Integration of Boyer Model of Scholarship in the Development of a Mentoring Program: An Implementation Science Framework of Student Mentee – Nurse Mentor Program in a Pre-licensure Undergraduate Nursing Program

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Program Purpose

The purpose of this project is to develop and implement an evidence-based student nurse and nurse mentor toolkit to include utilization of nurse mentor training-**Success In Mentoring Program Toolkit**. The objectives are to increase first-to-second-year student retention rates with the implementation of a student mentoring program, to improve course and clinical matriculation over one semester, sustain on-time program completion, increase NCLEX-RN success on first attempt, and improve self-reports of confidence level in transition from new graduate to professional practice.

Program Rationale

The School of Nursing Success In Mentorship Program (SON-SIMP) was created to support underrepresented traditional BSN pre-licensure students in their nursing program to academic and professional success, while providing guidance on professional knowledge to facilitate matriculation success in preparation for their careers in nursing. Student nurse mentoring programs provides lifelong experiences and plays an important role in developing the competence of nursing students. Mentoring programs engagements have been associated with personal and professional growth and development, academic success, increased student retention, on-time degree completion rates, and reducing inequities in outcomes for underrepresented groups. In addition, mentoring promotes increased socialization in the upper division professional level of program matriculation, improved self-esteem and professional growth, and facilitates student exploration of nursing career planning, academic preparation to career transition, and leadership development with an alumni mentor.

Background

Background of this program involves an HBCU that presents with students who are experiencing barriers to persistence and on-time completion of the Traditional BSN nursing program. It has been identified that higher education needs to be more accountable for demonstrating favorable student outcomes (e.g., retention and graduation rates), however, HBCUs and other minority-serving institutions face unique challenges that have often been overlooked in evaluations of institutional performance in retaining and graduating students (Richards et al., 2012). Socioeconomic status and academic preparation are often two factors that influence student outcomes and success. The School of Nursing Success In Mentorship Program (SON-SIMP) addresses these factors and works to eliminate these inequities.

Project Objectives

Objective 1	Objective 2	Objective 3	Objective 4	Objective 5
Increase first-to-second-year student retention rates.	To improve course and clinical matriculation over one semester.	Sustain on-time program completion	Increase NCLEX-RN success on first attempt	Improved self reports of increased confidence level in transition from new graduate to professional practice.

