

# NURS - 111 - LPN to RN Transition Course

## 2025-2026 Course Proposal Form

### Course Information

- Please select which best fits this course proposal:\*
- Course New/Reactivation Proposal
  - Course Revision Proposal
  - Course Retirement Proposal
  - Course Outcomes Revision Proposal

Department\*

Nursing

**IF proposing a new course type or prefix, please select "NEW Course Type or NEW Prefix" from the dropdown and input the requested data in the new text field that follows.**

Course Type:\*

Nursing

NEW Course Type:

NEW Prefix:

Prefix:\*

NURS

Course Number:\* 111

Course Title:\* LPN to RN Transition Course

Credit(s):\* 6

Course Description:\* This course facilitates the transition of the LPN to the role of the associate degree nurse.

Lecture Hours:\* 5

Laboratory Hours:\* 21

Clinical Hours:\* 24

Internship Hours:\* 0

**Prerequisite(s):** LPN Licensure, ENG 101, BIO 114 or BIO 220

**Corequisite(s):** NURS 112

**Pre / Corequisite(s):** PSYC 208

**Required Materials\*** Claywell, L. (2022). LPN to RN transitions. (5th ed.) St. Louis, MO: Elsevier. Required Weber, J., & Kelley, J. (2024). Health Assessment in Nursing (7th ed.). Philadelphia: Lippincott Williams & Wilkins. Required Tucker, R. G., & Schweighardt, A. (2023). Karch's focus on nursing pharmacology. Ninth edition. Philadelphia, Wolters Kluwer. Required Giddens, J. R. (2024). Concepts for nursing practice (4th ed.). St. Louis: Elsevier. recommended ATI Complete Partner

**Course Learning Outcomes:\***

Human Flourishing: Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings. (Diversity, holism, patient-, caring)

1. CLO #1. Demonstrate patient centered care as the Licensed Practical Nurse (LPN) transitions to the role of Registered Nurse (RN) that is respectful of and receptive to individual patient preferences, needs, and values
2. CLO #2. Apply knowledge as a Licensed Practical Nurse, together with newly introduced ADN Transition course concepts relating to care of diverse individuals and families throughout the lifespan across the wellness-illness continuum Nursing Judgment: Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patients within a family and community context. (Patient-centeredness, holism)
3. CLO #3. Demonstrate critical thinking processes, clinical judgement and decision making in the use of the nursing process and conceptual plans of care in relation to client care.
4. CLO #4. Practice as an interdisciplinary team member to provide communication and nursing care in the role of professional to individuals, families, groups and communities demonstrating management concepts including delegation and supervision of other members of the health care team. Professional Identity: Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context. (Ethics, Caring, Integrity, Patient-centeredness, excellence)
5. CLO #5. Apply professional, ethical nursing behaviors incorporating integrity, personal responsibility and accountability for continued excellence Spirit of Inquiry: Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities. (Excellence)
6. CLO #6. Differentiate scopes of practice of the LPN and RN under regulatory frameworks.
7. CLO #7. Participate in personal and professional growth in the role of the professional as it relates to life-long learning.

**Student Learning Outcomes:\***

“Upon successful completion of the course units, modules, or chapters, students will be able to”:

