

**Mentoring Plan**

**New Careers in Nursing Scholarship Program**

**2012-2013 Grant Period**

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| **Submission Date:** | |
| Name of School of Nursing: | Medical University of South Carolina College of Nursing |
| Number of scholarships  awarded by RWJF: | 15 |
| Program Liaison name or contact for this request: | Dr. Nancy Duffy |
| Email and phone: | [duffynd@musc.edu](mailto:duffynd@musc.edu)  843-792-4633 |

*\*Please refer to the schedule of deliverables chart below to ensure timely completion of all required plans\**

Please email this plan to [jjeanty@aacn.nche.edu](mailto:jjeanty@aacn.nche.edu) in order to be eligible for the second portion of your Pre-Entry Immersion grant of $2,500. If the NPO has questions regarding your submitted plan, the specified contact/program liaison listed on this plan will be contacted directly by the NPO. Once your plan has been approved the check will be mailed to the individual indicated on your signed PIP Letter of Agreement.  
  
If you have further questions, please contact the NPO at 202-463-6930 extension 257. Also, if you have any questions regarding the incorporation of the Mentoring Toolkit please contact Dr. Vernell DeWitty, [vdewitty@aacn.nche.edu](mailto:vdewitty@aacn.nche.edu) or 202-463-6930 extension 224.  
  
**Schedule of Deliverables**

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|  | Fall Awards | Spring Awards | Summer Awards |
| Letter of Agreement | **7/31/12** | | |
| Deliverable 1: PIP Plan | **7/31/12** | **12/31/12** | **3/19/13** |
| *Upon Completion of above, $2,700 Check will be processed for Grantee* | | | |
| Deliverable 2: Leadership Plan | **10/31/12** | **2/28/13** | **4/30/13** |
| Deliverable 3: Mentoring Plan | **10/31/12** | **2/28/13** | **4/30/13** |
| *Upon Completion of above, $2,500 Check will be processed for Grantee* | | | |

| **Step One: Assessment** | |
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| **A. Mentoring Program Activities**  What ongoing programmatic mentoring program currently exists in your organization? Do you have a designated individual/individuals designated as a mentor program director?  Do you have a specific model that you use? Do you provide a time for mentors and mentees to meet? How do you evaluate the program? | |
| **Strengths:**  **Ongoing Mentoring Program**  The previous funding rounds (x4) focused on community mentors and participation in the “Dining with Colleagues.”  There remains financial support for membership in professional organizations for community mentors.  There are identified faculty mentors for the NCIN scholars.  The Project Director and NCIN Team implement the mentoring strategies.  Utilization of mentoring toolkit to create a learner centered approach, but no specific model.  Mentors/mentees are provided times to meet on a monthly basis and on a whenever needed approach.  The evaluations have been through separate focus groups with the Program Director and the mentor/mentee.  1) Revised the NCIN Statement of Agreement to include a peer-to-peer mentoring commitment of present scholars with future cohorts.  2) Utilized the Mentoring Toolkit for the initial meeting with the Program Director and new scholars to include a program on mentor recruitment, establishing the relationship and the required activities,  3) Identified opportunities for the scholars to reach into their communities of interest and select a young adult with an interest in health care to mentor in a peer-to-peer relationship. The NCIN Scholar is asked that they engage the mentee (virtual or face to face and offer the opportunity to attend class, skills lab, meeting etc.).  4) Proposed the concept of Scholarly Communities of Practice (SCOP) where the scholars are invited to participate in electronic forums for interaction among students (BSN/DNP/PhD) centered on exchange of ideas, identification of opportunities and networking. The SCOP expands mentorship of each student from a single advisor/faculty to a group of participants. Our intent is to mentor these scholars and encourage them to thoughtfully consider a graduate education plan of study. This aligns with HRSA goals. | **Opportunity for Improvements:**  Increase formalization of the mentoring process  Development of a projected calendar of RWJ internal events, meetings, and dinners developed annually. Mentors and Mentees are all invited to participate. This will assist us in minimizing schedule conflicts  Adapt the Mentor Evaluation from the Toolkit to a Redcap electronic survey.  Administer the Student Mentee as a hard copy document at a scheduled RWJ Meeting.  While not a formal mentoring commitment, this is a peer-to-peer application. The intent is to create a foundation of connections for the new scholar.  Will ask for comments about the NCIN student mentor and their community of interest. The Program Director will meet with each mentee and facilitate their connection to the CON.  The SCOP is also considered a leadership activity as well as mentoring. The NCIN Team will utilize the Moodle Learning Management System for evaluation of this BSN/DNP/PhD activity.  Essential to demonstrate value for the time commitment of all involved.  We will track:   * Mentee visits * Applications for admission * Overall retention, graduation |
| **B. Mentoring Program Support**  What is already happening outside your organization that may impact your mentoring program? Do you have supports in place for mentors and mentees? Do you have a pool of mentors to draw from? Do you have a closing process or the mentors and mentees once the program ends?  What works well in your organization and what may be challenges (e.g., timing of events, activities of other organizations in this space, barriers you may face, other potential obstacles or opportunities).  Identify supports available in school and community | |
| **Assets:**  External to the CON we have:  Active links and presence of diverse professional associations.   * Tri County Black Nurses Assoc. * Men in Nursing MUSC * Multicultural Student Nursing Assoc.   We have supports in place in that the College is building and expanding its own mentoring program for faculty. We have a strong pool of Undergraduate Faculty from which to recruit.  Closure of the mentoring relationships occurs during the following events: the “Dining with Colleagues” event and our new Fall BBQ dinner. The graduating (12/12) NCIN Scholars relate their experiences in the College, with their mentor and the NCIN Program. The mentors openly reflect on the value of the relationship. It is a time for debriefing and encouragement.  The student originally was assigned a mentor and a separate academic advisor. Anecdotal comments from NCIN scholars found this to be burdensome by adding additional requirements.  Each NCIN is assigned a Mentor and Academic Advisor. This aspect was changed with the Round 5 application and is now a dual role.  Faculty (BSN, DNP and PhD) in the College of Nursing have willingly volunteered for the RWJ NCIN Mentoring opportunity. We advocate for building relationships and connections as part of retention.  In both the Fall 2012 and Spring 2013, mentors were able to quickly identify two NCIN Scholars who were struggling in the program. This dual role facilitated early recognition and use of resources, as the mentors know the academic and personal issues of the NCIN students.  The CON has a well-defined philosophy of advising and a process strikingly similar to the Mentoring Toolkit.  This is copied from our Advising Packet  “A proactive attitude towards learning, solving problems, and creating positive change –remind  students that faculty, support staff, administration, and campus services are primarily dedicated to  the educational mission. If obstacles or opportunities arise, students are encouraged to  constructively use appropriate channels of communication to resolve concerns or promote change”.  Other topics include: Value of Diversity, time management strategies, socialization to the student role and responsibility of both parties to the relationship. | **Challenges:**  To date, these evening dinners are the culmination of the NCIN and CON experience for the graduating cohort.  Plan for Redcap Survey August 2013 of mentees and mentors to evaluate the dual role.  Sustained commitment in view of heavy workload. The Academic Advisor aspect is defined with workload effort as part of faculty role. |

