

DEPARTMENT of NURSING EDUCATION & HEALTH STUDIES

COURSE OUTLINE – Winter 2023

NS4005 (A3/B3): Leadership in Nursing and Interprofessional Practice

3 (3-0-0) 45 Hours/15 Weeks

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Metis, and Inuit people. We are grateful to work, live and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

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CALENDAR DESCRIPTION:

The course prepares learners with the knowledge and capabilities for working within complex interprofessional environments in healthcare. It focuses on six key interprofessional competencies: patient/client/family/community-centred care, interprofessional communication, role clarification, team functioning, interprofessional conflict resolution and collaborative leadership. The course culminates with the application of knowledge to authentic scenarios and demonstration of effective collaborative teamwork.

PREREQUISITE(S)/COREQUISITE: NS3005

REQUIRED TEXT/RESOURCE MATERIALS:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

Balzer-Riley, J. (2021). *Communications in nursing* (9th ed.). Toronto, ON: Mosby.

Waddell, J. & Walton, N. (2020). *Yoder-Wise's leading and managing in Canadian nursing*. (2nd ed). Elsevier.

Please note that all previously required textbooks and resources will be used as reference throughout the program. Please retain your copies as they may be required in future courses.

DELIVERY MODE(S): On Campus lecture

COURSE OBJECTIVES & LEARNING OUTCOMES:

Upon completion of this course, the student must be able to:

1. Participate in interprofessional education (IPE) and activities.
2. Apply the domains of interprofessional competency within nursing practice in a Canadian context.
3. Discuss elements found in relevant professional documents that relate to interprofessional healthcare service delivery.
4. Analyze, understand, and differentiate between intraprofessional and interprofessional nursing practice.
5. Discuss how interprofessional education contributes to health sciences students' abilities to describe the profession of nursing and explain the work of nurses.
6. Describe the benefits and challenges of collaborating with other disciplines involved in patient/client care.
7. Originate conversations and interactions with healthcare providers or students in a discipline, program or profession other than nursing.
8. Describe attributes of collaboration that nurses can utilize in leading an inter-disciplinary, multi-disciplinary, or interprofessional healthcare team.

TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.ca>.

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

EVALUATIONS:

To pass NS4005, students must complete all assignments and evaluation strategies listed below.

Students must also demonstrate consistent satisfactory performance in classes. Students are expected to be professional, present and contribute in a meaningful way during both small and large group sessions. Any absence in any component of NS4005 must be reported to the instructor prior to class or the scheduled session. Unexplained absences demonstrate unprofessional behavior and will be documented.

Students experiencing difficulty in performing at a satisfactory level at any time in the course should meet with the instructor to develop an action plan to move towards successful completion of the course.

Assignment	Weight	Due Date
Ticket to Class	25%	Due each class
Assignment #2: Interprofessional Collaboration Map – (individual & group work required) – see MyClass	20%	Week of February 12, 2023
Assignment #3: Interview Healthcare Provider - see MyClass	20%	Reflection and Presentation Due in class on March 30, 2023
Final Exam (Must attend in-person)	35%	TBA - during NWP exam week

1. Ticket to Class (Quizzes)

Each class, questions will be handed out to assess required pre-reading knowledge. The aim of this exercise is to encourage students to keep up with class readings, refresh student memory of subject matter and prepare students to engage in class discussion, which is essential to the function of this course. Ticket to Class sheets will be submitted within the class after the allotted time, following which no further submissions will be allowed. Students must be in attendance each week to receive the sheet and grade. Please see the course myClass page for further information.

2. Assignment #2 – Interprofessional Collaboration Concept Maps (Group & individual project)

You will be assigned a learning group for the course. The objective of the assignment is to create a concept map of interprofessional collaboration that the students have witnessed during their time in healthcare and a second concept map based on theoretical learning and recommended or best practices in interprofessional collaboration (concept maps are completed and submitted individually). In the group, you will share your maps and engage in brainstorming, research, and strategic planning to suggest measures that may bridge the gaps. Students will be reflecting on past clinical experiences and linking this to course content. Students will be required to collaborate and are expected to engage in a respectful and professional manner in the group. It is expected that all students will participate equally and build on each other’s strengths. The concept maps (individual) will be worth 5% each (total of 10%) and the group paper will be worth 10%, for an assignment total of 20%. See MyClass for further details & submission information.

