



WINSTON-SALEM
STATE UNIVERSITY

 **Duke University**
School of Nursing

WSSU-Duke Nursing Bridge to the Doctorate

MENTOR-SCHOLAR GUIDELINES AND EXPECTATIONS

Securing and Facilitating the Mentor-Mentee Matches
During the MSN Component of Nursing Bridge to the Doctorate

MENTOR-SCHOLAR GUIDELINES AND EXPECTATIONS

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MENTOR-SCHOLAR GUIDELINES AND EXPECTATIONS

The Winston-Salem State University (WSSU) and Duke University (DUSON) Schools of Nursing have established a partnership to increase the number of underrepresented minority MSN scholars at WSSU who are prepared for competitive and seamless transition into PhD programs in nursing or other biomedical and behavioral science disciplines at Duke University. The Bridge to the Doctorate Program includes an integrated 17-credit Research Honors Track that consists of early and ongoing mentored research experiences, research courses, a year-long integrated intensive mentored research experience that includes an intensive eight-week summer research internship, and other mentoring and enhancement experiences at Duke University.

The purpose of this document is to provide guidance and structure to the strong mentoring component of the Bridge program. While this document primarily focuses on guidelines and expectations during the MSN program and includes a discussion of mentor/scholar roles, responsibilities, benchmarks and guidelines, it also has relevance to mentoring needs and responsibilities during the PhD program and beyond.

Part I: Background and Aims

Mentorship is essential in the development of research scientists and plays a pivotal role in all aspects of the Bridge to the Doctorate Program. Mentors are identified early and provide support to Bridge scholars as they acquire knowledge, develop research skills, enhance communication skills, and hone leadership skills.

Mentoring Defined

Mentoring is the purposeful act of providing guidance and support delivered from a mentor to a protégé (Thomas, Willis, & Davis, 2007). A good mentor assists scholars to optimize educational experience, facilitates a scholar's socialization into the disciplinary culture, and ultimately aids the scholar in finding appropriate and rewarding employment (National Academy of Sciences, 1997). Zelditch (1990) organized the roles and responsibilities of the mentor into a helpful model comprised of six categories:

- **Advisor** - shares knowledge and career experiences to guide the scholar's decision making;
- **Supporter** - gives emotional and moral encouragement;
- **Tutor** - give specific feedback on the scholar's performance;
- **Master** – serves as an expert to whom the scholar is apprenticed;
- **Sponsor** - provides information and aid in obtaining opportunities;
- **Model of Identity** – serves as an exemplar that the scholar would strive to model.

Becoming a successful or expert researcher is a process occurring over many years of study and requiring the mastery of foundational knowledge, skills and techniques, as well as the development of professional traits and standards. The goal of the novice or beginning researcher is to develop competence and confidence at a basic level regarding the fundamental tools of a researcher. As individuals mature, solid grounding in a specific area of research interest takes root under the watchful guidance of a committed and expert mentor(s). Overtime, proficiency and expertise emerge as the scholar focuses on a specific program of study and the use of increasingly sophisticated study designs and analytical strategies (Daley, 1998).

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Benner (1982) applied the five-stage Dreyfus Model of Skill Acquisition the development of proficiency in nursing as follows:

- Stage 1- Novice
- Stage 2- Advanced Beginner
- Stage 3- Competent
- Stage 4- Proficient
- Stage 5- Expert

This model is also applicable to of the process of becoming an expert nurse researcher. In the early stages, mastering general knowledge and skills are more important than focusing on a particular research question or area of interest. Generally, Bridge Scholars will enter as novices(Stage 1) or advanced beginners (Stage 2), and our goal is to increase proficiency.

Definitions of Scholar and Scholarship

While the word “scholar” is often thought to mean a researcher, the concept has broader meaning and is therefore appropriate for many individuals, including beginning students. Scholars are continually curious, vigorously inquiring, impelled by a sense of wonder, and intellectually passionate. They use imagination and intuition and are creative. Additionally, scholars are contemplative, wise, and erudite or learned. They ask questions worth asking, place the intellectual life high among their priorities, and seek deep understanding of significant phenomena.

In addition to these characteristics, scholars challenge the status quo, are tolerant of many points of view, and encourage dissent as well as consent. They are self-aware, engage in honest self-criticism, honest, humble, and have inner integrity. In fact, Ralph Waldo Emerson, said, “Character is higher than intellect” in his 1837 address *The American Scholar*.

