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. (*as measured through quizzes, ePortfolio one-core values assignment, and ATI testing.*)
2. Explore implementation of the delegation process in providing safe and competent care to individuals, families, and groups utilizing evidence-based practice and outcomes. (*as measured through Delegation Simulation preparation, Simulation activity and debriefing discussion, quizzes, ePortfolio one-core values assignment, and ATI testing.*)
3. Formulate a professional career plan utilizing critical thinking and technological proficiency. (*as measured through quizzes, completion of resume and cover letter in preparation for transition to practice, ePortfolio one-core values and ePortfolio two future education assignment, and ATI testing.*)
4. Integrate effective communication skills through professional interactions with colleagues and the multidisciplinary health care team. (*as measured through quizzes, written communication in resume and cover letter, Discussion submission and response, ePortfolio one-core values assignment, discussion posts including API format, and ATI testing.*)

5. Create an environment where professional interactions reflect a respect for human dignity. (*as measured through, quizzes, ePortfolio one-core values assignment and ATI testing.*)
6. Collaborate as a member of the profession of nursing. (*as measured through quizzes, ePortfolio one-core values, Discussion and response posts, and ATI testing.*)
7. Explore the legal and ethical implications of membership in the profession of nursing. (*as measured through Impaired Nurse seminar preparation and assignment, Impaired nurse seminar and debriefing, quizzes, ePortfolio one-core values, and ATI testing.*)
8. Evaluate the trends and issues affecting the profession and the role of the nurse. (*as measured through Graduate Nurse Panel seminar preparation, quizzes, Discussion and response activity, ePortfolio one-core values and ePortfolio two future education assignment, and ATI testing.*)
9. Examine strategies for facilitating the transition from student to registered nurse. (*as measured through Graduate Nurse Panel and NCLEX seminar preparation, quizzes, ePortfolio two future education assignment, and ATI testing.*)

Faculty Information:

Carol Emmerthal, MSN, RN (Course Leader)
Office: C242
Phone: 860-215-9510
cemmerthal@trcc.commnet.edu

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 general questions related to the course, please contact the course leader. If you have, questions related to the module, the faculty member who is facilitating that module is the best resource for you.

Faculty may be contacted via the course Blackboard messaging system or college email. Faculty response time may vary. In general, allow up to 48 hours, Monday through Friday, for a response. Emails sent over the weekend will be answered during the regular college operating hours within the Monday –Friday, 48-hour time allotted.

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. Completing all modules to ensure expected learning is highly recommended. **I*t 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.

Attendance:
Students are expected to log on, completed work and participate in the course each week. It is the student's responsibility to notify the instructor if they are not able to log on or attend the mandatory seminars. Attendance at all on campus seminars and testing is <u>required</u>.

Study Groups:
Students are encouraged to form study groups which can meet at a mutually agreeable location or electronically. The topics in this course are pertinent to your transition to practice and discussion on the topics, aside from the required discussion boards can enrich your learning. The nursing lab offers study group space and tutor help throughout the semester. Students are encouraged to be proactive in their learning and to seek help early if having difficulty with the materials or assignments.

Participation: Participation is important in an online/hybrid 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 and may benefit you as you transition into nursing practice.

<u>Participation for individual discussion board exercises is defined as a your initial post *response and your response to your peers.*</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**. Your post and response needs to be substantive and supported by the literature, evidence based articles, scholarly materials, text books, valid internet sites etc.   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. It is important to back your response with a validated/evidence based source(s) and to cite that source using APA format. Your validation and use of APA will be considered when grading your post and response.

See rubric below for discussion board assignment:

N205 Grading Rubric for Group Discussion Exercise Responses

Students are expected to apply relevant course concepts, theories, and materials correctly while collaborating with fellow learners. Discussions should be applicable to course concepts. Learners are expected to apply relevant professional, personal, and other real world experiences to the discussion while **<u>supporting </u>their position with appropriate knowledge including references and other evidence-based and scholarly materials.**

<u>(Post minimally, 250 words, reply meaningfully to another class member's post, in 150 words or more)</u>

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.

