



# Broward Community College

## Course Outline

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**COMMON COURSE NUMBER:**   NUR 2801  

**COURSE TITLE:**   TRANSITION NURSING IV  

**PREREQUISITE(S):**   ALL PREVIOUS NURSING COURSES IN LPN/RN TRANSITION TRACK  

**COREQUISITE(S):**   NUR 2801L, ALL REMAINING GENERAL EDUCATION REQUIREMENTS  

**CREDIT HOURS:**       2      

**CREDIT-HOUR BREAKDOWN:**

Lecture/Discussion:       2      

Laboratory:       0      

Other:       0      

**CONTACT HOURS/WEEK:** (8)       5      

**CATALOG COURSE DESCRIPTION:**

Transition IV is a course designed to provide the knowledge necessary to move from the role of a student to that of a registered nurse at the Associate Degree level.

The focus is directed toward the legal, ethical, and professional responsibilities of the nurse in managerial and coordinating roles. There is an awareness of nurse team responsibilities in emergency situations.

This group will depend heavily upon group presentations and discussion. It is meant to develop leadership abilities and to raise awareness of the legal/ethical situations that the nurse may find in practice. It helps warn of potential dangers, but gives skills to problem-solve these situations.

EFFECTIVE PCI DATE: \_\_\_\_\_ REVIEW DATE:   Reviewed annually  

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## BEHAVIORAL OBJECTIVES

1. Conduct a complete nursing assessment of assigned patients.
2. Collect and analyze pertinent patient information from a variety of sources.
3. Interpret and appropriately plan nursing interventions in response to changes in health status that affect the patient's ability to meet needs.
4. Assume a coordinating role in the planning of care for assigned group of patients.
5. Implements safe, effective nursing care in a manner reflecting self-direction, initiative, and professionalism.
6. Based on continuous evaluation of planned outcomes, adapt interventions to meet the changing dynamics of the patient's health status.
7. Organize, manage, and delegate nursing care effectively, based on management principles.
8. Communicate and document relevant, timely, thorough, and accurate patient information.
9. Demonstrates a commitment to professional conduct that utilizes caring behaviors and therapeutic communications with respect to the dignity, culture, priorities, and goals of others.
10. Implement teaching that is specific to needs, developmental levels, readiness, and knowledge.
11. Demonstrate skill and competence in the performance of nursing care techniques, safely adapting and individualizing procedures to meet patient's needs as appropriate.
12. Synthesize and employ ethical and legal principles, professional integrity and accountability, and responsibility for self-development into own practice of nursing.

**TOPICAL OUTLINE**

- 1.0 Legal responsibilities
- 2.0 Ethics
- 3.0 The Nurse as a Change Agent
- 4.0 Professional Organizations
- 5.0 Human Relations
- 6.0 Problem Solving
- 7.0 Career Options
- 8.0 Educational Role
- 9.0 Leadership Role
- 10.0 Managerial Role
- 11.0 Organizational Role
- 12.0 Trauma/Emergency Nursing Management
- 13.0 Computer Concepts

**THE NURSE AS A PROFESSIONAL**

**GOAL:** The nursing goal is to examine the professional, legal, and ethical responsibilities in nursing.

LEARNING OBJECTIVES	LEARNING RESOURCES/ ACTIVITIES	SPECIAL INSTRUCTIONS
<p>Upon completion of the learning resources/activities, the student will be able to achieve the following objectives:</p> <p><b>1.0 MAKE DECISIONS AND TAKE ACTIONS APPLYING LEGAL PRINCIPLES.</b></p> <p>1.1 Analyze the nurse's legal responsibilities in relationship to each of the following:</p> <ul style="list-style-type: none"> <li>a. Assault and battery.</li> <li>b. Defamation of character.</li> <li>c. Invasion of privacy.</li> <li>d. Witnessing informed consents and wills.</li> <li>e. Violation of the Harrison Narcotic Act.</li> <li>f. Slander and libel.</li> <li>g. False imprisonment.</li> <li>h. Documentation as legal evidence.</li> <li>i. Good Samaritan Act.</li> </ul> <p>1.2 Examine factors that may involve a nurse in malpractice and/or negligence cases.</p> <ul style="list-style-type: none"> <li>a. Supervisory/supervisee/nursing student roles.</li> <li>b. Policies/procedures of employing institutions.</li> <li>c. Standards of practice.</li> </ul>	<p>Group Presentations</p> <p>Text and Selected Articles</p> <p>Fundamentals of Nursing Text and Course Materials</p> <p>Guest Speakers as Arranged</p> <p>Hospital Policy/Procedure Manuals</p>	

