SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: PROFESSIONAL GROWTH: THE NURSING PROFESSION
NURSES INFLUENCING CHANGE

CODE NO. : NURS4056   **SEMESTER:** 7

PROGRAM: Collaborative BScN

AUTHOR: Craig Duncan (Laurentian University)

DATE: Sept. 04   **PREVIOUS OUTLINE DATED:** N/A

APPROVED:

_____   _____

                         DEAN   **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S): NURS 3066
COREQUISITE NURS 3406
EQUIVALENCIES: None

HOURS/WEEK: 3 (classroom)

PROFESSIONAL GROWTH: THE   2   **NURS4056**
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So here we are with a dream to build, hopes to fulfill, visions to realize, and a future to construct. Em Olivia Bevis

I. COURSE DESCRIPTION:

This course will explore the ways nurses can influence and create their future as professionals within the evolving health care system, and make significant contributions in bringing the caring, healing and health paradigm into present realities. By examining the settings in which caring and healing occurs, nurses will determine openings where change can take place and design effective strategies for enhancing nursing influence and quality care. With an emphasis on professional and personal growth, learners will also engage in the various roles of change agent within the work setting.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

ENDS-IN-VIEW:

- The examination of self in relation to the leadership and change process will be an essential component in finding a suitable fit between role expectations and personal attributes.
- Learners will explore dimensions of leadership and change within the evolving contexts of nurses' work and health care setting (clinical and political). They will expand their awareness of health care trends as they relate to the caring, healing and health paradigm and the significance they have for health care reform.
- Learners will develop and integrate their understanding of organizational and leadership theory by conducting a systems analysis in their clinical placement that will ultimately determine a systems need for change.
- Learners will test their own competencies in utilizing decision-making, communication, power, conflict resolution, change and leadership in case studies, role-plays, and an extensive change initiative in their work setting that will affect care quality outcomes.
- Learners, by exploring relevant key areas of nursing functions inside leadership roles in today's health care system, will demonstrate the relationship between core competencies and the actualization of influence.

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III.   CORE CONCEPTS:

- Caring, healing and health paradigm
- Nurses' work and nursing futures
- Leadership
- Work settings as context- systems, cultures, institutions
- Organizations
- Change and influence
- Power and political process
- Decision-making
- Communication and relationships
- Conflict and resistance
- Managing resources - fiscal and human
- Quality as a measure of performance and care
- Managing influence and marketing change
- Nurturing professional growth in self and others
- Social Organization and Textual Reality

IV   LEARNING PROCESS

Through the use of case studies, seminars, and web CT, learners will have the opportunity to "try on" critical thinking, reflection, strategy development, and to explore various ways to influence change. By practicing in the classroom laboratory, learners will develop skills and knowledge which will then be transferred to situations in their clinical placement this term. This will be the opportunity to see theory and "walk the talk", and will provide a forum for learners to test their own leadership competencies in the real world. Throughout their experience, learners will receive ongoing coaching from their peers and faculty.

V.   RESOURCES/TEXTS/MATERIALS

A variety of books, articles and community resources will be used to enhance classroom and clinical learning. Articles will also be put on reserve during the term.

Required:

Marquis, B.L. & Huston, C.J. (2003). *Leadership Roles and Management Functions in Nursing.* (4th. Ed.). New York: Lippincott

Resources:

Marriner-Tomey, A. (2000). *Nursing management and leadership.* (6th ed.). St. Lous: Mosby.

Gillies, D.A. (1994). *Nursing management: A systems approach.* (3rd. ed). Philadelphia: W.B. Saunders.

Hibberd, J.M. & Smith, D.L. (1999). *Nursing Management In Canada.* (2nd Ed.) Toronto: W.B. Saunders.

Marquis, B.L. & Huston, C.J. (1994). *Management and decision-making for nurses.* (2nd. ed). Philadelphia: J.B. Lippincott.

Sullivan, E.J. & Decker, P.J. (1997). *Effective leadership and management in nursing.* (4th ed.). Menlo Park, CA: Addison-Wesley.

Tappen, R.M. (1995). *Nursing leadership and management: Concepts and practice.* (3rd ed). Philadelphia: F.A. Davis.

V.   <u>EVALUATION METHODS</u>

Assignment	Value
Data Collection	20%
Mentorship	20%
Change Project Plan	20%
Leadership In Change Project Final Report	40%

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ASSIGNMENTS

Part 1:

Data Collection: 20%

An analysis of leadership, management, organizational structure of a clinical unit and possible empowerment strategies which may be used for initiating change. Choosing one of the following Progress to Praxis sections of Learning Activities: 2, 3a, 3b, and 3c, students will post a Bulletin Board posting of approximately 500 words having to do with one of the above. Be sure to type "for marks" in the subject line. For the purpose of grading and providing feedback on the assignment, each student must also submit a copy of the posting to the course professor. This may be submitted either as a hard copy or as an email attachment. Copies of the posting must be submitted no later than two days after the student's commentary has been posted on the Bulletin Board.

