



Course Syllabus

RNSG 1324 – Concept-Based Transition to Professional Nursing Practice

Catalog Description: Integration of previous health care knowledge and skills into the role development of the professional nurse as a provider of patient-centered care, patient safety advocate, member of health care team, and member of the profession. Emphasis is on clinical decision-making for patients and their families. Review of selected health care and professional nursing concepts with application through exemplars. Health care concepts* include comfort, diversity, elimination, functional ability, human development, mobility, nutrition, sensory perception, sleep, coping, thermoregulation, tissue integrity, acid-base balance, clotting, cognition, fluid and electrolyte balance, gas exchange, immunity, metabolism, nutrition, and perfusion. Professional nursing concepts include clinical judgment, communication, ethical-legal, evidenced-based practice, health promotion, health information technology, patient-centered care, patient education, professionalism, safety, and teamwork and collaboration. Introduces concept of leadership and management. This course lends itself to a concept-based approach.

*The concept of grief and the exemplars for grief are now presented in level 3, RNSG 1538. (TxNCBC Consortium 6/2015)

Prerequisites: Admission to the Panola College LVN to RN Hybrid Transition Program

Co-requisites: RNSG 1128, 1118, 1163

Semester Credit Hours: 3

Lecture Hours per Week: 2

Lab Hours per Week: 4

Contact Hours per Semester: 96

State Approval Code: CIP 51.3801

Class section meeting time: See your CANVAS Course HOME page for required lab days and Zoom times.

Online—students are expected to spend at least 3-4 hours per week (based on the number of contact hours for the particular course, change the number to reflect that) reading, reviewing, and participating in assigned activities for successful completion of this course.

Alternate Operations During Campus Closure: In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Panola College to move to altered operations. During this time, Panola College may opt to continue delivery of instruction through methods that include, but are not limited to: online learning management system (CANVAS), online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Panola College's website (www.panola.edu) for instructions about continuing courses remotely, CANVAS for each class for course-specific communication, and Panola College email for important general information.

Instructional Goals and Purposes: The purpose of this course is to integrate previous health care knowledge and skills into the role development of the professional nurse through the utilization of concept analysis diagrams from the Texas Nursing Concept Based Curriculum. Students will build on and develop the understanding and application of these nursing concepts. Students will develop clinical judgment and nursing care for patient and their families across the lifespan. Students will apply nursing concepts to

specific exemplars providing the opportunity to develop clinical judgment. Students will be introduced also to the professional nursing concepts of leadership and management.

Learning Outcomes:

1. Utilize a systematic process to analyze selected health care concepts to manage care for patients across the lifespan.
2. Describe the interrelatedness among health care concepts to assist in developing clinical judgment.
3. Describe the attributes and roles of the professional nurse including leadership, management, and principles of delegation
4. Apply clinical reasoning processes for the development of clinical judgement.
5. Discuss the legal-ethical exemplars for professional nursing practice.
6. Utilize professional communication techniques in providing patient-centered care and collaborating with members of the health care team.
7. Identify health promotion needs for patients across the life-span.

Specific Course Objectives (includes SCANS):

After studying all materials and resources presented in the course, the student will be able to:

1. Utilize a systematic process (the nursing process) to analyze selected health care concepts listed in the course outline to manage care for diverse patients across the lifespan. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, iii, iv, v, 2; a; i, ii, iii, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii, iii)
2. Describe the interrelatedness among health care concepts to assist in developing clinical judgment and nursing management of care, pharmacological and non-pharmacological interventions, using selected exemplars. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, v, 2; a; i, ii, iii, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii, iii)
3. Describe the attributes and roles of the professional nurse including leadership, management and principles of delegation. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, v, 2; a; i, ii, iii, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii, iii)
4. Apply clinical reasoning processes for the development of clinical judgement and safe actions in nursing practice. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, iv, v, 2; a; i, ii, iii, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii, iii)
5. Discuss the legal-ethical parameters for professional nursing practice including the Nursing Practice Act and the American Nurses Association (ANA) Code of Ethics as related to selected exemplars. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, v, 2; a; i, ii, iii, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii, iii)
6. Utilize professional communication techniques in providing patient-centered care and in collaborating with members of the health care team. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, v, 2; a; i, ii, iii, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii)
7. Identify health promotion needs for diverse patients across the life-span. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, iii, iv, v, 2; a; i, ii, iii, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii)

Course Content:

A general description of lecture/discussion topics included in this course are listed in the Learning Objectives / Specific Course Objectives sections of this syllabus.

