

KILGORE COLLEGE  
DEPARTMENT OF ASSOCIATE DEGREE NURSING

**RNSG 1227 TRANSITION FROM VOCATIONAL TO  
PROFESSIONAL NURSING**

RNSG 1227. Transition from Vocational to Professional Nursing (3)

Making the transition from the role of vocational to professional nurse includes understanding the roles of the registered nurse with emphasis on the application of a systematic, problem-solving process to provide care to diverse clients across the life span with emphasis on adult and geriatric clients; and includes applicable competencies in knowledge, judgment, skills and professional values within a legal/ethical framework. Topics also include health promotion, expanded assessment, analysis of data, nursing process, pharmacology, multidisciplinary teamwork, and communication. It also involves experiences in reviewing/ learning dosage calculations and other information relating to the safe administration of medications prior to going to the clinical settings. Included laboratory experiences provide the opportunity to review, practice, document and demonstrate nursing skills in a controlled environment. Demonstration of competence in selected nursing skills and computer-assisted instruction (CAI) is required for satisfactory completion of the course.

Credit value of Course:      Two semester credit hours  
Theory:                      2 hour  
Laboratory;                6 hours

Prerequisites:                      Vocational Nurse Licensure; admission to the Associate Degree Nursing Program

**I. Instructor:**                      Kellie Richardson RN, MSN  
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Office Hours are posted by office door each semester. Students are encouraged to plan student-teacher conferences, and should make an appointment during office hours. It is the responsibility of each individual student to seek clarification of assignments when necessary.

**II. Course Rationale:**              This is an introduction to the professional nursing profession, and a review of aspects of pharmacology to make the nurse a safe practitioner.

### III. Educational Materials:

#### REQUIRED TEXTBOOKS

##### Texts:

**Ignatavicius, Donna & Workman, Linda (2010).** *Medical-Surgical Nursing: Patient-centered collaborative care*(6<sup>th</sup> ed.) St. Louis: Saunders.

Ackley, B. J. & Ladwig, G. B. (2007). *Nursing diagnosis handbook a guide to planning care* (8th ed.). St. Louis: Mosby.

Elkin, M. K., Perry, A. G., & Potter, P. A. (2007). *Nursing interventions & clinical skills* (4th ed.). St. Louis: Mosby.

Claywell, Lora, (2009). *LPN to RN Transitions* (2<sup>nd</sup> ed.) St. Louis, Mosby

Lilley, Harrington, Snyder, (2007). *Pharmacology and the Nursing Process* (5<sup>th</sup> ed.) St. Louis, Mosby

Mulholland, J.M., (2007) *The Nurse, The Math, The Meds: Drug Calculations using Dimensional Analysis*. St. Louis, Mosby

##### References:

Current drug guide for nurses (Davis Drug Guide for Nurses is preferred)

Elkin, Perry, & Potter. (2000). *Nursing interventions & clinical skills*, (2<sup>nd</sup> ed.). St. Louis: Mosby.

Jarvis, Carolyn, (2000). *Pocket companion physical examination & health assessment* (3<sup>rd</sup> ed.). Philadelphia: Saunders.

Pagana & Pagana *Mosby's diagnostic & lab test reference*. (8th ed.).

Skills kit 1

CAI's, available in Pharmacology Lab in KC Library

##### And one dictionary:

*Mosby's medical, nursing, & allied health dictionary*, (5th ed.). St. Louis: Mosby.

##### OR

*Taber's cyclopedic medical dictionary*, (19th ed.). Philadelphia: Davis.

#### IV. EVALUATION:

##### Lecture:

The grading system in NURSING 1227 is composed of lecture exams and final exam.

Grade equivalencies:

A = 90 - 100

B = 80 - 89

C = 75 - 79

D = 60 - 74

F = Below 60

A final grade of 75 or better is required to pass NURSING 1227. Any rounding will be done according to the grading policy of the school of nursing. "Rounding of all test grades and averages will be to whole numbers by the mathematical rule:

- a. when the first decimal place is greater than 5, the score will be rounded up the next whole number (ex: 43.6 = 44).
- b. when the first decimal place is less than 5, the score will not be rounded (ex: 43.3 = 43).
- c. when the first decimal place is exactly 5, rounding will be up to the next whole number."

Each major unit exam and the comprehensive final examination will be scored equally. A blueprint of each test, identifying the topics to be covered, will be provided prior to each exam.

Exams grades will be posted within 48 hours. Students will not come to the instructor's office to seek grades as this will slow the recording of grades. Unless otherwise stated, the text will be considered as the authority. The final examination will be comprehensive, consisting of 100 multiple choice items. There will be a two (2) hour time limit.

