

Implementation and Evaluation of a Formal Mentorship Program for New Graduate Pediatric Nurse Practitioners

Authors:

- Rachel Swerdlin, DNP, APRN, CPNP-PC, Advanced Practice Manager of Education & Quality, Children's Healthcare of Atlanta, Atlanta, GA
- Kimberly Woodall, MSN, APRN, CPNP-PC/AC, CNML, Advanced Practice Director, Children's Healthcare of Atlanta, Atlanta, GA
- Christina Calamaro, PhD, PPCNP-BC, FNP-C, FAANP, Director of Nursing Research and Evidence Based Practice, Children's Healthcare of Atlanta, Atlanta, GA

Purpose/Background:

New graduate NPs often experience stressful role transition especially when transitioning from a registered nurse to NP. This may lead to decrease in job satisfaction and productivity with increase in turnover and often feel like an imposter in their new role. Mentorship from an experienced NP may assist in role transition. Although the evidence demonstrates that mentorship programs for NPs increase confidence, job satisfaction and retention, few formal mentorship programs exist. The purpose of this project is to describe the implementation and evaluation of an evidence-based structured formal mentorship program for new graduate PNs at a large, tertiary pediatric healthcare system in a metropolitan area located in the southeast.

Implementation/Methods:

IRB determined project non-human subject determination. The components of the mentorship program include developing a mentorship committee, planning mentorship recruitment and training, mentor/mentee pairings and expectations, and evaluation/surveys of the program. Surveys sent out at 3, 6, and 12 months include an engagement survey, reflection questions, and program evaluation. The 12-month survey also includes the novice nurse practitioner role transition scale for the mentee.

Evaluation/Outcomes/Results:

A total of 36 pairs were matched. 13 pairs have completed their 1-year commitment to the program. Most mentoring meeting lasted 30 minutes and were held in person. Most common topics discussed were clinical practice development, goals, and work/life balance. There was minimal change in the engagement and reflection questions between the surveys. The most common barrier to the relationship was reported as time to meet and scheduling issues.

Conclusions/Implications for Practice:

Mentorship programs may be a successful tool to assist new graduate NPs with role transition and job satisfaction. Providing dedicated time for mentoring meetings and ensuring mentee engagement would enhance programs. Future iterations of the program will include additional resources on how to engage with your mentor, improved surveys, and improvement of how to match mentors/mentees.

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Keywords: Mentorship, New Graduate, Pediatric Nurse Practitioner, Mentoring Programs, Role Transition