

NUR704

Leadership in Clinical Practice

School: School of Health - Nursing

2026 | Trimester 2

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

In this course you examine principles and practices of leadership and practice in healthcare. You will investigate principles and approaches to leadership and examine how these are translated into practice across healthcare from global to local, levels. You will critique the impact of clinical leadership on client and patient care and outcomes as well as the work environment and workforce. You will have the opportunity to develop as change agents and promote quality healthcare in your workplace.

1.2. How will this course be delivered?

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

1.3. Course Topics

Leadership theory

- Leadership in healthcare
- Clinical leadership and clinical management
- The influence of clinical leadership on patient outcomes, work environments and staffing
- Challenges in clinical leadership
- Developing leaders and leadership

2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

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	Critically appraise leadership approaches and practices in healthcare settings.	Knowledgeable
2	Critically evaluate the relationships among, leadership, patient outcomes, clinical environments and workplace culture	Sustainability-focussed
3	Evaluate clinical leadership within a context specific healthcare context.	Creative and critical thinker Empowered
4	Identify strategies for developing leadership	Engaged
5	Apply principles and practices of academic writing and referencing.	Ethical

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

Enrolled in Program SC514, SC546, SC723 or SC742

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

The first two assessments are subject to peer review prior to the final grade being assigned. Prior to the last assessment an online workshop will be held where content and approach can be canvassed and feedback received prior to final submission.

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	Essay	Individual	50%	2000 words	Week 5	Online Assignment Submission with plagiarism check
All	2	Written Piece	Individual	50%	2000 words	Week 12	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Task 1

GOAL:	To evaluate leadership approaches relevant to your clinical setting and the potential impact on care and team outcomes.																						
PRODUCT:	Essay																						
AUTHORSHIP STATEMENT:																							
FORMAT:	Write an essay that describes your clinical setting, identifies leadership approaches within this context, and discusses expected effects and challenges. Focus on relevance to your clinical context. Further instructions are provided in Canvas.																						
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>A leadership style appropriate for the clinical environment is identified, analysed and justified.</td> <td>1</td> </tr> <tr> <td>2</td> <td>An analysis of the impact of clinical leadership on patient outcomes, the work environment and workforce behaviours is evident.</td> <td>2</td> </tr> <tr> <td>3</td> <td>A comprehensive discussion surrounding the challenges to effective clinical leadership is provided.</td> <td>1</td> </tr> <tr> <td>4</td> <td>4. Application of the principles and practices of academic writing and referencing in the style appropriate to the discipline. Ethical use of intellectual property.</td> <td>1 2 3 4</td> </tr> <tr> <td>5</td> <td>Application of the principles and practices of reflective and academic writing and referencing in the style appropriate to the discipline.</td> <td>5</td> </tr> <tr> <td>6</td> <td>Ethical use of intellectual property.</td> <td>5</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	A leadership style appropriate for the clinical environment is identified, analysed and justified.	1	2	An analysis of the impact of clinical leadership on patient outcomes, the work environment and workforce behaviours is evident.	2	3	A comprehensive discussion surrounding the challenges to effective clinical leadership is provided.	1	4	4. Application of the principles and practices of academic writing and referencing in the style appropriate to the discipline. Ethical use of intellectual property.	1 2 3 4	5	Application of the principles and practices of reflective and academic writing and referencing in the style appropriate to the discipline.	5	6	Ethical use of intellectual property.	5	
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GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy																						

All - Assessment Task 2: Reflection

GOAL:	To reflect on your leadership experience and outline a plan for future development.	
PRODUCT:	Written Piece	
AUTHORSHIP STATEMENT:		
FORMAT:	Use a recognised reflective model to evaluate your leadership experience, impacts of your leadership, and identify goals and strategies for growth. Further guidance is available in Canvas.	
CRITERIA:	No.	Learning Outcome assessed
	1	Apply a reflective practice model to critically describe and self-appraise your ability as a leader and the leadership you have experienced. 3
	2	Evaluate clinical leadership within the broader healthcare context, within your discipline and you specific healthcare speciality. 3
	3	Critically analyse the relationship between, leadership, patient outcomes, clinical environments and workplace culture 2
	4	Identifies future learning goals and delineates a comprehensive action plan for professional clinical leadership improvement. 4
	5	Application of the principles and practices of reflective and academic writing and referencing in the style appropriate to the discipline. 5
	6	Ethical use of intellectual property. 5
GENERIC SKILLS:	Communication, Collaboration, Problem solving, Organisation, Applying technologies, 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.

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

There are no required/recommended resources for this course.

8.2. Specific requirements

Nil

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

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](#)

