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.

Course 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. Evaluate 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.

December 2009

Course Information

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

1. January 21: Course Orientation, 12-1:30pm
2. April 1: The Impaired Nurse, 12:30-2:30pm
3. May 7: Professional Panel, 12:30-2:30pm

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. In addition there are four discussion board assignments, a resume/cover letter assignment, and an information literacy project. The attached course calendar provides the weekly schedule of assignments. It can also be found on the Blackboard course website.

Online Course Access

To gain access to this course you will access my.commnet.edu as you do for all other nursing courses. You will need to utilize your *pass key/access code from the publisher* to gain access to the online course content the first time you log in to the course.

During your first log in attempt to the course, there is disclaimer information that you must initially read. You must agree to the publisher's usage policy. On the next screen, you must input your *pass key/access code* into the only entry box on the form. After submitting the code, you are "inside" of the course. The code is only entered once. Subsequent logins require neither the acceptance of the disclaimer nor code entry.

If you are not able to gain access to this online course, please contact course coordinator Teri Ashton *first*. You may ultimately also need to contact Blackboard support at TRCC or through CTDLC.

Instructor Information:

Teri Ashton is the course coordinator. All full time nursing faculty members teach portions of this course.The course calendar provides a reference for the faculty members teaching each week along with their contact information. You will also find this information posted on the Blackboard course website.

Class Procedures and Policies

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 four discussion board exercises during the following content modules:

1. Content in week three
2. Content in week five
3. Content in weeks seven
4. Content in weeks twelve

Participation in discussion board exercises is defined as either a *response* or an *acknowledgement*.

December 2009

Responses to discussion board exercises will be posted as one summary from each Med/Surg clinical group. Clinical groups are expected to work together to compose this summary of between one half to one full page. The group *response* will be posted by one group member. The grade for each group *response* will be based on the rubric for the discussion board exercises (next page). Each member of the group will receive the same grade.

Each group member is expected to *acknowledge* one of the other group *response* summaries for each posting date. Please note that the effectiveness of your *acknowledgement* is an important consideration when it comes to participation. A message that says simply, *"Yes, I agree with what you say,"* for example, would not constitute participation since it does not add anything of substance to the discussion.

N205 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. **3 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. **2 Points**	Postings lack 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 1 Point achievable**
Citations	Uses **both** outside sources and text to support ideas. **1.5 Points**	Consistently uses **either** text **or** outside sources to support ideas. **1 Point**	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, no errors **1.5 points**	Postings have 3-5 errors in grammar, spelling, or APA format Writing style may be wordy or unclear. **1 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 0.5 points achievable**
Max. total points	6	4	1.5

December 2009

N205 Rubric for Individual Acknowledgements

2 points	1 point	0- unsatisfactory
Response reflects in-depth understanding of colleagues' posting, and includes substantiated* constructive comments and/or relevant questions for consideration. Citations are in APA format	Response reflects reasonable understanding of colleagues' posting, and includes constructive comments and/or relevant questions for consideration. Comments are unsubstantiated, or not in APA format	Missing or minimal response by deadline

*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 items	Maximum possible points
Unit Quizzes	2.5	24	60
Group Discussion Board Exercise Responses	6	4	24
Individual Acknowledgements	2	4	8
Information Literacy/e-portfolio Exercise	8	1	8
			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. 89.9=89 which leads to a grade of B+; 89.5=90 which leads to a grade of A-

December 2009

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 2007-2008 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.

Student Conduct: Student conduct expectations are as outlined by college policies, available on the college website.
http://www.trcc.commnet.edu/gen_info/catalog/college_policies.htm#studentdisciplinepolicy

WITHDRAWAL POLICY:
Students may withdraw, in writing, at the Registrar's Office for any reason until May 10, 2010. Refer to the Nursing and College Student Handbooks and College Catalog. This course does not offer midterm theoretical warning grades. Students with concerns about their course average are encouraged to contact the course coordinator.

