

ABSTRACT
AN EVIDENCE-BASED MENTORSHIP PROGRAM FOR
NOVICE NURSING FACULTY
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Problem Statement

In 2015, the American Association of Colleges of Nursing reported that United States nursing schools turned away 68,938 qualified potential students due to lack of qualified nursing faculty. Mentorship has been demonstrated to increase faculty job satisfaction, competence and retention.

Purpose

Surveying current faculty that have been mentors can guide recommendations for a program of mentorship for novice faculty in a school of nursing. The project question is: Will effective leadership and the use of a validated survey tool help create evidence-based mentorship program components in the creation of a New Faculty Mentorship program?

Framework

Patricia Benner's seminal work on the Novice to Expert model can be easily applied to a new faculty mentorship program in a university setting using five steps in the model as a guide. A validated Mentoring Competency Assessment tool was amended and administered to current nursing faculty mentors.

Evaluation

Analysis of the project data used Pearson's chi-square comparisons in six areas: effective communication, aligning expectations, assessing understanding, diversity, fostering independence, and professional development. Because of a low n the Chi-square approximation was an inaccurate finding. The four lowest self-rating scores were questions regarding creativity, diversity, work-life balance, and helping acquire resources.