## COURSE OUTLINE: BSCN1200 - RPN TO RN

Prepared: Kay Vallee
Approved: Rebecca Keown - Dean

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| **Course Code: Title** | BSCN1200: RPN TO RN: THE BSCN TRANSITION |
| **Program Number: Name** | 3405: BSCN BRIDGE |
| **Department:** | BSCN - NURSING |
| **Academic Year:** | 2025-2026 |
| **Course Description:** | This course provides theoretical and clinical knowledge to assist the Registered Practical Nurse (RPN) with transitioning into Sault College`s Honours Bachelor of Science in Nursing Program. Emphasis is placed upon integration of prior and new learning as the student prepares for science-based Registered Nursing (RN) practice with individuals, families/groups, communities, and populations. Although building upon all levels of professional communication, skill-building in writing will be highlighted. Students utilize the nursing process for obtaining, analyzing, managing, and documenting health information used to make evidence-informed nursing judgements. |
| **Total Credits:** | 3 |
| **Hours/Week:** | 3 |
| **Total Hours:** | 36 |
| **Prerequisites:** | There are no pre-requisites for this course. |
| **Corequisites:** | There are no co-requisites for this course. |
| **Vocational Learning Outcomes (VLO's) addressed in this course:**<br><br>**Please refer to program web page for a complete listing of program outcomes where applicable.** | **3405 - BSCN BRIDGE**<br>VLO 1   Meet professional practice requirements as identified in the current Entry-to-Practice Competencies and Professional Standards of the College of Nurses of Ontario.<br>VLO 2   Provide safe, competent, holistic care to diverse individuals, groups and populations in a variety of contexts based on the principles of nursing knowledge, ways of knowing, ethics, relationships, and cultural safety.<br>VLO 3   Build professional relationships in a collaborative environment with other health care providers and actively engage in collaborative decision making around client care.<br>VLO 4   Contribute to the nursing profession and healthcare through the practice of critical inquiry, self-reflection, and a commitment to professional growth through lifelong learning.<br>VLO 5   Utilize critical thinking and reasoning to make evidence-informed clinical judgements. |
| **Essential Employability Skills (EES) addressed in this course:** | EES 1   Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.<br>EES 2   Respond to written, spoken, or visual messages in a manner that ensures effective communication.<br>EES 4   Apply a systematic approach to solve problems.<br>EES 5   Use a variety of thinking skills to anticipate and solve problems. |

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| | EES 7 | Analyze, evaluate, and apply relevant information from a variety of sources. |
| | EES 8 | Show respect for the diverse opinions, values, belief systems, and contributions of others. |
| | EES 9 | Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals. |
| | EES 11 | Take responsibility for ones own actions, decisions, and consequences. |

| **Course Evaluation:** | Passing Grade: 65%, C |
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| | A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation. |

| **Other Course Evaluation & Assessment Requirements:** | Using AI to generate assignments is not permitted and will result in a grade of 0 on assignments. |
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| | CNO Entry-to-Practice Competencies for RN Practice: 2.1, 2.2, 2.5, 2.6, 2.7, 2.8, 2.10, 2.11, 2.12 |

| **Books and Required Resources:** | Publication Manual of the American Psychological Association by American Psychological Association <br> Publisher: American Psychological Association Edition: 7th <br> ISBN: 9781433832161 <br> Available online: https://apastyle.apa.org |
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**Course Outcomes and Learning Objectives:**

| Course Outcome 1 | Learning Objectives for Course Outcome 1 |
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| 1. Create an action plan to address professional outcome priorities. | 1.1 Examine personal and professional selves. <br> 1.2 Identify motivations and personal outcome priorities for returning to school. <br> 1.3 Identify both short- and long-term personal and professional goals. <br> 1.4 Create an action plan to address outcome priorities. <br> 1.5 Integrate the CNO Quality Assurance process to the creation of an action plan. <br> 1.6 Explore the development of the e-portfolio and its application to reflective practice. |
| **Course Outcome 2** | **Learning Objectives for Course Outcome 2** |
| 2. Explore strategies that assist students in developing reading and writing skills for the professional nurse. | 2.1 Describe how to improve reading skills (e.g. how to read textbooks and journal articles). <br> 2.2 Review oral and written skills for nurses such as reading, writing, and communication basics. <br> 2.3 Demonstrate academic writing skills within written assignments. <br> 2.4 Apply knowledge of formatting academic writing assignments as per the American Psychological Association (APA) guidelines. <br> 2.5 Identify how to access the Sault College Library and online databases. <br> 2.6 Discuss how to develop a search strategy using the Sault College online databases. |

