With completion of this assessment, you will have a better understanding of the different levels of support that are currently offered, or identify gaps for you to consider in how you might strengthen an existing program or build a new mentoring program. "No" responses are areas to improve and can enhance a caring environment (e.g., faculty should first learn and become familiar with American Indian culture and histories before mentoring with an AI/AN nursing student).

A. University-wide support mechanism that greatly enhances a student's success in a variety of learning environments	**Yes**	**No**
1. Does your university promote and create environments that engage students of diverse backgrounds?		
2. Does your university have a dedicated program and cultural space for AI/AN students?		
3. Is cultural awareness and sensitivity promoted across the university for AI/AN students?		
B. College/School of Nursing support program activities that enhance AI/AN student success in a variety of learning environments	**Yes**	**No**
4. Does your nursing program provide a supportive and culturally safe environment for AI/AN students?		
5. Do you have specific initiatives that focus on recruitment of AI/AN or other diverse students and faculty?		
6. Do you have American Indian faculty or staff on board?		
7. Do you have a faculty development program that provides training on diversity, cultural awareness, and sensitivity?		
8. Do you have an ongoing mentoring program for AI/AN students?		
9. Do you have other support programs for AI/AN students?		
10. Do you have a specific mentoring model that you follow?		
11. Do you have an individual or individuals designated as a mentor program director/ manager or lead person that mentors and mentees can go to with questions?		

C. Individual Faculty Self-Assessment	Yes	No
12. I reflect and examine my own cultural background, biases, and prejudices to race, culture, and sexual orientation that may influence my behaviors.		
13. I believe it is important for me to learn and understand about cultures other than my own, including their histories, values, beliefs and practices.		
14. I intervene in an appropriate manner when I observe others engaging in behaviors that appear culturally insensitive or reflect prejudice.		
15. When interacting with members of other cultures, I attempt to learn and use important words or expressions of the languages used.		
16. I do not impose my personal values and beliefs that may conflict with other cultures or ethnic groups.		
17. In my teaching, I use a variety of teaching methods to support different learning styles.		

Adapted from: Association of American Colleges & Universities, (2013); Robert Wood Johnson Foundation (2017); South Dakota State University, College of Nursing, Cultural Self-Assessment

Mentor Awareness Continuum

Directions: Put an X that represents where you fit along the dotted line for each continuum below.

I am not knowledgeable about the **AI/AN** culture.	…………………………………	I am knowledgeable about the **AI/AN** culture.
I am perplexed by the culturally different behaviors I see among **AI/AN** people.	…………………………………	I understand the cultural influences that are at the root of some of the behaviors I see in **AI/AN** people.
I am task-focused and don't like to waste time chatting.	…………………………………	I find that more gets done when I spend time on relationships first.
I feel that the **AI/AN** people should adapt to our organizational rules.	…………………………………	I feel that both the **AI/AN** people and our organization need to change to fit together.
I feel that everyone is the same, with similar values and preferences.	…………………………………	I feel that everyone is unique, with differing values and preferences.
My department is a homogenous team.	…………………………………	My department reflects a multicultural team.

Draw your profile by connecting your X's. The closer your line is to the right-hand column, the greater your awareness regarding diversity and the **AI/AN** culture. The closer to the left-hand column, the less aware you may be about diversity-related issues.

Adapted from: The Managing Diversity Survival Guide, Gardenswartz & Rowe (1994)

Goal-Setting

Integral to a mentoring relationship is goal-setting. Goals set a clear direction and inspire action by mentees to work toward accomplishing. Goals can help remind you what is important and keeps you focused. This process reminds us the "why" behind a goal and "what" we want to achieve.

Goal-setting can be a process that moves from general to specific. It often begins with a discussion of fairly broad goals. With careful listening and asking clarifying questions, a mentor can help move the conversation to more clear, well-defined goals. One way to move toward specificity is to create SMART goal(s) (Zachary, 2011).

A SMART goal answers the following:

- Specific – What is the mentee trying to accomplish in this relationship? Are the goals specific, concrete and clear?

- Measurable – Are the goals measurable? In what ways can success be measured?

- Action-Oriented – What results do you expect to see when the goals are accomplished?

- Realistic – Are goals achievable? Are there other resources that need to be available in order to achieve the goals?

- Timely – Is the time allocated for accomplishing learning goals reasonable?

GOAL-SETTING FORM

GOAL: What do you want to achieve?			
Objectives: Describe how to achieve goals. Ex.	**Learning Tasks & Processes:** Specific steps that will be taken to meet objectives.	**Resources**	**Target Date**

Adapted from The Mentor's Guide: Facilitating Effective Learning Relationships (Zachary, 2011).

