

Novice Nurse Educators Receiving Mentoring

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Approved May 2020 by the faculty of UMKC in partial fulfillment of the requirements for the
degree of Doctor of Nursing Practice

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Abstract

The population of nurse faculty is aging, therefore, there is a significant need for replacement with expert bedside nurses that are willing to become nurse educators. The purpose of this project was to implement a mentoring program for novice nurse faculty in nursing education. This project was designed to increase retention and satisfaction of new faculty at a community college. This Kansas college is a two-year college that does not have a formal mentoring program. The faculty population affected by the mentoring program was fourteen for one semester in the 2019-2020 academic year. Results of the project concluded that mentoring has the potential to increase new faculty satisfaction and retention, but further research is needed for application to other colleges. The intended impact on society was increased retention and satisfaction of novice nurse educators.

Keywords: nurse faculty mentoring, nurse educator mentoring program, satisfaction and retention of novice nurse faculty, novice nurse educator, transition, role transition, the transition to practice, mentoring program, novice-to-expert, novice, mentor, and mentee

Novice Nurse Educators Receiving Mentoring

The literature reports that experienced nurses are uncomfortable starting over with a new career in teaching. The experienced nurse has had longevity in their current position and is the qualified person in charge at the patient bedside. When the experienced nurse begins teaching in nursing education, they experience stress and apprehension (Bagley, K., Hoppe, L., Brenner, G. H., Crawford, M., & Weir, M. 2018). A mentor eases this problem in nurse education programs with the support of an expert faculty member. Mentoring programs have great promise and should be developed in nursing education. Mentors will encourage nurses to remain as educators to help fill the void of retiring faculty (Bohlender, 2015).

Nurses who are wanting to focus their careers on the world of academia should aim to become secure in their classroom environment. However, this new transition can be difficult for a nurse that has never taught in the classroom. Academia is structured differently than the hospital and institutions where nurses practice. The values, skills, expectations, politics, and languages are even different. These variances can make becoming comfortable in the classroom and working with students stressful for a novice nurse educator (Leak, A., Abraham, B., Adriana, B., Casey, P., Linda, S., Stewart M., B., & ... Elena O., S. 2015).

The implementation of mentoring programs in colleges and universities can have a significant impact on satisfaction and retention in novice nurse faculty members. Satisfaction and retention can be achieved by supporting new educators with the transition into education through various considerations; role transition, resources for educational practices, being sufficiently informed, and assisting with preparation to the expectations that are part of the new career change. These considerations can be part of a mentoring program plan and should start at the very beginning of the nurse educator's career (Weidman, 2013).

Consistent mentoring contributes to a smoother transition to the role of teaching. Currently, many colleges are not using mentoring programs, and this can cause stress for new educators. The country has a registered nurse shortage, confident nurse educators can contribute overwhelmingly to the education of our student nurses. It is vital to adequately support and prepare these new faculty members through the stressful transition to teaching (Weidman, 2013).

Diversity Considerations

The local project setting has limited diversity considerations. The population is narrowed to Caucasian females, with only two exceptions for sex and race. Limited research with diversity concerns were found on mentoring nurse educators, due to over and under-representation of subjects. The studies were over-represented in Caucasian populations and underrepresented in minority populations; this includes men as well (Lee, Miller, Kippenbrock, Rosen, & Emory, 2017). The American Association of Colleges of Nursing in 1997 addressed equal opportunity and diversity in their position statement. This statement conveyed that because the United States population has variety, health care providers should value and reflect diversity of the communities and people they serve. This statement can be applied to nursing faculty because increased diversity in faculty members should adequately represent the student population. Nursing educators and nurses in Kansas lack diversity, as the overall population of ethnically diverse people increases in the U.S., there remains a lack of diversity in the field of nursing (Crooks, 2013).

Problem

New novice nurse educators feel insecure and unsupported in their transition to the educator role, which they often define as taxing and isolating. These new nurse educators find themselves thrust into the busy life of academia without support from more experienced nurse

educators or mentors. They discover that they have no one to rely on and often must learn about the method of teaching and advising nursing students by themselves (Jeffers & Mariani, 2017).

Improvement & Purpose

Career roles, such as business, management, and team leaders, use mentoring regularly. Recently, mentoring has gained popularity in the college and university setting for educators. Mentoring should be included for all new nursing faculty in the college settings to increase job satisfaction, faculty retention, and reduce the nursing faculty shortages in colleges and universities. Novice nurse educators experience many problems in academia, but with proper supportive mentoring, the clinical expert nurse can become a confident teacher (Schoening, 2013). Research shows that mentoring has been highly effective in encouraging faculty success. Influential mentors are priceless, not only because of their academic knowledge and research expertise but also for their role modeling actions. This project was vital because retaining faculty involves fostering the professional development and growth of novice faculty members and creating an environment for nurturing of all faculty members (Mary & Meredith, 2012).

Facilitators & Barriers

The barriers to the success of a mentoring program include a mismatch of mentor and mentee, general lack of proficiency as a mentor faculty, role conflict, neglect, and abuse of power. The most challenging barrier for this mentoring project was the lack of time for the mentor to fully support the mentee. Programs should evaluate their mentoring programs periodically and realign with strategies for mentoring program improvement. Realignment could include reassigning mentees to new mentors or finding mutually agreeable solutions to solve problems. If strategies for the successful implementation of a mentoring program do not provide positive results, steps would be taken to alter, update, and revise the program. Steps for revision

of the mentoring program include renewing goals with expected outcomes and revising time allocation for mentoring. Faculty can address the revision of the mentoring process, discussion, evaluation of a mentoring plan for problem solutions, and reassignment and restart of the mentoring process in case of mentor and mentee mismatch.

Fiscal components were minimal to the mentoring program and barriers regarding financial restraint was not concerning. The direct costs for this project were insignificant. The main costs associated with this project was mentor and mentee reduced workload of the mentor. Other associated costs were the paper and ink needs. Indirect costs were secretary staffing and IT computer program (see appendix A). These challenges did not negatively influence the success of the mentoring program at the College (Dhed & Mollica, 2013).

Nurses in clinical practice transitioning to education face many barriers to becoming a successful nurse educator (Bullin, 2018). These barriers include feelings of unpreparedness with the transitioning to the new academic role. Worries that the position of nurse educator would not be financially sustainable with the advanced degree cost versus the pay. The nurses struggled with the impression of having to start with a new career after being established as an expert bedside nurse. The role of nurse educators has been labeled as a difficult and challenging career change for masters prepared nurses. The knowledge that nurses may need to return to school and earn a Doctoral degree was a limiting factor for many masters prepared nurses thinking about becoming a nurse educator (Bullin, 2018).

Throughout the literature, scholars tried to identify efforts to minimize barriers for nurses that are contemplating a transition to nurse educator because they are vital for reducing the nurse educator shortage. There is a high demand for new nurse educators, and the demand is on the rise. One goal of the project was to decrease the assumption that all bedside nurses are natural

teachers just because they are expert bedside nurses. A considerable amount of thought was placed on the novice nurse educator, practice, scholarship and all elements of teaching (Bullin, 2018).

Novice nurse educators often feel a lack of faculty support in their new roles from the very beginning of their orientation into academia (Brown & Sorrell, 2017). The initiation of a mentor partnership is an effective strategy for novice nurse educators to begin building skills and confidence in teaching (Brown & Sorrell, 2017). A mentor has experience and expertise, the mentor partnership supports the new educator to become confident in responsibilities and academic tasks (Brown & Sorrell, 2017).

Inquiry

In novice nurse educators, does the implementation of a nurse educator mentoring program, increase the satisfaction and retention of novice nurse faculty, over one semester at a college setting? (see Appendix B).

Search Strategies

Literature was taken and refined from the last five years. A search of several databases through the University of Missouri-Kansas City Health Sources was used from the Sciences library; A search recognized literature that would be supportive in the inquiry of a nursing faculty mentoring program. Keywords for this search included, nurse faculty mentoring, nurse educator mentoring program, satisfaction and retention of novice nurse faculty, novice nurse educator, transition, role transition, transition to practice, mentoring program, novice-to-expert, novice, mentor, and mentee.

A literature search used the significant databases of Cumulative Index through Nursing and Allied Health Literature (CINAHL), Medline, Science Direct, Psych Info, and PubMed.

Also, search engines sought through the University of Missouri—Kansas City Health Sciences Library and Google Scholar. Material excluded; dates higher than five years, non-academic journal sources, and non-full text. Inclusion included full text, peer-reviewed, English-only, and published journal articles between the dates of 2012 – 2018. The initial search revealed a range of over 600 articles that eventually narrowed to 30 articles for research review and study. The summaries screened, and 20 chosen due to their support for mentoring nursing faculty. The research demonstrated positive evidence for the implementation of a faculty mentoring program (see Appendix A; Appendix B).

Articles found divided between quantitative and qualitative design studies. The level of evidence of the studies was from three distinct designs: Level IV evidence was research design from well-designed case studies. Level V evidence was from systematic reviews of descriptive and qualitative studies, and level VI evidence was from a single descriptive or qualitative study (See Appendix C).

Evidence by Themes

The evidence theme topics for nurse educator mentoring program, satisfaction and retention of novice nurse faculty, and novice nurse educators. Together these can help explain the importance of establishing a mentoring program for all new novice nurse educators in academic settings.

