



A POLYTECHNIC INSTITUTION

School of Health Sciences

Program: Nursing

Option: Bachelor of Technology

NURS 8300
Leadership in Nursing

Start Date:	August, 2005	End Date:	December, 2005
Total Hours:	45	Total Weeks:	17
Hours/Week:	Lecture:	Lab:	Term/Level: 7 Course Credits: 3
			Shop: Seminar: Other:
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 Evaluation

Assignment #1: Participation	5%	Comments: Assignment #2, #3, and #4 must be completed to achieve a passing grade. A grade of 50% is required to pass the course.
Assignment #2: Analysis of Leadership and Followership	25%	
Assignment #3: Creating a Vision for Nursing Practice	30%	
Assignment #4: Oral Presentation: Identifying Opportunities in Chaos	40%	
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.
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.

Lisa Seabury
Authoring Instructor

May 16 /05
Date

I verify that this course outline has been reviewed.

Stied
Program Head/Chief Instructor

May 16 /05
Date

I verify that this course outline complies with BCIT policy.

Freeman
Dean/Associate Dean

May 17/05
Date

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

v Instructor(s)

Lisa Seaberly

Office Location: SE12-418

Office Phone: (604)456-8071

Office Hours: Mondays 0930-1130

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 (2005). *The New Leadership Challenge: Creating the Future of Nursing* (2nd ed.). Philadelphia: FA Davis.
- Prochaska, J.O., Norcross, J.C., & DiClemente, C.C. (1994). *Changing for Good*. New York: Avon Books.

Recommended:

- Office of Nursing Policy, Health Policy & Communications Branch, Health Canada web site: <http://www.hc-sc.gc.ca/onp-bpsi>
- Canadian Nursing Advisory Committee. (2002). *Our health, our future: Creating quality workplaces for Canadian nurses*. Available at the above web site.

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. Therefore, make sure all writing scrupulously acknowledges the author of ideas.

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 instructor may change the material or schedule specified in this course outline. 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 each student contact the tutor a minimum of 2 times to discuss course concepts.** 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.

v Information for Students (cont'd)

4. Read the course introduction module to see the course overview and understand 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, you will be developing ideas for the assignments.
5. **There is an oral presentation on December 8, 2005 from 0830-1230 or 1300-1700 hours. Check with your instructor for the room for your group.** You will present Assignment # 4: 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 to introduce yourself and to ensure the technology is working for you.** Please tell us about yourself, your nursing goals and perhaps your leadership experience so we can get you know you a bit before the course starts. 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 Your Id is your student number (A00 000 000) and your password is your 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.

This course develops as each class takes the course. This term, the modules have been amalgamated to fit more easily with the course assignments and the readings have been updated. Also, the final presentation is oral, rather than a poster and oral presentation at the recommendation of previous level 7 class / groups.

Student Evaluation

Students are expected to submit academic papers according to the standards of the **American Psychological Association (2001)**. The written portions of Assignments #2 and #3 must be received by the course instructor no later than **weeks 8 and 12, respectively** of the course.

You must submit assignments using webCT e-mail or Canada Post. When you e-mail assignments send them as word documents. Please make sure you label the assignments: assignment # 2 or assignment #3. You may also mail assignments in the envelopes provided. Please make sure the BCIT address is showing through the clear plastic slot. If you would like the graded assignments returned via Canada Post, please include the return address labels distributed at the beginning of the course.

Turn around time for the marking of assignments will be 1-3 weeks depending upon the method used to submit the assignment and instructor workload. Assignment #4 will be presented and evaluated **December 8, 2005**.

v Assignment Details

This is the final nursing theory course in the Bachelor of Technology Nursing Program. It is expected students will speak and write at the 4th year university level. An emphasis is placed on stringent application of APA (5th ed.) guidelines.

