

5-2016

Peer Mentoring Program for Baccalaureate Nursing Students

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Peer Mentoring Program for Baccalaureate Nursing Students

Kari Colucci

St. Catherine University

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Peer Mentoring Program for Baccalaureate Nursing Students

When you look back and think about your undergraduate nursing classes and the experiences you had in nursing school, what do you think about? What do you remember? I am sure you are thinking about all of the Total Nursing Care Plans (TNCs), the stress, pressure, anxiety, and maybe some excitement you felt on your first day of school and clinical. Today the majority of nursing programs have started to embed nursing curriculum into the first and second years of schooling if the student has declared nursing as their major (Mollica & Mitchell, 2013). This is a change from five to six years ago when most core “nursing” courses did not start until a student’s junior year. Nursing has continued to be a very competitive field in the workplace and challenging to enter into and complete successfully in academia. Students not only have classes on campus, they have labs, clinicals, tests, papers, and after graduation the hurdle of the National Council of State Boards of Nursing Licensure Examination (NCLEX).

Background

To help students with course work, study tips, and study sessions, St. Catherine University currently has an Assistantship Mentoring Program (AMP). This program is described as, “a scholarly community in which students are paid to work one on one with a faculty or staff mentor as Teaching Assistants, Research Collaborators, and Program Collaborators. AMP assistants apply their education, work one to one with staff and faculty mentors, and lead and influence our campus today while building the skills necessary to guide our world tomorrow.” (Assistant Mentorship Program, 2016). For nursing students this program helps during their anatomy and physiology courses with lab assistances that run open lab times. The AMPs are also being used during their NURS 3281 (Pathophysiology) and NURS 3282 (Applied Pathophysiology) courses. Nursing students have nine other core courses that do not offer AMP

support. While pathophysiology can be one of the toughest nursing courses a nursing student can take, the other nine courses are essential to a baccalaureate-educated nurse and as such students should have the opportunity to work with peers and receive help/support.

To help reduce some of the stress and anxiety of nursing school, some universities have adopted or created a peer-mentoring program between beginning and end of program students. These programs are beneficial to both student groups. According to Mollica and Mitchell (2013), mentoring students early in a nursing program has the benefits of reducing student's anxiety, creating and promoting a positive learning environment, increasing self confidence in all students involved, and helps to lessen confusion amongst courses. For end of program students, mentoring provides opportunities to apply leadership skills, and build resumes for future jobs (Dennison, 2010). In this paper the creation and implementation of a peer-mentoring program for beginning nursing students is described and supported.

Purpose

The purpose of this program proposal is to create, implement, and evaluate a pilot peer-mentoring program for sophomore-level students, with junior-level students serving as peer mentors, at St. Catherine University (SCU); in their undergraduate-nursing program on the St. Paul campus. The pilot program would start in the Spring of 2017 and would be conducted for one semester. If evaluative data indicates that this pilot program is meaningful for students, faculty, other stakeholders, and the Nursing Administrative Team approves, then an official peer-mentoring program would be implemented during the Fall of 2017 academic term.

When informally surveying about 50 current sophomore-level nursing students enrolled in NURS 2910: Nursing Care of Individuals and Families, a health assessment course, one overall theme was that students believed that weren't being heard by faculty about their needs to

be successful in their first nursing course and expressed feelings of being unsupported. Peer mentoring can help students feel supported by their peers who just recently (one year ago) gone through the course (Mollica & Mitchell, 2013).

Junior nursing students would be able to use their peer mentoring experience as a resume builder, which can help to set them apart from other nursing students, and increase their leadership skills. Students can also have increased feelings of empowerment, confidence, and communication skills. In today's healthcare field nursing continues to have a competitive job market, especially for new graduates and they need every "edge" to set them apart from other nursing applicants when looking for a job (Harmer, Huffman, & Johnson, 2011).

During an interview with Dianne Nelson, the Baccalaureate Day Section Program Director in the Department of Nursing at St. Catherine University, we talked about what we could do so that junior students (mentors) had public recognition for their service as a peer mentor. We explored ideas about placing information into the St. Catherine University Magazine and the NURSING 8, which is a monthly online newsletter published by the Department of Nursing. Special recognition could be given at their pinning ceremony and a certificate for leadership (mentoring) would be presented.

