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A Dual Conversation About Mentoring: Undergraduate Student and Faculty Perspectives

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INTRODUCTION

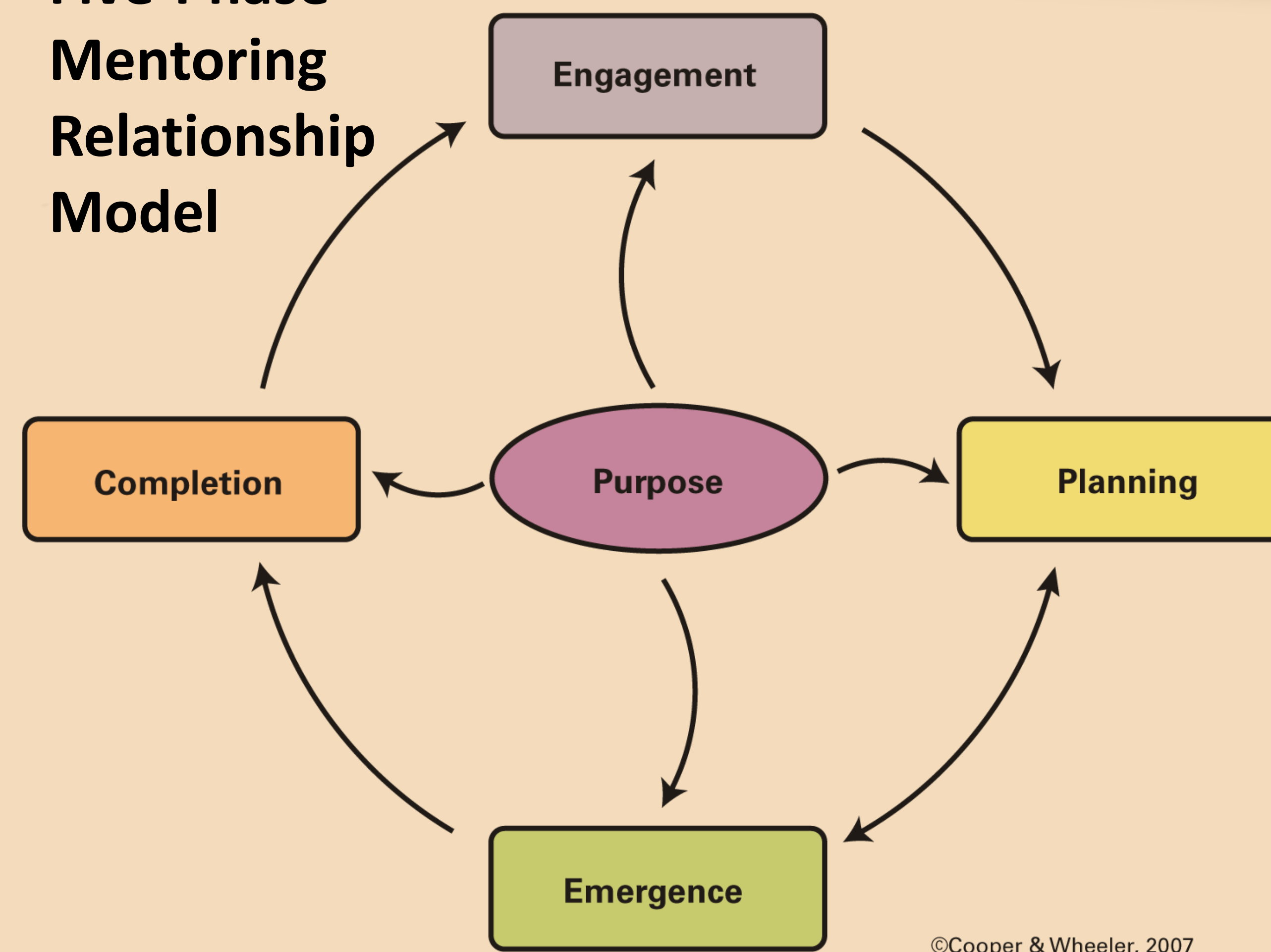
The Five-Phase Mentoring Relationship Model by Cooper and Wheeler (2010) was used to explore a two-year commitment between an undergraduate nursing honors student and a faculty member. The student and the faculty member used the model framework's phases to describe their experience:

1. purpose
2. engagement
3. planning
4. emergence
5. completion

BENEFITS

Benefits for the student included knowledge and life experiences “tucked within the faculty’s personal and professional life,” a built-in adviser and supporter, an opportunity for scholarly activities such as presenting a conference poster and writing an article, and a long-term mentor. Faculty benefits included an opportunity to share knowledge and experiences with a future nurse and scholar as well as the chance to work with a student on publications and presentations, including teaching the step-by-step process involved.

Five-Phase Mentoring Relationship Model



Phase One: Purpose
*Why do I want a mentor?
Why do I want to be a mentor?*

Phase Two: Engagement
*Finding and Being a Mentor
How do I begin?*

Phase Three: Planning
*Developing your
Mentoring Action Plan
How can I achieve my goals?
How will we work together?*

Phase Four: Emergence
*Engaging in the Conversation
How am I doing?
What are we learning?*

Phase Five: Completion
*Celebrating Accomplishments
What are my next steps?*

Figure 1. Five-Phase Mentoring Relationship Model

From “Building Successful Mentoring Relationships,” by M. Cooper and M.M. Wheeler, 2010, *Canadian Nurse*, 106(7) p. 34-35. Copyright 2007 by Cooper and Wheeler. Reprinted with permission.

Image retrieved from <http://canadian-nurse.com/en/articles/issues/2010/september-2010/building-successful-mentoring-relationships>

DISCUSSION

The benefits agree with other mentor program outcomes (Quality Improvement & Innovation Partnership, 2013). The end of the formal relationship is a time to celebrate accomplishments of the experience and plan for continued collegiality. This model may be adopted by other faculty as a way to empower students toward higher achievement. We suggest that students and faculty seek out and be open to situations where they can work together in a mentoring experience.

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