

COURSE:	NURS 1113 Transition to Registered Nursing
TRACK:	Blended
SEMESTER:	Summer or Autumn
CREDITS:	2
HOURS PER WEEK:	1 hour Seminar or Asynchronous online course-room ,and 3 Laboratory hours
WEEKS PER SEMESTER:	5 week term course
CLASS MEETING TIMES:	

PREREQUISITES: Acceptance into the Associate Degree Nursing Program

DESCRIPTION OF COURSE This course is designed for the student who has received advanced standing into the Associate Degree Nursing Program. The components of the course include an introduction into the associate degree nursing student role and professional role expectations. The focus of the course will be on selected nursing skills, communication, health assessment and introduction to the nursing process as a foundation in caring for patients with basic health care needs.

STUDENT LEARNING OUTCOMES

The student will:

1. Transition into the role of the Associate Degree Nursing student.
2. Demonstrate effective communication and teaching/learning skills in planning patient care through application of the nursing process and use of technology.
3. Perform a health assessment for individuals across the life span.
4. Utilize the nursing process to provide safe, patient centered care to meet basic human needs.
5. Demonstrate ethical, legal, and professional behaviors of an associate degree nursing student.
6. Identify the components of the Associate Degree Nursing Program curricular framework.
7. Demonstrate safe administration of selected non-parenteral medications in the laboratory setting.

INSTITUTIONAL LEARNING GOALS

Columbus State Community College's Institutional Learning Goals are an integral part of the curriculum and central to the mission of the college. The faculty at Columbus State has identified the following institutional learning goals:

- Critical Thinking
- Ethical Reasoning
- Quantitative Skills

- Scientific Literacy
- Technological Competence
- Communication Competence
- Cultural and Social Awareness
- Professional and Life Skills

COURSE MATERIALS REQUIRED

Elsevier Advanced Standing Package, which includes e-books, adaptive quizzing (EAQ) and other resources and Nursing Concepts on-line (NCO).

GENERAL INSTRUCTIONAL METHODS

Lecture, informal group discussion, individualized study, role play, assessment practice, nursing process assignments, audio visuals, required and optional readings, human patient simulator lab orientation.

ASSESSMENT

Columbus State Community College is committed to assessment (measurement) of student achievement of academic outcomes. The assessment program at Columbus State has four specific and interrelated purposes: (1) to improve student academic achievements; (2) to improve teaching strategies; (3) to document student successes and identify opportunities for program improvement; and (4) to provide evidence for institutional effectiveness. In class, the students are assessed and graded on their achievement of the outcomes for this course. Students may also be required to participate in broader assessment activities.

STANDARDS AND METHODS FOR EVALUATION:

- Assignments
- Active participation in discussion
- Laboratory competencies
- Written exams

ASSIGNMENTS

EAQs (level 1)	5 points each X 7 EAQs	= 35 points
N Credit Report form		= 5 points
Health Assessment		= 20 points
Health History		= 10 points
Care Plan part I		= 10 points
Care Plan part II		= 10 points
APA project		= 10 points
Final exam		= 50 points

Total possible points = 150 points

The student must complete all assignments. All assignment must be turned in on time, late or incomplete assignments will receive 0 points but must be turned in to successfully complete the course. If there are extenuating circumstances, the student must contact the instructors for an individual request for an extension prior to the due date.

Students must be satisfactory in all lab competencies. After an unsatisfactory, students have the option for one remediation. Unsatisfactory on a lab competency will result in failure of the course.

GRADING SCALE

Students must earn at least **76%** of total possible points to pass the course.

A = 138-150 points = 92-100%

B = 126-137 points = 84-91%

C = 114-125 points = 76-83%

D = 102-113 points = 68-75%

E = 101 or less points = < 68%

SPECIAL COURSE REQUIREMENTS

Internet access, MS Word or comparable program, and updated antivirus on computer used for course work, and use of Blackboard for communication.

ATTENDANCE POLICY

Laboratory attendance is required. In the event of absence, students must notify the Course Coordinator prior to lab. The student is still responsible for course content.

COLLEGE SYLLABUS STATEMENTS

Columbus State Community College required College Syllabus Statements on College Policies and Student Support Services can be found at www.csc.edu/syllabus or on the College website Quick Links “Syllabus Statements”.

