



FEB 26 2004

Course Outline

A POLYTECHNIC INSTITUTION

School of Health Sciences

Program: Nursing

Option: Bachelor of Technology

NURS 8300
Leadership in Nursing

Start Date:	January, 2004	End Date:	April, 2004
Total Hours:	45	Total Weeks:	12
Hours/Week:		Lecture:	
		Lab:	
Prerequisites	NURS 8300 is a Prerequisite for:		
Course No.	Course Name	Course No.	Course Name
NURS 7050	Communication for Effective Leadership and Management	None	None
BUSA 7250	Management Skills and Applications		
Corequisites			
NURS 8330	Nursing Practicum 8		

v 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.

v 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.

v Evaluation

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

v 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.

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

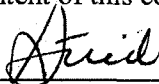
4. synthesize a vision for future nursing practice based on analysis of projections.
5. synthesize a personal plan for leadership development.
6. examine the relationships between leadership, excellence and professional involvement.

v **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.

v **Verification**

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

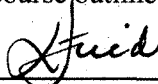


Authoring Instructor

Dec. 11/03

Date

I verify that this course outline has been reviewed.

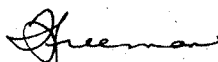


Program Head/Chief Instructor

Dec 11/03

Date

I verify that this course outline complies with BCIT policy.



Dean/Associate Dean

Dec 11/03

Date

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

v Instructor(s)

Lynn Field

Office Location: SE12-418

Office Phone: (604)451-6945

Office Hrs.: Mondays 1030-1230

E-mail Address: Through webCT for NURS
8300 course. Access via
<http://online@bcit.ca>

v 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.

v Information for Students

Assignments: Assignments must be done on an individual basis unless otherwise specified by the instructor.

Ethics: BCIT assumes that all students attending the Institute will follow a high standard of ethics. Incidents of cheating or plagiarism may, therefore, result in a grade of zero for the assignment, quiz, test, exam, or project for all parties involved and/or expulsion from the course.

Attendance: The attendance policy as outlined in the current BCIT Calendar will be enforced. Attendance will be taken at the beginning of each session. Students not present at that time will be recorded as absent.

Illness: A doctor's note is required for any illness causing you to miss assignments, quizzes, tests, projects, or exam. At the discretion of the instructor, you may complete the work missed or have the work prorated.

Attempts: Students must successfully complete a course within a maximum of two attempts at the course. Students who have not successfully completed a course will not be eligible to graduate from the program.

Course Outline Changes: The material or schedule specified in this course outline may be changed by the instructor. If changes are required, they will be announced in class.

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. I will reply to email twice a week on Monday and Thursday mornings. Please remember March 15-19 is Spring Break and I will not be in the office.

v Information for Students (cont'd)

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 oral and poster presentation on May 4, 2004 from 1230-1630 hours in SE12-412.** 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.

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. Papers that do not meet written English conventions and standards for APA will be returned unmarked and considered late until the paper is resubmitted in acceptable form.
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 webCT during the first two weeks of the course for the purpose of establishing contact and to review any questions you may have regarding the course or the assignments.** The tutor will use webCT to communicate course information, discussion topics, hints for assignments etc. Students having difficulty accessing webCT via <http://online@BCIT.ca>, should call the student helpdesk at 604 451-7157 or 1-800-351-5533. Or, email studenthelp@bcit.ca You Id is you student number (A00 000 000) and your password is you student number as well.
6. All readings available on-line are available at the BCIT library through e-resources/e-journals. Type the full title and journal and press search.

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 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)**. Assignments #1 and #2 must be received by the course tutor no later than **weeks 8 and 11, respectively** of the course.

You may submit assignments in various ways. 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 word documents using webCT. Please make sure you label the assignment: assignment # 1 or assignment #2. You may also mail assignments in the envelopes provided. Please make sure the BCIT address is showing through the clear plastic slot.

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 **May 4, 2004 from 1230-1630 hours in SE12-412.**

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.

v 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, 5% of grade).

v Assignment Details

1. Assignment #1 – Analysis of Personal Leadership and Followership – 25% of final mark.

The assignment has two parts. The first is participation in an on-line discussion using webCT that analyzes leadership and followership and accounts for 30 marks. The second part is a plan for your leadership **and** followership development based on an analysis of your leadership **or** followership ability and accounts for 45 marks. The total for assignment #1 is 75 marks.

