

**Fond du Lac Tribal and Community College**  
**COURSE OUTLINE FORM**  
**Outline Form Created: 03/19/19**  
**Form Updated 12/2/24**

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: 04/27/23                      Date revised 3/4/25, 10/3/25, 2/25/2026
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: 2016
9. Number of Credits: Lecture 2                      Lab 0
10. Control Number (on site) 32                      Control Number (online) 32

On site groups, max 12. Additional support staff will be hired to support hands-on teaching.

11. Catalog/Course description:  
This nursing course provides the Licensed Practical Nurse (LPN) with concepts regarding the transition professional Registered Nurse (RN) role. 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 decision-making, evidence-based practice, quality patient education, and patient centered care are discussed and applied to quality professional nursing actions. 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:
13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Program defined material, may include a nursing Transition textbook (instructor discretion).

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

The Course Content is updated to reflect the Nursing Program Curriculum Mapping. The Course Content for the NURS 2016 Transition to Professional Nursing includes:

- Clinical Judgement
- Patient Centered Care
- Safety
- Pharmacology
- Professional Identity of Nurse
- Culture, Spirituality, DEI
- Infection
- Nutrition
- Elimination
- Anxiety, Stress, Coping
- Ethics
- Pain
- Health Promotion

**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:

| <b>Learning Outcomes</b>  | <b>Competencies (CAC)</b> | <b>Cultural Standards</b> |
|---|---------------------------|---------------------------|
| 1. Discuss holistic care that is client centered and culturally safe and addresses the unique needs and circumstances of the individual. (Patient Centered Care)          | C, D                      | 1, 5, 6                   |
| 2. Demonstrate the nursing process and clinical judgement models for effective nursing care including medication administration (Nursing Judgement)                       | A, C                      | 1, 2, 4                   |
| 3. Differentiate identity, role, and scope of practice between the LPN and RN, with emphasis placed on the role transition of LPN to ADN student. (Professional Identity) | A, C                      | 1, 2, 3                   |

|  |      |      |
|--|------|------|
| 4. Explain importance of evidence-based nursing interventions in relation to quality nursing care. (Quality Improvement)     | A, C | 1, 4 |
| 5. Demonstrate effective communication/interaction skill with peers and collaborative partners. (Teamwork and Collaboration) | A, B | 5, 6 |

**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](http://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.