TOTAL POINTS: 100

N205 Grading Criteria Based on a Total of up to 100 Points			
Grading Criteria	**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	Assignment 1: 15 Assignment 2: 10	2	25 total
Seminar assignments or quizzes for on-campus seminars Impaired Nurse Delegation, Graduate Panel NCLEX Preparation	3 points / seminar	4	12
ATI practice leadership and proctored exam (See N203 requirements also)	3	1	3

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
D-	60-63
F	<60

Course Grading Formula

 *Please note: Grades will be computed to the second decimal point and at the end of the course will be rounded once to a whole number for the final course grade. A grade of .50 will be rounded up to the next whole number. A grade at or below .49 will be rounded down to the whole number. **See Nursing Student Handbook.***

ACADEMIC INTEGRITY
"Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a person's ability to succeed in the classroom and beyond. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. In this class and in the course of your academic career, present only you own best work; clearly document the sources of the materials used from others and act at all times with honor."

See TRCC Student Handbook.
A student's written work is expected to be original and done independently unless otherwise indicated. Footnotes and references must be used to acknowledge the source and avoid plagiarism. Selected portion of the nursing curriculum are taught, reinforced and reviewed through the use of educational software/instructional media: e.g. audio visual media, computer programs, online learning activities etc. Students must sign an Ethics Statement regarding the use of these materials and agree to follow the policies outlined in the Statement. The signed Ethics Statement is retained in each student record.
Violations of academic integrity will be referred to the Academic Dean and dealt with in accordance with the college policy on Academic Integrity. **See Nursing Student Handbook.**

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 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 (be it at the college or in the online environment) is a vital part of participation. Students should behave appropriately at all times and are asked to practice common courtesy and respect, recognizing each person's right to learn in an atmosphere conducive to the learning experience. These same behavioral standards are required when participating in classroom discussions, 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.

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.

DISABILITIES STATEMENT:
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 Maria Krug, Diversity Officer and Title IX Coordinator:

Maria Krug, Title IX Coordinator and Diversity Officer
Office: C131
574 New London Turnpike, Norwich CT 06360
mkrug@trcc.commnet.edu
860-215-9208

NURSING LEADERSHIP AND MANAGEMENT

UNIT	STUDENT LEARNING OUTCOMES (SLOS)	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
Unit 1	Identify course outcomes and methods to achieve learning and course grade	Orientation to hybrid course and collaborative learning	LMS demonstration, Review assignments Discussion of assignments in this course, see excel spreadsheet for due dates: 1. Cover Letter / Resume/ Reference Letter 2. One Discussion Board exercise which includes both individual post and thoughtful reply to 2 other students. The individual post must include one reference in APA format. Student must complete both initial and response posts to get any of the points. 3. Leadership ATI 4. Practice Tests with focused remediation and three online Chapter tests (total four tests) 5. ePortfolio assignments one, and two (One: program outcome inquiry, reflection and integration assessment. Two: Educational Plan) 6. Preparation and Attendance at all seminars	Attendance, use of course technology— see assignments on Bb Bb syllabus and assignment review

			7. Professional communication and follow through with own learning	
	A. Career Planning: Opportunities / Resumes / Interviews 1. Outline the process of career planning 2. Recognize the importance of clarifying values and goals 3. Develop skills to initiate and conduct a successful job search 4. Learn to prepare an effective cover letter and resume 5. Describe factors that contribute to a productive interview 6. Discuss the variety of job opportunities available 7. Describe hospital-based and nonhospital-based nursing practice 8. Identify opportunities for advancing your career 9. Differentiate among Benner's concepts of novice, advanced beginner, competent, proficient and expert nursing practice 10. Identify accountability-based nursing performance	Mini Lecture guided by CT-CCNP Core Values: A. Career planning by the nurse promotes a professional fit that facilitates the ability of the nurse to utilize critical thinking skills in the application of the nursing process. B. The provision of safe, competent, evidence based nursing care that enhances the dignity of the client and is grounded in clinical, cultural and technological proficiency is aided by nursing career planning that results in professional satisfaction. C. Career planning by the nurse enhances the likelihood of obtaining a practice fit that promotes an atmosphere of therapeutic communication among nursing and other healthcare professionals that is associated with enhanced client outcomes. D. Nursing Professional role development is facilitated through career planning.	Readings in Kelly, P., Nursing Leadership & Management, 3rd Edition, Cengage, 2012: **Chapter 17 pgs 402-403 (up to clinical practice council); 408-411 Chapter 27** **Suggested review: Chapter 28** Mini Lecture **See online course for additional learning activities**	Case Study Discussion(s) Board if assigned to it, otherwise read posting and learn from them Online Self-Assessment/ Exam Resume/Cover Letter

