

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



MASTER SYLLABUS

**COURSE NUMBER: NURS 100
COURSE TITLE: Professional Nursing Development**

CIP Code: 51.3901

**Created by: Angelina Glover DNP, MSN, RN, CCRN
Updated**

**School: Health, Science and Criminal Justice
Department: : Nursing
Implementation Semester/Year: Spring 2027**

A. COURSE TITLE: Professional Nursing Development

B. COURSE NUMBER: NURS 100

C. CREDIT HOURS (# Hours of Lecture, Laboratory, Recitation, Clinical):

# Credit Hours per Week	1
# Lecture Hours per Week	
# Lab Hours per Week	
Other per Week	

D. GRADING METHOD:

Lecture: A-F

A = 90 – 100%

B+ = 85 – 89%

B = 80 – 84%

C+ = 75 – 79%

C = 70 – 74%

D+ = 65 – 69%

D = 60 – 64%

F = 59% and below

NOTE: A grade of C+ or better is required for successful completion of all nursing courses and a grade of C or better is required for all co-requisite courses to continue on in the program.

A – F	<input checked="" type="checkbox"/>
Pass/Fail	<input type="checkbox"/>
Other:	

E. WRITING INTENSIVE COURSE:

Yes	<input type="checkbox"/>
No	<input checked="" type="checkbox"/>

F. GER CATEGORY:

Does the course satisfy a GER category? If so, please select all that apply.

[\(https://www.canton.edu/provost/assessment/ger/\)](https://www.canton.edu/provost/assessment/ger/)

[1-2] Communication	<input type="checkbox"/>
[3] Diversity: Equity, Inclusion & Social Justice	<input type="checkbox"/>
[4] Mathematics & Quantitative Reasoning	<input type="checkbox"/>
[5] Natural Science & Scientific Reasoning	<input type="checkbox"/>
[6] Humanities	<input type="checkbox"/>

[7] Social Sciences	<input type="checkbox"/>
[8] Arts	<input type="checkbox"/>
[9] US History & Civic Engagement	<input type="checkbox"/>
[10] World History & Global Awareness	<input type="checkbox"/>
[11] World Languages	<input type="checkbox"/>

CORE COMPETENCIES (Required starting in Fall 2026):

[12] Critical Thinking and Reasoning	<input type="checkbox"/>
[13] Information Literacy	<input type="checkbox"/>
[14] Civic Discourse	<input type="checkbox"/>

G. APPLIED LEARNING COMPONENT (High-Impact Practices):

Yes	<input type="checkbox"/>
No	<input checked="" type="checkbox"/>

If Yes, select [X] one or more of the following Curricular Attribute categories:
 HIPs definitions found here: <https://www.suny.edu/applied-learning/resources/>

Capstone	
Creative Works	<input type="checkbox"/>
For-Credit Internship	<input type="checkbox"/>
Practicum	
Practicum [Clinical Placement]	<input type="checkbox"/>
Practicum [Non-Clinical Placement]	<input type="checkbox"/>
Research & Field Study	
Field Research	<input type="checkbox"/>
Research	<input type="checkbox"/>
Undergraduate Research	<input type="checkbox"/>
Service or Community	
Service Learning	<input type="checkbox"/>
Community Service	<input type="checkbox"/>
Civic Engagement	<input type="checkbox"/>
Study Abroad	
International and Domestic Travel/Exchange	<input type="checkbox"/>
COIL	<input type="checkbox"/>

H. SEMESTER(S) OFFERED:

Fall	<input type="checkbox"/>
Spring	<input checked="" type="checkbox"/>
Fall and Spring	<input type="checkbox"/>

I. COURSE DESCRIPTION:

This course introduces practical nurses to the professional role, responsibilities, and expectations of the registered nurse and supports students' transition to professional nursing practice. This course focuses on professional identity formation, scope of practice, ethical and legal responsibilities, clinical judgment, communication, and interprofessional collaboration.

Students will explore the differences between PN and RN roles, standards of professional nursing practice, and the influence of healthcare systems, quality improvement, patient safety, and evidence-based practice on nursing care.

J. PRE-REQUISITES: LPNC 100, LPNC 101
CO-REQUISITES: LPNC 102, LPNC 103

K. LEARNING OUTCOMES:

SLO Statement	PLO	ISLO	Subset	GER
a. Demonstrate effective oral and written communication appropriate to the practical nurse role, including an understanding of how communication, documentation, and collaboration differ from registered nurse responsibilities.	By the end of the Practical Nursing (PN) program, students will be able to synthesize and apply communication strategies to effectively document and deliver written and oral communications that are developmentally appropriate, culturally sensitive, and comprehensive in conveying all required information to patients, families, and healthcare team members.	1		
b. Use critical thinking to assess basic clinical situations, recognize patient changes, and appropriately seek guidance or escalate concerns within the differing decision-making authority of practical and registered nurses.	By the end of the Practical Nursing (PN) program, the student will be able to evaluate and apply critical thinking skills and evidence-based practices to analyze patient data and implement appropriate nursing interventions within the PN scope of practice, ensuring safe and effective patient care.	2		
c. Access and use healthcare information, policies, and basic data to support safe patient care and learning, while recognizing how information management and clinical reasoning expand in the registered nurse role.	By the end of the Practical Nursing (PN) program, students will be able to integrate the nursing process with thorough data collection and analyze patient information to identify and respond to altered health statuses across the lifespan,	3		

