



INSTRUCTIONAL PACKAGE

NUR 201

Transition Nursing

201910
Fall/2019

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: 201910.

COURSE PREFIX: NUR 201

COURSE TITLE: Transition Nursing

CONTACT HOURS: 5 hours per week

CREDIT HOURS: 3 credit hours

RATIONALE FOR THE COURSE:

The Nursing Department has developed a process to award credit for the Licensed Practical Nurse (LPN) and/or Certified Paramedic for previous learning and work experience. This process allows eligible candidates to advance beyond the fundamental and basic nursing courses that are covered in the early portions of the ADN program. This course is labelled NUR 201.

COURSE DESCRIPTION:

The course facilitates the transition of the practical nurse graduate to the role of the associate degree nursing student.

The course emphasizes the application of the nursing process, critical thinking, communication and management to promote, maintain and restore the health of clients experiencing a variety of health problems. A review of basic and intermediate nursing care and skills is used for laboratory experiences.

PREREQUISITES/CO-REQUISITES:

Advanced placement as a Licensed Practical Nurse or Certified Paramedic

CO-REQUISITES:

NUR 162 & NUR 150

REQUIRED MATERIALS:

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE](#).

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

ADDITIONAL REQUIREMENTS:

August 2019

1. Course instructional package and required texts
2. Complete HGTC student nurse's uniform, HGTC ID Badge
3. Portfolio-brought forward from the LPN course if applicable
4. Pen, pencil, paper, calculator
5. Pen light, Stethoscope
6. Nursing Pack available in the Bookstore

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials.

WaveNet and D2L email access.

Kaplan Student Account

CLASSROOM ETIQUETTE:

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate. Please refer to the Nursing Student Handbook for policies regarding the use of technology and social media by Student Nurses

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

Support the Associate Degree Nursing Program Outcomes. Upon completion of NUR 201, the student will:

1. SAFETY

Demonstrate the application of safety concepts in the provision of nursing care to individuals experiencing chronic illness.

2. CLINICAL DECISION MAKING

Implement nursing care that reflects critical thinking and application of nursing process for adults with selected chronic health problems.

3. TEAMWORK and COLLABORATION

Demonstrate the integration of active teamwork, collaborative processes, and the effective use of appropriate communication in order to facilitate positive patient outcomes.

4. PROFESSIONAL BEHAVIORS

Model the behaviors that demonstrate accountability and reflect standards of the profession.

5. PATIENT-CENTERED CARE

Respect the rights of individual patients while establishing a caring and empathetic connection with diverse patient populations.

*Students – please refer to the Instructor's Course Information sheet for specific information on assessments and due dates.

MODULE ONE (1)

Material Covered: Instructional Package, calendar, course policies, testing policy

Course assignments

Portfolio construction and artifacts

Concept Integration Model of the HGTC Associate Degree Nursing

Program

Calculation of Dosages and Solutions Basic DA (KN Appendix A, pgs.

191-195)

Kaplan Webinar

The Roles of the RN (KN chapter 1)

Professional Practice Parameters (KN chapter 2)

Nursing Theorists (KN chapter 3)

Critical Thinking (N&V chapters 1-2)

Time Management (N&V chapter 3)

Study Techniques (N&V chapter 4)

The Multiple-Choice Question (N&V chapter 5)

Test Taking Techniques (N&V chapter 7)

Learning styles

Comparison/Contrast of the LPN and Certified Paramedic Roles to the

RN

Assessment: Active class participation

Reflective Journal Entry #1

In-class and homework assignments

Roles paper assignment

Learning Styles Survey

Kaplan Admissions Test (in lab)

Module One (1) Test

Learning Outcomes:

1. Identify common conversion factors used in calculating dosages and solutions
2. Become familiar with the "desired over available" method of calculating dosages and solutions.
3. Become familiar with the dimensional analysis method of calculating dosages and calculations.
4. Become familiar with the various formulas used in calculating flow rates and infusion times of intravenous dosages and solutions.
5. Apply of the Concept Integration Model to the nursing care of the adult client experiencing health problems.
 7. Reinforce learning and the use of proper test taking skills.
 8. Reinforce learning and the use of effective study techniques.
 9. Reinforce learning and time management skills.
10. Examine parts of multiple choice test questions.