**Essential Skills to Begin Your Transition & The**

**Nurses Role in Health Assessment**

1. Identify how experiences influence learning in adults. (CLO #7)
2. Delineate both positive and negative impact experiences. (CLO #7)
3. Understand change theory and how it applies to becoming an RN. (CLO #7)
4. Describe how learning style affects the learning process. (CLO #7)
5. Define personal empowerment. (CLO #7)
6. Describe how self-defeating behavior negatively affects personal empowerment. (CLO #7)
7. Describe self-defeating behaviors. (CLO #7)
8. Explain four key work habits that contribute to success. (CLO #7)
9. Explain the impact of health on personal empowerment. (CLO #7)
10. Identify steps that aid in stress reduction. (CLO #7)
11. Describe positive face-to-face and online asynchronous and synchronous class strategies. (CLO #7)
12. Describe the components of effective listening.
13. Illustrate strategies to improve test-taking. (CLO #7 and #2)
14. Discuss historical contributions to modern nursing. (CLO #5)
15. Describe the impact of managed care and merging health care services on the nursing profession. (CLO #5)
16. Discuss the role of nursing in quality improvement of patient care. (CLO #5)
17. Identify the three major types of law and explain how they apply to nursing. (CLO #6)
18. Define professional negligence and malpractice. (CLO #6)
19. Identify issues in nursing and health care that can constitute malpractice. (CLO #6)
20. Discuss the meaning of accountability of the professional registered nurse. (CLO #6)
21. Demonstrate effective use of technology and practices that support safe practice. (CLO #6)
22. Define ethical principles and the Code of Ethics for Nurses. (CLO #6)
23. Ascertain the cultural values and preferences of patients in the health care setting as part of a clinical interview and include these in your plan of care. (CLO #1)
24. Recognize your personal attitudes about working with patients from different ethnic and cultural backgrounds. (CLO #2)
25. Value the need for registered nurses to demonstrate the ethical duties owed to self and others. (CLO #1)
26. Identify an ethical dilemma in the clinical setting and outline a framework for ethical decision making. (CLO #1)
- 27.

28. Explain how assessment skills are needed for every situation the nurse encounters. (CLO #3)
29. Describe how assessment fits into the total nursing process. (CLO #3)
30. List and describe the steps of the nursing process. (CLO #3)
31. Describe the steps of the analysis phase of the nursing process. (CLO #3)
32. Identify systems of measurement (CLO #3)
33. Demonstrate accurate calculation of medication (CLO #3)

### **Assessing Culture**

1. Explain how culture, genetics, and environment interact to affect health status. (CLO # #1 and #3)
2. Define culture and describe its basic characteristics (CLO #1)
3. Discuss the role of cultural competence of the caregiver in nursing assessment. (CLO #1, 2, and #3)
4. Describe how the assessment interview needs to be modified to consider cultural variations. (CLO #2)
5. Recognize culture-based syndromes and the cultural groups most likely to accept as diseases. (CLO #2)
6. Recognize your own level of cultural competence. (CLO #1, 2, and #3)
7. Describe the parts of a cultural assessment. (CLO #1)

### **Assessing Spirituality and Religious Practices**

1. Describe the difference between spirituality and religion. (CLO #1 and #3)
2. Explain how understanding spirituality can assist the nurse in identifying the client's coping responses and support systems. (CLO # 3)
3. Explain how spiritual beliefs can influence one's decision-making relative to health care.  
  
(CLO #3)
4. Discuss why it is important that nurses be aware of their own spiritual beliefs and biases as they relate to health care. (CLO #1, 2, and #3)

### **Collecting Subjective Data**

1. Describe the three parts of an interview. (CLO #2 and #3)
2. Describe the use of nonverbal communication during an interview. (CLO #1 and #2)
3. Describe the use of effective verbal communication during a client interview. (CLO #1 and #2)
4. Describe the use of verbal communication that should be avoided in client interviews. (CLO #1 and #2)

5. Describe how communication should be varied to communicate with elderly clients. (CLO #1 and #2)
6. Relate the relevant data that are included in a comprehensive health history of the older adult client. (CLO #1 and #2)
7. Describe appropriate ways to modify communication with clients who have emotional conditions. (CLO #1, 2, and #3)
8. Identify the major categories of a complete history. (CLO #1 and #2)
9. Describe the key sources of biographical data. (CLO #1 and #2)
10. Collect an accurate nursing history of a client. (CLO #1 and #2)
11. Demonstrate history taking of the older adult client. (CLO #1 and #2)
12. Construct a genogram to identify patterns within family history. (CLO #1)
13. Identify the information to be obtained in a review of body systems. (CLO #1)
14. Describe the relationship of the lifestyle and health practices profile with health status. (CLO #3)