There are four types of assignments in this nursing leadership course:

- Web-based discussions with your group and the course instructor
- Course concept discussions with the course instructor
- Written assignments
- Oral presentation

While there are deadlines set for the assignment due dates, generally extensions are negotiable in this course. Please be aware, the web-based discussions deadlines are the most difficult to change as the entire group must agree to the extension. Also since the written assignments develop from the web-based discussions, delaying the web-based discussions usually means delaying the written assignments as well. In the past, a number of students have requested extensions, but they have found the work of preceptorship significantly impedes their ability to get course work done. So, I strongly recommend you keep to the deadlines listed. The majority of students find these dates work best in the course.

You will be working in groups of 4 or 5 students during the web-based discussions and the course instructor will join you to pose questions and make comments to extend your thinking. You are expected to respond to questions and comments posed by the instructor and students in the group. When participating in the web-base discussions, be sure to post all discussions on the discussion page. **Please do not send attachments** during discussions as this significantly delays the discussion while people check for viruses before opening the documents. Remember, the purpose of the web-based discussions is to promote critical thinking about the course concepts. So, be prepared to identify:

- the rationale for your thinking
- the context of your (or the authors') thinking,
- the assumptions you (or the authors) are making and
- the alternate perspectives that could be taken

Also, be scrupulous about citing authors' views when you present arguments.

All members of the group must participate equally in the web-based discussions. This means posting your answers to the discussion questions quickly once the discussion starts and then responding to students and instructor

comments regularly throughout the discussion. At the end of each discussion, all members of the group will be asked to identify the percentage of participation of members. If members say all participated equally and the instructor verifies this by the postings, all members will get the same mark for the discussion. If members say some participated less and the postings verify this, those members will get a percentage of the mark.

The marks for the web-based discussions are based on the summary posting for each question. Each web-based discussion has 4 questions (a total of 8 in the course). Some groups decide to have each group member summarize one question in each discussion, while other groups ask members to summarize two questions in one discussion. The summary posting for each question must be posted by the deadline and it must be posted in the group's discussion section.

1. Assignment #1 Participation/course concept discussion with course instructor - 5% of final grade

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 **two (2) 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. Please note, responses to instructor comments and questions during the webCT discussions do not count as contact. **Contact must be made before Dec 1, 2005.**

The instructor will determine the mark for participation (5% of grade).

2. Assignment #2– Analysis of Personal Leadership and Followership – 25% of final mark.

The purpose of this assignment is to help students think critically about the concepts of leadership and followership as they apply to their practice. This assignment has two parts:

- Web-based discussion using web CT that analyzes leadership and followership – 30 marks
- Plan for leadership and followership development based on the analysis of personal leadership or followership ability – 50 marks.
- Total marks for assignment #2 is 80 marks.

Criteria for Satisfactory Assignment #2

Part A- web-based discussion (30 marks). Discussion questions will be posted August 29 and remain open until September 12 at 1600 hours. If you make your summary posting before this date, let your course instructor know.

Criteria for Part A

- The leadership discussion accounts for 10 marks and must include analysis of at least 4 theorists. Marks are given for noting citations, theorists' assumptions, similarities and differences between the theories, and alternate perspectives that can be taken about theorists' views.
- The discussion of students' beliefs about leadership accounts for 5 marks. Marks are given for clarity of rationale and identification of own assumptions.
- The followership discussion accounts for 10 marks and must include analysis of at least three author's perspectives. Marks are given for noting citations, authors' assumptions, similarities and differences between the perspectives, and alternate perspectives that can be taken about authors' views.
- The discussion of students' beliefs about followership accounts for 5 marks. Marks are given for clarity of rationale and identification of own assumptions.

Part B – Paper due: September 19 by 1600 hrs. (50 marks)

The purpose of this paper is to critically evaluate one's experiences with leadership **or** followership then create a plan for developing personal leadership **and** followership skills for nursing practice. This paper is a maximum of 6 **pages** (excluding title and reference pages). Only 6 pages of text will be read (this includes the leadership/followership development plan as your appendix). The leadership and followership development plan must be typed, it may use landscape print orientation to maximize use of pages and it may be single-spaced.