DISABILITIES STATEMENT:
If you have a hidden or visible disability, which may require classroom modifications, please see course coordinator as soon as possible. If you have not already done so, please be sure contact one of the school's Disability Service Providers- Chris Scarborough (892-5751), Judy Hilburger (892-5744), and Marc Liscum (383-5249).

tba/trcc faculty/2009

December 2009

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
			Onsite Orientation January 21, 12-1:30pm	
2 hours **1/21-2/1**	**Unit One: Employment Considerations: Opportunities, Resumes, and Interviewing; Mentoring and Preceptorship** ▪ Develop/Identify your short-term career goals, ▪ Analyze your own priorities and needs in a job, ▪ Assess trends in the job market, ▪ Identify the primary aspects of obtaining employment, ▪ Describe the important components of an effective résumé and cover letter, ▪ Describe the essential steps involved in the interviewing process, ▪ Discuss the typical questions asked by interviewers, and ▪ Describe how to professionally transition from your current job to a new opportunity.	A. What is happening in the job market? B. Self Assessment C. Researching Prospective Employers D. Assessing an Organization E. Resume Writing F. The Interview Process G. Job offers and Possible Rejection	Complete Zerwekh & Claborn Online Module Employment Considerations: Opportunities, Resumes, and Interviewing and Chapter 4 in text. **Complete Zerwekh Resume Creator Activity** **Complete Zerwekh Cover Letter Creator Activity**	**Complete online Quiz for Zerwekh & Claborn Online Module Employment Considerations: Opportunities, Resumes, and Interviewing** **Submission of Resume and Cover Letter – due 12 noon 2/1/2010** **Francine Wallett fwallett @trcc.commnet.edu 892-5742**
	Mentoring and Preceptorship: ▪ Describe the difference between mentoring, precepting, and coaching	A. Historical Background B. What Mentoring Is and Is Not	Complete Zerwekh & Claborn Online Module Mentoring an Preceptorship and Chapter 3 in text.	**Complete online Quiz for Zerwekh & Claborn Online Module Self-Care Strategies**

December 2009

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	▪ Identify the characteristics of effective mentors and mentees ▪ Discuss the skills and characteristics of successful mentoring relationships			**Francine Wallett**
2hrs **2/1-2/8**	**Unit Two: Challenges of Nursing Management** ▪ Differentiate between management and leadership ▪ Describe various types of management ▪ List characteristics of a good leader ▪ Compare various leadership styles ▪ Distinguish between power and authority ▪ Apply problem-solving strategies to clinical management situations ▪ Identify work characteristics of future generations ▪ Identify the characteristics of future generations ▪ Use the decision-making process in clinical situations ▪ Discuss the change process	A. Management vs. Leadership B. The Twenty-first Century: A different age for Management and Leadership C. Power and Authority in Nursing Management D. Management and Problem Solving E. The Challenge of Change	Complete Zerwekh & Claborn Online Module Challenges of Nursing Management and Chapter 10 in text	**Complete online Quiz for Zerwekh & Claborn Online Module Challenges of Nursing Management** **Nancy Scrivano** **nscrivano@trcc.commnet.edu** **383- 5250**
2 hrs **2/8-2/16**	**Unit Three: Effective Communication and Team Building , Delegation** **Effective Communication and**			

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	Team Building ▪ Describe the basic components of effective communication. ▪ Describe assertive communication styles. ▪ Apply effective communication skills in common nursing activities. ▪ Identify effective ways of communicating with health care workers. ▪ Analyze group member roles and processes. ▪ Discuss team building and group problem solving.	A. The Communication Process B. Communication in the Workplace C. Components of Written Communication D. Group Communication E. Team Building F. Assertive Styles of Communication	Complete Zerwekh & Claborn Online Module Effective Communication and Team Building and Chapter 12, Chapter 11, 221-228	**Complete online Quiz for Zerwekh & Claborn Online Module Effective Communication and Team Building** **Teri Ashton**
	Delegation in the Clinical Setting ▪ Define the operational terms "delegation," "supervision," and "accountability"; ▪ Delegate tasks successfully — on the basis of outcomes; ▪ Select the right person for the right task; ▪ Apply the "Four Cs" of initial direction — for a clear understanding of your expectations; and ▪ provide reciprocal feedback — for the effective evaluation of the delegate's performance.	A. **What does delegation mean?** B. **Who is accountable** C. **The Right Task** D. **The Right Person** E. **The Right Circumstance** F. **The Right Communication** G. **The Right Feedback**	Complete Zerwekh & Claborn Online Module Delegation and related readings	**Complete online Quiz for Zerwekh & Claborn Online Module Delegation** **Teri Ashton** **tashton@trcc.commnet.edu** **383-5208** **Discussion Board #1 due 2/16 12 noon**

