

NURS-3100: TRANSITION TO PROFESSIONAL NURSING PRACTICE

Cuyahoga Community College

Viewing: NURS-3100 : Transition to Professional Nursing Practice

Board of Trustees:

October 2025

Academic Term:

Fall 2026

Subject Code

NURS - Nursing

Course Number:

3100

Title:

Transition to Professional Nursing Practice

Catalog Description:

This course facilitates the transition from an associate degree to a baccalaureate-level nursing degree, exploring professional identity, leadership, ethics, evidence-based practice, clinical decision-making, collaborative communication, and the evolving scope of nursing practice. Students will develop scholarly writing skills, including APA formatting, and complete an integrative paper reflecting personal and professional growth.

Credit Hour(s):

3

Lecture Hour(s):

3

Requisites

Prerequisite and Corequisite

Departmental approval: admission to the RN-BSN Program.

Outcomes

Course Outcome(s):

Demonstrate understanding of the baccalaureate-level nurse's role in contemporary healthcare systems.

Objective(s):

1. Describe the role and scope of baccalaureate-prepared nurses within modern healthcare systems.
2. Explore the evolving expectations and expanded responsibilities of nurses prepared at the baccalaureate level.
3. Evaluate how transitioning into baccalaureate prepared nursing practice influences patient outcomes and healthcare quality.

Course Outcome(s):

Apply ethical principles and legal standards to clinical nursing practice.

Objective(s):

1. Explain the key ethical and legal responsibilities of professional nurses in clinical practice.
 2. Analyze key foundational documents in professional nursing, such as the ANA Code of Ethics, Scope and Standards of Practice, and the Nursing Social Policy Statement, to understand their impact on nursing practice, ethical decision-making, and professional accountability.
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Course Outcome(s):

Integrate critical thinking and evidence-based practice in clinical decision-making.

Objective(s):

1. Analyze how baccalaureate education enhances critical thinking, leadership, and evidence-based practice.
2. Apply critical thinking strategies to assess clinical scenarios and support safe, effective patient care decisions.
3. Utilize evidence-based practice to inform clinical judgment and nursing interventions.
4. Evaluate the impact of nursing decision-making on patient outcomes and quality improvement efforts.

Course Outcome(s):

Communicate effectively and collaborate within interdisciplinary teams to optimize patient outcomes.

Objective(s):

1. Evaluate nursing communication styles and their impact on patient care and collaboration.
2. Demonstrate effective communication skills with patients and co-workers.

Course Outcome(s):

Develop strategies for professional growth, including leadership, stress management, and career planning.

Objective(s):

1. Develop a professional LinkedIn profile that reflects your nursing competencies, education, and career aspirations, enhancing your visibility and networking opportunities in the healthcare field.
2. Identify key leadership theories and styles relevant to nursing practice.
3. Analyze how different leadership approaches influence nursing team dynamics and patient outcomes.
4. Understand how leadership and shared governance support nursing autonomy and collaboration.
5. Apply leadership principles to enhance teamwork, decision-making, and professional growth.
6. Define the key components and importance of a nursing professional development plan within the context of baccalaureate nursing.
7. Identify personal strengths, areas for growth, and career goals relevant to professional nursing practice.
8. Apply professional development planning to enhance nursing practice and patient care outcomes.
9. Recognize early signs and symptoms of stress and burnout in oneself and others within the nursing profession.
10. Analyze the multifaceted impact of chronic stress and burnout on nurse well-being, patient care outcomes, and team dynamics.
11. Reflect critically on personal stress responses and develop individualized self-care strategies for long-term professional resilience.

Course Outcome(s):

Apply evidence-based strategies to improve care quality, reduce risks, and support a culture of safety in nursing practice.

Objective(s):

1. Utilize evidence-based practice to inform clinical judgment and nursing interventions.
2. Evaluate the impact of nursing decision-making on patient outcomes and quality improvement efforts.
3. Explain the principles of patient safety and their application in nursing practice to reduce risk and prevent harm.
4. Analyze common causes of safety incidents in healthcare settings using tools such as root cause analysis (RCA).
5. Evaluate the nurse's role in promoting a culture of safety and reporting adverse events or near misses.
6. Apply Joint Commission safety goals and the Quality and Safety Education for Nurses (QSEN) benchmarks to guide professional practice.

Course Outcome(s):

Evaluate personal readiness for baccalaureate-level nursing practice through reflective analysis and case-based applications.

Objective(s):

1. Integrate key concepts from the course to analyze complex patient care scenarios using clinical reasoning and evidence-based practice.
2. Reflect on personal and professional growth throughout the transition-to-practice journey.

