

Michele Kusterbeck, MSN, RN, CRRN, WCC

Objectives

- Provide a working definition of mentorship.
- Demonstrate the difference between meaningful and non-meaningful mentorship.
- Identify how mentorship can be helpful in nursing education.

Background

- The academic nursing faculty shortage continues in the United States and impacts the overall nursing shortage.
- The American Association of Colleges of Nursing (AACN) (2017) reported that in 2016, 50,598 suitable applicants were excluded from admission to baccalaureate nursing programs in the United States due to the faculty shortage.
- Nardi and Gyurko (2013) report that budgetary restrictions, inadequate numbers of clinical training sites, and vacant nursing faculty positions creates an impediment to admission for all suitable candidates to nursing programs.

Methodology

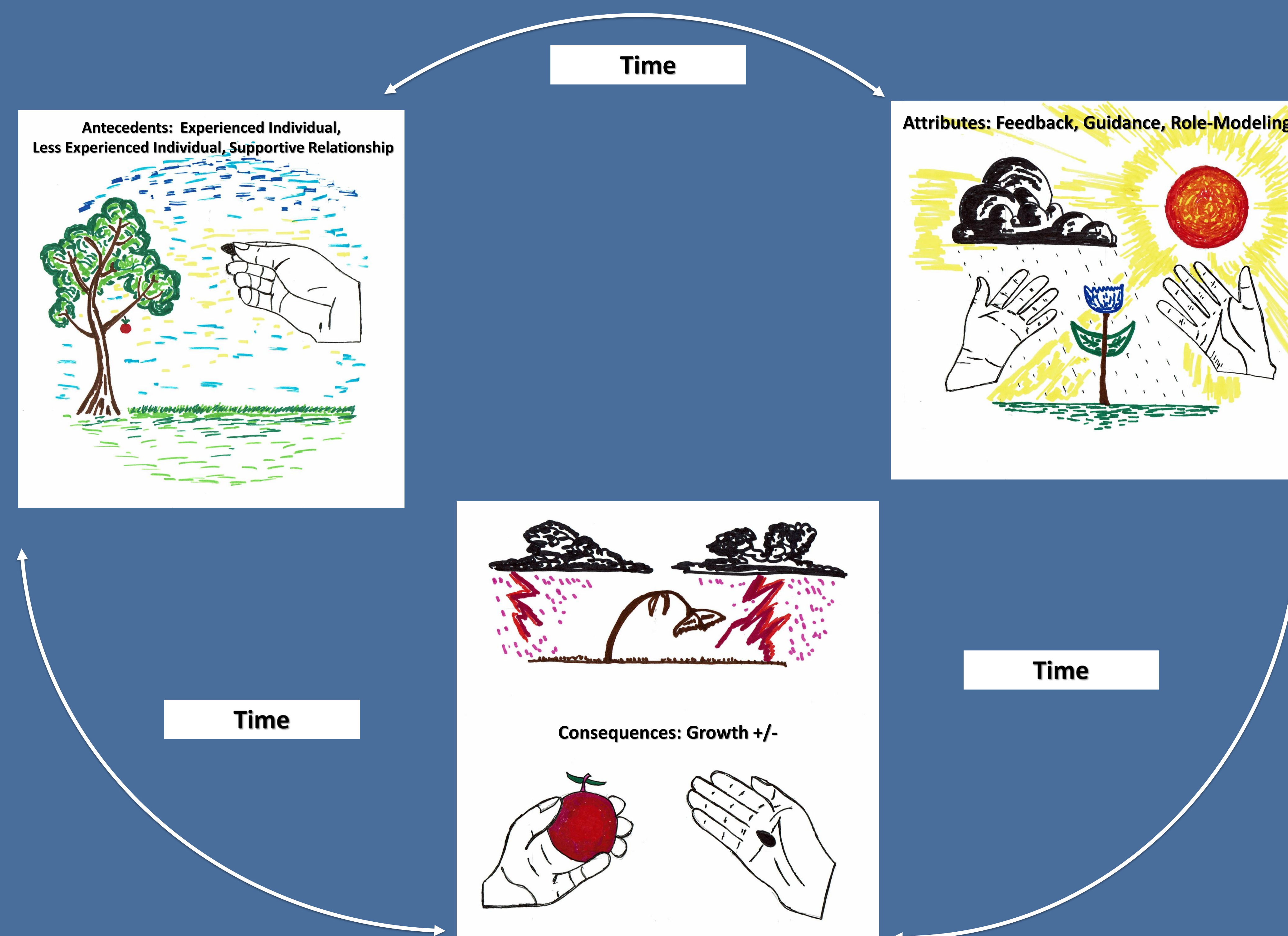
- Walker and Avant's methodology was used for this concept analysis;
 - Define the aims of the analysis
 - Identify uses of the concept
 - Define the attributes
 - Identify a model case
 - Identify an alternative case
 - Identify antecedents and consequences
 - define empirical referents (Walker & Avant, 2019).
- Published literature was reviewed from the Cumulative Index of Nursing and Allied Health Literature (CINAHL), Education Resources Information Center (ERIC), and Business Source Elite (BSE).
 - The search term used was **mentorship**.
 - The literature search yielded a total of 1,425 articles.
 - A total of 62 articles were read.

