

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)

*Capital Community College, Gateway Community College,
Naugatuck Valley Community College, Northwestern Connecticut Community College,
Norwalk 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 Outcomes

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 five on campus seminars. **Attendance at all seminars is mandatory for successful completion of the course.**

1. Course Orientation
2. Leadership and Delegation- simulation seminar
3. Professional Panel
4. The Impaired Nurse
5. NCLEX-RN Preparation and Professionalism
6. ATI Testing

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)

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

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 them complete the self-assessment quiz associated with each module for your own learning assessment. Completion of four is required to receive 10 points. In addition there is a discussion board assignment for each clinical group with demonstration of individual collaboration and then group synthesis, a resume/cover letter assignment, a leadership shadow write up, a quantitative literacy assignment, two ePortfolio assignments and ATI practice and proctored testing. Student assignments and due dates can be found on the Quick View Calendar.

Online Course Access

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

Instructor Information:

Lili Rafeldt 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**. If you cannot attend you must inform the faculty member and will be given an alternate assignment.

Participation: Participation is very important in an online course. You will be expected to participate in one discussion board exercise by posting your individual post first for the clinical group to review and then working together as a group to post a synthesis answer from all of your individual posts.

In online learning it is important to read other colleagues posts, even if it is not your required week.

N205 participation in discussion board exercises is defined as collaboration from each individual student resulting in a group posting. **You must post an individual contribution to receive the individual and subsequent group grade.**

A group discussion board post is one summary *of the individual collaborative work* from each Med/Surgical clinical group. Clinical groups are expected to work together to compose this summary of between one full to two pages. The group post will be then be posted by one group member. The grade for each group post will be based on the N205 Grading Rubric for Group Discussion Exercise Responses. Each member of the group will receive the same group grade but may have different individual grades. You cannot get a group grade if you did not post your individual post on time.

Each group member is expected to contribute to the group *post*. Individual postings which contribute to the group posting must be evident in the discussion board. It is important that you research your individual response in the literature, using both your text and evidence based articles. See the N205Rubric for Individual Evidence of Collaboration. Each member of the group will receive an individual grade for their collaborative work. *Substantiated sources can refer to valid web sites, texts, journal articles, policies, procedures, or experts in the field. **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 items	Maximum possible points
Resume and Cover Letter	5	1	5
Group Discussion Board Exercise Responses	10	1	10 if put individual post
Individual Collaborative Postings for Group Post	10	1	10 must do for group grade points
ePortfolio Assignments	10	2	20

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)

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

Leadership experience and write up	20	1	20
Quantitative Literacy Assignment	15	1	15
ATI Testing and focused remediation / Chapter Quizzes	4 chapter quizzes / 2 ATI leadership tests		10/10 =20

N205 Grading Rubric for Individual Collaborative Post

10 points	6 points	4 points	0 points
Response reflects in-depth understanding of discussion question and includes substantiated constructive comments and/or relevant questions to be included in the group post. It is clear how to add the response to the group post. You say why it is important to the question. References are included. Citations are in APA format.	Response reflects reasonable understanding of a component from the discussion question and includes constructive comments and/or relevant questions for consideration. Comments are unsubstantiated and not in APA format.	Response lists a component of the topic without constructive comments of indication of how to add to the group post. Comments are unsubstantiated, and references are not included.	Missing response by deadline

NUR 205 Grading Rubric for Group Discussion Exercise Responses

Category for Grading	Level of Response with Maximum points achievable	Level of Response with Maximum points achievable	Level of Response with Maximum points achievable
Quality of information in Posting	Posting focuses on the concepts in the exercise and relates the underlying concepts in the readings to the discussion. Comments include 4 or more supporting details and/or examples. 5 Points	Posting consistently focus on the concepts in the exercise and relate the underlying concepts in the readings to the discussion. Provides 1-3 supporting details or examples. 4 Points	Posting lacks clear focus on the concepts in the exercise or do not relate the underlying concepts in the readings to the discussion. No details and/or examples are given. Max 2 Point achievable
Citations	Uses both outside sources and text to support ideas. 3 Points	Uses either text or outside sources to support ideas. 2 Points	Does not use text or outside sources to support ideas 0 points
Presentation of material	Postings consistently use correct grammar and spelling. Style is clear and concise. APA format is used in citations, < 2 errors. 2 points	Postings have 3-5 errors in grammar, spelling, or APA format. Writing style may be wordy or unclear. 1.5 Point	Postings have >5 errors in grammar and spelling. Writing style is wordy or unclear. APA format is not used in citations, or has >5 errors. Max 1 point achievable
Max. total points	10	7.5	3

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)

Capital Community College, Gateway Community College,
Naugatuck Valley Community College, Northwestern Connecticut Community College,
Norwalk Community College, Three Rivers Community College

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. Students who violate the rules of courtesy and/or professional demeanor will be asked to leave. Students are required to attend all classes. Tardiness and early leaves as well as absences have a direct impact on student learning. 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.

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)

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

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!

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.

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

Please see the Three Rivers Community College Catalog for additional policies and information.