This program is needed to provide the opportunity for sophomore nursing students to seek help and support for anxiety, create, maintain, and promote a positive learning environment inside and outside of the classroom, lab, and clinical settings. Peer mentoring can help students to increase their confidence in their knowledge and skills (both cognitive and motor) and lessen confusion within courses. The reason or need for this program for junior level students includes: student mastery and retention of essential skills, building leadership skills and resume builder to

help set students apart in the competitive field of nursing when they graduate, pass NCLEX, and start looking for a job (Mollica & Mitchell, 2013).

For this project to be successful it will need approval from the following people: Associate Dean for Nursing, Baccalaureate Day Section Program Director, Baccalaureate Day Nursing Student Affairs Coordinator, and other faculty within the nursing department. This program will also need a program coordinator if it is approved and implemented as a pilot. Finally the program will need about 10-15 junior-level students who are willing and qualified to be mentors for sophomore-level students who will begin the nursing program in spring semester of 2017.

Literature Review

In an initial review of the literature involving peer-mentoring programs for undergraduate level nursing students, four databases were reviewed: CINAHL, MEDLINE, PUB-MED, and Google Scholarly. Search criteria for each database included the keywords of peer mentoring in nursing, publication date within the last 5 years, and English language. From CINAHL there were 34 results with 5 chosen for further review and 3 additional recommendations from Science Direct. From MEDLINE there were 15 results with 5 chosen for further review, from PUB-MED there were 41 articles with 6 chosen for review, and from Google Scholar there were 6 articles for review. After review of the 24 selected articles, a total of 8 articles were used in this project proposal. These articles addressed themes related to the importance of communication, student retention, benefits of peer-mentorship programs for both the mentor and mentee, and the importance of leadership skills.

Three of the eight articles focused on the concept of communication. Hunt and Ellison (2010) describe how peer-mentoring programs enhance development of skills in confidence and

communication. Harmer, Huffman, and Johnson (2011) agree that peer-mentoring programs enhance profession role development in the hospital setting and enhance communication between the mentor and mentee. Finally, Gardner and Schmidt (2007) explain how peer-mentoring can facilitate a positive relationship between the mentor and mentee with opportunities for development of communication and supportive guidance. These authors state that the fundamental qualities of a mentor-mentee relationship are communication and support.

One of the primary purposes of this peer-mentoring pilot program is an increased student retention rate, which is supported in the literature by four of the articles. Ross, Bruderle, and Meokim (2014) describe how a positive learning environment, increased self-confidence and reduced anxiety from students in a peer-mentoring program can help to improve student retention rates. While Mollica and Mitchell (2013) state that peer-mentoring programs have shown an increase in retention of nursing students and increase satisfaction during their first semester if started early in the program.

Gardner and Schmidt (2007) talk about four CORE opportunities with peer mentoring programs that include, activities between the mentor and mentee, relationship development with communication and supportive guidance; all of which can help to influence student retention rates. Finally Race and Skees (2010) explain that effective mentoring programs can be beneficial not only in the academic setting but also in the workplace with benefits with recruitment, retention, improving morale, and promoting professional development which can improve bedside nursing care and patient outcomes.

The themes of communication and student retention are seen throughout many of the articles that were reviewed but one overall theme that was seen in seven of the eight articles was the positive benefits a peer-mentoring program has on both the mentee and mentor and the

increase in leadership skills. Some of the articles cover the same benefits for each group of the mentors and mentees and cover topics of self-esteem, leadership, and using their mentorship experience in future professional experiences (Rapaport, 2014). Dennison (2010) describes the importance of mentors being role models for mentees; they are their resources for knowledge and skills. Mentors then in return have an increased realization of how much they have learned and pride in their hard work and dedication. Race and Skees (2010) explain that the role of the mentor and mentee helps students to recognize their strengths, and weaknesses, establish goals, and increase their performance in both academic and professional settings. These authors also assert that because learning the art of mentoring is an essential tool for nurses to be successful and mentoring should start at the undergraduate level and continue throughout ones professional career.

Standards

This project proposal is informed by professional nursing standards, *The Essentials of Baccalaureate Education for Professional Nursing Practice* (American Association of Colleges of Nursing [AACN], 2008), the Department of Nursing philosophy statement, and the St. Catherine University vision and mission statements.

