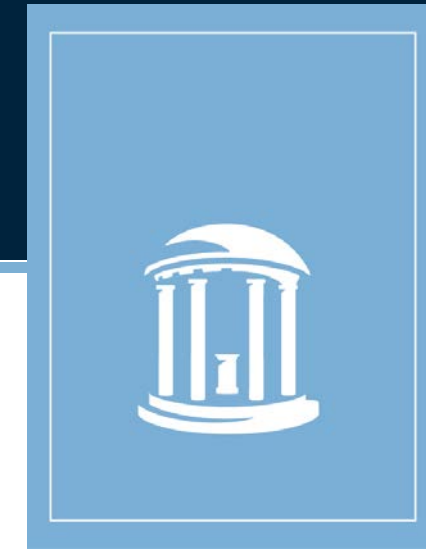


A multimodal mentoring model: A method to enhance professional socialization of minority and disadvantaged students



SHIELDA GLOVER RODGERS, PH.D., RN

ABSTRACT

Programs attempting to enhance success or feelings of belonging are often single faceted without attention to the multitude of issues that the minority student may face. The MENTORS² project was established to address this problem by forging internal and external partnerships to enrich the educational and professionalization experiences of students from underrepresented ethnic minorities and disadvantaged backgrounds. Our approach seeks to minimize the impact of social determinants of not only educational success, but socialization into the profession. The purpose of this poster is to describe the use of community partners (one facet of our mentoring) and internal partners as part of the multifaceted approach of mentoring. A logic model for implementation of the entire project is presented that demonstrates the effective use of a variety of strategies and partners to enhance supportive relationships with diverse students

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INTRODUCTION

One on one mentoring can prove to be challenging for a variety of reasons. These include a lack of time and available mentors, and the inability of the mentor-mentee to form a meaningful relationship. Recognizing these challenges, the MENTORS² project redefined "mentoring" to include a multimodal model utilizing a variety of people and strategies. The purpose of this poster is to discuss one aspect of this mentoring approach to support minority and disadvantaged students in a large public predominantly white university. Specifically, the focus is on selected activities and strategies of the Logic Model of the MENTORS² project utilizing external partners: Central Carolina Black Nurses Council, Chi Eta Phi Nursing Sorority, and UNC Health Division of Nursing and internal partners: Wellness coach and success champions.