Nurse Educator Mentoring Program

Eight articles relating to the theme of novice nurse educators, and the articles reviewed were from various levels of evidence. Three were Level VI evidence from a single descriptive or qualitative study, and two were Level V evidence from systematic reviews of descriptive and

qualitative studies. Three were Level IV evidence form research design from the well-designed case study.

These articles reinforced those nurse educators that are currently teaching are retiring; therefore, the need for new nurse faculty is becoming more substantial. The goal to retain new nurse educators, it is first vital to understand why nurses decide to teach nursing, what forms a competent leader for our next generation of nurses, and what can colleges and universities initiate that will retain new nurse educators (Bagley, Hoppe, Brenner, Crawford & Weir, 2018). The future nursing labor force is reliant upon qualified nurse educators to teach nursing students. Many themes have emerged concerning novice nurse educators and the exploration of the apparent barriers to becoming a nurse educator in academia. The perception of the role and barriers to achieving the career of an academic nurse educator discussed throughout the literature. Findings have the potential to assist expert bedside nurses to succeed in their career transition to novice nurse educator (Bagley, Hoppe, Brenner, Crawford & Weir, 2018).

The faculty shortage of nurse educators in the United States has shown to be increasing in number, and literature shows that there is a need for more nurse clinicians who are experts in practice to enter the field of academic faculty to teach nursing students (Cooley, 2016). The issues with new nurse educators, however, are that they lack adequate preparation and knowledge for the multifaceted and complex role of nurse educator (Cooley, 2016).

If the shortage of nursing faculty persists throughout the next decade, this shortage will have a significant effect on the current bedside nurse numbers and will, in the end, affect patient care. Projections show that in the next ten years, half of the faculty teaching our nursing students will retire (Hinderer, Jarosinski, Seldomridge, Reid, 2016). Master's prepared nurses tend to seek more profitable positions outside of the college and university setting. They also seek job

satisfaction with manageable workloads, so the recommendation of much of the literature is to make teaching more lucrative while increasing retention and satisfaction through mentoring programs (Hinderer, Jarosinski, Seldomridge, Reid, 2016). Educator retention will allow nursing programs across the country to expand enrollments of highly qualified nursing student applicants (Hinderer, Jarosinski, Seldomridge, Reid, 2016). It is vital to find new nursing faculty with the right specialty, ability, and willingness to teach our next generation of nurses. Studies show there will be a need for around 1.05 million bedside registered nurses by the year 2022 (Hinderer, Jarosinski, Seldomridge, Reid, 2016).

Experienced bedside nurses that intend to become academic nurse educators have strong clinical skills combined with a strong desire to influence the next generation of clinical nurses (Grassley & Lambe, 2015). However, due to the challenges they face in academia, many find themselves unprepared for the trials they encounter. Teaching nursing is quite different from practicing nursing skills, and many new novice educators become faculty with little preparation in how to teach a classroom full of adults. Stress in the first year of teaching nursing is a consistent theme reported in the literature (Grassley & Lambe, 2015).

A consistent theme from the research is that bedside nurses need formal mentoring and preparation for the teaching role (Grassley & Lambe, 2015). The research includes defining the faculty role, guiding students, planning, using formative and summative evaluations, training to understand ethical and legal considerations, handling challenging students, and incorporating simulation into training. New novice nurse educators should have developed through a formal mentoring program (Grassley & Lambe, 2015). In addition to formal preparation for teaching, nurse educators need guidance circumnavigating the academic culture. The literature identifies

mentoring importance for teaching with a structured mentoring program (Grassley & Lambe, 2015).

Research focuses on the first years of the new career transition. Information articles primarily focus on work transition phases of expert nurses as new educators. This information benefits administrators and peers who collaborate to provide supportive work environments. Everyone benefits when this new transition is extensive, formal, and links new educators to experienced faculty mentors (Gardner, 2014). They should have formal recruitment and encouragement that encompass all faculty members, along with directors and deans, and enables teamwork for recruitment and retention of new nurse educators (Gardner, 2014).

It typically takes new nurse educators 5 – 15 years to become expert educators; mentoring can make this transition smoother (Heinrich & Oberleitner, 2012). The transition requires that nurse educators move beyond seeing themselves as bedside experts who happen to teach but to see themselves as teachers who happen to have clinical expertise. Educators report feeling stunned by expectations to publish, present, and conduct research (Heinrich & Oberleitner, 2012). Professional development programs combined with mentoring can support the transition into teaching (Heinrich & Oberleitner, 2012).

Satisfaction and Retention of Novice Nurse Faculty

Six articles reviewed related to the theme of satisfaction and retention of novice nurse faculty; all articles reviewed were from Level VI: Evidence from a single descriptive or qualitative study. After reviewing literature studies involving the satisfaction and retention of novice nurse faculty, many concepts apply. Satisfaction and retention linked to learning about the complexity of the role and how to deal effectively with these complexities (Jeffers & Mariani, 2017). The challenge in teaching nursing students focused on the educator coming from

a patient-focused environment to a student-focused environment. Mentors are personal guides that understand the details of the role and navigators to assist in avoiding the problems of academia (Jeffers & Mariani, 2017). Educators reported throughout literature that moving from a patient care role to a faculty role has many challenges, but when they have supportive peer groups, the experience is more comfortable (Jeffers & Mariani, 2017).

Many factors contribute to the novice nurse educator's satisfaction in their new role and in their intent to stay in education. Understanding these factors is imperative for retention and job satisfaction and is vital to retaining and recruiting nursing faculty. Few empirical studies conducted are significant that address faculty job satisfaction, and with faculty intent to stay in academia (Lee, Miller, Kippenbrock, Rosen & Emory, 2017). Most of the studies analyzed variables of relationships with nurse educator satisfaction and intent to stay from data collected throughout the United States. One of the most influential variables besides mentorship was the correlation found in organized, supportive institutional leaders (Lee, Miller, Kippenbrock, Rosen & Emory, 2017). The healthy work environment, in conjunction with supportive work environments, is crucial in recruitment and retention (Lee, Miller, Kippenbrock, Rosen & Emory, 2017).

The issues of retention, recruitment, job satisfaction, and the intent to stay, from a research perspective, have been addressed primarily through research of new nursing faculty. The most common issues related to retention identified in the literature were workload (work-life balance), low salary, and few support people during the transition to new nurse educators (Laurencelle, Scanlan & Brett, 2016). Once educators become accustomed to teaching nurses, they then describe their attraction to academia from opportunities to lead the next generation of future nurses, wanting to teach, enthusiasm when students learn, and verbalize satisfaction for

being able to contribute to the nursing profession as a whole (Laurencelle, Scanlan & Brett, 2016).

Increasing satisfaction and retention, new faculty must understand the program's curriculum, and they must find a way to stay current with clinical practice guidelines. Faculty must strive for adequate preparation for the teaching role and find supportive role models. Mentorship can accomplish these goals (Paul, 2015). In order to have a positive transformation to any new work setting, an employee must learn socialization, skill, values, and new responsibilities. Many of the articles describe perceptions of the transition and the data that support the mentoring programs that are necessary for a successful teaching role (Paul, 2015).

To achieve essential satisfaction, retention, and recruitment of qualified nurse educators to cure the current staff nurse and faculty shortage in the United States, nursing schools must face the change supported by the literature. Knowledge of the phases of a new nurse educator is vital to understand how to mentor faculty (Schoening, 2013) correctly. Recent articles report that faculty travel through four phases in the role transition from nurse to nurse educator (Schoening, 2013). The phases are the Anticipatory/Expectation Phase, the Disorientation Phase, the Information-Seeking Phase, and the Identity Formation Phase. Faculty should seek these phases of adaptation with formal pedagogical education, orientation, and mentoring programs for novice nurse faculty (Schoening, 2013).

Novice Nurse Educators

Five articles reviewed that relate to the theme of novice nurse educators and mentoring programs; the articles reviewed were from various levels of evidence. Three were Level VI evidence from a single descriptive or qualitative study. Two from Level V evidence from systematic reviews of descriptive and qualitative studies. Educational institutions should provide

professional development opportunities to ease the transition from registered nurse to nurse educator with a formal mentoring program. Overall, the literature described the experience of mentoring programs as positive. Three specific themes identified for the formation of a mentoring program: the perceived transformation of the educator to teaching practice, supportive peer, and mentor relationships, and feeling confident (Sheppard-Law, Curtis, Bancroft, Smith & Fernandez, 2018).

Mentoring programs assist new educators in teaching techniques and empower them to become ready for the classroom setting. Many new nurse educators enter academia without any formal preparation or experience. Formal mentoring programs are needed but should be uniform because, currently, they vary among learning institutions, and this can make transitioning into this new role challenging. In the literature, if new teachers experience short orientations with inadequate mentoring, this can lead to unsatisfied, stressed faculty (Tucker, 2018). New educators reported feeling more at ease with their teaching when they increase their comfort level in the classroom (Tucker, 2018). Despite many challenges in academia, when new faculty have proper mentoring programs, they start to identify growth, recognize rewards, and find fulfillment in their roles, and a desire to continue teaching. Findings from numerous studies support these findings in the nursing literature (Tucker, 2018).

Mentorship in nursing education identifies a positive measure to benefit the global shortage of nursing faculty (Nowell, Norris, Mrklas & White, 2017). It provides a structured orientation and supportive guidance to new faculty, and it also has shown to decrease the turnover rate in nursing education. It takes significant resources to support mentorship initiatives. Therefore, institutions should understand the long-term benefits of mentoring programs. One central component to mentoring programs is individuality, and mentees engage with their

mentors to review the mentorship program and identify mentees' strengths and areas for growth (Nowell, Norris, Mrklas & White, 2017).