**THE NURSE AS A PROFESSIONAL continued**

<b>LEARNING OBJECTIVES</b>	<b>LEARNING RESOURCES/ ACTIVITIES</b>	<b>SPECIAL INSTRUCTIONS</b>
<p>Upon completion of the learning resources/activities, the student will be able to achieve the following objectives:</p> <p>1.3 Select those actions which are consistent with standards of nursing practice and licensing laws.</p> <ol style="list-style-type: none"> <li>a. Examine and critique the law(s) governing the practice of nursing in Florida, including the Florida Nurse Practice Act.</li> <li>b. Evaluate the consequences of violations that result in litigation and/or loss of nursing licensure.</li> </ol> <p><b>2.0 EVALUATE ETHICAL CONSIDERATIONS IN NURSING.</b></p> <p>2.1 Appraise own value system in formulating opinions and courses of actions when presented with ethical situations in nursing, including, but not limited to, the following:</p> <ol style="list-style-type: none"> <li>a. Abortion.</li> <li>b. Life support/euthanasia.</li> <li>c. Death and dying.</li> <li>d. Neonatal support.</li> <li>e. Peer review/impaired professionals.</li> <li>f. Reporting or errors.</li> <li>g. Human experimentation.</li> </ol>	<p>Consult newspapers, legislative news, and Florida State Board of Nursing for current information and trends</p> <p>Familiarize self with guidelines from State of Florida Impaired Nurse Program</p> <p>Group Discussions</p> <p>Cases Cited and Explored via Self-study</p> <p>Group Discussions/Presentations</p> <p>Text</p>	



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**THE NURSE AS A PROFESSIONAL continued**

<b>LEARNING OBJECTIVES</b>	<b>LEARNING RESOURCES/ ACTIVITIES</b>	<b>SPECIAL INSTRUCTIONS</b>
<p>Upon completion of the learning resources/activities, the student will be able to achieve the following objectives:</p> <p>4.2 Critique the role of professional nursing organizations in:</p> <ul style="list-style-type: none"> <li>a. Improving health care to consumers.</li> <li>b. Facilitating accountability.</li> <li>c. Promoting welfare of nurses.</li> </ul> <p>4.3 Compare and contrast traditional and innovative nursing roles. (ARNP. Clinical specialist, nurse educator, nurse researcher, certification in areas of expertise, nurse administrators/managers, etc.)</p>	<p>Interview</p>	

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**HUMAN RELATIONS AND NURSING**

**GOAL:** The nursing goal is to use communication skills and problem-solving abilities to demonstrate understanding of employment interview skills.

LEARNING OBJECTIVES	LEARNING RESOURCES/ ACTIVITIES	SPECIAL INSTRUCTIONS
<p>Upon completion of the learning resources/activities, the student will be able to achieve the following objectives:</p> <p><b>5.0 ANALYZE THE VARIOUS ASPECTS OF HUMAN INTERACTIONS WHICH PROMOTE THERAPEUTIC RELATIONSHIPS.</b></p> <p>5.1 Discuss the common barriers to communication and the negative effects on relationships.</p> <p>5.2 Develop strategies that overcome impediments to effective communication.</p> <p>5.3 Compare and contrast the effectiveness of verbal and written modes of communication.</p> <p>5.4 Examine current methods employed to record and communicate patient status and delivery of care for pertinency, clarity, accuracy, and efficiency.</p> <p>5.5 Identifies those characteristics and behaviors of the nurse which fosters a therapeutic relationship between nurse and</p>	<p>Group Presentations</p> <p>Lecture</p>	

<p>patient, nurse and health team.</p> <p>5.6 Using appropriate literature, defend the concept 'communication is the core of a therapeutic relationship.'</p>		
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**PROBLEM SOLVING**

<b>LEARNING OBJECTIVES</b>	<b>LEARNING RESOURCES/ ACTIVITIES</b>	<b>SPECIAL INSTRUCTIONS</b>
<p>Upon completion of the learning resources/activities, the student will be able to achieve the following objectives:</p> <p><b>6.0 DEVELOP STRATEGIES THAT DEFINE AND RESOLVE PROBLEMS AND/OR CONFLICTS.</b></p> <p>6.1 Determine how the steps of nursing process detect problems and conflicts.</p> <p>6.2 Discuss the sources of conflict and types of conflicts encountered in the health care setting.</p> <p>6.3 Compare nursing process method of resolution with two other methods of problem solving.</p> <p>6.4 Assess the role of communication as a source of conflict as well as a method to resolution.</p> <p>6.5 Identify blocks to problem solving and conflict resolution.</p> <p>6.6 Discuss what the role of personal style has on problem solving</p>	<p>Discussion</p> <p>Audiovisuals</p> <p>Discussion</p> <p>Handouts</p> <p>Discussion</p> <p>Audio-visual Handouts</p> <p>Discussion</p>	<p>Diagram Process to given problem</p>

and conflict resolution.		
6.7 Discuss the role of risk taking and creativity in seeking solutions to problems.	Discussion	