CLINICAL CANCELLATION DUE TO INCLEMENT WEATHER:

When the college is closed for reasons of inclement weather, clinical experiences will also be cancelled. When the college delays opening, clinical experiences will begin one hour later. However, students should use discretion in traveling in poor weather conditions. If you are unable to report to scheduled clinical experiences, be sure to notify your clinical instructor. **Preplanning and communication with your clinical instructor and course leader is important.** The College Student Handbook and Catalog lists radio stations announcing cancellations. There also will be a notice of delays or cancellation through the Early Alert Notification system or on a recording at 860 215-9000. Postings may also be seen on the Three Rivers Web Page: www.trcc.comnet.edu or via Blackboard. **You can sign up for the Early Alert Notification System through your myCommNet home page.** myCommNet Alert is a system that sends text messages and emails

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)

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

from the college to anyone signed up in the event of a campus emergency. Additionally, TRCC sends messages when the college is delayed or closed due to weather. All students are encouraged to sign up for *myCommNet* Alert. Tutorials are available on the Educational Technology and Distance Learning Students page of the web.

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>

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)

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

Unit/Learning Module/Week	STUDENT LEARNING OUTCOMES (SLOS)	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
Nursing Leadership and Management				
Unit 1	1. Identify course outcomes and methods to achieve learning and course grade	Orientation to hybrid course and collaborative learning	LMS demonstration, Review assignments Discussion of assignments in this course, see excel spreadsheet for due dates: (1) Cover Letter / Resume (2) Leadership experience with write up: (a) clinical shadowing as available in your setting (3) One Discussion Board exercise which includes both individual collaborative part and then group synthesis post. Must complete both parts to get any of the 20 points (4) Two Leadership or Community Care ATI Practice Tests with focused remediation and Four online Chapter tests (total six tests) (5) ePortfolio assignments one, and two (One: program outcome inquiry, reflection and integration assessment Two: educational and career plan (6)IL and QL Assignment (7)Attendance at all seminars (8) Professional communication and follow through with own learning	Attendance, use of course technology—see assignments on Bb Bb syllabus and assignment review

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)

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

Unit/Learning Module/Week	STUDENT LEARNING OUTCOMES (SLOS)	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>A. Career Planning: Opportunities / Resumes / Interviews</p> <ol style="list-style-type: none"> 1. Outline the process of career planning 2. Recognize the importance of clarifying values and goals 3. Develop skills to initiate and conduct a successful job search 4. Learn to prepare an effective cover letter and resume 5. Describe factors that contribute to a productive interview 6. Discuss the variety of job opportunities available 7. Describe hospital-based and nonhospital-based nursing practice 8. Identify opportunities for advancing your career 9. Differentiate among Benner’s concepts of novice, advanced beginner, competent, proficient and expert nursing practice 10. Identify accountability-based nursing performance 	<p>Mini Lecture guided by CT-CCNP Core Values:</p> <ol style="list-style-type: none"> A. Career planning by the nurse promotes a professional fit that facilitates the ability of the nurse to utilize critical thinking skills in the application of the nursing process. B. The provision of safe, competent, evidence based nursing care that enhances the dignity of the client and is grounded in clinical, cultural and technological proficiency is aided by nursing career planning that results in professional satisfaction. C. Career planning by the nurse enhances the likelihood of obtaining a practice fit that promotes an atmosphere of therapeutic communication among nursing and other healthcare professionals that is associated with enhanced client outcomes. D. Nursing Professional role development is facilitated through career planning. 	<p>Readings in Kelly, P., Nursing Leadership & Management, 3rd Edition, Cengage, 2012:</p> <p>Chapter 17 pgs 402-403 (up to clinical practice council); 408-411 Chapter 27</p> <p>Suggested review: Chapter 28</p> <p>Mini Lecture</p> <p>See online course for additional learning activities</p>	<p>Case Study Discussion(s) Board if assigned to it, otherwise read posting and learn from them</p> <p>Online Self-Assessment/ Exam</p> <p>Resume</p>

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)

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

Unit/Learning Module/Week	STUDENT LEARNING OUTCOMES (SLOS)	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
Unit 2	<p>A. Introduction to Nursing Leadership and Management</p> <ol style="list-style-type: none"> 1. Differentiate between leadership and management 2. Distinguish characteristics of effective leaders 3. Discuss the impact of knowledge workers in health care job market 	<p>Mini Lecture guided by CT-CCNP Core Values:</p> <ol style="list-style-type: none"> A. Effective nursing leadership and management facilitate the ability of nurses to utilize critical thinking skills in the application of the nursing process. B. The provision of safe, competent, evidence based nursing care that enhances the dignity of the client and is grounded in clinical, cultural and technological proficiency relies upon effective nursing leadership and management. C. Effective nursing leadership and management promote therapeutic communication among nursing and other healthcare professionals that is associated with enhanced client outcomes. D. Nursing Professional role development is facilitated through effective nursing leadership and management. 	<p>Readings In Kelly, P., Nursing Leadership & Management, 3rd Edition, Cengage, 2012:</p> <p>Chapter 1 pgs 1-5; pgs 11 & 12</p> <p>Mini Lecture</p> <p>See online course for additional learning activities</p>	<p>Case Study Discussion(s) Board if assigned to it, otherwise read posting and learn from them</p> <p>Online Self-Assessment/ Exam</p>

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)

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

Unit/Learning Module/Week	STUDENT LEARNING OUTCOMES (SLOS)	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>B. Organizational Behavior and Magnet Hospitals</p> <ol style="list-style-type: none"> 1. Identify the evolution of the impact of organizational behavior 2. Identify characteristics of a high-performance organization 3. Relate the historical evolution and significance of magnet status 4. Identify organizational characteristics that define magnet nursing services 	<p>Mini Lecture guided by CT-CCNP Core Values:</p> <ol style="list-style-type: none"> A. Awareness of organizational behavior and excellence facilitates the ability of the nurse to utilize critical thinking skills in the application of the nursing process. B. The provision of safe, competent, evidence based nursing care that enhances the dignity of the client and is grounded in clinical, cultural and technological proficiency is aided by an awareness of organizational behavior and excellence. C. Acknowledgement of organizational behavior and excellence promotes therapeutic communication among nursing and other healthcare professionals that is associated with enhanced client outcomes. D. Nursing Professional role development is facilitated through an awareness of organizational behavior and excellence. 	<p>In Kelly, P., Nursing Leadership & Management, 3rd Edition, Cengage, 2012:</p> <p>Chapter 3 pgs 73-81 (up to Forces of Magnetism)</p> <p>Mini Lecture</p> <p>See online course for additional learning activities</p>	<p>Case Study Discussion(s) Board if assigned to it, otherwise read posting and learn from them</p> <p>Online Self-Assessment/ Exam</p>

