Rationale of Module
Throughout history nursing has been required to respond to changing healthcare demands. The need to develop nursing leadership skills has never been greater as changes in healthcare are being addressed at national and international level.

Module Aims
To explore leadership in nursing from different perspectives encouraging the student to examine the importance of leadership in influencing and shaping nursing practice.

Learning Outcomes
On successful completion of this module, the student will be able to:

- Critically discuss the theoretical approaches to leadership and organisational behaviour in healthcare;
- Critically discuss factors influencing and shaping both the health care arena and policy developments;
- Critically evaluate the role of leadership in change management;
- Critically discuss strategic management, service planning & financial accountability.

Description of teaching activities
Face to Face Contact Hours: The following teaching methodologies are incorporated into the classroom based hours: Didactic teaching, question & answers, Socratic questioning, class discussions, group work, case study review, role play and scenarios and debates.

Online Contact Hours: The following teaching methodologies are incorporated into the classroom based hours: Voice recorded Lecture notes (Camtasia), required supplemental reading to support the voice recorded material, discussion on the online discussion forum, questions & answers and appraisal and critique of the literature via the forum.

Indicative Syllabus
- Leadership theories
- Context and influencing factors of leadership & healthcare
- Organisational culture
- Clinical leadership & development of leaders
- Change management
- Power, politics and organisations
- Service/Business planning & financial accountability
- Interprofessional working in healthcare
- Leadership competencies

### Teaching Learning Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Contact time (face to face, online tuition, discussion forum, group work, PBL)</td>
<td>16</td>
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<tr>
<td>On Line Contact Hours</td>
<td>12</td>
</tr>
<tr>
<td>Independent learning time</td>
<td>177</td>
</tr>
<tr>
<td>Course Work Preparation</td>
<td>45</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>250</strong></td>
</tr>
</tbody>
</table>

### Indicative Reading


Grigsby, R. Kevin DSW; Thorndyke, Luanne MD (2011) Academic Medicine:  Perspective: Recognizing and Rewarding Clinical Scholarship, 86 (1), 127-131


**Additional reading material will be provided by individual lecturers**

<table>
<thead>
<tr>
<th>Examination/Assessment Method</th>
<th>Type of Assessment (Continuous/Terminal)</th>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>Assignment</td>
<td>Terminal</td>
<td>100%</td>
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