Faculty

Email

Office

Telephone

UNITS OF STUDY INDEX

- I. Introduction and Orientation
- II. Nurse Role Transition
- III. Nursing Assessment and Nursing Process
- IV. Communication/Teaching Learning
- V. Preoperative and Postoperative Care
- VI. Medication Administration
- VII. Professional Growth and Development

Revised 9/22/2017

WEEK	UNIT OF INSTRUCTION	LEARNING OBJECTIVES	ASSIGNMENTS	ASSESSMENT METHODS
<p>Week 1 & Week 2</p>	<p>Unit I Introduction and Orientation</p> <ul style="list-style-type: none"> • Nursing Program Philosophy • Nursing Program Curriculum • Nursing Student Role • Expectations of students and faculty. • Nursing Student Handbook <p>Unit II Nurse Role Transition</p> <ul style="list-style-type: none"> • Role of the Registered Nurse (RN) • Associate Degree Registered Nurse (ADN) Role • Ohio Board of Nursing • Legal responsibilities (includes Standards of practice) • Values in nursing 	<p>Seminar:</p> <ol style="list-style-type: none"> 1. Student will describe the concept based curriculum of the nursing program. 2. Define the role of the associate degree nursing student at Columbus State Community College. 3. Student will discuss the scope of practice and functions of the RN. 4. Student will discuss development of the professional nursing role of the registered nurse (RN). 5. Student will discuss the nurse's role in health and illness. 6. Student will reflect on the principles of patient-centered care. 7. Discuss standards of practice in healthcare and nursing. 8. Student will discuss legal responsibilities of the professional nurse. 9. Student will articulate ways they can protect themselves and the public in their nursing practice. 	<p><i>CSCC Nursing Student Handbook</i></p> <p>Orientation to Elsevier NCO (Nursing Concepts on-line) & introduction to concepts – includes navigating EAQs</p> <p>Visit the Ohio Board of Nursing website - http://www.nursing.ohio.gov</p> <p>ANA Code of Ethics</p> <p>Review prior learning assessment for N credit in class</p> <p>Review of the <i>Nursing Student Handbook</i>. (prior to orientation)</p>	<p>Complete Degree Audit Report review</p> <p>Complete Assessment of Prior Learning Form for N credit.</p>

WEEK	UNIT OF INSTRUCTION	LEARNING OBJECTIVES	ASSIGNMENTS	ASSESSMENT METHODS
		Laboratory: 1. Student will demonstrate sterile technique 2. Sterile dressing change a) without and without a drain b) with staple or suture removal 3. Obtain urine specimen: via clean catch, straight catheter, or Foley catheter	Review and practice skills	Laboratory competency
Week 3	Unit III Nursing Assessment and Nursing Process <ul style="list-style-type: none"> • Interview/Health History • Health Assessment • Nursing Process: <ul style="list-style-type: none"> ○ Critical Thinking ○ Assessment 	1. Student will demonstrate obtaining a health history. 2. Student will describe health promotion, wellness, and illness prevention activities across the patient lifespan. 3. Student will discuss the relationship between critical thinking and the nursing process. 4. Student will apply critical thinking to provide examples of teaching/learning using the nursing process.	Health history and assessment form Discussion/review of assessments.	Laboratory competency EAQ Health History

WEEK	UNIT OF INSTRUCTION	LEARNING OBJECTIVES	ASSIGNMENTS	ASSESSMENT METHODS
	<ul style="list-style-type: none"> ○ Nursing Diagnosis ○ Planning ○ Intervention ○ Evaluation <p>Unit IV Communication/Teaching and Learning</p>	<ol style="list-style-type: none"> 5. Student will demonstrate techniques and provide documentation for health assessment. 6. Student will include in the physical assessment, including identification of normal and abnormal health assessment findings 7. Incorporates teaching and learning principles for nursing process (care planning). 8. Student will create a nursing care plan utilizing the nursing process which includes: 9. Differentiating between subjective and objective assessment data. 10. Provide cited rationale for interventions. 11. Student will discuss the effect of interrelated concepts (health and illness, professional, and patient profile): <ol style="list-style-type: none"> a) sexuality b) neuro-sensory deficits c) spiritual health 	<p>Discuss how to create a care plan</p>	<p>Develop nursing process and plan of care for teaching/learning needs for patient using case study.</p> <p>Satisfactory completion of nursing process assignments.</p> <p>Part I Care plan</p> <p>Part II Care plan</p> <p>Documentation of teaching/learning outcomes.</p>

