The Benefits of Mentorship in an Undergraduate Honors Program: 2023 NLN Summit

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Conflicts of Interest and Disclosures: Neither the planner or presenter indicated that they have any real or perceived vested interest that relate to this presentation.

Conference Objectives

1. Engage with nurse educators as leaders to dialogue about preparing educators and students who appreciate diverse perspectives and generate new ideas and innovations that address the complexities and issues facing nursing education today and in the future.

2. Discuss the impact of social and structural determinants of health on individuals, communities, and populations, locally, nationally, and globally with a focus on the nurse educator's leadership role in policy, research, education, and practice to address systemic inequalities and promote social justice.

3. Confronting contemporary nursing education with a focus on teaching for learning in mind to foster the development of faculty expertise, learner clinical judgment, and prepare the next generation of a divers nursing workforce.

Presentation Objectives

1. Describe the leadership practices instilled by mentoring

2. Identify the roles of mentors for honors students

3. Define the interprofessional mentor for nursing students

LEAD Honors Program at NYU Meyers

- Developed as part of a Sigma Faculty Development Award in 2014-15
  - Mentoring was a strong focus of the literature review on leadership development of undergraduate nursing students
  - Study conducted on mentoring beliefs and attitudes of students and faculty
  - Informed the team of the desired practices to be developed in the students as future mentors and the those to be demonstrated to them by their mentors
  - Emphasis on cocreation of the honors experience
- First Cohort admitted in 2017
- Three Cohorts have graduated to date
- Cohorts average 15 students
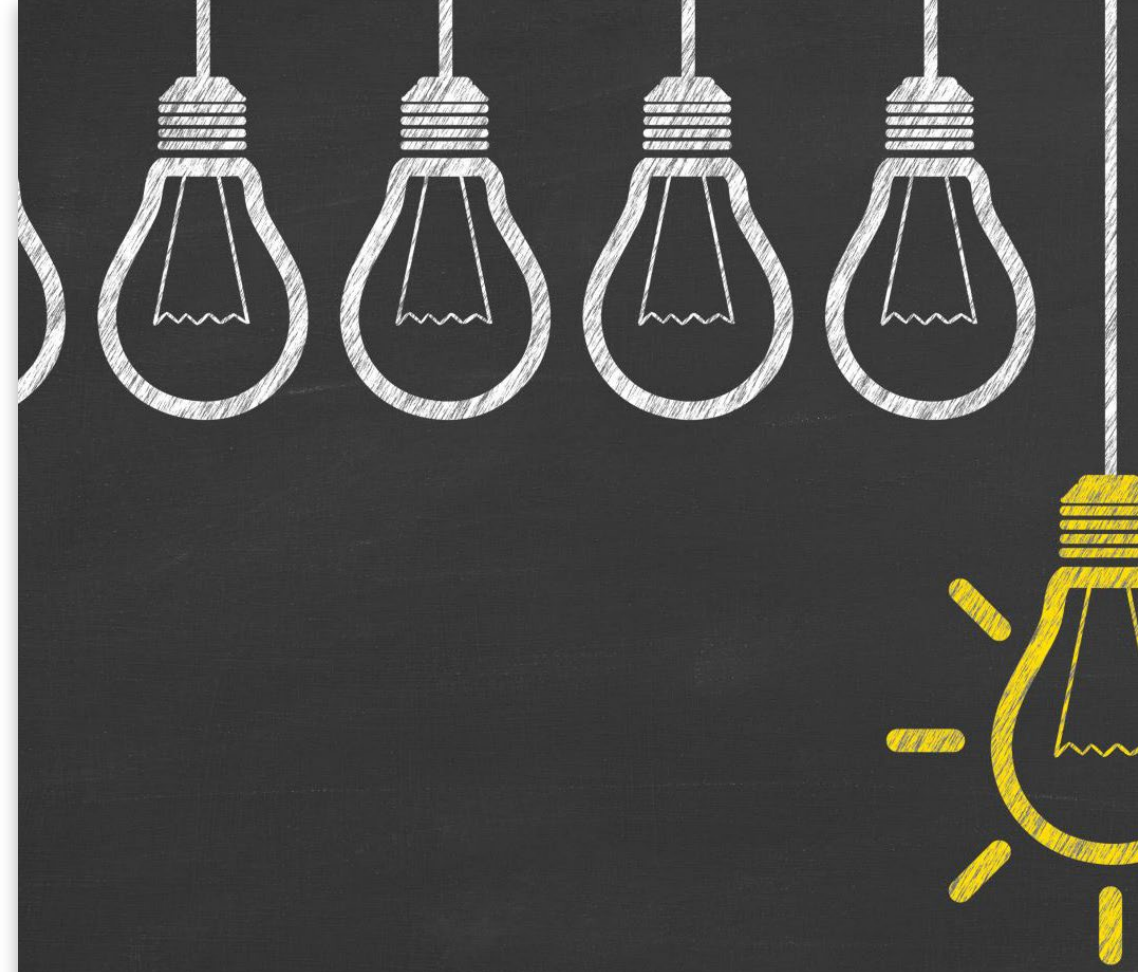
Program Outcomes
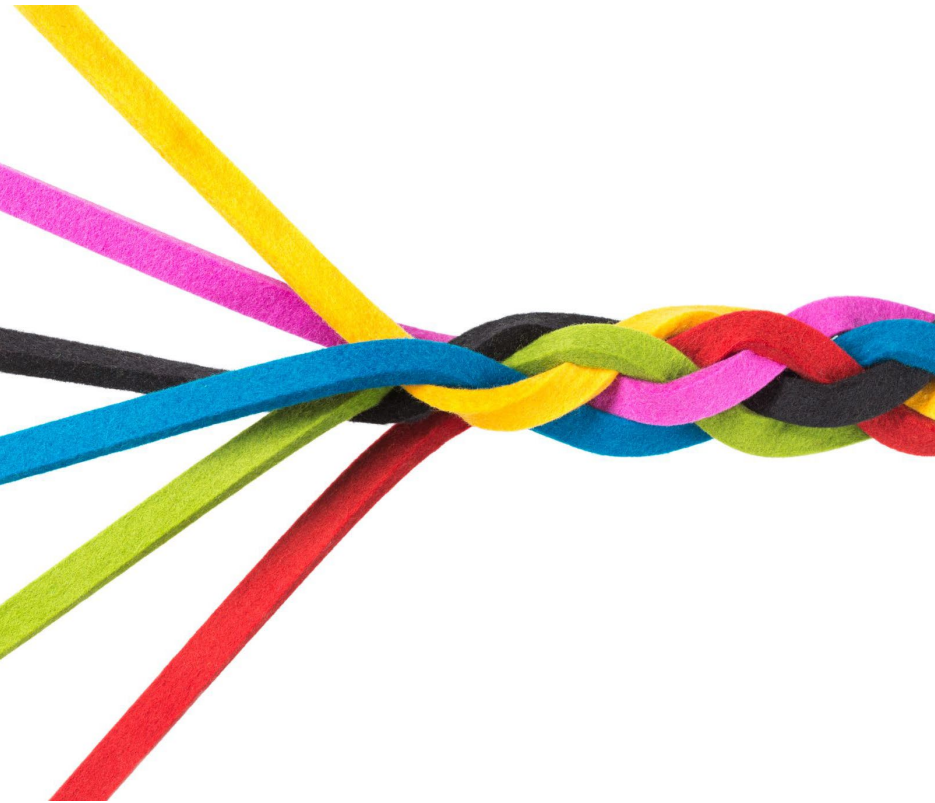
- Leading
  - Demonstrate advanced leadership skills for working in intraprofessional and interprofessional teams.
  - Create a dynamic personal leadership development plan.
  - Cultivate skills in mentorship.
- Engaging
  - Collaborate effectively across professions to positively impact patient care.
  - Aspire to a life of continued learning.
  - Engage in professional, governmental, or community organizations that promote the nursing profession and advocate health for all.
- Advancing
  - Develop a solid foundation for scholarly achievement in research, clinical practice, education, and/or service.
  - Demonstrate advanced oral and written communication skills.
  - Disseminate, translate, and implement scholarship to advance nursing science.
- Developing
  - Cultivate a strong sense of value for and commitment to the nursing profession.
  - Demonstrate professional autonomy and self-direction.
  - Develop strengthened personal character and ethical comportment.