Adequate preparation for teaching is an essential starting point for effectiveness. Graduate education and coursework preparation should include information on various learning styles, teaching skills, curriculum design, assessment, evaluation, as well as classroom management techniques (Summers, 2017). Nurse educators must also have theoretical knowledge on which to build a teaching style, and they need to recognize lifelong learning skills so that development can occur both professionally and personally (Summers, 2017). Institutions should explore the researched experiences of new nurse faculty to identify characteristics of mentorship programs that can influence retention in nursing education. Many themes emerge from established literature on mentoring programs, and some of these include, having a supportive mentor and formal program with finding and maintaining a life-work balance (Terry, 2015).

Theory

Benner's Novice to Expert model will be the primary theoretical framework in the context of nurse education. Nursing practice transition has five stages: beginner, advanced beginner, proficient, competent, and expert. This model, when applied to expert bedside nurses that transition into nurse education. The project focuses on the implementation of a nurse educator mentoring program and how mentoring can increase satisfaction and retention. Educators placed in a work environment in which they have little experience, and they have no practical experience of how to apply teaching skills in classroom situations. The advanced beginner stage of performance starts as a nurse educator begins to use intuition, based on previous experience to recognize patterns and contexts of unique situations. Advanced beginners use principles,

checklists, experience, and intuition to apply learned rules that guide actions. Competent nurse educators demonstrate performance and the ability to prioritize. They also utilize aspects of situations that are most relevant. Thinking is more conscious, abstract, and analytic rather than just checklist based. A feeling of mastery at this stage occurs as efficiency and organization progress. Nurses at the proficient stage of performance look at situations holistically and can recognize the changing relevance of variables as the situation unfolds. Proficiency nurse educators demonstrate less time and energy spent on thinking and planning; nurses simply know the expectations. Expert nurses join theory and practice without conscious thought. Experts have a highly honed ability to combine technical and existential skills for innovative solutions to clinical problems (Thomas & Kellgren, 2017; see Appendix D).

Methods

The Institutional Review Board (IRB) of the college reviewed prospective project exempt research to be completed with human subjects. The committee ensured the proper protection of all rights, welfare, and privacy for individuals involved in the project. No ethical concerns or conflicts of interest with student investigator was found.

The student investigator collaborated with the faculty team and the ancillary staff before beginning the project for informed consent. Ethics were maintained throughout the project by obtaining informed consent, and confidentiality. Confidentiality is essential for the success of the program and for the protection of each faculty member.

Minimal funding was needed for the mentoring program at the college and the cost was absorbed by the college of nursing. The resources needed for this project to succeed was time and fiscal. The mentor will need to have adequate time to mentor the junior faculty member. The assigned mentor received extra time for effective mentoring processes. The faculty mentor

received a slight reduced workload for optimum mentoring (Schoening, 2013). (see Appendix E).

Setting and Participants

The setting for the project of faculty mentoring was a two-year community college that had an Associate of Science in the undergraduate nursing program. The participants were a combination of nursing faculty that served as mentors and mentees. Mentors had at least two years of experience and verbalized a willingness to support less experienced educators. Mentees included faculty new to teaching with less than two years of full-time experience. The exclusion entailed faculty that were not receptive to a mentoring program. The sampling was a convenience sample.

EBP Intervention

The evidence-based practice mentoring project started at the community college. The undergraduate nursing faculty involved in this project implementation consisted of an experienced nurse educator (mentor), and a novice nurse educator (mentee). A meeting schedule and consent form ensured a strong understanding between the mentor and the mentee. A description of the mentoring program was shared with all nursing faculty for overall department support.

The student investigator monitored the mentoring program. Two surveys were administered for one semester: a pre-intervention survey and a post-intervention survey. At the end of the project, a post informal interview was performed. The timeframe for this program will consist of a six-month commitment with flexible monthly meeting schedule dates coordinated between the mentor and the mentee. Additional meetings were added, as necessary by the pairs. The student investigator provided two instruments for the study; The Psychological

Empowerment Scale (Spreitzer, 1995) and a Survey Monkey student investigator created survey administered to the mentee. These were given at the beginning of the semester and end of semester. Results of survey were held in confidentiality, and names were withheld from the survey results. The intervention was maintained and supported by the student investigator throughout the semester. A post project informal interview was performed by the student investigator.

Change Process

A theoretical change model was used to support the nurse faculty mentoring program. The use of Rogers' Diffusion of Innovation model is a framework that guided the implementation of the mentoring program for nursing faculty (Doyle, Garrett & Currie, 2014). Rogers' framework supported the adoption and planning of the new mentoring program. Research demonstrates that integration of mentoring profits new faculty by increasing their confidence with the ability to balance life and work (Dhed & Mollica, 2013).

Rogers describes the process of integration as involving an initiation phase, a decision, and an implementation phase. The first phase was the initiation or agenda matching and setting. Next the college began moving towards a change with the decision to implement. Next, the implementation phase began, and it had three parts: redefining, clarifying, and routinizing. Redefining occurred when the change has its first alteration to fit the needs of the college—clarifying occurred when the change slowly became ingrained in the college culture. The faculty at the college worked to make the change a part of the routine or routinizing (Doyle, Garrett & Currie, 2014). Rogers' Diffusion of Innovations Theory was the change model for integrating mentoring into the college. (Friesen, Brady, Milligan & Christensen, 2017).

EBP Model

The Iowa Model (revised) was the framework used for the implementation of evidence-based practice (EBP) change for the project. The Iowa Model-Revised was based on a step-by-step guide for the EBP intervention. Although it is meant for health care providers, it can also be used for faculty teams that seek answers to important questions. These faculty team used this model to improve quality through the organized use of evidence. It is adjustable for novice to experts and it can be useful in a variety of settings. There are seven steps for this model; a topic was selected and the problem was changed, a faculty team was formed, evidence was retrieved, evidence was examined, a (EBP) standard was developed, the (EBP) was implemented, and ultimately the evidence was evaluated into a routine practice.

Study Design

A quantitative descriptive study was used to examine the experiences of novice mentee faculty (n=7), < 2 years teaching experience, over one college semester. Data was obtained through pre-intervention surveys, post intervention surveys and one informal post interview. Faculty mentoring survey developed by student Investigator was completed by mentee (n=14), (pre-survey n=7, post-survey n=7). Faculty mentoring survey used a ten question Likert scale. Descriptive with one sample Chi-Square measurement for significance level. Psychological Empowerment Scale (Spreitzer, 1995) was completed by mentee (n=14), (pre-survey n=7, post survey n=7). 12 question Likert scale used with permission. Descriptive, one sample Chi-Square measurement for significance level between the pre-test and the post-test.

Validity

In this project, the cause and effect weaken the study because of multiple impacting variables. The confounding variables in this study were the characteristics of the mentor and mentee relationship and, personality factors. Selection bias of the sample could have occurred if

the sample was not random and this could have undermined the external validity of the study. The selection of this sample was of convenience and may have been affected by selection bias. Internal validity that supported this study were the emotional support of co-faculty and administration.

Outcomes

The primary outcome to be measured was the increase of satisfaction in the novice nurse educator at the college setting within the first two years of teaching. The secondary outcome is the retention of nurse educators in the college setting, with the long-term goal of continuing to teach at the college level for at least five years.

Measurement Instruments

Satisfaction and Retention. Three survey tools were used to measure satisfaction and retention for novice nurse educators. The faculty mentoring survey developed by the student Investigator, was a ten-question quantitative Likert scale survey given through Survey Monkey, at the beginning and end of the Fall 2019 semester. The Psychological Empowerment Scale was used with permission from Gretchen Spreitzer. It consisted of a twelve-question quantitative survey based on four subdimensions of empowerment. The four subdimensions measured were meaning, competence, self-determination, and impact (Spreitzer, 1995). An informal post interview was given by student investigator for follow up data.

Quality of Data

The faculty group was from a small population sample; therefore, power cannot be calculated for sample size. Satisfaction and retention data represent a time series collection at baseline and end of a semester for one semester. According to Spreitzer, (1995) the quality of data for the Psychological Empowerment Scale has a solid test retest-reliability with validity

estimates for the dimensions that were assessed at .80. The scale has been successfully used in more than fifty studies in settings ranging from nurses to service workers.

Analysis Plan

Descriptive quantitative statistics were used for the survey items, including the number of pre and post responses in each question category. The pre and post surveys were compared in SPSS, and a significance level was obtained. Given the small sample size, statistical data was limited in generalization. The data addressed satisfaction and retention categories with descriptive statistics computed to note trends (Bruner, Dunbar, Higgins, & Martyn, 2016).

Results

Setting & Participants

The setting for the project of faculty mentoring was for a two-year community college that has an Associate of Science in the undergraduate nursing program. The participants were seven pairs of nursing faculty, four faculty as mentors and four faculty as mentees. Mentors were experienced nurse educators with at least two years of experience, and they demonstrated a willingness to support novice educators. Mentees included were new to teaching with less than two years of full-time teaching experience. The exclusion entails faculty members that are not receptive to a mentoring program. This program was shown to be significant because the faculty that joined were invested in the program's success and continuation. The sampling was a convenience sample at an community college over one semester in the Fall 2019. The sample included all Caucasian females >30 years of age, with two exceptions of race and sex.

