

LPN Transition to Acute Care Micro-credential (MICR 1000)

Course type and status

This is a non-credit professional learning course offered through Selkirk College. While it does not count toward an academic credential, it is designed with the same quality standards as credit courses. You can expect clear learning goals, straightforward evaluation, and structured learner support.

Who this course is for

This course is for Licensed Practical Nurses (LPNs) who are moving into acute care. This includes nurses coming from long-term care, community, home health, or rural settings. It is also suitable for LPNs who are new to acute care and want guided practice in assessment, setting priorities, knowing when to ask for help, and clear documentation.

Required entry requirement

- Current LPN registration in British Columbia (practising or provisional) with the BC College of Nurses and Midwives (BCCNM).

Additional readiness expectations

You should have basic comfort using digital learning tools, including accessing online course materials, navigating interactive learning activities, entering information into digital forms or records, uploading documents or videos, and communicating respectfully in online course spaces. You should also be willing to practice skills and decision-making, not just read about them.

This course includes virtual simulation, documentation practice, structured reflection, and video-recorded skill demonstrations. You are not expected to be perfect. You are expected to practice safely, use feedback, recognize your limits, and show growth.

Course description

Acute care is not about knowing everything. It is about noticing changes early, acting within your scope, reassessing thoughtfully, and asking for assistance clearly when needed. This course supports LPNs as they transition into acute care by strengthening practical decision-making, safety habits, clinical communication, documentation, and selected acute care skills.

You will follow one main unfolding patient case, Jordan MacLeod, across a day shift. Through this case, you will practice moving from first-contact assessment and safety checks to interpretation of data, prioritization, implementation of care, reassessment, evaluation, and plan-of-care revision. You will also complete focused skill demonstrations related to IV initiation, fluid therapy, and IV medication administration by infusion.

As a practicing LPN, you already use a decision-making cycle in your daily work: assess, think it through, act, and check the result. In acute care, this same cycle is used in a faster-paced and more complex environment. This course helps you adapt your existing nursing judgment to acute care by focusing on trends, early warning cues, safety risks, scope awareness, team communication, and documentation that supports continuity of care.

This course focuses on how selected BCCNM Entry-Level Competencies show up in everyday acute care work. The emphasis is on practical use of the competencies rather than memorizing competency language.

Course Structure and Competencies

This course uses 17 targeted BCCNM Entry-Level Competencies to focus learning and evaluation on the parts of LPN practice most relevant to transition into acute care. These competencies are not treated as isolated tasks. Instead, they are practiced in connected clinical situations where you must assess, interpret, prioritize, act, reassess, communicate, document, and reflect within the LPN role.

In this course, the targeted ELCs are applied to common acute care expectations such as recognizing early changes in client status, using priority frameworks, completing focused assessments, identifying safety risks, initiating appropriate interventions, monitoring client response, documenting clearly, recognizing potential complications, and knowing when to involve the RN, provider, RT, or other team members.

The goal is not to memorize competency statements. The goal is to show how these competencies appear in everyday acute care practice.

Module 1: Acute Assessment and Interpretation

Module 1 focuses on how to enter an acute care situation safely, gather relevant information, recognize what matters, and communicate early concerns. You will practise rapid priority assessment, environmental safety scanning, chart review, focused assessment, ECG preparation and completion, cue recognition, cue clustering, nursing diagnosis or health issue identification, SBAR communication, and documentation.

Targeted ELCs:

- ELC 37: Completes comprehensive health assessments
- ELC 39: Researches and responds to relevant clinical data
- ELC 41: Comprehends, responds to, and reports assessment findings
- ELC 43: Identifies nursing diagnoses
- ELC 35: Documents according to established legislation, standards of practice, ethics, and organizational policies
- ELC 51: Applies principles of client safety

Module 2: Prioritization and Implementation of Care

Module 2 focuses on turning assessment findings into a safe plan of care. You will practice prioritizing health issues, creating shift-sized SMART goals, selecting LPN-scope interventions, initiating and titrating oxygen using a decision support tool, documenting actions and responses, initiating IV therapy and fluids, preparing and administering IV medication by infusion, recognizing potential complications, and responding to deterioration or adverse responses.

Targeted ELCs:

- ELC 42: Formulates clinical decisions consistent with needs and priorities
- ELC 45: Implements nursing interventions
- ELC 46: Responds to client conditions by organizing competing priorities into actions
- ELC 60: Recognizes and responds immediately when a client's condition is deteriorating

- ELC 61: Demonstrates knowledge of theory, pharmacology, and ethics
- ELC 62: Applies knowledge of safe medication practice

Module 3: Evaluation and Integration of Practice

Module 3 focuses on evaluating whether care is working and deciding what should happen next. You will compare actual outcomes with expected outcomes, revise the plan of care, communicate changes, reflect on clinical decisions, identify the implications of your actions, clarify your role in acute care, and create a realistic plan for continued learning and safe practice after the course.

