Department:

Nursing: LPN to RN Completion Program

Course Description:

This hybrid course prepares the licensed practical nurse to articulate to the role of a registered nurse by expanding the LPN knowledge base and exploring the scope of practice of the RN. The course begins with a review of academic progression in nursing. It continues with an introduction to the curriculum and a discussion about preparing for success in school and excellence in practice. The end-of-program student learning outcomes and major program concepts are outlined. Program concepts include: nursing process, client-centered care, teamwork and collaboration, informatics, evidence-based practice, safety, quality improvement, leadership and professionalism. Higher levels of cognition including critical thinking, clinical reasoning and clinical judgment are explored. In addition, legal and ethical issues confronting the registered nurse are discussed.

Course Competencies:

Upon completion of the course, the student should be able to:

1. Discuss role transition from LPN to RN including scope of practice.
2. Explore academic progression in nursing.
3. Define the "end-of-Program" student learning outcomes for Highland's LPN to RN Completion Program.
4. Summarize the concepts on which the curriculum is based.
5. Compare higher levels of thinking including critical thinking, clinical reasoning, and clinical judgment.
6. Discuss the legal and ethical implications for the registered nurse.

Course Content:

A. Associate Degree Nursing
    Unit Objective: Discuss the transition from LPN to Registered Nurse (RN)
    1. Past and present influences on associate degree nursing
    2. Role transition from LPN to RN
    3. Academic progression
    4. Lifelong learning
    5. Scope of practice (Nurse Practice Act)
B. Success in School; Excellence in Practice
    Unit objective: Prepare for success in nursing school and professional practice
    1. Introduction to the LPN to RN Completion Program Curriculum
    2. End-of-program student learning outcomes
    3. Program concepts

4. Study skills
5. Develop individualized learning plan
6. Using ATI
7. APA format
8. Electronic health records (EMR, MAR, DocuCare, EHR TUTOR)
9. Test-taking strategies (classroom exams, standardized exams, NCLEX-RN)

C. The Role of the Registered Nurse

Unit objective: Explain role expectations

1. Concepts critical to professional practice (nursing process, communication, client education)
2. QSEN concepts (patient-centered care, teamwork and collaboration, informatics, evidence-based practice, safety, quality improvement)
3. IOM recommendations (leadership, professionalism)

D. Decision Making in Nursing

Unit objective: Discuss higher levels of thinking

1. Decision-making skills in nursing practice
2. Critical thinking
3. Clinical reasoning
4. Clinical judgment
5. Prioritization

E. Legal and Ethical Focus in Nursing

Unit objective: Summarize legal and ethical issues in nursing

1. Legal accountability
2. Legally sensitive areas that affect nursing practice
3. Client care decisions (Patient Self-Determination Act, Informed Consent, Living Will, Advanced Directive)
4. Ethical dilemmas
5. Ethical decision making
6. Personal reflection on own/others values and beliefs
7. Social media
8. Patient privacy and confidentiality (HIPAA, Patient Privacy Act)

Learning Assessments:

Course competencies will be assessed by assignments, quizzes, proctored exams, written or graphic presentations, and participation. The First Day Handout will provide specific details on assignments, exams, grading scale, course schedule, and class policies.

Instructional Materials:

ATI: Comprehensive Testing and Review Package for RNs: Skills Modules, Nurse Logic 2.0, Pharmacology Made Easy 2.0, Dosage and Calculations 2.0, EHR Tutor

Textbook: Harrington, N. & Terry, C. (2018). *LPN to RN Transitions: Achieving Success in Your New Role*. (5th ed.). Philadelphia: Lippincott Williams & Wilkins. ISBN-13: 978-1496382733

Guidelines for Requesting Accommodations Based on Documented Disability or Medical Condition

It is the intention of Highland Community College to work toward full compliance with the Americans with Disabilities Act, to make instructional programs accessible to all people, and to provide reasonable accommodations according to the law.

Students should understand that it is their responsibility to self-identify their need(s) for accommodation and that they must provide current, comprehensive diagnosis of a specific disability or medical condition from a qualified professional in order to receive services. Documentation must include specific recommendations for accommodation(s). Documentation should be provided in a timely manner prior to or early in the semester so that the requested accommodation can be considered and, if warranted, arranged.

In order to begin the process all students **must** complete the "Disabilities Self-Identification Form" on our Disability Services website.

This form can also be accessed at the Highland Community College homepage under Students Services/Student Resources/Disability Service or by contacting the Disabilities Coordinator.

A Note on Harassment, Discrimination and Sexual Misconduct

Highland Community College seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX, and College policy prohibit harassment, discrimination and sexual misconduct. Highland Community College encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to report to the Vice President for Student Services, the Human Resources Director or complete an online report about what happened so that they can get the support they need and Highland Community College can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Highland Community College is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please review our Equity Grievance Policy.