

School Nurse Mentorship: Development of an Evidence Based Program in Columbus, Ohio

Amy Hotler, DNP, RN, LSN

The Problem

School Nursing is a unique and autonomous practice

Nurses entering School Nursing come from a variety of nursing specialties without an understanding of the School Nurse role- Most are not aware of School Nurse Licensure

Is there a School Nurse in leadership?

Evidence Based Intervention

The crucial step to assure
Effectiveness
Sustainability



Image from: www.nursing.com

Stakeholders



"Sometimes it's good to get a different perspective."

Image from www.cartoonists.com

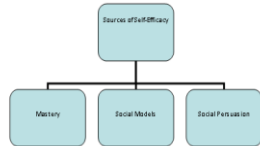
Mentoring Behaviors

Weese, M. M., Jakubik, L. D., Eliades, A. B., & Huth, J. J. (2015). Mentoring practices benefiting pediatric nurses. *Journal of Pediatric Nursing, 30*, 385-394.

[Mentor Training Framework.docx](#)

Framework

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review, 84*, 191-215.



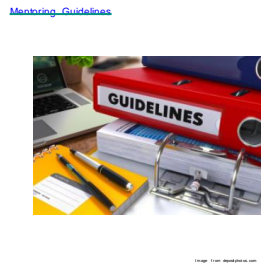
Concept Analysis:
Preceptor vs Mentor

- Walker and Avant method
1. Choose concept
 - a. Lit review to identify uses of the concept
 2. Identify defining attributes
 3. Construct cases to illustrate how the concept is used
 - a. Related
 - b. Borderline cases
 - c. Contrary cases
 4. Identify antecedents and consequences
 5. Defining empirical referents - ways to measure
- Walker, L., & Avant, K. C. (1994). *Strategies for theory construction in nursing* (3rd ed.). Norwalk, CT:

Concept Analysis:
Preceptor vs Mentor



Mentorship
Guidelines



Mentor Training and Support

[Course Plan_mentor_training_Introduction.docx](#)

Challenges:

- Having to "know all the right answers"
- Difficult conversations
- Growth plan for new nurse
 - Assess
 - Plan
 - Implement
 - Revise

Program Format

Mentor Pairs

- Personality traits
- Public vs private school assignment
- Grade Level Assignment

Mentor meetings (monthly- 1.5 - 2 hours)

- Discuss progress of mentee
- Support challenging situations
- Continuing Education
- Plan for New Nurse Meetings
- Content/Presenters

Program Format

New Nurse Meetings

- Topics specific to season of school year
- Allow plenty of time for questions

Spring

- Evaluate program with surveys for new nurse and for mentors
- Presentation to reform panel for renewal of contract variance

Evaluation

- Members
 - Difficult conversations
 - Guideline for new nurse content
 - Time with mentee
- New Nurses
 - Repetition between new nurse meetings and one-to-one support

Sustainability

- Evidence Based Practice
- Evaluation
 - Formative
 - Adjustments as needed
 - Summative
 - Overall program

Sustainability

- Succession planning
 - Do stakeholders understand
 - The history, vision and plan?
 - Precepting vs mentoring?



Image from: [shutterstock.com](https://www.shutterstock.com)

Sustainability

Who are the leaders?




Image from mentoria.com

What we've learned

Education!

Mentors

- Be intentional about continuing education
- Foster leadership

Mentoring is not just for new nurses!

Mentoring is not for everyone

- Mentoring qualities do not always translate into a desire to mentor

What we're still figuring out


Is there a recommended tenure for the School Nurse mentor?

- It takes a few years to get the hang of mentoring
- A few of our mentors have stepped down from mentoring after three years. Is this common?
- Is there a way to open the opportunity for mentoring to all School Nurses (even those who do not meet the guidelines)?

What we're still figuring out

- Balancing allocations
 - Mentor Nurse FTE pulls from building coverage
- What is a reasonable Mentor-New Nurse ratio?
 - Experience of new nurse
 - Work load of mentor

Questions?



References

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84, 191-215.

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