

**GRAYSON COLLEGE
ASSOCIATE DEGREE
NURSING PROGRAM**



LVN to RN Transitional Entry

RNSG 1227

Fall 2020

GRAYSON COLLEGE
Course Syllabus

Please Note: Due to extenuating circumstances, including public health issues, course and testing delivery methods, instructional schedules, housing contracts, campus procedures and/or operating hours may be altered, interrupted and/or ceased for a limited or extended period of time. Such changes will be posted on the College website.

Course Information:

RNSG 1227, Transition from Vocational to Professional Nursing-LVN to RN Transitional Entry, Fall 2020, Hybrid Course

Professor Contact Information

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Course Description:

(1-2-0-48-2) Content includes health promotion, expanded assessment, analysis of data, critical thinking skills and systematic problem solving process, pharmacology, interdisciplinary teamwork, communication, and applicable competencies in knowledge, judgment, skills, and professional values within a legal/ethical framework throughout the life span

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Prerequisites: BIOL2301/2101 or 2401; BIOL2302/2102 or 2402; PSYC 2301; BIOL2320/2120; PSYC 2314; ENGL 1301; MATH 1314 or MATH 1342.

Co-requisites: RNSG1413

Restrictions: Must be a LPN/LVN to be able to enroll in course

Course Placement: Acceptance to the nursing program required. Upon successful of the two TE courses, the TE student will receive 11 semester credits for courses equivalent to vocational nursing courses and then continue in the nursing program following the traditional ADN course schedule for the third and fourth semesters.

End-of-Program Student Learning Outcomes:

Student learning outcomes for successful completion of the ADN program.

Member of the profession

- 1.1 Demonstrate professional attitudes and behaviors.
- 1.2 Demonstrate personal accountability and growth.
- 1.3 Advocate on behalf of patients, families, self, and the profession.

Provider of patient-centered care

- 2.1 Use clinical decision-making skills to provide safe, effective care for patients and families.
- 2.2 Develop, implement, and evaluate teaching plans to meet the needs of patients and families.
- 2.3 Integrate a caring approach in the provision of care for diverse patients and families.
- 2.4 Perform skills safely and correctly in the provision of patient care.
- 2.5 Manage resources in the provision of safe, effective care for patients and families.

Patient safety advocate

- 3.1 Implement measures to promote a safe environment for patients, self, and others
- 3.2 Formulate goals and outcomes to reduce risk using evidence-based guidelines.

Member of the health care team

- 4.1 Initiate and facilitate communication to meet the needs of patients and families.
- 4.2 Collaborate with patients, families, and health care team members to promote quality care.
- 4.3 Function as a member of the interdisciplinary team.

Course Outcomes for RNSG 1227:

Student learning outcomes for successful completion of RNSG 1227.

- Differentiate between the roles of a Registered Nurse and a Licensed Vocational/Licensed Practical Nurse as a provider of patient centered care, patient safety advocate, member of the healthcare team, and member of the profession
- Demonstrate skills for safe, basic professional nursing care
- Define professionalism for the registered nurse
- Identify professional behaviors of the registered nurse
- Integrate concepts of caring to all nursing processes
- Describe nursing interventions to promote patient safety
- Identify measures to promote health in patients across the lifespan
- Identify and apply stages of the nursing process in the care of patients across the lifespan
- Identify appropriate communication, collaboration, and coordination with patients and members of the healthcare team
- Apply knowledge of diverse beliefs, values, cultures, ethnic, and social ideas
- Define the process of physical assessment and apply concepts related to interviewing and techniques of examination
- Apply concepts of pharmacology and principles of medication administration and calculation
- Integrate concepts of clinical decision making
- Apply evidence-based practices
- Integrate physical exam and examination techniques

SCANS Skills: When taken concurrently with RNSG 1413, the following skills will be achieved:

Workplace Competencies

1. **Resources: Identifies, organizes, plans, and allocates resources**
Students in RNSG 1227 have to be able to manage the care of one client. They must be able to organize their time in the clinical setting to complete the objectives of the clinical assignment. Students assign themselves to a group of 3-4 students to practice skills in the laboratory. Peer evaluation is used as a learning strategy.
2. **Interpersonal: Works with others**
Students in RNSG 1227 must learn to work in groups for the achievement of goals. This learning is also reflected in the student's ability to work with the healthcare team.
3. **Information: Acquires and uses information**
Students in RNSG 1227 must learn to access all available information sources in order to collect data. Sources of information include the Internet, patient record, physician record and peer reviewed nursing journals. They must be able to evaluate what information is pertinent to solve patient problems and deliver appropriate nursing care. Students must learn to use the information for communicating therapeutically to clients and documenting on client records and clinical assignments.
4. **Systems: Understands complex inter-relationships**
Students in RNSG 1227 must be able to demonstrate that they understand the operations of various healthcare delivery systems, especially nursing services. Students must become familiar with managed care, a system of health care that provides a generalized structure and focus when managing the use, cost, quality and effectiveness of health care services.
5. **Technology: Works with a variety of technologies**
Students in RNSG 1227 are introduced to a variety of technology in the healthcare system. They must learn to use information technology for information handling. Students must analyze, store, retrieve and/or manage data and information needed by nurses in providing care to individual clients.

Foundations Skills

1. **Basic Skills: Reading, Writing, Math, Listening and Speaking**
Students in RNSG 1227 are required to complete nursing care plans and physical assessments.
2. **Thinking Skills: Creative thinking, problem solving, visualizing relationships, reasoning and learning**
Students in RNSG 1227 are required to demonstrate reflective and critical thinking by being inquisitive, honest in facing personal biases, and prudent in making judgments. The students must develop a value system of right and wrong that helps the student with affective behavioral skills.
3. **Personal Qualities: Responsibility, Sociability, self-management, integrity and honesty**
Students in RNSG 1227 must learn to actively participate in the process of gaining knowledge. They must transition from the passive to active learner role. They must come to class prepared to engage with the content while interacting with faculty and fellow students in planned learning activities.