Criteria for Satisfactory Assignment #1

Part A – on-line discussion (30 marks). Discussion questions will be posted **January 19 and remain open until February 2.** Post your answers to the **group** topic on the discussion site. I will check final postings February 3. If you make your final posting before this date, let me know by email.

- ♦ The leadership discussion accounts for 15 marks and must include analysis of at least four theorists. Analysis means noting similarities and differences between theorists, the assumptions they make and alternate perspectives that can be taken about their views.
- ♦ The followership discussion accounts for 15 marks and must include an analysis of at least three theorists. Analysis means noting similarities and differences between theorists, the assumptions they make and alternate perspectives that can be taken about their views. Include discussion of followership definitions, types and skills.

Part B – Paper due: February 9 by 1600 hrs. (45 marks)

The purpose of this paper is to critically evaluating one's personal experiences with leadership or followship roles then create a plan for developing personal leadership **and** followership skills for nursing practice. This paper is a maximum of **5 pages** (excluding title and reference pages). Only 5 pages of text will be read. The plan must be typed. The plan may use landscape print orientation to maximize use of pages and it may be single spaced.

v Assignment Details (cont'd)

- a) Choose **either** leadership **or** followership (do not do both). **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 on-line. Draw conclusions about your leadership or followership style. (5 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.*
- b) 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* learning needs or goals. Make your goals realistic, understandable, measurable, behavioural and achievable.
 - For each goal or learning need, identify **specific activities** or actions you will employ to meet your goals. Consider the readings and your reflections in the first 4 modules and during the on-line discussions.
 - Use Prochaska's model for change to determine where you are in the process of change **and** the strategies you might use to facilitate achievement of your goals for leadership and followership development.

Section (b) must take the form of a learning plan. For example:

LEARNING NEEDS Goal for leadership/followership development	DATA to indicate learning need exists	STRATEGIES Strategies to address learning needs/stage of change

- c) Format (10 marks)
- APA style is used (5 marks).
 - Sources of information are identified.
 - References, citations and quotations are noted appropriately. Please note, you must be scrupulous in acknowledging information taken from another source.
 - Neutral language is used
 - repetition is avoided.
 - Organization, clarity, logic, and flow are appropriate for an academic paper (3 marks)
 - Grammar, spelling, and punctuation are appropriate (2 marks).

2. Assignment #2 – Creating a Vision for Nursing Practice – 30% of final mark.

This assignment has two parts. The first part is participation in an on-line discussion using webCT that analyzes healthcare trends and predictions from multiple perspectives and develops a vision for nursing practice in British Columbia. This part of the assignment accounts for 25 marks. The second part of the assignment is a plan to implement your vision for nursing practice in your particular nursing practice setting and accounts for 30 marks. The total for assignment #2 is 55 marks.

v Assignment Details (cont'd)

Criteria for Satisfactory Assignment #2

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

Part A – on-line discussion (25 marks). Discussion questions will be posted **February 27 and remain open until March 11**. Post your answers to the **group** topic on the discussion site. I will check final postings March 11. If you make your final posting before this date, let me know by email.

- ◆ The analysis of several trends and predictions for healthcare accounts for 15 marks. It must note similarities and differences between trends, the assumptions the authors make in identifying the trends and alternate perspectives that can be taken. Also, you must explain the relationships between the trends and identify their application to the Canadian Health Care System. Consider a variety of resources when analyzing trends and predictions for healthcare such as those in the module.
- ◆ Your vision for nursing practice in British Columbia accounts for 10 marks. It must be clearly nursing focused, and it must be related to the healthcare trends and predictions identified in the previous bullet. When composing your vision statement, you may wish to read one or two vision statements to get yourself started. Consider reading vision statement from outside healthcare. Remember, your vision statement will be general to apply to the multiple contexts of nursing practice in British Columbia.

