



INSTRUCTIONAL PACKAGE

Nursing 201
Transition Nursing

Effective Term
Fall 2022/Spring 2023/Summer 2023

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: Fall 2022, Spring 2023, Summer 2023

COURSE PREFIX: NUR201

COURSE TITLE: Transition Nursing

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

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:

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:

Advanced placement as a Licensed Practical Nurse or Certified Paramedic

CO-REQUISITES:

NUR 161 & NUR 150

***Online/Hybrid** courses require students to complete the [DLi Orientation Video](#) prior to enrolling in an online course.

REQUIRED MATERIALS:

Please visit the [BOOKSTORE](#) online site for most current textbook information.

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

ADDITIONAL REQUIREMENTS:

2022-2023

1. Course instructional package and required texts
2. Complete HGTC student nurse's uniform, HGTC ID Badge
3. Pen, pencil, paper, calculator
4. Pen light, Stethoscope
5. NUR201 Nursing Pack available in the Bookstore

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials. myHGTC and college email access. Kaplan 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.

MODULE ONE (1)

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

Course assignments

Concept Integration Model of the HGTC Associate Degree Nursing Program

Kaplan Webinar

The Roles of the RN

Professional Practice Parameters

Nursing Theorists

Critical Thinking

Time Management

Study Techniques

The Multiple-Choice Question

Test Taking Techniques (

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

Assessment: Active class participation

Reflective Journal Entry #1

In-class and homework assignments

Roles paper assignment

Nursing Theorists Discussion Post

Module One (1) Test

Learning Outcomes:

1. Apply of the Concept Integration Model to the nursing care of the adult client experiencing health problems.
2. Reinforce learning and the use of proper test taking skills.
3. Reinforce learning and the use of effective study techniques.
4. Reinforce learning and time management skills.
5. Examine parts of multiple choice test questions.
6. Appreciate their critical thinking skills through Kaplan Testing.
- 7 Evaluate and discuss reasons for continuing nursing education.
8. Examine the multiple and competing roles of the adult returning to school.
9. Evaluate knowledge, skills, and abilities.
10. Identify learning style and strategies to address individual learning styles preferences.
11. Identify and evaluate personal and collegiate resources to assist with success.
12. Examine the components and dynamics of multiple-choice test items.
13. Describe clients of professional nursing practice.
14. Discuss responsibility and accountability in professional nursing practice.

15. Define basic terminology to understand the use of theory in nursing practice.
16. Identify selected theories and how they are used to guide practice.
17. Review selected theories developed for use in professional nursing practice.
18. Explain how theory defines and guides professional nursing practice.

MODULE ONE (1) TEST

MODULE TWO (2)

Material Covered: Decisions and Approaches: Effective Communication Skills
 Safe Nursing Care and the Use of the Nursing Process
 Evidence Based Practice
 Reflective Journal #2
 Library online databases activity
 Calculation of Dosages and Solutions Basic DA

Assessment: Active class participation
 On-line homework assignments
 SBAR activity
 Kaplan Integrated Testing in Lab- Fundamentals A & Physical Assessment A in Lab
 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 in Lab)
 Submission of two (2) EBR articles on assigned topics in drop box

Learning Outcomes:

1. Identify common conversion factors used in calculating dosages and solutions. (In lab)
2. Become familiar with the "desired over available" method of calculating dosages and solutions (In lab).
3. Become familiar with the dimensional analysis method of calculating dosages and calculations (In lab).
4. Become familiar with the various formulas used in calculating flow rates and infusion times of intravenous dosages and solutions (In lab).
5. Identify the components of professional nursing practice.
6. Examine the scope of practice for licensed nurses in a state's rules and regulations.
7. Relate the core competencies for health professionals to professional nursing practice.
8. Describe verbal and nonverbal communication techniques.
9. Identify therapeutic and nontherapeutic communication techniques.
10. Identify barriers to effective communication.
11. Examine cultural variations in communication patterns.
12. Discuss the imperative for safety in the healthcare setting including the use of the SBAR.
13. Differentiate between the cultures of safety and blame.
14. Explain the use of a root cause analysis for a sentinel event.
15. Review current safety initiatives in the context of the nursing process.
16. Differentiate activities designed for primary, secondary, and tertiary health
17. Explain the importance of evidence-based nursing practice.

18. Define basic terminology used in research for application of findings in Practice as well as the difference between quantitative and qualitative research methods.
19. Describe barriers to evidence-based -practice.
20. Locate an example of a recent (within 5 years) evidence-based practice in the literature or in a reputable online resource.
21. Plan for the inclusion of evidence-based care in the practice setting.
22. Pass Math Test (90% requirement per HGTC's Student Handbook policy)

MODULE TWO (2) TEST

MODULE THREE (3)

Material Covered: Assessment
 Diagnosis and Planning
 Implementation
 Evaluation
 Nursing Process (NV chapter 6)
 Maslow's Hierarchy of Needs
 Cultural Diversity & LGBTQ Issues

Assessment: Active class participation
 On-line homework assignments
 Care Plan/Concept Map activity
 Maslow's Hierarchy of Human Needs activity
 Cultural Diversity & LGBTQ Issues class discussion post 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.
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
Nurses as Leaders
Planning Your Future
Styles of Leadership/Followership
Reflective Journal #3
Setting long-term and short-term goals

Assessment: Active class participation
On-line homework assignments
Ethical Situation Discussion Post
Discussion Post assignment –Hot topics in nursing
Reflective Journal #3
Transitional Plan/Setting professional and personal goals

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

N & V = Nugent & Vitale text

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

Part III: Grading and Assessment

Because competency in nursing theory is a critical component for safe nursing practice, the grading scale for nursing is higher than for some other courses. The grading scale for nursing is as follows:

90-100 = A 80-89 = B 77-79 = C 69-76 = D Less than 69 = F

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*

UNIT EXAMS	Average (4 @ 20% each))	80%
	Final Exam	10%
	Kaplan/Quizzes/Homework/Classwork	<u>10%</u>
		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.***

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. 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.**

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, and 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 tutors** for most subject areas, **Writing Center support**, and **college success skills**.
2. Online **tutoring** and academic support resources.
3. Professional and interpersonal communication **coaching** in the EPIC Labs.

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring, contact the SSTC at sstc@hgtc.edu or self-schedule in the Penji iOS/Android app or at www.penjiapp.com. Email sstc@hgtc.edu or 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.



STUDENT INFORMATION CENTER: TECH Central

TECH Central offers to all students the following **free** resources:

1. **Getting around HGTC:** General information and guidance for enrollment, financial aid, registration, and payment plan support!
2. Use the [Online Resource Center \(ORC\)](#) including Office 365 support, password resets, and username information.
3. **In-person workshops, online tutorials and more services** are available in Desire2Learn, Student Portal, Degree Works, and Office 365.
4. **Chat with our staff on TECH Talk**, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552.

Visit the [Tech Central](#) website for more information. Live Chat and Center locations are posted on the website. Or please call (843) 349 – TECH (8324), Option #1.

STUDENT TESTING:

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 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 HGTC's [Accessibility and Disability Service webpage](#). The Accessibility and Disability staff 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.

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).

INQUIRIES REGARDING THE NON-DISCRIMINATION/TITLE IX 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 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

EEO and Title IX Coordinator

Building 200, Room 212A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5212

Jacquelyne.Snyder@hgtc.edu