Marking Scheme	Total	20%
Description of Theory		5 marks
Application of Theory		5 marks
Relevant References		5 marks
Overall impression		5 marks

Mentorship: 20%

According to the CNO Self – Assessment Tool, nurses in direct practice and other nursing roles have a responsibility as "preceptor, buddy and mentor" (CNO Self-Assessment Tool, 1996, p. 16). A second Bulletin Board posting will be posted by students describing their mentoring experience with their preceptors in the clinical setting. Students are to discuss mentoring strategies and outcomes using the literature. This will be a reflective piece that is meant to encourage reflective practice and ongoing learning. The posting will up to 500 words, and the same guidelines as Posting 1 apply regarding submission of a hard copy.

Marking Scheme	Total	20%
Description of Theory		5 marks
Application of Theory		5 marks
Relevant References		5 marks
Overall impression		5 marks

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Part II:

a) Change Project Plan: 20%

Planning Phase
When beginning your planning it would be useful for you to think of the following questions before writing up the proposed project:
1. What is the need that you have identified in the setting?
2. What data have you collected to support the existence of the need? How do various people in the setting perceive the need? What evidence do you have to measure the degree to which the need is felt? Does literature/ demographics/epidemiology/research support this need in other similar settings?
3. What theory could you utilize from this course to analyze your data? Briefly describe your plan.
4. Make objectives for: yourself as a change agent, for the project as a whole. Include details of implementation such as resources, timelines, strategies, etc.
5. What leadership/organizational theory will you use to support your planning?
6. What theory and skills will you use to carry out this project?

Please include the following in your Project Plan:

- Describe the need as you have identified it.
- State your objectives and link them to the need and resources.
- State your plan for implementation including resources, strategies, timelines, approvals secured, and involvement of staff in the project.
- State your plan for evaluation of the project outcomes, and your own performance as a change agent and leader.
- Identify the major theories that will be utilized as support for your processes and decision-making, including specific references.
- Identify if a product will be submitted as part of the project evaluation.

Marking scheme: **Total: 20%**

1. Description of need as identified	2 marks
2. Objectives-linked to the need and resources	5 marks
3. Plan for implementation including resources, strategies and timelines	4 marks
4. Plan for evaluation of project outcomes, and student's performance as change agent and leader	4 marks
5. Identification of major theories including references	5 marks

b) Leadership In Change Project Final Report: 40%

The report will be the main source of evaluation for the project. It will be an academic paper approximately, 10 pages long.

The paper needs to address the following:

- An outline of the identification of needs, objectives, plan, and evaluation for the leadership change activities (ASSESSMENT OF NEED).
- A theoretical framework for the needs/activities described, support documented from the theory as rationale for analysis, planning and evaluation phases (PLAN).
- A description of the events, both anticipated and spontaneous, which actually took place during the duration of the project and your reflective responses to them (IMPLEMENTATION) .
- An analysis of the process of change and your leadership in it (EVALUATION).
- A discussion of one alternative approach to the change need that might have been more successful (EVALUATION).
- Reflective description of what you have learned by initiating the project (EVALUATION).
- Support throughout the project by theory for all decisions, explanations; alternative decisions and explanations are to be included in your discussions and arguments given for why they were eliminated in favour of your final approaches...thus lending support for your selected decisions.

Grading of Report

Identification of need	25%
Identification of Plan	25%
Implementation story/and or product	25%
Evaluation	25%

*Guidelines for written assignments for the School of Nursing and APA format is the expectation for all assignments.

Attendance in Class

Punctual and regular attendance at the various academic exercises is required of all students. If there are extenuating circumstances bearing upon a student's absence, the instructor should be notified. Unexcused absences in excess of 20% may jeopardize receipt of credit for the course. An unexcused absence is one in which the professor was not notified of the absence. An excused absence includes absences where the professor is notified via voice mail, in person or a written note, prior to the class.

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

Grade	Definition	Grade Point Equivalent
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.

All NURS courses require 60% for a passing grade.

All science courses, including BIOL2105, BIOL2111, CHMI2220 and elective courses require 50% for a passing grade.

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 703 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 postsecondary institutions.

Plagiarism:
Students should refer to the definition of "academic dishonesty" in *Student Rights and Responsibilities*. 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.

VIII.   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.

IX.   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.