Mentoring New PhD students into the Professorial Role

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Objectives

- Understand how the current shortage of PhD prepared nurses impacts nursing and healthcare.

- Articulate the need for dedicated, qualified mentors to assist new PhD students transition into the professorial role.
Impending Nursing Shortage

- Aging nurse workforce
  (Health Resources and Services Administration, 2010)

- Middle aged (35 years of age to 49 years of age) nurses make up 75% of the nursing workforce
  (Buerhaus, Staiger, & Auerbach, 2009)

- Nurse Faculty Shortage
Nursing Shortage and Nurse Faculty Shortage

- Median age of the total RN workforce is 46
- Average age of Nursing faculty is 50 to 56 (Institute of Medicine, 2011)

- Fewer than 1 percent of nurses have a doctoral degree in nursing (HRSA, 2010)
Nursing Shortage and Nurse Faculty Shortage

- Difficulties recruiting Nursing faculty (NLN, 2010)

- Many nurse faculty may leave higher education due to a lack of understanding related to the requirements and expectations of faculty for tenure.
Challenges of Nurse Educators to Prepare PhD Students for their Roles in Academia

- Prepare PhD students to face the challenges of the Professorial Role required of Nurse Faculty

- Help alleviate the Nursing Faculty Shortage
Challenges of Nurse Educators to Prepare PhD Students for their Roles in Academia

- Need for effective mentoring helps PhD students:
  - Develop as nurse researchers
  - Transition to the professorial role
  - Understand the role and requirements for tenure
Challenges of Nurse Educators to Prepare PhD Students for their Roles in Academia

- Select future mentors for professional growth and continuous lifelong learning

- Leadership

(Institute of Medicine, 2011)
Challenges of Nurse Educators to Prepare PhD Students for their Roles in Academia

- Professional responsibility
- Share expertise

(Institute of Medicine, 2011)
Preceptors and Mentors

Preceptor

- Teacher
- Instructor
- Expert who gives practical experience and training

(Oxford English Dictionary, 2010)
Preceptorship

- A short term relationship to accomplish specific goals in a prescribed amount of time. (Happell, 2009)

- A one-to one relationship which provides opportunities for socialization into practice, role development and bridges the gap between theory and practice (Zauszniewski, J. A., 2009)
Preceptor Characteristics

- Interested
- Willingness to share
- Self-confident, Self-aware & Committed
- Good communication skills
  
  (Zauszniewski, J. A., 2009)
Mentor

- Experienced and trusted adviser

- An individual entering into a unique type of developmental relationship

- Advisor who guides, encourages, and inspires another person during an extended period of time (Oxford English Dictionary, 2010)

- One who helps to bridge the gap between nursing education and practice resulting in a more satisfied and better prepared nurse population (Happell, 2009)
Mentorship

- A process whereby an experienced, highly regarded, empathic person (mentor) guides another individual (mentee) in the development of his or her own ideas, learning, and personal and professional development

  (Zauszniewski, 2009)

- Benner’s (1984) novice to expert model:
  - The goal of the mentor is to promote movement
  - The relationship is voluntary and mutually agreeable, and may be either short-term or long-term based on the time frame and stated goal of the relationship
Mentorship

- Colleagues helping each other grow and learn
- Serves to strengthen and empower each person
- Professionals sharing information
- Both mentor and mentee learn from the relationship
- Strengthens the profession by ensuring an adequate supply of nurse faculty and leaders

(Happell, 2009)
Mentorship

- Mentoring is a reciprocal, interactive process of learning
  (Klein & Dickenson–Hazard, 2000)

- Association that is essential to the success of nursing faculty
  (Happell, 2009)
Mentor Characteristics

- Desire to help
- Reputation for developing others
- Energy
- Up-to-date knowledge
- Positive attitude
- Good communication skills
- Open and receptive

(Zauszniewski, 2009)
Mentee Characteristics

- Accepting of feedback
- Applies learning
- Goal-directed
- Takes personal responsibility
- Asks for help
- Willingness to expand capabilities

(Zauszniewski, 2009)
Successful Mentoring

- Mentorship provides benefits for both the mentor and the mentee
- Success in new role attainment
- Satisfaction with professional goals
- Career success and advancement for both parties (Klein, E., & Dickenson-Hazard, N., 2000)
Model

- Grant Funded by the Robert Wood Johnson Foundation
- Faculty Mentors
- Education Courses
- Education Practicum
- Electronic portfolios
Serve on College and University committees
Attend department and faculty meetings
Collaborative Learning Communities
Attendance at conferences
Presentations at conferences
Model

- Faculty Mentors Collaborate with:
  - RWJF NJNI Program Directors
  - PhD Faculty
  - Practicum Preceptors/Mentors
  - Dissertation chairs
  - Nurse Leaders
Exemplary mentors provide PhD students with the opportunity to explore the role of nurse faculty and meet professorial competencies.

Mentorships may lead to quicker adaptation into the new role of nursing professor and an understanding of the requirements for tenure which in turn may lessen the nursing shortage by increasing the numbers of qualified and competent nurse educators.
References

References