

Evaluation of the College Student Mentoring Scale (CSMS) for Associate Degree Nursing Students



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Purpose

The aim of this study is to replicate & expand previous findings using the College Student Mentoring Scale (CSMS), from the discipline of education, to evaluate the constructs of mentoring with ADN students.

Background & Significance

- Majority (60%) of registered nurses in the United States are prepared in associate degree nursing (ADN) programs. (Benner, Sutphen, Leonard, & Day, 2010).
- Mentoring is a key education support to facilitate student success.
- Ongoing limitation of the mentoring research is how mentoring is defined and conceptualized in nursing education.
- A review of 22 mentoring instruments found only one specific to nursing, which was specific to mentoring of nursing faculty Chen, Watson, Hilton (2016).
- Nurse educators have relied on instruments from other disciplines which may not effectively describe mentoring for nursing students.
- A robust instrument is needed to measure nursing students' mentorship.

Mentoring

- Crisp and Cruz (2009) report that there are more than fifty definitions of mentoring. Reporting that mentoring relationships may be formal or informal, structured or spontaneous, and long-term or short-term. While the mentor is often assumed to be an experienced professional, these definitions leave room for many people to serve in this role, including family and friends.
- Nora and Crisp (2007) have proposed a conceptual framework which considers mentoring to be perceived and experienced as four interrelated constructs identified as the Domains of Mentoring. They are: Psychological/emotional support, Degree & career support, Academic support, Existence of a role model.

Most Important Person (Peltz, 2013)

Who	n (%)
Family	145 (58.9%)
Friend	58 (23.6%)
Faculty	39 (15.9%)
No one	4 (1.6%)

Methods

CONSTRUCTS OF MENTORING

PSYCHOLOGICAL SUPPORT

ACADEMIC SUPPORT

CAREER SUPPORT

ROLE MODELING

Associate degree nursing students ($N = 283$) across the state of Michigan were surveyed using the CSMS, a 25-item mentoring questionnaire. All items were ranked on a 5-point Likert scale. All statistical analysis was replicated from the initial validation of the instrument (Crisp, 2009) with structural equation modeling. Robust Maximum Likelihood estimation was used to estimate model fit. Models were specified on the structures described previously (Crisp, 2009).

Results and Discussion

RESULTS

Results largely mirrored previous findings regarding the structure of mentoring as reported by the author of the CSMS (Crisp, 2009). The second order factor model ($\chi^2 (269) = 119.37, p < .001, CFI = 0.95, TLI = 0.92, RMSEA = 0.15, SRMR = 0.03$) was retained and found to have acceptable fit in accordance with the requirements of Robust Maximum Likelihood estimation.

DISCUSSION

Confirmatory factor analysis was a successful method to examine an existing mentoring model and its fit within nursing education. Findings suggest that mentoring within the context of associate degree nursing students reflects that of undergraduate students as defined as: support provided to college students entails emotional and psychological guidance and support, help in succeeding in academic coursework, assistance examining and selecting degree and career options and the presence of a role model by which the student can learn from and copy their behaviors (Crisp, 2009, p.189).

Reflections / Looking Forward

Although the evidence suggests that the CSMS is a fit for use to investigate mentoring of associate degree nursing students, further evaluation of the instrument is needed with other populations of nursing students (e.g., BSN level students and international students).

*References are available upon request