11. Appreciate their critical thinking skills through Kaplan Testing.
12. Evaluate and discuss reasons for continuing nursing education.
13. Examine the multiple and competing roles of the adult returning to school.
14. Evaluate knowledge, skills, and abilities.
15. Identify learning style and strategies to address individual learning styles preferences.
16. Identify and evaluate personal and collegiate resources to assist with success.
17. Examine the components and dynamics of multiple-choice test items.
18. Describe clients of professional nursing practice.
19. Discuss responsibility and accountability in professional nursing practice.
20. Define basic terminology to understand the use of theory in nursing practice.
21. Identify selected theories and how they are used to guide practice.
22. Review selected theories developed for use in professional nursing practice.
23. Explain how theory defines and guides professional nursing practice.

MODULE ONE (1) TEST

MODULE TWO (2)

Material Covered: Decisions and Approaches: Effective Communication Skills (KN chapter 5)
 Safe Nursing Care and the Use of the Nursing Process (KN chapter 6)
 Evidence Based Practice (Chapter 11)
 Course Point/Prep U Introduction Presentation
 Reflective Journal #2
 Librarian led class with databases activity

Assessment: Active class participation

In-class and homework assignments

Nursing Theorists Discussion Post

SBAR activity

Kaplan Integrated Testing in Lab- Fundamentals A & Physical Assessment A

Kaplan IT & Focus Review Testing and remediation techniques in Lab

Complete Math Testing with a score of 90% in Lab (3 attempts provided if

needed)

Submission of two (2) EBR articles for group presentations in drop box

Learning Outcomes:

1. Identify the components of professional nursing practice.
2. Examine the scope of practice for licensed nurses in a state's rules and regulations.
3. Relate the core competencies for health professionals to professional nursing practice.

4. Describe verbal and nonverbal communication techniques.
5. Identify therapeutic and nontherapeutic communication techniques.
6. Identify barriers to effective communication.
7. Examine cultural variations in communication patterns.
8. Discuss the imperative for safety in the healthcare setting including the use of the

SBAR.

9. Differentiate between the cultures of safety and blame.
10. Explain the use of a root cause analysis for a sentinel event.
11. Review current safety initiatives in the context of the nursing process.
12. Differentiate activities designed for primary, secondary, and tertiary health
13. Explain the importance of evidence-based nursing practice.
14. Define basic terminology used in research for application of findings in Practice as well as the difference between quantitative and qualitative research

methods.

15. Describe barriers to evidence-based -practice.
16. Locate an example of a recent (within 5 years) evidence-based practice in the literature or in a reputable online resource.
17. Plan for the inclusion of evidence-based care in the practice setting.
18. Pass Math Test in Lab (90% requirement per HGTC's Student Handbook policy)

MODULE TWO (2) TEST

MODULE THREE (3)

Material Covered: Assessment (KN chapter 7)

Diagnosis and Planning (KN chapter 8)

Implementation (KN chapter 9)

Evaluation (KN chapter 10)

Nursing Process (NV chapter 6)

Maslow's Hierarchy of Needs

Cultural Diversity & LGBTQ Issues

Assessment: Active class participation

In-class and homework assignments

Care Plan/Concept Map activity

Maslow's Hierarchy of Human Needs activity

Kaplan Med/Surg. 190 Integrated Test in Lab

Kaplan Wellness/Physical Assessment Integrated Test in Lab

Cultural Diversity & LGBTQ Issues class discussion participation

Learning Outcomes:

1. Discuss the history and application of the nursing process in the practice setting.
2. Differentiate between data collection and assessment in nursing practice.
3. Describe the different techniques used in a comprehensive nursing assessment.
4. Differentiate situations in which a focused assessment is appropriate.
5. Review expected findings in a complete health assessment.
6. Discuss the use of critical thinking in the assessment phase of the nursing process.
7. Name the major types of nursing diagnoses.
8. Formulate actual and risk nursing diagnoses.
9. Discuss how Maslow's Hierarchy of Human Needs and stages of development are used to guide practice.
10. Determine goals and outcomes that give direction to nursing care activities in relation to Maslow's Hierarchy of Needs.
11. Describe the differences between goals and outcomes.
12. Review the Nursing Interventions Classifications (NIC) and the Nursing Outcomes Classification (NOC) systems and their use in the evaluation phase of the nursing process.
13. Evaluate client outcomes to determine the effectiveness of nursing care.
14. Identify documentation requirements in the evaluation phase of the nursing process.
15. Explore and analyze the five steps of the nursing process.
16. Identify and explore LGBTQ issues in society and the relationship/effect these issues have on nursing care.
17. Identify and explore cultural diversity and its effect on nursing care.