In essence, the key characteristics of a scholar are as follows:

- Integrity ... being truthful, trustworthy, and aware of one’s own biases
- Perseverance ... always being curious and inquiring and seeking to perfect their work over long periods of time
- Courage ... transcending traditional rules, imagining new ideas, risking disapproval to be candid, and taking on unpopular work

The Bridge to the Doctorate program is designed to prepare scholars who will take on the responsibility of leading a professional life committed to scholarship. This means they are committed to acquiring knowledge through rigorous study, systematically advancing our understanding of significant phenomena, taking a voyage of exploration into the partially unknown , and advancing excellence. This is the essence of scholarship. The noted sociologist C. Wright Mills (1959, p. 196), once said, “Scholarship is a choice of how to live as well as a choice of career.” This program is designed to help students see how scholarship can be a choice of how they will live as well as a choice of career.

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Mentoring Minority Graduate Scholars

Mentoring minority graduate scholars, particularly in a predominantly white environment, requires sensitivity and adaptation. The historical exclusion of minority scholars from institutions of higher education, the persistent group stereotypes that relate to their academic abilities and competencies, and their unique cultural perspectives all serve to highlight the need for special attention to mentoring minority scholars (Thomas, Willis, & Davis, 2007). Additional attention to mentoring is required when minority graduate scholars have had limited exposure to non-minority scholars in their prior education. Minority graduate scholars often experience more isolation and have less access to mentors and role-models than their non-minority peers (Girves, Zepeda, & Gwathmey, 2005).

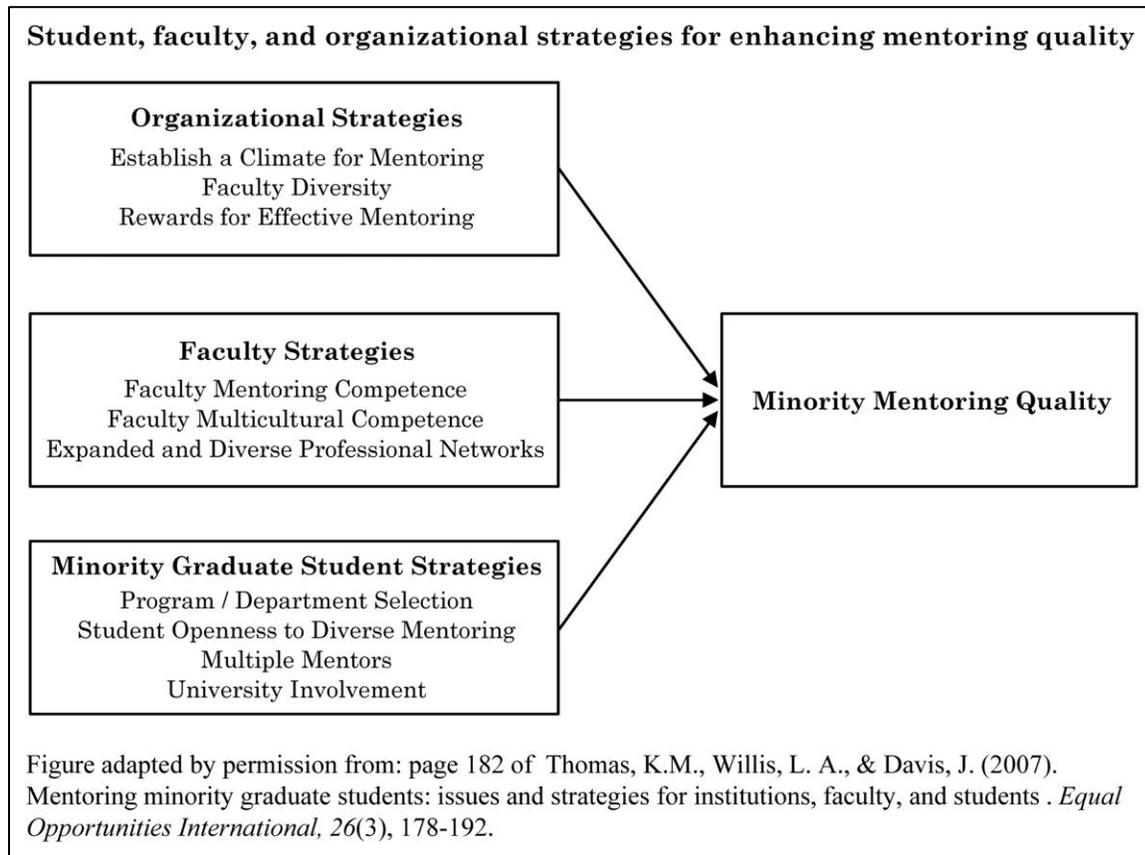
Graduate school faculty who are not members of underrepresented groups and who may not understand economically and academically disadvantaged scholars, must have knowledge about the education and non-academic experiences and realities of underrepresented groups to minimize barriers to a successful mentoring relationship (Thomas, Willis, & Davis, 2007). Access to minority faculty with relevant academic and experiential preparation for graduate level teaching and research is only a partial answer to the challenge of providing functionally effective mentoring experiences for minority graduate scholars. Institutional cultures must also support cross-racial/ethnic relationships, especially between faculty and scholars. Issues such as intergroup or diversity-based anxiety, lack of cross-cultural competence, underdeveloped racial identity, and cultural insecurity must all be addressed to avoid dysfunctional relationships and negative career outcomes among minority scholars (Chrobot-Mason & Thomas, 2002).