	using evidence-based knowledge to support clinical decisions and interventions that align with the PN scope of practice.			
d. Apply ethical principles, cultural awareness, and teamwork to deliver respectful, patient-centered care, recognizing differences in ethical accountability, leadership, and team roles between practical and registered nurses.	By the end of the Practical Nursing (PN) program, students will be able to apply nursing ethical reasoning, collaborate with multi-disciplinary teams, and demonstrate cultural competence to collaborate effectively with diverse healthcare teams and provide patient care that is respectful, inclusive, and aligned with nursing ethical standards.	4		
e. Compare the roles, responsibilities, scope of practice, and professional expectations of practical nurses and registered nurses.	By the end of the Practical Nursing (PN) program, students will be able to apply and demonstrate effective delegation skills within the PN scope of practice, analyze tasks for appropriate delegation to unlicensed assistive personnel, and implement safe and effective nursing care that aligns with legal and ethical guidelines.	5		

KEY	
SLO	Student Learning Outcomes
PLO	Program Learning Outcome
ISLO	Institutional Student Learning Outcomes [ISLO 1 – 5]
ISLO #	ISLO and Subsets
1	Communication Skills: <ul style="list-style-type: none"> • Oral [O] • Written [W]
2	Critical Thinking: <ul style="list-style-type: none"> • Critical Analysis [CA] • Inquiry & Analysis [IA] • Problem Solving [PS]
3	Foundational Skills: <ul style="list-style-type: none"> • Information Management [IM] • Quantitative Lit, /Reasoning [QTR]
4	Social Responsibility <ul style="list-style-type: none"> • Ethical Reasoning [ER] • Global Learning [GL] • Intercultural Knowledge [IK] • Teamwork [T]
5	Industry, Professional, Discipline Specific Knowledge and Skills
GER	General Education Requirements: Refer to Listing, Section F

L. TEXTS: ATI Comprehensive Package; Assessment Technologies Institute

M. SUGGESTED INSTRUCTIONAL MATERIALS:

N. EQUIPMENT: Technology Enhanced Classroom

O. SUGGESTED MEASUREMENT CRITERIA/METHODS:

Assignments in this course may include:

Quizzes

Case Studies

Homework Assignments

Nursing Plan of Cares

Written Discussion Boards

Live Discussions and Presentations

Quiz	<input checked="" type="checkbox"/>
Exam	<input type="checkbox"/>
Assignment	<input checked="" type="checkbox"/>
Other:	<input checked="" type="checkbox"/>

P. DETAILED COURSE OUTLINE:

I.

Module 1: Introduction to Professional Nursing & Career Pathways

- A. Course orientation and expectations
- B. Overview of nursing roles (PN, RN, BSN)
- C. Professional identity and behaviors
- D. PN scope of practice and accountability
- E. Lifelong learning and career mobility in nursing

II. **Module 2: PN and RN Roles, Responsibilities, and Transition Readiness**

- A. Comparison of PN and RN roles
- B. Differences in decision-making, responsibility, and accountability
- C. Introduction to RN educational expectations
- D. Preparing academically and professionally for RN education

III. **Module 3: Professional Communication and Documentation**

- A. Therapeutic communication
- B. Structured communication (I-SBAR-R)
- C. Professional oral and written communication
- D. Nursing documentation discussion
- E. Legal, ethical, and confidentiality considerations

- IV. **Module 4: Critical Thinking, Prioritization, and Problem Solving**
 - A. Introduction to clinical reasoning for the PN
 - B. Recognizing changes in patient condition
 - C. Escalation of care and advocacy
 - D. Time management and prioritization
 - E. Delegation within PN scope of practice

- V. **Module 5: Ethics, Culture, and Social Responsibility**
 - A. Ethical principles in nursing practice
 - B. Ethical decision-making at the PN level
 - C. Cultural humility and culturally responsive care
 - D. Addressing bias and health disparities
 - E. Respectful, patient-centered care

- VI. **Module 6: Teamwork, Safety, and Quality in Healthcare**
 - A. Interprofessional roles and collaboration
 - B. Effective teamwork behaviors
 - C. Conflict recognition and basic resolution
 - D. Patient safety principles
 - E. Error prevention and reporting
 - F. Introduction to quality improvement

- VII. **Module 7: Informatics, Professional Growth, and Transition Planning**
 - A. Introduction to healthcare technology and EHRs
 - B. Professional use of technology
 - C. Academic expectations of RN programs
 - D. Study skills, time management, and resilience
 - E. Self-advocacy and professional communication
 - F. Reflection on professional development and transition planning

Q. LABORATORY OUTLINE: N/A