Implementing Best Practices in a Nurse Faculty Mentorship Program

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Learning Objectives

- Assess examples of the Evidence Based Practice (EBP) process integrated into a nursing mentorship program.

- Identify initial steps for devising a nursing mentorship program.

- Examine the initial results, conclusions, and recommendations found in the nursing mentorship development and implementation program.
Compelling Motivators for the Development of a Mentoring Program

**CCNE:**
- I-A: Mission & goals congruent with institution
- II-F: Development of teaching, and professional growth
- III-A: Development of curriculum – new faculty
- IV-A: Systematic process for program effectiveness

**Northern Arizona University:**
- Provide education strengthened by research, graduate and professional programs, and distance delivery

**School of Nursing:**
- “We value growth and service to others informed by mutual empowerment and risk taking” (NAU, SON Values 2016).

**Faculty Development Committee**
Established an EBP Process

Seven Steps of EBP:

“0” Online needs assessment developed
“1” Clinical question developed
“2” Lit Review
“3” Matching, orientation faculty (Mentor/Mentee)
“4” Post survey was distributed
“5” Results were evaluated
“6” Results were considered for future recommendations

Melnyk, Fineout-Overhot, Stillwell, & Williamson (2010)
Newly developed SON Faculty Development Committee

- Sent out an online needs assessment survey to determine where to start, what did the faculty want to pursue?
- Overwhelmingly, the faculty wanted a formal mentoring program developed
Why is mentoring important?

Who should be involved in mentoring?

What are the benefits in Mentoring?
  - Organization
  - Professionally
  - Academically

How might faculty be supported to pursue research, academic, and professional endeavors?
Step 1: Clinical Question

How do nursing faculty who are involved in a formal mentoring program accomplish personal and professional goals, compared to nursing faculty who seek their own support system for personal and professional endeavors?

Formal mentoring programs vs. self support?
Few studies focused on university nursing faculty mentoring

Limited articles regarding creation of formal mentoring program

Articles referred to NLN Toolkit as a foundation for developing mentoring program

Melnyk, Fineout-Overholt, Stillwell, & Williamson (2010) provided the EBP framework for the development of the SON mentoring program
Step 2: Literature Review Findings

- Orientation
- Improved Collegiality
- Consider Generation “X” faculty (what are their expectations??)
- Plenary Session: Partnerships: Survey results less than satisfied: 32% scholarly activity & life
- Expectations of Mentor and Mentee roles
- Formal vs. Informal Mentoring
- Retention
Step 3: Matching and Orienting Faculty: Mentor-Mentee

**First Phase:**
- Approached the new faculty about the mentoring program. Asked them about curriculum expertise, and professional interests.
- Approached the experienced faculty who might be the best match; teaching same course, same research interests, etc.

**Second Phase:**
- Opened mentoring to all faculty.
Step 3: Matching and Orienting Faculty: Mentor - Mentee

- All the of participants attended a face to face orientation
  - A folder was compiled with basic orientation information
  - A $10 Starbucks gift card for each pair – to encourage the mentor and mentee to setup a meeting
  - A final face-to-face meeting was conducted at the end of the semester to share experiences
  - An online post survey was distributed
Survey Questions

- What were some of your expectations?
- How were your expectations met/not met?
- Identify specific benefits.
- List specific changes you made.
- Describe how the mentor responded to questions with resources.
- Give an example of how the mentor provided guidance.
- How often did you contact each other?
- Which Faculty Development Committee Resources were helpful?
- What suggestions do you have to improve the program?
Examine the Post Mentor/Mentee Responses:

- Separately make ungrouped frequency distribution to improve interrater reliability and identify important themes
- Compare results for consistency

Use results for changes and future recommendations
Step 5 Initial Results

- Ungrouped Frequencies
  - Reported Expectations
  - Changes
  - Benefits
  - Resources
  - Relationships
Post Mentor/Mentee Responses
(10/16 Participants)

Mentor/Mentee Reported Perceptions

- Expectations
- Changes
- Benefits
- FDC Resources
- Relationships

- Increased Perceptions
- No Difference
- Negative Experience
Themes

- Collaborative Relationships
  - Getting to know each other
  - Responsiveness

- Navigating the System - Resources
  - Policies
  - Blackboard Learn

- What do I do if...

- Sometimes it didn’t work
**Expectations**

**Expected:**
The perceptions of improved one-on-one support and increased knowledge about the SON academic mission, values, and professional expectations

**Unexpected:**
- The reported perceptions of building personal friendships and relationships.
- The lack of interaction – both mentor and mentee roles
Step 5: Initial Results

BbLearn Faculty Development Resources

- Survival
- Orientation Resources
- Publication and Presentation Shared
- Collaborate link

BbLearn Faculty Development Online Resource Implemented: Faculty Development Website
Step 5: Initial Results

The mentoring program has been a success

- Articles ready for submission
  - One article is a result of intra-campus mentoring and collaboration
- Collaborative poster presentations
  - University Assessment Fair
  - Presentation at NEC
Step 6: Future Recommendations

- The program has been extended to match experienced faculty with experienced faculty
- Expand the formal mentor/mentee program
- Expand the online BbLearn shell
  - Add more links
  - Add/link faculty professional/personal interests
- Develop formal orientation checklist
- Collaborate with the college programs
Step 6: Future Recommendations

NLN Toolkit Survey:
- Look at the questions that apply to your current environment
- Answer the questions that apply to the initial formation of a mentoring program

In the interest of time, choose one mentoring phase:
- Early Career
- Mid Career
- Late Career
List 5 benefits of a formal mentoring program
Share specific steps that can be taken in your institution to begin a formal mentoring program
Share resources in place that can be used and expanded
Who are the key players? How can they be empowered?
What outcomes may be expected?
Questions?


