



A POLYTECHNIC INSTITUTION

School of Health Sciences

Program: Nursing

Option: Bachelor of Technology

**NURS 8300****Leadership in Nursing**

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<b>Start Date:</b>	August, 2003	<b>End Date:</b>	December, 2003
<b>Total Hours:</b>	45	<b>Total Weeks:</b>	12
<b>Hours/Week:</b>	<b>Lecture:</b>	<b>Lab:</b>	<b>Term/Level:</b> 7 <b>Course Credits:</b> 3
			<b>Shop:</b> <b>Seminar:</b> <b>Other:</b>
<b>Prerequisites</b>		<b>NURS 8300 is a Prerequisite for:</b>	
<b>Course No.</b>	<b>Course Name</b>	<b>Course No.</b>	<b>Course Name</b>
NURS 7050	Communication for Effective Leadership and Management	None	None
BUSA 7250	Management Skills and Applications		
<b>Corequisites</b>			
NURS 8330	Nursing Practicum 8		

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**■ Course Description**

The focus of this course is the development of leadership skills for nursing practice. The processes of visioning, mentoring, coaching, team building and identifying opportunities for change within the chaos of the health care system are analyzed as strategies to enhance creative leadership practice. Analyzing multiple perspectives and future projections assists the student to create a personal vision for nursing practice and gives students the opportunity to apply creative leadership strategies in their practice.

**■ Detailed Course Description**

The purpose of this course is to give students the opportunity to identify and analyze their leadership and followership style, strengths and skills for the purpose of synthesizing a personal plan for leadership development. Students will analyze organizational chaos and future projections for healthcare for the purpose of creating a vision for nursing practice.

**■ Evaluation**

Participation:	Interaction with Instructor	5%	<b>Comments:</b> All evaluation strategies must be completed to achieve a passing grade. A grade of 50% is required to pass the course.
Assignment #1:	Analysis of Leadership and Followership	25%	
Assignment #2:	Creating a Vision for Nursing Practice	30%	
Assignment #3:	Poster Presentation: Identifying Opportunities in Chaos	40%	
TOTAL		100%	

**■ Course Learning Outcomes/Competencies**

In the process of completing this course the student will:

1. analyze personal characteristics of leadership and followership.
2. analyze transformational leadership from multiple perspectives.
3. analyze organizational chaos, identifying opportunities for professional and organizational growth.

■ **Course Learning Outcomes/Competencies (cont'd)**

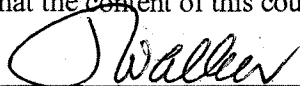
4. synthesize a vision for future nursing practice based on analysis of projections.
5. synthesize a personal plan for leadership development.
6. examine the relationships between leadership, excellence and professional involvement.

■ **Learning Processes Involved in this Course**

- **Professionalism** – Students integrate creative leadership and followership into their nursing practice. They identify issues and trends affecting patient care and begin to plan and implement strategies for change.
- **Communication** – Students relate processes of communication to leadership. They analyze how collaboration fosters leadership practices. They work in partnerships that promote leadership and followership skills. They articulate and discuss opportunities for change and their personal vision for nursing practice with peers and colleagues.
- **Systematic Inquiry** – Students independently think critically. They critically analyze and evaluate knowledge related to leadership and followership, and trends and organizational chaos within healthcare. They systematically inquire about leadership from multiple perspectives, including self, others, situation, organization and the health care system.
- **Professional Growth** – Students value how development of leadership practice fosters personal and professional growth. They develop a personal vision of creative leadership and create a plan for actualizing creative leadership in their own practice. They reflect on change theory and identify strategies for personal change related to their leadership practice. They examine mentoring as a process to facilitate professional growth.
- **Creative Leadership** – Students analyze ways of knowing, being and doing of creative leadership. They discuss how creative leadership makes a positive difference to clients, peers, self and organization. They reflect on the complementary roles between leaders, followers and managers. They create a vision for nursing practice and identify strategies and actions to carry out that vision in the practice setting. They describe organizational chaos and opportunities for change.

■ **Verification**

I verify that the content of this course outline is current.