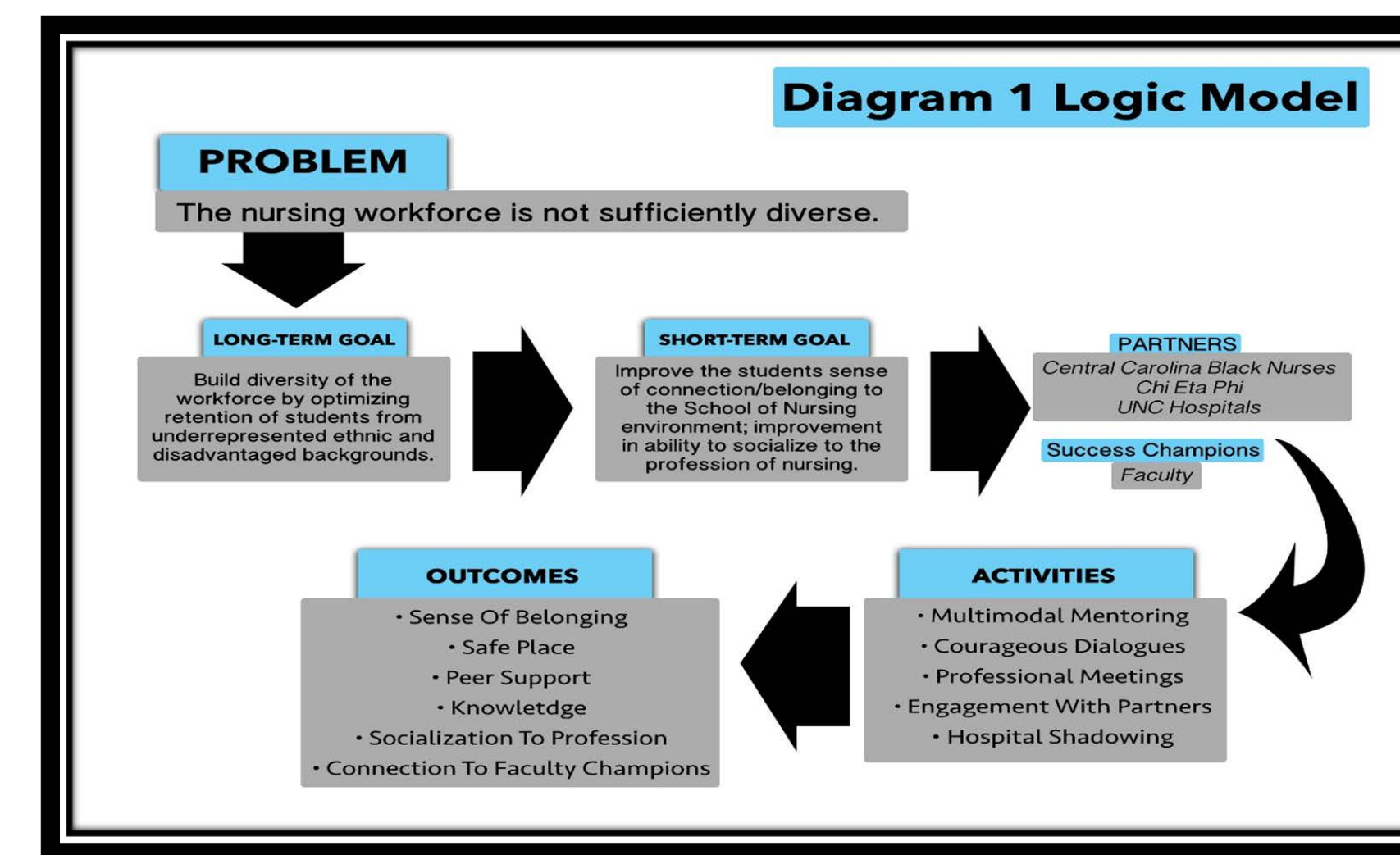


METHODS

Logic Model

- Input source: Tutor, Success Champions, Wellness coach, community partners, financial support
- Inputs/Activities: professional meetings, courageous dialogues, panel of nurses, shadowing, wellness sessions, tutoring for pathophysiology and pharmacology
- Output: socialization to the profession, safe culturally responsive environment, peer support, knowledge, wellness behaviors, sense of belonging, attendance at professional conferences

The Logic Model used for this project is presented in Diagram 1. The focus of this poster is the area of the Model labeled "Activities". All activities are culturally sensitive, and student centered. The desired outputs/outcomes will be achieved which should make a positive impact on social determinants of education which historically have been responsible for inequities in outcomes.



Strategies and Activities

Central Carolina Black Nurses Council

- Paid the cost for students to attend its winter educational luncheon.
- Delivered snack bags for the students to have during final exam week
- Allowed students to attend monthly meetings
- Paid membership fees for 3 students
- Black History Month program on African American Nursing History

Chi Eta Phi Nursing Sorority

- Paid for students to attend their spring luncheon honoring Living Nursing Legends
- Provide educational offerings
- Arranged for business professional to present workshops "The Professional Polished You" once a year

Success Champions and Wellness Coach (Faculty of the Grant)

- Attendance at 3 courageous dialogues and 1 wellness event each semester,
- Courageous dialogue sessions as a safe environment for discussion of concerns academic and non-academic
- Attendance at expense paid professional conference
- Wellness sessions on meditating, stress reduction, coping, taking care of self
- Exposure to multiple internal mentors (academic, professional, and peer) which allows them to benefit from a **network** of available mentors

