

## **CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM**

*Capital Community College, Gateway Community College, Norwalk Community College,  
Naugatuck Valley Community College, Three Rivers Community College*

### **NUR\*205: NURSING MANAGEMENT AND TRENDS**

#### **Course Prerequisite**

NUR\*101: Introduction to Nursing Practice, NUR\*102: Family Health Nursing, NUR\*103: Pharmacology for Family Across the Life Span, NUR\*201: Nursing Care of Individual and Families I, NUR\*202: Pharmacology for Individuals and families with Intermediate Health Care Needs

#### **Course Corequisite**

NUR\*203: Nursing Care of Individuals and Families I; NUR\*204: Pharmacology for Individuals, Families, and Groups with Complex Health Care Needs; Elective: Humanities or Fine Arts

#### **Course Components**

Credits	2 credits
Hours	Classroom: 30 hours

#### **Course Description**

The student will explore the basic principles of management, leadership and collaborative relationships as they relate to providing safe and competent care. The focus is on the utilization of critical thinking skills to make decisions, priority setting, delegation, legal parameters of nursing practice and ethical issues. The student will expand the concept of caring to the profession of nursing through collegial and interdisciplinary communication. The course facilitates the transition of the student into the profession and his/her role in contemporary nursing practice.

#### **Student Learning Objectives**

At the completion of this course, the student will be able to:

1. Analyze the principles of nursing theory in managing and coordinating holistic care for individuals, families, and groups of clients across the wellness-illness continuum
2. Explore implementation of the delegation process in providing safe and competent care to individuals, families, and groups utilizing evidence-based practice and outcomes.
3. Formulate a professional career plan utilizing critical thinking and technological proficiency.
4. Integrate effective communication skills through professional interactions with colleagues and the multidisciplinary health care team.
5. Create an environment where professional interactions reflect a respect for human dignity.
6. Collaborate as a member of the profession of nursing.
7. Explore the legal and ethical implications of membership in the profession of nursing.
8. Evaluate the trends and issues affecting the profession and the role of the nurse.
9. Examine strategies for facilitating the transition from student to registered nurse.

## Course Information

This course is designed as a hybrid course. The majority of coursework is online, however students are required to attend scheduled on-campus seminars. Attendance to all seminars is *mandatory* for successful completion of the course. On-campus activities are TBA.

The online coursework is set up in a series of modules. Each week you will need to complete the readings in the text and the online module(s). When you have done this you will then need to complete the quiz associated with each module. It is recommended to complete all the modules to ensure learning, *but it is necessary to complete at least 10* that will be applied to your final grade. In addition there is a discussion board assignment, a resume/cover letter assignment, and two digication assignments. The course calendar provides the weekly schedule of assignments. It can be found on the Blackboard course website.

## Online Course Access

To gain access to this course you will access <http://my.commmnet.edu> and log into Blackboard.

## Instructor Information:

MaryAnn Perez-Brescia is the course leader. Most full time nursing faculty members teach portions of this course. The course calendar tells you who is teaching each week. You will also find this information posted on the Blackboard course website. If you have any questions please contact both the course leader and faculty member teaching that week.

## Class Procedures and Policies – Student Responsibilities

**Attendance:** Attendance at all on campus gatherings is **required**.

**Participation:** Participation is very important in an online course. You will be expected to participate in the discussion board, eportfolio, resume/cover letter, and end of chapter quizzes.

Participation in discussion board exercises is defined as a **response**.

Each clinical group will be assigned to one discussion board assignment. Each group member is expected to **respond** to one of the other group member's post. Please note that the effectiveness of your **response** is an important consideration when it comes to participation. A message that says simply, "**Yes, I agree with what you say,**" for example, would not constitute participation since it does not add anything of substance to the discussion.

See rubric below for discussion board assignment:

### N205 Grading Rubric for Group Discussion Exercise Responses

It is expected that students apply relevant course concepts, theories, and materials correctly while collaborating with fellow learners. The discussion should be applicable to course concepts. Learners are expected to apply relevant professional, personal, and other real world experiences to the discussion while supporting their position with appropriate knowledge including references and other scholarly materials.