Targeted ELCs:

- ELC 53: Evaluates the effectiveness of nursing interventions by comparing actual outcomes to expected outcomes
- ELC 54: Reviews and revises the plan of care and communicates accordingly
- ELC 10: Engages in self-reflection and continuous learning to maintain and enhance competence
- ELC 68: Articulates own role based on legislated scope, individual competence, and care context
- ELC 55: Assesses implications of own decisions

Learning platforms and how the course works

You will use four connected online spaces:

- **Moodle:** This serves as the main landing and communications page where you will interact with your trainer, communicate with other students, submit your work, and receive your feedback. It will also serve as the launchpad for the other three platforms below.
- **Rise 360:** This is your Digital Course Book (DCB) and contains most of your learning materials and practice activities. You will be linked to the DCB via Moodle, and it will be as simple as clicking the provided link.
- **EdEHR:** This is a simulated electronic health record that will be used alongside your assignments to gather data, make decisions and for documentation. You will be linked to the EdEHR via Moodle, and it will be as simple as clicking the provided link.
- **Affinity Learning:** This is a virtual simulation space where you will complete many of your evaluated assignments in an engaging, screen-based simulation environment. You will be linked to Affinity via Moodle, and it will be as simple as clicking the provided link.

Time commitment and pacing

This is a self-paced course designed to be completed over 16 weeks.

- **Total estimated time:** 112 hours
- **Average weekly effort:** About 7 hours

Some weeks will be lighter. Others, especially those involving skill demonstrations, may require more time.

Optional office hours may be offered for questions, coaching, and technical help.

Suggested timeline

This schedule is recommended unless your cohort has set specific dates:

- **Week 1:** Orientation and setup
- **Weeks 2-5:** Module 1 – Assessment and interpretation
- **Weeks 6-12:** Module 2 – Prioritizing and providing care (largest workload)
- **Weeks 13-15:** Module 3 – Evaluation and integration
- **Week 16:** Buffer week for catch-up and course wrap-up

Learning expectations

This course focuses on active practice. You are expected to:

- Complete interactive learning activities
- Practice documentation and decision-making in the simulated record
- Rehearse hands-on skills until they are reliable
- Use clear, structured communication when raising concerns
- Work within LPN scope and follow local policy
- Communicate respectfully and professionally in all course spaces

Evaluation model

Evaluation is competency-based. Each required assignment is assessed using levelled indicators connected to the targeted ELCs for that module.

The levelled rubric categories are:

Level	Meaning
Insufficient evidence	The submission or performance does not provide enough evidence to assess the indicator.
Developing toward readiness	Evidence shows progress, but not yet safe or consistent readiness for acute care transition practice. Revision, remediation, practice, or reassessment is needed for required indicators.
Ready with support	Evidence meets the expected course completion level. The learner applies the indicator safely while appropriately using guidance, confirmation, team support, feedback, and local policy.
Ready to apply in practice	Evidence shows stronger readiness. The learner applies the indicator safely, consistently, and with appropriate clinical reasoning, reassessment, communication, and escalation.

To complete the micro-credential, all nine evaluated assignments must meet the expected completion level. If an assignment does not yet meet expectations, you will receive feedback and an opportunity to revise, resubmit, or complete additional practice as directed by your trainer.

Successful completion of this micro-credential does not guarantee employment in acute care and does not automatically confirm competence in every acute care practice setting. Competence remains context-specific and must be supported by employer orientation, local policy, unit expectations, supervision, and any required workplace validation. This is especially important for restricted activities.

Completing course modules related to IV therapy, oxygen therapy, obtaining an ECG, or medication administration does not automatically authorize you to perform those activities independently in practice. Employer validation and authorization determine whether and how you may perform restricted activities in a specific workplace. The purpose of this course is to support scope optimization, build confidence, and provide structured evidence of developing competence for transition into acute care.

Evaluated activities

You will complete nine evaluated activities. These may include simulations, written explanations of your clinical thinking, and video-recorded skill demonstrations.

Examples include:

- | | |
|--|--------------------|
| 1. Safety and priority checks-
Simulation | Virtual |
| 2. Obtaining a 12-lead ECG- | Virtual Simulation |
| 3. Clinical decision-making (Assessment and Analysis)-
Simulation | Virtual |
| 4. Clinical decision-making (Prioritization and Implementation)-
Simulation | Virtual |
| 5. Oxygen initiation and titration using a DST- | Virtual Simulation |
| 6. IV initiation and fluid therapy-
Demonstration | Skill |
| 7. Medication administration by IV infusion
Demonstration | Skill |
| 8. Clinical decision-making (Evaluation and Reflection)-
Simulation | Virtual |
| 9. Evidence of Acute Care Readiness
Form | Reflection |

Some activities may be useful for employer-based validation. Completing this course does not replace employer authorization for restricted activities.

Required technology and materials

You will need reliable internet access, a computer capable of running the required platforms, and the ability to upload video. A smartphone alone is not recommended.

You will also need a camera or phone capable of recording clear video, adequate lighting and audio, and enough storage space. A detailed skills supply list will be available on Moodle, and the required materials will be sent to you.

Professional practice, privacy, and confidentiality

Do not enter real patient information into course systems. Use only the simulated cases provided. Treat all course activities as professional practice learning.

Academic integrity and acceptable AI use

This course is designed to strengthen your own clinical judgment.

AI may be used to support learning (such as summarizing concepts or creating practice questions), but it must not replace your own thinking or reflection. If you use AI to support an evaluated submission, briefly describe how you used it and what you changed based on your own reasoning.

Accessibility and learner support

If you have learning, physical, sensory, or technology-related needs, contact the program lead early so supports can be arranged.