

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



COURSE OUTLINE

COURSE TITLE: PROFESSIONAL GROWTH V:
NURSES INFLUENCING CHANGE

CODE NO. : NURS 4056 **SEMESTER:** 7

PROGRAM: Collaborative Bachelor of Science in Nursing

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INSTRUCTOR: Barb Engel

DATE: Sept. 2010 **PREVIOUS OUTLINE DATED:** Sept. 2009

APPROVED:	"Marilyn King"	Sept. 2010
	_____	_____
	CHAIR, HEALTH PROGRAMS	DATE

TOTAL CREDITS: 3

PREREQUISITE(S): NURS 3056, 3066.
NURS 3046

HOURS/WEEK: 3 (classroom/LMS)

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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:

Upon successful completion of this course, the student will demonstrate 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 Canadian Edition). Toronto: Nelson Education.

McIntyre, M., Thomlinson, E. (2009). *Realities of Canadian Nursing: Professional, Practice, and Power Issues* (3rd ed.). Philadelphia: Lippincott.

Other Resources:

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.

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)

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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%

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 2009-2010.

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 (6th 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 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.

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

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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:

<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.	

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VI. SPECIAL NOTES:

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.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.