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
2 hours **2/16-2/22**	**Unit Four: Time Management, Patterns of Delivery, Nursing Informatics** **Time Management** ▪ Identify and describe your individual time styles. ▪ Describe time management strategies. ▪ Describe strategies that increase organizational skills and personal priority setting ▪ Discuss strategies for managing your clinical time.	A. Managing Time B. Managing Tasks C. Managing Others D. Managing Your Goals E. Managing Time in the Clinical Setting	Complete Zerwekh & Claborn Online Module Time Management and Chapter 2, pg 21-33, Chapter 11, 228-231	**Complete online Quiz for Zerwekh & Claborn Online Module Time Management** **Lili Rafeldt** **lrafeldt@trcc.commnet.edu** **383-5257**

	The Health Care Organization and Patterns of Nursing Care Delivery
	
	▪ Describe the various challenges that affect how nurses deliver care, including:
	  o cost reductions,
	  o evidence-based care,
	  o the shorage of health care professionals, and
	  o client/workplace safety.
	▪ Trace the history of the use of nursing care delivery models.
	▪ Consider ways to structure
		A. Challenges Currently Facing Health Care
		B. Effects of Managed Care
		C. Impact of Case Management on Health care entities
		D. Evidenced Based Practice
		E. Nursing Shortage
		F. Client Safety
		G. Patterns of Client Care Delivery and their Effects
			Complete Zerwekh & Claborn Online Module The Health Care Organization and Patterns of Nursing Care Delivery and related readings	**Complete online Quiz for Zerwekh & Claborn Online Module The Health Care Organization and Patterns of Nursing Care Delivery**
				
				Lili Rafeldt

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	nursing services to improve care while reducing costs.			
	Nursing Informatics ▪ Define nursing informatics. ▪ Discuss trends associated with the computerized electronic record, e-health and personal digital assistants (PDAs). ▪ Describe what a nurse specializing in nursing informatics might do. ▪ Review the steps in evaluating a website. ▪ Discuss future trends in nursing informatics	A. What is Nursing Informatics? B. The Certification Process C. System Life Cycle D. Human Factors E. Information Technology F. Information Management and the Knowledge Generation G. Professional Practice, Trends and Issues H. Clinical Information Systems I. The Electronic Health Record J. Using the Internet: the next Generation of Health Care Delivery K. PDAs L. Evaluating Internet Resources	Complete Zerwekh & Claborn Online Module Nursing Informatics and assigned readings Complete Nursing Informatics Exercise (i.e. E-Portfolio)	**Complete online Quiz for Zerwekh & Claborn Online Module Nursing Informatics** **Lili Rafeldt e-portfolio Information Literacy project due by 12noon, 3/15**
2 hrs **2/22-3/1**	**<u>Unit Five: Using Nursing Research in Nursing Practice, Image of Nursing, Cultural and Spiritual</u>** ▪ Identify the steps in the process of research utilization ▪ Discuss the difference between conducting research and research utilization ▪ Identify resources for evidence-based practice ▪ Identify the characteristics of your practice context	A. The Need for Nursing Practice based on Research B. Nursing Research Utilization C. The Conduct of Nursing Research D. Relationship of Nursing Theory and Research Utilization E. Defining your practice context F. The National Institute of Nursing Research G. The Agency for Health Care Research and Quality	Complete Zerwekh & Claborn Online Module Nursing Research and assigned readings	**Complete online Quiz for Zerwekh & Claborn Online Module Nursing Research** **Claudia Hoskins choskins@trcc.commnet.edu 892-5735 Discussion #2 due by 12 noon, 3/1**

