LPN to RN: Review and Transition
Course Design
2004-2005

Course Information
Organization: EASTERN ARIZONA COLLEGE
Division: Science & Allied Health
Course Number: NUR 150
Title: LPN to RN: Review and Transition
Credits: 2
Developed by: Roni DeLaO Kerns, RN, MN, PhD(c)
Lecture/Lab Ratio: 2 Lec/0 Lab
Transfer Status: Non-transferable
Activity/Enrichment Course: No
CIP Code: 51.0904
Assessment Mode: Pre-Post test (100 Questions, 200 points)
Semester Taught: Offered upon request
Gen. Ed. Area: None
Separate Lab: No
Awareness Course: No
Intensive Writing Course: No
Prerequisites: 1. Completion of first year of ADN nursing program or current LPN
Educational Value: TO GENERAL EDUCATION: Provides opportunity for students to apply, analyze, synthesize, and evaluate concepts learned in general education.
TO MAJOR / PROGRAM: This course acts as a transition between first and second year, a review of materials before sitting for NCLEX-PN, and a refresher and assessment for nurses choosing to re-enter a nursing program from LPN-RN.
TO OTHER COURSES OR CURRICULA: This course is congruent with other nursing courses.

Goals:
1. Students will learn and apply test-taking strategies.
2. Students will review content of LPN program prior to NCLEX-LPN.
3. Students will transition from LPN to RN portion of a 1 + 1 ADN program.

Description: This course will act as a review of the standard curriculum for LPN programs. It will also include suggestions for preparation and test taking strategies. It will include information on role development and successful transitioning from LPN to RN.
**Textbooks:**

Harrington, N. & Terry, C..  *LPN to RN transitions: Achieving success in your new role.*  2nd.  Lippincott, Williams & Wilkins,


Silverstri, L.A..  *Saunders Comprehensive Review for NCLEX-PN.*

Chenevert, M..  *Mosby's tour guide to nursing school: A student's road survival kit.*  Mosby,

**Supplies:**

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## Competencies and Performance Standards

### 1. Review and apply test-taking strategies.

**Domain--** Cognitive  **Level--** Application  **Importance--** Essential  **Difficulty--** High

<table>
<thead>
<tr>
<th>Criteria --</th>
<th>Conditions --</th>
<th>Learning Objectives:</th>
</tr>
</thead>
</table>
| Criteria - Performance will be satisfactory when:  
• learner participates in class activities | Conditions - Competence will be demonstrated:  
• at the completion of quizzes, exams and other methods of evaluation | a. Acquaint self with the test-taking strategies  
b. Apply test-taking strategies to oneself |

### 2. Review fundamental skills, general nursing concepts, and nursing across the life span

**Domain--** Affective  **Level--** Internalizing  **Importance--** Essential  **Difficulty--** High

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| Criteria - Performance will be satisfactory when:  
• learner participates in class activities | Conditions - Competence will be demonstrated:  
• at the completion of quizzes, exams and other methods of evaluation | a. Review general nursing concepts including infection control, pain, oncology, cultural diversity, and management and legal/ethical issues  
b. Review nursing across the life span, including growth and development, newborn and pediatric, human sexuality, gerontologic, and death and dying  
c. Review fundamental skills of nursing including hygiene, basic life support, peri-operative care, and positioning  
d. Review homeostasis including stress and adaptation, fluid and electrolyte, acid-base balance, laboratory values, nutrition, IV therapy and the immune system |

### 3. Review the nursing concepts of pharmacology

**Domain--** Cognitive  **Level--** Evaluation  **Importance--** Essential  **Difficulty--** High

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<th>Learning Objectives:</th>
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</thead>
</table>
| Criteria - Performance will be satisfactory when:  
• learner participates in class activities | Conditions - Competence will be demonstrated:  
• at the completion of quizzes, exams and other methods of evaluation | a. Review pharmacology  
b. Review nursing implications of pharmacology |
### 4. Review medical-surgical nursing care of the adult client by system

<table>
<thead>
<tr>
<th>Domain--Cognitive</th>
<th>Level--Evaluation</th>
<th>Importance--Essential</th>
<th>Difficulty--High</th>
</tr>
</thead>
</table>

**Criteria--** Criteria - Performance will be satisfactory when:
- learner participates in class activities

**Conditions--** Competence will be demonstrated:
- at the completion of quizzes, exams and other methods of evaluation

**Learning Objectives:**
- a. Apply medical-surgical nursing processes
- b. Review medical-surgical nursing by affected system
- c. Care of adult clients with medical-surgical problems

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### 5. Review maternity and gynecological nursing

<table>
<thead>
<tr>
<th>Domain--Cognitive</th>
<th>Level--Evaluation</th>
<th>Importance--Essential</th>
<th>Difficulty--High</th>
</tr>
</thead>
</table>