### **Collecting Objective Data**

1. Describe the ways to prepare the physical environment and make it conducive to a physical exam. (CLO#1 and #2)
2. Explain the ways to prepare a client for a physical examination. (CLO # 1 and #2)
3. Recall anatomy that is pertinent in assessment of the older adult patient. (CLO #1)
4. Recall physiology that is relevant to assessment of the older adult. (CLO #1)
5. Describe the various positions used to perform a physical exam. (CLO #1 and #3)
6. Demonstrate the correct methods used for inspection during a physical exam. (CLO #1)
7. Explain the purpose and differences between light, deep and bimanual palpation. (CLO #1)
8. Demonstrate the correct direct, indirect, and blunt percussion techniques used during a physical exam. (CLO #1)
9. Describe appropriate inspection, palpation, auscultation, percussion, and positioning techniques used in the examination of the older adult client. (CLO #1)
10. Explain the correct use of a stethoscope and the purpose of the bell and the diaphragm. (CLO #1)
11. Describe expected findings derived from the examination of the older adult client. (CLO #2)
12. Describe variations related to age, race, and selected situations that are expected on examination of the older adult client. (CLO #1 and #2)
13. Review equipment needed in the assessment of the older client. (CLO #1)

### **The Profession and Discipline of Registered Nursing /Assessing General Health Status (Survey) and Vital Signs**

1. Describe the process of professional socialization from that of a practical nurse to that of a registered nurse. (CLO #5 and #6)
2. Recognize the differences in the educational preparation of the LPN/LVN and RN.

(CLO #5 and #6)

3. Compare and contrast the differences in the roles of the LPN/LVN and RN. (CLO #5 and #6)
4. Compare and contrast the scope of practice for the LPN/LVN and the RN. (CLO #5 and #6)
5. Compare and contrast nursing philosophies, nursing theories, and nursing theoretical models. (CLO #2)
6. Discuss the role of nursing theory to the practice of nursing.
7. Evaluate how values and beliefs influence nursing theory. (CLO #2)
8. Apply the four universal concepts central to nursing practice. (CLO #2 and #3)
9. Compare and contrast the nursing philosophies, theories, and models discussed in this chapter. (CLO #2)
10. Interview a client for an accurate general survey of their health status. (CLO #2)
11. Perform an accurate general survey of a client's health status. (CLO #1)
12. Assess accurate vital sign measurements. (CLO #2)
13. Assess for the presence of pain as a "fifth vital sign. (CLO #1 and 2)
14. Describe the findings frequently seen when assessing the older client's general status and vital signs. (CLO # 1, 2, and 3)
15. Differentiate between normal and abnormal general survey and vital sign findings. (CLO #2)
16. Demonstrate accurate calculation of IV medication (CLO #3)
17. Discuss the different IV therapy (CLO #2)

### **Assessing Pain-the 5<sup>th</sup> Vital**

1. Explain the pathophysiology of pain. (CLO #1)
2. Identify pain as the fifth vital sign. (CLO #1)
3. Classify pain into acute and chronic pain. (CLO #1 and #2)
4. Name the different physiologic responses to pain. (CLO #1)
5. Interview a client experiencing pain, collecting subjective and objective data. (CLO #2)
6. Perform a physical assessment on a client who is experiencing pain. (CLO #1 and #3)
7. Identify and describe the findings commonly identified when assessing the older client for pain. (CLO #3)

### **Assessing Skin, Hair, Nails**

1. Discuss the risk factors for skin cancer. Describe basic principles of diagnostic imaging and lab evaluations. (CLO #2)
2. Perform a physical assessment of the skin, nails, and hair using the correct techniques. (CLO #1)
3. Perform a physical assessment of the skin, nails, and hair using the correct techniques. (CLO #1)
4. Differentiate between normal and abnormal findings of the skin, hair, and nails.

