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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DATE: May 2011   **PREVIOUS OUTLINE DATED:**   Sept. 2010

APPROVED: "Marilyn King"   May/11
                      _____   _____
                      CHAIR, HEALTH PROGRAMS   **DATE**

TOTAL CREDITS: 3

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

HOURS/WEEK: 3 (classroom/LMS)

" Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and brings about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world."
Paulo Friere

I.   COURSE DESCRIPTION

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

II.   LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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.

ENDS IN VIEW

- 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

III.   TOPICS:

CORE CONCEPTS

- Caring, healing and health paradigm

- Nurses' work and nursing futures

- Organizations and work environment as context- systems, cultures, institutions

- Leadership and management

- Change agency and influence

- Power, empowerment and political process

- Decision-making and delegation

- 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

- Value based leadership

LEARNING PROCESS

Learners will have the opportunity to "try on" critical thinking, reflection, strategy development, and to explore various ways to influence change. As a senior level professional growth class, professional dialogue on relevant topics will be conducted through the use of scholarly web based discussions/postings. Through web based discussions key ideas, framework, and theory; 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 through the LMS discussion postings. Throughout their experience, learners will receive ongoing coaching from their peers and faculty.

NURS 4056 Schedule

Date 2011	Week	Learning Activity	LMS Postings & Assignments
May 3	1	**Class Introduction:** This will be <u>a mandatory</u> face-to-face on campus class to review the course syllabus and expectations	
May 17	2	**Learning Activity 1:** Leadership, Management, and Followership	Scholarly posting
May 24	3	**Learning Activity 2:** Organizational Theory in Health Care	Scholarly posting
May 31	4	**Learning Activity 3:** Initiating and Managing Change	**Assignment #1 Due: Tuesday**
June 7	5	**Learning Activity 4:** Mentorship	Scholarly posting
June 14	6	**Learning Activity 5:** Leadership and Empowerment	**Assignment #2 Due: Tuesday**
June 21	7	**Learning Activity 6:** Power and Politics, Collective Bargaining, Union, and Ethical issues	Scholarly posting
June 28	8	**Learning Activity 7:** Decision Making	**Assignment #3 Due: Tuesday**
July 5	9	**Learning Activity 8:** Resource Management, Budgets and Human Resources	Scholarly posting
July 12	10	**Learning Activity 9:** Recruitment and Retention **Learning Activity 10:** Total Quality Management Quality Assurance	Scholarly posting
July 19	11		**Assignment #4 Due: Tuesday**

IV.   REQUIRED RESOURCES/TEXTS/MATERIALS:

Nursing students are encouraged to share references and resources which they have found through their self-directed readings and LMS discussions/postings. This forum will allow the class to move beyond the textbook towards current evidence and research related to the integral course themes. **The literature and resources suggested within the learning activities are a starting point for further in-depth understanding.**

Required Resources:
Kelly, P. & Crawford, H. (2008). *Nursing Leadership and Management*. (1st Canadian Edition).
    Toronto: Nelson Education.

McIntyre, M. (2010). *Realities of Canadian nursing: Professional, practice, and power issues.*
    (3rd Ed.) Philadelphia: Lippincott Williams & Wilkins Publishers.

Additional Resources:
Canadian Nursing Leadership Study:
http://publish.uwo.ca/~hkl/national_leadership_study/index.htm

Nursing Secretariat:
http://www.health.gov.on.ca/english/providers/program/nursing_sec/nursing_sec_mn.html

Canadian Nurses Association: Nursing Leadership: Position Paper:
http://www.cna-nurses.ca/CNA/documents/pdf/publications/PS59_Nursing_Leadership_June_2002_e.pdf

RNAO: Developing and Sustaining Nursing Leadership:
http://www.rnao.org/Storage/16/1067_BPG_Sustain_Leadership.pdf

Marquis, B.L. & Huston, C.J. (2008). *Leadership Roles and Management Functions in Nursing:*
    Theory and Application. (6th ed.) New York: Lippincott.

