

Type: Assignments

Subject: Nursing Leadership Course

Subject area: Nursing

Education Level: Doctorate in Nursing

Length: 8 pages

Referencing style: APA

Preferred English: US English

Spacing Option: Double

School: Chamberlain University

Title: Professional Leadership Communication and the Practice Scholar Guidelines

Instructions: the purpose of this paper is to provide the student with the opportunity to explore and explain verbal, non-verbal, and written communication at the highest professional level. this assignment allows for the assimilation of professional leadership competencies as a doctorally prepared practice scholar. assignment content supports professional formation, communication, and dissemination of skills relevant to the dnp practice scholar.

Focus: his assignment enables the student to meet the following course outcomes: co3: differentiate attributes of effective leaders and followers in influencing healthcare. (po 6) co4: assimilate attributes for intra-/inter-professional collaboration across healthcare settings (po 8) co5: formulate selected strategies for leadership and influence across healthcare systems. (po 8) due date(s) the late assignment policy applies to this assignment. the assignment title is due by sunday 11:59 p.m. mt at the end of week 5. total points possible: 350 points. preparing the assignment follow these guidelines when completing each component of this assignment. contact your course faculty if you have questions. it is each student's responsibility to save and maintain all artifacts required in the e-portfolio the assignment will include the following components within 5-7 pages (not including title page or reference page): title page (title matches the first-page title) use the following required level 1 headings: verbal communication competencies and the practice scholar non-verbal communication competencies and the practice scholar written communication competencies and the practice scholar conclusion introduction (note: do not use "introduction" as a heading). place the paper's title on the first line. in a brief paragraph, introduce your paper's topic and establish its importance. present a clear purpose statement and a mini-outline, in sentence format, of the paper. the best introductions outline the paper according to the major sections in the assignment guidelines

(which are the required level 1 headings for the body of the paper). verbal communication competencies and the practice scholar this section describes the leadership competency of verbal communication for the dnp practice scholar. present your understanding of the components, comporment, and collaborative nature of effective and ineffective verbal communication as a leader. non-verbal communication competencies and the practice scholar this section describes the leadership competency of non-verbal communication for the dnp practice scholar. present your understanding of the positive and negative behaviors of non-verbal communication as a leader and examples of each. written communication competencies and the practice scholar this section describes the leadership competency of written communication for the dnp practice scholar. include your understanding of (a) professional tone & style, (b) use of standard english, and (c) strategies for effective writing as a dnp leader in documents such as emails, memos, curricula vitarum, grant proposals, white papers, poster presentations, project dissemination manuscripts, and other formal written forms of professional leadership communication. conclusion recap the paper's purpose statement and mini-outline criteria. draw major conclusions from the body of your paper. summarize the importance of effective communication competencies for the dnp leader. clarity of writing use consistent standard english grammar and sentence structure is evident throughout the paper. the sentences and wording should be clear and concise, without slang, colloquialisms, street language, or conversational style. paper should be generally free of grammar, punctuation, spelling, and typographical errors. the paper should be organized and use the required level i headings headers and others as needed to organize the content. apa style and organization format as required in apa or "chamberlain guidelines for writing professional papers" (e.g., font, margins, title page, matching title on the 1st page, running head, level headings, reference pages, etc.). citations in the text must match the apa table on p. 266 or "chamberlain guidelines for writing professional papers," and there are no quotations used in the paper. (minimum 6 scholarly sources that match the reference) references must match apa examples starting on p. 313 or "chamberlain guidelines for writing professional papers." (minimum 6 scholarly sources) all chamberlain university policies related to plagiarism must be observed. this written assignment will be screened for originality by turnitin

Structure: nr703 week 5 professional leadership communication and the practice scholar rubric nr703 week 5 professional leadership communication and the practice scholar rubric criteria ratings pts this criterion is linked to a learning outcome introduction requirements: 1. first page title matches title on title page. 2. introduces paper's topic and establish its importance. 3. present a clear purpose statement and a mini-outline of the paper. 50 pts highest level of performance includes no fewer than 3 requirements. 44 pts very good or high level of performance includes no fewer than 2 requirements. 38 pts acceptable level of performance includes no less than 1 requirement 0 pts failing level of performance no requirements for this

