



Establishing a Structured
Mentorship Program for Novice
Advanced Practice Registered
Nurses in the Veterans
Healthcare System



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## **MENTORSHIP**

WHAT IS THE LARGEST ROOM IN THE WORLD?



## **OBJECTIVES**



Participants will learn about tools for evaluating novice APRNs' readiness for practice.



Attendees will understand the significance of novice APRN competence in safely transitioning to practice.



Participants will discover how mentorship can bridge graduate programs and practice gaps.



## **AGENDA**



Background



Purpose



Summary Evidence



Interventions



Results



Implications for Practice

**DNPs of Color** 



Sustainability



## **BACKGROUND**



#### Central Texas Veterans Healthcare Systems

- o APRN mentorship program
  - · Seven mentors
  - · No mentees enrolled



#### **Problem**

 The Central Texas Veteran Health Care System (CTVHCS) lacked a formalized structured mentorship program for novice APRNs entering the VA System.







## **SUMMARY EVIDENCE**



Faraz, (2015)

Barnes, (2015)



#### **Purpose**

Individual characteristics, role acquisition, job satisfaction of novice NPs, and to id factors associated with their successful transition and turnover intention in the first year of PC practice.

Explore transition to the NP role in relationship to prior RN experience and receiving a formal orientation in the first NP position.



#### **Level of Evidence**

Descriptive, cross-sectional study: Level V

Descriptive, cross-sectional study. Strength of evidence: Level V



#### Sample / Setting

Convenience sample of 177 NPs of NPs practicing in PC.



#### **Results**

This study demonstrated that greater professional autonomy in the workplace is a critical factor in turnover intention in novice NPs in the PC setting.

Convenience sample of 352 participants at a national NP conference

RN experience ranged from 0 to 38 years with a mean of 13.8 years. Additional analyses using various cut points within the RN experience variable revealed no significant relationships with NP role transition.



## **SUMMARY EVIDENCE**



**Hart & Bowen** (2016)



Assess NPs' perceptions of preparation for clinical practice and transition into practice, five-year study.



#### **Level of Evidence**

Study involved an E-Web survey delivered through Key Survey: Level V



#### Sample / Setting

A total of 698 NPs completed the survey, being licensed as NPs in the US, and having provided care to patients as licensed NPs.



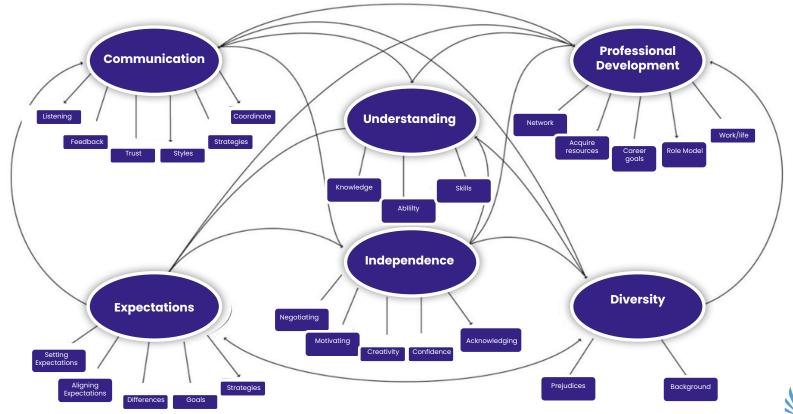
#### **Results**

NPs indicated feeling most prepared for practice in the core areas of NP practice and least prepared in, coding and billing, EKG and X-ray interpretation, The participants desired help transitioning into practice and were interested in mentoring and a formal orientation.



