



MASTER COURSE OUTLINE

A. NURS 1430 Transition to the Professional Nurse Role

B. COURSE DESCRIPTION:

This course is designed to expand the knowledge and skills of the LPN as they transition to the professional role in nursing, with a rural focus. Emphasis is placed on health promotion through the lifespan and incorporates theories/practices related to quality and safety, evidence-based practice, teamwork and collaboration, clinical judgement, communication, assessment, human flourishing, and informatics. Basic skill acquisition, data gathering strategies, and application of principles in the lab/clinical setting enable beginning professional identity. This course will have on-campus skills lab time. Prerequisites: Admission to the Nursing Program and BIOL 2040. Co-requisites: BIOL 2040. **(3.5 Cr – 2 lect, 1.5 lab)** (Lecture hours/week: 2; On campus lab hours/semester: 48)

C. *Core Theme: Critical Thinking

D. RIVERLAND INSTITUTIONAL LEARNING OUTCOMES:

This course addresses the following Riverland Institutional Learning Outcome(s):

- ILO 1: critical thinking (*Core Theme Goal 2*)
- ILO 2: awareness of the larger global community (*Core Theme Goal 7 or 8*)
- ILO 3: ethical, engaged citizenship (*Core Theme Goal 9 or Goal 10*)
- ILO 4: communication and collaboration (*Discipline Goal 1 and by any learning outcome(s) involving communication or collaboration*)

E. MAJOR CONTENT AREAS:

- Professional nursing standards of practice, clinical decision making/clinical judgment, roles, practice environments for the registered nurse
- Application of evidence-based practice/research
- Legal-ethical issues, patient advocacy, and regulatory frameworks
- Holism/self-care/caring, safety, communication, teaching/learning, informatics, and transcultural concepts
- Integrative therapies of comfort, relaxation, rest, and psychoneuroimmunology
- Health promotion through the lifespan (integrated through theory and lab)
- Health/illness

- Determinants of health
- Screening
- Medication administration (incorporating differences between LPN and RN roles)
- Dosage calculation
- Concepts of role change and differences between the licensed practical nurse (LPN) and registered nurse (RN) roles
- Overview of concepts used in nursing program curriculum framework
- Strategies for coping with stressors of nursing education, orientation to the use of computers, test taking skills, elements for math competency, expectations for assignment completion, and introduction to the use of simulation in the nursing program

F. GOAL TYPE, OBJECTIVES AND OUTCOMES:

<u>GOAL TYPE</u>	<u>OBJECTIVES</u> Students will be able to	<u>OUTCOMES</u> The student will successfully
<u>*Critical Thinking</u>	analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.	1. evaluate and modify personal transition plan (for clarity, completeness, and efficiency) to bring about successful completion of the nursing program based on these judgements.
<u>CS</u>	demonstrate a spirit of inquiry through reflection, self-analysis, self-care, and lifelong learning in professional nursing practice.	1. demonstrate transition to the role of professional nurse within rural organizational systems. 2. reflect on personal and professional actions based on a set of shared core nursing values.
<u>CS</u>	utilize best available evidence and informatics to guide decision making.	1. apply credible, evidence-based sources of information to guide safe, preventative care.
<u>CS</u>	collaborate with inter-professional teams to provide holistic nursing care.	1. demonstrate transition to the role of professional nurse within organizational systems.
<u>CS</u>	adapt communication strategies to effectively respond to a variety of health care situations.	1. demonstrate transition to the role of professional nurse within organizational systems. 2. reflect on personal and professional actions based on a set of shared core nursing values.
<u>CS</u>	provide safe care that is culturally and developmentally appropriate and is centered on building and sustaining positive healthful relationships in the rural community.	1. apply current theoretical concepts and implement safe care for clients in selected rural community settings. 2. identify appropriate nursing cares/interventions for rural community populations.
<u>CS</u>	incorporate ethical practice and evidence-based nursing care within the nursing discipline and rural community environments.	1. apply theories and concepts of social and cultural factors to provide prevention-based nursing care. 2. describe behavioral change techniques to promote health and

		manage illness. 3. conduct a wellness assessment to identify risks and/or determinants of health.
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G. SPECIAL INFORMATION:

This course may require use of the Internet, the submission of electronically prepared documents and the use of a course management software program. Students who have a disability and need accommodation should contact Accessibility Services at the beginning of the semester. This information will be made available in alternative format, such as Braille, large print, or current media, upon request.

Special program needs include a calculator, nursing uniform, insignia patch, Riverland name tag, stethoscope, and watch with a second hand. A student enrolled in this course must have current immunizations, CPR certification, passed a background check, and must be able to provide their own transportation to class and clinical locations. The student must also be of good health and able to lift and transfer patients without restriction.

H. COURSE CODING INFORMATION:

Course Code O, B/Class Maximum 32, 24; Letter Grade

Revision date: 09/17/19; 02/06/24

AASC Approval date: 10/22/19; 4/21/20; 03/19/24

*These five MnTC Goals have been identified as Riverland Community College Core Themes. Every course in the Riverland Community College curriculum shall meet outcomes from one of these themes.

**These five MnTC Goals have been identified as Riverland Community College Disciplines. Riverland’s MnTC courses also shall meet outcomes from a Discipline Area.

NOTE: The Minnesota Transfer Curriculum “10 Goal Areas of Emphasis” are reflected in the five required discipline areas and five core themes noted in the Riverland Community College program of study guide and/or college catalog.

*Riverland Community College Core Themes	MnTC Goal Number
Critical Thinking (CT)	2
Human Diversity (HD)	7
Global Perspective (GP)	8
Ethical and Civic Responsibility (EC)	9
People and the Environment (PE)	10

**Riverland Community College Discipline Areas	MnTC Goal Number
Communication (CM)	1
Natural Sciences (NS)	3
Mathematics/Logical Reasoning (MA)	4
History and the Social & Behavioral Sciences (SS)	5
Humanities and Fine Arts (HU)	6

Riverland