(CLO #2)

5. Describe the findings frequently seen when assessing the older client's skin, hair, and nails. (CLO #1)
6. Describe basic principles of diagnostic imaging and lab evaluations. (CLO #4)

### **The Profession and Discipline of Registered Nursing / Assessing Head and Neck**

1. Discuss the steps of the nursing process. (CLO #3)
2. Discuss the five realms that may affect a patient's health status that should be addressed to complete a thorough nursing assessment. (CLO #3)
3. Discuss nursing diagnoses in the practice setting. (CLO #3)
4. Apply the nursing process to the practice setting. (CLO #3)
5. apply reasonable and measurable outcomes to patient care in the practice setting. (CLO #3)
6. Discuss the responsibilities of the RN with the role of the LPN/LVN in assessment and developing the plan of care. (CLO #3)
7. Discuss nursing assessment of the individual, family, and community. (CLO #3)
8. Explain collaborative problems with respect to formulating the nursing diagnosis in the practice setting. (CLO #3 and #4)
9. Describe the structures and functions of the head and neck. (CLO #1 and #2)
10. Discuss the risk factors for head and neck disorders across cultures and ways to reduce one's risks (CLO #2)
11. Perform a physical assessment of the head and neck using the correct techniques. (CLO # 1)
12. Differentiate between normal and abnormal findings of the head and neck. (CLO #2)
13. Describe the findings frequently seen when assessing the older client's head and neck. (CLO #1)
14. Describe basic principles of diagnostic imaging and lab evaluations. (CLO #4)

### **Assessing Eyes**

1. Describe the structures and function of the eyes. (CLO #1 and #2)
2. Discuss the risk factors for cataracts and ways to reduce those risk factors. (CLO#2)
3. Perform a physical assessment of the eyes and visual acuity correctly. (CLO #1)
4. Differentiate between normal and abnormal findings of the eyes. (CLO #2)
5. Describe the findings frequently seen when assessing the older client's eyes and
6. visual acuity. (CLO #1)
7. Describe basic principles of diagnostic testing. (CLO #4)

### **Assessing Ears**

1. Describe the functions and structure of the ear. (CLO #1)



2. Discuss the risk factors for hearing loss across cultures and ways to reduce one's risks. (CLO #2)
3. Perform a physical assessment of the ears and hearing ability. (CLO #1)
4. Correctly use the otoscope to inspect the auditory canal and tympanic membrane. (CLO #1 and 4)
5. Describe the findings frequently seen when assessing the older client's ears and hearing. (CLO # 1)
6. Differentiate between normal and abnormal findings of the ear and hearing. (CLO #2)
7. Describe basic principles of diagnostic testing. (CLO #4)

### **Assessing Mouth, Throat, and Sinuses.**

1. Describe the structure and functions of the mouth, throat and sinuses. (CLO #1 and #2)
2. Discuss the risk factors for oral cancer across cultures and ways to reduce one's risks. (CLO #2)
3. Perform an accurate assessment of the mouth, throat, and sinuses. (CLO #1)
4. Differentiate between normal and abnormal findings of the mouth, throat, and sinuses. (CLO #2)
5. Describe the cultural variations seen with assessment findings of the mouth, throat, nose, and sinuses. (CLO #2)
6. Describe the findings frequently seen when assessing the older client's mouth, throat, nose, and sinuses. (CLO #1)
7. Describe basic principles of diagnostic imaging and lab evaluations. (CLO #4)

