CONNECTICUT COMMUNITY COLLEGE NURSING PROGRAM

Capital Community College, Gateway Community College, Norwalk Community College,
Naugatuck Valley Community College, Northwestern 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 Made Easy; 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 that is assigned a quiz. It is recommended to complete all the modules to ensure learning, *but it is necessary to complete all 10 quizzes* that will be applied to your final grade. In addition there is a discussion board assignment, a resume/cover letter assignment, two reflective assignments, practice and proctored ATI leadership exams. Class participation and interaction is important for learning and your professional development. 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.commnet.edu and log into Blackboard. Text: Kelly, P. (2012). Nursing Leadership and Management, 3rd edition, Delmar, Cengage Learning, Clifton Park, NY.

Instructor Information:
Lillian Rafeldt is the course leader. Many full time nursing faculty members teach portions of this course. The course calendar tells you who is facilitating 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 facilitating that week.

Class Procedures and Policies – **Student Responsibilities**

Attendance: Attendance at all on campus gatherings is **<u>required</u>**.

Participation: Participation is important in an online course. You will be expected to participate in the discussion board, ePortfolio reflective activities, resume/cover letter, end of chapter quizzes, and ATI exam. Share ideas and read other colleagues' postings on the discussion board, they may have an understanding that helps you to learn.

<u>Participation for individual discussion board exercises is defined as a *response*.</u>

Each clinical group will be assigned to one discussion board assignment. Each group member is expected to complete his or her post and then *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 and grading. 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

	Exceeds Expectations 5 points each	Proficient 4 points each	Competent 3 points each	Below Expectations 2 points each	Fail 0 points
Demonstrates understanding of reading assignment in the posting	Demonstrates a thorough understanding of the reading assignment by explaining the key points and significance with detail and rationale	Demonstrates an understanding of reading assignment by explaining key points and significance in a sufficient degree	Demonstrates an understanding of reading assignment but does not support key points	Does not explain the meaning of the reading	Posting was not submitted or submitted late
Written structure of posting	Structure is consistent with appropriate introduction, main idea (s), and transitions into a clear conclusion with evidence that is complete and persuasive. Several examples and citations used to support contents	Organized the main idea that results in a complete conclusion. Contents are supported by at least one example and/or citation	Message is underdeveloped with a basic conclusion that is not substantiated by examples or citations	Does not include a method of organization. Conclusion is unclear	Posting was not submitted or submitted late
Inspires reply postings	Replies to two or more postings with evidence to support discussion and/or generate questions, engaging other students to reply	Replies to one posting with evidence to support discussion and/or generate questions, engaging other students to reply	Replies to one posting with no evidence to support discussion and generate questions	Minimal effort is made in reply to generate new discussion/replies	Posting was not submitted or submitted late
Grammar, Mechanics, Spelling, and Sentence Structure, APA	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 or submitted late

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 to100 Points			
Item	Maximum Points per item	Total number of mandatory items	Maximum possible points
Unit Quizzes	2.5	10	25
Group Discussion Board Exercise	20 for original post, and respond to peer	1	20
Resume and Cover Letter	15	1	15
ePortfolio reflective assignments	15 for assignment one, 10 for assignment two	2	25 total
Preparation assignments or quizzes for on-campus seminars (Delegation, Graduate Panel, Impaired Nurse, NCLEX Preparation)	3	12	12
ATI practice leadership and proctored exam (See N203 requirements also)	3	1	3

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 with be rounded to the nearest full point, e.g. 89.4=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 **<u>unacknowledged</u>** 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 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.

<u>ADDITIONAL EXPECTED ACTIVITY REQUIREMENTS</u>

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.

<u>WITHDRAWAL POLICY</u>:

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.

<u>DISABILITIES STATEMENT</u>:

If you have a disability that may influence your progress in this course, please meet with a Disability Service Provider (DSP) as soon as possible. (Before the course starts is best.) Please note that accommodations cannot be provided until you provide written authorization from a DSP. Contact Advising and Counseling Services at (860) 215-9017 for further information. Table below provides contact information for College Disability Service Providers.

College Disabilities Service Provider	
Matt Liscum, Counselor (860) 215-9265 Room A113	☐ Learning Disabilities ☐ ADD/ADHD ☐ Autism Spectrum ☐ Mental Health Disabilities
Elizabeth Willcox, Advisor (860) 215-9289 Room A113	☐ Medical Disabilities ☐ Mobility Disabilities ☐ Sensory Disability

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

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.

BOARD OF REGENTS FOR HIGHTER EDUCATION AND CONNECTICUT STATE COLLEGES AND UNIVERSITIES POLICY REGARDING SEXUAL MISCONDUCT REPORTING, SUPPORT SERVICES AND PROCESSES POLICY

Statement of Policy for Public Act No. 14-11: An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus:
"The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and intimate partner violence."

UNITED STATES DEPARTMENT OF EDUCATION AND OFFICE OF CIVIL RIGHTS TITLE IX STATEMENT OF POLICY:

"Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in education programs and activities in federally funded schools at all levels. If any part of a school district or college receives any Federal funds for any purpose, all of the operations of the district or college are covered by Title IX.

Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students (as well as other persons) at recipient institutions are protected by Title IX – regardless of their sex, sexual orientation, gender identity, part-or full-time status, disability, race, or national origin-in all aspects of a recipient's educational programs and activities."

If any student experiences sexual misconduct or harassment, and/or racial or ethnic discrimination on Three Rivers Community College Campus, or fears for their safety from a threat while on campus, please contact Vicki Baker the Diversity Officer and Title IX Coordinator:

Vicki Baker
Title IX Coordinator and Diversity Officer
Admissions Welcome Center * Office A116
574 New London Turnpike, Norwich CT 06360
vbaker@trcc.commnet.edu 860-215-9208.

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