

# Bridging the Gap Between Professional Development and Mentorship in Nursing



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## INTRODUCTION

- ❖ According to the Institute of Medicine (2011), there is a demand to ensure the nursing workforce includes a sufficient number of academic nurse leaders, nurse educators, and doctoral prepared nurses for future healthcare needs.
- ❖ Professional development and mentoring are key elements to help bridge the gap for future nursing leaders.
- ❖ A mentor establishes a trusting relationship to offer guidance, encouragement, career advice, and support to another person (Hodgson & Scanlan, 2013).
- ❖ Supportive measures help nursing leaders achieve higher career goals and opportunities for advancement.
- ❖ As healthcare needs shift, it is important to create a firm structure that supports future nursing development.
- ❖ Proper leadership will yield a higher correlation with career satisfaction and

## PROBLEM

- ❖ Professional development and mentoring future nurse leaders create essential pathways for succession planning.
- ❖ Mentoring plays a critical role in establishing the foundation for success and ongoing career development.
- ❖ Healthy work environments recognize the need for nurses to continue to grow in practice while providing high quality care (Price & Reichert, 2017)

## STATEMENT OF PURPOSE

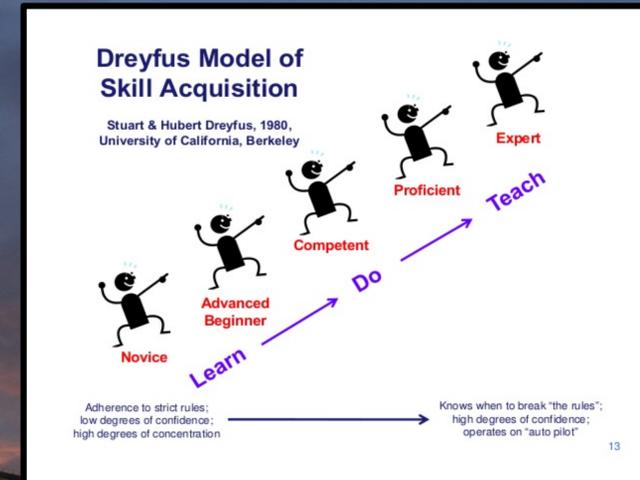
The purpose of this capstone project is to provide a resource and educate undergraduate nursing students on how to develop professionally and transition to practice utilizing mentorship. This project will facilitate knowledge about professional development and provide tools for future career development opportunities.



## LITERATURE REVIEW

- ❖ A review of 12 articles revealed consistencies that emphasized the dynamic impact of the correlation of mentorship and professional development.
- ❖ Mentoring is defined as a person who provides specific advice regarding desirable behaviors and skills (Gruber-Page, 2016).
- ❖ Patricia Benner's research and theory (1982), From Novice to Expert, is influential in the development of the nursing profession.
- ❖ Benner divided learning into five stages for the new nurse, and include being a novice, an advanced beginner, competent, proficient and expert.
- ❖ Patricia Benner uses the Dreyfus Model of Skill Acquisition (DMSA), which describes how individuals progress through various levels in the process of developing skills and subsuming ideas regarding how individuals learn (Pena, 2010).
- ❖ The model allocates the significance of retaining and rewarding clinicians for demonstrated aptitude levels

## THEORETICAL MODEL



## METHOD

- ❖ A voluntary educational session will be conducted to a target population of registered nurses in Cabaret, Haiti.
- ❖ Participants will complete a pre self-assessment survey at the beginning of the session to evaluate knowledge of professional development.
- ❖ Facilitators will provide a comprehensive overview of professional development, mentorship, and career development pathways via power point presentation.
- ❖ Audience participation and feedback will be welcomed.
- ❖ Participants will complete a post assessment survey and select personal and professional goals.

## OUTCOMES

- ❖ The post assessment survey will show the effectiveness of the educational session.
- ❖ The Haitian nurse population will have immediate access to planning for career advancement, and professional development tools presented.
- ❖ Project participants will be able to identify possible mentors.
- ❖ The participants will be able to conduct an evaluation of personal placement as it relates to Benner's Theory, using the DMSA model.

## IMPLICATION

- ❖ Mentorship is a component that can strengthen the skills and knowledge base of nurses.
- ❖ It is important to identify future nurse leaders and provide resources for career advancement.
- ❖ Mentorship and professional development will empower undergraduate nursing students to increase confidence levels while transitioning from a novice to prudent nurse.