A MODEL OF PEER MENTORING for DOCTORALLY PREPARED APNS IN LEADERSHIP ROLES

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Objectives

- <u>Objective 1</u>: Discuss the need for mentoring for doctorally prepared APNs in new leadership roles as well as DNP students

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- <u>Objective 2</u>: Examine the types of interactions needed to sustain a peer mentoring relationship

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- <u>Objective 3</u>: Identify the organization resources that support the establishment of a mentoring program

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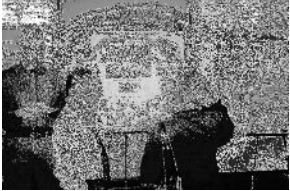## Purpose of Mentoring

- Identifies new candidates for leadership roles
- Supports new doctoral students and new doctorally prepared nurses
- Enculturates them to a new professional role
- An important facilitator of nursing scholarship as well as socialization to the role of doctorally prepared APN
- Important venue for experience in cultural sensitivity
- Enhances sustainability and creativity

Documented Need

- Of over 2.6 million nurses in the US, only 196,279 are educated at the graduate level
- Of these graduate prepared nurses, 10-12% (approximately 19,627) are minority APNs
- Few mentors from underrepresented groups in doctoral programs
- Lack of diversity in nursing faculty
- Insufficient training in cultural sensitivity for faculty
- Campus residency requirements make it impossible for many parents to attempt doctoral study
- Insufficient funding support for doctoral study, further impeding upward advancement

Mentoring Models

NAME OF PROGRAM	HOSTING INSITUTIONS	PURPOSE
UNIVERSITY OF ST. FRANCIS DNP PROGRAM PEER MENTORING	UNIVERSITY OF ST. FRANCIS, JOLIET, , IL	ENHANCE RETENTION OF DNP STUDENTS
BRIDGES TO THE DOCTORAL DEGREE	UIC, PURDUE CALUMET, U. OF MINN, RUTGERS, U OF OKLAHOMA, N. DAKOTA	SUPPORT MINORITY DNP STUDENTS
LEADERSHIP ENHANCEMENT AND DEVELOPMENT PROJECT	AMERICAN NURSES FOUNDATION	ENHANCE RETENTION OF MINORITY GRADUATE STUDENTS
PEER MENTORING FOR TENURE TRACK FACUTY	U. Of MASSACHUSETTS	SUPPORT PROFESSIONAL DEVELOPMENT OF FACULTY

USF DNP Mentoring Model

USF DNP
Peer Mentoring Model

- **For the Mentor:**
- do not wait to be asked
- Welcome, invite, introduce
- Mentoring is a heuristic process
- Make a commitment
- If you cannot commit then decline the request/invitation
- Conduct a self-inventory
- Take time
- Consider your mentee as a collaborative partner
- Assist your mentee to set goals that can be met
- Regularly evaluate

- **For the Mentee:**
- Conduct a self-inventory
- Clearly communicate your needs to your mentor
- Acknowledge the help
- Thank the mentor.
- Lay the groundwork for continuing collaboration
- Remember that you are a collaborative partner
- Keep all appointments and commitments.

Outcomes of This Mentoring Process

- Improved professional skills
- Increased career satisfaction
- Creation of more collaborative relationships
- More confident doctorally-prepared nurses committed to continued learning and collaborative practice.

Organizational Role in
DNP Mentoring

- Construct a written contract
- Provide release time
- Support the development of a process for mentors to identify and support each other
- Provide mentoring training, including cultural sensitivity
- Recognize the value of the mentoring role to the organization
- **Avoid** arbitrarily assigning mentors to new employees or students
- Create avenues for communication
- Develop a process for mentors to support each other

First Year Outcomes:
Living the Role, Demonstrating the Difference

- One student presented his systematic review at the Annual Hispanic Nurses Association in Washington D.C., June, 2010
- Two students presented their translational research at the Joanna Briggs Colloquium on Evidence Based Research in Chicago, September, 2010
- One student is currently working with a faculty mentor to change the nursing practice act in Illinois to omit the physician "collaborative practice" requirement for APN licensing.
- First year survey shows student satisfaction and awareness of the unique relationships created: "The learning has been vast, well guided and relevant to whom I want to become as a Doctor of Nursing Practice."
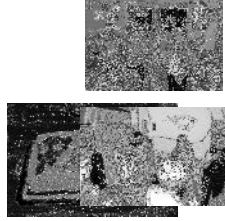
Future Directions

- USF needs more student-faculty partnership in translational research, resulting in publication and presentation

- Plans to invite DNP students as our guests at task forces and meetings that we chair and participate in

- Plan to meet DNP students at conferences and after hours to exchange views and insights

- Plan to explore the heuristic processes involved in good mentoring

- Plans to encourage more dissemination of scholarly work by both parties

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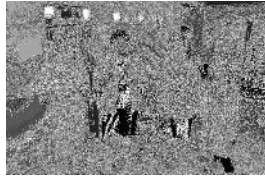
Questions to Consider

- ARE YOU/COULD YOU BE COMFORTABLE IN THIS ROLE?
- WHAT STRENGTHS CAN ADVANCED PRACTICE NURSES BRING TO THE MENTORING ROLE?
- WITH THE NURSING FACULTY SHORTAGE, WHAT ARE STRATEGIES THAT CAN BE USED TO MENTOR DNP STUDENTS WITH LIMITED FACULTY RESOURCES?
- WHAT ARE THE SYSTEM RESOURCES THAT CAN BE USED TO SUPPORT THE MENTORING PROCESS IN YOUR EDUCATIONAL PROGRAM?
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Questions To Consider

- HOW ARE FACULTY MENTORS SUPPORTED BY YOUR INSTITUTION?
- WHAT ARE SPECIFIC ISSUES THAT FACULTY AT YOUR INSTITUTION NEED TO ADDWRSS WHEN MENTORING STUDENTS?
- HOW CAN MENTORING DNP PROVIDERS IMPROVE HEALTH CARE OUTCOMES?
- HOW CAN MENTORING IMPROVE ACADEMIC OUTCOMES?
- HOW CAN MENTORING AFFECT PROFESSIONAL ROLE DEVELOPMENT?

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