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	▪ Describe ways in which nursing research can be used to guide your nursing practice ▪ Describe the function of the National Institute of Nursing Research			

	Image of Nursing: Influences of the Present
	
	▪ Identify selected literature that has influenced the image of professional nursing
	▪ Describe different sociological models that characterize "professionalism"
	▪ Apply Pavalko's characteristics as a framework to describe modern-day nursing practice
	▪ Identify the role that nursing organizations have in professional practice
	▪ Describe the role of credentialing and certification in professional practice
		A. Professional Image of Nursing
		  a. Nursing as a Profession
		
		B. Nursing Organizations
		  a. The importance of professional organizations
			Complete Zerwekh & Claborn Online Module The Image of Nursing and related readings	**Complete online Quiz for Zerwekh & Claborn Online Module the Image of Nursing**
				Claudia Hoskins

	Cultural and Spiritual Awareness ▪ Define cultural competence. ▪ List practice issues related to cultural competence. ▪ Identify challenges in	A. Cultural and Spirituality B. Cultural and Spiritual Assessment	Complete Zerwekh & Claborn Online Module Cultural and Spiritual Awareness and related readings	**Complete online Quiz for Zerwekh & Claborn Online Module Cultural and Spiritual Awareness**

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	defining spirituality ▪ Determine cultural and spiritual beliefs of clients in the health care setting			**Claudia Hoskins**
2hrs 3/1-3/15 Spring Break 3/7-3/13	**Unit Six: Historical Perspectives, Nursing Education, Nursing Theory** **Historical Perspectives: Influences of the Past** ▪ Explain the early European contributions to nursing. ▪ Explain the forces that have affected the roles of American nurses.	A. Nursing History: People and Places B. American Nursing: Critical Factors C. The Nurse's Role: The Struggle for Definitions	Complete Zerwekh & Claborn Online Module Historical Perspectives: Influences of the Past and related readings	**Complete online Quiz for Zerwekh & Claborn Online Module Historical Perspectives: Influences of the Past** **Judy albright**
	Nursing Education ▪ Compare and contrast the types of educational preparation for nursing. ▪ Describe the educational preparation for a graduate degree. ▪ Compare and contrast the alternative options provided by career-ladder or bridge programs, external degree, Bachelor of Science in Nursing (BSN) completion, and online universities. ▪ Describe the purpose of nursing program accreditation. ▪ Discuss the future of nursing education	A. Path of Diploma Education B. Path of Associate Degree Education C. Path of Baccalaureate Education D. Non Traditional paths for nursing education E. Graduate Education F. Other types of nursing education G. Accreditation H. Nursing Education: Future Trends	Complete Zerwekh & Claborn Online Module Nursing Education and related readings Explore CT-CCNP Articulation Plans available for graduates Attend CLN Student Day to explore opportunities for educational advancement beyond the associate degree	**Complete online Quiz for Zerwekh & Claborn Online Module Nursing Education** **Judy Albright** **Jalbright@trcc.commnet.edu** **383-5735**

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	▪ Discuss your career goals			
	Nursing Theory ▪ Identify the purposes for nursing theory ▪ Describe the origins of nursing theory ▪ Identify some of the more well-known nursing theories ▪ Discuss some of the main points of each of these theories	A. Nursing Theory: what it is and is not B. Who are the Nursing Theorists?	Complete Zerwekh & Claborn Online Module Nursing Theory and related readings	**Complete online Quiz for Zerwekh & Claborn Online Module Nursing Theory** **Judy Albright**
2 hours 3/15-3/22	**Unit Seven: Economics of the Health Care Delivery System, Political Action** **Economics of Health Care** ▪ Define economics and health care economics. ▪ Define the health care market and identify the types of health care services consumers expect to receive. ▪ Using a basic knowledge of health care economics, identify and analyze trends affecting the rising costs in the health care delivery system. ▪ Discuss strategies you will	A. Trends Affecting the Rising Cost of Health Care B. Effects of Changing Clinical Practice on Economics C. Introduction to Economics D. Choices about Methods to Produce Health Care E. Budgets	Complete Zerwekh & Claborn Online Module Economics of the Health Care Delivery System and related readings	**Complete online Quiz for Zerwekh & Claborn Online Module Economics of the Health Care Delivery System** **Edie Ouelett** **Discussion #3 due by 12 noon, 3/22**