Essential VIII: Professionalism and Professional Values of *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) is highlighted by this proposed peer mentor program. In this essential baccalaureate students are taught the following professional values: altruism, autonomy, human dignity, integrity and social justice. In their role as a peer mentor, students will learn about standards in morality, and ethical conduct, accountability for behaviors both professionally and personally as it relates to the *Code of Ethics for Nurses* (2015). Peer mentors are also given opportunities to reflect on their own beliefs and

values (Harmer, Huffman, & Johnson, 2011; Race & Skees, 2010).

St. Catherine University's nursing department has their own philosophy for educating leaders in nursing and uses the acronym L-E-A-D-E-R, which stands for liberal arts, ethics, access, diversity, excellence, and relationships. This philosophy supports this peer-mentoring program because the nursing department already has a commitment to its students when talking about the concept of relationships and leadership. The philosophy states that, "Relationships need communication and are nurtured in environment that invite and connection and interaction, reflection and expression, self-awareness and reciprocity. Relationships foster leaders; leaders foster relationships" (St. Catherine University, 2013, p. 1). St. Catherine's nursing department strives to get students ready to be leaders in the healthcare and nursing field; which is one of the main purposes of this peer-mentoring program for its mentors.

St. Catherine University Vision and Mission states:

Vision Statement: To be a leading Catholic university distinguished by its innovative spirit and premier baccalaureate college for women.

Mission Statement: St. Catherine University educates students to lead and influence. Inspired by its visionary founding in 1905 by the Sisters of St. Joseph of Carondelet, more than a century later the University serves diverse students, with a baccalaureate college for women at its heart and graduate and associate programs for women and men. At all degree levels, St. Catherine integrates liberal arts and professional education within the Catholic tradition, emphasizing intellectual inquiry and social teaching, and challenging students to transformational leadership. Committed to excellence and opportunity, St. Catherine University develops ethical, reflective and socially responsible leaders, informed by the philosophy of the women's college and the spirit of the founders.

(Vision and Mission, 2016)

This peer-mentoring program aligns with St. Catherine University's vision and mission by empowering junior level nursing students to lead and influence beginning nursing students and by creating opportunities for students to excel through the mastery of skills necessary for future leadership.

Theories to Support Project

The theoretical framework that supports this project is the Social Learning Theory by Bandura (1977). This theory states that a learner and their environment have a reciprocal relationship and influence each other. This is also the concept of modeling or learning done by observation. The steps of the process include: Role model demonstrates behavior → attentional phase (observation of role model) → retention phase (processing and representation in memory) → reproduction phase (memory guides performance of model's actions) → motivational phase (influenced by vicarious reinforcement and punishment) → performance (Utley, 2011).

This is visually depicted in Figure 1:

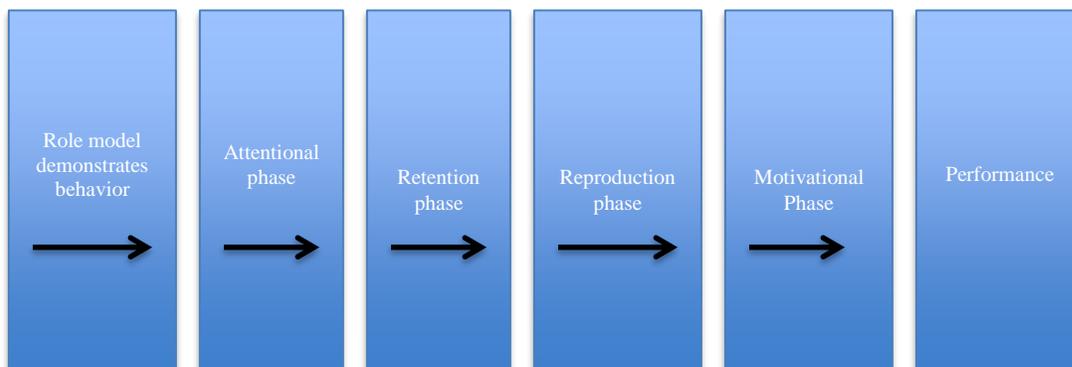


Figure 1. Model of Bandura's Social Learning Theory (Utley, 2011, p. 34).