Boyer's Model
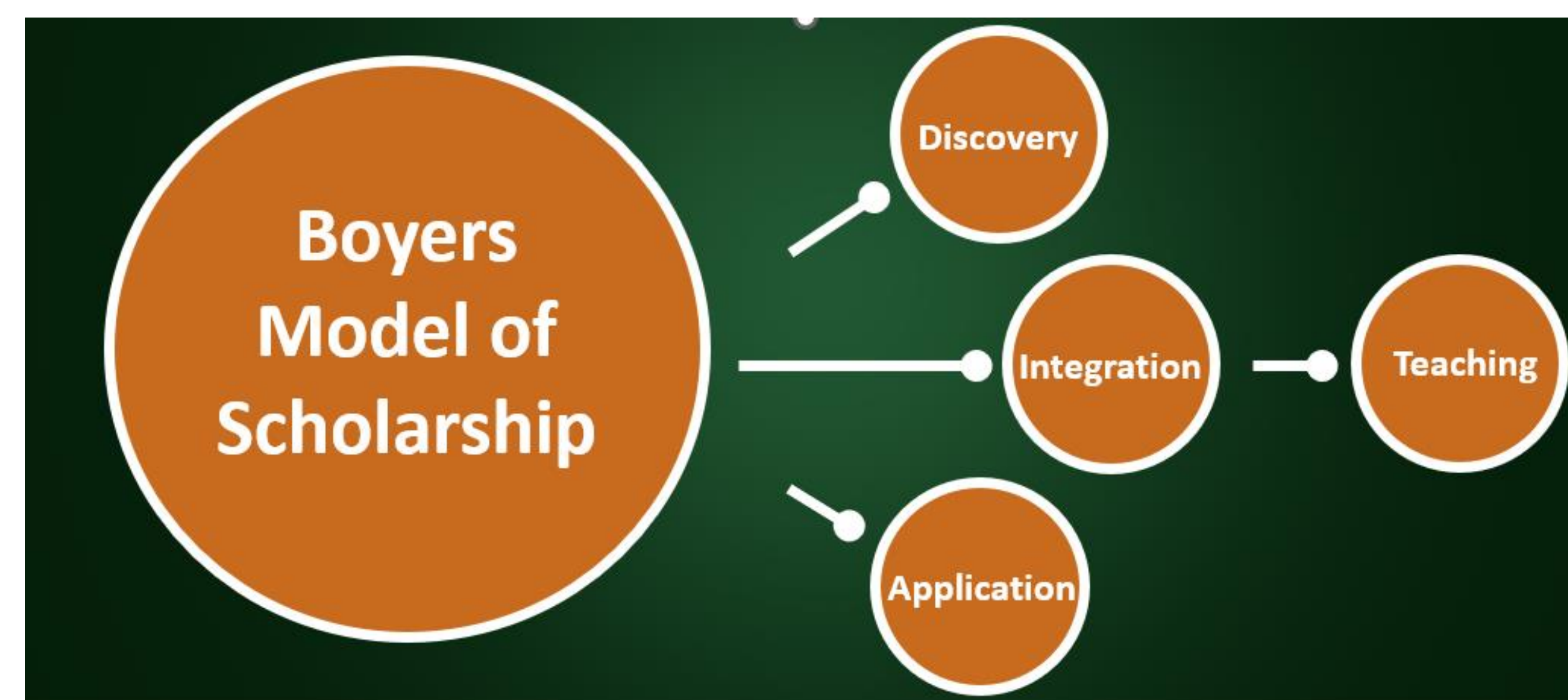
Implementation Timeline

Fall 2023-Phase 1

Mentoring program proposal.

Budget outline.

Student mentor enrollment.

Nurse/mentee recruitment, enrollment and training.

Go Live Launch with MentorEase.

Develop pre and post-survey for mentors to self-evaluate their mentorship skills at the beginning and end of the semester.

Develop pre and post-survey for the student mentee to evaluate their mentors at the beginning and end of the semester.
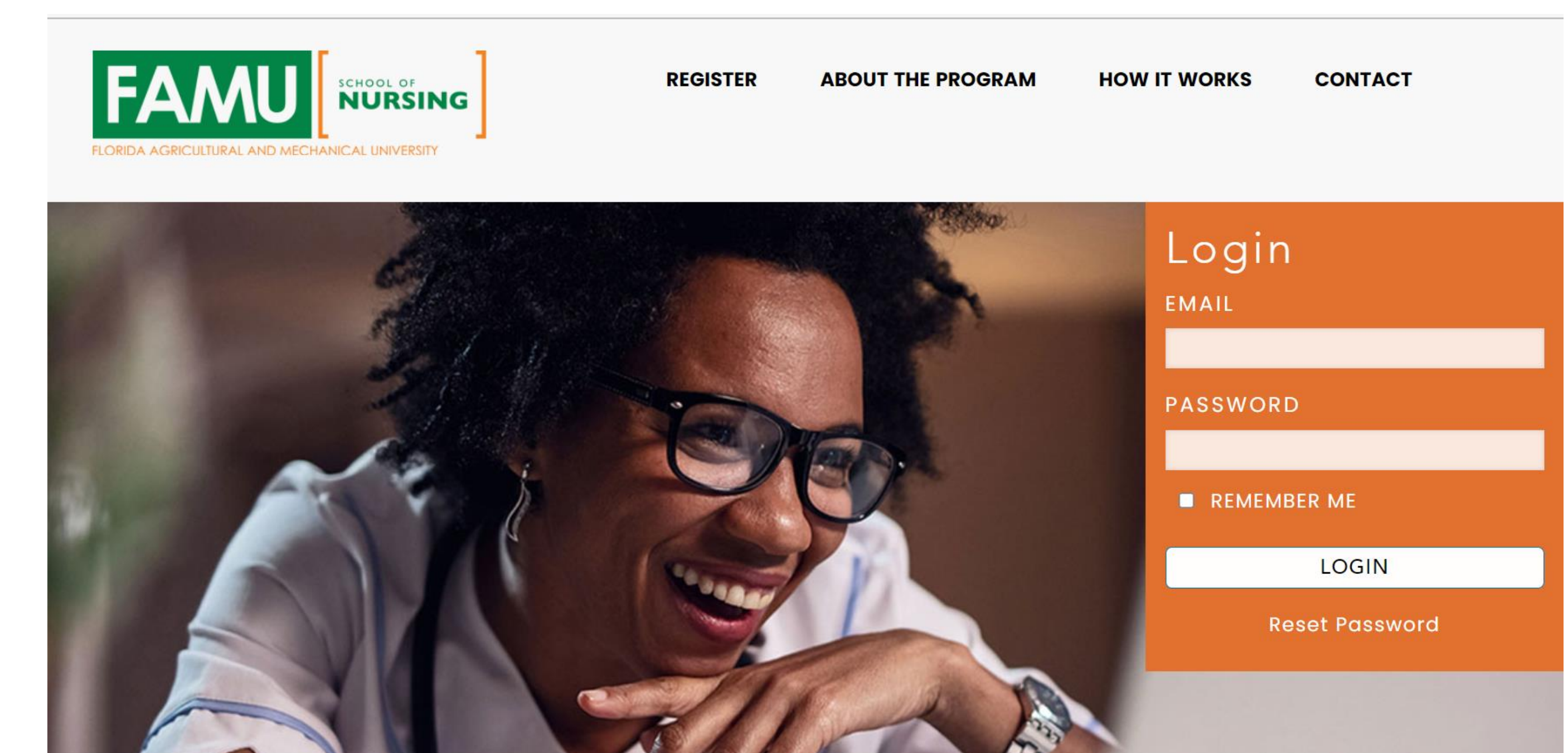
Spring 2024-Phase 2

