

**CLARENDON COLLEGE**  
**PROFESSIONAL NURSING PROGRAM**  
**RNSG 1327 Transition to Professional Nursing**  
**LVN-to-RN Bridge Program**  
**Summer 2019**

**Course Name:** RNSG 1327 Transition to Professional Nursing

**Credit Hours:** 3

**Classroom Location:** 101

**Pampa:** 1601 W. Kentucky, Pampa, 79065

**Phone:** (806) 665-8801 ext. 137

**Instructor:** Sherrie Denham, MSN, RN

**Office location:** Auvenshine nursing office

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**Office Hours:** As posted or by appointment

**Prerequisites:** Admission to the Professional Nursing Bridge Program

**Co-requisite(s):** RNSG 1301 Pharmacology, RNSG1300 Health Assessment Across the Life Span, & 1163 Clinical – Registered Nursing/Registered Nurse

**Course Description:**

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.

**End-of-Course Outcomes: (WECM)**

Differentiate between roles of the professional nurse as provider in patient-centered care, patient safety advocate, member of the health care team and member of the profession and other licensed health care provider in a variety of health care settings; utilize critical thinking skills and a systematic problem solving process in planning comprehensive care for diverse patients and their families; demonstrate skills for basic professional nursing care.

**Course Outcomes: (DEC)**

The DEC competencies are fully integrated throughout the curriculum for the ADN student. The DEC relates to the entry level skills each student will acquire as they relate to the working world and the competencies required by the Texas Board of Nursing.

**Learning Outcomes: (DEC)**

***Member of the Profession***

1. Utilizes professional conduct and personal qualities.
2. Accepts responsibility for the quality of nursing care.
3. Discusses the patient's physical, social, and spiritual responses to illness.
4. Identifies value of life-long learning.
5. Recognizes the need for self-assessment to improve own nursing practice.

### ***Provider of Patient–Centered Care***

1. Applies general principles of therapeutic communication.
2. Develops rapport and awareness of cultural respect.
3. Develops patience and compassion.
4. Implements safe fundamental nursing care for adult patient(s).
5. Distinguishes normal vs. abnormal function and factors that inhibit normal function.
6. Demonstrates technological skills and focused nursing assessment skills.
7. Demonstrates clinical decision making by integrating critical thinking and the nursing process.

### ***Patient Safety Advocate***

1. Provide safe, competent, evidence-based care to multiple patients who have common health problems within the scope of nursing practice.
2. Safely performs therapeutic and preventive procedures and nursing measures including: Safe handling of the patient; safely calculates dosages and administers medications; and reduce patient risk related to medication administration.
3. Explain the rationale for the various pharmacological and treatment modalities utilized in the nursing care of the adult client.
4. Identifies measures for care of patients with Pain; Complementary and Alternative Therapies; Common Health Problems of Older Adults; Cultural Aspects of Health and Illness; and Genetic Concepts.
5. Identifies concepts based on Evidence-Based Practice; Rehabilitation; End-of-Life Care; and Emergency Care and Disaster Preparedness.
6. Identify safe, effective nursing care for individuals with disorders of the Fluid, Electrolyte, and Acid-Base Imbalances; Perioperative Patients; Immune System; Integumentary; Respiratory; and the Cardiovascular Systems.
7. Assists with reconciling patient orders for interventions and treatments.
8. Recognizes and report reactions and untoward effects to medications.
9. Demonstrates the ability to link peer---reviewed, evidence---based practice with clinical findings/applications.
10. Describe the role of nutrition and exercise in the management of common disease process.
11. Compare common etiological factors, clinical manifestations, & nursing management of eating disorders, obesity, and enteral/parenteral nutrition.

### ***Member of the Health Care Team***

1. Recognizes the roles and responsibilities of the nurse and other health care professionals.
2. Communicates and documents patient data using technology to support decision making.
3. Collaborate with members of the interdisciplinary team, clients, and families to manage care for medical-surgical patients requiring advanced care.
4. Establish and maintain trusting, interpersonal relationships with patients and families, and interdisciplinary team members, while incorporating caring behaviors.
5. Identify the impact of emerging & re-emerging infections on health care.
6. Describe the role of antibiotic therapy against common disease pathogenic organisms.
7. Discuss ways to decrease the development of resistance to antibiotics.