LEAD Honors Program at NYU Meyers

Mission

To nurture intellectual curiosity and inspire life-long learning through interdisciplinary curricular and co-curricular experiences for high-achieving undergraduate nursing students.

Vision

We aim to cultivate the high-achieving nursing student's quest for scholarship in practice, research, and teaching, preparing future nurses to serve populations locally and globally.

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LEAD SCHOLAR

One-on-One Mentoring
Dedicated Honors Faculty
Advanced, Specialized Instruction
Individualized Leadership Development

RESEARCH

EDUCATION

PRACTICE

SERVICE

Interprofessional Education

LEAD HONORS PROGRAM

Leadership Development

Using Kouzes & Posner (2017) The Student Leadership Development, highlighting the use of the leadership practices on a regular basis is encouraged through extracurricular activities and the capstone project.

Textbook assigned as summer reading when they are rising 2nd year students

Leadership Practices Inventory (LPI 360) completed using 3 observers

Leadership Retreat before the start of the Fall semester to discuss results and engage in activities to develop awareness of practices

Reflection upon and identification of leadership practices embedded in the remaining courses.

Leadership Practices and Commitments

- Model the Way
  - Clarify values & Set the example

- Inspire a Shared Vision
  - Envision the future & Enlist others in the common vision

- Challenge the Process
  - Search for opportunities & Experiment and take risks

- Enable Others to Act
  - Foster collaboration & Strengthen others

- Encourage the Heart
  - Recognize contributions & Celebrate values and victories
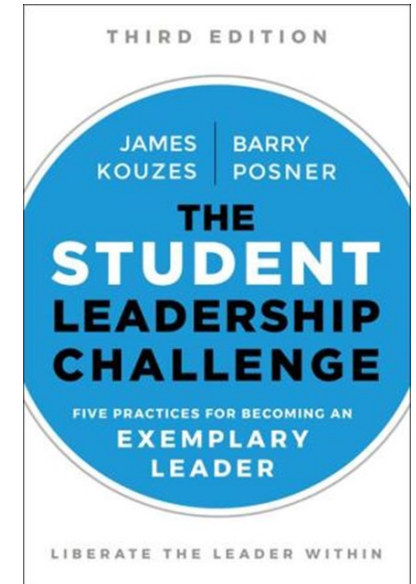
Capstone Projects

During the final two years when the students are completing the nursing sequence courses, they will identify a topic for consideration for the capstone project which may be completed in any of the 4 pillars of the program.

They complete a review of the literature on their topic as part of the Integrating Evidence into Clinical Practice course.

They implement the project with the support of their Capstone Mentor during their final year.

They defend their projects by completing a paper and delivering a presentation.

Mentoring Students with the Program

Faculty Mentors

As part of the advisement teams for the students they are assigned a Faculty Advisor

Peer Mentors

The students in each cohort is responsible for serving as a peer mentor to a student in the following cohort.

Faculty Mentors

- Responsibilities
  - Work with Academic Advisor to prepare students for course enrollment
  - Monitor student progress through the program
    - Strategize on identifying appropriate extracurricular activities
  - Provide support for their leadership development when identifying
    - Leadership plan objectives
    - Capstone project topic and potential project mentor

Peer Mentors

- Assignments are made each year and adjusted as needed to account for changes in student enrollment
- The pairs or groups (up to 3) are encouraged to meet outside of structured activities
  - Annual Welcome Event
  - Assignment activity for leadership development
- Mentors and Mentees share contact information
- Each cohort creates their own chat group

Capstone Project Mentoring

	Capstone Mentor	Serves as a content expert and/or provides access to the target population for the project
	Peer Mentor	Engages in the capstone project work of their peer through reflection responses and then peer review of their papers
	Writing Mentor	Provides support to students who need or want assistance with scholarly writing