Peer mentoring will help mentors reinforce these phases especially when helping mentees in the skills lab and when mentors receive positive reinforcement from other peers (mentees). It

will also help the mentors with mastery of skills. Each student towards the end of their role (mentor/mentee) will have the opportunity to do self-evaluation, reflection, and evaluation of the peer-mentoring program.

Transformational leadership theory was used to guide the development of this project. This style of leadership is helpful in influencing systems change as it seeks to have shared decision making and problem solving, helping other team members to grow and encouraging team building and participation. Characteristics of this leadership style that could impede this program include wanting to include everyone's input on decisions rather than making the decision by one person if it is more cost effective. Transformational leaders tend to want to see all sides of a situation and make the best decision for everyone rather than the most cost effective one.

Program Design

Overview

This peer-mentoring program is designed for sophomore and junior-level students at St. Catherine University enrolled in the undergraduate Day Section of the Baccalaureate Nursing Program. The audience for this program includes undergraduate nursing students at St. Catherine University on the St. Paul campus who are in their sophomore and junior year of nursing school. Stakeholders in this peer-mentoring program include undergraduate nursing sophomore, junior and eventual senior students, nursing faculty/staff, nursing administration, and those who are in the Henrietta Schmoll School of Health.

Process for Achievement

The steps for this peer-mentoring program for baccalaureate nursing students to be successful include the following:

1. Mentors will provide guidance to their assigned mentees. This step will be measured by a final survey that is completed by the mentees at the end of spring semester.
2. Mentors will serve as a positive role model who demonstrates integrity, professionalism, ethical principles, and caring. This step will be measured by a final survey that is completed by the mentees at the end of spring semester.
3. Improvement in academic performance for mentees as measured by exam scores and final exam (i.e., students must achieve an overall grade of $\geq 78\%$ to pass the course).
4. Mentees will have increased retention rates. This will be measured by the number of students who remain in the NURS 2910: Health Assessment course during their first semester of the nursing program as compared to previous semesters.

Timeline for Implementation

The following is a possible timeline to initiate this peer-mentoring program; each step is based upon St. Catherine University Fall 2016, January 2017, and Spring 2017 academic calendars and is presented in Table 1.

Table 1
Peer-Mentoring Program: Proposed Timeline

Timeline	Project Steps
February 1, 2016	Conduct program proposal research to determine if there is a need for the program. Initial review of literature and research completed.
April 1, 2016	Survey stakeholders to determine current need for the program, including sophomore students, junior students, program director, student affairs coordinator, and if applicable other faculty (with previous work on peer mentoring).
May 12, 2016	Present program proposal to nurse educator students and nursing faculty; integrate comments and feedback into final project proposal.
May 28, 2016	Submit program proposal to Baccalaureate Day Section Program Director at St. Catherine University (submitted after final grades are submitted to ensure academic advisor has reviewed and approved work).
August 1, 2016	Anticipate proposal acceptance.
September 26, 2016	Introduce Peer Mentoring program to junior level students by via flyer, email, and information given in class.
October 3, 2016	Conduct Information Session.

Timeline	Project Steps
October 3, 2016	Applications available online.
November 1, 2016	Applications and references due.
November 8, 2016	Students selected for interviews.
November 14, 2016	Sign-up for student interviews (facilitated through Google Doc).
November 28- December 2, 2016.	Conduct interviews with junior-level students and faculty.
December 16, 2016	Send acceptance letters to Junior peer-mentors
January 10, 2017	Send information about Program overview to junior mentors
January 24, 2017	Junior peer mentors attend inservice day
January 26, 2017	Orientation to nursing program for sophomore students, junior mentors attend to meet assigned students
January 30, 2017	Junior level mentors attend monthly (1 st Monday of the month) in-service sessions: Mondays from 8-9 am.
January 30, 2017	Sophomore and Junior students attend first “Mentoring Monday” from 11am-12 noon
March 13-20, 2017	Student complete mid-semester check-in (via Google Forms)
May 14-20, 2017	Students complete end of semester program surveys (via Google surveys)
June 1, 2017	Program coordinator complete program evaluation and sends to Baccalaureate Day Section, Program Director

Qualifications and Responsibilities of Mentors and Mentees

Mentors and mentees will be able to view these documents and others that are explored future in a mentor support guide (see Appendix B). This guide is going to be used as a support tool for students and faculty involved and include: program overview, process for achievement, benefits of the program, qualifications of mentors and responsibilities, and finally the role of mentor and mentees.

