2024 MENTORING FOR STUDENT SUCCESS WITH SCHOOLS OF NURSING
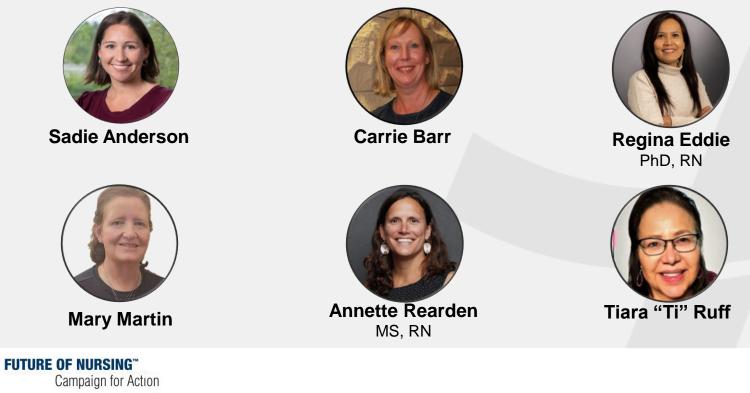
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AMERICAN INDIAN / ALASKA NATIVE-SERVING INSTITUTIONS

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2024 MENTORING FOR STUDENT SUCCESS WITH SCHOOLS OF NURSING

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AMERICAN INDIAN/ALASKA NATIVE (AIAN) NURSES

- Represent less than 1% of U.S. higher education total student population

- Most underrepresented group in the nursing workforce

- Represent only **0.5%** of total U.S. prelicensure graduates

- Represent **0.3%** of U.S. nursing workforce

(National Workforce Survey, 2022; Campaign for Action, 2018)

AIAN STUDENTS' EXPERIENCE IN HIGHER EDUCATION

- Difficulty transition to college/university setting setting

- Feelings of not belonging and invisibility, and not supported

- Isolated from home, family & culture

- Financial insecurity

- **Lack of cultural awareness by faculty & peers**

  (Bruce, 2024; Crooks, 2013; Guillory & Wolverton, 2008; Kahn-John & Eddie, 2023)

TAKING A CLOSER LOOK AT AIAN STUDENTS

- Face many stereotypes, prejudice, discrimination

- Academic under preparedness

- Lack of access to quality education

- Underfunded, under resourced schools/communities

- Resilience

- Strength and courage.

- Cultural strengths

- Deep commitment to be successful in their education journey to return home and help their people

(Bruce, 2024; Kahn-John & Eddie, 2023)

AMERICAN INDIAN CULTURE

- AI tribes are not one monolithic group, rather distinct and diverse tribal groups

- Each tribal group has their own unique culture, tradition and language

- Across tribal groups, there are some consistencies in cultural beliefs

  - Holistic worldview

  - People exist in relation to all creation through connectedness with self, family, community and natural environment (land)

  - Harmony and balance in mind, body and spirit is sought

CULTURALLY RESPONSIVE MENTORING AS A STRATEGY

- Nurse educators report challenges in relating to culturally diverse students – meeting academic and holistic needs

- Culturally responsive strategies rooted in cultural diversity and multicultural curriculum (1990s)

- Puts aside dominate world views and focuses on cultural identities and background of students

- Creates a learning environment that respects, diversity, gaining a greater understanding of where students are coming from

(Leibold et al., 2022; Markey et al., 2021)

CRITICAL ATTRIBUTES OF CULTURALLY RESPONSIVE MENTORING

Mentors must:
- Have awareness & understanding of historical and political factors
- Exhibit awareness of culture, practices & customs

- Trustworthiness
- Compassion
- Authenticity
- Show respect

(Kahn-John & Eddie, 2023)

MENTORING PROCESS: FOUR PHASES

Preparing: Getting Ready	The preparing phase is a discovery process where both mentor and mentee take the time to get to know each other. This is also a time for mentors to explore personal motivation and readiness to mentor, as well as to assess their own mentoring skills for learning and development.
Negotiating: Establishing Mutual Agreements	The negotiating phase of a mentoring relationship involves both partners coming to an agreement on the details of the relationship. Together, a shared understanding about assumptions, expectations, goals, and needs is created. This involves talking about topics like confidentiality, boundaries, role responsibilities, criteria for success, how to be accountable to each other, and how to bring closure to the relationship.
Enabling Growth: Facilitating Learning	The enabling growth phase is the learning phase of the relationship, where mentors nurture learning and development in mentees. It is key to facilitate learning in mentees that mentors establish and maintain an open and affirming learning climate by providing thoughtful, timely, candid, and constructive feedback. Mentors should also anticipate that obstacles can arise and understand each relationship must find its own path to get back on track and be maintained.
Closure: Looking Back, Moving Forward	This phase entails bringing closure to a mentoring relationship by evaluating, acknowledging, and celebrating achievement of learning outcomes. It is an opportunity to reflect on what has been learned and be ready to apply to other relationships and situations.

