



A POLYTECHNIC INSTITUTION

School of Health Sciences

Program: Nursing

Option: Bachelor of Technology

**NURS 8300
Leadership in Nursing**

Start Date: January, 2006

End Date: May, 2006

Total Hours: 45 **Total Weeks:** 17

Term/Level: 7 **Course Credits:** 3

Hours/Week: **Lecture:** **Lab:**

Shop: **Seminar:** **Other:**

Prerequisites

NURS 8300 is a Prerequisite for:

Course No.	Course Name
NURS 7050	Communication for Effective Leadership and Management
BUSA 7250	Management Skills and Applications

Course No.	Course Name
None	

Corequisites

NURS 8330 Nursing Practicum 8

■ **Course Description (required)**

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.

■ **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	<u>100%</u>	

■ **Course Learning Outcomes/Competencies**

Upon successful completion, the student will be able to:

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.

■ **Learning Process 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 process 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 change related to their leadership practice. They examine mentoring as a process to facilitation 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

Date

I verify that this course outline has been reviewed.

Program Head/Chief Instructor

Date

I verify that this course outline complies with BCIT policy.

Dean/Associate Dean

Date

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

■ **Instructor(s)**

Office Location:
Office Hrs.:

Office Phone:
E-mail Address:

■ **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 website.

■ **Information for Students**

The following statements are in accordance with the BCIT Student Regulations Policy 5002. To review the full policy, please refer to: <http://www.bcit.ca/~presoff/5002.pdf>.

Attendance/Illness:

In case of illness or other unavoidable cause of absence, the student must communicate as soon as possible with his/her instructor or Program Head or Chief Instructor, indicating the reason for the absence. Prolonged illness of three or more consecutive days must have a BCIT medical certificate sent to the department. Excessive absence may result in failure or immediate withdrawal from the course or program.

Academic Misconduct:

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances are prohibited and will be handled in accordance with the 'Violations of Standards of Conduct' section of Policy 5002.

Attempts:

Students must successfully complete a course within a maximum of three attempts at the course. Students with two attempts in a single course will be allowed to repeat the course only upon special written permission from the Associate Dean. Students who have not successfully completed a course within three attempts will not be eligible to graduate from their respective program.

Accommodation:

Any student who may require accommodation from BCIT because of a physical or mental disability should refer to BCIT's Policy on Accommodation for Students with Disabilities (Policy #4501), and contact BCIT's Disability Resource Centre (SW1-2300, 604-451-6963) at the earliest possible time. Requests for accommodation must be made to the Disability Resource Centre, and should not be made to a course instructor or Program area.

■ Information for Students (cont'd.)

Any student who needs special assistance in the event of a medical emergency or building evacuation (either because of a disability or for any other reason) should also promptly inform their course instructor(s) and the Disability Resource Centre of their personal circumstances.

■ 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 two 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.
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 May 11, 2006 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.

■ **Course Policies (cont'd.)**

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 to 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 help desk 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 online 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 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.

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 email or Canada Post. When you email 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 one to three weeks depending upon the method used to submit the assignment and instructor workload. Assignment #4 will be presented and evaluated May 11, 2006.

■ 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 fourth 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 four or five 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-based 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 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 four questions (a total of eight in the course). Some groups decide to have each group member summarize one question in each discussions, 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** 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 content. **Contact must be made before May 4, 2006.**

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

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

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 webCT 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 January 23 and remain open until February 6 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 four theories. Marks are given for noting citations, theorists' assumptions, similarities and differences between 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: February 13 by 1600 hours (50 marks).

The purpose of this paper is to critically evaluate one's experiences with leadership **or** followership, and then create a plan for developing personal leadership **and** followership skills for nursing practice. This paper is a maximum of six pages (excluding title and reference pages). Only six 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. (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 behaviours you brought to the situation in relation to the theories and perspectives discussed online. Draw conclusions about your leadership or followership role (5 marks). *Use of first person is appropriate for this section.*
- Identify skills and behaviours that need changing as well as new skills and behaviours you could have used to improve your leadership or followership role (5 marks). *Use of first person is appropriate for this section.*

b) Use **this practice situation**, synthesize your knowledge, skills, characteristics and behaviours 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 two modules and during the online 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 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 February 20 and remain open until March 6 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 the clarity of the analysis, 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 its 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, it must be related to the healthcare trends and predictions identified in bullet #2 above and it must be lengthy enough to be comprehensive, but brief enough to be recalled easily. 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 – Application of vision to nursing practice setting due April 3 by 1600 hours (35 marks)

The purpose of this group project is to apply the vision for nursing practice in British Columbia you developed in your web-based discussion to your current nursing practice settings and develop a plan to achieve that vision in your practice settings. This is a group summary posting on webCT that includes a vision achievement plan.

Each group member must analyze how the group's vision compares with their agency's vision and suggest modifications of the group's vision to more closely reflect excellent practice in their setting in the predicted health care system of 2015. Each group member must also write leadership or followership strategies they might employ to implement one component of the vision in their practice setting. Students must indicate their contributions to the assignment and they will receive individual marks for their contributions.

