Peer Mentoring to Generate New Ideas and Innovation in Nursing Education

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Disclosure

The authors of this presentation, Drs. Elizabeth Speakman, Jennifer Saylor and Jennifer Graber from the University of Delaware state that there are no conflicts of interest and there are no sponsorships or commercial support given to the authors regarding this presentation.

Objectives

By the end of this presentation, you will be able to:

1. Discuss the benefits of students collaborating in learning groups consisting of freshman, junior, and PhD nursing students.

2. Describe how to Engage students in the processes of research through a peer mentoring program.

3. Explore how faculty can enhance students' knowledge of research methods through practical experience and nursing research studies.

Peer Mentoring

- Used in a variety of settings including health education, health coaching, support groups, rehabilitation, and mental health
- Effective if conducted in a positive atmosphere
- Engage students in an inclusive learning environment where they:
  - learn from
  - gain support
  - are mentored by others who had been in their position
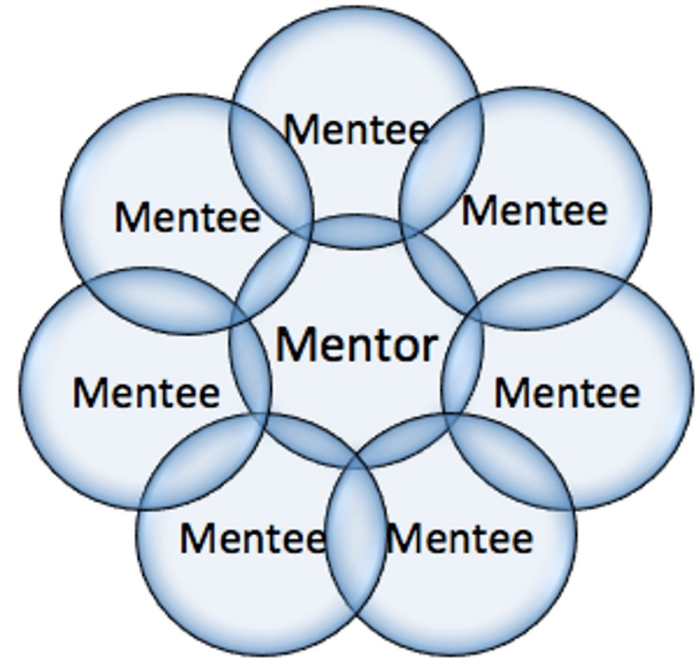
Mentoring

Definition

"to **support** and **encourage** people to **manage their own learning** in order that they may **maximize their potential**, develop their skills, improve their performance and become the person they want to be" (Eric Parsloe)

Key elements

Mentoring relationship should be based on trust, confidentiality, mutual respect and sensitivity

Myths vs. Facts

The **Mentor:**

- Must Be Older or More Senior
- Dictates the Relationship
- Can Have More than One Mentee

Mentoring

- Is Time-consuming
- Stops Once Goals Are Reached
- Is for People Who Have Not Been Successful
- Matches Need to Be Perfect
- Must be Done Face-to-Face
- Is Not a Counseling Session

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K.Spear

"I'd like to mentor you. We can start by you getting me some coffee."