References

- American Association of Colleges of Nursing. (2017). *2017 Annual report: The voice of academic nursing*. Retrieved from <http://www.aacnnursing.org/News-Information/Publications/Annual-Reports>
- Bharwani, A., Kline, T., & Patterson, M. (2017). A stakeholder-based approach to leadership development training: The case of medical education in Canada: Stakeholder-based approach. *International Journal of Training and Development*. 21 (3), 211-223.
- Hall, D. M., Hughes, M. A., & Thelk, A. D. (2017). Developing mentorship skills in clinical faculty: A best practices approach to supporting beginning teachers. *Teacher Educators' Journal*. 10, 77-98.
- Nardi, D. A., & Gyurko, C. C. (2013). The global nursing faculty shortage: Status and solutions for change. *Journal of Nursing Scholarship*. 45, 317-326.
- Walker, L. O., & Avant, K. O. (2019). *Strategies for Theory Construction in Nursing*. New York: Pearson.

Results

- Results of this concept analysis defines mentorship as: **A supportive relationship sustained over time between an experienced individual and a less experienced individual where feedback, guidance, and role-modeling enhances the individuals' growth.**



Contrary Case

- Laura is a novice nurse educator works with seasoned nurse educator named Diane. Diane has worked as a nursing faculty member for 20 years. Laura notices that Diane seems dissatisfied when she shares student-faculty issues in faculty meetings. Diane does not provide any feedback to Laura to help improve on her communication skills or build relationships with students. As a result, Laura does not feel comfortable going to her with problems or concerns. Laura discusses any questions she has with her peers and uses education reference sources to improve her knowledge of student-faculty interactions and test-building.

Model Case

- A new nurse educator, Laura, has a formal mentor named Tiffany who has worked at the university for over 10 years. Laura observes Tiffany during several classes and sees how she engages students using Socratic questioning throughout lecture. Thereafter, Laura intentionally increases the amount of time she uses Socratic questioning when interacting with students to increase their critical thinking skills. Six months into Laura's new role, Laura asks Tiffany to observe her classroom education style. Tiffany asks Laura to explain why she is using predominately didactic lecture in the classes that she teaches. Tiffany does not have a finite answer. Laura suggests that Tiffany read about evidence-based teaching practices with adult learners. Following the feedback, Laura learned how to integrate rolling case studies and audiovisual techniques to increase student engagement. At the end of Laura's first year of teaching she expressed interest in going back to school. Tiffany encouraged Laura to continue her education, discussed with her options for receiving a doctoral degree, and gave guidance on how to manage her time between work and education. She then provided Laura with a professional reference.

Conclusions

- Nursing education will benefit from quality mentorship programs to assist in recruiting and retaining faculty members.
- Nurses may benefit from mentorship throughout their career and not just when they are a novice.
- Researchers suggest that there is a correlation between mentorship and retention and recruitment (Hall, Hughes, & Thelk, 2017).
- Clinical practice and clinical outcomes may be enhanced by mentorship.
- Mentorship programs may be the key to recruiting and retaining nursing during the nursing shortage in the United States.
- It is important to operationally define mentorship within studies that implement and evaluate mentorship programs.

Acknowledgements

- I am grateful to Professor Dr. Baumberger-Henry for her guidance with this concept analysis. The feedback I received was essential in the process of developing a new definition of mentorship.
- Special thanks to Arthur Kusterbeck. The visual illustrations you supplied helped to formulate a more complex representation of the process of mentorship.