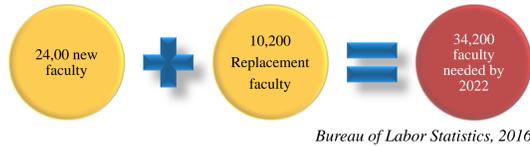


NEEDS ASSESSMENT AND MENTOR PROGRAM DEVELOPMENT FOR A MIDWESTERN UNIVERSITY

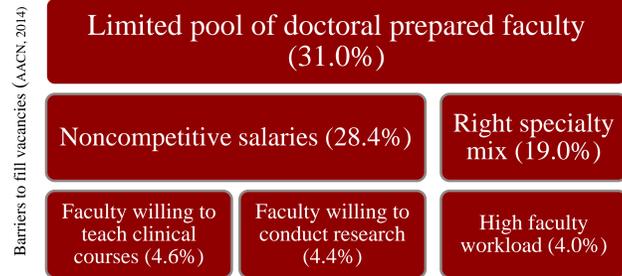


Mindy Thompson MSN, RN, CNE
University of Missouri, Sinclair School of Nursing

INTRODUCTION



- Nurse faculty shortage is primary barrier to
 - expanding the nursing workforce
 - meet growing patient care demands over the next decade (AACN, 2015; Krans, 2015).



- 13 resignations at Midwestern School of Nursing since 2011
 - Retirement or transfer back to clinical practice
 - 2011-2016 Average Retention Rate = 96%
 - 2011-2016 Average Turnover Rate = 4%

LITERATURE REVIEW

Results of Mentoring

- Professional growth and development of social network
- Lasting transition and improved work environment
- Improved organizational commitment and sense of accomplishment
- Autonomy in role and atmosphere of academic freedom (Bitner & O'Connor, 2012; Grassley & Lambe, 2015; Schoering, 2013)

PURPOSE & OBJECTIVES

To evaluate the current mentoring process at school of nursing through administration and analysis of the Mentor Effectiveness Scale (MES) to faculty mentors and mentees hired between the years 2011-2016. The information gained from the MES in addition to evidence-based literature regarding best mentoring practices was utilized to develop a structured mentoring program for new faculty hires at the school of nursing.

- 75% of faculty hired by the MU SSON within the last five years will identify how effective they perceived their assigned peer mentor relationship to be or have been as evidence of scores on the MES by November 30, 2016.
- 75% of faculty who self-select as having served as a peer mentor within the last five years will identify how effective they perceived their role was or is as a peer mentor as evidence by scores on the MES by November 30, 2016.
- The MU SSON Policy Committee will be provided a structured faculty-mentoring proposal integrating survey feedback and evidence based mentoring practice to be voted on by April 1, 2017.

MATERIALS AND METHODS

Methods: QI Project with Cross-sectional Design

Tools: Administration of the *Mentor Effectiveness Scale* (Berk, et al., 2005)

- Reliability by test-retest (0.89, 2 weeks apart) as well as internal consistency (Cronbach Alpha coefficient, 0.936) (Yirci, et al., 2016).
- 12 statements focused on desirable characteristics of mentoring relationships and are set on a 6-point agree-disagree scale with no neutral position (Berk, et al., 2005).
- 3 questions posed by Policy Committee regarding roles and responsibilities, time to work to work together and needed resources.

Population: Self-selection of participation among currently employed School of Nursing Faculty:

- All Tenure - Research
- Non-Tenure - Clinical
- Professor Rank - Assistant
- Full Time Status - Full-time (9 month)
- Associate - Associate
- Near full-time (≥ 6 month)
- Full - Full

Intervention:

- 6 weeks to complete survey with reminders at 3 week intervals
- Demographics not collected due to threat to anonymity

Data Analysis:

- Mann Whitney Rank Sum



RESULTS

Participation:

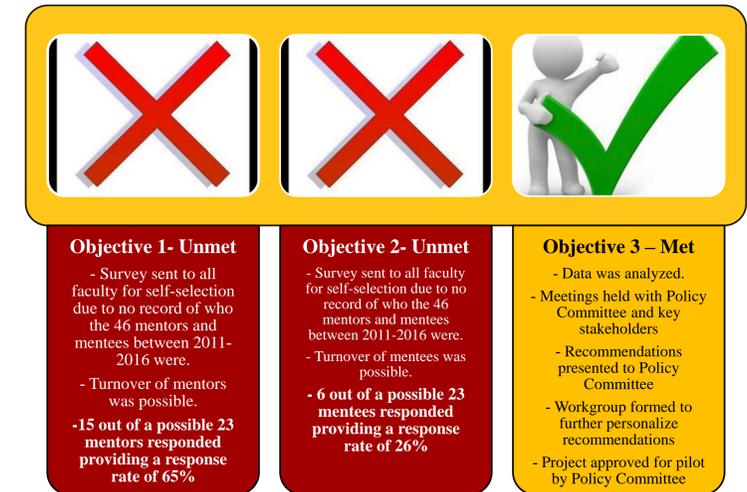
- 46 possible respondents (Mentor = 23, Mentee = 23)
- Convenience sample result: Mentor = 15 & Mentee = 6

Survey Results:

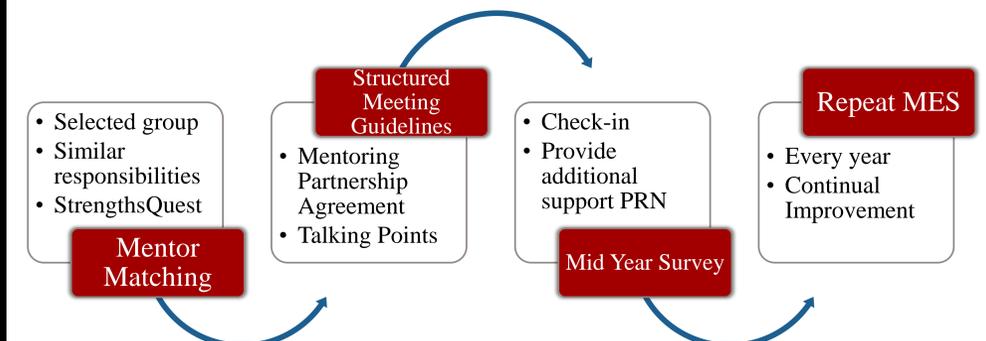
Alignment of Perception	Difference of Perception
<i>Survey Item Posed by Policy Committee</i>	
had time to work together (.095)	discussed roles and obligations (.008)
	had sufficient resources (.029)
<i>Mentor Effectiveness Scale Items</i>	
was accessible (.622)	motivated me to improve my work product (.036)
demonstrated professional integrity (.569)	was helpful in providing direction and guidance on professional issues (.045)
demonstrated content expertise in my area of need (.424)	suggested appropriate resources (.018)
was approachable (.470)	
was supportive and encouraging (.622)	
provided constructive and useful critiques of my work (.267)	
answered my questions satisfactorily (.677)	
acknowledged my contributions appropriately (.733)	
challenged me to extend my abilities (.569)	

RESULTS

- Survey results show many areas mentor and mentee perception align regarding mentor effectiveness
 - 5 out of possible 15 areas in misalignment and provide focus for improvement



RECOMMENDATIONS



(Feldman, 2012; Grassley & Lambe, 2015; Lasater, et al., 2014; Law, et al., 2014; Nick, et al., 2012; University of California, San Francisco, 2012; University of North Carolina at Chapel Hill, 2008)

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mt35@mail.Missouri.edu

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