

**J. Sargeant Reynolds Community College**  
**Course Content Summary**

**Course Prefix and Number:** NSG 115

**Credits:** 5

**Course Title:** Healthcare Concepts for Transition

**Course Description:** Focuses on role transition from licensed practical nurse to registered professional nurse. Incorporates concepts of nursing practice and conceptual learning to promote health and wellness across the life span. Uses the nursing process to explore care delivery for selected diverse populations with common and predictable illness. Emphasizes the use of clinical judgement in skill acquisition. Prerequisites: BIO 141 and BIO 142; ENG 111; PSY 230; SDV 100; acceptance to the LPN to AAS Nursing transition program. Co-requisites: NSG 200; BIO 150. Lecture 3 hours. Laboratory 6 hours. Total 9 hours per week.

**General Course Purpose:** The purpose of this course is to begin the transition of the licensed practical nurse to the comprehensive, professional, and complex role and expectations of a registered nurse by introducing and further developing conceptual-based approaches to patient care. Completion of the course will result in credits awarded the LPN for previous education and work experience.

**Course Prerequisites and Co-requisites:**

Prerequisites: BIO 141 and BIO 142; ENG 111; PSY 230; SDV 100; acceptance to the LPN to AAS Nursing transition program

Co-requisites: NSG 200; BIO 150

**Student Learning Outcomes:**

- a. Demonstrate use of the nursing process and evidence-based care related to the advanced concepts of fluid and electrolytes; gas exchange; perfusion; metabolism; culture family; and sexuality;
- b. Organize, prioritize, and recognize the need for safe delivery of care across the life span and among different populations and diverse settings;
- c. Demonstrate professional nursing role development and behaviors of the registered nurse;
- d. Use evidence to support and plan appropriate care for patients across the life span;
- e. Compare and contrast concepts related to the care of patients experiencing grief, loss, and spiritual distress;
- f. Accurately assess populations at risk for health disparities across the life span and from diverse community settings;
- g. Implement a teaching plan for individuals or groups who are experiencing alternations in health; and
- h. Incorporate principles of pharmacotherapeutic concepts when planning care for patients across the life span.

**Major Topics to Be Included:**

1. Safety Concepts
2. Professional Role Transition Concept
  - a. Exemplars: ethical Issues; teamwork and collaboration
3. Nursing Process Concept
  - a. Basis of developing care (ADPIE)
4. Pharmacotherapeutic Concepts
  - a. Accurate and safe drug dosage calculations
  - b. How to learn drugs; understanding of drug implications
  - c. Exemplars: medication and dosage

5. Advanced Concepts and ADPIE Implications:
  - a. Fluid and electrolytes
    - i. Exemplars: special electrolyte imbalances; patient receiving infusions
  - b. Gas exchange
    - i. Exemplars: asthma of the child; COPD of the adult; anemias; post-surgical atelectasis; viral/bacterial bronchitis
  - c. Perfusion
    - i. Exemplars: hypertension; peripheral vascular disease; preeclampsia
  - d. Metabolism
    - i. Exemplars: diabetes across the life span; gestational diabetes
  - e. Culture
    - i. Exemplars: cultural preferences in situations across the life span; sexual orientation
  - f. Family dynamics
    - i. Exemplars: aging family members; chronic illness of family member; expanding family
  - g. Sexuality
    - i. Exemplars: family planning; sexually transmitted diseases; erectile dysfunction; and menopause
  - h. Cellular regulation
    - i. Exemplars: breast cancer, leukemia of the child; colon cancer
  - i. Nutrition
    - i. Exemplars: obesity and malnutrition
  - j. Reproduction
    - i. Exemplars: antepartum
  - k. Evidence concept
    - i. Exemplars: practice guidelines, nursing research; expert opinion
  - l. Spirituality, grief, and loss concepts
    - i. Exemplars: loss of child at birth; SIDS; child's response to loss; end of life care; amputation; spiritual distress
  - m. Health care disparities concepts:
    - i. Exemplars: homelessness; veterans; low socioeconomic status
  - n. Stress and coping concept
    - i. Exemplars: physical response/disease; separation anxiety in the child
  - o. Patient education concept
    - i. Exemplars: teaching the diabetic (I/II/gestational); pre-operative teaching

**Date Created/Updated (Month, Day, and Year):** July 12, 2018