### ***THECB Core Objectives***

Clarendon College endeavors to meet the Core Objectives proposed by the Texas Higher Education Coordinating Board (THECB). The THECB has determined the following categories as necessary achievements of core curriculum in higher education:

- **Critical Thinking Skills** – to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- **Communication Skills** – to include effective development, interpretation and expression of ideas through written, oral and visual communication.
- **Empirical and Quantitative Skills** – including application of scientific and mathematical concepts.
- **Teamwork** – including the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
- **Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making.
- **Social Responsibility** – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

### Teaching Strategies

Lecture, patient case studies (vignettes) focusing on nursing interventions and priority-setting, evaluation of content mastery utilizing the class polling system (i>Clicker).

### Requirements & Evaluation Methods

Exams	Percentage
Exam 1	20
Exam 2	20
Exam 3	20
End-of-Course Exam (HESI)	15
Adaptive Quizzing	5
Final Exam	20
<b>TOTAL for COURSE GRADE</b>	<b>100</b>

### Grading Scale

The following grading scale is utilized for the ADN Nursing Program

<b>A</b>	<b>90-100</b>
<b>B</b>	<b>81-89</b>
<b>C</b>	<b>78-80</b>
<b>D</b>	<b>68-77</b>
<b>F</b>	<b>Below 68</b>

### **HESI CONVERSION GRADING SCALE**

HESI SCORE	STUDENT SCORE
951 or GREATER	100
900 – 950	90
850 – 899	89
750 – 849	80
649 – 749	77
Less than 648	68

HESI EXAM SCORES BY SCORING INTERVAL	
HESI SCORING INTERVAL	PERFORMANCE LEVEL
> 950	Recommended Performance
900 – 949	
850 – 899	Acceptable Performance
800 – 849	Below Acceptable Performance
750 – 799	
700 – 749	Needs Further Preparation
650 – 699	
< 649	

**Failure of a total of any two (2) nursing theory courses, two (2) nursing clinical courses, or any combination thereof equaling two (2) courses will result in ineligibility for transfer, admission, or readmission to Clarendon College's Professional Nursing Program at any campus.**

### **Rounding Policy**

In order to successfully complete a nursing course and progress in the nursing program, students are required to achieve an exam average of 78% or greater. The exam average will include all unit exams and the final exam. Other course assignments including but not limited to scholarly papers, return demonstrations, and/or quizzes will be considered part of the final course grade *only after* this minimum exam average is attained. Students not attaining a major exam average of 78% or greater will not pass the course. *Students must achieve a final overall course grade of 78% to pass any RNSG course in the professional nursing program. Each quiz/exam/project grade will be calculated to two decimal points. At the end of the term, actual percentages will be used to determine letter grades: **\*\*NOTE: GRADES WILL NOT BE ROUNDED.** (Example: A grade of 77.46 to 77.99 will NOT be considered a passing grade)*

1. All grades will be posted by the instructor on the Clarendon College online grade book.
2. Grades **will not** be given out by phone, email, or text.
3. ***THERE ARE NO OPTIONS FOR EXTRA-CREDIT WORK OR REPEATING EXAMS OR PAPERWORK TO RAISE COURSE GRADES, EITHER DURING OR AT THE END OF A COURSE.***

### **Learning Accommodation**

Students with qualified and documented disabilities may request reasonable accommodations which will enable them to participate in and benefit from educational programs and activities. Students requesting accommodation must provide documentation of the disability, complete an application for support services, and participate in an interview with the Dean of Students. The Dean of Students will review the request for accommodation, determine appropriate services, and plan an educational program. *Students with disabilities must also show ability to meet program goals and outcomes to be eligible for the professional nursing program.*

### **Attendance**

Regular attendance and consistent study habits are essential to success in college and are expected of all students. Absences are defined as time away from classroom teaching, clinical laboratory, clinical, or clinical simulation of greater than 15 minutes. It is the responsibility of the student to consult with all instructors when an absence occurs. The student will notify the instructor each day the student will not be in attendance for class, lab, or clinical. Students who miss more than three days in any one course may be dismissed from the program. Students who fail to notify instructor of class or clinical absent, are considered “No Call, No Show”. Disciplinary action is at the discretion of the instructor and Director of Allied Health. Any two “No Call, No Show” are grounds for dismissal.