Resources

Resources needed to implement this peer-mentoring program include time for faculty (program coordinator), nursing program director, time from sophomore and junior level students within the nursing program. We have a possible plan to meet once per month on the first Monday of the month (“Mentoring Mondays”) from 11 am-12 noon and mentors need to contact their mentees via email, phone or face-to-face at least one other time in the month. Junior level

mentors would meet once per month with the program coordinator on the first Monday of the month for an in-service meeting from 8-9 am. The Mentor Resource Guide (see Appendix B) for mentors would include:

A.) Program Overview

B.) Process for Achievement

C.) Benefits

1. Mentor

2. Mentee

D.) Qualifications of Mentors

E.) Responsibilities/Role

1. Mentor

2. Mentee

With junior-level students in their role as a mentor, during their in-service and monthly meetings, time will be allotted to future explain their role and topics of information that would be covered each month with their mentees. During the junior monthly in-service meeting we will also be reviewing the eight leadership characteristics identified in the St. Catherine Leadership Statement (Hawthorne & Brenden, 2009). This pilot program would require an estimated total of 15-20 hours of time for junior-level nursing students during the January and spring 2017 terms. This overview will help to ensure that mentors can be successful in mentoring their sophomore students with topics of successful study tips and tools, time management, and other skills needed to be successful in the undergraduate-nursing program. Finally funding is an additional resource that will need to be explored for both faculty and mentors. There is a possibility that this could

be a paid position for mentors that would require further exploration. This is discussed in the next section of this paper (Budget and Return on Investment).

Budget and Return on Investment

For this peer-mentoring program there will be direct costs for implementation including (a) time for the program coordinator, (b) refreshments for meetings and in-service sessions, and possible cost for advertising. A new or current master's prepared faculty member could coordinate this peer-mentoring program and it would be included into that faculty's course load for each semester. The faculty member would already be employed and have a salary, office, benefits, computer, and other costs.

The estimated time for a nursing faculty to promote, implement, and sustain this program is about 25 hours per semester for a total of 50 hours per year. According to Emily Nowak (personal communication, April 27th, 2016), an average full time nurse educator salary is about \$60,000/year; which is about \$5,000/month or about \$2,500 for a two-week pay-period. If a faculty was full time and worked about 80 hours in a two week pay period (or 40 hours per week) that would be a salary of \$31.25/hour salary. Therefore, with an hourly wage of \$31.25/hour multiplied by 50 hours/year for program-related activities equals \$1,562.50 as an estimated sum of annual cost.

This peer-mentoring program has both indirect and direct benefits. The indirect benefits for mentors would include student mastery and retention of essential nursing skills, building leadership skills, increased self- confidence, gain leadership experience, possible leadership (mentoring) certificate: at end of program study, resume builder to set students apart, and overall student retention in nursing program (Mollica & Mitchell, 2013).

For mentees, the indirect benefits would include an increase their confidence in knowledge and skills (both cognitive and psychomotor), lessen confusion within courses, gain insight and advice from junior level nursing students about courses, clinical, lab, study strategies, time management, organizational skills and other resources, and support from peers.

The direct benefit of this peer-mentoring program would include the estimation of one student retained for their additional two years at St. Catherine University in the undergraduate nursing program. The cost of tuition according to St. Kate's Day Student Financial Student Aid website (2016) for a continuing first time bachelor day program student is about \$24,800 per semester or about \$50,000 per year. If this pilot program helped to retain and support just one student for their additional two years in the nursing program that would be total of about \$100,000 for the university or about \$50,000 per year. Therefore after calculating the ratio of net benefits to costs as being 2,400%, this is a very high return on investment for the nursing program and St. Catherine University.

Evaluation

Methods and Measures: Survey

Evaluation is key component to the successful completion and continuation of any program. If the nursing department accepts this program proposal, it will be important before implementation to contact the institutional review board (IRB) at St. Catherine University and received their approval for evaluation measures such as surveys that will be conducted at the end of the semester. The process that is described by the IRB at St. Catherine University gives the following steps for IRB approval (Institutional Review Board, 2016):

1. Determine whether IRB approval is needed.
2. Consult the IRB regulations (policies).

3. Consult with the IRB.
4. Determine the level of review: exempt, expedited, or full review.
5. Prepare and submit application: demographic information, research summary, background, research methods and questions, expectations of participants, estimated time commitment for participants, information about subjects (age, gender, number of participants, and special needs or populations), location of subjects, recruitment methods, incentives, risks and benefits of participation, confidentiality, and informed consent.
6. Await notification by the IRB.
7. If needed, make required revisions to the application and resubmit for IRB approval.
8. Initiate research.