**Criteria--** Criteria - Performance will be satisfactory when:
- learner participates in class activities

**Conditions--** Competence will be demonstrated:
- at the completion of quizzes, exams and other methods of evaluation

**Learning Objectives:**
- a. Apply maternity and gynecology nursing processes
- b. Care of maternity clients and clients with gynecology problems

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### 6. Review mental health nursing

<table>
<thead>
<tr>
<th>Domain--Cognitive</th>
<th>Level--Evaluation</th>
<th>Importance--Essential</th>
<th>Difficulty--High</th>
</tr>
</thead>
</table>

**Criteria--** Criteria - Performance will be satisfactory when:
- learner participates in class activities

**Conditions--** Competence will be demonstrated:
- at the completion of quizzes, exams and other methods of evaluation

**Learning Objectives:**
- a. Apply psychiatric-mental health nursing processes
- b. Care of client with mental disorders

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### 7. Outline professional role development

<table>
<thead>
<tr>
<th>Domain--Psychomotor</th>
<th>Level--Practice</th>
<th>Importance--Important</th>
<th>Difficulty--Medium</th>
</tr>
</thead>
</table>

**Criteria--** Criteria - Performance will be satisfactory when:
- learner participates in class activities

**Conditions--** Competence will be demonstrated:
- at the completion of quizzes, exams and other methods of evaluation

**Learning Objectives:**
- a. Describe the process of re-entry into the role of student
- b. Outline the stages of professional role development
- c. Describe the methods for adjusting to change
- d. Compare the role of the RN to that of the LPN in decision making
- e. Give examples of the LPN to RN role transition in managing client care
8. **Analyze adult learning concepts and learning processes**

<table>
<thead>
<tr>
<th>Domain--</th>
<th>Affective</th>
<th>Level--</th>
<th>Organizing</th>
<th>Importance--</th>
<th>Essential</th>
<th>Difficulty--</th>
<th>High</th>
</tr>
</thead>
</table>

**Criteria--**
- Performance will be satisfactory when:
  - learner participates in class activities

**Conditions--**
- Competence will be demonstrated:
  - at the completion of quizzes, exams and other methods of evaluation

**Learning Objectives:**
- a. Apply adult learning concepts to one’s self
- b. Differentiate between passive and active learning processes

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9. **Manage time and establish educational plan to enhance success in the associate degree nursing program**

<table>
<thead>
<tr>
<th>Domain--</th>
<th>Psychomotor</th>
<th>Level--</th>
<th>Adaptation</th>
<th>Importance--</th>
<th>Important</th>
<th>Difficulty--</th>
<th>High</th>
</tr>
</thead>
</table>

**Criteria--**
- Performance will be satisfactory when:
  - learner participates in class activities

**Conditions--**
- Competence will be demonstrated:
  - at the completion of quizzes, exams and other methods of evaluation

**Learning Objectives:**
- a. Describe strategies to manage time more effectively
- b. Design a personal educational plan to enhance success in the associate degree nursing program

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**Types of Instruction**

Classroom Presentation & Demonstration

**Grading Policy**

**Evaluation Methods:**
Weight given to quizzes, exams, other methods of evaluation: Class is graded on a total point scale. Pretest does not count. The quizzes and/or assignments are worth 300 points and the final is worth 200 points. The final is worth 40% of the final grade.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Requirement</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100% of total point value</td>
</tr>
<tr>
<td>B</td>
<td>80-89.99% of total point value</td>
</tr>
<tr>
<td>F</td>
<td>0-79.99% of total point value</td>
</tr>
</tbody>
</table>

**Learning Plans**

**Learning Plan 1-- Learning Plan**

**Overview:**
This lesson plan concentrates on review materials before sitting for NCLEX-PN exam. You will learn and apply test-taking strategies, review of content, and the transition from LPN to RN role.

**Competency:**
1. Review and apply test-taking strategies.
Competency: 2. Review fundamental skills, general nursing concepts, and nursing across the life span

Competency: 3. Review the nursing concepts of pharmacology

Competency: 4. Review medical-surgical nursing care of the adult client by system

Competency: 5. Review maternity and gynecological nursing

Competency: 6. Review mental health nursing

Competency: 7. Outline professional role development

Competency: 8. Analyze adult learning concepts and learning processes

Competency: 9. Manage time and establish educational plan to enhance success in the associate degree nursing program

Learning Activities:

_____1. COMPLETE pre-test

_____2. PARTICIPATE in class activities, presentation, and discussion.

_____3. REVIEW medical-surgical nursing care of the adult, maternity and gynecological nursing, and mental health nursing

_____4. COMPLETE quizzes and/or written assignments

_____5. COMPLETE exams and final exam/post-test

Performance Assessment Activities:

_____1. Demonstrate the evidence of proficiency in all course requirements

_____2. Complete the final exam