

Abstract

Purpose. This quality improvement project aimed to demonstrate feasibility, participant satisfaction and an increase in mentor competence following a mentor education course for pediatric cardiac critical care nurses.

Methods. The project evaluation utilized pre- and post-education surveys to describe the impact on mentor competence immediately following the mentor education course compared to baseline. The mentor education was a four-hour course designed to provide theoretical knowledge about effective mentorship coupled with low-fidelity simulation to increase mentor competence in a safe environment.

Results. A total of 22 nurses were registered and 20 nurses (90.9%) attended the mentor education course. Of the course surveys distributed, 75% were completed with 12 participants completing both the pre- and post-education surveys. All participants that completed an evaluation reported satisfaction. The Mentors' Competence Instrument with a possible score ranging from one to four was utilized to measure mentor competence. Group means demonstrated an increase in mentor competence following the education course. The mean (SD) pre-mentor education mentor competence summary score was 3.42 (0.34) compared to 3.81 (0.23) after completion of the mentor education course.

Conclusions. An evidence-based mentor education course enhanced mentor competence among pediatric cardiac critical care nurses. Organizational buy-in and resources are required to ensure course feasibility. Course participants reported satisfaction with an education course that leveraged didactic lecture and low-fidelity simulation to build mentor competence. Continued evaluation of this mentor education course will broaden the understanding of its impact on mentor competence and identify opportunities for course improvement and ongoing mentor development.