Course Title: Transition to Professional Nursing

Course Prefix: Nurs  Course No.: 3005  Section No.: M01

Department of: Nursing  College of: Nursing

Number of Total Course Credits: Five (5) credit hours: (3-2)

Instructor Name: Antonea’ Jackson, MSN, RN, CNE

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U.S. Postal Service Address: 6436 Fannin Street. Houston, Texas. 77030

Office Hours: Posted

Virtual Office Hours: Posted

Location: College of Nursing, Room 1106

Class Meeting Days & Times: Wednesdays- 9a-12:50p (didactic)

Tuesdays-7a-2:50p (clinical)

Catalog Description: This course is designed to transition the LVN student to professional nursing practice. Course content and clinical activities explore the context of professional nursing including critical thinking and evidence based nursing practice, professional roles, values, and responsibilities for nursing practice in a dynamic, culturally diverse health care environment. Clinical application will focus on care of adults with a variety of health care alterations.

Prerequisites: Admission to LVN/BSN Program; completion of advanced placement testing.

Co-requisites:
To be eligible to progress to Family Health Nursing each student must: achieve a cumulative score of 75% in each of the following courses: NURS 3005, NURS 3013, NURS 3011, and NURS 3023.


**Recommended Textbook:**


**Suggested Textbooks:**


**Access to Learning Resources:**

PVAMU Library: phone: (936) 261-1500

University Bookstore: phone: (936) 261-1990

**NURS 3005 COURSE GOALS/OBJECTIVES**

**Didactic:** At the completion of this course and related clinical activities, the student will be able to:

1. Apply nursing and related theories as
   a. they impact health promotion,
   b. protection and restoration needs for
   c. culturally diverse clients. (POPCC, I-III, VII-IX)

2. Implement the nursing process with
   a. clients of varying cultures, values and
   b. beliefs. (POPCC, II-III, VI-VII)

3. Incorporate health information and
   a. technological skills in implementation of
   b. teaching-learning strategies to meet
   c. specific needs for health teaching with
   d. clients. (POPCC, II, IV, VI)

4. Demonstrate critical thinking and
   a. communication skills in the role of the nurse
   b. as provider of care, coordinator of care and
   c. member of the profession. (POPCC, PSA,
5. Use research findings from nursing and health related literature and evidence based practice for clinical decision-making in professional nursing. (POPCC, II-III, VII)
6. Assume responsibility and accountability related to one's own professional practice continued professional growth and development (MOP, V, VIII, IX).

Clinical: The end of the practicum the student will exhibit the following competencies in caring adult clients:

**Provider of Care** (POPCC, MOHCT, PSA, II-VIII)
1. Perform comprehensive assessment to include factors impacting health status and health needs of clients.
2. Formulate nursing diagnoses based on analysis of comprehensive assessment.
3. Relate assessment findings to underlying pathologic or physiologic changes in the client's condition.
4. Use current technology and evidence-based information to formulate and construct the nursing care plan.
5. Collaborate with interdisciplinary health care team in the discharge planning processes.
6. Promote a safe, effective environment conducive to the optimal health and dignity of the client.
7. Initiate nursing interventions to promote client's psychosocial and physical well-being.
8. Recognize and address ethical and legal concerns in clinical practice.
9. Apply therapeutic communication skills when interacting with clients.
10. Develop, implement and evaluate individualized teaching plans based developmental health care learning needs.
11. Prioritize client care and follow-up on problems that warrant investigation.