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)

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

Unit/Learning Module/Week	STUDENT LEARNING OUTCOMES (SLOS)	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
<p>Unit 3</p>	<p>A. Delegation of Patient Care/Assignment Making</p> <ol style="list-style-type: none"> 1. Analyze scheduling issues that impact the matching of nursing resources to patient needs 2. Compare and contrast models of care delivery and their impact on patient outcomes 3. Identify delegation, accountability, responsibility, authority, assignment, supervision and competence 4. Support the National Council of State Boards of Nursing Decision Tree – Delegating to Nursing Assistive Personnel 5. Relate the five rights of delegation 6. Identify potential barriers to effective delegation 7. Describe the pertinent aspects of assignment making 8. Identify the role of the professional nurse in assignment making 	<p>Mini Lecture guided by CT-CCNP Core Values:</p> <ol style="list-style-type: none"> A. Awareness of the tenets of delegation of patient care/assignment making facilitates ability of the nurse to utilize critical thinking skills in the application of the nursing process. B. The provision of safe, competent, evidence based nursing care that enhances the dignity of the client and is grounded in clinical, cultural and technological proficiency is aided by fluency with the tenets of delegation of patient care/assignment making. C. Fluency with the principles of delegation in patient care/assignment making promotes therapeutic communication among nursing and other healthcare professionals increasing positive outcomes. D. Nursing Professional role development is facilitated through awareness of delegation tenets for patient care/assignment making 	<p>Readings In Kelly, P., Nursing Leadership & Management, 3rd Edition, Cengage, 2012:</p> <p>P. Kelly Chapter 15 pgs 356 (Evaluation of Staffing Effectiveness) - 367</p> <p>Chapter 16</p> <p>Mini Lecture</p> <p>See online course for additional learning activities</p>	<p>Case Study Discussion(s) Board if assigned to it, otherwise read posting and learn from them</p> <p>Online Self-Assessment/ Exam</p>

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)

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

Unit/Learning Module/Week	STUDENT LEARNING OUTCOMES (SLOS)	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>B. Time Management and Setting Patient Care Priorities</p> <ol style="list-style-type: none"> 1. Apply principles of priority setting to patient care situations 2. Apply time management strategies to the reality of delivering effective nursing care 	<p>Mini Lecture guided by CT-CCNP Core Values:</p> <ol style="list-style-type: none"> A. Fluency with time management and patient care priority setting facilitates the ability of the nurse to utilize critical thinking skills in the application of the nursing process. B. The provision of safe, competent, evidence based nursing care that enhances the dignity of the client and is grounded in clinical, cultural and technological proficiency is aided by fluency with time management and patient care priority setting. C. The ability of the nurse to effectively manage time and set patient care priorities promotes therapeutic communication among nursing and other healthcare professionals that is associated with enhanced client outcomes. D. Nursing Professional role development is facilitated through effective time management and priority setting. 	<p>Readings In Kelly, P., Nursing Leadership & Management, 3rd Edition, Cengage, 2012:</p> <p>Chapter 18</p> <p>Mini Lecture</p> <p>See online course for additional learning activities</p>	<p>Case Study Discussion(s) Board if assigned to it, otherwise read posting and learn from them</p> <p>Online Self-Assessment/ Exam</p>

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)

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

Unit/Learning Module/Week	STUDENT LEARNING OUTCOMES (SLOS)	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
Unit 4	<p>A. Personal and Interdisciplinary Communication</p> <ol style="list-style-type: none"> 1. Analyze how current social trends affect communication 2. Describe organizational communication and communication skills in the workplace 3. Identify barriers to communication and strategies to overcome them 4. Identify levels of communication, intrapersonal, interpersonal and public 5. Identify strategies to prevent horizontal workplace violence 6. Analyze effective communication as it relates to patient safety 7. Identify current methods of transcribing physician's orders 	<p>Mini Lecture guided by CT-CCNP Core Values:</p> <ol style="list-style-type: none"> A. Fluency with personal and interdisciplinary communication facilitates the ability of the nurse to utilize critical thinking skills in the application of the nursing process. B. The provision of safe, competent, evidence based nursing care that enhances the dignity of the client and is grounded in clinical, cultural and technological proficiency is dependent upon the ability of the nurse to communicate effectively. C. Acknowledgement of the principles of effective communication and barriers to it promotes therapeutic communication among nursing and other healthcare professionals that is associated with enhanced client outcomes. D. Nursing Professional role development is facilitated 	<p>Readings In Kelly, P., Nursing Leadership & Management, 3rd Edition, Cengage, 2012:</p> <p>Chapter 8</p> <p>Mini Lecture</p> <p>See online course for additional learning activities</p>	<p>Case Study Discussion(s) Board if assigned to it, otherwise read posting and learn from them</p> <p>Online Self-Assessment/ Exam</p>

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)

