

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
2 hours	<b>Unit One:</b> Orientation, Employment Considerations: Opportunities, Resumes, and Interviewing; Mentoring and Preceptorship	Orientation to Student responsibilities and learning outcomes, assignments, rubrics, grading, syllabi, Blackboard content and resources	Orientation Podcast, course exploration <b>and review</b>	<b>Attendance on 1/19</b>  Lili Rafeldt <a href="mailto:lrafeldt@trcc.commnet.edu">lrafeldt@trcc.commnet.edu</a> 383-5257
	<b>Employment Considerations: Opportunities, Resumes, and Interviewing</b> <ul style="list-style-type: none"> <li>▪ Develop/Identify your short-term career goals,</li> <li>▪ Analyze your own priorities and needs in a job,</li> <li>▪ Assess trends in the job market,</li> <li>▪ Identify the primary aspects of obtaining employment,</li> <li>▪ Describe the important components of an effective résumé and cover letter,</li> <li>▪ Describe the essential steps involved in the interviewing process,</li> <li>▪ Discuss the typical questions asked by interviewers, and</li> <li>▪ Describe how to professionally transition from your current job to a new opportunity.</li> </ul>	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 Online Module Employment Considerations: Opportunities, Resumes, and Interviewing and Chapter 4 in text.  Complete Resume  Complete Cover Letter	Complete online Quiz for Zerwekh & Garneau Online Module Employment Considerations: Opportunities, Resumes, and Interviewing  <b>Submission of Resume and Cover Letter –to Francine Wallett and / or designee</b>  <a href="mailto:fwallett@trcc.commnet.edu">fwallett@trcc.commnet.edu</a>  (860) 892-5742
	<b>Mentoring and Preceptorship:</b> <ul style="list-style-type: none"> <li>▪ Describe the difference between mentoring, precepting, and coaching</li> <li>▪ Identify the characteristics of effective mentors and mentees</li> <li>▪ Discuss the skills and characteristics of successful mentoring relationships</li> </ul>	A. Historical Background B. What Mentoring Is and Is Not	Complete Online Module Mentoring an Preceptorship and Chapter 3 in text.	Complete online Quiz for Zerwekh & Garneau Online Module Self-Care Strategies  Francine Wallett

