UT Tyler™ SCHOOL OF NURSING

PRECEPTOR GUIDE

Master of Science in Nursing

Nursing Administration

Revised: 6.18.2022

Disclaimer Statement

These guidelines have been prepared to inform you of the selected policies, procedures, and activities within The University of Texas at Tyler's Nursing Administration, MSN Degree.

As registered nurses, graduate students must adhere to all rules and regulations in the Nursing Practice Act in your state.

Dear Preceptor,

The University of Texas at Tyler, nursing students and faculty, would like to thank you for agreeing to serve as a preceptor. The faculty in the Master of Science Nursing (MSN) Administration (Admin) program believe that the best way to learn the information presented in the didactic courses is seeing it in action in the healthcare setting. We feel that the nursing administration preceptors play an instrumental role in guiding and mentoring the graduate administration students for leadership development.

These Preceptor Guidelines are meant to orient you to the expectations of our online program. MSN-Admin students are to select a preceptor who is a Bachelor's prepared nurse who has either a degree of a Master of Science in Nursing, a Master in Business Administration, or a Master in Healthcare Administration. The preceptor should not be someone who is directly responsible for the employee evaluation of the student(s). Students are discouraged from selecting a preceptor who is in an educator role at the facility. Faculty will have final approval of the preceptor assignment. The MSN-Admin program has three courses (NURS 5331: Leadership in the Healthcare Environment, NURS 5335: Legal, Regulatory, and Financial Management, and NURS 5337: Nursing Administration: Delivery of Care) that each require 37.5 hours of clinical. Before starting clinical for each course, the student along with the preceptor, will complete and submit an online preceptor agreement. Students are encouraged to discuss the syllabus, course and clinical objectives, and assignments with the preceptor. At the end of the semester, preceptors will receive an email from InPlace Clinical Placement Software for evaluating the students' clinical performance.

We really appreciate your expertise and all of the time you are taking to work with our student(s). Clinical is such a valuable time for students because it provides the students with opportunities to see the application of the leadership principles they are studying. Our goal is to maximize the learning experience for the student and any suggestions you may have are welcomed. If you have any questions or concerns, please do not hesitate to contact us.

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Expectations of the Preceptor:

1. Assist the student to become oriented to the health care facility, and organizational policies and procedures.
2. Introduce the student to the nurse administrator role.
3. Meet with the student prior to the clinical rotation to discuss clinical expectations, students' clinical objectives, and method of evaluation.
4. Notify faculty if the student is not progressing clinically or there is a breach in professionalism by the student.
5. Review the student's completed clinical log via InPlace Clinical Placement Software if requested.
6. Evaluate the student at the end of the clinical experience. You will receive an email from InPlace Clinical Placement Software to complete an evaluation. A copy of the evaluation is in this guide.

Expectations of the Student:

1. The student will meet with the preceptor to develop clinical objectives that are appropriate to the site, course, content and requirements per the syllabus, and days/times of attendance at the facility through a preceptor agreement.
2. Collaborate with the preceptor to develop a schedule for meeting clinical objectives.
3. Adhere to the UT Tyler Professionalism Policy for the course: The student will conduct him or herself in a professional manner at all times during the clinical preceptorship. Professional dress, includes a white lab coat with the UT Tyler School of Nursing patch and the UT Tyler name badge, must be worn at all times.
4. Evaluate with the preceptor the content and performance of the preceptorship.
5. Evaluate the preceptor and the clinical facility via the InPlace Clinical Placement Software. A copy of these evaluations are in this guide.

NURS 5331: Leadership in the Healthcare Environment

Dear Preceptor,

The course description, student learning outcomes, course requirements and evaluation for NURS 5331: Leadership in the Healthcare Environment are below. Students are expected to develop their own clinical objectives that will meet their unique learning needs and goals while also taking the student learning outcomes into consideration. This course examines the complex healthcare practice environment face by nurse administrators. Your role as a preceptor is to facilitate the learning of these concepts. The student does not necessarily have to be with you at all times. You can identify meetings and experiences that may be beneficial to student learning and support your student's entry into the experience.