Intervention Course

The actual intervention course included an information meeting at the beginning of the Fall 2019 semester with eight pairs of faculty, this included mentors, mentees, and the student

investigator. General information was given on mentoring relationships with questions answered by student investigator. A pairing of mentor/mentee pairs was completed by the student investigator regarding semester courses and teaching time, along with personality considerations. Pairs were synced to produce the most time allowance for monthly meetings.

After verbal consent was given by mentor and mentee to participate in the project, the pairing was done by email invite to prospective mentors. After the mentor accepted the mentee relationship, the mentor then sent email to mentee requesting a one on one meeting. Each pair met once a month or more in person, by phone or email. The student investigator met with pairs once a week either in person, by phone or email. Support by administration was shown by continued acknowledgement in weekly staff meetings. updates were given by pairs and student investigator as time allowed in meetings. One pair did not continue the mentoring project after the first month due to time constraints and personality conflict. The seven remaining pairs did complete the semester with the intent to continue a supportive relationship.

Outcome Data by Sub-Topic

Satisfaction and Retention

Overall, the outcome data for satisfaction and retention demonstrated limited generalization to other programs due to small sample size. Faculty mentoring survey was developed by student investigator through Survey Monkey and completed by mentee (n=14), (pre-survey n=7, post-survey n=7). The instrument had 10 question Likert scale questions ranging from strongly disagree to strongly agree (1-5 rating). Descriptive, one sample Chi-Square Test found positive significance in one question. Leadership support of mentoring relationship (sig .008). The level of significance was .050. The next instrument was the Psychological Empowerment Scale (Spreitzer, 1995) used with permission. This was completed

by mentee (n=14), (pre-survey n=7, post survey n=7). It consisted of a 12 question Likert scale with questions ranging from very strongly disagree to very strongly agree (1-7). Descriptive, one sample Chi-Square Test found one significance between the pre-test and the post-test of the mentee's feelings. The mentee found they had control over what happened in their department (sig .046). The level of significance was .050. The post interview questions revealed positive feelings from the mentees regarding an increased level of satisfaction and the intent to stay in nursing education for at least five years.

Discussion

Successes

The most important successes of the mentoring project were the demonstration of encouragement and collaboration from the mentor to the mentee. This was evident in the post interview conducted at the end of the project, as the mentee's verbalized the positive encouragement and support that they received from their paired mentor throughout the semester. All mentees unanimously verbalized that they felt the relationship had developed into a partnership that strengthened the mentee as a nurse educator. They also verbalized that the partnership enhanced their satisfaction and confidence as a nurse educator because of the open communication and accessibility of their mentor. Through student investigator observations it was noted that the monthly meetings between the pairs tended to increase as the semester continued. They verbalized their supportive partnership to the student investigator, and as they exchanged knowledge on a regular basis. As the semester progressed to a close, the mentor and the mentee expressed a desire to continue their partnership into the Spring semester of 2020.

Study Strengths

The mentoring project was eagerly received by administration and co-faculty, their continued support throughout the semester assisted the student investigator to implement the intervention smoothly. Seven out of eight pairs successfully finished the mentoring project. Throughout the intervention they were observed to be successfully collaborating with all aspects of nursing instruction. This included classroom instruction, didactic preparation with active learning strategies, classroom management, exam preparation and analyzation, learning management systems and student counseling with advising. The organization culture wholeheartedly supported this mentoring relationship, and this could be observed throughout the study.

Results Compared to Evidence in the Literature

Results and findings were compared to other studies and similar positive mentoring results were found. In a larger study by Gentry & Johnson, (2019) it was reported by the faculty in this mentoring study that all characteristics of a mentoring relationship were of importance. A few of these characteristics included support, trust, guidance, listening, encouragement, and role modeling. The satisfaction levels were positively skewed in this study for the promotion of a mentoring program for nurse educators. Larger population studies demonstrate the importance of mentoring for increased satisfaction and retention in nursing education.

Limitations

Internal Validity Effects

Internal validity that support this study are the emotional support of co-faculty and administration. Before, during and throughout this project the support was evident from the administration and other faculty members in the nursing department. The dean, associate dean and other faculty not involved in the project were periodically checking on the progress of the

project. Upon completion they were supportive to have the mentoring pairs continue for the next semester. No issues were found with collection of data.

External Validity Effects

In this project, the cause and effect weaken because of multiple impacting variables. The confounding variables in this study are the characteristics of the mentor and mentee relationship and, personality factors. Selection bias of a sample can occur if the sample is not random and this can undermine the external validity of the study. The selection of this sample consisted of a convenience sample and therefore could be affected by selection bias.

Sustainability of Effect and Plans to Maintain Effects

The mentoring project was shown to have a positive effect on the nursing department at this Kansas community college, and this was evident in the post interviews of the mentees. Upon completion of the project, the mentor and mentee pairs verbalized their intent to continue the mentoring for at least the Spring 2020 semester. To maintain the effects and continuation of this project, it would be important to continue with the overall support of administration and co-faculty.

Efforts to Minimize the Study Limitations

To minimize the study limitation of reduced time for meetings, the student investigator encouraged prescheduling of all mentoring meetings. The meetings were scheduled by the mentoring pair together and they each could then have a voice in the day and time of the meetings. At the beginning of the project the mentor and mentee pair scheduled meetings according to their class and lab times. The administration was agreeable to the meeting schedule as presented by the mentoring pairs at the beginning of the semester. Although, the most concerning limitation in this project was the element of reduced faculty time, it was minimized

by preplanning and incorporation into course load. The mentors and mentees did verbalize that time was a factor in their interactions and meetings. In post interviews, they verbalized that they spent most of their time together working on student related teaching activities and they spent more time together than the required meeting for the project.

The second limitation of the study was population sample size. This was a limitation that the student investigator was unable to minimize. However, this limitation of small sample size reduces the transferability to other nursing programs for faculty mentoring programs. The sample size affected the outcomes of this study and was not able to be changed.

Interpretation

Expected & Actual Outcomes

The expected outcomes for the mentoring program was to note a significant increase in satisfaction and retention for novice nursing educators at this community college. The expected outcome was reduced due to the small sample size of the project. The survey data collected did not produce significant results due to the study size. The observed results and post interviews far outweighed the calculated survey results in resulting positive satisfaction and retention in novice nurse educators. After observing the mentor pairs throughout the semester and completing the post interviews, the student investigator noted significant positive increases in satisfaction in novice nurse educators. The mentees expressed an increase in self-confidence when teaching and student interactions, which they contributed to their supportive mentor. Also, the observed and interview results noted an increase in the mentee intent to stay in nursing education for at least five years. They reported their intent to keep teaching student nurses and that they aimed to keep practicing their teaching skills for improvement.

Intervention Effectiveness (inferences)

Mentoring programs can be an effective way to retain nursing educators. These programs have been shown to increase satisfaction and self-confidence in novice nurse educators that have limited teaching experience. The expert clinical nurse that transitions to nursing education as a career choice can be successful with adequate support from nursing departments. Mentoring project observations and post project interviews demonstrate a significant relationship between success as a new nurse educator and a strong mentor. For future studies, this intervention would show statistical effectiveness with an increased study sample.

Intervention revision

Intervention modifications to this project would include a larger study population sample. A larger sample of nursing educators would give the study more statistical data for generalizing to other nursing programs. Initiating this project at a larger college or university would give more data to analyze and it would allow the student investigator an increased number of mentoring pairs to observe. Another intervention revision would be to present mentoring education prior to implementation of the project and throughout the project for increased education about mentoring. If assigned mentors were given more education prior to implementation the satisfaction rates might be significantly higher in the mentees.

Expected and Actual Impact to Health System, Costs and Policy

The shortfall of nursing faculty is a continued problem in nursing education programs. The numbers of nursing educators will continue to be limited, without retention of qualified nursing faculty to meet academic needs of nursing students. The AACN, performed research over the previous decade and this research indicates that by supporting educational programs, such as nursing, can make a clinical difference in practice (Harris, 2019). The shortage of nursing faculty consistently corresponds with shortage in clinical areas due to insufficient

numbers of experienced nurse educators. Replacing qualified educator as they age and retire should be a priority for nursing programs. Mentoring programs not only could retain faculty but also can attract expert clinical nurses that are contemplating a career change. Nurse educators are needed for expert voices for education and research at the local, national, and international level of policy development (Harris, 2019).

To address the faculty shortage nursing programs should review mentoring procedures, research, and policies as this could potentially be a faculty' retention and recruitment strategy. The predicted shortage of nurses and nurse educators has been shown to threaten the healthcare system across all settings. As the increased need clinical nurses continues to grow, so does the faculty shortage problem. Greater number of nursing students are needed, and the pressure builds on nursing programs to effectively educate a larger number of student nurses (Harris, 2019).

The mentoring project is sustainable with minimal associated costs to nursing programs and administrators. The issue of course release or overload pay would be an important incentive for the success of a mentoring program in other nursing programs. Appropriate support and buy in from administrators could make this possible. If mentoring education could become a standard across all nursing programs with paired mentoring programs, the result could be increased recruitment, satisfaction, and retention of new nursing faculty.

Conclusions

Numerous literature studies can support the long-term usefulness of a mentoring program. Many mentees report that the process of participating in a mentoring program strengthened their long-term success as a nurse educator: several short-term and long-term benefits adopted from formal mentorship programs. The positive impact of a mentorship program is spreading the culture of support and excellence throughout the

community college (Efstathiou, Drumm, Paly, Lawton, 2018). The project is a small cohort of subjects from a single college site, and this may limit the ability to generalize the findings to the overall population.

