

# Common Course Outline

NURN 215

LPN to RN Transition

7 Credits

## Community College of Baltimore County

### Description

**NURN 215 – LPN to RN Transition** prepares the licensed practical nurse to enter the second year of the registered nursing program. Information from the first year nursing courses (NURN 153, NURN 155, NURN 129, NURN 160, and NURN 217) is presented in a condensed format. This course presents the principles and concepts necessary to introduce students to the role of the nurse generalist in the care of patients in acute care settings. The concept-based curriculum is presented with an emphasis on professionalism, physical assessment, nursing process, evidence-based practice, mobility, sensory, aging, teaching/learning, homeostasis, perfusion, oxygenation, metabolism, and nutrition. The student will also be prepared to assume the role of the nurse generalist in the care of patients with mental health problems. Emphasis is placed on the mental health concepts of affective continuum, cognition, nutrition, personal interaction and psychosocial integrity. Supervised simulations and clinical experiences are designed to stimulate critical thinking and increase knowledge in both acute and mental health care settings.

**7 credits:** 5.5 credits of theory (82.5 clock hours); 1.5 credit hours of simulation lab/clinical (67.5 clock hours)

**Prerequisites:** ENGL 101, BIOL 220, BIOL 221, PSYC 101, PSYC 103, BIOL 230, SOCL 101, and acceptance into the Nursing Transition Program

### Overall Course Objectives

Upon completion of this course students will be able to:

1. demonstrate collaboration and advocacy in order to provide the highest quality nursing care for patients, families and groups;
2. demonstrate effective communication techniques using patient-centered care and caring behaviors with patients and families to improve health outcomes;
3. explain the importance of recognizing each patient's diverse customs, culture, and spiritual beliefs when providing patient centered care;
4. apply evidence-based practice for clinical decision making in the delivery of nursing care for patients;
5. choose appropriate health promotion and teaching activities that contribute to the wellness of patients and families;
6. demonstrate accountability and responsibility in the management of nursing care of patients;
7. use the nursing process as a systematic method of providing nursing care to patients throughout the lifespan;

8. apply essential pharmacologic principles for patients experiencing commonly occurring and recurring health problems;
9. use professional practice responsibilities and standards in the nursing care for patients;
10. practice nursing care to promote and maintain safety for patients;
11. perform nursing skills using appropriate supervision and available technology to meet standards of efficacy and safety;
12. identify teaching needs of patients and families to maintain optimal functioning;
13. design an appropriate teaching plan for patients and their families to improve health outcomes;
14. explain the normal aspects of aging and common diseases of the elderly;
15. demonstrate knowledge of milieu management and treatment in the least restrictive environment;
16. conduct a mental status assessment; and
17. discuss mental health issues that have significant impact on patients, families, society and the nursing profession.

### **Major Topics**

- I. The CCBC Nursing Program Concept-Based Curriculum
- II. The Concept of Professional Nursing
  - A. Historical Overview and Contemporary Nursing Practice
  - B. Professionalism
  - C. Health Care Delivery System
  - D. Ethics
  - E. Health Law
  - F. Advocacy
  - G. Team Work and Collaboration
- III. The Nature of Nursing
  - A. Nursing Process
  - B. Evidence-Based Practice
  - C. Teaching
  - D. Pharmacology
  - E. Patient-Centered Care
- IV. The Concept of Nutrition
  - A. Insufficient Nutrition-Malnutrition
  - B. Excess Nutrition-Obesity
  - C. Anorexia Nervosa
  - D. Bulimia Nervosa
  - E. Binge Eating Disorder
- V. The Concept of Aging
  - A. Individual Aging
  - B. Complexity of Care
  - C. Vulnerability During Transitions
- VI. The Concept of Sensory/Perception
  - A. Effects of Sensory/Perceptual Alterations
    1. Sensory Deficits

- 2. Sensory Deprivation/Overload
  - B. Cataracts
  - C. Glaucoma
  - D. Macular Degeneration
- VII. The Concept of Mobility
  - A. Transfers and Body Mechanics
  - B. Fractures
  - C. Osteoarthritis
  - D. Osteoporosis
  - E. Joint Replacement
- VIII. Nursing Care to Maintain Homeostasis
  - A. Fluid and Electrolyte Balance
  - B. Acid-Base Balance
- IX. Nursing Care to Optimize Perfusion
  - A. Vascular Dysfunctions
    - 1. Hypertension
    - 2. Vascular Insufficiency
  - B. Cardiac Dysfunctions
    - 1. Heart Failure
    - 2. Infectious/Inflammatory Heart Disease
  - C. Hematologic Dysfunctions
    - 1. Clotting Disorders
    - 2. Anemia
    - 3. Blood Transfusions
- X. Nursing Care to Optimize Oxygenation
  - A. Infectious Lower Airway Dysfunctions
    - 1. Pneumonias
    - 2. Tuberculosis
  - B. Non Infectious Lower Airway Dysfunctions
    - 1. Chronic Obstructive Pulmonary Disease
    - 2. Asthma
    - 3. Pneumothorax
- XI. Nursing Care to Maintain Metabolism
  - A. Diabetes Mellitus
  - B. Thyroid Disorders
  - C. Adrenal Disorders
- XII. Psychological Integrity Concept
  - A. Nursing Process
  - B. Effective Approaches
  - C. Psychopharmacology
- XIII. Affective Continuum Concept
  - A. Bipolar Disorders
  - B. Major Depressive Disorder
  - C. Suicide
  - D. Obsessive Compulsive and Related Disorders
    - 1. Hoarding Disorder

- 2. Obsessive Compulsive Disorder
- E. Anxiety Disorders
  - 1. Agoraphobia
  - 2. Generalized Anxiety Disorder
  - 3. Panic Disorder
  - 4. Phobias
- XIV. Cognition Concept
  - A. Psychotic Disorders
    - 1. Schizoaffective Disorder
    - 2. Schizophrenia
  - B. Neurodevelopmental Disorders
    - 1. Attention Deficit Disorder/Hyperactivity Disorder
    - 2. Autism Spectrum
  - C. Neurocognitive Disorders
    - 1. Delirium
    - 2. Dementia
- XV. Personal Interaction Concept
  - A. Abuse and Neglect
  - B. Substance Use
  - C. Personality Disorders
  - D. Trauma and Stressor Related Disorders
  - E. Dissociative Disorders
- XVI. Concepts of Health Law and Ethics in Mental Health Nursing
  - A. Admission Status
  - B. Client Rights
  - C. Discharge Criteria
- XVII. Simulation Laboratory Skills
  - A. Intravenous Fluids
  - B. Medication Administration
  - C. Tracheostomy Suctioning
  - D. Physical Assessment
  - E. Mental Health Simulation

### **Course Requirements**

An overall grade of C (75.00%) or higher is required for satisfactory completion of the course.

Grading procedures will be determined by the course faculty but will include the following:

#### **Grading/Exams:**

- Minimum of five theory exams.
- Exam average must equal 75.00% or higher to pass the course.
- Minimum of five quizzes
- Successful completion of a proctored standardized test

Written Assignments:

- Minimum of two writing assignments such as: patient education paper, weekly clinical focus assignments, and self-reflective journals.
- Students are required to use appropriate academic resources.
- Citations are based on the American Psychological Association (APA) format.

Simulation Lab/Clinical Requirements:

- Attendance at all assigned clinical/laboratory experiences
- Satisfactory completion of all assignments
- Satisfactory performance in the clinical experiences
- Satisfactory performance on all nursing skills tests
- Satisfactory performance in all nursing simulations

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