

**Title:**

Maximizing Your Abilities as Course Leader

**Robyn Rice, PhD, MSN, RN, CNE**

Online MSN Program, Chamberlain University, National Headquarters, Chicago, IL, USA

**Session Title:**

Faculty Leadership: Strategies for Success

**Slot:**

I 04: Monday, 19 September 2016: 9:00 AM-9:45 AM

**Scheduled Time:**

9:20 AM

**Purpose:**

The purpose of this presentation is to provide guidelines for Course Leaders for leading faculty and students in busy multi-section courses. Issues associated with conflict and course communication gaps are discussed. Specific recommendations for positive change are given with a working emphasis of both faculty and students as colleagues.

**Keywords:**

Course leader, multi-sectional courses and positive change

**References:**

Daly, J., Speedy, S., & Jackson, D. (2015). Leadership and nursing: contemporary perspectives. (2nd ed). St. Louis, MO: Elsevier. Marquis, B., & Huston, C. (2014). Leadership roles and management function: nursing theory and application. (6th ed). Philadelphia, PA: Lippincott, Williams & Wilkins.

**Abstract Summary:**

This presentation will give an overview of strategies to enhance the Course Leader's abilities to lead faculty and students in multi-section courses. Support of faculty and viewpoint of students as learners-customers are emphasized. Specific recommendations for positive change are given.

**Learning Activity:**

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
The learner will cite sources of faculty and student conflict within multi-sectional courses.	Sources of faculty and student conflict as well as communication gaps will be provided to the learner to meet the objective.
The learner will identify strategies that promote positive change when working with faculty and students from multi-sectional courses that may or may not include a clinical component.	Specific recommendations for promoting positive change and coherence within multi-sectional courses will be given to the learner.

**Abstract Text:**

In today's fast paced world of teaching and learning the role of the faculty as Course Leader as *leader* is increasingly emphasized. In such a role, faculty as Course Leaders are faced with a variety of challenges such as orientating faculty and students to the course as well as to university standards of practice. In such a position, Course Leaders are not only asked to coordinate the many sections of a course but to actually evaluate the faculty that co-teach with them. Course Leaders are often responsible for course

updates and renovation. They routinely process course issues such as student grade complaints and plagiarism. They work with clinical agencies as needed. In addition, as Course Leader, the faculty remains the student's advocate and mentor. As leaders they are expected to normalize, support and inspire. How is all this to be accomplished?

This innovative program examines conflicts and communication gaps that may arise in multi-sectional courses and provides faculty, as Course Leaders, specific recommendations for promoting support, coherence and positive change within the course. Caring communication is discussed. Onsite and online tips for Course Leaders as *effective leaders* are offered. Proper usage of email as well as the iPhone are highlighted. Ways to monitor and promote consistent faculty grading and evaluation of students are identified. The concepts of colleague and students as customers-learners are emphasized.

This program is applicable to the needs of Course Leaders serving in traditional university settings as well as those working in the online milieu. In addition, both undergraduate and graduate nursing faculty will find this program's content relevant.

#### References

Daly, J., Speedy, S., & Jackson, D. (2015). *Leadership and nursing contemporary perspectives*. (2nd ed.). St. Louis, MO: Elsevier.

Marquis, B., & Huston, C. (2014). *Leadership roles and management functions: nursing theory and application*. (6th ed.). Philadelphia, PA: Lippincott, Williams, & Wilkins.