A. Academic Division: Health Sciences

B. Discipline: Associate Degree Nursing

C. Course Number and Title: RNUR1125 Transition Concepts in Nursing

D. Course Coordinator:
   Assistant Dean: Melinda Roepke, MSN, RN

Instructor Information:
- Name: Click here to enter text.
- Office Location: Click here to enter text.
- Office Hours: Click here to enter text.
- Phone Number: Click here to enter text.
- E-Mail Address: Click here to enter text.

- Name: Click here to enter text.
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- Office Hours: Click here to enter text.
- Phone Number: Click here to enter text.
- E-Mail Address: Click here to enter text.

E. Credit Hours: 7
   - Lecture: 5 hours
   - Clinical/Laboratory: 6 hours
     - Laboratory: 3 hours
     - Clinical: 3 hours

F. Prerequisites: BIOL1101, BIOL2752, PSYC1010, PSYC2010, RNUR1030
   Co-requisite(s): ENGL1010

G. Syllabus Effective Date: Fall, 2017

H. Textbook(s) Title:
   Medical Surgical Nursing: Critical Thinking in Patient Care
   - Authors: LeMone, Burke, Bauldoff & Gubrud
   - Copyright Year: 2015
   - Edition: 6th
   - ISBN #: 9780133139433

   LPN to RN Role Transitions
   - Author: Claywell, L.
   - Copyright Year: 2014
   - Edition: 2nd
   - ISBN#: 978-0323101578
**HESI - Comprehensive Review for the NCLEX - RN Examination**
- Author: HESI
- Copyright Year: 2011
- Edition: 4th
- ISBN#: 9780323065856

**Kozier & Erb’s Fundamentals of Nursing**
- Author: Berman, A & Snyder, S.
- Copyright Year: 2016
- Edition: 10th
- ISBN: 9780133974362

**Clinical Nursing Skills - Basic to Advanced Skills**
- Authors: Smith, Duell & Martin
- Copyright Year: 2012
- Edition: 8th
- ISBN#: 9780135114735

**Prioritization, Delegation, and Assignment**
- Authors: LaCharity, Kumagai, Bartz
- Copyright Year: 2014
- Edition: 3rd
- ISBN#: 9780323113434

**Optional Texts:**

**Pharmacology and the Nursing Process**
- Authors: Lilley, Rainforth-Collins, Harrington, Snyder
- Copyright Year: 2014
- Edition: 7th
- ISBN #: 9780323087896

**Nursing Math Simplified**
- Authors: S. Moore
- Copyright Year: 2011
- Edition: 5th

**Mosby’s Manual of Diagnostic and Laboratory Tests**
- Authors: Pagana & Pagana
- Copyright Year: 2014
- Edition: 5th
- ISBN #: 9780323089494

**Davis’s Drug Guide for Nurses**
- Authors: Delgin and Vallerand
- Copyright Year: 2014
- Edition: 14th
- ISBN #: 978-0-8036-3976-8

**Recommended References**
I. Workbook(s) and/or Lab Manual:

Clinical Skills Packet - will be provided.

J. Course Description: This course recognizes and builds on the previous education and work experience of the L.P.N. Emphasis of study is upon utilization of the nursing process to maintain and/or restore optimal level health for individuals with common recurring health problems. Theoretical content and clinical experiences focus on the stress adaptation process as it relates to the basic human needs of oxygenation, nutrition and elimination, activity and rest, safety and security, mental health and behavioral adjustment, and sexual role satisfaction. Theory regarding stress adaptation, therapeutic communication, nutrition, developmental levels/tasks, pharmacology, culture, community resources, and ethical/legal boundaries is integrated into the course. Laboratory and clinical experiences are planned to review and enrich knowledge of technical skills and nursing care. Some evening experiences may be scheduled during the semester. It is designed to assist the student who is a Licensed Practical Nurse (L.P.N.) to make the transition into the advanced level RNUR courses.

