**NUR 1002L Transition to Registered Nursing Lab**

**Course Description:**
This lab introduces students with prior health care education to the nursing profession. Students will learn the nurse’s role in meeting short and long term needs of the patient through preventive, therapeutic and palliative care. Students will also explore nursing care of the adults with moderate alterations in health within a body systems framework. Pre-Req: Program Admission; Co-Req: NUR 1002 and NUR 1142.

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<tr>
<th>Course Competency</th>
<th>Learning Outcomes</th>
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| **Competency 1:** The student will be able to analyze the elements of contemporary professional nursing practice by: | • Communication  
• Critical thinking |
| 1. Observing the concepts of health, health care delivery and the settings and resources available in the community.  
2. Observing the roles of the registered professional nurse with that of the licensed practical nurse and others with health-related backgrounds.  
3. Observing roles of the members of the health care team including physician, social worker, case manager, dietitian, physical therapist, respiratory therapist, licensed practical nurse, and unlicensed assistive personnel.  
4. Observing interactions between the registered professional nurse and other members of the health team.  
5. Identifying appropriate areas for delegation to and collaboration with other members of the health team | |
| **Competency 2:** The student will apply the nursing process as the framework for meeting the health needs of individuals by: | • Communication  
• Critical thinking |

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

**Competency 3:** The student will identify the diverse roles of the nurse required in the management of patient care by:

1. Discussing the role of the nurse as educator, advocate, collaborator, and manager of patient care.
2. Explaining the independent, dependent, and collaborative functions of nurses.

- Communication
- Critical thinking

**Competency 4:** The student will discuss values clarification from the perspective of nursing practice in a multicultural, pluralistic society by:

1. Applying the concept of holistic being.
2. Identifying the interrelated physiological, psychological, sociocultural, spiritual and environmental dimensions of the patient.
3. Applying the concept of delivering culturally competent care.
4. Identifying cultural diversity in a health care setting.

**Competency 5:** The student will apply the critical thinking process in nursing practice by:

1. Using the components of the critical thinking model.
2. Comparing the relationship between critical thinking and the nursing process.
### Competency 6:
The student will apply principles of therapeutic communication and the teaching learning process by:

- Communication

1. Planning and delivering a teaching/learning presentation to a group in the community.
2. Using therapeutic communication techniques.

### Course Competency 7:
The student will apply the concept of basic human needs in planning nursing care in a medical/surgical or rehabilitation setting by:

- Critical thinking
- Information Literacy
- Cultural / Global Perspective

1. Using methods that increase a patient’s safety.
2. Using methods that prevent deterioration in skin integrity.
3. Demonstrating correct body mechanics in delivering patient care.
4. Using methods that promote oxygenation.
5. Using methods that enhance elimination.
6. Using methods that promote nutrition.
7. Using methods that decrease hazards of immobility.
8. Using methods to promote comfort and decrease pain.

### Course Competency 8:
The student will apply principles of growth and development by:

- Communication
- Critical thinking
- Cultural / Global Perspective

1. Planning for needs of adult patients at different stages in the life cycle.
2. Observing special needs of the aging population in a geriatric setting including nursing homes and senior citizen centers in the community.

### Course Competency 9:
The student will apply concepts of perioperative nursing by:

- Critical thinking
- Ethical Issues

1. Providing care to patients before, during, and following an operative procedure.
2. Discussing issues of informed consent in a small group setting.

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

- Communication
- Critical thinking
1. Planning care for a patient with visual or auditory loss.
2. Caring for a hearing or visually impaired person.

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

- Completing an intake and output assessment on a patient.
- Evaluating appropriate laboratory values relating to fluid, electrolyte, and acid base balance.
- Assessing the respiratory status of a patient.
- Documenting appropriate findings in the medical record.
- Explaining values that deviate from the norm.

**Course Competency 12:** The student will manage the care of patients with selected immune disorders by:

- Assessing a patient’s immune status.
- Using appropriate laboratory and diagnostic testing to assess and monitor a patient’s immune status.
- Using the nursing process as a framework to provide individualized care to patients with altered immune responses.
- Providing teaching for patients with altered immune status and their families.
- Demonstrating the appropriate use of standard precautions.
- Demonstrating the appropriate use of reverse isolation techniques.

