



# LEADER MENTOR GUIDE

Texas State University  
St. David's School of Nursing

Leadership and Administration  
in Nursing Program

Pamela Willson

Welcome Leadership Mentors!

We at St. David's School of Nursing are so grateful that you have agreed to share your wisdom and expertise with our advance practice nursing students. The students have taken steps in pursuing lifelong learning by obtaining a Master's of Science in Leadership and Administration in Nursing degree (MSN-LAN). As a professional nurse leader or healthcare administrator, perhaps that was a choice the student made because they wanted to emulate you and grow under your mentoring guidance.

The aim of the MSN-LAN faculty is to facilitate the student's growth by partnering with community nurse and healthcare leaders to allow a depth of learning that only participation in real-life experiences can provide. Additionally, this partnership allows us to work together in a meaningful way to transform healthcare in the United States. The Robert Wood Johnson/Institute of Medicine (RWJ/IOM)<sup>1</sup> report on the future of nursing outlined the strategic directive for academia to partner with healthcare facilities to address the most current workforce issues and challenges.

The Triad Mentoring Model focuses on that partnership. The Leader Mentor, Student, and Faculty Mentor working together to set mutual goals and learning experiences to prepare future transformational nurse leaders. It is said that nursing is both an art and a science and that especially applies to nursing leadership when our healthcare systems future rests on the development of innovative, integrated systems that improve quality, deliver safer care, are more affordable, and provide access to diverse patient populations.<sup>2</sup> As the Leader Mentor, you are the valued expert for sharing the leadership art and science competencies within your facility's culture.

We envision our Triad Mentoring Model partnership to result in initiatives that improve quality, safety, access, and value for the future of health care. We appreciated your commitment to the profession of nursing and your guidance to our MSN-LAN student. We look forward to our mentoring partnership and anticipate excellence in nursing leadership from our MSN-LAN graduates.

Sincerely,

Pamela Willson, PhD, APRN, FNP-BC, CNE, FAANP  
Leadership and Administration in Nursing Program  
Director

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<sup>1</sup> American Association of Colleges of Nursing. Education and practice collaboration: mandate for quality education, practice, and research for health care reform. *Journal of Professional Nursing*. 1997;13(2):129–133.

<sup>2</sup> Xippolitos, L. A., Marino, M.A., & Edelman, N. H. Leveraging academic-service partnerships: Implications for implementing the RWJ/IOM's recommendations to improve quality, access, and value in academic medical centers. *ISRN Nursing*. 2011;2011:731902. doi: 10.5402/2011/731902

## **St. David's School of Nursing Texas State University**

### **Vision**

The St. David's School of Nursing at Texas State University will provide supportive and creative educational programs, which inspire those who teach and those who learn, based on mutual respect and a commitment to contribute to the health of individuals, families, populations, communities and the environment worldwide.

### **Mission**

The St. David's School of Nursing at Texas State University educates and prepares graduates, using innovative teaching strategies and state-of-the-art technology. Graduates provide ethical, safe, and effective patient-centered care and contribute to present and emerging research and health management practices. Graduates demonstrate competence in clinical judgment, collaborate as members of the interprofessional healthcare team, and utilize scientifically-based interventions. As caring professional nurses, graduates manage illness; promote, maintain, and restore health; and provide end-of-life care for diverse individuals, families, populations, and communities across the lifespan.

### **Values**

In pursuing excellence in nursing education, we the faculty and staff of the St. David's School of Nursing are guided by shared values. We believe in:

- Educational opportunities which provide for intellectual and professional growth and that challenge students to excel in nursing
- A holistic approach to nursing education across the continuum of health and the lifespan
- Diversity and a spirit of inclusiveness with respect for the dignity of every person
- Cultivation of character and civility through the modeling of honesty, integrity, caring, compassion, fairness, respect, and ethical behavior
- Teaching and learning based on student involvement and free exchange of ideas and diverse perspectives
- Research, scholarship, and creative activity as a source for evidence-based practice and generation of new knowledge and an expression of the human spirit
- Commitment to public service and advocacy as a resource for personal, educational, cultural, and economic development in promotion of a healthy environment
- Thoughtful reflection, collaboration, planning, and evaluation of diverse and changing healthcare needs, practices, and resources
- Professional competency, systematic use of the nursing process, leadership, clinical judgment and lifelong learning leading to ethical, safe, quality patient care
- Interprofessional activity facilitating the advancement of science and positive patient outcomes
- Providing recognition that is balanced and acknowledging faculty and students for excellence in teaching, practice and scholarship.

