



COURSE OUTLINE

Department: BACHELOR OF SCIENCE IN NURSING PROGRAM
Course Number: NRSG 4111
Former Course Number: NRSG 4110
Credits: 3
Descriptive Title: Professional Growth 5: Nurses Influencing Change

Calendar Description

Students will explore ways to influence and create change for the promotion of societal health. They will examine the culture, power, and politics of leadership and organizations. Students will critique selected strategies for enhancing professional influence on the evolving Canadian health care system.

Required for the following credentials: Bachelor of Science in Nursing

Recommended for the following credentials:

Prerequisites: NRSG 3350 and 3355, and a cumulative program GPA of 2.42

Corequisites:

Transferable: Refer to the BCCAT Transfer Guide

Not Transferable: X

Implementation date: January 2005

Course to be reviewed by (mth/yr): January 2008

LEARNING OBJECTIVES/OUTCOMES

A student who successfully completes the course will have reliably demonstrated the ability to:

- Explore his/her potential as a change agent both as an individual and as a member of a group
- Explore change processes within a profession
- Examine activities which are proactive in creating and implementing health care policy
- Propose activities which transform ideas and policy into reality for the promotion of societal health
- Describe a variety of organizational structures and governance models
- Analyze the culture, power, and politics of leadership

See also Appendix A: PRAXIS: Minimal Semester Requirements for Professional Growth 5: Nurses Influencing Change

CONTENT

Content will include, but is not restricted to, the following:

This course is organized around the philosophical foundation of the curriculum and reflects the following concepts:

- advocacy – individual, family, community, society
- leadership in influencing change
- activism
- change theories, processes and strategies; adoption of innovations
- health care policy, funding and reform
- political process
- nursing image (changing role of the nurse)
- nurturing the profession of nursing
- collaboration
- power relations
- political and health care structures
- marketing/lobbying
- organizational structure, culture, and governance models
- gendered analysis of nursing and health care
- workplace issues
- use of data in policy development at agency and societal levels
- transformational leadership
- culture, power, and politics of leadership
- image of marginalized groups in the media

EMPLOYABILITY SKILLS

See attached addendum

LEARNING ACTIVITIES

Activities may include, but are not restricted to, the following:

- reading relevant literature
- participating in discussions and debates
- analyzing case studies

A variety of activities provide students with opportunities to view themselves as professionals with the mandate, knowledge, and skills to bring about change. Examples include active participation in discussions, case studies, media stories, debates, mock situations, reflection, and critical analysis of change processes.

ASSESSMENT METHODS

Grading system used X LETTER GRADE MAS EXP

Assessment plans comply with Kwantlen policy and resemble the following:

Exams (minimum of 2)	40%
Debate	25%
Project	25%
Quizzes (2)	10%
TOTAL	100%

METHODS FOR PRIOR LEARNING ASSESSMENT

The following PLA methods will be used:

- Challenge exam
- Products/portfolio
- Demonstration
- Interview
- Self-assessment

TEACHING MODES

	Hours per Week	Class Size	Duration (in weeks)
Classroom-Related Instruction (Lecture)	4	30	15
Simulated Learning Environment (Lab)			
Individual Learning Environment (Lab)			
Practicum Supervision/Field Experience			
Reality Learning Environment			

LEARNING RESOURCES**Required Textbooks, Lab or Shop Manuals, Equipment, etc.**

Buresh, B., & Gordon, S. (2000). *From silence to voice: What nurses know and must communicate to the public*. Ottawa: Canadian Nurses Association.

NRSG 4111 – Professional Growth 5: Nurses Influencing Change course readings (latest edition). Surrey, BC: Kwantlen University College, Collaborative Nursing Program.

Recommended Textbooks, Lab or Shop Manuals, Equipment, etc.**BIBLIOGRAPHY ATTACHED? (for suggested library acquisitions)**

Yes No

Do library resources in this subject area need more development?

Yes No

APPROVAL PROCESS SIGNATURES

This Course Outline complies with the relevant Kwantlen policies. It follows the guidelines set out in the Kwantlen Course Outline Manual. Department or program learning objectives/outcomes and employability skills that have been identified in this Course Outline can be reasonably achieved through this Course.