Team Mentoring

Team mentoring, a core value of the Bridge program, is a shared arrangement and process “to help the mentee establish an agenda for working toward her/his professional development goals and provide the necessary support to achieve his/her goals and gain insight into the realities of building a successful career.” (Farquahar, Nathanson, & Consortium Working Group, 2011, p.1). The concept of team mentoring or multiple mentors adds richness to the academic and socialization experience for all scholars. No mentor can know everything a given scholar might need to learn in order to succeed. Almost everyone can benefit from multiple mentors of diverse talents, ages, and personalities. *Figure 1* (Thomas, Willis, & Davis, 2007) links scholars, faculty, and organizational strategies for enhancing the quality of mentoring specifically for minority graduate scholars, but in truth, these strategies have value for all scholars.

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Figure 1:



Socialization and preparation of graduate scholars from WSSU to pursue PhD education in nursing or related sciences at Duke University requires a purposeful, open and honest mentoring process. Collaboration and equitable partnering is another core value in the planning and implementation of the WSSU-Duke Nursing Bridge to the Doctorate Program. The mentoring process allows faculty, scholars, and the organizational milieus of both schools to implement strategies that maximize opportunities for Bridge Scholars and facilitate the growth of other constituents at both institutions.

Peer Mentoring

Peer mentoring, an important component of the Bridge program, is a reciprocal and mutually beneficial relationship between peer mentor and mentee that allows for information sharing, support, and collaboration (Kram & Isabella, 1985) while fostering acquisition of new and transferrable skills (Eisen, Sukhani, Brightwell, Stoneham, & Long, 2014) and academic success (Robinson & Niemer, 2010). For peer mentors (students currently enrolled in the Duke University School of Nursing PhD program), benefits from this relationship include development of skills in mentoring (Eisen et al., 2014) and exposure to one aspect of nursing education that may lead to further interest in the field (Robinson & Niemer, 2010). Potential benefits for mentees include social and cognitive congruence with their peer mentors that may not be possible with a faculty mentor and increased academic success (Robinson & Niemer, 2010).

The overall goal of this document is to provide clarity about the varied roles and specific responsibilities of Bridge Scholars and mentors.

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Expected Program Outcomes

The expected outcomes of the Bridge to the Doctorate mentoring process are as follows:

1. Establish a mentoring teams for each Bridge Scholar, recognizing that mentoring is multi-dimensional (academic, research and scholarship, leadership, psychosocial, and cultural), and often requires the experience and expertise of a variety of persons to ensure a comprehensive and effective mentoring experience.
2. Establish and cultivate complementary Scholar-Mentor relationships that will offer the instruction, advisement, feedback, support, visibility, and role-modeling needed for a successful outcome.
3. Provide guidance in the shaping Bridge Scholars' responsible scholarly and professional practices.
4. Assist Scholars in the acquisition of research competencies appropriate to their level of development, including their abilities to:
 - a. Understand and critically evaluate the components of the research report;
 - b. Identify research problems;
 - c. Conduct a literature search on a specific research topic;
 - d. Understand the use of theory and conceptual frameworks in developing a research study;
 - e. Formulate problem statements, research questions, and hypotheses;
 - f. Relate methods of design, sample, variable measurement, and data collection to research questions or hypotheses;
 - g. Analyze data using appropriate statistical methods;
 - h. Disseminate research findings; and
 - i. Demonstrate recognition of principles and practices associated with the ethical conduct of research.
5. Assist Bridge Scholars to develop competitive PhD program applications worthy of positive review by PhD admissions committees.