Capstone Mentor

- Content Expert who is a researcher, educator, clinician either in the hospital or other setting of care
- Provides entrée to the community who represents the population of interest
    - Principal Investigator, Course Coordinator or Simulation Instructors, Nurse Manager, Physician, Allied Health Therapists, Social Workers, Doulas, Community Health Workers, Safety Staff
- Works closely with honors student for exposure to the lived reality of the population and topic of interest to give context to the literature
- Ensures applicability, accessibility, and sustainability of the project
- Compensation not available
- A Project may require more than one Capstone Mentor if both roles cannot be met by one individual

Capstone Peer Mentor

- Peer Reflections
  - Students responsible for reading reflections (graded assignment) of their peers and responding to them (graded assignment). Rubrics available
  - Dedicated discussion folders to exchange documents
  - Creates accountability to their peer and themselves
  - Provides a greater sense of the shared experience
  - Helps them to better see their accomplishments
- Peer Review
  - Same assignments, students learn to review someone else's work and receive feedback
  - Grading on the peer review not the paper submitted for review. Rubric available.

Capstone Writing Mentor

- Meets the need as students struggle with the precision of scholarly, scientific writing.
    - Concise language
    - Simple and direct sentence structures
    - Use of APA Style
- Doctoral Students (PhD) provide writing feedback that does not involve grading pre submission.
- By assignment or request
- Up to 3 students assigned to mentor

Mentoring Others within the Program

Doctoral students

Faculty within Nursing

Faculty and other healthcare professionals outside of nursing

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Doctoral Students

- Multiple opportunities to work with the honors students to complete their teaching residency hours
  - Teaching Assistant opportunities for the early courses
  - Writing Mentor opportunities in the final year as the honors students
- Mentoring provided for the new and sometimes challenging roles of faculty when they deliver critiques.
- Bring a sensibility of being in the same position as the students

Nursing Faculty

- Mentoring as they work closely with undergraduate honors students on their coursework or capstone projects (expert consultant role)

- **Coteaching** in the courses to develop interactive lectures, work with students as they conduct literature reviews, and develop proposals for their projects.

- **Capstone Projects in the Education Pillar** require faculty teaching expertise in the classroom or the simulation labs to guide the students to craft presentations or simulations that meet the educational needs of the students (leveled cognitive, psychomotor, and affective learning).

- **Capstone Projects in the Research Pillar** require faculty research projects wherein a student can explore a new question or add a new concept/variable.

Other Professionals & Faculty

- For projects that require expertise outside of nursing.

- Excellent opportunities for the students to experience interprofessional practice.

- Other healthcare professionals (physicians, physical therapists, social workers, community health workers, doulas) and other professions like campus safety can discover the breadth of nursing care and practice.

- These experiences open the door for a greater appreciation of nursing practice by all.

- Careful mentoring of these partners is needed to maintain clear understanding of what is within nursing practice and what students are permitted to do.

Anticipated Outcomes of Mentoring Honors Nursing Students

- Prepares Practice Ready Nurses

- Opportunities for Innovative Thinking as Change Agents

- Exposure to the multiple role of nurses, settings where they can work with communities and interprofessional partners to address social determinants of health and become agents of social justice

- The multiple levels and types of mentoring provide the students with what they need to complete their capstone projects when they need it stimulating creativity and resilience.

- These are skills needed for Vision, Understanding, Clarity, and Agility needed to move our profession and the healthcare system forward.

Key Takeaways

- Mentors provide opportunities to honors students to develop leadership practices and challenge their thinking.

- Mentors are multiple individuals who take on different roles for honors students.
    - Content expert
    - Gatekeeper
    - Skill builder
    - Strategist
    - Supporter

- Interprofessional partners and students at all levels can also serve as mentors.

- Structured opportunities for mentoring can help honors students identify mentoring wherever and whenever it happens.

Resources

- Kouzes, J. & Posner, B. (2018). *The student leadership challenge: Five practices for becoming an exemplary leader.* 3rd Edition. San Francisco, CA: Wiley.

- Lim, F., Nelson, N., Witkoski Stimpfel, A., Navarra, A., & Slater, L. Z. (2016). Nursing honors programs: Perspectives for current implementation. *Nurse Educator, 41*(2), 98-102.

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