section presented. 50 pts this criterion is linked to a learning outcome verbal communication competencies and the practice scholar requirements: this section describes the following criteria of effective and ineffective verbal communication as a dnp leader: 1. components (what) 2. comportment (how) 3. collaborative nature 50 pts highest level of performance includes no fewer than 3 requirements. 44 pts very good or high level of performance includes no fewer than 2 requirements. 38 pts acceptable level of performance includes no less than 1 requirement 0 pts failing level of performance no requirements for this section presented. 50 pts this criterion is linked to a learning outcome non-verbal communication competencies and the practice scholar requirements: this section describes the following criteria of non-verbal communication for the dnp leader. 1. positive non-verbal behaviors 2. negative non-verbal behaviors 3. examples of each 50 pts highest level of performance includes no fewer than 3 requirements. 44 pts very good or high level of performance includes no fewer than 2 requirements. 38 pts acceptable level of performance includes no less than 1 requirement 0 pts failing level of performance no requirements for this section presented. 50 pts this criterion is linked to a learning outcome written communication competencies and the practice scholar requirements: this section describes the following leadership criteria of written communication for the dnp practice scholar. 1. professional tone & style. 2. use of standard english. 3. strategies for effective writing as a dnp leader in professional documents (providing examples). 50 pts highest level of performance includes no fewer than 3 requirements. 44 pts very good or high level of performance includes no fewer than 2 requirements. 38 pts acceptable level of performance includes no less than 1 requirement 0 pts failing level of performance no requirements for this section presented. 50 pts this criterion is linked to a learning outcome conclusion requirements: 1. recaps the paper's purpose statement and mini-outline criteria. 2. draws major conclusions from the body of your paper. 3. summarize the importance of effective communication competencies for the dnp leader. 50 pts highest level of performance includes no fewer than 3 requirements. 44 pts very good or high level of performance includes no fewer than 2 requirements. 38 pts acceptable level of performance includes no less than 1 requirement 0 pts failing level of performance no requirements for this section presented. 50 pts this criterion is linked to a learning outcome clarity of writing requirements: 1. consistent use of standard english grammar and sentence structure is evident throughout the paper. the sentences and wording are clear and concise, without slang, colloquialisms, street language, or conversational style. 2. paper is generally free of grammar, punctuation, spelling, and typographical errors. 3. the paper is organized and uses the required level i headings headers and others as needed to organize the content. 50 pts highest level of performance includes no fewer than 3 requirements. 44 pts very good or high level of performance includes no fewer than 2 requirements. 38 pts acceptable level of performance includes no less than 1 requirement 0 pts failing level of performance no requirements for this section presented. 50 pts this criterion is linked to a learning outcome apa style and organization requirements: 1. the

document is formatted as required in apa. 2. citations in the text are apa formatted, match the references, and there are no quotations in the paper 3. a minimum of 6 scholarly references match the citations and are apa formatted. 50 pts highest level of performance includes no fewer than 3 requirements. 44 pts very good or high level of performance includes

Professional Leadership Communication

Name

Institution

Table of Contents

Professional Leadership Communication	3
Verbal Communication	4
Non-Verbal Communication	6
Written Communication	8
Conclusion	10
References	12

Professional Leadership Communication

Nurses play critical role in the delivery of quality and safe healthcare services by offering person-centered care hence improve health outcomes. Nursing leadership ensure that the overall cost of healthcare services is affordable and ensure effective communication and coordination between the healthcare professionals and between the care givers and the community (Salmond and Echevarria, 2017). Communication is critical in ensuring collaboration between different Healthcare profession and creating collaboration between nurses and the community. There exists a strong relationship between the quality of communication between different healthcare professionals and patient outcomes. Communication is also a critical component of all aspects of nursing practice including prevention, treatment, rehabilitation and education. nursing leaders who engage in effective communication ensure patient safety and increase patient satisfaction. Healthcare professionals should communicate effectively with patients and their close family members effectively implement person-centered care.

The current study evaluates the three major components of communication which include verbal, non-verbal and written communication. DNP leaders, like other healthcare professionals, must continuously engage in the three forms of communication to effectively conduct their duties. for example, nurses use verbal communication when interacting with their patients and other professionals in their daily nursing activities. Additionally, nurses adopt non-verbal communication where they use appropriate body actions to communicate with their patients. Nurses use written communication to document the patients' progress. The current research will evaluate the three forms of communication hence developing a clear guideline to ensure high patient outcomes through the adoption of evidence-based effective communication skills.

The paper will be arranged into various sections. The first section will introduce the topic while the second section will provide more information on verbal communication competencies. The third section will critically analyze non-verbal communication competencies including positive and negative behaviors of non-verbal communication. The fourth section will provide in-depth analysis on written communication and evaluate various facets of written communication including professional tone using standard English and effective strategies that should be adopted in writing various documents. The last section will provide concluding information.

