ORIGINATOR: Beverley Brownell

FORMERLY KNOWN AS: Transition to Registered Nursing

CROSS LISTED COURSE: TOP NO: 1230.10

SEMESTER UNITS: 4.0
HRS LEC: 54.0 HRS LAB: 54.0 HRS OTHER: 0.0
CONTACT HRS TOTAL: 108.0
STUDY NON-CONTACT HRS RECOMMENDED: 108.0

CATALOG DESCRIPTION:
This course focuses on assisting the Licensed Vocational Nurse (LVN) in bridging the gaps in theoretical and clinical knowledge and skills, thereby preparing them to join the third semester of the registered nursing (RN) program.

JUSTIFICATION FOR COURSE:

PREREQUISITES:
- BIOL G220: Human Anatomy with a minimum grade of C or better
- or
- BIOL G225: Human Physiology with a minimum grade of C or better
- or
- BIOL G200: Pharmacology - Medications And Drugs with a minimum grade of C or better
  and
- BIOL G210: General Microbiology with a minimum grade of C or better
  and
- PSYC G118: Life Span Developmental Psychology with a minimum grade of C or better
  or
- ENGL G100: Freshman Composition with a minimum grade of C or better
  and
- COMM G110: Public Speaking with a minimum grade of C or better

COREQUISITES:

ADVISORIES:

ASSIGNED DISCIPLINES:
Nursing

MATERIAL FEE: Yes [X] No [ ] Amount: $30.00

CREDIT STATUS: Noncredit [ ] Credit - Degree Applicable [X] Credit - Not Degree Applicable [ ]

GRADING POLICY: Pass/No Pass [ ] Standard Letter [X] Not Graded [ ] Satisfactory Progress [ ]

OPEN ENTRY/OPEN EXIT: Yes [ ] No [X]

TRANSFER STATUS: CSU Transferable[X] UC/CSU Transferable[ ] Not Transferable[ ]

BASIC SKILLS STATUS: Yes [ ] No [X] LEVELS BELOW TRANSFER: Not Applicable

CALIFORNIA CLASSIFICATION CODES: Y - Not Applicable

NON CREDIT COURSE CATEGORY: Y - Not applicable, Credit Course

OCCUPATIONAL (SAM) CODE: C

REPEATABLE ACCORDING TO STATE GUIDELINES: No [X] Yes [ ] NUMBER REPEATS:
REQUIRED FOR DEGREE OR CERTIFICATE: No [ ] Yes [X]  
Nursing -LVN to RN(Associate in Science)  
GE AND TRANSFER REQUIREMENTS MET:

PROGRAM LEVEL LEARNING OUTCOME(S) Supported by this course:

Support the nursing process by evidence based practice resulting in safe and competent patient care.

Focus on assessment to accurately appraise patient's conditions to provide safe, competent patient centered care

Incorporate the patient and family as the central focus of care and serve as a patient advocate

Exhibit professional behaviors and follow professional and ethical standards

Provide and manage the care of patients using the nursing process.

Implement therapeutic communication with patients, families and other health care team members while effectively utilizing various forms of advanced technology in the health care setting

COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:

1. Communication:
   The student will demonstrate effective communication skills in establishing rapport with patients and families and interactions with the healthcare team.

2. Compassion:
   The student will demonstrate a caring approach that validates the worth and dignity of each person through patient advocacy.

3. Integrity:
   The student will exhibit a professional nursing role in providing patient care utilizing principles of quality improvement.

4. Competence:
   The student will provide safe and competent patient-centered nursing care to acute care adult patients using evidence-based practice, and the nursing process.

COURSE OBJECTIVES:

1. Demonstrate the application of the Nursing Process in caring for patients.
2. Develop the use of critical thinking in gathering and analyzing data to determine problems, prioritize needs, and reach desired outcomes.
3. Demonstrate the beginning of role transition from LVN to RN as defined by the American Nurses Association and the California Nurse Practice Act.

COURSE CONTENT:
LECTURE CONTENT:

A. Critical Thinking
   1. Define critical thinking.
   2. Compare critical thinking versus compassion/caring.
   3. Explain the stages of clinical judgment.
   4. Explain the stages of problem solving.
   5. Explain the steps in decision making.
   6. Apply critical thinking to the nursing process.

B. Nursing Process
   1. Describe the five components of the nursing process.
   2. Discuss the role of evidence-based research in the nursing process.
   3. Develop a nursing care plan using the steps in the nursing process.
   4. Develop a concept map.

C. Communication
   1. Describe communication development factors.
   2. Describe communication barriers.
   3. Describe therapeutic communication techniques.
   4. Describe techniques to improve communication with team members.

D. Role Transition
   1. Define role transition.
   2. Describe the legal Scope of Practice and ethical decision making in nursing.
   3. Identify the components of accountability and its impact on nursing.
   4. Describe the role comparisons of the Licensed Vocational Nurse to the Registered Nurse Practice in relation to legal responsibilities.

LABORATORY CONTENT:

1. Demonstration of sterile technique and medication administration
2. Female catheterization
3. Obtaining a Urine Specimen from Indwelling Catheter
4. Monitoring An Intravenous Infusion
5. Infusion of an Intravenous Piggyback into a Primary IV Line and into a Saline Lock.
6. IVPB Assessment Criteria
7. Discontinuing An Intravenous Indusion and Saline/Heparin Lock

METHODS OF INSTRUCTION:

A. Lecture:
B. Lab:
C. Other simultaneous interactive: Human Patient Simulation Center
D. Independent Study:

INSTRUCTIONAL TECHNIQUES:

A. Lecture and discussion
B. Laboratory activity
C. Tutoring
D. Video
E. Role-Play
F. Independent study
G. Unfolding, interactive case studies
H. Presentations
   I. NCLEX exam questions
J. Human Patient Simulation
K. Crossword puzzles & Games
COURSE ASSIGNMENTS:

Reading Assignments
- Textbooks as assigned.
- Selected periodicals and journal articles.
- Library assignments specific to client's condition and disease processes
- Audiovisual materials assigned in Multi-Media Lab
- Internet assignments
- Preparation for Human Patient Simulator activities (HPS)

Out-of-class Assignments
1. Review and critique of selected periodicals and journal articles.

Writing Assignments
- Concept Map/Nursing Care Plans based on assigned patients
- Weekly journal on role transition from LVN to RN
- Case study presentations
- Problem solving and critical thinking activities

METHODS OF STUDENT EVALUATION:

Final Exam
Short Quizzes
Written Assignments
Objective Examinations
Report
Projects (ind/group)
Oral Presentations
Skills Demonstration

Demonstration of Critical Thinking:
- Assessment and analyzing data of HPSC and/or Virtual client
- Priority setting in selected activities
- Critical thinking within all steps of the nursing process

Required Writing, Problem Solving, Skills Demonstration:
- Nursing Care Plan/concept map based on assigned clients using the nursing process
- Weekly journal on role transition from LVN to RN
- Therapeutic Communication Paper
- Medication calculation exam
- Demonstration of sterile technique and safe medication administration

TEXTS, READINGS, AND RESOURCES:

TextBooks:
3. GWC Nursing. *Nursing 190 Module*, ed.

LIBRARY:

Adequate library resources include: Print Materials
Non-Print Materials
Online Materials
Services