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2 hours	<p><b>Unit Two:</b> Effective Communication and Team Building , Delegation</p> <p><b>Effective Communication and Team Building</b></p> <ul style="list-style-type: none"> <li>▪ Describe the basic components of effective communication.</li> <li>▪ Describe assertive communication styles.</li> <li>▪ Apply effective communication skills in common nursing activities.</li> <li>▪ Identify effective ways of communicating with health care workers.</li> <li>▪ Analyze group member roles and processes.</li> <li>▪ Discuss team building and group problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>A. The Communication Process</li> <li>B. Communication in the Workplace</li> <li>C. Components of Written Communication</li> <li>D. Group Communication</li> <li>E. Team Building</li> <li>F. Assertive Styles of Communication</li> </ul>	Complete Online Module Effective Communication and Team Building and Chapter 12, Chapter 11, 219-228	<p><b>Complete Quizzes and Discussion Board in this week, Discussion #1 response due and then within 48 hours of group discussion posted responses individual acknowledgements are due.</b></p> <p>Complete online Quiz for Zerwekh &amp; Garneau Online Module Effective Communication and Team Building</p> <p>Teri Ashton</p>
	<p><b>Delegation in the Clinical Setting</b></p> <ul style="list-style-type: none"> <li>▪ Define the operational terms “delegation,” “supervision,” and “accountability”;</li> <li>▪ Delegate tasks successfully — on the basis of outcomes;</li> <li>▪ Select the right person for the right task;</li> <li>▪ Apply the “Four Cs” of initial direction — for a clear understanding of your expectations; and</li> <li>▪ provide reciprocal feedback — for the effective evaluation of the delegate’s performance.</li> </ul>	<ul style="list-style-type: none"> <li>A. What does delegation mean?</li> <li>B. Who is accountable</li> <li>C. The Right Task</li> <li>D. The Right Person</li> <li>E. The Right Circumstance</li> <li>F. The Right Communication</li> <li>G. The Right Feedback</li> </ul>	Complete Online Module Delegation and related readings in Chapter 11 and 14	<p>Complete online Quiz for Zerwekh &amp; Garneau Online Module Delegation</p> <p>Teri Ashton  <a href="mailto:tashton@trcc.comnet.edu">tashton@trcc.comnet.edu</a>  383-5208</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
2 hours	<p><b>Unit Three:</b></p> <p><b>Time Management</b></p> <ul style="list-style-type: none"> <li>▪ Identify and describe your individual time styles.</li> <li>▪ Describe time management Describe strategies for organizational skills and personal priority setting</li> <li>▪ Discuss strategies for managing clinical time.</li> </ul> <p><b>Patterns Nursing Care Delivery</b></p> <ul style="list-style-type: none"> <li>▪ Describe the various challenges that affect how nurses deliver care: <ul style="list-style-type: none"> <li>○ cost reductions,</li> <li>○ evidence-based care,</li> <li>○ the shortage of health care professionals, and</li> <li>○ client/workplace safety.</li> </ul> </li> <li>▪ Trace history of nursing care delivery models.</li> <li>▪ Consider ways to structure nursing services to improve care while reducing costs.</li> </ul> <p><b>Challenges of Nursing Management</b></p> <ul style="list-style-type: none"> <li>▪ Differentiate between management and leadership</li> <li>▪ Describe management types</li> <li>▪ List characteristics of a good leader</li> <li>▪ Compare leadership styles</li> <li>▪ Distinguish between power and authority</li> <li>▪ Apply problem solving strategies to clinical management situations</li> <li>▪ Identify work characteristics of future</li> <li>▪ Discuss the change process</li> </ul>	<ul style="list-style-type: none"> <li>A. Managing Time</li> <li>B. Managing Tasks</li> <li>C. Managing Others</li> <li>D. Managing Your Goals</li> <li>E. Managing Time in the Clinical Setting</li> </ul> <ul style="list-style-type: none"> <li>A. Challenges Currently Facing Health Care</li> <li>B. Effects of Managed Care</li> <li>C. Impact of Case Management on Health care entities</li> <li>D. Evidenced Based Practice</li> <li>E. Nursing Shortage</li> <li>F. Client Safety</li> <li>G. Patterns of Client Care Delivery and their Effects</li> </ul> <ul style="list-style-type: none"> <li>A. Management vs. Leadership</li> <li>B. The 21<sup>st</sup> Century: A different age for Management and Leadership</li> <li>C. Power and Authority in Nursing Management</li> <li>D. Management and Problem Solving</li> <li>E. The Challenge of Change</li> </ul>	<p>Complete Online Module Time Management and Chapter 2, pg 22-32, and Chapter 11, 228-231</p> <p>Complete Online Module The Health Care Organization and Patterns of Nursing Care Delivery and Chapter 15</p> <p>Complete Online Module Challenges of Nursing Management and Chapter 10 in text</p>	<p>Complete online Quiz for Zerwekh &amp; Garneau Online Module Time Management</p> <p>Nancy Scrivano</p> <p><a href="mailto:nscrivano@trcc.comnet.edu">nscrivano@trcc.comnet.edu</a></p> <p>(860) 383-5250</p> <p>Complete online Quiz for Zerwekh &amp; Garneau Online Module The Health Care Organization and Patterns of Nursing Care Delivery</p> <p>Nancy Scrivano</p> <p>Complete online Quiz for Zerwekh &amp; Garneau Online Module Challenges of Nursing Management</p> <p>Nancy Scrivano</p>