Further Study

Further study is suggested at larger colleges that have more diversity in their faculty. The benefits of this project at this college in Kansas could be a reproducible intervention aimed at improving the quality of formal mentoring programs. Mentoring programs have supported evidence in larger studies that support the expansion and adoption of mentoring programs at other institutions to nurture a culture of mentorship (Efstathiou, Drumm, Paly, Lawton, 2018).

Dissemination

Dissemination will include the submission of the results of the project in a manuscript to a nursing journal—a plan created to establish a guide that could be followed by other departments.

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Appendix A

Cost Table

Items (based on two full semesters/one year)	Approximate Cost (\$) per mentor/mentee pair
Direct Costs	
Mentoring Education	\$1,000 (absorbed by college in yearly salary). 1 hr of pay x 36 weeks
Paper and Ink	\$200 (absorbed by college nursing dept).
Indirect Costs	
Secretary Staffing	N/A 28,000 (full-time yearly 12-month salary, absorbed by college of nursing).
IT (computer program)	N/A 32,000 (full-time yearly 12-month salary, absorbed by college of nursing).
Building management (lighting, heating, air conditioning, housekeeping)	N/A Price of building costs will not change
Total Expenses	1,200/year per mentor/mentee pair will be absorbed by the College of Nursing

Appendix B

Definition of Terms

Nurse Faculty - Members of the nursing profession that are registered nurses and educated to teach undergraduate nurses. They must maintain a balance in their nursing activities, these include clinical, education, and research (Mentoring Relationships, 2013).

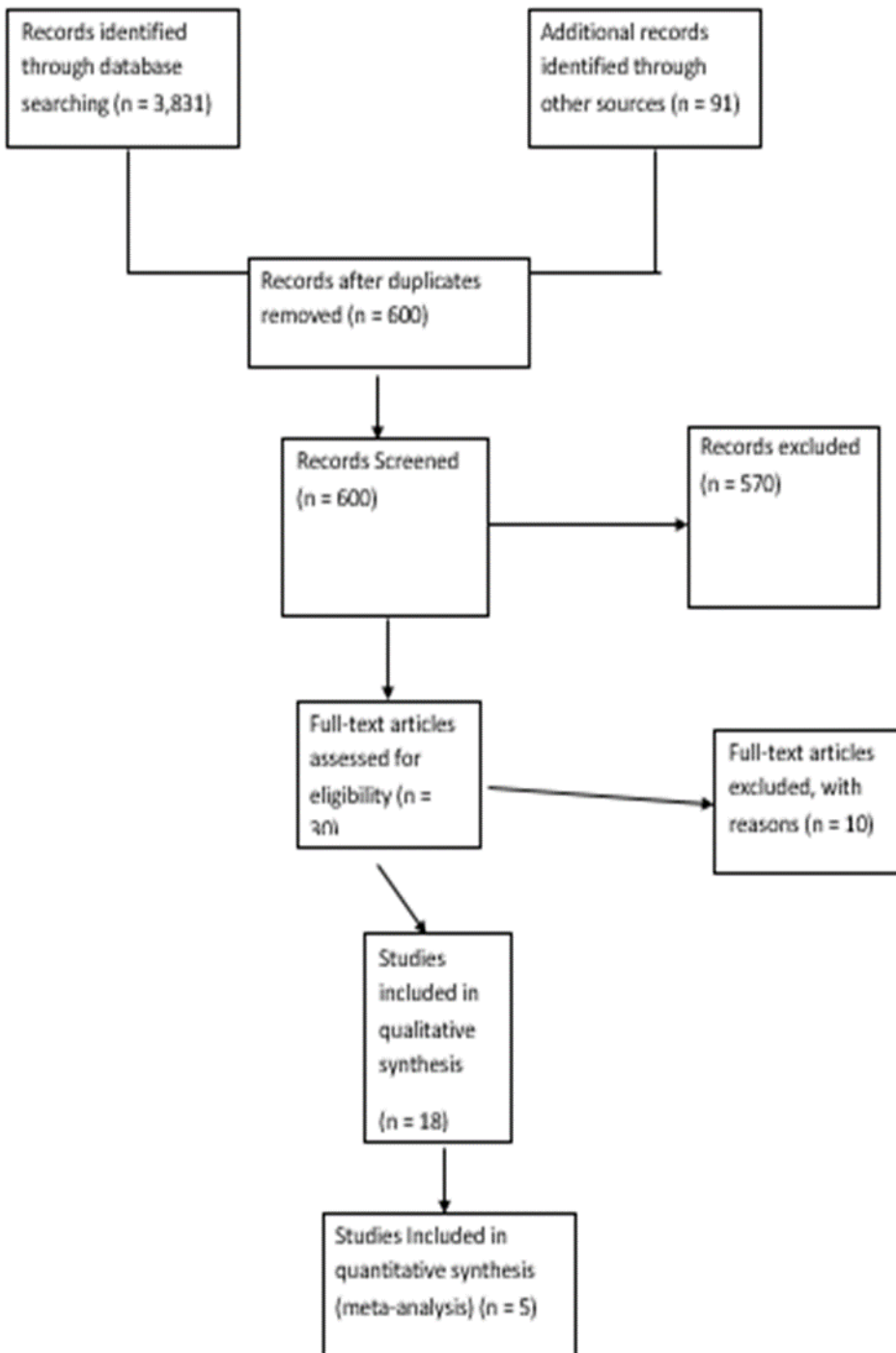
Mentors - are advisors, people with career experience willing to share their knowledge; supporters, people who give emotional and moral encouragement; tutors, people who give specific feedback on one's performance (Shaughnessy, 2013).

Mentees – can be described as the person in a new role (Mentoring Relationships, 2013).

Mentoring - is a process in which a more experienced nurse shares expertise with a mentee. It can be defined as a relationship between two people in which one person with greater rank, experience, expertise teaches, counsels, guides and supports the other to develop both professionally and personally (Mentoring Relationships, 2013).

Appendix C

Prisma Flow



Appendix D

Literature Review

First author, Year, Title, Journal	Purpose	Research Design, Evidence Level & Variables	Sample & Sampling, Setting	Measures & Reliability	Results & Analysis Used	Limitations & Usefulness
<p>Theme: Novice Nurse Educators</p> <p>Bagley, K., Hoppe, L., Brenner, G. H., Crawford, M., & Weir, M. (2018). Transition to Nursing Faculty: Exploring the Barriers. <i>Teaching and Learning in Nursing</i>.</p>	<p>To explore by asking questions about the perceptions of graduate-prepared nurses related to the barriers to becoming an academic nurse educator.</p>	<p>Level VI: Evidence from a single descriptive or qualitative study.</p> <p>Dependent variable: Academic nurse educators.</p> <p>Independent variable: Transitioning to careers as academic nurse educators.</p>	<p>Population included RN’s over age 18, residing in the U.S. with a MSN, employed in a nursing role other than a nurse educator in an academic setting. Convenient, purposive sampling was used.</p>	<p>Qualitative design, with a constructivist perspective. Collected interview data from participants, using a semi-structured interview guide for the one-on-one interviews. Audio recording and observational notes were completed.</p>	<p>Collected stories and experiences from the participants, they conducted several collaborative discussions with thematic analysis approach. Final sample 10 participants</p>	<p>Study drive policy and procedure to create a smoother role transition into an educator position and limitation was consistence with the interview process among five researchers</p>
<p>Bullin, Carol, (2018). To what extent has doctoral (PhD) education supported academic nurse educators in their teaching roles: an integrative review. <i>BMC Nursing</i>.</p>	<p>To understand the issue around the lack of formal teaching preparation for academic nurse educators</p>	<p>Level V: Systematic reviews of descriptive and qualitative studies.</p> <p>Dependent variable: Academic nurse educators.</p> <p>Independent variable:</p>	<p>Integrative literature review. Four electronic databases were searched: Cumulative Index to Nursing & Allied Health Literature, PubMed, Educational Resources</p>	<p>Not restricted to English language literature search with review strategy. Results of integrative literature review method was selected. Total of 139 peer-reviewed works were retrieved and included.</p>	<p>Factors that influenced nurse educators’ roles and continue to perpetuate insufficient preparation include the requirement of a research focused PhD, lack of mentorship in doctoral programs and the influence of epistemic cultures.</p>	<p>Limitations: Gap in the number of research-based studies regarding effective preparation. Usefulness: recommendations of licensing bodies versus the desired future of nursing education</p>