### FLEMINGS, 2013

## **26 MENTORING SKILLS**





DR. PATRICIA BENNER **EXPERT** 

Has intuitive grasp of the situation and zeros in on the accurate region of the problem

**PROFICIENT** 

Perceives situations as wholes, rather than in terms of aspects

COMPETENT

Begins to understand actions of long-range goals

**BEGINNER** 

Can note recurrent meaningful situational components, but not prioritize between them

**NOVICE** 

Has no professional experience



## **INTERVENTIONS**

NPs with 4+ years of experience in VA system were identified from roster.



All identified potential mentors were sent email directing them to sign up as a mentor through the VA pulse system.



Recruited mentors complete a self-assessment on clinical practice strengths and weaknesses.



Mentors and mentees
established and
submit one or two
realistic short-term
goals using form
provided.



Mentors and mentees were matched by the Chief NP.



All newly hired NPs completed a self-assessment to identify their perceived strengths and weaknesses.



## **INTERVENTIONS**

Mentor-Mentee scheduled meetings no less than monthly and touched base on a weekly basis.



[Doctoral student periodically checked in with the pairs to assess progress toward meeting the established goal(s)]



Mentor-mentee pairs evaluated goal(s) and objectives after 1 month and complete the goal form.



Satisfaction questionnaires were completed quarterly.



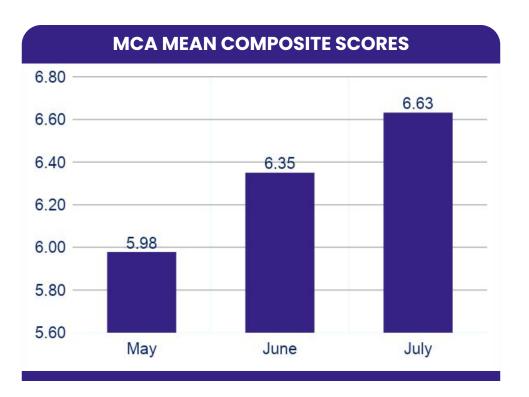
Mentor-mentee pairs established their next short-term goal.



Completed goal forms were filed in mentee's education file.

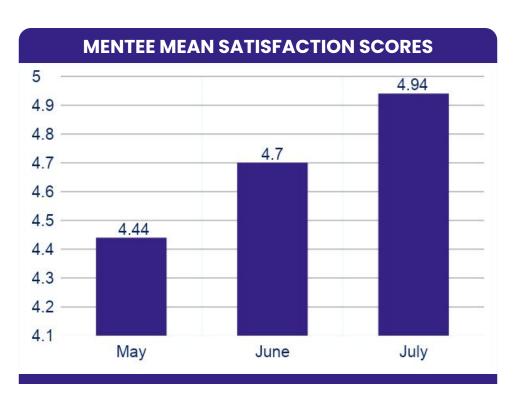


## **RESULTS**



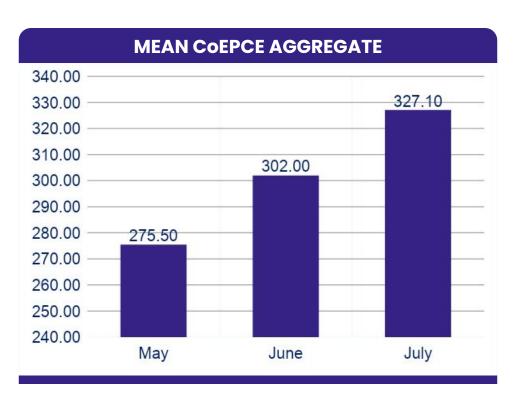


## **RESULTS**





## **RESULTS**







# IMPLICATIONS FOR PRACTICE

Shared vision and purpose, mentorship programs blend unique qualities

- o Creating a synergistic relationship
- o Raise positive expectations
- o Promote successful transition to practice



## **SUSTAINABILITY**



## CTVHCS administration and APRN shared governance committee

- o Express interest in continuing project
- o Discuss nursing profession mentorship



Mentorship program impacted both expert and novice APRNs



Several APRNs are interested in mentoring of novice APRNs.





## THANK YOU





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