COURSE OUTLINE

NUR302 Leadership in Clinical Practice

School: School of Health - Nursing

2026 | Trimester 1

Online	ONLINE	You can do this course without coming onto campus, unless your program has specified a mandatory onsite requirement.

Please go to unisc.edu.au 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 knowledge in clinical leadership by analysing leadership theories. You will critically appraise your leadership qualities and practices and develop capabilities and competencies to practice, 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			
Online – Online asynchronous learning and teaching materials. Information session/drop-in via Zoom.	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 On successful completion of this course, you should be able to...	GRADUATE QUALITIES MAPPING Completing these tasks successfully will contribute to you becoming...	PROFESSIONAL STANDARD MAPPING * Nursing and Midwifery Board of Australia
1 Apply NMBA Registered nurse standards for safe, quality practice in different clinical practice leadership scenarios.	Engaged	1, 1.2, 1.3, 1.4, 1.5, 2, 5
2 Critically reflect on and appraise leadership qualities and skills in the context of clinical practice.	Engaged	1, 2, 2.1, 2.5, 2.6, 2.7, 2.8, 3, 3.1, 3.4, 3.5, 3.6, 4, 4.2, 4.3, 4.4, 5, 5.1, 5.2, 5.4, 5.5, 6.2, 6.3, 6.4, 7.3
3 Apply delegation and supervision within a nursing team.	Engaged	2.1, 2.6, 2.7, 2.8, 2.9, 3.1, 3.3, 3.4, 3.7, 4.3, 4.4, 5.2, 5.5, 6.2, 6.3, 6.4, 6.5
4 Analyse the relationships between leadership of the Registered nurse in a collaborative team and the outcomes of people receiving care.	Engaged	1, 1.2, 2.2, 2.3, 2.4, 2.6, 2.7, 3, 3.4, 3.7, 4.3, 4.4, 6.1, 6.3, 6.4
5 Apply principles and practices of academic writing and referencing.	Ethical	
6 Apply ethical use of intellectual property.	Ethical	

* Competencies by Professional Body

CODE	COMPETENCY
NURSING AND MIDWIFERY BOARD OF AUSTRALIA	
1	Standard 1: Thinks critically and analyses nursing practice
1.2	The RN develops practice through reflection on experiences, knowledge, actions, feelings and beliefs to identify how these shape practice
1.3	The RN 1.3 respects all cultures and experiences, which includes responding to the role of family and community that underpin the health of Aboriginal and Torres Strait Islander peoples and people of other cultures
1.4	The RN complies with legislation, common law, policies, guidelines and other standards or requirements relevant to the context of practice when making decisions
1.5	The RN uses ethical frameworks when making decisions
2	Standard 2: Engages in therapeutic and professional relationships
2.1	The RN establishes, sustains and concludes relationships in a way that differentiates the boundaries between professional and personal relationships
2.2	The RN communicates effectively, and is respectful of a person's dignity, culture, values, beliefs and rights
2.3	The RN recognises that people are the experts in the experience of their life
2.4	The RN provides support and directs people to resources to optimise health related decisions
2.5	The RN advocates on behalf of people in a manner that respects the person's autonomy and legal capacity
2.6	The RN uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved health outcomes
2.7	The RN actively fosters a culture of safety and learning that includes engaging with health professionals and others, to share knowledge and practice that supports person-centred care
2.8	The RN participates in and/or leads collaborative practice
2.9	The RN reports notifiable conduct of health professionals, health workers and others.

CODE	COMPETENCY
3	Standard 3: Maintains the capability for practice
3.1	The RN considers and responds in a timely manner to the health and well being of self and others in relation to the capability for practice
3.3	The RN uses a lifelong learning approach for continuing professional development of self and others
3.4	The RN accepts accountability for decisions, actions, behaviours and responsibilities inherent in their role, and for the actions of others to whom they have delegated responsibilities
3.5	The RN seeks and responds to practice review and feedback
3.6	The RN actively engages with the profession
3.7	The RN identifies and promotes the integral role of nursing practice and the profession in influencing better health outcomes for people
4	Standard 4: Comprehensively conducts assessments
4.2	The RN uses a range of assessment techniques to systematically collect relevant and accurate information and data to inform practice
4.3	The RN works in partnership to determine factors that affect, or potentially affect, the health and well being of people and populations to determine priorities for action and/or for referral
4.4	The RN assesses the resources available to inform planning
5	Standard 5: Develops a plan for nursing practice
5.1	The RN uses assessment data and best available evidence to develop a plan
5.2	The RN collaboratively constructs nursing practice plans until contingencies, options priorities, goals, actions, outcomes and timeframes are agreed with the relevant persons
5.4	The RN plans and negotiates how practice will be evaluated and the time frame of engagement
5.5	The RN coordinates resources effectively and efficiently for planned actions
6.1	The RN provides comprehensive safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people
6.2	The RN practises within their scope of practice
6.3	The RN appropriately delegates aspects of practice to enrolled nurses and others, according to enrolled nurse's scope of practice or others' clinical or non- clinical roles
6.4	The RN provides effective timely direction and supervision to ensure that delegated practice is safe and correct
6.5	The RN practises in accordance with relevant nursing and health guidelines, standards, regulations and legislation
7.3	The RN determines, documents and communicates further priorities, goals and outcomes with the relevant persons