Course developer(s): J. Belfry Date: October 5, 2004
BSN Program Curriculum Committee

Department chair: J. Belfry Date: October 5, 2004
Joan Belfry

Divisional Dean: Maxine Mott Date: Oct 7/04
Maxine Mott

This course fits appropriately into an approved program of studies at the College _____

This course does not duplicate another course or courses at Kwantlen. _____

Chair, Education Council: Daria Goedbloed Date: Oct 14/04
Daria Goedbloed

APPENDIX A

PRAXIS: Minimal Semester Requirements and Essential Learning Experiences for Nursing Practice 7

1. To Know (epistemology)

- explore and examine formal political processes
- explore the meaning of political action
- explore and critique the structure of political processes, e.g. government, institutions, etc.
- examine and critique different perspectives of power
- examine and critique the interrelationships of power in relation to international health care
- critique the hegemony inherent in the Canadian health care system
- explore the complexity of the change process
- critique the impact of professionalism and advocacy in health care
- examine and critique nurses' individual and collective image
- examine and critique the role of leaders and power brokers in influencing the image of nursing
- explore and critique issues of human rights
- examine the role of individual, family, community and society in influencing change
- examine one's individual and nursing's collective image as catalysts for change
- examine governance models
- examine the culture, power, and politics of leadership
- examine the role of individuals and groups in influencing public policy

2. To Be (ontology)

- be political
- be collaborative
- be egalitarian
- be proactive
- be innovative
- be ethical
- be knowledgeable of nurses' and others use and misuse of power
- be critically aware
- be sensitive to the individual, family, community and society as an integral part of the change process

3. To Do

- engage in the process of change
- engage in the processes of critical reflection and consciousness-raising
- design strategies for political action, e.g. lobbying, media, letter writing, negotiation skills, story telling, marketing, etc.
- examine the evolving image of nursing
- design strategies to convey a positive, professional image
- engage in coalition building
- investigate and acknowledge informal and formal power structures
- engage in egalitarian (power "with") relationships
- design strategies to mobilize and use power structures for proactive change
- incorporate knowledge of transformational leadership into one's own practice
- use research as a basis for practice

Addendum

INTEGRATION OF EMPLOYABILITY SKILLS IN THE BACHELOR OF SCIENCE IN NURSING PROGRAM

Creative Thinking and Problem Solving Skills

Creative and critical thinking will be developed to cultivate the ability to think in a systematic and logical manner, with an openness to question and reflect on the reasoning processes necessary to ensure safe, high quality nursing practice. Students will learn to develop the intellectual standards of clarity, specificity, consistency, relevance, depth, completeness, significance, breadth, fairness and adequacy of purpose. These standards are reflected in the Minimal Semester Requirements, course outlines, and grading criteria.

Clinical decision-making will be taught using a health promotion model. In nursing practice, students will learn the process of making health-promoting decisions with clients, moving through the decision stages of engagement, salience, pattern recognition, praxis, and action. This system of decision-making is an interactive, cyclical and ethical process through which the student and client together determine the appropriate plan and potential outcomes of care.

In both seminar and practice courses, students will have ample opportunities to develop skills in information gathering, organizing, analyzing, generating, integrating, and evaluating data and information. Students will learn to write critically, which involves raising questions, explicating new thinking, and transforming their understanding about practice. Critical questions will take the students beyond the recall of information and the uncovering of patterns and themes to an examination of the beliefs, values, and taken-for-granted assumptions underlying experiences, with a view to prompt action. Praxis is considered to be the core of the decision-making process. Through the equal valuing of reflection and action, praxis seminars will provide the opportunity for reflection, dialogue with peers and faculty, change, and professional growth.

Oral Skills

Using an interactive format (active participation in seminar and practice learning activities, journal writing, small group dialogue, presentations, communication exercises, role-playing, videotaping of interactions, dialogue with clients and the multidisciplinary team), students will develop therapeutic and professional communication skills. Skills such as active listening, circular questioning, empathy, warmth, genuineness, respect, concreteness, and self-disclosure will be cultivated. Students will be given the opportunity to communicate with clients and allied professionals by using the telephone and voice-mail, using e-mail programs and discussion lists, attending meetings and care conferences, giving and receiving client reports and updates to multidisciplinary team members. Minimal Semester Requirements related to oral skills are included in every course of the program.

Interpersonal Skills

By completing Self and Others 1: Self Awareness and Self and Others 2: Creating Health- Promoting Relationships in year one of the program, students will develop an awareness of how they present themselves to others, and how to demonstrate caring, empathetic understanding, and unconditional positive regard for clients, peers, faculty, and other health professionals. Assertiveness, conflict resolution, how to deal with challenging relationships, giving effective feedback, clarity, personal meaning, empowerment, giving support, and providing context are skills that students will develop in this course, as well as throughout the program. Minimal Semester Requirements for interpersonal skills are included in the evaluative guidelines for the program. Students will spend a substantial amount of time exploring the hegemony of Western society and the health care system, and will learn to constructively challenge the dogma and ideology that prevail.

Teamwork and Leadership Skills

Students will be taught to work effectively as a team member in the classroom setting and in the practice area. Feminist, humanist, and critical social theory will be used to help students find meaningful ways to deal with conflict, build consensus, reinforce the strengths of others, and establish goals and priorities in their studies and nursing care. Leadership is one of the five major domains of practice that will be evaluated on a Practice Appraisal Form in every Nursing Practice course throughout the curriculum. Minimal Semester Requirements are also used to assess teamwork abilities and organization.

