



RCSI

POST GRADUATE DIPLOMA IN NURSING

MODULE DESCRIPTOR

RCSI DEVELOPING HEALTHCARE LEADERS WHO MAKE A DIFFERENCE WORLDWIDE

Module Title	Leadership- Professional & Clinical
Level of Learning	9 NFQ
Pre-requisite course	Primary degree or equivalent
ECTS Credits	10
Module Coordinator	Ms Catherine Clune Mulvaney

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 health care;
- 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 recoded 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



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- Power, politics and organisations
- Service/Business planning & financial accountability
- Interprofessional working in healthcare
- Leadership competencies

Teaching Learning Activities	Hours
Contact time (face to face, online tuition, discussion forum, group work, PBL)	16
On Line Contact Hours	12
Independent learning time	177
Course Work Preparation	45
Total	250

Indicative Reading

Boyer, E. L. (1990). *Scholarship Reconsidered*, Princeton, NJ, The Carnegie Foundation.

Brölmann FE, Eskes AM, Sumpio BE, Mayer DO, Moore Z, Agren MS, Hermans M, Cutting K, Legemate DA, Vermeulen H, Ubbink DT. Fundamentals of randomized clinical trials in wound care: reporting standards. *Wound Repair Regen.* (2013) Sep-Oct;21(5):641-7

Clinical Scholarship Task Force (1999). *Clinical scholarship resource paper*. In: SIGMA THETA TAU (ed.).

Diers, Donna (1995) Clinical Scholarship *Journal of Professional Nursing*, v11 n1 p24-30

Eskes AM, Brölmann FE, Sumpio BE, Mayer D, Moore Z, Agren MS, Hermans M, Cutting K, Legemate DA, Ubbink DT, Vermeulen H.(2001). Fundamentals of randomized clinical trials in wound care: Design and conduct. *Wound Repair and Regeneration* 20(4):449-55

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

Gustafsson, C. & Fagerberg, I. (2004). Reflection, the way to professional development? *Journal of Clinical Nursing*, 13, 271-80.

Health Research Board of Ireland(2009). *Strategy 2010-2014*. In: Health Research BOARD of Ireland (ed.). Dublin: Health Research Board of Ireland.

Johns, C. (1995). Framing learning within Carper's fundamental ways of knowing in nursing. *Journal of Advanced Nursing*, 22, 226-34.

Kitson A, (2006) The relevance of scholarship for nursing research and practice. *J Adv Nurs* , 55(5):541-543.

Moore, Z. & Cowman, S. (2008). The Cochrane Collaboration, systematic reviews and meta analysis. In: Watson, R., Mc Kenna, H., Cowman, S. & Keady, J. (eds.) *Nursing Research: Designs and Methods* London: Churchill Livingstone.

Moore Z (2012) Meta-Analysis in Context *Journal of Clinical Nursing* 21(19):2798-807



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Office of the Nursing & Midwifery Services Director (2011). *The Strategy of the Office of the Nursing & Midwifery Services Directorate 2012-2015* In: Office of the Nursing & Midwifery Services Directorate (ed.). Dublin: Health Service Executive.

Ramacciati, N. (2013) Health Technology Assessment in Nursing: A Literature Review. *International Nursing Review*, 60 (1): 23-30.

Thompson, M.; Van den Bruel, A.; Verbakel, J.; Lakhanpaul, M.; Haj-Hassan, T.; Stevens, R.; Moll, H.; Buntinx, F.; Berger, M.; Aertgeerts, B.; Oostenbrink, R.; Mant, D. (2012) Health technology assessment. *Clinical Governance: An International Journal*, 17 (3): 253-67.

Tymcow, C. (2011). Clinical Scholarship and Evidence Based Practice. In: Zaccagnini, M. E. & Waud White, K. (eds.) *The Doctor of Nursing Practice Essentials*. Massachusetts: Jones & Bartlett

Additional reading material will be provided by individual lecturers

Examination/ Assessment Method	Type of Assessment (Continuous/Terminal)	Weighting
Assignment	Terminal	100%