**Course Competency 13:** The student will manage the care of patients with selected digestive and gastrointestinal disorders by:

- Observing clinical manifestations of impairment in gastrointestinal function.

- Communication
- Critical thinking
- Social Responsibility

- Communication
- Numbers / Data
- Critical thinking
- Information Literacy

- Communication
- Numbers / Data
- Critical thinking
- Information Literacy

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2. Identify interview questions pertinent to assessment of the gastrointestinal system.
3. Caring for patients in an in-patient setting.
4. Describing the diagnosis and pathophysiology of bowel disorders including inflammatory bowel disease.
5. Participating in the collaborative management of patients.
6. Applying principles of perioperative care to the patient having gastric or intestinal surgery.
7. Using the nursing process as a framework to provide individualized care to patients.
8. Demonstrating the correct technique for inserting a nasogastric tube.
9. Demonstrating the correct technique for removing a nasogastric tube.
10. Demonstrating the correct technique for administering bolus and continuous tube feedings.
11. Demonstrating the correct technique for nasogastric suction.
12. Demonstrating proper techniques for documenting procedures.

**Course Competency 14:** The student will manage the care of patients with selected neurologic disorders by:

1. Observing methods used to diagnose neurologic conditions.
2. Caring for patients in an in-patient setting.
3. Explaining the mechanisms related to unconsciousness.
4. Explaining the physiologic mechanisms that maintain intracranial pressure.
5. Identifying the causes, clinical manifestations and related nursing care for a patient with increased intracranial pressure.
6. Participating in the collaborative care and nursing management of a patient with a head injury.
7. Applying factors that influence cerebral blood flow.

- Communication
- Numbers / Data
- Critical thinking
- Information Literacy
8. Identifying factors that place a patient at risk for developing a stroke.
10. Discussing collaborative, pharmacologic and nutritional support for the stroke patient.
11. Participating the nursing management of the patient with a stroke from the acute through the rehabilitation periods.
12. Observing the impact of a stroke on the patient within the family system.
13. Describing the physiologic mechanisms involved in seizure disorders.
15. Participating in the collaborative management of the patient with a seizure disorder.
16. Identifying pathophysiology and clinical manifestations of brain tumor.
19. Using the nursing process as a framework for providing individualized care to patients.
20. Demonstrating correct procedures for positioning a client.
21. Demonstrating alternative communication techniques for use with an aphasic client.
22. Demonstrating correct technique for passive and active range of motion exercises.
23. Demonstrating correct procedures for caring for an unconscious client.
24. Demonstrating correct use of seizure precautions.

**Course Competency 15:** The student will manage the care of patients with cancer by:

- Communication
- Numbers / Data
- Critical thinking
- Information Literacy
- Cultural / Global Perspective
1. Observing the effects of cancer on specific body systems.
2. Using appropriate laboratory and diagnostic testing.
4. Identifying clinical manifestations and nursing management of the patient with cancer.
5. Participating in areas for collaborative care for a patient with cancer.
6. Identifying areas for collaboration with other disciplines and the delegation of responsibilities.
7. Observing cancer chemotherapy and/or therapeutic radiation in an out-patient cancer center.
8. Participating in cancer prevention community based project.
9. Demonstrating correct use of infection control practices in the immunocompromised client.
10. Demonstrating procedures for caring for client with a venous access device for chemotherapy (port.)

**Course Competency 16:** The student will manage the care of diabetic patients by:

1. Observing etiologic factors and clinical manifestations of Type 1 and Type 2 diabetes mellitus.
2. Using appropriate equipment to monitor blood glucose.
3. Participating in the collaborative management of the diabetic patient including areas of delegating responsibilities.
4. Differentiating the assessment and management of patients with hypoglycemia and hyperglycemia.
5. Determining the potential for and methods for preventing chronic complications.
6. Incorporating the role of patient education, nutritional support, and exercise.

