



## COURSE OUTLINE

# NUR302 Leadership in Clinical Practice

**Course Coordinator:** Samantha Edwards (sedwards@usc.edu.au) **School:** School of Nursing, Midwifery and Paramedicine

2021 | Semester 1

Online

ONLINE 1

You can do this course without coming onto campus.

*Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

Leadership is integral to the provision of safe, quality clinical practice. All clinicians have some leadership role, be it formal or informal. To prepare you for your professional role as a Registered Nurse (RN) you will develop in clinical leadership knowledge and skills and consider their application to your future practice. You will critically appraise your leadership qualities and practices and develop capabilities and competencies in clinical supervision and delegation. These will support professional development of yourself and others.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
ONLINE 1			
Online	3hrs	Week 1	12 times

### 1.3. Course Topics

- Contemporary leadership approaches in health care settings
- Leadership in the nursing team
- Registered Nurse leadership in collaborative healthcare teams

## 2. What level is this course?

300 Level (Graduate)

Demonstrating coherence and breadth or depth of knowledge and skills. Independent application of knowledge and skills in unfamiliar contexts. Meeting professional requirements and AQF descriptors for the degree. May require pre-requisites where discipline specific introductory or developing knowledge or skills is necessary. Normally undertaken in the third or fourth full-time study year of an undergraduate program.

## 3. What is the unit value of this course?

12 units

#### 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES		GRADUATE QUALITIES
On successful completion of this course, you should be able to...		Completing these tasks successfully will contribute to you becoming...
1	Apply NMBA RN standards in different clinical practice leadership scenarios	Engaged
2	Critically reflect on and appraise RN leadership qualities and skills in the context of clinical practice.	Engaged
3	Apply knowledge of prioritising delegation and supervision within the nursing team.	Engaged
4	Analyse the leadership relationships between the leadership of the Registered Nurse in a collaborative healthcare team and patient outcomes.	Engaged

#### 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

##### 5.1. Pre-requisites

NUR103 or NUR117 or NUR141 and enrolled in Program SC391 or SC392

##### 5.2. Co-requisites

Not applicable

##### 5.3. Anti-requisites

PAR311

##### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

#### 6. How am I going to be assessed?

##### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

##### 6.2. Details of early feedback on progress

Feedback will be provided in response to Task 1 Blogpost. This will allow you to reflect on your developing knowledge about RN leadership in clinical practice, which is directly applicable to Task 2 and 3.

##### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Written Piece	Individual	20%	250 words	Week 3	Online Discussion Board
All	2	Written Piece	Individual	35%	1,500 words	Week 6	Online Assignment Submission with plagiarism check
All	3	Essay	Individual	45%	2,000 words	Week 10	Online Assignment Submission with plagiarism check

### All - Assessment Task 1: Leadership Qualities in Clinical Practice

<b>GOAL:</b>	You will engage with your peers to generate evidence-based information on key leadership qualities of the Registered Nurse in the context of clinical practice.	
<b>PRODUCT:</b>	Written Piece	
<b>FORMAT:</b>	You will engage with your peers in an online conversation in which you will share your appraisal of 2 leadership qualities in RN practice, applied to the NMBA Registered Nurse Standards for Practice. In week 4 you will then collaborate with your peers to develop a discourse around the topic.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Analysis of the qualities of RN leadership in relation to the NMBA Registered Nurse Standards for Practice
	2	Application to clinical practice examples
	3	Written communication and presentation, referencing using APA style
	4	Collaboration with your peers to develop a discourse around the topic
	5	Assessment criteria are mapped to the course learning outcomes. <span style="float: right;">1 2</span>

### All - Assessment Task 2: Leadership in a Nursing Team

<b>GOAL:</b>	You will provide a critical analysis of the leadership role of a registered nurse within a nursing team.	
<b>PRODUCT:</b>	Written Piece	
<b>FORMAT:</b>	You will be given one clinical scenario to: <ul style="list-style-type: none"><li>• Critically appraise the leadership role of the registered nurse in a nursing team</li><li>• Analyse the registered nurse leadership role &amp; responsibilities of prioritising care, delegation and supervision in a nursing team</li><li>• Apply the NMBA Registered Nurse Standards for Practice in identifying leadership responsibilities for safe and quality care in the clinical scenario</li></ul>	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Critical reflection and appraisal of the leadership qualities and skills of the registered nurse within a nursing team
	2	Prioritising, delegation and supervision responsibilities of the Registered Nurses within a nursing team
	3	Application of the NMBA Registered Nurse Standards for Practice in identifying leadership responsibilities in the safe and quality care for the scenario
	4	Written communication and presentation, referencing using the APA style
	5	Assessment criteria are mapped to the course learning outcomes. <span style="float: right;">1 2 3</span>

### All - Assessment Task 3: Leadership in Collaborative Teams

<b>GOAL:</b>	Analyse the relationships between nursing leadership, collaborative teams and patient outcomes.	
<b>PRODUCT:</b>	Essay	
<b>FORMAT:</b>	You will write a 2000-word essay based on a case study that critically appraises the role of the registered nurse in a collaborative healthcare team and analyse how the registered nurse, as a leader, can influence patient outcomes.	

CRITERIA:	No.	Learning Outcome assessed
	1	Critical appraisal of the role of the registered nurse, in a collaborative healthcare team, in improving patient outcomes
	2	Analysis of the role of the registered nurse as a leader in collaborating with members of the healthcare team
	3	Identification of 2 learning goals for professional development and application of the NMBA Registered Nurse Standards for Practice
	4	Written communication and presentation, referencing using the APA style
	5	Assessment criteria are mapped to the course learning outcomes. <span style="float: right;">1 2 4</span>

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

### 7.1. Schedule

PERIOD AND TOPIC	ACTIVITIES
Module 1	Contemporary leadership approaches in health care settings
Module 2	Leadership in the nursing team
Module 3	Registered Nurse leadership in collaborative healthcare teams

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	PUBLISHER
Required	E. Chang, J. Daly	2020	Transitions in Nursing	Elsevier

### 8.2. Specific requirements

Not applicable

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

## 10.2. Assessment: Additional Requirements

### Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

## 10.3. Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:

5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task

10% (of the assessment task's identified value) for the third day

20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task

A result of zero is awarded for an assessment task submitted seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

## 10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

## 10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

## 10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.7. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.8. General Enquiries

### In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)