Qualities of a Good Mentor

Fully committed to mentoring

Approachable and positive

Good listener & sounding board

Flexible

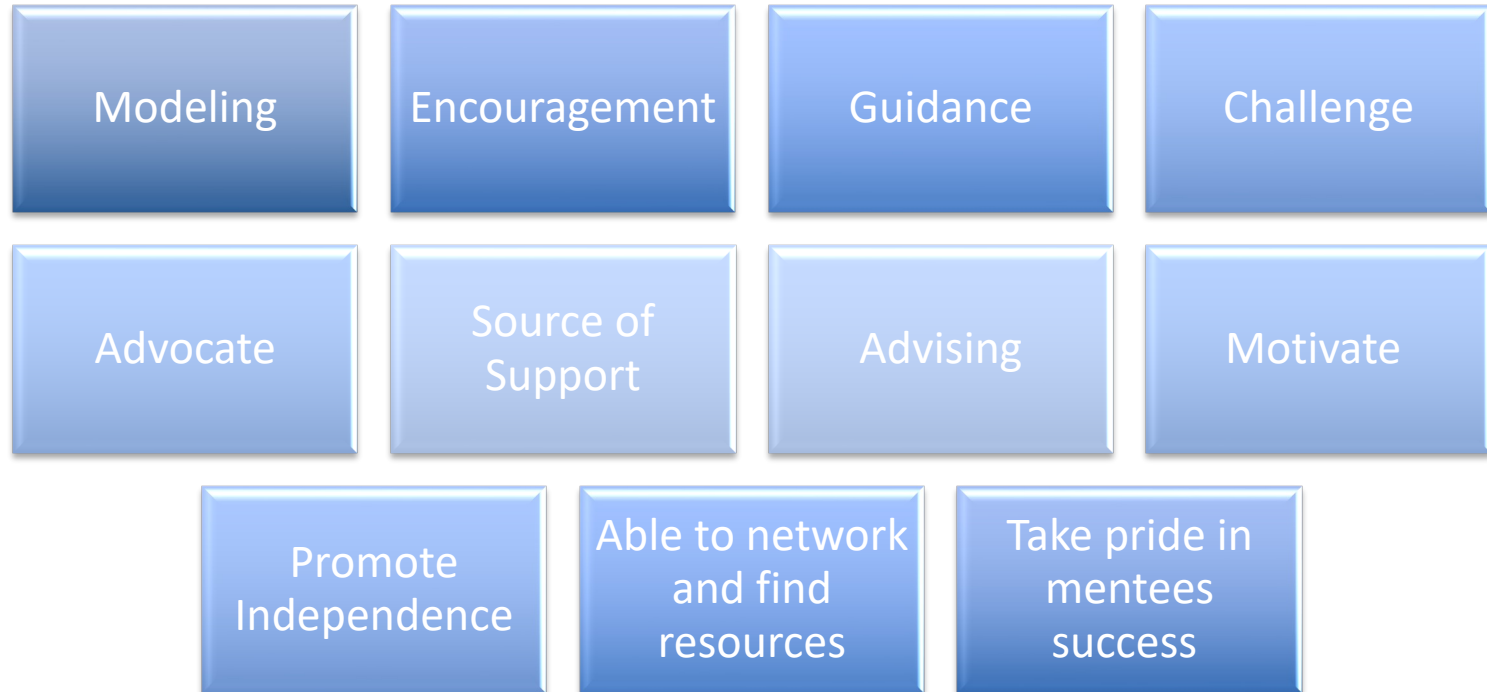Value diversity of perspectives

Knowledgeable

Nonjudgmental

Able to give constructive feedback

Honest and candid

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Mentor Responsibilities

Modeling	Encouragement	Guidance	Challenge
Advocate	Source of Support	Advising	Motivate
Promote Independence	Able to network and find resources	Take pride in mentees success	