## **MSN-LAN Goals**

We the faculty of the MSN-LAN program have a focused commitment to following goals:

- Equip nursing graduates to adapt to rapid changes in healthcare delivery and practice
- Build a foundation for nursing graduates to pursue excellence in practice and national recognition
- Foster educational partnerships with community organizations for academic programs

## **MSN-LAN Program Student Educational Outcomes**

Graduates of the MSN-LAN program will meet national, professional, and graduate educational standards. Graduates of the MSN-LAN program will gain knowledge, skills and competencies around the following program educational objectives:

1. Demonstrate effective oral and written communication across a diverse constituency including board members, executives, academia, physicians and providers, employees, community members, patients, and families.
2. Gain extensive knowledge of the health care environment regarding patient safety, quality and performance improvement, delivery models, economics and policy, and governance.
3. Internalize personal and professional leadership skills that demonstrate reflective practice, change management, succession planning, systems thinking, and emotional intelligence.
4. Synthesize personal accountability and professional ethics into an advocacy role as a nurse leader.
5. Correlate business skills in financial management, human resources, strategic planning, and information management and technology.

### **Leader Mentor**

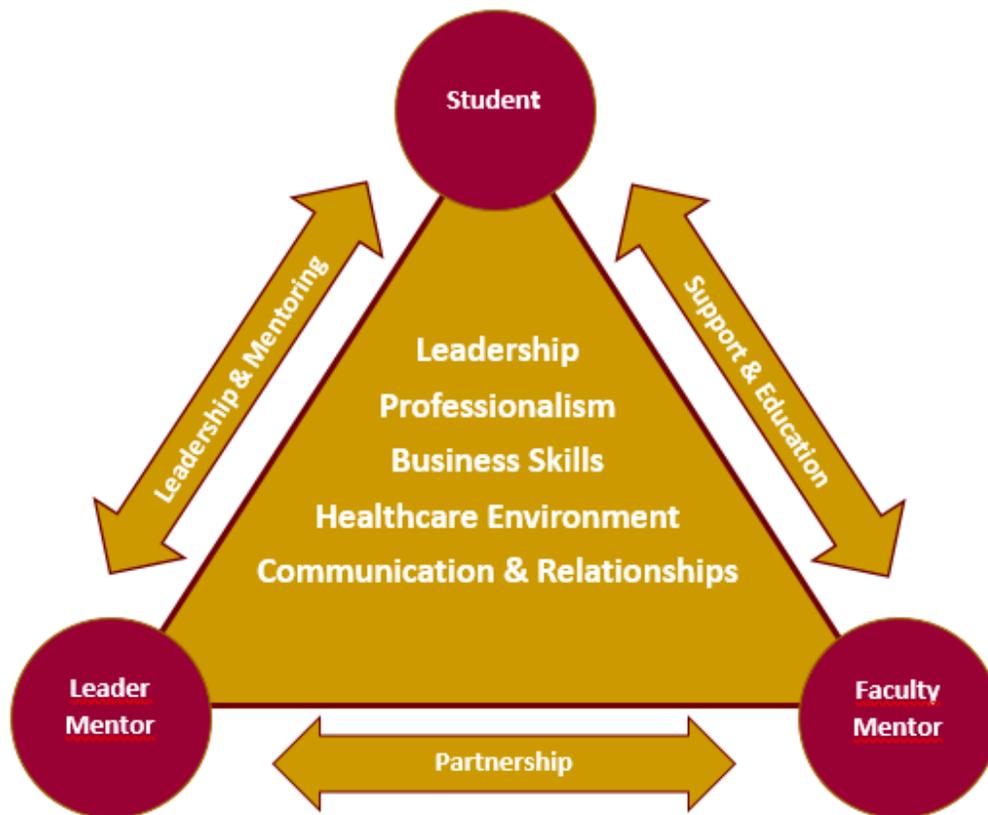
Orientation to the MSN-LAN Leader Mentor role has included an overview of the MSN-LAN program curriculum, with a focus on the objectives for courses requiring mentored practice hours. We ask that you mentor and coach the student to the next leader/manager role. We anticipate that you will role model, identify projects, and facilitate the student's ability to work within your facility's culture and systems. We also ask that Leader Mentors verify the student's tracking of their practicum hours by initialing the Practicum Log Sheet (Attachment A). Our students have committed to the Texas State University Honor Code therefore, we expect that their documentation is true and accurate. We ask that you participate in formative and summative evaluations of the student's learning experience. Hence your thoughtful appraisals will provide the student with direction for growth and celebration.