Methods of Instruction:

1. Lecture/discussion
2. Group Process – Role Play
3. Simulated client situations
4. Study Guides
5. Audio-Visual Materials
6. Computer programs

7. Required Textbooks
8. Instructor – Student Conferences
9. Written/Online Assignments

Methods of Evaluation

- a. Assignments and Group Project- **15%** of course grade
 - Weekly assignments may consist of online quizzes, activities, discussion boards, or Sherpath material. These assignments are chosen to enhance the learning of the content and application of concepts. Each student is expected to actively complete or participate in a timely manner, failure to submit assignments by the due date will result in a zero for the assignment. Expectations or grading rubric will be provided on Canvas with each assignment.
 - Weekly assignments are opened, in Canvas, to the student within a timely manner and majority of the assignments are due the following **Tuesday at 0830**. Please follow the dates listed on calendar.
 - Discussion board forums are open for 2 weeks to allow for full discussion of the topic.
 - Students will receive one assignment grade for completion of **ALL** assigned Sherpath assignments.
 - Late work will not be accepted. Assignments will not be available after the deadline. If a student has extenuating circumstances, please contact Mrs. Clement by private message **BEFORE** the assignment deadline to make alternate arrangements.
 - Group Project: For this project, a group of students are required to prepare and present a formal teaching plan. Please see assignment for more details.
- b. Unit exams - **60%** of the course grade.
 - Periodically scheduled exams are posted on class calendar.
 - Unit exams will be taken online in the testing platform-Examsoft. The unit exams will have a designated time frame for it to be taken, which will be posted in Canvas. Each exam is timed, once it is started.
 - Exams are based on course and syllabus learning objectives.
 - In the event that a make-up exam is necessary, it will be given on a designated make-up exam day during the week before final exams. Any missed make-up exams **will not** be rescheduled.
 - Please refer to *Exam Guidelines* in the ADN Student Handbook.
- c. Comprehensive Final exam - **25%** of the course grade.
 - Final exams are comprehensive and must be taken at the designated time **in class**. **No make-up final exams will be given.**
 - Please refer to *Exam Guidelines* in the ADN Student Handbook.

Categories	Percentage
Unit Exams (3)	60%
Comprehensive Exam	25%
Quizzes/Assignments/Activities/Group Project	15%

Course Grading Policy

The grading policy for the ADN program follows that of the college for the letter grading system and grade point determination. This policy is found in the Grayson College Catalog. ADN course grades are assigned as follows:

Letter Grade	Interpretation	Numerical Grade	Grade Points/ Semester Hour
A	Excellent	89.50-100	4
B	Good	79.50-89.49	3
C	Satisfactory	74.50-79.49	2
D	Failing	64.50-74.49	1
F	Failing	64.49 - and below	0

According to college policy a letter grade of “D” is considered unsatisfactory in a student’s major field of study and generally does not transfer. Therefore, a grade of "C" or better is necessary in the theory course, and a grade of “S” (satisfactory, which is equal to a “Pass” on transcripts) in the lab, and clinical courses for satisfactory completion of each level and progression to the next nursing course.

Rubrics

In order to understand what is expected for each assignment, please check out the RUBRIC -- a table that details the requirements of the assignment and the benchmarks for success -- attached to some assignments for the grading criteria.

Grades

Students can view grades using the GRADES button in the course navigation links. Please check grades regularly to make certain that all assignments have been received and put into the gradebook. If there is a question about a grade, email the instructor through INBOX. Please do not post personal concerns in a discussion forum.

Course & Instructor Policies:

Attendance

The ADN program adheres to the Grayson College Student Handbook attendance policy. Should absences occur which do not allow for full evaluation of student performance (quality and consistency) faculty will be unable to assign a passing grade. In addition, the following policies are specific to the theory course.

1. Regular attendance is expected for all classes.
2. A roll sheet is used to verify attendance in all theory courses.
3. Students **must** notify the faculty Team Coordinator in case of an absence on a test day at least one hour prior to the scheduled test time.

Please refer to the ADN Student Handbook for additional information/policies on attendance.

Student Conduct & Discipline

Refer to ADN Student Handbook for policies

Grayson College campus-wide student policies may be found on our Current Student Page on our website:
<http://grayson.edu/current-students/index.html>

Academic Integrity

Refer to ADN Student Handbook for policies

Plagiarism

The definition of plagiarism is stated clearly in the Grayson College Handbook. The ADN faculty follows the policy set forth in the GC Handbook regarding plagiarism within this course.

Disability Services

The ADN faculty recognizes that, in specific circumstances, students in the ADN program may require modifications. This policy is consistent with the Rules & Regulations Relation to Professional Nursing Education, Licensure & Practice, Texas Board of Nursing, and with the Americans with Disabilities Act (ADA). Please refer to Grayson College's policy regarding student accommodations, the Grayson College Student Handbook, or refer to the website: www.grayson.edu for more information.

TITLE IX

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

- Dr. Molly M. Harris, Title IX Coordinator (903)463-8714
 - Ms. Logan Maxwell, Title IX Deputy Coordinator - South Campus (903) 415-2646
 - Mr. Mike McBayer, Title IX Deputy Coordinator - Main Campus (903) 463-8753
 - Website: <http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html>
 - GC Police Department: (903) 463-8777- Main Campus) (903-415-2501 - South Campus)
 - GC Counseling Center: (903) 463-8730
 - For Any On-campus Emergencies: 911
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Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.

These descriptions and timelines are subject to change at the discretion of the Professor(s).

Grayson College campus-wide student policies may be found at the following URL on the College website:
<https://www.grayson.edu/currentstudents/Academic%20Resources/index.html>

In case of inclement weather, emergency closings, or other unforeseen disruptions to scheduled classes, student must log onto their Canvas accounts for directions on where or how to continue their coursework.

Course Structure:

This is a hybrid course, which means it consists of both traditional face-to-face learning and online learning. This course will meet 4 designated times throughout the semester and the remainder of the course will require your participation online using the learning management system called CANVAS (<https://canvas.instructure.com/login/graysoncollege>) and the testing platform called EXAMSOFT (<https://ei.examssoft.com/GKWeb/login/graysoncollege>).