UNIT	STUDENT LEARNING OUTCOMES (SLOS)	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
Unit 2	**A. Introduction to Nursing Leadership and Management** 1. Differentiate between leadership and management 2. Distinguish characteristics of effective leaders 3. Discuss the impact of knowledge workers in health care job market	Mini Lecture guided by CT-CCNP Core Values: A. Effective nursing leadership and management facilitate the ability of nurses to utilize critical thinking skills in the application of the nursing process. B. The provision of safe, competent, evidence based nursing care that enhances the dignity of the client and is grounded in clinical, cultural and technological proficiency relies upon effective nursing leadership and management. C. Effective nursing leadership and management promote therapeutic communication among nursing and other healthcare professionals that is associated with enhanced client outcomes. D. Nursing Professional role development is facilitated through effective nursing leadership and management.	Readings In Kelly, P., Nursing Leadership & Management, 3rd Edition, Cengage, 2012: **Chapter 1 pgs 1-5; pgs 11 & 12** Mini Lecture **See online course for additional learning activities**	Case Study Discussion(s) Board if assigned to it, otherwise read posting and learn from them Online Self-Assessment/ Exam
	B. Organizational Behavior and Magnet Hospitals 1. Identify the evolution of the impact of organizational behavior 2. Identify characteristics of a high-performance organization 3. Relate the historical evolution and significance of magnet status	Mini Lecture guided by CT-CCNP Core Values: A. Awareness of organizational behavior and excellence facilitates the ability of the nurse to utilize critical thinking skills in the	In Kelly, P., Nursing Leadership & Management, 3rd Edition, Cengage, 2012: **Chapter 3 pgs 73-81 (up to Forces of Magnetism)** Mini Lecture	Case Study Discussion(s) Board if assigned to it, otherwise read posting and learn from them Online Self-Assessment/ Exam

	4. Identify organizational characteristics that define magnet nursing services	application of the nursing process. B. The provision of safe, competent, evidence based nursing care that enhances the dignity of the client and is grounded in clinical, cultural and technological proficiency is aided by an awareness of organizational behavior and excellence. C. Acknowledgement of organizational behavior and excellence promotes therapeutic communication among nursing and other healthcare professionals that is associated with enhanced client outcomes. D. Nursing Professional role development is facilitated through an awareness of organizational behavior and excellence.	**See online course for additional learning activities**

UNIT	STUDENT LEARNING OUTCOMES (SLOS)	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
Unit 3	**A. Delegation of Patient Care/ Assignment Making** 1. Analyze scheduling issues that impact the matching of nursing resources to patient needs 2. Compare and contrast models of care delivery and their impact on patient outcomes 3. Identify delegation,	Mini Lecture guided by CT-CCNP Core Values: A. Awareness of the tenets of delegation of patient care/assignment making facilitates ability of the nurse to utilize critical thinking skills in the application of the nursing process.	Readings In Kelly, P., Nursing Leadership & Management, 3rd Edition, Cengage, 2012: **P. Kelly** **Chapter 15 pgs 356** **(Evaluation of Staffing**	Case Study Discussion(s) Board if assigned to it, otherwise read posting and learn from them Online Self-Assessment/ Exam

	accountability, responsibility, authority, assignment, supervision and competence 4. Support the National Council of State Boards of Nursing Decision Tree – Delegating to Nursing Assistive Personnel 5. Relate the five rights of delegation 6. Identify potential barriers to effective delegation 7. Describe the pertinent aspects of assignment making 8. Identify the role of the professional nurse in assignment making	B. The provision of safe, competent, evidence based nursing care that enhances the dignity of the client and is grounded in clinical, cultural and technological proficiency is aided by fluency with the tenets of delegation of patient care/ assignment making. C. Fluency with the principles of delegation in patient care/assignment making promotes therapeutic communication among nursing and other healthcare professionals increasing positive outcomes. D. Nursing Professional role development is facilitated through awareness of delegation tenets for patient care/assignment making	**Effectiveness) – 367** **Chapter 16** Mini Lecture **See online course for additional learning activities**	
	B. Time Management and Setting Patient Care Priorities 1. Apply principles of priority setting to patient care situations 2. Apply time management strategies to the reality of delivering effective nursing care	Mini Lecture guided by CT-CCNP Core Values: A. Fluency with time management and patient care priority setting facilitates the ability of the nurse to utilize critical thinking skills in the application of the nursing process. B. The provision of safe, competent, evidence based nursing care that enhances the dignity of the client and is grounded in clinical, cultural and technological proficiency is aided by fluency with time	Readings In Kelly, P., Nursing Leadership & Management, 3rd Edition, Cengage, 2012: **Chapter 18** Mini Lecture **See online course for additional learning activities**	Case Study Discussion(s) Board if assigned to it, otherwise read posting and learn from them Online Self-Assessment/ Exam

		management and patient care priority setting.
		C. The ability of the nurse to effectively manage time and set patient care priorities promotes therapeutic communication among nursing and other healthcare professionals that is associated with enhanced client outcomes.
		D. Nursing Professional role development is facilitated through effective time management and priority setting.