For this course, it might be beneficial for them to spend time in meetings with leaders who are charged with leading a change project within the healthcare organization. A major focus in this course are the formulation and presentation of a Project Leader (can be a non-nurse leader with oversight and input from the course Preceptor) and composing a formal, APA paper on the Environment of Care (EOC) and Professional Practice within the organization (student continues to work with the course Preceptor and Project Leader).

For the Project Leader Presentation Assignment, students are to identify a project that is either being planned or is in the process of implementation at the chosen clinical facility for NURS 5331 (Faculty and Preceptor approved). Students will interview the Project Leader for this presentation. The selected project topic will also be used for the Environment of Care (EOC) & Professional Practice Paper. Students are expected to remain in contact with the course Preceptor and Project Leader throughout the course, while building on the final EOC & Professional Practice Paper. Students will be analyzing the leader who is responsible for facilitating the presentation within the organization. Students are required to present the PowerPoint Presentation to faculty and peers within the NURS 5331 course.

For the EOC & Professional Practice paper, students will expand upon an approved (by faculty and preceptor) organizational project that is either being planned or is in the process of implementation from the Project Leader Presentation Assignment. The Project cannot be one that is completed or nearing completion. We encourage students to select a project that is being planned or being implemented at the organizational level and is innovative and dealing with the current issues of today. Students will be analyzing the practice setting based on its response to the change process. The selected Project is the same topic that was used for the Project Leader Presentation. Students are required to talk with you about discussion board topics.

As part of the clinical expectations students are to:
- Write a **confidential journal** about their clinical experiences.
- Meet course/clinical objectives.
- Share the journal with the faculty for the course so they can feel free to express their thoughts.
- Log their hours and you will be required to sign the log at the end of the semester.
- Evaluate the clinical facility in InPlace Clinical Placement Software.

At the end of the semester, preceptors will receive an email from InPlace Clinical Placement Software to evaluate the students' clinical performance.

Course Description

TITLE: **NURS 5331: Leadership in the Health Care Environment**

COURSE DESCRIPTION: Enables the professional nurse to demonstrate organizations and systems leadership by synthesizing principles of leadership and management theory, organizational science, professional communication, and informatics. Theories are applied in the consideration of evidenced-based practice.

STUDENT LEARNING OUTCOMES/ COURSE OBJECTIVES: Upon successful completion of this course, the student will have demonstrated the ability to do the following:

1. Incorporate theories of leadership and management in the analysis of organizational culture considering customer service, personnel management, and labor relations through healthcare team coordination.
2. Utilize organizational science and informatics to strategically plan for the application of change processes across multiple healthcare delivery systems.
3. Apply communication principles to the strategic planning process considering patient safety and quality improvement initiatives with an interdisciplinary focus.
4. Employ research and scholarly activities to foster an environment for evidence-based practice within healthcare organizations.

COURSE REQUIREMENTS AND EVALUATION:

1. Discussion Boards
2. Project Leader Presentation (includes Abstract, Evaluation, PowerPoint)
3. Environment of Care & Professional Practice Paper
4. Clinical Reflective Journals
5. Clinical (Pass/Fail) includes:
    o satisfactory completion of 37.5 clinical hours
    o clinical objectives
    o signed preceptor agreement
    o preceptor evaluation

NURS 5331 Student's Evaluation of Preceptor – Semester/Year
Student's Evaluation of Preceptor NURS 5331 – Leadership in the Health Care Environment
The University of Texas at Tyler

*This form is in the InPlace Clinical Placement software.

Please include the date of this evaluation (mm/dd/yyyy).

Student Name _____

Preceptor Name _____

We ask that you as the student evaluate the preceptor based on the American Organization of Nurse Executives (AONE, 2015) Competencies domains. (The domains are listed in the evaluation tool).
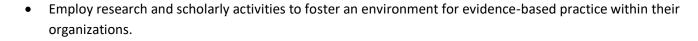
We will ask you to rate them on a scale of 1 to 5 with 1 being Novice and 5 being Expert on the following competencies (Novice 1; Beginner 2; Competent 3; Proficient 3; and Expert 5).