MODULE THREE (3) TEST

MODULE FOUR (4)

Material Covered:

Code of Ethics (KN chapter 4)
 Nurses as Leaders (KN chapter 4)
 Planning Your Future (Chapter 12)
 Styles of Leadership/Followership
 Portfolio review
 Reflective Journal #3
 Setting long-term and short-term goals

Assessment: Active class participation
 In-class and homework assignments

Leadership/Followership survey
Ethical Situation Discussion Post
APA EB Research presentations
Discussion Post assignment –Hot topics in nursing
Roles of the Professional Registered Nurse class activity
Portfolio review & evaluation
Reflective Journal #3
Transitional Plan/Setting professional and personal goals
Kaplan Transitions Integrated Test in Lab

Learning Outcomes:

1. Identify the components of professional nursing practice.
2. Relate core competencies for health professionals to professional nursing practice
3. Discuss responsibility and accountability in professional nursing practice.
4. Examine current events in healthcare and the relationship they have on healthcare and professional nursing.
5. Examine options and future development in your nursing career.
6. Describe the leadership and management responsibilities of the Registered Nurse.
7. Reexamine your knowledge, skills, and abilities, and resources to assist with your success.
8. Envision personal competencies in professional nursing practice.
9. Set realistic goals in your transitions plan for your future as a professional nurse.
10. Examine the ethical principles in professional practice.
11. Define the terminology used in ethical decision-making.
12. Analyze ethical dilemmas in contemporary healthcare situations.
13. Discuss the components of the ANA Code of Ethics for nurses.
14. Identify ethical decision-making situations in the practice setting.
15. Explore different styles of leadership used by nurses.

MODULE FOUR (4) TEST

FINAL EXAM

KN = Kearney Nunnery Text
N & V = Nugent & Vitale text

****Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*

Lab Component: S/U

Students' lab proficiency will be assessed weekly by Lab Instructors as described in the Clinical/Lab Performance Evaluation Tool (CLPET) Guidelines.

Theory Component:

Students' performance will be assessed and the weight associated with the various measures/artifacts are listed below.

EVALUATION*

Tests	70%
Quizzes/Homework/Classwork	5%
Roles of the RN paper	5%
APA EBR Teaching Project Presentation	10%
Final Exam	10%
	100%

****Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.***

GRADING SYSTEM:

A = 100 – 90, B = 89- 80, C = 79 – 77, D = 76 – 60, F = 59 and below.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes in order to receive credit for any course.

Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

Part V: Student Resources



The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

- 1. Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills.**
- 2. On-line student success and academic support resources.**

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455 or go to the [Online Resource Center](#) to access on-demand resources any time.

TECH Central – Student Information Center



TECH Central provides quality enrollment and collegiate guidance for students, faculty, and staff. Services include phone, walk-in, and online technical support for technology training and troubleshooting. Additionally, we offer support in Office 365, Outlook E-mail setup, and ID cards.

Phone: 843-349-5340

Email: techcentral@hgtc.edu

Text: 843-357-8552

TECH Talk (Live Chat): Located on the "Home" tab in WaveNet.

Website: www.hgtc.edu/techcentral

Locations:

Conway Building 1100, Room 132D

Grand Strand Building 200, Room 136

Disability Services:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Beth Havens, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

Statement of Equal Opportunity/Non-Discrimination Statement

Horry-Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

Inquiries regarding the non-discrimination policies: Students and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs, Dr. Melissa Batten, VP Student Affairs, Title IX Coordinator, Building 1100, Room 107A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5228, Melissa.Batten@hgtc.edu. Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources, Jacquelyne Snyder, VP Human Resources, Section 504, Title II, and Title IX Coordinator, Building 200, Room 212A, Conway Campus, PO Box 261966, Conway, SC 29528-6066, 843-349-5212, Jacquelyne.Snyder@hgtc.edu.

Title IX Requirements

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college's Chief Student Services Officer, campus law enforcement, or with the college's Title IX Coordinator, or designee.

*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

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