# SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

# SAULT STE. MARIE, ONTARIO



## COURSE OUTLINE

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

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

**PROGRAM:** Collaborative BScN

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**DATE:** Sept. 05    **PREVIOUS OUTLINE DATED:** Sept. 04

**APPROVED:**

_____  _____
               **ASSOCIATE DEAN**         **DATE**

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** NURS 3066, NURS 3406
**COREQUISITE** NURS 4094
**EQUIVALENCIES:** None

**HOURS/WEEK:** 3 (classroom)

*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
- Critical examination of management and leadership skills of self and others
- Work settings as context- systems, cultures, institutions
- Organizations, organizational frameworks and issues
- Change and change agency; change design and influence
- Power and political process
- Empowerment; delegation
- Decision-making; problem solving
- 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
- Reflection on leadership and professional growth

## IV.   LEARNING PROCESS

Through the use of case studies, seminars, and/or web CT, interviews, and a major change project connected to the learner's clinical setting, learners will have the opportunity to "try on" critical thinking, reflection, strategy development, and to explore various ways to plan and 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.

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## V.  RESOURCES/TEXTS/MATERIALS

A variety of books, articles and community resources will be used to enhance classroom and clinical learning. Learners are expected to source and discuss scholarly journals related to subject matter.

### Required:

Marquis, B.L. & Huston, C.J. (2006). *Leadership Roles and Management Functions in Nursing.* (5th. Ed.). New York: Lippincott

### Resources:

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

Hibberd, J.M. & Smith, D.L. (2006). *Nursing Management In Canada.* (3nd Ed.) Toronto: W.B. Saunders.

Sullivan, E.J. & Decker, P.J. (2005). *Effective leadership and management in nursing.* (6th ed.).  New Jersey: Pearson Prentice Hall.

Tappen, R.M. (2001). *Nursing leadership and management: Concepts and practice.* (4rd ed). Philadelphia: F.A. Davis.

## V.  <u>EVALUATION METHODS</u>

| Assignment | Value |
|---|---|
| Data Collection: Organization Structure or Systems | 20% |
| Leadership: Formal Leaders or Preceptors/Mentors | 20% |
| Leadership in Action - Participation | 20% |
| Leadership In Change Project Final Report | 40% |

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# ASSIGNMENTS

**GUIDELINES FOR WRITTEN ASSIGNMENTS:  Written assignments are to be in A.P.A. style (5<sup>th</sup> ed.) unless specifically stated otherwise.  Students may lose up to 10% of the total possible mark for poor form, spelling and grammar errors.**

**Written assignments must follow the "Guidelines for Written Assignments" as outlined in the Bachelor of Science Degree in Nursing Student Manual (p. 24-28).**

**Late assignments <u>will not</u> be accepted unless a new due date has been negotiated with the course professor.  This means that late assignments will be given a mark of zero if a new date has not been negotiated.  Extension requests must be made prior to the due date and time.  Extensions may be granted for up to five working days only.  There will be no second extensions on extensions.  There will be a standard deduction of 5 % per day past the class due date listed in the course schedule.  Extensions will not be granted without such deductions unless there are serious extenuating circumstances that can be supported with documentation.**

## 1.  Data Collection Assignment: 20%

This paper describes data collection and analysis of leadership, key stakeholders and players, management, organizational structure or systems of a clinical unit and possible empowerment strategies which may be used for initiating change.   Because this assessment will frame your context for change, the learner is required to meet with the formal leader of the area as part of the data collection and to negotiate approval for the project.  Choosing one of the following "Progress to Praxis" statements, students will complete a short paper of approximately 500 words describing their baseline assessment of the setting for change.   This analysis is to reflect scholarly sources to support explanations and conclusions. NOTE: In the completion of this project, students should review the criteria for the final change project because relevant data needed for the change project plan may result from work done to complete this assignment (#1).

Formal organizational structure:
   Identify and critique the concepts of organizational structure which apply to your clinical area.  For example: Weber's bureaucracy; organizational charts, matrix or program management; Mintzberg's "simple to complex" configurations; use of committees/task forces/project teams to increase staff participation.

## 1.  Data Collection Assignment (cont.)

Formal organizational systems:

> Apply characteristics of open systems to how your clinical area operates as a system (or subsystem) related to the suprasystem (or system)(agency) and in relation to the environment (e.g., social economic, political).  For example, a nursing unit is a sub-system of the organization – hospital – which is the system, wheras the CCAC would be a sub-system of the Ministry of Health (system). Describe and give examples from your unit's activities and relate them to general systems theory.

**Marking Scheme        Total   20%**

| | |
|---|---|
| **Description and application of Theory** | **10 marks** |
| **Analysis and synthesis; incorporating relevant** | |
| **and scholarly references** | **10 marks** |

## 2.  Leadership Assignment: 20%

The CNO (2002) professional standards inform that "Each nurse demonstrates his/her leadership by providing/facilitating and promoting the best possible care/service to the public" (p. 10).  Additionally, 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).

In this assignment the learner is expected to meet with a nurse in a leadership role, formal or informal, in order to critically analyze nursing leadership.  The learner may choose a leader/manager, *or* may focus the leadership analysis on the leadership role of preceptor/mentor.

In this assignment the student will arrange an interview with the selected leader at their clinical placement site.  If there is more than one student on-site, the interview can be scheduled in pairs.