Students in all sections of this course will learn the following content:

HEALTH CARE CONCEPTS - BIOPHYSICAL

Acid Base Balance

- Diabetic Ketoacidosis (DKA)
- Hyperventilation (Birthing Mother, Panic Attack)
- Gastrointestinal Losses (Pediatric)
- Drug Overdose with Hypoventilation

Clotting

- Hemophilia

- Deep Vein Thrombosis (DVT)

Comfort

- Osteoarthritis (Chronic Pain)
- Degenerative Disc Disease (Neuropathic Pain)
- Post-Operative Pain- Total Joint Arthroplasty (Acute Pain)
- Procedural Pain (Acute pain)
 - Dressing Changes/Wound Care, Physical Therapy after arthroplasty
- Sick Cell Anemia (Chronic Pain, Acute Exacerbations)
- Post-Operative Pain: Abdominal Surgery (Acute Pain)
- Renal Calculi (Acute Pain)
- Peripheral Vascular Disease (PVD) (Neuropathic Pain)

Elimination

- Benign Prostate Hypertrophy (BPH) – urinary retention
- Diarrhea – Bowel Incontinence
- Gerontology – Urinary Incontinence
- Clostridium Difficile (C.-diff)
- Constipation/Impaction – Elderly (skills course)
- Diverticulitis
- Paralytic Ileus – Bowel Obstruction
- Neurogenic Bladder – Spastic

Fluid & Electrolyte Balance

- Dehydration – Gastroenteritis – Elderly and Pediatrics
- Extracellular Fluid Volume Excess
- Hypocalcemia
- Hypercalcemia
- Hypokalemia
- Hyperkalemia - Chronic Renal Failure
- Hyponatremia - Syndrome of Antidiuretic Hormone (SIADH),
- Hypernatremia – Diabetes Insipidus (DI)
- Hypophosphatemia
- Hyperphosphatemia
- Hypomagnesemia
- Hypermagnesemia

Functional Ability

- Alzheimer's disease
- Downs Syndrome (including only functional ability aspects of care)
- Parkinson's disease
- Cerebrovascular Accident - Stroke

Gas Exchange

- Asthma
- Chronic Obstructive Pulmonary Disease (COPD)
- Pneumonia- Aspiration
- RSV/Bronchiolitis (Pedi)
- Tracheal Esophageal Fistula (Pedi/Newborn)

Mobility

- Hip Fractures
- Disuse syndrome
- Joint Replacement
- Osteoarthritis
- Osteoporosis

Immunity

- Vaccines
- Otitis media

- Urinary Tract Infection (Urosepsis)
- Cellulitis
- Osteomyelitis
- Pneumonia
- Appendicitis
- Trauma-sprain

Metabolism

- Diabetes Type 1
- Diabetes Type 2
- Gestational Diabetes
- Graves' Disease – Hyperthyroidism
- Hypothyroidism

Nutrition

- Diets (regular, soft, mechanical soft, clear Liquids, full liquids)
- Obesity
- Malnutrition (Inadequate-excess)
- Iron deficiency anemia
- Dysphagia
- Heart healthy diet
- Diabetic diet
- Malnutrition (Introduce Parenteral Nutrition)
- Peptic ulcer disease (PUD)
- Gastroesophageal reflux disease (GERD)
- Malabsorption syndromes infant & elderly (gastrostomy and enteral Feedings)
- Starvation – Failure to Thrive
- Infant Nutrition (Breast/Bottle)

Perfusion

- Basic ECG Rhythms (NSR, ST, SB only)
- Congestive Heart Failure
- Hypertension
- Gestational Hypertension
- Mitral Valve Prolapse
- Coronary Artery Disease (CAD)
- Peripheral Vascular Disease (PVD)

