

**I. CATALOG INFORMATION**

- A. Discipline: NURSING SCIENCE
- B. Subject Code and Number: NS M15
- C. Course Title: Role Transitions: LVN to RN

- D. Credit Course units:  
 Units: 1  
 Lecture Hours per week: 1  
 Lab Hours per week : 0  
 Variable Units : No

- E. Student Learning Hours:  
 Lecture Hours:  
 Classroom hours: 17.5 - 17.5  
 Laboratory/Activity Hours:  
 Laboratory/Activity Hours 0 - 0

**Total Combined Hours** in a 17.5 week term: 17.5 - 17.5

- F. Non-Credit Course hours per week \_\_\_\_\_

- G. May be taken a total of:  1  2  3  4 time(s) for credit

- H. Is the course co-designated (same as) another course: No  Yes   
 If YES, designate course Subject Code & Number: \_\_\_\_\_

- I. Course Description:

Focuses on preparing the Licensed Vocational Nurse (LVN) for re-entry into the student role and the transition into the new role as a Registered Nurse (RN). Assists the students to reflect on this changing role and to practice skills needed to become a successful student. Stresses the difference between the LVN and RN as care provider, leader, teacher and patient advocate. Emphasizes the development of critical thinking skills utilized in the nursing process.

- J. Entrance Skills

\*Prerequisite: No  Yes  Course(s)  
 \_\_\_\_\_

\*Corequisite: No  Yes  Course(s)  
NS M02

Limitation on Enrollment: No  Yes   
 \_\_\_\_\_

Recommended Preparation: No  Yes  Course(s)  
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Other: No  Yes

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K. Other Catalog Information:

## II. COURSE OBJECTIVES

Upon successful completion of the course, a student will be able to:

		<b>Methods of evaluation will be consistent with, but not limited by, the following types or examples.</b>
1	identify the importance of lifelong learning in nursing and how it relates to a student's return to school.	Group discussions
2	describe the process of role change as it relates to professional development.	Group discussions Exams
3	compare and contrast types of changes in role.	Classroom discussions
4	describe methods for adjusting to changes in role.	Group discussions
5	discuss the effects of societal trends on the profession and practice of nursing.	Exams Classroom discussions
6	apply adult learning concepts to one's self.	Group discussions Classroom activities
7	differentiate between RN and LVN practice roles.	Exams Classroom discussions
8	describe the differences between RN and LVN legal scopes of practice.	Group projects Exams
9	describe the role of critical thinking and clinical reasoning in nursing practice.	Group discussions Exams
10	analyze client situations using a variety of critical thinking modes.	Case studies
11	identify the nurse as a teacher and relate the steps of the teaching-learning process to the nursing process.	Classroom case studies
	compare and contrast the decision-making role of the RN to that	Exams

12	of the LVN.	Group projects
13	identify the role of the RN in managing a safe environment.	Group discussions Exams
14	describe ways in which the RN promotes and maintains standards of nursing practice.	Classroom discussions
15	compare and contrast the role of the LVN and RN as client advocate.	Classroom discussions Exams
16	describe the areas of professional growth to which the RN is committed as a member of the profession.	Group projects
17	differentiate between the RN and LVN in the decision-making process related to an ethical issue.	Group projects Exams

### III. COURSE CONTENT

Estimated %	Topic	Learning Outcomes
<b>Lecture</b> (must total 100%)		
30.00%	The Transition Process including: - Lifelong learning and return to school - Role development and transition - Adaptation to change - Transitions throughout history	1, 2, 3, 4, 5, 6
30.00%	Core Competencies for Professional Nursing Practice including: - Practicing within regulatory frameworks - Critical thinking and clinical reasoning in nursing	7, 8, 9, 10
40.00%	Core Concepts of RN Professional Practice: - Provider of care - Manager of care - Member of discipline of nursing	11, 12, 13, 14, 15, 16, 17

### IV. TYPICAL ASSIGNMENTS

#### A. Writing assignments

Writing assignments are required. Possible assignments may include, but are not limited to:	
1	written report on role differences between LVN and RN.
2	written responses to essay questions on exams that address differences between RN and LVN legal scopes of practice.
3	written responses to critical thinking exercises that involve critical thinking and clinical reasoning in nursing practice of RN.

