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Module 3.1: Mentoring Action Planning

Virtual Workshop

February 11-12, 2021

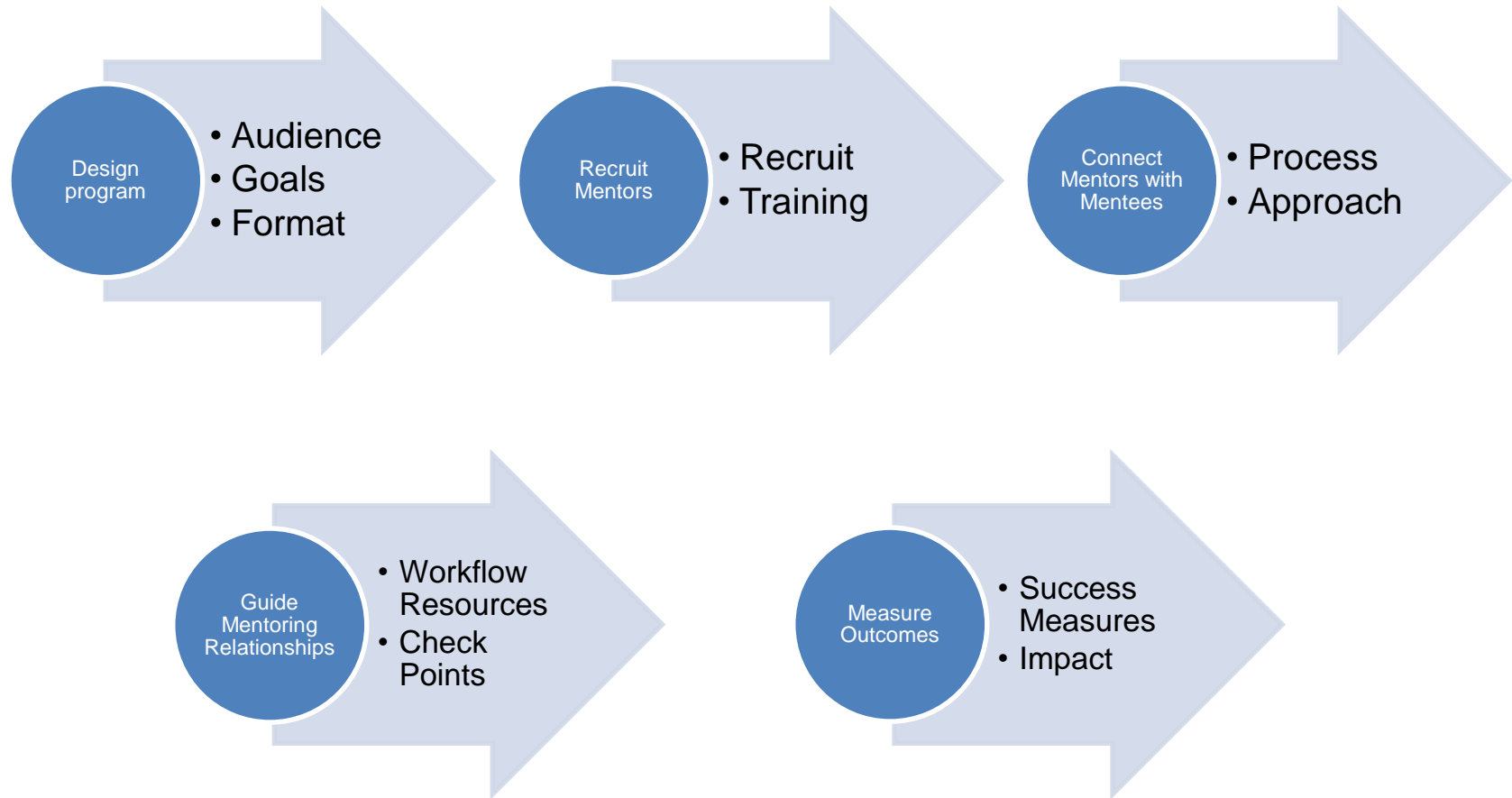
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Learning Objectives

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

Developing a Student Mentoring Model



Mentoring Program Assessment

- Current program activities.
- Mentoring program support.
- Post program support.

DeWitty (2017) Toolkit pps, 6-8

Design Your Program

Why?

- According to Daloz (in Zachary, 2012-mentor), we advanced in the company of those who proceeded us, who laid down the path. Mentors motivate the mentees to surpass their current capabilities.