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

Unit/Learning Module/Week	STUDENT LEARNING OUTCOMES (SLOS)	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		through effective personal and interdisciplinary communication.		
	<p>B. Effective Team Building & Power</p> <ol style="list-style-type: none"> 1. Relate ways to create a conducive environment for teamwork 2. Review keys concepts of creating an effective team and the stages of a team process 3. Identify the qualities of an effective leader in a team setting 4. Apply an understanding of power to help nurses improve their effectiveness 	<p>Mini Lecture guided by CT-CCNP Core Values:</p> <ol style="list-style-type: none"> A. Awareness of effective team building and power facilitates the ability of the nurse to utilize critical thinking skills in the application of the nursing process. B. The provision of safe, competent, evidence based nursing care that enhances the dignity of the client and is grounded in clinical, cultural and technological proficiency is aided by an awareness of effective team building and power. C. Acknowledgement of principles of effective team building and power promotes therapeutic communication among nursing and other healthcare professionals that is associated with enhanced client outcomes. D. Nursing Professional role development is facilitated 	<p>Readings In Kelly, P., Nursing Leadership & Management, 3rd Edition, Cengage, 2012:</p> <p>Chapter 11</p> <p>Chapter 12 pg 284 (Definitions of Power) & tables 12-1, 12-2</p> <p>Mini Lecture</p> <p>See online course for additional learning activities</p>	<p>Case Study Discussion(s) Board if assigned to it, otherwise read posting and learn from them</p> <p>Online Self-Assessment/ Exam</p>

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)

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

Unit/Learning Module/Week	STUDENT LEARNING OUTCOMES (SLOS)	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		through an awareness of effective team building and power.		
	<p>C. Change, Innovation and Conflict</p> <ol style="list-style-type: none"> 1. Discuss change from the professional and organizational perspectives 2. Apply the concept of innovation to health care 3. Identify common factors that lead to conflict 4. Identify steps in the conflict management process 	<p>Mini Lecture guided by CT-CCNP Core Values:</p> <ol style="list-style-type: none"> A. Awareness of change, innovation and conflict facilitates the ability of the nurse to utilize critical thinking skills in the application of the nursing process. B. The provision of safe, competent, evidence based nursing care that enhances the dignity of the client and is grounded in clinical, cultural and technological proficiency is aided by an awareness of change, innovation and conflict. C. Acknowledgement of the impact of change, innovation and conflict promotes therapeutic communication among nursing and other healthcare professionals that is associated with enhanced client outcomes. 	<p>Readings In Kelly, P., Nursing Leadership & Management, 3rd Edition, Cengage, 2012:</p> <p>Chapter 13 pgs 302 (beginning with The Change Process) -321</p> <p>Mini Lecture</p> <p>See online course for additional learning activities</p>	<p>Case Study Discussion(s) Board if assigned to it, otherwise read posting and learn from them</p> <p>Online Self-Assessment/ Exam</p>

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)

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

Unit/Learning Module/Week	STUDENT LEARNING OUTCOMES (SLOS)	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		<p>D. Nursing Professional role development is facilitated through an awareness of the impact of change, innovation and conflict.</p>		
Unit 5	<p>A. Seminar: Delegation</p> <ol style="list-style-type: none"> 1. Discuss delegation, accountability, responsibility, authority, assignment, supervision and competence 2. Review the National Council of State Boards of Nursing Decision Tree – Delegating to Nursing Assistive Personnel 3. Identify five rights of delegation in case studies 4. Identify potential barriers to effective delegation 5. Plan an assignment with professional decision and delegation skills 	<p>Case Study Presentation and Discussion</p> <p>Fluency with the principles of delegation of patient care/assignment making promotes therapeutic communication among nursing and other healthcare professionals that is associated with enhanced client outcomes.</p> <p>Nursing Professional role development is facilitated through an awareness of the tenets of delegation of patient care/assignment making</p>	<p>Preview Online leadership presentation.</p> <p>Come prepared to do an exercise in delegation.</p>	<p>Attendance and Engagement in discussions and participation in delegation exercise.</p>
Unit 6	<p>A. Decision Making & Critical Thinking</p> <ol style="list-style-type: none"> 6. Apply decision making to clinical situations 7. Explain how problem solving, critical thinking, reflective thinking, and intuitive thinking relate to decision making 8. Apply strategies to strengthen the nurse’s role in decision making for patients 	<p>Mini Lecture guided by CT-CCNP Core Values:</p> <ol style="list-style-type: none"> A. Critical thinking skills facilitate the ability of the nurse to apply effective decision making strategies in the application of the nursing process. B. The provision of safe, competent, evidence based 	<p>Readings In Kelly, P., Nursing Leadership & Management, 3rd Edition, Cengage, 2012:</p> <p>Chapters 22 pgs 526-534 (up to Techniques of Group Decision Making)</p> <p>Mini Lecture</p> <p>See online course for additional learning activities</p>	<p>Case Study Discussion(s) Board if assigned to it, otherwise read posting and learn from them</p> <p>Online Self-Assessment/ Exam</p>

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)