WEEK HOURS	UNIT OBJECTIVES	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
2 hours	<p><b>Unit Four: Images of Nursing</b></p> <ul style="list-style-type: none"> <li>▪ Identify literature that has influenced the image of professional nursing</li> <li>▪ Describe sociological models that characterize “professionalism”</li> <li>▪ Apply Pavalko’s characteristics as a framework to describe modern-day nursing</li> <li>▪ Identify the role that nursing organizations have in professional practice</li> <li>▪ Describe the role of credentialing and certification in professional practice</li> </ul>	<ul style="list-style-type: none"> <li>A. Professional Image of Nursing               <ul style="list-style-type: none"> <li>a. Nursing as a Profession</li> </ul> </li> <li>B. Nursing Organizations               <ul style="list-style-type: none"> <li>a. The importance of professional organizations</li> </ul> </li> </ul>	<p>Complete Online Module The Image of Nursing, Chapter 9 and related readings</p>	<p>Complete online Quiz for Zerwekh &amp; Garneau Online Module the Image of Nursing</p> <p>Claudia Hoskins</p> <p><a href="mailto:choskins@trcc.commnet.edu">choskins@trcc.commnet.edu</a></p> <p>892-5735</p>
	<p><b>Cultural / Spiritual Awareness</b></p> <ul style="list-style-type: none"> <li>▪ Define cultural competence.</li> <li>▪ List practice issues related to cultural competence.</li> <li>▪ Identify challenges in defining spirituality</li> <li>▪ Determine cultural and spiritual beliefs of clients</li> </ul>	<ul style="list-style-type: none"> <li>A. Cultural and Spirituality</li> <li>B. Cultural and Spiritual Assessment</li> </ul>	<p>Complete Online Module Cultural and Spiritual Awareness, Chapter 21 and related readings</p>	<p>Complete online Quiz for Zerwekh &amp; Garneau Online Module Cultural and Spiritual Awareness</p> <p>Claudia Hoskins</p>
	<p><b>Leadership and Delegation Seminar:</b></p> <ul style="list-style-type: none"> <li>• Analyze leadership in health care</li> <li>• Discuss methods for prioritization of care</li> <li>• Identify principles of delegation</li> <li>• Reflect on how RN can effectively use principles of delegation</li> <li>• Use a decision process in clinical situations</li> </ul>	<ul style="list-style-type: none"> <li>A. Review Leadership styles</li> <li>B. How does the graduate nurse lead?</li> <li>C. Apply prioritization skills on a clinical unit</li> <li>D. Delegation principles for the RN</li> <li>E. Application of delegation in healthcare settings</li> </ul>	<p><b>On ground seminar</b></p> <p>Review and reflect on content for weeks two, three and your clinical practice this semester</p> <p>Articles and Case Study Discussion</p>	<p><b>Attendance on 2/16 from 1-3PM</b></p> <p>Guest Speaker: Ellen Freeman, Director of Nursing</p>

<p>2 hours</p>	<p><b>Unit Five:</b> Historical Perspectives, Nursing Education, Nursing Theory</p> <p><b>Historical Perspectives Influences of the Past</b></p> <ul style="list-style-type: none"> <li>▪ Explain the early European contributions to nursing.</li> <li>▪ Explain the forces that have affected the roles of American nurses.</li> </ul>	<p>A. Nursing History: People and Places  B. American Nursing: Critical Factors  C. The Nurse’s Role: The Struggle for Definitions</p>	<p>Complete Online Module Historical Perspectives: Influences of the Past, Chapter 6 and related readings</p>	<p>Complete online Quiz for Zerwekh &amp; Garneau Online Module Historical Perspectives: Influences of the Past</p> <p>Lili Rafeldt</p>
	<p><b>Nursing Education</b></p> <ul style="list-style-type: none"> <li>▪ Compare and contrast the types of educational preparation for nursing.</li> <li>▪ Describe the educational preparation for a graduate degree.</li> <li>▪ 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.</li> <li>▪ Describe the purpose of nursing program accreditation.</li> <li>▪ Discuss the future of nursing education</li> <li>▪ Discuss your career goals</li> </ul>	<p>A. Path of Diploma Education  B. Path of AD Education  C. Path of BSN Education  D. Non Traditional paths for nursing education  E. Graduate Education  F. Other types of nursing education  G. Accreditation  H. Nursing Education: Future Trends</p>	<p>Complete Online Module Nursing Education , Chapter 7 and related readings</p> <p>Explore CT-CCNP Articulation Plans available for graduates</p>	<p>Complete online Quiz for Zerwekh &amp; Garneau Online Module Nursing Education</p> <p><b>Complete 3 Quizzes</b></p> <p>Lili Rafeldt</p> <p><b>ePortfolio assignment one due starting 2/10 but by 2/23</b></p> <p><b>Education Fair for BSN and MSN articulation 3/29</b></p>
	<p><b>Nursing Theory</b></p> <ul style="list-style-type: none"> <li>▪ Identify the purposes for nursing theory</li> <li>▪ Describe the origins of nursing theory</li> <li>▪ Identify and discuss some of the more well-known nursing theories</li> </ul>	<p>A. Nursing Theory: what it is and is not  B. Who are the Nursing Theorists?</p>	<p>Complete Online Module Nursing Theory, Chapter 8 and related readings</p>	<p>Complete online Quiz for Zerwekh &amp; Garneau Online Module Nursing Theory</p> <p>Lili Rafeldt</p>