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**PROBLEM SOLVING continued**

<b>LEARNING OBJECTIVES</b>	<b>LEARNING RESOURCES/ ACTIVITIES</b>	<b>SPECIAL INSTRUCTIONS</b>
<p>Upon completion of the learning resources/activities, the student will be able to achieve the following objectives:</p> <p>6.8 Identify at least two conflict management techniques and discuss their advantage over other approaches.</p> <p>6.9 Assess the contribution of problems and conflict to both professional growth and improved quality of patient care.</p>	<p>Handouts</p> <p>Discussion</p> <p>Discussion</p>	

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**INTERVIEWING SKILLS**

LEARNING OBJECTIVES	LEARNING RESOURCES/ ACTIVITIES	SPECIAL INSTRUCTIONS
<p>Upon completion of the learning resources/activities, the student will be able to achieve the following objectives:</p> <p><b>7.0 WILL DISCUSS CAREER OPTIONS, OPPORTUNITIES, AND CLINICAL REALITIES ENCOUNTERED BY THE NEW GRADUATE.</b></p> <p>7.1 Compare and then note the differences in the viewpoints of nursing as a career versus job.</p> <p>7.2 Identify and discuss the variety of practice areas within nursing available to the new graduate.</p> <p>7.3 Discuss which values, characteristics, and behavior contribute to success in the work field.</p> <p>7.4 After a period of self-assessment, will identify a short-term, intermediate, and long-term career goal.</p> <p>7.5 Identify both informal and formal avenues to a job search.</p>	<p>Discussion</p> <p>Review Literature</p> <p>Discussion</p> <p>Assessment Tool</p> <p>List Current Jobs Available</p>	<p>Seminar format</p> <p>Submit written goals</p> <p>Review newspaper,</p>

7.6 Identify the components of a job search and interview process.		etc.
7.7 Compare a resume and curriculum vitae indicating when each format would be appropriate in the job search.		

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**INTERVIEWING SKILLS continued**

<b>LEARNING OBJECTIVES</b>	<b>LEARNING RESOURCES/ ACTIVITIES</b>	<b>SPECIAL INSTRUCTIONS</b>
<p>Upon completion of the learning resources/activities, the student will be able to achieve the following objectives:</p> <p>7.8 Compare interviewee and interviewer expectations during the interview process.</p> <p>7.9 Make inquiries noting programs offered by employers which assist the new graduate's adjustment to the clinical setting.</p> <p>7.10 List and discuss at least two coping methods that will help deal with the realities and expectations of clinical practice.</p>	<p>Role Play</p> <p>Discussion</p> <p>Discussion</p>	<p>Review the literature</p>

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**EDUCATIONAL ROLE IN NURSING**

**GOAL:** The nursing goal is to investigate educational settings and responsibilities in nursing.

<b>LEARNING OBJECTIVES</b>	<b>LEARNING RESOURCES/ ACTIVITIES</b>	<b>SPECIAL INSTRUCTIONS</b>
<p>Upon completion of the learning resources/activities, the student will be able to achieve the following objectives:</p> <p><b>8.0 INVESTIGATE VARIOUS EDUCATIONAL ROLES AND IN NURSING EDUCATION.</b></p> <p>8.1 Compare and contrast the various types of nursing educational programs.</p> <p>8.2 Evaluate the role of continuing education for Registered nurses. a. Mandatory vs. voluntary. b. Florida requirements.</p> <p>8.3 Examine personal options and career goals concerning future nursing education and practice.</p>	<p>Group Discussions/ Presentations</p> <p>Lecture</p> <p>Text</p>	



<p>and accountability with each type of modality.</p> <p>10.4 Examine methods of initiating change.</p>	<p>representative from hospital agency regarding nursing audit and A.N.A. standards.</p>	
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Transition Nursing IV

**THE NURSE AS A LEADER continued**

**GOAL:** The nursing goal is to (1) investigate various community resources that are available, and (2) understand the organizational hierarchy within a health care facility.

