

Grays Harbor College
Nursing 253
Transition to Professional Practice

Date:	Spring Quarter
Credits:	10
Pre-requisites:	NURS 252 and NUTR& 101 with a grade of “B-” or better
Co-requisites:	SOC& 101 or completions with a grade of “C” or better

Course Description

The student has the opportunity to explore role transition from student to professional practice. Community based nursing practice is explored as it related to registered nursing practice. Leadership and management concepts are studied as they relate to managing care for groups of clients. Guiding principles of the course include working with others, time management, power and influence, managing conflicts, problem solving, sound clinical decisions making, change process, and managing stress in the workplace. Current issues in contemporary nursing practice are studied as are legal and ethical issues affecting nursing. 4 lecture hours. 12 clinical hours. Vocational program course. May be used as a general elective in the AA degree.4 credits

Learner Outcomes

At the completion of the course, the student will be able to:

1. Integrate the concept of community based care into an understanding of registered nursing practice. *(Disciplinary learning)¹*
2. Analyze the role of the nurse in leadership and management. *(Disciplinary learning/ Social and personal responsibility)*
3. Compare and contrast leadership and management. *(Disciplinary learning)*
4. Describe the components of effective leadership. *(Disciplinary learning)*
5. Discuss methods to facilitate team building and healthy working relationships with others. *(Disciplinary learning/ Social and personal responsibility)*
6. Analyze the impact of the changing health care environment on nursing practice and nursing leadership. *(Disciplinary learning)*
7. Analyze questions of importance to nursing practice and nursing leadership. *(Disciplinary learning/ Social and personal responsibility)*
8. Evaluate the relative appropriateness and effectiveness of the various models for change. *(Disciplinary learning/ Information use)*
9. Explain the importance of fiscal management to the nurse. *(Disciplinary learning/ Social and personal responsibility)*

¹ *Desired Student Abilities*

10. Discuss elements of role transition from student to graduate including professional organizations, certification, continuing education, job search, and resume preparation. *(Disciplinary learning)*
11. Examine the professional literature to enhance knowledge of advanced nursing concepts *(Disciplinary learning/ Information use)*
12. Develop care plans for clients with complex alterations in health care integrating the nursing process. *(Disciplinary learning/Critical thinking)*
13. Determine priorities of care for a given set of clients and supply rationale for these decisions *(Disciplinary Learning/Critical Thinking)*
14. Integrate previous learning related to principles of pharmacology, growth and development, nutrition, teaching, learning, and fluids and electrolytes into nursing care plans. *(Disciplinary Learning/Literacy)*
15. Compare and contrast normal and abnormal assessment data as to rationale for inclusion in nursing care planning and what the differences may indicate. *(Critical Thinking/Disciplinary Learning)*
16. Apply components of the nursing process in diverse patient care situations: assessment, nursing diagnosis, planning, implementing, and evaluating care. *(Disciplinary learning/Social and Personal Responsibility/Critical Thinking)*
17. Apply principles of adaptation theory, growth and development, and the therapeutic milieu to restore, maintain, and promote health or to achieve a peaceful, dignified death. *(Disciplinary Learning/Critical Thinking/Social and Personal Responsibility)*
18. Identify resources that may be utilized when planning for teaching and discharge of clients. *(Information Use/Literacy)*
19. Consistently demonstrate respect for an individual's cultural, social, and spiritual uniqueness. *(Social and Personal Responsibility)*
20. Integrate responsibility and accountability for own actions within the profession's legal/ethical framework. *(Disciplinary Learning/Social and Personal Responsibility)*
21. Apply understanding of legal/ethical responsibilities in the care of clients and professional functioning in structured and unstructured settings. *(Disciplinary Learning/Social and Personal Responsibility)*

Instructors: Team

Textbooks: *Please consult course instructor for current book list*

Technique of instruction:

Lecture, discussion, role play, overheads, computer PowerPoint presentations, CD's, instructor demonstrations, scenario analyses, and student presentations

Methods of Evaluation:

Exams, written paper, ATI comprehensive predictor,
Clinical Appraisal Tool

Course Requirements

1. Average of 80% or higher on exams and paper
2. *ATI benchmark level 2 on proctored assessment or 98% on practice assessment
3. Passing grade in clinical. See Clinical Appraisal Tool
4. Failure in clinical will result in a grade of C- for the course.
5. Active class participation.
6. Satisfactory completion of any assigned written and/or presentation projects

General Information – Important!

See the Nursing Student Handbook for the policy related to missing tests.
No provisions are made for late assignments. All assignments must be turned in to pass the course.

Grading Scale

Passing

A = 94-100%
A- = 90-93.9%
B+ = 87-89.9%
B = 84-86.9%
B- = 80-83.9%

Not Passing

C+ = 77-79.9%
C = 74-76.9%
C- = 70-73.9%
D = 65-69.9%
F = 64.9% or lower

Disability Statement:

Any individual who has a documented disability, which might interfere with his or her ability to fully participate in this class, may be eligible for accommodations. Feel free to contact the instructors of this class as soon as possible or contact the Disability Support Program located on campus in Student Services (HUB), Room 119. Any information regarding disability will be kept confidential.