

Sigma's 29th International Nursing Research Congress

Fostering Leadership Skills of Family Nurse Practitioner Students Through the Use of Peer Mentoring

Sheryl Marckstadt, PhD, RN, CNP, NP-C, FNP-BC¹

Nicole Gibson, DNP, RN, CNP, NP-C²

Robin Arends, DNP, RN, CNP, ARNP, FNP-BC, FAANP²

Victoria L. S. Britson, PhD, APRN, CNP, FNP-BC, CNE³

S. Jo Gibson, DNP FNP-BC⁴

(1)College of Nursing, Graduate Nursing, South Dakota State University, Sioux Falls, SD, USA

(2)Graduate Nursing, South Dakota State University, Sioux Falls, SD, USA

(3)College of Nursing, Graduate Nursing, South Dakota State University, Sioux Falls, SD, USA

(4)College of Nursing, South Dakota State University, Brookings, SD, USA

Purpose: Leadership and mentoring are integral components of the Advanced Practice Registered Nurse (APRN) role. APRNs are expected to display leadership skills in the clinic setting upon graduation. They may be required to manage an Interprofessional team, work with partners to develop protocol, and mentor new employees hired into the practice setting. APRNs who learn positive mentoring, leadership, and partnership competencies in their academic education are more likely to display these characteristics as they enter practice. However, there is a lack of opportunities for APRN students to demonstrate these skills as they are currently in the novice or student role. Mentoring APRN students who are earlier in the plan of study can lead to increased confidence in their leadership abilities and ease adjustment to the APRN role (Giordana & Wedin, 2010). The purpose of this experience was to investigate if student peer mentoring would improve leadership skills, foster confidence, and promote professional collegiality for family nurse practitioner (FNP) students (Li, Wang, Li, & Lee, I., 2010).

Methods: Faculty conducted a literature search on leadership and peer mentoring. This information along with personal faculty experience was used to develop a peer mentoring experience for the Family Nurse Practitioner (FNP) students (Hazel, 2014; Holley & Caldwell, 2012; Poronsky, 2012; Trubowitz, 2004).

In an advanced physical assessment course, novice FNP students participate in an interactive face-to-face lab to gain experience in advanced assessment skills and techniques. During the same semester, more advanced FNP students are required to participate in a clinical experience to foster leadership abilities needed upon graduation. In this experience, the advanced FNP students mentor students who are in the advanced physical assessment course. These mentor/mentee teams work together to answer questions and demonstrate appropriate advanced physical assessment techniques. Advanced APRN students facilitate enhanced clinical decision-making through a case study developed by the FNP student mentors. At the end of the fall semester, the advanced FNP student mentors entering their final practicum in the spring are paired with a novice FNP student entering their first practicum course. This mentor/mentee dyad work together to answer questions regarding the upcoming clinical practicum courses, clinical settings, coursework, and role transition. The mentor/mentee dyad maintain contact a minimum of twice a month either in person or via telecommunication as determined by the student pair. In addition, FNP student mentees who are in the initial stages of developing a Doctor of Nursing Practice Project may consult with their advanced FNP mentor with questions regarding their project. Both the mentor and mentee develop a reflection paper and answer survey questions about their experience each semester. As the FNP student mentee progresses through the practicum, they then in turn assume the role of an advanced FNP mentor and establish a relationship with a novice FNP student mentee.

Results: Students completed a survey at the end of each semester in the experience. Results show improvement in confidence and connectedness while decreasing anxiety. In addition, qualitative student feedback has reinforced the value of this experience in providing improved leadership skills, fostered confidence, and promoted professional collegiality for family nurse practitioner (FNP) students. Comments from the mentors include: "I'm surprised by my self-growth in skills and critical thinking", "it's rewarding to pass on knowledge", "I'm excited to foster further relationship with the mentees", "I'm

thankful to share this educational journey”, “I’m inspired by my progress”, “I’ve grown in confidence”, I’ve learned from questions of other students”, and “I have led by example”.

Conclusion: Peer mentoring of FNP students received overwhelming approval from both the mentors and mentees. The mentoring of novice FNP students created feelings of increased confidence and decreased stress in the more experienced students. The experienced and novice students felt increased collegiality towards each other. This peer mentoring experience continues in the FNP program with continued positive reviews.

Title:

Fostering Leadership Skills of Family Nurse Practitioner Students Through the Use of Peer Mentoring

Keywords:

confidence, peer mentoring and teaching APRN leadership

References:

Giordana, S., & Wedin, B. (2010). Peer mentoring for multiple levels of nursing students. *Nursing Education Perspectives*, 31(6), 394-396.

Harris, R., Birk, S., & Sherman, J. (2016). E-mentoring for doctor of nursing practice students: A pilot program. *Journal Nursing Education*. 55(8), 458-462.

Hazel, C. (2014). Peer mentoring in higher education: Issues of power and control. *Teaching in Higher Education*, 19(8), 955-965.

Holley, K. and Caldwell, M. (2012). The challenges of designing and implementing a doctoral student mentoring program. *Innovations in Higher Education*, 37, 243-253.

Poronsky, C. (2012). A literature review of mentoring for RN-to-FNP transition. *Journal of Nursing Education*, 51(11), 623-631.

Li, H-C., Wang, L.S., Lin, Y-H., & Lee, I. (2010). The effect of a peer-mentoring strategy on students nurse stress reduction in clinical practice. *International Nursing Review*, 58(1), 203-210.

Sims- Giddens, S., Helton, C., & Hope, K.L. (2010). Student peer mentoring in a community-based nursing clinical experience. *Nursing Education Perspectives*, 31(6), 23-27.

Trubowitz, S. (2004). The why, how, and what of mentoring. *Phi Delta Kappan*, 31(1), 59-62.

