



Course Number and Title: NUR 300 RN to BSN Transition

Campus Location:

Georgetown, Dover, Stanton

Effective Date:

2020-51

Prerequisite:

None

Co-Requisites:

none

Course Credits and Hours:

3.00 credits

3.00 lecture hours/week

0.00 lab hours/week

Course Description:

This introductory course builds on prior education and provides foundational knowledge on the role of a baccalaureate-prepared nurse. Emphasis is placed on the expanded role of the professional nurse, including theoretical models, evidence-based practices, and outcomes-driven healthcare. Students begin to create a professional portfolio, which is further developed throughout the curriculum.

Required Text(s):

Obtain current textbook information by viewing the [campus bookstore - https://www.dtcc.edu/bookstores](https://www.dtcc.edu/bookstores) online or visit a campus bookstore. Check your course schedule for the course number and section.

Additional Materials:

None

Schedule Type:

Online Course

Disclaimer:

None

Core Course Performance Objectives (CCPOs):

1. Integrate theories and concepts from general education into nursing practice using skills of inquiry, analysis, and information literacy to address practice issues. (CCC 1, 2, 4, 5, 6; PGC 1, 3, 9)
2. Integrate the ideal of lifelong learning to support excellence in nursing practice, professionalism, and leadership. (CCC 1, 2, 3, 4, 5; PGC 9)
3. Evaluate and reflect upon professional values in the delivery of safe, patient-centered care. (CCC 1, 2, 3, 4; PGC 2, 8, 9)
4. Incorporate appropriate communication techniques and collaborative strategies within the interprofessional healthcare team to deliver evidence-based, patient-centered care. (CCC 1, 2, 3, 4, 5, 6; PGC 2, 3, 5, 6, 8, 9)

See Core Curriculum Competencies and Program Graduate Competencies at the end of the syllabus. CCPOs are linked to every competency they develop.

Measurable Performance Objectives (MPOs):

Upon completion of this course, the student will:

1. Integrate theories and concepts from general education into nursing practice using skills of inquiry, analysis, and information literacy to address practice issues.
 1. Discuss the impact of history on contemporary issues in nursing practice.
 2. Evaluate interrelationships among theory, practice, and research.
2. Integrate the ideal of lifelong learning to support excellence in nursing practice, professionalism, and leadership.
 1. Develop a personal philosophy of lifelong learning.
 2. Evaluate the roles and perspective of the nursing profession as it relates to other members of the healthcare team.
 3. Demonstrate leadership through engaging in ethical reasoning, advocacy, collaboration, or social justice.
3. Evaluate and reflect upon professional values in the delivery of safe, patient-centered care.
 1. Reflect upon personal beliefs and values in professional nursing practice.
 2. Analyze personal bias and its impact on the ability to provide high-quality, patient-centered care.
 3. Discuss the importance of personal wellness in the ability to deliver sustained high-quality, patient-centered nursing care.
 4. Develop a personal wellness plan.
4. Incorporate appropriate communication techniques and collaborative strategies within the interprofessional healthcare team to deliver evidence-based, patient-centered care.
 1. Integrate team building and collaborative strategies within the interprofessional team.
 2. Compare and contrast conflict management techniques to produce positive professional working relationships.
 3. Advocate for high-quality, safe, and patient-centered care within the interprofessional team.

Evaluation Criteria/Policies:

Students must demonstrate proficiency on all CCPOs at a minimal 75 percent level to successfully complete the course. The grade will be determined using the Delaware Tech grading system:

92	-	100	=	A
83	-	91	=	B
75	-	82	=	C
0	-	74	=	F

Students should refer to the [Student Handbook - https://www.dtcc.edu/handbook](https://www.dtcc.edu/handbook) for information on the Academic Standing Policy, the Academic Integrity Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

Final Course Grade:

Calculated using the following weighted average

Evaluation Measure	Percentage of final grade
Formative Assessments:	
Discussion Boards (3 - 10% each)	30%
Summative Assessments:	
Journal (10%)	
Wellness Plan (10%)	
Conflict Management Group Project (10%)	70%
QSEN Case Study (10%)	
Personal Nursing Philosophy Paper (30%)	
TOTAL	100%

Core Curriculum Competencies (CCCs are the competencies every graduate will develop):

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems.
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct.
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

Program Graduate Competencies (PGCs are the competencies every graduate will develop specific to his or her major):

1. Integrate general education knowledge, skills, and aptitudes to advance nursing education and growth in professional practice.
2. Demonstrate leadership skills to promote patient safety and the delivery of high quality healthcare.
3. Apply skills of inquiry, analysis, and information literacy to support evidence-based professional nursing practice.
4. Integrate information management technology to improve patient outcomes.
5. Advocate for patients and the nursing profession with regard to healthcare policy at the local, state, national, and global levels.
6. Direct patient-centered care through advocacy, interprofessional communication, collaboration, and delegation.
7. Integrate health promotion and disease prevention practices to positively impact the delivery of healthcare to diverse populations.
8. Practice professional nursing within an ethical framework.
9. Demonstrate lifelong learning that empowers personal and professional growth.

Disabilities Support Statement:

The College is committed to providing reasonable accommodations for students with disabilities. Students are encouraged to schedule an appointment with the campus Disabilities Support Counselor to request an accommodation needed due to a disability. A listing of campus Disabilities Support Counselors and contact information can be found at the [disabilities services - https://www.dtcc.edu/disabilitysupport](https://www.dtcc.edu/disabilitysupport) web page or visit the campus Advising Center.