



## Course Syllabus

### **RNSG 1324 – Concept-Based Transition to Professional Nursing Practice**

**Catalog Description:** Integration of previous health care knowledge and skills into the role development of the professional nurse as a provider of patient-centered care, patient safety advocate, member of health care team, and member of the profession. Emphasis is on clinical decision-making for patients and their families. Review of selected health care and professional nursing concepts with application through exemplars. Health care concepts\* include comfort, diversity, elimination, functional ability, human development, mobility, nutrition, sensory perception, sleep, coping, thermoregulation, tissue integrity, acid-base balance, clotting, cognition, fluid and electrolyte balance, gas exchange, immunity, metabolism, nutrition, and perfusion. Professional nursing concepts include clinical judgment, communication, ethical-legal, evidenced-based practice, health promotion, health information technology, patient-centered care, patient education, professionalism, safety, and teamwork and collaboration. Introduces concept of leadership and management. This course lends itself to a concept-based approach.

\*The concept of grief and the exemplars for grief are now presented in level 3, RNSG 1538. (TxNCBC Consortium 6/2015)

**Lecture hours = 2, Lab hours = 4**

**Prerequisites:** Admission to the Panola College LVN Hybrid Transition Program

**Co-requisites:** RNSG 1128, 1118, 1160

**Semester Credit Hours:** 3

**Lecture Hours per Week:** 2

**Lab Hours per Week:** 4

**Contact Hours per Semester:** 96

**State Approval Code:** CIP 51.3801

**See Canvas course for meeting days and times.**

**Alternate Operations During Campus Closure:** In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Panola College to move to altered operations. During this time, Panola College may opt to continue delivery of instruction through methods that include, but are not limited to: online learning management system (CANVAS), online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Panola College's website ([www.panola.edu](http://www.panola.edu)) for instructions about continuing courses remotely, CANVAS for each class for course-specific communication, and Panola College email for important general information.

**Instructional Goals and Purposes:** The purpose of this course is to integrate previous health care knowledge and skills into the role development of the professional nurse through the utilization of concept analysis diagrams from the Texas Nursing Concept Based Curriculum. Students will build on and develop the understanding and application of these nursing concepts. Students will develop clinical judgment and nursing care for patient and their families across the lifespan. Students will apply nursing concepts to specific exemplars providing the opportunity to develop clinical judgment. Students will be introduced also to the professional nursing concepts of leadership and management.

**Learning Outcomes:**

1. Utilize a systematic process to analyze selected health care concepts to manage care for diverse patients across the lifespan.
2. Describe the interrelatedness between health care concepts to assist in developing clinical judgment.
3. Describe the attributes and roles of the professional nurse
4. Apply a systematic problem solving process for the development of clinical judgement.
5. Discuss the legal-ethical parameters for professional nursing practice including the Nursing Practice Act and the American Nurses Association (ANA) Code of Ethics as related to selected exemplars.
6. Utilize professional communication techniques in providing patient-centered care and collaborating with members of the health care team.
7. Identify health promotion needs for diverse patients across the life-span.

**Specific Course Objectives (includes SCANS):**

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

1. Utilize a systematic process (the nursing process) to analyze selected health care concepts listed in the course outline to manage care for diverse patients across the lifespan. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, 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. Describe the interrelatedness between health care concepts to assist in developing clinical judgment and nursing management of care, pharmacological and non-pharmacological interventions, using selected exemplars. (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)
3. Describe the attributes and roles of the professional nurse including leadership, management and principles of delegation. (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)
4. Apply a systematic problem solving process for the development of clinical judgement and safety in nursing practice. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, 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)
5. Discuss the legal-ethical parameters for professional nursing practice including the Nursing Practice Act and the American Nurses Association (ANA) Code of Ethics as related to selected exemplars. (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)
6. Utilize professional communication techniques in providing patient-centered care and collaborating with members of the health care team. (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)
7. Identify health promotion needs for diverse patients across the life-span. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, iii, iv, v, 2; a; i, ii, iii, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii)

**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:

HEALTH CARE CONCEPTS - BIOPHYSICALAcid Base Balance

- Diabetic Ketoacidosis (DKA)
- Hyperventilation (Birthing Mother, Panic Attack)
- Gastrointestinal Losses (Pediatric)
- Drug Overdose with Hypoventilation

Clotting

- Hemophilia
- Deep Vein Thrombosis (DVT)

Comfort

- Osteoarthritis (Chronic Pain)
- Degenerative Disc Disease (Neuropathic Pain)
- Post-Operative Pain- Total Joint Arthroplasty (Acute Pain)
- Procedural Pain (Acute pain)
  - Dressing Changes/Wound Care, Physical Therapy after arthroplasty
- Sick Cell Anemia (Chronic Pain, Acute Exacerbations)
- Post-Operative Pain: Abdominal Surgery (Acute Pain)
- Renal Calculi (Acute Pain)
- Peripheral Vascular Disease (PVD) (Neuropathic Pain)