Start with Program Assessment and expand on what you already do at your institution. DeWitty, (2017) Mentoring Program Toolkit, 3rd edition

Risk Assessment Profile Strategies for Success (RAPSS) © Breckenridge (1992, 1995, 2000, 2002, 2006, 2010, 2014, 2016, 2018, 2020)

Strategies for Success Preparatory Program (SSPP)

Upper classmates mentor pre-nursing students

- Meet individually with Tutor or Mentor
- Referred for tutoring

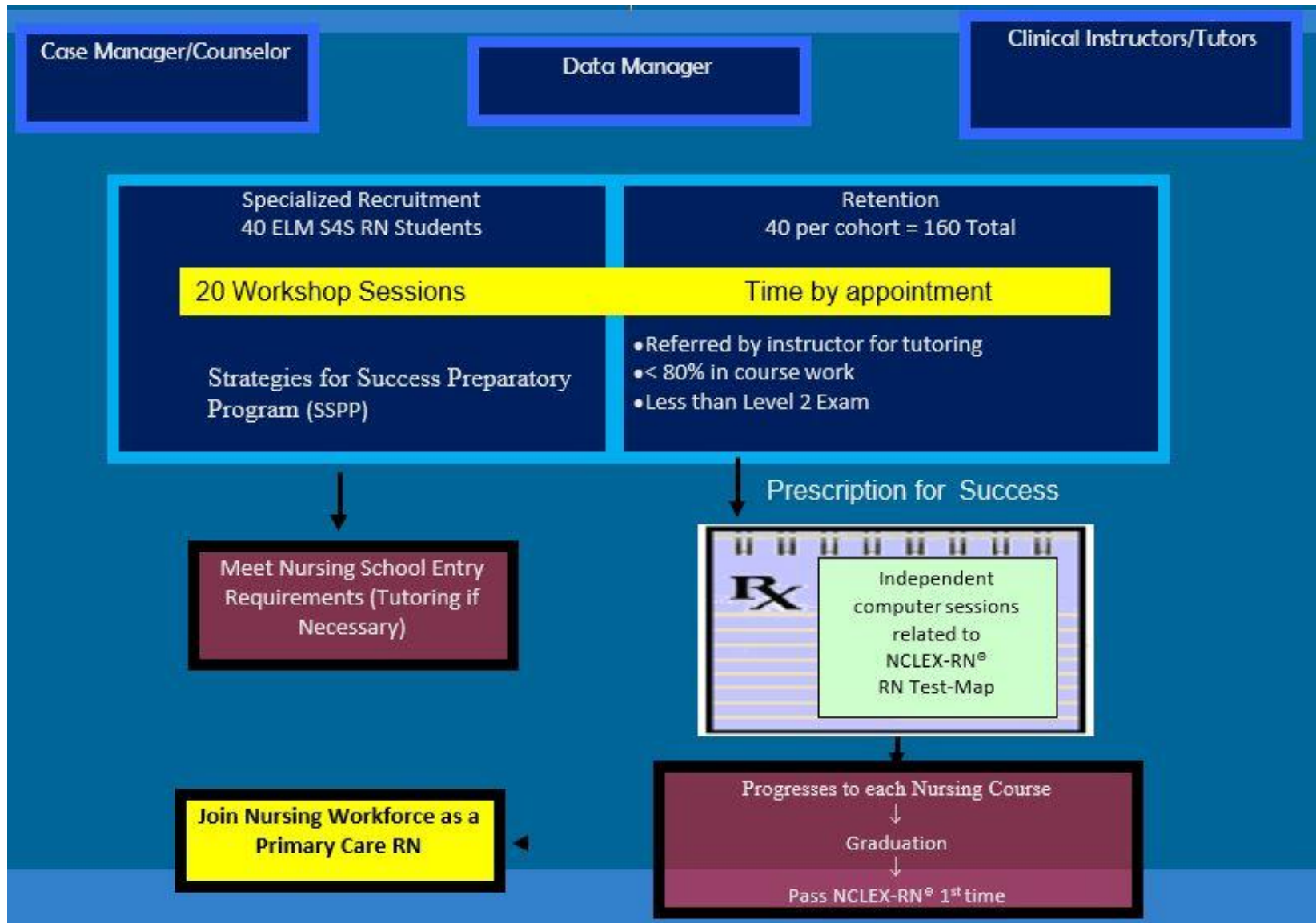
< 80% in course work

Less than Level 2 Exam in ATI testing

Peer Mentoring

Risk Assessment Profile Strategies for Success (RAPSS)©

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Competing Responsibilities

- Work while attending school full time
- Family responsibilities
- Caring for children while in school

Family Factors

- English as a Second Language
- First in family to attend college or university
- Family income

Prerequisites

- Completing college courses 5 years prior to nursing program
- Science GPA and Overall GPA
- Retaking prerequisite courses to obtain a C or C+
- Prerequisite exams not at an acceptable level (SAT, ACT etc)

Grades were predictive of NCLEX-RN® success—specifically, grades in adult health, medical/surgical, pathophysiology, and mental health nursing.

