COURSE OUTLINE

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NSG 136</td>
<td>LPN Transition: Nursing Through the Lifespan</td>
<td>9</td>
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**Hours:**
- **Lecture:** 90
- **Clinical:** 180

**Pre-requisites:**
- BIO 103, 104
- ENG 101
- PSY 101, 207
- NUR 151
- NSG 137

**Co-requisites:**
- BIO 201
- MATH

**Implementation:** Fall 2015

**Catalog description (2006-2009 Catalog):** [Note: All revisions to the course description in the catalog require the submission of a memo to the Curriculum Committee.]

This course is designed to assist the student in the transition from licensed practical nurse to registered nurse. The course builds on previous learning, while introducing new knowledge and skills that pertain to the registered nurse role. It will prepare the student to enter the final two nursing courses in the curriculum. Emphasis is on the use of the nursing process in meeting the self-care deficits of clients and families through the lifespan.

**Is course New, Revised, or Modified?** Revised

**Required texts/other materials:**

Harrington, N. (2013) *LPN to RN Transition*. (4th) Lippincott Williams & Wilkins:


MCCC Course Outline; Approved by the Curriculum Committee 12/6/07
LWW, (2011) MediQuick Drug Cards (18th edition) Lippincott
Evolve: Evolve Apply: Complete RN Online Case Studies (1yr subscription)
Van Leeuwen, A., (2011) Davis’s Comprehensive Handbook of Laboratory & Diagnostic Testing with Nursing Implications

Revision date: April 2013
Course coordinator: Edyth Duffy, RN, MSN 609-599-6380 eduffy@stfrancismedical.org

Information resources: (Describe the primary information resources that support the course, including books, videos, journals, electronic databases, websites, etc. To request new materials for your course, use the library request form at: www.mccc.edu/student_library_course_form.shtml)
Textbooks, Library resources, Angel Learning Online Resources

Other learning resources: (Describe any other student learning resources that are specific to this course, including any special tutoring or study group support, learning system software, etc.)
ATI Learning Systems software
Evolve HESI Systems software

Course Competencies/Goals: [List the most important 5-8 overall student learning outcomes for your course. Course-level student learning outcomes (or Course Competencies/Goals) are statements that describe the specific, measurable knowledge, skills, and/or values that the student is expected to demonstrate, perform or exhibit after completion of the course. Student learning outcomes should focus on what the students will learn (rather than what the instructor will teach) and must include verbs (explain..., demonstrate..., analyze...) that reflect lower-order and higher-order learning goals.]

The student will be able to:
1. Demonstrate use of concepts from the sciences and evidenced based nursing practice in the care of diverse clients (individual, family and community). (Gen Ed goal 1,2,3,4,5; MCCC Core Skills B,C,D, E, G)
2. Uses communication strategies with peers, patients and selected health team members to provide quality patient centered care. (Gen Ed goal 1, 2, 8, 9; MCCC Core Skills A, B, C, D, E, F, G)
3. Apply legal and ethical principles when providing care to patients and families. (Gen Ed goal 9; MCCC Core Skills C)
4. Use the nursing process and professional standards in the delivery of safe, patient centered care to individuals and families in multiple settings. (Gen Ed goal 1, 2, 3, 4, 5, 8, 9; MCCC Core Skills A, B, C, D, E, F, G)
5. Identify principles of delegation and evaluation in delivery of patient care. (Gen Ed goal 1, 2, 9; MCCC Core Skills A, B, C, D, E, F, G)
6. Demonstrate accountable and responsible behavior as a care provider while portraying a professional image. (Gen Ed goal 1; MCCC Core Skills A, B, C, F)

Course-specific General Education Knowledge Goals and Core Skills. [To an extent consistent with its primary purposes, each course in every program is expected to reflect the college’s commitment to general education, as affirmed in the 2005 General Education Policy. A General Education Course is one whose primary purposes and overall design coincide strongly with one or more of the approved general education goals and objectives. For any approved (or proposed) General Education Course, the General Education Goals and Objectives form (the form identified as the "Gen Ed Attachment") should be completed and attached to the course outline. Below is a complete list of Mercer’s General Education Knowledge Goals and Core Skills. Retain on this course outline the Goals and Skills that pertain to your course and delete those that are not a central part of the course.]

General Education Knowledge Goals
Goal 1. Communication. Students will communicate effectively in both speech and writing.
Goal 2. Mathematics. Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
Goal 3. Science. Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
Goal 6. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.
Goal 7. Ethical Reasoning and Action. Students will understand ethical issues and situations.

MCCC Core Skills
Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.
Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.
Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.
Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.
Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.
Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail. [Each unit should center around a topic, theme or skill that supports the Course Competencies/Goals (the course-level student learning outcomes [SLOs]) and general education student learning outcomes. For each unit, identify specific student learning outcomes that focus on content knowledge or process skills. Units of study are not simply the chapters of the textbook; they are independent of the selected textbook. Unit-level student learning outcomes should state (in terms that can serve as the frame of reference for ongoing assessment of both student achievement and of the course’s effectiveness) what successful students will be able to demonstrate, perform or exhibit at the end of the unit. Connect the unit-level SLOs back to the course-level SLOs and the General Education and Core Skills SLOs either by cross-referencing them by number or by explaining the connections in a brief narrative. It is not expected that every unit-level SLO will connect to the General Education]
and Core Skills SLOs; each unit-level SLO, however, must connect to at least one course-level SLO. See the attached examples.]