1. **Communication and relationship building** competencies include such areas as effective communication, relationship management, influence of behaviors, ability to work with diversity, shared decision making, community involvement, medical staff relationships and academic relationships.

2. **Knowledge of the health care environment** includes such areas as clinical practice knowledge, patient care delivery models, health care economics and policy knowledge, understanding of governance, knowledge of evidenced based practice, knowledge of and dedication to patient safety and knowledge of quality improvement.

3. **Leadership skills** include such areas as foundational thinking skills, personal journey disciplines, the ability to use systems thinking, succession planning, and change management.

4. **Professionalism** includes such areas and personal and professional accountability, career planning, ethic, evidenced based clinical and management practice, advocacy for clinical enterprise and for nursing practice and active membership in professional organizations.

5. **Business skills** include such areas as understanding of health care financing, human resource management and development, strategic management, marketing and information management and technology.

Reflect on each item above and explain why you rated your preceptor as you did.

On a scale of 1 to 5 (1 being Minimal and 5 being Outstanding) how well did the preceptor facilitate you meeting the following course objectives.

- Incorporate theories of leadership and management in the analysis of organizational culture considering customer service, personnel management, and labor relations through healthcare team coordination.
- Utilize organizational science and informatics to strategically plan for the application of change processes across multiple healthcare delivery systems.
- Apply communication principles to the strategic planning process considering patient safety and quality improvement initiatives with an interdisciplinary focus.

- Employ research and scholarly activities to foster an environment for evidence-based practice within their organizations.

Reflect on each item above and explain why you rated your preceptor as you did.

How well did your preceptor help you meet your clinical objective?

What do you see as the preceptor's main strengths in the area of management/administration?

What do you see as the preceptor's areas for improvement?

Would you use this preceptor again? Why or why not?

We really appreciate our preceptors as they are a very important part of facilitating the administration students' learning of administrative/leadership principles. Would you recommend this or other nurses in serving as a preceptor for a future nursing administration student and if so, please provide their contact information in the box below.

Reference

American Organization of Nurse Executives. (2015). *The AONE nurse executive competencies.* Retrieved from http://www.aone.org/resources/leadership%20tools/nursecomp.shtml

Thank you for completing this evaluation.

TITLE: NURS 5335: Legal, Regulatory, and Financial Management

Dear Preceptor:

The course description, student learning outcomes, course requirements and evaluation for NURS 5335: Legal Regulatory, and Financial Management are below. Students are expected to develop their own clinical objectives that will meet their own unique learning needs and goals. This course examines legal, regulatory, and financial issues in healthcare. Your role as a preceptor is to facilitate the learning of these concepts. The student does not necessarily have to be with you at all times. You can identify meetings and experiences that may be beneficial to his or her learning and support your student's entry into the experience. For example, clinical time with:

- Risk Manager
- Chief Financial Officer
- Meetings:
  - Budget
  - Ethics
  - Survey Visits
  - Policy Revisions
  - Management
  - QI/QA
  - Staffing/Workload
  - Admission and Transfer of Patients

The discussion board activities focus on the legal content. We encourage the students to talk with you and others at the organization about discussion board topics. If you have knowledge about the finance topics being covered, you could discuss it with the student to help them gain a foundational understanding of finance. You might help them find ideas for the business plan which is basically a mini- proposal. We want the students to be able to knowledgeably argue for the needed resources for their area of responsibility. Students are to prepare a health care legal issue PowerPoint for their peers.

As part of the clinical expectations students are to:

- Write a **confidential journal** about their clinical experiences.
- Meet course/clinical objectives.
- Share the journal with the faculty for the course so they can feel free to express their thoughts.
- Log their hours and you will be required to sign the log at the end of the semester.
- Evaluate the clinical facility in InPlace Clinical Placement Software.

