

## Abstract

**Background and Purpose:** New graduate Nurse Practitioners (NP) frequently experience anxiety and imposter syndrome during their first year of practice as they transition from a student to a provider. These stressors may result in low job satisfaction and high attrition. Mentorship, especially when incorporated into a Transition to Practice program, addresses these stressors, thus improving the new graduates' job satisfaction and retention. Trained mentors are more likely to successfully guide new graduates through their first year of practice; however, many NP mentors do not receive formal mentor training to succeed and be effective in the mentor role. Simulation is an effective tool for teaching essential mentorship skills, such as communication. The purpose of this scholarly research project was to implement a simulation-based mentor training program teaching the essential mentorship skill of feedback delivery to improve the confidence and skill of the NP mentor.

**Methods:** This project was completed in a moderated-sized community hospital in the North East of the United States. This project utilized a prospective pretest/posttest design. The intervention was a simulation-based mentor training teaching a method of feedback delivery. A validated pre- and post-intervention survey was administered to measure subjective mentor skill, and an additional validated post-intervention survey was administered to measure mentor confidence.

**Results:** A total of eight NPs meeting the inclusion criteria participated in this project. There was no participant attrition and no missing survey data. There was a statistically significant improvement in mentor skills post-intervention. Additionally, on average, participants felt highly confident in their mentor skills post-intervention.

**Conclusion and Implications:** This study suggests that providing simulation-based training to experienced NPs who mentor new graduate NPs improves their skill and confidence when performing essential mentor skills, such as delivering feedback. Providing training to NP mentors can increase their effectiveness in the mentor role, thus positively impacting new graduate NP retention and job satisfaction.

*Keywords:* NP, mentorship, new graduate, Transition to Practice, feedback delivery