



**Purpose:** It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

**Course Title** – Concept-Based Transition to Professional Nursing Practice

**Course Prefix and Number** – RNSG 2371

**Department** – Associate Degree Nursing

**Division** – Allied Health

**Course Type:** (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
- Academic WCJC Core Course
- WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

**Semester Credit Hours # : Lecture Hours # : Lab/Other Hours #** 3:3:0

**Equated Pay hours for course** – 3

List Lab/ Other Hours
Lab Hours
Clinical Hours
Practicum Hours
Other (list)

**Course Catalog Description** – Integration of previous health care knowledge and skills into the role development of the professional nurse as a provider of patient-centered care, patient safety advocate, member of health care team, and member of the profession. Emphasis is on clinical decision-making for patients and their families. Review of selected health care and professional nursing concepts with application through exemplars. Health care concepts include comfort, diversity, elimination, functional ability, human development, mobility, nutrition, sensory perception, sleep, coping, thermoregulation, tissue integrity, acid-base balance, clotting, cognition, fluid and electrolyte balance, gas exchange, immunity, metabolism, nutrition, end-of-life, grief, and perfusion. Professional nursing concepts include clinical judgment, communication, ethical-legal, evidence-based practice, health promotion, informatics, patient-centered care, patient education, professionalism, safety, and team/collaboration. Introduces concept of leadership and management. This course lends itself to a concept-based approach.

**Prerequisites:** Admission to Concept-Based Transition to Nursing Practice Program

**Co-requisites** – RNSG 1172, RNSG 1162, RNSG 1170

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*Date* 2/5/2013

*Reviewed by Department Head* Deborah Yancey

*Date* 2/5/2013

*Accuracy Verified by Division Chair* Carol Derkowski

*Date* 2/18/2013

*Approved by Dean or Vice President of Instruction* Amy LaPan

*Date* 1/27/2014



**I. Topical Outline**– Integration of previous health care knowledge and skills into the role development of the professional nurse. Health Concepts to be included: comfort, diversity, elimination, functional ability, human development, mobility, nutrition, sensory perception, sleep, coping, thermoregulation, tissue integrity, acid-base balance, clotting, cognition, fluid and electrolyte balance, gas exchange, immunity, metabolism, nutrition, end-of-life, grief, and perfusion. Professional nursing concepts included: clinical judgment, communication, ethical-legal, evidence-based practice, health promotion, informatics, patient-centered care, patient education, professionalism, safety, and team/collaboration. Introduction of the concept: leadership and management.

**II. Course Learning Outcomes**

<b>Course Learning Outcomes</b>	<b>Methods of Assessment</b>
<p>Upon successful completion of RNSG 2371, the student will:</p> <ol style="list-style-type: none"> <li>1. Utilize a systematic process to analyze selected health care concepts to manage care for diverse patients across the lifespan.</li> <li>2. Describe the interrelatedness between health care concepts to assist in developing clinical judgement.</li> <li>3. Describe the attributes and roles of the professional nurse including leadership, management and principles of delegation.</li> <li>4. Apply a systematic problem solving process for the development of clinical judgement.</li> <li>5. Discuss the legal-ethical parameters for professional nursing practice including the Nursing Practice Act and the ANA Code of Ethics as related to selected exemplars.</li> <li>6. Utilize professional communication techniques in providing patient-centered care and collaborating with members of the health care team.</li> <li>7. Identify health promotion needs for diverse patients across the life-span.</li> </ol>	<p>In progress of development</p>

**III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.**

In development per grant

**IV. Suggested Course Maximum** – 30 students

**V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.**

Internet access, computer, LCD projector

**VI. Course Requirements/Grading System** – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course

A= 90-100, B = 80-89, C = 75-79, D =65-74, F = 0-64

Weights to be determined upon completion of the curriculum

**VII. Curriculum Checklist**

- **Academic General Education Course** (from ACGM – but not in WCJC Core)  
No additional documentation needed
  
- **Academic WCJC Core Course**  
Attach the Core Curriculum Checklist, including the following:
  - Basic Intellectual Competencies
  - Perspectives
  - Exemplary Educational Objectives
  
- **WECM Courses**  
If needed, revise the Program SCANS Matrix & Competencies Checklist.