Verbal Communication

Verbal communication refers to oral communication where the message is transmitted from the sender to the receiver through spoken words (Prabavathi and Nagasubramani, 2018). Oral communication enables the healthcare professional transmit their feelings, thoughts, ideas and opinions to various recipients including patients and other professionals. Nursing leaders engage in verbal communication during presentations, conversations and discussions. The effectiveness of verbal communication depends on various elements including the clarity of message, volume and quality of words. Verbal communication is based on three main models that include linear model of communication, the transactional model of communication and the interactive model of communication (Sulaiman, Hussin and Amir, 2018). The linear model of communication has four main components which include the message, sender, receiver, and noise. Effective verbal communication ensures that nurses convey the intended message effectively to other nurses, patients, and close family members.

The most important components of verbal communication include sound, words, language and etiquette. Nurses are exposed to various sounds whereby some sounds form a

language which others have meaning but no language. For example, when two or more nurses are communicating, the sounds have both language and meaning. However, some sounds including crying and laughing have meaning but do not represent any language. DNP leaders should strive to understand both types of sounds. For example, when an infant cry for a long period of time, DNP leaders guiding pediatric nurses should strive to understand the reasons for the cries. Sounds also convey emotions and attitudes. Patients may use various sounds to express pain, happiness or dissatisfaction.

Words can be defined as sounds that are produced in a manner that people can distinguish them from other sounds. Words convey a particular meaning but the same word can have different meaning depending on the cultural background of the people engaged in the communication process. Similarly, different words can have the same meaning. Health care professionals should understand and respond appropriately to the words.

Verbal communication involves different media of communication including face-to-face interactions and electronic communication. mobile phones and other telecommunication create a platform for verbal communication. For example, nurses can use mobile phones to conduct clinical handover.

Language is also a crucial element of verbal communication. Language create a meaning to the assigned words. People from different nationalities and cultures have different language, verbal communication is effective if the sender and receiver can communicate in the same language unless there is a translator. Communication in the nursing environment should also consider etiquette where the sender avoids offending the recipient.

DNP leaders should adopt various strategies to enhance verbal communication. First, the professionals should listen to patients or team members without interrupting them. Interruption

breaks the communication process hence the intended message is not sent effectively. Nurses should therefore listen attentively to understand the emotions and message. DNP leaders should also be respectful when communicating with other professionals, patients, or their families. Additionally, nurses should strive to capture the attention of the patients using various features like questions and tonal variations. Nursing leaders should always use words that are not threatening. Leaders should avoid giving orders to patients or other medical professionals but instead clearly explain their intentions or ideas. Leaders should also avoid unclear or misleading messages to reduce chances of misinterpretation of the message.

There are various barriers to effective verbal communication. First, effective communication can be hindered if nurses use jargons or colloquial language. Jargons adversely affect professional language hence the intended information may be misinterpreted. Secondly, effective communication can be hindered by emotional barriers and taboos. Different cultures have different beliefs and traditions. Health care professionals, especially nurses, should consider the cultures and traditions of the receiver to prevent conflicts. For example, a DNP leader should prevent racially provocative words. Thirdly, verbal communication can be adversely affected by lack of interest or distractions. Nurses should ensure that the information is relevant to the receiver and only provide the patient or colleagues with information if they are interested and attentive.

Non-Verbal Communication

Nonverbal communication primarily involves body language. Body language can be used to communicate to patients, their close families and colleagues. Body language involves various vital elements including body position, facial expression, touch and physical reactions. Body positions including folded arms and inclined heads can be used to communicate important

information and meaning. Additionally, facial expressions including frowns and smiles can also be used to convey important information. For example, when the nurse speaks to their colleagues who are smiling, the nurse may understand that the recipients are happy or excited. Frowns may be interpreted as lack of interest or disagreement. DNP leaders should therefore strive to understand and use various non-verbal cues effectively.

There are various nonverbal cues that can be used effectively or ineffectively to convey information. First, eye contact can be used to communicate to the target audience. Eye contact demonstrates the level of attentiveness, involvement and interest of the individual engaged in communication. Effective nonverbal communication occurs when the nurse looks directly to the other party in the communication process. However, in some cultures like Chinese direct eye contact is considered rude hence DNP leaders should consider the culture of the audience. In most cases, failure to maintain direct eye contact may be interpreted as lack of interest or lack of being involved in the communication process.

A confident handshake can also be considered as an effective nonverbal communication tool. Handshakes create a friendly environment hence can be used to gain the confidence of the audience. However, handshakes create an avenue for contamination and spread of diseases. For example, the Covid-19 virus spreads through touch hence handshakes can be viewed as inappropriate in current times. Additionally, some cultures consider shaking hands especially between men and women as inappropriate.