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Mentee Responsibilities

1 Take the initiative

2 Avoid perfectionism

3 Maintain balance

4 Work hard

5 Support your peers

6 Welcome experience

7 Seek counseling

Faculty Role in Getting Started

First meeting

Establish what it isn't about

Identify broad topics not specific outcomes

Setting expectations

Template document to assist first steps

Confidentiality and boundaries

Conflicts of interest

Meeting format, location, timing and frequency
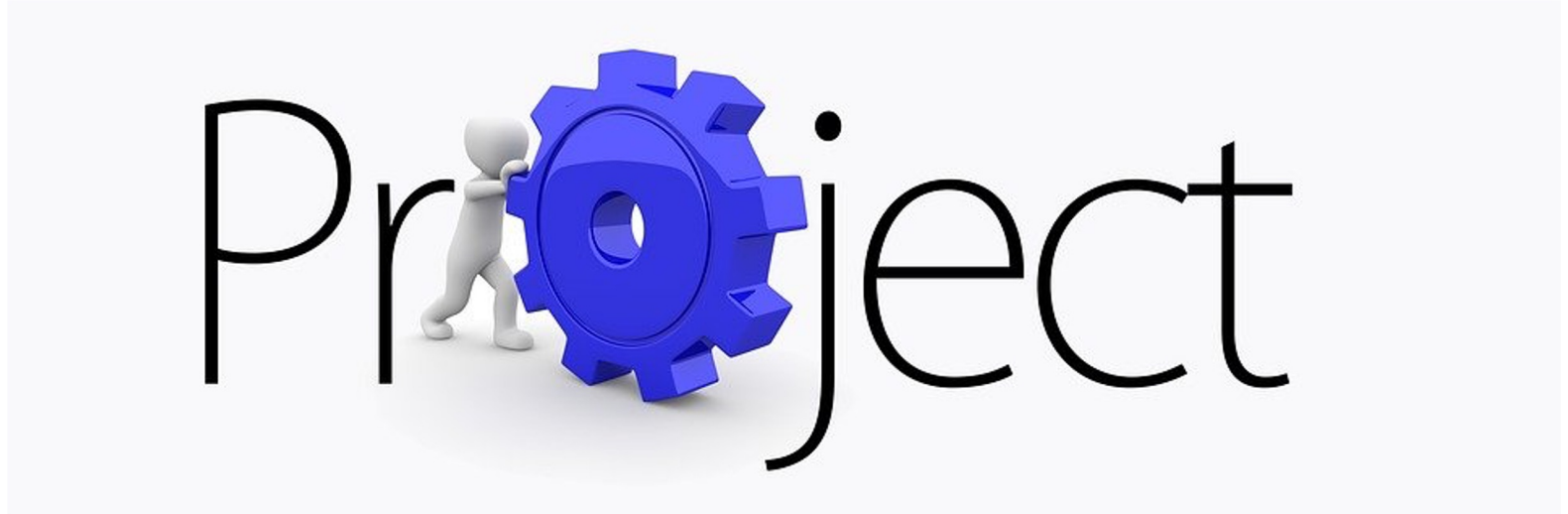
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What About You?

- List potential courses you teach where a research peer mentoring program could fit in.
- Think about any potential interdisciplinary collaborations that you would like to pursue.

And the Research Says...

The

Steps to Develop a Peer Mentor Program

- Step 1: Determine how peer mentoring can fit into your course
- Step 2: Create a peer mentorship plan
- Step 3: Develop your aims, outcomes, and assignments
- Step 4: Develop your program
- Step 5: Develop the mentor training

Project Aims

1. To develop students' knowledge of research methods through practical experience
2. To enable students to assist with nursing research studies
3. To introduce students to some of the processes of research
4. To engage students in collaborative learning groups consisting of 2 junior nursing students and 4 freshman students
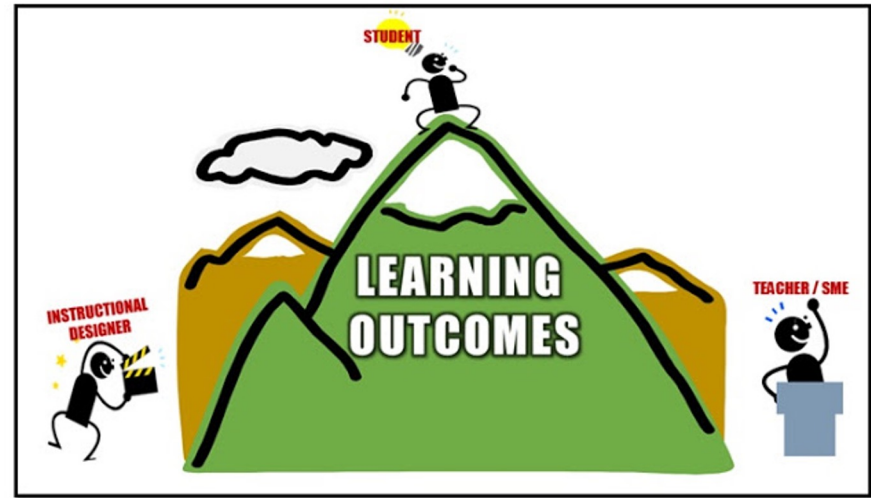

