INSTRUCTIONAL PACKAGE

NURSING 201

TRANSITION NURSING

201930

Summer 2020

INSTRUCTIONAL PACKAGE

PART I: COURSE INFORMATION

Effective Term: <u>201930</u>

COURSE PREFIX: NUR 201   COURSE TITLE: Transition Nursing

CONTACT HOURS: 5 hours per week   CREDIT HOURS: 3 credit hours
      (Theory & Lab)

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:
This course is a study of the transition required of an LPN and/or Certified Paramedic to the Associate Degree in Nursing (ADN). The course emphasizes tools needed for adaptation to a healthcare environment that is changing almost moment by moment.

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:
PREREQUISITES:
 Advanced placement as a Licensed Practical Nurse or Certified Paramedic

CO-REQUISITES:
NUR 162 & NUR 150

***Online/Hybrid** courses require students to complete the DLi Online Student Orientation prior to completing an online course. The DLi Online Student Orientation can be found in WaveNet, under the My Student tab.

REQUIRED MATERIALS:
Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.
http://hortec.bncollege.com/webapp/wcs/stores/servlet/TBWizardView?catalogId=10001&langId=-1&storeId=51560.
Enter the semester, course prefix, number and section when prompted and you will be linked

to the correct textbook.
Note: Textbooks (in earlier editions) may be brought forward from previous nursing courses.

ADDITIONAL REQUIREMENTS:
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
The Point Student Account

STUDENT IDENTIFICATION VERIFICATION
Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

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

NETIQUETTE: is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit Online Netiquette.

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
  Virtual orientation and tour information
  Course assignments
  Portfolio construction and artifacts
  Concept Integration Model of the HGTC Associate Degree Nursing Program
  Calculation of Dosages and Solutions in Lab (KN Appendix A, pgs. 191-195)
  Kaplan Webinar
 Course Point/Prep U Introduction Presentation
 Critical Thinking (N&V chapters 1-2)
  Kaplan Integrated Testing (Format TBA) Fundamentals A & Physical Assessment A
  The Roles of the RN (KN chapter 1)
 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)

Assessment: Active class and Lab participation
          Complete Math Testing with a score of 90% (3 attempts provided if needed)
          Kaplan IT & Focus Review Testing and remediation techniques
          Reflective Journal Entry #1
          Class assignments
          Learning Styles Survey
          Module One (1) Test (Online using RPNow)
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. Pass Math Test (90% requirement per HGTC's Student Handbook policy)
6. 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.

MODULE ONE (1) TEST

MODULE TWO (2)

Material Covered:

Comparison/Contrast of the LPN and Certified Paramedic Roles to the RN Role Discussion post activity
Professional Practice Parameters (KN chapter 2)
Nursing Theorists (KN chapter 3)
Code of Ethics (KN chapter 4)
Nurses as Leaders (KN chapter 4)
Decisions and Approaches: Effective Communication Skills (KN chapter 5)
Styles of Leadership/Followership

Assessment: Active class participation
In-class and homework assignments
Compare/contrast RN role to LPN/Paramedic roles Discussion Post
Nursing Theorists Discussion Post
Ethical Situation Discussion Post
SBAR activity
Leadership/Followership survey

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

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regulations.
3. Relate the core competencies for health professionals to professional nursing practice.
4. Describe clients of professional nursing practice.
5. Discuss responsibility and accountability in professional nursing practice.
6. Define basic terminology to understand the use of theory in nursing practice.
7. Identify selected theories and how they are used to guide practice.
8. Review selected theories developed for use in professional nursing practice.
9. Explain how theory defines and guides professional nursing practice.
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.
16. Describe verbal and nonverbal communication techniques.
17. Identify therapeutic and nontherapeutic communication techniques.
18. Identify barriers to effective communication.
19. Examine cultural variations in communication patterns.
20. Discuss the imperative for safety in the healthcare setting including the use of the SBAR.
21. Differentiate between the cultures of safety and blame.
22. Explain the use of a root cause analysis for a sentinel event.
23. Review current safety initiatives in the context of the nursing process.
24. Differentiate activities designed for primary, secondary, and tertiary health promotion.
25. Differentiate between the role of the Registered Nurse vs. the role of the Licensed Practical Nurse, and/or the Certified Paramedic.