To evaluate attainment of course objectives, students are expected to attend and participate in all scheduled classroom/clinical experiences. Failure to meet course objectives, due to lack of attendance, will result in an unsatisfactory evaluation, and may result in failure of the course.

### **Examination/ Delayed Examinations and Use of Resources during Examinations**

1. Exam schedules will be given to students at the beginning of the course each semester;
2. Examination attendance: Examinations will be given on dates noted on the course syllabus and course schedule. If a student cannot attend an examination, the course instructor/professor must be notified at their office number or by email ***before the examination begins***. It is the student’s responsibility and a requirement to notify the instructor/professor in advance of any absence.
3. All major exams include multiple choice and alternate format questions based on the NCLEX-RN Test Plan;
4. All exams are timed; Time allotted for a Final Exam is two (2) hours and will follow Clarendon College’s policy.
5. Assigned seating may be used during any exam;
6. Grades will be available one week following an exam;
7. Make up exams will only be given at the discretion of the faculty member and can be a different version or alternate format than the scheduled exam.
8. Basic function calculators will be provided for exams with dosage calculation questions;
9. SCANTRON™ forms and exam booklets are turned in to the proctor who is monitoring the exam and will be counted at the end of the testing period. Students must NOT remove Exams from the testing room;
10. The answer recorded on the Scantron™ will be the official answer sheet;

11. Scratch paper, if used, will be provided by the instructor/professor and must be turned in immediately following the exam;
12. Classroom exam reviews will be conducted at the discretion of the faculty. Students will not be allowed to take any notes during the review and all personal belongings must be left at the back of the classroom;
13. Individual review of exams by a student with the instructor/professor must be scheduled within one (1) week of the exam being administered. Individual test reviews will be performed only in the faculty member's office. Students may review only the most recent test (In other words, exam one (1) cannot be reviewed after exam two (2) has been administered). Review of all tests taken by a student at one time will not be allowed;
14. A student who achieves an exam grade of less than 78% shall schedule an appointment with the faculty member within 3 days from posting of exam grades and will complete a Student Action Report (SAR) to discuss with the faculty.

### **Standardized Achievement Testing**

At various times during the nursing program, students are required to take comprehensive, standardized examinations. These examinations provide students with the interpretive information about their knowledge base for nursing practice. The testing provides information for students' preparation for the NCLEX-RN examination. These examinations should be taken seriously. The examination scores will be calculated as a portion of the respective course grade in which the examination is given.

Remediation will be performed following administration of the examination. Students are responsible for performing the required remediation. Students may make an appointment with the faculty member to discuss their individual performance on the examinations.

### **Classroom Courtesy**

- a. Arrive at least 15 minutes early to prepare for the exam so that it may begin on time;
- b. All belongings (book bags, books, caps, hats, purses, study guides, beverages, etc.) must be stored at the back of the classroom 10 minutes before the exam, this will allow the exam to begin on time;
- c. You are not allowed to wear a cap, hat, or sunglasses during testing situations;
- d. The student may have only a pencil during the testing period;
- e. After the exam begins there will be absolutely NO talking;

- f. When you are finished with your exam, please submit the test and answer sheet to the proctor and quietly leave the room. **Do not re-enter the classroom until all students have completed the exam;**
- g. Leave the classroom area – **DO NOT** congregate outside the classroom door; remain quiet as to not disrupt the classroom area.
- h. It is the responsibility of all students to maintain test security. Do not discuss test content in the presence of students who have not tested. Students who have not tested are expected to remove themselves from the area if such conversations occur.