Part II: Establishing Mentoring Teams

Context of Mentoring in Nursing Bridge to the Doctorate Program

Mentoring involves the development of the whole person and requires assistance from many individuals to facilitate and maximize growth and development. A number of diverse faculty with specialized knowledge, resources including labs and equipment, and cultural affiliations are committed to the Bridge to the Doctorate Program, and are available to Scholars. Bridge to the Doctorate mentors are selected based on their strengths, competencies, resources, and availability to develop foundational knowledge, skills, techniques, processes, professional attributes and standards (as noted by expected outcomes), as opposed to a particular area of research interest.

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Each Bridge Scholar has two primary mentors - one from WSSU and one from Duke University. This primary mentoring team provides guidance and support, and engages other research faculty, consultants and peer mentors, as needed, from one or both institutions. Primary mentoring teams for Bridge to the Doctorate Scholars are established based on the complementarity of a Duke University and WSSU primary mentor. Teams are established with consideration to the nature and ownership of the data base(s) to be used by the Scholar and the expertise of the primary mentors; the interpersonal comfort level between the two primary mentors; and the ability of the mentors to collaborate in providing Scholars with overall academic and social development. Within the primary mentoring team, the mentor who owns the data to be used by the Bridge Scholar for secondary analysis will assume the lead mentoring role as the scholar develops a project based on those data. The roles and responsibilities of mentors are described below, along with the course faculty, Scholars and peer mentors roles and relationship to each other.

Definition of Bridge to the Doctorate Stakeholders

- **Duke University Nursing Primary Mentors** are members of the Duke University School of Nursing faculty who are or have served as a Principal Investigator of a funded research grant, and who own a well-established and accessible database from current or previous research that is suitable for secondary data analysis. The data base will be the focus of the 3-credit mentored research practicum, the intensive eight-week summer research internship at Duke University, and ongoing mentoring and enhancement experiences. The Duke University primary mentor provides guidance and assistance to the Scholar in the preparation of the manuscript for publication and participates as a member of the Scholar's Thesis Committee.
- **WSSU Nursing Primary Mentors** are members of the WSSU faculty in nursing and related science disciplines, prepared at the PhD level, with a program of research and history of scholarly activities. Primary mentors from WSSU will contribute their areas of expertise to the mentoring team; serve on the Duke University primary mentor's research team during the intensive eight-week summer research practicum at DUSON, as desired; and serve as the Scholar's WSSU Thesis Committee chair, overseeing the preparation of the thesis. Winston-Salem State University primary mentors will also provide leadership in the development and delivery of the 17-credit Research Honors Track, facilitate mentoring and enhancement experiences for the Scholars, and support the Bridge Scholars through the challenging demands of the dual MSN clinical major and Research Honors Track.
- **Duke/WSSU Research Faculty/Consultants** are nursing, biomedical, and behavioral science faculty of diverse race/ethnicity and disciplines whose experiences and expertise are needed to provide shorter-term mentorship supporting the development of the Bridge Scholars as they acquire a strong scientific base and the intellectual and social attributes associated with successful admission to and progression throughout the MSN and PhD programs. These mentors may have expertise or cultural relevance and may be linked to the Scholar by the primary mentors when a particular need is identified.
- **WSSU Research Course Faculty** are responsible for designing and delivering courses that help Bridge Scholars develop the knowledge, skills, and processes associated with research and the research process. These faculty are accountable for ensuring congruence between the specific course goals and the overall curriculum plan, outcome, and unit objectives of the Research Honors Track, designing relevant teaching and learning experiences, and evaluating scholar

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learning. Because research courses are foundational to and prerequisites for the mentored research experience, both course faculty and mentors are expected to demonstrate a commitment to promoting, reinforcing, and refining the Scholars' evolving research competencies.