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Project Outcomes

1. Be able to read and discuss research
2. Complete a review and critically appraise literature related to the study
3. Have gained practical experience with research
4. Present a poster/synthesis of the literature related to the study at STTI-Beta Xi Chapter Evidence Based Practice meeting in May

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Activities and Assignments

1. Review of the literature and identification of knowledge gaps
2. Data extraction/ accuracy/ cleaning
3. Regular meetings with researchers/ doctoral student mentor
4. CITI Human Subjects and Responsible Conduct in Research Training
5. Reflection paper
6. Poster presentation

Evaluating Mentoring

- Can be formal or informal
- Not easy to evaluate
- Evaluation can help grow the mentoring relationship

The Measurement Matrix

	Start	Middle	End
Scheme Outputs	Have all mentees acquired a mentor? Have they met?	Frequency of meetings	Retention (in the company) Successful promotions Measured increase in competence Achievement of diploma/ certificate
Scheme Processes	Major concerns by participants (e.g. confidentiality)	Major difficulties encountered (e.g. time pressures, skills gaps, cancelled meetings) Do the mentors/mentees feel supported?	Are mentors willing to continue with a new mentee?
Relationship Outputs	Has mentee's selected mentor /mentor been appointed?	Have they set clear (learning) goals? Are there clear expectations on both sides?	Has the mentee achieved the desired improvement in: • competence • confidence • clarity of career direction Has the mentee progressed in his/her career? Has the mentor learned from the relationship?
Relationship Processes	Have they met? Mentor/mentee's confidence in being able to take part Have they established trust?	Frequency of meetings Who is managing the relationship? Are they preparing sufficiently for meetings? Is mentor's behaviour appropriate? (skill gaps) Is mentee's behaviour appropriate? (skill gaps) Level of rapport? Level of commitment?	Has the relationship come to a formal conclusion? Are both parties happy about that? Would the mentee eventually like to become a mentor?

Mentoring Evaluation

During this process I was a: Mentor or Mentee.

- Please rate how skilled you feel you are as well as how skilled your mentors/ mentees were during this process. (Think about your skills generally, with the mentor/ mentee process. Please choose Not Applicable (NA) when a skill cannot be applied during this process.

- Please note that you will be rating yourself as well as your mentor/ mentee. This survey is intended for self-reflection regarding the mentor/ mentee process for nursing research. NURS 120 students, you were mentees with NURS 354 students as your mentor. NURS 354 students, you were mentors, with NURS 120 students as your mentees.

1. During this process I was a: **Mentor**   Mentee

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Skill	Not at All Skilled 1	2	3	Moderately Skilled 4	5	6	Extremely Skilled 7	NA
Active listening								
Mentor	1	2	3	4	5	6	7	NA
Mentee	1	2	3	4	5	6	7	NA
Providing constructive feedback								
Mentor	1	2	3	4	5	6	7	NA
Mentee	1	2	3	4	5	6	7	NA
Establishing a relationship based on trust								
Mentor	1	2	3	4	5	6	7	NA
Mentee	1	2	3	4	5	6	7	NA
Identifying and accommodating different communication styles								
Mentor	1	2	3	4	5	6	7	NA
Mentee	1	2	3	4	5	6	7	NA
Employing strategies to improve communication								
Mentor	1	2	3	4	5	6	7	NA
Mentee	1	2	3	4	5	6	7	NA
Coordinating effectively with group								
Mentor	1	2	3	4	5	6	7	NA
Mentee	1	2	3	4	5	6	7	NA
Working to set clear expectations of the relationship								
Mentor	1	2	3	4	5	6	7	NA