UNIT	STUDENT LEARNING OUTCOMES (SLOS)	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION

Unit 4	A. **Personal and Interdisciplinary Communication**
	  1. Analyze how current social trends affect communication
	  2. Describe organizational communication and communication skills in the workplace
	  3. Identify barriers to communication and strategies to overcome them
	  4. Identify levels of communication, intrapersonal, interpersonal and public
	  5. Identify strategies to prevent horizontal workplace violence
		Mini Lecture guided by CT-CCNP Core Values:
		A. Fluency with personal and interdisciplinary communication facilitates the ability of the nurse to utilize critical thinking skills in the application of the nursing process.
		B. The provision of safe, competent, evidence based nursing care that enhances the dignity of the client and is grounded in clinical, cultural and technological proficiency is dependent upon the ability
			Readings In Kelly, P., Nursing Leadership & Management, 3rd Edition, Cengage, 2012:
			
			Chapter 8
			
			Mini Lecture
			
			See online course for additional learning activities
				Case Study Discussion(s) Board if assigned to it, otherwise read posting and learn from them
				
				Online Self-Assessment/ Exam

	6. Analyze effective communication as it relates to patient safety 7. Identify current methods of transcribing physician's orders	of the nurse to communicate effectively. C. Acknowledgement of the principles of effective communication and barriers to it promotes therapeutic communication among nursing and other healthcare professionals that is associated with enhanced client outcomes. D. Nursing Professional role development is facilitated through effective personal and interdisciplinary communication.		
	B. Effective Team Building & Power 1. Relate ways to create a conducive environment for teamwork 2. Review keys concepts of creating an effective team and the stages of a team process 3. Identify the qualities of an effective leader in a team setting 4. Apply an understanding of power to help nurses improve their effectiveness	Mini Lecture guided by CT-CCNP Core Values: A. Awareness of effective team building and power facilitates the ability of the nurse to utilize critical thinking skills in the application of the nursing process. B. The provision of safe, competent, evidence based nursing care that enhances the dignity of the client and is grounded in clinical, cultural and technological proficiency is aided by an awareness of effective team building and power. C. Acknowledgement of principles of effective team building and power promotes therapeutic communication among nursing and other healthcare professionals that	Readings In Kelly, P., Nursing Leadership & Management, 3rd Edition, Cengage, 2012: **Chapter 11** **Chapter 12 pg 284 (Definitions of Power) & tables 12-1, 12-2** Mini Lecture **See online course for additional learning activities**	Case Study Discussion(s) Board if assigned to it, otherwise read posting and learn from them Online Self-Assessment/ Exam

			is associated with enhanced client outcomes. D. Nursing Professional role development is facilitated through an awareness of effective team building and power.		
		C. Change, Innovation and Conflict 1. Discuss change from the professional and organizational perspectives 2. Apply the concept of innovation to health care 3. Identify common factors that lead to conflict 4. Identify steps in the conflict management process	Mini Lecture guided by CT-CCNP Core Values: A. Awareness of change, innovation and conflict facilitates the ability of the nurse to utilize critical thinking skills in the application of the nursing process. B. The provision of safe, competent, evidence based nursing care that enhances the dignity of the client and is grounded in clinical, cultural and technological proficiency is aided by an awareness of change, innovation and conflict. C. Acknowledgement of the impact of change, innovation and conflict promotes therapeutic communication among nursing and other healthcare professionals that is associated with enhanced client outcomes. D. Nursing Professional role development is facilitated through an awareness of the impact of change, innovation and conflict.	Readings In Kelly, P., Nursing Leadership & Management, 3rd Edition, Cengage, 2012: **Chapter 13 pgs 302 (beginning with The Change Process) -321** Mini Lecture **See online course for additional learning activities**	Case Study Discussion(s) Board if assigned to it, otherwise read posting and learn from them Online Self-Assessment/ Exam