- **Duke University Peer Mentors** are rising 2nd year or 3rd year PhD students currently enrolled in the Duke University School of Nursing who are able to commit to 2 years of service as peer mentors. The Duke University peer mentor is a member of the mentoring team and serves as an advisor, advocate, active listener, role model, and colleague to a Bridge Scholar throughout the Scholar's tenure in the program. Faculty mentors act as advisors to peer mentors. Peer Mentors have a working knowledge of the PhD application process and the Duke PhD Program in Nursing Graduate Student Handbook, as well as the Bridge to the Doctorate program goals and objectives. Peer mentors participate in planning conversations, meet regularly with the Bridge Scholar (i.e., weekly during the intensive 8-week summer research practicum; monthly (at minimum) via email/phone during the rest of the year; and at periodic special events such as the Mentor Orientation and Mixer in May, the DUSON PhD Durham Bulls outing in August, WSSU Scholarship Day in spring, etc.). Peer mentors are poised to enhance academic proficiency, support the socialization of Bridge Scholars and their acculturation to Duke University, and to provide guidance to the Scholars on the application process to a PhD program.
- **Bridge Scholars** are high achieving WSSU MSN students with a commitment to research who have been selected to enroll in a 16-credit Research Honors Track, summer intensive and mentoring experience. They study on a full-time basis, complete an MSN that prepares them for an APRN NP or Educator role, and are guided and supported to develop research skills and demonstrate the characteristics of scholars as previously described. Each scholar is assigned to work alongside a Mentorship Team, world-class research mentors from Winston Salem State and Duke University, as they engage in the research process and gain hands-on experience and skills necessary to develop and advance their research proposals.

Part III: Facilitating Mentor-Scholar Matches

Creating strong mentoring teams and ensuring a good fit between mentoring teams and Scholars are matters of extreme importance to achieving the goals and expected outcomes of the WSSU-Duke Bridge to the Doctorate Program. To ensure that each Scholar has a primary team that will effectively guide and facilitate his/her maturation and competence as a novice researcher with strong preparation to progress over time toward progressively higher levels of research capability, the following process will be used to establish mentoring teams and mentor-Scholar matches:

Establishing Primary Mentoring Teams

The following steps will be used to establish primary mentoring teams:

- Circulate an annually updated roster of potential mentors from WSSU and DUSON that includes information about areas of research interest, methodology used, and available data sets, including the type of data and variables.

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- Request all referenced faculty from both WSSU and Duke University to identify 2-3 faculty from the partnering institution with potential interest in collaborating as a co-primary mentor.
- Encourage faculty from both institutions to reach out to the identified potential primary mentoring partners to learn more about each other's research interests and strengths, discuss the potential for working together, and explore each other's availability to collaborate with regularity. Following a month of getting to know each other, all potential faculty will be expected to submit to the PIs their first and second choices of faculty with whom they would wish to partner in a primary mentoring team.
- Within 1-2 weeks, the PIs will review and discuss self-identified matches, confer with potential mentors as needed, make decisions about the primary mentoring teams, notify the teams in writing, and request their written concurrence with decisions.
- Following the announcement of the mentoring teams, the teams will be expected and are encouraged to engage in a planning conversation to clarify roles, agree upon expectations and modes of communication, and outline parameters related to assisting and problem solving with the Scholar (particularly during the intensive integrated mentored research experience and throughout the period during which Scholar are working on their projects).
- With the assistance of the project staff, a joint profile of each primary mentor team will be placed in an electronic directory on the Bridge to the Doctorate website. Information about each team will include the following: the name, institutional affiliations, credentials, and education of mentors, brief biographies, topics of research interest and strengths, research courses taught, and a link to each mentor's CV.
- The Project PIs will assign mentees to the various primary mentor teams, taking into account the fit between the Scholar and the research team. Although some attention may be given to congruence of interest, the primary motivator of matches is for all Scholars to master a beginning level of competence in their understanding and use of basic research skills and processes. A joint letter of welcome from the two PIs will be sent to each new Bridge Scholar within the first week of class, informing each Scholar of the names and backgrounds of the mentors comprising her or his primary mentoring team and a brief explanation of the roles and responsibilities of the mentoring team. In addition, the letter will include the date, place, and purpose of a mentor-mentee orientation and getting-acquainted meeting and reception.

Mentor-Scholar Orientation and Mixer Session

Once Bridge Scholars have been accepted to the MSN program at WSSU and to the WSSU-Duke Nursing Bridge to the Doctorate Program, it is important to launch the process of becoming a researcher in a clear and memorable manner. Taking on the responsibility of mentoring novices requires understanding and commitment on the part of the Scholars' mentors and peers. An essential step in the process of launching a new cohort of Scholars is bringing these stakeholders together with the Scholars to introduce all participants to the concept of mentoring as viewed in this project and help them acclimate to new roles, responsibilities, relationships, and expectations .