Students must use **ParSCORE Scantron Form No. F-1712 (full page, pink form)** for all major exams. The student's assigned three digit test number must be on the Scantron, plus the appropriate spaces darkened. In addition, each test booklet number plus clinical instructor name must be placed in the upper right corner of the Scantron. If any of the above is not done, 5 points may be subtracted from the exam grade.

If a student is unable to be present for a major exam, it is the student's responsibility to contact the instructor prior to the examination. A make-up exam will be given at a time determined by the instructor. The highest grade a student may make on a make-up exam is 75%.

Out-of-class assignments will be evaluated but will not be added to the total grade until an average of 75% has been verified on the unit and final exams. Out-of-class points will not be added to the final grade if the exams average is less than 75%.

Passage of the HESI (standardized test) within 2 attempts is required.

**\*Only a Scantron and 2 pencils will be allowed in the classroom during all major exams.**

\* Please do not bring anything else to the exam; backpacks, books, paper, etc. Purses will be allowed but are to be left at the front of the classroom; **make sure cell phones are turned off or left in your car!**

\*Please be respectful to fellow students that are testing. Please leave the room quietly and do not stand in the hallways near the testing rooms and talk.

\*Please be on time for exams, and lecture. It is very disruptive to others when someone arrives late; therefore the doors will be locked and no one will be admitted late.

#### Lab:

A passing grade in RNSG 1227 will be determined as follows:

A grade of satisfactory within 2 attempts on each assigned skill in the skills lab (see below).

At least 90% attendance and satisfactory participation in lecture and learning lab.

#### Lab Activities:

Dosage calculations: Self-paced with deadlines. At the end of the course there will be a dosage calculations exam which must be passed with a score of 90% or better on no more than 2 attempts (**Math Calculation/Pharmacology Policy**).

#### Skills check-offs:

- Students will be given **two** attempts on skills competency testing. The student must pass each competency with a grade of satisfactory by the second attempt. Failure to do so will result in a failing grade in RNSG 1227.
- If a student is unable to be present for a skills competency testing, it is the student's responsibility to contact the instructor prior to the testing. A make-up skills competency test will be given at a time determined by the instructor. This will be considered the student's first attempt at the skill and the student will be given only **one** more opportunity to pass the skill.
- The skill must be passed during that current week, before the student will be allowed to continue to the next skills competency testing. Failure to pass this skill will result in a failing grade in RNSG 1227.
- If a student is unsuccessful in a skills competency test, the student must make arrangements to practice with skills lab assistant and individually schedule retesting of the unsuccessful skill with the instructor. Testing of a particular skill must be completed before the student can proceed to the next skills competency testing.

The skills that must be completed successfully are medications (po, SQ, IM), vital signs, Foley catheters (sterile technique), and head-to-toe assessment. In addition, much emphasis will be placed on the nursing process during lab time.

#### **V. Classroom Policies:**

**A. Attendance:** See Kilgore College ADN Student Handbook The minimum number of lecture and clinical hours for each nursing course is mandated by WECM and NLN and must be attended.

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## **B. Good Professional Character Policy**

Excerpt, Texas Board of Nurse Examiners)

Good professional character is the integrated pattern of personal, academic and occupational behaviors, which, in the judgment of the faculty, indicates that an individual is able to consistently conform his/her conduct to the requirements of the Nurse Practice Act, and generally accepted standards of nursing practice including, but not limited to, behaviors indicating: honesty, accountability, trustworthiness, reliability, and integrity. A person who seeks to obtain or retain a license to practice professional nursing shall provide evidence of good professional character which, in the judgment of the Board of Nurse Examiner's (BNE) is sufficient to insure that the individual can consistently act in the best interest of patient/patients and the public in any practice setting. Such evidence shall establish that the person:

1. is able to distinguish right from wrong;
2. is able to think and act rationally;
3. is able to keep promises and honor obligations;
4. is accountable for his/her own behavior;
5. is able to practice nursing in an autonomous role with patients, their families and other significant others, and members of the public who are or who may become physically, emotionally, or financially vulnerable;
6. is able to recognize and honor the interpersonal boundaries appropriate to any therapeutic relationship or health care setting; and,
7. is able to promptly and fully self-disclose facts, circumstances, events, errors and omissions when such disclosure could enhance the health status of patients or the public or could protect patients or the public from unnecessary risk or harm.