		Educational preparation	Information Center, ProQuest.			based on realistic expectations.
Brown, T., & Sorrell, J. (2017). Challenges of Novice Nurse Educator’s Transition from Practice to Classroom. <i>Teaching and Learning in Nursing</i> .	Purpose can provide a basis for novice educator transition into academia.	Level IV-evidence level. Research design from well-designed case study. Dependent variable: Novice educators. Independent variable: Support into academia	This research study focused upon one associate-degree nursing program.	Data collection included demographic characteristics, review of a Board of Nursing (BON) Self-Study Report, and semi-structured interviews. Inclusion criteria for participants included 3 years or less of teaching experience, currently teaching. Descriptive statistics.	Data collection included interviews, review of a self-study report, and participant demographic characteristics. Guidance that a mentor offers can foster a smoother transition for novice educators, which is essential for faculty development	Limitations: This qualitative case study had a small sample from one associate degree nursing program, so generalizability of findings is limited. Usefulness: Mentorship can assist educators by improving knowledge, skill, performance, and development.
Cooley, S., DeGagne, J.C., (2016). Transformative Experience: Developing Competence in Novice Nursing Faculty. <i>Journal of Nursing Education</i> .	Describe the experience of new nurse educator to understand the challenges of and enablers to the growth of ability in the nurse educator.	Level VI: Evidence from a single descriptive or qualitative study. Dependent variable: Nurse educator. Independent variable: Preparation.	A purposive sample of seven faculty from private, 4-year college. All were female & White. Backgrounds immediately prior to entering academia were in clinical practice. One came from a nursing management	A hermeneutic phenomenological qualitative study. The data consisted of audio recordings and verbatim transcripts of interviews, along with journal data describing day-to-day experiences as novice nurse academics. Data were analyzed using Moustakas' seven-step process.	The data sources were in three formats. In-depth, face-to-face audio recorded interviews, participants provided journal notes about day-to-day experience as a nurse educator. After the journal was completed, the summary interviews, took place.	Limitations: Characteristics of transformative learning experiences were identified. Usefulness: Internship programs are necessary in creating academic environments that contribute to the growth of nursing

			background.			faculty.
Hinderer, Katherine A., Jarosinski, Judith M., Seldomridge, Lisa A., Reid, Tina P. (2016). From Expert Clinician to Nurse Educator. <i>Nurse Educator</i> .	To facilitate the transition of expert clinicians from diverse backgrounds in clinical specialty areas with critical shortages to new roles as part-time clinical faculty.	Level IV: Evidence from well-designed case-control and cohort studies. Dependent variable: Clinical faculty Independent variable: Academy and Mentorship Initiative	Evaluation of a 3-year multifaceted program to prepare a diverse group of part-time/adjunct clinical faculty in a rural geographic region.	Each partner school designated a nursing program liaison, providing leadership and administrative support, and academy faculty, expert educators who taught the academy and offered mentoring activities. Academies were held twice yearly with 6 to 10 participants per cohort.	The ESFAMI collaborative provided a multidimensional approach to address the nursing faculty shortage by developing qualified multiracial, gender diverse, part-time clinical faculty to meet regional needs.	Limitations: Were not available for this study. Usefulness: Structured orientation and intentional mentoring are critical elements in facilitating a successful move from a clinician to faculty role.
Grassley, J., & Lambe, A. (2015). "Easing the Transition from Clinician to Nurse Educator: An Integrative Literature Review." <i>Journal of Nursing Education</i> .	To assist expert clinicians as they transition into their first academic faculty position	Level V: Evidence from systematic reviews of descriptive and qualitative studies. Dependent variable: Academic nurse educators. Independent variable: Mentoring	Searches of the ProQuest® Central and CINAHL® databases for peer-reviewed articles were conducted. A total of 17 articles were included in this integrative literature review.	The literature synthesized in this integrative review included six qualitative research studies, four that discussed strategies to facilitate the transition experience from clinician to nurse educator, and two that described the experience of being a mentor or mentee. One survey study of mentoring. Two integrative reviews of the literature related to mentoring. Two theoretical articles discussing mentorship models. Six descriptions of orientation or	A review of the literature identified formal preparation for teaching, guidance navigating the academic culture, and a structured mentoring program as the essential components of a comprehensive program to facilitate clinicians' successful transition to academic nursing faculty.	Sustainable mentoring programs require recognition of mentoring as central to nursing education and administrative investment of resources. Recommendations focus on the need for more research into the mentoring process. Much of the literature was descriptive. More research is needed to evaluate the

				mentoring program in a school of nursing.		mentoring process.
Gardner, Susan S. (Mar/Apr2014). From Learning to Teach to Teaching Effectiveness: Nurse Educators Describe Their Experiences. <i>Nursing Education Perspectives (National League for Nursing)</i> .	To understand the lived experience of nurse educators and the characteristics, traits, practices, and experiences that influenced their development and competence.	Level VI: Evidence from a single descriptive or qualitative study. Dependent variable: Nursing faculty. Independent variable: Supporting retention.	A purposive sample of nurse educators with five or more years of full-time teaching experience as effective teachers, was recruited.	Phenomenological study with a purposive sample consisted of faculty members teaching nursing in various institutions of higher education located in one western state.	Text analysis was conducted using the process outlined A peer reviewer read all eight transcripts. Initial categories were expanded and contracted as each interview was coded. All data coded within each theme were reviewed to ensure representation from every participant A final summary of themes and experiences of each story.	Limitations: Numbers of participants from limited numbers of programs hinder the ability to transfer findings beyond the experience of those interviewed. Usefulness: Understanding how teachers in higher education learn to teach. Coupled with focused mentoring.
Heinrich, K. T., & Oberleitner, M. G. (2012). How a Faculty Group's Peer Mentoring of Each Other's Scholarship Can Enhance Retention and Recruitment? <i>Journal of Professional Nursing</i> .	Explores whether a project that systematically prepared a faculty group to peer-mentor each other's scholarly success from hire to retire.	Level IV-evidence level. Research design from well-designed case study. Dependent variable: Faculty retention and recruitment. Independent variable: Peer mentoring	Regional consortium of 17 schools of nursing that generated hundreds of publications, presentations, and grants through faculty participants' collaborations, mentorships, and resource sharing	After a brief overview of these scholar-mentoring programs, this article describes a 3-year professional development program called The Teacher-Scholar Project. This project implemented a developmental/relational approach for preparing a faculty group to peer-mentor each other's	External editors who may or may not be nurses are hired to review faculty members' scholarly products; in others, professors of English who hold visiting and/or full-time faculty positions consult with faculty on their scholarly endeavors.	Limitations: Transfer of scholarly skills varies, willingness of seasoned scholars to mentor less-experienced scholars. Logistics of coordinating schedules &

			from 1994 to 2008.	scholarly development from hire to retire.		institutions can prolong time for project.
<p>Theme - Satisfaction and Retention of Novice Nurse Faculty</p> <p>Jeffers, S., & Mariani, B. (2017). The Effect of a Formal Mentoring Program on Career Satisfaction and Intent to Stay in the Faculty Role for Novice Nurse Faculty. <i>Nursing Education Perspectives</i>.</p>	<p>The purpose of this study was to explore the influence of a formal mentoring program on career satisfaction of novice full-time nurse faculty in academia.</p>	<p>Level VI: Evidence from a single descriptive or qualitative study. Dependent variable: Success of novice nursing faculty. Independent variable: Formal mentoring program.</p>	<p>A link to an electronic survey with open-ended questions was emailed to 1435 participants.</p>	<p>This study used a descriptive comparative design to describe and examine the differences in career satisfaction between two groups of novice nurse faculty, those who participated in a formal mentoring program and those who did not participate in a formal mentoring program. Two hundred fifty-two of the 1,435 online surveys.</p>	<p>Data from the open-ended questions in the survey were analyzed using content analysis. One major theme, Navigating. Three subthemes: learning about the complexity of the nurse educator role, building relationships within a new peer group, & feeling abandoned & fending for oneself.</p>	<p>Limitations: The groups were uneven, many participants left several sections blank, limiting the number of surveys.</p> <p>By examining characteristics that contribute to the success of novice nursing faculty, recruitment and retention of faculty.</p>
<p>Lee, P., Miller, M. T., Kippenbrock, T. A., Rosen, C., & Emory, J. (2017). Original Articles: College nursing faculty job satisfaction and retention: A national perspective. <i>Journal of Professional Nursing</i>.</p>	<p>To analyze nurse faculty job satisfaction and intent to stay from data collected throughout the United States.</p>	<p>Level VI: Evidence from a single descriptive or qualitative study. Dependent variables: faculty satisfaction/intent to stay. Independent variable: Institutional</p>	<p>The Collaborative on Academic Careers in Higher Education (COACHE) survey was employed for the purposes of this study. Over 1350 nurse educators were included in</p>	<p>The data source has been collected by a consortium of over 200 colleges, universities. extract all data related to nursing faculty job satisfaction. The data span contained three years (2012–2014) of collection.</p>	<p>Results: Institutional leadership such as deans to develop personal and family policies tailored for faculty; (b) provide a culture of support; (c) clearly communicate expectations for all faculty. The data was collected from an online survey. Questions on</p>	<p>Limitations: Problems with the hypothesis not a good fit for secondary data analysis. Usefulness is for leadership, is major factor related to job satisfaction &</p>