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

Unit/Learning Module/Week	STUDENT LEARNING OUTCOMES (SLOS)	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		<p>nursing care that enhances the dignity of the client and is grounded in clinical, cultural and technological proficiency is dependent upon the ability of the nurse to think critically and to apply sound decision making strategies.</p> <p>C. Application of critical thinking and decision making skills promotes therapeutic communication among nursing and other healthcare professionals that is associated with enhanced client outcomes.</p> <p>D. Nursing Professional role development is facilitated by the ability of the nurse to think critically and apply sound decision making skills.</p>		
Unit 7	<p>A. Evidence Based Practice (EBP) & Quality Improvement (QI) in Health Care & Nursing</p> <ol style="list-style-type: none"> 1. Discuss the history of EBP in nursing 2. Discuss the use of evidence in decision making 3. Assume responsibility for developing an EBP approach to patient care 4. Discuss the use of outcomes research in EBP 	<p>Mini Lecture guided by CT-CCNP Core Values:</p> <p>A. Knowledge and awareness of the importance of evidence based practice and quality improvement in health care and nursing facilitates the ability of the nurse to utilize critical thinking skills in the</p>	<p>Readings In Kelly, P., Nursing Leadership & Management, 3rd Edition, Cengage, 2012:</p> <p>Chapter 5</p> <p>Chapter 20 pgs 476 (Evolution of Quality Improvement Initiatives) – 481 (Methodologies for Quality Improvement)</p>	<p>Case Study Discussion(s) Board if assigned to it, otherwise read posting and learn from them</p> <p>Online Self-Assessment/ Exam</p>

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)

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

Unit/Learning Module/Week	STUDENT LEARNING OUTCOMES (SLOS)	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	5. Identify resources available to generate outcomes / benchmarks in clinical practice 6. Apply EBP to a clinical nursing topic of interest 7. Relate Quality Improvement (QI) to patients & organizations	application of the nursing process. B. The provision of safe, competent, evidence based nursing care that enhances the dignity of the client and is grounded in clinical, cultural and technological proficiency is aided by fluency with evidence based practice and quality improvement in health care and nursing. C. An awareness of the role of evidence based practice and quality improvement in health care and nursing promotes therapeutic communication among nursing and other healthcare professionals that is associated with enhanced client outcomes. D. Nursing Professional role development is facilitated through the application of evidence based practice and quality improvement in health care and nursing to nursing practice.	<p>Chapter 21 pgs 497 – 506 (Application of PDSA Cycle)</p> <p>Mini Lecture</p> <p>See online course for additional learning activities</p>	
	<p>B. Nursing & Health Care Informatics</p> <p>1. Identify current challenges for health information technology applications</p>	Mini Lecture guided by CT-CCNP Core Values:	Readings In Kelly, P., Nursing Leadership & Management, 3 rd Edition, Cengage, 2012:	Case Study Discussion(s) Board if assigned to it,

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)

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

Unit/Learning Module/Week	STUDENT LEARNING OUTCOMES (SLOS)	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>2. Use established criteria to evaluate the content of health-related sites found on the internet</p> <p>3. Identify the role of informatics in evidence based practice</p>	<p>A. Awareness of the role of health information technology facilitates the ability of the nurse to utilize critical thinking skills in the application of the nursing process.</p> <p>B. The provision of safe, competent, evidence based nursing care that enhances the dignity of the client and is grounded in clinical, cultural and technological proficiency is aided by knowledge and application of health information technology.</p> <p>C. Nursing fluency with health information technology may be associated with the promotion of therapeutic communication among nursing and other healthcare professionals that has the potential to enhance client outcomes.</p> <p>D. Nursing Professional role development is facilitated through an awareness of the role of health information technology.</p>	<p>Chapter 6: pgs 139-152 (up to Development of Modern Computing), pgs 155-163 (The Internet for Clinical Practice)</p> <p>Mini Lecture</p> <p>See online course for additional learning activities—including the Tiger Initiative, Nurse of the Future Competencies and Value of the EHR for the patient and institution</p>	<p>otherwise read posting and learn from them</p> <p>Online Self-Assessment/ Exam</p>

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)

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

Unit/Learning Module/Week	STUDENT LEARNING OUTCOMES (SLOS)	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
Unit 8	<p>A. The Health Care Environment</p> <ol style="list-style-type: none"> 1. Identify how health care is organized and financed in the US 2. Identify major issues facing health care 3. Relate efforts to improve the quality, safety and access to health care 	<p>Mini Lecture guided by CT-CCNP Core Values:</p> <p>E. Awareness of the health care environment facilitates the ability of the nurse to utilize critical thinking skills in the application of the nursing process.</p> <p>F. The provision of safe, competent, evidence based nursing care that enhances the dignity of the client and is grounded in clinical, cultural and technological proficiency is aided by an awareness of the health care environment.</p> <p>G. Acknowledgement of the health care environment promotes therapeutic communication among nursing and other healthcare professionals that is associated with enhanced client outcomes.</p> <p>H. Nursing Professional role development is facilitated through an awareness of the health care environment.</p>	<p>Readings In Kelly, P., Nursing Leadership & Management, 3rd Edition, Cengage, 2012:</p> <p>Chapter 2</p> <p>Mini Lecture</p> <p>See online course for additional learning activities</p>	<p>Case Study Discussion(s) Board if assigned to it, otherwise read posting and learn from them</p> <p>Online Self-Assessment/ Exam</p>
	<p>B. Basic Health Care Economics</p>	<p>Mini Lecture guided by CT-CCNP Core Values:</p>	<p>Readings In Kelly, P., Nursing Leadership & Management, 3rd Edition, Cengage, 2012:</p>	<p>Case Study Discussion(s) Board if assigned to it,</p>

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)