Required Textbooks

The faculty recommends that the student purchase textbooks as a bundle from the bookstore. Bundles are offered at a discounted price over those individually purchased. There are 2 bundles to purchase, as well as 1 individual book:

- 1. LPN to RN Transitions 4th edition**
- 2. Elsevier Bundle is available as print or as eBooks.**
- 3. F.A. Davis Bundle.**

List of Individual Textbooks

- LPN to RN Transitions 4th edition (Claywell) (**not included in bundle, must be purchased separately**)
- 2020 Intravenous Medications (Gahart & Nazareno)
- Saunders Nursing Drug Handbook 2020 (Kizior & Hodgson)
- Medical-Surgical Nursing 11th edition + Sherpath (Lewis, Bucher, Heitkemper, Harding, Kwong & Roberts)
- Maternal-Child Nursing 5th edition + Sherpath (McKinney, James, Murray, Nelson & Ashwill) ISBN
- Saunders Comprehensive Review NCLEX-RN Examination 7th or 8th edition (Silvestri)
- Fundamentals of Nursing (Volumes 1 & 2) 4th edition, (Wilkinson, Treas, Barnett, Smith)
- Davis Edge for Fundamentals (online resources)

Computer Requirements

Students are expected to have a basic understanding of personal computers, internet browsing, desktop applications such as Microsoft Word, and file management (uploading, downloading or sending files)

Computer Access:

- If a student does not have access to a computer off campus, there are many computer labs available for use on campus. Many public libraries also have computers with internet access that can be utilized for free.
- Each student will need to have an up-to-date browser, operating system and some additional software on the computer to take this class.

Other Required Materials

- A large 3 ring binder for keeping course handouts
- Access to a computer, laptop, or I-pad
- Stethoscope, watch, BP cuff
- Pens and pencils
- Supplies for "Teaching Presentation"
- Access to Microsoft Word

Course Communication:

Announcements

Announcements will be posted in CANVAS on a regular basis. These will appear on the CANVAS dashboard once a student logs in and/or will be sent to directly through to the students' preferred method of notification from CANVAS. Please make certain to check the announcements regularly, as they will contain any important information about upcoming projects or class concerns.

Email

In this course, the INBOX feature on the left-hand side of the page will be utilized to send private messages. A student can either check Inbox messages in the CANVAS system or set notifications to a preferred method of contact. When submitting messages, please do the following:

- Put a subject in the subject box that describes the email content.
- Please send email through Canvas Inbox feature only. Only use personal grayson emails when Canvas is inaccessible.
- Do not send messages asking general information about the class, please post those in the QUESTION FORUM.
- Do not submit assignments by message.
- Make certain to check messages frequently.

Questions

In online courses, it is normal to have questions about things related to the course, such as clarification about assignments, course materials, or assessments. Please post these in the QUESTION FORUM which can be accessed by clicking the DISCUSSIONS button in the course navigation links. This is an open forum, and students are encouraged to give answers and help each other.

Discussion Boards

Discussion Forums are a way for students to engage with each other about the course content. A few designated modules will have a discussion board assignment that links to a forum. One can also access each forum by clicking on the DISCUSSIONS button in the course navigation links. In order to get full credit for each discussion, the student will need to post a thoughtful, scholarly, well-written response to the question and respond to two classmates' answers.

Collaboration

Student can collaborate with each other through INBOX messages, the COLLABORATION tool, as well as CHAT tool. Feedback on homework assignment will be provided on each assignment. Comments can be found by

clicking into the assignment next to the grade or under the grade. Instructors will provide feedback and grading in a timely manner.

Netiquette

When posting on the discussion boards and chat rooms, it is important to understand how to interact with one another online. Students are expected to treat each other with respect and dignity. You can read more about the rules of netiquette at <http://www.albion.com/netiquette/index.html>.

During the week (M-F) I will check INBOX frequently and monitor the discussion board several times a day. If you have a concern and send me a message, you can expect a response within 24 hours during the week and 24-48 hours during weekend days.

Course Participation Policy:

Participation is essential to success in the class. In hybrid education courses, the student is required to participate as if it were in a face-to-face course. Online participation is assessed through a variety of methods including timely submission of weekly assignments and discussion board responses, as well as logging in and checking the course site regularly. Consistent failure to participate in class will result in failure of the course.

Refer to ADN Student Handbook for policies

Tech Support

If you need technical assistance at any time, you can contact the HELP desk during these hours.

Help Desk Hours of Operation Telephone Support

Days	Hours	Phone #
Mon. - Fri.	8 a.m. - 4 p.m.	903-415-2591
		903-463-8788
Mon, Tue, Wed, & Thurs	6 p.m. - 9 p.m.	903-647-0092

Email Support

Send an email to helpdesk@grayson.edu . Include your name, telephone number, and description of your problem.

Student Acknowledgement:

This is to acknowledge that I received a copy of the syllabus for the course RNSG 1227 Transition to Professional Nursing. I understand that it is my responsibility to read and understand the syllabus and to abide by the guidelines presented therein.

Signature

Student Printed Name

Date

Grayson College
Associate Degree Nursing
RNSG 1227

Course Overview

Objectives

1. Describe the relationship between the syllabus, curriculum and course requirements.

CONTENT	LEARNING ACTIVITIES
Course Overview ADN Handbook RNSG 1227 Syllabus Course Requirements GC Mission and Philosophy Canvas-LMS	Read: GC ADN Student Handbook RNSG 1227 Syllabus

Professionalism

Objectives

1. Define professional boundaries for nursing and strategies to avoid violations.
2. Discuss components of professionalism in nursing.
3. Recognize unprofessional behaviors demonstrated in nursing.