RESULTS

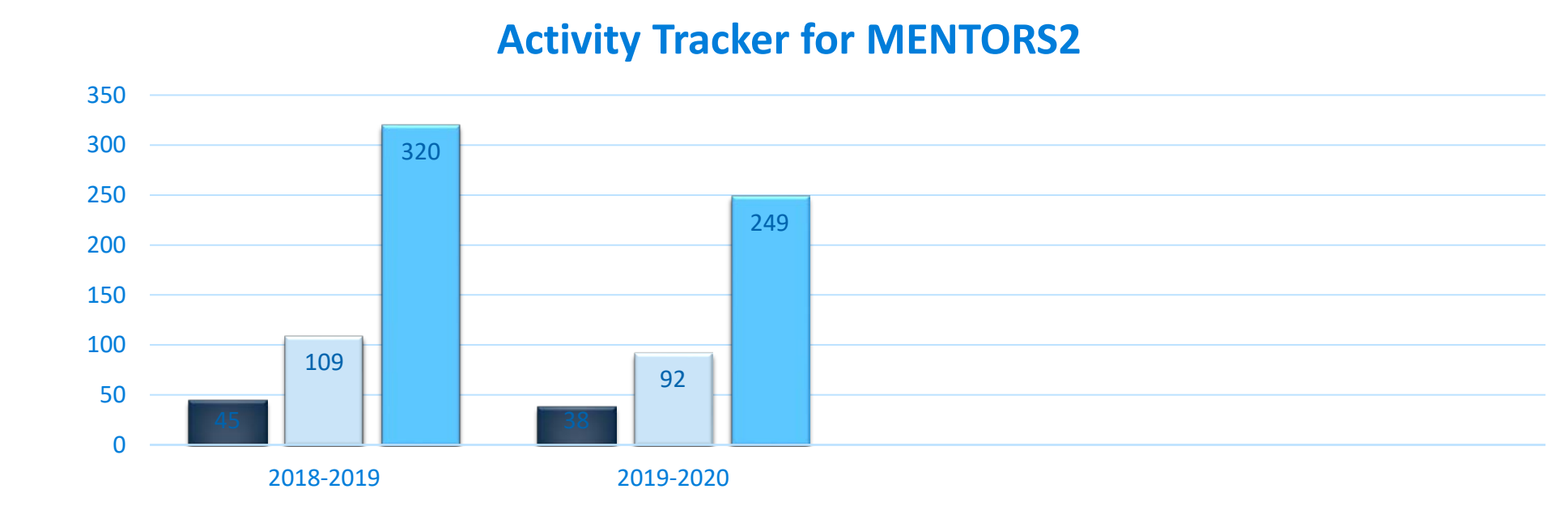
Student Reflections

Shadowing: "I had never considered oncology as a possible path....The perception I had of oncology changed during my shadowing experience. I am truly grateful to the MENTORS² Program for allowing me an opportunity that otherwise would have not been possible". Another wrote, "This is probably my favorite opportunity that MENTORS² has provided me, because I truly would never have been able to experience this without Dr. Rodgers program. It was a great experience to know what a doctorate in health care administration looks like in reality. Because of this experience, it is something I want to pursue in the future. A huge thank you to Dr. Strickler and the MENTORS² program for creating this opportunity".

Courageous dialogue: "...Learn that a lot of our faculty have been through the same things", "...Hearing from the staff was great positive reinforcement. Knowing that you have succeeded in nursing lets me know I can be successful too". "I am really thankful for the invite (I think to the MENTORS² project). Today I was finally able to feel like I belong here in the School of Nursing." "It was helpful to know that I am not the only person who feels out of place." "Nice to have a room full of people who look like me."

Chi Eta Phi: "It was an amazing event to honor excellence in the nursing profession and education both now and historically. There is a long lineage of nurses who have dedicated their careers to medicine through adversities and struggle and it was an honor to meet some of them. I was most impressed by how these nurses created their own organizations to recognize, honor, and protect one another. During these days when some people are arguing whether "Black Lives Matter", it's so crucial to realize and remember that the work of recognition of worth and contribution has deep roots and that African-American women, especially, are responsible for so much of that work. It was truly an honor to be there!"

Central Carolina Black Nurses Council: "I am very thankful I was able to attend this meeting (monthly meeting of CCBNC) because it allowed me to experience my first professional association meeting. As a first generation college student and the first nurse in my family, I have little knowledge on the different aspects of nursing....I have now formed a new interest in the professional aspect of nursing..."



2018-2019 (N=58 students) 77% of students attended 1 conference

2019-2020 (N=48 students) 79% of students attended 1 conference

CONCLUSIONS

The activities of the MENTORS² project are multifaceted in an effort to minimize the social determinants of educational success while enhancing retention. The utilization of external partners provides the student with the opportunity to engage with professional nurses who can serve as role models and one arm of mentoring. Nurses representing the external partners can serve as a means for the student to connect with the profession prior to graduation. Especially at a time when the numbers of minority faculty within a predominantly white institution may be scarce or dwindling mentors should be recruited from external sources such as professional organizations, hospitals, and alumni. The partners in the current project have proven their commitment to assume this role by engaging the students in their activities.

The Success Champions through their courageous dialogues have demonstrated the value of dialoguing with the students. These sessions provided the student the opportunity to get better acquainted with faculty and peers within a guided discussion as well as open free conversation has the ability to decrease the feelings of isolation or not fitting in that students often encounter. Offerings from the wellness coach such as coping with stress and work/life balance provides life skills information that could help on both a professional and social level.