Science GPA was the strongest predictor of first-time pass rates (although not as significant in accelerated programs).

There were significant correlations between standardized comprehensive exams such as HESI, Kaplan, and ATI.

Evidence supported the use of mid-curricular standardized exams as well.

Best Outcomes for mentors to determine evidence of competency:

Hispanic Nursing Student Mentees:

Progress to each Nursing Course

Graduation rates are within plan of study time

Pass NCLEX-RN® 1st attempt and join nursing workforce

Interventions that decreased failure rates among ethnic minorities:

- Remediation programs at community and 4-year colleges.
- Child care
- Extended program length of study
- Increased Student Services for diverse students.
- Tutoring programs.
- Student Services for students with disabilities.

Note: These were beneficial for racial/ethnic minorities' test scores, but did not make a difference in White students' test scores.

Survey study of 832 nursing program administrators indicated that the following were associated with higher first-time pass rate on the NCLEX-RN:

- Higher percentage of full-time faculty.
- Schools that do not require a standardized exam as part of the admission criteria.
- Public schools.
- Survey study of 832 nursing program administrators indicated that the following were associated with higher first-time pass rate on the NCLEX-RN®

(Maryon, Bailey, and Amiri (2018))

Students at Risk for Adverse Academic Events

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Breckenridge, D.M. (2015) Risk Assessment. In M.J. Smith, R. Carpenter, & J.J. Fitzpatrick (Eds.). *Encyclopedia of nursing education* (pp. 306-309). New York, NY: Springer Publications.

Breckenridge, D. M., Wolf, Z. R., & Roszkowski, M. (2012) The Risk Assessment Profile, Strategies for Success Instrument: Determining prelicensure nursing students' risk for academic success. *Journal of Nursing Education, 51*, 160-166.

Summary: Science Courses and English Comprehension without repeating to obtain a B is best outcome

The Value of Mentoring

Include individual and group educational Strategies for Success sessions, independent computer modules, tutoring, mentoring and the NCLEX-RN® Test Map with ATI testing to ensure success.

Provide clinical training experiences for Hispanic nursing students in community-based primary care through partnerships with alumni nurses at clinical sites as mentors.

Continuing professional development in primary care for practicing RNs, clinical preceptors/mentors and faculty to address topics of clinical significance, such as mental health, substance abuse, and telehealth.

Recruit and orient Hispanic nursing students committed to practicing in **non-institution settings** to provide access to primary health care in medically underserved areas.

Develop and maintain specialized recruitment activities to attract Hispanic students and provide risk assessment to new and existing RN to identify challenges/barriers to assist them through mentoring to overcome.

Provide a Pre-Nursing Boot Camp consisting of sessions on a variety of topics and structured learning activities on-line and in-person to mentor students in increasing pre-licensure entrance exam scores

Pre-Nursing

- Meet the entrance requirements for the Nursing Program
- Strategies for Success Boot Camps to assist students in increasing their pre-requisite entrance exam

Nursing Program

Ongoing individual and Group Mentoring to meet best outcomes to be successful throughout program , graduate, pass NCLEX exam on first attempt, and join the workforce.

Develop Smart Goals



- DeWitty (2017). Mentoring Program Toolkit, 3rd edition
- Torres-Suarez (2011) NAHN Mentorship
- (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)
- Breckenridge (2006) Strategies for Success to Achieve a BSN; Risk Assessment Profile Strategies for Success (2012)

Encourage relationships between Hispanic pre-nursing students and Hispanic nurses.