Elimination

- Benign Prostate Hypertrophy (BPH) – urinary retention
- Diarrhea – Bowel Incontinence
- Gerontology – Urinary Incontinence
- Clostridium Difficile (C.-diff)
- (Constipation/Impaction – Elderly – skills course)
- Diverticulitis
- Paralytic Ileus – Bowel Obstruction
- Neurogenic Bladder – Spastic

Fluid & Electrolyte Balance

- Dehydration – Gastroenteritis – Elderly and Pediatrics
- Extracellular Fluid Volume Excess
- Hypocalcemia
- Hypercalcemia
- Hypokalemia
- Hyperkalemia - Chronic Renal Failure
- Hyponatremia - Syndrome of Antidiuretic Hormone (SIADH),
- Hypernatremia – Diabetes Insipidus (DI)
- Hypophosphatemia
- Hyperphosphatemia
- Hypomagnesemia

- Hypermagnesemia

#### Functional Ability

- Alzheimer's disease
- Downs Syndrome (including only functional ability aspects of care)
- Parkinson's disease
- Cerebrovascular Accident - Stroke

#### Gas Exchange

- Asthma
- Chronic Obstructive Pulmonary Disease (COPD)
- Pneumonia- Aspiration
- RSV/Bronchiolitis (Pedi)
- Tracheal Esophageal Fistula (Pedi/Newborn)

#### Mobility

- Hip Fractures
- Disuse syndrome
- Joint Replacement
- Osteoarthritis
- Osteoporosis

#### Immunity

- Vaccines
- Otitis media
- Urinary Tract Infection (Urosepsis)
- Cellulitis
- Osteomyelitis
- Pneumonia
- Appendicitis
- Trauma-sprain

#### Metabolism

- Diabetes Type 1
- Diabetes Type 2
- Gestational Diabetes
- Graves' Disease – Hyperthyroidism
- Hypothyroidism

#### Nutrition

- Diets (regular, soft, mechanical soft, clear Liquids, full liquids)
- Obesity
- Malnutrition (Inadequate-excess)
- Iron deficiency anemia
- Dysphagia
- Heart healthy diet
- Diabetic diet
- Malnutrition (Introduce Parenteral Nutrition)
- Peptic ulcer disease (PUD)
- Gastroesophageal reflux disease (GERD)
- Malabsorption syndromes infant & elderly (gastrostomy and enteral Feedings)
- Starvation – Failure to Thrive

- Infant Nutrition (Breast/Bottle)

#### Perfusion

- Basic ECG Rhythms
- Congestive Heart Failure
- Hypertension
- Gestational Hypertension
- Mitral Valve Prolapse
- Coronary Artery Disease (CAD)
- Peripheral Vascular Disease (PVD)

#### Sensory Perception

- Cataracts
- Conductive Hearing Loss
- Macular Degenerative Disease
- Peripheral Neuropathy (peripheral artery disease)
- Sensorineural Hearing Loss (pediatrics)
- Glaucoma
- Eye Injuries

#### Sleep

- Sleep Deprivation
- Insomnia
- Sleep Apnea

#### Thermoregulation

- Environmental Exposure
- Hypothermia – Frost Bite, Infant
- Hyperthermia – Heat Stroke – Elderly
- Fever (pediatric)
- Malignant Hyperthermia

#### Tissue Integrity

- Dermal Ulcers
- Impetigo
- Psoriasis
- Wounds (surgical/traumatic)
- Tinea Pedis
- Candida
- Pediculosis (lice)

### HEALTH CARE CONCEPTS - PSYCHOSOCIOCULTURAL

#### Cognition

- Alzheimer's Disease/Dementia
- Delirium

#### Coping

- Anxiety
  - Generalized Anxiety Disorder
  - Panic Disorder (Attack)
  - Obsessive Compulsive Personality Disorder
  - Eating Disorders

- Anorexia Nervosa
    - Bulimia
  - Phobia
- Stress
  - Separation Anxiety (Developmental)
  - Post-Traumatic Stress Disorder
  - Physical Response/Disease
  - Lifespan Response
- Substance Abuse/Addictive Behaviors
  - Alcoholism
  - Opioid epidemic
  - Maternal/Fetal Cocaine Addiction
  - Neonatal Abstinence Syndrome (Withdrawal)

#### Diversity (Cultural Competence)

- Hispanic Traditions – Maternity w Complementary/Alternative Medicine
- Jehovah’s Witness – Blood Products, Pediatrics
- Traditional Islamic – Ritual dying patient
- Spirituality - Spiritual distress (exemplars to include Race, Gender, Sexual Orientation, Age, Education, Abilities & Life Experiences)

#### Human Development

- Hospitalized Patient – Adult/Pedi

### PROFESSIONAL NURSING CONCEPTS

#### Clinical Judgment

- Scenarios applying the Nursing Process
- Clinical Skills (Assessing Wound/Dressing Decisions; Timing and Clustering of Daily Care)
- Urgent/Emergent Situations (Start Oxygen, Recognize Anaphylaxis, Failure to Rescue, Rapid Response Team)
- Medication Management
- When to Contact Physician or other Health Care Provider

