

Course Number and Title: NUR 400 Nursing Leadership

Campus Location:

Georgetown, Dover, Stanton

Effective Date:

2021-51

Prerequisite:

NUR 300

Co-Requisites:

none

Course Credits and Hours:

3.00 credits

3.00 lecture hours/week

0.00 lab hours/week

Course Description:

This course prepares students to integrate leadership theories and principles into nursing practice. Emphasis is placed on developing the knowledge, skills, behaviors, and abilities of a nurse leader. Students examine leadership using the principles of advocacy, interprofessional communication, collaboration, and delegation.

Required Text(s):

Obtain current textbook information by viewing the [campus bookstore - https://www.dtcc.edu/bookstores](https://www.dtcc.edu/bookstores) online or visit a campus bookstore. Check your course schedule for the course number and section.

Additional Materials:

None

Schedule Type:

Online Course

Disclaimer:

None

Core Course Performance Objectives (CCPOs):

1. Integrate management and leadership theories into professional nursing practice. (CCC 1, 2, 3, 4, 5; PGC 1, 2, 3, 6, 8, 9)
2. Advocate for quality improvement in nursing practice. (CCC 1, 2, 3, 4, 5; PGC 1, 2, 3, 5, 6, 7, 8, 9)
3. Integrate strategies of communication and collaboration into professional nursing practice. (CCC 1, 2, 3, 4, 5; PGC 1, 2, 6, 8)
4. Analyze organizational systems to determine the effectiveness of delivering quality, patient-centered care. (CCC 1, 2, 3, 4, 5; PGC 1, 2, 3, 4, 6)
5. Demonstrate the value and importance of advocacy by the professional nurse. (CCC 1, 2, 3, 4, 5; PGC 1, 2, 3, 5, 6, 8)

See Core Curriculum Competencies and Program Graduate Competencies at the end of the syllabus. CCPOs are linked to every competency they develop.

Measurable Performance Objectives (MPOs):

Upon completion of this course, the student will:

1. Integrate management and leadership theories into professional nursing practice.
 1. Compare and contrast management and leadership styles.
 2. Discuss management and leadership theories as they apply to high-quality nursing care.
 3. Develop a personal nursing leadership philosophy based on theory and research.
2. Advocate for quality improvement in nursing practice.
 1. Use change theory to explore opportunities for quality improvement and safety.
 2. Evaluate findings from evidence-based sources to promote quality improvements in healthcare.
 3. Apply concepts of quality and safety using structure, process, and outcome measures to formulate clinical research questions.
3. Integrate strategies of communication and collaboration into professional nursing practice.
 1. Summarize effective communication and collaboration strategies to produce positive professional working relationships.
 2. Incorporate cultural sensitivity in professional nursing communication.
 3. Demonstrate appropriate collaborative strategies, including delegation, when working with interprofessional teams.
 4. Discuss conflict resolution strategies used when working with interprofessional teams.
4. Analyze organizational systems to determine the effectiveness of delivering quality, patient-centered care.
 1. Describe how healthcare is organized and financed, including the implications of business principles such as patient and system cost factors.
 2. Compare and contrast the organizational structure, mission, vision, philosophy, and values of various healthcare settings.
5. Demonstrate the value and importance of advocacy by the professional nurse.
 1. Incorporate respect and caring into the role of nurse advocate.
 2. Advocate for the profession of nursing.
 3. Reflect upon the ideal of lifelong learning to support excellence in nursing practice.

Evaluation Criteria/Policies:

The grade will be determined using the Delaware Tech grading system:

90	-	100	=	A
80	-	89	=	B
70	-	79	=	C
0	-	69	=	F

Students should refer to the [Student Handbook - https://www.dtcc.edu/handbook](https://www.dtcc.edu/handbook) for information on the Academic Standing Policy, the Academic Integrity Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

Final Course Grade:

Calculated using the following weighted average

Evaluation Measure	Percentage of final grade
Formative Assessments:	
Discussion Boards (4 at 10% each)	40%
Summative Assessments:	
Change Theory Written Assignment (15%)	
Communication & Collaboration Case Study (10%)	60%
Advocacy Journal (5%)	
Nursing Leadership Philosophy Paper (30%)	
TOTAL	100%

Core Curriculum Competencies (CCCs are the competencies every graduate will develop):

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems.
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct.
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

Program Graduate Competencies (PGCs are the competencies every graduate will develop specific to his or her major):

1. Integrate general education knowledge, skills, and aptitudes to advance nursing education and growth in professional practice.
2. Demonstrate leadership skills to promote patient safety and the delivery of high quality healthcare.
3. Apply skills of inquiry, analysis, and information literacy to support evidence-based professional nursing practice.
4. Integrate information management technology to improve patient outcomes.
5. Advocate for patients and the nursing profession with regard to healthcare policy at the local, state, national, and global levels.
6. Direct patient-centered care through advocacy, interprofessional communication, collaboration, and delegation.
7. Integrate health promotion and disease prevention practices to positively impact the delivery of healthcare to diverse populations.
8. Practice professional nursing within an ethical framework.
9. Demonstrate lifelong learning that empowers personal and professional growth.

Disabilities Support Statement:

The College is committed to providing reasonable accommodations for students with disabilities. Students are encouraged to schedule an appointment with the campus Disabilities Support Counselor to request an accommodation needed due to a disability. A listing of campus Disabilities Support Counselors and contact information can be found at the [disabilities services - https://www.dtcc.edu/disabilitysupport](https://www.dtcc.edu/disabilitysupport) web page or visit the campus Advising Center.