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	use to achieve fiscal responsibility in your clinical practice.			
	Political Action in Nursing ▪ Define politics and state the rationale for individual nurses' involvement in the political process. ▪ Discuss the five laws of power. ▪ Discuss the function of coalitions and political action commitees ▪ Discuss selected issues affecting nursing: multistate licensure, collective bargaining, and equal pay for work of comparable value.	A. What is Politics? B. Power and its Sources C. Networking among Colleagues D. Building Coalitions E. Controversial Political Issues Affecting Nursing	Complete Zerwekh & Claborn Online Module for Political Action in Nursing and related readings	**Complete online Quiz for Zerwekh & Claborn Online Module Political Action in Nursing** **Edie Ouellet** **892-5709** **eouellet@trcc.commnet.edu**
2 hrs **3/22-3/29**	**<u>Unit Eight: Collective Bargaining, Quality patient Care</u>** **Collective Bargaining** ▪ Identify the milestones in the history of collective bargaining in nursing. ▪ Compare traditional and non-traditional collective bargaining. ▪ Identify conditions that may lead nurses to seek traditional and non-traditional collective	A. Beginnings of Collective Bargaining B. Evolution of Collective Bargaining C. Representatives of Collective Bargaining in Nursing D. Debate over Collective Bargaining E. Future Trends	Complete Zerwekh & Claborn Online Module Collective Bargaining and assigned readings	**Complete online Quiz for Zerwekh & Claborn Online Module Collective Bargaining** **Joan Graham** **jgraham@trcc.commnet.edu** **383-5228**

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	bargaining • Identify the major elements of a contract. • Recognize and discuss how nurses can control their practice through either method of collective bargaining.			
	Quality Client Care • Describe your role in quality and performance improvement. • Identify tools and processes for continuous quality improvement. • Discuss the use of key indicators to measure performance • Identify the role of regulatory standards and agencies. • Incorporate successful process improvement strategies. • Consider the value and requirements of quality credentialing.	A. Standards of Quality Health Care Management B. History and Evolution of Quality in Health Care C. The Joint Commission for the Accreditation of Health Care Organizations (JCAHO) D. Monitoring of Quality Health Care E. Quality Improvement Methods F. Tools and Processes for Continuous Quality Improvement G. Application of DMAIC H. Health Care Provider Credentialing for Quality Improvement	Complete Zerwekh & Claborn Online Module Quality Client Care and assigned readings	**Complete online Quiz for Zerwekh & Claborn Online Module Quality Client Care** **Joan Graham**
2 hrs **3/29-4/5**	**Unit Nine: Ethical Issues, Legal Issues** **Ethical Issues** • Define the terminology commonly used in	A. Understanding Ethics B. Controversial and Ethical Issues Confronting Nursing	Complete Zerwekh & Claborn Online Module Ethical Issues and related readings	**Complete online Quiz for Zerwekh & Claborn Online Module Ethical Issues**

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	discussions about ethical issues. ■ Recognize and analyze the personal values that influence people's approaches to ethical issues and decision making. ■ Discuss the moral implications involved in the American Nurses Association and International Council of Nurses codes of ethics. Discuss the role a nurse plays in ethical health care issues.			**Onsite Seminar: the Impaired Professional 4/1 12:30-2:30** **Judy snayd** **jsnayd@trcc.commnet.edu** **892-5726**
	Legal Issues ■ Discuss various sources and types of nursing law. ■ Relate the nurse practice act to the governance of your nursing practice. ■ Understand the functions of the state board of nursing. ■ Describe your responsibilities for obtaining and maintaining your license. ■ Be able to identify the elements of nursing malpractice and how they are proved in a malpractice claim. ■ Incorporate an understanding of legal risks	A. Sources of Law B. Court Actions based on Legal Principles C. Legal Control over Nursing Practice D. Torts E. Nursing Malpractice F. Intentional Torts G. Criminal Action H. Risk Management and Quality Improvement I. Controversial Legal Issues Affecting Nursing	Complete Zerwekh & Claborn Online Module Legal Issues and assigned readings	**Complete online Quiz for Zerwekh & Claborn Online Module Legal Issues** **Judy Snayd**