5. Am I eligible to enrol in this course?

Refer to the UniSC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1. Pre-requisites

NUR117 or NUR141 and enrolled in Program SC391 or SC392

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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

Not applicable

5.5. Microcredential Information

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 group Padlet discussions in weeks 2 and 3. This will allow you to reflect on your developing knowledge about RN leadership in clinical practice, which is directly applicable to Tasks 1, 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	1a	Activity Participation	Individual	0%	250 words	Week 3	Online Discussion Board
All	1b	Quiz/zes	Individual	20%	750 words	Week 7	Online Test (Quiz)
All	2	Case Study	Individual	40%	1,500 words	Week 5	Online Assignment Submission with plagiarism check
All	3	Essay	Individual	40%	1500 words	Week 11	Online Assignment Submission with plagiarism check

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

GOAL:	You will engage online with your peers to generate evidence-based information on key leadership qualities of the Registered Nurse in the context of clinical practice and your own past leadership experiences.
PRODUCT:	Activity Participation
FORMAT:	In the first three weeks you will engage with your peers to generate a padlet of evidence-based information on key leadership qualities for the Registered Nurse in the context of clinical practice and your own past leadership experiences. You will relate evidence and experiences to appropriate NMBA Registered Nurse Standards for Practice.
CRITERIA:	

No.		Learning Outcome assessed
1	Analysis of the qualities of leadership in relation to the NMBA Registered nurse standards for practice.	1
2	Application to clinical practice examples	2
3	Collaboration with your peers to develop discourse around the topic.	2
4	Ethical use of intellectual property.	5
5	Application of the principles and practices of reflective and academic writing and referencing in the style appropriate to the discipline.	5

GENERIC SKILLS:	Communication, Collaboration, Organisation, Applying technologies, Information literacy

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

GOAL:	Reflect on your online learning, the nature of clinical leadership in the clinical context and relevant NMBA Registered Nurse Standards for Practice.
PRODUCT:	Quiz/zes
FORMAT:	In week 7 you will undertake an online quiz with MCQ and Short answers (equivalent to 750 words)

CRITERIA:

No.		Learning Outcome assessed
1	Critical reflection on online collaborations and appraisal of the leadership qualities and skills of the registered nurse.	2
2	Application of the NMBA Registered Nurse Standards for Practice in identifying leadership goals	1
3	Ethical use of intellectual property.	6

GENERIC SKILLS:	Communication, Organisation, Information literacy

All - Assessment Task 2: Leadership in a Nursing Team

GOAL:	You will provide a critical analysis of the leadership role of the Registered nurse within a nursing team.
PRODUCT:	Case Study
FORMAT:	You will be given one clinical scenario to: • Critically appraise the leadership role of the registered nurse. • Analyse the registered nurse leadership role & responsibilities of prioritising care, delegation and supervision in a nursing team • Apply the NMBA Registered nurse standards for practice in identifying leadership responsibilities for safe and quality care in the clinical scenario.

CRITERIA:

No.		Learning Outcome assessed
1	Critical reflection and appraisal of leadership qualities and skills of the RN in the nursing team.	2
2	Prioritising, delegation and supervision responsibilities of the RN within a nursing team.	3
3	Application of the NMBA Registered Nurse Standards for Practice in identifying leadership responsibilities in the safe and quality care for the scenario	1
4	Application of the principles and practices of academic writing and referencing	5
5	Ethical use of intellectual property.	6

GENERIC SKILLS:	Communication, Problem solving, Organisation, Information literacy

All - Assessment Task 3: Leadership in Collaborative Teams

GOAL:	Analyse the relationships between nursing leadership, collaborative teams and patient outcomes.
PRODUCT:	Essay
FORMAT:	You will write an 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	4
2	Analysis of the role of the registered nurse as a leader in collaborating with members of the healthcare team	2
3	Identification of 2 learning goals for professional development and application of the NMBA Registered Nurse Standards for Practice	1 2
4	Application of the principles and practices of academic writing and referencing	6
5	Ethical use of intellectual property	5

GENERIC SKILLS:	Communication, Information literacy

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. 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 Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

You need regular access to the resource(s) below. Many texts are available as ebooks through the Library at no additional cost.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Recommended	Esther Chang,John Daly	2020	Transitions in Nursing	5th	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 Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

10.2. Assessment: Additional Requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:
(a) The final mark is in the percentage range 47% to 49.4%; and
(b) The course is graded using the Standard Grading scale

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 submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:
(a) One day: deduct 5%;
(b) Two days: deduct 10%;
(c) Three days: deduct 20%;
(d) Four days: deduct 40%;
(e) Five days: deduct 60%;
(f) Six days: deduct 80%;
(g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:
Less than 15 minutes: No penalty
From 15 minutes to 30 minutes: 20% penalty
More than 30 minutes: 100% penalty

10.4. 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
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The Student Charter sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- UniSC Student Central
- UniSC Adelaide Student Central