



Course syllabus for

Leadership, 4.5 credits

Ledarskap, 4.5 hp

This course syllabus is valid from spring 2019.

Please note that the course syllabus is available in the following versions:

Spring2019 , [Autumn2021](#) , [Spring2022](#)

Course code	1SJ025
Course name	Leadership
Credits	4.5 credits
Form of Education	Higher Education, study regulation 2007
Main field of study	Not applicable
Level	GX - First cycle
Grading scale	Fail (U) or pass (G)
Department	Department of Learning, Informatics, Management and Ethics
Decided by	Education committee NVS
Decision date	2018-10-17
Course syllabus valid from	Spring 2019

Specific entry requirements

Admission to semester 4:

All courses from semester 1 and 2.

Semester 3: Passed assessment from clinical placement 9 credits in (1SJ022).

Objectives

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That the student should develop his knowledge and understanding of the leadership, role in the working group and supervision of students and colleagues.

Learning outcomes **Knowledge and understanding:**

On completion of the course, the student should be able to:

- account for the leadership of the nurse staff management, supervision and delegation based on different theories of leadership and leadership styles
- discuss the role of the nurse in the group and the importance of group processes for cooperation
- understand and discuss the nurses role in planning and implementation of an improvement work

Skills and abilities

On completion of the course, the student should demonstrate the ability:

- to identify, plan and apply different ways to supervise and lead groups in varying situations and context.

Assessment skills and attitudes:

On completion of the course, the student should be able to:

- self-knowledge by reflecting on his own attitude and the own ability to lead working groups and improvement work critically
- ability to reflect on the implication and the importance of a good cooperation critically

Content

- Management
- Educational meetings
- The group process
- Teamwork
- Supervision
- Improvement theory
- Feedback
- Conflict Management
- Communication

Teaching methods

The contents of the course is integrated through working methods that intend to train interaction, active knowledge acquisition, critical reflection and problem-solving based on a scientific approach. In the course, different student-centered working methods are used to stimulate actively knowledge acquisition and to optimise the possibilities to achieve the intended learning outcomes of the course. These activities include seminars, group assignment, moments of reflections, case studies and lecture. Meetings take place both physical and via IT-based learning management system.

Examination

The course is examined through individual written assignments and oral presentation.

In accordance with evidence-based teaching and learning, formative examination during the course is used. To pass the course, it is required that the student should be able to demonstrate that the intended learning outcomes of the course have been achieved. Intended learning outcomes are assessed through written assignments (individually and in groups), compulsory days of interaction, seminar and work shops with presentation.

Compulsory attendance

To facilitate formative examination there are some parts that require active participation such as course introduction, final examination as well as the exercises and seminars that are evident from the timetable.

The course coordinator decides if, and how, absence from compulsory parts can be compensated. Study results cannot be reported until the student has participated in compulsory course elements or compensated for any absence in accordance with instructions from the course coordinator. Absence from a compulsory course element could mean that the student can not retake the element until the next time the course is offered.

According to KI's local guidelines, it is required that a student who is not passed after regular

examination has a right to participate at further five examinations. If the student has failed six examinations/tests, no additional examination is given. Each occasion the student participates in the same test counts as an examination. Submission of a blank exam paper is regarded as an examination. In case a student is registered for an examination but does not attend, this is not regarded as an examination.

Transitional provisions

If the course has ceased, changed considerably in content, or substantially changed its reading list, the student may take three additional tests (excluding regular test) on the earlier contents or the previous literature for up to one year after the course changes have been made.

Other directives

The course evaluation will be conducted according to the guidelines that have been established by the Board of Higher Education.

The course will not be credited in a degree together with another course the student has completed and passed which completely or partly corresponds to the contents of this course.

Literature and other teaching aids

Wheelan, Susan A.

Att skapa effektiva team : en handledning för ledare och medlemmar

2., [rev.] uppl. : Lund : Studentlitteratur, 2013 - 174 s.

ISBN:978-91-44-08818-1 LIBRIS-ID:13881381

[Library search](#)

Ehrenberg, A; Wallin, L (red)

Omvårdnadens grunder : Ansvar och utveckling

Lund : Studentlitteratur, 2009

Rosengren, Kristina

Vårdledarskap : att utveckla och förbättra framtidens vård och omsorg

1. uppl. : Lund : Studentlitteratur, 2014 - 344 s.

ISBN:9789144094557 LIBRIS-ID:14834101

[Library search](#)

Sandahl, Christer; Falkenström, Erica; Knorring, Mia von

Chef med känsla och förnuft : om professionalism och etik i ledarskapet 2:a

2 uppl. : Natur & Kultur Akademisk, 2017 - 250 s.

ISBN:9789127818422 LIBRIS-ID:19873519

[Library search](#)

Barr, Jill.; Dowding, Lesley.

Leadership in health care

2nd ed. : Los Angeles : SAGE, c2012. - xiv, 304 p.

ISBN:9781446207628 (hbk.) LIBRIS-ID:14638233

[Library search](#)

Olofsson, Rolf

Beteendeanalys i organisationer : handbok i OBM

1. utg. : Stockholm : Natur & kultur, 2010 - 242 s.
ISBN:978-91-27-11978-9 (inb.) LIBRIS-ID:11889225

[Library search](#)

Elmgren, Maja; Henriksson, Ann-Sofie

Universitetspedagogik

Stockholm : Norstedts, 2010 - 325 s.
ISBN:978-91-1-302297-0 (inb.) LIBRIS-ID:11656645

[Library search](#)

Svedberg, Lars

Gruppsykologi : om grupper, organisationer och ledarskap

5., bearb., uppdaterade och kompletterade uppl. : Lund : Studentlitteratur, 2012 - 359 s.
ISBN:978-91-44-07488-7 (inb.) LIBRIS-ID:12454726

[Library search](#)

Att skapa pedagogiska möten i medicin och vård

Silén, Charlotte; Bolander Laksov, Klara

1. uppl. : Lund : Studentlitteratur, 2013 - 324 s.
ISBN:9789144071015 LIBRIS-ID:14663523

[Library search](#)

Eddblom, Micael

Teamarbete & förbättringskunskap : två kärnkompetenser för god och säker vård

Stockholm : Svensk sjuksköterskeförening : Svenska läkaresällskapet, 2013 - 39 s.
ISBN:978-91-85060-21-4 LIBRIS-ID:14071658

[Library search](#)

Sharp, Lena

Effektiv kommunikation för säkrare vård

1. uppl. : Lund : Studentlitteratur, 2012 - 125 s.
ISBN:978-91-44-07618-8 LIBRIS-ID:12642779

[Library search](#)