2 hours	<p><b>Unit Six: Collective Bargaining</b></p> <ul style="list-style-type: none"> <li>▪ Identify milestones in the history of CB in nursing.</li> <li>▪ Compare traditional and non-traditional CB</li> <li>▪ Identify conditions that may lead nurses to seek traditional and non-traditional CB</li> <li>▪ Identify the major elements of a contract.</li> <li>▪ Recognize and discuss how nurses can control their practice through either method of CB.</li> </ul>	<ul style="list-style-type: none"> <li>A. Beginnings of Collective Bargaining</li> <li>B. Evolution of Collective Bargaining</li> <li>C. Representatives of Collective Bargaining in Nursing</li> <li>D. Debate over Collective Bargaining</li> <li>E. Future Trends</li> </ul>	Complete Online Module Collective Bargaining and Chapter 18	<p>Complete online Quiz for Zerwekh &amp; Garneau Online Module Collective Bargaining</p> <p>Joan Graham <a href="mailto:jgraham@trcc.comnet.edu">jgraham@trcc.comnet.edu</a> 383-5228</p>
	<p><b>Quality Client Care</b></p> <ul style="list-style-type: none"> <li>▪ Describe your role in quality and performance improvement.</li> <li>▪ Identify tools and processes for CQI.</li> <li>▪ Discuss the use of key indicators to measure performance</li> <li>▪ Identify the role of regulatory standards and agencies.</li> <li>▪ Consider the value and requirements of quality credentialing.</li> </ul>	<ul style="list-style-type: none"> <li>A. Standards of Quality Health Care Management</li> <li>B. History and Evolution of Quality in Health Care</li> <li>C. The Joint Commission for the Accreditation of Health Care Organizations (JCAHO)</li> <li>D. Monitoring of Quality Health Care</li> <li>E. Quality Improvement Methods</li> <li>F. Tools and Processes for CQI</li> <li>G. Application of DMAIC</li> <li>H. Health Care Provider Credentialing for QI</li> </ul>	Complete Online Module Quality Client Care, and assigned readings—Chapter 22	<p>Complete online Quiz for Zerwekh &amp; Garneau Online Module Quality Client Care <b>and Discussion Board in this week, Discussion #2 due and then within 48 hours of group discussion posting individual acknowledgements are due.</b></p> <p>Joan Graham</p>
2 hours	<p><b>Unit Seven: Ethical Issues</b></p> <ul style="list-style-type: none"> <li>▪ Define terminology used in ethical issues discussions</li> <li>▪ Analyze the personal values that influence approaches to ethical issues and decisions</li> <li>▪ Discuss the moral implications of the ANA and ICN codes of ethics.</li> <li>▪ Discuss the role a nurse plays in ethical health care.</li> </ul>	<ul style="list-style-type: none"> <li>A. Understanding Ethics</li> <li>B. Controversial and Ethical Issues Confronting Nursing</li> </ul>	<p>Complete Online Module Ethical Issues, Chapter 19 and related readings</p> <p><b>Onsite Seminar: the Impaired Professional</b></p>	<p><b>Attendance at on site seminar: 1-3PM</b></p> <p>Complete online Quiz for Zerwekh &amp; Garneau Online Module Ethical Issues</p> <p>Judy Snayd <a href="mailto:jsnayd@trcc.comnet.edu">jsnayd@trcc.comnet.edu</a> 892-5726</p>