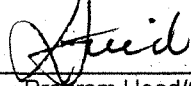


Authoring Instructor

0305.22

Date

I verify that this course outline has been reviewed.

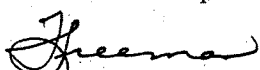


Program Head/Chief Instructor

May 22/03

Date

I verify that this course outline complies with BCIT policy.



Dean/Associate Dean

JUN 04 2003

Date

Note: Should changes be required to the content of this course outline, students will be given reasonable notice.

## ■ Instructor(s)

Lynn Field

Office Location: SE12-418

Office Phone: (604)451-6945

Office Hrs.: Fridays 1030-1230

E-mail Address: lynn\_field@bcit.ca

## ■ Learning Resources

### Required:

- Buresh, B. & Gordon, S. (2000). *From Silence to Voice: What Nurses Know and Must Communicate to the Public*. Ottawa, Canada: Canadian Nurses Association.
- Grossman, S. & Valiga, T.M (2000). *The New Leadership Challenge: Creating the Future of Nursing*. Philadelphia: FA Davis.
- Prochaska, J.O., Norcross, J.C., & DiClemente, C.C. (1994). *Changing for Good*. New York: Avon Books.

## ■ Information for Students

### Expectations

1. Students are responsible for identifying learning goals and consulting with the tutor to discuss ways to meet these goals.
2. A learning partnership is essential for the successful completion of this course. Both the student and tutor will communicate openly, demonstrate respect in the relationship and work to establish and maintain a collaborative relationship. This can be achieved by:
  - discussing course outcomes to achieve a shared understanding of them.
  - discussing progress towards meeting the achievement of course outcomes.
  - conferring regularly throughout the course.
3. As this is a guided learning course, students must initiate contact with the tutor. **It is a requirement in this course that the student contact the tutor a minimum of 3 times to discuss the learning activities.** The contact hours are listed on the course outline. If the hours are unworkable, please arrange for an alternate time that is more mutually agreeable. Email is a suitable alternate form of contact.
4. Read the course introduction module to see the course overview and how the course is scheduled. Then, read the course assignments in this course outline to develop an understanding of the evaluation strategies. As you work through the modules, think about the assignments and make notes on how the module information will help you complete the assignments.
5. **There is a poster presentation on December 8, 2003.** You will present Assignment # 3: Identifying Opportunities in Chaos, at this session.
6. Unforeseeable circumstances may necessitate the alteration of course content, sequencing, timing or evaluations. Students will be given as much notice as possible of such changes.

## ■ Information for Students (cont'd)

### Course Policies

1. Students are advised to read the *BCIT Nursing Program Student Guidelines, Policies and Procedures* for information.
2. Assignments are due by 1600 hours on the dates specified. If an assignment is late, the mark for the assignment will drop 10% for each school day it is late.
3. The first and/or second assignment due dates may be extended if such is negotiated with the instructor prior to the due date specified in the course outline.
4. Students will be required to submit a medical certificate if a student's ability to complete the course is affected for medical reasons. Please see the BCIT Nursing Program Medical Certificate Definition attached to this course outline.
5. **Please contact the tutor via email during the first week for the purpose of establishing contact and to review any questions you may have regarding the course or the assignments.** The tutor will use email to communicate the details for the Assignment #3 presentation, as well as any changes or issues that may arise that need communicating to the class.

### Course Evaluation

Students have the right and the responsibility to evaluate the course. Ongoing feedback will be obtained from students who are currently in the course so that students' needs and course outcomes can be facilitated. At the end of the term, a review will be written that is aimed at modifying the course for subsequent students.

### Student Evaluation

Students are expected to submit academic papers according to the standards of the **American Psychological Association (2001)**. **You may want to review the expectations summarized in the APA Style Guidelines attached to this course outline.** Assignments #1 and #2 must be received by the course tutor no later than **weeks 8 and 11, respectively** of the course; they may be mailed in the assignment envelopes provided. Please make sure the BCIT address is showing through the clear plastic slot. You should allow at least three weeks turnaround if you mail assignments.