Criteria for Part B

- a) Each group member must analyze how the group's vision for nursing practice in British Columbia in 2015 compares with their agency's vision and suggest modifications of the group's vision to more closely reflect excellent practice in their setting and the predictions for the health care system in British Columbia in 2015. (10 marks)

- b) Each group member must identify leadership or followership strategies/actions **he or she** might employ to implement **one component** of the group's modified vision for nursing practice in his or her nursing practice setting. Each group member will develop an implementation plan for a different component of the group's vision (it is up to the group to decide what the components of the vision are). Ensure the leadership or followership strategies might reasonably implement the vision, explain the rationale for your strategies from your understanding of the leadership and followership theorists and make the actions specific. Include barriers you may have to overcome and citations. (15 marks)

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

ASPECT OF VISION	STRATEGIES	RATIONALE

- c) Format (10 marks)
- 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 (3 marks)
 - Grammar, spelling, and punctuation are appropriate (2 marks).

**4. Assignment #4 – Oral Presentation: Identifying Opportunities in Chaos – 40% of final mark.
 Due: May 11, 2006 at BCIT.**

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 a group of students. **Students will work in pairs** to 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. Both students will receive the same mark.

If, you are not living in the lower Mainland of BC during level 7, you may wish to complete this assignment in a different way. Please talk with the instructor before April 3, 2006 to discuss assignment options.

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 **15 minutes for their presentation and 5 minutes for discussion**. The instructor and the students make up the fictitious management committee. You will have exactly 15 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 pair of students 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.

- Read the chaos and change module carefully before starting this assignment.

- Each pair will need to choose a setting for this project. It is helpful if both students are working or precepting in similar practice areas (i.e. public health, ER, med/surg). The setting must be a place where you are currently engaged in nursing practice.
- Spend some time thinking about the daily activities in your practice settings. 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 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 yourselves that may be included on your posters. Be creative.
- 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 settings. Your understanding of the patterns of chaos will come from this reading and reflection. Write about this or depict this in your notebooks.
- 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?
- As you talk to people in your practice settings 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. As you prepare for the presentation, you will amalgamate the issues and perspectives from each of your practice settings.
- When identifying opportunities for positive growth and change that might arise in your practice settings, do not censor yourselves. Entertain all possibilities and write them all down. Identify at least 15 opportunities.
- During the presentation you will identify the opportunities for growth and change that are practical (that you could implement in your practice settings) 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/fellowship 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.
- 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.
- Keep in mind the audience you will be addressing (i.e. a management committee) and how you will present yourselves 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 15 minutes to present (your presentation will be stopped after 15 minutes) so time yourselves at home to ensure you say what you need to say in the time allowed.
- 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.
- 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 settings that depict chaos. (10marks)

- b) Discusses multiple perspectives that might be taken about the chaos in your practice settings. (5 marks)
- c) Describes the underlying patterns that emerge from analysis of the chaos in your practice settings. (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 in your practice settings. Identify at least 15 opportunities. (15 marks)
- e) Identifies the opportunities for change and growth (identified in (d) above) that are practical in your practice settings. (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 selves 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 presenting to a management committee.
- 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 students complete the presentation and discussion within the 20 minute timeframe without intervention from the instructor.

Schedule

Week of/ Number	Outcome/Material Covered	Reference/ Reading	Assignment	Due Date
Jan. 9/Week 1	Read Course Outline, Introduction Module and Start Module 1	See module	Make contact with instructor and post introduction of self	Jan. 23
Jan. 16/Week 2	Complete Module 1	See module	Consider contact with instructor about course content	May 4
Jan 23/Week 3	Complete Module 2	See module	Start web-based discussion for Assignment #2	Jan. 23
Jan. 30/Week 4			<ul style="list-style-type: none"> • Finish web-based discussion for Assignment #2 • Start written portion of Assignment #2 	Feb. 6 Feb. 13
Feb. 6/Week 5			Complete written portion of Assignment #2	Feb. 13
Feb. 13/Week 6	Start Module 3	See module	Start Assignment #3 Consider discussion about course concepts with instructor	Feb. 13 May 4
Feb. 20/Week 7	Complete Module 3	See module	Start web-based discussion for Assignment #3	Feb. 20
Feb. 27/Week 8			Finish web-based discussion of Assignment #3	Mar. 6
Mar. 6/Week 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 Continue written portion of Assignment #3	Apr. 3 NURS 8330 Orientation TBA Apr. 3

Week of/ Number	Outcome/Material Covered	Reference/ Reading	Assignment	Due Date
Mar. 13	Spring Break			
Mar. 20/Week 10			Complete written portion of Assignment #3	Apr. 3
Mar. 27/Week 11				
Apr. 3/Week 12	Start Module 4	See module	Consider discussion of course concepts with instructor	May 4
Apr. 10/Week 13	Complete Module 4	See module	Start Assignment #4	May 11
Apr. 17/Week 14	Refer back to Modules 1 and 2 for ideas about change strategies		Continue Assignment #4	
Apr. 24/Week 15	Refer back to Modules 1 and 2 for ideas about change strategies		Continue Assignment #4	
May 2/Week 16	Refer back to Modules 1 and 2 for ideas about change strategies		Continue Assignment #4	
May 11/Week 17	Meet on campus for presentation of Assignment #4		Complete Assignment #4	May 11