At the end of the semester, preceptors will receive an email from InPlace Clinical Placement Software to evaluate the students' clinical performance.

Course Description

TITLE: **NURS 5335: Legal, Regulatory, and Financial Management**

COURSE DESCRIPTION: Focuses on the legal, ethical, regulatory, and fiscal environment faced by nurse administrators. Enables the professional nurse to manage the ethical, legal and regulatory issues facing healthcare organizations and actively participate in the fiscal management of healthcare divisions and organizations.

STUDENT LEARNING OUTCOMES/ COURSE OBJECTIVES: Upon successful completion of this course, the student will have demonstrated the ability to do the following:

1. Participate in health and public policy development and analysis impacting healthcare organizations.
2. Examine ethical, legal and regulatory perspectives in the analysis of the professional practice environment and organizational culture.
3. Apply healthcare economics to the strategic planning process with consideration of current economic, legal and political influences.
4. Advocate for a healthy work environment incorporating informatics and current emerging technologies within the legal, regulatory, ethical and fiscal operations of the health care organization.
5. Formulate a business plan utilizing business and economic principles and practices.

COURSE REQUIREMENTS AND EVALUATION:

1. Discussion Boards
2. Finance Quizzes
3. Team Business Plan
4. Healthcare Legal Issues Presentation developed for class peers that proactively or reactively addresses a concern/issue at facility to include participant evaluations.
5. Clinical Reflective Journal
6. Clinical (Pass/Fail) includes:
   - satisfactory completion of 37.5 clinical hours
   - clinical objectives
   - signed preceptor agreement
   - preceptor evaluation

NURS 5335 Student's Evaluation of Preceptor – Semester/Year
Student's Evaluation of Preceptor NURS 5335 – Legal, Regulatory, and Financial Management
The University of Texas at Tyler

*This form is in the InPlace Clinical Placement software.

Please include the date of this evaluation (mm/dd/yyyy).

Student Name _____

Preceptor Name _____

We ask that you as the student evaluate the preceptor based on the American Organization of Nurse Executives (AONE, 2015) Competencies domains. (The domains are listed in the evaluation tool).

We will ask you to rate them on a scale of 1 to 5 with 1 being Novice and 5 being Expert on the following competencies (Novice 1; Beginner 2; Competent 3; Proficient 3; and Expert 5).

1. **Communication and relationship building** competencies include such areas as effective communication, relationship management, influence of behaviors, ability to work with diversity, shared decision making, community involvement, medical staff relationships and academic relationships.

2. **Knowledge of the health care environment** includes such areas as clinical practice knowledge, patient care delivery models, health care economics and policy knowledge, understanding of governance, knowledge of evidenced based practice, knowledge of and dedication to patient safety and knowledge of quality improvement.

3. **Leadership skills** include such areas as foundational thinking skills, personal journey disciplines, the ability to use systems thinking, succession planning, and change management.

4. **Professionalism** includes such areas and personal and professional accountability, career planning, ethic, evidenced based clinical and management practice, advocacy for clinical enterprise and for nursing practice and active membership in professional organizations.

5. **Business skills** include such areas as understanding of health care financing, human resource management and development, strategic management, marketing and information management and technology.

Reflect on each item above and explain why you rated your preceptor as you did.

On a scale of 1 to 5 (1 being Minimal and 5 being Outstanding) how well did the preceptor facilitate you meeting the following course objectives.

- Participate in health and public policy development and analysis impacting healthcare organizations.
- Examine ethical, legal and regulatory perspectives in the analysis of the professional practice environment and organizational culture.
- Apply healthcare economics to the strategic planning process with consideration of current economic, legal, and political influences.

- Advocate for a healthy work environment incorporating informatics, and current emerging technologies within the legal, regulatory, ethical, and fiscal operations of the health care organization.
- Formulate a business plan utilizing business and economic principles and practices.

Reflect on each item above and explain why you rated your preceptor as you did.

How well did the preceptor help you meet the clinical objectives?

What do you see as the preceptor's main strengths in the area of management/administration?

