



**M:** Course Objectives / Learning Outcomes

In this course, learners will have opportunities to:

Develop their knowledge of leadership and management theories as this relates to psychiatric nursing practice  
 Explore the application of leadership & management theory and research to clinical practice contexts  
 Examine collegiality among a diversity of approaches within the interdisciplinary team  
 Examine core competencies associated with initiating and managing quality care  
 Analyze innovative and emerging roles for psychiatric nursing leadership and management within a shifting health care context  
 Analyze the relationship of management theories to health care delivery systems

**N:** Course Content:

In this course, within the context of Douglas College Department of Psychiatric Nursing's philosophy and conceptual framework, students will focus on further developing the psychiatric nursing role. Emphasis will be on promoting health from a leadership and management perspective utilizing the Neuman Systems Model in the context of psychiatric nursing practice.

ConceptsLeadership and Management Theories

- Theoretical Perspectives for Practice
- Developing Leadership Roles and functions
- Developing Management Roles and functions
- Managing and Leading Change
- Decision Making and Problem Solving
- Conflict, Delegation, and Role Transitioning
- Leading through Professional Membership

Issues for Leadership and Management within Health Care Delivery Systems

- Legal and Ethical Issues
- Health Care Organizational structure and system
- Quality and Risk Management
- Health data and information
- Budget and Resource Allocation
- Staffing and Scheduling
- Cultural Diversity
- Power, Politics and Influence
- Strategic Planning

*Exemplars: Community Mental Health Service Systems*

*In-patient Mental Health Service Systems*

**O:** Methods of Instruction

Learners will have opportunities to develop their theoretical leadership and management knowledge through a variety of means of instructional and activities including: lecture, presentations, case studies, debate forums, critical thinking exercises, classroom discussions, and guest speakers.

**P:** Textbooks and Materials to be Purchased by Students

A list of required and optional textbooks and refereed journal articles will be provided for students at the beginning of each semester.

**Q:** Means of Assessment

The course evaluation is consistent with Douglas College evaluation policy. An evaluation schedule is presented at the beginning of the course.

This is a graded course.

**R:** Prior Learning Assessment and Recognition: specify whether course is open for PLAR

Prior learning will be assessed on an individual basis based on the Douglas College PLAR guidelines.

---

Course Designer(s)

---

Education Council / Curriculum Committee  
Representative

---

Dean / Director

---

Registrar