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| | 2.7 Discuss strategies for successful test taking. |
| | 2.8 Demonstrate professional judgement to ensure social media and information communication technologies are used in a way that maintains public trust in the nursing profession. |
| **Course Outcome 3** | **Learning Objectives for Course Outcome 3** |
| 3. Discuss the role of nursing theory in relation to professional nursing practice. | 3.1 Discuss the role of nursing theory to the practice of nursing. 3.2 Evaluate how values and beliefs influence nursing theory. 3.3 Explain the historical evolution of nursing theory as a process of professionalization. 3.4 Compare and contrast nursing philosophies, nursing theories, and nursing theoretical models. 3.5 Understand change theory and how it applies to transitioning from RPN to RN. 3.6 Examine how science is a foundation for RN practice. 3.7 Define the education process, teaching, learning, and patient education. 3.8 Describe the domains of learning. Explain the various types of teaching methods and ways of knowing. |
| **Course Outcome 4** | **Learning Objectives for Course Outcome 4** |
| 4. Articulate a personal philosophy of nursing based on one`s beliefs and values. | 4.1 Explore personal values in the context of professional values and nursing. 4.2 Explore the influence of past experiences on one`s values and beliefs about nurses and nurses` work and the effects this has on one`s perception of nursing as a profession. 4.3 Create a personal philosophy of nursing. 4.4 Examine the Sault College BSCN Program Learning Outcomes and philosophy. |
| **Course Outcome 5** | **Learning Objectives for Course Outcome 5** |
| 5. Compare and contrast the roles and responsibilities of the RN with the RPN as registered nurse members of a collaborative health team. | 5.1 Discuss the concept of role transition from RPN to RN. 5.2 Compare and contrast differences in roles, responsibilities, and scope of practice of RPN and RN. 5.3 Examine the CNO Practice Standard RN and RPN Practice: The Client, The Nurse, and The Environment. 5.4 Develop awareness of the CNO Entry-to-Practice Competences for Newly Graduated RN. |
| **Course Outcome 6** | **Learning Objectives for Course Outcome 6** |
| 6. Explore differences when conducting nursing assessments of individuals, families/groups, communities, and populations. | 6.1 Discuss the social determinants of health that may affect a patient`s health status that should be addressed to complete a thorough nursing assessment. 6.2 Compare and contrast the responsibilities of RN with the role of RPN in assessment and developing a care plan. 6.3 Compare and contrast nursing assessment of individuals, families/groups, communities, and populations. 6.4 Understand the requirements for patient education. 6.5 Discuss the teaching-learning process and ways to evaluate learning. 6.6 Compare the nursing process to the teaching process. |

| Course Outcome 7 | Learning Objectives for Course Outcome 7 |
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| | 6.7 Utilize appropriate teaching-learning strategies for learners at various stages of growth and development.<br>6.8 Describe appropriate methods to evaluate learning. |
| 7. Identify the 8 elements of thought used in critical thinking for professional nursing practice. | 7.1 Define critical thinking and clinical judgement.<br>7.2 Explain the importance of critical thinking in nursing.<br>7.3 Identify the types of reasoning based on critical thinking.<br>7.4 Explain the 8 elements of reasoning in critical thinking.<br>7.5 Identify attributes of critical thinkers. |
| Course Outcome 8 | Learning Objectives for Course Outcome 8 |
| 8. Principles of therapeutic communication as a part of all simulated experiences. | 8.1 Review the principles of therapeutic communication.<br>8.2 Engage in a case study regarding therapeutic communication.<br>8.3 Apply the concepts of the RNAO Best Practice Guideline: Therapeutic Relationship and CNO Practice Standard: Therapeutic Nurse-Client Relationship.<br>8.4 Apply the SBAR system to assertively communicate with co-workers within the health care team. |
| Course Outcome 9 | Learning Objectives for Course Outcome 9 |
| 9. Demonstrate utilization of professional standards, policies, and legal/ethical guidelines to provide or delegate nursing service. | 9.1 Explore the role, function, and responsibility of nursing governing bodies (e.g. CNO).<br>9.2 Discuss the role of the RN in collaborative care and delegation.<br>9.3 Examine the CNO Practice Standard: Ethics, Practice Standard: Authorizing Mechanisms, Practice Standard: Professional Standards CNO Code of Conduct, CNA Ethical Code for RNs.<br>9.4 Apply the CNO Ethical Framework as a tool to guide ethical decision making.<br>9.5 Engage in a case study/simulation regarding duty to report and ethical decision making. |
| Course Outcome 10 | Learning Objectives for Course Outcome 10 |
| 10. Apply the nursing process when analyzing the transition from RPN to RN. | 10.1 Review the steps of the nursing process.<br>10.2 Review the development of actual, potential, and wellness nursing diagnoses.<br>10.3 Compare and contrast the responsibilities of the RN with the role of the RPN in assessment and developing the plan of care.<br>10.4 Define evidence-informed nursing practice.<br>10.5 Discuss clinical judgement as foundational for nursing process. |
| Course Outcome 11 | Learning Objectives for Course Outcome 11 |
| 11. Utilize appropriate technology to obtain, analyze, manage, and document evidence for use in making nursing judgements. | 11.1 Define information communication technologies (ICTs).<br>11.2 Demonstrate professional judgment to ensure social media and ICTs are used professionally.<br>11.3 Examine the CNO Practice Guideline: Telepractice. |

| | Evaluation Type | Evaluation Weight |
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| **Evaluation Process and Grading System:** | Discussion Postings (5) | 10% |
| | E-Portfolio: Development and Artefacts | 0% |
| | E-Portfolio: Peer Review | 10% |
| | Midterm Test | 20% |
| | Term Test | 20% |
| | Writing Assessment | 15% |
| | Written Reflection | 25% |

**Date:** December 12, 2025

**Addendum:** Please refer to the course outline addendum on the Learning Management System for further information.