Throughout the mentored courses curriculum times have been identified whereby the Leader Mentor-Student-Faculty Mentor Triad will have discussions (in-person or telephone or videoconferencing) to clarify the student's course work and/or determine projects. The faculty anticipates that the didactic work of the students will evolve from the Leader

Mentor's work issues and perhaps help solve a present concern or challenge. For example, help you initiate a new program/service, launch a change project, or meet a strategic quality measure. We also hope that any products the student might develop in the course will be helpful to you and your facility.

For clarification of the student's work we will have discussions (in-person or telephone or videoconferencing) whereby the Leader Mentor-Student-Faculty Mentor Triad meet at a time convenient to the Leader Mentor during the semester. In addition, the Leader Mentor is encouraged to reach out to the Faculty Mentor and/or Program Director at any time.

### TRIAD MENTORING MODEL



### MSN-LAN Program of Study

The following required courses are titled according to their alignment with the AONE Nurse Executive Competencies. The Triad Mentor Model includes the following nursing courses: NURS 5361, NURS 5364, and NURS 5367 and NURS 5368. The entire MSN-LAN program Course Numbers, Required Courses and Hours are:

Number	Required Courses	SCH
NURS 5360	Leadership Science: Foundational Thinking Skills, Governance, and Community and Provider Relationships	3
<b>NURS 5361</b>	<b>Leadership Science: Performance and Quality Improvement (20-hour Mentored Project)</b>	<b>3</b>
NURS 5362	Leadership Science: Patient Safety, Risk Management, Legal and Regulatory Requirements	3
NURS 5363	Leadership Science: Evidence-Based Practice for Nurse Leaders	3
HA 5304	Leadership Science: Health Care Economics and Financial Theory	3
<b>NURS 5364</b>	<b>Leadership Science: Health Care Finance and Workforce Planning (20-hour Mentored Project)</b>	<b>3</b>
HA 5355	Leadership Science: Human Resource Management in Health Care Facilities	3
HIM 5342	Leadership Science: Information Systems and Technology	3
NURS 5365	Leadership Art: Ethics, Diversity, and Relationship Building	3
NURS 5366	Leadership Art: Health Policy and Advocacy	3
<b>NURS 5367</b>	<b>The Leader Within: Professional Accountability, Succession Planning and Reflective Practice I (40-hour Mentored Capstone Project Part I)</b>	<b>3</b>
<b>NURS 5368</b>	<b>The Leader Within: Professional Accountability, Succession Planning and Reflective Practice II (40-hour Mentored Capstone Project Part II)</b>	<b>3</b>
Sub-total		36
Practicum Project Hours		120

## **MSN-LAN Mentored Course Descriptions and Objectives**

Course descriptions and objectives for NURS 5361, NURS 5364, and NURS 5367 and NURS 5368 are provided to clarify the Student's learning objectives.