CONTENT	LEARNING ACTIVITIES
Roles of the ADN Nurse Professional Boundaries Components of Professionalism Unprofessional Behavior	Read: Wilkinson, et al Vol. 1, Ch. 1, p. 3-28 Vol. 1, Ch. 44, p. 1178-1179, 1184-1185 including Box 44-1 “ANA Code of Ethics” Vol. 1, Ch. 45, p. 1200-1201 “Other guidelines for Practice” Lewis: Ch. 1, p. 1-4 McKinney, et al. Ch. 2, p. 23-25, Ch. 36, p. 813-814 Code of Ethics found @ http://www.nursingworld.org/codeofethics

LPN to RN Transitions
Assessing Yourself and Designing Success

Objectives

1. Identify personal gifts and barriers.
2. Identify priority outcomes related to both gifts and barriers.
3. Create an action plan to address outcome priorities.
4. Describe how learning style affects the learning process.
5. Identify the impact of self-directedness on learning.
6. Define personal empowerment.
7. Interpret the role of locus control on personal empowerment.
8. Explain the impact of positive self-talk.
9. Describe how self-defeating behavior negatively affects personal empowerment.
10. Describe self-defeating behaviors.
11. Explain four key work habits that contribute to success.
12. Explain the impact of health on personal empowerment.
13. Identify steps that aid in stress reduction.

CONTENT	LEARNING ACTIVITIES
Gifts and Barriers Learning Style Self-Directedness Positive Self-Talk Elimination of Self-Defeating Behaviors Managing the Work of Success Managing Your Health	Read: Claywell, Ch. 2

LPN to RN Transitions
Study Habits and Test-Taking Skills

Objectives

1. Describe positive face-to-face and online class strategies.
2. Describe the components of effective listening.
3. Engage in effective note-taking.
4. Describe how to improve reading skills.
5. Prepare to study effectively using the SQRRR method.
6. Incorporate strategies to improve test-taking.

CONTENT	LEARNING ACTIVITIES
General Face-To-Face Classroom Behavior Effective Listening Effective Note-Taking Success in an Online Class	Read: Claywell, Ch. 3

Effective Reading Improve Your Study Skills Finding the Balance Test-Taking Skills	
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Think Like a Nurse

Objectives:

1. Define the nursing process and the clinical judgment model.
2. Describe the knowledge, skills, and attitudes needed for effective critical thinking.
3. Describe the role of critical thinking in the nurse's decision making process.
4. Identify resources for developing a plan of care using nursing decision making.
5. Correlate each phase of the nursing process with the clinical judgment model.

Content	Learning Activities
Nursing Process Clinical Judgment Model Effective Critical Thinking Application in Decision Making	Read: Lewis: Ch. 1: pg. 48 Wilkinson, et al: : Ch. 2: Pgs 29-41

Assessing & Interviewing

Objectives

1. Define nursing assessment.
2. Distinguish between the following types of data: subjective, objective, primary source, and secondary source.
3. Describe important aspects of the interview process.
4. Define the purpose and procedure for physical assessment utilizing the four methods of examination.
5. Discuss the differences among a comprehensive, focused, and ongoing physical assessment.
6. Recognize lifespan considerations, cultural concerns, trends, and changes in client's condition that require adaptations or further assessment of the client.

CONTENT	LEARNING ACTIVITIES
Nursing Assessment Interview Process <ul style="list-style-type: none"> • setting • types of data • health history components Physical Exam <ul style="list-style-type: none"> • purpose • preparation • methods 	Read: Wilkinson, et al: Vol. 1, Chp 3 p. 42-55 Chp 22 p. 473-480 Vol. 2, Chp. 3 p. 17-18 Clinical Insight McKinney, et al: p. 718-721, 723-724 Lewis: Chap 3

Types of Physical Exams	
Lifespan and Cultural Concerns	

Physical Assessment

Objectives

1. Identify the purpose and components of a physical exam.
2. Identify expected findings (subjective & objective) throughout the lifespan for each body system.
3. Explain adaptations and nursing interventions that may be required for clients of various ages, and cultural considerations.
4. Recognize abnormal assessment findings for each body system.
5. Describe and demonstrate the skills used in a physical assessment.
6. Demonstrate appropriate documentation and reporting for each body system assessment.

CONTENT	LEARNING ACTIVITIES
I. Respiratory A. Inspection of Thorax AP Diameter Chest Expansion & Symmetry B. Respiratory Patterns C. Palpation of Thorax D. Percussion of Thorax E. Auscultation of Breath Sounds	Read: Wilkinson, et al: Vol. 1, Chp 22, p. 488-490, 499, 955-984 Terms to Know: Bolded Terms on p. 946 Vol. 2, Chp. p. 283, p. 768, p. 772-776 Procedure 22-12, 36-2, 36-4 McKinney et al: Chp 21 p. 435-441 Chp 33 p. 733-737 Lewis: Ch. 25 p. 455-476 Review: A & P of Respiratory System Wilkinson, et al: Vol 1: Chap 36, pg 955-959
II. Cardiovascular A. Neck Arterial Venous Lymphatic B. Precordium Apical impulse Heart sounds Apical-radial deficit C. Postural blood pressure D. Peripheral vascular system Arterial Venous Lymphatic	Read: Wilkinson, et al: Vol 1 : Ch. 22 , p. 490-493 Vol 2 : Ch. 22 , 291-295 Procedure 22-2, 22-13 Lewis: Ch. 31 (p. 656-677) McKinney, et al: Ch. 21 (p. 426-427, 440-441) Ch. 33 (p. 725-726, p. 735-739) Review: A & P of Cardiovascular system
III. Integumentary & Endocrine	Read:

<p>A. Skin, Hair, Nails B. Pancreas Diabetes Mellitus C. Thyroid Hypothyroidism Hyperthyroidism</p>	<p>Skin: Wilkinson et al, Vol. 1 Chapter 22 (p. 480-483) Vol. 2 Chapter 22 (p. 245-257) Lewis: Ch. 22</p> <p>Endocrine: Wilkinson et al, Vol. 1 Chapter 22 (p. 487) Lewis: Ch. 47, Ch. 48 (pp. 1125-1131) Ch. 49 (pp. 1149-1158)</p> <p>McKinney, et al: Ch. 21 (p. 452-454) Ch. 33 p. 725</p> <p>Review: Review A & P of the integumentary and endocrine systems</p>
<p>IV. Musculoskeletal A. Physical Assessment Palpation Joint movement (ROM) Muscle strength & testing Gait Head & neck Back Extremities</p>	<p>Read: Wilkinson, et al: Vol 1, Ch. 22 (p. 494-495, 500) Vol 2, Ch. 22 (p. 301-310) Procedure 22-15</p> <p>McKinney, et al: Ch. 33 (p. 742-743, Table 33.3) Ch. 21 (p. 443-444, Fig. 21-11 and 21-12)</p> <p>Lewis: Chap 61</p> <p>Review: A & P of the musculoskeletal system</p>