#### B. Appropriate outside assignments

Appropriate outside assignments are required. Possible assignments may include, but are
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not limited to:	
1	interview fellow classmates who are transitioning from the LVN to RN role.
2	conduct library and Internet research on RN and LVN legal scopes of practice.
3	participate in chat room discussions of lifelong learning in nursing and how it relates to the student's return to school.

### C. Critical thinking assignments

Critical thinking assignments are required. Possible assignments may include, but are not limited to:	
1	creating a list of patient care priorities in response to a scenario, and determining which priorities an RN must respond to and which can be delegated to an LVN.
2	formulating short- and long-term client goals for an identified nursing diagnosis.
3	developing accurate nursing diagnostic statements from assessment data utilizing the North American Nursing Diagnosis Association (NANDA) format.

## V. METHODS OF INSTRUCTION

Methods of instruction may include, but are not limited to:

- Distance Education – When any portion of class contact hours is replaced by distance education delivery mode (Complete DE Addendum, Section XV)
- Lecture/Discussion
- Laboratory/Activity
- Other (Specify)  
 Online chat discussions of case studies  
Group discussions of societal trends on the profession and practice of nursing.
- Optional Field Trips
- Required Field Trips

## VI. METHODS OF EVALUATION

Methods of evaluation may include, but are not limited to:

- |  |   |   |
|--|---|---|
| <input checked="" type="checkbox"/> Essay Exam | <input checked="" type="checkbox"/> Classroom Discussion    | <input type="checkbox"/> Skill Demonstration        |
| <input type="checkbox"/> Problem Solving Exam  | <input checked="" type="checkbox"/> Reports/Papers/Journals | <input type="checkbox"/> Participation              |
| <input type="checkbox"/> Objective Exams       | <input type="checkbox"/> Projects                           | <input checked="" type="checkbox"/> Other (specify) |

Student presentations

## VII. REPRESENTATIVE TEXTS AND OTHER COURSE MATERIALS

Harrington, Nicki, and Cynthia Terry. LVN to RN Transitions: Achieving Success in Your New Role. 5th ed. Lippincott, 2018.

Claywell, Lora. LPN to RN Transitions. 4th ed. Mosby, 2017.

### VIII. STUDENT MATERIALS FEES

No  Yes

### IX. PARALLEL COURSES

College	Course Number	Course Title	Units
Santa Barbara City College	NURS 119	Introduction to RN for the LVN	3
LA Pierce College	NURSING 442	Role Transition to RN	1

### X. MINIMUM QUALIFICATIONS

#### Courses Requiring a Masters Degree:

Master's Degree in Nursing OR Bachelor's Degree in Nursing AND Master's in Health Education or Health Science OR the equivalent OR the minimum qualifications as set by the Board of Registered Nursing, whichever higher.

### XI. ARTICULATION INFORMATION

#### A. Title V Course Classification:

1. This course is designed to be taken either:

- Pass/No Pass only (no letter grade possible); or  
 Letter grade (P/NP possible at student option)

2. Degree status:

Either  Associate Degree Applicable; or  Non-associate Degree Applicable

#### B. Moorpark College General Education:

1. Do you recommend this course for inclusion on the Associate Degree General Education list?

Yes:  No:  If YES, what section(s)?

- A1 - Natural Sciences - Biological Science  
 A2 - Natural Sciences - Physical Science  
 B1 - Social and Behavioral Sciences - American History/Institutions  
 B2 - Social and Behavioral Sciences - Other Social Behavioral Science  
 C1 - Humanities - Fine or Performing Arts  
 C2 - Humanities - Other Humanities  
 D1 - Language and Rationality - English Composition  
 D2 - Language and Rationality - Communication and Analytical Thinking  
 E1 - Health/Physical Education  
 E2 - PE or Dance  
 F - Ethnic/Gender Studies

#### C. California State University(CSU) Articulation:

1. Do you recommend this course for transfer credit to CSU? Yes:  No:

2. If YES do you recommend this course for inclusion on the CSU General Education list?

Yes:  No:  If YES, which area(s)?