Unit III Leadership
1. Discuss the role of the RN as team leader and manager of patient care. (Course Goals 2, 3, 5, 6)
2. Discuss the five rights of delegation. (Course Goals 5, 6)
3. Discuss the qualities and activities that contribute to effective management. (Course Goals 1, 2, 3, 5, 6)
4. Explain the roles a SWOT analysis or a SOAR analysis in developing a leader and manager. (Course Goals 1, 6)
5. Describe the major concepts of conflict, conflict resolution and informal negotiation. (Course Goals 2)
6. Examine nursing roles in assuring coordination, integration, and continuity of care. (Course Goals 1, 2, 4)
7. Discuss the nurse’s role in relation to case management. (Course Goals 4),
8. Describe decision process in delegating an action to an UAP or LPN. (Course Goals 3, 5, 6)

Evaluation of student learning: [Describe general guidelines for examinations, required work, course work, assignments, and tests. Explain how assignments evaluate student achievement of course competencies/goals (course-level SLOs). Multiple measures (quizzes, tests, essays, projects, portfolios, practicums, etc.) are recommended.]

Evaluation Methods:  
Theory:  
4 Unit exams = 70% of the Grade
1 Final exam = 30% of the Grade

Clinical:  
(Graded S/U)  
Clinical Performance Evaluation
Nursing Process Plan of Care
Case Studies / leadership
Delegation Assignment
Neonatal Assessment
Pain Management Self Learning Packet
Community Clinical Setting Assignments
Process Recordings

The following grading system is the method of evaluation recognized by the St. Francis Medical Center School of Nursing:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade Points</th>
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<tbody>
<tr>
<td>A</td>
<td>(93-100)</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>(90-92)</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>(87-89)</td>
<td>3.4</td>
</tr>
<tr>
<td>B</td>
<td>(83-86)</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>(80-82)</td>
<td>2.7</td>
</tr>
<tr>
<td>F</td>
<td>(Below 80)</td>
<td>0</td>
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In order to pass the course an 80% based on exams alone must be achieved. The 80% will be calculated prior to other supplement graded assignments.

Academic Integrity Statement: [Include a statement affirming the college’s Academic Integrity policy and any specific implications for the course. See http://mlink.mccc.edu/omb/OMB210.pdf]

We affirm the college’s Academic Integrity Policy as indicated below:

MCCC OMB 210
ACADEMIC INTEGRITY POLICY

Mercer County Community College is committed to Academic Integrity -- the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work, and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty.

The college recognizes the following general categories of violations of Academic Integrity, with representative examples of each. Academic Integrity is violated whenever a student:

A. Uses or obtains unauthorized assistance in any academic work.
   - copying from another student's exam.
   - using notes, books, electronic devices or other aids of any kind during an exam when prohibited.
   - stealing an exam or possessing a stolen copy of an exam.

B. Gives fraudulent assistance to another student.
   - completing a graded academic activity or taking an exam for someone else.
   - giving answers to or sharing answers with another student before, during or after an exam or other graded academic activity.
   - sharing answers during an exam by using a system of signals.

C. Knowingly represents the work of others as his/her own, or represents previously completed academic work as current.
   - submitting a paper or other academic work for credit which includes words, ideas, data or creative work of others without acknowledging the source.
   - using another author's words without enclosing them in quotation marks, without paraphrasing them or without citing the source appropriately.
   - presenting another individual's work as one's own.
   - submitting the same paper or academic assignment to another class without the permission of the instructor.

D. Inappropriately or unethically uses technological means to gain academic advantage.
   - inappropriately or unethically acquiring material via the Internet or by any other means.
   - using any electronic or hidden devices for communication during an exam.

Each instructor and academic support service area is authorized to establish specific guidelines consistent with this policy.

CONSEQUENCES FOR VIOLATIONS OF ACADEMIC INTEGRITY

For a single violation, the faculty member will determine the course of action to be followed. This may include assigning a lower grade on the assignment, assigning a lower final course grade, failing the student in the course, or other penalty appropriate to the violation. In all cases, the instructor shall notify the Chair of the Academic Integrity Committee of the violation and the penalty imposed.
When two (or more) violations of academic integrity are reported on a student, the Academic Integrity Committee (AIC) may impose disciplinary penalties beyond those imposed by the course instructors. The student shall have the right to a hearing before the AIC or a designated AIC subcommittee.

APPEALS

The student has a right to appeal the decision of the instructor or the Academic Integrity Committee. Judicial procedures governing violations of Academic Integrity are contained in the Student Handbook.

Approved: Board of Trustees
May 19, 1983

Revised: May 18, 2000
March 18, 2004