Social Determinants of Health Assessment Tool for Mentees

Below is a list of events, which you may or may not have experienced in the past year. If you have not experienced an event, please circle 0. If you have experienced the event, please circle the appropriate number to indicate how stressful each event has been for you.

IN THE PAST YEAR HAS THE FOLLOWING HAPPENED TO YOU?	DID NOT HAPPEN	NOT AT ALL STRESSFUL	A LITTLE STRESSFUL	SOMEWHAT STRESSFUL	QUITE STRESSFUL	EXTREMELY STRESSFUL
Death of someone close to you.	0	1	2	3	4	5
Living in a neighborhood with high crime, drugs and fighting.	0	1	2	3	4	5
Not getting a work-related promotion due to race.	0	1	2	3	4	5
Friend or family member is seriously ill.	0	1	2	3	4	5
Unsure you can pay rent, utilities and buy food.	0	1	2	3	4	5
Unable to afford necessities for your children.	0	1	2	3	4	5
Being ill/having a health condition of your own.	0	1	2	3	4	5
Living in overcrowded housing.	0	1	2	3	4	5
Trying to make ends meet.	0	1	2	3	4	5
Family member(s) or friend(s) with personal/ financial problems.	0	1	2	3	4	5

Permission obtained from Duke University School of Nursing, Health Equity Academy (Carter, n.d.)

Dimension 5: Holism/Holistic
Social Determinants of Health & Health Equity Activity

Start with something your audience already believes in. This is starting right or more conservative. Use facts, imagery or stories.	
Connect this to a broader idea about the social determinants of health. This is moving left of more progressive (less conservative). Shift to an environmental frame!	
Support your idea with one thought provoking fact-arouse interest and make the point connect to real-life by using context appropriate to your audience.	
Relate this back to your more conservative starting idea. Show how broader environments can support individual lifestyle.	
End with a solution that is tryable. Focus your solution in the environmental frame.	

Mentoring Relationship Evaluation Tool

	Always	Most of the time	Sometimes	Not present	Thoughts/Comments
Respect, treats others with dignity and honor					
Inspires with courage or confidence					
Listens, pays attention to the messages sent, verbal and non-verbal					
Conveys appreciation or expresses gratitude					
Shows integrity, where thoughts, words, and actions agree					
Nurtures compassion, makes choices for the welfare of others					
Shares and works together					
Conveys leadership, holds reverence for values and models of excellence					
Conveys kindness, and ability to reconcile and forgive past wrongs					

<div style="background:#8B1A1A;color:white;text-align:center;padding:4px;font-weight:bold;">MENTORING PARTNERSHIP ACCOUNTABILITY TOOL</div>

Instructions: The mentor and student mentee should each review these questions and prepare their reflections prior to meeting to discuss how the mentoring relationship is working.

Mentor: Mentee: Date:	Always	Most of the time	Some of the time	Never	Comments
1. We meet regularly.					
2. We do a good job of communicating schedule changes that may affect mentoring meetings.					
3. We notify one another if we cannot follow up or honor our commitments to each other.					
4. We eliminate outside influences and distractions when we meet.					
5. We honor our mentoring agreement, including regular reflective evaluations.					
6. We check out our assumptions.					
7. Our communication is clear and misunderstandings are infrequent.					
8. We have identified sufficient and varied opportunities for learning through the goals we set (Do we need to do more or reset the goals?).					
9. We have put in place a variety of mechanisms to ensure continuous feedback.					
10. Feedback is given candidly, thoughtfully, and constructively.					
11. We are making progress toward achieving the SMART goals that we set.					

12. We provide feedback regularly and make sure it is two-way.	16				
13. Our meetings are relevant, focused, and meaningful.					
14. We acknowledge and address conflict when it occurs.					
15. We are conscientious about safeguarding confidentiality.					
16. As the mentor, I am providing adequate support to facilitate learning.					
17. As the mentee, I am receiving adequate support that is helping me learn and grow.					
18. We are continuing to work on maintaining the trust in this relationship.					
19. We are continuing to build and maintain a productive relationship.					
20. The quality of our mentoring interaction is satisfactory.					
21. We are continuously working on improving the quality of our mentoring interaction.					
22. There are things that we avoid discussing during the mentoring relationship (Do we need to address them? Are there any stumbling blocks that we need to address together or with help?).					

Adapted from The Mentor's Guide: Facilitating Effective Learning Relationships (Lois J. Zachary, 2011) and The Mentee's Guide: Making Mentoring Work for You (Lois J. Zachary, 2012)