

Conversations on Leadership and Management

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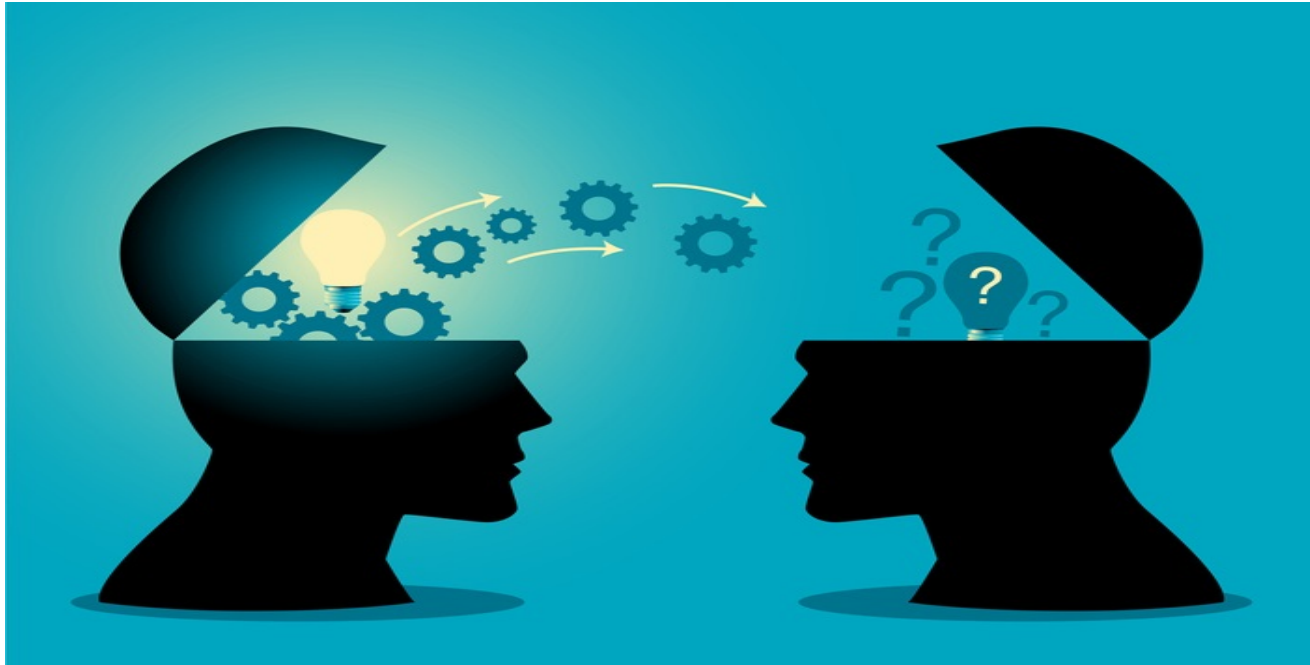


LOMA LINDA UNIVERSITY

School of Nursing

Conversations on Leadership and Management

- Responsibility of mentorship
- Training and mentoring clinical faculty
- Training and mentoring students
- Incentives to provide proctoring and mentorship
- The benefit of building relationships between hospitals and schools



Mentor

- Guidance provided by an experienced person in a company or educational institution.
- “An experienced and trusted adviser.”



Students

Who Needs
Mentorship?

Faculty

Clinicians



History of the Hippocratic Oath

400 BCE
First appearance of the Hippocratic Oath

1500's
Rediscovered by Germany medieval scholars

1700's
Translated to English & incorporated into western medicine

1948
Adopted by World Medical Association

1964
Oath re-written by Louis Lasagna, which has been adopted by many medical schools

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A scroll with a quill pen and a red base. The scroll is unrolled, showing the text. The quill pen is positioned at the bottom right of the scroll. The scroll is set against a red background.

Loma Linda Physicians Oath

BEFORE GOD THESE THINGS I DO PROMISE:

In the acceptance of my sacred calling,

I will dedicate my life to the furtherance of Jesus Christ's healing and teaching ministry.

I will give to my teachers the respect and gratitude which is their due. **I will impart to those who follow me, the knowledge and experience that I have gained.**

The wholeness of my patient will be my first consideration.

Acting as a good steward of the resources of society and of the talents granted me, I will endeavor to reflect God's mercy and compassion by caring for the lonely, the poor, the suffering, and those who are dying.

I will maintain the utmost respect for human life. I will not use my medical knowledge contrary to the laws of humanity. I will respect the rights and decision of my patients.

I will hold in confidence all secrets committed to my keeping in the practice of my calling.

I will lead my life and practice my art with purity, and honor; abstaining from immorality myself, I will not lead others into moral wrong doing.

May God's kingdom, His healing power and glory be experienced by those whom I serve, and may they be made known in my life, in proportion as I am faithful to this oath.