What do you see as the preceptor's areas for improvement?

Would you use this preceptor again? Why or Why not?

We really appreciate our preceptors as they are a very important part of facilitating the administration students' learning of administrative/leadership principles. Would you recommend this or other nurses in serving as a preceptor for a future nursing administration student and if so, please provide their contact information in the box below.

Reference

American Organization of Nurse Executives. (2015). *The AONE nurse executive competencies.* Retrieved from http://www.aone.org/resources/leadership%20tools/nursecomp.shtml

Thank you for completing this evaluation.

NURS 5337: Nursing Administration: Delivery of Care

Dear Preceptor:

The course description, student learning outcomes, course requirements and evaluation for NURS 5337: Nursing Administration: Delivery of Care are below. Students are expected to develop their own clinical objectives that will meet their own unique learning needs and goals. This course examines the overall delivery of health care system. Your role as a preceptor is to facilitate the learning of these concepts. The student does not necessarily have to be with you at all times. You can identify meetings and experiences that may be beneficial to his or her learning and support your student's entry into the experience. For this course it might be beneficial for them to spend time in meetings with leaders with more general roles within the organization. A huge focus in this course are the Environmental Scan Reports (ESR's).

As part of the clinical expectations students are to:

- Develop two ESRs that involves assessing internal and external factors that will influence the direction and goals of something as small as a project or something as large as a country or even international activities.
- Participate in discussion board activities.
- Write a **confidential journal** about their clinical experiences.
- Meet course/clinical objectives.
- Share the journal with the faculty for the course so they can feel free to express their thoughts.
- Log their hours and you will be required to sign the log at the end of the semester.
- Evaluate the clinical facility in InPlace Clinical Placement Software.

In addition to clinical activities allow or permit interdisciplinary collaborative practice setting, eg. multidisciplinary meetings, rounding, regulatory surveys, interdisciplinary mock surveys or any clinical experiences that involves disciplines outside of nursing: IT, Pharmacy, Business/Finance Budget meetings, Human Resources, Grand Rounds, Environmental Services, Diet and Nutrition, and Pastoral Services.

At the end of the semester, preceptors will receive an email from InPlace Clinical Placement Software to evaluate the students' clinical performance.

Course Description

<u>**TITLE:**</u> **NURS 5337: Nursing Administration: Delivery of Care**

<u>**COURSE DESCRIPTION:**</u> Focuses on the delivery of care within the healthcare environment at the organizational, community, state and national, and international levels. Enables the professional nurse to participate in the design of care delivery systems within healthcare organization in community, state and national environments.

STUDENT LEARNING OUTCOMES/ COURSE OBJECTIVES: Upon successful completion of this course, the student will have demonstrated the ability to do the following:

1. Utilize state, national and organizational indicators of healthcare evaluation and outcomes incorporating interdisciplinary healthcare teams.
2. Synthesize strategic plan and vision integrating workflow design with emerging technologies, performance improvement and risk management strategies to assure positive patient outcomes.
3. Incorporate theories of management systems, process and analysis in the design and implementation of new models of care delivery and coordination.
4. Integrate socio-cultural competence, effective communication, and state, national and international quality indicators to facilitate patient centered care within community organizations.

COURSE REQUIREMENTS AND EVALUATION:

1. Discussion Boards
2. Environmental Scan Reports
3. International Health Care Delivery Group Presentation
4. Clinical Reflective Journals
5. Clinical (Pass/Fail) includes:
   - satisfactory completion of 37.5 clinical hours
   - clinical objectives
   - signed preceptor agreement
   - preceptor evaluation

NURS 5337 Student's Evaluation of Preceptor – Semester/Year
Student's Evaluation of Preceptor NURS 5337 – Delivery of Care
The University of Texas at Tyler

*This form is in the InPlace Clinical Placement software.

Please include the date of this evaluation (mm/dd/yyyy).

