

**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. :** NURS 4056 **SEMESTER:** 7

**PROGRAM:** Collaborative Bachelor of Science in Nursing

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**DATE:** Sept. 2008 **PREVIOUS OUTLINE DATED:** Sept. 2007

**APPROVED:** "Marilyn King"

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**CHAIR, HEALTH ROGRAMS**

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**DATE**

**TOTAL CREDITS:** 3

**PREREQUISITE(S):** NURS 3066, 3406.  
NURS 4084 (Recommended)  
None

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

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**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
- management and leadership
- Organizations and work environment as context- systems, cultures, institutions
- Change agency 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

### **LEARNING PROCESS**

Learners will have the opportunity to "try on" critical thinking, reflection, strategy development, and to explore various ways to plan and influence change. As a senior level professional growth class, professional dialogue on relevant topics will be conducted through a variety of learning methods. These will include the use of case studies, seminars, and the Learning Management System (LMS) with scholarly web based discussions/postings, interviews in practice settings, and a major change project connected to the learner's clinical setting, Through these learning methods where key ideas, frameworks and theories will be explored, 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 scheduled classes or on scheduled LMS learning activities and assigned LMS postings. Throughout their experience, learners will receive ongoing coaching from their peers and faculty.

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#### IV. 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:**

Kelly, P. & Crawford, H. (2008). *Nursing Leadership and Management*. (1<sup>st</sup> ed.). Ontario: Nelson.

McIntyre, M., Thomlinson, E., & McDonald, C. (2006). *Realities of Canadian Nursing: Professional, Practice, and Power Issues* (2<sup>nd</sup> ed.). Philadelphia: Lippincott.

##### **Other Resources:**

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

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

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

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](http://www.rnao.org))

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

<b>Assignment</b>	<b>Value</b>
Written Data Collection Paper	25%
Written Leadership Paper	25%
Leadership In Change Paper	50%

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 2008-2009.

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.

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.

Professional Compartment

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.

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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.

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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.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *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 advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question.