BCIT®

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School of Health Sciences
Program: *Nursing*
Option: *Bachelor of Science*

NURS 8300
Leadership in Nursing

Start Date:	August, 2008			**End Date:**	December, 2008	
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**	**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 complexity 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: Analysis of Leadership and Followership	30%	**Comments:**
Assignment #2: Creating a Vision for Nursing Practice	30%	**All parts of all assignments must be completed to achieve a passing grade.**
Assignment #3 Oral Presentation: Identifying Opportunities in Chaos	40%	A grade of 50% is required to pass the
TOTAL	100%	course.

v Course Learning Outcomes

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 complexity identifying opportunities for professional and organizational growth.
4. synthesize a vision for future nursing practice based on analysis of trends, issues, technology and projections.
5. synthesize a personal plan for leadership development.
6. examine the relationships between leadership, excellence and professional involvement.

v 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.

v Instructor(s)

Lisa Seaberly   Office Location: SE12-418   Office Phone: 604-432-8468

Office Hours: Mondays 0930-1230   Cell Phone: 1-778-928-2362

Thursdays 0930-1230   E-Mail: Through webCT for NURS 8300

Days will change after
Midterm. Check webCT
Announcement

v Learning Resources

Required:

- Buresh, B. & Gordon, S. (2006). *From silence to voice: What nurses know and must communicate to the public* (2nd ed.). Cornell University Press.
- 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. (2002). *Changing for good: A revolutionary six-stage program for overcoming bad habits and moving your life positively forward.* New York: Quill.
- *NURS 8300: Leadership in Nursing* course manual (available at the bookstore).
- Philosophy Task Group. (2006). *Bachelor of Science Nursing curriculum philosophy.* Burnaby, BC: British Columbia Institute of Technology.

Recommended:
- Office of Nursing Policy, Health Policy & Communications Branch, Health Canada web site available at the web links in the webCT course.
- Canadian Nursing Advisory Committee. (2002). *Our health, our future: Creating quality workplaces for Canadian nurses.* Available at the web links in the webCT course.

v 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 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.

Cheating, Fabrication, Plagiarism, and/or Dishonesty:

First Offence: Any student in the School of Health Sciences involved in an initial act of academic misconduct – **cheating, fabrication, plagiarism** and/or **dishonesty** will receive a Zero (0) or Unsatisfactory (U) on the particular assignment and may receive a Zero (0) or Unsatisfactory (U) in the course, at the discretion of the Associate Dean.

Second Offence: Any student in the School of Health Sciences involved in a second act of Academic Misconduct – **cheating, fabrication, plagiarism** and/or **dishonesty** will receive a Zero (0) or Unsatisfactory (U) on the particular assignment, a Zero (0) or Unsatisfactory (U) in the course, and the Associate Dean will recommend to the BCIT Vice-President, Education and/or the President, that the student be expelled from the program.

Attempts:

BCIT Nursing Program Student Guidelines, Policies and Procedures located online at http://bcit.ca/health/nursing state: Applicants who have any combination of two instances of withdrawal or failure in a Nursing Theory course will be readmitted to the program "with written permission from the Associate Dean, who will detail any special circumstances" (p. 30). Applicants who have any combination of two instances of withdrawal or failure in any Nursing Practicum course(s) for academic or performance reasons, will not be readmitted to the program.

Accommodation:

Any student who may require accommodation from BCIT because of a physical or mental disability should refer to the BCIT Policy on Accommodation for Students with Disabilities (Policy #4501), and contact the BCITs 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.

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.

Learning Processes Involved in this Course

Professionalism – is a process that evolves throughout professional life as nurses make the client the primary focus of nursing and commit to providing nursing service in the public interest (*Bachelor of Science in Nursing Curriculum Philosophy*, 2006). Students develop professionalism by actively engaging in learning partnership with nursing students and nursing instructors and they commit to using reasoning and reflection to develop professional nursing attitudes, judgments, knowledge and skills.

