SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

SAULT COLLEGE

COURSE OUTLINE

COURSE TITLE: PROFESSIONAL GROWTH V: NURSES INFLUENCING CHANGE

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

PROGRAM: Collaborative Bachelor of Science in Nursing

AUTHOR: Barb Engel RN, BSc N, MSN; in partnership with Collaborative Partners from Laurentian University, Northern College, St Lawrence College & Cambrian College

INSTRUCTOR: Barb Engel

DATE: December 2014   **PREVIOUS OUTLINE DATED:**   April 2013

APPROVED: *"Marilyn King"*   *Jan. 2015*

                   CHAIR, HEALTH PROGRAMS   **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S): NURS 3056, 3066.NURS 3046
NURS 2084 or NURS 4094

HOURS/WEEK: 3 (classroom/LMS)

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.

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

- 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

LEARNING PROCESS

Learners will have the opportunity to use critical thinking, reflection, and strategy development to explore various ways to influence change in their clinical setting. To enhance flexibility in fulfilling clinical hours for this year, professional dialogue on relevant topics will be conducted through a mixture of on campus and asynchronous scholarly web-based discussions. Through web based discussions key ideas, framework, and theory, learners will develop skills and knowledge which will then be translated into their placements by way of their assignments. This will afford learners the opportunity to see theory and practice align and it will provide an opportunity 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 weekly web postings.

III.   TOPICS:

FOUNDATIONAL TENETS

The following main principles are found in this course:
- Professional Growth
- Health
- Relational Practice

FOUNDATIONAL PROCESSES

This is how the foundational tenets occur in this course:
- Nursing Knowledge
- Time and Transition
- Context and Culture
- Reflective Practice
- Nursing Praxis

IV.   REQUIRED RESOURCES/TEXTS/MATERIALS:

RESOURCES

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 for the general class. It is expected that each learner will read specific theories and additional articles.

Required Texts:

Kelly, P. & Crawford, H. (2013). *Nursing Leadership and Management*. (2nd Canadian Edition). Toronto: Nelson Education.

V.   EVALUATION PROCESS/GRADING SYSTEM:

	Assignments	Due Date	Value
1.	Assignment 1	Week 4	10%
2.	Assignment 2	Week 8	35%
3.	Assignment 3	Week 12	40%
4.	On-Line Participation & Group Leadership	Weekly	15%

Students must achieve a passing grade of 60% to attain credit for this course.

The following semester grades will be assigned to students:

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:

1. 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.

2. 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.

3. 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.

4. Accessibility 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 Accessibility Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

5. Communication:
   The College considers *Desire2Learn (D2L)* 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 this Learning Management System (LMS) communication tool.

6.   Academic Dishonesty:
       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.

7.   Tuition Default:
       Students who have defaulted on the payment of tuition (tuition has not been paid
       in full, payments were not deferred or payment plan not honoured) as of the first
       week of November (fall semester courses), first week of March (winter semester
       courses) or first week of June (summer semester courses) will be removed from
       placement and clinical activities due to liability issues. This may result in loss of
       mandatory hours or incomplete course work. Sault College will not be responsible
       for incomplete hours or outcomes that are not achieved or any other academic
       requirement not met as of the result of tuition default. Students are encouraged to
       communicate with Financial Services with regard to the status of their tuition prior
       to this deadline to ensure that their financial status does not interfere with
       academic progress.

8.   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.

9.   Recording 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.