#### **Audio/Video/Photography/Distribution of Course Materials**

All course materials are only for the use of students enrolled in this course for purposes associated with this course. Audio/Video recording or photography of courses in session is strictly prohibited by students unless previous permission has been granted by the faculty. Duplication and/or distribution of any classroom materials via print, email, or other electronic means to individuals who are not currently enrolled in this course are prohibited.

#### **Electronic Communication**

Clarendon College School of Nursing faculty and staff will send official correspondence to a student via e-mail using the student's e-mail address as assigned by Clarendon College. Faculty, students, and staff are expected to use their Clarendon College e-mail address for all official communication.

#### **Syllabus Disclaimer**

Although every effort will be made NOT to change schedules, unforeseen events may cause changes to the scheduling of campus classes/labs/activities, exams, etc. Class topic and exam schedule may change with notice. Faculty reserve the right to make any changes deemed necessary to best fulfill the course objectives. Students registered for this course will be made aware of any changes in a timely fashion using reasonable means of communication. It is the responsibility of each student to know what changes if any, have been made to the provisions of this syllabus and to successfully complete the requirements of this course.

**For students in this course who may have a criminal background, please be advised that the background could keep you from being licensed by the State of Texas. If you have a question about your background and licensure, please speak with your instructor or the Vice President of Academic Affairs. You also have the right to request a criminal history evaluation letter from the applicable licensing agency.**

**Student Rights and Responsibilities** are listed on the College website at:

<http://www.clarendoncollege.edu/Resources/Student%20Services/StudentRightsResponsibilitiies.pdf>



**Required Text:**

Claywell, L., (2014). LPN to RN Transition. (4<sup>rd</sup> ed.). St. Louis, Mo: Mosby – Elsevier.

WEEK	COURSE OBJECTIVES	LEARNING ACTIVITIES
1	<p style="text-align: center;"><b>Orientation to the Course</b></p> <p><b>Chapter 1 Honoring Your Past, Planning Your Future</b></p> <ul style="list-style-type: none"> <li>A. Understand Change Theory &amp; how it relates to becoming an RN</li> <li>B. Discuss resume components</li> </ul> <p><b>Chapter 2 Assessing Yourself and Designing Success</b></p> <ul style="list-style-type: none"> <li>A. Describe how learning styles affect the learning process</li> <li>B. Identify steps in stress reduction</li> </ul> <p><b>Chapter 3 Classroom Study Habits That Work</b></p> <ul style="list-style-type: none"> <li>A. Describe positive study habits &amp; effective listening</li> <li>B. Incorporate strategies to improve test-taking</li> </ul>	<p><b>Lecture/Discussion</b> <b>Case Studies</b></p>
2	<p><b>Chapter 4 Distinguishing the RN Role from the LPN/LVN role</b></p> <ul style="list-style-type: none"> <li>A. Discuss role transition from the practical nurse to the registered nurse</li> <li>B. Discuss role transition from the practical nurse to the registered nurse</li> </ul> <p><b>Chapter 5 Using Nursing Theory to Guide Professional Practice</b></p> <ul style="list-style-type: none"> <li>A. Compare/contrast nursing philosophy, nursing theories &amp; conceptual models</li> <li>B. Discuss nursing theory as it applies to nursing practice</li> </ul> <p><b>Chapter 6 Providing Patient-Centered Care Through the Nursing Process</b></p> <ul style="list-style-type: none"> <li>A. Compare/contrast steps of nursing process</li> <li>B. Compare/contrast RN &amp; LVN role in developing plan of care nurse.</li> </ul>	<p><b>Lecture/Discussion</b> <b>Case Studies</b></p>
3	<p style="text-align: center;"><b>EXAM 1 CHAPTERS 1-6</b></p> <p><b>Chapter 7 Critical &amp; Diagnostic Thinking for Better Clinical Judgment</b></p> <ul style="list-style-type: none"> <li>A. Explain the importance of critical thinking</li> <li>B. Compare inductive &amp; deductive reasoning</li> </ul> <p><b>Chapter 8 Practicing Evidence-Based Decision Making</b></p> <ul style="list-style-type: none"> <li>A. Define evidence-based practice</li> <li>B. Discuss hierarchy (levels) of evidence</li> </ul>	<p style="text-align: center;"><b>EXAM 1</b></p> <p><b>Lecture/Discussion</b> <b>Case Studies</b></p>