K. College-Wide Learning Outcomes:

<table>
<thead>
<tr>
<th>College-Wide Learning Outcome</th>
<th>Assessments - - How it is met &amp; When it is met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication – Written</td>
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<tr>
<td>Communication – Speech</td>
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<tr>
<td>Intercultural Knowledge and Competence</td>
<td></td>
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<tr>
<td>Critical Thinking</td>
<td></td>
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<tr>
<td>Information Literacy</td>
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<tr>
<td>Quantitative Literacy</td>
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</tr>
</tbody>
</table>

L. Course Outcomes and Assessment Methods:

Upon successful completion of this course, the student shall:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessments – How it is met &amp; When it is met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Obtain, report and record appropriate and accurate information with assistance as an integral member of the health team. (I, II, III, IV, V, VI, VII)</td>
<td>Clinical performance evaluation week#9</td>
</tr>
<tr>
<td>2. Incorporate the nursing process when caring for patients with common stressors interfering with basic human needs (I, II, III, IV, V, VI)</td>
<td>Nursing process paper with concept mapping week #2-8 clinical performance evaluation week #9 Tests week #1, week #10</td>
</tr>
<tr>
<td>3. Apply psychosocial principles while developing therapeutic relationships with individuals experiencing stressors. (I, II, III, V)</td>
<td>Clinical performance evaluations week 9</td>
</tr>
<tr>
<td>4. Apply principles of normal and therapeutic nutrition in the treatment of specific stressors (I, II, III, IV, V, VI)</td>
<td>Test week #3 Diabetes week #6, clinical performance evaluation week#9</td>
</tr>
<tr>
<td>5. Demonstrate knowledge of pharmacology in planning and implementing nursing actions for patients with specific stressors. (I, II, III, V, VI, VII)</td>
<td>Tests week #3.5, 7.9 clinical performance evaluation week #9</td>
</tr>
<tr>
<td>Outcomes</td>
<td>Assessments – How it is met &amp; When it is met</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>6. Use knowledge of growth and development when planning nursing actions for patients with common stressors. (I, II, III, V, VI)</td>
<td>Weekly clinical worksheets week #2-9, clinical performance evaluations week #9</td>
</tr>
<tr>
<td>7. Describe the role of selected community agencies. (I, III, IV, V, VI, VII)</td>
<td>Clinical performance evaluations week #9</td>
</tr>
<tr>
<td>8. Apply principles of the teaching learning process. (I, II, III, IV, V, VI, VII)</td>
<td>Poster presentations week #6&amp;8, clinical performance evaluations week #9</td>
</tr>
<tr>
<td>9. Implement the principles of preoperative nursing care. (I, II, III, IV, V)</td>
<td>Test week #7</td>
</tr>
<tr>
<td>10. Implement the principles of postoperative nursing care (I, II, III, IV, VI, VII)</td>
<td>Tests week #7</td>
</tr>
<tr>
<td>11. Identify the influence of cultural factors in adapting to stressors (I, II, III, IV, V)</td>
<td>Clinical performance evaluations week #9</td>
</tr>
<tr>
<td>13. Identify behaviors related to the process of role change from LPN to RN. (II, III, V)</td>
<td>Canvas discussion assignments weeks #1-9, Transition paper week #8</td>
</tr>
<tr>
<td>14. Comply with all course &amp; program requirements. (I, II, III, IV, V, VI, VII)</td>
<td>All tests, final week #10, clinical performance evaluation week #8</td>
</tr>
</tbody>
</table>

Following each Course Outcome (Objective), the relating Program Objective is indicated by a Roman numeral(s).

PROGRAM OBJECTIVES:

I. Uses the nursing process to meet basic human needs of individuals or groups of individuals with common recurring health problems in a variety of structured settings.