MODULE TWO (2) TEST

MODULE THREE (3)

Material Covered: Safe Nursing Care and the Use of the Nursing Process (KN chapter 6)
Assessment (KN chapter 7)
Maslow's Hierarchy of Needs
Diagnosis and Planning (KN chapter 8)
Implementation (KN chapter 9)
Evaluation (KN chapter 10)
The Nursing Process (N&V chapter 6)

Assessment: Active class participation
Class and homework assignments
Leadership/Followership survey
Care Plan/Concept Map activity

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Maslow's Hierarchy of Human Needs activity

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.

MODULE THREE (3) TEST

MODULE FOUR (4)

Material Covered: Evidence Based Practice (Chapter 11)
Planning Your Future (Chapter 12)
Reflective Journal #3
Setting long-term and short-term goals

Assessment: Active class participation
Class and homework assignments
Discussion Post assignment – Hot Topics in nursing
Roles of the Professional Registered Nurse class activity
Reflective Journal #3
Transitional Plan/Setting professional and personal goals

Learning Outcomes:
1. Explain the importance of evidence-based nursing practice.
2. Define basic terminology used in research for application of findings in Practice as well as the difference between quantitative and qualitative research methods.

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3. Describe barriers to evidence-based -practice.
4. Locate an example of a recent (within 5 years) evidence-based practice in the literature or in a reputable online resource.
5. Plan for the inclusion of evidence-based care in the practice setting.
6. Identify the components of professional nursing practice.
7. Relate core competencies for health professionals to professional nursing practice
8. Discuss responsibility and accountability in professional nursing practice.
9. Examine current events in healthcare and the relationship they have on healthcare and professional nursing.
10. Examine options and future development in your nursing career.
11. Describe the leadership and management responsibilities of the Registered Nurse.
12. Reexamine your knowledge, skills, and abilities, and resources to assist with your success.
13. Envision personal competencies in professional nursing practice.
14. Set realistic goals in your transitions plan for your future as a professional nurse.

MODULE FOUR (4) TEST

FINAL EXAM

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

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

General Education Outcomes

This course fulfills the following General Education Outcomes through the course assignments.
Upon completion of this course, students will be able to:
(Check all that apply.)
☒Communicate effectively;
☒Think critically;
☒Self and professional development.

Effective Professional and Interpersonal Communication (EPIC)

This course fulfills HGTC's Quality Enhancement Plan for Effective Professional and Interpersonal Communication. Upon completion of this course, students will be able to:
(Check all that apply.)
☒Utilize appropriate communication formats when conveying professional and interpersonal thoughts and ideas.
☒Apply appropriate language when speaking and writing for their chosen field of study or Industry.
☒Demonstrate appropriate communication techniques when engaging audiences.

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 Guidelines.

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

EVALUATION*

UNIT EXAMS	Average (4)	80%
	Final Exam	10%
	Kaplan/Quizzes/Homework/Classwork	10%
		100%

*Unit tests and final exam will be averaged at the end of the course. If the student achieves a 77 or greater, the weighted average for the exams (90%) and the quiz weighted average (10%) will be added together to calculate the final grade.

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

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 eighty percent (80%) of his or her classes in order to be eligible to receive credit for any course. However, due to the varied nature of courses taught at the College, a more rigid attendance policy may be required by individual instructors. At a minimum, a student may be withdrawn from a course(s) after he or she has been absent in

excess of ten percent (10%) of the total contact hours for a course. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

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. Room locations and Live Chat is available on the SSTC website.

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

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Student Testing: (If course is offered in multiple format include this section, delete if only F2F sections are offered.)

Testing in an **online/hybrid** course may be accomplished in a variety of ways:
- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNow, our online proctoring service. To find out more about proctoring services, please visit the Online Testing section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

Disability Services

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Jocelyn Williams, 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
Horry Georgetown Technical College prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking. Any student who believe he or she has experienced or witnessed discrimination including sexual harassment, domestic violence, dating violence, sexual assault or stalking is encouraged to report such incidents to one of the College's Title IX Coordinators 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).

Inquiries regarding the non-discrimination policies:	
Student 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 Associate Vice President for Student Affairs.	Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Associate Vice President for Human Resources.
Dr. Melissa Batten, AVP 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	**Jacquelyne Snyder, AVP 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