

## Background

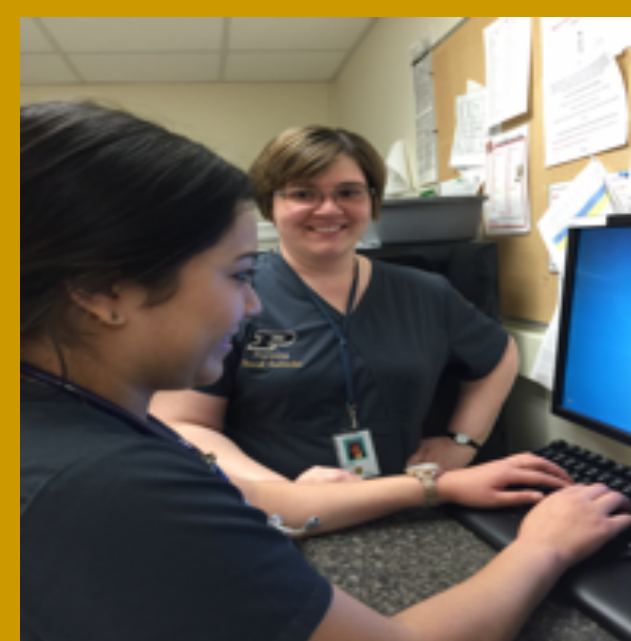
- The national shortage of nursing faculty continues to have a significant impact on the ability of schools of nursing to meet the current and future demands of applications (American Association of Colleges of Nursing, 2014).
- One strategy to combat the nursing faculty shortage is to hire graduate teaching assistants to fill clinical instructor roles
- The magnitude of the nursing faculty shortage creates an urgency to develop, implement, and evaluate effective strategies to fill vacant faculty positions.

## Purpose

Without ongoing mentoring that accentuates timely communication, coaching, and collaboration, Graduate Teaching Assistants face a risk of exacerbated stress, frustration, and isolation that impacts their success in the clinical instructor role and has a direct impact on student learning outcomes (Helms-Lorenz & Maulana, 2016).

## Method

- Purdue University School of Nursing developed and implemented a formal Graduate Teaching Assistant (GTA) Mentoring program.
- The program goals:
  - Increasing GTAs' teaching self-efficacy
  - Increasing GTAs' clinical teaching knowledge, and skills



## Participants/Sample

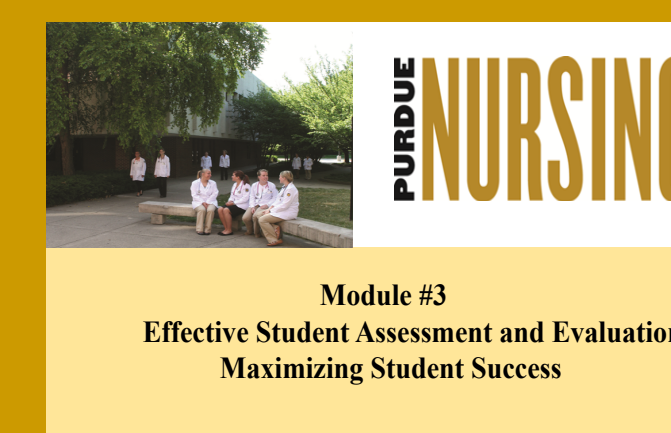
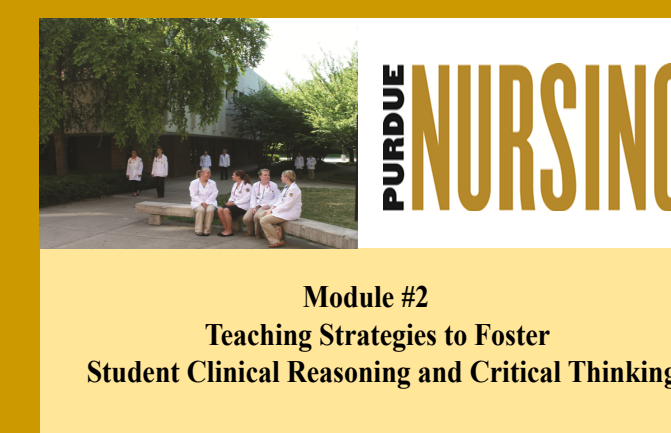
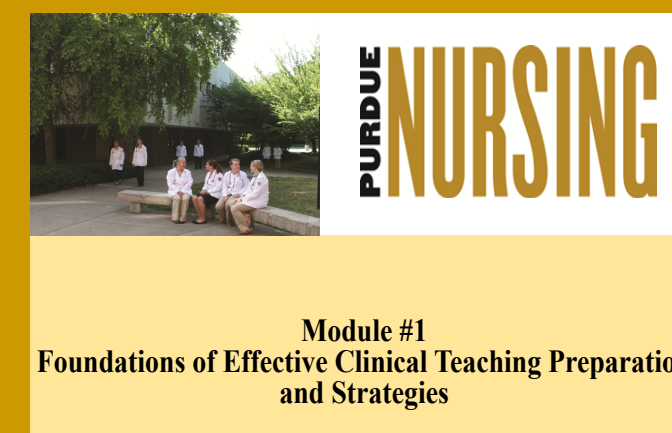
- Seven Graduate Teaching Assistants
- Female
- Seven Caucasian
- Six first year GTAs, one second year GTAs
- Mean age: 32 years
- Mean years of clinical experience: 8.57 years