II. Safely performs technical procedures using judgment based on knowledge of biopsychosocial principles.

III. Establishes therapeutic relationships with patient and families as an integral part of nursing care.

IV. Facilitates cooperative interpersonal relationships with co-workers as a member of the health care team.

V. Assumes responsibility for self-direction in the on-going process of learning.

VI. Incorporates knowledge of ethical and legal responsibilities and individual limitations in nursing practice.

M. Topical Timeline (Subject to Change):

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topics</th>
</tr>
</thead>
</table>
| 1. | Teaching learning concepts (Basic Concepts)  
Communication principles (Basic Concepts)  
Nursing Process (Basic Concepts) |
| 2. | Legal/ethical issues (Safety & security)  
Vision (Safety & security)  
Urinary & Renal (Nutrition & Elimination)  
Thyroid (Nutrition & Elimination) |
3. GI stressors (Nutrition & Elimination)
4. HIV/AIDS (Nutrition & Elimination)
   IV therapy & Blood (Safety & Security)
   TPN (Nutrition & Elimination)
   Oncology stressors (Basic Concepts)
5. CHF (Oxygenation)
   Pre & Post-operative (Safety & Security)
6. Diabetes (Nutrition & Elimination)
   Neurological stressors (Oxygenation)
7. Peripheral vascular (Oxygenation)
   Fluid & Electrolytes (Nutrition & Elimination)
8. Respiratory (Oxygenation)
   GYN (Sexual Role Satisfaction)
   Loss & Grief (Mental Health & Behavioral Adjustment)
9. Orthopedic stressors (Safety & Security)
   Transition to RN from LPN (Basic Concepts)

N. Course Assignments:
   1. Special Topics Paper
   2. Tests
   3. Independent Studies
   4. Homework-process paper
   5. Class presentation: diabetes, GYN
   6. Weekly clinical worksheets
   7. Web based weekly discussions

O. Recommended Grading Scale:

<table>
<thead>
<tr>
<th>NUMERIC</th>
<th>GRADE</th>
<th>POINTS</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>93–100</td>
<td>A</td>
<td>4.00</td>
<td>Superior</td>
</tr>
<tr>
<td>90–92</td>
<td>A-</td>
<td>3.67</td>
<td>Superior</td>
</tr>
<tr>
<td>87–89</td>
<td>B+</td>
<td>3.33</td>
<td>Above Average</td>
</tr>
<tr>
<td>83–86</td>
<td>B</td>
<td>3.00</td>
<td>Above Average</td>
</tr>
<tr>
<td>80–82</td>
<td>B-</td>
<td>2.67</td>
<td>Above Average</td>
</tr>
<tr>
<td>77–79</td>
<td>C+</td>
<td>2.33</td>
<td>Average</td>
</tr>
<tr>
<td>73–76</td>
<td>C</td>
<td>2.00</td>
<td>Average</td>
</tr>
<tr>
<td>70–72</td>
<td>C-</td>
<td>1.67</td>
<td>Below Average</td>
</tr>
<tr>
<td>67–69</td>
<td>D+</td>
<td>1.33</td>
<td>Below Average</td>
</tr>
<tr>
<td>63–66</td>
<td>D</td>
<td>1.00</td>
<td>Below Average</td>
</tr>
<tr>
<td>60–62</td>
<td>D-</td>
<td>0.67</td>
<td>Poor</td>
</tr>
<tr>
<td>00–59</td>
<td>F</td>
<td>0.00</td>
<td>Failure</td>
</tr>
</tbody>
</table>

P. Grading and Testing Guidelines:

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Q. Examination Policy:

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R. Class Attendance and Homework Make-Up Policy:
**Classroom Expectations:**

Click here to enter text.

**College Procedures/Policies:**

**Attendance Requirements:** All students are required to attend all scheduled classes and examinations. Each faculty member has the right to establish regulations regarding attendance that he/she considers necessary for successful study.

Students who do not attend classes may be administratively withdrawn from those classes. However, failure to attend classes does not constitute withdrawal, and students are expected to process a formal withdrawal through the Student Records Office in Kee Hall.

