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 Bachelor of Science in Nursing

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DATE: Sept. 06 **PREVIOUS OUTLINE DATED:** Sept. 05

APPROVED:

_____   _____
 DEAN   **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S): NURS 3056, 3066, 3406.
COREQUISITE: NURS 4084 (Recommended)
EQUIVALENCIES: None

HOURS/WEEK: 3 (classroom)

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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 explores the ways nurses can influence clients, the nursing profession, the health care system and society, generally, to facilitate the creation of a healthy environment. Emphasis is on strategies for enhancing nursing influence.

COURSE OVERVIEW:

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 in effecting positive change.

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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
- Value based leadership

IV   LEARNING PROCESS:

Through professional dialogue, 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, 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. Each learner is expected to reflect upon the assigned readings and discuss the questions assigned in the learning activities in class. Throughout their experience, learners will receive ongoing coaching from their peers, preceptors, and faculty.

V. RESOURCES/TEXTS/MATERIALS:

A variety of books, articles and resources will be used to enhance classroom and clinical learning. Articles will be put on reserve or posted on WebCt during the term. Learners are expected to source, share, and discuss relevant research/scholarly journal articles related to subject matter. This forum will allow the class to move beyond the textbook towards current evidence and research related to the integral course themes. Readings will be assigned in specific learning activities.

Required Resources:

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

Other Resources:

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

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

LoBiondo-Wood, G., & Haber, J. (2005). *Nursing research in Canada: Methods,
        critical appraisal and utilization.* Toronto, ON: Elsevier Mosby.

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.

Registered Nurses Association of Ontario (2006). *Healthy Work Environments:
        Developing and Sustaining Nursing Leadership.* Toronto, ON: Author.
        (This best practice guideline is available on-line at www.rnao.org)

VI.   EVALUATION METHODS

Assignment	Value
Written Data Collection Paper	30%
Written Leadership Paper	30%
Leadership In Change: Final Report	40%

Students must complete all of the above assignments to be eligible for a final grade in this course. Written assignments must follow the "Guidelines for Written Assignments" as outlined in the NEOCNP Student Manual 2006-2007.

ASSIGNMENTS

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

Late assignments will not 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 10 % 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: 30%

This paper describes data collection and analysis of the organizational structure or systems of a clinical unit and possible empowerment strategies which may be used for initiating change. **Students will complete a short paper of approximately 750 words** describing their baseline assessment and analysis of the setting for change. The paper should consist of the following sections:
   a. A concise literature review identifying / investigating one organizational structure / system theory as well as empowerment strategies related to the identified theory.
   b. The application and analysis of your particular clinical experience of key organization and empowerment theory.

Appendices may be used in accordance with the purposes of appendices as outlined in the A.P.A. Manual, 5th Edition, p. 205-206. Just as for scholarly writing, appendices must be properly referenced and cited. Students should not attach organizational documents (e.g. organizational charts, mission statements, policies, etc) to their paper, but instead analyze them and discuss them as noted above.

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.

Marking Scheme   Total   30%

Literature Review of Organization Theory   15 marks
Analysis and Application of Chosen Theory   15 marks

2. Leadership Assignment: 30%

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).

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. The student will arrange an interview with the selected leader(s) at their clinical placement site. If there is more than one student on-site, the interview can be scheduled in pairs, however the paper must be individually written.

Based on scholarly reading about nursing leadership and/or preceptorship/mentorship, students are to prepare a list of questions for the nurse leader so 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.   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.

This assignment is approximately 750 words.

The paper should consist of the following sections:

    a. A concise literature review identifying / investigating nursing leadership and its relation
        to change.
    b. The application and analysis of your chosen leader considering the key elements of
        leadership theory identified in the literature review.

Marking Scheme: Total 30 %

Literature Review of Leadership Theory   15 marks
Analysis and Application of Theory   15 marks

3. Individual Change Project: 40%

In this major assignment the individual learner will demonstrate the relationship between core competencies and the actualization of leadership influence in affecting 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 approval within the agency to initiate and facilitate a realistic and manageable change project.   Students should consult with the course professor to ensure their chosen project will facilitate their meeting the course objectives. This is an individual project and assignment. Joint and group projects will not be approved.

Ensure that within the project planning and implementation stages the following questions and points are considered and implemented:

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)?
4.   Develop a project plan / model (example: a project logic model)
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
5.   What leadership/organizational theory will you use to support your planning?
6.   State your plan for evaluation of the project outcomes, and your own performance as a change agent and leader.

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 report will be an academic referenced paper with a **maximum of 10 pages**. 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 all decisions, explanations, analysis, and conclusions.

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The paper needs to address the following:

1. An outline of the assessment and identification of needs.
2. Project and learner goals and objectives.
3. Description of the approval process
4. The theory based change plan.
5. The implementation story, product, end result. 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.
6. A discussion of one alternative approach to the change need that might have been more successful
7. Evaluation of the change (in progress and outcome)
8. An analysis of the process of change and your leadership in it
9. Reflective description of what you have learned by initiating the project; impact on professional growth.
10. Reflective evaluation of the change agent as leader (self and by others)
11. A theoretical framework and scholarly support throughout – to indicate the level of evidence supporting analysis and conclusions

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

Appendices may be used in accordance with the purposes of appendices as outlined in the A.P.A. Manual, 5th Edition, p. 205-206. Just as for scholarly writing, appendices must be properly referenced and cited. Students should not attach organizational documents (e.g. organizational charts, mission statements, policies, etc) to their paper. Samples of student work relevant to the project may be attached as appendices. Students are reminded to inform the reader of the relevance of the appendices in scholarly writing.

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
Scholarly support throughout   8 points

Assessment of the quality of the written work for all 3 Assignments will consider:

- The extent to which the paper addresses each areas of the assignment

- Writing presentation in accordance with APA (includes spelling, grammar, and format) (% of marks will be deducted if paper not in accordance with APA

- Paper submitted in accordance with School Guidelines

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.

Professional Comportment

This course will assist the student to explore numerous topics pertaining to nurses work and work environments. Certain topics may result in a sense of discomfort and/or the need to express one's views. Students will be encouraged to explore situations and questions, while remaining open-minded to diverse viewpoints of colleagues. Professional dialogue is encouraged.

Regular break periods will be scheduled. Hence, students are requested to not leave class to answer cell-phone calls on the silent/vibration function. This is disruptive and is discouraged.

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.

VII.   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 instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 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 Code of Conduct* and in numerous other sources. Plagiarism is contrary to the principles learned in this course. As such, penalties outlined in the Student Code of Conduct will be imposed as deemed fitting for a finding of plagiarism. Further, 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/associate dean. In order to protect students from 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. Electronic methods of detection may be used.

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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.