Deploy pre and post-survey for mentors to self-evaluate their mentorship skills at the beginning and end of the semester.

Deploy pre and post-survey for the student mentee to evaluate their mentors at the beginning and end of the semester.
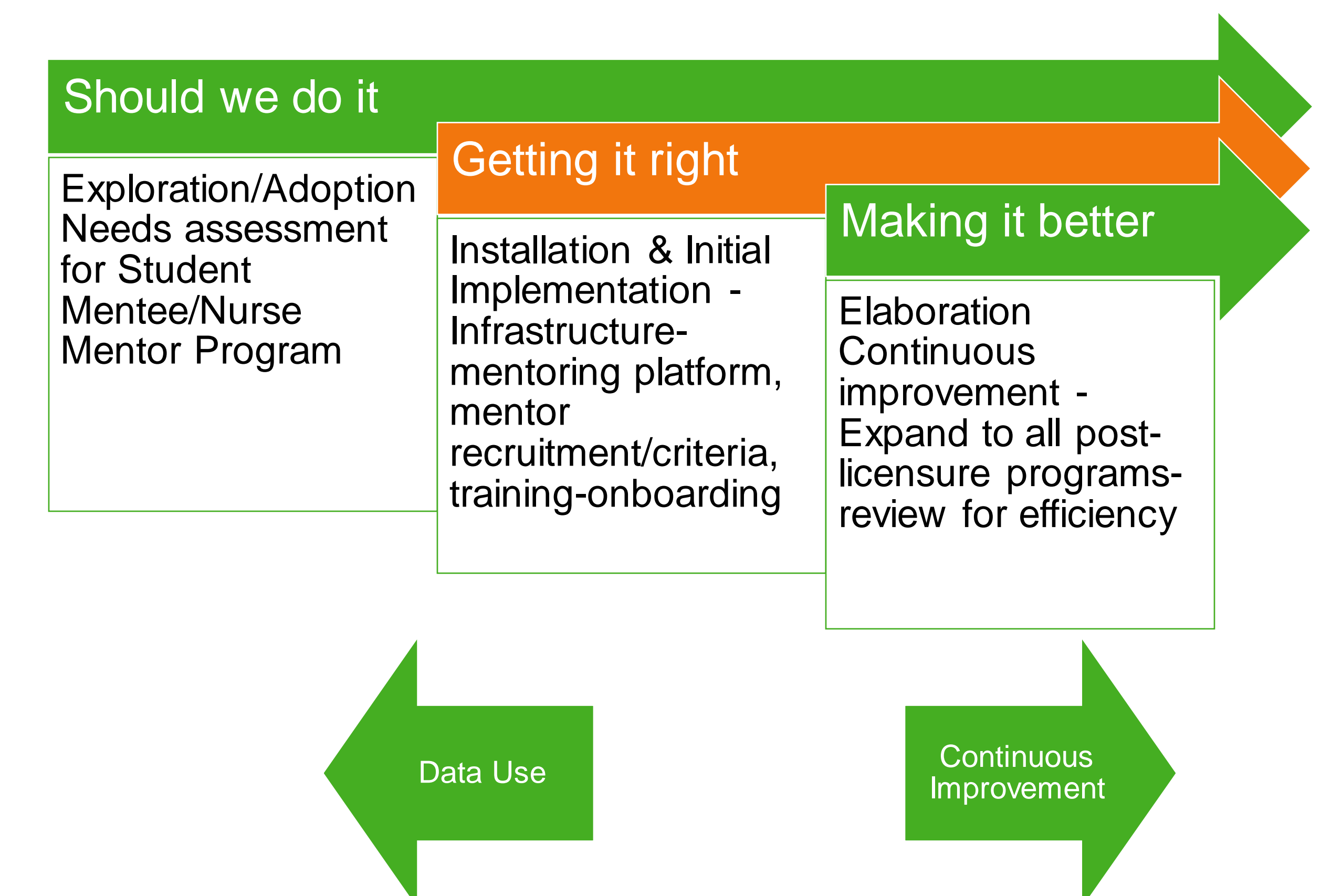
Fall 2024-Phase 3