**The Kilgore College ADN faculty members support the above excerpt from the BNE Rules & Regulations relating to Professional Nurse Education.**

## **C. Disciplinary Sanctions For Lying and Falsification**

(Excerpt, Texas Board of Nurse Examiners)

The Board of Nurse Examiners for the State of Texas, in keeping with its mission to protect the public health, safety, and welfare, believes it is imperative to take a strong position regarding the licensure of individuals who have engaged in deception in the provision of health care. This deception includes falsifying documents related to patient care, falsifying documents related to employment, and falsifying documents related to licensure. The Board is also concerned about persons who have been convicted of a crime involving deception to the extent that such conduct may affect the ability to safely care for patients.

The Board's position applies to all nurse license holders and applicants for licensure.

The Board adopts the following assumptions as the basis for its position:

1. Patients under the care of a nurse are vulnerable by virtue of illness or injury, and the dependent nature of the nurse-patient relationship.

.....

5. Honesty, accuracy and integrity are personal traits valued by the nursing profession, and considered imperative for the provision of safe and effective nursing care (rule 213.27)

....

7. Falsification of documents regarding patient care, incomplete or inaccurate documentation of patient care, failure to provide the care documented, or other acts of deception raise serious concerns whether the nurse will continue such behavior and jeopardize the effectiveness of patient care in the future.

**D. Lying/Falsification to an Employer, Nursing Education Program, or other Nursing Training Program**

.... A student nurse who falsifies patient records or engages in other dishonesty in patient care gives the Board reason to suspect that he or she will continue the same dishonest acts after licensure. If the Board is made aware of acts committed as a student, an investigation will be conducted once the student makes application for licensure. The Board will consider the same factors as described above for lying and falsification within the practice of nursing.

**E. Scholastic/Clinical Dishonesty:** Since the value of an academic degree depends on the absolute integrity of the work done by the student for the degree, it is imperative that the student maintains a high standard of individual honor in his or her scholastic/clinical work. **Any student who commits an act of scholastic/clinical dishonesty is subject to discipline.** Scholastic/clinical dishonesty includes but is not limited to cheating, plagiarism, collusion, falsifying academic records, falsifying patient records, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such act.

**F. “Cheating”** includes, but is not limited to:

1. copying from a test paper or **assignment** of another student;
2. possession during a test of materials or objects which are not authorized by the person giving the test, such as class notes or “crib notes.” The presence of textbooks and notes constitutes a violation if they have been specifically prohibited by the person administering the test;
3. using, buying, stealing, transporting, or soliciting in whole or part the contents of an un-administered test, test key, homework solution, or computer program;
4. collaborating with or seeking aid from another student during a test or other **assignment** without authority;
5. discussing the contents of an examination with another student who will take the examination;
6. substituting for another person, or permitting another person to substitute for one’s self, to take a test;
7. paying or offering money or any other valuable to obtain, or coercing another person to obtain an un-administered test, test key, homework solution, or computer program, or information about an un-administered test, test key, homework solution, or computer program;

8. falsifying research data, laboratory reports, clinical data, and/or other academic work offered for credit;
- F. “Plagiarism”** includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as ones own academic work offered for credit.
- G. “Collusion”** includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic/clinical dishonesty.
- H. “Falsifying academic/clinical records”** includes, but is not limited to, the altering of grades or other falsification of academic/clinical records.
- I. Drop Dates:** According to Kilgore College policies
- J. Posting of Grades:** Grades will be posted on E-Learning with Final Grades posted on Poise
- K. Special Accommodations**  
It is the responsibility of the student and not the instructor to seek special accommodations when needed. If you need special accommodations for any reason, please contact the special populations’ counselor, fill out the necessary forms and bring them to your instructor at the beginning of the semester.
- L. Math Calculation/Pharmacology Policy**  
**The safe administration of medication is one of the primary objectives of the ADN Program. Accurate mathematical computation and pharmacological knowledge are essential elements of safe medication administration. Therefore, accuracy of mathematical computations/ pharmacology will be assessed at the end of the semester with master (competency) level increasing from simple to complex during the course of study. Students will be given two attempts to successfully pass the math/medication exam with a score of 90% or above. If the student is not successful on the 2<sup>nd</sup> attempt, s/he may be dropped from the course with a W or be required to complete remedial assignments, and retest one more time. A failure on the 3<sup>rd</sup> attempt to make 90% or above will result in a failure of the course and effect possible readmission to the program.**
- M. Disclaimer**  
Your instructor reserves the right to make modifications in content and schedule as necessary to promote the best education possible within prevailing conditions affecting this course.