**Student engagement requirements:**

Student engagement is based on the “active pursuit” of learning which can be measured by class attendance, class participation (in class or online), taking required quizzes/examinations, and submission of work assignments or papers. Student engagement consists of a student attending at least 60% of the class sessions (there should be attendance throughout the term) and/or completing 75% of the assignments listed on the syllabus at the midpoint in the term. Exceptions can be made when there is on-going communication between the student and faculty member. The communication must be documented and the faculty member and student must be in agreement regarding the exception. Students not meeting the expectation will be administratively withdrawn from class. If a student believes he/she was administratively withdrawn in error, he/she may file an appeal. Being administratively withdrawn may have program and financial aid implications.

**Academic Misconduct** is any activity that tends to compromise the academic integrity of the college, or subvert the educational process. Examples of academic misconduct include, but are not limited to:

1. **Violation of course or program rules** as contained in the course syllabus or other information provided to the student; violation of program requirements as established by departments and made available to students.

2. **Plagiarism** including, but not limited to, submitting, without appropriate acknowledgment, any written, visual or oral material that has been copied in whole or in part from the work of others (whether such source is published or not) even if the material is completely paraphrased in one’s own words. This includes another individual’s academic composition, compilation, or other product, or a commercially prepared paper. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

   Such practices constitute plagiarism regardless of motive. Those who deny deceitful intent, claim not to have known that the act constituted plagiarism, or maintain that what they did was inadvertent are nevertheless subject to penalties when plagiarism has been confirmed.

3. **Cheating** and dishonest practices in connection with examinations, papers and projects, including but not limited to using unauthorized notes, study aids or information on an examination; taking an exam or doing work for another student; providing one’s own work for another student to copy and submit as his/her own; or allowing another student to do one’s work and then submitting the work as one’s own. Also included would be altering a graded work after it has been returned, then submitting the work for re-grading; or submitting identical or similar papers for credit in more than one course without prior permission from the course instructors.

4. **Fabrication** including but not limited to falsifying or inventing any information, data or citation;
presenting data that were not gathered in accordance with defined appropriate guidelines, and failing to include an accurate account of the method by which data were collected.

5. **Obtaining an Unfair Advantage** including, but not limited to stealing, reproducing, circulating, or otherwise gaining access to examination materials prior to the time authorized by the instructor; unauthorized collaborating on an academic assignment; taking, hiding or altering resource material; or undertaking any activity with the purpose of creating or obtaining an unfair advantage over another student’s academic work.

6. **Aiding and Abetting Academic Dishonesty** including, but not limited to providing material, information or other assistance to another person with the knowledge that such aid could be used in any of the violations stated above, or providing false information in connection with any inquiry regarding academic integrity.

7. **Alteration of Grades or Marks** including but not limited to, action by the student in an effort to change the earned credit or grade.

In addition, cases of academic dishonesty may involve photocopied materials. Materials used may fall under the Copyright Act. Violations of said Act may subject the user and/or the College to sanctions.

**Statement on Disabilities:** Any student who requires reasonable accommodations related to a disability should inform the course instructor and the Coordinator of Specialized Services (Room 138 in Kee Hall; phone 419-755-4727).

Students who encounter difficulty in any of their courses are encouraged to visit the Tutoring Resource Center (Room 119 in Fallerius Technical Education Center) for tutoring assistance, and the Student Success Center (Room 136 in Kee Hall) for academic assistance, advising services, referrals for personal counseling and Learning Disability (LD) Testing.

**Statement on Withdrawals:** As a student, you are expected to attend class. If you are unable or choose not to attend class, or if for whatever reason you are unable to keep up with the requirements of a course, you need to officially drop the class at the Student Records Office. Refund dates and withdrawal dates will vary slightly from term to term. Contact the Student Records Office for applicable dates. Additionally these dates are posted on the academic calendar available on the college’s website, [www.ncstatecollege.edu](http://www.ncstatecollege.edu) under the Academics heading on the home page and are available at the Student Records Office in Kee Hall. Students should go to the Student Records Office (Room 142 in Kee Hall) to process their withdrawal from any class.

If you choose to walk away from your class without officially withdrawing from it, the faculty member teaching the class must grade your classroom performance on the material available to him or her. This normally results in an "F" grade. An “F” grade can lower your grade point average considerably depending on the total credits accumulated.