

Mentoring New PhD students into the Professorial Role

Marie Foley, PhD, RN, Associate Professor
Seton Hall University College of Nursing



Objectives

- ▶ Understand how the current shortage of PhD prepared nurses impacts nursing and healthcare.
- ▶ Articulate the need for dedicated, qualified mentors to assist new PhD students transition into the professorial role.



Impending Nursing Shortage

- ▶ Aging nurse workforce

(Health Resources and Services Administration, 2010)

- ▶ Middle aged (35 years of age to 49 years of age) nurses make up 75% of the nursing workforce

(Buerhaus, Staiger, & Auerbach, 2009)

- ▶ Nurse Faculty Shortage



Nursing Shortage and Nurse Faculty Shortage

- ▶ Median age of the total RN workforce is 46
- ▶ Average age of Nursing faculty is 50 to 56
(Institute of Medicine, 2011)
- ▶ Fewer than 1 percent of nurses have a doctoral degree in nursing (HRSA, 2010)



Nursing Shortage and Nurse Faculty Shortage

- ▶ Difficulties recruiting Nursing faculty
(NLN, 2010)
- ▶ Many nurse faculty may leave higher education due to a lack of understanding related to the requirements and expectations of faculty for tenure.



Challenges of Nurse Educators to Prepare PhD Students for their Roles in Academia

- ▶ Prepare PhD students to face the challenges of the Professorial Role required of Nurse Faculty
- ▶ Help alleviate the Nursing Faculty Shortage



Challenges of Nurse Educators to Prepare PhD Students for their Roles in Academia

- ▶ Need for effective mentoring helps PhD students:
 - Develop as nurse researchers
 - Transition to the professorial role
 - Understand the role and requirements for tenure



Challenges of Nurse Educators to Prepare PhD Students for their Roles in Academia

- ▶ Select future mentors for professional growth and continuous lifelong learning
- ▶ Leadership

(Institute of Medicine, 2011)



Challenges of Nurse Educators to Prepare PhD Students for their Roles in Academia

- ▶ Professional responsibility
- ▶ Share expertise

(Institute of Medicine, 2011)



Preceptors and Mentors

Preceptor

- ▶ Teacher
- ▶ Instructor
- ▶ Expert who gives practical experience and training

(Oxford English Dictionary, 2010)



Preceptorship

- ▶ A short term relationship to accomplish specific goals in a prescribed amount of time.

(Happell, 2009)

- ▶ A one-to one relationship which provides opportunities for socialization into practice, role development and bridges the gap between theory and practice

(Zauszniewski, J. A., 2009)



Preceptor Characteristics

- ▶ Interested
- ▶ Willingness to share
- ▶ Self-confident, Self-aware & Committed
- ▶ Good communication skills

(Zauszniewski, J. A., 2009)



Mentor

- ▶ Experienced and trusted adviser
- ▶ An individual entering into a unique type of developmental relationship
- ▶ Advisor who guides, encourages, and inspires another person during an extended period of time (Oxford English Dictionary, 2010)
- ▶ One who helps to bridge the gap between nursing education and practice resulting in a more satisfied and better prepared nurse population (Happell, 2009)



Mentorship

- ▶ A process whereby an experienced, highly regarded, empathic person (mentor) guides another individual (mentee) in the development of his or her own ideas, learning, and personal and professional development
(Zauszniewski, 2009)
- ▶ Benner's (1984) novice to expert model:
 - The goal of the mentor is to promote movement
 - The relationship is voluntary and mutually agreeable, and may be either short-term or long-term based on the time frame and stated goal of the relationship



Mentorship

- ▶ Colleagues helping each other grow and learn
- ▶ Serves to strengthen and empower each person
- ▶ Professionals sharing information
- ▶ Both mentor and mentee learn from the relationship
- ▶ Strengthens the profession by ensuring an adequate supply of nurse faculty and leaders

(Happell, 2009)



Mentorship

- ▶ Mentoring is a reciprocal, interactive process of learning
(Klein & Dickenson–Hazard, 2000)
- ▶ Association that is essential to the success of nursing faculty
(Happell, 2009)