### **The Profession and Discipline of Registered Nursing / Heart and Neck Vessels**

1. Define critical thinking. (CLO #6)
2. Explain the importance of critical thinking in nursing. (CLO #3)
3. Identify the types of reasoning based on critical thinking. (CLO #3)
4. relate inductive and deductive reasoning. (CLO #3)
5. Explain the eight elements of reasoning in critical thinking. (CLO #3)
6. Identify attributes of critical thinkers. (CLO #3)
7. Describe the structure and functions of the heart and neck vessels. (CLO #1 and #2)
8. Discuss the risk factors for coronary artery disease (CAD) across cultures and ways to reduce one's risks. (CLO #2)
9. Interview a client for an accurate nursing history of the heart and neck vessels. (CLO #2)
10. Perform a physical assessment of the heart and neck vessels. (CLO #1)
11. Differentiate between normal and abnormal findings of the heart and neck vessels. (CLO #2)
12. Describe the findings frequently seen when assessing the older client's heart and neck vessels. (CLO #1)
13. Describe basic principles of diagnostic imaging and lab evaluations. (CLO #4)

## Assessing Peripheral Vascular System

1. Describe the structure and functions of blood vessels, including capillaries, and lymphatic circulation. (CLO #1 and #2)
2. Discuss risk factors for peripheral disease across cultures and ways to reduce one's risks. (CLO #2)
3. Interview a client for an accurate nursing history of the peripheral vascular system. (CLO #2)
4. Perform an accurate peripheral vascular assessment. (CLO #1)
5. Differentiate between normal and abnormal findings of the PVS. (CLO #2)
6. Describe findings frequently seen when assessing the older client's peripheral vascular system. (CLO #1)
7. Describe basic principles of diagnostic imaging and lab evaluations. (CLO # 4)

## The RN as a Provider of Care/ Lung Assessment

1. Define evidence-based practice. (CLO #3)
2. Develop a sound clinical question using the PICO format. (CLO #3)
3. Discuss the hierarchy (levels) of evidence. (CLO #3)
4. Articulate the role of the RN in research and research utilization. (CLO #3)
5. Describe the principles of communication. (CLO #4)
6. State the purpose of the therapeutic relationship and apply therapeutic communication to the clinical setting. (CLO #4)
7. Compare and contrast facilitators and blockers of communication. (CLO #4)
8. Conduct a patient interview in the clinical setting using effective communication skills and active listening. (CLO #1 and #3)
9. Respect the cultural diversity among individuals. (CLO #4)
10. Appreciate the value of collaborative communication in the health care environment. (CLO #4)
11. Use SBAR system to assertively communicate with co-workers within the health care team to minimize risks associated with handoffs (CLO #4).
12. Discuss delegation in terms of effective communication. (CLO #4 and #5)
13. Demonstrate effective communication skills to resolve conflicts in the health care setting.
14. Describe the structures and functions of the thorax and lungs. (CLO #1 and #2)
15. Identify the thoracic landmarks in relation to underlying structures of the thorax. (CLO # 1 and #2)
16. Discuss the risk factors for lung cancer across cultures and ways to reduce one's risk. (CLO #2)
17. Describe the teaching opportunities to reduce risks and promote health of the thorax and lungs. (CLO #3)
18. Interview a client for an accurate nursing history of the thorax and lungs. (CLO #2)
19. Perform a physical assessment of the thorax and lungs using the correct techniques. (CLO #1)
20. Differentiate between normal and abnormal findings of the thorax and lungs.

20. Differentiate between normal and abnormal findings of the thorax and lungs.

(CLO #2)

21. Describe the findings frequently seen when assessing the older client's thorax and lungs. (CLO #1)

22. Discuss the different Pediatric medication administration (CLO #2)

23. Demonstrate accurate calculation of Pediatric medication administration (CLO #3)

### **Assessing Breasts and Lymphatic System**

1. Describe the structure and functions of the breast and major axillary lymph nodes.

(CLO #1 and #2)