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Figure 2: Sample Schedule – Bridge Orientation and Mixer Session

	Bridge Scholars	WSSU/Duke Primary Mentors
9am 12pm	<p align="center">Bridge Program Orientation</p> <ul style="list-style-type: none"> • Review Program Aims and Outcomes • Discuss Scholar Expectations and Standards for Success • Define Scholarship and Begin to Socialize to Role • Review Mentorship Process and Goals • Orient to Technology (guest accounts, library, etc.) 	
12pm 1:30pm	<p align="center">Lunch & Campus Tour with Duke Peer Mentors</p>	<p align="center">One-on-One Mentorship Team Meeting and Lunch</p> <ul style="list-style-type: none"> • Get Acquainted • Discuss Collaboration and How to Support Scholar's Success • Define Roles, Responsibilities, Goals, and Shared Expectations
1:30pm 3pm	<p align="center">Bridge Program Orientation (continued)</p> <ul style="list-style-type: none"> • Panel Presentation – Managing Success 	<p align="center">Primary Mentor Orientation</p> <ul style="list-style-type: none"> • Review Program Aims, Outcomes and Expectations • Review Benchmarks & Timeline • Discuss Goals & Available Resources
3pm 4pm	<p align="center">Kick-off Mentorship Team Meetings <i>Informal first-time meeting of Scholars & their mentors</i></p> <ul style="list-style-type: none"> • Get Acquainted • Clarify Expectations, Roles, Responsibilities • Define Goals and Working Agreements (i.e., frequency of meetings, timeline, communication expectations and protocols) 	
4pm 6pm	<p align="center">Bridge to the Doctorate Program Kick-off Reception and Mentor-Mentee Mixer</p> <ul style="list-style-type: none"> • Welcome • Introductions • Discussion of 'Collective' Charge • Updates and Next Steps <p align="center"><i>Heavy hors d'oeuvres and wine reception immediately following</i></p>	

The purposes of the Orientation and Mixer Session are as follows:

- Create a welcoming collaborative environment where Scholars and mentors feel engaged and motivated toward the goals of the program and the value to society of the Scholars' development as future researchers;
- Orient Scholars to the program aims and expected outcomes, Scholar expectations, and standards for success;
- Provide a broad orientation to mentoring as an essential element of the Bridge Program and professional success;
- Facilitate an opportunity for the primary mentoring team and the new Bridge Scholars to get to know each other, discuss how the team will work together, and communicate with one another, and explore expectations of mentors and Scholars in relationship to each other;

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- Promote socialization among the new Scholars, Bridge staff, mentors (primary mentors, research faculty and consultants, peers), continuing Bridge Scholars, graduate scholars, leadership of both schools of nursing, faculty members, staff, and others in cultivating an engaged and supportive environment; and
- Tour of facilities and resources.

Part IV: Program Aims, Goals, Expectation and Timeline

The purpose of the WSSU-Duke Nursing Bridge to the Doctorate is to increase the number of underrepresented minority PhD students and nurse scientists. Increasing diversity among PhD students and nurse scientists is critical to the future of biomedical and behavioral research in the US, particularly as the percentage of the population comprised of underrepresented minority groups increases. The WSSU-Duke partnership will create a pipeline that primes students from underrepresented minority groups for transition into PhD programs in nursing and other related scientific disciplines.

Program Aims:

- To admit and progress Bridge Scholars through the WSSU Research Honors Track, a rigorous educational and socialization experience designed to cultivate minority nurse scientists; (see *Table 1*)
- To seamlessly transition Bridge Scholars into PhD programs in nursing and other related disciplines at Duke University;
- To provide an array of activities to facilitate transition to doctoral study, including:
 - One-on-one and team mentoring
 - Counseling
 - Tutoring
 - Enrichment and enhancement experiences.

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Table 1: Nursing Courses (FNP, ANE) and Benchmarks:

