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NRSG 250.01: LPN to RN Transitions

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MISSOULA COLLEGE - UM
DEPARTMENT OF NURSING – ASN Program
Spring 2013

COURSE NUMBER & TITLE: NRSB 250 LPN TO RN TRANSITIONS

(On-Line only)

DATE REVISED: 1/2013

SEMESTER CREDITS: 3

PREREQUISITES: Admission into the Associate of Science Nursing Program for Missoula College - UM

FACULTY CONTACT & INFORMATION:

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Office Hours: By appointment

RELATIONSHIP TO THE PROGRAM:

NRSB 250 emphasizes the educational and professional challenges of the Registered Nurse. As the student progresses through the LPN to RN Program, differences in scope of practice and responsibility will be discussed and analyzed to promote best practice at the RN level upon completion of the program.

COURSE DESCRIPTION:

This course assists students in the transition from LPN/LVN to the RN role. Includes components of lifelong learning, adapting to change, critical thinking, nursing process, legal and ethical issues, dosage calculations, Evidence-Based Practice, and APA format to “socialize” the student into Associate degree nursing.

Program Outcomes: The program outcomes listed in the student handbook are formulated to provide students with outcomes expectations in the ASN program. Each objective is considered pertinent to the core competencies for Associate Degree nurse as described by the National League of Nursing Competencies Task Force. At the completion of this course and ASN program, the student will be expected to meet the terminal objectives.

EXPECTED STUDENT PERFORMANCE OUTCOMES:

Upon completion of this course, the student is expected to:

1) Professional behaviors: Demonstrate role socialization from that of an LPN to that of an RN.

a) Discuss the early stage of transition to become a professional nurse including the role as a member of the discipline

b) Discuss change theory and how it applies to becoming an RN

c) Develop professional goals and acknowledge the steps to achieve lifelong learning.

d) Demonstrate professional behaviors during active participation in on-line discussions.

2) Communication: Demonstrate therapeutic communication skills and develop professional writing skills.

a) Write a scholarly literature review paper in APA format and collaborate with another student to create a PowerPoint presentation on the same topic.

b) Compare and contrast facilitators and blockers of communication

c) Learn strategies for communicating in difficult situations

3) Assessment: Differentiate between the role of the LPN/LVN and RN in the nursing process.

a) Identify the RN's role in the first step of the nursing process.

4) Clinical Decision Making: Demonstrate critical thinking and the utilization of evidence-based research to make clinical decisions.

a) Demonstrate the use of high-quality electronic resources to locate evidence-based research to support professional nursing practice.

b) Identify critical thinking abilities and the role of clinical judgment in the profession of nursing.

5) Managing Care: Discuss the importance of the nursing process in providing ethical, legal, culturally competent, and evidence-based nursing care.

a) Describe the differences between LPN/LVN and RN scopes of practice.

b) Identify the role of delegation in the RN's nursing practice

- c) Give examples of the LPN/LVN to RN role transition in managing client care.
- d) Identify common ethical dilemmas that nurses face and the factors that influence decision making.

COURSE POLICIES AND COURSE EVALUATION:

- 1) Policies related to participation in discussion questions, missed examinations or assignments, academic dishonesty, grading, Grade Appeal Procedure and support services are included in the nursing handbook.
- 2) Students are expected to make a proactive, consistent, active, and responsible effort to participate in all learning experiences as part of their professional behavior development.

Academic Conduct:

All students must practice academic honesty. Academic misconduct, including plagiarism and classroom misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The code is available for review online at <http://www.umd.edu/SA/VPSA/index.cfm/page/1321>. Students are encouraged to view the student conduct code.

Recording of Classes – Lecture recording is not allowed without prior consent of the instructor. In distance learning classes, recorded lectures are not allowed to be re-broadcast in any way and any material discussed in face to face classes or in on-line discussion groups is considered confidential. If a student breaks this policy, it will be considered academic misconduct.

REQUIRED TEXT:

Harrington, N. & Terry, C.L. (2009) LPN to RN Transitions: Achieving Success in Your New Role (4th Ed.). Philadelphia, PA. Wolters Kluwer Health/Lippincott Williams & Wilkins.

ISBN – 13: 978-0-7817-6757-6

*Additional articles and links will be made available to students within the learning units in Moodle.

COURSE POLICIES AND COURSE/CLINICAL EVALUATION:

Policies related to class participation, missed examinations or assignments, academic dishonesty, grading, due process, support and students with disabilities are included in the Nursing Student Handbook.

Course Assessment Methods:

Education pursuits are constantly evolving and growing. As students expect to receive an evaluation of their progress in meeting outcomes and due dates, curriculum is also subject to constructive criticism and evaluation. Therefore, this course will be evaluated by students in the format of student evaluations. The faculty highly values student feedback and welcomes all forms.

Student performance assessment methods and grading criteria:

- 1) Professionalism in on-line activities (10 points)
- 2) Final exam (10 points)
- 2) Quizzes (3 Quizzes, 10 points each)
- 3) Written Assignment/Group PowerPoint Project (20 Points)
- 4) Discussion Questions (2 forums worth 10 points each)
- 5) QSEN and other assignments (10 points)

Total points for the class: 100

Grading Scale:

90-100 = A

80-89 = B

70-79 = C

60-69 = D

Below 60 = F

Successful completion of this course requires a minimum of an 80% (B)

Course Expectations:

Work Load: Workload is a point of interest for all students. In the college setting the expectation is for every "credit" hour, you will have 2-3 hours of

homework per week when taking health courses. This means for this course with readings, discussions on line, quizzes and written work, the work load should average about 6-9 hours per week. Please manage your time accordingly.

Quizzes: NCLEX-style questions will be completed upon completion of each unit. Each quiz will contain at least one math question. Quizzes will be posted on Moodle for students to complete within a specified time period. Students will receive feedback once all quizzes have been completed and scored.

Written Assignment: The written assignment provides the student with the opportunity to conduct a literature search on a topic of their choice and write a 5-8 page scholarly paper in proper APA Format (APA Manual, 6th Edition).

www.apastyle.org. See guidelines and grading rubric for scholarly paper: literature review in course materials section of Moodle course shell.

Plagiarism: All written work will be subject to plagiarism check software. Please see your Nursing Program Student Handbook and Code of Conduct: "Plagiarism is the act of using another person's ideas or expressions in your writing without acknowledging the source...to plagiarize is to give the impression that you have written or thought something that you have in fact borrowed from someone else" (Bibaldi & Achert, 1988). Any written work submitted containing sections that have been copied and pasted from any source without proper citation will receive a grade of "0" (zero) and the student may be remanded in accordance with the UM Student Code of Conduct.

Discussion questions will be posted on Moodle for students to answer and then respond to other student's responses. To get the full amount of points for each DQ (Discussion Question), students must submit their own answer to the question and respond to at least two other students. Discussion question responses should be at least 100 words in length and should be insightful in nature.