Personal Management and Entrepreneurial Skills

Professional responsibility is another major domain of practice that will be evaluated on a Practice Appraisal Form in every Nursing Practice course throughout the curriculum. Professional Growth courses in the various semesters will prepare the students to gain awareness of their own abilities and knowledge base, to develop responsibility and accountability, to adhere to principles of client safety and confidentiality, and to provide nursing care with an ethic of caring and advocacy.

Upon entry to the program the students will engage in the assessment of their personal learning styles using Gardner's Multiple Intelligences and the Myers Briggs Type Indicator tests. Students will be encouraged to understand their personal ways of learning, and to devise a study and participation

Students will be guided to create a personal portfolio to document their learning and achievements to prepare them for lifelong learning and to gather evidence of their growth and progression. Self-employment opportunities in nursing will be explored, beginning in semester one in Professional

Reading Skills

Students will be assigned pre-readings for most learning activities in the program from textbooks, journals, books, on-line communications, and Website documents. In the practice area, students will learn to carefully read client charts, orders, and various records in order to plan individualized and appropriate care. Learning activities to guide students to search on-line databases and to access the World Wide Web and library catalogues will be included throughout the curriculum. Assignment criteria for learning activities and course grades include evaluation of reading comprehension and application of theory.

Visual Literacy

Students will learn to interpret and document on charts and graphs related to clinical care of clients in the practice setting. Learning activities to teach students to create tables, charts, and graphs including statistical summaries will be included in the curriculum. Students will have the opportunity to create teaching materials for clients which incorporate graphics and diagrams, brochures, teaching sheets, and Web-based materials and multimedia materials. An examination of the hegemony exhibited in common media presentations will occur in group seminars.

Mathematical Skills

Students will be expected to have well-developed computation skills on admission to the program. Students will use mathematical computations in a variety of situations, such as medication calculations, intravenous therapy, body mass index calculations, laboratory test result interpretation, resource allocation, data analysis and statistical calculations. Minimal Semester Requirements for the Nursing Inquiry and Research courses, the Practice Appraisal Forms for Nursing Practice courses, and assessment methods in the Qualitative and Quantitative Analysis course will be used to evaluate mathematical skills.

Intercultural Skills

Students will be evaluated using Minimal Semester Requirements related to context and cultural awareness, understanding, and application in every course of the program. A phenomenological, humanistic approach will be used to foster unconditional positive regard for others and an ability to co-discover personal meaning and salience with individual clients, families, groups and communities. Students will be given the opportunity to work with diverse groups in community development, political advocacy, and societal change initiatives in years three and four.

Technological Skills

Computer literacy (including word-processing, spreadsheet and database development, use of the Internet and e-mail, hospital information systems and computerized medication administration records, graphics and desktop publishing, and statistical programs) will be developed throughout the curriculum.

Nursing informatics is a major focus in the Nursing Program, and is defined as a combination of computer science, information science, and nursing science designed to assist in the management and processing of nursing data, information, and knowledge to support the practice of nursing and the delivery of nursing care.

Students will also explore the effects of technological advances on caring and client confidentiality. The ethical effects of life-sustaining and genetic technologies will be examined in Nursing 3170: Bioethics, and the opportunity to use various technologies related to nursing will be provided in the Nursing Practice courses.

Citizenship and Global Perspective

Critical social theory, technological advances, and a global perspective will be explored in each course of the program to help students develop an appreciation of communities, nations, and the entire global population as client and a focus of care. Epidemiology, societal trends, and direct interaction through on-line communication will be included to help students develop a global perspective.

Kwantlen Nursing faculty support the use of international experiences for nursing practice placements. Kwantlen students have had practice experiences in several Canadian provinces and in countries such as Nepal, Guyana, New Zealand, Kenya and the Philippines.

Students will be guided to carefully examine the culture and context of situations to develop an awareness of the issues, factors, beliefs, and assumptions that create global concerns and problems. Year three of the program will focus on prevention and community empowerment strategies to improve local, national, and global health and well-being. Students will have an opportunity to identify a local, national, or global health issue and to implement a plan of action.

Year four will focus on societal health and how nurses can influence change within organizations, whether local or global. The emphasis will be on the student's growth as a professional nurse who is critically reflective and an active change agent within nursing, health care, and society at large. Students will explore concepts such as influence, power, change, health policy strategies, funding and resource allocation, and citizen participation. Minimal Semester Requirements and Practice Appraisal Forms will be used throughout the program to evaluate the development of citizenship with an advocate and activist focus and a global perspective.