



**I. COURSE DESCRIPTION:**

This course will explore leadership in the workplace, conflict resolution, research, advocacy and job search skills. Leadership and management roles within health care agencies will be examined with a focus on the role of the nurse as a change agent. A review of nursing theorists and application of theory to practice will be undertaken. Understanding of reflective nursing practice will be enhanced by participation in exploring personal learning styles, self assessment and journaling.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

Upon successful completion of this course, the student will demonstrate the ability to:

1. Utilize knowledge of personal learning styles and reflective journaling to demonstrate self-awareness and enhance success.

Potential Elements of the Performance:

- Examine learning theories
- Discover personal learning style
- Identify ways to enhance personal learning style
- List activities that will enhance learning style
- Develop a plan to promote and enhance self-learning
- Define reflection
- Describe the purpose of reflective journals
- Create reflective journals using the College of Nurses of Ontario LEARN steps for reflection

2. Examine various leadership and management styles.

Potential Elements of the Performance:

- differentiate between leadership and management
- describe characteristics of a leader
- describe the characteristics of a manager
- list leadership roles/skills, management roles/skills
- demonstrate understanding of leadership and management roles within health care agencies

3. Describe the importance of nursing research and the research expectations of practical nurse.

Potential Elements of the Performance:

- Define research
- Explain how research is used
- Explain how nursing research influences practice
- Describe how the practical nurse participates in research
- Explain the importance of practical nurse participation in research
- Identify key findings in non-complex research articles

4. Identify challenges associated with client advocacy.

Potential Elements of the Performance:

- define advocacy
- identify situations in which advocacy by the nurse is required
- describe advocacy strategies
- develop and describe a personal operating definition of advocacy for use in practice

5. Demonstrate knowledge of conflict resolution.

Potential Elements of the Performance:

- define conflict and conflict resolution
- identify personal negotiating style
- describe effective negotiating skills in resolving conflict
- explain the use of mediation in resolving conflict

6. Demonstrate understanding of the use of information technology in nursing practice, education and research.

Potential Elements of the Performance:

- Describe how information technology is used in nursing
- Identify various issues related to the use of information technology
- Utilize electronic databases to locate research articles.
- Describe computer documentation of client information and care
- Explain how confidentiality of client information is maintained when using computerized health information systems.
- Communicate with and transmit information to faculty and/or classmates using e-mail or electronic messaging systems such as WebCT

7. Describe a variety of nursing theories.

Potential Elements of the Performance:

- Examine the development of theory in nursing
- Describe the nature of knowledge development
- Compare the theoretical approach of selected nurse theorists
- Differentiate between the terms concept, conceptual framework, conceptual model, construct, proposition, theory, and hypothesis
- Describe the relationship between nursing process and nursing theory

8. Develop a political action strategy to influence change.

Potential Elements of the Performance:

- Define power and empowerment
- Explore the role that power plays in nursing practice
- Explain the relevance of political action to nursing
- Describe various strategies used to influence political decision making
- Identify skills essential to effective political action

9. Demonstrate appropriate job search skills.

Potential Elements of the Performance:

- Develop a personal resume
- Demonstrate effective job interview techniques
- Explore nursing career resources

**III. TOPICS:**

1. Reflective Journal/Self Assessment
2. Leadership and Management
3. Nursing Research
4. Advocacy
5. Conflict Resolution
6. Nursing Informatics
7. Nursing Theorists/Theory
8. Political Action
9. Job Search Skills

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

Zerwekh, J & Clabom, J. (2006) *Nursing Today: Transitions and Trends* (5<sup>th</sup> ed.) Elsevier.

Davis, B and Logan, J (2007) **Reading Research: A User-Friendly Guide for Nurses and other Health Professionals 4th ed.** ISBN- 0779699904

College of Nurses of Ontario. (n.d.). *Compendium of standards of practice for nurses in Ontario* (2<sup>nd</sup> ed.). Toronto, ON: Author. (download from CNO Web Site <http://www.cno.org/pubs/compendium.html> )

**V. EVALUATION PROCESS/GRADING SYSTEM:**

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

**VI. SPECIAL NOTES:**

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Special Needs office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *The Student Code of Conduct*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.