After implementing the pilot peer-mentoring program in spring semester of 2017 it will be important to ensure that the program was successful by achieving its program goals and by determining that those involved (stakeholders): program coordinator, mentors, and mentees found the program to be beneficial. The achievement of these goals will be measured using survey methods; the individual surveys can be found in the appendices: Appendix C: Program Coordinator Evaluation Survey, Appendix D: Mentor Program Survey, and Appendix E: Mentee Program Survey. For sophomore-level students (mentees) to receive their final grades for the NURS 2910 course, they must fill out the mentee survey. This will be done anonymously, and to prove that students have completed the survey they will need to take a screenshot of the web-page that says “Thank you for completing this Google Survey, your responses have been recorded,” and upload it to D2L. The program coordinator will work closely with the NURS 2910 course coordinator via personal and email communication to ensure that students have

completed this assignment before final grades are submitted at the end of the semester. Junior-level students (mentors) will also need to complete their mentor surveys in order for their hours of mentoring to count towards their possible certificate. This will help to ensure that we have sufficient data (survey results) available to make informed decisions for future implementation of this program.

Conclusion

Nursing is one of the most competitive careers in healthcare and now even in the academic setting students are competing in nursing school. Students continue to have high levels of anxiety, stress, and confusion within courses. As found in previous literature and studies done on peer mentoring programs by Mollica and Mitchell (2013) it would help sophomore and junior level students with some of the fears and unknowns within nursing courses. Sophomore students can have high levels of self-confidence, mastery of cognitive and motor skills, along with junior level students broadening their leadership skills. High levels of self-confidence can help students move on to higher levels of critical thinking which is needed to pass the NCLEX exam on the first time which is a great return on investment for the university.

For this peer-mentoring program to be successful and continue for semesters to come, it will be important to always ensure good communication between students and faculty. As Gardener and Schmidt (2007) assert, good communication is “the essence of the mentor relationship” (p. 182). Other factors include remembering to plan ahead and anticipate possible problems or complications that can occur.

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Appendix A

Recruitment Flyer



St. Catherine University Peer Mentoring Program for Baccalaureate Nursing Students

- Who:** Junior-level nursing student mentoring sophomore-level nursing students
- What:** Peer mentoring- academic guidance, study tips, course navigation, organization, and time management skills
- Where:** On-campus: Whitby Hall JDA and email
- When:** Start Spring 2017 Semester for NURS 2910 students

Participation:

If you would like to hear more, please come to an information session on Monday October 3rd, 2016 otherwise please email the program coordinator: kmcolucci@stkate.edu

Many benefits for mentors and mentees!

Kari Colucci, RN, MSN
Peer-Mentoring Program Coordinator

Appendix B

Mentor Resource Guide



St. Catherine University Peer Mentoring Program

For Baccalaureate Nursing Students

Mentor Resource Guide:

Junior-Level Nursing Students Mentoring Sophomore-Level Nursing Students

Fall 2016

Welcome Mentors!

This is a resource guide for you to refer to during your time this semester as a mentor for a sophomore- level nursing students in the NURS 2910 course.

Please remember that you are not your mentee's only resource or support system and at anytime the partnership does not follow the roles as described in this guide, please communicate with your mentee and myself as soon as possible.

There may be some things that come up that are not included in this guide and it will be important to be in communication with other mentors and the program coordinator (myself) for questions or clarifications and the NURS 2910 faculty as needed.

Please know that myself and the other faculty members are here to support you, the sophomore students and we want to have a successful Spring 2017 pilot program and hope that we can continue this Peer mentoring program in future semesters.

Thank you in advance for all your hard work and time! Don't hesitate to email me with questions or concerns.