You may fax assignments to (604) 436-9590 if you wish. **Please leave a phone message with the instructor indicating you have faxed an assignment.**

You may also e-mail assignments as text-rich microsoft documents or as word documents (try both formats initially to identify the method that makes the best connection with the BCIT network) to [lynn\\_field@bcit.ca](mailto:lynn_field@bcit.ca). Those students who have not e-mailed attachments prior to this might want to send a trial document to ensure that glitches are worked out before the assignment deadline.

Turn around time for the marking of assignments will be 1-3 weeks depending upon the method used to submit the assignment and tutor workload.

Assignment #3 will be presented and evaluated on **December 8, 2003**.

If students are unable to complete assignments by the end of the course, please contact the instructor to discuss the difficulties. It is possible to re-register as a continuing student in the subsequent semester. Please see the Health Sciences Part-time Studies student manual for policies on re-registration and consult the nursing program advisor for how this is done.

## ■ Participation

### Interaction with Instructor – 5% of final mark.

The purpose of interacting with the instructor is to discuss the concepts presented in the course material and their application to the practice setting. Students are expected to dialogue with the instructor a minimum of **three (3)** times. The timing of contact with the instructor is at the student's discretion; the goal of the interaction is to promote reflection and learning of the course content.

The mark for participation will be determined by the instructor (5 marks).

## ■ Assignment Details

### 1. Assignment #1 – Analysis of Personal Leadership and Followership – 30% of final mark.

**Due: September 15, 2003 by 1600 hrs.**

#### Criteria for Satisfactory Assignment #1

The purpose of this paper is to analyze a variety of definitions and theories related to Leadership and Followership for the purpose of critically evaluating one's personal experiences with these roles. As a result, students will create a plan for developing personal leadership and followership skills for nursing practice.

#### Content (60 marks)

- a) **Analyze** leadership. Consider several definitions, theories and perspectives on the topic. (10 marks)
- b) **Analyze** followership. Consider several definitions, theories and perspectives on the topic. (10 marks)
- c) Choose **either** leadership **or** followership (do not do both). **Analyze** and **evaluate** your leadership or followership skills related to a specific practice situation. (total 15 marks)
  - Describe a situation where you were in a leadership or followership role. The situation you choose may come from current or previous practicum, classroom, or job/career related experiences. (2 marks) *Use of first person is appropriate for this section.*
  - Analyze and evaluate the leadership or followership skills, characteristics and behaviors you brought to the situation in relation to the theories and perspectives discussed in a) or b) above. Draw conclusions about your leadership or followership style. (8 marks) *Use of first person is appropriate for this section.*
  - Identify skills and behaviors that need changing as well as new skills and behaviors you could have used to improve your leadership or followership role. (5 marks) *Use of first person is appropriate for this section.*
- d) Synthesize your knowledge, skills, characteristics and behaviors related to leadership **and** followership into a leadership/followership development plan You must address both concepts. (20 marks)
  - The plan should include at least *four* goals. Make your goals realistic, understandable, measurable, behavioural and achievable.
  - For each goal identify strategies outlining specific activities or actions you will employ to meet your goals. Consider the readings and your reflections in the first 4 modules.
  - Consider Prochaska's model for change to determine where you are in the process of change and what strategies might be useful in facilitating achievement of your goals for leadership/followership development.

### ■ Assignment Details (cont'd)

Section (d) should take the format of a nursing careplan rather than an essay-style paragraph format. As an example:

Goal for leadership/followership development	Data to support	Strategies to address learning needs/stage of change process

### Format (5 marks)

- APA style is used. Sources of information are identified. References, citations and quotations are noted appropriately. Neutral language is used and repetition is avoided.
- Organization, clarity, logic, and flow are appropriate for an academic paper.
- Grammar, spelling, and punctuation are appropriate.

### Assignment Guidelines

This submission is a paper and should be a **maximum of 10 pages** of text. Do not include title and reference pages in the length of the paper.