Average Mentoring Competency Assessment Factor Ratings

Scale of 1 (least skilled) - 7 (most skilled)
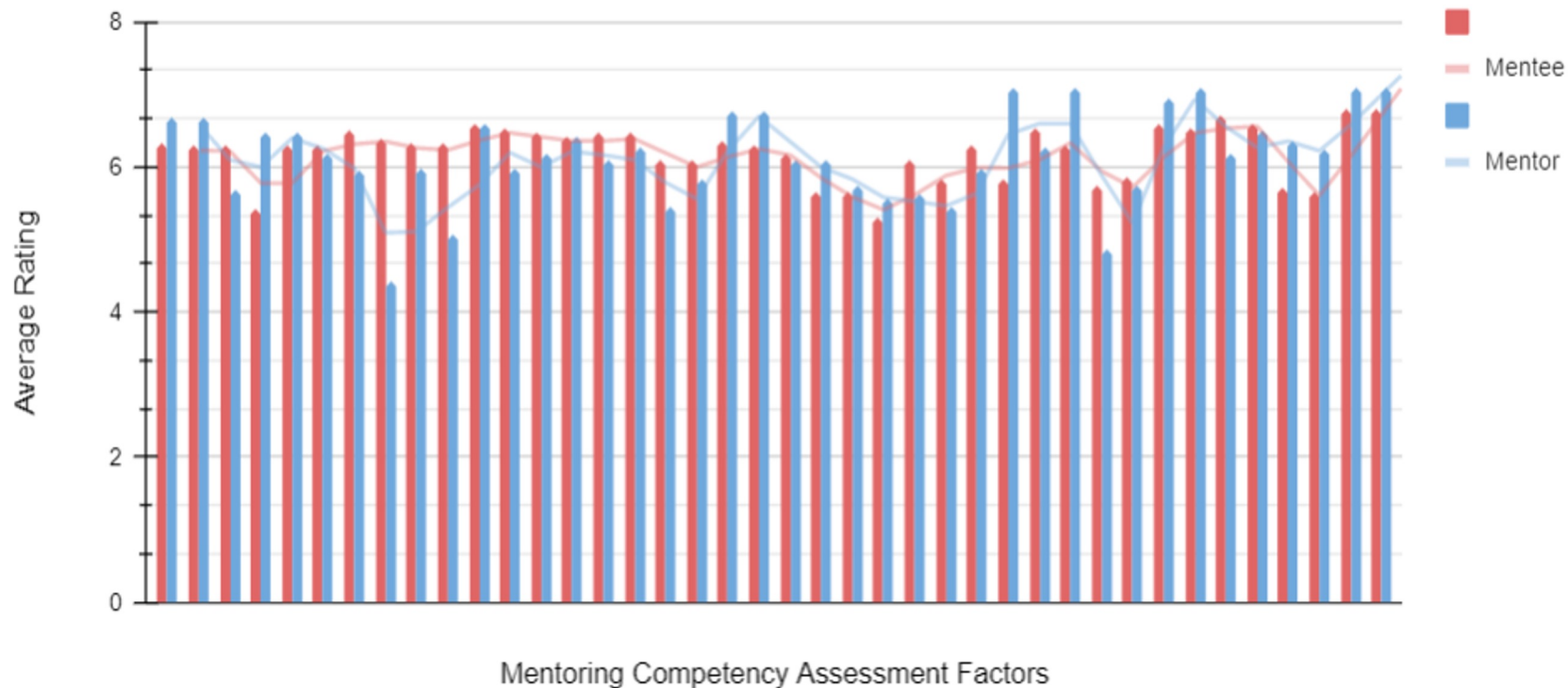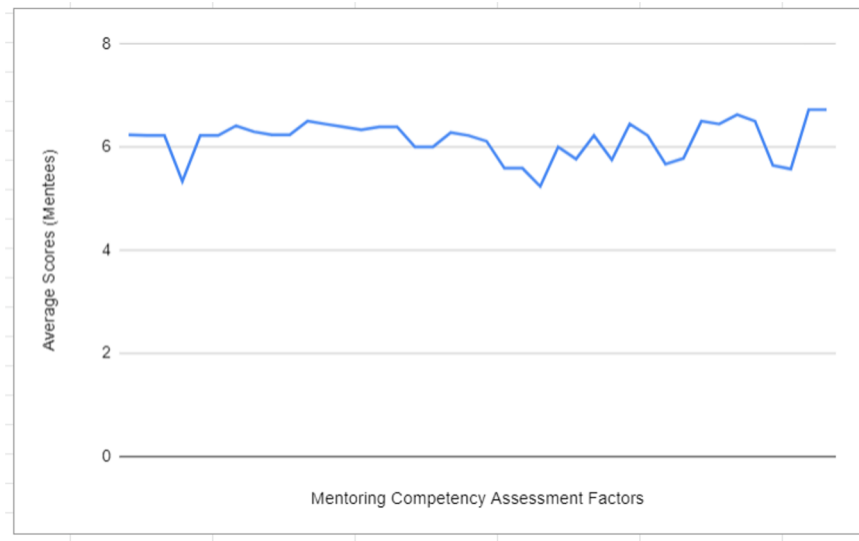
Mentoring Evaluation: Open-ended Questions