Criteria for Part B

- 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. (5 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) Using **this practice situation**, synthesize your knowledge, skills, characteristics and behaviors related to leadership **and** followership into a leadership/followership development plan for yourself. 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. Use the text suggestions for developing leadership skills and your reflections in the first 2 modules and during the on-line discussions. Please include citations.
 - For each goal or learning need, 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. Please include citations.

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

LEARNING NEEDS Goal for leadership/followership development	DATA Evidence from the practice situation	STRATEGIES Strategies to address learning needs/stage of change

- c) Format (15 marks)
- APA style is used (10 marks).
 - Sources of information are identified scrupulously.
 - References, citations and quotations are noted appropriately.
 - Neutral language is used
 - Repetition/redundancy and contractions are avoided.
 - Verb tense and other language usage conventions from APA are used.

- Organization, clarity, logic, and flow are appropriate for an academic paper (3 marks)
- Grammar, spelling, and punctuation are appropriate (2 marks).

3. Assignment #3 – Creating a Vision for Nursing Practice – 30% of final mark.

The purpose of this assignment is to give students the opportunity to develop a vision for the future of nursing based on theorists' perspectives of health care trends and predictions. It also encourages students to create a plan for the role they might play in actualizing that vision. This assignment has two parts:

- Web-based discussion using web CT that analyzes health care trends and predictions from multiple perspectives and develops a vision for nursing practice in British Columbia – 25 marks.
 - Plan to implement students' visions for nursing practice in their particular nursing practice setting – 35 marks.
- The total for assignment #3 is 60 marks.

Part A – web-based discussion (25 marks). Discussion questions will be posted September 26 and remain open until October 10 at 1600 hours. If you make your summary posting before this date, let your course instructor know.

Criteria for Part A

- ♦ The analysis of trends and predictions for healthcare accounts for 10 marks. Marks are based on author citations, identification of 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.
- ♦ The discussion of student predictions for healthcare in 2015 accounts for 5 marks. Marks are given for the application of trends and predictions discussed in the previous bullet and the clarity of the Canadian perspective.
- ♦ The discussion of students beliefs about **nursing** excellence accounts for 5 marks. The marks are given for the clarity of the nursing perspective and it's application in multiple nursing contexts.
- ♦ Your vision for nursing practice in British Columbia in 2015 accounts for 5 marks. It must be clearly nursing focused and related to bullet #3 above, and it must be related to the healthcare trends and predictions identified in bullet #2 above. 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 healthcare. Remember, your vision statement will be general to apply to the multiple contexts of nursing practice in British Columbia.

Part B – Paper due November 3 by 1600 hours (35 marks)

The purpose of this paper is to vision for your current nursing practice setting and develop a plan to achieve that vision in your practice setting. Formulate your vision based on your discussion group's predictions for health care in 2015 and the vision for nursing in British Columbia in 2015. This paper is a maximum of **5 pages** (exclusive of title, reference pages and appendices). Only 5 pages of text will be read (this includes the vision achievement plan). The vision achievement plan must be typed, it may use 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 webCT group's predictions for health care in 2015 and vision for nursing practice in British Columbia in 2015. As well, take into consideration 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 webCT group's summaries and your agency's vision/mission in an appendix.
- b) Identify leadership or followership strategies/actions **you** might employ to carry out this 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 and supported by the literature. Include barriers you may have to overcome and citations. (15 marks) *Use of first person is appropriate for this section.*

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

COMPONANTS OF THE VISION	STRATEGIES	RATIONALE / LITERATURE

c) Format (10 marks)

- APA style is used. Sources of information are scrupulously identified. References, citations and quotations are noted appropriately. Neutral language is used and repetition/redundancy is avoided. Language usage is according to APA style.
- Organization, clarity, logic, and flow are appropriate for an academic paper (3 marks)
- Grammar, spelling, and punctuation are appropriate (2 marks).