THE FLORENCE NIGHTINGALE PLEDGE

I SOLEMNLY PLEDGE MYSELF BEFORE GOD AND IN THE PRESENCE OF THIS ASSEMBLY TO PASS MY LIFE IN PURITY AND TO PRACTICE MY PROFESSION FAITHFULLY. I WILL ABSTAIN FROM WHATEVER IS DELETERIOUS AND MISCHIEVOUS, AND WILL NOT TAKE OR KNOWINGLY ADMINISTER ANY HARMFUL DRUG.

I WILL DO ALL IN MY POWER TO MAINTAIN AND ELEVATE THE STANDARD OF MY PROFESSION, AND WILL HOLD IN CONFIDENCE ALL PERSONAL MATTERS COMMITTED TO MY KEEPING, AND ALL FAMILY AFFAIRS COMING TO MY KNOWLEDGE IN THE PRACTICE OF MY CALLING.

WITH LOYALTY WILL I ENDEAVOR TO AID THE PHYSICIAN IN HIS WORK, AND DEVOTE MYSELF TO THE WELFARE OF THOSE COMMITTED TO MY CARE.





Significance of Molding Future Healthcare Professionals

Helps professionals develop needed skills and confidence.

Promotes ongoing learning and relationship building.

Leads to improved job satisfaction and better patient outcomes.



Our Calling to Train Future Healthcare Professionals

“It is more blessed to give than receive.” Acts 20:35

“For you were called to be free, brothers and sisters; only do not use this freedom as an opportunity for the flesh, but to serve one another through love.” Galatians 5:13

“So that you may walk worthy of the Lord, fully pleasing to him: bearing fruit in every good work and growing in the knowledge of God.” Colossians 1:10



5 Attributes of a Good Mentor

1. Wants to share relevant knowledge and expertise.
2. Displays positivity and enthusiasm.
3. Provided honest and constructive feedback.
4. Exhibits active listening skills.
5. Has a growth mindset.

Ineffective Mentor Types

Avoiders: Seldom or never available, almost impossible to reach

Dumpers: “Sink or swim” ideology, throwing their mentees into the deep end without guidance

Blockers: Micromanage their proteges or keep crucial information from them to block their progress

Destroyers: Undermine everything their mentee does

Fostering Quality Clinical Faculty

Establish a criteria

Set clear expectations

Communicate expectations

Role models

Training

Mentorship

Providing feedback



School Institution

- Responsible for training and mentoring of faculty and students in the classroom.
- Establish curriculum and learning objectives for the program
- Designates liaison within the school to assist with student integration into hospitals and clinics
 - This individual works closely with both the school and clinical facilities and has a clear understanding of the needs of both students and clinical sites

Clinical Faculty and Mentor Responsibility

1. Guides, manages, and evaluates student learning in the clinical setting
2. Provides teaching opportunities that are specific to the level of the student and clinical objectives
3. Assists the students in integration of theory and practice, specific to the level of the students
4. Works collaboratively with hospital administration to ensure optimal learning environment





Hospital Administration Responsibility

- Mutual understanding of student roles
- Works with school appointee (clinical faculty, school administrators) to optimize clinical experience
- Values role of hospital clinicians to serve as mentors to students and new clinicians



Student Responsibility

1. Demonstrates professional appearance and behavior.
2. Is knowledgeable of expected clinical objectives.
3. Demonstrates initiative and seeks out learning experiences.
4. Works collaboratively with hospital staff and mentor to become part of the clinical team.



Simulation and Skills Labs

- Beneficial when experience cannot be met in clinical environment
- Provides standardization of experience
- Fosters professional development with immediate feedback
- Opportunity to learn and practice essential skills
- Useful for meeting learning objectives and building confidence

Creating Opportunities for Partnership

- Collaboration on partnership possibilities
- Examples:
- SNAP-Student Nurse Assistant Program
- Student Nurse Volunteer
- Nurse Assist Program
- Joint committees or meetings



SNAP and Student Volunteer

- **SNAP:** Creates opportunity for nursing students to get experience in the hospital setting. Students receive training and are paid for work. Hospital benefits from hiring student nurses who serve in needed roles. Many of the students transition into role of nurse within the hospital once they graduate. Students expected to meet minimum hours of work.
- **Student Volunteer:** Students volunteer to assist in a variety of areas within the hospital. No minimum numbers of hours. Students can request where they want to volunteer. No payment.

Is there a role students and hospital can have mutual benefit?

Nurse Assist

- Came as a result of the pandemic
- Students trained by hospital epidemiology and vascular access team on assessment and interventions for urinary catheters and central venous lines.
- Students perform bedside assessment and interventions on areas assigned.
- Decrease in CAUTI and CLABSI
- Students report increased confidence in performing assessments and interventions.

Is there an opportunity students and hospital can create for mutual benefit?

Key Points

- We are all called to be mentors
- Mentorship is crucial for training
- Good mentorship promotes better outcomes
- Medical facilities and schools can work together to find opportunities for partnership



Questions?

