

Title:

A Unique Academic Leadership Modality and Mentoring Model in an Online, Competency-Based, Graduate Nursing Program

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Session Title:

Strategies for Online Learning

Slot:

P 02: Tuesday, 20 September 2016: 8:00 AM-8:45 AM

Scheduled Time:

8:20 AM

Purpose:

The purpose of the presentation is to examine an academic leadership modality in a competency-based graduate nursing program with a unique mentoring model that enhances the development of leadership skills in nursing students to serve as effective change agents in their healthcare-focused organizations.

Keywords:

academic leadership modality, competency-based online learning and mentoring model

References:

1) Barkley, E., Major, C., & Cross, K. (2014). Collaborative learning techniques: A handbook for college faculty. San Francisco, CA: Jossey-Bass. 2) Irani, T.A., Wilson, S. B., Slough, D. L., & Rieger, M. (2014). Graduate student experiences on- and off-campus: Social connectedness and perceived isolation. *Journal of Distance Education (Online)*, 28(1), 1-16. <http://search.proquest.com/docview/1525995528?accountid=458>. 3) Jones-Schenk, J. (2-14). Nursing education at Western Governors University: A modern disruptive approach. *Professional Nursing*, 30, 168–174. <http://dx.doi.org/10.1016/j.profnurs.2013.09.005> 4) LaBarbera, R. (2013). The relationship between students' perceived sense of connectedness to the instructor and satisfaction in online courses. *Quarterly Review of Distance Education*, 14(4). 209-220, 225. <http://search.proquest.com/docview/1549546219?accountid=458> 5) Parker J., Maor D., & Herrington (2013). Authentic learner needs, pedagogy, and technology. *Issues in Educational Research*, 23(2), 227-241.

Abstract Summary:

This oral presentation, supported by PowerPoint, will describe an academic leadership modality and mentoring model in an online, competency-based, graduate nursing program that offers an innovative and authentic method of delivering education in a virtual setting.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE
The participant will describe the elements of an academic mentoring leadership modality in an online environment that incorporates purposeful mentoring	The participant will describe the elements of an academic mentoring leadership modality in an online environment that incorporates purposeful mentoring

The participants will gain insights into how a unique academic mentoring leadership model enhances real-world application of leadership skills for students and faculty.	The educational presentation will include a discussion how the academic leadership modality of purposeful mentoring enhances student understanding and application of course content.
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Abstract Text:

This presentation will examine an academic leadership modality in a competency-based nursing program that offers an innovative and authentic method of delivering education in a virtual setting. In this competency based nursing program, the mentoring model takes a radical departure from the traditional education model. When supported by this intentional academic mentoring model, students experience a profound change in attitudes toward course content, online technologies, teamwork, and applied nursing practice (Barkley, 2014; Parker, 2013).

The unique mentoring model is utilized to enhance the development of leadership skills in faculty and in graduate nursing students. Faculty Course Mentors develop the necessary leadership skills to prioritize and personalize student academic mentoring strategies. Graduate nursing students learn collaborative leadership skills to serve as effective change agents in their healthcare organizations to achieve desired outcomes.

Academic mentoring by Course Mentor faculty offers an innovative and authentic method of delivering education in a virtual setting. In this technology driven setting, a unique and modern approach to academic leadership is coupled with input from external partners and leaders in the health care industry. This input enhances and promotes the student-centered experience (Jones-Schenk, 2014).

The curriculum design integrates a faculty leadership and mentoring model that promotes ongoing student-faculty mentor interaction and faculty mentor-program manager interaction. The integration of the ongoing mentoring also fosters authentic learning, collaborative scholarly inquiry, and enhancement of student success. The faculty model consists of clearly delineated, disaggregated faculty roles which include Program Managers, Course Mentors, Student Mentors, and Evaluators who are committed to student achievement of nursing program outcomes that align with the CCNE Essentials of Master's Education in Nursing.

Program Managers collaborate with mentors to ensure ongoing professional growth and development. The Program Manager continually applies metric-driven strategies to promote effective mentoring and enhance student outcomes. Course Mentors are accountable for the quality and integrity of educational programs, and consistently provide relevant and innovative academic resources to meet the needs of a diverse student population. Course Mentors are subject matter experts who support students as they engage in specific sections of the curriculum. Through intentional, individualized interactions, faculty mentors identify academic needs, embrace diversity, and promote scholarly pursuits.

Student Mentors provide foundational and ongoing support for successful student growth. Student mentors advise and coach students throughout the program and offer academic guidance and coaching to promote work-school-life balance. Additionally, the advice provided assists students in successfully navigating their educational experience by utilizing all available resources. Resources include services identified through referrals to the student support center, the center for writing excellence, and individualized wellness programs.

Evaluators are subject matter experts tasked with reviewing assessment submissions in a fair and unbiased manner to determine if competency has been demonstrated. Evaluators have no

contact with faculty mentors nor students in order to preserve objectivity and reduce bias in the evaluation process. Written feedback is provided to enhance student performance.

Student-student, student-mentor, and student-stakeholder interactions are supported by multiple communication technologies such as web conferencing, cohorts, emails, short video recordings, and telephone conversations. Quality mentoring communications support students in overcoming barriers and increase student retention rates through the development of a strong sense of connectedness (Irani, Wilson, Slough & Rieger, 2014; LaBarbera, 2013). Student outcomes demonstrate heightened student satisfaction with 93% satisfied/very satisfied with this academic mentoring leadership model (Jones-Schenk, 2014).

Student reflections have also revealed the positive effects of this academic leadership modality. The authenticity of the mentoring creates a deep sense of connectedness between the students, stakeholders, course mentors, and student mentors, and “brings out the best” in each learner. Students learn to work collaboratively, think creatively, and move beyond their comfort zone. Students also reported a new awareness of the complexity of healthcare systems that transformed their nursing practice and enhanced their role as a clinical/academic nurse leader within organizations.