	<p><b>Legal Issues</b></p> <ul style="list-style-type: none"> <li>▪ Discuss nursing law.</li> <li>▪ Relate the nurse practice act to the governance of your nursing practice.</li> <li>▪ Understand the functions of the state board of nursing.</li> <li>▪ Describe responsibilities for obtaining and maintaining your license.</li> <li>▪ Identify the elements of nursing malpractice and how they are proved in a malpractice claim.</li> <li>▪ Recognize how to minimize legal risk.</li> <li>▪ Identify legal issues involved in the medical records and nursing documentation, including the use of EMRs.</li> <li>▪ Improve the quality of health care as required by legal standards.</li> <li>▪ Act as a professional when dealing with impaired or unsafe nurses in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>A. Sources of Law</li> <li>B. Court Actions based on Legal Principles</li> <li>C. Legal Control over Nursing Practice</li> <li>D. Torts</li> <li>E. Nursing Malpractice</li> <li>F. Intentional Torts</li> <li>G. Criminal Action</li> <li>H. Risk Management and Quality Improvement</li> <li>I. Controversial Legal Issues Affecting Nursing</li> </ul>	<p>Complete Online Module Legal Issues, Chapter 20 and assigned readings</p>	<p>Complete online Quiz for Zerwekh &amp; Garneau Online Module Legal Issues</p> <p>Judy Snayd</p>
<p>2 hours</p>	<p><b>Unit Eight: Nursing Informatics</b></p> <ul style="list-style-type: none"> <li>▪ Define nursing informatics.</li> <li>▪ Discuss trends associated with the computerized EMR, e-health, PDAs, Smart Phones and Tablets.</li> <li>▪ Describe what a nurse specializing in nursing informatics might do.</li> <li>▪ Review the steps in evaluating a website.</li> <li>▪ Discuss future trends in nursing informatics</li> </ul>	<ul style="list-style-type: none"> <li>A. What is Nursing Informatics?</li> <li>B. The Certification Process</li> <li>C. System Life Cycle</li> <li>D. Human Factors</li> <li>E. Information Technology</li> <li>F. Information Management and the Knowledge Generation</li> <li>G. Professional Practice</li> <li>H. Clinical Information Systems</li> <li>I. The Electronic Health Record</li> <li>J. Using tools the next Generation of Health Care</li> <li>K. Evaluating Internet Resources</li> </ul>	<p>Complete Online Module Nursing Informatics, Chapter 23 and assigned readings</p> <p>Complete Career and Transfer ePortfolio Exercise</p> <p>Present ePortfolios</p>	<p>Complete online Quiz for Zerwekh &amp; Garneau Online Module Nursing Informatics</p> <p>Lili Rafeldt</p> <p><a href="mailto:lrafeldt@trcc.commnet.edu">lrafeldt@trcc.commnet.edu</a></p> <p>(860) 383-5257</p>

	<p><b>Using Nursing Research in Nursing Practice</b></p> <ul style="list-style-type: none"> <li>▪ Identify process of research utilization</li> <li>▪ Discuss difference between conducting research and research utilization</li> <li>▪ Identify resources for EBP</li> <li>▪ Identify the characteristics of your practice context</li> <li>▪ Describe ways in which nursing research can be used to guide your practice</li> <li>▪ Describe the function of the National Institute of Nursing Research</li> </ul>	<ul style="list-style-type: none"> <li>A. The Need for Nursing Practice based on Research</li> <li>B. Nursing Research Utilization</li> <li>C. The Conduct of Nursing Research</li> <li>D. Relationship of Nursing Theory and Research Utilization</li> <li>E. Defining your practice context</li> <li>F. The National Institute of Nursing Research</li> <li>G. The Agency for Health Care Research and Quality</li> </ul>	<p>Complete Online Module Nursing Research, Chapter 24 and assigned readings</p>	<p>Complete online Quiz for Zerwekh &amp; Garneau Online Module Nursing Research</p> <p>Lili Rafeldt</p> <p><b>ePortfolio assignment two due starting 4/3 but by 4/20</b></p>
	<p><b>Unit Nine: Workplace Issues, Leadership and Delegation</b></p> <p><b>Workplace Issues</b></p> <ul style="list-style-type: none"> <li>▪ Determine your risk for encountering a workplace issue that can affect your health or well-being</li> <li>▪ Define Ergonomics and ways to safeguard your musculoskeletal system.</li> <li>▪ Describe what bioterrorism is and how to reduce your risk.</li> <li>▪ Discuss workplace violence and demonstrate how to reduce your risk.</li> <li>▪ Discuss how staffing shortages affect safety and discuss what is being done to deal with the shortages.</li> <li>▪ Differentiate environmental hazards in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>A. Ergonomic Hazards for Health Care Workers</li> <li>B. Bioterrorism</li> <li>C. Workplace Violence</li> <li>D. Dealing with Staffing Shortages</li> <li>E. Miscellaneous Workplace Issues</li> <li>F. Environmental Health</li> </ul>	<p>Complete Online Module Workplace Issues and assigned readings—Chapter 25</p>	<p>Complete online Quiz for Zerwekh &amp; Garneau Online Module Workplace Issues</p> <p>Teri Ashton  <a href="mailto:tashton@trcc.comnet.edu">tashton@trcc.comnet.edu</a>  383-5208</p>