| **Step Two: Mentoring Program Design** |
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| **Broad Goal:** What will be the learning goals for your program?    To facilitate student transition to the Accelerated BSN Program.  To establish a relationship that allows the mentee to feel connected.  To enable completion of the program with NCLEX-RN success. |
| **2. Evaluation:** How will you evaluate and close the mentoring relationships?  The evaluations have been through separate focus groups with the Program Director and the mentor/mentee. They are asked to reflect on the effectiveness of the process, personal growth and significance of the relationship. We have closed mentoring relationships at two dinner events that occur just before graduation.  For the Round 5 Cohort, we will utilize the evaluation forms provided in the toolkit in the month before graduation. We have developed a REDCap Survey adaptation for the Round 4 graduating students. If this is successful, we will repeat for the Round 5 mentors and mentees.  The closing session at the dinners will be aligned with page 33 of the Toolkit. |
| **3. Mentoring Process:** How do you plan to approach the mentoring process?  How will you select mentors? The NCIN Team have historically recruited mentors because of 1) a known interest/desire to facilitate learning for under served students, 2) their ability to establish trusted connections with students and 3) an awareness of the unique demands of the ABSN program. To date, these mentors are themselves representative of underserved groups in nursing.  Each potential mentor meets with the Program Director and the pages (14-16 of toolkit) are provided and used as a foundation for discussion. There is a verbal commitment obtained. We then ask the Department Chair to review the list and evaluate for workload effort and the potential for funding relative to an external grant being awarded. These two factors assist us in determining the feasibility of the mentoring commitment from the list of names.  The NCIN Scholar commitment is presented at the initial RWJ Meeting, utilizing the mentoring toolkit pages, which occurs during the orientation week. The Mentors are included at this meeting.  How will you match mentors with mentees?  During the orientation, each student introduces themselves to the entire student body. They are asked to reflect upon their journey to nursing, area of specialty (if known), educational goals and what they see themselves doing in 5 years. The NCIN Team is present and records what the Round 5 student cohorts verbalize. Mentors are invited to attend the initial orientation session as well.  The NCIN Team then meets with the list of willing faculty mentors and matches the mentee based upon career goals (PhD or DNP path), diversity or intended educational path. This model has been successful over 4 periods of grant funding. There have been no conflicts or requests for change. The mini-orientation and the full orientation are laden with content, activities, and requirements that a formal matching as described in the toolkit is perceived as overload for the student. |

| **Step Three: Program Implementation** | | | |
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| **Decisions to Make** | **Mentor Recruitment** | **Introducing Mentoring Program** | **Evaluation and Closing the Program** |
| Activities:  Develop annual calendar of events.  Convert Toolkit Evaluations  Time Frames:  Bi Monthly group meetings  Dinners held November and March  Introduction to Mentoring held in August and January.  Resources:  RWJ support of mentoring/leadership  The CON has had access to unused scholarship dollars to support NCIN scholars.  In kind support of the Project Director | The 4-6 weeks prior to the start of the semester, (August and November) the Program Director will meet individually with potential mentors to explain the relationship and commitment based upon the toolkit.  This process will be initiated Nov 1, 2012 for the 2013 Cohort.  The Program Director will meet with Department Chair to determine workload potential and feasibility of commitment. | The mentors meet the mentees during the first week of orientation/lunch.  They meet for introductions and to discuss how the relationship will proceed. It is suggested they utilize the Learner Centered Mentoring Model pg. 15 Mentoring Toolkit. | Redcap Mentor Evaluation (December and May)  Student Mentee Evaluation document (December and May)  Program Director interactions, observations of the Mentor/Mentee |