

II. Catalog Description

Pre-requisites: BIOL 125 Anatomy and Physiology II
NURS 016 Pharmacology Clinical Calculations
MATH 020 -Elementary Algebra,
Minimum GPA of 85 from Practical Nursing Program,
ENGL 111 English Composition I,
PSYC 103 Introduction to Psychology
Co-Requisites: NURS C30, NURS L30.

This program is specifically designed for persons who are currently Licensed Practical nurses in the state of New Jersey and have graduated from an NLN, Middle States, or Council on Occupational Education accredited school of Practical Nursing. A minimum GPA of 85 from the practical nursing program is required. If the LPN graduation was more than 5 years ago, a completed work history form is required documenting LPN employment for three (3) of the past five (5) years. Nursing Transition is designed for students admitted to the PNAD option of the nursing program. It provides for transition from practical nurse practice to professional nurse practice by evaluating, extending and refining the scope and depth of cognitive, psychomotor and affective skills acquired in the practical nursing program. The focus is on assessment skills, development of nursing diagnoses, outcome criteria, nursing interventions and evaluation of the plans of care. The course objectives will assist the practical nurse to integrate the expanded roles of the nurse as provider of care, manager of care and member of the profession. This is accomplished through course objectives and competencies which include the themes of holistic human needs, clinical reasoning, interdisciplinary collaboration and decision making, culture of safety and growth. Learning is accomplished through lecture/discussion, audiovisuals, and psychomotor skill demonstration. Summer offering. 105 hours (75 lecture hours, 16 clinical laboratory hours, 16 college laboratory hours). Satisfactory clinical evaluation, completion of lab skills and a theoretical grade minimum of 78% are required for progression in the program.

All nursing clinical courses and science courses must be completed with a minimum of a "C" grade.

III. Statement of course need

This is a standard clinical nursing course that fulfills the need for nursing students to develop plans of care for adults with medical and surgical needs. The course is a requirement of the New Jersey Board of Nursing and the Accreditation Commission for Education in Nursing (ACEN).

- A. A.S. degree in nursing.
- B. A requirement of all nursing curricula is demonstration, practice and return demonstration in a controlled environment prior to students performing these

skills in clinical facilities. Clinical lab enables application of course content in the healthcare delivery system.

- C. This course is not designed for transfer

IV. Place of Course in College Curriculum

- A. Free elective
- B. This course meets the program requirement for the A.A.S. degree in nursing.

V. Outline of Course Content

- A. Module 1: Concepts Basic to Nursing Practice
 - 1. Philosophy and Conceptual Frameworks
 - 2. The nurse and Nursing Models
 - 3. Psycho-social Aspects of Nursing Care Delivery
 - 4. Nursing Process
- B. Module 2: Plans of Care for Patients with:
 - 1. Musculoskeletal Disorders and Trauma
 - 2. Integumentary Disorders
 - 3. Diabetes and Endocrine Disorders
 - 4. Surgical Needs
 - 5. Fluid and Electrolyte Disorders
- C. Module 3: Plans of Care for Patients with:
 - 1. Cardiovascular Disorders
 - 2. Hematological Disorders
 - 3. Respiratory Disorders
- D. Module 4: Plans of Care for Patients with:
 - 1. Cancer
 - 2. Gastrointestinal Disorders
 - 3. Sex Role Dysfunction
 - 4. Grief and Loss

VI. General Education and Course Learning Outcomes

A. General Education Learning Outcomes

At the completion of the course, students will be able to:

- 1. The student will function as providers of care when they:
 - 1.1. Integrate holistic human needs in providing safe nursing care while encouraging human flourishing of diverse patients in families and communities. (GE- NJ 1, 3, 8)
 - 1.2. Use nursing judgment to assess patient situations and perform clinical decision making. (GE - NJ 1, 2, 3, *)

- 1.3. Collaborate appropriately and effectively with interdisciplinary members of the health care team. (GE- NJ 1,4)
- 1.4. Construct therapeutic interventions within a culture of safety using the nursing process. (GE- NJ 2, 3, 4, ER, *)
- 1.5. Integrate principles of growth and development with a lifespan perspective. (GE- NJ 3, 5, 8)
- 1.6. Utilize teaching/learning principles to improve outcomes when caring for patient at different levels of wellness. (GE- NJ 1,3)
- 1.7. Utilize evidence based practice/best practice standards when planning and delivering nursing care. (GE- NJ 2, 3, 5, ER, *)
2. The student will function as managers of care when they:
 - 2.1. Demonstrate leadership and management by employing strategies that adapt to different health care delivery systems (GE- NJ 1, 8, ER, *)
 - 2.2. Apply concepts of current trends, including information technology, when planning and delivering nursing care. (GE- NJ 4, IL)
 - 2.3. Utilize communication effectively to meet the health care needs of diverse populations. (GE- NJ 1, 2, 3, 4, 8, ER, IL,*)
3. The student will function as members within the profession of nursing when they:
 - 3.1. Incorporate ethical behaviors based on the ANA Code of Ethics for Nurses when providing care. (GE- NJ ER)
 - 3.2. Implement behaviors which embrace the values of caring, integrity, and inclusiveness. (GE- NJ 5, 8, ER)
 - 3.3. Engage in activities for professional development, transformational growth, and life-long learning. (GE-NJ 3, 4, 5, 8, IL)
 - 3.4. Demonstrate accountability by following the ethical/legal guidelines for professional practice in accordance with the Rules and Regulations of the New Jersey Board of Nursing. (GE- NJ IL,ER,*)