Students commit to honesty, integrity, responsibility, accountability and moral commitment consistent with the Canadian Nurses Association *Code of Ethics for Registered Nurses* (2002) as they develop optimism, comfort with uncertainty, and passion for nursing in this theory course.

Students develop their ability to practice professionally by analyzing theories of leadership and followership. They analyze trends, issues, technology and predictions for the future so they can develop a vision for nursing practice that fits the future scenario. They consider the complexity of the current healthcare system and develop plans for change that acknowledge the political nature of the environment and a model for change.

Communication – is a dynamic process by which embodied, verbal, written, emotional and spiritual messages are exchanged (McMaster University, 1993). Students develop professional communication by establishing shared meaning and partnership with nursing students and nursing instructors in their small groups. They critically evaluate academic research. They also critically read, write and word process essays using APA.

Students develop partnership by believing all human beings have worth and potential and are unique. They value cooperation and commit to share the responsibility, risk, and power inherent in partnerships. They value partnership, open communication and the contributions participants bring, and they believe in the capacity of others to engage in partnership and empowerment.

Nursing partnership is developed in this course:
- Students agree to partner and negotiate roles, responsibilities and actions. They use critical listening to explore group concerns, assist with self-reflection, identify capacities and build trust in the partnership.
- Students share knowledge about leadership, followership, future planning, visioning and change. They use their personal power to work, to pool abilities and to learn from each other. They engage actively in decision-making to gain control of their learning and increase competence, confidence and self-reliance.
- Students use facilitation skills to build effective work teams, differentiate between task and process skills, and provide constructive feedback to evaluate individual and group function.
- Students relate processes of communication to leadership. They analyze the relationship between collaboration and leadership. 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 – involves the processes of critical thinking, decision making and research. Students access texts, databases and internet sites for information.
- To develop critical thinking, students challenge assumptions, consider the importance of context, imagine alternate perspectives and develop reflective skepticism (Brookfield, 1987) when considering course content. They engage in self-reflection and dialogue with nursing students and instructors. This reflective questioning, critical thinking and evidence search is used continually to develop ideas about leadership, followership, future predictions, visions for nursing practice and organizational change.

Students are increasingly independent in critical thinking and use a variety of theoretical perspectives to guide it.

- To develop decision making, students use reasoning to make connections and judge information. They use critical thinking and academic research to consider the best possible decisions.
- To develop research ability, students initiate a diligent, systematic investigation of concepts and data relevant to the course concept. They evaluate appropriate and relevant academic literature to expand their body of knowledge.

Professional Growth – is a process of self-inquiry and self-direction that facilitates learning. Students are committed to professional growth. They evaluate theirs and others' performance, assess learning gaps, reflect on these gaps and why they might exist, manage information to search for learning opportunities, think critically about learning options, and then critically appraise the consequences of the learning options implemented. Students have the self-discipline, initiative, commitment to nursing and passion for nursing practice to engage with nursing students and instructors to enhance their professional growth. They assume responsibility and accountability for their professional growth in this course. They reflect on their personal values, beliefs and assumptions about leadership, followership, future predictions and organizational change. They assume responsibility and accountability for their growth in professional leadership and followership in this course

Creative Leadership – is a process that evolves throughout a nurse's professional life. Students continue to develop creative leadership that enhances and supports the creative potential within followers by nourishing a common vision and focusing activity towards the common goal. Students understand themselves so they can transcend self-interest, establish meaningful connections with nursing students and instructors, challenge the status quo, and incorporate nursing ethics into their actions. They also support self-direction and risk-taking in nursing students and instructors and recognize the contributions of others.

At this level, students continue to develop exemplary followership (Kelley, 1992). That is, they develop the independence and initiative to think critically and challenge the leader so the best idea, strategy or goal is identified, but they are also loyal energetic supporters of the goal (Chaleff, 1998). Students know their strengths thus their unique contribution to the goal. Students develop the ability to move between exemplary followership and creative leadership roles as the situation requires.

Technology-in-practice – "Technology involves organization, procedures, symbols, new words, equations and . . . a mindset" (Franklin, 1990, p. 12). Technology-in-practice is the ways of knowing, being and doing in health that enhances leadership and thus patient care. Students understand the impact of technology-in-practice on culture, socially accepted practices and values. Students recognize the impact of technology-in-practice on patients, families, health care workers and organizations.