4. **Assignment #4 – Oral Presentation: Identifying Opportunities in Chaos – 40% of final mark.**

Due: December 8, 2005

The purpose of this assignment is to provide students with an opportunity to address the possibilities for growth and change within the chaos that exists in a practicum setting. This assignment takes the form of an oral presentation to groups of students. Students will depict the chaos and its 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 students 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 # 4 is 75 marks.

Helpful hints

This submission is an oral presentation with an accompanying bibliography and visuals. The visuals will depict the chaos in the practicum setting selected by the student plus any other criteria that may help keep to the time limits.

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) Read the chaos and change module before starting this assignment.
- (b) 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.
- (c) Spend some time thinking about the daily activities 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.

- (d) Refer to 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. Your understanding of the patterns of chaos will come from this reading and reflection. Write about this or depict this in your notebook.
- (e) Refer to the literature from your practice to validate your thinking about the chaos that is considered.
- (f) 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?
- (g) 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.
- (h) 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.
- (i) During the presentation you will identify the opportunities for growth and change that are practical (that you could implement in this practice setting) and discuss what you think your role should 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.
- (j) 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.
- (k) 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.
- (l) Discussion is a required part of this presentation. If the management committee has no questions or comments, have one or two questions prepared so you can stimulate discussion. Remember, you have only 5 minutes (the discussion will be stopped after 5 minutes) so ask questions that will stimulate thinking about key points of your proposal.
- (m) You must summarize your presentation and discussion before you sit down. Be sure to summarize the key points of the presentation and discussion.

Criteria for Assignment #4

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 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 (15 marks)

- a) Presents self and information in a professional manner (5 marks). Considers dress, choice of words, use of humor, etc. so 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) A bonus of 5 marks will be given if the student completes the presentation and discussion within the 15 minute timeframe without intervention from the instructor.

Schedule

Week of/ Number	Outcome/Material Covered	Reference/ Reading	Assignment	Due Date
Aug 15 wk 1	Read Course Outline, Introduction Module and Start Module 1.	See module	Make contact with instructor and post introduction of self	Aug 29
Aug 22 wk 2	Complete Module 1	See module	Consider contact with instructor about course content	Dec 1
Aug 29 wk 3	Complete Module 2.	See module	Start web-based discussion for assignment #2.	Aug 29
Sept 5 wk 4			<ul style="list-style-type: none"> • Finish web-based discussion for Assign #2 • Start written portion of assignment #2 	Sept 12 Sept 19
Sept 12 wk 5	.		Complete written portion of Assignment #2.	Sept 19
Sept 19 wk 6	Start Module 3.	See module	Start Assignment #3. Consider discussion about course concepts with instructor.	Sept 19 Dec 1
Sept 26 wk 7	Complete Module 3	See module	Start web-based discussion for Assignment #3.	Sept 26
Oct 3 wk 8			Finish web-based discussion of Assignment #3	Oct 10
Oct 10 wk 9			Start written portion of Assignment #3. Complete the leadership development plan and submit to your NURS 8330 Instructor. Begin to implement leadership development plan in NURS 8330.	Nov 3 NURS 8330 Orientation TBA

Week of/ Number	Outcome/Material Covered	Reference/ Reading	Assignment	Due Date
			Continue written portion of Assignment #3	Nov 3
Oct 17 wk 10			Complete written portion of Assignment #3.	Nov 3
Oct 24 wk 11				
Oct 31 wk 12	Start Module 4	See module	Consider discussion of course concepts with instructor.	Dec 1
Nov 7 wk 13	Complete Module 4	See module	Start Assignment #4	Dec 8
Nov 14 wk 14	Refer back to Modules 1 & 2 for ideas about change strategies		Continue Assignment #4	
Nov 21 wk 15	Refer back to Modules 1 & 2 for ideas about change strategies		Continue Assignment #4	
Nov 28 wk 16	Refer back to Modules 1 & 2 for ideas about change strategies		Continue Assignment #4	
Dec 5 wk 17	Meet on Campus for presentation of Assignment #4.		Complete Assignment #4	Dec 8

