

Unit code:	NSD104
Credit points:	12
Equivalent:	NSB104
Coordinator:	Jack Potter j3.potter@qut.edu.au

Disclaimer - Offer of some units is subject to viability, and information in these Unit Outlines is subject to change prior to commencement of the teaching period.

Overview

This introductory unit in leading and learning develops the knowledge necessary to function as a team member, consumer advocate, educator, and leader of self and others. These are key attributes of health professionals in contemporary practice and provide the basis for team and professional leadership into the future. The unit will encourage different ways of thinking, broad perspectives, and evidence-based decision making to inform practice in local and global contexts.

Learning Outcomes

On successful completion of this unit you will be able to:

1. Describe key professional challenges for the provision of care within contemporary and future healthcare environments
2. Explain fundamental concepts of leadership and self-leadership in relation to the role of health professionals, including nurses and the nursing profession, in delivering safe, person-centred care.
3. Critically analyse the role of health professionals in providing safe, culturally informed, quality person-centred care in a diverse range of settings.
4. Apply knowledge of professional, ethical, social, and cultural dimensions of communication to collaborate effectively with colleagues, and establish and maintain therapeutic relationships and consumer partnerships in healthcare

Content

Topics that will be covered in this unit include:

- Contemporary healthcare challenges, including emergent technologies and impact on the delivery of health care
- Introduction to leadership theory and its application within health professional practice
- Person-centred care and its role in the provision of safe, quality health care
- Self-leadership skills including growth mindset, emotional intelligence, critical thinking, problem solving and principles of evidence-based decision making
- Professional collaboration skills including communication and interpersonal skills, therapeutic communication, cultural safety, teamwork and conflict resolution
- Change and innovation in practice
- Lifelong learning and reflective practice.

Learning Approaches

This unit takes a blended approach to learning and teaching. You will be provided with both eContent and timetabled activities such as workshops and tutorials. eContent will be clearly identified on your Canvas site for you to engage with on a weekly basis before your classes. eContent could include videos, readings, self-reflection and/or peer activities designed to enhance your learning experience. During the timetabled activities, the unit coordinator and/or your tutor will further explain content and you will be provided with opportunities to explore this content in a collaborative learning environment. After your weekly classes, you should continue to engage with unit resources to ensure you consolidate your understanding of unit content. Teaching team members will also be available for one-on-one consultations to assist you with your learning journey.

Feedback on Learning and Assessment

You will receive feedback in various forms throughout the semester which may include:

- *Informal*: worked examples, such as verbal feedback in class, personal consultation
- *Formal*: in writing, such as checklists, rubrics, written commentary
- *Direct*: to individual students, either in written form or in consultation
- *Indirect*: to the whole class

Modification to assessment may be required based on mode of study

Assessment

Overview

There are three summative assessments to be completed in this unit.

Unit Grading Scheme

7- point scale

Assessment Tasks

Assessment: Unit engagement activities

As part of your participation in tutorial activities, you will complete five short engagement activities that assess your knowledge and understanding of key concepts covered in the core unit content.

The late submission period does not apply and no assignment extensions are available.

Weight: 10

Length: 5 short activities embedded in the NSD104 Canvas website

Individual/Group: Individual

Due (indicative): Throughout semester

Related Unit learning outcomes: [1](#), [2](#)

Assessment: Digital Presentation

This assessment task requires you to work with a small group to create and deliver a narrated Powerpoint presentation that demonstrates the application of selected leadership concepts within the context of person-centered care. Your presentation will also be peer reviewed using the Feedback Fruits tool.

This assignment is eligible for the 48-hour late submission period and assignment extensions.

Weight: 45

Length: 10 minutes

Individual/Group: Individual and group

Due (indicative): Week 8

Related Unit learning outcomes: [2](#), [3](#), [4](#)

Assessment: Leadership Scenario Analysis

This assessment task requires you to apply concepts and principles of leadership to a clinical practice scenario. You will also provide a brief reflection on the implications for your own leadership development.

This assignment is eligible for the 48-hour late submission period and assignment extensions.

Weight: 45

Length: 1200 words

Individual/Group: Individual

Due (indicative): Week 13

Related Unit learning outcomes: [2](#), [3](#), [4](#)

Academic Integrity

Academic integrity is a commitment to undertaking academic work and assessment in a manner that is ethical, fair, honest, respectful and accountable.

The [Academic Integrity Policy](#) sets out the range of conduct that can be a failure to maintain the standards of academic integrity. This includes, cheating in exams, plagiarism, self-plagiarism, collusion and contract cheating. It also includes providing fraudulent or altered documentation in support of an academic concession application, for example an assignment extension or a deferred exam.

You are encouraged to make use of QUT's learning support services, resources and tools to assure the academic integrity of your assessment. This includes the use of text matching software that may be available to assist with self-assessing your academic integrity as part of the assessment submission process.

Breaching QUT's [Academic Integrity Policy](#) or engaging in conduct that may defeat or compromise the purpose of assessment can lead to a finding of student misconduct ([Code of Conduct – Students](#)) and result in the imposition of penalties under the [Management of Student Misconduct Policy](#), ranging from a grade reduction to exclusion from QUT.

8:45

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Course syllabus

[Jump to today](#)

[View the unit outline on HiQ.](#)

Schedule

[QUT Academic calendar](#)

Week	Topic
1	Introduction to leadership in nursing and health practice
2	Exploring leadership in health professional practice
3	Exploring Person-Centred Care
4	Self awareness, mindset and interpersonal skills
5	Developing interpersonal skills
MIDWINTER BREAK	
6	Developing interpersonal skills
7	Working in teams
8	Working in teams
9	Working in teams

8:45

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9 Working in teams

10 Understanding the dynamics of change

11 Adapting to/leading change in practice

12 Leadership and lifelong learning in profess

13 Bringing it all together

Course summary:

Date	Details	Due
Mon, 25 Mar 2024	 Multiple Choice Quiz (MCQ)	due by 11:00
Wed, 24 Apr 2024	 Assessment 2 - Submission and Rubric	due by 23:59
Wed, 29 May 2024	 Assessment 3 - Rubric and Submission	due by 23:59



 Practice test

 Tutorial 3