Psychosocial/ Neurological Assessment/Impaired Cognition

Objectives

1. Identify normal assessment findings (subjective & objective) for the neurologic system throughout the lifespan.
2. Recognize abnormal assessment findings for the neurologic system.
3. Describe the four components of self-concept.
4. Identify common stressors affecting self-concept and self-esteem.
5. Identify ways nursing actions affect patients' self- concept & self-esteem.
6. Describe ways to enhance client self-esteem.
7. Describe families' influence on a client's health.
8. Identify normal and abnormal findings in the psychosocial assessment.
9. Explain the clinical manifestations and management of confusion.
10. Describe the nursing care of the client with impaired cognition.
11. Identify important LGBTQ terminology.
12. Describe health disparities faced by LGBTQ patients.
13. Explain an inclusive health care environment for LGBTQ patients.

CONTENT	LEARNING ACTIVITIES
Mental Status Language Orientation Memory Attention Span & Calculation	READ: Wilkinson, et al. Vol. 1: Chapter 13, 14 (p. 280-296) Chapter 22 (p. 495-497) Chapter 30
LOC Reflexes Motor Function Sensory Function Lifespan Considerations	Vol. 2, Chapter 13, 22 (neuro) & 30 (cognition) McKinney, et al: Ch. 5 (p. 66-68) Chap. 21, p. 445-448 Chap. 33, p.743-751
Types of neurological evaluations Components of Self Concept Factors affecting self-concept Family Health Elderly clients with impaired cognition	Review: A & P of the neurologic system

Gastrointestinal Assessment & Bowel Function

Objectives

1. Identify the purpose and components of a physical exam.
2. Identify expected findings (subjective & objective) throughout the lifespan for each body system.
3. Explain adaptations and nursing interventions that may be required for clients of various ages, and cultural considerations.
4. Recognize abnormal assessment findings for each body system.
5. Describe and demonstrate the skills used in a physical assessment.
6. Demonstrate appropriate documentation and reporting for each body system assessment.
7. Discuss factors that affect bowel elimination.
8. Describe nursing interventions that promote normal bowel elimination.
9. List and describe diagnostic tests used to identify bowel elimination problems.
10. Discuss nursing care for clients experiencing alterations in bowel elimination.
11. Differentiate various types of bowel diversions and describe nursing care for each.

CONTENT	LEARNING ACTIVITIES
Gastrointestinal Assessment Mouth/Esophagus Abdomen Anus/Rectum	<u>Gastrointestinal Assessment</u> Read: Wilkinson, et al: Vol. 1, Chp 22 p. 493-494, 499, 500
Bowel Function Influential factors Diagnostic tests Alterations in bowel eliminations Bowel diversions	Vol. 2, Chp. 22 p. 295-301, 332 Procedure 22-14, 22-19 McKinney et al:

Nursing Care	<p>Chap. 21, p. 450-451 Chap. 33 p. 727-729, 739-740</p> <p>Lewis: Chap 38</p> <p>Review: A & P of Gastrointestinal System Wilkinson, et al: Vol. 1, Chp 29</p> <p>Lewis: Ch 38: p. 828-834</p> <p><u>Bowel Function</u> Read: Wilkinson, et al: Vol. 1, Chp 29 Vol. 2, Chp. 29</p> <p>McKinney et al: Chap. 21 p. 431 Chap. 37 p. 834, 840-842</p> <p>Lewis: Chap 38 p. 828-834</p>
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Reproductive & Genitourinary Assessment & Bladder Function

Objectives

1. Identify the purpose and components of a physical exam.
2. Identify expected findings (subjective & objective) throughout the lifespan for each body system.
3. Explain adaptations and nursing interventions that may be required for clients of various ages, and cultural considerations.
4. Recognize abnormal assessment findings for each body system.
5. Describe and demonstrate the skills used in a physical assessment.
6. Demonstrate appropriate documentation and reporting for each body system assessment.
7. Discuss factors that affect urinary elimination.
8. Describe procedures for collecting various types of urine specimens.
9. Identify diagnostic tests used to identify urinary elimination problems.
10. Describe nursing interventions that promote normal urination.
11. Discuss common urinary elimination problems and appropriate nursing care for these conditions.

CONTENT	LEARNING ACTIVITIES
Reproductive Assessment Breasts Procedure Documentation Genitourinary Assessment Breasts Procedure Documentation	<p><u>Reproductive & Genitourinary Assessment</u></p> <p>Read: Wilkinson, et al: Vol. 1, Chap 22 p. 487-488, 498-499</p> <p>Vol. 2, Chap. 22 p. 274-282, 323-331, 336-337</p> <p>McKinney et al: p. 740-742</p>

<p>Bladder Function</p> <p>Influential factors</p> <p>Collecting specimens</p> <p>Diagnostic tests</p> <p>Common problems</p> <p>Nursing Care</p>	<p>Lewis Chap: 50 p. 1178-1185 Chap: 44 p. 1012-1016</p> <p>Review: A & P of Reproductive & Genitourinary Systems Wilkinson, et al: Vol 1: Chap 28, pg 714-717 Lewis Chap: 50 p. 1184-1191 Chap: 44 p. 1015-1019</p> <p><u>Bladder Function</u></p> <p>Read: Wilkinson, et al: Vol. 1, Chp 28 p. 714-743 (except insertion of catheter and self-catheterization) Terms to Know: Box 28-3, p. 725 Vol. 2, Chp. 28 p. 530-539, 551-552, 556-559, 561-567</p> <p>McKinney et al: p. 831-834</p> <p>Lewis : Ch: 44 p. 1016-1018</p>
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**LPN to RN Transitions
Passing the NCLEX-RN**

Objectives

1. Discuss the development of the NCLEX-RN®.
2. Compare the differences between the NCLEX-RN® and the NCLEX-PN®.
3. Apply evidence-based strategies to achieve NCLEX-RN® success.

