficient management of resources, patient advocacy and lifelong learning. CSLO (B)
2. Promote safety in the workplace to minimize risk of harm to self, patients, family members and coworkers. CSLO(A,D)
3. Use of therapeutic communication techniques which result in optimal relationships with patients and families and teamwork and collaboration with interdisciplinary team members. CSLO(F)
4. The ability to provide patient-centered care with regard to cultural and life-span diversity in a variety of healthcare settings. CSLO(f)
5. Evidence-based practice to inform the nursing process for clinical judgment and critical decisions making. CSLO (A)
6. Use of informatics and technology to document, manage patient records and support decision making. CSLO (F)
7. Competency with the nursing process to assess, plan, implement and modify patient care to promote positive outcomes. CSLO (E)

Student Course Learning Outcomes

At the end of this course the students should be able to:

A. Analyze critical thinking and life-long learning in nursing and in relation to quality improvement and safety;
B. Apply the dynamics of the change process and how pursuing a degree in professional nursing results in professional role development and role transition;
C. Summarize the evolution of nursing into a profession and identify professional, legal and ethical responsibilities of the ADN nurse;.
D. Differentiate between the Practical Nurse and the Registered Nurse scope of practice and core competencies in relation to safety and delegation;
E. Analyze the nursing process in relation to why it was developed, what the steps are, and how it guides evidence-based patient-centered care;
F. Apply the nurse's role as communicator and teacher and the use of communication skills, informatics, technology, team building concepts and assertiveness when delegating to others on the healthcare team;
G. Analyze how cultural and life-span diversity impacts patient-centered care and safety.
H. Utilize technology to perform research and support effective communication.

To achieve the learning outcomes, the student will:

1. Describe basic skills and competencies for life-long learning in nursing. (A)
2. Discuss how life-long learning relates to quality improvement and safety. (A)
3. Describe the process of re-entry into the role of student. (B)
4. Outline the stages of the return to the student role. (B)
5. Differentiate between adult learning styles (B)
6. Discuss development of study skills (B)
7. Differentiate between change and transition. (B)
8. Differentiate between ascribed and acquired roles. (B)
9. Compare and contrast the stages of personal and adult development of selected theorists. (B)
10. Outline the stages of professional role development. (B)
11. Describe the phases of role socialization. (B)
12. Summarize the phases of role transition. (B)
13. List five methods used to resolve role conflict. (B)
14. Explore the paradoxes of change. (B)
15. Differentiate individual and organizational change. (B)
16. Summarize factors that motivate change (B)
17. Compare and contrast types of change. (B)
18. Outline Lewin's process of change. (B)
19. Describe methods of adjusting to change. (B)
20. Define professionalism. (C)
21. Discuss significant historic events in nursing that influenced its development. (C)

22. Describe benchmarks of the evolution of nursing as a profession. (C)
23. Describe the expanded roles that exist within the nursing profession. (C)
24. Discuss the effects of societal trends on the profession and practice of nursing. (C)
25. Discuss the roles of LPN/LVNs and Associate degree nurses related to nursing process and nursing diagnosis. (D)
26. Differentiate among the six cognitive learning achievement levels: knowledge, comprehension, application, analysis, synthesis, and evaluation. (D)
27. Differentiate between ADN students and LPN/LVN practice roles. (D)
28. Assess preparedness for the student role based on information learned in previous chapters. (D)
29. Apply concepts learned to establish an effective instructor – student partnership. (C)
30. Describe the differences between LPN/LVN and RN scopes of practice. (D)
31. Differentiate among directed, autonomous, and collaborative nursing practices. (D)
32. Describe mechanisms for identifying differences in the knowledge and roles of LPN/LVNs and RNs. (D)
33. Differentiate between the NCSBN test plans for PNs and RNs. (D)
34. Differentiate between the roles of the LPN/LVNs and RNs in the nursing process. (D)
35. Contrast the differences between core competencies for the LPN/LVN and those for the RN. (D)
36. Describe the importance of critical thinking in today's society and in registered nursing practice.(A)
37. Describe the role of clinical judgment in the profession of nursing. (D)
38. Identify critical thinking abilities and dispositions. (D, A)
39. Differentiate between critical and creative thinking. (D, A)
40. Describe the role of critical thinking in nursing process (D, A).
41. Discuss the historical development of the nursing process. (E)
42. Discuss the importance of the nursing process in guiding nursing practice. (E)
43. Describe the five components of the nursing process. (E)
44. Formulate an actual nursing diagnosis statement using the PES format. (E)
45. Describe the difference between expected outcomes, interventions, and evaluation.(E)
46. Discuss the role of evidence-based research in the nursing process. (E)
47. Describe the importance of effective communication to quality nursing care. (F)
48. List ways a nurse can judiciously use communication skills to prevent a malpractice claim. (F)
49. Discuss the two types (forms) of communication. (FI)
50. Identify factors promoting effective communication. (FI)
51. Describe blocks to communication.(F)
52. Discuss the effective communication techniques used in therapeutic communication. (F)
53. List the five rights of delegation according to the NCSBN. (F)
54. Explain the importance of client education as a nursing responsibility. (F)