PREPARING: GETTING READY

- Respect is foundational to building relationship with AIAN student

- Learn about unique local tribes, tribal customs and practices

- Respect is a valued trait. This includes having the ability to suspend judgement and approach students with humility and openness. This requires self-reflection, learning about ourselves, and our tendencies

- Planning for the first visit. Think about questions that might invite building connection with student? In Native community, we show respect with a warm greeting with a smile and handshake.

- Always introduce yourself: Include who you are, where you come from, your family's cultural and geographical background. This allows a deeper understanding of cultural and family lineage

NEGOTIATING: ESTABLISHING AGREEMENTS

Areas to Negotiate	Questions Answered
Goals	What specific learning outcomes do we want to achieve? (See goal-setting information on page 24)
Accountability	How often will meetings take place? How does mentee prefer to learn? What are preferred communication styles? How will feedback be provided and received?
Confidentiality	How will confidentiality be safeguarded? Is it okay to share information with others to enlist the support of others?
Boundaries	What limits or boundaries will be set in place for the mentoring relationship?
Bringing Closure	What would we like to see when the mentoring relationship comes to closure?

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ENABLING GROWTH: FACILITATING LEARNING

This is the implementation stage of the relationship, where learning takes place

- **Tips for giving feedback**. A good rule of thumb is to wait until trust and rapport has been established.

- As faculty mentors, you are encouraged to continue your efforts in getting to know AIAN students. For example, learn about student's family and other important relationships, as well as sources of strength and resilience

- **Maintaining harmonious relationships**: respect, trust and effective communication are key elements

CONT. ENABLING GROWTH & LEARNING

Tips on Active Listening and Building Rapport

- Be approachable – be mindful of how you are sitting or standing, face the person with open & welcoming body language

- A handshake is customary to many AI traditions

- Use non-verbal responses such as nodding, maintaining eye contact and smiling. Also be careful not to make students uncomfortable, occasional looking away or downward can be used to communicate respect. Keep in mind, eye contact varies.

- Silence is appropriate, shows respect

CONT. ENABLING GROWTH & LEARNING

- Don't interrupt until the mentee has finished their presentation of ideas

- Be patient, you may encounter pauses in conversations, which are sometimes used for emphasis rather than using word streee.

- Asking students about their family, home and community would be appropriate. Students will appreciate you checking in with them about how their families are back home.

SOCIAL DETERMINANTS OF HEALTH ASSESSMENT TOOL

- Faculty mentors are encouraged to periodically assess with their students' financial situation, family support, housing and living situation, family and childcare responsibilities, transportation, employment, and preference for participation in cultural events and activities

- A Social Determinants of Health Assessment Tool can be used to examine and understand students' needs

- This would require faculty to have some knowledge about various support services and resources within and outside the education setting for referrals (e.g. pamphlet or directory of resources)

In The Past Year Has The Following Happened To You?	Did Not Happen	Not At All Stressful	A Little Stressful	Somewhat Stressful	Quite Stressful	Extremely Stressful
Death of someone close to you.	0	1	2	3	4	5
Living in a neighborhood with high crime, drugs and fighting.	0	1	2	3	4	5
Not getting a work-related promotion due to race.	0	1	2	3	4	5
Friend or family member is seriously ill.	0	1	2	3	4	5
Unsure you can pay rent, utilities and buy food.	0	1	2	3	4	5
Unable to afford necessities for your children.	0	1	2	3	4	5
Being ill/having a health condition of your own.	0	1	2	3	4	5
Living in overcrowded housing.	0	1	2	3	4	5
Trying to make ends meet.	0	1	2	3	4	5
Family member(s) or friend(s) with personal/ financial problems.	0	1	2	3	4	5

COMING TO CLOSURE: LOOKING BACK, MOVING FORWARD

- Forming partnerships

- Becoming an ally

- Creating an advisory board

SAMPLE MENTORING PROGRAM

Step One: Assessment

A. Mentoring Program Activities

What ongoing programmatic mentoring program currently exists in your organization? Do you have individual(s) 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:	Opportunities for Improvements:

B. Mentoring Program Support

What is already happening outside of 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 for the mentors and mentees once the program ends?

What works well in your organization and what are potential 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:	Challenges:

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Step Two: Mentoring Program Design

1. Broad Goal: What will be the learning goals for your program?

2. Evaluation: How will you evaluate and close the mentoring relationships?

3. Mentoring Process: How do you plan to approach the mentoring process?

How will you select mentors? How will you match mentors with mentees?

Step Three: Program Implementation			
Decisions to Make	**Mentor Recruitment**	**Introducing Mentoring Program**	**Evaluation and Closing the Program**
Activities:			
Time Frames:			
Resources:			