



Dimension 4: Connection

Virtual Workshop
September 16-17, 2021
Lisa Martin, PhD, RN, FAAN
St. Catherine University

1

Learning Objectives

Describe the importance and impact of the mentee/s relationships in their circle and how these relationships can support academic progress.

State two steps involved in developing the mentoring relationship towards mutually understood goals or agreements.

2

CONNECTION

FUTURE OF NURSING™
Campaign for Action

Lowe and Struthers (2001) described connection as:

Honoring relationships with all things

A profound connection and interaction with each other and our surroundings

3

CONNECTION

FUTURE OF NURSING™
Campaign for Action

An example on connection:

The Medicine Wheel

- Used for generations by various tribes for understanding health and the cycles in life and as a guide to follow to achieve a good life
- Ted talk (25 minutes) by Kaaren Dannemann, Ontario
<https://www.youtube.com/watch?v=oGC1EncFa50>

*During the presentation make note on what stands out to you for a reflection activity that follows.

4

Reflection Activity

FUTURE OF NURSING™
Campaign for Action

From the Ted talk, what did you learn about the medicine wheel and **connection**?



Could the medicine wheel be a helpful resource in developing a mentoring relationship with an American Indian/Alaska Native nursing student? Share your thoughts, ideas, or examples.

5

Important to Understanding Connection

FUTURE OF NURSING™
Campaign for Action

First, building a **relationship foundation** is needed in order to create connection in your mentoring relationship.

6

Building a Relationship Foundation

FUTURE OF NURSING™
Campaign for Action

Here are just a few of the ways Lowe and Struthers (2001) described building a relationship foundation towards a stronger connection:

RESPECTING each other's areas of healing

UNFOLDING

CREATING TOGETHERNESS

BEING A BRIDGE

LIKE PUTTING PUZZLES BACK TOGETHER

7

Getting to Know Your Mentee(s)

FUTURE OF NURSING™
Campaign for Action

Can also make a stronger connection through continuity or ongoing efforts to get to know your mentee(s).

Examples:

Learn about the mentee's inner circle of support as it relates to family and other important relationships

Ask what gives strength and resilience to the mentee, we want them to utilize these areas in their daily life

Respect confidentiality and choose a time and place where conversations can be respected and un-interrupted. Choose a "best" time for both for your discussions

8

CONNECTION

FUTURE OF NURSING™
Campaign for Action

Once you as a faculty member and your mentee have started building your relationship foundation, develop a shared and mutual understanding on what your relationship can accomplish for the mentee.

Then, begin to write down your shared understandings, what you agree on, to be able to reference and keep track of what you would like to do together.

You may wish to utilize a table to organize your shared understandings. (An example of such a table is provided on p. 21 of the guide).

9

Goals

FUTURE OF NURSING™
Campaign for Action

Then, build goal statements. Goals will help remind what is important to your mentee and keep the relationship focused on these areas.

Example: The SMART goal format – an acronym to develop goal statements:

Specific,
Measurable,
Action oriented,
Realistic, and;
Timely.

10

SMART Goals

FUTURE OF NURSING™
Campaign for Action



11

In Closing

FUTURE OF NURSING™
Campaign for Action

Listen to your mentee.

Ask clarifying questions to keep conversations moving towards greater clarity and connection!

12

References

FUTURE OF NURSING™
Campaign for Action

Lowe, J. & Struthers, R. (2001). A conceptual framework of nursing in Native American culture. *Journal of Nursing Scholarship*, 33(3), p. 279-283.

Zachary, L. J. (2012). *The mentor's guide: Facilitating effective learning relationships*. Second edition. p. 128-135. Jossey-Bass: San Francisco, California.