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-view iTunes presentation prior to simulation seminar
3. Professional Panel
4. The Impaired Nurse
5. NCLEX-RN Preparation and Professionalism
6. ATI Testing and High Reliability Organizations Orientation to be determined

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 complete the self-assessment quiz associated with each

module. In addition there is a discussion board assignment per clinical group with demonstration of individual collaboration, a resume/cover letter assignment, two leadership experiences and three ePortfolio assignments. Student assignments and due dates can be found on the Student Dates 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 provides a reference for the faculty members 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 at least two discussion board exercises. In online learning it is important to read other colleagues posts, even if it is not your required week to collaborate and post.

Participation in discussion board exercises is defined as collaboration from each individual 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 summarized 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 grade.

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 to100 Points			
Item	Maximum Points per item	Total number of items	Maximum possible points
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	3	30
Leadership experiences and write ups	20	2	40
Testing and remediation	5	2	10

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**	Postings 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 example. **4 Points**	Postings 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

NUR 205 Grading Rubric for Individual Evidence of Collaboration

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

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 with 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 2013-2014 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 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.

LEARNING Eportfolio

As a student you will maintain an online learning portfolio using a TRCC designed template. 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	• Physical Disabilities • Sensory Disabilities • Medical Disabilities • Mental Health Disabilities
Chris Scarborough (860) 215-9289	• 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.commnet.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 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. A tutorial is available on the Educational Technology and Distance Learning Students page of the web site. http://www.trcc.commnet.edu/div_it/educationaltechnology/Tutorials/myCommNetAlert/MIR3.html

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. http://www.adizes.com/blog/?p=857

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

Nursing; Registered Nurse, Licensed Practical Nurse, Advanced Practice Nurse "who do you want to be?"
http://www.healthcareersinct.com/nursing/registered-nurse.php

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

Other Health Careers—who are you working with for patient health and professional practice:
http://www.healthcareersinct.com/health-career-listings.php

LAR/2014