### 2. Assignment #2 – Creating a Vision for Nursing Practice – 25% of final mark.

**Due: October 27, 2003 at 1600 hrs.**

### Criteria for Satisfactory Assignment #2

The purpose of this assignment is to give students the opportunity to do some visioning for the future of health care based on current trends and predictions and to create a plan for the role they might play in actualizing that vision.

### Content (50marks)

- Identify and analyze several trends and predictions for healthcare that reflect multiple perspectives. (15 marks)
- Based on your analysis in a) above and the vision statement you developed in module 5, write a vision statement for nursing practice in British Columbia. (7 marks)
- Write a vision statement for your nursing practice setting that takes into consideration parts a) and b) above as well as the vision and/or mission statement for your organization and ward. (7 marks)
- Identify strategies and actions you might employ to carry out your vision in your nursing practice setting. Consider blocks you may have to overcome and any leadership skills or strategies you might employ. (15 marks) *Use of first person is appropriate for this section.*

### Format (6 marks)

- APA style is used. Sources of information are identified. References, citations and quotations are noted appropriately. Neutral language is used and repetition is avoided.
- Organization, clarity, logic, and flow are appropriate for an academic paper.
- Grammar, spelling, and punctuation are appropriate.

## ■ Assignment Details (cont'd)

### Assignment Guidelines

Consider a variety of resources when identifying and analyzing trends and predictions for healthcare such as journal articles, the internet, newspapers, magazine articles, professionals working within the health care system and news broadcasts. Build a case to support your vision statements.

When composing your vision statement you may wish to read one or two vision statements to get yourself started. Consider reading vision statements from outside the healthcare arena. Keep in mind your vision statements will move from the general to the specific as you tailor your vision statement to your particular practice arena.

This submission is a paper and should be a **maximum of 8 pages** of text. Do not include title and reference pages in the length of the paper.

### 3. Assignment #3 – Creative Project: Identifying Opportunities in Chaos – 40% of final mark. Due: Week of December 8, 2003

#### Criteria for Satisfactory Assignment #3

The purpose of this assignment is to provide the student with an opportunity to identify and address possibilities for growth and change within the chaos that exists in a practicum setting. This assignment takes the form of presenting a poster, along with an oral presentation, to all of the students in the course. Using a poster presentation, the student will depict the chaos and underlying patterns in their practicum setting, identify the need for growth and change, and, propose strategies for implement the changes.

#### Context

Students will present their poster as if they were presenting their ideas to a management committee. The student is to assume they have requested time on the committee's agenda to present their idea for change and growth. The chairperson has responded by accepting their request and allotting **10 minutes for their presentation and 5 minutes for discussion**. The instructor and the class will make up the fictitious management committee.

#### Content (80 Marks)

Through the use of a poster and a 10 minute presentation to a 'management group' the student:

- a) Identifies and describes the activities and relationships that depict chaos in the practice setting. (10marks)
- b) Discusses multiple perspectives that might be taken about the chaos. (5 marks)
- c) Describes underlying patterns that emerge from analysis of the chaos. (10 marks)
- d) Takes into consideration a), b) and c) above and speculates and brainstorms a variety of opportunities for change and growth that might arise from the chaos. Identify 10 – 15 opportunities. These may be included in the poster or presented on a handout. (15 marks)
- e) Identifies which opportunities for change and growth (identified in (d) above) are practical; depicted on the poster or identified on a handout. (5 marks)
- f) Chooses one opportunity for change and growth from the list in e) above and identifies at least 4 **specific** strategies the student might take to implement an action plan taking into consideration theory related to leadership, followership, and Prochaska's stages of change. This plan may be depicted in the poster or articulated in a handout. (10 marks)
- g) Provides and submits a bibliography that includes all of the resources (literature, people, internet etc.) used in preparation for this project and presentation. (5 marks)

## ■ Assignment Details (cont'd)

### Presentation Format (20 marks)

- a) Presents self and information in a professional manner. (5 marks)
- b) Deals effectively with questions or issues (including alternate perspectives) raised by the group. (5 marks)
- c) Summarizes the presentation and discussion at the close of the presentation. (5 marks)
- d) Completes the presentation within the 15 minute (timed) timeframe and obtains feedback from the people (management committee) present. (5 marks)

### Assignment Guidelines

This submission is a poster presentation with an accompanying oral presentation and a bibliography. The poster will depict the chaos in the practicum setting selected by the student. All other criteria may be presented either on the poster or in handouts. The goal is to ensure that the 'management committee' can quickly grasp the situation and understand the proposal for change.

