



Course Syllabus

RNSG 1118 – Transition to Professional Nursing Competencies

Catalog Description: Transition to professional nursing competencies in the care of patients throughout the lifespan. Validates proficiency in psychomotor skills and clinical reasoning in the performance of nursing procedures related to the concepts of: clinical judgment, comfort, elimination, fluid and electrolytes, nutrition, gas exchange, safety, functional ability, immunity, metabolism, mobility, and tissue integrity. Includes health assessment and medication administration. This course lends itself to a concept-based approach.

Lecture hours = 0, Lab hours = 4

Prerequisites: Admission to the Panola College LVN Hybrid Transition Program

Co-requisites: RNSG 1128, 1324, 1160

Semester Credit Hours: 1

Lecture Hours per Week: 0

Lab Hours per Week: 4

Contact Hours per Semester: 64

State Approval Code: CIP 51.3801

Instructional Goals and Purposes: The purpose of this course is to transition to professional nursing competencies in the care of diverse patients throughout the lifespan. Students will demonstrate proficiency in psychomotor skills and clinical reasoning in the performance of nursing procedures related to the course concepts. Concepts are based on the Texas Nursing Concept Based Curriculum (TxNCBC). Students will learn and demonstrate health assessment and medication administration.

Learning Outcomes:

1. Apply concepts and principles necessary for the performance of professional nursing skills across the lifespan.
2. Demonstrate clinical reasoning in the performance of safe professional nursing skills.
3. Perform a comprehensive head to toe and a focused health assessment.
4. Demonstrate proficiency in safe medication administration.

Specific Course Objectives (includes SCANS):

After studying all materials and resources presented in the course, the student will be able to:

1. Apply concepts and principles necessary for the safe performance of professional nursing skills across the lifespan. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, v, 2; a; i, ii, iii, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii, iii)

2. Demonstrate competency/clinical reasoning in the performance of professional nursing skills. (SCANS 1; a; i, ii, iii, iv, v, b; ii, iii, iv, v, vi, c; i, ii, iii, iv, v, 2; a; i, ii, iii, b; i, ii, iii, iv, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii, iii)
3. Demonstrate a complete head to toe and a focused health assessment. (SCANS 1; a; i, ii, iii, iv, v, b; ii, iii, iv, v, vi, c; i, ii, iii, iv, v, 2; a; i, ii, iii, b; ii, iii, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii)
4. Demonstrate safe medication administration following the six rights of medication administration. (SCANS 1; a; i, ii, iii, iv, v, b; ii, iii, iv, v, vi, c; i, ii, iii, iv, v, 2; a; i, ii, iii, b; ii, iii, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii)

Course Content:

A general description of lecture/discussion topics included in this course are listed in the Learning Objectives / Specific Course Objectives sections of this syllabus.

Students in all sections of this course will learn the following content:

PART 1: BASIC SKILLS	PART 2: ADVANCED SKILLS
<ol style="list-style-type: none"> 1. Immunity & Safety <ol style="list-style-type: none"> a. Handwashing b. Personal protective equipment c. Cleaning blood spill 2. Thermoregulation <ol style="list-style-type: none"> a. Temperature b. Heat therapy c. Cold therapy 3. Perfusion & Gas Exchange <ol style="list-style-type: none"> a. Radial Pulse b. Respirations c. Blood pressure d. CPR <ol style="list-style-type: none"> i. Performance of CPR ii. Foreign body airway obstruction (FBAO) iii. Automatic external defibrillation (AED) iv. Use of bag-valve mask 4. Mobility & Safety <ol style="list-style-type: none"> a. Positioning b. Moving/transferring a patient c. Applying restraints d. Ambulation/ambulatory devices e. Cast Care f. Traction 5. Comfort <ol style="list-style-type: none"> a. Bed bath/personal hygiene b. Sitz bath c. Bedmaking 6. Elimination & Nutrition <ol style="list-style-type: none"> a. Assisting with elimination b. Assisting with eating 7. Tissue Integrity 8. Bandages & binders 	<ol style="list-style-type: none"> 1. Safety <ol style="list-style-type: none"> A. General culture of safety & National Patient Safety Goals B. First Aid C. Immunity <ol style="list-style-type: none"> 1) Sterile gloves and sterile field 2) Isolation techniques 3) Surgical hand scrub 2. Clinical Judgment - Assessment <ol style="list-style-type: none"> A. Head to toe physical assessment B. Heart and breath sounds C. Locating pulses & apical heart rate D. Fetal heart rate E. Spinal screening F. Vision & hearing screening G. Admission & discharge H. Functional ability assessment I. Diagnostic tests <ol style="list-style-type: none"> 1) Specimen collection 2) Glucose monitoring 3. Patient Education <ol style="list-style-type: none"> A. Pre-operative teaching B. Breast self-examination C. Testicular self-exam 4. Nutrition <ol style="list-style-type: none"> A. Nasogastric tube insertion/irrigation/removal B. Tube feedings 5. Elimination <ol style="list-style-type: none"> A. Bowel <ol style="list-style-type: none"> 1) Enema 2) Removing fecal impaction 3) Ostomy care B. Urinary <ol style="list-style-type: none"> 1) Catheterization 6. Tissue Integrity <ol style="list-style-type: none"> A. Suture and staple removal B. Sterile dressing change

