

**Title:**

Mentoring as It Relates to Persistence in Associate Degree and Baccalaureate Degree Nursing Students

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Evidence based relationships, Mentoring and nursing students

**References:**

Peltz, C. & Raymond, D.M. (2016). Effects of Associate Degree Nursing Students' Characteristics on Perceptions and Experiences of Mentoring. *Journal of Nursing Education*, 55 (5), 258- 265. doi 10.3928/01484834-20160414-04.

Loftin, C., Newman, S. D., Gilden, G., Bond, M. L., & Dumas, B. P. (2013). Moving toward greater diversity: A review of interventions to increase diversity in education. *Journal of Transcultural Nursing*, 24(4), 387-396. doi: 10.1177/1043659613481677

**Abstract Summary:**

Researchers in nursing education have the opportunity to build mentoring programs based on evidence of how nursing students perceive and experience mentoring and persistence. The more evidence-based strategies used to enhance nursing education, the better the outcome will be to improve the preparation nurses receive to serve the public.

**Learning Activity:**

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
The learner will be able to describe the supports that associate degree and baccalaureate degree nursing students perceive and experience as significant in a mentoring relationship.	Describe the content providing the learner to meet objective.
The learner will be able to describe the supports of the mentoring relationship that contribute to how persistence is perceived and experienced by associate degree and baccalaureate degree nursing students on their academic journey to becoming a registered nurse.	Describe the content providing the learner to meet objective.

**Abstract Text:**

The purpose of this descriptive cross-sectional study was to increase the understanding of mentoring as it relates to the perceived ability to persist among nontraditional students enrolled in associate degree

nursing (ADN) programs ( $N = 283$ ) and baccalaureate degree nursing (BSN) programs ( $N = 199$ ) throughout the state of Michigan. This investigation presented a discussion of how student involvement in a mentoring relationship and the domains of mentoring differed by nursing student characteristics. Additionally, the domains of mentoring and student involvement in a mentoring relationship were explored with the perceived ability to persist. Study participants were administered an online survey. Descriptive and inferential statistics were performed using SPSS Version 21 statistical software. The data analysis contributed new data regarding student involvement in a mentoring relationship, the supports of mentoring, and the perceived ability to persist for the sample groups. Statistically significant differences were noted within each sample with regards to student involvement by student characteristics. Significant relationships were also found between the domains of mentoring (Crisp, 2009) and student characteristics. Significant relationships were also found between the domains of mentoring and the perceived ability to persist. Significant relationships were found between student involvement with a mentor and the perceived ability to persist within the BSN sample only. Most often, the person whom the study participants identified as their mentor was a family member in both samples, suggesting the importance of incorporating family into mentoring programs. This research study has contributed to advancing the research in nursing education by narrowing the gap that existed in the mentoring literature for nursing students. Caution should be observed when generalizing from a convenience sample. The percentages for the student characteristics of race/ethnicity, gender and age for these two samples were similar to the percentages for the same student characteristics that were compiled by the National League for Nursing (2012). This suggests the results of this study may be generalized to other groups of nursing students in the United States. Researchers in nursing education have the opportunity to build a consistent definition of mentoring and a conceptual framework for traditional and nontraditional students enrolled in two- and four-year institutions through the continued exploration of mentoring and how mentoring relates to the perceived ability to persist. The more evidence-based strategies used to enhance nursing education, the better the outcome will be to improve the preparation nurses receive to serve the public. Mentoring may be a key strategy to achieve that end, and this research has contributed to the evidence base to support mentoring of nursing students.