The following are offered as guidelines for approaching the assignment.

- (a) You will need to choose a setting for this project. The setting should be a place where you are currently engaged in nursing practice. This may be a practicum or work setting.
- (b) Spend some time thinking about what happens on a day to day basis in your practice setting. Think about all the professionals that come and go and the various activities that are happening. What about beyond the ward or immediate practice arena? How are decisions made? What committees or groups of people are meeting to make decisions that may impact your practice? What policies and procedures are being changed? What areas of nursing practice are in flux right now? In a notebook jot down as many answers to these questions as you can or think about how you might depict your answers jot these ideas down. Your depictions may take the form of written ideas (yours or from articles) or they may be pictures you find or draw yourself that may be included on your poster. Be creative.
- (c) Read some articles on chaos and change in the health care system and reflect on how the ideas in the articles relate to what you have observed in your practice setting. Write about this or depict this in your notebook.
- (d) Think about and talk to people about changes that have happened within the last year or two. Find out what changes may be taking place in the future. What are some of the issues and problems that have arisen because of the chaos and changes to the health care system and your practice setting?
- (e) As you talk to people in your practice setting discover their perspectives on the chaos and changes that are taking place. Reframe the perspectives and identify as many different perspectives as possible that might be taken.
- (f) When identifying opportunities for positive growth and change that might arise do not censor yourself. Entertain all possibilities and write them all down. Identify at least 10 – 15 opportunities.
- (g) During the presentation you will identify which opportunities for growth and change are practical and discuss what you think your role might be in acting upon those opportunities. When thinking about your role take into consideration the work you have done on your leadership/followership plan and what you have learned about leadership and followership during this course. Your role should be congruent with your ideas and skills related to leadership and followership.
- (h) Keep track of the articles you read and the people you talk to as these will make up your bibliography.
- (i) Keep in mind the audience you will be addressing, i.e. a management committee and how you will present yourself and your information in order to facilitate serious consideration of your ideas.



### Schedule

Week of/ Number	Outcome/Material Covered	Reference/ Reading	Assignment	Due Date
1	Read Course Outline, Introduction Module and Complete Module 1. Make contact with the course tutor. Begin Assignment 1 and leadership development plan.	See module See module	Start Assignment #1.	Sept. 15/03
2	Complete Module 2 and begin Assignment 3.	See module	Start Assignment #3.	Dec. 8/03
3	Complete Module 3 and continue Assignment 1.	See module	Continue Assignment #1.	
4	Complete Module 4 and continue Assignment 1.	See module		
5	Complete Assignment 1 and hand in to course tutor.	See module	Complete Assignment #1.	
6	Complete Module 5 and begin Assignment 2.	See module	Start Assignment #2.	Oct. 27/03
7	Complete Module 6 and continue Assignments 2 & 3.	See module	Continue Assignments #2 & 3.	
8	Complete Module 7 and continue Assignment 3.	See module	Continue Assignments #2 & 3.	
9	Complete Module 8 and continue Assignment 2.	See module	Continue Assignment #2. <b>Prepare rough draft of leadership development plan and bring to NURS 8330 orientation.</b>	<b>NURS 8330 Orientation TBA</b>

Week of/ Number*	Outcome/Material Covered	Reference/ Reading	Assignment	Due Date
10	Complete Module 9, continue Assignment 3 and complete the leadership development plan.	See module	Continue Assignment #3. <b>Complete the leadership development plan and submit to to your NURS 8330 Instructor.</b> Begin to implement leadership development plan in NURS 8330.	
11	Complete Assignment 2.	See module	Complete Assignment #2.	Mar 24/03
12	Final week to complete the course and discuss any outstanding learning activities or assignments with tutor.			
13	Meet on Campus for presentation of Assignment #3.			May 5, 2003