UNIT	STUDENT LEARNING OUTCOMES (SLOS)	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
Unit 5	**A. Seminar: Delegation** 1. Discuss delegation, accountability, responsibility, authority, assignment, supervision and competence 2. Review the National Council of State Boards of Nursing Decision Tree – Delegating to Nursing Assistive Personnel 3. Identify five rights of delegation in case studies 4. Identify potential barriers to effective delegation 5. Plan an assignment with professional decision and delegation skills	Case Study Presentation and Discussion A. Fluency with the principles of delegation of patient care/ assignment making promotes therapeutic communication among nursing and other healthcare professionals that is associated with enhanced client outcomes. B. Nursing Professional role development is facilitated through an awareness of the tenets of delegation of patient care/assignment making.	Preview Online leadership presentation. Come prepared to do an exercise in delegation.	Attendance and participation in delegation exercise.

UNIT	STUDENT LEARNING OUTCOMES (SLOS)	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
Unit 6	**A. Decision Making & Critical Thinking** 1. Apply decision making to clinical situations 2. Explain how problem solving, critical thinking, reflective thinking, and intuitive thinking relate to decision making 3. Apply strategies to strengthen the nurse's role in decision making for patients	Mini Lecture guided by CT-CCNP Core Values: A. Critical thinking skills facilitate the ability of the nurse to apply effective decision making strategies in the application of the nursing process. B. The provision of safe, competent, evidence based nursing care that enhances the dignity of the client and is grounded in clinical, cultural	Readings In Kelly, P., Nursing Leadership & Management, 3rd Edition, Cengage, 2012: **Chapters 22 pgs 526-534 (up to Techniques of Group Decision Making)** Mini Lecture	Online Self-Assessment/ Exam

| | | and technological proficiency is dependent upon the ability of the nurse to think critically and to apply sound decision making strategies.
C. Application of critical thinking and decision making skills promotes therapeutic communication among nursing and other healthcare professionals that is associated with enhanced client outcomes.
D. Nursing Professional role development is facilitated by the ability of the nurse to think critically and apply sound decision making skills. | **See online course for additional learning activities** | |

UNIT	STUDENT LEARNING OUTCOMES (SLOS)	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION

Unit 7	A. **Evidence Based Practice (EBP) & Quality Improvement (QI) in Health Care & Nursing**
	  1. Discuss the history of EBP in nursing
	  2. Discuss the use of evidence in decision making
	  3. Assume responsibility for developing an EBP approach to patient care
	  4. Discuss the use of outcomes research in EBP
	  5. Identify resources available to generate outcomes I benchmarks in clinical practice
		Mini Lecture guided by CT-CCNP Core Values:
		A. Knowledge and awareness of the importance of evidence based practice and quality improvement in health care and nursing facilitates the ability of the nurse to utilize critical thinking skills in the application of the nursing process.
		B. The provision of safe, competent, evidence based nursing care that enhances the dignity of the client and is		

	6. Apply EBP to a clinical nursing topic of interest 7. Relate Quality Improvement (QI) to patients & organizations	grounded in clinical, cultural and technological proficiency is aided by fluency with evidence based practice and quality improvement in health care and nursing. C. An awareness of the role of evidence based practice and quality improvement in health care and nursing promotes therapeutic communication among nursing and other health care professionals that is associated with enhanced client outcomes. D. Nursing Professional role development is facilitated through the application of evidence based practice and quality improvement in health care and nursing to nursing practice.		
	B. Nursing & Health Care Informatics 1. Identify current challenges for health information technology applications 2. Use established criteria to evaluate the content of health-related sites found on the internet 3. Identify the role of informatics in evidence based practice	Mini Lecture guided by CT-CCNP Core Values: A. Awareness of the role of health information technology facilitates the ability of the nurse to utilize critical thinking skills in the application of the nursing process. B. The provision of safe, competent, evidence based nursing care that enhances the dignity of the client and is grounded in clinical, cultural and technological proficiency is aided by knowledge and	Readings In Kelly, P., Nursing Leadership & Management, 3rd Edition, Cengage, 2012: **Chapter 6: pgs 139-152 (up to Development of Modern Computing), pgs 155-163 (The Internet for Clinical Practice)** Mini Lecture **See online course for additional learning**	Online Self-Assessment/ Exam

			application of health information technology.