		leadership	the survey.		a Likert scale questions.	intent to stay.
Laurencelle, F. L., Scanlan, J. M., & Brett, A. L. (2016) The meaning of being a nurse educator and nurse educators' attraction to academia: A phenomenological study. <i>Nurse Education Today</i> .	To explore the meaning of being a nurse educator and how nurse educators understand their attraction to academia.	Level VI: Evidence from a single descriptive or qualitative study. Dependent variables: Educator Nurse educator Independent variable: Attraction to academia	Phenomenological approach was used. The sample population included 15 nurse educators with a master's or doctoral degree, currently teaching in an undergraduate or graduate nursing program in a western Canadian city.	Data were collected through 15 face-to-face semi-structured interviews using an interview guide.	How educators understand their attraction to academia Six subthemes emerged: (1) opportunities, (2) wanting to teach, (3) seeing students learn, (4) contributing to the profession, (5) the unattractive, and (6) flexibility.	Limitations: The small sample size from a geographic region limits the transferability of findings to other jurisdictions. Usefulness: How development of creative strategies to recruit and retain qualified nurse educators.
Paul, P. A. (2015). Transition from novice adjunct to experienced associate degree nurse educator: A comparative qualitative approach. <i>Teaching and Learning in Nursing</i> .	The purpose of this study is to assess the transitional needs in providing support regarding identity change and socialization into the nurse educator role.	Level VI: Evidence from a single descriptive or qualitative study. Dependent variable: novice nursing adjunct and experienced full-time nursing faculty. Independent variable: successful role development.	Novice nursing adjuncts and experienced nursing full-time faculty members, with a purposive sample, were recruited from an ACEN-accredited ADN program (with several campus sites) in Pennsylvania from August 2011 and August 2013	This descriptive qualitative study comprised individual interviews with novice nursing adjunct and experienced full-time nursing faculty. Comparisons between the adjuncts and full-time faculty regarding role expectations/needs and topics to promote successful adjunct role development were collected.	Thematic analyses of transcribed interviews were utilized. Procedures to establish rigor included peer debriefing, reflexivity, rich, thick description, member checking, and negative case analysis.	Limitations: N/A In summary, these results demonstrate perceptions of transition from nursing service to nurse educator by the novice nurse and factors that have influenced this process. Through this knowledge the educator can

						be supported.
Schoening, A. M. (2013). From Bedside to Classroom: The Nurse Educator Transition Model. <i>Nursing Education Perspectives.</i>	The purpose of this study was to generate a theoretical model that describes the social process that occurs during the role transition from nurse to nurse educator.	Level VI: Evidence from a single descriptive or qualitative study Dependent variable: Nurse educator transition. Independent variable: Mentoring	Theoretical sampling to identify 20 nurse educators teaching in baccalaureate programs across the Midwest.	Purposed grounded theory study to generate a theoretical model to increase retention and recruitment of nurse educators.	The Nurse Educator Transition (NET) model was created from the data of this study. This model identifies four phases in the role transition from nurse to nurse educator. Anticipatory/Expectation phase, Disorientation phase, Information seeking phase, Identity formation phase.	Limitations: N/A Results could support the integration of formal pedagogical education into nursing graduate programs. Assist create evidence-based orientation and mentoring programs.
Weidman, N. A. (2013). The lived experience of the transition of the clinical nurse expert to the novice nurse educator. <i>Teaching and Learning in Nursing.</i>	The purpose of this research study was to describe and interpret the experience of nurses without any educational theory as they transition from the role of the clinical nurse expert to the novice nurse	Level VI: Evidence from a single descriptive or qualitative study Dependent variable: Nurse Educator. Independent variable: Transition.	A qualitative design with a phenomenology method was conducted of 8 clinical nurse experts who have transitioned into the role of the novice nurse educator within the past 2 years.	A tool of seven interview questions was developed by the researcher to elicit discussion of the transitioning process to guide and direct the interview process.	As a result of this study, nursing program administrators can assist the clinical nurse expert by providing additional support in areas of educational theory, examination writing, and analysis.	Limitations: Barriers to the research were the sample size and limited location. Usefulness: By examining and improving the transitioning role of the clinical nurse expert to the novice nurse educator, may positively make an impact in the nursing faculty

	educator.					shortage.
<p>Theme: Nurse Educator Mentoring Programs</p> <p>Sheppard-Law, S., Curtis, S., Bancroft, J., Smith, W., & Fernandez, R. (2018). Novice clinical nurse educator’s experience of a self-directed learning, education and mentoring program: A qualitative study. <i>Contemporary Nurse</i>.</p>	<p>The aim of this study was to explore novice CNE’s experience of learning and being mentored.</p>	<p>Level VI: Evidence from a single descriptive or qualitative study Dependent variable: Nurse educator transition. Independent variable: Mentoring</p>	<p>Data were transcribed verbatim and participants were de-identified. Simple thematic analyses were undertaken. Results: A total of 11 (58%) CNEs participated in the focus groups.</p>	<p>Qualitative methodology was undertaken to conduct focus groups. All CNEs who completed the SEM program were invited to participate in the study. Willing participants provided informed consent to complete an in-depth semi-structured focus group and to record the focus group interview. Focus groups were facilitated by an independent researcher. A second researcher attended the focus groups to collect detailed notes.</p>	<p>A self-directed educational program and mentoring (SEM) program Programs, such as the SEM enable transformation of a novice educator’s practice, and the consolidation of new knowledge, skills and confidence to effectively educate less experienced nurses.</p>	<p>Limitations: Barriers to the mentoring program included a theme of lack of time, role ambiguity and insufficient face to face education. Usefulness: Benefits of providing professional development opportunities and mentoring programs for novice CNEs.</p>
<p>Tucker, K. (2018). <i>The lived experience of clinical nurse experts transitioning to the role of novice educators. Dissertation Abstracts International: Section B: The Sciences and Engineering</i>.</p>	<p>The purpose of this study was to gain insight into the experiences of clinical nurse experts transitioning to the role of novice</p>	<p>Level VI: Evidence from a single descriptive or qualitative study. Dependent variable: Novice nursing faculty. Independent variable: Mentoring programs.</p>	<p>Nine novice educators from associate degree nursing programs in the Pacific Northwest region of the United States participated in this study.</p>	<p>In-depth interviews using open-ended questions were conducted, recorded, and transcribed verbatim.</p>	<p>This study uniquely contributes to the body of knowledge by filling in a research gap: the transition experience in full-time appointments in the community college setting.</p>	<p>Limitations: The study is limited to nine participants making the population small. Usefulness: Identifying educators earlier in their careers, integrating</p>

	educators.					pedagogical training in graduate.
Nowell, L., Norris, J. M., Mrklas, K., & White, D. E. (2017). Original Article: A literature review of mentorship programs in academic nursing. <i>Journal of Professional Nursing</i> .	The purpose of this review is to identify published articles that (1) described models for mentoring programs for academic nurses, and (2) described the objectives and core components of these programs.	Level V: Evidence from systematic reviews of descriptive and qualitative studies. Dependent variable: nursing academia. Independent variable: mentorship program development.	A systematic search of five databases to identify articles describing mentorship programs for academic nurses. A total of 34 articles describing 30 mentorship programs met the inclusion criteria and were submitted, systematic data extraction and narrative synthesis	This literature review was developed according to the guidance for narrative syntheses Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) and the Enhancing Transparency in Reporting the Synthesis of Qualitative Research (ENTREQ) reporting guidelines.	Current literature describing nursing mentorship programs is limited when compared to other professional disciplines. The lack of component evaluation may exist because nursing faculties lack evidence-based guidance about where to begin in developing and implementing mentorship programs and have not yet contemplated the potential and desired impacts of program components.	Limitations: Not all relevant articles were captured. Second, limiting the search to articles describing mentoring. Usefulness: Future research aimed at understanding the effectiveness of mentoring models and specific program components.
Summers, J. A. (2017). Developing Competencies in the Novice Nurse Educator: An Integrative Review. <i>Teaching and Learning in Nursing</i> .	To the concern about the competence of novice nurse educators. Integrative review shows factors that facilitate nurse educator's	Level V: Evidence from systematic reviews of descriptive and qualitative studies. Dependent variable: Nurse educator's transition. Independent variable: Orientatio	An integrative review was performed. Titles and abstracts were screened for relevance, and the full text of 202 articles were obtained and scrutinized.	Twenty-seven papers met the inclusion criteria. Nine were quantitative; there were two mixed methods and 16 qualitative studies.	Findings from the studies indicated that more needs to be done to prepare and support novice nurse educators when they are first appointed into academic roles.	Limitations of this review include publication bias as not all results or findings in relation to nurse educator beginning competency and transition of new nurse educators

	transition into education.	n programs, mentor support.				are available, known, or written about.
Terry, S. W. (2015). <i>A study of formal mentorship programs to explore experiences of nursing faculty and their retention in the nurse educator role. Dissertation Abstracts International: Section B: The Sciences and Engineering.</i>	The purpose of this research study was to explore the authentic experiences of novice nursing faculty to identify characteristics of mentorship programs that influenced retention to the nurse educator role.	Level VI: Evidence from a single descriptive or qualitative study. Dependent variable: Novice nursing faculty. Independent variable: Mentoring programs.	Six participants from three universities in the southeastern region of the United States took part in this interpretive, qualitative study.	Semi structured interviews were conducted to obtain information. Five themes emerged from participants' responses: a caring mentor, advantages/positive aspects to mentoring, disadvantages/negative aspects of mentoring, retention strategies, and attrition issues.	The results of the study identified a caring and supportive mentor while participating in a mentorship program as the key to retention to the nurse educator role. Participants provided detailed accounts of their experiences participating in the mentorship program.	Findings from this study can aid other institutes of higher learning in developing a mentorship program as a strategy to retain nurses to the nurse educator role. Limitations: The study is limited to six participants making the population small.

