

Fond du Lac Tribal and Community College
COURSE OUTLINE FORM

03/19/19

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: _____
2. Date submitted: _____
3. Date approved: 4/27/23 Date revised _____
4. Department/discipline: Nursing
5. Department(s) endorsement(s): _____
(Signatures of the person(s) providing the endorsement are required.)
6. Course Title: Transition to Professional Nursing
Abbreviated course title for Transcripts (25 characters or less): _____
7. Course Designator: NURS 8. Course Level: 2015
9. Number of Credits: Lecture 1 Lab _____
10. Control Number (on site) 30 Control Number (online) 25
11. Catalog/Course description:

This nursing course focuses on the transition of the licensed practical nurse to the Associate Degree Nursing student nurse conceptual learning level. Students will explore learning strategies to develop an individualized nursing student success plan. The scope of practice of a registered nurse will be differentiated from that of a licensed practical nurse. The nursing process, clinical judgment, evidence-based practice, quality patient education, and patient centered care are applied to quality professional nursing care. Effective communication techniques with patients, families, and other collaborative team members will be reviewed in this course. Students will explain the role of the professional nurse within the collaborative team in providing quality patient care. Cultural considerations for nursing care will be incorporated throughout the course with a focus on the health needs of the Indigenous and rural communities.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses
Prerequisite(s): Admission to LPN to ADN Program
Co-requisite: NURS 1140 Holistic Nursing Care II and NURS 1141 Holistic Nursing Care II Clinical
13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Transition textbook (instructor discretion)

14. Course Content (Provide an outline of major topics covered in course)

1. Transition from LPN to ADN student
 - a. Transition process
 - b. Learning styles
 - c. Learning strategies
 - d. Lifelong learning
2. Differentiation of RN and LPN Scopes of practice
 - a. Legal and ethical principles
 - b. Delegation principles
 - c. Theoretical frameworks
 - d. Nursing process and clinical judgment models
3. Professional nursing care
 - a. Evidence-based practice
 - b. Therapeutic and effective communication
 - c. Patient and family education
 - d. Historical and societal influences
 - e. Introduction to Cultural Safety

15. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information.)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one's own traditions and culture, knowledge of others' traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Upon completion of this course, the student will be able to:

Learning Outcomes	Competencies (CAC)	Cultural Standards
Patient Centered Care Select nursing plans of care that are client and family centered, culturally safe, and based on the identified needs of the adult patient.	C, D	1, 5, 6
Patient Centered Care Summarize patient education related to health promotion for the adult patient.	A, B	1, 4, 7
Nursing Judgment Explain rationale for use of the nursing process and	A, C	1, 2, 4

clinical judgement models for effective nursing care.		
Professional Identity Develop an individualized nursing student success plan based on prior experience, learning styles, transition theories, and identified needs.	C, D	3, 4, 7
Professional Identity Differentiate scope of practice of LPN and RN, with emphasis placed on the role transition of LPN to ADN student.	A, C	1, 2, 3
Quality Improvement Explain importance of evidence-based nursing interventions in relation to quality nursing care.	A, C	1, 4
Teamwork and Collaboration Articulate effective use of therapeutic communication skills with patients, families, and other collaborative team members.	A, B	5, 6
Teamwork and Collaboration Distinguish the role of professional nursing within the collaborative team in providing quality patient care.	B, D	4, 6, 7

WINHEC Cultural Standards:

- 1. GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
- 2. GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
- 3. ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.

4. **AANGWAAMIZIWIN – *Diligence and caution:*** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
5. **DEBWEWIN – *Honesty and integrity:*** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.
6. **ZAAGI' IDIWIN – *Loving and Caring:*** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
7. **ZHAWENINDIWIN – *Compassion:*** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

See www.mntransfer.org

Goal Area(s): _____

Provide the specific learning outcomes as listed on the mntransfer.org website that pertain to this course.

17. Are there any additional licensing/certification requirements involved?

_____ Yes ☒ No

Provide the required documentation to show course meets required licensing/certification standards.

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