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Module 2: Examining the Evidence

Virtual Workshop

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Learning Objectives

1. Examine workforce diversity
2. Explore social and demographic factors that may influence NCLEX outcomes.
3. Examine the NCLEX pass rates.
4. Explore high-impact educational practices and academic success.

The Sullivan Commission on Diversity in the Healthcare Workforce (2004)

Workforce diversity facilitates better cultural and linguistically relevant care (Ackerman-Barger et al., 2020)

Healthy people 2020

Smith (2007) Central to nursing is its holistic approach to health promotion and illness prevention which can reduce health disparities.

Muronda (2016) added that diversity improves population-focused care.

Duchscher & Cowing (2004): “living between two cultures that have asymmetrical power” p. 289).

Alicea-Planas (2008): discusses “Bi-cultural Lane”

According to Woodley (2020): requesting that the students work less or minimize their family obligations are not practical solutions.

(Beamer & Varner, 2001): “...then nurse educators must consider that nursing itself is a culture.”

Mentorship, as defined by Crisp, Baker, Griffin, Lunsford and Pifer (2017):

Mentorship is a relationship in which the mentor (an experienced person) advises the mentee who has less experience.

The Significance of Mentoring

Bettinger and Baker, (2011) showed that **mentoring students** were more likely to **continue to their second year of college**.

Students' Perceptions About Mentoring

Snyder & Griffen (2020) found that students who were **treated kindly & respectfully, & who felt supported with in-person meetings** helped them feel connected to the school, which led to program completion

Kennedy, Jenkins, Novotny, Astroth, & Woith (2020) learned that **face to face presence** in mentoring led to the **better engagement with mentees** and promoted program success.

Social/demographic factors influenced NCLEX-RN success

Students who speak English as a second language (ESL) tend not to pass NCLEX on their first attempt.

NCLEX passing rates are impacted by the students' life events.

Students at Risk for Adverse Academic Events

Woodley & Lewellen (2019) found in their literature review that Hispanic/Latino students can feel isolated, lonely, out of place, & anxious. They have a higher attrition rate than the majority group.

Woodley & Lewellen (2020) secondary analysis of literature review found that Hispanic/Latinx students can have negative results from stress associated with cross-cultural tension.

High-Impact Practices of Mentoring

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Learning communities.

First-year seminars and experiences.

Common intellectual experiences.

Service learning, community-based learning

Internships.

Formal: Committee Select and match mentor and mentees. Application is completed.

Informal: mentee select mentor

Essentials (“Key Elements”): 1. Proper Matching of Mentee and Mentor 2. Mentor Training & Orientation 3. Partnering 4. Content that drives the discussions.

Mentoring is a **peer learning strategy** that which has demonstrated improve students' skills in critical thinking, self-confidence and communication. (Stone, Cooper, & Cant, 2013).

Peer mentors **facilitate professional growth** among students. (Rohatinsky (2017)

(UTHSCSA SON) “Juntos Podemos” (Together We Can)”
The program facilitated mentor-protégé relationships among students to prepare Hispanic nurses to serve in underserved areas. (Cantu, 2007)

Jacobs, Atack, Ng, Haghiri-Vijen, & Dell'Ecle (2015) found that a peer mentorship program contributes to student success & recommend that mentorship programs be embedded in nursing curriculum.

McBride, Campbell, & Deming (2019) found that “effective mentoring begets effective mentoring”, & that positive experience as a mentee with an effective mentor teaches them to be effective mentors.

Hickey, Adam, Elwadia, Nasser, & Topping (2019) found that **promoting a positive environment** for helping nursing students in research **was beneficial for students & mentor**, & included participation, community, & ingredients such as prior learning, motivation, & technology.

Nelson(2019) states that atmosphere **promoting faculty-student mentorship is critical for students** to feel acknowledged & confident.