#### Communication

- Interpersonal
- Inter-professional
  - SBAR
  - Electronic Healthcare Records
- Intra-personal
- Peers and Healthcare Team Members
- Assertive Communication
- Therapeutic Communication

#### Ethics & Legal precepts

- Nursing Practice Act
- Patient Confidentiality (HIPAA and Social Media)
- ANA Code of Ethics
- Patient Rights
- Criminal Law
- Civil Law
- Informed Consent

### Evidence-Based Practice

- Best Practices and Standards (related to course content)

### Health Information Technology\*

### Health Promotion

- Obesity management
- Injury prevention
- Health care screening

### Leadership & Management

- Delegation

### Patient-Centered Care

- Advocacy
- Prioritizing Individualized Care
- (Scenarios Related to Course Content)

### Patient education

- Discharge planning
- Formal patient teaching (examples related to course content)
- Informal patient teaching (examples related to course content)
- Oral health across the lifespan

### Professionalism

- Attributes of the Profession
- Roles of the Nurse (Differentiated Essential Competencies: DECS)

### Safety

- Standard Precautions
- National Patient Safety Goals
- Environmental Safety & Medication Administration (Skills)
- Time Outs
- Core Measures
- Anticipatory Guidance

### Teamwork & Collaboration

- Interdisciplinary Plan of Care
- Group work
- Chain of Command
- Conflict Management Strategies
- Group Process - Operating Room Team

\* only the concept is covered – no exemplars

### **Students in all sections of this course will be required to:**

1. Characterize definitions of all concepts on assigned concept analysis diagrams
2. Complete required reading and posted assignments on Canvas prior to scheduled due date
3. Participate in all Canvas discussions, simulation and lab activities, and required ZOOM meetings
4. In the event of an emergency or announced campus closure due to a natural disaster or pandemic and instruction changes to follow alternate operations, students will be required to join and participate in ZOOM classes at scheduled class time for the semester. Students will complete and submit all online assignments as instructed through the Canvas course.

**For RNSG 1324L, the student is 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.
- Take the initiative to schedule any additional practice needed in the lab with the instructor.

**Methods of Instruction/Course Format/Delivery in:**

The course is offered online and utilizes various online resources for instruction. Methods of instruction include discussion board participation, internet resources, Canvas assignments and activities, computer instruction, independent study, case studies, library research, videos, podcasts, voice-over lecture, zoom conferences, and group assignments. Recorded ZOOM lectures will be subject to publication on the Canvas course. The lab portion of the course will be face to face in the simulation and skills laboratory in the Health and Natural Sciences Building.

**Major Assignments / Assessments:**

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

**Assignments/Quizzes**

Weekly assignments will be posted on Canvas and must be completed and submitted by the posted due dates on Canvas. (5% of final grade)

**Assessment(s):**

- Exam 1
- Exam 2
- Exam 3
- Exam 4
- LVN-RN Custom achievement exam
- Comprehensive final exam

**Course Grade:**

The grading scale for this course is as follows:

- 4 unit exams (15% each)
- LVN-RN Custom Achievement Exam conversion score (15%)
- 1 comprehensive final exam (20%)
- Assignments/Quizzes (5%)



- Make up exams may be given at the discretion of the instructor if prior arrangements have been made. 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](http://www.ncsbn.org)) for more information regarding the Alternate NCLEX Item Formats.
- The student will receive the same grade for RNSG 1128 and RNSG 1324 for each exam given. The student must earn an overall grade of 75 or above to successfully pass RNSG 1128 and RNSG 1324. Please see the grading policy (section 5) in the Panola ADN Handbook.
- Each exam will combine content from RNSG 1128 and RNSG 1324.
- All exams will be proctored at a Panola College Testing Center as directed by the instructor.

**Texts, Materials, and Supplies:**

Elsevier Bundle: 9780323648554					
Nursing Concepts Online for RN, 3 <sup>rd</sup> Edition, Texas Version access card	Required	Elsevier	Elsevier	2e	
Concepts for Nursing Practice, 3 <sup>rd</sup> Edition	Required	Giddens	Elsevier	2e	9780323374736
Medical-Surgical Nursing, 11 <sup>th</sup> Edition	Required	Lewis	Elsevier	10e	9780323328524
Maternal-Child Nursing, 6 <sup>th</sup> Edition	Required	McKinney	Elsevier	5e	9780323401708
Fundamental of Nursing, 10 <sup>th</sup> Edition	Required	Potter	Elsevier	9e	9780323327404
Varcarolis' Foundations of Psychiatric-Mental Health Nursing, 8 <sup>th</sup> Edition	Required	Halter	Elsevier	8e	9780323389679
Mosby's Manual of	Required	Pagana	Elsevier	6e	9780323446587

Diagnostic and Laboratory Tests					
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 <sup>th</sup> Ed.	978-1439058473
Saunders Comprehensive Review for NCLEX-RN	Optional	Silvestri	Elsevier	7th	9780323358514

**Required Readings and Recommended Readings:**

- All required readings and recommended readings 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 1324 Concept-Based Transition to Professional Nursing Practice. 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 Matthews Student Center 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.