		Summer Year 1	Fall Year 1	Spring Year 1	Summer Year 2	Fall Year 2	Spring Year 2			
NURSING COURSES	FNP	NUR 6XXX Advanced Nursing Concepts in Research I (3)	NUR 6511 Advanced Health Assessment, Health Promotion & Diagnostic Reasoning (5)	NUR 6325 Primary Care Adult/Older Adult (3)	NUR 6322 Primary Health Care of Women (3)	NUR 6324 Primary Care Children (3)	NUR 6221 Informatics for Primary Care Providers (2)			
		NUR 6308 Applied Biostatistics (3)	NUR 6310 Advanced Pathophysiology (3)	NUR 6423 Primary Care Adult/Older Adult Practicum (4)	Nur 6327 Primary Health Care of Women Practicum (3)	NUR 6326 Primary Care Children Practicum (3)	NUR 6444 Residency Practicum (4)			
		<i>NOTE: The Bridge to the Doctorate Research Honors Track Courses are in bold type</i>	NUR 6XXX Advanced Nursing Concepts in Research II (3)	NUR 6312 Pharmacology (3)	N699 Integrated Research Practicum (2) (NUR 6601 Thesis)	NUR 6323 Health Care Policy, Organization, and Finance (3)	NUR 6601 Thesis (1)	NUR 6243 NP Role Prep (2)		
			NUR 6XXX Scientific Writing (2)	NUR 6301 Theoretical Basis APN (3)					NUR 6601 Thesis (1)	
				NUR 6601 Thesis 1 (2)						
	ANE	NUR 6XXX Advanced Nursing Concepts in Research I (3)	NUR 6511 Advanced Health Assessment, Health Promotion & Diagnostic Reasoning (5)	NUR 6301 Theoretical Basis APN (3)	N699 Integrated Research Practicum (2) (NUR 6601 Thesis)	NUR 6307 Advanced Nursing Technologies (3)	NUR 6305 Evaluation Methods in Nursing Education (3)	NUR 6344 Practicum in Nursing Education (144 practicum hours) (3)		
		NUR 6308 Applied Biostatistics (3)	NUR 6310 Advanced Pathophysiology (3)	NUR 6220 Educational Theories (2)					NUR 6601 Thesis (1)	
		NUR 6XXX Advanced Nursing Concepts in Research II (3)	NUR 6XXX Scientific Writing (2)	NUR 6312 Pharmacology (3)						NUR 6445 Education Residency (96 practicum hours) (2)
				NUR 6401 Curriculum & Instruction (3)						
				NUR 6601 Thesis 1 (2)						
ACADEMIC BENCHMARKS	1	Identify researchable area of primary mentors research for basis of the thesis	Identify research question	Defense of Research Proposal	Data base preparation and/or data collection	Complete data analysis	Defend Proposal			
	2	Clarify research questions with Mentors	Draft an integrated review of the literature	Complete IRB Application	Begin data analysis	Draft of Thesis	Complete Manuscript			
	3	Provide possible conceptual frameworks to guide research	Draft the significance of the problem	Discuss abstract submission with Thesis Committee		Draft manuscript				
	4		Form a Thesis Committee			Scholar / Mentors determine submission timeline				
SOCIALIZATION BENCHMARKS	1	Demonstrate socialization skills through fostering social interactions in the context of cooperative arrangements via peer and faculty mentors.	Integrate scholarly discourse with faculty and mentors. Knowledge of the field related to research topic and knowledge of the research process to form (answerable) research questions relevant to health disparities and vulnerable populations	Integrate theory and research from nursing and other disciplines to examine phenomena relevant to health disparities	Demonstrate socialization to interprofessional collaboration in the production and utilization of research data	Disseminate research relevant to health disparities and vulnerable populations	Evaluate personal scholarship, professional growth, and excellence in research and practice			
	2	Show evidence of the spirit of inquiry and the production and utilization of research data	Integrate knowledge of the research process, statistics and the evaluation of scientific evidence to critically appraise the literature and overall evidence related to research question	Design and implement culturally relevant research						

The Bridge to the Doctorate project is funded by a grant from the National Institute of General Medical Sciences (NIGMS) of the National Institutes of Health (NIH). Both partner institutions have allocated financial resources to support the goals of this project. Table 2 outlines grant resources available for Bridge Scholars and Mentors.

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Table 2: Available Resources for Bridge Scholars and Mentors:

RESOURCES	WSSU Budget	Year 1:		Year 2:	
		Scholar Tuition: Summer, Fall, Spring			
		Technology: 1 laptop computer			
	DUKE Budget	Mileage allowance: 2 trips to meet, face-to-face, with Duke Mentor		Mileage Allowance: Scholar travel during 8-week Summer Institute	
				Tuition Remission: Integrated Research Intensive tuition	
				Editorial Support: 10 hours for manuscript preparation	
				Research Lab Supplies: for data collection materials (surveys, testing, videotapes, wet lab supplies)	
				Student Travel: to attend a conference to present research findings	
				Mentor Travel: to attend conference with student for presentation	

Scholar Goals and Expectations:

