



NURS-510: ROLE TRANSITION

Effective Term

Fall 2024

BOT Approval Date

01/11/2024

Discipline

NURS - Nursing

Course Number

510

Course Title

Role Transition

Short Title

Role Transition

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

2.00

Lab Units

1.00

Total Units

3.00

Hours**Lecture Contact Hours**

32-36

Out of Class Hours Lecture

64-72

Lab Contact Hours

48-54

Out of Class Hours Lab

0.00

Total Contact Hours

80 - 90

Total Out of Class Hours

64 - 72

Total Student Learning Hours

144 - 162

Is this an existing Extensive Lab?

Yes

**Distance Education**

No

Catalog Description

This course facilitates the transition of advanced placement students (Licensed Vocational Nursing) into the associate degree nursing program. It provides an introduction to becoming a provider of care and member of the discipline as roles of the R.N. The course provides an introduction to the nursing process and critical thinking as a process to learn and improve nursing practice.

Requisites**Prerequisite(s)****Prerequisite(s) (must be taken before)**

Admission to the Associate Degree Nursing Program as a Licensed Vocational Nurse or Advanced Placement Student.

Corequisite(s)**Corequisite(s) (must be taken simultaneously)**

NURS-572.

Pre or corequisite(s)**Prerequisite or corequisite(s) (must be taken simultaneously if not taken before)**

NURS-505 (with a grade of C or better).

Codes**TOP Code (CB 03)**

1230.10* - *Registered Nursing

CIP Code

51.3801 - Registered Nursing/Registered Nurse.

Student Accountability Model (SAM) Priority Code (CB 09)

C - Clearly Occupational

Noncredit Category (CB 22)

Y - Credit Course

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Nursing Science/	Or
Nursing (Masters Required)	End

CSU Area(s)

IGETC Area(s)

Learning Objectives

Learning Objectives

Learning Objective

1a. Develop culturally competent, evidence-based individualized care plans utilizing the nursing process for stable, acute chronic Medical-Surgical patients across their lifespan. b. Demonstrate critical thinking, clinical judgment, and decision-making skills while managing care for stable, acute chronic Medical-Surgical patients across various life stages.

1b. Demonstrate critical thinking, clinical judgment, and decision-making skills while managing care for stable, acute chronic Medical-Surgical patients across various life stages.

2a. Develop effective communication skills with diverse patient populations and inter-professional team members to foster shared decision-making and deliver optimal care throughout patients' lives.

2b. Promote communication and collaboration among inter-professional teams, patients, and the community to enhance overall healthcare outcomes.

3a. Apply evidence-based practice, care standards, policies, and nursing guidelines in providing care for Medical-Surgical patients throughout their lifespan.

3b. Engage in continuous learning by integrating current research and participating in ongoing education, adapting to the role of a lifelong learner in nursing.

4. Implement quality improvement strategies to enhance patient safety and optimize outcomes for patients with Medical-Surgical conditions across their lifespan.

5. Organize and implement individualized nursing interventions to provide safe care for stable, acute, and chronic Medical-Surgical patients throughout their lifespan.

6. Interpret patient data accurately and concisely using Electronic Health Records to expedite care delivery and enhance patient outcomes.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will discuss the role and scope of practice of the Registered Nurse as a leader and provider of care. Utilize the nursing process to engage in critical thinking.

2. Students will demonstrate critical thinking and nursing practice at the Registered Nursing level.

3. Students will utilize the nursing process to assess, develop nursing diagnoses, plan, implement, and evaluate care.

4. Students will practice therapeutic communication in the medical-surgical setting.

Program Learning Outcomes

Learning Outcome

1. Provide patient-centered care to diverse populations with various health-related conditions using the nursing process, cultural competence, and compassion based on respect for individual preferences at the entry level registered nurse generalist.

2. Effectively facilitate inter-professional relationships by promoting open communication, advocacy, and shared decision-making to enhance knowledge, experience, and health outcomes at the entry level registered nurse generalist.

3. Demonstrate accountability as a lifelong learner for the delivery of evidence-based practice when planning holistic care to achieve optimal outcomes for the patient, family, and community at the entry level registered nurse generalist.

4. Apply legal, ethical, and regulatory principles to participate in improvement processes including the use of data to design, implement and evaluate outcomes to improve the quality and safety of healthcare systems at the entry level registered nurse generalist.

5. Demonstrate commitment, accountability, integrity, critical thinking and discretionary judgment in nursing practice to minimize risk of harm to patients, the healthcare team, and the community at the entry level registered nurse generalist.

6. Utilize nursing science, information management, and technology to communicate, organize data, mitigate error, and institute change while protecting patient health information at the entry level registered nurse generalist.