			C. Nursing fluency with health information technology may be associated with the promotion of therapeutic communication among nursing and other health care professionals that has the potential to enhance client outcomes. D. Nursing Professional role development is facilitated through an awareness of the role of health information technology.	**activities—including the Tiger Initiative, Nurse of the Future Competencies and Value of the EHR for the patient and institution**	

UNIT	STUDENT LEARNING OUTCOMES (SLOS)	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
Unit 8	**A. The Health Care Environment** 1. Identify how health care is organized and financed in the US 2. Identify major issues facing health care 3. Relate efforts to improve the quality, safety and access to health care	Mini Lecture guided by CT-CCNP Core Values: A. Awareness of the health care environment facilitates the ability of the nurse to utilize critical thinking skills in the application of the nursing process. B. The provision of safe, competent, evidence based nursing care that enhances the dignity of the client and is grounded in clinical, cultural and technological proficiency is aided by an awareness of the health care environment.	Readings In Kelly, P., Nursing Leadership & Management, 3rd Edition, Cengage, 2012: **Chapter 2** Mini Lecture **See online course for additional learning activities**	Case Study Discussion(s) Board if assigned to it, otherwise read posting and learn from them Online Self-Assessment/ Exam

		C. Acknowledgement of the health care environment promotes therapeutic communication among nursing and other healthcare professionals that is associated with enhanced client outcomes. D. Nursing Professional role development is facilitated through an awareness of the health care environment.		
	B. Basic Health Care Economics 1. Define health care economics; relay the concept of health care run as business needing to balance cost and quality 2. Define the health care market and reimbursement structures 3. Identify commonly used types of budgets for planning and management of patient care 4. Identify expenses associated with the delivery of service 5. Using a basic knowledge of health care economics, identify and analyze trends affecting the rising costs in the health care delivery system in light of health care reform 6. Discuss strategies you will use to achieve fiscal responsibility in your clinical practice	Mini Lecture guided by CT-CCNP Core Values: A. Awareness of health care economics facilitates the ability of the nurse to utilize critical thinking skills in the application of the nursing process. B. The provision of safe, competent, evidence based nursing care that enhances the dignity of the client and is grounded in clinical, cultural and technological proficiency is aided by an awareness of health care economics. C. Acknowledgement of health care economics promotes therapeutic communication among nursing and other healthcare professionals that is associated with enhanced client outcomes. D. Nursing Professional role development is facilitated through an awareness of health care economics.	Readings In Kelly, P., Nursing Leadership & Management, 3rd Edition, Cengage, 2012: **Chapter 4 pgs 92-103 (up to cost analysis) & pgs 108-109** **Chapter 14 pgs 322-324 (up to budget preparation)** Mini Lecture **See online course for additional learning activities**	Case Study Discussion(s) Board if assigned to it, otherwise read posting and learn from them Online Self-Assessment/ Exam

Content	Suggested Learning Experiences	Readings	Evaluation
C. Population Based Health Care Practice 1. Discuss the social mandate to provide population-based health care 2. Describe how population-based nursing is practiced within the community and health care system 3. Discuss the nurse's role in disaster preparedness and response	Mini Lecture guided by CT-CCNP Core Values: A. Awareness of population based health care practice facilitates the ability of the nurse to utilize critical thinking skills in the application of the nursing process. B. The provision of safe, competent, evidence based nursing care that enhances the dignity of the client and is grounded in clinical, cultural and technological proficiency is aided by an awareness of population based health care practice. C. Knowledge of population based health care practice promotes therapeutic communication among nursing and other healthcare professionals that is associated with enhanced client outcomes. D. Nursing Professional role development is facilitated through awareness about population based health care practice.	Readings In Kelly, P., Nursing Leadership & Management, 3rd Edition, Cengage, 2012: **Chapter 7 pgs 165-175** Mini Lecture **See online course for additional learning activities**	Case Study Discussion(s) Board if assigned to it, otherwise read posting and learn from them Online Self-Assessment/ Exam

UNIT	STUDENT LEARNING OUTCOMES (SLOS)	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
Unit 9	**A. Graduate Nurse Panel**	A. Discuss opportunities and strategies for employment	Graduate Panel Presentation and Discussion	Attendance and participation

	1. Identify potential areas of employment 2. Discuss strategies for success job application and interviews 3. Discuss educational plans and experiences to complete BSN and MSN	after successful completion of NCLEX-RN licensure exam B. Discuss continued education toward a BSN and MSN degree C. Review articulation agreements and discuss individual criteria when considering a program D. Consider graduates' and employers' experiences		