Expectations

1. Students are responsible for identifying individual learning goals and consulting with the instructor to discuss ways to meet these goals.

2. A learning partnership is essential for the successful completion of this course. Both the student and instructor 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 instructor either on-line or by telephone. The office hours for telephone calls are listed on the course outline. If the hours are unworkable, students can arrange for an alternate time that is more mutually agreeable.**

4. Read the course introduction module to see the course overview and check the course schedule attached to this course outline to help you get organized for the course work. Then, read the *Assignment Guidelines* to develop an understanding of the evaluation strategies. As you work through the modules, you will be developing ideas for the assignments.

5. Assignments must be done individually unless otherwise specified by the instructor.

6. **There is an oral presentation on December 2, 3, 4 & 5, 2008. Time TBA. Location: SW3 4675/4695. When you have confirmed the presentation date with your partner, please sign up for the appropriate day using the signup sheet available on the Home page of the webCT course.** You will present Assignment # 3: Identifying Opportunities in Complexity, at this session.

7. 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 2400 hours on the dates specified.** If an assignment is late, the mark for the assignment will drop 10% for each day it is late (includes weekends and holidays). <u>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.</u>

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.** The written portions of Assignments #1 and #2 must be received by the course instructor no later than **weeks 8 and 14 respectively.**

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 Policy #1 above.

5. The instructor will use **webCT** to communicate course information. **Please check the <u>Announcements</u> tab weekly for helpful hints and information about the course. Information specific to a student group or individual students will be send via email.**

6. **Please contact the instructor via webCT during the first two weeks of the course to ensure the technology is working for you, to introduce yourself, and to develop norms for the discussions:**
   - Use the discussion topic **"<u>Introductions</u>".**
   - During week 1, introduce yourself. I know you have worked with most of the students in the class, but the instructor likely doesn't know you. Also, other students may not know about your leadership experience so that information will be new. Please tell us about yourself, your nursing goals and your leadership experience.
   - Students having difficulty accessing webCT via http://online@bcit.ca, should call the technology service desk at 604- 412-7444 or 1-800-351-5533. Or, email techhelp@bcit.ca Your Id is your student number (A00 000 000) and your password is your student number as well.
   - **By Monday of Week 2, using webCT mail, submit to your instructor three (3) norms you wish all students to follow during the two web discussions.** Over the course of the week, I will summarize the

norms and list them in their order of frequency. The top 10 will be the **norms for the discussions** so make sure you can live with all the norms you suggest.

7. All readings available on-line are indicated in the modules. Some are available at the BCIT library through e-resources/e-journals or e-books. (The webCT **Internet Resources** tab has direct links to the BCIT library.) Type the full title and journal or the full title of the book 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. Modules 3-5 have been rewritten to acknowledge new thinking about the topics. Also, a sample of the first assignment is provided to help with APA and content.

Student Evaluation

General Information

1. Students are expected to submit academic papers according to the standards of the **American Psychological Association (2001).** Please review the Nursing Program APA Guidelines distributed in Level 1 for expectations in this course (They are attached to the webCT course on the course content page.). All students are expected to maintain appropriate standards of academic conduct. **Therefore, make sure all writing scrupulously acknowledges the author of ideas. This includes single words or short phrases used by authors to describe their views.**

2. You must submit papers using the webCT **Course Assignment** tool. Please send assignments as word documents. Please make sure you submit assignments in the appropriate heading: Paper for Assignment # 1 or Paper for Assignment #2. If this is the first time you have used this tool in webCT, make sure you know how to use it before you try to send your paper. You must have the correct form of JAVA to be able to access your computer. If you have trouble, please contact on-line help at BCIT

3. Assignments will be graded by hand because they take less time to mark than computer marking. Graded assignments will be returned via Canada Post, please ensure your address is current and include a completed return address label when you submit the assignment. (This can be found on the webCT course content page). Graded assignments can also be put in your instructor's assignment box in SE12-418 for you to pick up if you prefer.

