

Mentoring in Nursing Academia

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PROJECT METHODOLOGY

Research supports the need for mentorship in nursing academia, more so today than at any other time in the history of nursing. Since many nursing schools nationwide are experiencing a faculty shortfall, nursing education programs need to develop plans to mentor & retain nurse educators. It is critical to provide a solid educational program that prepares the future generation of professional nurses. The purpose of this MSN project is to help new nurse faculty feel supported in their role and desire to stay in nursing academia through the implementation of a mentoring program.

Implementation

The plan for this project will be completed in several steps:

- Meet with Director of Nursing.
- Present **PowerPoint** to nurse faculty in a faculty meeting introducing the mentorship program model and its benefits.
- Determine which faculty would like to volunteer as mentors.
- Identify new faculty that desire to be mentored.
- Mentor Coordinator orients mentoring dyad to the **Directions for the Mentor/Mentee** and **Expectations for Both the Mentor and Mentee** tools.

Evaluation

Several strategies will be used to evaluate the effectiveness of this project:

- The Assessment of the Relationship with the Mentor/Mentee Survey ⁽⁷⁾.
- The Job Satisfaction scale ⁽⁷⁾.
- The Intent to Stay in Job Survey ⁽⁷⁾.
- The Mentoring Program Satisfaction Survey ⁽⁷⁾.
- Feedback from nurse faculty.
- Faculty retention rates will be tracked.



Figure 1



Figure 2

THEORETICAL FRAMEWORK

- The Johns Hopkins Nursing Evidence-based Practice Model (JHNEBP) is a framework developed for nurses to seek answers for problems they identify in practice.
- The JHNEBP is a straightforward model that lays out three steps, referred to as the PET approach.
- The PET approach means identifying a practice question, finding evidence, and translating the best evidence-based practices in the research into practice.
- The JHNEBP aims to establish the most recent research findings and quickly and appropriately apply the best practices to patient care ⁽⁸⁾.

CONCLUSIONS

By implementing a mentoring program in nursing academia, new nurse faculty can feel supported in their role and increase their desire to stay in nursing academia. In addition, this change can positively affect nursing programs because more educators mean that more students can be accepted into nursing programs. Finally, more students would lead to more nurses, which could help relieve the nursing shortage.

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FIGURES

1. Microsoft PowerPoint. (2021). Photograph
2. Microsoft PowerPoint. (2021). Photograph

ABSTRACT

The nursing profession faces a shortage of professional nurses and faculty required to prepare students to become nurses. Additionally, the transition to academia can be challenging for new faculty who often come from clinical practice environments. Mentoring new faculty is one strategy nursing schools can use to address this issue. The purpose of this project is to raise awareness of the benefits of a formalized mentoring program and provide a mentoring framework that could be used in a nursing school to help new nurse faculty feel supported in their role and desire to stay in nursing academia. Mentorship programs can improve nurse faculty retention and career satisfaction, allowing nursing programs to increase enrollment and relieve the national nurse shortage.

PICO QUESTION

Does a formal mentoring program for new faculty members in the academic setting affect retention and career satisfaction at 12-months post-hire?

LITERATURE REVIEW

- A thorough literature review revealed the following themes:
 - 1) The need for mentoring
 - 2) The benefits of faculty mentoring
 - 3) Barriers to mentorship programs
 - 4) Facilitators for mentorship programs
- Faculty mentoring programs help support and retain clinical nursing faculty by creating positive experiences ⁽¹⁾.
- Mentorship can positively impact career satisfaction and retention of new nurse faculty ^(2,3).
- Most mentored participants feel supported in their new faculty role, while those who were not mentored or had unhelpful mentors did not ⁽⁴⁾.
- Mentoring programs are most successful when experienced faculty mentors understand how to best support and help new faculty in their roles ⁽⁵⁾.
- Mentors and mentees who demonstrated commitment to the relationship reported meaningful connections that allowed them to learn from one another ⁽⁶⁾.