Abstract Summary:

Leadership and mentoring are integral components of the Advanced Practice Registered Nurse (APRN) role. There is a lack of opportunities for APRN students to acquire and demonstrate these skills. Peer mentoring of APRN students can lead to increased confidence in their leadership abilities and ease adjustment to the APRN role.

Content Outline:

Introduction:

1. Review of peer mentoring.

2. Importance for nurse practitioner students.
3. Need for mentoring in FNP education

Body with main points:

1. Description of the assignment.
2. Types of students utilized.
3. Sample of the student developed case study assignments will be provided.
4. Results of student feedback
5. Student Survey Results
6. Qualitative comments

Conclusion.

- Improvement in FNP confidence
- Leadership abilities advanced
- Heightened connectedness
- Decreased stress

First Primary Presenting Author

Primary Presenting Author

Sheryl Marckstadt, PhD, RN, CNP, NP-C, FNP-BC
South Dakota State University
College of Nursing, Graduate Nursing
Assistant Professor
Sioux Falls SD
USA

Professional Experience: Assistant Professor South Dakota State University 09/2012 - present Family Nurse Practitioner 09/2000 - present My five years as an assistant professor at South Dakota State University speak to my ability to guide family nurse practitioners.

Author Summary: Dr. Sheryl Marckstadt is a family nurse practitioner and teaches full-time at South Dakota State University, USA. She has over 17 years' experience as a family nurse practitioner and over five years' experience teaching family nurse practitioner students.

Second Secondary Presenting Author

Corresponding Secondary Presenting Author

Nicole Gibson, DNP, RN, CNP, NP-C
South Dakota State University
Graduate Nursing
Clinical Assistant Professor
Sioux Falls SD
USA

Professional Experience: 2005-Present- Family Nurse Practitioner, North Central Heart, Sioux Falls, SD 2008-2013- Family Nurse Practitioner, Falls Community Health, Sioux Falls, SD 2008-Present, Clinical Assistant Professor, South Dakota State University, Brookings, SD

Author Summary: Dr. Nicole Gibson obtained her BS, MS, and DNP degree from South Dakota State University. She has worked as a Family Nurse Practitioner in a Community Health Clinic and in Electrophysiology.

Third Secondary Presenting Author

Corresponding Secondary Presenting Author

Robin Arends, DNP, RN, CNP, ARNP, FNP-BC, FAANP
South Dakota State University
Graduate Nursing
Clinical Assistant Professor, DNP Specialty Coordinator, APRN Curriculum Coordinator
Sioux Falls SD
USA

Professional Experience: 2015-Present- Family Nurse Practitioner, Avera eLTC, Sioux Falls, SD 2015-Present- American Association of Nurse Practitioners. South Dakota State Representative. 2014-Present- Executive Director, Nurse Practitioner Association of South Dakota, Sioux Falls, SD 2008-2014- Family Nurse Practitioner, Falls Community Health, Sioux Falls, SD 2011-Present- Clinical Assistant Professor, South Dakota State University, Brookings, SD American Association of Nurse Practitioners Fellow (2017) Faculty Policy Intensive through the American Association of Colleges of Nursing (2014) Leadership Program through the American Association of Nurse Practitioners (2014) Integral member of the leadership team to remove the collaborative agreement for nurse practitioners and nurse midwives

Author Summary: Dr. Robin Arends obtained her DNP degree from South Dakota State University. She currently teaches Family Nurse Practitioner students in their practicum courses and maintains a clinical practice in telehealth. She is the Executive Director of the Nurse Practitioner Association of South Dakota and the state representative for the American Association of Nurse Practitioners. Through these roles, she has an understanding of health policy education and understanding needed in the academic and clinical setting.

Fourth Secondary Presenting Author

Corresponding Secondary Presenting Author

Victoria L. S. Britson, PhD, APRN, CNP, FNP-BC, CNE
South Dakota State University
College of Nursing, Graduate Nursing
Assistant Professor
Sioux Falls SD
USA

Professional Experience: I have been a nurse for over 30 years, in the areas of practice, administration, leadership, and nursing education. I have worked in graduate nursing education for the last 15 years. The majority of my nursing career has been spent in rural and underserved settings. In addition to my full-time faculty role, I currently practice as a family nurse practitioner in telehealth, serving long-term care residents in rural and underserved areas in five states.

Author Summary: Dr. Britson serves as an Assistant Professor within the College of Nursing, South Dakota State University. She also practices as a family nurse practitioner in telehealth, serving long-term care residents in rural and underserved areas in five states. In addition, Dr. Britson is the Principle Investigator for a 2 year \$1.34 M Advanced Nursing Education Workforce grant focused on the preparation of primary care advanced practice registered nursing students in rural and underserved settings.

Fifth Secondary Presenting Author

Corresponding Secondary Presenting Author

S. Jo Gibson, DNP FNP-BC
South Dakota State University
College of Nursing
Adjunct Clinical Assistant Professor
Brookings SD
USA

Professional Experience: 09/2013-present -- Clinical Assistant Professor South Dakota State University, Brookings, SD, USA 09/2013-present -- Certified in Childhood Obesity Prevention 09/1995-present --

Certified Family Nurse Practitioner serving midwest rural health clinics in MN and SD 1996-present -- Preceptor for Family Nurse Practitioner students and have witnessed the leadership skills that are necessary to enter the advanced practice nursing role.

Author Summary: Dr. Jo Gibson is a family nurse practitioner in a rural clinic in midwest South Dakota. She combines her clinical work with academia and serves as adjunct clinical assistant professor at South Dakota State University. She has over 36 years of experience in nursing, 22 years of experience as a family nurse practitioner, and four years experience teaching family nurse practitioner students.