# CLINICAL 5 – TRANSITION TO PRACTICE
## Course Syllabus

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>OHLAP</th>
<th>Credit:</th>
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<tbody>
<tr>
<td></td>
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<td>No</td>
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<table>
<thead>
<tr>
<th>OCAS Code:</th>
<th>None</th>
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<tbody>
<tr>
<td>Course Length:</td>
<td>80 Hours</td>
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<tr>
<td>Career Cluster:</td>
<td>Health Science</td>
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<tr>
<td>Career Pathway:</td>
<td>Therapeutic Service</td>
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<tr>
<td>Career Major(s):</td>
<td>Practical Nurse</td>
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| Pre-requisite(s): | Block 1 Courses (Long Term Care Nurse Assistant, Anatomy, and Medical Terminology)  
Block 2 Courses (Concepts of Nursing, Fundamentals of Nursing, Pharmacology, Clinical I Basic Nursing)  
Block 3 Courses (Medical Surgical Nursing I, Clinical 2A – Medical Surg. Nursing I, Clinical 2B - Medical Surg. Nursing I, Maternal Newborn Theory, Maternal Newborn Clinical, IV Therapy)  
Block 4 Courses (Medical Surgical Nursing II, Clinical 3A – Medical Surgical Nursing II, Clinical 3B – Medical Surgical Nursing II, Specialty Theory and Clinical (as determined per cohort)  
From Block 5: Specialty Theory and Clinical (as determined per cohort), Clinical 5 – Transition to Practice (All courses may offered concurrently) |

### Course Description:
Transition to Practice skills are enhanced as the student functions in the role of team leader. The course will prepare the student to independently assume the role of the LPN in professional practice; a preceptor rotation assists in the completion of this transition.

### Textbooks:
- Mosby’s Diagnostic and Lab Test Reference, 12th Edition, Elsevier
Course Objectives:

A. Data Collection and Assessment[^1]
   1. Demonstrate basic clinical skills with a multi-patient load.[^1]
   2. Utilize patient’s chart, Kardex, and existing care plans.[^1]
   3. Interpret accurate objective and subjective data collection.[^1]
   4. Complete ongoing patient assessment.[^1]
   5. Recognize deviations from baseline assessment.[^1]

B. Planning[^1]
   1. Modify nursing plan of care, according to the nursing process.[^1]
   2. Prioritize patient care according to Maslow’s Hierarchy of Needs, using critical thinking and creative problem solving techniques.[^1]
   3. Focus data gathering on appropriate resources for patient and family teaching.[^1]

C. Implementation[^1]
   1. Execute nursing interventions in an organized, timely, safe, and efficient manner.[^1]
   2. Adapt nursing care in response to changes in patient condition and based on age-appropriateness.[^1]
   3. Implement the following skills and competencies:[^1]
      a. Assign patient care tasks to assistive personnel.[^1]
      b. Identify knowledge, skills and abilities of assistive personnel.[^1]
      c. Demonstrate knowledge of job responsibilities of assistive personnel.[^1]
      d. Monitor ability of staff members to perform assigned tasks.[^1]
      e. Monitor use of cost-effective measures.[^1]
      f. Participate in educating staff.[^1]
      g. Review effectiveness of care provided by others.[^1]
      h. Serve as a resource person to other staff.[^1]
      i. Supervise patient care tasks performed by assistive personnel.[^1]
      j. Use effective time management skills.[^1]
      k. Report identified patient care issues/problems to appropriate personnel.[^1]
I. Document quality improvement/assurance issues.  

m. Monitor impact of quality improvement strategies on patient care.  

n. Participate in quality improvement/assurance program.  

o. Follow agency protocol/procedures for taking verbal/telephone orders.  

4. Administer medications accurately and safely, utilizing the Six Rights of Medication Administration.  

5. Provide accurate patient and family teaching within LPN current scope of practice.  

6. Facilitate continuity of care in all documentation and communication.  

7. Notify appropriate faculty or staff of significant data, including changes in patient condition or staffing.  

8. Proactively manage hazards in the patient environment.  

D. Evaluation  

1. Report any variances, incidents, or irregular occurrences.  

2. Provide input on the patient’s response to interventions, determining if patient needs have been met.  

3. Provide input on the modifications made to nursing plan of care for effectiveness.  

4. Provide input on the patient and family knowledge obtained from patient teaching sessions.  

E. Professional Behavior and Accountability  

1. Maintain safe, respectful, and confidential environment for patient, self, and others.  

2. Demonstrate leadership, management, and supervisory skills.  

3. Demonstrate professional responsibility and dependability by complying with facility and clinical policies.  

4. Comply with professional standards in appearance, attitude, and behavior appropriate clinical settings.  

5. Display good judgment, seeking appropriate guidance as needed.  

6. Appropriately respond to direction and constructive feedback.  

7. Demonstrate professional and ethical behavior, functioning within your current LPN/LVN student scope of practice.  

8. Maintain effective communication and interpersonal relationships with patients, family, facility staff, faculty, and students.  

9. Serve as a positive role model, encouraging teamwork and cooperation among health care team members.  

10. Demonstrate resourcefulness, using initiative and displaying good critical thinking and problem-solving skills.  

11. Demonstrate cultural competency in patient care related to patient’s physical, psychosocial, cognitive, and moral needs.
12. Employ appropriate practices to manage stress and to encourage proper self-care.¹
13. Constructively use extra time to maximize care, update patient information, and identify further learning opportunities.¹
14. Effectively and efficiently manage limited resources and contain costs.¹
15. Actively participate in learning activities, including clinical and educational opportunities.¹

¹ ODCTE Objective
All unmarked objectives are TTC instructor developed.

Certification for Advanced Unlicensed Assistants - Some individuals may be eligible to establish that they have had equivalent training, based on completion of formal classroom, laboratory, and clinical training. Such training may have been obtained in a nursing education program, in the military, in a similar program in another state, or through inservice training. An application packet for equivalency evaluation is available from the Oklahoma Board of Nursing.

Teaching Methods: This course will be taught primarily in the clinical setting. Instructor supervised, observational or preceptor experiences may be utilized.

Grading Procedures: Students are graded on performance of specific objectives in the clinical setting. Grading is Pass/Fail.

Description of Classroom, Laboratories, and Equipment: Tulsa Technology Center campuses are owned and operated by Tulsa Technology Center School District No. 18. All programs provide students the opportunity to work with professionally certified instructors in modern, well-equipped facilities.

Available Certifications/College Credit: The student may be eligible to take state, national or industry exam after completion of the program. Tulsa Tech students may be able to earn college credit based on their knowledge gained at Tech. The process of earning credit through Prior Learning Assessment (PLA) will be determined after completion with Tech and based on certification, credential or knowledge of the subject. See program counselor for additional information.

College Credit Eligibility: All Tulsa Tech students (high school and adult) may have the opportunity to receive college credit upon completion of their program. Our College Relations office will work with students regarding the benefits of Prior Learning Assessments (PLA) toward an Associate of Applied Science (AAS) degree or a technical college certificate at area colleges. For more details call the College Relations office at 918.828.5000.