

MENTORING FOR STUDENT SUCCESS 3.0

Facilitator: Vernell P DeWitty, PhD, RN, FAAN & Jazmine Cooper, MBA

Tuesday, December 17, 4:00 pm



Become A Nurse Mentor

PURPOSE AND GOALS

This webinar will review the basics of an effective mentoring program as a strategy to enhance the academic success of nursing students at historically marginalized nursing schools. It will also inform and/or remind participants of available resources for the successful implementation of your mentoring program.

Goals:

- Describe the essential elements of an effective mentoring program.
- Describe available resources to assist the mentoring program
- Discuss the AARP volunteer mentor recruitment process and improvement.

November 2024

<https://www.aacnnursing.org/conferences-webinars/online-learning/on-demand-webinars>



Envisioning Students as Future Nurse Faculty

On-Demand | Aired November 19, 2024

Discuss the importance of mentorship and the development of student to faculty pathways to encourage academia as a career choice.

[View Full Description/Register Now →](#)

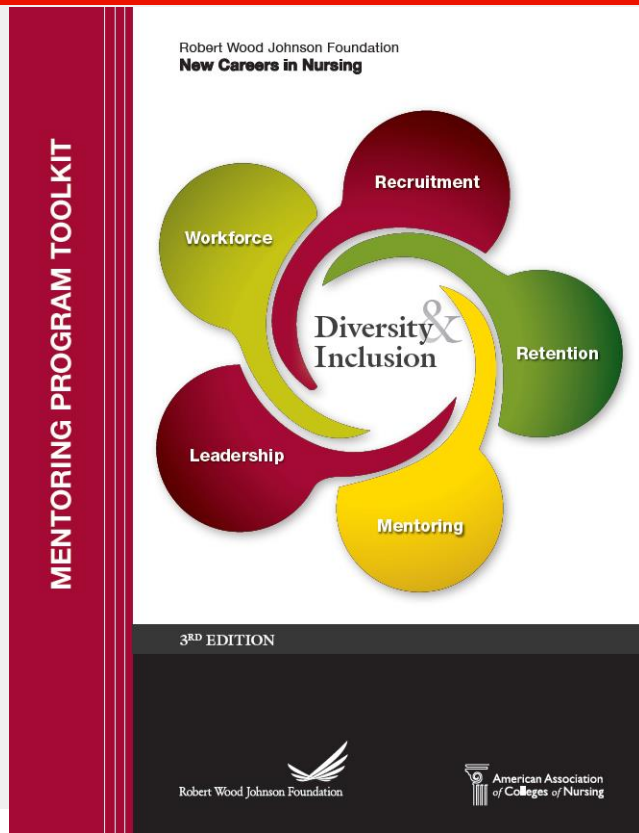
Speakers **Brigit Carter**, PhD, RN, CCRN, FAAN
Chief Diversity, Equity, & Inclusion Officer
American Association of Colleges

Allison Lewinski, PhD, MPH, RN
Assistant Professor
Duke University School of Nursing

Winifred Quinn, PhD
Director, Nursing Workforce & Policy
AARP Center for Health Equity through Nursing

MENTORING PROGRAM TOOLKIT

1. Mentoring Program Design (pp. 3-38)
2. Mentoring Guidebook (pp.39-67)



CENTRAL CHARACTERISTICS

1. Mentoring relationships are focused on the growth and development of students and can be constructed in various forms.
2. Mentoring experiences may include broad forms of support that include professional, career, and emotional support.
3. Mentoring relationships are personal and reciprocal.
4. Relative to their students, mentors have more experience, influence, or achievement within the educational environment.

Protégé Perceptions of High Mentorship Quality Depend on Shared Values More Than on Demographic Match

Paul R. Hernandez^a, Mica Estrada^b, Anna Woodcock^c, and P. Wesley Schultz^c

^aDepartment of Learning Sciences and Human Development, West Virginia University, Morgantown, WV, USA;

^bInstitute for Health Aging, University of California San Francisco, San Francisco, CA, USA; ^cPsychology Department, California State University San Marcos, San Marcos, CA, USA

Methods: Longitudinal quasi-experimental study of 1,420 URM STEM students

Findings:

- Racial matching may be particularly important for some racial minorities because same-race models support positive self-appraisals and self-efficacy.
- Protégé's perception of similarity and shared values was a dominant factor in influencing perceptions of quality mentoring.

PLANNING YOUR MENTORING PROGRAM

1. Describe the essential steps when planning/designing a mentoring program.
2. Assess current mentoring activities occurring at your organization.
3. Develop a purpose statement for your mentoring program.
4. Develop broad goal statements for your mentoring program.

PROGRAM DEVELOPMENT

- Design Program
 - Audience/Goals/Format
- **Recruit Mentors (AARP)**
 - Recruit/ Train**
- **Connect Mentors with Mentees (SCHOOL)**
 - Process/ Approach
- Guide Mentoring Relationship
 - Workflow/Process
- Measure Outcomes
 - Success Measures/Impact



Activity: (Breakout Rooms)

Mentoring Program: Action Planning

- 1. What is the purpose of your mentoring program?

Write a purpose statement.

- 2. Develop three broad goal statements.

What does success look like?

- 3. Reference: Toolkit page 36

Begin Mentoring Program Design Worksheet.

DESIGN DECISIONS

1. Mentoring Program Structure

2. Schedule: Start End

3. The Matching Process

4. Mentee Participation

5. Mentor Participation

Mentoring Toolkit, Page 17

PART II: INTRODUCING THE MENTORSHIP PROGRAM

Section One: Introduction

In order to have a successful mentorship program, the mentors and the students need to understand your program's mentoring model and process. Both the mentors and students need to know what is expected of them and how to be successful in the program.