Sensory Perception

- Cataracts
- Conductive Hearing Loss
- Macular Degenerative Disease
- Peripheral Neuropathy (peripheral artery disease)
- Sensorineural Hearing Loss (pediatrics)
- Glaucoma
- Eye Injuries

Sleep

- Sleep Deprivation
- Insomnia
- Sleep Apnea

Thermoregulation

- Environmental Exposure
- Hypothermia – Frost Bite, Infant
- Hyperthermia – Heat Stroke – Elderly
- Fever (pediatric)
- Malignant Hyperthermia

Tissue Integrity

- Dermal Ulcers
- Impetigo
- Psoriasis
- Wounds (surgical/traumatic)
- Tinea Pedis
- Candida
- Pediculosis (lice)

HEALTH CARE CONCEPTS - PSYCHOSOCIOCULTURAL

Cognition

- Alzheimer's Disease/Dementia
- Delirium

Coping

- Anxiety
 - Generalized Anxiety Disorder
 - Panic Disorder (Attack)
 - Obsessive Compulsive Disorder
 - Eating Disorders
 - Anorexia Nervosa
 - Bulimia
 - Phobia
- Stress
 - Separation Anxiety (Developmental)
 - Post-Traumatic Stress Disorder
 - Physical Response/Disease
 - Lifespan Response
- Substance Abuse/Addictive Behaviors
 - Alcoholism
 - Opioid epidemic
 - Maternal/Fetal Cocaine Addiction
 - Neonatal Abstinence Syndrome (Withdrawal)

Diversity (Cultural Competence)

- Hispanic Traditions – Maternity w Complementary/Alternative Medicine
- Jehovah's Witness – Blood Products, Pediatrics
- Traditional Islamic – Ritual dying patient
- Spirituality - Spiritual distress (exemplars to include Race, Gender, Sexual Orientation, Age, Education, Abilities & Life Experiences)

Human Development

- Hospitalized Patient – Adult/Pedi

PROFESSIONAL NURSING CONCEPTS

Clinical Judgment

- Scenarios applying the Nursing Process
- Clinical Skills (Assessing Wound/Dressing Decisions; Timing and Clustering of Daily Care)
- Urgent/Emergent Situations (Start Oxygen, Failure to Rescue, Rapid Response Team)
- Medication Management
- When to Contact Physician or other Health Care Provider

Communication

- Interpersonal
- Inter-professional
 - SBAR
 - Electronic Healthcare Records
- Intra-personal
- Peers and Healthcare Team Members
- Assertive Communication

- Therapeutic Communication

Ethics & Legal precepts

- Nursing Practice Act
- Patient Confidentiality (HIPAA and Social Media)
- ANA Code of Ethics
- Patient Rights
- Criminal Law
- Civil Law
- Informed Consent

Evidence-Based Practice

- Best Practices and Standards (related to course content)

Health Information Technology*

Health Promotion

- Obesity management
- Injury prevention
- Health care screening
- Social Determinants of Health

Leadership & Management

- Delegation

Patient-Centered Care

- Advocacy
- Prioritizing Individualized Care
- (Scenarios Related to Course Content)

Patient education

- Discharge planning
- Formal patient teaching (examples related to course content)
- Informal patient teaching (examples related to course content)
- Oral health across the lifespan

Professionalism

- Attributes of the Profession
- Service Excellence
- Roles of the Nurse (Differentiated Essential Competencies: DECS)

Safety

- Standard Precautions
- National Patient Safety Goals
- Environmental Safety & Medication Administration (Skills)
- Time Outs
- Core Measures
- Anticipatory Guidance

Teamwork & Collaboration

- Interdisciplinary Plan of Care
- Group work
- Chain of Command
- Conflict Management Strategies
- Group Process - Operating Room Team

* only the concept is covered – no exemplars

Students in all sections of this course will be required to:

1. Review definitions and application of all concepts using assigned concept analysis diagrams
2. Complete required reading and posted assignments on CANVAS prior to scheduled due dates
3. Participate in all CANVAS discussions, simulation and lab activities, and required ZOOM meetings
4. In the event of an emergency or announced campus closure due to a natural disaster or pandemic and instruction changes to follow alternate operations, students will be required to join

and participate in ZOOM classes or labs at scheduled class time or lab time for the semester. Students will complete and submit all online assignments as instructed through the CANVAS course.