CONTENT	LEARNING ACTIVITIES
<p>Evolution of the NCLEX-RN Exam</p> <p>CAT</p> <p>NCLEX Test Plan</p> <p>NCLEX-RN Style Test Items</p> <p>Evidence Based Strategies for Testing Success</p> <p>Katts Framework</p> <p>The Five C's</p>	<p>Read: Claywell, Ch. 18</p>

**LPN to RN Transitions
Distinguishing the RN Role from the LVN/LPN Role**

Objectives

1. Discuss the concept of role transition from practical nurse to registered nurse.
2. Describe various role elements that are inherent in the scope of registered nursing practice.

3. Compare and contrast differences in role responsibilities of practical and registered nurses.
4. Describe the process of professional socialization from practical nurse to that of registered nurse.
5. Recognize the differences in the educational preparation of the LPN/LVN and RN.
6. Compare and contrast the differences in the roles of the LPN/LVN and RN.
7. Compare and contrast the scope of practice for the LPN/LVN and the RN.
8. Explain the advantages of obtaining specialty certification in professional nursing practice.

CONTENT	LEARNING ACTIVITIES
Professional Role Socialization Role Elements Difference between LPN/LVN and RN Roles Educational Preparation Scope of Practice	Read: Claywell, Ch. 4

LPN to RN Transitions
Providing Patient-Centered Care Through the Nursing Process

Objectives

1. Compare and contrast the steps of the nursing process.
2. Formulate an actual, potential, and wellness nursing diagnosis.
3. Discuss the five realms that may affect a patient's health status that should be addressed in order to complete a thorough nursing assessment.
4. Formulate and prioritize nursing diagnoses in the practice setting.
5. Apply the nursing process to the practice setting.
6. Formulate and apply reasonable and measurable outcomes to patient care in the practice setting.
7. Compare and contrast the responsibilities of the RN with the role of the LPN/LVN in assessment and developing the plan of care.
8. Compare and contrast nursing assessment of the individual, family, and community.
9. Explain collaborative problems with respect to formulating the nursing diagnosis in the practice setting.
10. Formulate a plan of care.
11. Explain use of concept mapping in developing plans of care.

CONTENT	LEARNING ACTIVITIES
Historical Perspective Nursing Process Concept Mapping	Read: Claywell, Ch. 6

LPN to RN Transitions
Critical and Diagnostic Thinking for Better Clinical Judgment

Objectives

1. Define critical thinking.
2. Explain the importance of critical thinking in nursing.
3. Identify the types of reasoning based on critical thinking.
4. Describe the role of cultivated thinking in critical thinking.
5. Compare inductive and deductive reasoning.

6. Explain the eight elements of reasoning in critical thinking.
7. Identify attributes of critical thinkers.

CONTENT	LEARNING ACTIVITIES
Definition of Critical Thinking Purposes of Critical Thinking Types of Reasoning Embedded in Critical Thinking Related Thinking Skills Elements of Reasoning and Critical Thought Attributes of the Critical Thinker Fostering Critical Thought	Read: Claywell, Ch. 7

**LPN to RN Transitions
 Communicating with Patients and Co-Workers**

Objectives

1. Describe the principles of communication.
2. State the purpose of the therapeutic relationship and apply therapeutic communication to the clinical setting.
3. Compare and contrast facilitators and blockers of communication.
4. Conduct a patient interview in the clinical setting utilizing effective communication skills and active listening.
5. Respect the cultural diversity among individuals.
6. Appreciate the value of collaborative communication in the health care environment.
7. Utilize SBAR to assertively communicate with co-workers within the health care team to minimize risks associated with handoffs.
8. Discuss delegation in terms of effective communication.
9. Demonstrate effective communication skills to resolve conflict in the health care setting.

CONTENT	LEARNING ACTIVITIES
Communication Basics The Nurse-Patient Relationship Health Literacy and Cultural Competence Collaborative Communication	Read: Claywell, Ch. 9

**LPN to RN Transitions
 Teaching Patients and Their Families**

Objectives

1. Understand the requirements for patient education.
2. Compare motivators, facilitators, and barriers to learning.
3. Explain the unique qualities of adult learning.
4. Describe the impact of readiness on learning.
5. Identify factors conducive to learning.
6. Identify ways to evaluate learning.
7. Describe characteristics of a successful teacher.

LPN to RN Transitions
The Nurses, Ideas, and Forces that Define the Profession

Objectives

1. Discuss historical contributions to modern nursing.
2. Describe the impact of managed care and merging health care services on the nursing profession.
3. Discuss the role of nursing in quality improvement of patient care.
4. Describe at least three ways in which trends in health care will affect nursing practice.

CONTENT	LEARNING ACTIVITIES
Historical Foundations Nursing Today: Factors Influencing Practice	Read: Claywell, Ch. 11

LPN to RN Transitions
Upholding Legal and Ethical Principles

Objectives

1. Identify the three major types of law and explain how they apply to nursing.
2. Define professional negligence and malpractice.
3. Identify issues in nursing and health care that can constitute malpractice.
4. Discuss the meaning of accountability of the professional registered nurse.
5. Demonstrate effective use of technology and practices that support safe practice.
6. Define ethical principles and the *Code of Ethics for Nurses*.
7. Elicit the cultural values and preferences of patients in the health care setting as part of a clinical interview and include these in your plan of care.
8. Recognize your personal attitudes about working with patients from different ethnic and cultural backgrounds.
9. Value the need for registered nurses to demonstrate the ethical duties owed to self and others.
10. Identify an ethical dilemma in the clinical setting and outline a framework for ethical decision making.

CONTENT	LEARNING ACTIVITIES
Issues in Law Sources of Law Legal Principles Negligence and Malpractice Failure to Rescue Documentation Mandatory Reporting Legal Nurse Consultatnt Nursing Ethics Ethics and Culture Ethical Dilemmas Bioethics Ethics Committee	Read: Claywell, Ch. 12

Ethical Theories	
Your Professional Commitment	
Ethical Decision Making	

**LPN to RN Transitions
Care and Safety Standards, Competence, and Nurse Accountability**

Objectives

1. Compare the theoretical classifications of nursing skill.
2. Identify the benchmarks for judging nursing care.
3. Describe accountability as it applies to nursing practice.
4. Identify the RN's role in managing care aberrances.
5. Describe how using the chain of command to resolve issues supports accountability.

