

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:

Upon successful completion of this course, the student will demonstrate the the ability to meet the following potential elements of the performance:

- 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. TOPICS:

- 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 in class discussions and 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. REQUIRED 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*. (1st ed.). Ontario: Nelson.

McIntyre, M., Thomlinson, E., & McDonald, C.(2006). *Realities of Canadian Nursing:Professional, Practice, and Power Issues* (3nd ed.). Philadelphia: Lippincott.

Other Resources:

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

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

Assignment	Value
Written Data Collection Paper	25%
Written Leadership Paper	25%
Change project plan submission (5%) Leadership In Change Paper (40%) In-class presentation (5%)	50%

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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.

A package outlining the detailed requirements of the course assignments will be provided in the first class along with the respective due dates of the 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.

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.

The use of computers (MSN, Instant Messaging), smart phones, and cell phones for text messaging for personal communications in the classroom is prohibited.

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:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

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.

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.

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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. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

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

Disability Services:

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

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*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

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Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.