

NUR704 Leadership in Clinical Practice

School: School of Health - Nursing

2024 | Semester 2

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

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	13 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

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%	3000 words	Week 13	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Task 1

GOAL:	To provide a critical analysis of a health professional's clinical leadership approach/es within a specific healthcare context.	
PRODUCT:	Essay	
FORMAT:	<p>You will select a leadership style/approach that embodies effective clinical leadership within your clinical healthcare environment. You will write an essay in which you:</p> <ol style="list-style-type: none"> 1. Provide a descriptive narrative of the clinical environment in which you are employed (e.g. aged care, cardiac ward, emergency department, public health). 2. Identify, critically analyse and justify which leadership approach may be appropriate for your clinical environment. 3. Discuss and provide clinical examples of the expected impacts/influence of this leadership style on patient outcomes, the work environment and workforce behaviours 4. Discuss challenges that may impact the use of this leadership style and practice on leadership approach and practices 	
CRITERIA:	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
GENERIC SKILLS:	Communication, Collaboration, Organisation, Information literacy	

All - Assessment Task 2: Reflection

GOAL:	Using Gibbs reflective model, you will write a reflection to identify and describe leaderships styles, to evaluate and analyse their use within the clinical environment and to reflect on and develop your own leadership capacity.																						
PRODUCT:	Written Piece																						
FORMAT:	<p>Please use a heading to indicate the sections of the Gibbs Reflective model.</p> <p>Step 1 Description (250 words) Critically describe your leadership approach and subsequent practices within your healthcare discipline and specialty prior to completion in this course.</p> <p>Step 2 Feelings (250 words) Identify and describe how you and the healthcare team felt because of your leadership style and practices.</p> <p>Step 3 Evaluation (750 words) Evaluate your clinical leadership within the broader healthcare context, within your discipline and your specific healthcare specialty.</p> <p>Step 4 Analysis (750 words) Critically analyse the relationship between, your leadership, patient outcomes, clinical environments and workplace culture</p> <p>Step 5 Conclusion (250 words) Conclude your reflection and determine appropriate leadership practices.</p> <p>Step 6 Action Plan (750 words) Identify SMART goals for your future as a clinical leader and provide evidence based tangible strategies you will employ to developing/improve your clinical leadership.</p>																						
CRITERIA:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Apply a reflective practice model to critically describe and self-appraise your ability as a leader and the leadership you have experienced.</td> <td>3</td> </tr> <tr> <td>2</td> <td>Evaluate clinical leadership within the broader healthcare context, within your discipline and you specific healthcare speciality.</td> <td>3</td> </tr> <tr> <td>3</td> <td>Critically analyse the relationship between, leadership, patient outcomes, clinical environments and workplace culture</td> <td>2</td> </tr> <tr> <td>4</td> <td>Identifies future learning goals and delineates a comprehensive action plan for professional clinical leadership improvement.</td> <td>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	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	
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GENERIC SKILLS:	Communication, Collaboration, Problem solving																						

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

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. 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