

NUR302 Leadership in Clinical Practice

School: School of Nursing, Midwifery and Paramedicine

2022 | Semester 1

Online

ONLINE

You can do this course without coming onto campus.

Please go to usc.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 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			
Online – Online asynchronous learning and teaching recording. Information session/drop-in via Zoom.	4hrs	Week 1	13 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 MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Nursing and Midwifery Board of Australia
1 Apply NMBA RN standards in different clinical practice leadership scenarios	Engaged	1, 1.2, 1.3, 1.4, 1.5, 2, 5
2 Critically reflect on and appraise RN 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 knowledge of prioritising delegation and supervision within the 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 leadership relationships between the leadership of the Registered Nurse in a collaborative healthcare team and patient outcomes.	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

* 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.
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

CODE	COMPETENCY
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

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	1	Written Piece	Individual	20%	750 words	Week 4	Online Assignment Submission with plagiarism check
All	2	Written Piece	Individual	40%	1,500 words	Week 6	Online Assignment Submission with plagiarism check
All	3	Essay	Individual	40%	1,500 words	Week 10	Online Assignment Submission with plagiarism check

All - Assessment Task 1: 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. From these discussions you will reflect on your own leadership goals						
PRODUCT:	Written Piece						
FORMAT:	In weeks 2 and 3 you will engage with your peers to generate evidence-based information on key leadership qualities for the Registered Nurse in the context of clinical practice and applied to the NMBA Registered Nurse Standards for Practice. In week 4 you will write a reflective piece discussing your collaborative experience and developing two professional leadership goals.						
CRITERIA:	No.						Learning Outcome assessed
	1	Analysis of the qualities of RN leadership in relation to the NMBA Registered Nurse Standards for Practice					1
	2	Application to clinical practice examples					2
	3	Written communication and presentation, referencing using APA style					4
	4	Collaboration with your peers to develop reflective practice around the topic					2

All - Assessment Task 2: Leadership in a Nursing Team

GOAL:	You will provide a critical analysis of the leadership role of a registered nurse within a nursing team.						
PRODUCT:	Written Piece						
FORMAT:	You will be given one clinical scenario to: <ul style="list-style-type: none">Critically appraise the leadership role of the registered nurse in a nursing teamAnalyse the registered nurse leadership role & responsibilities of prioritising care, delegation and supervision in a nursing teamApply 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 the leadership qualities and skills of the registered nurse within a nursing team 2
	2	Prioritising, delegation and supervision responsibilities of the Registered Nurses 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	Written communication and presentation, referencing using the APA style 2

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 a 1500-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	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	Written communication and presentation, referencing using the APA style	2

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

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	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:

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. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email safe@usc.edu.au.

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email studentwellbeing@usc.edu.au.

10.5. 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.

10.6. 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.

10.7. 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.

10.8. 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>

10.9. 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.

10.10. General Enquiries

In person:

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

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au