

A Facilitated Social/Emotional Peer Mentoring Program for Multi-cultural Pre-licensure Nursing Students

Introduction

Stress and anxiety are common for pre-licensure nursing students as they are:

- balancing a heavy course load;
- rigorous time-consuming clinicals; and
- pressures to succeed.

Adding to their mental angst, our current multi-cultural nursing students have encountered the realities of pandemic nursing:

- witnessed the illness and deaths of COVID-19 patients;
- healthcare workers that are mentally and physically exhausted.
- social isolation due to closed campuses and virtual learning
- concerned about the health of themselves and their families
- Police brutality and racial unrest

Description

This describes the development of an evidence-based peer mentoring program aimed to improve the adverse mental health issues of multi-cultural pre-licensure nursing students overseen by the student services division of the nursing school. Peer mentors can positively impact their peers by increasing the self-efficacy of their peers' social, emotional, and coping skills through sharing, reflecting and empathically understanding their mutually lived experiences.

Aims

Utilizing the tenets of Social Emotional Learning (SEL), this project aims to:

1. Determine if social/emotional learning and peer support delivered through facilitated group sessions would improve the social/emotional and coping skills of the participants.
2. Determine if the peer mentoring training, faculty support, and experiences of being a peer mentor improves the peer mentors' level of stress, burnout, and sense of meaning and purpose.

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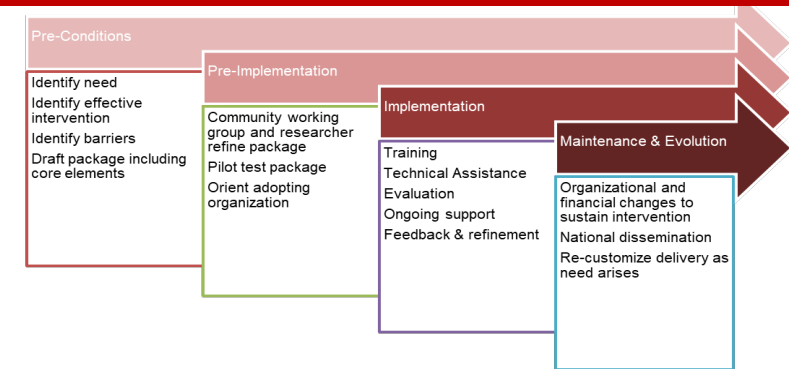
Social/Emotional Learning



John Kotters 8 Steps Process for Leading Change



Implementation: Replicating Effective Programs Framework



Evaluation

Formative and process evaluation using both quantitative and qualitative data on the implementation process and summative, outcome data on the program impact. The following tools and processes will be used:



References

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Biography

As an educator, clinician, public health administrator, advocate, and elected school policymaker, Dr. Thruston has promoted health and educational equity by championing an approach to community-based program development, participatory research, teaching, and policymaking that is interprofessional and culturally responsive to the disparities of minority and marginalized populations. Utilizing these experiences, Dr. Thruston currently focuses on identifying and addressing inequities, implicit bias, microaggressions, and systemic racism within policy & practices, programs & services, with individuals and organizations in pre-k -12 education, higher education, and community-based organizations.



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