
COURSE PREFIX NO:	NUR 201/ LANU 299
COURSE TITLE:	TRANSITION NURSING
LECTURE HOURS /WEEK	3.0
LAB HOURS//WEEK	0.0
CREDIT HOURS/SEMESTER	3.0

[Distance Learning 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.

STUDENT LEARNING OUTCOMES

The student will be able to differentiate between the roles and scope of practice between the LPN and RN as provider of care, manager of care and member within the discipline of nursing in the care of clients across the life span with complex health problems by the completion of NUR 201/ LANU 299. The student will be able to function in the roles of provider of care, manager of care, and member within the discipline of nursing by the completion of NUR 201 and will:

Module 1: 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. Describe how nursing history impacts the roles of nurses today.
8. Apply critical thinking skills when comparing and contrasting the roles of the LPN and the ADN in clinical practice.
9. Discuss 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.
11. Differentiate between the NCLEX-RN and the NCLEX – PN.

Module 2: Core Competencies for Professional Nursing Practice

1. Compare and contrast the LPN and ADN scopes of practice according to the Nurse Practice Acts.
2. Utilize critical thinking strategies when discussing previous scope of practice as a LPN and evaluate how that role will now change.

3. Utilize principles of role definition of the LPN 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 LPN vs. ADN.
5. Apply critical thinking strategies when developing the teaching plan for a client.
6. Apply critical thinking strategies when discussing the nursing process.

Module 3: Provider of Care

1. Demonstrate use of the nursing process 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 LPN vs. ADN.
10. Compare and contrast 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.

METHODS OF INSTRUCTION

A variety of teaching methods may include CD instruction, learning management system, assigned reading, audiovisuals and computer lab experience, handouts, written assignments, discussion, clinical client care experiences and observations, clinical group conferences, individual conferences, study guides/learning exercises.

Students are required to access the learning management system enhanced class throughout the semester and are responsible for all information posted.

LEARNING RESOURCES COMPONENT

As a future member within the discipline of nursing, the student is expected to assume responsibility for learning. Faculty encourage and expect students to utilize critical thinking resources that will help develop this attribute. Pertinent resources could include nursing journals, on-line resources, selected videos, and supplemental texts.

All work submitted electronically must be saved and sent in Microsoft Word or in rich text format.

COMPUTER REQUIREMENTS

Content for NUR 201 may be delivered online. Students will communicate with the instructors and each other via the learning management system. The student must have Internet Explorer 5.0 or later and a CD ROM with a sound card to be able to use this technology. Appropriate [Netiquette \(Internet Etiquette\)](http://etc.yorktech.com/DistanceLearning/Netiquette/index.html) is required for all communication on the learning management system. Netiquette information is found at <http://etc.yorktech.com/DistanceLearning/Netiquette/index.html>.

MINIMAL STANDARDS

The student will demonstrate course competencies as stated in the syllabus. Student evaluation for the course includes a graded assignment component and additional written assignments. A student must achieve a final grade of 80% or better in the assignment component and

**satisfactory completion in the written assignments in order to successfully complete the course.

1. Completion of assigned work by designated due dates is required. All assigned written work must be completed using a word processor and must incorporate proper grammar, spelling, and sentence structure. Computers are available in labs on both campuses for student use. All word documents are to be saved in rich text format.
2. Students must attend any individual conference scheduled by an instructor.
3. Students will be expected to adhere to institutional policies and the policies of the nursing program.

EVALUATION STRATEGIES/GRADING

Theory Component

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

DETERMINATION OF GRADE

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	Discussion questions	<u>20%</u>
		Total	100%

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

ATTENDANCE

This is an online class, and it is expected that the student will access the learning management system frequently in order to receive assignments and feedback.

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 or language of the same, and passing them off as the product of 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.

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

PREREQUISITES: None

CO-REQUISITES: None

Disabilities Statement: Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Special Resources Offices (SR) at 803-327-8007 in the

300 area of Student Services. The SRO coordinates reasonable accommodations for students with documented disabilities.

University of South Carolina Lancaster: Students who may need accommodations for a disability should contact Tracey Craig by phone at 803-313-7448 or by email at tcraig@mailbox.sc.edu. Information on Disability Services at USCL may be accessed at <http://usclancaster.sc.edu/academics/Disability.pdf>.