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**“Empowering Future Leaders:  
A Public Health Nursing/Maternal Child and Adolescent Health Mentor Program”**

PHN Public Health Nursing  
MATERNAL CHILD ADOLESCENT HEALTH

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### Conflict of Interest

- Nothing to Disclose
- Contact Information:
  - Amy Larsen, RN, PHN, MSN, IBCLC
  - NFP Assistant Nurse Manager
  - alarsen@rivcocha.org

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### Objectives

- Learner will be able to describe the reason and process for initiating a mentor program
- Learner will be able to identify learning tools utilized to assess and guide the mentoring experience
- Be able to explain the role of the mentor and mentee
- Understand the purpose of the mentee culmination project
- Gain insight from a mentee enrolled in the program

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### Why Offer A Mentor Program



- One third of nurses will be leaving the profession over next twenty years
- Supports succession planning
- Enhances job satisfaction and nurse retention
- Allows experienced nurse leaders to give back to the profession and coach emerging talent
- Supports the success of emerging leaders and prepares them to be able to meet the demands of the future

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### What Mentors Do

- Mentors encourage, support and guide nurses in their positions so that they will continue to grow personally and professionally
- Mentors are coaches, advisors, friends, cheerleaders and counselors
- Mentors offer a nonjudgmental listening ear for the mentee.
- A mentor may help with continued socialization within the institution, communication issues, career goals and problem solving.
- The mentoring relationship is built on trust and is confidential
- A formal mentoring relationship is usually time limited and ranges anywhere from six months to a year. However, some mentoring relationships become life-long

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### What Mentors Don't Do

- Mentors are not responsible for the nurse's day-to-day work activities or for solving problems
- Mentoring differs from preceptor in that mentors generally do not teach specific position-related skills or tasks
- Mentors do not evaluate the mentee and should have no direct link to the mentee's supervisor
- Mentors should not be assigned, but rather have a desire to mentor

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**Mentee Role**

- Actively participate in the process and relationship
- Engage in program activities and meetings with mentor
- Complete self-assessment to determine professional growth needs
- Utilize program resources to enhance learning experience
- Commit to the six month expectations
- Support the evaluation process to help improve the process

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**Mentor Program Planning Process**

**Assessment Phase**

Researched Current Literature and Mentor Programs for Nurses

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Identified Mentor/Mentee Self-Assessment Tools

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Developed learning goals and objectives for Mentee

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**Mentor Program Planning Process**

**Planning Phase**

Refined Self-Assessment Tool

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Developed Resource Tools assisted by Nursing Student

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Created Application and Selection Process

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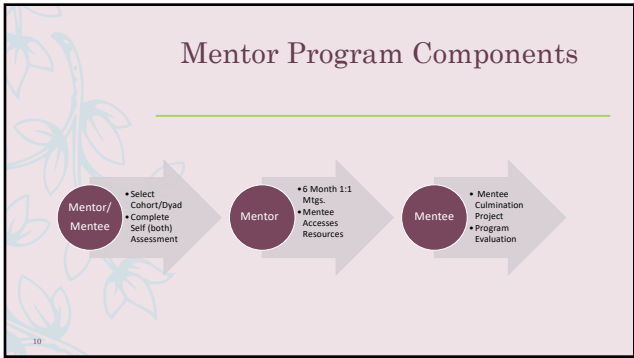
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### Video Voice-Mentee Experience

Tessa Pasqual, Senior PHN with  
Amy Larsen, ANM

<https://youtu.be/LGTBpXQa5nE>

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### Mentoring Program Considerations

- Mentor programs prepare nurses for future leaderships roles within the organization
- Supporting succession planning decreases the loss in nursing knowledge
- Supports overall job satisfaction
- Allows mentors to use their experience and skills as coaches and to give back to the profession
- Develops competent and capable Public Health Nurses poised for leadership

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**A Special Thank You....**

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- Hermia Parks, Director of PHN/MCAH
- Stephanie Bryant, Nurse Manger
- Amy Larsen, Assistant Nurse Manager
- California State University Fullerton Nursing Program
- Isabel Villacorta, Office Assistant III
- Michelle Williams, Secretary
- Lorraine Buckley, Assistant Nurse Manager
- Tessa Pascual, Senior Public Health Nurse

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**Thank you**

For more information please contact:  
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951-358-5516 – hparks@rivochoa.org



**Riverside University**  
Riverside, CA 92504  
Public Health

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