3. Assignment #3 - Interview Healthcare Provider (Independent project)

Each student will find an interprofessional healthcare partner (not a nurse) to interview and engage in an interview. Each student will provide a short presentation to the class, which will include a summary of the following items for submission: a description of how the student prepared for the interview, a list of questions prepared, a list of topics/questions that came up during the interview, and a post-

interview reflection related to the learning based on this experience. The written reflection maximum is 500 words (2 pages) excluding title page and references. Students will utilize their clinical & personal connections to find a provider to interview. Interviewers should be sensitive to provider limitations related to time to ensure we are not asking too much from our busy healthcare partners. Interviews should be offered in the way that works best for the provider and options include face to face, Facetime, Zoom, telephone, etc.. Worth 20% See MyClass for further details & submission information. See bottom of outline for presentation rubric.

4. Final Exam

This cumulative exam includes content covered in lectures, assigned readings, class activities, assignments, and in class learning from previous leadership stream courses including NS 2005, NS 3005, and NS 4005. Worth 35%

GRADING CRITERIA: (The following criteria may be changed to suite the particular course/instructor)

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	90-100		C+	2.3	67-69
A	4.0	85-89		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

COURSE SCHEDULE/TENTATIVE TIMELINE:

Week 1	Welcome and course overview. Patient/Client/Family/Community-Centered Care: Healthcare Quality
Week 2	Interprofessional communication: Personal communication - Leadership, Communication, Collaboration, Health Care Organizations, Documentation & Reporting
Week 3	Because the IP Competency of <i>Interprofessional Communication</i> is central to patient safety, we have devoted two weeks to Personal Communication
Week 4	Interprofessional communication: Team communication - Collaboration: roles and responsibilities, relationships/partnerships, ethics/values.

Week 5	Evidence: attributes of evidence.
Week 6	Interprofessional Conflict Resolution/ Leadership skill development: <ul style="list-style-type: none"> - Health Care Organizations, Leadership, Communication, Collaboration, Health Care Quality - Conflict resolution, interprofessional conflict
Week 7	Role Clarification <ul style="list-style-type: none"> - Communication, Leadership, Health Care Organizations, Evidence Leadership: Style, role Identity and Clarification, Followers
Week 8	<i>Reading Week... enjoy!</i>
Week 9	Leadership: Decision Making <ul style="list-style-type: none"> - Communication, Leadership, Collaboration, Health Care Organizations - Health Care Quality: Safety, Error Reduction, Quality Management Programs
Week 10	Leadership & Team Functioning <ul style="list-style-type: none"> - Style, informal and formal leadership.
Week 11	Collaboration: <ul style="list-style-type: none"> - Relationships, Partnerships, Ethics and Values
Week 12	Communication: <ul style="list-style-type: none"> - Advocacy, documentation, reporting, advocacy, professional communication.
Week 13	Collaboration & Collaborative Leadership <ul style="list-style-type: none"> - Team Functioning/Dynamics, Team Building, Teamwork, Group Process, Delegation
Week 14	Health Care Organizations: <ul style="list-style-type: none"> - Public trust, organizational environments, leadership, technology, and informatics Health Care Quality: <ul style="list-style-type: none"> - Advisory Bodies, Quality Management Programs, Efficiency

STUDENT RESPONSIBILITIES:

As a student at NWP, you have rights and responsibilities. It is your responsibility to be familiar with the information contained in this Course Outline and the BScN student handbook and to clarify any areas of concern with the instructor. It is also your responsibility to be familiar with NWP Policies. Please take the time to familiarize yourself with the policies that might impact you while you are here:

- NWP Department of Nursing Education & Health Studies Handbook:
<https://www.nwpolytech.ca/doc.php?d=NURSHBKYR12>
- NWP Policies: [Northwestern Polytechnic administrative/academic policies](#)
- NWP Students Rights & Responsibilities Policy:
<https://www.nwpolytech.ca/about/administration/policies/fetch.php?ID=69>

Academic Misconduct: Academic misconduct in all its forms is a serious offence.