**Clinical Behaviors**
The student will demonstrate proficiency in clinical practice and discuss the following in clinical conference:

1. Demonstrate the steps of the nursing process using a critical thinking approach
   a. Assessment of selected patients
   b. Identification of nursing diagnoses based on assessment data
   c. Formulation of nursing care plan consistent with nursing diagnoses
   d. Using evidence-based approaches.
   e. Initiation of interventions to promote client well-being evaluation of
   f. Effectiveness of interventions.
   g. Evaluation of interventions’ effectiveness.
2. Maintains client safety in provision of care.
3. Administers medications safely and documents patient response.
4. Applies therapeutic communication skills with clients.
5. Demonstrates professional responsibility by recognizing and addressing ethical and legal concerns in clinical practice.
Guidelines for Instruction: Lectures, discussions, presentations, computer instruction and feedback, class preparation guides, quizzes. Case studies, analysis of client care using the nursing process and clinical conferences

Texas Board of Nursing (BON) Differentiated Essential Competencies (DECs) Fall 2011:
   I. Member of the Profession (MOP)
   II. Provider of Patient-Centered Care (POPCC)
   III. Patient Safety Advocate (PSA)
   IV. Member of the Health Care Team (MOHCT)

Essential I. Liberal Education for Baccalaureate Generalist Nursing Practice
Essential II. Basic Organizational and Systems Leadership for Quality Care and Patient Safety
Essential III. Scholarship for Evidence-Based Practice
Essential IV. Information management and Application of Patient Care Technology
Essential V. Health Care Policy, Finance, and Regulatory Environments
Essential VI. Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
Essential VII. Clinical Prevention and Population Health
Essential VIII. Professionalism and Professional Values
Essential IX. Baccalaureate Generalist Nursing Practice

References:
Texas Board of Nursing Differentiated Essential Competencies of Graduates of Texas Nursing Programs (Fall 2011)
American Association of Colleges of Nursing (AACN) The Essentials of Baccalaureate Education for Professional Nursing Practice (2008)
Course Requirements & Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

**Exams** – written tests designed to measure knowledge of presented course material

**Exercises** – written assignments designed to supplement and reinforce course material

**Projects** – web development assignments designed to measure ability to apply presented course material

**Class Participation** – daily attendance and participation in class discussions

### Grading

<table>
<thead>
<tr>
<th>Instrument (Theory)</th>
<th>Theory (%)</th>
<th>Instrument (Practicum)</th>
<th>Practicum (%)</th>
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</thead>
<tbody>
<tr>
<td>Quizzes /Assignments</td>
<td>5%</td>
<td>Clinical Evaluation</td>
<td>10%</td>
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<tr>
<td>APA Conceptual Paper</td>
<td>Pass/Fail</td>
<td>Nursing Process (3)</td>
<td>10%</td>
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<tr>
<td>Unit Examination (4)</td>
<td>45%</td>
<td>Skill lab/quizzes</td>
<td>5%</td>
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<tr>
<td>Kaplan Exam</td>
<td>Pass/Fail</td>
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<tr>
<td>Final Examination (Comp)</td>
<td>20%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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**Grade Determination:**

- A = 90-100
- B = 81-89
- C = 75-80
- D = 65-74
- F = below 65

**Examination Policy:**

All students are expected to notify faculty if they are not able to report for an exam. Notifications should be received at least 30 minutes prior to the examination time. **There will be no make-up examinations.** If the absence is excused, the weight of the missed exam will be added to the comprehensive final examination. If the absence is unexcused, the student will receive a grade of zero. There will be no make-up quizzes. The student will receive a grade of zero for the missed quiz whether absence is excused or unexcused

**Kaplan Exam**

Students are required to take the ATI Examination to assess their adult health knowledge at the end of the semester. The unsecured version will be available for practice, prior to the exam, so that students can enhance their test taking skills.

**Dosage Calculation Proficiency Policy**

All students enrolled in clinical courses must pass a dosage calculation proficiency examination with
a score of 94% in order to be eligible to attend clinical. The medication proficiency exam may be repeated only once. A student who fails to demonstrate proficiency in this examination by the second attempt is ineligible to continue in the course.

Submission of Assignments:
All written assignments must be typed. Students must complete all classroom assignment meet all deadlines as scheduled. Written assignments are due at the beginning of class on the scheduled due date. Late papers will be subject to 5 points deduction per day late. Papers that are submitted beyond the due date will not be accepted without prior approval. If for any reason an assignment cannot be submitted on time, it is the responsibility of the student to notify the instructor in advance of the due date to request an extension.