	<ul style="list-style-type: none"> C. Drainage evacuation D. Wound Irrigation E. Traction pin care F. Central venous lines site care <ul style="list-style-type: none"> 7. Medication Safety <ul style="list-style-type: none"> A. Oral and topical B. Injections C. Intravenous piggyback medications (IVPB) D. Intravenous push medications (IVP) 8. Fluids & Electrolytes <ul style="list-style-type: none"> A. Intake and output B. Venipuncture C. IV initiation and management D. Blood administration E. Central venous lines – Care & TPN 9. Gas Exchange <ul style="list-style-type: none"> A. Oxygenation <ul style="list-style-type: none"> 1) Pulse oximeter 2) Oxygen administration 3) Incentive spirometer 4) Airways B. Suctioning <ul style="list-style-type: none"> 1) Nasotracheal suctioning 2) Endotracheal suctioning 3) Bulb and DeLee suctioning 4) Tracheostomy suctioning 10. Clinical Judgment <ul style="list-style-type: none"> A. Situational assessments
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Students in all sections of this course will be required to:

- Comply with all policies and procedures in the Panola ADN Handbook for each assigned lab class
- Bring required equipment for clinical (please see Panola ADN Handbook, section 4.4.f) to each assigned lab class.
- Bring all needed textbooks and resources to lab for completion of learning activities/simulations.
- Refer to the Panola ADN Handbook “Attendance/Absences” policy (Panola ADN Handbook section 4.1) for attendance requirements. All lab hours for this course will be viewed as required clinical hours for the semester and ADN program.
- Be self-directed in preparation and in participation in learning activities and simulation scenarios. The student is required to complete all assigned reading, assigned audiovisuals, and assigned computer instruction prior to the assigned lab class. The skills lab is provided for the student to practice skills to achieve proficiency of all assigned skills prior to evaluation of the skill. The student is expected to use this learning time prudently.
- Take the initiative to schedule any additional practice needed in the lab with the instructor.
- Maintain skills inventory for skills successfully completed based on skills evaluation rubric score. This skills inventory will be used by the student throughout the entire program.

Methods of Instruction/Course Format/Delivery:

The course instruction includes skills demonstration, group discussion and learning activities, internet resources, Canvas assignments and activities, digital resources and assignments, independent study, videos, lecture, and role play.

Major Assignments / Assessments:

The following items will be assigned and assessed during the semester and used to calculate the student's final grade.

Assignments/Assessments

- The student evaluation (course grade) will be calculated using the following criteria:
 - Rubric scores from skills check-offs and quizzes (55%)
 - Specific skills and dates to check off will be in the Canvas course for RNSG 1118
 - If a student is not successful in completing the skill on the first attempt, the student will be given a remediation by the instructor or simulation coordinator during the scheduled time for remediation in the skills lab. The student will then have a second opportunity to successfully complete the skill.
 - If the student is not successful in completing the skill on the second attempt, the student will be required to successfully complete the skill during the final comprehensive skill check off along with another randomly chosen skill for the check off. The student must schedule remediation with the instructor or simulation coordinator independently.
 - If a student has four skills that require a second attempt to successfully demonstrate the skill, the student will be considered unsatisfactory and earn an "F" in the course.
 - Final written examination (30%)
 - Make up exams may be given at the discretion of the instructor if prior arrangements have been made. Any make up for a major examination must be made up the first day the student returns to class. All make-up examinations will be a separate examination and may include essay questions.
 - Exams will be constructed from a random sample of the materials from each unit and will be presented in the form of a multiple-choice and alternate item format exam. Alternate item format questions may include: multiple-choice items that require a student to select more than one response, fill-in-the-blank items, or items asking a student to identify an area on a picture or graphic. Refer to the National Council of State Boards of Nursing, Inc. website (www.ncsbn.org) for more information regarding the Alternate NCLEX Item Formats.
 - Final comprehensive skill check off (15%)
 - Successfully demonstrate and provide understanding of one randomly selected skill from the semester

Course Grade:

The grading scale for this course is as follows:

- Skills Check-Off and Quizzes (55%)
- Final Written Exam (30%)
- Final comprehensive skill check off (15%)

Texts, Materials, and Supplies:

Elsevier Bundle: 9780323648554					
Nursing Concepts Online for RN, 2 nd Edition, Texas Version access card	Required	Elsevier	Elsevier	2e	
Concepts for Nursing Practice, 2 nd Edition	Required	Giddens	Elsevier	2e	9780323374736
Medical-Surgical Nursing, 10 th Edition	Required	Lewis	Elsevier	10e	9780323328524
Maternal-Child Nursing, 5 th Edition	Required	McKinney	Elsevier	5e	9780323401708
Fundamental of Nursing, 9 th Edition	Required	Potter	Elsevier	9e	9780323327404
Vancouver's Foundations of Psychiatric-Mental Health Nursing, 8 th Edition	Required	Halter	Elsevier	8e	9780323389679
Mosby's Manual of Diagnostic and Laboratory Tests	Required	Pagana	Elsevier	6e	9780323446587
IV Medications	Required	Gahart	Elsevier	35th	978-0-323-08478-9
Davis's Drug Guide for Nurses	Required	Vallerand/Sanoski	F.A.Davis	16th	9780803669451
Custom Texas Nursing concept Based Curriculum	Required	Texas Nursing Concept Based Curriculum Consortium			Custom
Mosby's Dictionary of Medical, Nsg & Allied Health	Optional	Mosby	Elsevier	9th	978-0-323-07403-2
HESI Comprehensive Review for the NCLEX-RN Examination w/ access	Required	HESI	Elsevier	4th	9780323394628
Dosage Calculations – w/access	Required	Pickar, G. (2012)	Delmar	9 th Ed.	978-1439058473
Saunders Comprehensive Review for NCLEX-RN	Optional	Silvestri	Elsevier	7th	9780323358514

Required Readings and Recommended Readings:

- All required readings/videos and recommended readings/videos will be posted on your Canvas course each week.

Associate Degree Nursing

Student Acknowledgment

I have read the Panola College Associate Degree Nursing program syllabus for RNSG 1118 Transition to Professional Nursing Competencies. The items in the syllabus have been explained to me. I understand that it is my responsibility to seek any additional clarification that I may need from the instructor.

I will comply with the syllabus requirements as delineated. In addition, I will comply with the current ADN Student Handbook as found on the ADN web page. It is my understanding that this form will become part of my permanent file.

Student Name (Printed) _____

Student Signature _____

Date _____

Other:

- For current texts and materials, use the following link to access bookstore listings: <http://www.panolacollegestore.com>
- For testing services, use the following link: <http://www.panola.edu/elearning/testing.html>
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Administration Building or go to <http://www.panola.edu/student-success/disability-support-services/> for more information.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook, *The Pathfinder*: <http://www.panola.edu/student-success/documents/pathfinder.pdf>

SCANS CRITERIA

1) **Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.**

- a) **Basic Skills:** A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
 - i) Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
 - ii) Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
 - iii) Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
 - iv) Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
 - v) Speaking: Organize ideas and communicate orally.
- b) **Thinking Skills:** A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
 - i) Creative Thinking: generate new ideas.
 - ii) Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
 - iii) Problem Solving: recognize problems and devise and implement plan of action.
 - iv) Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
 - v) Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
 - vi) Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.
- c) **Personal Qualities:** A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
 - i) Responsibility: exert a high level of effort and persevere toward goal attainment.
 - ii) Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
 - iii) Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
 - iv) Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
 - v) Integrity and Honesty: choose ethical courses of action.

2) **Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.**

- a) **Resources:** A worker must identify, organize, plan, and allocate resources effectively.
 - i) Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
 - ii) Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
 - iii) Material and Facilities: Acquire, store, allocate, and use materials or space efficiently. Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.
- b) **Interpersonal Skills:** A worker must work with others effectively.
 - i) Participate as a Member of a Team: contribute to group effort.
 - ii) Teach Others New Skills.
 - iii) Serve Clients/Customers: work to satisfy customer's expectations.

- iv) **Exercise Leadership:** communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
- v) **Negotiate:** work toward agreements involving exchange of resources, resolve divergent interests.
- vi) **Work with Diversity:** work well with men and women from diverse backgrounds.

Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

- c) **Information:** A worker must be able to acquire and use information.

- i) **Acquire and Evaluate Information.**
- ii) **Organize and Maintain Information.**
- iii) **Interpret and Communicate Information.**
- iv) **Use Computers to Process Information.**

Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.

- d) **Systems:** A worker must understand complex interrelationships.

- i) **Understand Systems:** know how social, organizational, and technological systems work and operate effectively with them.
- ii) **Monitor and Correct Performance:** distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
- iii) **Improve or Design Systems:** suggest modifications to existing systems and develop new or alternative systems to improve performance.

Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

- e) **Technology:** A worker must be able to work with a variety of technologies.

- i) **Select Technology:** choose procedures, tools or equipment including computers and related technologies.
- ii) **Apply Technologies to Task:** understand overall intent and proper procedures for setup and operation of equipment.
- iii) **Maintain and Troubleshoot Equipment:** Prevent, identify, or solve problems with equipment, including computers and other technologies.

Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.