## Student Learning Outcomes:

- A. Students will differentiate between roles and functions of the Licensed Vocational Nurse and Registered Nurse in a variety of health care settings.  
Activities: Classroom Discussion, Lecture, Case Study Discussions  
Assessment: Study Sheets, Unit Theory Exams, Lab Assignments  
(SCANS 1,2,4,5,6,7) (DELC POC 1) (PLO )
- B. Students will compare the different legal and ethical responsibilities of the Licensed Vocational Nurse and Registered Nurse.  
Activities: Classroom Discussion, Lecture, Case Study Discussions  
Assessment: Study Sheets, Unit Theory Exams, Lab Assignments  
(SCANS 1,2,4,5,6,7) (DELC POC 2) (PLO )
- C. Students will apply the nursing process in planning comprehensive care for diverse clients and their families.  
Activities: Classroom Discussion, Lecture, Case Study Discussions, Virtual Excursions  
Assessment: Study Sheets, Unit Theory Exams, Lab Assignments  
(SCANS 1,2,4,5,6,7,8) (DELC POC 3) (PLO )
- D. Students will apply principles of critical thinking and decision-making when providing nursing care for clients with common health problems.  
Activities: Classroom Discussion, Lecture, Case Study Discussions, Virtual Excursions  
Assessment: Study Sheets, Unit Theory Exams, Lab Assignments, Generic Nursing Care Plans  
(SCANS 1,2,4,5,6,7) (DELC POC 4) ((PLO )
- E. Students will discuss the importance of collaborative behavior as a member of the health care team.  
Activities: Classroom Discussion, Lecture, Case Study Discussions, Virtual Excursions  
Assessment: Study Sheets, Unit Theory Exams, Lab Assignments  
(SCANS 4,5,6,7,8) (DELC POC 5) (PLO )
- F. Students will discuss principles of health promotion.  
Activities: Classroom Discussion, Case Study Discussion  
Assessment: Lab Assignments  
(SCANS 1,4,5,6,7,8) (DELC POC 6) (PLO )
- G. Students will apply therapeutic communication skills to maintain effective interpersonal relationships.  
Activities: Classroom Discussion, Lecture, Virtual Excursions  
Assessment: Study Sheets, Unit Theory Exams,  
(SCANS 1,4,5,6,7,8) (DELC POC 7) (PLO )

H. Students will identify principles of and demonstrate skills for safe basic nursing care including medication administration.

Activities: Classroom Discussion, Lecture, CAIs on injection sites preventing medication errors

Assessment: Unit Theory Exams, Completion of the Dosage Calculation Exam with minimum score of 90%, Check-offs on medication administration (SCANS 1,2,3,4,5,6,7,8) (DELC COC 1) (PLO )

#### Scans Competencies:

1. Reading
2. Writing
3. Mathematics
4. Speaking & Listening
5. Thinking Skills
6. Personal Qualities
7. Workplace Competencies
8. Basic Use of Computers

## **Overall Learning Objectives**

1. The student will understand the difference in the function of roles for the LVN versus the RN.
2. The student will be able to use dimensional analysis to obtain appropriate medications in a variety of settings with a variety of patients and medications.
3. The student will understand and use the major drug classifications to assist in safe effective medication administration and patient education.
4. The student will successfully demonstrate the skills to perform basic bedside nursing.
5. The student will learn critical thinking skills for the beginning professional nursing student, which include test taking skills, as well as clinical decision making skills.
6. The student will successfully demonstrate and understand the assessment skills of the professional nurse.

## **LVN to RN Transition Course**

### **RNSG 1227**

### **Class Schedule**

This is a basic schedule for this course. It will be adjusted as needed by the instructor as the course progresses

**Good Shepherd Orientation is scheduled at the beginning of the fall semester and must be attended by all ADN Students**

#### **Week 1**

##### **Course Orientation**

##### **Med-Surg Unit I**

##### **Chapters 1, 3-5, 9**

**LVN to RN Transitions: Chapters 1-3**

**Lilly Pharmacology Review : Chapters 1-7**

**The Nurse, The Math, The Meds Part I (chapters 1-2)**

**Skills Check offs Handwashing/gloving/Isolation precautions demonstration**

**Care planning KC paperwork**

#### **Week 2**

**Med-Surg Unit III Chapters 13-14**

**Unit V: Chapters 19, 25**

**LVN to RN Transitions: Chapters 4-6**

**Lilly Pharmacology:Drug Classification Records Chapters 10-16**

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**The Nurse, The Math, The Meds            Part 2(chapters 3-5)**

