eMentor: An informal, semi-structured online intercollegiate mentorship experience

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BACKGROUND

- Virtual mentoring allows the experienced educator to share his/her experiences in a positive way and thus impact the number of equipped nurse educators by helping to develop pedagogies and improve virtual learning environments (Clement, 2014; Barrett, 2010).
- According to the 2014 American Association of Colleges of Nursing (AACN) survey, there are over 1200 faculty vacancies among 714 nursing schools.
- Impending retirement of doctorally-prepared and master’s-prepared faculty will place a burden on US programs ability to prepare future nurse practitioners.
- The influence of distance mentoring on careers of mentees is positive.

PURPOSE

- To purpose in the first year was to engage novice faculty in virtual discussions on issues such as successful teaching and scholarship and practice using an innovative approach that embraces technology. In the second year, more faculty were added and peer mentorship ensued as the initial mentor served to allow growth of the mentees in leadership roles.

CURRENT STATE OF THE GAP

- Worsening faculty shortages in academic health centers are threatening the nation’s health professions education infrastructure (Moskowitz, 2007).
- Unfilled faculty position, resignations, projected retirements, and the shortage of students being prepared for the faculty role pose a threat to the nursing education workforce over the next several years.
- Mentorship is perceived as vital to attracting, training, and retaining nursing faculty members and to maintaining high-quality education programs (Nowell, White, Mklas & Norris, 2015). Access to faculty mentors is a critical issue in nurse practitioner programs.

BENEFITS & CHALLENGES

- For the mentor, giving back to the profession is an enormous benefit while availability of time and developing a successful experience can be challenging.
- Virtual mentoring permits the reduction of previous barriers with regards to time and geographical distance.
- The novice faculty can ask questions and elicit feedback from someone not immediately invested in the same organization and receive feedback that might not otherwise be provided.
- All faculty can share experiences and resources the other might not have as they are not only employed by alternate institutions, but were educated at different times and with different resources.

CONCLUSION

- Peer mentorship allows faculty to share resources from their respective programs.
- Mentorship can provide opportunities for professional & personal growth and serve as a vehicle for larger more organized mentorship experiences.
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REFERENCES


Discussion Topics with peer mentorship- year two

- Development and evaluation of clinical evaluation tools
- How to prepare for CCNE accreditation visits
- Curriculum/Content Updating
- How to develop surveys for program evaluation
- FNP Program Content Mapping Across FNP Core Courses
- On campus intensive planning