## Implementation

Graduate Teaching Assistant formal mentoring occurred over one academic semester. Components of the program included:

Online Continuing Education Clinical Teaching Educational Modules guided by the National League of Nursing (NLN) nurse educator core competencies (NLN, 2014).



“Just in Time” coaching through digital texting



“Direct Mentor/Mentee” coaching

## Data Collection

Mixed Methods, Pre- and Post-Intervention Study Design

Quantitative: Pre and Post Self Efficacy Towards Teaching Inventory surveys

Qualitative: Pre and Post Semi-Structured Interviews

## Analysis

### Descriptive Analysis

Learning Assessment and Evaluation					
	N	Mean	Std Deviation	Paired T-Test p-value	Cronbach's Alpha
Pre	7	31.57	5.16	0.0106	0.8758
Post	7	36.29	4.57		0.8958
Communication					
	N	Mean	Std Deviation	Paired T-test p-value	Cronbach's Alpha
Pre	7	7.43	2.07	0.0088	0.8000
Post	7	9.43	1.51		0.8125
Clinical Teaching					
	N	Mean	Std Deviation	Paired T-test p-Value	Cronbach's Alpha
Pre	7	55.29	8.83	0.0664	0.9462
Post	5	67.20	6.06		0.9323
Total					
	N	Mean	Std Deviation	Paired T-test p-Value	Cronbach's Alpha
Pre	7	95.29	15.81	0.0590	0.9676
Post	5	115.00	11.75		0.9650

### Thematic Content Analysis

#### Theme #1: Intra-Personal Transition to TA Role

Participants described the transition to the role of TA as something internally driven

Subtheme 1a: Increasing knowledge of “Self” and Self-Efficacy as a TA

Subtheme 1b: Distinguished from Preceptor Role

#### Theme #2: Navigate Relationships with Students, Peers, and Faculty

Participants articulated how interacting with students was a process that developed as they spent time in the TA role

Subtheme 2a: Interacting with Students

Subtheme 2b: Support Mechanisms

Subtheme 2c: Struggle with Competing Roles and Priorities

Subtheme 2d: Learning the operations of the clinical organization and the university

#### Theme #3: Instrumental attention paid to the art and science of clinical instruction

The TAs developed several strategies by themselves and as a result of the TA online training modules.

Subtheme 3a: Creation of a Values and Ethics Related to Teaching