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	into your nursing practice and recognize how to minimize legal risk. ■ Identify legal issues involved in the medical records and nursing documentation, including the use of electronic medical records. ■ Take an active role in improving the quality of health care as required by legal standards. ■ Participate as a professional when dealing with nurses who are impaired or functioning dangerously in the work setting.			
2 hrs 4/5-4/12	**Week Ten: NCLEX RN and the New Graduate** ■ Discuss the role of the National Council of State Boards of Nursing (NCSBN) ■ Discuss the implications of Computerized Adaptive Testing ■ Identify the process and steps for preparing to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) ■ Identify the characteristics of the alternate format options on the NCLEX-RN	A. The NCLEX-RN Test Plan B. The Nursing Compact for Licensure C. Computerized Adaptive Testing (CAT) D. Preparing for the NCEX-RN E. Registering for the NCLEX-RN	Complete Zerwekh & Claborn Online Module NCLEX-RN and the New Graduate and related readings Access the NCLEX Examination Candidate Bulletin http://www.vue.com/nclex/bulletin/ to serve as a guideline for registering for the NCLEX-RN Access information to complete the State of Connecticut Registration process (application provided and available online): Information from CT DPH regarding process for licensure by exam: http://www.ct.gov/dph/cwp/view.asp?a=	**Complete online Quiz for Zerwekh & Claborn Online Module NCLEX-RN and the New Graduate** **Heather Bader hbader@trcc.commnet.edu**

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
			3121&q=389430&dphNav_GID=1821 Link to CT Licensure application: http://www.ct.gov/dph/lib/dph/practitioner_licensing_and_investigations/plis/nursing/rn/rn_app_only.pdf Learn about practice as Graduate Nurse in Connecticut: **http://www.ct.gov/dph/cwp/view.asp?a=3121&q=438664** Explore the online resources available through the NCSBN to gain additional information about the NCLEX-RN®: Direct Link to NCSBN: https://www.ncsbn.org/index.htm Resources for Candidates: https://www.ncsbn.org/resources.htm More about how the NCLEX-RN is developed and the Nursing Practice Analysis on which the exam is based: https://www.ncsbn.org/1200.htm 2010 Test Plan: https://www.ncsbn.org/2010_NCLEX_RN_TestPlan.pdf	
2 hrs **4/12-4/19**	**Week 11: Conflict Management** **Conflict Management** ▪ Identify common factors that lead to conflict.	A. Conflict B. Conflict Resolution C. Dealing with Difficult People D. Sexual Harassment in the Workplace	Complete Zerwekh & Claborn Online Module Conflict Management and related readings	**Complete online Quiz for Zerwekh & Claborn Online Module Conflict Management**

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	▪ Discuss five methods to resolve conflict. ▪ Discuss the four types of difficult people. ▪ Discuss strategies to use in dealing with difficult people. ▪ Identify situations of sexual harassment in the workplace and discuss possible solutions.			**Nancy Scrivano** **nscrivano@trcc.commnet.edu** **383-5250**

2 hrs
 	
4/19-4/26
	Week 12: Role Transitions/ Reality Shock, Self-Care Strategies
	
	Role Transitions/Reality Shock:
	
	▪ Discuss the concept of transitions.
	▪ Identify the characteristics of reality shock.
	▪ Compare and contrast the phases of reality shock.
	▪ Identify times in your life when you have experienced a reality shock or role transition.
	▪ Describe methods to promote a successful transition
		A. Transitions
		   a. What are Transitions?
		   b. What are Important Factors influencing transitions?
		   c. Transitions in Nursing
		