Gestures can also be used to convey important ideas, information, emotions or opinions. People associate various gestures with certain meanings. Some gestures that are often expressed in the nursing environment include finger-pointing, playing with hair, and fidgeting. Nurses should avoid using such inappropriate gestures during the communication process. For example,

pointing at people with fingers can be considered disrespectful while fidgeting shows that the individual is not interested in the conversation. Some gestures including pulling chairs for other people and clapping hands to appreciate an individual can be considered appropriate and enhance the communication process.

The mode of dressing also express vital information concerning the individual. Nurses should always wear decent clothes and professional clothing when conducting their activities. High quality and decent clothes are associated with professionalism. Nurses should avoid tight garments, and exaggerated accessories while conducting their daily activities. Wearing nurses' uniforms and personal protective equipment (PPEs) shows that the nurse is professional hence attracts respect. Posture is also an important non-verbal cue. When sitting, a nurse should sit appropriately and avoid leaning to the chair. Leaning forward when seated shows attentiveness hence enhances the communication process. Effective communication occurs when the medical professional's weight is evenly distributed, place the feet solidly on the ground, sit in a relaxed manner and does not cross the hands of feet.

Written Communication

Written communication refers to the sending and receiving of messages, information, or ideas through written mediums of communication. mediums of written communication in the health care environment include circulars, letters, reports, and memos (Schroyen et al. 2018). Written communication also involves charts and photographs including scans. Written documents are also considered as permanent records since the information can be held for long periods of time. Written communication is preferred due to various factors. First, written communication creates a platform of communication between individuals in different locations. For example, nurses have to communicate with other professionals including therapists and

pharmacists who may be located in a different location. Written communication ensures that nurses in such scenarios can communicate effectively to the professionals. Secondly, written communication creates permanent record of evidence. For example, if nurses record patient information in written documents, incoming nurses after clinical handover can easily refer to the documents and ensure the safety of the patient. Additionally, written communication provides the receiver sufficient time to think, act and respond. Written communication also creates a platform for communicating with numerous people at the same time. DNP leaders have to frequently communicate with various professionals at the same time hence written communication enables the nurses to use circulars and emails to send information to multiple recipients. Written communication also enables the nurses to use various formats including charts, data and photos to convey the required information. Written communication has various demerits. First, written communication is time-consuming as compared to other forms of communication like verbal communication. Additionally, written communication in some cases does not maintain the strict secrecy of the message, for example, patient reports can expose vital information related to the patient to unintended readers.

There are three vital aspects of written communication including professional tone and style, use of standard English and strategies for effective writing that can be adopted by DNP leaders to enhance written form of communication. Nurses should always use professional tone when writing professional documents. To uphold professional tone, nursing professionals should not use abusive language, jokes, or irrelevant phrases. Nurses should use polite language and words that the target audience can easily understand. Written communication may use printed papers or hand-written materials. Nurses should ensure that their handwriting is visible and underline critical points. The materials should also be short and precise.

Language is an important facet of communication in both verbal and written forms of communication. DNP leaders should always use standard English when communicating to the target audience. The professional should avoid extreme vocabularies or jargons when writing professional materials. Additionally, the materials should be free of grammatical and typographical errors.

DNP leaders are expected to write various documents when conducting their daily activities. Some of the materials include grant proposals, curricula vitarum, memos and emails. There are various strategies that can be adopted to write effective documents. First, templates are useful in ensuring that the documents are written in the right formats. Secondly, the information should be precise where irrelevant information is avoided. Thirdly, the document should clearly state the target audience and intended cause of action. Lastly, the documents should be visible and safeguarded from unauthorized access.

Conclusion

Communication plays a major role in the health care facilities and has a strong relationship with patient outcome. The current study aimed at crucially evaluating three forms of communication including verbal communication, non-verbal communication and written communication. The report demonstrates that all the three forms of communication are critical in ensuring that DNP leaders achieve their mandate and professional duties. The research has shown that verbal communication enables nurses to communicate effectively with other professionals, patients and patients' families. However, DNP leaders should consider the cultural backgrounds of the target audience. Secondly, non-verbal communication is critical in capturing the attention of the target audience. DNP leaders should therefore consider their sitting positions, eye contact and gestures when communicating with the target audience. Written communication

is also important in the nursing professional and involves words, pictures, photos and text messages. Various strategies including being precise, using professional language and avoiding vocabularies can ensure that written communication is effective. The research therefore offers guidance to DNP leader and other nurses to ensure that they achieve effective communication.

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