Sincerely,

Kari Colucci, RN, MSN

kmcolucci@stkate.edu

Peer-Mentoring Program Coordinator

Program Overview

This program is to provide the opportunity for sophomore-level nursing students to seek help and support for anxiety, and to create, maintain, and promote a positive learning environment inside and outside of the classroom, lab, and clinical setting. Peer mentoring can help students to increase their confidence in their knowledge and skills (both cognitive and motor) and lessen confusion within courses. Junior-level students benefits include: student mastery and retention of essential skills, building leadership skills and resume builder to help set students apart in the competitive field of nursing when they graduate, pass NCLEX, and start looking for a job (Mollica & Mitchell, 2013).

Process for Achievement

The steps for this peer-mentoring program for baccalaureate nursing students to be successful include the following:

1. Mentors will provide guidance to their assigned mentees. This outcome will be measured by a final survey that is completed by the mentees at the end of spring semester.
2. Mentors will serve as a positive role model who demonstrates integrity, professionalism, ethical principles, and caring. This outcome will be measured by a final survey that is completed by the mentees at the end of spring semester.
3. Improvement in Academic Performance for mentees as measured by exam scores and final exam (i.e., students must achieve an overall grade of $\geq 78\%$ to pass the course).
4. Mentees will have increased retention rates. This will be measured by the number of students who remain in the NURS 2910: Health Assessment course during their first semester of the nursing program as compared to previous semesters.

Benefits

Mentors (Mollica & Mitchell, 2013):

- Student mastery and retention of essential nursing skills
- Building leadership skills
- Increased self- confidence
- Gain leadership Experience
- Leadership (mentoring) certificate: at end of program study
- Resume builder to set students apart

Mentees

- Increase their confidence in knowledge and skills (both cognitive and motor)
- Lessen confusion within courses
- Gain insight and advice from junior level nursing students: about courses, clinical, lab, study strategies, time management, organizational skills and other resources
- Support from peers

Qualifications (Selection Criteria) of Mentors

To qualify to become a peer mentor you must meet the following qualifications:

- Junior level nursing student (Fall of 2016 and will continue in Spring 2017 term)
- Overall GPA of 3.0 preferred
- Be in good standing with the St. Catherine University Undergraduate Nursing Program
- Demonstrate interpersonal communication and listening skills
- Adhere to Academic Integrity standards as laid out in the *LeGuide*
- A commitment to and growth in the educational process (for yourself and mentees)
- A unique background, skill set or history, which will enhance contribution to this work

- A commitment to positively contribute to your graduating class, campus, community or future nursing profession
- Able to provide constructive feedback to mentees
- Possesses previous experience mentoring students
- Be able to attend two monthly meetings for mentors and check-in meeting with mentees

Roles and Responsibilities

Mentor:

- Responsibilities:

- 1.) Attend Peer Mentoring inservice day
- 2.) Attend Peer Mentoring monthly meetings (Monday's- morning)
- 3.) Attend "Peer Mentoring Monday's" monthly meetings
- 4.) Check-in with program coordinator in a timely manner with any problems or questions
- 5.) Meet with mentees during monthly meetings and check- in at least two other times during the month (via email, phone, or in-person).
- 6.) Adhere to Academic Integrity and guidelines in the *LeGuide*
- 7.) At the end of the semester to receive credit for your hours, you must fill out a *Mentor's End of Semesters Survey* form.

- Peer Mentor is NOT:

- 1.) Accessible to mentee 24/7
- 2.) A counselor or therapist
- 3.) Does not replace your academic advisor or faculty member (course faculty)
- 4.) A tutor

Mentee:**- Responsibilities:**

- 1.) Check-in with Mentor during “Mentoring Monday” meetings
- 2.) Check- in with Mentor at least two other times per month (email, phone, face to face)
- 3.) Respect your Mentors time and have realistic expectations about your partnership
- 4.) At the end of the semester to receive your final grade in Nursing 2910, you must fill out a *Mentees End of Semesters Survey* form.

Peer-to-Peer Mentorship Agreement Form

This agreement is between the Mentor and her Mentees for the Spring 2017 academic semester aligned with the NURS 2910 course.