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

Unit/Learning Module/Week	STUDENT LEARNING OUTCOMES (SLOS)	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<ol style="list-style-type: none"> 1. Define health care economics; relay the concept of health care run as business needing to balance cost and quality 2. Define the health care market and reimbursement structures 3. Identify commonly used types of budgets for planning and management of patient care 4. Identify expenses associated with the delivery of service 5. Using a basic knowledge of health care economics, identify and analyze trends affecting the rising costs in the health care delivery system in light of health care reform 6. Discuss strategies you will use to achieve fiscal responsibility in your clinical practice 	<ol style="list-style-type: none"> A. Awareness of health care economics facilitates the ability of the nurse to utilize critical thinking skills in the application of the nursing process. B. The provision of safe, competent, evidence based nursing care that enhances the dignity of the client and is grounded in clinical, cultural and technological proficiency is aided by an awareness of health care economics. C. Acknowledgement of health care economics promotes therapeutic communication among nursing and other healthcare professionals that is associated with enhanced client outcomes. D. Nursing Professional role development is facilitated through an awareness of health care economics. 	<p>Chapter 4 pgs 92-103 (up to cost analysis) & pgs 108-109</p> <p>Chapter 14 pgs 322-324 (up to budget preparation)</p> <p>Mini Lecture</p> <p>See online course for additional learning activities</p>	<p>otherwise read posting and learn from them</p> <p>Online Self-Assessment/ Exam</p>
	<p>C. Population Based Health Care Practice</p> <ol style="list-style-type: none"> 1. Discuss the social mandate to provide population-based health care 2. Describe how population-based nursing is practiced within the community and health care system 	<p>Mini Lecture guided by CT-CCNP Core Values:</p> <ol style="list-style-type: none"> A. Awareness of population based health care practice facilitates the ability of the 	<p>Readings In Kelly, P., Nursing Leadership & Management, 3rd Edition, Cengage, 2012:</p> <p>Chapter 7 pgs 165-175</p>	<p>Case Study Discussion(s) Board if assigned to it, otherwise read posting and learn from them</p>

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)

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

Unit/Learning Module/Week	STUDENT LEARNING OUTCOMES (SLOS)	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	<p>3. Discuss the nurse’s role in disaster preparedness and response</p>	<p>nurse to utilize critical thinking skills in the application of the nursing process.</p> <p>B. The provision of safe, competent, evidence based nursing care that enhances the dignity of the client and is grounded in clinical, cultural and technological proficiency is aided by an awareness of population based health care practice.</p> <p>C. Knowledge of population based health care practice promotes therapeutic communication among nursing and other healthcare professionals that is associated with enhanced client outcomes.</p> <p>D. Nursing Professional role development is facilitated through awareness about population based health care practice.</p>	<p>Mini Lecture</p> <p>See online course for additional learning activities</p>	<p>Online Self-Assessment/ Exam</p>
Unit 9	<p>1. Identify potential areas of employment</p> <p>2. Discuss strategies for success job application and interviews</p> <p>3. Discuss educational plans and experiences to complete BSN and MSN</p>	<p>Discuss opportunities and strategies for employment after successful completion of NCLEX-RN licensure exam</p>	<p>Graduate Panel Presentation and Discussion</p>	<p>Attendance and Engagement in discussions</p>

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)

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

Unit/Learning Module/Week	STUDENT LEARNING OUTCOMES (SLOS)	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		<p>Discuss continued education toward a BSN and MSN degree</p> <p>Review articulation agreements and discuss individual criteria when considering a program</p> <p>Consider graduates' and employers' experiences</p>		
Unit 10	<p>A. Political Action in Nursing</p> <ol style="list-style-type: none"> 1. Explain the need for nurses to be politically involved with the consumer movement in health care 2. Identify the role of the nurse as a consumer advocate and political force 3. Apply an understanding of power to help nurses improve their effectiveness 	<p>Mini Lecture guided by CT-CCNP Core Values:</p> <ol style="list-style-type: none"> A. Awareness of the impact of political action in nursing reinforces the importance of critical thinking skills in the application of the nursing process. B. The provision of safe, competent, evidence based nursing care that enhances the dignity of the client and is grounded in clinical, cultural and technological proficiency acknowledges the importance of political action in nursing. C. Political action in nursing increases the awareness of the importance of effective therapeutic communication among nursing and other healthcare professionals that is associated with enhanced client outcomes. 	<p>Readings In Kelly, P., Nursing Leadership & Management, 3rd Edition, Cengage, 2012:</p> <p>Chapter 9</p> <p>Mini Lecture</p> <p>See online course for additional learning activities</p>	<p>Case Study Discussion(s) Board if assigned to it, otherwise read posting and learn from them</p> <p>Online Self-Assessment/ Exam</p>

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)

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

Unit/Learning Module/Week	STUDENT LEARNING OUTCOMES (SLOS)	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		D. Nursing Professional role development is facilitated through political action.		
	<p>B. Environmental Nursing</p> <ol style="list-style-type: none"> 1. Identify the relationship of toxin exposure to common childhood illness 2. Identify current environmental & health policies that may not protect people 3. Identify methods of social change in relationship to environmental issues in nursing 4. Identify solutions to provide environmentally responsible clinical practice 	<p>Mini Lecture guided by CT-CCNP Core Values:</p> <ol style="list-style-type: none"> A. An awareness of the importance of environmental nursing facilitates the ability of the nurse to utilize critical thinking skills in the application of the nursing process as it relates to environmental concerns. B. The provision of safe, competent, evidence based nursing care that enhances the dignity of the client and is grounded in clinical, cultural and technological proficiency is aided by an awareness of the tenets of environmental nursing. C. Acknowledgement of the importance of the principles of environmental nursing promotes therapeutic communication among nursing and other healthcare professionals that is associated with enhanced 	<p>ANA Principles of Environmental Health for Nursing Practice with Implementation Strategies</p> <p>Mini Lecture</p> <p>See online course for additional learning activities</p>	<p>Case Study Discussion(s) Board if assigned to it, otherwise read posting and learn from them</p> <p>Online Self-Assessment/ Exam</p>