**HESI Review book (will receive when class starts)**

**Skills Check offs            Handwashing   Gloving   Isolation precautions**

**Careplanning   Assessment**

**Assessment skills**

### **Week 3**

**Test # 1 including Math Test**

**Med-Surg Unit VI: Chapter 26, 27**

**Unit VII: Chapter 29, 33**

**LVN to RN Transitions: Chapters 7-9**

**Lilly Pharmacology:            Drug Classification Records            Chapters 17-28**

**The Nurse, The Math, The Meds            Part 3(chapters 6-7)**

**HESI Review book**

**Skills Check offs            Vital Signs            Demonstration**

**Careplanning   Diagnosis**

**Assessment skills**

### **Week 4**

**Exam # 2 including Math Test**

**Med-Surg Unit VIII: Chapters 35, 37**

**Chapter 43**

**HESI Review book**

**Lilly Pharmacology:Drug Classification Records Chapters 29-36**

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**Skills Check offs:        Vital Signs**

**Neuro Assessment Range of Motion demonstration**

**Careplanning: Planning, Intervention, Evaluation**

**Assessment skills:**

## **Week 5**

**Test # 3 including Math Test**

**Med-Surg UnitXI: Chapters 48-51**

**HESI Review Book**

**LVN to RN Transitions: Chapters 10-11**

**Lilly Pharmacology: Drug Classification Records        Chapters 37-44**

**The Nurse, The Math, The Meds        Part 4(chapters 8-10)**

**Skills Check offs        Cardiac/ Respiratory/Skin Assessment demo**

**Neuro Assessment/ ROM**

**Careplanning    1<sup>st</sup> care plan due**

**Assessment skills**

## **Week 6**

**Test # 4 including Math test**

**Med-Surg Unit XII Chapter 52-53**

**HESI Review book**

**LVN to RN Transitions: Chapters 12-13**

**Lilly Pharmacology:    Drug Classification Records        Chapters 51-55**

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**The Nurse, The Math, The Meds          Part5(chapters 11-12)**

**Skills Check offs          GI/GU Assessment/Foley Catheter demo**

**Cardiac/ Respiratory/Skin Assessment check-off**

**Careplanning    2nd care plan due**

**Assessment skills**

## **Week 7**

**1<sup>st</sup> Hesi.....counts as test grade Test # 5**

**Student will have to retake Hesi if score below 750.**

**Med-Surg Unit XIII Chapters 55-59, 63**

**LVN to RN Transitions Chapters 14-16**

**HESI Review book**

**Lilly Pharmacology:    Drug Classification Records:    Chapters 45-50**

**The Nurse, The Math, The Meds          Part6(chapters 13)**

**Skills Check offs          Med Administration PO/Subq/IM demonstration**

**Careplanning    3rd care plan due**

**Assessment skills**

## **Week 8**

**Test # 6**

**2nd Hesi**

**Med-Surg Unit XIV: Chapter 64 Review Chapter 67**

**LVN to RN Transitions : Chapters 17-19**

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**HESI Review book:**

**Lilly Pharmacology: Drug Classification Records: Chapters 56-59**

**Skills Check offs Med Administration PO/subq/IM check-off**

**Careplanning 4th care plan due**

## **Week 9**

**Exam # 7**

**Med-Surg Unit XV Chapter 68**

**Unit XVI: Chapter 72**

**Final Exam Review**

**Math Review**

**HESI review book**

**Skills Check offs Head to toe Assessment check off**

**Care Planning 5<sup>th</sup> care plan due**

## **Week 10 Final Class**

**Final exam # 8**

**Evaluations**

**Assessment/Care plan/Skills Practice as needed**

**Rechecks as needed**

## **Overall Learning Objectives**

1. The student will understand the difference in the function of roles for the LVN versus the RN.
2. The student will be able to use dimensional analysis to obtain appropriate medications in a variety of settings with a variety of patients and medications.
3. The student will understand and use the major drug classifications to assist in safe effective medication administration and patient education.
4. The student will successfully demonstrate the skills to perform basic bedside nursing.
5. The student will learn critical thinking skills for the beginning professional nursing student which include test taking skills, as well as clinical decision making skills.
6. The student will successfully demonstrate and understand the assessment skills of the professional nurse.

The LVN-RN Transition Track is designed for the licensed vocational nurse (LVN) applicant who wants to transition to the registered nurse (RN) role. Graduates of the ADN Program are eligible to apply for licensure by examination as registered nurses. Notice to Students Regarding Licensing. Required Nursing Student Portal - Clinical Documentation Verification Forms can be found on the Nursing Student Resources link as follows: <https://www.com.edu/nursing/nursing-student-resources> These forms will be required to be uploaded once the student has access to the Nursing Student Portal. All documentation must be PDF scanned files from a flatbed scanner. Do not take a photo of the immunization to upload it. RNSG 1327. Transition to Professional Nursing. 3.