1. Describe how this mentor/mentee experience fostered your research learning experience.
2. Tell us about your experience as a mentor/mentee. Make sure to state whether you were the mentor/ mentee.
3. Describe the support or lack of support that you received during this mentor/mentee experience.
4. Describe your mentor/mentee experience before and after COVID-19.
5. Describe aspects that you learned from this mentor/mentee experience that you will use or not use in your next mentor/mentee experience.
6. Describe aspects that you liked the most and least about this this experience.
7. Describe your experience working with other students at different levels within the nursing program (First and Third year, PhD).

The Student Mentor Experience

"I felt that I was able to **grow** as a mentor and to learn how to **effectively delegate research tasks** in a group setting in order to meet the deadline. By being the person that the mentees reached out to in clarifying questions, my **confidence** in having people rely on me in a professional setting has been significantly improved."

"This mentor experience f**ostered my research learning experience** because having to explain things to the mentees made me learn more about what I was doing automatically. They brought up questions about the research process that I had not thought about before and **made me become more knowledgeable** because of it."

The Student Mentee Experience

"Getting the chance to work with junior nursing students and a PhD student was **very rewarding**. The juniors I worked with were impressed with my group's ability to **write in a concise and academic manner**. This was nice to hear, especially from an upper level student, because they are well-trained in the research aspect of nursing. It definitely **boosted my confidence** as a writer, and I'm sure it boosted my peers' confidence as well."

"The relationship with my mentor fostered a really **valuable and rewarding** research experience for me. It gave me an opportunity to explore what I was capable of doing when it came to research without being afraid of messing up because my mentors were there to assist."

Lessons Learned: Student Perspective

What Went Right

- Increased confidence and facilitated use of leadership skills
- Enabled practice of prioritization and delegation
- Learning by example from older students

What Went Wrong

- More support for the undergraduate mentors (from faculty and PhD students)
- Need for clarification of expectations
- Poor communication (difficult because of COVID)

Lessons Learned: Faculty Perspective

What Went Right

- Partners for research projects
  - Increase across disciplines
- Students excited to have a peer mentor and engage in research

What Went Wrong

- COVID Considerations
  - Halted data collection
  - Unable to present
- Training for the mentors
- Mentee expectations
- More faculty direction
- Appropriate PhD student mentor

Successful Mentoring Partnerships

Commitment

Consideration

Collegiality

Reflection

"You cannot teach a man anything. You can only help him discover it within himself" — *Galileo Galilei*

"A mentor is someone who allows you to see the hope inside yourself." — *Oprah Winfrey*

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel." — *Maya Angelou*

"The delicate balance of mentoring someone is not creating them in your own image, but giving them the opportunity to create themselves." — *Steven Spielberg*

"A mentor is someone who sees more talent and ability within you, than you see in yourself, and helps bring it out of you." — *Bob Proctor*
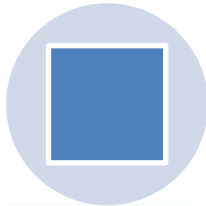
"In learning you will teach, and in teaching you will learn." – *Phil Collins*

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