2. Discuss the risk factors for breast cancer across cultures and ways to reduce one's risks. (CLO #2)

3. Interview a client for a accurate nursing history of the breast and axillary lymph region. (CLO #2)

4. Perform a physical assessment of the breast and lymphatic tissues. (CLO #1)

5. Differentiate between normal and abnormal findings of the breasts and lymphatic system. (CLO #2)

6. Explain how to teach clients how to perform breast self-exams. (CLO #3)

7. Describe the findings frequently seen when assessing the older client's breasts and axillary lymph nodes. (CLO #1)

8. Describe basic principles of diagnostic imaging and lab evaluations. (CLO #4)

### **The RN as a Provider of Care /Assessing Abdomen**

1. Understand the requirements for patient education. (CLO #4)

2. Compare motivators, facilitators, and barriers to learning. (CLO #4)

3. Explain the unique qualities of adult learning. (CLO #4)

4. Describe the impact of readiness on learning (CLO #4).

5. Identify factors conducive to learning. (CLO #4)

6. Identify ways to evaluate learning. (CLO #4)

7. Describe characteristics of a successful teacher. (CLO #4)

8. Discuss historical contributions to modern nursing. (CLO #5)

9. Describe the impact of managed care and merging health care services on the nursing profession. (CLO #5)

10. Discuss the role of nursing in quality improvement of patient care. (CLO #5)

11. Describe at least three ways in which trends in health care will affect nursing practice. (CLO #5)

12. Describe the structures and functions of the

13. abdomen. (CLO #1 and 2)

14. Identify the organs located in each of the quadrants and the nine regions of the abdomen. (CLO #1 and #2)

15. Collect an accurate gastrointestinal history on a client. (CLO #2)

16. Perform an abdominal assessment using the correct techniques of inspection, auscultation, palpation, and percussion, (CLO #1)

17. Differentiate between normal and abnormal findings of the abdomen. (CLO #2)

17. Differentiate between normal and abnormal findings of the abdomen. (CLO #2)

18. Describe the findings frequently seen when assessing the older clients' abdomen. (CLO #1)
19. Describe basic principles of diagnostic imaging and lab evaluations. (CLO #4)
20. Discuss the different Critical Care medication administration (CLO #2)
21. Demonstrate accurate calculation of Critical Care medication administration (CLO #3)

## **Male and Female Genitalia**

### **Assessment**

1. Review anatomy of the genitalia and reproductive system that is pertinent in assessment (CLO #1)
2. Review physiology of the genitalia and reproductive system that is relevant to assessment. (CLO #3)
3. Relate the relevant data that are included in a comprehensive health history of the genitalia and reproductive system. (CLO #1)
4. Describe appropriate inspection, palpation, and positioning techniques used in the examination of the genitalia and reproductive system (CLO #1 and #2)
5. Describe expected findings derived from the examination of the genitalia and reproductive system (CLO #1 and #2)
6. Review laboratory findings and diagnostic testing relevant to assessment of the reproductive system -PAP test-PSA -VDRL -HIV (CLO #4)
7. Describe abnormal findings related to examination of the genital and reproductive system (CLO #1 and #2)
8. Identify common problems and conditions of the genital and reproductive system (CLO #1)

## **The RN as a Provider of Care /Assessing Musculoskeletal**

### **System**

1. Identify issues in nursing and health care that can constitute malpractice. (CLO #6)
2. Discuss the meaning of accountability of the professional registered nurse. (CLO #6)
3. Define ethical principles and the Code of Ethics for Nurses. (CLO #6)
4. Identify an ethical dilemma in the clinical setting and outline a framework for ethical decision making. (CLO #6)
5. Describe the structure and functions of the bones, skeletal muscles, and joints. (CLO #1 and #2)
6. Discuss the incidence of osteoporosis across cultures and ways to reduce one's risks. (CLO #2)