Part B – Paper due March 22 by 1600 hours (30 marks)

The purpose of this paper is to vision for your current nursing practice setting based on future health care trends. This paper is a maximum of **4 pages** (exclusive of title and reference pages). Only 4 pages of text will be read. The plan must be typed, it may be landscape print orientation to maximize use of pages and it may be single spaced.

- a) Write a vision statement for your current nursing practice setting that takes into consideration your analysis of future health care trends and your vision for nursing practice in British Columbia as well as the vision and/or mission statement for your organization and ward. (10 marks) Again, make sure the vision statement is clearly nursing focused. To help reduce the pages of text, you may attach your agency's vision/mission in an appendix.
- b) Identify strategies and actions you might employ to carry out your vision in your nursing practice setting. Ensure the ideas from your vision are integrated into your actions, explain the rationale for your actions and make the actions specific. 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.*

Section (b) must take the form of a plan. For example:

ASPECT OF VISION	STRATEGIES	RATIONALE

- c) 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.

v Assignment Details (cont'd)

3. Assignment #3 – Creative Project: Identifying Opportunities in Chaos – 40% of final mark.
Due: May 4, 2004

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

Context

Students will pretend they are presenting their ideas to a management committee interested in making changes in the practice setting. Students are 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. You will have exactly 10 minutes to present and 5 minutes to discuss your change proposal so identify critical ideas to present. Other ideas may be presented on the poster, overheads and/or handouts. The total for assignment # 3 is 80 marks.

Helpful hints

This submission is an oral and poster presentation with an accompanying 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, in handouts or on overheads. **The goal is to ensure 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 daily in your practice setting. Think about all the professionals who come and go and the various activities that occur. What is happening 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 now? In a notebook jot down as many answers to these questions as you can or think about how you might depict your answers. 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 articles on chaos and change in the health care system and reflect on how the ideas in the articles relate to your observations of 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 the opportunities for growth and change that 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.

v Assignment Details (cont'd)

- (h) Keep track of the articles you read, the people you talk to and the internet sites you visit 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 to facilitate serious consideration of your ideas. The management committee is busy and will be listening to a number of change proposals so work to convince them your proposal is the best one to consider. You have only 10 minutes to present (your presentation will be stopped after 10 minutes) so time yourself at home to ensure you say what you need to say in the time allowed.

Criteria for Assignment #3

Content (60 Marks)

- a) Describes the activities and relationships in your current practice setting that depict chaos. (10marks)
- b) Discusses multiple perspectives that might be taken about the chaos. (5 marks)
- c) Describes the underlying patterns that emerge from analysis of the chaos. (10 marks)
- d) Takes into consideration a), b) and c) above and brainstorms a variety of opportunities for change and growth that might arise from the chaos. Identify 10 – 15 opportunities. (15 marks)
- e) Identifies the opportunities for change and growth (identified in (d) above) that are practical. (5 marks)
- f) Chooses one opportunity for change and growth from the list in e) above and generates at least 4 **specific** strategies you might take to implement an action plan taking into consideration theory related to leadership, followership, and Prochaska's stages of change. (10 marks)
- g) Submits a bibliography that includes all of the resources (literature, people, and internet) used in preparation for this project and presentation. (5 marks)

Presentation Format (20 marks)

- a) Presents self and information in a professional manner. (5 marks) Considers dress, choice of words, use of humor, etc. so that image is that of a professional nurse.
- b) Deals effectively with questions or issues (including alternate perspectives) raised by the group. (5 marks) Remembers to ask for questions from the group. If the group has no questions, poses questions to stimulate discussion.
- 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) At the end of the session, solicits feedback from the group about the clarity of the oral presentation, poster, handouts and/or overheads.

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.	February 9/04
2	Complete Module 2 and begin Assignment 3.	See module	Start Assignment #3.	May 4/04
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.	March 22/04
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. Complete the leadership development plan and submit to your NURS 8330 Instructor. Begin to implement leadership development plan in NURS 8330.	NURS 8330 Orientation TBA

Week of/ Number	Outcome/Material Covered	Reference/ Reading	Assignment	Due Date
10	Complete Module 9, continue Assignment 3	See module	Continue Assignment #3.	
11	Complete Assignment 2.	See module	Complete Assignment #2.	Mar 22/03
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 4, 2004