CONTENT	LEARNING ACTIVITIES
Classification of Nursing Skill Level Educational and Professional Standards Managing Care Aberrances Patient and Family Complaints	Read: Claywell, Ch. 13

Client Safety

Objectives

1. Discuss factors that affect people's ability to protect them from injury.
2. Describe methods to assess clients at risk for injury.
3. Describe the goal and purpose of National Patient Safety Goals in various settings.
4. Identify common potential hazards throughout the life span.
5. Plan strategies to maintain safety/risk reduction.
6. Explain measures to prevent falls.
7. Discuss implementation of seizure precautions.
8. Discuss the use and legal implications of restraints and describe alternatives to restraints.

CONTENT	LEARNING ACTIVITIES
Client Safety Legal implications Fires Falls Protective restraints Risk related to developmental age Environmental Hazards	Read: Wilkinson, et al: Vol. 1 Ch. 45, p. 1211-1214 Vol. 1 Chp. 24 Chp. 26 p. 622-623 "Reducing Risk for Medication Errors for Older Adults" Ch. 43, p. 1135 "Promoting Home Safety" Chp. 43 p. 1135, 1166 Lewis: Ch. 1, p. 11-12 "National Patient Safety Goals" Ch. 5, p. 72 "Safety"

McKinney, et al: Ch 5, p. 80-81
 Ch. 6, p. 96-100
 Ch. 7, p. 119-122
 Ch. 8, p. 139-141
 Ch. 9, p. 162-164
 Ch. 37, p. 824

**LPN to RN Transitions
 Leading, Delegating, and Collaborating**

Objectives

1. Define leadership.
2. Describe the leadership role in nursing.
3. Compare leadership styles.
4. Analyze his or her own leadership style.
5. Delegate according to professional principles.
6. Collaborate as a part of the health care team.
7. Describe the accountability embedded in leadership.
8. Describe the role of advocate.
9. Analyze strategies for conflict management.

CONTENT	LEARNING ACTIVITIES
Leaders, Managers, and Followers Leadership Characteristics Leading and Emotional Intelligence Ethics and Culture: Central to Leadership Delegation Collaborating in Providing Care Decision Making and Problem Solving Conflict Management	Read: Claywell, Ch. 14

Delegation

Objectives

1. Define delegation and supervision in relation to nursing practice.
2. Explain the regulation established by the Texas Board of Nursing (BON) regarding clinical delegation by Registered Nurses.
3. Recognize BON criteria for delegation to UAP's.
4. Apply BON delegation regulation to specific client situations and settings.
5. Describe the implication of nursing students working as unlicensed personnel.
6. Prepare for NCLEX questions relating to delegation and supervision.

CONTENT	LEARNING ACTIVITIES
Delegation in Nursing A. Purpose	<u>Readings:</u> Lewis: Chapter 1 pg 11

B. Definitions C. Criteria for delegation D. Supervision and evaluation E. Specific tasks commonly delegated F. Tasks that may not be delegated G. Settings for delegation H. Client factors in delegation I. Obstacles to effective delegation	Nurse Practice Act – Delegation www.bne.state.tx.us -Nursing practice –Delegation Resource Packet -Video: Delegating Effectively
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Immunizations & Communicable Diseases

Objectives

1. Discuss purpose for immunizations.
2. Compare and contrast live attenuated and inactivated vaccines.
3. Discuss recommendations for scheduled vaccines.
4. Discuss nursing management of immunizations.
5. Relate infectious process (chain of infection) to the medical management of infectious disorders.

CONTENT	LEARNING ACTIVITIES
Purpose of immunizations Live Attenuated Vaccines Inactivated Vaccines Immunizations Schedule Adverse reactions Nursing Management Obstacles to Immunizing	Read: McKinney, et al: Ch. 5 (p. 75-78); Ch. 6 (p. 90); Ch. 42 (p. 935, Box regarding Pediatric Differences in the Immune System) Varicella -p. 913 Hep B- p. 994-998 Diphtheria-p. 922, Table 41-1 Pertussis -p. 918 Tetanus- p. 1306, Table 52-4 Mumps-p. 915 Herpes Zoster- p. 913 Rubeola –Measles-p. 905 Fifth Disease -p. 910 Sixth Disease - p. 911-912 Congenital Rubella (German Measles)- p. 909 Scarlet Fever – p. 919 Poliomyelitis- p. 922 Infectious mononucleosis- p. 916 Lewis: pp. Rotavirus p. 925 Influenza p. 483-485, Pneumococcal Vaccines p.507 Hepatitis p. 968-978, Haemophilus Influenzae p. 214. Saunders NCLEX Chp. 44 www.cdc.gov vaccines or immunizations

Teaching Plan Presentation Guidelines

Teaching plans will be presented in Lab as scheduled on lab calendar.

This is a formal teaching plan, not just a short “how to”. It should teach a client some aspect of care needed for themselves or a significant other.

The teaching plan can be a 2-3 person group teaching plan. However, speaking time must be equally shared by all.

A ‘sign up list’ will be available from your skills lab instructor for the topic that you choose. No duplication of topics, please.

Develop your written teaching plan using the form attached.

Use at least two professional journal articles to research your topic. One reference must be obtained from a professional site on the internet. Do not use a classroom textbook for one of your references.

The teaching plan should be presented as if you were actually instructing a client (or group of clients, if appropriate for your topic). You may role play, or instruct the entire group as the client. However, it will be presented in front of the entire lab group.

Incorporate pediatrics in the presentation.

Use any teaching method appropriate for your topic; interactive group, lecture, power-point, overheads, posters, etc.

You may pretend that you are in the hospital, physician’s office, home, clinic, etc.

Provide lab classmates with any appropriate materials – brochures, handouts, goodies.

Posters will be displayed for all classmates to view. The presentation of your teaching plan should be no less than 10 minutes, but no more than 15 minutes. Points will be deducted for presentations not meeting this criterion.

Turn in your written teaching plan along with any written materials handed out and copies of the research articles to your lab instructor.