For RNSG 1324L, the student is required to:

- Comply with all policies and procedures in the Panola ADN Handbook for each assigned lab class.
- Bring required equipment for clinical (please see Panola ADN Handbook, section 4.5.f) to each assigned lab class.
- Bring all needed textbooks and resources to lab for completion of learning activities/simulations.
- Refer to the Panola ADN Handbook "Attendance/Absences" policy (Panola ADN Handbook section 4.1) for attendance requirements. All lab hours for this course will be viewed as required clinical hours for the semester and ADN program.
- Be self-directed in preparation and in participation in learning activities and simulation scenarios. The student is required to complete all assigned reading, assigned audiovisuals, and assigned computer instruction prior to the assigned lab class.
- Take the initiative to schedule any additional practice needed in the lab with the instructor.

Methods of Instruction/Course Format/Delivery in:

The didactic portion of this course is offered online and utilizes various online resources for instruction. Methods of instruction include discussion board participation, assignments from required course resources, CANVAS assignments and activities, independent study, case studies, library research, videos, podcasts, voice-over lecture, zoom conferences, and group assignments. Recorded ZOOM lectures will be subject to publication on the CANVAS course. The lab portion of the course will be face to face in the simulation and skills laboratory in the Health and Natural Sciences Building. Scheduled times for labs will be posted on the CANVAS course calendar.

Major Assignments / Assessments:

The following items will be assigned and assessed during the semester and used to calculate the student's final grade.

Assignments/Quizzes

Weekly assignments will be posted on CANVAS and must be completed and submitted by the posted due dates on CANVAS or on Evolve resources. Announced and unannounced graded quizzes may be given in the online course or in the face to face lab time. (5% of final grade)

Assessment(s):

- Exam 1
- Exam 2
- Exam 3
- Exam 4
- LVN-RN Custom achievement exam
- Comprehensive final exam

Course Grade:

The grading scale for this course is as follows:

- **4 formative exams. See CANVAS Calendar (17% each)**
- LVN-RN Custom Achievement Exam conversion score (10%)
- Comprehensive final exam (17%)
- Assignments/Quizzes (5%)
 - Make up exams may be given at the discretion of the **instructor if prior arrangements have been made**. A student must contact the instructor on the first day back for make-

up assignments. This includes exams. All make-up examinations will be a separate examination and may include essay questions. Students absent for class quizzes or who do not submit online quizzes by due date will not be allowed to make up that quiz.

- Exams will be constructed from a random sample of the materials from the course and will be presented in the form of a NCLEX-style item. Refer to the National Council of State Boards of Nursing, Inc. website ([Next Generation NCLEX](#)) for more information regarding the NCLEX Item Formats.
- Exams combine content from RNSG 1324 and RNSG 1128. The student will receive the same grade earned on exams and assignments for RNSG 1324 and RNSG 1128. **The student must earn an overall grade of 75 or above to successfully pass RNSG 1324 and RNSG 1128.** Please see the grading policy (section 5) in the Panola ADN Handbook.
- All exams will be proctored at Panola College as directed by the professor.

Texts, Materials, and Supplies:

Nursing Concepts Online for RN, 3 rd Edition, Texas Version access card	Required (Bundle)	Elsevier	Elsevier	3e
Concepts for Nursing Practice, 3rd Edition	Required (Bundle)	Giddens	Elsevier	3e
Medical-Surgical Nursing, 12th Edition	Required (Bundle)	Harding	Elsevier	12e
Maternal-Child Nursing, 6th Edition	Required (Bundle)	McKinney	Elsevier	6e
Fundamental of Nursing, 11th Edition	Required (Bundle)	Potter	Elsevier	11e
Varcarolis' Foundations of Psychiatric-Mental Health Nursing, 9th Edition	Required (Bundle)	Halter	Elsevier	9e
HESI Comprehensive Review for the NCLEX-RN Examination w/ access 7/e	Required (Bundle)	HESI	Elsevier	7E
Mosby's Manual of Diagnostic and Laboratory Tests	Required (Bundle)	Pagana	Elsevier	7e
Gahart's 2024 IV Medications	Required	Collins	Elsevier	
Davis's Drug Guide for Nurses	Required	Vallerand/Sanoski	F.A.Davis	
Custom Texas Nursing concept Based Curriculum	Required (Available on CANVAS Course)	Texas Nursing Concept Based Curriculum Consortium		
Mosby's Dictionary of	Optional	Mosby	Elsevier	