Student Name _____

Preceptor Name _____

We ask that you as the student evaluate the preceptor based on the American Organization of Nurse Executives (AONE, 2015) Competencies domains. (The domains are listed in the evaluation tool).
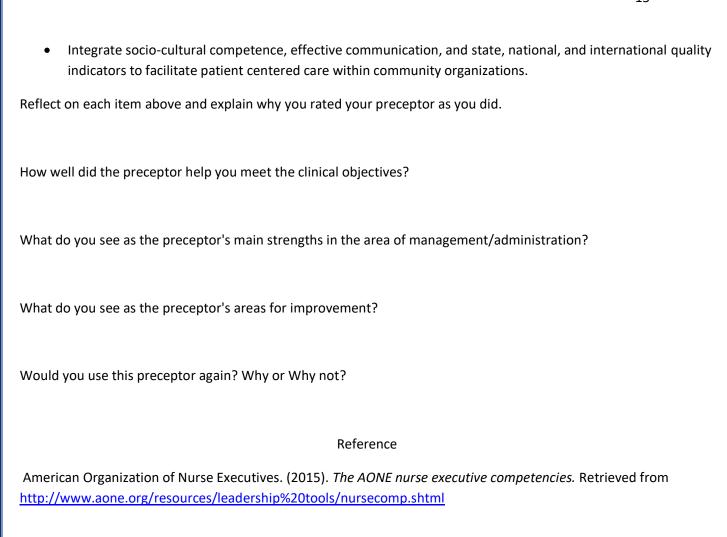
We will ask you to rate them on a scale of 1 to 5 with 1 being Novice and 5 being Expert on the following competencies (Novice 1; Beginner 2; Competent 3; Proficient 3; and Expert 5).

1. **Communication and relationship building** competencies include such areas as effective communication, relationship management, influence of behaviors, ability to work with diversity, shared decision making, community involvement, medical staff relationships and academic relationships.

2. **Knowledge of the health care environment** includes such areas as clinical practice knowledge, patient care delivery models, health care economics and policy knowledge, understanding of governance, knowledge of evidenced based practice, knowledge of and dedication to patient safety and knowledge of quality improvement.

3. **Leadership skills** include such areas as foundational thinking skills, personal journey disciplines, the ability to use systems thinking, succession planning, and change management.

4. **Professionalism** includes such areas and personal and professional accountability, career planning, ethic, evidenced based clinical and management practice, advocacy for clinical enterprise and for nursing practice and active membership in professional organizations.

5. **Business skills** include such areas as understanding of health care financing, human resource management and development, strategic management, marketing and information management and technology.

Reflect on each item above and explain why you rated your preceptor as you did.

On a scale of 1 to 5 (1 being Minimal and 5 being Outstanding) how well did the preceptor facilitate you meeting the following course objectives.

- Utilize state, national, and organizational indicators of healthcare evaluation and outcomes incorporating interdisciplinary healthcare teams.
- Synthesize strategic plan and vision integrating workflow design with emerging technologies, performance improvement and risk management strategies to assure positive patient outcomes.
- Incorporate theories of management systems, process and analysis in the design and implementation of new models of care delivery and coordination.

- Integrate socio-cultural competence, effective communication, and state, national, and international quality indicators to facilitate patient centered care within community organizations.

Reflect on each item above and explain why you rated your preceptor as you did.

How well did the preceptor help you meet the clinical objectives?

What do you see as the preceptor's main strengths in the area of management/administration?

What do you see as the preceptor's areas for improvement?

Would you use this preceptor again? Why or Why not?

Reference

American Organization of Nurse Executives. (2015). *The AONE nurse executive competencies.* Retrieved from http://www.aone.org/resources/leadership%20tools/nursecomp.shtml

This is the template for the clinical evaluation of the administration student. Toward the end of the semester, preceptors will be sent an email from InPlace Clinical Software Placement with a link in order to complete the evaluation electronically. Do not complete the form below, it is informational only.

