

FUTURE OF NURSING™

Campaign for Action

AT THE CENTER TO CHAMPION NURSING IN AMERICA



Mentorship and Diversity in Nursing Education,
Practice and Leadership

Webinar Summary - May 27, 2015

Presenters:

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Webinar Goals:

- Describe two Mentorship models focused on promoting the academic success of ethnic minority nursing students
- Explore content areas and evaluation and outcomes
- Identify mentorship gaps based on literature
- Provide a list of resources for Action Coalitions

Across the country, there is a movement to advance the field of nursing so that all Americans have access to high quality, patient-centered care in a health care system where nurses contribute as essential partners in achieving success. This national level [Future of Nursing: Campaign for Action](#) is a result of the Institute of Medicine's landmark 2010 report on the [Future of Nursing: Leading Change, Advancing Health](#).

The *Campaign for Action's* field-based teams, the [Action Coalitions](#) (ACs), are leading this movement and are equipping themselves with knowledge gained from technical assistance provided by the Center to Champion Nursing in America (CCNA), a joint initiative of AARP, the AARP Foundation, and the Robert Wood Johnson Foundation. Such technical assistance comes in the form of webinars, face to face interactions, and other facilitated engagements with public policy leaders, content experts, consultants, and Action Coalition peers across the country.

CCNA Staff

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2

Winifred Quinn and **Melissa Marinelarena** at the Center to Champion Nursing are two of the key resources available to Action Coalitions to discuss tactics and strategy on diversity.

This webinar was recorded and along with this summary can be viewed at www.campaignforaction.org/webinars

Adriana Perez, a CCNA consultant on diversity, said that many Action Coalitions across the country are making “great strides” and that leadership in the coalitions on diversity has been outstanding.



Adriana Perez

The Diversity Steering Committee is committed to increasing the diversity of the nursing faculty and workforce to care for an increasing diverse population. The committee's vision is to narrow the healthcare disparities gap to support a diverse workforce.

Nurses are front and center and contribute as essential partners in achieving success.

The CCNA sponsored webinars on diversity have discussed many topics, emphasizing all pillars of the campaign. Mentorship is the focus of this webinar and is a key strategy for promoting diversity across generations, gender and ethnicity, education, practice and leadership.

Currently, at least six Action Coalitions are planning or implementing statewide mentoring programs with different emphasis such as leadership development and/or mentorship development.



Studies on this topic of mentorship, especially for nursing, go back to the 1970s, **Perez** said.

Perez says that a good definition of mentoring is “a process by which persons of superior rank, special achievements and prestige, instruct, counsel, guide, and facilitate the intellectual and/or career development” of the student. (Blackwell 1989)



Through advisement and guidance, a mentor empowers the student to become an independent thinker who is able to view himself as becoming a successful and influential individual.

In other words a leader. And that is what the campaign really emphasizes for all of us to take a leadership role in promoting the health of our nation.

Mentoring Diverse Nursing Students: Pilot Year



KARREN KOWALSKI of the Colorado Center for Nursing Excellence

She became really interested in mentoring five years ago. She credits her development to the “amazing” mentors she has had in her career.

The chief takeaways in thinking about mentorship is from the literature:

- ✓ Diverse nursing students drop out at a higher rate than Caucasian students
- ✓ Mentors need initial training to develop skill set to use to be mentors.

“One of the things we assumed in the past is that people sort of know how to be a mentor because they are a professional. That’s not the case.”

- ✓ Mentors need continuous support
- ✓ Mentor programs should be structured but not overly. Mentees should be able to ask a lot of questions
- ✓ Students prefer to be matched according to specialty area interests rather than the ethnicity of the student

The Mentor Training Institute

There were 18 mentors for a 1 ½ day workshop. In August, the workshop will be two days.

The curriculum included:

- Roles of the mentor
- Knowing self
- Building relationships
- How to set boundaries
- The power of questions. How to ask good questions.

Kowalski said they used the 80/20 rule -- mentors speak 20 percent of the time and mentees 80 percent.

Quarterly Support and Training

- Quarterly meetings for mentors – to discuss what’s going on including problems
- Mentor support from each other:
- Share challenges and provide feedback and shared experiences with each other
- Additional skill building: Resiliency and Reflective Practice
- How to bring the relationship to a close.
- Celebration of success

Coaching the Mentors

“We believe very strongly that follow up coaching is critical,” Perez said.

Established a monthly coach call:

- ✓ Mentors divided into three groups
- ✓ Set coaching call with group of mentors once a month

These sessions were designed to:

- ✓ Grow mentoring skills through coaching and assist with the integration of the skills into routine practice
- ✓ Keep mentors engaged
- ✓ Provide coaching support for areas of struggle
- ✓ Provide/receive support from fellow mentors. There was a lot of dialogue going on in the coaching calls.

Evaluation

Kowalski said they are in the process now of evaluating the mentorship program.