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

V.   <u>EVALUATION</u>

	Assignments	Due Date	Value
1.	Data Collection Paper	Week 4	25%
2.	Brief Outline of Theoretical/and or Actual Change Project	Week 6	5%
3.	Leadership Paper	Week 9	25%
4.	Leadership In A Theoretical/or Actual Change Project Paper	Week 11	45%

1. Data Collection Assignment: 25% (750-1000 words)
This paper describes data collection and analysis of the organizational system of a clinical unit or placement area. Students will complete a short paper describing their baseline assessment of their clinical setting which may be used for initiating change. The paper should consist of the following sections:
   a. a concise synthesis of the literature identifying/investigating one organizational system based on organizational and systems theory
   b. the application and analysis of **your** particular clinical/placement experience of a key organizational elements (e.g. planning hierarchy, mission, vision, values etc.)
   c. *a minimum of 10 peer reviewed articles*

In the completion of this assignment, students should review the criteria for the final proposed/theoretical change project, since relevant data required for the proposed/theoretical change project plan may result from the completion of this first assignment.

Marking Scheme Assignment #1: 25%

Literature Review of Organizational & Systems Theory	12.5 marks
Analysis and Application of Chosen Theory to Clinical/Placement Area	12.5 marks

2. Outline of Theoretical/and or Actual Change Project 5% (1 page) Due Week 6
Complete a brief 1 page summary describing your proposed theoretical/and or actual change project that includes the following information. Discuss with your preceptor your ideas and obtain their signature after they have reviewed your project. Submit or fax a copy of the signed form to your course professor by Week 6.

Student Name: _____   Date: _____

Student #: _____ Clinical Placement: _____

Email Contact Information: _____

Preceptor Name: _____ Signature of Preceptor: _____

Briefly describe your:
   • Clinical placement area (acute care, community, med/surg. etc.)
   • Identified need/situation/ or focus of change project)
   • Data collected to support need for change
   • Change theory to be used (reference for change theory required)
   • Leadership style you will use to influence change (reference required)
   • Key stakeholders involved
   • Goal and objective of change project
   • Approval processes required (refer to organizational structures)
   • Time lines to implement and complete project
   • Your role as nurse leader to facilitate this change

   ½ mark for each bullet point = **5 marks**

3. Leadership Assignment: 25% (750 -1000 words)
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, either formally or informally, in order to critically analyze leadership. The learner may choose a leader/manager, or may focus the leadership analysis on the leadership role of their preceptor/mentor.

In this assignment, the student will arrange an "interview" with the selected leader at their clinical/placement site. Based on scholarly reading regarding nursing leadership, power, empowerment and/or preceptorship/mentorship, students are to prepare a list of questions for the chosen leader so they may collect information pertaining to formal or informal leadership roles and responsibilities. The learner should direct their analysis to the leadership style, qualities and characteristics related to the role of the leader you have selected. In the completion of this assignment, students should review the criteria for the final proposed/theoretical change project because relevant data needed for the proposed/theoretical change project plan may result from work done to complete this assignment.

The paper should consist of the following sections:

   a. a concise synthesis of the literature identifying/investigating nursing leadership, empowerment and its relation to the process of change
   b. the application and analysis of your chosen leader considering the key elements of leadership and empowerment theory identified in the literature review
   c. *a minimum of 10 peer reviewed articles*

Marking Scheme Assignment #2: 25%

Literature Review of Leadership & Empowerment Theory   12.5 marks

Analysis and Application of Leadership & Empowerment Theory   12.5 marks

4. Theoretical/and or Actual Change Project: 45% (10-12 pages)
In this major assignment, the learner will demonstrate the relationship between core competencies and the actualization of leadership influence in affecting positive change. "The emphasis is on strategies for enhancing nursing influence" (Course Description). Concurrent with analyzing the organizational structure or system and with analyzing the role of leadership within the clinical/placement setting (assignments 1 and 3), the student will begin to formulate a theoretical/and or actual change project which should include formal and/or informal input from key stakeholders. Students are to consult with the course professor to ensure their chosen project will facilitate their meeting the course objectives. A brief outline of the proposed change project either theoretical or actual is to be submitted to the course professor by Week 6 following the guidelines for Assignment #2. *** Students are not to do research (i.e. surveys, studies, questionnaires…) within the clinical setting that requires ethical approval for this assignment.**

Note: **The paper must include the following 3 sections and points in each of these sections for this assignment. Use of Appendices is recommended.**
Section 1: Identification of need for change; change theory, learner's goals & objectives:

1. Provide a description of the assessment conducted within the clinical placement/setting that leads to the identification of the need for the proposed theoretical/and or actual change. How was the need identified? What data was 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? What organizational information supports the need for the proposed change project (e.g. demographics, organizational documents, staff surveys etc.)? Does literature, demographics epidemiology/research support the need in this and in other similar settings (reference same)?
2. Who are the key stakeholders involved in this change?
3. What change theory was used as a framework for the change project?
4. What are goal and objectives for the project and for the learner as a change agent/leader?