UNIT	STUDENT LEARNING OUTCOMES (SLOS)	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
Unit 10	**A. Political Action in Nursing** 1. Explain the need for nurses to be politically involved with the consumer movement in health care 2. Identify the role of the nurse as a consumer advocate and political force 3. Apply an understanding of power to help nurses improve their effectiveness	Mini Lecture guided by CT-CCNP Core Values: A. Awareness of the impact of political action in nursing reinforces the importance of critical thinking skills in the application of the nursing process. B. The provision of safe, competent, evidence based nursing care that enhances the dignity of the client and is grounded in clinical, cultural and technological proficiency acknowledges the importance of political action in nursing. C. Political action in nursing increases the awareness of the importance of effective therapeutic communication among nursing and other	Readings In Kelly, P., Nursing Leadership & Management, 3rd Edition, Cengage, 2012: **Chapter 9** Mini Lecture **See online course for additional learning activities**	Case Study Discussion(s) Board if assigned to it, otherwise read posting and learn from them Online Self-Assessment/ Exam

		healthcare professionals that is associated with enhanced client outcomes. D. Nursing Professional role development is facilitated through political action.		
	B. Environmental Nursing 1. Identify the relationship of toxin exposure to common childhood illness 2. Identify current environmental & health policies that may not protect people 3. Identify methods of social change in relationship to environmental issues in nursing 4. Identify solutions to provide environmentally responsible clinical practice	Mini Lecture guided by CT-CCNP Core Values: A. An awareness of the importance of environmental nursing facilitates the ability of the nurse to utilize critical thinking skills in the application of the nursing process as it relates to environmental concerns. B. The provision of safe, competent, evidence based nursing care that enhances the dignity of the client and is grounded in clinical, cultural and technological proficiency is aided by an awareness of the tenets of environmental nursing. C. Acknowledgement of the importance of the principles of environmental nursing promotes therapeutic communication among nursing and other healthcare professionals that is associated with enhanced client and environmental outcomes. D. Nursing Professional role development is facilitated through an awareness of the environmental nursing.	ANA Principles of Environmental Health for Nursing Practice with Implementation Strategies Mini Lecture **See online course for additional learning activities**	Online Self-Assessment/ Exam

UNIT	STUDENT LEARNING OUTCOMES (SLOS)	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
Unit 11	**A. Legal Aspects of Health Care** 1. Identify the sources and types of laws and regulations that impact nursing practice 2. Analyze common areas of nursing practice that lead to malpractice actions, and outline actions a nurse can take to minimize these risks 3. Relate legal protections for nursing practice 4. Analyze the nurse's role as a patient advocate and the duty to follow another practitioner's orders	Mini Lecture guided by CT-CCNP Core Values: A. Awareness of the legal aspects of health care facilitates the ability of the nurse to utilize critical thinking skills in the application of the nursing process. B. The provision of safe, competent, evidence based nursing care that enhances the dignity of the client and is grounded in clinical, cultural and technological proficiency is aided by an awareness of the legal aspects of health care. C. Acknowledgement of the legal aspects of health care promotes therapeutic communication among nursing and other healthcare professionals that is associated with enhanced client outcomes. D. Nursing Professional role development is facilitated through an awareness of the legal aspects of health care.	Readings In Kelly, P., Nursing Leadership & Management, 3rd Edition, Cengage, 2012: **Chapter 23** Mini Lecture **See online course for additional learning activities**	Case Study Discussion(s) Board if assigned to it, otherwise read posting and learn from them Online Self-Assessment/ Exam
	B. Ethical Aspects of Health Care 1. Define ethics and morality; values clarification 2. Analyze the personal values that influence people's approaches to	Mini Lecture guided by CT-CCNP Core Values: A. Awareness of the ethical aspects of health care facilitates the ability of the	Readings In Kelly, P., Nursing Leadership & Management, 3rd Edition, Cengage, 2012:	Case Study Discussion(s) Board if assigned to it, otherwise read posting and learn from them

	ethical issues and decision making 3. Evaluate ethical issues encountered in practice	nurse to utilize critical thinking skills in the application of the nursing process. B. The provision of safe, competent, evidence based nursing care that enhances the dignity of the client and is grounded in clinical, cultural and technological proficiency is aided by an awareness of the ethical aspects of health care. C. Acknowledgement of the ethical aspects of health care promotes therapeutic communication among nursing and other healthcare professionals that is associated with enhanced client outcomes. D. Nursing Professional role development is facilitated through an awareness of the ethical aspects of health care.	**Chapter 24** **Chapter 25 pgs 589 (Health Care Disparity) – 591 (up to Cultural Competence)** **Chapter 26 pgs 617 (Whistle-Blowing) – 620** Mini Lecture **See online course for additional learning activities**	Online Self-Assessment/ Exam

