

Implementation and Evaluation of a Structured Mentorship Program

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Abstract

This project addresses mentorship in a graduate nursing anesthesia program. The goal is to improve the existing mentorship program and to implement a durable and consistent system that gathers and responds to feedback from the students. Two literature reviews form the underpinnings of the structure and evaluation components of this project. Three structural components were identified in the review as highly effective in multiple studies of diverse mentorship programs. The first is establishing an effective dyad matching scheme. The second is establishing clear goals. The third is maintaining the relationship and achieving goals through frequent and consistent meetings. In evaluation, an effective tool to assess the program was identified, with small modifications to allow for both quantitative and qualitative responses. A plan, do, study, act model forms the core of the implementation process. Finally, baseline and ongoing data collection will be used to further guide continuing improvement of the mentorship program.

PICO Question

In graduate nurse anesthesia programs, when comparing formalized and structured mentorship programs against informal or non-existent mentorship programs, from which do students benefit and which do they prefer?

Introduction

- Mentorship uses:
 - Passing of wisdom
 - Emotional support
 - Fosters strength
- Translation to graduate nurse anesthesia programs (NAP):
 - Qualifications for NAP
 - Transition into academic setting again
 - Back to the novice role again

Problem Statement and Significance

- Policy and Procedures: Council on Accreditation for Nurse Anesthesia Programs (COA) requires “advising/mentorship”
- Evaluation of faculty, courses, and clinical sites in place
- Faculty lead advising
 - Highly structured
 - Rigorous evaluation
- Mentorship at this program is student led
 - Was lightly structured
 - Had informal evaluation

Objectives

- Two literature reviews: information about structure and methods of evaluation
- Implement data found via plan, do, study, act model to incoming class
- IRB approval granted
- First cycle nearly complete

Literature Review

Literature reviews: Structure

- Morstatt (2020): Mentoring For Student Registered Nurse Anesthetists: An Exploratory Study in The Development of A Mentoring Program
- SRNA preferences on mentorship
- Ideal mentor: peers in the program above them
- Pairing: assigned mentors based upon personality, common interests and likes
- Mentor Roles: clinical advice, future career advice, professional networking, emotional support

Literature reviews: Evaluation

- Tiew (2017): validated survey tool
- Modified with permission from the author
- Broad results of literature review:
 - Qualitative value
 - Quantitative value

Goals

Personalized for each mentee

Frequent meetings

Regular meeting

Dyad Matching

Mentee-led from meeting

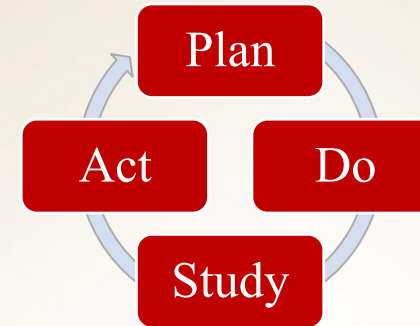
Evaluation

Qualitative and quantitative components

Plan

- Informational meeting, e-mail consent
- Student led mentorship program
- Mentorship program Leader (MPL)
 - Volunteer student in the freshman
- Matching Dyads:
 - Meet and greet
 - Mentee submitted three possible mentors
- Mentorship goals and commitments
 - Monthly meetings
 - No specific meeting modality
 - Goal formation

Project Design & Description



Do

- First round class of 2025
- Full class participation
- E-mail consent form sent out prior to meet and greet
- Ongoing engagement

Act

- Synthesize information gathered from evaluation
- MPL will consult with incoming class and faculty if any changes need made, based upon the evaluation results

Study

- Key for mentorship success: Evaluation
- Developing ongoing formal assessment of mentorship program
- Results and ongoing evaluation being transitioned to the class of 2025

Outcome & Evaluation

- Dyad changes: none necessary this cycle
- Dyad changes still possible, although unlikely
- Evaluation component currently ongoing
- Next MPL already engaged

Conclusion, Future Improvements & Plans

- Opportunities for future analysis for disparities
 - Women
 - Minorities
- Address any school specific issues
- Focus on the program length usefulness, evaluation beyond year one

Full Report and References



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