<p>2 hours</p>	<p><b>Unit Ten: Economics of the Health Care Delivery System, Political Action</b></p> <p><b>Economics of Health Care</b></p> <ul style="list-style-type: none"> <li>▪ Define economics and health care economics.</li> <li>▪ Define the health care market and identify the types of health care services consumers expect to receive.</li> <li>▪ Using a basic knowledge of health care economics, identify and analyze trends affecting the rising costs in the health care delivery system.</li> <li>▪ Discuss strategies you will use to achieve fiscal responsibility in your clinical practice.</li> </ul>	<ul style="list-style-type: none"> <li>A. Trends Affecting the Rising Cost of Health Care</li> <li>B. Effects of Changing Clinical Practice on Economics</li> <li>C. Introduction to Economics</li> <li>D. Choices about Methods to Produce Health Care</li> <li>E. Budgets</li> </ul>	<p>Complete Online Module Economics of the Health Care Delivery System, Chapter 16 and related readings</p>	<p>Complete online Quiz for Zerwekh &amp; Garneau Online Module Economics of the Health Care Delivery System</p> <p>Edie Ouellet 892-5709 <a href="mailto:ouellet@trcc.commnet.edu">ouellet@trcc.commnet.edu</a></p> <p>Complete Quizzes and Discussion Board in this week, <b>Discussion #3 due and then within 48 hours of group discussion posting individual acknowledgements are due.</b></p>
	<p><b>Political Action in Nursing</b></p> <ul style="list-style-type: none"> <li>▪ Define politics and state the rationale for individual nurses' involvement in the political process.</li> <li>▪ Discuss the five laws of power.</li> <li>▪ Discuss the function of coalitions and political action committees</li> <li>▪ Discuss selected issues affecting nursing: multistate licensure, collective bargaining, and equal pay for work of comparable value.</li> </ul>	<ul style="list-style-type: none"> <li>A. What is Politics?</li> <li>B. Power and its Sources</li> <li>C. Networking among Colleagues</li> <li>D. Building Coalitions</li> <li>E. Controversial Political Issues Affecting Nursing</li> </ul>	<p>Complete Online Module for Political Action in Nursing, Chapter 17 and related readings</p>	<p>Complete online Quiz for Zerwekh &amp; Garneau Online Module Political Action in Nursing</p> <p>Edith Ouellet</p> <p><b>CT Legislative Day 3/28</b></p>