### **NURS 5361 Leadership Science: Performance and Quality Improvement (20-hour Mentored Project)**

This course will articulate performance improvement activities using evidence-based metrics to align patient outcomes with organizational goals. Methods for using quality metrics and action plans will be emphasized. At the end of the course, the student should be able to:

1. Analyze information about quality initiatives, recognizing the contributions of individuals and inter-professional healthcare teams to improve health outcomes across the continuum of care
2. Use evidence for establishment of standards, practices and patient care models in the organization
3. Compare and contrast several appropriate quality improvement models
4. Direct quality improvement methods to promote culturally responsive, safe, timely, effective, efficient, equitable, and patient-centered care
5. Lead quality improvement initiatives that integrate socio-cultural factors affecting the delivery of nursing and healthcare services
6. Use evidence-based metrics to align patient outcomes with the organization's goals and objectives
7. Monitor and address nurse sensitive outcomes and satisfaction indicators

### **NURS 5364 Leadership Science: Health Care Finance and Workforce Planning (20-hour Mentored Project)**

This course will emphasize workforce planning for nursing and the application of general principles of accounting. Twenty hours will be allocated to the development of a department operational and capital budget in collaboration with a nurse director or executive. Negotiation and monitoring of contracts and contract compliance will be explored. At the end of the course, the student should be able to:

1. Compare and contrast the ways in which healthcare delivery systems are financed
2. Apply business and economic principles and practices, including budgeting, cost/benefit analysis, and marketing, to develop a business plan
3. Develop and manage an annual operating budget and long-term capital expenditure plan
4. Interpret financial statements
5. Educate patient care team members on financial implications of patient care decisions
6. Participate in the negotiation and monitoring of contract compliance

### **NURS 5367 & 5368 The Leader Within: Professional Accountability, Succession Planning and Reflective Practice I (40-hour Mentored Capstone Project Part I, 40-hour Mentored Capstone Project Part II)**

These courses provide a mentored experience for the synthesis of critical thinking and reflections from didactic work with the practice of nursing leadership. Observational and independent learning activities will result in a final capstone project. Students will evaluate and present their final capstone project, reflecting summation of program objectives. Upon completion of these courses, nurse leaders will be able to:

1. Assume responsibility for professional development, including the exploration of role

diversification, and life-long learning

2. Integrate concepts of basic organizational and systems leadership with the culture of the organization to coordinate quality patient care
3. Integrate theory and research knowledge in the formulation, implementation, and evaluation of nursing leadership/management actions
4. Analyze patient care technologies, information systems, and communication devices that support safe nursing practice
5. Integrate knowledge of the social/ political forces, economic resources, and regulatory processes that impact health care delivery
6. Collaborate with the intradisciplinary/interdisciplinary team to optimize patient outcomes that reflect human caring
7. Design, develop, and implement an intervention/quality improvement/change capstone project with the mentorship of the facility's leadership team
8. Demonstrate professional values based on moral, ethical, and legal aspects of nursing practice
9. Develop a five-year career plan
10. Develop succession plans for various nursing management roles

### **MSN-LAN Program Contact Information**

#### Administrative Assistant

Ms. Tracy Rawls

e-mail: [tr22@txstate.edu](mailto:tr22@txstate.edu)

Phone: 512-716-2903

#### Faculty

Dr. Pamela Willson – Director, Clinical Professor

e-mail: [paw66@txstate.edu](mailto:paw66@txstate.edu)

phone: 512-716-2908 (office) 512-365-0979 (mobile)

Dr. Kathy Smith – Assistant Professor

e-mail: [kss123@txstate.edu](mailto:kss123@txstate.edu)

phone: 512-716-4603

Dr. Diana Dolan – Assistant Professor

e-mail: [dmd173@txstate.edu](mailto:dmd173@txstate.edu)

phone: 512-716-2947

Attachment A

MSN-LAN Student Practicum Log Sheet

**Texas State University  
Leadership and Administration in Nursing Program**

Mentored Practicum Log Sheet

Student \_\_\_\_\_ Mentor \_\_\_\_\_

Mentored Practicum Course \_\_\_\_\_

Facility \_\_\_\_\_

<b>Date of Meeting</b>	<b>Objective(s)</b>	<b>Activities</b>	<b>Hours</b>	<b>Mentor Initials</b>

Total Mentored Practicum Hours \_\_\_\_\_

I verify that Student/Mentor participated in the stated practicum hours.

Student signature/date: \_\_\_\_\_

Mentor Leader signature/date: \_\_\_\_\_