Development and Implementation of a Novel Advanced Practice Provider Mentorship Model

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Abstract

Through a Nurse Support Program II grant that began in 2016, the University of Maryland School of Nursing (UMSON) and University of Maryland Upper Chesapeake Health (UM UCH) established an academic-practice partnership to increase readiness of nurse practitioner students to provide care across the continuum. One of the goals of this partnership included leveraging UMSON faculty expertise to fulfill a need identified by UM UCH, thus making the partnership mutually beneficial.

Through self-reflection, UM UCH identified a need for assisting new advanced practice providers (APPs) to transition from their role as student to their role as independent provider. After the orientation process, new APPs often lack meaningful professional relationships that can support them in their role transition. Through the academic-practice partnership between UM UCH and UMSON, a small team (the team) was established to develop an APP mentorship program titled CATAPULT: Coaching Advancement to All Providers Using Leadership Tools.

Not only are the benefits of mentorship supported by evidence, they also closely align with UM UCH's journey to serve as a "'Highly Engaged and Reliable Organization," or HERO. Furthermore, an APP mentorship program aligns with the four pillars of care at UM UCH: Safe Care, Quality Care, Efficient Care and Empathic Care. Through engaging new APPs and providing the support they need to become competent providers, we can improve retention, increase patient satisfaction, and provide safe, efficient, high quality patient care. Lastly, by serving as mentors, experienced APPs can contribute to empathic care by standing up for their fellow APPs through knowledge sharing, professional guidance, and working as a team.

As a first step in the development of CATAPULT, the team created a tool kit of resources for institutions to use in the development of an APP mentorship program. Resources covered topics such as the role of the mentor, the role of the mentee, accepting and giving feedback, professional development, and role transition. The team then created a mentorship workshop to be piloted at UM UCH, recruited mentors and mentees, and developed a 12-month timeline for the CATAPULT mentorship program. Goals of this pilot program include:

1. Implement the CATAPULT Mentorship Workshop in order to match mentors and mentees, train all participants in the mentorship process, outline the steps of the 12-month mentorship relationship, and establish group bonding
2. Establish a positive mentoring relationship between the novice APP and experienced APP in month 1
3. Provide continuous support and evaluate the mentoring relationship with bi-directional feedback at months 2, 4, and 8
4. Implement a closing CATAPULT Reflection Workshop and evaluate the program at month 12

The implementation of the CATAPULT Mentorship Workshop was a success, and four dyads of mentors and mentees have been matched. The program is currently completing month 1 and is on track to accomplish all goals by February 2022.