*embedded critical thinking

B. Course Learning Outcomes:

At the completion of the course, students will be able to:

1. Define the role, function, legal and ethical responsibilities of the professional registered nurse.
2. Identify health care delivery systems and related community services for the patient to access.
3. Identify pathophysiological processes, related medical and/or surgical treatments and nursing actions with regard to patients with infectious disease, fluid and electrolyte alterations.
4. Recognize and utilize components of therapeutic nurse, patient and health care team relationships.
5. Demonstrate an understanding of group dynamics.
6. Utilize concepts of teaching-learning principles.
7. Recognize growth and development across the lifespan in developing and implementing appropriate nursing care
8. Identify holistic human needs using Maslow's hierarchy.
9. Demonstrate knowledge of nursing actions designed to assist the patient in meeting holistic human needs within structured health care facilities and community settings.
10. Demonstrate ability to incorporate concepts of cultural diversity in planning and implementing care.
11. Utilize the nursing process for providing care reflective of Evidence Based Practice and ANA Practice Standards.
12. Practice safe administration of pharmacotherapeutics agents related to knowledge of drug classification, dosage, calculations, proper administration protocols and drug interactions.
13. Discuss treatment and nursing management of the patient with fluid and electrolyte alterations.
14. Recognize abnormal diagnostic finding and the actual or potential effects upon patients to determine appropriate nursing interventions.
15. Discuss nutritional needs of the patient related to growth and development, financial implications, specific dietary needs and alterations.
16. Utilizes increasing clinical reasoning in recognizing changes in patient condition that mandates reporting to appropriate healthcare personnel and instructor.
17. Develop effective study strategies and techniques.
18. Evaluate self-performance and growth in the clinical setting.
19. Demonstrate self-direction in seeking resources to enhance the learning process.
20. Demonstrates accountability by recognizing clinical situations and decisions which are beyond their current scope of practice and seeks collaboration with clinical faculty to develop goals and strategies for further professional growth.
21. Demonstrate therapeutic communication between the nurse, patient and the health care team.
22. Demonstrate appropriate documentation in the clinical record, written or electronic.

23. Recognize personal strengths which will facilitate the transition from the role of the LPN to the role of the professional registered nurse.
24. Recognize the need for nurses to participate in continuing educational activities.

C. Assessment Instruments

1. module exams
2. final exam
3. college lab skills assessment
4. clinical lab
5. nursing care plan
6. communication study (process recording)

VII. Grade Determinants

- A. module exams
- B. final exam
- C. college learning lab practicum
- D. clinical performance
- E. nursing care plan
- F. process recording

Given the goals and outcomes described above, LIST the primary formats, modes, and methods for teaching and learning that may be used in the course:

- A. lecture
- B. discussion
- C. reading assignments
- D. theoretical and laboratory manuals
- E. audio-visual aides
- F. skill evaluation and testing
- G. lab demonstration
- H. Sim-man simulation activities
- I. case studies
- J. clinical laboratory

X. Texts and Materials

- A. Required textbooks:
 1. Ackley, "Nursing Diagnosis Handbook – A Guide to Planning," (11th Edition), St.Louis, 2017,Elsevier.
 2. Vallerand, A.H, & Sanoski, C.A., "Davis’s Drug Guide for Nurses (Book with CD ROM)," (15th Edition), Philadelphia, 2016, F.A. Davis
 3. Kee, "Pharmacology – A Nursing Process Approach," (8th Edition), St. Louis, 2015, Elsevier
 4. Docu-care and Vsim (Lippincott, Wolter, Kluwer Publishers)

5. Jarvis, Physical Examination and health Assessment, Ed. 7, St. Louis, 2016, Elsevier
 6. Lewis, Medical Surgical Nursing – Assessment and Management of Clinical Problems, (10th Edition), 2017, Elsevier.
 7. Martinez, de Castillo, Werner-McCullough: Calculation drug dosages-An interactive approach to learning Nursing Math, On-Line Ed 3, Philadelphia, 2012, F. A. Davis (Access Card: www.DosageCalc.com)
 8. Mosby's Nursing Clinical Skills: Essentials Collection, 1st Edition, on-line
 9. Potter, et al: Fundamentals of Nursing, Ed 9, St. Louis, 2017, Elsevier
 10. Van Leeuwen, et al: Davis' Comprehensive Handbook of Laboratory and Diagnostic Tests with Nursing Implications, Ed. 6, Philadelphia, 2015, F.A. Davis
 11. Nurse Pac- Laboratory Supplies
 12. ATI –Testing materials and learning resources
- B. Course syllabus/study guides, clinical and learning laboratory manuals
- C. Medical Dictionary
- D. Professional nursing journal

(Please Note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.)

XI. Resources

- A. RVCC library resources
- B. Health Science Education Learning Lab electronic resources
- C. Clinical facility resources