2017 Tenth National Doctors of Nursing Practice Conference
New Orleans

Celebrating 10 Years

Diversity & Inclusion in Practice
A NOVICE NURSING FACULTY EVIDENCE-BASED MENTORSHIP PROGRAM

Carol E. Metoyer, DNP, MSN-Ed, RN, CNE
OBJECTIVES

By the end of this presentation the participant will be able to:

1. Identify three causes of the low rates of retention and recruitment in schools of nursing among novice faculty and the effect of inclusion and diversity.
2. Recognize the importance of a structured policy for new faculty mentorship in schools of nursing.
3. Name three ways mentorship programs can increase new faculty satisfaction rates.
A NOVICE NURSING FACULTY EVIDENCE-BASED MENTORSHIP PROGRAM

TIMELINE

• 2005: Faculty Shortages in Baccalaureate and Graduate Nursing Programs: Scope of the Problem and Strategies for Expanding the Supply was published (AACN, 2005).

• 2014: Successful retention strategies should consider the needs and wishes of the next generation of professionals who expect balanced lives, personal and professional growth and rewards for accomplishments (Pfund, House, Asquith, Fleming, Buhr, Burnham... & Shapiro, 2014).

• 2015: The American Association of Colleges of Nursing (AACN) reported that United States schools of nursing turned away at least 68,938 qualified potential nursing students due to a lack of qualified nursing faculty.

• 2016: Implementation of an evidence-based novice faculty mentorship training program will provide a comprehensive and adaptive structure for retention and recruitment of future nursing faculty (Smith, Calderwood, Storms, Lopez & Colwell, 2016).
This project surveyed current full-time faculty in a school of nursing at a Southern California state university that have been mentors for new faculty. They completed a self-assessment rating of their own mentoring skills.
The results and analysis will allow recommendations for implementing a program of mentorship for new faculty in a school of nursing.
PROJECT QUESTION

Will the use of a validated survey tool help identify evidence-based mentorship program components in the creation of a New Faculty Mentorship program?
METHODOLOGY

Framework

Mentoring is a professional relationship with a faculty colleague that is more expert in the field.

Benner’s Novice to Expert Model explores five stages of moving toward excellence and to set specific outcomes using a mentor-dyad construct.

Using Benner’s Novice to Expert model as a framework will use evidence-based practice models in the university setting for a new faculty mentorship program.

(Benner, 1982)
A 26-question Mentoring Competency Assessment (MCA) tool developed in a National Institute for Health (NIH) grant on faculty mentoring for research faculty has been tested for statistical reliability and validity (Pfund et al., 2014).
An adaptation of the rating tool using a 7-point Likert scale was administered to current nursing faculty who have been mentors. Full time faculty self-identified assessment of their mentoring skills in six areas that demonstrate evidence of best practices in mentoring:

1. maintaining effective communication
2. aligning expectations
3. assessing understanding
4. addressing diversity
5. fostering independence
6. promoting professional development
PLAN

The results from the MCA faculty survey will yield specific recommendations for a school of nursing novice faculty mentorship program matched to the needs of the university culture and environment.
There were 30 full-time faculty members invited to complete the intervention and questionnaire.

12 faculty members (40%) started or reviewed the questionnaire and 11 (36.6%) entered descriptive data.

A total of 7 faculty members viewed a voice-over PowerPoint presentation intended to increase awareness of the six components of effective mentoring and completed the pre-and post-test.

The final response rate was 23.3%.
DESCRIPTIVE DATA OF TOTAL STUDENT POPULATION (FALL 2016)

<table>
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<th>Self-Identified Category</th>
<th>n</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>American Indian</td>
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<td>0%</td>
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<tr>
<td>Asian/Pacific Islander</td>
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<td>21%</td>
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<tr>
<td>Black</td>
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<td>4%</td>
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<tr>
<td>Unknown</td>
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<td>4%</td>
</tr>
<tr>
<td>White</td>
<td>8666</td>
<td>22%</td>
</tr>
</tbody>
</table>
Diversity in nurses within the US does not reflect the populations served.

Of the 3 million registered nurses in the U.S., 73.6% self-identified as non-Hispanic White (NHW) (HRSA, 2013). Ethnic minority registered nurses make up the remainder of the workforce: 23.6% Black/African American; 7.5% Hispanic/Latino; 3.6% Asian; 1.4% mixed race/ethnicity; 0.6% Native American/Alaskan Native.
FINDINGS OF FACULTY SURVEY

• Due to the low number of responses (n=7), there were no statistically significant Chi-square tests or p-value results.

• The p-value cross tabulation results for each variable comparing a pre-intervention (Type A question) compared to post-intervention (Type B question) resulted in p-values of 1.0.

• The Chi-square results for each pre-and post-question ranged from 4.96-21.0.

• The Chi-square approximation is an inaccurate finding and indicates a low frequency of answers as the n=7 was not large enough for the results to be statistically significant.

• Although not statistically significant, these project results may be compared in future studies on novice faculty mentorship with a larger number of participants and a less homogenous faculty population.
DISCUSSION

• An interesting incidental finding was with the two overall rating questions.
• They were “To what extent do you feel that you are currently meeting your mentees’ expectations?” and “Rate your overall quality of mentoring”.
• The average self-rating of the first question was 6 (high skill level) with a 5-6 range. The average self-rating of the second questions was 5.8 (less than high, but more than moderate skill level) with a range of 5-7.
• This may indicate that at least in the quality of mentorship, there was a perception of need for improvement.
There were 10 questions (50%) that at least one respondent rated as “low” skilled and either moved to a moderate level or stayed at a low level of skill after viewing the PowerPoint.

The four lowest rating scores were on the following question topics:

1. Stimulating your mentor’s creativity
2. Working with mentees whose personal background is different than yours
3. Balance between personal and work life
4. Helping mentees acquire resources (like grant funding)
• Even though the power of the study was low, a suggestion of a positive correlation with older age and positive perception of skills in “working with new faculty whose background is different than yours”.

• Since the homogeneity of the respondents was strong, this self-assessment is an interesting finding.

• Knowledge of diverse populations help faculty respect cultural assets and help retain new faculty that are not of the majority group.

• Equality does not equate equity, nor does it allow for the richness of cultural capital. Color and cultural “blindness” perspectives are offensive and harmful, as those that believe they are culturally competent are not.

• Implicit bias is involuntarily activated without the individual being aware and affects actions and decisions in an unconscious manner (The Joint Commission, 2016).
CALIFORNIA, 2015
Percent of Diverse Nurse Faculty (28.5%)
Percent of Diverse Nursing Students (64.1%)
Six Themes emerged
1. Missing mentorship
2. Lack of collegial support
3. Harnessing external support
4. Acculturation
5. Feeling isolated
6. “I feel more like a minority here.”

Men are underrepresented in the nursing faculty population. At 7% of FT nurse faculty, this is an increase from 4.7% in 2006.

TEST YOURSELF FOR HIDDEN BIAS

EXPLICIT AND IMPLICIT BIAS

https://implicit.harvard.edu/implicit/takeatest.html

https://www.youtube.com/watch?v=5S7Je6kbGDY&feature=youtu.be
KEY CONCLUSIONS

With the average age of the seasoned nursing faculty member increasing and retirement numbers increasing, new faculty mentorship programs are important for acculturating and retaining the novice nursing instructor (Benner, Sutphen, Leonard, Day, 2010).

There are few structured programs that are evidence-based, and using some common aspects of other faculty mentorship programs may be adapted to nursing faculty.

It is important to address cultural disparities between nursing faculty and the student body, and develop mentoring programs that retain new nursing faculty that preserve and respect diversity.