

I. COURSE DESCRIPTION:

“ 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

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 "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 D2L discussion postings. Throughout their experience, learners will receive ongoing coaching from their peers and faculty.

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

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 D2L 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. (2013). *Nursing Leadership and Management*. (2nd Canadian Edition). Toronto: Nelson Education.

Additional Resources:

Student's Self-directed Readings and remaining chapters in Kelly and Crawford not included in Learning Activities

Nursing Secretariat:

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

RNAO: Developing and Sustaining Nursing Leadership:

<http://rnao.ca/bpg/guidelines/developing-and-sustaining-nursing-leadership>

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. EVALUATION PROCESS / GRADING SYSTEM:

	Assignments	Value
1.	Data Collection Paper	25%
2.	Outline of Change Project	5%
3.	Leadership Paper	25%
4.	Change Project Paper	45%
5.	Change Project Presentation	S/U
6.	D2L Discussion Board Postings	S/U

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

- the extent to which the paper addresses each area of the assignment
- writing presentation in accordance with APA 6th edition (including spelling, grammar, and format) – up to 10% of the total value of the paper can be deducted for non-adherence to APA formatting
- paper is submitted in accordance with school guidelines

Evaluation: Submission of Written Assignments: Total marks -100%

All assignments are to be submitted electronically to the course professor via the D2L course site or Sault College email by the due date outlined in the course syllabus.

Evaluation: Learning Activities and Discussion Postings: Satisfactory or Unsatisfactory

NURS 4056 is primarily 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. In order to develop a conceptual and experiential understanding of the concepts and theories in this course, learners will be provided with 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.

A course syllabus outlining the detailed requirements of the course assignments will be provided in the first class along with the respective due dates of the assignments.

All assignments and D2L discussion board postings must be completed in order to be successful and receive a final mark for this course.

GUIDELINES FOR WRITTEN ASSIGNMENTS:

Written assignments are to be in APA format (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 a standard deduction of 10 % per day past the class due date listed in the course syllabus. 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 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:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
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.	

NOTE: Midterm grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

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.