3. Evaluate readiness for baccalaureate-level nursing practice and develop goals for ongoing growth in leadership, evidence-based care, and collaboration.
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Methods of Evaluation:

1. Quizzes
2. Discussion board activities
3. Assignments
4. Reflection papers
5. Final assessment: Integrative analysis

Course Content Outline:

1. Professional identity and the baccalaureate role
 - a. Online Profile
 - b. Networking
 - c. Autonomy and accountability
 - d. Ethical or legal dilemmas
 - i. ADN approach
 - ii. BSN approach
2. Transitioning to baccalaureate practice
 - a. Why BSN is important in Nursing
 - b. Evolving expectations
 - c. Expanded responsibilities
 - d. BSN education enhancement of critical thinking, leadership, and evidence-based practice
 - e. Impact on patient outcomes and healthcare quality
3. Inter-professional communication, critical thinking, and clinical decision-making
 - a. Nursing communication styles impact on patient care and collaboration
 - b. Critical thinking strategies for assessing clinical scenarios
 - i. Impact on patient outcomes
 - ii. Error reduction and promotion of safe practices
 - c. Use of evidence-based practice to inform clinical judgement and nursing interventions
 - d. Impact of nursing decision-making on patient outcomes and quality improvement efforts.
4. Leadership and shared governance
 - a. Personal leadership style
 - b. Transformational leadership style
 - c. Transactional leadership style
 - d. Collaborative decision-making
5. Professional Development
 - a. Key components a nursing professional development plan
 - i. Self-assessment
 1. Personal strengths
 2. Areas for growth
 3. Career goals for professional nursing practice
 - ii. Education and skill development
 - iii. Leadership and career advancement
 - iv. Action plan and timeline
 - b. Online mentoring and networking
6. Patient Safety and Quality Improvement
 - a. Root Cause Analysis (RCA)
 - b. Quality improvement initiatives
 - c. Role of BSN-prepared nurse in today's healthcare system
7. Managing Stress and Burnout Prevention
 - a. Signs and symptoms of stress and burnout
 - b. Impact of chronic stress and burnout on nurse well-being, patient care outcomes, and team dynamics
 - c. Personal stress response
 - d. Development of individualized self-care strategies for long-term professional resilience
8. Integration of knowledge and reflection

- a. Integrative reflection and case study analysis
- b. Personal reflection

Religious Accommodation

Before reviewing the course schedule, students should carefully review the following religious accommodation policy and other required instructional policies:

Religious Accommodation:

Students seeking an accommodation for absences permitted under Ohio's Testing Your Faith Act must provide the instructor with written notice of the specific dates for which the student requires an accommodation and must do so not later than fourteen (14) days after the first day of instruction. Please submit requests for accommodations at this link: <https://portal2.tri-c.edu/ReligiousAccommodation/ReligiousAccommodationForm>. Students with questions about their religious accommodations under Ohio's Testing Your Faith Act may contact the College's Office of General Counsel and Legal Services by phone at 216.987.4856 or via email at legal@tri-c.edu.

Other Required Instructional Policies:

<https://www.tri-c.edu/student-resources/curriculum/documents/syllabus-part-b.pdf>

Weekly Schedule

	Topics
Week 1	Professional identity and the baccalaureate role
Week 2	Professional identity and the baccalaureate role
Week 3	Transitioning to baccalaureate practice
Week 4	Transitioning to baccalaureate practice
Week 5	Inter-professional communication, critical thinking, and clinical decision-making
Week 6	Inter-professional communication, critical thinking, and clinical decision-making
Week 7	Leadership and shared governance
Week 8	Leadership and shared governance
Week 9	Professional Development
Week 10	Professional Development
Week 11	Patient Safety and Quality Improvement
Week 12	Patient Safety and Quality Improvement
Week 13	Managing Stress and Burnout Prevention
Week 14	Managing Stress and Burnout Prevention
Week 15	Integration of knowledge and reflection
Week 16	Finals

The Course Schedule is subject to change due to pedagogical needs, instructor discretion, parts of term, and unexpected events.

Required/Recommended Readings

- *Baccalaureate Nursing Education*, Transitions to Professional Nursing Practice
- Publication Manual of the American Psychological Association
- Bazan, G. N., Patterson, T., Sawyer, K., Kamau, D. W., Bradberry, M., Grissman C., Mihandoust, S., Roney Hernandez, J. K., Stennett, C. R. & Long, J. D. (2025). Mindfulness Bundle Toolkit's impact on Nurse Burnout. *American Journal of Critical Care*, 34(2), 119-126. <https://doi.org/10.4037/ajcc2025260>
- Lasater, K. B., Sloane, D. M., M. D., Porat-Dahlerbruch, J., & Aiken, L. H. (2021). Changes in proportion of bachelor's nurses associated with improvements in patient outcomes. *Research in Nursing & Health*, 44 (5), 787-795. <https://doi.org/10.1002/nur.22163>
- Brennan, D., & Wendt, L. (2021). *Increasing Quality and Patient Outcomes with Staff Engagement and Shared Governance*. *OJIN: The Online Journal of Issues in Nursing*, 26(2). <https://doi.org/10.3912/OJIN.Vol26No02PPT23>
- ANA Code of Ethics <https://codeofethics.ana.org/home>