Access to Internet Library Resources

To access peer reviewed journals including evidence-based practice required for assignments:

1. Login to the GC main page
2. Click on Current Students
3. Click on Library Resources
4. Click on Research: Databases/ LibGuides
5. Click on Health and Medicine or another appropriate Database
6. Choose an appropriate Database (ie. Medline)
7. Search by subject or keywords
8. If you are off campus and are prompted for a login/password – use your Canvas login/password.

Grayson College
Associate Degree Nursing
Client/Family Teaching Plan

Students: _____ **Date:** _____

Client Problem: _____

Client Behavioral Objectives:

As a result of this lesson, the client will (action verb) (expected learning)-

Content: (on back or on separate page)

Critical Elements of Lesson:

(Review with client)

Related Medical Terminology & Definitions:

Teaching Methods and Visual Aids used in teaching content:

Evaluation:

What criteria will you use to determine if your teaching plan is effective? List at least one criteria for each client behavioral objective.

Grayson College
 Associate Degree Nursing Program
 RNSG 1227

Client Teaching Plan Evaluation

Students _____ Date _____

Topic _____

Criteria	Maximum Points	Awarded Points
<i>I. Topic</i>		
a. health-related	10	
b. appropriate for a group of clients	10	
c. key points/steps covered accurately	10	
<i>II. Presentation</i>		
a. appropriate length (10-15 minutes)	10	
b. handouts appropriate for a group	10	
c. visual aids used effectively	10	
d. well-organized	10	
<i>III. Research/Documentation</i>		
a. professional resources (minimum 2) within 5 years (not from a textbook; from scientific/professional nursing or medical journals)	10	
b. resources cited (attached to Teaching Plan form)	10	
<i>IV. Teaching Plan form completed</i>	10	
Total Points	100	

Instructor _____

Fall 2020-Weekly Calendar
Transitional Entry-RNSG 1227
Hybrid Course

	Majority of this course is presented online. In-Class lectures are noted on this schedule	Assignments Due by 0830 am the following week unless stated otherwise
<u>Wk 1: Aug 25</u>	<p><u>Online</u> LPN-RN: Ch. 2 Assessing Yourself and Designing Success LPN-RN: Ch. 3. Study habits/ Test-Taking</p> <p><u>In Class</u> (starts at 0830) Course Overview/Syllabus Professionalism</p>	<p><u>Discussion Board:</u> <i>Professionalism</i> <i>(Closes Sept 8th)</i></p> <p><u>AT HOME</u> Examsoft <u>PRACTICE</u> exam</p>
<u>Wk 2: Sept 1</u>	<p><u>Online</u> Assessing & Interviewing Physical Assessment</p> <p><u>In Class</u> (starts at 0830) Think like a Nurse</p>	<p><u>Sherpath Assignment:</u> Pedi Assessment: -Health History -Assessment Sequences & Techniques -Vital Signs and Pain (Due Sept 15th or before)</p>
<u>Wk 3: Sept 8</u>	<p><u>Online</u> LPN-RN: Ch. 18 Passing NCLEX</p> <p>RNSG 1227: ONLINE EXAM 1 (Available on Sept 13th @ 3pm until Sept 14th @ 3pm)</p>	<p>No Homework this week. <u>Study for EXAM 1</u></p>
<u>Wk 4: Sept 15</u>	<p><u>Online</u> LPN-RN: Ch. 4 Distinguishing the RN Role from the LPN/LVN Role LPN-RN: Ch. 6 Providing Patient-Centered Care Through the Nursing Process</p>	<p><u>Critical Thinking Question:</u> “Transitioning from the LVN to RN”</p>
<u>Wk 5: Sept 22</u>	<p><u>Online</u> LPN-RN: Ch. 7 Critical and Diagnostic Thinking for Better Clinical Judgment</p>	<p><u>Critical Thinking Activity:</u> Developing Critical Thinking</p>
<u>Wk 6: Sept 29</u>	<p><u>Online</u> LPN-RN: Ch 9 Communicating with Patients and Co-Workers LPN-RN: Ch 10 Teaching Patients and their Families Documentation, Informatics and SBAR</p>	<p>Canvas Wk 6 Quiz</p>
<u>Wk 7: Oct 6</u>	<p><u>Online</u> LPN-RN: Ch 11 The Nurses, Ideas, and Forces that Define the Profession</p>	<p>No Homework this week. <u>Study for EXAM 2</u></p>

	RNSG 1227: ONLINE EXAM 2 (Available on Oct 11th @ 3pm until Oct 12th @ 3pm)	
<u>Wk 8: Oct 13</u>	<u>Online</u> LPN-RN: Ch 12 Upholding Legal and Ethical Principles	<u>Discussion Board:</u> <i>Ethics</i> <i>(Closes Oct 27th)</i>
<u>Wk 9: Oct 20</u>	<u>Online</u> LPN-RN: Ch 13 Care and Safety Standards, Competence, and Nurse Accountability Client Safety <u>In Class</u> Instructions for Teaching Presentations	Canvas Wk 9 Quiz
<u>Wk 10: Oct 27</u>	<u>Online</u> LPN-RN: Ch 14 Leading, Delegating, and Collaborating Delegation	Canvas Wk 10 Quiz
<u>Wk 11: Nov 3</u>	<u>Online</u> Immunizations & Communicable Diseases	Canvas Wk 11 Quiz
<u>Wk 12: Nov 10</u>	<u>Online</u> Health Promotion & Illness Prevention RNSG 1227: ONLINE EXAM 3 (Available on Nov 15th @ 3pm until Nov 16th @ 3pm)	No Homework this week. <u>Study for EXAM 3</u>
<u>Wk 13: Nov 17</u>	<u>Online</u> Prepare Teaching Presentations	No Homework this week. <u>Study for FINAL EXAM</u>
<u>Wk 14: Nov 24</u>	<u>Online</u> Prepare Teaching Presentations	No Homework this week. <u>Study for FINAL EXAM</u>
<u>Wk 15: Dec 1</u>	<u>In Class-Lecture (starts at 0830)</u> RNSG 1227: Final Exam Teaching Presentations	
<u>Wk 16: Dec 8</u>		Complete Course Evaluations on Canvas