Appendix E

Theory to Application Diagram

Benner's Novice to Expert Theory



Appendix F

Logic Model

Inputs	Intervention(s)		Outcomes -- Impact		
	Activities	Participation	Short	Medium	Long
<p>Evidence, sub-topics</p> <p>1) Novice Nurse Educators</p> <p>2) Satisfaction and Retention of Novice Nurse Faculty</p> <p>3) Nurse Educator Mentoring Programs</p> <p>Major Facilitators or Contributors</p> <p>1) Novice Nurse Educators</p> <p>2) Experienced Mentor</p> <p>3) Guided Mentoring Programs</p> <p>Major Barriers or Challenges</p> <p>1) Financial Hardship with the Advanced Degree Cost Versus the Pay.</p> <p>2) New Nurse Educator Feelings of Unpreparedness in Role Transitioning</p> <p>3) Ineffective Implementation and use of Mentoring Programs</p>	<p>The EBP intervention which is supported by the evidence in the Input column</p> <p>Implementation of nurse educator programs for novice nurse educators</p> <p>Major steps of the intervention</p> <p>1. Administrators should be introduced to the idea of mentorship programs.</p> <p>2. Faculty should be educated on mentoring programs with administration support.</p> <p>3. Approving and developing a mentoring program with specific guidelines.</p> <p>4. Introduction of formal program t, preparation and assignment of mentor/mentor's roles.</p> <p>5. Setting timeline for implementation with all new nurse faculty.</p> <p>6. Regular evaluation of mentor and mentee progress.</p>	<p>The participants (subjects) All novice faculty at a four-year university in Kansas.</p> <p>Site Nursing Undergraduate Program at a University in Wichita, Kansas.</p> <p>Time Frame Two Semesters or One Full School year. August 2019 to May 2020.</p> <p>Contract Needed Yes</p> <p>Person(s) collecting data Student, University Staff, and Mentor/Mentee.</p> <p>Others directly involved. Administration and Faculty.</p>	<p>(Completed as a student).</p> <p>Outcome(s) to be measured with reliable measurement tool(s)</p> <p>At zero, four and five months:</p> <p>1) Satisfaction outcome of mentee.</p> <p>2) Retention outcome of mentee.</p> <p>Statistical analysis to be used.</p> <p>-Survey Data Collection</p> <p>-Likert Scales</p> <p>-Descriptive analysis</p>	<p>Outcomes to be measured (past DNP student time).</p> <p>1) Novice nurse faculty satisfaction after 2nd year of teaching.</p> <p>2) Novice nurse faculty retention after 2nd year of teaching</p>	<p>Outcomes that are potentials (past DNP student)</p> <p>1) Novice nurse faculty satisfaction with five years of teaching.</p> <p>2) Novice nurse faculty retention with five years of teaching.</p> <p>3) Increase in the percentage of nurse educators teaching new nurses.</p> <p>4) Increase in acceptance of nursing students at colleges.</p> <p>5) Increase in bedside nurses taking care of patients.</p>

Rev. 7/09, 1/2015
http://www.uwex.edu/ces/lmcourse/interface/coop_M1_Overview.htm
 Logic-Model Worksheet content revisions by Lyla Lindholm, Applied to DNP EBP Project. Not to be placed on web for public used. For UMKC DNP coursework only.

Appendix G

Project Timeline Flow Graphic

Meeting	Date	Attendees required
August	_____	Student Investigator, Mentor and Mentee
September	_____	Mentor and Mentee
October	_____	Mentor and Mentee
November	_____	Mentor and Mentee
December – January	_____	Student Investigator, Mentor and Mentee

Signatures:

Student Investigator: _____ Contact Information _____

Mentor: _____ Contact Information _____

Mentee: _____ Contact information _____

Comments: (may add revised dates and reason for rescheduled meetings here) (Feldman, 2017).

Appendix H

Intervention Flow Diagram



*Appendix I***Measurement Tool (used with Permission)****Psychological Empowerment Instrument**

Listed below are a number of self-orientations that people may have with regard to their work role. Using the following scale, please indicate the extent to which you agree or disagree that each one describes your self-orientation.

A. Very Strongly Disagree		E. Agree
B. Strongly Disagree	D. Neutral	F. Strongly Agree
C. Disagree		G. Very Strongly Agree

- ___ I am confident about my ability to do my job.
- ___ The work that I do is important to me.
- ___ I have significant autonomy in determining how I do my job.
- ___ My impact on what happens in my department is large. impact
- ___ My job activities are personally meaningful to me.
- ___ I have a great deal of control over what happens in my department. impact
- ___ I can decide on my own how to go about doing my own work.
- ___ I have considerable opportunity for independence and freedom in how I do my job.
- ___ I have mastered the skills necessary for my job.
- ___ The work I do is meaningful to me.
- ___ I have significant influence over what happens in my department.
- ___ I am self-assured about my capabilities to perform my work activities.

*Appendix J***Data Collection Template (Faculty Created Survey Monkey)**

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.	Decision
1	The categories of My leadership supports my mentoring relationship. occur with equal probabilities.	One-Sample Chi-Square Test	.008	Reject the null hypothesis.
2	The categories of My mentoring relationship increases my teaching confidence. occur with equal probabilities.	One-Sample Chi-Square Test	.395	Retain the null hypothesis.
3	The categories of My peers recognize my mentoring relationship as valuable. occur with equal probabilities.	One-Sample Chi-Square Test	.135	Retain the null hypothesis.
4	The categories of Having a mentor increases my satisfaction as a faculty member. occur with equal probabilities.	One-Sample Chi-Square Test	.135	Retain the null hypothesis.
5	The categories of My mentoring relationship increases my intention to stay in nursing education. occur with equal probabilities.	One-Sample Chi-Square Test	.395	Retain the null hypothesis.
6	The categories of Having a mentor has increased my success as an educator. occur with equal probabilities.	One-Sample Chi-Square Test	.071	Retain the null hypothesis.
7	The categories of My mentoring relationship meets all my expectations. occur with equal probabilities.	One-Sample Chi-Square Test	.257	Retain the null hypothesis.
8	The categories defined by I plan to continue working as a nurse educator for the next 5 years. = Agree and Strongly Agree occur with probabilities .500 and .500.	One-Sample Binomial Test	.791 ^a	Retain the null hypothesis.
9	The categories of Do you feel that having an expert mentor has increased the success of your teaching skills? occur with equal probabilities.	One-Sample Chi-Square Test	.257	Retain the null hypothesis.
10	The categories defined by I would be willing to continue the mentoring relationship. = Agree and Strongly Agree occur with probabilities .500 and .500.	One-Sample Binomial Test	.791 ^a	Retain the null hypothesis.
11	The categories defined by CELL = Pretest and Posttest occur with probabilities .500 and .500.	One-Sample Binomial Test	1.000 ^a	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

a. Exact significance is displayed for this test.

Appendix K

Data Collection Template (Psychological Empowerment Scale)

➔ **Nonparametric Tests**

[DataSet1] D:\Lori\Documents\PsychologicalE.Combined pre and post Mentee.sav

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.	Decision
1	The categories of I am confident about my ability to do my job. occur with equal probabilities.	One-Sample Chi-Square Test	.657	Retain the null hypothesis.
2	The categories of I have significant autonomy in determining how I do my job. occur with equal probabilities.	One-Sample Chi-Square Test	.751	Retain the null hypothesis.
3	The categories defined by My impact on what happens in my department is large. = Agree and Neutral occur with probabilities .500 and .500.	One-Sample Binomial Test	.424 ^a	Retain the null hypothesis.
4	The categories of I have a great deal of control over what happens in my department. occur with equal probabilities.	One-Sample Chi-Square Test	.046	Reject the null hypothesis.
5	The categories of I can decide on my own how to go about doing my own work. occur with equal probabilities.	One-Sample Chi-Square Test	.463	Retain the null hypothesis.
6	The categories of I have considerable opportunity for independence and freedom in how I do my job. occur with equal probabilities.	One-Sample Chi-Square Test	.607	Retain the null hypothesis.
7	The categories of I have mastered the skills necessary for my job. occur with equal probabilities.	One-Sample Chi-Square Test	.463	Retain the null hypothesis.
8	The categories of I have significant influence over what happens in my department. occur with equal probabilities.	One-Sample Chi-Square Test	.257	Retain the null hypothesis.
9	The categories of I am self-assured about my capabilities to perform my work activities. occur with equal probabilities.	One-Sample Chi-Square Test	.199	Retain the null hypothesis.
10	The categories defined by CELL = Pretest and Posttest occur with probabilities .500 and .500.	One-Sample Binomial Test	1.000 ^a	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.
 a. Exact significance is displayed for this test.

Appendix L**Qualitative Interview Questions for Mentee**

1. Do you feel like having a mentor helped you navigate (classroom, testing, and learning management system) here at the college?
2. Which part of mentoring helped you the most?
3. Which part of mentoring was not helpful?
4. Can you describe how mentoring assisted you as a new nurse educator?
5. Can you describe how you view your relationship with your mentor?
6. How satisfied are you with the mentoring project and teaching nursing students?
7. What was done well with the mentoring project?
8. What would you change with the mentoring project if you were to continue next semester?
9. Do you and your mentor plan on continuing your relationship?
10. Do you intend to stay teaching nursing students for the next five years?

*Appendix M***Faculty UMKC DNP Project Letter**

July 17, 2019

DNP Project Proposal Approval
UMKC DNP Student

This letter serves to provide documentation regarding Lori Link's Doctor of Nursing Practice (DNP) project proposal. Ms. Link obtained approval for her proposal, *Novice Nurse Educators Receiving Mentoring*, from the School of Nursing and Health Studies DNP faculty on July 17, 2019.

If we can provide further information, please feel free to contact us.

Sincerely,

A handwritten signature in black ink that reads "Cheri Barber".

Cheri Barber, DNP, RN, PPCNP-BC, FAANP
Clinical Assistant Professor
DNP Program Director
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