

## **COURSE OUTLINE**

### **Nursing Concepts for Advanced Standing**

#### **Course Description**

NR 108. Nursing Concepts for Advanced Standing. 2 hours credit. Prerequisites: BI 240 or BI 226 and BI 227, BI 250, BS 160, BS 260, EG 101, MA 120 or above, NR 110 all with a C or better. This course will enable the student to understand the transition from the role of the licensed practical nurse (LPN) to that of the registered nurse (RN). The student will apply the American Nurses Association (ANA) Standards of Practice and Standards of Professional Performance to cognitive and psychomotor skills learned in the course. These skills are needed for successful bridging into the Butler nursing program. The Kansas Nursing Articulation Model: Practical Nurse to Associate Degree Nurse applies to this course.

#### **Course Relevance**

This course supports the philosophy of career ladders in nursing practice and orients the student to the program of nursing at Butler Community College.

#### **Required Materials**

Ackley, B. and Ladwig, G., (2008). *Nursing diagnosis handbook: an evidence based guide to planning care* (8<sup>th</sup> ed.). St. Louis, MO: Mosby Elsevier

American Nurses Association. (2004). *ANA's foundation of nursing package*. Silver Spring, MD: nursebooks.org

Harrington, N. & Terry, C.L. (2009). *LPN to RN transitions*. (3<sup>rd</sup> ed.). Philadelphia, PA: Lippincott, Williams & Wilkins

Irwin, B.J. & Burckhardt, J. A. (2008). *Kaplan NCLEX-RN 2008-2009*. New York: Kaplan

Varcarolis, E. M. (2005). *Foundations of psychiatric mental health nursing*. (5<sup>th</sup> ed.). Philadelphia: W.B. Saunders.

#### **Supplemental Materials**

Curren, A. & Munday, L. (2002). *Dimensional analysis for meds*. (2<sup>nd</sup> ed.). Albany, NY: Delmar Thomas Learning.

Gahart, B., and Nazareno, A., (2010) *Intravenous medications* (26<sup>th</sup> ed.). St. Louis, MO: Mosby

## **Learning Outcomes**

The intention is for the student to be able to:

1. Apply the American Nurses Association (ANA) Standards of Practice and Standards of Professional Performance to cognitive and psychomotor skills learned in the course.
2. Differentiate between the role of the LPN and the role of the RN.

## **Learning PACT Skills that will be DEVELOPED and/or documented in this course**

Through involvement in this course, the student will develop ability in the following PACT skill area(s):

### **Analytical Thinking Skills**

1. Critical thinking
  - Through discussion and clinical simulation, the student will develop critical thinking skills.

### **Technology Skills**

1. Discipline-specific technology
  - Through performance in the simulated laboratory setting, the student will demonstrate selected nursing skills.

## **Major Summative Assessment Task(s)**

These learning outcomes and the Learning PACT skills will be demonstrated by:

1. Completing a clinical simulation in which the student will differentiate between the role of an RN and LPN, conduct a focused client assessment, and perform selected clinical skills including administering an intravenous medication (A skill rubric, T skill rubric).

## **Course Content**

- I. Skills/Competencies - Actions that are essential to achieve the course outcomes:
  - A. Demonstrate professional behaviors
  - B. Communicate effectively
  - C. Perform client assessment
    1. Physical assessment
    2. Psychosocial assessment
  - D. Participate in clinical decision making
  - E. Perform caring interventions
    1. Medication administration – oral, parenteral
    2. Medication administration - intravenous
  - F. Apply teaching/learning principles
  - G. Managing care of a client
  - H. Collaborate with other members of the health care team
- II. Themes – Key recurring concepts that run throughout this course:
  - A. Client Needs
  - B. ANA Standards of Practice (nursing process)
  - C. ANA Standards of Professional Performance
- III. Issues – Key areas of conflict that must be understood in order to achieve the intended outcome:
  - A. Philosophy of nursing

- B. Nursing roles
  - C. Delegation
  - D. Confidentiality
  - E. Accountability
  - F. Nurse's versus client's values
  - G. Scope of practice
- IV. Concepts - Key concepts that must be understood to address the issues:
- A. Safe and effective care environment
    - 1. Management of care
    - 2. Safety and infection control
  - B. Health promotion and maintenance
  - C. Psychosocial integrity
  - D. Physiological integrity
    - 1. Basic care and comfort
    - 2. Pharmacological and parenteral therapies
    - 3. Reduction of risk potential
    - 4. Physiological adaptation

### **Learning Units**

- I. Butler Department of Nursing organizing framework
    - A. Philosophy of nursing
    - B. Organizing framework
      - 1. Educational outcomes
      - 2. National Council of State Boards of Nursing Client Needs
      - 3. ANA Standards of Practice (nursing process)
      - 4. ANA Standards of Professional Performance
  
  - II. Safe and effective care environment
    - A. Management of care
      - 1. Concepts of management
      - 2. Concepts of leadership
      - 3. Delegation
      - 4. Information technology
      - 5. Role of the LPN and RN
    - B. Safety and infection control
  
  - III. Health promotion and maintenance
    - A. Techniques of physical assessment
    - B. Techniques of psychosocial assessment
  
  - IV. Psychosocial integrity
    - A. Abuse/neglect
    - B. Behavioral interventions
  
  - V. Physiological integrity
    - A. Pharmacological and parenteral therapies
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1. Dosage calculation
  2. Blood and blood products
  3. Medication administration
  4. Parenteral / intravenous therapy
- B. Reduction of risk potential
- C. Physiological adaptation
1. Alterations in mental health systems
    - a. Alterations in cognitive and perceptual processes: autism
    - b. Alterations in attention and behaviors
      1. Child
      2. Adolescent disorders
    - c. Alterations in coping
      1. Abuse/neglect of the individual and the family
      2. Eating disorders

## VI. Study skills and test taking strategies

### **Learning Activities**

Learning activities will be geared toward achieving the intended course outcomes through textbook and nursing journal readings, classroom activities, case studies, online learning materials, computer assisted programs, laboratory, simulation and clinical experiences.

### **Grade Determination**

The student will be graded on assessment tasks, written assignments, exams and other methods of evaluation at the discretion of the instructor.