

# An Innovative Approach to Mentoring Newly Hired Nurse Educators

Greta I. Marek, DNP, RN, CNE

East Tennessee State University – College of Nursing - Johnson City, TN

## Introduction

- Higher education is a rapidly changing system. Newly hired faculty entering institutions of higher learning require guidance, support, mentoring, and faculty developmental resources to assist them with this dynamic and complex transition (Nies & Troutman-Jordan, 2012).
- Academia is a challenging transition for clinical nurses who are moving into the role of nurse educator (Race & Skees, 2010).
- Nurse clinicians who are under-prepared for the traditional faculty role of teaching, scholarship and service may find this transition challenging. (Feldman, Arean, Marshall, Lovett, & O'Sullivan, 2010).
- Experienced nurse educators can mentor newly hired nurse educators to better understand and perform their faculty responsibilities (Nick et al., 2012).
- An effective faculty mentoring program provides:

- guidance and support for newly hired nurse educators specific to a novice to expert approach

- resources and assistance

- opportunity for faculty mentoring team members to guide newly hired nurse educators through the complex world of academia (Nick et al., 2012).

## Objectives

- Recognize the importance of mentoring newly hired nurse educators to foster their successful assimilation into the academic environment
- Distinguish between the needs of a novice and an experienced nurse educator.

## Purpose

- To create an effective and sustainable mentoring program to promote successful assimilation and progression of newly hired nurse educators into the academic environment

## Methods

- Plan-Do-Study-Act (PDSA) project
- Literature review: PubMed, CINAHL, ERIC, Ovid, Google Scholar & EBSCOhost
- Search terms: academic mentoring, nursing faculty mentoring, mentoring programs, nurse educator mentoring
- Search limitations: English language, peer reviewed, & timeframe of 2000 - present
- Twenty-nine full-text articles reviewed & twenty university websites specific to faculty mentoring programs
- Theoretical perspectives: Watson's Human Caring & Benner's Novice to Expert models

## Results

- Formed** Faculty Mentoring Program Committee (FMPC) composed of undergraduate/graduate faculty and administration
- Developed** two program tracks for newly hired nurse educators:
  - 3-semesters for experienced educators
  - 5-semesters for novice educators
  - Concentrated first semester on orientation to university, college & assigned courses
- Mentored** as cohort
- Shared** resources of faculty experts in teaching, scholarship or service
- Produced** Ad Hoc Committee
- Committed** to evaluating program effectiveness each semester

## Logo



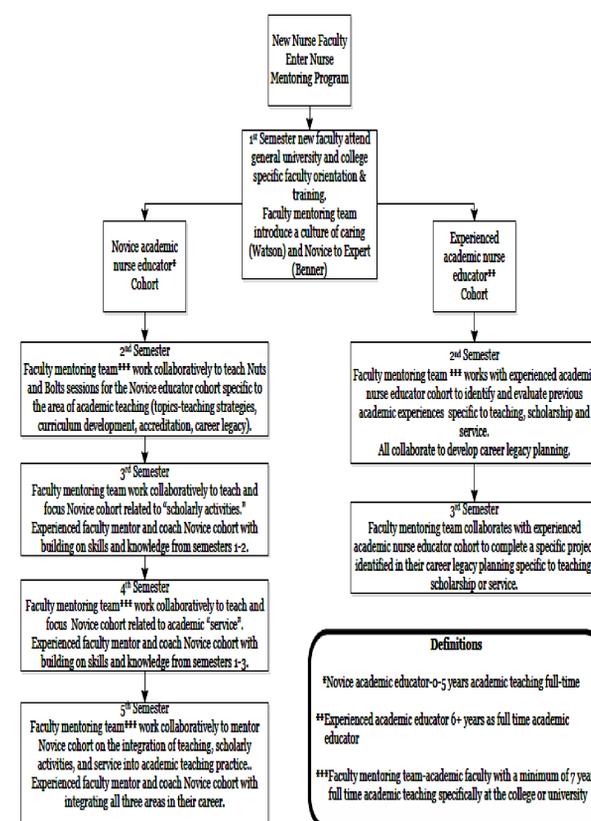
## MENTORING PROGRAM

College of Nursing

EAST TENNESSEE STATE UNIVERSITY

## New Faculty Mentoring Model

Nurse Educator Mentoring Program:  
A Cohort Approach Integrating a Culture of Caring



## Conclusions

- FMPC members expressed a sense of renewed purpose and pride while collaborating on creating a sustainable mentoring program.
- Ad hoc committee members expressed optimism and excitement about working with FMPC towards evaluating the mentoring program's effectiveness.

## Future Recommendations

- Evaluate effectiveness of mentoring program
- Explore other innovations in mentoring approaches

## References

- Feldman, M.D., Arean, P.A., Marshall, S.J., Lovett, M., & O'Sullivan, P. (2010). Does mentoring matter: Results from a survey of faculty mentees at a large health sciences university. *Medical Education Online*, 15(5063). doi:10.3402/meo.v15i0.5063
- Nick, J.M., Delahoyde, T.M., Del Prato, D., Mitchell, C., Ortiz, J., Ottley, C., . . . Siktberg, L. (2012). Best practices in academic mentoring: A model for excellence. *Nursing Research and Practice*, 2012, 1-9. doi:10.1155/2012/937906
- Nies, M.A., & Troutman-Jordan, M. (2012). Mentoring nurse scientists to meet nursing faculty workforce needs. *The Scientific World Journal*, 2012, 1-5. doi:10.1100/2012/345085
- Race, T.K., & Skees, J. (2010). Changing tides: Improving outcomes through mentorship on all levels of nursing. *Critical Care Nursing Quarterly*, 33(2), 163-174. doi:10.1097/CNQ.0b013e3181d91475.

## Acknowledgments

I would like to thank my mentor M. Peggy Hays, DSN, RN, COI, and faculty Cynthia Clark, PhD, RN, ANEF, FAAN for their time, expertise, and contributions. I would also like to thank the members of the ETSU CON FMPC for their support, hard work, and dedication.

## Contact Information

Greta I. Marek, DNP, RN, CNE  
Cell 931-216-4494

[marekg@etsu.edu](mailto:marekg@etsu.edu)  
Office 426-439-4553