

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 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:

- 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.

III. CORE CONCEPTS:

- Caring, healing and health paradigm
- Nurses' work and nursing futures
- Critical examination of management and leadership skills of self and others
- Work settings as context- systems, cultures, institutions
- Organizations, organizational frameworks and issues
- Change and change agency; change design 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

IV. LEARNING PROCESS:

Through the use of case studies, seminars, and/or web CT, interviews, and a major change project connected to the learner's clinical setting, learners will have the opportunity to "try on" critical thinking, reflection, strategy development, and to explore various ways to plan and influence change. By practicing in the classroom, 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. Throughout their experience, learners will receive ongoing coaching from their peers, preceptors, and faculty.

V. 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 and discuss relevant research/scholarly journal articles related to subject matter. Readings will be assigned in specific learning activities.

Other Resources:

Marquis, B.L. & Huston, C.J. (2006). *Leadership Roles and Management Functions in Nursing*. (5th. Ed.). New York: Lippincott

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

Hibberd, J.M. & Smith, D.L. (2006). *Nursing Management In Canada*. (3rd Ed.) Toronto: W.B. Saunders.

Sullivan, E.J. & Decker, P.J. (2005). *Effective leadership and management in nursing*. (6th ed.). New Jersey: Pearson Prentice Hall.

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)

VI. EVALUATION METHODS:

Assignment	Value
Leadership in Change: Project Outline	20%
Organizational Analysis	20%
Formal Leadership Analysis	20%
Leadership In Change: Final Report	40%

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 2006-2007.

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.

Attendance in Class

Punctual and regular attendance at the various academic exercises is encouraged of all students for maximum benefit to learning. If there are extenuating circumstances bearing upon a student's absence, the instructor should be notified. Unexcused absences in excess of 20% may jeopardize receipt of credit for the course. An unexcused absence is one in which the professor was not notified of the absence. An excused absence includes absences where the professor is notified via voice mail, in person or a written note, prior to the class.

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.

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 postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	4.00
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.	

NOTE:

For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is important to note, that the minimum overall CPA required in order to graduate from a Sault College program remains 2.0

All NURS courses require 60% for a passing grade.

All sciences courses, including BIOL2105, BIOL 2111, CHMI2220 and elective courses require 50% for a passing grade.

VII. SPECIAL NOTES:

Special Needs:

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

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.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in the *Student Code of Conduct* and in numerous other sources. Plagiarism is contrary to the principles learned in this course. As such, penalties outlined in the Student Code of Conduct will be imposed as deemed fitting for a finding of plagiarism. Further, 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/associate dean. In order to protect students from 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. Electronic methods of detection may be used.

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.

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

VIII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

IX. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.