2hours	<p><b>Unit Eleven: Conflict Management,</b></p> <ul style="list-style-type: none"> <li>▪ Identify common factors that lead to conflict</li> <li>▪ Discuss five methods to resolve conflict</li> <li>▪ Discuss the four types of difficult people</li> <li>▪ Discuss strategies to use in dealing with difficult people</li> <li>▪ Identify situations of sexual harassment I the workplace and discuss possible solutions</li> </ul>	<ul style="list-style-type: none"> <li>A. Conflict</li> <li>B. Conflict Resolution</li> <li>C. Dealing with difficult people</li> <li>D. Sexual Harassment in the Workplace</li> </ul>	Complete Online Module Conflict Management and Chapter 13 in text	<p>Complete online Quiz for Zerwekh &amp; Garneau Online Module Conflict Management</p> <p>Nancy Scrivano</p> <p><a href="mailto:nscrivano@trcc.commmnet.edu">nscrivano@trcc.commmnet.edu</a></p> <p>383- 5250</p>
2 hours	<p><b>Unit Twelve: Role Transitions/Reality Shock:</b></p> <ul style="list-style-type: none"> <li>▪ Discuss the concept of transitions.</li> <li>▪ Identify the characteristics of reality shock.</li> <li>▪ Compare and contrast the phases of reality shock.</li> <li>▪ Identify times in your life when you have experienced a reality shock or role transition.</li> <li>▪ Describe methods to promote a successful transition</li> </ul>	<ul style="list-style-type: none"> <li>A. Transitions <ul style="list-style-type: none"> <li>a. What are Transitions?</li> <li>b. What are Important Factors influencing transitions?</li> <li>c. Transitions in Nursing</li> </ul> </li> <li>B. Reality Shock <ul style="list-style-type: none"> <li>a. What is Reality Shock?</li> <li>b. What are the phases of Reality Shock?</li> </ul> </li> <li>C. Role Transformation <ul style="list-style-type: none"> <li>a. When does the role transition to graduate nurse begin?</li> <li>b. How can I prepare myself for this transition process?</li> <li>c. How can I prepare myself for transition?</li> </ul> </li> </ul>	Complete Online Module Reality Shock, Chapter 1 and related readings	<p>Complete online Quiz for Zerwekh &amp; Garneau Online Module Reality Shock</p> <p>Anne Lamondy</p> <p><a href="mailto:alamondy@trcc.commmnet.edu">alamondy@trcc.commmnet.edu</a></p> <p>383-5218</p>
	<p><b>Self-Care Strategies:</b></p> <ul style="list-style-type: none"> <li>▪ Discuss how burnout affects nurses.</li> <li>▪ Describe early signs of burnout.</li> </ul>	<ul style="list-style-type: none"> <li>A. Is burnout inevitable for Nurses?</li> <li>B. Empowerment and Self Care</li> <li>C. Self Care</li> </ul>	Complete Online Module Self-Care Strategies, Chapter 2 and related readings	Complete online Quiz for Zerwekh & Garneau Online Module Self-Care Strategies