Based on scholarly reading about nursing leadership and/or preceptorship/mentorship, students are to prepare a list of questions for the nurse leader s they may collect information pertaining to formal or informal leadership roles and responsibilities.   The learner should direct their analysis to leadership style, qualities and characteristics related to the role of the leader you have selected.   NOTE: In the completion of this project, students should review the criteria for the final change project because relevant data needed for the change project plan may result from work done to complete this assignment (#2).

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## 2. Leadership Assignment (cont.)

A 3 page referenced paper is to be submitted describing the leadership assessment, and your analysis of leader's leadership styles, qualities and attributes. This analysis is to reflect scholarly sources to support explanations and conclusions. Student's should include a reflective element on how this information may enhance and has influenced their ways of knowing and professional growth.

Marking Scheme:     Total 20 %

Description of assessment of the                10 marks
subject's leadership styles/attributes and
application of theory

Analysis and synthesis; reflective component,      10 marks
incorporating relevant and scholarly references

## 3. Change Project: 40%

In this major assignment the learner will demonstrate the relationship between core competencies and the actualization of leadership influence in effecting positive change. Concurrent with analyzing the organizational structure or system and with analyzing the role of leadership within the setting (assignments 1 and 2), the student will begin to formulate a change plan with input from key stakeholders. The student must seek formal approval within the agency to initiate and facilitate a realistic and manageable change project. Students should consult with their preceptor and with the course professor to ensure their chosen project will facilitate their meeting the course objectives.

When beginning your planning for change, it would be useful for you to think of the following questions and points**:**

1. What is the need that you have identified in the setting**?** How was it identified**?** Who are the key stakeholders?
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 (e.g. surveys, questionnaires, meeting minutes)? Does literature/ demographics/epidemiology/research support this need in this and in other similar settings (reference same)?
3. What theory could you utilize from this course to analyze your data and to plan steps of this change (reference same)?

### 3.  Change Project (cont.)

4.  Make objectives for: yourself as a change agent, for the project as a whole.
5.  Describe your change plan.  Include details of planned implementation such as approvals secured/required, involvement of staff in the project, resources, timelines, strategies, etc.  Identify if a product will be submitted as part of the project evaluation
6.  What leadership/organizational theory will you use to support your planning?
7.  State your plan for evaluation of the project outcomes, and your own performance as a change agent and leader.
8.  Consult others for feedback on your leadership related to change.

**Note:  Organizational change may take months to complete.  Depending on the nature and scope of the planned change, the final stage of re-freezing or adoption of change may not be seen by the learner.  All change plans that cannot be seen to completion, must state a transfer plan to a key stakeholder (e.g. manager) in the organization to carry on any remaining work.   Regardless, all change projects are to demonstrate an action phase; as this project is not a conceptualization of change, but an action of change.**

The senior year report will  be an academic referenced paper approximately 10 pages long.  This is a final report on the process of change in the clinical setting and the learner's role in it.  Support must be evident throughout the paper citing theory and scholarly sources for decisions, explanations, analysis, and conclusions.   Alternative decisions and explanations as the change proceeded are to be included in your discussions with arguments given for why some plans were eliminated in favour of your final approaches...thus lending support for your selected decisions.

The paper needs to address the following:

*   An outline of the assessment and identification of needs.
*   Project and learner goals and objectives.
*   Description of the approval process
*   The theory based change plan.
*   The implementation story, product, end result.  A description and analysis of the events, both anticipated and spontaneous, which actually took place during the duration of the project and your reflective responses to them**.**
*   A discussion of one alternative approach to the change need that might have been more successful
*   Evaluation of the change (in process and outcome)
*   An analysis your leadership in the process of change.
*   Reflective evaluation of the change agent as leader (self and by others)
*   Reflective description of what you have learned by initiating the project; impact on ways of knowing and professional growth
*   A theoretical framework and scholarly support throughout – to indicate the level of evidence supporting analysis and conclusions

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### 3.  Change Project (cont.)

To depict planning and carrying out of change activities, students may include appendices (e.g., PERT chart, Gantt chart).

**Grading of Change project report: 40%**

| | |
|---|---|
| Identification of need; goals, objectives | 8 points |
| Identification of Plan  and | |
| Implementation story | 12 points |
| Evaluation/Reflection (project/learner) | 12 points |
| Theoretical framework and scholarly support throughout | 8 points |

### 4.  Participation: Leadership in action  20%

The participation mark will reflect student leadership and participation in class.  As a senior level professional growth class, professional dialogue on relevant topics will be assessed.

| | |
|---|---|
| Each student will have opportunities to lead discussion with faculty and peers and to share knowledge which they have gained from scholarly sources related to the course content. Students are encouraged to relate their learning to the clinical setting or to current health care issues affecting health care delivery in Ontario and Canada to demonstrate praxis. | 10 points |
| As co-participants, students will each have several opportunities to ask questions and/or contribute to the discussion led by peers.  This participation will form part of the participation mark. | 5 points |
| To facilitate mutual participation, an attendance mark will form part of this evaluation (5 points possible). | 5 points possible |

Attendance:

| | |
|---|---|
| 9 or more classes – | 5 points |
| 8 classes – | 4 points |
| 7 classes – | 3 points |
| 5-6 classes – | 2 points |
| 1-4 classes – | 1 point  * |
| 0 classes – | 0 points * |

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## * Attendance in Class

**Punctual and regular attendance at the various academic exercises is encouraged of all students for maximum benefit to learning. 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.**

**The following semester grades will be assigned to students in postsecondary 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. |

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**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 post-secondary 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.

## 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.