Evaluation of one year post implementation student performance, mentee strategies and program outcomes.
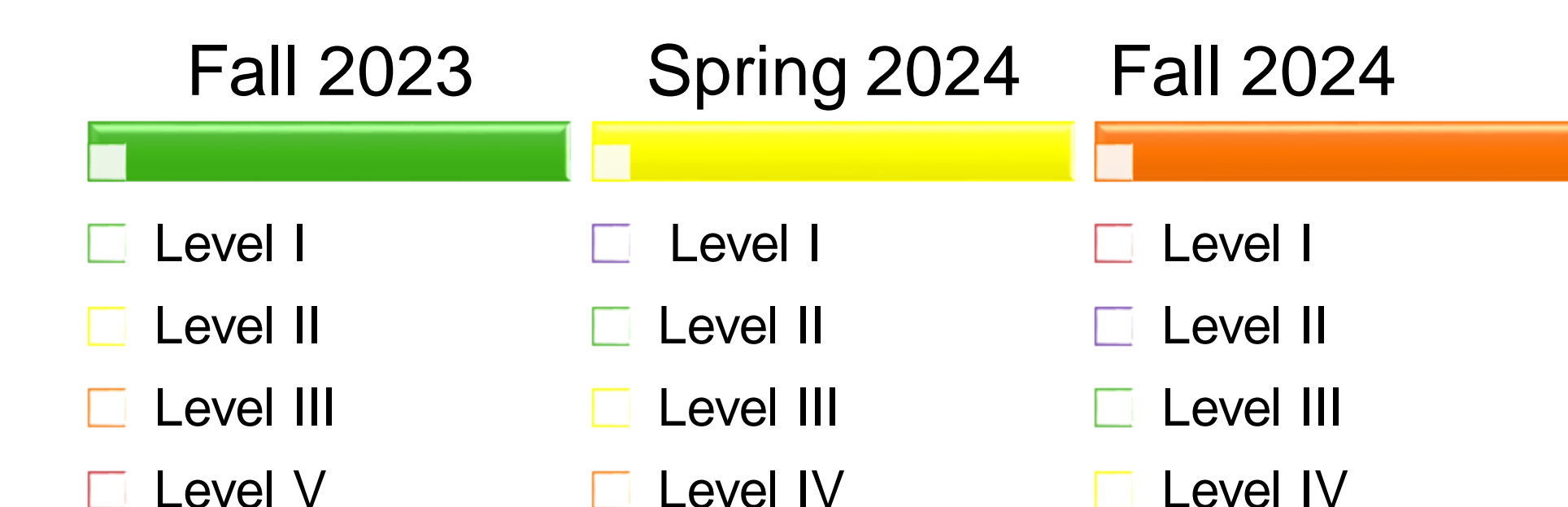
Implementation Plan

Implementation Science Stage Based Approach

Should we do it
Exploration/Adoption Needs assessment for Student Mentee/Nurse Mentor Program

Getting it right
Installation & Initial Implementation - Infrastructure-mentoring platform, mentor recruitment/criteria, training-onboarding

Making it better
Elaboration Continuous improvement - Expand to all post-licensure programs-review for efficiency

Data Use

Continuous Improvement

Mentee Progression

Fall 2023	Spring 2024	Fall 2024
Level I	Level I	Level I
Level II	Level II	Level II
Level III	Level III	Level III
Level V	Level IV	Level IV

Program Outcomes

- Successful launch in Fall 2023
- On-time program completion of 1st enrolled cohort and all subsequent mentees.
- NCLEX-RN Success on the first attempt at examination completion with completion within 3-4 weeks of program completion.
- Expected benchmark-90% of first enrolled mentees will report 100% participation in mentoring program from start – traditional BSN program completion.

Diversity Leadership Institute: Capstone Presentations and Graduation

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Biography

Dr. Edwards serves as Associate Dean and Professor for Undergraduate Programs at Florida A&M University School of Nursing. She has over 25 years serving in various professional healthcare settings and roles, to include clinical nursing, and nursing leadership. She has extensive experience in clinical practice as a Registered Nurse with experience in acute adult health, sub-acute rehab nursing, gero-psychiatry nursing, geriatric nursing, and clinical nurse education leadership. Prior to joining FAMU, Dr. Edwards has served in various academic leaderships as Department Chair, Nurse Administrator, and Program Director for undergraduate pre-licensure nursing programs.

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