

Course Description

NUR1002 | Transition to Registered Nursing | 2.00 credits

This course introduces the student with selected prior health care experience and education to the profession of nursing, the roles basic to nursing practice, nursing process and the implementation of health-promoting activities to meet patient needs. Prerequisite: Admission to the School of Nursing; Corequisites: NUR1002L and NUR1141

Course Competencies:

Competency 1: The student will discuss factors that motivate licensed practical nurses and those with other health-related backgrounds to enroll in associate degree nursing programs by:

1. Comparing and contrasting the educational preparation and scope of practice of licensed practical nurses and other health care team members with that of registered nurses
2. Discussing articulation between practical nurses, associate degree and bachelor's degree programs
3. Applying principles of delegation to specific examples of professional nursing practice to ensure safe and legal patient care

Competency 2: The student will identify the development of contemporary nursing practice by:

1. Identifying the concepts of health, health care delivery, and the settings and resources available in the community
2. Discussing the roles of the registered professional nurse
3. Identifying roles of the health care team members, including physician, social worker, case manager, dietitian, physical therapist, therapist, licensed practical nurse, and unlicensed assistive personnel
4. Discussing interactions between the registered professional nurse and other members of the health team

Competency 3: The student will value the nursing process as the framework for meeting the health needs of individuals by:

1. Identifying the phases of the nursing process
2. Discussing the importance of a comprehensive and accurate database on which a diagnosis, plan, and interventions are based
3. Discussing the importance of establishing priorities before planning interventions
4. Using the nursing process in discussing a patient care scenario
5. Personalizing the nursing care plan to meet individual patient needs

Competency 4: The student will identify the diverse roles of the nurse required in the management of patient care by:

1. Discussing the nurse's role as educator, advocate, collaborator, and manager of patient care
2. Explaining the independent, dependent, and collaborative functions of nurses
3. Recognizing the nurse's role in identifying and reporting medical errors
4. Differentiating between active and latent errors
5. Discussing significant sentinel categories events

Competency 5: The student will discuss values clarification from the perspective of nursing practice in a multicultural, pluralistic society by:

1. Defining the concept of holistic being
2. Identifying the patient's interrelated physiological, psychologic, sociocultural, spiritual, and environmental dimensions
3. Discussing the concept of delivering culturally competent care
4. Identifying the impact of cultural diversity on health care delivery

Competency 6: The student will describe the critical thinking process in nursing practice by:

1. Identifying the components of the critical thinking model
2. Comparing the relationship between critical thinking and the nursing process

Competency 7: The student will apply principles of therapeutic communication and the teaching-learning process by:

1. Explaining the elements of the communication process
2. Distinguishing therapeutic, non-therapeutic, and social communication
3. Discussing teaching and learning concerning the communication process
4. Integrating teaching and learning principles with the nursing process phases

Competency 8: The student will identify principles of growth and development by:

1. Identifying patient needs throughout the life cycle
2. Identifying special needs of the aging population
3. Discussing the nurse's role in the stages of death and dying
4. Discussing the legal and ethical implications of end-of-life care

Competency 9: The student will identify principles of stress and adaptation by:

1. Describing the physiological and psychological responses to stress
2. Giving examples of stress reduction techniques

Competency 10: The student will identify the nurse's role in preserving visual and auditory health by:

1. Describing the physiological processes involved in normal vision and hearing
2. Identifying common abnormalities of the visual and auditory systems
3. Identifying nursing responsibilities in managing the care of patients with selected visual and auditory pathologies

Competency 11: The student will apply the mechanisms of fluid, electrolyte, and acid-base balance by:

1. Describing the role of fluid and electrolytes in body function
2. Comparing signs and symptoms of specific fluid and electrolyte imbalances
3. Identifying nursing management of specific fluid and electrolyte imbalances
4. Comparing and contrasting types of intravenous solutions and indications for use
5. Describing pH and the mechanisms that regulate acid-base balance
6. Analyzing arterial blood gas results
7. Identifying normal and abnormal respiratory and metabolic acidosis manifestations and alkalosis

Competency 12: The student will identify the nurse's role in the preparation and administration of medications by:

1. Identifying the factors that influence the actions of drugs
2. Comparing and contrasting the different routes of medication administration
3. Explaining the importance of the "five rights" of medication administration
4. Stating the legal and ethical implications of medication administration
5. Outlining error-prone situations and methods for improving patient outcomes
6. Discussing root cause analysis of sentinelevents

Competency 13: The student will identify primary health care and health assessment by:

1. Identifying the significance of the assessment phase of the nursing process and identifying the techniques used in the assessment

Competency 14: The student will understand the relevance of the health history by:

1. Discussing the components of health history

2. Identifying therapeutic communication techniques used in obtaining the history, recognizing the importance of understanding cultural diversity
3. Implementing the patient's right to privacy and confidentiality

Competency 15: The student will identify subjective and objective data pertinent to all of the body systems by:

1. Identifying components of a system-specific history by discussing the techniques of inspection, palpation, percussion, and auscultation

Competency 16: The student will organize the management of patients with selected immune disorders by:

2. Reviewing the components and functions of the immune system
3. Describing the assessment of a patient's immunestatus
4. Discussing autoimmune disorders' pathophysiology and the characteristics of immune deficiencies and identify appropriate laboratory and diagnostic testing used to assess and monitor immune changes
5. Describing collaborative management of patients
6. Discussing the use of the nursing process as a framework to provide individualized care to patients with altered immune systems
7. Discussing common characteristics of immunizing agents
8. Discussing the role of immunizations in promoting health and preventing disease
9. Developing a plan for teaching individuals about recommended immunizations
10. Describing the goals of and methods for enhancing immunity
11. Discussing the characteristics and clinical uses of immunosuppressants

Competency 17: The student will organize the management of patients with selected digestive and gastrointestinal disorders by:

1. Reviewing the major structures and functions of the gastrointestinal system
2. Identifying clinical manifestations of impairment in gastrointestinal function
3. Describing the diagnosis and pathophysiology of gastric disorders, including ulcerative disorders
4. Describing the diagnosis and pathophysiology of bowel disorders, including inflammatory bowel disease
5. Describing the collaborative management of patients
6. Applying principles of perioperative care to the patient having gastric or intestinal surgery
7. Discussing using the nursing process as a framework to provide individualized care to patients
8. Identifying categories of medications used
9. Comparing and contrasting anti-ulcer agents
10. Discussing appropriate use of antacids
11. Developing a teaching plan including pharmacologic and non-pharmacologic treatment of peptic ulcer disease
12. Discussing the appropriate choice of laxatives for selected patient populations
13. Discussing possible reasons for and hazards of overuse of laxative products

Learning Outcomes:

- Communicate effectively using listening, speaking, reading, and writing skills
- Use quantitative analytical skills to evaluate and process numerical data
- Solve problems using critical and creative thinking and scientific reasoning
- Formulate strategies to locate, evaluate, and apply information
- Demonstrate knowledge of diverse cultures including global and historical perspectives
- Demonstrate knowledge of ethical thinking and its application to issues in society