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)

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

Unit/Learning Module/Week	STUDENT LEARNING OUTCOMES (SLOS)	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		client and environmental outcomes. D. Nursing Professional role development is facilitated through an awareness of the environmental nursing.		
Unit 11	A. Legal Aspects of Health Care <ol style="list-style-type: none"> 1. Identify the sources and types of laws and regulations that impact nursing practice 2. Analyze common areas of nursing practice that lead to malpractice actions, and outline actions a nurse can take to minimize these risks 3. Relate legal protections for nursing practice 4. Analyze the nurse’s role as a patient advocate and the duty to follow another practitioner’s orders 	Mini Lecture guided by CT-CCNP Core Values: <ol style="list-style-type: none"> A. Awareness of the legal aspects of health care facilitates the ability of the nurse to utilize critical thinking skills in the application of the nursing process. B. The provision of safe, competent, evidence based nursing care that enhances the dignity of the client and is grounded in clinical, cultural and technological proficiency is aided by an awareness of the legal aspects of health care. C. Acknowledgement of the legal aspects of health care promotes therapeutic communication among nursing and other healthcare professionals that is 	Readings In Kelly, P., Nursing Leadership & Management, 3rd Edition, Cengage, 2012: Chapter 23 Mini Lecture See online course for additional learning activities	Case Study Discussion(s) Board if assigned to it, otherwise read posting and learn from them Online Self-Assessment/ Exam

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)

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

Unit/Learning Module/Week	STUDENT LEARNING OUTCOMES (SLOS)	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		associated with enhanced client outcomes. D. Nursing Professional role development is facilitated through an awareness of the legal aspects of health care.		
	B. Ethical Aspects of Health Care 1. Define ethics and morality; values clarification 2. Analyze the personal values that influence people’s approaches to ethical issues and decision making 3. Evaluate ethical issues encountered in practice	Mini Lecture guided by CT-CCNP Core Values: A. Awareness of the ethical aspects of health care facilitates the ability of the nurse to utilize critical thinking skills in the application of the nursing process. B. The provision of safe, competent, evidence based nursing care that enhances the dignity of the client and is grounded in clinical, cultural and technological proficiency is aided by an awareness of the ethical aspects of health care. C. Acknowledgement of the ethical aspects of health care promotes therapeutic communication among nursing and other healthcare professionals that is associated with enhanced client outcomes.	Readings In Kelly, P., Nursing Leadership & Management, 3rd Edition, Cengage, 2012: Chapter 24 Chapter 25 pgs 589 (Health Care Disparity) – 591 (up to Cultural Competence) Chapter 26 pgs 617 (Whistle-Blowing) – 620 Mini Lecture See online course for additional learning activities	Case Study Discussion(s) Board if assigned to it, otherwise read posting and learn from them Online Self-Assessment/ Exam

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)

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

Unit/Learning Module/Week	STUDENT LEARNING OUTCOMES (SLOS)	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		D. Nursing Professional role development is facilitated through an awareness of the ethical aspects of health care.		
Unit 12	A. Seminar: Impaired Nurse 1. Identify legal and ethical implications of being an impaired nurse 2. Discuss programs available for impaired nurses 3. Discuss legal and ethical responsibilities of reporting	Application of legal and ethical principles with an impaired nurse in a clinical setting	Presentation from and discussion with a nurse who has recovered	Attendance and Engagement in discussions
Unit 13	A. Healthy Living: Balancing Personal and Professional Needs 1. Devise strategies to maintain physical, intellectual, emotional, professional, social and spiritual health 2. Summarize occupational health hazards that are present in the nursing work setting	Mini Lecture guided by CT-CCNP Core Values: A. A balance between personal and professional needs facilitates the ability of the nurse to utilize critical thinking skills in the application of the nursing process. B. The provision of safe, competent, evidence based nursing care that enhances the dignity of the client and is grounded in clinical, cultural and technological proficiency is dependent upon the ability of the nurse to achieve personal and professional balance.	Readings In Kelly, P., Nursing Leadership & Management, 3rd Edition, Cengage, 2012: Chapter 30 Mini Lecture See online course for additional learning activities	Case Study Discussion(s) Board if assigned to it, otherwise read posting and learn from them Online Self-Assessment/ Exam

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)

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

Unit/Learning Module/Week	STUDENT LEARNING OUTCOMES (SLOS)	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		<p>C. The nurse who possesses personal and professional balance is better able to promote therapeutic communication among nursing and other healthcare professionals that is associated with enhanced client outcomes.</p> <p>D. Nursing Professional role development is facilitated by the ability of the nurse to achieve personal and professional balance.</p>		
	<p>B. Your First Job: Role Transition; Reality Shock & Organizational Culture</p> <ol style="list-style-type: none"> 1. Describe how organizational culture can influence leading a team 2. Compare and contrast typical components of health care orientation 3. Explain types of performance feedback and organizational response to performance 4. Identify characteristics of transitions and reality shock 5. Describe methods to promote a successful transition to the profession of nursing 	<p>Mini Lecture guided by CT-CCNP Core Values:</p> <p>A. Effective role transition facilitates the ability of the nurse to utilize critical thinking skills in the application of the nursing process.</p> <p>B. The provision of safe, competent, evidence based nursing care that enhances the dignity of the client and is grounded in clinical, cultural and technological proficiency is dependent upon effective transition from student to professional nurse.</p>	<p>Readings In Kelly, P., Nursing Leadership & Management, 3rd Edition, Cengage, 2012:</p> <p>Chapter 17 pg 403 (Shared Governance) & pgs 407-411</p> <p>Chapter 25 pgs 594 (Organizational Culture) – 603 (Generational Perceptions)</p> <p>Chapter 29</p> <p>Mini Lecture</p> <p>See online course for additional learning activities</p>	<p>Case Study Discussion(s) Board if assigned to it, otherwise read posting and learn from them</p> <p>Online Self-Assessment/ Exam</p>