7. Function as a member of the inter-professional team and demonstrate leadership qualities such as effective communication, collaboration, delegation and constructive feedback to manage and coordinate care at the entry level registered nurse generalist.
8. Address implicit biases and equity gaps that exist in the healthcare environment considering global, national, and local concerns to improve outcomes at the entry level registered nurse generalist.

Institutional Learning Outcomes

Aesthetic Awareness: The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

Scientific Awareness: The student will apply the scientific method of inquiry to assess potential solutions for real-life challenges by employing science-based knowledge and methodologies in daily life.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic

Personal

and Professional Responsibility

Content

Course Lecture Content

1. Critical Thinking and Information Competency.
 - a. Define critical thinking and its components and discuss methods of searching for nursing information.
 - b. Describe the importance of critical thinking and role of critical thinking in registered nursing practice.
 - c. Discuss the skill and attitudes of critical thinking and explore ways of demonstrating critical thinking.
2. The Nursing Process
 - a. Define nursing process and identify phases and major characteristics.
 - b. Identify components of the assessment phase of the nursing process.
 - c. Identify the components of nursing diagnosis.
 - d. Identify activities that take place in the planning phase. Discuss activities involved in implementation.
 - e. Describe the components of the evaluation process.
 - f. Explain the concepts of medical-surgical asepsis.
 - g. Identify anatomic and physiologic barriers that defend the body against microorganisms.
 - h. Identify factors which influence microorganism's capability to produce an infectious process.
 - i. Compare and contrast category-specific, universal, body substance, standard transmission-based isolation precaution systems, including the steps to take in the event of a bloodborne pathogen exposure.
3. Adult Health Promotion, Homeostasis, Assessment
 - a. Differentiate health promotion from health protection or illness prevention and the nurse's role in health promotion.
 - b. List characteristics of homeostatic mechanisms.
 - c. Differentiate objective and subjective data, identify methods of data collection important aspects of interviewing to obtain the nursing history.
 - d. Discuss the purpose of the physical examination and explain the four methods used for the physical examination.
 - e. Describe sequencing in conducting a physical examination/assessment in an orderly fashion.
 - f. Define communication, describe the communication process and discuss the two modes of communication.
 - g. Describe factors influencing the communication process.
 - h. Describe the phases of the therapeutic process and strategies for developing positive helping relationships.
 - i. Discuss barriers to communication.
 - j. Discuss the relationship of communication to the nursing process.
4. Role Transition/Role Performance/Role Conflict

- a. Define the terms role transition, role performance and role conflict, summarize the phases of role transition and differentiate intrapersonal and interpersonal aspects of role conflict.
 - b. Describe developmental theories and their relationship to personal and professional role development.
 - c. Outline the stages of professional role development and define professionalism as it relates to nursing.
 - d. Describe the states and concepts for career mobility transition. Professional Roles, Nursing Theories, Legal and Ethical Aspects Differentiate between the scopes of practice for licensed vocational nurses, psychiatric technicians and registered nurses and discuss roles of the professional nurse.
5. Compare and contrast the various educational programs in nursing. Identify several nursing theories and their relationship to theoretical frameworks.
6. Explore legal ethical aspects and their application to the profession of nursing.
7. Dosage Calculation and Medication Administration.
- a. Discuss the systems of measurement used in the administration of medications and correctly perform calculations for dosages of medications.
 - b. Define terms related to the administration of medications.
 - c. Describe legal implications of medication administration. Discuss various types of medication orders, "six" rights of medication administration and discuss the nurse's role in the prevention of medication errors.
 - d. Identify equipment required for the administration of intravenous solutions and medications, and describe essential steps for safely administering intravenous solutions and medications.
8. Fluid-Electrolyte and Acid-Base Balance
- a. Discuss the function, distribution, composition and movement of fluids and electrolytes in body compartments.
 - b. Discuss the regulation of body fluids, electrolytes and acid-base balance. Identify factors that affect normal fluid, electrolyte and acid-base balance and imbalances.
 - c. Discuss factors and disturbances in fluid, electrolyte and acid-base balances. Identify data necessary for the assessment of the client's fluid, electrolyte and acid-base status.
 - d. Identify nursing diagnoses, outcomes and nursing interventions for clients with altered fluid, electrolyte and/or acid-base balances.

Course Lab Content

For all content listed above: students will utilize the nursing process, develop a plan of care for chronic, stable medical surgical patients, while integrating cultural, spiritual, and equity practice to:

1. develop a teaching plan related to medication commonly prescribed to patients.
2. Identify pharmacological agents and nursing implications.
3. Discuss the environmental, cultural, spiritual and psychosocial influences that affect the patient/family.
4. Practice health teaching of the patient/family.
5. The students will be expected to apply knowledge and skills learned in the classroom and skills lab setting, directly to the clinical environment.

Methods of Instruction

Method

Activity

Integration

Concept mapping and discussion of the concept map will be used to support critical thinking and clinical reasoning for the transitioning registered nursing student.