- 1.) We agree to meet at our scheduled meetings for “Mentoring Monday’s”
- 2.) We agree to check-in with each other at least two other times during the month via: email, phone, or face-to-face (and only cancel if absolutely necessary)
- 3.) We agree that the role of the mentor is to _____
- 4.) We agree that the role of the mentee is to _____
- 5.) We agree that what is said in our group meetings are confidential and respect each others privacy
- 6.) We agree to respect each other’s time
- 7.) Mentor agrees to provide honest and constructive feedback to questions
- 8.) Mentee agrees to be open to feedback
- 9.) Mentee agrees to understand that the mentor may not always be able to answer all questions and that you may be referred back to your course faculty
- 10.) Other (as designated by Mentor/Mentee):

Date: _____

Mentor’s Signature: _____

Mentee’s Signature: _____

Appendix C

Program Coordinator Evaluation Survey

Please review the following questions and answer using as much detail as possible

- Any overall notes or thoughts about the program as a whole that were taken throughout process (Fall 2016 and Spring 2017) semesters?

- When thinking about the recruitment process, what went well? What could be improved?

- Any changes needed for the application/interview/selection process: what went well? What could be improved?

- Review information (in-service) day for junior level students and introduction day with sophomore students, what went well? What could be improved?

- Review schedule: do Mondays and Wednesday's work for meetings (monthly)?

- What problems/concerns did you as the coordinator, other faculty, mentors and mentees encounter?

- Additional advice for next year and future plans for implementation?

Appendix D

Mentor Program Survey

Please answer the following questions about your role as a Mentor in the Peer Mentoring Program. Your responses will be used evaluate this program's effectiveness. Your answers are anonymous. Please remember that when the survey ends (before you close your browser) that you must take a screenshot to show that you have completed the survey and email it to the program coordinator.

1.) I enjoyed being a mentor and feel that my insight was valued by my mentees

Strongly Agree Agree NeutralDisagree Strongly Disagree

Comments:

2.) I was able to connect my mentees to resources at the university as needed

Strongly Agree Agree NeutralDisagree Strongly Disagree

Comments:

3.) I believe that I have grown in my leadership skills

Strongly Agree Agree NeutralDisagree Strongly Disagree

Comments:

4.) I believe that I was able to communicate effectively with my mentees and had the

necessary tools to be an effective mentor

Strongly Agree Agree NeutralDisagree Strongly Disagree

Comments:

5.) Overall I believe I have benefited from the peer mentoring program and would

recommend it to others

Strongly Agree Agree NeutralDisagree Strongly Disagree

Comments:

6.) The Peer Mentoring Program Coordinator was available if needed and responded to my questions/concerns in a timely manner?

Strongly Agree Agree NeutralDisagree Strongly Disagree

Comments:

7.) If you could change one thing about this peer-mentoring program, what would it be?

8.) What was the most helpful for you over the past semester with the peer-mentoring program?

9.) What was the least helpful for you over the past semester with the peer-mentoring program?

10.) Please leave any additional comments or suggestions

Thank you!

Appendix E

Mentee Program Survey

Please answer the following questions about your Mentor and the Peer Mentoring Program.

Your responses will be used evaluate this program's effectiveness. Your answers are anonymous.

Please remember that when the survey ends (before you close your browser) that you must take a screenshot to show that you have completed the survey and upload it to D2L drop-box, within your NURS 2910 course.

1.) My Mentor provided me with guidance throughout the semester

Strongly Agree Agree NeutralDisagree Strongly Disagree

Comments:

2.) My Mentor served as a positive role model: who demonstrated integrity, professionalism, ethical principles, and caring attributes

Strongly Agree Agree NeutralDisagree Strongly Disagree

Comments:

3.) I believe that my participation in the Peer Mentoring program helped to improve my academic performance

Strongly Agree Agree NeutralDisagree Strongly Disagree

Comments:

4.) I effectively utilized my peer mentor and understood program opportunities/resources

Strongly Agree Agree NeutralDisagree Strongly Disagree

Comments:

5.) Overall I believe I have benefited from the peer mentoring program and would recommend it to others

Strongly Agree Agree NeutralDisagree Strongly Disagree

Comments:

6.) The Program Coordinator was available if needed and responded to my questions/concerns in a timely manner?

Strongly Agree Agree NeutralDisagree Strongly Disagree

Comments:

7.) If you could change one thing about this peer-mentoring program, what would it be?

8.) What was the most helpful for you over the past semester with the peer-mentoring program?

9.) What was the least helpful for you over the past semester with the peer-mentoring program?

10.) Please describe any additional comments or suggestions:

Thank you!