Resources for the Instructor

Level Up RN . (2023) *Quality improvement, patient safety events, incident reporting: fundamental of nursing [Video]* YouTube, <https://youtu.be/Uos5uDihnXE?si=nkH960NF7uZRKj8l>

(2025) *National Patient Safety Goals. The Joint Commission*, <https://www.jointcommission.org/standards/national-patient-safety-goals/>

Nurselyf. (2025) *Safety rounding in healthcare: how to prevent risks & protect patients! [Video]*. YouTube, <https://youtu.be/vqR7a5gMRe4?si=htOYCOiTwCi5PIJP>

QSEN Institute. (2012) *The Lewis Blackman story (part one) [Video]*. YouTube, https://youtu.be/WEIE_hRucpo?si=s1qJ6gcPOWB6baEU

Simple Fit Nurse. (2024) *Combating nurse burnout: strategies for well-being [Video]*. YouTube, <https://youtu.be/AM8XN3MAfn4?si=tViLCnMXGwAqJvjN>

Trusted Health. (2024) *Nurse burnout: prevention and coping strategies from real nurses [Video]*. YouTube, https://youtu.be/-OBYyI9naGA?si=0aUyb5upTb80z__6

Jamie Murphy. (2020) *Transitions to Professional Nursing Practice*, The State University of New York at Delhi. <https://open.umn.edu/opentextbooks/textbooks/transitions-to-professional-nursing-practice-2nd-edition>

Jamie Murphy. (2020) *Transition to Nursing Practice*, SAGE Publications.

AACN Essentials . (2021) *Framework for BSN competencies*, <https://www.aacnnursing.org/education-resources/aacn-essentials>

ANPD Resources for Nursing Professional Development Practitioners. *Lumen Learning: Transitions to Professional Nursing Practice*.

American Psychological Association. (2020) *Publication Manual of the American Psychological Association*, American Psychological Association.

American Psychological Association. *Publication manual of the American Psychological Association*. 7th ed. 2020. <https://doi.org/10.1037/0000165-000>

Lasater, K. B., Sloane, D. M., M. D., Porat-Dahlerbruch, J., & Aiken, L. H. "Changes in proportion of bachelor's nurses associated with improvements in patient outcomes. *Research in Nursing & Health*, 44(5), 787-795" 2021. <https://doi.org/10.1002/nur.22163>

Brennan, D., & Wendt, L. "Increasing Quality and Patient Outcomes with Staff Engagement and Shared Governance. *OJIN: The Online Journal of Issues in Nursing*, 26(2). " 2021. <https://doi.org/10.3912/OJIN.Vol26No02PPT23>

Additional Resources for the Instructor

1. *Copenhagen Burnout Inventory (CBI) Assessment*. https://www.simplified.tools/assess_cbi (https://www.simplified.tools/assess_cbi)
2. *Combating Nurse Burnout: Strategies for Well-being (2024)*. <https://youtu.be/AM8XN3MAfn4?si=tViLCnMXGwAqJvjN>
3. *Nurse Burnout: Prevention and Coping Strategies from Real Nurses*. https://youtu.be/-OBYyI9naGA?si=0aUyb5upTb80z__6

4. *Quality Improvement, Patient Safety Events, Incident Reporting: Fundamentals*. Quality Improvement, Patient Safety Events, Incident Reporting: Fundamentals of Nursing |@LevelUpRN (<https://www.youtube.com/watch?v=Uos5uDihnXE>)
5. *QSEN: The Lewis Blackman Story (Part One)*. https://youtu.be/WEIE_hRucpo?si=s1qJ6gcPOWB6baEU
6. *Safety Rounding in Healthcare: How to Prevent Risks & Protect Patient*. <https://youtu.be/vqR7a5gMRe4?si=htOYCOiTWCi5PIJP>
7. The Joint Commission. <https://www.jointcommission.org/standards/national-patient-safety-goals/>
8. *Why BSN Is Important in Nursing? – Nursing Knowledge Exchange*. <https://youtu.be/UrzeCDo71aQ?si=RjdB79ZdLNz0cQ0M>
9. *ANA Code of Ethics* <https://codeofethics.ana.org/home>
10. *Purdue Owl*. https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/)

Top of page

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