NAHN Members as Mentors

Students involved in NAHN – attend local, state and national meetings. NAHN nurses and faculty members as Mentors

Mentors – upper classmen; alumni; Clinical site nurses

Mentors in Underserved communities

Student Mentoring

- Success Model,
- Support services

Enhanced curriculum that includes Strategies for Success approaches – an individualized plan to determine best practices for **linking students to best mentors for best outcomes.**

The Value of Mentoring

Literature review of 2009-2017 findings suggested that mentoring is positively correlated with academic progress, persistence, and degree completion. (Crisp, et al., 2017)

Study showed that nontraditional students, across multiple universities, who were mentored were more likely to persist to the second year of college. (Bettinger and Baker, 2011)

Students' Perceptions About Mentoring

- Increased retention, on-time graduation and passage of NCLEX-RN® exam of Hispanic minorities in nursing program.
- Established system for recruiting and training Hispanic nursing students to provide primary care in underserved areas.
- Increased access to primary care including chronic disease prevention and control, mental health and substance use conditions in medically underserved communities
- Increased understanding of the unique educational needs of Hispanic students.
- Nursing programs and healthcare systems and clinics will have access to a blueprint of best evidence-based practices to address Hispanic student perceptions of Mentoring.

Students' Perceptions re: Mentoring

Database for ongoing and summative program evaluation of student perceptions of *what works for students*.

RN Boot Camp session materials based on students' perceptions of *what works for students*.

Formalized partnership protocols with regard to clinical training experiences.

Enhanced curricular materials with emphasis on academic study skills and clinical preparation.

ACTIVITY

Mentoring Program Activities: Mentoring is a support mechanism that greatly enhances a student's success in a variety of learning environments. Yes No

1. Do you have an ongoing mentoring program for your students?
2. Do you have a specific mentoring model that you follow?
3. Do you have an individual or individuals designated as a mentor program director/liaison/program manager that mentors and mentees can go to with?

Continued mentoring support often makes the difference of a graduate's retention in the field.

1. Do you have an active alumni association or network that interacts professionally and/or socially with your graduates?
2. Do you offer any graduate-alumni mentoring programs?
3. Do you have a mentor program that matches students with alumni mentors from the nursing profession and/or nursing specialties?

Mentoring Program Support:

Ongoing programmatic support is critical so that the mentoring program can support students' learning experience and success in the transition from nursing student to nursing leader.

Yes No

1. Do you conduct periodic check-ins or evaluations of the mentoring process to determine if the relationship is working for both the mentor and mentee?
2. Do you have a process for dealing with issues that may arise in the mentoring relationship?
3. Do you have an individual or individuals designated to help mentors and mentees work out issues that may arise during the mentoring relationship?

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Pipeline Programs

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Pipeline program types from K to 12th grade and from High School through Nursing Programs.

Give examples of Pipeline Programs you are aware of at your college or another one.

Summer Health Professions Education Program (SHPEP)

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Summer Health Professions Education Program through Robert Wood Johnson grant: UCLA Medicine, Dental and Nursing with Charles R. Drew University (CDU) Pipeline Programs and Nursing.

- Over 100 students for the summer program
- CDU has a simulation experience for these students with the Mervyn M. Dymally School of Nursing faculty.

Pipeline Program at CDU from K - 12

In the 2020, the Annual Report of the Pipeline Program at CDU states: Dymally School of Nursing, led by Dean Dr. Diane Breckenridge, for their Pipeline students, emphasis is placed on enrolling Pipeline students into the Mervyn M. Dymally School of Nursing.

Dr. Juana Ferrerosa, immediate Past member of the National Association of the Hispanic Nurses Chapter of Los Angeles and faculty member at the Mervyn M. Dymally School of Nursing, as well as Dr. Diane Breckenridge, have been speakers at STEM presentations during the Saturday Science Program for elementary, junior and high school programs. Dr. Ferrerosa has also participated at Bravo High School as a Research Judge.

A Pipeline Program for a Health Care Career

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A journey that begins with a single aspiration to pursue a health care career and concludes with the actual achievement of a degree is filled with challenges, lessons, unexpected detours, and reflection.

Educational Advancement from college RN program, BSN, MSN, doctorate – with a Strategies for Success approach.



HRSA Grant was received to further develop the Strategies for Success Model Program at the School of Nursing and Health Sciences for Disadvantaged Students at La Salle University, Philadelphia, PA.

In 2014, Dr. Breckenridge added Strategies for Success approaches to the VETS to BSN Grant in Los Angeles at National University in San Diego

In 2020, received a HRSA Grant for \$3.25 million to 2025 to give 65 \$10,000 scholarships annually to prelicensure students in the entry level masters (ELM) program at CDU.

The HRSA grant allowed for the hiring of a;

- Case Manager, known as Diversity Outreach Coordinator
- The Case Manager collaborates with stakeholder groups to accomplish grant objectives to help students:
 - Achieve academic success by assessing social needs,
 - Creating individualized plans to overcome social barriers, and
 - Identifying programs to overcome social issues.

**Please give an example of mentoring a student
advancing their education**