A Structured Mentorship Program to Support Expert Clinicians in New Roles as Clinical Faculty

Lisa A. Seldomridge, PhD, RN
Judith M. Jarosinski, PhD, RN, CNE
Salisbury University
Maryland, U.S.A.
<table>
<thead>
<tr>
<th>Name</th>
<th>Lisa A. Seldomridge, PhD, RN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflict of interest</td>
<td>None</td>
</tr>
<tr>
<td>Sponsorship/Commercial support</td>
<td>None</td>
</tr>
<tr>
<td>Employer</td>
<td>Salisbury University</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Judith M. Jarosinski, PhD, RN, CNE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflict of interest</td>
<td>None</td>
</tr>
<tr>
<td>Sponsorship/Commercial support</td>
<td>None</td>
</tr>
<tr>
<td>Employer</td>
<td>Salisbury University</td>
</tr>
</tbody>
</table>

This work was supported by a Nurse Support II Grant from the Maryland Higher Education Commission under the auspices of Health Services Cost Review Commission.
• Rural location in Maryland, U.S.A.
  • Several nursing programs in close proximity
  • Different levels of student preparation
    • BS, MS, DNP – Salisbury University
    • Associate degree
• Lack of diversity among faculty
• Insufficient faculty in specialty areas
Session Objectives

• Describe the Eastern Shore Faculty Academy and Mentorship Initiative.

• Discuss development of a formal, structured mentorship for novice faculty.

• Report outcomes of twelve mentor/mentee matches.

• Consider merits and challenges of a comprehensive mentorship program.
Purposes of ESFAMI

• Prepare expert nurse clinicians to become educators
• Increase the diversity of available part-time clinical faculty
• Promote use of Academy graduates by partner schools
• Encourage educational advancement of Academy graduates
• Create a database of available part-time faculty
Components of ESFAMI

- 30 contact hour program Face-to-face introductory session
  - Online instruction
  - Simulated clinical teaching session
  - Focus groups
  - Group mentoring
- $1000 USD honorarium
- Year-long, one-to-one formal mentorship
- Teaching obligation

(Reid, Hinderer, Jarosinski, Mister, & Seldomridge, 2013)
Why Develop a Formal Mentorship

• Extended support is needed as Academy graduates take teaching assignments (Hinderer et al., 2015)
• Formalized mentoring experiences with clearly defined goals are beneficial to novice educators (Cunningham, 2016; University of Melbourne, 2012)
• Mentoring is vital in advancement of individual nurses and the profession as a whole (Institute of Medicine, 2011)
• Job satisfaction among faculty is favorably influenced by a mentoring relationship (Chung & Kowalski, 2012)
• If a mentoring program is not initiated, many adjunct faculty will leave the teaching role (Sawatzky & Enns, 2009)
• Attracting and mentoring nurse experts to become educators requires a multifaceted approach (Reid et al., 2013)
Components of the Mentorship

• Recruitment of mentors from partner schools
• Academy graduates invited to participate
• Completion of informed consent
• Mentor-mentee matching
  – VARK Learning Styles questionnaire (Fleming, 2016)
  – Mentorship preferences questionnaire
    • Demographics
      – Age, initial nursing education, highest degree, practice setting, clinical specialty, years in nursing
    • Mentor/mentee characteristics of importance
    • Focus of mentoring
      – Role development
      – Specific skills & abilities
    • Mentoring style
Components of the Mentorship-2

• Orientation for mentees
• Education/preparation of mentors
• Completion of mentorship agreement
  – Frequency and methods of communication, goals, confidentiality, and no-fault termination.
• “Required” contact twice/monthly
  – Formal vs informal
  – Online reporting by mentors on “focus of contact
• Review/assessment of mentorship at 6 months and 1 year
  – Online reporting of satisfaction, progress towards established goals
Managing the Mentorship Program

- Development of password protected website
  - Educational modules
  - Resources
  - Documents associated with the mentorship
- ESFAMI staff manage/update site
  - Field questions from pairs
  - Monitor activities
  - Provide reminders of due dates
- Mentor/mentee matches made by ESFAMI staff
  - Address any concerns
Preparing the Mentors

• Volunteers from partner schools
  – Paid $3000 USD/mentee/year
  – Maximum of 2 mentees/year

• Complete VARK and mentor matching questionnaire

• Online self-paced educational module
  – Mentoring vs. coaching
  – Characteristics of effective mentors
  – Mentor responsibilities
  – Common challenges & possible solutions

• Face-to-face session (1.5 hrs)
  – Review of logistics and requirements
  – Phases of mentoring relationships
  – Discussion of scenarios
  – Resources
Preparing the Mentees

• Introduction to the mentorship program

• Review of research on importance of mentoring

• Tour of mentor program website

• Reminder of responsibilities
Results

• Twelve mentor/mentee matches to date
  – 3 began in November 2016; 9 began in March 2017

• Meetings
  – Majority are face-to-face
    • 83% are 21-60 minutes in length
  – 50% report email and text for informal contact
  – 8% report telephone contact

• Goals
  – 75% becoming an effective instructor & developing new teaching strategies
  – 42% building a mentoring relationship
  – 33% experiential learning
  – 33% developing as a researcher
• Additional goals
  – 25% exploring advanced education
  – 8% ethical issues in education
  – 8% building a network in the education community

• Reported challenges
  – Finding meeting times around holidays and weather conditions
  – Clarifying who makes initial contact
  – Confusion about which documents to complete and when
Challenges

• Slower start than anticipated
  – Development of instruments
  – IRB approval
  – Scheduling mentor education sessions
  – New staff member
  – Satisfaction data will not be collected until late June 2017

• Mentor-mentee mismatches
  – 2 of 12 have terminated relationship
  – 1 has withdrawn from the mentorship program

• Need for twice/yearly matching
  – Immediately following Academy completion
  – Late January and late June
• Mutually satisfying relationships
• Opportunity to build a network of educators across the region
• Very willing mentors from all partner schools
  – Diversity in age, clinical specialty, years of nursing and teaching experience
  – Wide geographic locale
• Improved preparation of mentors and mentees
  – Better organization of website
  – Orientation for mentees on last night of Academy
  – Refined mentor education modules
• Feedback about the structured mentorship has been very favorable
• Ongoing modifications to the mentorship website have facilitated the program’s success
• Flexibility in mode of communication is crucial to maintain the mentor/mentee relationship
• Having a non-faculty, non-nurse staff member manage the program has provided a “safe” place for communication about any concerns
Next Steps

- Eight new Academy graduates will be matched with mentors in June 2017

- Evaluation of mentorship by mentee (Nov. & Jan. matches)
  - Hopkins Mentorship Effectiveness Scale© (Berk, 2005)
  - Mentee Role Self Assessment*
  - Mentorship Partnership Review*

- Evaluation of mentorship by mentor (Nov. & Jan. matches)
  - Mentor Role Self Assessment*
  - Mentorship Partnership Review*

• A multi-faceted approach is vital to preparing new nursing faculty
• A formal, comprehensive, one-to-one mentorship provides additional support
• Preparation of mentors and mentees is an important step before beginning a mentorship

• Additional data on satisfaction and further experience with mentor/mentee matches will assist with program improvement


Questions?

ESFAMI@Salisbury.edu

A Maryland University of National Distinction