WEEK	UNIT OF INSTRUCTION	LEARNING OBJECTIVES	ASSIGNMENTS	ASSESSMENT METHODS
		12. Identify methods used to document client teaching/ discharge planning.		
Week 4	Unit V Preoperative and Postoperative Care	<ol style="list-style-type: none"> 1. Student will describe activities needed in preparing a patient for surgery. 2. Student will describe benefits of preoperative teaching. 3. Student will demonstrate activities needed in caring for a postoperative patient. <p>Laboratory:</p> <ol style="list-style-type: none"> 1. Student will demonstrate the skills, knowledge, and attitudes needed to perform the following nursing skills: <ol style="list-style-type: none"> a) Incentive spirometer b) Application of sequential compression devices c) Emptying of a hemovac or Jackson Pratt closed drainage system d) Nasogastric tube <ol style="list-style-type: none"> i) insertion ii) maintenance iii) irrigation iv) removal e) Stool culture f) Hemocult g) Gastrocult h) Ostomy care 	<p>Perry, A. G., Potter, P.A., & Ostendorf, W. R. (2018). <i>Clinical nursing skills & techniques</i> (9th ed.). St. Louis, MO: Elsevier.</p> <p>Simulation</p>	Lab competency

WEEK	UNIT OF INSTRUCTION	LEARNING OBJECTIVES	ASSIGNMENTS	ASSESSMENT METHODS
Week 5	Unit VI Medication Administration <ul style="list-style-type: none"> Role of the nurse in medication administration Nursing diagnosis specific to medication administration Principles of Teaching and Learning	<ol style="list-style-type: none"> Student will compare and contrast the role of the prescriber, pharmacist, and nurse in the medication administration Discuss the process to formulate a nursing diagnosis specific to medication administration. Summarize teaching and learning principles appropriate to patient education and drug therapy across the lifespan. Describe the mechanism of action, routes of administration, contraindications, adverse side effects, and interactions of various vitamins. <p>Laboratory</p> <ol style="list-style-type: none"> Student will demonstrate safe administration of all non-parenteral medications: <ol style="list-style-type: none"> describe the nurse's role in the management of enteral feedings, bolus continuous 	Perry, A. G., Potter, P.A., & Ostendorf, W. R. (2018). <i>Clinical nursing skills & techniques</i> (9 th ed.). St. Louis, MO: Elsevier. Skill 21.4 Administering Ophthalmic Medications Skill 21.5 Administering Ear Medications Ophthalmic Medication Administration Demo Perry, A. G., Potter, P.A., & Ostendorf, W. R. (2018). <i>Clinical nursing skills & techniques</i> (9 th ed.). St. Louis, MO: Elsevier. Skill 21.2 Administering Medications through a Feeding Tube	Lab competency Student completes a patient education pamphlet on medication administration pertaining to optic or ophthalmic medication administration.
Week 6 and Week 7	Unit VII Professional Growth & Development <ul style="list-style-type: none"> Personal accountability for professional growth and professional competence in nursing care delivery Evidence-Based Practice 	<ol style="list-style-type: none"> Identify professional characteristics of the nurse including personal accountability for professional growth and competence. Student will discuss nursing research. 	Discuss EBP Library search exercise in class APA assignment	Visit Columbus State Library website. Graded assignment

WEEK	UNIT OF INSTRUCTION	LEARNING OBJECTIVES	ASSIGNMENTS	ASSESSMENT METHODS
	<ul style="list-style-type: none"> • Quality and Safety Education for Nurses (QSEN) • APA Format • Integration of Skills 	<ol style="list-style-type: none"> 3. Student will delineate the steps of evidence. 4. Examine critical thinking strategies utilized in evidence-based practice to deliver safe and effective nursing care. 5. Examine the goals and competencies identified in the Quality and Safety Education for Nurses. 6. Student will identify measures of health care quality. 		Final Lab Competencies
Week 8	Final Examination			