The University of Texas at Tyler
College of Nursing and Health Sciences
Preceptor's Clinical Evaluation of Student

Date_____

Student Name _____

Preceptor Name _____

We ask that you, as the preceptor, evaluate the administration student based on the *American Organization of Nurse Executives* (AONE, 2015) Competencies domains. The domains are listed in the evaluation tool on the next page.

We will ask you to rate the student on a scale of 1 to 5 with 1 being Novice and 5 being Expert on the following competencies.

Competency	Novice 1	Advanced Beginner 2	Competent 3	Proficient 4	Expert 5	Comments
Communication and relationship building competencies include such areas as effective communication, relationship management, influence of behaviors, ability to work with diversity, shared decision making, community involvement, medical staff relationships and academic relationships.						
Knowledge of the health care environment includes such areas as clinical practice knowledge, patient care delivery models, health care economics and policy knowledge, understanding of governance, knowledge of evidenced based practice, knowledge of and dedication to patient safety and knowledge of quality improvement.						
Leadership skills include such areas as foundational thinking skills, personal journey disciplines, the ability to use systems thinking, succession planning, and change management.						
Professionalism includes such areas and personal and professional accountability, career planning, ethic, evidenced based clinical and management practice, advocacy for clinical enterprise and for nursing practice and active membership in professional organizations.						
Business skills include such areas as understanding of health care financing, human resource management and development, strategic management, marketing and information management and technology.						

On a scale of 1 to 5 (1 being Minimal and 5 being Outstanding) how well did the student meet the following course objectives (list the course objectives below).

1.

2.

3.

4.

How well did the student meet his/her clinical objectives?

What do you see as the student's main strengths in the area of management/administration?

What do you see as the student's areas for improvement?

What suggestions do you have for this course?

Preceptors are a very important part of facilitating the administration students' learning. Would you be interested in serving as a preceptor for a future nursing administration student and if so, please provide us your contact information below.

_____Yes

_____No

_____Maybe

**College of Nursing and Health Sciences
Student Evaluation: Clinical Facility**

*This form is in the InPlace Clinical Placement software.

This is the template for students to complete an evaluation of the clinical facility. The evaluation criteria is provided for your information only.

Course Name:_____   **Course Number:**_____

Facility Name:_____   **Semester:**_____

Constructive evaluation is a valuable tool utilized by the faculty as a method for quality control of the curriculum. Student evaluations are viewed by the faculty and administration as one method for maintaining high, consistent levels of quality education in the School of Nursing. As a professional nursing student, evaluation requires maturity and objectivity. This evaluation tool is the student's opportunity to participate in the ongoing evaluation process.

Please read each item carefully, then select the category that you feel correlates with your feelings about the statement.

**4=EXCELLENT
3=ABOVE AVERAGE
2=AVERAGE
1=NEEDS IMPROVEMENT**

	1	2	3	4
1. The clinical facility was appropriate and offered adequate learning opportunities.				
2. The facility provided a diverse set of learning experiences including multi- disciplinary collaboration.				
3. The facility could accommodate student experiences with minimal disruption to patient care.				
4. The facility onboarding process (i.e., facility student orientation) was well-organized and easy to complete.				
5. On a scale of 4 (highest) to 1 (lowest), rate this facility as a clinical site.				

Your comments are appreciated and are used to ensure that clinical experiences are appropriate.

6. What are the strengths of this facility to provide clinical experiences?

7. What suggestions do you have for enhancing experiences at this facility?

Reference

American Organization of Nurse Executives. (2015). *AONE nurse executive competencies*. Chicago,

   IL: Author. Retrieved from,

https://www.nurseleader.com/article/S1541-4612(05)00007-8/fulltext

THANK YOU for your willingness to share your experience and expertise with our MSN Administration students!

Clinical Coordinator:

Brenda Burton

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**Helpful Links to the MSN-Nursing Administration Program at
UT Tyler School of Nursing**

- https://www.uttyler.edu/nursing/files/nursing-student-guide.pdf

- https://www.uttyler.edu/academics/graduate/nursing-administration-msn-online-degree.php

- https://www.uttyler.edu/nursing/college/graduate/masters-nursing-administration.php