4. Turn around time for the marking of assignments will be 1-3 weeks depending upon instructor workload and the number of extensions given. All assignments will be kept by the instructor until all students have submitted the assignment.

v Assignment Details

This is the final nursing theory course in the Bachelor of Science, 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 distributed by the Nursing Program and available from the homepage of the webCT course. Remember, APA style is about precision and conciseness of academic writing, not the more informal prose of fiction. So, if you have not already done so, read the Chapters 2 (*Expressing Ideas and Reducing Bias in Language*) and 3 (*APA Editorial Style*) to ensure you are following the style expectations.

There are three types of assignments in this nursing leadership course:
● Web-based discussions with your group and the course instructor

- Written assignments
- Oral presentation

There is an option of doing a practical leadership assignment instead of assignment 3. Please talk with the instructor before **October 13, 2008** if you are interested in this option.

This course outline contains an overview of the assignments in the course. Specific information is available from *Assignment Guidelines* distributed during the orientation and available on the homepage of the webCT course.

Deadlines

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 because they have found the work of preceptorship significantly impedes their ability to get course work done. However, the majority of students find these dates work best in the course.

Web-based Discussions

Since this is a leadership course, group discussions using webCT are organized to help you apply the ideas about leadership and followership you learn in the course.
1. You will be working in groups of 5 or 6 students during the web-based discussions.
2. The course instructor will read your postings then pose questions and make comments to extend your thinking. Unfortunately, because of the number of discussion groups, the instructor cannot comment repeatedly to individual groups. Instead, the instructor will pose some questions and comments individually in the first week of the discussions then post summary comments in the <u>Main</u> topic of the discussion section of the course. **Please check the Main topic and Announcements regularly during the discussions for feedback from the instructor about discussion ideas.**
3. You are expected to respond to questions and comments posed by the instructor and students in the group.
4. When participating in the web-base discussions, be sure to post all discussions in the discussion group. **Please do not send attachments** during discussions as this significantly delays the discussion while people check for viruses before opening the documents.
5. Please post your ideas in the **discussion thread** started by the first person to post an answer to the particular question. This means the person summarizing the group's thoughts about the question looks in the one discussion thread for the information.
6. Remember, one 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 using APA style when citing authors when you present arguments.
7. All members of the group must participate equally in the web-based discussions. This means posting your answers to one discussion question by the end of the first day and the remaining three questions by the end of the fourth day of discussion. You will need to respond to the postings of other students and the instructor so you develop a clear understanding of the questions posted. **Other norms for the discussions will be generated by the class during the first two weeks of the course. Please check the norms when the first discussion opens so you know the expectations for participation.**
8. **The marks for the web-based discussions are based on the summary posting for each question.** There are 4 questions in each discussion so this will be the role for four people in the group. There is also an obligation to edit the summaries according to APA style and critique the summaries according to the criteria posted in the discussion question. So, all group members have a role in each discussion. Some groups decide to have each group member summarize one question in each discussion while the fifth member edits for APA and the sixth critiques, while other groups ask members to summarize two questions in one discussion and switches the APA

editor and critic. The summary posting for each question must be posted by the deadline and **it must be posted under the discussion question. Again, no attachments**

9. **At the end of each discussion, all members of the group will be asked to identify the percentage of participation of members using the group norms generated by the class. If members say all met group norms (100%) and the instructor verifies this by the postings, all members will get the same mark for the summary postings. If members say some did not participate according to the group norms generated by the class and the postings verify this, these members will get the percentage of the mark equivalent to the percentage of their participation. When rating members who do not meet group norms, please identify the group norms not met.** *Every term some group members are surprised by their rating. Because they do not intend to cause problems, they think the group should take this into consideration. In the past I have found this rarely happens.*

Assignment #1– Analysis of Personal Leadership and Followership – 30% 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 nursing practice. This assignment has two parts:
- The web-based discussion using web CT that analyzes leadership **and** followership – 30 marks
- A plan for leadership **and** followership development based on the analysis of personal leadership **or** followership ability – 50 marks.
- Please check the Assignment Guidelines for more details.
- Total marks for assignment #1 is 80 marks.