- Successfully complete the Bridge Research Honors Track and graduate from the MSN program; achieve the designated academic and socialization benchmarks (*see Table 1 above*)
- Collaborate with mentorship team and seek the supports, resources and referrals you need to excel, navigate challenges, overcome obstacles, and succeed.
- Schedule routine planning meetings with Mentors (conference calls, video conference or face-to-face meetings). It is recommended that you have frequent designated check-ins with your mentors and at least 3 face-to-face or video conference meetings per semester with the entire mentoring team.
- Participate in joint problem solving; discuss progress and address your developmental needs.
- Attend the Bridge Kick-off Mentor-Scholar Orientation and Mixer in late May/early June.
- Complete Bridge Scholar Assessment Tools (*see Table 3 below*):
 - Student Self-Assessment and Self-Report (twice a year – January and July)
 - Student Evaluation of Mentored Research Experience (each April)
 - Supplemental Course and Instructor Evaluations for Research Honors Courses (end of each semester – April, August and November)
 - Support Resources Evaluation (each January)
- Participate in an 8-week summer intensive research practicum at Duke University (summer, Year 02).
- Attend a research conference with Mentor to present research findings.
- Communicate with the PI/Sub PI if there is: evidence of problems, challenges or struggles; failure to be compliant with the expectations; other needs or concerns

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Table 3: Bridge Scholar Assessment Tools:

	Pre-Entry Spring)	Summer Year 1	Fall Year 1	Spring Year 1	Summer Year 2	Fall Year 2	Spring Year 2
SCHOLAR ASSESSMENTS		<ul style="list-style-type: none"> • Student Self-Assessment (July) • Supplemental Course/Instructor Evaluations (July/Aug.) 	<ul style="list-style-type: none"> • Fall Supplemental Course/Instructor Evaluations (Nov./Dec.) 	<ul style="list-style-type: none"> • Student Self-Assessment (Jan.) • Support Resources Evaluation (Jan.) • Student Evaluation of Mentored Research Experience (April) • Spring Supplemental Course/Instructor Evaluations (April) 	<ul style="list-style-type: none"> • Student Self-Assessment (July) 		<ul style="list-style-type: none"> • Student Self-Assessment (Jan.) • Support Resources Evaluation (Jan.) • Student Evaluation of Mentored Research Experience (April)

Mentoring Team Goals and Expectations:

- Support Scholar to achieve program goals and expectations (*see Table 1 above*).
- Collaborate with mentorship team partner(s) to optimize Scholar success by providing supports, resources, and referrals to help the Scholar excel, navigate challenges, overcome obstacles, and succeed (*see Table 4 below*).
- Schedule routine planning meetings with the Scholar (conference calls and video conference or face-to-face meetings). It is recommended that you have frequent designated check-ins with the Scholar and at least 3 face-to-face or video conference meetings per semester with the entire mentoring team.
- Participate in joint problem solving; discuss progress and address Scholar's developmental needs.
- Attend the Bridge Kick-off Mentor-Scholar Orientation and Mixer in late May/early June.
- Complete the 'Mentor Evaluation of Student Skills' for your Bridge Scholar each April.
- Support the Scholar's secondary research efforts during 8-week summer intensive research practicum.
- Identify and attend a research conference with Scholar to present his/her thesis research.
- Share best practices; collaborate to develop shared expectations, goals and defined communication protocols and operating agreements; seek opportunities to involve, include and develop Scholar.
- Communicate with the PI/Sub PI if there is: evidence of problems, challenges or struggles; failure to be compliant with the expectations; other needs or concerns
- Work with the DUSON production team to film a conversational video for Bridge to the Doctorate website that will assist Scholars and other mentors to get to know about you, your background, research interests, and goals.

MENTOR-SCHOLAR GUIDELINES AND EXPECTATIONS

Table 4: Mentorship Team Timeline

	Pre-Entry Spring)	Summer Year 1	Fall Year 1	Spring Year 1	Summer Year 2	Fall Year 2	Spring Year 2
MENTOR TIMELINE	Establish Mentorship Teams	Connect with Scholar, get acquainted, and clarify expectations	Periodic check-in to monitor progress and benchmarks; support developmental needs; incorporate Scholar in research via video conferences				
	Get acquainted, discuss how to collaborate and support Scholar's success.	Define goals and working agreements (i.e., frequency of meetings, plan of work, timeline, communication expectations and protocols, authorship expectations)	Duke mentor: invite Scholar / WSSU mentor to Duke for a face-to-face meeting		Support Scholar's research efforts during the 8-week integrated research internship and summer program	Identify a research conference where Scholar can present research findings; attend conference with Scholar	
	Define roles / responsibilities			Complete <i>Mentor Evaluation of Student Skill</i> Evaluation (April) Attend Mentor-Scholar Orientation and Mixer (May)			Complete <i>Mentor Evaluation of Student Skill</i> Evaluation (April)

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