- Communication
- Numbers / Data
- Critical thinking
- Information Literacy
- Cultural / Global Perspective
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<th>Course Competency 17: The student will manage the care of patients with selected cardiovascular disorders by:</th>
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<tbody>
<tr>
<td>1. Describing the pathophysiology, diagnosis, and management of patients with coronary artery disease, hypertension, congestive heart failure, and peripheral vascular disease.</td>
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<tr>
<td>2. Caring for patients in an in-patient setting.</td>
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<td>3. Assessing EKG rhythm strips.</td>
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<td>4. Applying electrodes for cardiac monitoring.</td>
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<td>5. Observing a patient undergoing cardiac catheterization and/or cardiac surgery.</td>
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<td>6. Applying principles of perioperative nursing to the patient undergoing cardiac surgery.</td>
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<td>7. Participating in the collaborative management of patients including interdisciplinary care and delegation of responsibilities.</td>
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<td>8. Using anti-embolic hosiery and sequential decompression devices.</td>
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<td>9. Participating in a community based hypertension and/or cholesterol screening program.</td>
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<tr>
<td>10. Correctly applying antiembolic devices (hosiery and sequential compression devices).</td>
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| 7. Teaching a patient about self-monitoring of blood glucose. |
| 8. Identifying community resources available to assist diabetics and their families. |
| 11. Participating in a community based project for blood glucose screening. |
| 12. Participating in collaborative management including interdisciplinary care and delegation of responsibilities. |

- Communication
- Numbers / Data
- Critical thinking
- Information Literacy
- Cultural / Global Perspective
**Course Competency 18:** The student will manage the care of patients with selected musculoskeletal disorders by:

- Communication
- Numbers / Data
- Critical thinking
- Information Literacy
- Cultural / Global Perspective

1. Observing the characteristics of normal movement.
2. Identifying clinical manifestations of musculoskeletal impairments.
3. Observing the pathophysiology, diagnosis, and management of patients with fractures and amputations.
4. Caring for patients with casts, traction, or other orthopedic devices.
5. Observing physical and occupational therapy.
6. Applying principles of perioperative nursing to the patient undergoing orthopedic surgery.
7. Participating in the collaborative management of patients including interdisciplinary care and delegation of responsibilities.
8. Using the nursing process in caring for patients in the acute through rehabilitation phases of care.

**Course Competency 19:** The student will manage the care of patients with selected respiratory disorders by:

- Communication
- Numbers / Data
- Critical thinking
- Information Literacy
- Cultural / Global Perspective

1. Observing the mechanics of normal respiration.
2. Observing clinical manifestations of respiratory impairments.
3. Observing the pathophysiology, diagnosis, and management of patients with chronic obstructive pulmonary disease, pneumonia, and tuberculosis.
5. Caring for a patient receiving oxygen therapy.
6. Implementing a turning, coughing, and deep breathing regimen.
7. Instructing a patient to use an incentive spirometer.
8. Observing respiratory therapy treatments.
9. Suctioning a patient via the nasotracheal or endotracheal route.
10. Participating in the collaborative management of patients including interdisciplinary care and delegation of responsibilities.
11. Providing teaching to patients with respiratory disorders and their families.
12. Using the nursing process to assess needs, plan and implement individualized care.
15. Demonstrating correct procedure for instructing patients in use of side arm nebulizer.

**Course Competency 20:** The student will manage the care of patients with selected disorders related to women’s health by:

1. Discussing the primary health needs of women throughout the life span.
2. Observing patients with neoplasms that are specific to women.
3. Identifying barriers to women seeking health care.
5. Applying principles of perioperative care to the patient undergoing gynecologic surgery.
6. Using the nursing process as a framework for providing individualized care to patients.
7. Observing patients seeking care in a fertility clinic.
8. Observing patients in a women’s health clinic.
9. Participating in a breast cancer prevention project.

**Course Competency 21:** The student will demonstrate the correct use of medications that come in powdered form by:

- Communication
- Critical thinking
- Computer / Technology Usage
- Numbers / Data
- Critical thinking

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1. Preparing and administering medications that come in powdered form.
2. Calculating the correct dosage of medications
3. Selecting the appropriate directions when preparing medications.

**Course Competency 22:** The student will understand concepts of intravenous therapy by:
- Numbers / Data
- Critical thinking

1. Identifying the role of the nurse in intravenous therapy.
2. Describing the use of equipment.
3. Defining “drop factor” and “flow rate.”
4. Calculating the flow rate of an infusion.
5. Demonstrating the correct procedure for intravenous insertion and blood sampling.
6. Demonstrating the correct procedure for administering intravenous medications.

**Course Competency 23:** The student will demonstrate the correct use of medication protocols by:
- Numbers / Data
- Critical thinking

1. Using common protocols for medication administration encountered in clinical settings.
2. Calculating the correct dose of medications based on specified protocols.