	<ul style="list-style-type: none"> <li>▪ Discuss the importance of caring for yourself.</li> <li>▪ Identify strategies for self-care.</li> <li>▪ Formulate a plan of care for yourself that is based on identified deficits in self-care.</li> </ul>			Anne Lamondy
2 hours	<p><b>Unit Thirteen: NCLEX RN and the New Graduate</b></p> <ul style="list-style-type: none"> <li>▪ Discuss the role of the National Council of State Boards of Nursing (NCSBN)</li> <li>▪ Discuss the implications of Computerized Adaptive Testing</li> <li>▪ Identify the process and steps for preparing to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN)</li> <li>▪ Identify the characteristics of the alternate format options on the NCLEX-RN</li> </ul>	<p>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</p>	<p>Complete Online Module NCLEX-RN and the New Graduate, and Chapter 5</p> <p>Access the NCLEX Candidate Bulletin <a href="http://www.vue.com/nclex/bulletin/">http://www.vue.com/nclex/bulletin/</a> to serve as a guideline for registering for the NCLEX-RN</p> <p>Access to complete the CT Registration process. Information from CT DPH regarding process for licensure exam: <a href="http://www.ct.gov/dph/cwp/view.asp?a=3121&amp;q=389430&amp;dphNav_GID=1821">http://www.ct.gov/dph/cwp/view.asp?a=3121&amp;q=389430&amp;dphNav_GID=1821</a></p> <p>Link to CT Licensure application: <a href="http://www.ct.gov/dph/lib/dph/practitioner_licensing_and_investigations/plis/nursing/rn/rn_app_only.pdf">http://www.ct.gov/dph/lib/dph/practitioner_licensing_and_investigations/plis/nursing/rn/rn_app_only.pdf</a></p> <p>Practice as Graduate Nurse inCT: <a href="http://www.ct.gov/dph/cwp/view.asp?a=3121&amp;q=438664">http://www.ct.gov/dph/cwp/view.asp?a=3121&amp;q=438664</a></p> <p>Explore the online resources available through the NCSBN to gain additional information about the NCLEX-RN®:  Direct Link to NCSBN: <a href="https://www.ncsbn.org/index.htm">https://www.ncsbn.org/index.htm</a>  Resources for Candidates: <a href="https://www.ncsbn.org/resources.htm">https://www.ncsbn.org/resources.htm</a></p>	<p>Complete online Quiz for Zerwekh &amp; Garneau Online Module NCLEX-RN and the New Graduate</p> <p>Faculty Nancy Czarzasty  <a href="mailto:nczarzasty@trcc.commnet.edu">nczarzasty@trcc.commnet.edu</a>  383-5294</p> <p><b>Attend class on 4/19 to fill out NCLEX application forms</b></p>
2 hours	<p><b>Unit Fourteen: Environmental Health:</b></p> <p>Identify the role of the RN in environmental health</p>	<p>A. What environmental hazards exist in the 21st century?  B. What is the nurses' role?</p>	<p>Complete CT-CCNP Online Module Environmental Health  View streaming video</p>	<p>Complete CT-CCNP Online Quiz for CT-CCNP Online Module Environmental Health  Lili Rafeldt</p>
2 hours	<p><b>Unit Fifteen : On Site Seminar: Professional Panel</b></p>	<p>A. Compare and contrast strategies for transition from student to graduate RN</p>	<p>Panel, resources and reflect on experience.  Employment Interview Role Play</p>	<p><b>Attendance and participation in seminar on 5/3 from 1-3PM</b>  Lili Rafeldt, Francine Wallett,</p>

## Sampling of Resources:

**TRCC Nursing Resource Page:** [http://www.trcc.commnet.edu/Div\\_academics/AlliedHealth/Resources.shtml](http://www.trcc.commnet.edu/Div_academics/AlliedHealth/Resources.shtml)

**Educational Advancement for CT-CCNP Graduates:** [http://www.commnet.edu/nursing/Educational\\_Opportunities.asp](http://www.commnet.edu/nursing/Educational_Opportunities.asp)

**NCLEX RN Candidate Bulletin** <http://www.vue.com/nclex/bulletin/>

**The State of Connecticut RN registration process.** Information from CT DPH regarding process for licensure by exam:  
[http://www.ct.gov/dph/cwp/view.asp?a=3121&q=389430&dphNav\\_GID=1821](http://www.ct.gov/dph/cwp/view.asp?a=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](http://www.ct.gov/dph/lib/dph/practitioner_licensing_and_investigations/plis/nursing/rn/rn_app_only.pdf)

### **Practice as Graduate Nurse in CT:**

<http://www.ct.gov/dph/cwp/view.asp?a=3121&q=438664>

Explore the online resources available through the **National Council of State Boards of Nursing (NCSBN)**

Direct Link to NCSBN: <https://www.ncsbn.org/index.htm>

Resources for NCLEX-RN Candidates: <https://www.ncsbn.org/resources.htm>

### **Your First Job, Realities of the Current Job Market**

<http://www.nсна.org/Portals/0/Skins/NSNA/pdf/RealitiesOfTheCurrentJobMarket.pdf>

### **Resume Resources**

[www.nsnaleadershipu.org](http://www.nsnaleadershipu.org)

**Career and Interview Resources—Class time learning, discussions with Ellen Freeman, Faculty and Advisors will guide you too!**

[www.nursingspectrum.com](http://www.nursingspectrum.com)

<http://nursejobs.com/nursing-interview-questions.aspx>

<http://www.salisbury.edu/careerservices/students/Interviews/Nursing.html> (See sample questions and answers—remember to be You)

<http://career-advice.monster.com/job-interview/interview-questions/nurse-interview-questions/article.aspx>

<http://www.careercenter.ilstu.edu/students/interview/NursingRelatedInterviewQuestionsPrepareforInterviewsStudentsCareerCenter.shtml>