Method

Discussion

Integration

Small group discussion will be employed to enable the transitioning registered nursing student to better their communication and problem solving skills related to real world nursing scenarios.

Method

Lecture

Integration

Classroom lecture will be used to address all theory objectives while promoting critical thinking for the transitioning registered nursing student.

Method

Role Playing/Simulation

Integration

Low and high fidelity simulation will be used to support critical thinking and clinical reasoning for the transitioning registered nursing student.

Methods of Evaluation**Method**

Class Participation

Integration

Participation in discussions and other classroom activities will be considered as part of the students overall success in the course when reviewing scenarios and case studies for a wide variety of patients. The scenarios and case studies will be reviewed for accuracy as based on the competencies found in the Lasater Clinical Judgment Model rubric.

Method

Concept Mapping

Integration

Concept map will demonstrate relevant and significant relationships of the various concepts and how they impact patient care. Discussion of the concept maps will allow for greater assessment of learner comprehension and application of relevant concepts as per the seven Core Threads of the program. The seven core competencies are based off the QSEN competencies (qsen.org).

Method

Papers

Integration

Written APA 7th edition formatted essay covering how a nurse can be mindful of their own implicit biases and help to address diverse patient populations while promoting equity and inclusion

Method

Projects

Integration

Projects, such as concept mapping which evaluate assessment, critical thinking, and clinical reasoning of basic nursing care based on the steps of the nursing process will be utilized. Multiple assessments are used to assess accuracy of critical thinking and clinical judgment, including but not limited to the QSEN Competencies, Nurse Practice Act, and Lasater Clinical Judgment model.

Method

Quizzes



Integration

Exams and quizzes may be used to ensure comprehension of core nursing concepts and critical thinking abilities related to basic nursing theory and skills and QSEN Competencies (qsen.org).

Method

Simulation

Integration

Evaluation will assess how students respond to the simulation scenarios. Evaluation will also assess the critical thinking and clinical reasoning of the learner based on the assigned case study/clinical scenario as defined by the Lasater Clinical Judgment Rubric.

Assignments

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

You will read nursing medical journal articles on current nursing practice while identifying the closure of gaps addressing diversity, equity, inclusion, and implicit bias when managing care of the chronic, stable Medical Surgical patient. You will participate in a discussion board post which will allow you to elaborate on how inequity, lack of diversity, cultural incompetence, racism impact access or quality of care in the nursing environment. The discussion will allow the student and opportunity to research gaps and reflect how they can incorporate their findings to improve patient care to address these issues.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

You are to read governing and regulatory bodies regarding nursing scope of practice in the state of California such as the Nurse Practice Act, the licensing regulations of the Department of Consumer Affairs-Board of Registered Nursing.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

You will review an unfolding case study of a medical-surgical patient and research the disease process. You will review labs, diagnostics, and physical presentation findings to be able to respond to the questions in the case study utilizing narrative explanations, concept mapping, or diagrams for questions to the responses.

Course Materials

Textbooks

Claywell, L. (2021). LPN to RN Transitions. Elsevier. (5th edition). ISBN: 9780323698016.

Ignatavicius, D. Workman, L. (2019). Medical Surgical Nursing Nursing: Concepts for Interprofessional Collaborative Care. Elsevier. (10th edition). ISBN-100323612423

Other Resources

American Psychological Association. (2020). Publication Manual of the American Psychological Association, 7th edition. American Psychological Association. ISBN: 978-1-4338-3217-8

Class Size Information

Class Size

30

Class Size Category

F - Individualized, skills#based instruction/field practice 30

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

There are objectives included in each learning module to incorporate how DEI relates to medical surgical nursing. Students will complete a research paper on DEI and implicit bias that includes finding a relevant journal articles and practice gaps and how practice can be updated/change in reflection of current events.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

The course grade consists of a variety of assessment methods- exams, quizzes, a teaching project (presentation + paper), journal reflections, case studies, discussion board, and simulation. Students learn the course content through lecture and clinical, which helps account for diverse learning styles since this allows for application of theoretical concepts on actual patients.

Interactions

Explain how the course will incorporate student-to-student interaction.

Prior to each class, students will have to complete discussion boards and responses for each learning module. Students also have assigned group work. Flipping/scrambling classroom methods will be implemented. Group case study, virtual and low-fidelity simulation will be utilized.

Explain how the course will incorporate instructor-to-student interaction.

Lecture, discussion, and Q & A are methods of instructor to student interaction. Instructor will also be responding to discussion boards, simulations and virtual reality medical scenarios are integrated and instructor led.

Explain how the course will incorporate student-to-content interaction.

Exams, presentations, and KSA's will be utilized to demonstrate the implementation of the nursing process and interventions of each body system and disease process.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Reflection and discussion is utilized as writing assignments that allows students to provide learning moments that contains information about theory or clinical experiences.



Key: 2383