55. Describe the differences between teaching and learning. (F)
56. Relate principles of teaching – learning to client education. (F)
57. Identify teaching methods appropriate for cognitive, affective, and psychomotor learning. (F)
58. List assessment data necessary to determine client learning needs. (F)
59. Outline the essential components of a teaching plan. (F)
60. Discuss the essential elements of documenting client education. (F)
61. Describe how to implement client education. (F)
62. Explain how to evaluate client education. (F)
63. Explain how technology has given worldwide access to collaboration (F)
64. Describe how professional development has been enhanced by technology (F)
65. Discuss the following concepts related to diversity: culture, subculture, customs, beliefs, attitudes, values, and ethnocentrism. (G)
66. Recognize that cultural competency is an ongoing process that requires continuing education. (G)
67. Define the concepts of culture relevant to health and health-seeking behaviors. (G)
68. Discuss how values, beliefs, and attitudes affect the nurse-client relationship.(G)
69. Analyze how diversity impacts the nursing care planning process. (G)
70. Discuss various contexts in which conflict occurs. (B)
71. Identify the process of conflict resolution. (B)
72. List the steps in the decision-making process. (A, B)
73. Compare the role of the RN to that of the LPN/LVN in decision making. (D)
74. Analyze the role of the nurse in managing a safe environment. (D)
75. Give examples of the LPN/LVN-to-RN role transition in managing client care. (D)
76. Describe areas of responsibility of the RN in the role of member of the discipline of nursing. (D)
77. Describe areas of professional growth to which the RN is committed as a member of the profession. (C)
78. Describe ways in which the RN promotes and maintains standards of nursing practice. (C)
79. Compare and contrast the roles of the LPN/LVN and the RN as client advocate. (C)

Course Requirements: In order to earn a "C" or higher, the student must earn 76% of the total possible points for the course and achieve all of the course requirements listed below.

- Participate in/complete all assignments (such as quizzes; case studies, presentations; DVD, video, or web-site assignments; group assignments, research for presentations, reading assignments, etc.).

- Be held responsible for the content of the entire course. The final exam is mandatory, will be cumulative, and worth 25% of the overall grade for the course
- Be required to achieve a minimum overall average of 76% and a minimum score of 70% on the final exam to receive credit for this course.

Course Grading Scale:

93 – 100% = A
85 – 92% = B
76 – 84% = C
68 – 75% = D
Below 68% = F

Attendance Policy: The college attendance policy, which is available at http://www.bpcc.edu/catalog/current/academicpolicies.html, allows that "more restrictive attendance requirements may apply to some specialized classes such as laboratory, activity, and clinical courses because of the nature of those courses." The attendance polity of the Nursing program in described in the Nursing Program Clinical Handbook.

exams and/or clinical fees.

Nondiscrimination Statement

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Title VI, Section 504, and ADA Coordinator
Angie Cao, Student and Disability Services Specialist
Disability Services, F254, 6220 East Texas Street, Bossier City, LA 71111
318-678-6511
acao@bpcc.edu
Hours: 8:00 a.m.-4:30 p.m. Monday - Friday, excluding holidays and weekends.

Equity/Compliance Coordinator
Teri Bashara, Director of Human Resources
Human Resources Office, A-105
6220 East Texas Street
Bossier City, LA 71111
Phone: 318-678-6056
Hours: 8:00 a.m.-4:30 p.m. Monday - Friday, excluding holidays and weekends.

Reviewed: K. Humphrey May 2022