Section 2: Identification of Plan and Implementation of Change Project

1. Based on the identified need clearly state what the change project is about. Identify if a product will result from this project.
2. Depict how you planned and implemented the change activities using a project plan or model (e.g. project logic model, PERT chart, Gantt chart) (include appendices).
3. Provide a description of the events, both anticipated and spontaneous, that actually took place during the duration of the change project. Include details of planned implementation. The student must include how they sought approval or how they "would" seek approval within their institution/agency in order to initiate and facilitate a theoretical/and or actual and manageable change project. How were stakeholders and or staff involved in the project, what resources were needed, timelines to implement change, change strategies etc. (may keep a journal of events for reflection)
4. What leadership/organizational, empowerment theories guided or supported the planning and implementation of the change project and your role in it?

Section 3: Evaluation/Reflection (project/learner)

1. Evaluate the theoretical/and or change project (in process and outcome).
2. State how you evaluated or would evaluate the change project's outcomes. Identify if a product will be submitted to your clinical setting as part of the project evaluation.
3. Evaluate the process of change and your own performance as a change agent and leader. Include evaluations received from key stakeholders related to the change project and your leadership in it and your reflective responses to them.
4. Reflective description of what you have learned by initiating the project; impact on professional growth. Define and discuss the style of leadership and characteristics, behavioral approaches, you used in your role of a nurse leader and change agent
5. Discuss one alternative approach to the change project that might have been more successful. If there is not one, explain why.

*Note: 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.

This final assignment is an academic referenced paper of 10-12 pages regarding a proposed theoretical based "process" of change in the clinical/placement setting, as well as the learner's proposed role as a "nurse leader influencing change." Support by the literature must be evident throughout the paper citing the relevant theory and scholarly sources for all decisions, explanations, analysis, evaluations and conclusions.

Marking Scheme of Theoretical Change/and or Actual Project: 45%

Section 1: Identification of need for change; change theory;   **10 marks**
        learner's goals & objectives

Section 2: Identification of Plan and Implementation of Change Project   **15 marks**

Section 3: Evaluation/Reflection (project/learner)   **15 marks**

Scholarly support throughout   **5 marks**
(minimum of 10 peer reviewed articles)

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

- the extent to which the paper addresses each area of the assignment
- writing presentation in accordance with APA (includes spelling, grammar, and format) (10% of marks will be deducted if paper not in accordance with APA)
- paper submitted in accordance with School Guidelines

Evaluation: Submission of Written Assignments: Total marks -100%
<u>All</u> assignments are to be submitted electronically to the course professor via the LMS course site by the due date. 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.

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.

Evaluation: Learning Activities and Discussion Postings: Satisfactory or Unsatisfactory
Since NURS 4056 is mainly a web-based course, the discussion board postings are in lieu of on campus classroom learning activities and are the foundations for your written assignments. Therefore, in order to develop a conceptual and experiential understanding of the concepts and theories in this course, learners will be provided with the following learning activities and discussion board postings in which they will need to **personally** engage. Experiences arising from learning activities and the postings will be shared with other students in **active dialogue** so that experiences can be considered from a praxis perspective. **Note: The professor's responsibility is to guide and facilitate - the learner's <u>responsibility</u> is to use <u>all</u> the resources and to actively engage in dialogue and in the process of learning.**

<u>Note: Responsibility and Accountability in NURS 4056:</u>
Learning is important and ongoing in this profession and Sault College of Applied Arts and Technology and the North Eastern Ontario Collaborative Nursing Program takes your professional education very seriously - you should too! We believe that learning behaviours in class, whether on campus or in the electronic classroom, reflect how your life-long learning will develop. The consequences of not preparing for class, whether on campus or in the electronic classroom are significant - you must complete **<u>all</u>** the written and LMS discussion posts based on class learning activities and postings in order to be successful and receive a final mark for this course. If any components are missing, you will not receive your final mark, and thus fail this course.

<u>LMS Discussion Board Postings</u>:
The LMS postings are limited to **<u>200</u>** words **<u>only</u>** for the following reasons:
- enhances your writing ability to express yourself in a clear and concise manner
- enhances your critical thinking skills and critical evaluation of the literature
- enhances your ability to synthesize the literature

<u>Professional Comportment</u>

This course will assist the student to explore numerous topics pertaining to nurse's 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 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.

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.