



ISSN Print: 2394-7500
ISSN Online: 2394-5869
Impact Factor: 8.4
IJAR 2021; 7(8): 73-74
www.allresearchjournal.com
Received: 01-06-2021
Accepted: 03-07-2021

Beulah Jasmine Rao
Assistant Professor,
Department of MSN,
Nightingale Institute of
Nursing, JSS Engineering
College, Noida, Uttar Pradesh,
India

Dr. Ashok Kumar Dhanwal
Ph.D. In Nursing,
Nightingale Institute of
Nursing, JSS Engineering
College, Noida, Uttar Pradesh,
India

Corresponding Author:
Dr. Ashok Kumar Dhanwal
Ph.D. In Nursing,
Nightingale Institute of
Nursing, JSS Engineering
College, Noida, Uttar Pradesh,
India

International *Journal of Applied Research*

Mentoring for novice nurses

Beulah Jasmine Rao and Dr. Ashok Kumar Dhanwal

Abstract

One of the earliest concepts of mentoring was documented in Greek history when Athena the goddess of wisdom disguised herself as a mentor, a trusted family friend, and assumed responsibility of Odysseus; household for the ten years he was away during his Odyssey, during the time Odysseus was away mentor tutored Telemachus his son to become a successful ruler (Allen, 2006; Holmes, Hodgson, Simari, & Nishmura, 2010). Nursing fraternity teach and help other nurses by mentoring which is crucial to maintain competency, encourage professional expertise and promote leadership.

Keywords: novice nurses, nursing, odysseus

Introduction

Mentoring is a vital process in nursing, it is a means for experienced nurses to orient and facilitate acclimation of novice nurses to their new role, this process involves the art and science of guiding another through the purposeful actions of inspiring, coaching, teaching, directing and leading an individual to a new place of cognition (Barker, 2006; Metcalfe, 2010).

A mentor being a critical friend requires the mentees to take a critical stance which involves sharing emerging dilemmas, questioning the issues, considering the different perspectives, and involving the mentees in the decision making process. In the learner role a mentor also grows as a result of mentoring interactions with respect to enhancing their knowledge on how teachers learn and their skills in working collaboratively within the context. The benefits of a mentor-mentee relationship for the workplace are: improved nursing staff retention, reduced isolation, increased opportunity for promotion within the workplace, less transition time for learning, and improved teaching effectiveness (Billings & Kowalski, 2008). It is essential for the mentor to be available to the struggling or overwhelmed mentee. During a busy day, there is little time for the mentee to process the events or disengage from the stress of providing care. The mentee may become emotional; realistically, it may be difficult for any nurse to accept that a patient may not do well, even though every feasible nursing intervention was performed.

Need For the Study

A systematic review was conducted on mentoring nursing students in clinical practice by (Merja Jokelainen, Hannele Turunen, Kerttu Tossavainen, David Jamookeeah, & Kirsi Coco in 2019 - 2020) and this described about mentoring of nursing students in clinical practice and it also stated that a clear and systematic strategy for student mentoring in nursing organizations could be one opportunity to enhance requirement of nursing students to work force

According to The Robert Wood Johnson Foundation, "Mentoring helps cultivate nurse leaders, retain nurses, and diversify the nursing workforce." By strengthening the nursing workforce, nursing mentorship improves the quality of patient care and outcomes.

Mentoring is especially useful in helping orient new nurses in the healthcare world, improve their self-confidence, understand moral and ethical issues and develop real-world skills not covered in nursing schools and colleges

Mentoring helps more experienced nurse's move into leadership positions and shift the focus of their careers.

A 2014 study in nursing education perspectives found that among 242 ANAs 9 Academic nurse administrators) factors associated with job dissatisfaction included a lack of

institutional support, mentorship and further more and in an online survey conducted on nursing faculty from 12 of the 15 highest ranked universities, 22.5% reported not having a mentor. 61. 2% found mentors on own and 16.3% had

formally assigned mentors. overall studies have revealed that the most helpful role transition experiences (53.5%) came from mentoring strongly indicating the need for formal mentoring