LEARNING OBJECTIVES	LEARNING RESOURCES/ ACTIVITIES	SPECIAL INSTRUCTIONS
<p>Upon completion of the learning resources/activities, the student will be able to achieve the following objectives:</p> <p><b>11.0 DESCRIBE THE NURSE IN HIS/HER ORGANIZATIONAL ROLE.</b></p> <p>11.1 Compare nontraditional health care facilities (i.e., community agencies, out-patient clinics, independent nursing practice, etc.) as alternative delivery modes.</p> <p>11.2 Examine the relationships of various departments and personnel within a hospital or health agency.</p> <p>a. Appraise the educational and experiential preparation of personnel of various levels within selected health care</p>	<p>Group Presentations/ Discussions</p> <p>Discuss “formal and informal” groups in a health organization. Be prepared to give examples of how these groups can enhance or detract from quality of patient care.</p> <p>Selected health care facilities’ organizational charts</p>	

<p>facilities.</p> <p>b. Compare the difference in functions and responsibilities of various levels of personnel within selected health care facilities.</p>		
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NUR 2801      **THE NURSE AS A COMPETENT PRACTITIONER IN TRAUMA/EMERGENCY SITUATIONS**  
 Transition Nursing IV

**GOAL:** The nursing goal is to choose the criteria for competent nursing management in trauma/emergency nursing situations.

<b>LEARNING OBJECTIVES</b>	<b>LEARNING RESOURCES/ ACTIVITIES</b>	<b>SPECIAL INSTRUCTIONS</b>
<p>Upon completion of the learning resources/activities, the student will be able to achieve the following objectives:</p> <p><b>12.0 DELINEATE CRITERIA FOR NURSING MANAGEMENT IN TRAUMA/EMERGENCY SITUATIONS.</b></p> <p>12.1 Discuss legal/ethical responsibilities in first care and emergent nursing situations.</p> <p>12.2 Differentiate between emergent care, acute care, and rehabilitative care.</p> <p>12.3 Understand the concept of triage in either individual or multiple patient disaster situations and differentiate between medical and traumatic emergencies.</p>	<p>Lecture</p> <p>Periodicals/Handouts</p> <p>Audio-visual Media</p>	<p>Review: "Good Samaritan Legislation"</p>

<p>12.4 Determine the composition of team needed to deal with the following emergency situations:</p> <ul style="list-style-type: none"> <li>a. Cardiac/respiratory arrest.</li> <li>b. Major burns.</li> <li>c. Major/multiple trauma.</li> <li>d. Victim abuse.</li> <li>e. Psychological crisis.</li> <li>f. Near-drowning.</li> <li>g. Ingestion of toxic substances.</li> </ul>	<p>Observation of Hospital Emergency Room</p>	
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NUR 2801 **THE NURSE AS A COMPETENT PRACTITIONER IN TRAUMA/EMERGENCY SITUATIONS** continued

Transition Nursing IV

LEARNING OBJECTIVES	LEARNING RESOURCES/ ACTIVITIES	SPECIAL INSTRUCTIONS
<p>Upon completion of the learning resources/activities, the student will be able to achieve the following objectives:</p> <p>12.5 Describe the sequential steps in assessing a client in an emergency setting. (e.g., A, B, C, D, E, F approach)*</p> <p>12.6 Explain the pathology, assessment, and management, and list priority nursing actions in emergency nursing situations or as a first-care responder, including, but not limited to:</p> <ul style="list-style-type: none"> <li>a. Cardiac/respiratory arrest.</li> <li>b. Major burns.</li> <li>c. Major/multiple trauma.</li> <li>d. Victim abuse.</li> <li>e. Psychological crisis.</li> </ul>	<p>Observation of a "Code Blue"</p>	<p>*Example of plan in multi-trauma emergencies:  A = airway  B = bleeding &amp; shock  C = consciousness  D = digestive organs  E = excretory organs  F = fractures</p>

<p>f. Near-drowning. g. Ingestion of toxic substances.</p> <p>12.7 Discuss the role of the nurse in a variety of disaster situations.</p>	<p>Discussion/Group Presentation</p> <p>Text</p>	
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NUR 2801  
Transition Nursing IV

**COMPUTER CONCEPTS**

<b>LEARNING OBJECTIVES</b>	<b>LEARNING RESOURCES/ ACTIVITIES</b>	<b>SPECIAL INSTRUCTIONS</b>
<p>Upon completion of the learning resources/activities, the student will be able to achieve the following objectives.</p> <p><b>13.0 COMPUTER CONCEPTS.</b></p> <p>13.1 The student will demonstrate ability to utilize computers in the classroom setting.</p> <p>a. The student will utilize on-line data searches such as Cinahl and Medline to prepare group presentations.</p> <p>b. The student will utilize computer NCLEX review programs to simulate testing for RN licensure.</p> <p>c. The student will utilize the internet to obtain information on nursing leadership and management.</p>	<p>Nursing Computer Lab</p> <p>Health Care Agency</p>	

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