Mentor Characteristics

- ▶ Desire to help
- ▶ Reputation for developing others
- ▶ Energy
- ▶ Up-to-date knowledge
- ▶ Positive attitude
- ▶ Good communication skills
- ▶ Open and receptive

(Zauszniewski, 2009)



Mentee Characteristics

- ▶ Accepting of feedback
- ▶ Applies learning
- ▶ Goal-directed
- ▶ Takes personal responsibility
- ▶ Asks for help
- ▶ Willingness to expand capabilities

(Zauszniewski, 2009)



Successful Mentoring

- ▶ Mentorship provides benefits for both the mentor and the mentee
- ▶ Success in new role attainment
- ▶ Satisfaction with professional goals
- ▶ Career success and advancement for both parties (Klein, E., & Dickenson-Hazard, N., 2000)



Model

- ▶ Grant Funded by the Robert Wood Johnson Foundation
- ▶ Faculty Mentors
- ▶ Education Courses
- ▶ Education Practicum
- ▶ Electronic portfolios



Model

- ▶ Serve on College and University committees
- ▶ Attend department and faculty meetings
- ▶ Collaborative Learning Communities
- ▶ Attendance at conferences
- ▶ Presentations at conferences



Model

- ▶ Faculty Mentors Collaborate with:
 - RWJF NJNI Program Directors
 - PhD Faculty
 - Practicum Preceptors/Mentors
 - Dissertation chairs
 - Nurse Leaders



Summary

- ▶ Exemplary mentors provide PhD students with the opportunity to explore the role of nurse faculty and meet professorial competencies.
- ▶ Mentorships may lead to quicker adaptation into the new role of nursing professor and an understanding of the requirements for tenure which in turn may lessen the nursing shortage by increasing the numbers of qualified and competent nurse educators.



References

- ▶ Benner, P. (2001). *From novice to expert: Excellence and power in clinical nursing practice Commemorative edition*. (Original publication 1984). Upper Saddle River: Prentice Hall Health.
- ▶ Buerhaus, P.I., Auerbach, D.I. & Staiger, D.O. (2009). The Recent Surge In Nurse Employment: Causes And Implications *Health Affairs*, 28(4), 657–668.
- ▶ Happell, B. (2009). A model of preceptorship in nursing: Reflecting the complex functions of the role. *Nursing Education Perspectives*, 30(6), 372–375.
- ▶ Hart, K A. (2007). The aging workforce: Implications for health care. *Nursing Economics*, 25(2), 101–102.
- ▶ Health Resources and Services Administration. (2010). *The registered nurse population: Findings from the 2008 National Sample Survey of Registered Nurses*. Rockville, MD: HRSA.
- ▶ Institute of Medicine (IOM). 2011. *The future of nursing: Leading change, advancing health*. Washington, DC: The National Academies Press.
- ▶ Kaviani, N., & Stillwell, Y. (2000). An evaluative study of clinical preceptorship. *Nurse Education Today*, 20, 218–226.

References

- ▶ Klein, E., & Dickenson-Hazard, N. (2000). The spirit of mentoring. *Reflections on Nursing Leadership*, 18–22.
- ▶ Morton-Cooper, A., & Palmer, A. (2000). *Mentoring, preceptorship and clinical supervision*. London: Blackwell-Science.
- ▶ National League for Nursing (2010). *2010 NLN nurse educator shortage fact sheet*. Retrieved from <http://www.nln.org/governmentaffairs/pdf/NurseFacultyShortage.pdf>.
- ▶ Owens, J. K., & Patton, J. G. (2003). Take a chance on nursing mentorships: Enhance leadership with this win-win strategy. *Nursing Education Perspectives*, 24, 198–204.
- ▶ *Oxford English Dictionary*. (2010). New York: Oxford University Press.
- ▶ Zauszniewski, J. A. (2009). Mentoring our next generation: Time to dance. *Journal of Child and Adolescent Nursing*, 22(3), 112–114.