		B. Reality Shock
		   a. What is Reality Shock?
		   b. What are the phases of Reality Shock?
		
		C. Role Transformation
		   a. When does the role transition to graduate nurse
			Complete Zerwekh & Claborn Online Module Reality Shock and related readings	**Complete online Quiz for Zerwekh & Claborn Online Module Reality Shock**
				
				Discussion Board #4 due by noon, 4/26
				
				Anne Lamondy
				alamondy@trcc.commnet.edu
				383-5218

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
		begin? b. How can I prepare myself for this transition process? c. How can I prepare myself for transition?		
	Self-Care Strategies: ▪ Discuss how burnout affects nurses. ▪ Describe early signs of burnout. ▪ Discuss the importance of caring for yourself. ▪ Identify strategies for self-care. ▪ Formulate a plan of care for yourself that is based on identified deficits in self-care.	A. Is burnout inevitable for Nurses? B. Empowerment and Self Care C. Self Care	Complete Zerwekh & Claborn Online Module Self-Care Strategies and related readings	**Complete online Quiz for Zerwekh & Claborn Online Module Self-Care Strategies** **Anne Lamondy**
2 hrs 4/26-5/3	**Week Thirteen: Workplace Issues, Environmental Health** **Workplace Issues** ▪ Determine your risk for encountering a workplace issue that can affect your health or well-being ▪ Define Ergonomics and list ways you can safeguard your musculoskeletal system. ▪ Describe what bioterrorism is and how to reduce your	A. Ergonomic Hazards for Health Care Workers B. Bioterrorism C. Workplace Violence D. Dealing with Staffing Shortages E. Miscellaneous Workplace Issues F. Environmental Health	Complete Zerwekh & Claborn Online Module Workplace Issues and assigned readings Complete CT-CCNP Online Module Environmental Health	**Complete online Quiz for Zerwekh & Claborn Online Module Workplace Issues** **Complete CT-CCNP Online Quiz for CT-CCNP Online Module Environmental Health** **Teri Ashton** **tashton@trcc.commnet.edu** **383-5208**

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
	risk. ▪ Discuss workplace violence and demonstrate how to reduce your risk. ▪ Discuss how staffing shortages affect safety and discuss what is being done to deal with the shortages.			
2 hours	**Week Fourteen : On Site Seminar: Professional Panel 5/7 12:30-2:30**			**Heather Bader, Francine Wallett, Edie Ouellet**

Developed along with the adoption of :
Zerwekh, J., Claborn, J., Nursing Today: Transition and Trends, Sixth Edition, 2009, Saunders/Elsevier, St. Louis, Mo
Online learning activities integrated through participant access with acknowledgement of the authors and publisher.

Assignments, quizzes, and posting of Discussion Responses

Resume & Cover Letter Assignment: This assignment is due 2/1/2010 by 12 noon, and must be completed to pass the course. Should this assignment be submitted late, then up to **5 points** will be deducted from the **final grade** earned for the course.

Group Discussion Board Exercise Responses: These assignments are due by 12 noon on the Monday following the week of the lesson. Late submissions will be penalized with a **1 point per day** grade deduction for each day late.

Discussion Board Acknowledgements: These assignments are due by midnight on the Thursday following the group postings. Late submissions will receive a grade of zero (0 pts).

Quizzes: Students will be expected to take quizzes for each chapter of content. In order to get credit for these quizzes, the student must answer 80% of the questions correctly. The student may retake the quiz as needed to obtain 80% prior to 12 noon on the Monday following the lesson. Students answering 80% of the questions correctly prior to the due date will get 2.5 points toward the total course grade. Late submissions or those with less than 80% correct answers will receive a grade of zero (0 pt).

Nursing Informatics/E-portfolio Exercise: This assignment is due by 12 noon 3/15/2010, and must be completed to pass the course. Late submissions will be penalized with a **1 point per day** grade reduction.