7. Describe the teaching opportunities to reduce risks for osteoporosis and promote joint health. (CLO #3)
8. Obtain an accurate nursing history of the client's muscles, joints and bones. (CLO # )
9. Perform a physical exam of the MS. (CLO #1)
10. Differentiate between normal and abnormal findings of the MS System. (CLO #2)
11. Describe the expected aging changes of the bones, skeletal muscles, and joints. (CLO #1)
12. Describe the findings frequently seen when assessing the older client's musculoskeletal system. (CLO #1)
13. Describe basic principles of diagnostic imaging and lab evaluations. (CLO #4)
14. Demonstrate understanding of Pediatric and Critical Care medications (CLO #4)

### **The RN as a Provider of Care / Assessing Neurologic System**

1. Identify the benchmarks for judging nursing care. (CLO #5)
2. Describe accountability as it applies to nursing practice. (CLO #5)
3. Identify the RN's role in managing care aberrances. (CLO #5)
4. Describe how using the chain of command to resolve issues supports accountability of the central and peripheral nervous system. (CLO #4)
5. Discuss the risk factors for stroke (CVA) across cultures and ways to reduce one's risk. (CLO #2)
6. Describe the teaching opportunities to reduce a client's risk of stroke and to promote health. (CLO # 3)
7. Obtain an accurate nursing history of a client's neurologic system. (CLO #2)
8. Perform a physical assessment of the nervous system. (CLO #1)
9. Differentiate between normal and abnormal findings of the nervous system. (CLO #2)
10. Describe the findings frequently seen when assessing the older client's nervous system. (CLO #1)
11. Describe basic principles of diagnostic imaging and lab evaluations. (CLO #4)

### **The RN as Manager of Care / Pulling It All Together:**

#### **Integrated Head-To-Toe**

#### **Assessment**

1. Define leadership. (CLO #7)
2. Describe the leadership role in nursing (CLO #7).
3. Compare leadership styles. (CLO #7)
4. Delegate according to professional principles. (CLO #4, 6 and #7)
5. Collaborate as a part of the health care team. (CLO #4, 6 and #7)
6. Describe the accountability embedded in leadership. (CLO #5 and #7)
7. Explain how to prepare yourself and the client for a holistic nursing interview and head-to toe integrated physical assessment. (CLO #1, 2, and #3)
8. List all the equipment needed for a total physical exam. (CLO #1 and #2)

9. Describe the parts of the physical exam that can be integrated within assessment of each of the body systems. (CLO #1)
10. Correctly perform a total head-to-toe integrated physical exam identifying normal and abnormal findings. (CLO #1, 2, 3, and #4)

### **General Education Outcomes:**

Please select **up to 2** from the list of the general education outcomes taught in this course.

- Select up to 2 of the following:\*
- Communicate effectively in oral and written formats
  - Employ or utilize information access and literacy skills
  - Demonstrate problem-solving and critical thinking skills
  - Employ mathematical and science literacy skills
  - Acquire a cultural, artistic and global perspective
  - Demonstrate professional and human relations skills

### **Types of Formative Assessment:**

Please select **at least 3** formative assessment tools that are most appropriate to the course description and outcomes, regardless of modality. Formative assessment tools are learning activities or assessments that monitor and provide ongoing feedback on student learning. Formative assessments allow students to identify their strengths and weaknesses and for instructors to address student questions and misunderstandings

- Select at least 3 of the following:\*
- Practice Quizzes
  - Paper Drafts
  - Class Discussions/Q&A
  - Low-stakes Group Work
  - Homework Assignment
  - Surveys/Polls
  - Laboratory/Instrument Practice
  - Written Reflections
  - Self-appraisal using study guides, quiz software, interactive textbook
  - Other

### **Types of Summative Assessment:**

Please select **at least 2** summative assessment tools that are most appropriate to the course description and outcomes, regardless of modality. Summative assessment tools are learning activities or assessments that evaluate student learning at the end of an instructional period, like a module, unit, or course. Summative assessments are formally graded and allow instructors to determine whether and to what extent students have met the course learning outcomes.