Medical, Nsg & Allied Health				
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Required Readings and Recommended Readings:

- All required readings and recommended readings will be posted on your Canvas course each week.

Other:

- For current texts and materials, use the following link to access bookstore listings: <http://www.panolacollegestore.com>
- For testing services, use the following link: <http://www.panola.edu/elearning/testing.html>
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Matthews Student Center or go to <http://www.panola.edu/student-success/disability-support-services/> for more information.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook, *The Pathfinder*: <http://www.panola.edu/student-success/documents/pathfinder.pdf>

SCANS CRITERIA

- 1) **Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.**
 - a) **Basic Skills:** A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
 - i) Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
 - ii) Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
 - iii) Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
 - iv) Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
 - v) Speaking: Organize ideas and communicate orally.
 - b) **Thinking Skills:** A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
 - i) Creative Thinking: generate new ideas.
 - ii) Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
 - iii) Problem Solving: recognize problems and devise and implement plan of action.
 - iv) Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
 - v) Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
 - vi) Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.
 - c) **Personal Qualities:** A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
 - i) Responsibility: exert a high level of effort and persevere toward goal attainment.
 - ii) Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
 - iii) Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
 - iv) Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
 - v) Integrity and Honesty: choose ethical courses of action.
- 2) **Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.**
 - a) **Resources:** A worker must identify, organize, plan, and allocate resources effectively.
 - i) Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
 - ii) Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
 - iii) Material and Facilities: Acquire, store, allocate, and use materials or space efficiently. Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.
 - b) **Interpersonal Skills:** A worker must work with others effectively.
 - i) Participate as a Member of a Team: contribute to group effort.
 - ii) Teach Others New Skills.
 - iii) Serve Clients/Customers: work to satisfy customer's expectations.

- iv) **Exercise Leadership:** communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
- v) **Negotiate:** work toward agreements involving exchange of resources, resolve divergent interests.
- vi) **Work with Diversity:** work well with men and women from diverse backgrounds.
Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

c) **Information:** A worker must be able to acquire and use information.

- i) **Acquire and Evaluate Information.**
- ii) **Organize and Maintain Information.**
- iii) **Interpret and Communicate Information.**
- iv) **Use Computers to Process Information.**

Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.

d) **Systems:** A worker must understand complex interrelationships.

- i) **Understand Systems:** know how social, organizational, and technological systems work and operate effectively with them.
- ii) **Monitor and Correct Performance:** distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
- iii) **Improve or Design Systems:** suggest modifications to existing systems and develop new or alternative systems to improve performance.

Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

e) **Technology:** A worker must be able to work with a variety of technologies.

- i) **Select Technology:** choose procedures, tools or equipment including computers and related technologies.
- ii) **Apply Technologies to Task:** understand overall intent and proper procedures for setup and operation of equipment.
- iii) **Maintain and Troubleshoot Equipment:** Prevent, identify, or solve problems with equipment, including computers and other technologies.

Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.

Associate Degree Nursing

Student Acknowledgment

I have read the Panola College Associate Degree Nursing program syllabus for RNSG 1324 Concept-Based Transition to Professional Nursing Practice. The items in the syllabus have been explained to me. I understand that it is my responsibility to seek any additional clarification that I may need from the instructor.

I will comply with the syllabus requirements as delineated. In addition, I will comply with the current ADN Student Handbook as found on the ADN web page. It is my understanding that this form will become part of my permanent file.

Student Name (Printed) _____

Student Signature _____

Date _____