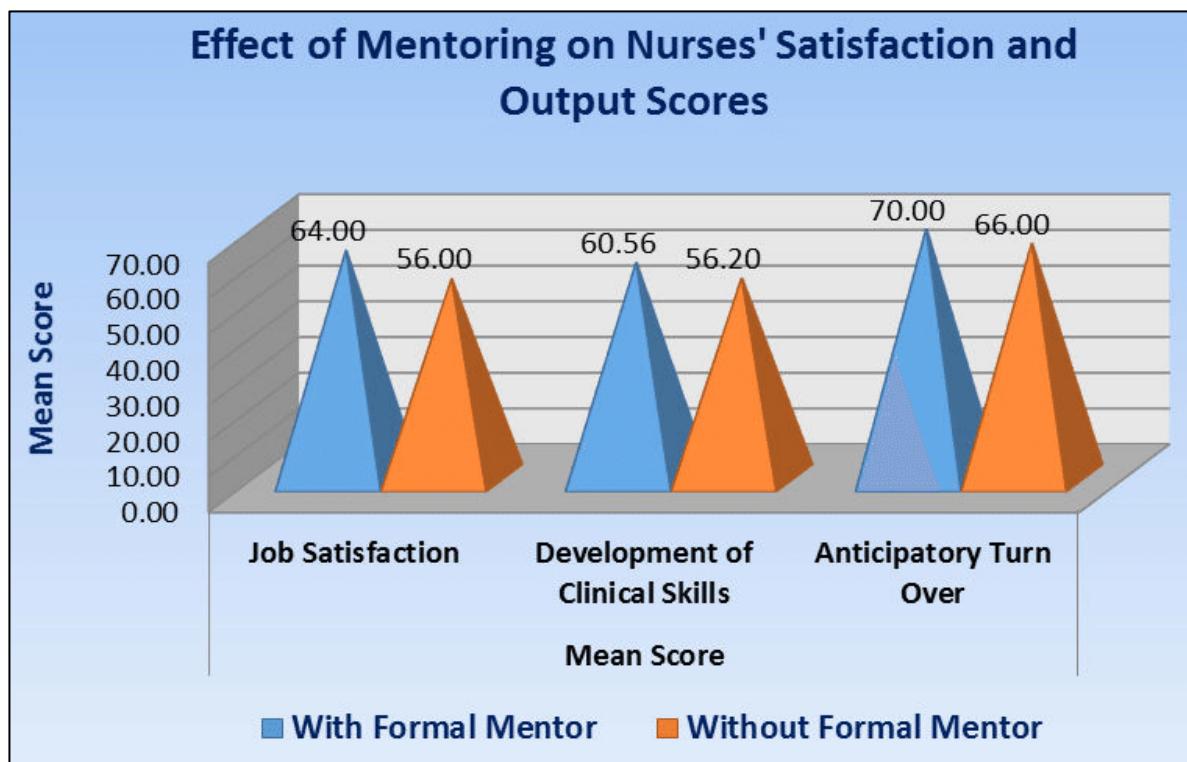


Fig 1: Effect of Mentoring on Nurses Satisfaction and Out Pout Scores

The above figure 1 describes that in a study conducted by (Esther Daniel & G. Kavita ravan, 2017) on the newly registered nurses signifies that nurses who had mentorship had shown highest level of job satisfaction and job retention. (Joyce Wambere Wachera, 2017) had conducted a descriptive cross sectional study aimed at assessing the Perception on Mentorship Practices among Nursing Students at Kabarnet Kenya Medical Training College. The study sample were the nursing students who were in the college at the time of study using simple random technique, The study findings showed that nursing students had both positive and negative experiences relating to clinical mentorship. Majority (81%) of the respondents perceived mentorship as beneficial in the learning process and another (67%) felt that mentorship contributed positively to professional growth. The researcher concluded that students had a positive perception towards mentorship. The researcher recommended that the college management to liaise with the hospital management in order to identify more clinical mentors.

Conclusion

The studies have concluded that inadequate time for mentorship, shortage of mentors and lack of support of mentors from the institutions were some of the challenges on mentorship. The researcher concluded that students had a positive perception towards mentorship. The researcher recommended that the college management to liaise with the hospital management in order to identify more clinical mentors. Policy makers in nursing can also adopt the findings to help improve clinical mentorship and clinical practice

References

1. Goodyear C, Goodyear M. Supporting Successful Mentoring 2020.
2. Jeffers S, Mariani B. The Effect of a Formal Mentoring Program on Career Satisfaction and Intent to Stay in the Faculty Role for Novice Nurse Faculty. *Nursing Education Perspectives* 2017;38(1):18-22.
3. Kane I, Campbell A. Mentor and mentor training in the North West Articled Teacher Scheme. *Mentoring* 1993;1(1):16-22.
4. Kilcullen N. Said Another Way. *Nursing Forum*, 2007;42(2):95-104.
5. Knowles S. Initiation of a Mentoring Program: Mentoring Invisible Nurse Faculty. *Teaching and Learning in Nursing* 2020;15(3):190-194.
6. Holmes D, Hodgson P, Simari R, Nishimura R. Mentoring: Making the transition from mentee to mentor. *Circulation* 2010;121:336-340.
7. Jacobson S, Sherrod D. Transformational mentorship models for nurse educators. *Nursing Science Quarterly*, 2012;25(3):279-284.