SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO

SAULT COLLEGE

COURSE OUTLINE

COURSE TITLE: PROFESSIONAL GROWTH V

CODE NO. : BSCN 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: Jennifer Flood

DATE: Jan. 2017   **PREVIOUS OUTLINE DATED:**   Jan. 2016

APPROVED: *"Robert S. Chapman"*   *Jan. 2017*

                              CHAIR, HEALTH PROGRAMS   **DATE**

TOTAL CREDITS: 3

PREREQUISITE(S):   NURS 3005, 3066, NURS 3066, NURS 3094, NURS 3416

HOURS/WEEK: 3 (lecture/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 focuses on the examination of the underpinnings of leadership in promoting and maintaining high quality health care services. Opportunities are provided for learners to explore ongoing and potential changes within the practice setting. Learners are required to integrate new and concurrent learning.

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 Text:

Gaudine, A., & Lamb, M. (2015). *Nursing leadership and management: Working in Canadian
      health care organizations.* Toronto: Pearson.

Recommended Text:

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 (10%) Group Leadership (5%)	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.

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

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/LMS form part of
this course outline.