Part A - Web-based discussion (30 marks) due September 15, 2008 at 2400 hours. Discussion questions will be posted **September 1** and remain open until **September 15** at 2400 hours. Participation according to the discussion norms confirmed by the class is required in the course. Failure to participate may mean failure in the course.

Part B – Paper (50 marks) due September 22, 2008 by 2400 hrs.

Assignment #2 – 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 their nursing future based on authors' perspectives of health care trends, issues, technology, and predictions and students' definition of nursing excellence. 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, issues technology, and predictions from multiple perspectives and develops a vision for nursing practice in British Columbia based on students' ideas about nursing excellence and their predictions for health care in 2025– 25 marks.
- Describes own context of practice and develops a plan to implement group's vision for nursing practice in their nursing practice setting – 30 marks.
- Please check the Assignment Guidelines for more details.
- The total for assignment #2 is 55 marks.

Part A – Web-based discussion (25 marks) due October 13, 2008 at 2400 hours. Discussion questions will be posted **September 29** and remain open until **October 13** at 2400 hours. Participation according to the discussion norms confirmed by the class is required in the course. Failure to participate may mean failure in the course.

Part B – Paper (30 marks) due November 3, 2008 by 2400 hours

<u>Assignment #3</u> – Oral Presentation: Identifying Opportunities in Complexity – 40% of final mark.
Due: December 2, 3, 4 & 5, 2008 at BCIT.

The purpose of this assignment is to provide students with an opportunity to address the possibilities for growth and change within the complexity existing 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 complexity 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 doing your preceptorship outside the Lower Mainland of BC and are not returning to the Lower Mainland of BC after Level 7, you may wish is complete this assignment in a different way. Please talk with the instructor before **October 13, 2008** to discuss assignment options.

Schedule

Week of/ Number	Outcome/Material Covered	Reference/ Reading	Assignment	Due Date
Aug 18 wk 1	Read Course Outline, Introduction Module and Start Module 1.	See module	Post introduction of self and submit discussion norms.	Aug 25
Aug 25 wk 2	Complete Module 1	See module		
Sept 1 wk 3	Complete Module 2. Read assignment guidelines on webCT homepage	See module	Start web-based discussion for assignment #1.	Sept 1
Sept 8 wk 4			• Finish web-based discussion for Assign #1 • Start written portion of assignment #1	Sept 15 Sept 22
Sept 15 wk 5	.		Complete written portion of Assignment #1.	Sept 22
Sept 22 wk 6	Complete Module 3.	See module		Sept 22
Sept 29 wk 7	Complete Module 4 Read assignment guidelines on webCT homepage	See module	Start web-based discussion for Assignment #2.	Sept 29
Oct 6 wk 8			Finish web-based discussion of Assignment #2	Oct 13
Oct 13 wk 9			Start written portion of Assignment #2.	Nov 3

Week of/ Number	Outcome/Material Covered	Reference/ Reading	Assignment	Due Date
wk 9 cont'			**Complete the leadership development plan and submit to your NURS 8330 Instructor** Begin to implement leadership development plan in NURS 8330.	Nov 3
Oct 20 wk 10				
Oct 27 wk 11				
Nov 3 wk 12	Start Module 5	See module	Complete written paper of Assignment #2.	Nov 3
Nov 10 wk 13	Complete Module 5 Read assignment guidelines on webCT homepage	See module	Start Assignment #3	Dec 2,3,4, or 5
Nov 17 wk 14	Refer back to Modules 1 & 2 for ideas about change strategies		Continue Assignment #3	
Nov 24 wk 15	Refer back to Modules 1 & 2 for ideas about change strategies		Continue Assignment #3	
Dec 1 wk 16	Meet on campus for oral presentation of Assignment #3		Continue Assignment #3	Dec 2, 3, 4, or 5
Dec 8 wk 17	Forward evaluations to instructor via web CT or hard copy			