This syllabus is in two parts. The first is an overview of the BSN degree. The second is the actual course syllabus for NRS 416: Leadership in Professional Practice. We hope that by providing both we are able to help you see the “big picture” of the program and how this course (and other courses) fits within the vision of the program.

PART ONE:
Mission of the Program:
The RN to BSN program seeks to inform and inspire nurses in the art, culture, and science of healthcare in order to save and improve lives, to teach others how to achieve better health, and to advocate for people when they are in their weakest state. Our purpose is to help nurses develop into compassionate, self-motivated healthcare professionals who have the knowledge and skills to act as leaders in the healthcare industry.

Program Learning Outcomes (LO)
Learning outcomes have been identified for the RN to BSN major. Students completing this major are assessed based on their demonstration of abilities to:

1. Develop and use higher-order problem-solving and critical thinking skills;
2. Integrate concepts from behavioral, biological, and natural sciences in order to understand self and others;
3. Interpret and use quantitative data and use the scientific process and scientific data as a basis for developing, implementing, and evaluating nursing interventions;
4. Apply knowledge regarding social, political, economic, and historical issues to the analysis of societal and professional problems;
5. Communicate effectively in a variety of written and spoken formats and learn how databases and other analytical tools are used to structure, analyze, and present information;
6. Engage in effective working relationships;
7. Appreciate cultural differences and bridge cultural barriers;
8. Understand the nature of human values and develop and articulate personal standards against which to measure new ideas and experiences;
9. Appreciate and understand the mission of healthcare professionals and develop the knowledge and skills to act as compassionate leaders in the performance of that mission;
10. Use coaching skills to support patients, their families, and coworkers in efforts to identify and solve problems, set and achieve relevant and realistic goals, and achieve full potential.
11. Create a meaningful statement of mission for their life.

PART TWO:

Course Description:

NRS 416: This course examines the roles, traits, and contribution of the nurse in organizational leadership and managerial positions and as the lead advocate for people in their most vulnerable state. Its focus is the personal and professional development of the practicing nurse as a mentor and coach to the people they serve. Topics include servant leadership, emotional intelligence, active listening, building relationships, cultural awareness, conflict resolution, delegation, and team building. Students develop competencies and skills that will enable them to manage and lead effectively and have an opportunity to apply those competencies and skills in an appropriate health care setting.

Prerequisite: Nursing 305, 306 and 307

Course Objectives:

Upon completion of this course, the students will be able to:
1. Understand the benefits of coaching as it relates to leadership and nursing. (LO 1, 6 & 10)
2. Develop skills that enable you to communicate, coach and lead effectively. (LO 5, 6, 8, 9, 10 & 11)
3. Design and implement a coaching project related to positive change in a group or individual. (LO 5, 6, 9 & 10)
4. Utilize case studies and/or work examples to resolve conflicts, delegate and build teams. (LO 1, 6, 7 & 8)
5. Describe the process of building teams related to emotional intelligence and personal and professional strengths. (LO 6, 8 & 11)
6. Examine theories of change and apply in a coaching project. (LO 1, 8 & 10)
7. Learn and apply behavioral change skills, tools and strategies. (LO 9, 10 & 11)
8. Describe International Coach Federation (ICF) core competency skills. (LO 1 & 10)
HSI 420:
The course examines the roles, traits, and contribution of the health care professional in organizational leadership and managerial positions and as the lead advocate for people in their most vulnerable state. Its focus is the personal and professional development of the health care professional as a member of an interdisciplinary health care team. Topics include servant leadership, emotional intelligence, active listening, building relationships, cultural awareness, conflict resolution, delegation, and team building. Students develop competencies and skills that will enable them to manage and lead effectively and have an opportunity to apply those competencies and skills in an appropriate health care setting.

Required Textbook:
  o ISBN – 978-1-85788-535-4

  o ISBN: 978-1-58333-438-6

You will also be getting an online link for the health and wellness coaching from Real Balance once we get started. This manual cost is $50.00.

Major Themes of Course:
• Coaching for leadership, health and wellness
• Knowing Yourself (Purpose/Mission)
• Behavioral Change
• Introduction to Systems Thinking

Learning Strategies that will be used:
Lecture
Class Discussion
Films/videos
Readings
Coaching Skills Lab (Individual and Group)
Coaching Demonstrations
Complete reflective activities and reflective writings focused on self-learning
Develop coaching skills by providing coaching to others (coaching project leading to 18 – 20 hours during the WIN I term).
Complete coaching notes

Attendance and Class Participation: Missing class is not something you want to do. If you miss a class, make-up work will be assigned. It is vital to this course that you master the content. The make-up work must be submitted prior to the next class session, which is weekly.
Academic Integrity Policy:
It is expected that you “answer the call light” for any of your fellow students. It does not matter whether or not this student is your “assigned” student for your shift...you answer their “call” for help immediately. You assist them with a smile and a sense of humor, all the while remaining respectful and treating them with dignity. If someone answers your “call light” be sure to say “thank you” and give him or her credit for the work they have done. This is referred to as citing a source. Always give your co-workers credit for their ideas and words. Failure to give credit to the people that answer your call light will result in an “F”.

Health and Wellness Coaching Certification:
Real Balance: Global Wellness Services offers national certification in health and wellness coaching. To obtain that certification, Global Wellness Services requires you to sit for an online examination. During this course, you will complete everything that is required to sit for that examination. To begin the certification process, go to their website below at the end of the course.
www.realbalance.com

Assignments and Grading:
Assignments and grading for this course will be handed out the first class.