

COURSE PREFIX NO.:	NUR 201/ LANU 299
COURSE TITLE:	Transition Nursing
CREDIT HRS./SEMESTER:	3.0
LECTURE HRS	3.0
LAB HRS	0.0

**DL ATTENDANCE/VA STATEMENT
TEXTBOOK INFORMATION**

COURSE DESCRIPTION:

Through a variety of educational experiences, practical nurse graduates will be assisted in their transition to the role of associate degree nursing student.

COURSE COMPETENCIES:

The student will understand the roles of provider of care, manager of care and member within the discipline of nursing by the completion of NUR 201/LANU 299 and will:

Module I: The Transition Process

1. Apply principles of role development and transition to self utilizing the theories of Erikson, Piaget, and Cohen.
2. Use critical thinking strategies when discussing the interpersonal and intrapersonal aspects of role transition.
3. Use methods of conflict management when discussing clinical situations
4. Apply the concepts of individual and organizational change to self and to the clinical environment.
5. Show cultural sensitivity to nurses in the process of role change.
6. Put into action factors that will motivate change for self.
7. Demonstrate an understanding of nursing history and its impact on the roles of nurses today.
8. Apply critical thinking skills when comparing and contrasting the roles of the PN and the ADN in clinical practice.
9. Show an understanding of the professional nursing organizations and their impact on the role of the nurse.
10. Discover your own learning styles and put appropriate study skills to use in NUR 201/LANU 299.

Module II: Core Competencies for Professional Nursing Practice

1. Use knowledge of the Nurse Practice Acts when comparing and contrasting the PN and ADN scopes of practice.
2. Utilize critical thinking strategies when discussing previous scope of practice as a PN and evaluate how that role will now change.
3. Utilize principles of role definition of the PN and ADN when comparing and contrasting the nurse's role as provider of care, manager of care and member within the discipline of nursing.
4. Use legal and ethical principles when discussing the role differences of the PN vs. ADN.
5. Use critical thinking when developing the teaching plan for a client.
6. Demonstrate understanding of the role of critical thinking when discussing the nursing process.

Module III: Provider of Care

1. Demonstrate understanding of the nursing process when discussing its importance in guiding nursing practice.
2. Use critical thinking strategies when formulating nursing diagnoses for identified Client needs.

3. Apply principles of teaching/learning and relate them to client education planning.
4. Apply principles of teaching/learning and describe how to implement client education.
5. Apply principles of therapeutic communication when describing effective communication techniques to use with clients in the clinical setting.
6. Apply principles of therapeutic communication when identifying barriers to communication.
7. Show cultural sensitivity when communicating with clients and their families.
8. Apply time management skills when discussing a typical day in the clinical setting.
9. Apply principles of safe delegation when comparing the role of the PN vs. ADN.
10. Demonstrate understanding of the commonalities of and differences between the LPN and RN in the role of member within the discipline of nursing as outlined by the National League for Nursing.
11. Use legal and ethical principles when discussing a selected issue related to nursing.

Attendance and Punctuality

In order to meet the objectives of this class and to promote professional accountability, the following requirements for attendance will be enforced:

- Students will be expected to attend scheduled meetings with the instructor and submit assignments on scheduled due dates.
- Students must attend 90% of all scheduled classes.

Academic Integrity

Any student found guilty of cheating, dishonesty or plagiarism will be given a grade of “0” on an exam or written work and will be subject to further disciplinary action. Plagiarism refers to “The act of appropriating the literary composition of another, on parts or passage of his writings, on the ideas of language of the same, and passing them off as the product on one’s own mind.” (Black’s Law Dictionary, 4th edition)

Students will be expected to sign their signature at the end of each exam that states they have maintained academic integrity.

MINIMAL STANDARDS

The student will demonstrate course competencies as stated in the syllabus. Student evaluation for the course includes a graded assignment component and **satisfactory completion of additional written assignments. A student must achieve 80% in the graded assignment component and satisfactory completion of the written assignments in order to successfully complete the course.

EVALUATION STRATEGIES/GRADING

A. Theory Component

Achievement in theory will be measured by the following written assignments.

Grading		Policy for Grading	
A	91-100	Drug dose competency test	20%
B	86- 90	Role differences paper	20%
C	80 – 85	Documentation of assessment	20%
D	70 – 79	Client Teaching Plan	20%
F	Below 69	Legal / ethical issue paper	20%
			Total: 100%

**A grade of Satisfactory must be earned on the following assignments: Detailed care map and corresponding medication sheets and Self-evaluation.

Proctoring Examinations

Students are expected to leave all books, notes and personal belongings at the front of the room during the drug dose competency test. Only pencils and school distributed calculators will be allowed during the examination. Examination grades will be posted on WebCT after the exam has been given.

ENTRY-LEVEL SKILLS: Licensed as a Practical Nurse and LPN Advanced Placement.

PREREQUISITES: None

CO-REQUISITES: None

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