Academic misconduct is the giving, taking, or presenting of information or material that unethically or dishonestly aids oneself or another on any work which, under normal circumstances, is to be considered in the determination of a grade or the compilation of academic requirements or the enhancement of that student's record or academic career. The two key areas of academic misconduct are plagiarism and cheating. Please read the definitions that follow.

Plagiarism: The use of close imitation of language, paintings, films, prototypes and ideas of another author and representation of them as one's own original work. The most common forms of plagiarism are: copying or paraphrasing another author's work without proper acknowledgement, using the ideas or lines of reasoning of another author's work without proper acknowledgement, submitting work to which someone else has made substantial improvements to the content, and submitting the same work for multiple courses without approval. Plagiarism can be judged to have occurred if the instructor has both the submitted material and original source that was copied, or if the student is unable to explain the terminology or ideas of a submission.

Late Assignments

To obtain credit in the course ALL assignments, examinations, and quizzes must be completed. Students are expected to make every effort to complete assignments on time. Assignment submissions are expected on the date determined by faculty. If extensions are necessary, they may be requested up to 48 hours prior to the assignment due date and should be submitted in writing to the faculty member involved. Not all extensions will be granted. In exceptional situations, extension requests within the 48-hour period may be considered. Late assignments will have 5% of total marks (or one letter grade) for the assignment deducted for each day/partial day (including weekend days) beyond the due time. For example, a paper marked at B+ would receive an adjusted grade of B if handed in one day late. After 5 days, a grade of 0 will be awarded to the assignment. If the late penalty places the grade below the necessary pass grade, students will be unsuccessful in the course. When submitting assignments electronically, it is the student's responsibility to ensure the assignment has been received. Papers/assignments may not be rewritten for a higher grade. Concerns regarding grading are to be discussed with the faculty member involved.

STATEMENT ON PLAGIARISM AND CHEATING:

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Calendar at <https://www.nwpolytech.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at <https://www.nwpolytech.ca/about/administration/policies/index.html>

**Note: all Academic and Administrative policies are available on the same page.

ADDITIONAL INFORMATION:

Interview Healthcare Provider Presentation Rubric

Area	5	3	1	Your Score
Visual Appeal & Content	<p>No spelling, grammar or punctuation errors.</p> <p>Information is clear and concise.</p> <p>Visually appealing and engaging PowerPoint.</p> <p>Uses slide to make main points and expands from there. Utilizes notes section of slides to expand on information.</p>	<p>Few spelling, grammar or punctuation errors.</p> <p>Too much information included on slides.</p> <p>Good visual appeal but could use development to increase engagement.</p> <p>Does not make use of notes section of slides to expand on slide materials.</p>	<p>Slides contain spelling, grammar and/or punctuation errors.</p> <p>Slides are difficult to read and/or are crowded with too much information.</p> <p>Notes area of slides not used or barely used to develop content.</p> <p>No visual appeal.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
Comprehension, Preparedness & Presentation Skills	<p>Presentation demonstrates extensive understanding of the assignment and its purpose.</p> <p>Presenter speaks clearly, at a volume and pace the class can hear easily and understand.</p> <p>Presenter stands up front, maintains eye contact and use slides as cues rather than relying on slides for whole presentation.</p> <p>Accurately answers all questions posed by instructor and classmates.</p>	<p>Good understanding of topic, but some lack of knowledge is apparent.</p> <p>Some assignment steps misunderstood or not present.</p> <p>Able to answer most questions, but some critical thinking is missing.</p>	<p>Presenter lacks thorough understanding of the project.</p> <p>Audience not engaged.</p> <p>Presenter may be reading directly off slides, lack eye contact with class or may be speaking too quickly or quietly to understand.</p> <p>Inappropriate/disinterested body language (including not standing up to present).</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>