UNIT	STUDENT LEARNING OUTCOMES (SLOS)	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
Unit 12	**A. Seminar: Impaired Nurse** 1. Identify legal and ethical implications of being an impaired nurse 2. Discuss programs available for impaired nurses 3. Discuss legal and ethical responsibilities of reporting	A. Application of legal and ethical principles with an impaired nurse in a clinical setting.	Presentation from and discussion with a nurse who has recovered	Attendance and Engagement

UNIT	STUDENT LEARNING OUTCOMES (SLOS)	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
Unit 13	**A. Healthy Living: Balancing Personal and Professional Needs** 　1. Devise strategies to maintain physical, intellectual, emotional, professional, social and spiritual health 　2. Summarize occupational health hazards that are present in the nursing work setting	Mini Lecture guided by CT-CCNP Core Values: A. A balance between personal and professional needs facilitates the ability of the nurse to utilize critical thinking skills in the application of the nursing process. B. The provision of safe, competent, evidence based nursing care that enhances the dignity of the client and is grounded in clinical, cultural and technological proficiency is dependent upon the ability of the nurse to achieve personal and professional balance. C. The nurse who possesses personal and professional balance is better able to promote therapeutic communication among nursing and other healthcare professionals that is associated with enhanced client outcomes. D. Nursing Professional role development is facilitated by the ability of the nurse to achieve personal and professional balance.	Readings In Kelly, P., Nursing Leadership & Management, 3rd Edition, Cengage, 2012: **Chapter 30** Mini Lecture **See online course for additional learning activities**	Case Study Discussion(s) Board if assigned to it, otherwise read posting and learn from them Online Self-Assessment/ Exam

	B. Your First Job: Role Transition; Reality Shock & Organizational Culture 1. Describe how organizational culture can influence leading a team 2. Compare and contrast typical components of health care orientation 3. Explain types of performance feedback and organizational response to performance 4. Identify characteristics of transitions and reality shock 5. Describe methods to promote a successful transition to the profession of nursing	Mini Lecture guided by CT-CCNP Core Values: A. Effective role transition facilitates the ability of the nurse to utilize critical thinking skills in the application of the nursing process. B. The provision of safe, competent, evidence based nursing care that enhances the dignity of the client and is grounded in clinical, cultural and technological proficiency is dependent upon effective transition from student to professional nurse. C. The nurse who effectively transitions to the practice setting is better able to promote therapeutic communication among nursing and other healthcare professionals that is associated with enhanced client outcomes. D. Nursing Professional role development is facilitated by effective transition to practice.	Readings In Kelly, P., Nursing Leadership & Management, 3rd Edition, Cengage, 2012: **Chapter 17 pg 403 (Shared Governance) & pgs 407-411** **Chapter 25 pgs 594 (Organizational Culture) – 603 (Generational Perceptions) Chapter 29** Mini Lecture **See online course for additional learning activities**	Case Study Discussion(s) Board if assigned to it, otherwise read posting and learn from them Online Self-Assessment/ Exam

UNIT	STUDENT LEARNING OUTCOMES (SLOS)	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
Unit 14	**A. NCLEX-RN Preparation and Professionalism** 1. Discuss the role of the National Council of State Boards of Nursing (NCSBN) 2. Discuss the implications of Computerized Adaptive Testing 3. Identify the process and steps for preparing to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) 4. Relate factors associated with NCLEX-RN performance	Lecture guided by CT-CCNP Core Values: A. Preparation for the NCLEX-RN facilitates the ability of the nurse to utilize critical thinking skills in support of success. B. Entry level activities provide safe, competent, evidence based nursing care that enhances the dignity of the client and is grounded in clinical, cultural and technological proficiency is assessed through the NCLEX-RN. C. Entry level ability to apply skills of therapeutic communication among nursing and other healthcare professionals that is associated with enhanced client outcomes is assessed through the NCLEX-RN. D. Nursing Professional role development begins with success on the NCLEX-RN.	Readings In Kelly, P., Nursing Leadership & Management, 3rd Edition, Cengage, 2012: **Chapter 31** Mini Lecture See online course for additional learning activities.	Attendance and Participation

UNIT	STUDENT LEARNING OUTCOMES (SLOS)	CONTENT	SUGGESTED LEARNING EXPERIENCES	EVALUATION
Unit 15	**Assess knowledge and testing skills on a leadership test**	Preparing for NCLEX-RN Exam and practice		

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