Formatting Documents:
Microsoft Word is the standard word processing tool used at PVAMU. If you’re using other word processors, be sure to use the “save as” tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

Class Topical Outline:
I. Introduction-LVN to RN role transition.
II. Professional role development.
III. Historical perspectives of nursing.
IV. Nursing process and critical thinking.
V. Nursing and related theories (families, health promotion, growth & development, Maslow etc).
VI. Therapeutic communication and cultural diversity.
VII. Ethical/legal bases of professional nursing practice.
VIII. Teaching/learning principles.
IX. Management of the aged, end-of-life care, peri-operative care.
X. Management of the client with health alterations related to impaired protective functioning.
XI. Management of the client with health alterations related to neoplasms.
XII. Management of clients with health alterations related to the integumentary system.
XIII. Management of the client w/health alterations related to hematology.
XIV. Management of client w/health alterations related to the respiratory system.
XV. Management of the client w/health alterations to the cardiovascular system.
XVI. Management of client w/health alteration to the genitourinary system.
XVII. Management of client w/health alteration to the gastrointestinal system.
XVIII. Management of client w/health alteration to musculoskeletal and neurological systems.
XIX. Management of client w/health alteration to the endocrine system.
XX. Nursing Management and the changing health care environment.
University and College of Nursing Rules and Procedures

Disability statement (See Student Handbook and Student Planner):
The Office of Disability Services and Diagnostic Testing is responsible for achieving and maintaining program accessibility for all students who self-identify as having an officially documented disability (Rehabilitation Act Section 504 and Americans with Disability Act (ADA). Students are encouraged to become self-advocates; however the office provides leadership in advocating for removal of attitudinal and physical barriers that may impeded successful progression toward achievement of the student’ educational objectives. Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Title IX of the Education Amendments Act of 1972 and Pregnancy Statement (See Student Handbook and Student Planner): Title IX states,

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.”

Any pregnant students, or students planning to become pregnant, should consult with their health care provider to determine what, if any, additional precautions are needed based on their individual situation. It is the responsibility of the student to communicate their needs to the Dean of the College of Nursing, Academic Programs as soon as possible in order for risk-reduction to begin when it can be most effective, and to determine if additional steps are necessary. While the college cannot mandate the student notify the college she is pregnant or planning to become pregnant, the college strongly recommends students provide notification so appropriate steps can be taken to insure the health of both parent and child. To communicate health circumstances or to request additional information, please contact the Dean College of Nursing, Academic Programs, Dr. Betty N. Adams, at 713-797-7009.

Academic misconduct (See Student Handbook and Student Planner):
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:
1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.

2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

3. Fabrication: use of invented information or falsified research.

4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one’s own work also constitutes plagiarism.

References
Nonacademic misconduct (See Student Handbook and Student Planner)
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor’s ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct (See Student Handbook and Student Planner):
Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy:
Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student’s course grade being reduced or in assignment of a grade of “F”. Absences are accumulated beginning with the first day of class.

Student Academic Appeals Process
Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.
Technical Considerations for Online and Web-Assist Courses

Minimum Hardware and Software Requirements:
- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15” monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0 /plug-ins
- Participants should have a basic proficiency of the following computer skills:
  · Sending and receiving email
  · A working knowledge of the Internet
  · Proficiency in Microsoft Word
  · Proficiency in the Acrobat PDF Reader
  · Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette): students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

Technical Support: Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

Communication Expectations and Standards:
All emails or discussion postings will receive a response from the instructor within 48 hours. You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following my receipt of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

Submission of Assignments:
Assignments, Papers, Exercises, and Projects will distributed and submitted through your online course. Directions for accessing your online course will be provided. Additional assistance can be obtained from the Office of Distance Learning.

Discussion Requirement:
Because this is an online course, there will be no required face to face meetings on campus. However, we will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board.

Students are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor. It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.