



COURSE OUTLINE

PAR311 Leadership in Clinical Practice

Course Coordinator: Matthew Warren-James (mlane@usc.edu.au) **School:** School of Nursing, Midwifery and Paramedicine

2021 | Semester 1

USC Sunshine Coast

ON CAMPUS

Most of your course is on campus but you may be able to do some components of this course online.

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 you will develop knowledge in clinical leadership by analysing leadership principles and theories. You will critically appraise your leadership qualities and practices and develop capabilities and competencies to practice peer mentoring, 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
ON CAMPUS			
Lecture – Online	1hr	Week 1	13 times
Tutorial/Workshop – Workshop will run Weeks 1-6 and Weeks 10 -13	2hrs	Week 1	10 times
Laboratory – Laboratory in Week 7, 8 & 9	2hrs	Week 7	3 times

1.3. Course Topics

Course Content:

Week 1: Theories, Principles and Styles of Leadership

Week 2: Reflective Listening

Week 3: Teamwork (CRM)

Week 4: Cultural Awareness

Week 5: Managing Conflict

Week 6: Compassionate Leadership

Week 7: A Resilient Leader

Week 8: ST2 - Group Presentation

Week 9: Decision Making and Problem Solving

Week 10: Communication and Feedback

Week 11: Mentorship and Delegation

Week 12: Clinical Governance

Week 13: ST3

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 Analyse principles of leadership and apply these concepts to clinical roles and the provision of services.	Creative and critical thinker
2 Identify and appraise personal leadership qualities and skills in the context of clinical practice.	Creative and critical thinker Sustainability-focussed
3 Apply mentorship principles to clinical learning and assessment.	Empowered Engaged
4 Collaborate with colleagues to develop professional behaviours that encourage peer partnership and mentoring capabilities.	Engaged Sustainability-focussed
5 Communicate clinical experience in written and oral formats.	

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

PAR102 and enrolled in Program SC395

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

NUR302

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

Online quizzes associated with every week that highlight the key areas of learning.

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	Activity Participation	Individual	20%	N/A	Refer to Format	Online Test (Quiz)
All	2	Oral	Group	40%	15 mins	Week 8	In Class
All	3	Essay	Individual	40%	2000 words	Week 13	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Online Quizzes

GOAL:	To demonstrate your understanding of key leadership principles and practices related to your future clinical role.		
PRODUCT:	Activity Participation		
FORMAT:	Due Wk 6 & 12 You will be required to complete two online quizzes that assess your knowledge of the content from the weekly readings, online lectures and workshop content from the previous weeks.		
CRITERIA:	No.		Learning Outcome assessed
	1	Principles of leadership and their application to clinical services	
	2	Principles of mentorship and their application to clinical learning and assessment	
	3	Assessment criteria are mapped to the course learning outcomes.	1 2 3 4 5

All - Assessment Task 2: Group Presentation

GOAL:	Improve your personal leadership qualities and practices by comparing and assessing multiple leadership styles.		
PRODUCT:	Oral		
FORMAT:	You will work in a group to analyse and evaluate leadership styles and principles in relation to a pre-recorded video demonstrating the provision of clinical services by professionals in your discipline or a related discipline. Your group will present their analysis in a 15 minute presentation. As part of this assessment task you will be required to peer assess your group members as well as present your experiences of working in your group.		
CRITERIA:	No.		Learning Outcome assessed
	1	Identification and analysis of leadership styles	
	2	Reflection of personal leadership qualities	
	3	Demonstration of professional behaviours in groups	
	4	Communication of leadership and professional behaviours in oral form	

All - Assessment Task 3: Essay

GOAL:	Analyse communication and feedback processes and apply to a mentorship, coach or supervisor role to improve your future clinical skills.												
PRODUCT:	Essay												
FORMAT:	You will prepare a 2000-word essay on a video in which mentoring is being demonstrated. You will draw on your theoretical and practical learning from the course to evaluate the qualities and attributes of the mentor, and critically analyse their communication and feedback skills using specific models. You will also comment on opportunities and challenges of this role within selected health services and professions.												
CRITERIA:	<table border="1"><thead><tr><th>No.</th><th></th><th>Learning Outcome assessed</th></tr></thead><tbody><tr><td>1</td><td>Identification and analysis of leadership principles</td><td></td></tr><tr><td>2</td><td>Application of supervision, coaching and mentorship skills to future practice</td><td></td></tr><tr><td>3</td><td>Communication of supervision, coaching and mentorship skills in written form</td><td></td></tr></tbody></table>	No.		Learning Outcome assessed	1	Identification and analysis of leadership principles		2	Application of supervision, coaching and mentorship skills to future practice		3	Communication of supervision, coaching and mentorship skills in written form	
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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.

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
Recommended	Gopee, N	2011	Mentoring and Supervision in Healthcare	Sage
Recommended	Swanwick, T & McKimm, J	2010	ABC of Clinical Leadership	Wiley-Blackwell

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

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 may 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 after 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 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.

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 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 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 Manly and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au