- A1  A2  A3  B1  B2  B3  B4   
 C1  C2  D1  D2  D3  D4  D5   
 D6  D7  D8  D9  D10  E

D. University of California (UC) Articulation:

1. Do you recommend this course for transfer to the UC? Yes:  No:

2. If YES do you recommend this course for the Intersegmental General Education Transfer Curriculum (IGETC)? Yes:  No:

IGETC Area 1: English Communication

- English Composition  
 Critical Thinking-English Composition  
 Oral Communication

IGETC Area 2: Mathematical Concepts and Quantitative Reasoning

- Mathematical Concepts

IGETC Area 3: Arts and Humanities

- Arts  
 Humanities

IGETC Area 4: Social and Behavioral Sciences

- Anthropology and Archaeology  
 Economics  
 Ethnic Studies  
 Gender Studies  
 Geography  
 History  
 Interdisciplinary, Social & Behavioral Sciences  
 Political Science, Government & Legal Institutions  
 Psychology  
 Sociology & Criminology

IGETC Area 5: Physical and Biological Sciences (mark all that apply)

- Physical Science Lab or Physical Science Lab only (non-sequence)  
 Physical Science Lecture only (non-sequence)  
 Biological Science

- Physical Science Courses
- Physical Science Lab or Biological Science Lab Only (non-sequence)
- Biological Science Courses
- Biological Science Lab course
- First Science course in a Special sequence
- Second Science course in a Special Sequence
- Laboratory Activity
- Physical Sciences

IGETC Area 6: Language other than English

- Languages other than English (UC Requirement Only)
- U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)
- U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)

**XII. REVIEW OF LIBRARY RESOURCES**

- A. What planned assignment(s) will require library resources and use?

The following assignments require library resources:

Using the Library's print books and specialized health-related databases, research such topics as the differences between RN and LVN legal scopes of practice.

- B. Are the currently held library resources sufficient to support the course assignment?

YES:  NO:

If NO, please list additional library resources needed to support this course.

**XIII. PREREQUISITE AND/OR COREQUISITE JUSTIFICATION**

Requisite Justification for NS M02

- A. Sequential course within a discipline.
- B. Standard Prerequisite or Corequisite required by universities.
- C. Corequisite is linked to companion lecture course.
- D. Prerequisite or Corequisite is authorized by legal statute or regulation.  
Code Section: \_\_\_\_\_
- E. Prerequisite or Corequisite is necessary to protect the students' health and safety.
- F. Computation or communication skill is needed.

G. Performance courses: Audition, portfolio, tryouts, etc. needed.

**XIV. WORKPLACE PREPARATION**

NS M15: Not Applicable

**XV. DISTANCE LEARNING COURSE OUTLINE ADDENDUM**

NS M15: Not Applicable

**XVI. GENERAL EDUCATION COURSE OUTLINE ADDENDUM**

NS M15: Not Applicable

**XVII. STUDENT MATERIALS FEE ADDENDUM**

NS M15: Not Applicable

**XVIII. REPEATABILITY JUSTIFICATION TITLE 5, SECTION 55041**

NS M15: Not Applicable

**XIX. CURRICULUM APPROVAL**

Course Information:

Discipline: NURSING SCIENCE

Discipline Code and Number: NS M15

Course Revision Category: Outline Update

Course Proposed By:

Originating Faculty Olga Myshina 04/10/2018

Faculty Peer: Christina Lee 05/04/2018

Curriculum Rep: Olga Myshina 04/15/2018

Department Chair: Christina Lee 04/18/2018

Division Dean: Norman Marten 04/18/2018

Approved By:

Curriculum Chair: Jerry Mansfield 02/08/2019

Executive Vice President: \_\_\_\_\_

Articulation Officer: Letrisha Mai 01/17/2019

Librarian: Mary LaBarge 01/13/2019

Implementation Term and Year: Fall 2019

Approval Dates:

Approved by Moorpark College Curriculum Committee: 03/05/2019

Approved by Board of Trustees (if applicable): \_\_\_\_\_



Approved by State (if applicable): 03/11/2019