(Post 150 words, reply meaningfully to another class member's post, in 150 words)

Discussion grading rubric

	<b>Exceeds Expectations 5 points each</b>	<b>Proficient 4 points each</b>	<b>Competent 3 points each</b>	<b>Below Expectations 2 points each</b>	<b>Fail &lt;2 each</b>
<b>Contribution to the Classroom</b>	Posting is insightful, thorough, and interesting.	Posting is thorough and interesting.	Posting is interesting but lacks insight and depth.	Posting is uninteresting and/or too brief for the assignment.	Posting was not submitted, submitted late, or unacceptable
<b>Inspires Reply Postings from Other Students</b>	A serious effort is made to frame the discussion posting in such a way as to encourage others to reply. Posting generates questions and opens up new avenues for discussion.	A serious effort is made to frame the discussion posting in such a way as to encourage others to reply.	Some effort is made to frame the discussion posting in such a way as to encourage others to reply.	Minimal effort is made to frame the discussion posting in such a way as to encourage others to reply.	Posting was not submitted, submitted late, or no effort was made to frame the discussion posting in such a way as to encourage others to reply.
<b>Demonstrated Understanding of the Reading Assignment</b>	Posting demonstrates a thorough understanding of the reading assignment and is substantiated by several examples from the textbook and/or companion web site.	Posting demonstrates an understanding of the reading assignment and is substantiated by at least one example from the textbook and/or companion web site.	Posting demonstrates an understanding of the reading assignment but is not substantiated by examples from the textbook and/or companion web site.	Posting demonstrates very little understanding of the reading assignment.	Posting was not submitted, submitted late, or posting does not demonstrate an understanding of the reading assignment,
<b>Grammar, Mechanics, Spelling, and Sentence Structure, APA</b>	Posting is highly polished; no grammar or spelling errors. Consistent use of citations and references according to APA format.	Posting is polished; maximum of one grammar or spelling error. APA present and identifiable with minimal error.	Posting is adequate; maximum of two grammar or spelling errors. APA incorrectly applied.	Inadequate posting; more than two spelling or grammar errors. No APA format present.	Posting was not submitted, submitted late, or posting was unacceptable; more than 5 spelling or grammar errors
<b>Replies to at Least One Other Student</b>	Reply is insightful, thorough and interesting.	Reply is thorough and interesting.	Reply is interesting, but lacks insight and depth.	Reply is uninteresting and/or too brief.	Posting was not submitted, submitted late, or reply was unacceptable .

*\*Substantiated sources can refer to valid web sites, texts, journal articles, policies, procedures, or experts in the field. Please use APA format for citations.*

N205 Grading Criteria Based on a Total of up to 100 Points			
Item	Maximum Points per item	Total number of mandatory items	Maximum possible points
Unit Quizzes	2.5	10	25
Group Discussion Board Exercise	25	1	25
Resume	10	1	10
e-portfolio	10	2	20
On-campus activities	5	2	20

**TOTAL POINTS: 100**

Letter Grade	Numerical Equivalent
A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
F	0-63

#### Course Grading Formula

*Please note: Partial points will be rounded to the nearest full point, e.g. 89.9=89 which leads to a grade of B+; 89.5=90 which leads to a grade of A-*

#### **Statement on Penalty for Academic Dishonesty or Plagiarism**

Plagiarism is the **unacknowledged** use of another person's words or ideas in your writing. Whether conscious or not, plagiarism is a serious offense. Evidence that you did not write material that you submit under your name can result in failure for the entire course. Refer to 2014-2015 College Catalog for policy. Students are expected to: "Demonstrate academic integrity by not engaging in conduct that has as its intent or effect the false representation of a student's academic performance, including but not limited to: (a) cheating on an examination; (b) collaborating with others in work to be presented, contrary to the stated rules of the course; (c) plagiarizing, including the submission of others' ideas or papers (whether purchased, borrowed or otherwise obtained) as one's own; (d) stealing or having unauthorized access to examination or course materials; (e) falsifying records or laboratory or other data; (f) submitting, if contrary to the rules of a course, work previously presented in another course; and (g) knowingly assisting another student in any of the above, including an arrangement whereby any work, classroom performance, examination, or other activity is submitted or performed by a person other than the student under whose name the work is submitted or

performed.” Consequences are delineated in the College Catalog.

