

# COURSE SYLLABUS

<b>LAST REVIEW</b>	Spring 2021
<b>COURSE TITLE</b>	Transition to RN for LPN, Paramedic and RRT
<b>COURSE NUMBER</b>	NURS 0105
<b>DIVISION</b>	Health Professions
<b>DEPARTMENT</b>	Nursing/Registered Nurse
<b>CIP CODE</b>	51.3801
<b>CREDIT HOURS</b>	4
<b>CONTACT HOURS/WEEK</b>	Class: 4
<b>PREREQUISITES</b>	None
<b>COURSE PLACEMENT</b>	This course is part of a selective admission program. Students must be admitted to the Nursing/Registered Nurse program to enroll in this course.

## COURSE DESCRIPTION

This course is designed to facilitate successful entry of LPN/Paramedic/RRT students into the associate degree nursing program. This course will expand on the common content from LPN/Paramedic/RRT programs and introduce new theories, processes and skills specific to the role of the professional nurse. It provides an overview of content from the first two semesters of the program to allow students to transition into the second year of program coursework.

## PROGRAM ALIGNMENT

This course is part of a program aligned through the Kansas Board of Regents and Technical Education Authority. For more information, please visit:

[https://kansasregents.org/workforce\\_development/program-alignment](https://kansasregents.org/workforce_development/program-alignment)

## PROGRAM LEARNING OUTCOMES

1. Integrate caring behaviors in practicing the art and science of nursing within a diverse population.
2. Implement professional standards and scope of practice within legal, ethical, and regulatory frameworks.
3. Collaborate with clients and members of the inter-professional health care team to optimize client outcomes.
4. Formulate safe and effective clinical judgements guided by the nursing process, clinical reasoning, and evidence-based practice.
5. Provide leadership in the management of care to meet client needs using available resources and current technology.

6. Generate teaching and learning processes to promote and maintain health and to reduce risks for a global population.
7. Demonstrate effective communication methods to manage client needs and to interact with other health care team members.

## **TEXTBOOKS**

<http://kckccbookstore.com/>

## **METHODS OF INSTRUCTION**

A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

## **COURSE OUTLINE**

- I. Introduction to the Role of Professional Nurse
  - A. Scope of practice
  - B. Legal and ethical considerations
  - C. Professionalism
  - D. Communication techniques
  - E. Leadership
    1. Technology and resources
    2. Collaboration
- II. Clinical Judgment
  - A. Evidence based practice
  - B. Nursing process
  - C. Model for clinical judgment
- III. Health Promotion Principles
  - A. Health teaching
  - B. Self-care
  - C. Levels of prevention
- IV. Comfort and Caring
  - A. Cultural Influence
  - B. Development
  - C. Non-pharmacological pain relief measures
  - D. Basic pharmacological pain relief measures
- V. Mood and Affect
  - A. Anxiety disorders
  - B. Depression/post-partum depression
  - C. Obsessive-compulsive disorder
- VI. Stress and Coping
  - A. Grief
  - B. Loss



- VII. Cognition
  - A. Alzheimer's
  - B. Autism spectrum disorder
  - C. Delirium
  - D. ADHD
- VIII. Sensory Perception
  - A. Cataracts
  - B. Glaucoma
  - C. Otitis media
  - D. Retinal detachment
- IX. Metabolism
  - A. Hypo/hyperthyroidism
  - B. Diabetes mellitus Type 1 and 2
- X. Digestion
  - A. Cholecystitis
  - B. Cleft lip and palate
- XI. Elimination
  - A. Urinary tract infection
  - B. Crohn's
  - C. Diverticular disease
  - D. Bowel obstruction
- XII. Fluid, Electrolytes and IV Therapy
- XIII. Mobility
  - A. Multiple sclerosis
  - B. Duchene's muscular dystrophy
  - C. Parkinson's
  - D. Hip fracture
- XIV. Perioperative
  - A. Pre-operative care
  - B. Post-operative care
- XV. Perfusion
  - A. Hypertension
  - B. Peripheral vascular disease (PVD)
  - C. Anemia
  - D. Heart failure
- XVI. Clotting
  - A. Venous thromboembolism (VTE)
  - B. Deep vein thrombosis (DVT)
- XVII. Tissue Integrity
  - A. Pressure ulcer
  - B. Shingles - herpes zoster
- XVIII. Reproduction
  - A. Ante/Intra/Post-partum
  - B. Prematurity

## C. Newborn care and assessment

## XIX. Sexuality

- A. Family planning
- B. Sexually transmitted infections
- C. Gender identity/sexual preference

### **COURSE LEARNING OUTCOMES**

Upon successful completion of this course, the student will:

- A. Explain the role of the professional nurse in providing client-centered care within legal and ethical guidelines. (EPSLO 2)
- B. Demonstrate interprofessional communication skills in a simulated clinical situation. (EPSLO 3, 7)
- C. Safely perform basic psychomotor skills in the laboratory based on evidence-based standards and policies. (EPSLO 2, 4)
- D. Apply the nursing process to plan safe evidence-based care to meet the diverse needs of clients across the lifespan who have acute and chronic common physical and mental health problems. (EPSLO 4)
- E. Develop a teaching plan to promote health and prevent illness for individuals across the lifespan using evidence-based resources and technology. (EPSLO 2, 6)

### **ASSESSMENT OF COURSE LEARNING OUTCOMES**

Student progress is evaluated through both formative and summative assessment methods. Specific details may be found in the instructor's course information document.

### **COLLEGE POLICIES AND PROCEDURES**

*Student Handbook*

<https://www.kckcc.edu/files/docs/student-resources/student-handbook-and-code-of-conduct.pdf>

*College Catalog*

<https://www.kckcc.edu/academics/catalog/index.html>

*College Policies and Statements*

<https://www.kckcc.edu/about/policies-statements/index.html>

*Accessibility and Accommodations*

<https://www.kckcc.edu/academics/resources/student-accessibility-support-services/index.html>