

I. COURSE DESCRIPTION:

- A. Division: Health Science
Department: Nursing
Course ID: NURS 109
Course Title: Vocational to Professional Nurse Transition
Units: 2
Lecture: 1.5 Hours
Laboratory: 1.5 Hours
Prerequisite: BIOL 250 and BIOL 251 (or BIOL 260 and BIOL 261), and BIOL 270 and PSYCH 100
Departmental Advisory: READ 970 and ENGL 015
- B. Catalog Description: Prepares Licensed Vocational Nurses to transition into the Registered Nursing program. Includes role transition content including: Nursing Process, Standards of Practice, and Critical Thinking in nursing. Challenge examinations covering first & second semester medical-surgical and maternity nursing content will determine eligibility for placement in the program. **REGISTRATION IS LIMITED TO STUDENTS WHO HAVE A CURRENT CALIFORNIA LVN LICENSE AND HAVE BEEN ACCEPTED INTO THE LVN TO RN NURSING PROGRAM.**
- C. Schedule Description: Prepares Licensed Vocational Nurses to transition into the Registered Nursing program. **REGISTRATION IS LIMITED TO STUDENTS WHO HAVE A CURRENT CALIFORNIA LVN LICENSE AND HAVE BEEN ACCEPTED INTO THE LVN TO RN NURSING PROGRAM.**

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One

III. EXPECTED OUTCOMES FOR STUDENTS:

Upon successful completion of the course, the student should be able to:

- A. Demonstrate knowledge of and use of the nursing process to: identify intra/inter and extrapersonal stressors, analyze assessment data, formulate nursing diagnoses, set goals, and plan primary/secondary/tertiary nursing interventions to assist clients with first and second level nursing diagnoses to achieve their optimum level of wellness.
- B. Summarize Newman's model for nursing and developmental theories.
- C. Describe and apply first and second level nursing theory to simulated clients with selected alterations.
- D. Identify, compare and contrast key components of LVN to RN role transition.
- E. Accurately calculate drug dosages and intravenous fluid problems related to first and second level alterations.

IV. CONTENT:

- A. Nursing Process
1. Assessment/data collection
 2. Analysis of stressors and nursing diagnoses
 3. Goal development
 4. Primary, secondary, and tertiary nursing interventions
 5. Evaluation of effectiveness of nursing interventions
- B. Newman's Model
1. Nursing theory defined
 2. Variables: physiological, psychological, developmental, sociocultural
 3. Stressors
 4. Lines of defense and resistance
- C. Erikson's and Maslow's developmental theory
1. Description of stages
 2. Application to nursing
 3. Priority setting
- D. Role transition from Licensed Vocational Nurse to Registered Nurse
1. Nurse Practice Acts (LVN and RN)
 2. Directed, autonomous and collaborative nursing practice

3. Role conflict
 4. Role transition
 5. Standards of nursing practice (LVN and RN)
 6. Critical thinking
 7. Client advocacy
- E. Assessment of previous knowledge in nursing – challenge examinations
1. First level nursing
 2. Second level medical-surgical nursing
 3. Second level maternity nursing
- F. Assessment of critical Nursing skills – demonstration testing
1. First level nursing
 2. Second level medical-surgical nursing
 3. Second level maternity nursing
- G. Math Competence
1. Calculation of medication dosages and IV drip rates
 2. Assessment of first and second level nursing math

V. METHODS OF INSTRUCTION:

- A. Lecture
- B. Demonstration/return demonstration
- C. Discussion
- D. Reading assignments, handouts
- E. Media, computer programs
- F. Written assignments
- G. Case study analysis
- H. Critical thinking exercises

VI. TYPICAL ASSIGNMENTS:

- A. Class and group discussion topics:
 1. What are the nurse's legal responsibilities when witnessing an informed consent?
 2. What would be your response to a patient who states, "I have no idea what to expect from this surgery. I don't even know what will be removed."
 3. You discover your client's pre-operative potassium is 2.8 mEq/L. What should the nurse do in this situation? Why?
 4. Given case studies of clients with selected post-operative complications, determine assessment data supporting the identification of specific nursing diagnoses.
- B. Formulate a written Nursing Care Plan for a simulated client.
- C. Write a report discussing the student's role transition from LVN to Registered Nurse.

VII. EVALUATION:

- A. Methods of evaluation
 1. 3 Challenge Examinations/Quizzes: multiple choice, essay
 2. One written nursing care plan, one written assignment
 3. Performance of selected nursing skills/procedures (all critical elements)
- B. Frequency of evaluation
 1. Mid-term, after each challenge examination, final

VIII. TYPICAL TEXT(S):

Alfaro-Lefevre, Applying Nursing Process, Philadelphia: Lippincott, 2002.
 Curren and Munday, Math for Meds, Dosage and Solutions, San Diego: W.I. Publishing., 2000.
 Harrington, N. and Smith, N., LPN to RN Transitions, Philadelphia: Lippincott, 2003
 Ignatavicius, D, et. al., Medical-Surgical Nursing Across the Health Care Continuum, 4th ed., Philadelphia: W. B. Saunders, 2002.
 Taylor, C., et.al., Fundamentals of Nursing: The Art and Science of Nursing Care, 4th ed., Philadelphia: Lippincott, 2001.
 Weldy, N., Body Fluids and Electrolytes, 8th ed., St. Louis: C.V. Mosby, 2002.

IX. OTHER SUPPLIES REQUIRED OF STUDENTS: stethoscope