**Additional Expected Activity Requirements**

Students are reminded that classroom demeanor is a vital part of participation. Students should behave appropriately at all times and are asked to practice common courtesy, recognizing each person's right to learn in an atmosphere conducive to the learning experience. These same behavioral standards are required when using social networking or social media accounts. Netiquette and HIPAA policies are required to be used for all postings within the learning management and ePortfolio systems.

**WITHDRAWAL POLICY:**

Students may withdraw, **in writing**, at the Registrar's Office for any reason. Refer to the Nursing and College Student Handbooks and College Catalog. Students who receive an overall unsatisfactory clinical grade at any time in the rotation will fail the course and receive a grade of F. Students who receive a clinical grade of Fail should consult the Student Handbook for CT-CCNP policies. Students with concerns about their course average are encouraged to contact the course leader.

**DISABILITIES STATEMENT:**

If you have a disability that may affect your progress in this course, please meet with a Disability Service Provider (DSP) as soon as possible. Please note that accommodations cannot be provided until you provide written authorization from a DSP.

<b>TRCC Disabilities Service Providers</b> Counseling & Advising Office Room A-119	
<b>Matt Liscum</b> (860) 215-9265	<ul style="list-style-type: none"><li>• Physical Disabilities</li><li>• Sensory Disabilities</li><li>• Medical Disabilities</li><li>• Mental Health Disabilities</li></ul>
<b>Chris Scarborough</b> (860) 215-9289	<ul style="list-style-type: none"><li>• Learning Disabilities</li><li>• ADD/ADHD</li><li>• Autism Spectrum</li></ul>

**LEARNING ePortfolio**

All students maintain an online learning portfolio using a TRCC designed template to support college and nursing accreditation. Through this electronic tool you can see your own growth in college wide learning. It may even help you to find the major that is a match to you. You can keep this Digication account after graduation too. A Three Rivers General Education Assessment Team will select random works and review them so that we can improve the college experience for all. Your name will not be attached to any of the assessment work. It is private. This tool will also be a “place” where you can connect your learning from the classroom, school and life. Sometimes when you look at all of the work you have done and think about it you learn something else. In Digication you will be able to make other portfolios too. It’s like a file cabinet with the ability to have multiple but separate files. What is exciting about the electronic tool is when you look inside you will see you are developing in new ways! Look at your class outline to see what assignments to post into the TRCC template, you may post your own choices too. Have fun in learning!

## Quick Additional Notes

**What is collaboration:** When collaborating people work together on a single shared goal, when cooperating people perform together (co-operate) while working together on self-serving yet common goals. The logic here is I'll help you if you help me. Dr. Ichak Kalderon-Adizes states respect is need for collaboration and faith is needed for cooperation.

**Connecticut Community College Common Curriculum Nursing Program (CT-CCNP at TRCC) Core Values:** critical thinking, professionalism, safe and competent practice, communication, holism, caring

**National League for Nursing (NLN) Core Values:** caring, integrity, diversity and excellence

<http://www.nln.org/aboutnln/corevalues.htm>

**Quality and Safety Education for Nurses (QSEN) Core Competencies:** patient centered care, teamwork and collaboration, evidence based practice (EBP), quality improvement, safety and informatics <http://qsen.org/competencies/pre-licensure-ksas/>

**High Reliability Organizations:** strive for excellence and quality patient care while also taking care of the workforce. As a student you are now part of the unit not just a guest on the unit in all Connecticut hospitals.

Here are links to guide your learning, you will orient to HROs in the workplace when you start your career. <http://high-reliability.org/> and

<http://www.jointcommission.org/highreliability.aspx>

**IOM Recommendations:** Nurses should practice to the full extent of their education and training....achieve higher levels of education and training through an improved education system that promotes seamless academic progression...be full partners, with physicians and other health professionals, in redesigning health care in the United States...have effective workforce planning and policy making through better data collection and an improved information infrastructure. <http://thefutureofnursing.org/recommendations>

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