- Select at least 2 of the following:\***
- Instructor-Created Exams/High-Stakes Quizzes
  - Standardized Tests
  - Laboratory Reports
  - Final Projects
  - Final Essays/Research Papers
  - Final Presentations
  - Final Reports
  - Internships/ Clinical Site Evaluations
  - Other

**Minimum Acceptable Standards\*** For quizzes, homework, and assessment activities listed, the instructor's analysis of satisfactory demonstration of knowledge will be used; on summative methods such as exams, papers, or projects, achieving a letter grade of "C", or 80% or above will demonstrate satisfactory understanding and basic mastery of outcomes.


**Please answer the following questions related to your curriculum proposal:**

**Why are you recommending these changes? (courses outdated, recommendation of advisory committee, results of assessment activities and data, better attainment of program/course outcomes)**

**Justification:\*** Offering a LPN to RN transition program option will better meet the educational needs of our current LPN students as well as LPNs in general wishing to further their education. In addition, this program option will increase the number of RN graduates assisting the healthcare employment needs of the community.

**Last Semester Needed:**

**Impact Report Statement**

List all program(s) or course(s) affected by these changes. If no program(s) or course(s) are affected, please state "NA" below. Run an Impact Report by clicking  in the top left corner and answer below according to the results.

**Impact Report:**

What impact will these changes have on other courses or programs? (List impacted programs and comments or input you have gathered from other faculty, program directors, or Division Chairs)

**Other Courses or Programs:**

The LPN to RN Transition course will impact the ADN Program by providing the Licensed Practical Nurse (LPN) with advance placement into the second year (3<sup>rd</sup> semester) Traditional ADN Program. BIO 220 & BIO 225 to be offered in seat on all three campuses. Psych 101 requirement changed to Psych 208 and BIO 117 added to the program of study.

These changes will better prepare the LPN student for success within the LPN to ADN course option.

Jill Keyser has met with the science chair/faculty presenting these proposed changes.

**What impact will these changes have on institutional resources? (Budget, faculty, equipment, labs, instructional design, etc.) Have you already discussed this impact with appropriate personnel (financial aid, administration, division chair, other faculty)?**

**Institutional Resources:**

The LPN to RN Transition course will run during the summer semester allowing transition students to assimilate with traditional ADN students at the start of 3<sup>rd</sup> semester (Fall start). Nursing Director will be mindful of faculty to student ratios by way of an ongoing evaluation during program enrollment. Any necessary changes in FTEs and student enrollment will be communicated to the president as needed in order not to penalize traditional and transition students.

**What impact will these changes have on current students? How will you ensure that current students are not penalized by these changes?**

**Current Students:**

The LPN to RN Transition course will run during the summer semester allowing transition students to assimilate with traditional ADN students at the start of 3<sup>rd</sup> semester (Fall start). Nursing Director will be mindful of faculty to student ratios by way of an ongoing evaluation during program enrollment. Any necessary changes in FTEs and student enrollment will be communicated to the president as needed in order not to penalize traditional and transition students.

**What impact will these changes have on transferability, national/regional association standards, etc.?**

**Transferability, National / Regional Association Standards, Etc.:**

The LPN to RN Transition Course is in alignment with WVNCC Mission and general education outcomes / requirements. The LPN to RN Transition course provides an affordable, quality educational option for LPNs who wish to further their education to become a registered nurse (RN).

**What impact will these changes have on the institution's mission and student's achievement of general education outcomes/requirements?**



**Mission; General  
Education Outcomes  
/ Requirements:**

The LPN to RN Transition Course is in alignment with WVNCC Mission and general education outcomes / requirements. The LPN to RN Transition course provides an affordable, quality educational option for LPNs who wish to further their education to become a registered nurse (RN).

**Administrative Use Only**

Please do **not** alter the information within this section.

**Course OID:**

- Information or Voting Item:**  Information Item (If the proposal does not impact other courses, select this option)  
 Voting Item

**Implementation  
Semester and Year\***

Fall 2025

