| **PROFESSOR:** |   |
| --- | --- |
| **OFFICE LOCATION:** |   |
| **OFFICE HOURS:** |   |
| **PHONE NUMBER:** |   |
| **E-MAIL:** |   |
| **SEMESTER:** |   |
| **DELIVERY METHOD:** |   |

# COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:

## NUR 4827C Leadership in Nursing Practice (5 Credits)

This course focuses on the theory, concepts, and underlying principles of leadership in health care delivery systems. The methods and interpersonal skills to become an effective nurse leader in various health care delivery systems are explored along with the concepts of professional organizations, decision making, power/authority, health care policy and finance, cost effectiveness, problem-solving /change strategies, evidence based practice, evaluation/ quality improvement, inter/intra-professional communication and collaboration skills, and leader behaviors. Students will be actively involved in the development of an evidence-based project to address a leadership issue in their practice setting. This course includes 45 clinical hours of leadership practice experiences. Students are required to complete a program specific background check, drug screen and medical information in order to complete the required clinical practice hours.

## PREREQUISITES FOR THIS COURSE:

NUR 3870 Informatics for Healthcare Professionals

### CO-REQUISITES FOR THIS COURSE:

None

## GENERAL COURSE INFORMATION:

Topic Outline

 Principles and theories of leadership

 Inter and intra-professional communication in diverse settings / populations

 Change theory, decision making, and conflict resolution

 Health care delivery systems, the culture of organizations and health care policy

 Outcome measurement, quality improvement, and safety

 Budgetary issues and cost effectiveness

 Application of evidence-based practice to meet a leadership need in the practice setting

 Professional accountability, ethics, and professional organizations

## ALL COURSES AT FLORIDA SOUTHWESTERN STATE COLLEGE CONTRIBUTE TO THE GENERAL EDUCATION PROGRAM BY MEETING ONE OR MORE OF THE FOLLOWING GENERAL EDUCATION COMPETENCIES:

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

A. General Education Competencies and Course Outcomes

1. Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.

 General Education Competency: Investigate

 Course Outcomes or Objectives Supporting the General Education Competency Selected:

 Demonstrate leadership & communication skills to effectively implement patient safety & quality improvement initiatives within the context of the inter-professional team.

 Employ principles & participate in quality improvement, healthcare policy, & cost-effectiveness to assist in the development & initiation of effective plans for the microsystem and/or system-wide practice improvements that will improve the quality of healthcare delivery for diverse populations.

 Demonstrate basic knowledge of healthcare policy, finance, reimbursement, & regulatory environments, including local, state, national, and global healthcare trends.

 Examine legislative & regulatory processes relevant to the provision of healthcare.

 Use inter & intra-professional communication and collaborative skills to deliver evidence-based patient-centered care & improve the quality of healthcare delivery for diverse populations.

 Incorporate effective communication techniques, including negotiation, teambuilding, collaborative strategies, & conflict resolution to produce positive professional working relationships.

General Education Competency: Engage

 Course Outcomes or Objectives Supporting the General Education Competency Selected:

 Demonstrate an awareness of complex organizational systems including structure, mission, vision, philosophy, & values.

 Promote factors that create a culture of safety & caring.

 Employ principles & participate in quality improvement, healthcare policy, & cost-effectiveness to assist in the development & initiation of effective plans for the microsystem and/or system-wide practice improvements that will improve the quality of healthcare delivery for diverse populations.

 Demonstrate basic knowledge of healthcare policy, finance, reimbursement, & regulatory environments, including local, state, national, and global healthcare trends.B. Other Course Objectives/Standards

NUR 4827C LEADERSHIP IN NURSING PRACTICE

END OF PROGRAM STUDENT LEARNING OUTCOMES COURSE OUTCOMES

1. Synthesize knowledge from nursing and the physical, behavioral, psychological and social sciences, and the humanities in the practice of professional nursing. Demonstrate an awareness of complex organizational systems including structure, mission, vision, philosophy, and values.

Promote factors that create a culture of safety and caring.

Demonstrate an awareness of complex relationship of safety and caring.

Employ principles and participate in quality improvement, healthcare policy, and cost-effectiveness to assist in the development and initiation of effective plans for the microsystem and/or system wide practice improvements that will improve the quality of healthcare delivery for diverse populations.

Use inter and intra-professional communication and collaborative skills to deliver evidence-based, patient-centered care.

2. Integrate global health and health care, its relevant issues and policies as they relate to professional nursing practice. Employ principles and participate in quality improvement, healthcare policy, and cost-effectiveness to assist in the development and initiation of effective plans for the microsystem and/or system wide practice improvements that will improve the quality of healthcare delivery for diverse populations.

Demonstrate basic knowledge of healthcare policy, finance, reimbursement, and regulatory environments, including local, state, national, and global healthcare trends.

Examine legislative and regulatory processes relevant to the provision of healthcare.

3. Evaluate research in the exploration of the spectrum of health within the framework of evidence-based practice. Participate in the development and implementation of imaginative and creative strategies to enable systems to change.

Use inter- and intra-professional communication and collaborative skills to deliver evidence-based, patient-centered care.

4. Synthesize standards of professional practice and care. Apply leadership concepts, skills, and decision making in the provision of high quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery in a variety of settings.

Demonstrate leadership and communication skills to effectively implement patient safety and quality improvement initiatives within the context of the inter-professional team.

Employ principles and participate in quality improvement, healthcare policy, and cost-effectiveness to assist in the development and initiation of effective plans for the microsystem and/or system wide practice improvements that will improve the quality of healthcare delivery for diverse populations.

5. Articulate the role of the professional nurse within interprofessional teams. Demonstrate leadership and communication skills to effectively implement patient safety and quality improvement initiatives within the context of the inter-professional team.

Use inter- and intra-professional communication and collaborative skills to deliver evidence-based, patient-centered care.

Incorporate effective communication techniques, including negotiation, teambuilding, collaborative strategies, and conflict resolution to produce positive professional working relationships.

6. Analyze current and changing health care information technologies and systems Demonstrate leadership and communication skills to effectively implement patient safety and quality improvement initiatives within the context of the inter-professional team.

Demonstrate an awareness of complex organizational systems including structure, mission, vision, philosophy, and values.

Use inter- and intra-professional communication and collaborative skills to deliver evidence-based, patient-centered care.

Incorporate effective communication techniques, including negotiation, teambuilding, collaborative strategies, and con

## DISTRICT-WIDE POLICIES:

### PROGRAMS FOR STUDENTS WITH DISABILITIES

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <https://www.fsw.edu/adaptiveservices>.

### REPORTING TITLE IX VIOLATIONS

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct. Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at equity@fsw.edu. Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online. Additional information and resources can be found on the College’s website at <https://www.fsw.edu/sexualassault>.

## REQUIREMENTS FOR THE STUDENTS:

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

## ATTENDANCE POLICY:

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog and defers to the professor.)

## GRADING POLICY:

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

| **Grade Percent** | **Letter Grade** |
| --- | --- |
| 90 - 100 | A |
| 80 - 89 | B |
| 70 - 79 | C |
| 60 - 69 | D |
| Below 60 | F |

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

## REQUIRED COURSE MATERIALS:

(In correct bibliographic format.)

## RESERVED MATERIALS FOR THE COURSE:

Other special learning resources.

## CLASS SCHEDULE:

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

## ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

(Which would be useful to the students in the class.)