A Dual Conversation About Mentoring: Undergraduate Student Faculty Perspectives

Belinda Deal  
University of Texas at Tyler, bdeal@uttyler.edu

Jennifer Grimes  
University of Texas at Tyler

Follow this and additional works at: https://scholarworks.uttyler.edu/fac_posters

Part of the Education Commons, and the Nursing Commons

Recommended Citation
http://hdl.handle.net/10950/347
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.

**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.

**REFERENCES**