WEEK	COURSE OBJECTIVES	LEARNING ACTIVITIES
4	<p><b>Chapter 9 Communicating with Patients &amp; Co-Workers</b></p> <ul style="list-style-type: none"> <li>A. Discuss delegation</li> <li>B. Utilize SBAR communication</li> </ul> <p><b>Chapter 10 Teaching Patients &amp; Their Families</b></p> <ul style="list-style-type: none"> <li>A. Compare motivators, facilitators, &amp; barriers to learning</li> <li>B. Identify factors conducive to learning</li> </ul> <p><b>Chapter 11 The Nurses, Ideas, and Forces That Define the Profession</b></p> <ul style="list-style-type: none"> <li>A. Discuss historical contributions to modern nursing</li> <li>B. Discuss the role of nursing in quality improvement of patient care.</li> </ul> <p><b>Chapter 12 Upholding Legal &amp; Ethical Principles</b></p> <ul style="list-style-type: none"> <li>A. Identify major types of laws</li> <li>B. Discuss negligence &amp; malpractice</li> <li>C. Identify ethical principles for ethical decision making</li> </ul>	<p><b>Lecture/Discussion</b> <b>Case Studies</b></p>
5	<b>EXAM 2 CHAPTERS 7-12</b>	<b>EXAM 2</b>
6	<p><b>Chapter 13 Care &amp; Safety Standards, Competence, &amp; Nurse Accountability</b></p> <ul style="list-style-type: none"> <li>A. Describe accountability as it applies to nursing practice</li> <li>B. Compare Benner classifications</li> <li>C. Understand chain of command to resolve issues</li> </ul> <p><b>Chapter 14 Leading Delegating, &amp; Collaborating</b></p> <ul style="list-style-type: none"> <li>A. Compare leadership styles</li> <li>B. Describe the role of the advocate</li> <li>C. Analyze strategies for conflict management</li> </ul>	<p><b>Lecture/Discussion</b> <b>Case Studies</b></p>
7	<p><b>Chapter 15 Promoting Healthful Living in the Primary Care Setting</b></p> <ul style="list-style-type: none"> <li>A. Compare motivators, facilitators, &amp; barriers to learning</li> <li>B. Identify factors conducive to learning</li> </ul> <p><b>Chapter 16 Promoting Healthful Living in the Primary Care Setting</b></p> <ul style="list-style-type: none"> <li>A. Define the health-illness continuum</li> <li>B. Analyze the RN's role in health promotion</li> </ul>	<p><b>Lecture/Discussion</b> <b>Case Studies</b></p>

<b>WEEK</b>	<b>COURSE OBJECTIVES</b>	<b>LEARNING ACTIVITIES</b>
8	<b>Chapter 17 Reflecting on Your Transition</b> A. Reflect on transition B. Apply nursing process to transition <b>Chapter 5 Passing the NCLEX-RN</b> A. Understand the Computer Adaptive Testing (CAT) B. Compare differences between the NCLEX-RN and the NCLEX-PN exam	<b>Lecture/Discussion</b> <b>Case Studies</b>
9	<b>Review and Case Study</b> <b>NCLEX STYLE QUESTIONS</b>	<b>Lecture/Discussion</b> <b>Case Studies</b>
10	<b>TUESDAY JULY 30<sup>TH</sup> @ 1:00 p.m. Transitions HESI</b> <b>EOC - Fundamentals</b>  <b>EXAM 10 CHAPTERS 13-18</b>	<b>EXAM</b>
11	<b>PROJECT-SBAR</b> <b>Final Review</b>	<b>Case Study/Lecture</b>
12	<b>FINAL EXAM</b>	