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)

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

Unit/Learning Module/Week	STUDENT LEARNING OUTCOMES (SLOS)	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		<p>C. The nurse who effectively transitions to the practice setting is better able to promote therapeutic communication among nursing and other healthcare professionals that is associated with enhanced client outcomes.</p> <p>D. Nursing Professional role development is facilitated by effective transition to practice.</p>		
<p>Unit 14</p>	<p>A. NCLEX-RN Preparation and Professionalism</p> <ol style="list-style-type: none"> 1. Discuss the role of the National Council of State Boards of Nursing (NCSBN) 2. Discuss the implications of Computerized Adaptive Testing 3. Identify the process and steps for preparing to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) 4. Relate factors associated with NCLEX-RN performance 	<p>Mini Lecture guided by CT-CCNP Core Values:</p> <ol style="list-style-type: none"> A. Preparation for the NCLEX-RN facilitates the ability of the nurse to utilize critical thinking skills in support of success. B. Entry level ability of the nurse to provide safe, competent, evidence based nursing care that enhances the dignity of the client and is grounded in clinical, cultural and technological proficiency is assessed through the NCLEX-RN. C. Entry level ability to apply skills of therapeutic 	<p>Readings In Kelly, P., Nursing Leadership & Management, 3rd Edition, Cengage, 2012:</p> <p>Chapter 31</p> <p>Mini Lecture</p> <p>See online course for additional learning activities</p>	

CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM (CT-CCNP)

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

Unit/Learning Module/Week	STUDENT LEARNING OUTCOMES (SLOS)	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		communication among nursing and other healthcare professionals that is associated with enhanced client outcomes is assessed through the NCLEX-RN. D. Nursing Professional role development begins with success on the NCLEX-RN.		
Unit 15	Assess own knowledge and testing skills on a leadership test			ATI TEST

Required Textbook:

Kelly, P. (2012). Nursing Leadership and Management, (3rd edition). Clifton Park, NY: Delmar, Cengage Learning.

NUR 205: Nursing Management and Trends Spring 2015 Weeks are from Thursday to Thursday

Unit	Kelly Chapters or Seminars	Faculty Assigned	Start Date	Due Date	Evaluation Methods
1	Orientation in class review	Lillian Rafeldt	22-Jan	22-Jan	Attendance
	Career Planning	Francine Walleth help from MB and PC		26-Feb	Resume due to FW, MB, PC
		FW, LR, MB, PC			Leadership due rotating dates
2	Introduction to Leadership	Linda Moscaritolo	29-Jan	5-Feb	Discussion ST Francis MS Group
	Organizational Behavior	Linda Moscaritolo			
3	Delegation of PT Care/Assignments	Linda Moscaritolo	5-Feb	12-Feb	Discussion Backus M/TU Days Group
	Time Management/PT Priorities	Linda Moscaritolo			
4	Personal and Interdisciplinary Comm	Joan Graham	12-Feb	19-Feb	Discussion Backus S day/M eve Group
	Effective Team Building and Power	Joan Graham			
	Change, Innovation and Conflict	Joan Graham			
5	Seminar: Delegation	Edith Ouellet		19-Feb	Attendance in class Leadership Simulation
6	Decision Making	Lillian Rafeldt	19-Feb	26-Feb	
7	EBP and QI	Lillian Rafeldt	26-Feb	5-Mar	
	Nursing and Health Care Informatics	Lillian Rafeldt			IL - QL due to LR
8	Health Care Environment	Cyndi Arpin	5-Mar	12-Mar	Discussion Backus F/S eve Group
	Basic Health Care Economics	Cyndi Arpin			eportfolio assignment one due to LR
	Population Based Health Care	Cyndi Arpin			
9	Seminar: Graduate Panel	LRafeldt/F Walleth	12-Mar	12-Mar	Attendance
10	Political Action in Nursing	MaryAnne Brescia	26-Mar	9-Apr	Discussion Backus M/Tu Eve Group
	Environmental Health	MaryAnne Brescia			
11	Legal Aspects of Health Care	Pat Colonghi	9-Apr	16-Apr	eportfolio assignment two due to LR
	Ethical Aspectis of Health Care	Pat Colonghi	9-Apr	16-Apr	

11A	Leadership ATI Test	Lillian Rafeldt		16-Apr	
12 and 13	Seminar: Impaired Nurse	Pat Colonghi	16-Apr	16-Apr	Attendance
		Linda Moscaritolo	23-Apr	23-Apr	Attendance and Completion of Forms
14	Healthy Living and Balance and First Job and Role Transition	Anne Lamondy	30-Apr	7-May	

Course Grading Criteria Total 100 points

Leadership Shadow /Experience=20 points

Discussion Board Exercises (10 points X 1) = 10 points Must complete collaborative and group to get all points

Discussion Board Collaboration (10 points x1)=10 points

Quantitative Literacy Assignment=15 points Resume=5

ePortfolio Part One and Two (10 points x 2)=20 points

Testing-ATI and Chapters (20 points)