Once you conduct an initial meeting that allows the mentors and students to meet, you can gain their input on potential matches and more easily match mentors to students.

Section Two: Introductory Session and Mentor Matching

Introducing the Mentorship Program Action Items:

- A. Mentor Program Introductory Session (Including Sample Agenda)
- B. Mentor Matching Requests

A. Mentorship Program Introductory Session

The easiest way to kick off your mentoring program is to introduce the mentors you've selected to the students in one setting. You can brief both groups on the mentoring model and process you will be using.

You can also get them started on the relationship building process and allow them to participate in the mentor-student matching process.

A sample agenda for an introductory session as well as guides for the activities recommended in the sample agenda begin on the next page.

MATCHING PROCESS

- Self-Selection
- Skill Match
- Role and Location
- Random



MATCHING

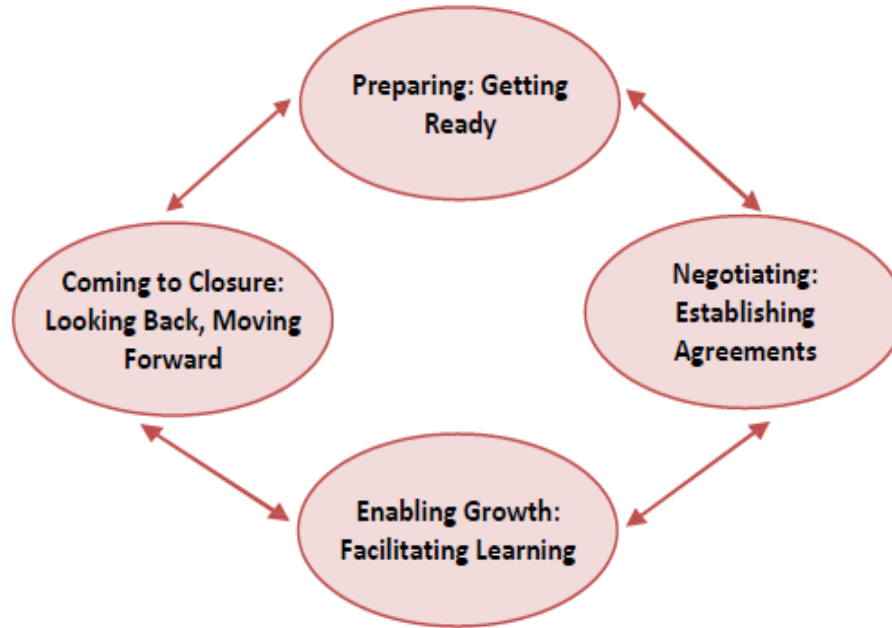
1. How do you prefer to communicate with your mentor?
2. How often would you like to meet with your mentor?
3. What personality traits describe you best?
4. What is your preferred learning style?
5. Is there a specific industry or field you are focused on?
6. Is there anything specific you'd like your mentor to have experience in?

Letter from School to Mentor

Thank you for your interest in the AARP Nurse Volunteer Program and for sharing your information. I am reaching out to you from Mount Saint Mary's University in Los Angeles, CA. [Home - MSMU](#). I serve as Professor and Endowed Chair of Community Partnerships at MSMU. I recently stepped down from my position as Dean of Nursing in December of 2022 after 6.5 years. I have been working with AARP on several initiatives and I am pleased to be involved in this opportunity. The students you will be mentoring are a cohort of 40 students (40 of the 160 rising seniors!) participating in a summer immersion program. The summer immersion program is in its 8th year. I wanted to share the history of the program. I am **very excited to work with you and the students are too.**

THE MENTORING RELATIONSHIP

Mentoring Toolkit: Page 39-67



Adapted from *The Mentor's Guide: Facilitating Effective Learning Relationships* (Lois J. Zachary, 2012)

PREPARING: GETTING READY

- Each mentoring relationship is unique.
- Mentor and mentee must both prepare individually and in partnership to ensure a successful mentoring experience.
- This is a discovery process.

Adapted from *The Mentor's Guide: Facilitating Effective Learning Relationships* (Lois J. Zachary, 2012)

NEGOTIATING: ESTABLISHING AGREEMENTS

- The mentor and the mentee agree on the learning goals and define the content and process of the relationship.
 - Together, create a shared understanding of their assumptions, expectations, and goals.
 - Ensuring confidentiality, boundaries, and limits.
 - Be accountable to each other, and how to close the relationship.

Adapted from *The Mentor's Guide: Facilitating Effective Learning Relationships* (Lois J. Zachary, 2012)

ENABLING GROWTH AND FACILITATING LEARNING

- Share expectations and goals.
- Identify specific learning goals that each person wants to achieve during the mentoring relationship.
- Identify the process or steps for achieving those goals.
- Identify the criteria for evaluating the successful accomplishment of the learning goals.

MENTORING PROGRAM CHALLENGES

- Learners repeatedly do not engage.
- Mentors fail to deliver, show up, or engage.
- Lack of leadership to support the program.
- Focus of the organization changes.

LIAISON ROLE

- Check in with the primary contact person at the nursing school

After the prospective mentor is introduced to the school

- Hosts quarterly sessions with nursing schools
- Monthly office hours with the Mentors
- Provide feedback to AARP resources to schools

WHAT AARP NEEDS FROM SCHOOLS