The number of diverse nursing students who graduated will be one evaluation tool.

Other factors are:

- ✓ Number of mentor and mentees that completed the year long program
- ✓ Midyear and year-end process evaluations for mentors
- ✓ Year-end evaluations for mentees



MATILDA "TILLIE" CHAVEZ, RN, BSN, MSN

Dean of Academic Affairs, South Mountain Community College Diversity Council (AZ ACDC) Mentoring Program

Arizona Statewide Implementation Plan Goal: Diversity of RN Workforce

Program Purpose: To promote a diverse workforce in Arizona, through opportunities for mentorship among diverse students in community health settings. Mentoring Program developed with the Arizona Action Coalition with the National Association of Hispanic Nurses, the National Black Nurses Association, the Philippine Nurses Association and the Student association.

The goal of the program, **Chavez** said, is to develop a model that can be utilized statewide.

Timeline for the Next Year

The first thing is to develop a comprehensive application for mentors. There will be quarterly workshops this year.

It's important to educate the mentees as well as the mentors. "We need to make sure there are expectations and boundaries set up."

One of the highlights will be a storytelling component -- which stories are best to share and what stories to step away from.

Action Coalitions who want to establish mentorship programs should know "there may not be the right match the first time."

The workshops were initially for the mentors in Arizona but they realized mentees need assistance too. Built into the timeline for the coming year are 12 hours of clinical experience for the mentees before graduation in May.

A full schedule for the timeline can be viewed on slide **16** and **17** in the presentation.

Chavez said the timeline will be updated and there are plans to expand beyond this small cohort of 20 students in the program. The hope is that the mentees will be open to growth and feedback and the mentors will develop a meaningful relation.

Perez, the CCNA consultant, said that mentorship is a life changing experience.”

“You truly change their life,” Perez said of a mentorship program.” You are there to guide them through difficult situations.”

Perez noted that:

- Support and mentorship of all mentors is needed.
- Ethnically diverse students have identified helpful traits of faculty as being patient, approachable, available and encouraging (Amaro et al., 2006; Gardner, 2005a)
- Focusing on cultural strengths and building a peer mentorship network may assist in supporting and sustaining efforts.

Mentoring is a circular, ongoing process. That is, the student nurses explained how they benefitted from having mentors, and they in turn were committed to continuing the process by serving as mentors to others. Rivera-Goba & Nieto (2007)

Mentoring will probably end up being long term with a focus on the culture of health.

Discussion

Perez urged more papers on diversity be established. There are limited publications regarding programs (including mentorship) that promote diversity in nursing. There is more published data for academia, not as much for leadership and practice.



Barbara Nichols, a CCNA consultant on diversity, asked what's in place to allow if the mentor and mentee don't match and how to make a change that is diplomatic and graceful.

"Sometimes it's not a good match. Come back to us to find someone to work for you better," said **Kowalski**.

Nichols noted that ethnicity is nice as a criteria for a match but it's more significant to match a skill in an area the specific mentee wants to learn and master.

In Colorado, **Kowalski** said it's important to have conversations about keeping the relationship between a mentor and a mentee positive and worthwhile.

In response to a question on how to select mentees, **Chavez** said that In Arizona, to be considered for the project, the student has to be bi-lingual and interested in working with underserved communities.

"It takes time and energy on both sides," she said.

Nichols said "the student has to know it's not a casual come and go. It represents another approach to get mastery. It's an experiential way of learning.

"It's not like going to an exercise class you either go or not. Mentorship is a demonstrated commitment. You want to make sure this person strengthens his (her) skills and makes meaningful contributions to the culture of health."

In Colorado, mentors were recruited from the Black and Hispanic nursing associations. They approached all the education programs in the state to look for mentees and make matches with mentors.

Campaign Resources Available to Action Coalitions

- [American Association of Colleges of Nursing Enhancing Diversity in the Workforce](#)
- [Missing Persons: Minorities in the Health Professions – A Report of the Sullivan Commission on Diversity in the Healthcare Workforce](#)
- [National League for Nursing Diversity Toolkit](#)
- [Professional Minority Nursing Organizations & American Assembly for Men in Nursing \(AAMN\) Mentor Program](#)
- [Wisconsin Center for Nursing Diversity Toolkit for the Recruitment & Retention of Minority Nursing Students](#)

The IOM's recommendations include: the need for more advanced education of registered nurses; nurses leading innovations in health care and being appointed to decision making bodies; all nurses practicing to the full extent of their education and training; a more diverse nursing workforce and faculty; and more interprofessional collaboration among nurses, physicians, and other members of the health care team in the educational and clinical environments.

For more information from the Center to Champion Nursing in America about this webinar, technical assistance or other questions related to the Future of Nursing, Campaign for Action contact Michael Pheulpin at MPheulpin@aarp.org or 202-434-3882.

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