**EmpowerU Mentor Guidelines**

**Mentoring Program as a product of collaboration between**

**The Office of Interprofessional Education (IPE) and the Campbell Healer Collaborative (CHC)**

1. **Eligibility**
	1. Programs

Students from the following programs will be eligible to serve as a mentor to an undergraduate student at Campbell University

* + 1. Biomedical Sciences
		2. Clinical Research
		3. Nursing
		4. Osteopathic Medicine
		5. Pharmacy
		6. Pharmaceutical Sciences
		7. Physician Assistant
		8. Physical Therapy
		9. Public Health
	1. Academic Standing

Students wishing to serve as a mentor in the mentoring program must meet or exceed the following requirements:

* + 1. Currently be in good academic standing within the respective health professions program.
		2. Maintain good academic standing within the respective health professions program.
		3. Meet a minimum GPA requirement ≥ 3.0 on a 4.0 scale as calculated at the end of each grading period with no course failures.
		4. Grades will be reviewed by the academic offices of the respective health professions programs on a semester-by-semester basis. Any issues that arise with regard to academic performance and the inability to continue to serve as a mentor will be communicated to the Assistant Dean of Interprofessional Education
	1. Professionalism

Students wishing to serve as a mentor in the mentoring program must be meet the following requirements:

* + 1. Currently be in good professional conduct standing within the respective health professions program
		2. Maintain good professional conduct standing within the respective health professions program
			1. Student may not be on probation or suspended
			2. Have any case brought against them regarding professionalism or conduct
		3. Serve as a professional role model for all students by exemplifying professionalism with including but not limited to: professors, clinical partners, and fellow students.
1. Dismissal and Ineligibility to serve as a mentor
	1. Immediate dismissal from the mentor role within the mentoring program will occur if:
		1. Any changes related to eligibility or violations of academic and professional conduct OR
		2. Sufficient cause for termination of role by the mentor executive board that may include but is not limited to:
			1. Failure to participate as an active mentor meeting the requirements for serving as a mentor as outlined in the below description.
		3. If a mentor regains good academic and/or professional standing, the student must re-apply.
2. Application Requirements
	1. Students wishing to serve as mentor to the undergraduate students of Campbell University must complete the following:
		1. Online application that will be screened by the executive board of the mentoring program and the Assistant Dean of Interprofessional Education.
		2. Components of the application will include:
			1. Name
			2. Program
			3. Anticipated graduation date
			4. Organization membership and leadership roles
			5. A reflective essay of no more than 200 words describing the interest in serving as a mentor
			6. Uploaded copy of a CV or resume
			7. Approval email from department chair or program director to serve as a mentor
3. Role of the Mentor
	1. For students to be considered mentors of the Campbell Healer Collaborative in their designated program, mentors must:
		1. Attend all quarterly meetings held by the Campbell Healer Collaborative for student members
		2. Take an active role in forging and developing relationships with mentees
		3. Act as an advocate for interprofessional education, mentoring, and health professions education and programs

**Program Overview and Description**

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1. **Purpose:**

The purpose of the mentoring program is to serve Campbell University’s students in undergraduate programs with an intentional and structured program centered on mentoring by graduate/professional students. The program will provide informative panels, constructive workshops, and volunteer and networking opportunities to foster student’s growth while also connecting them to different careers in the health sciences. The Campbell Healer Collaborative (CHC) seeks to interconnect the health programs at Campbell University, provide mentorship and guidance to students in undergraduate programs at Campbell University, embrace the mission of each health science program, and foster community relationship.

1. **Objectives:**
* Provide guidance and mentorship to Campbell’s undergraduate students
* Foster and develop student’s writing skills and professional development through workshops
* Provide informative panels to expand student’s knowledge of different health professions at Campbell University
* Offer volunteer opportunities
* Foster relationships with community partners
1. **Overview:**

The CHC has created a two-part mentoring program. The first part consists of a mentorship program for undergraduate students interested in the health sciences that will further their understanding of the different graduate health programs Campbell University offers. The mentors for this program will be representatives from the various health programs who will then be paired with an undergraduate student who is interested in their specific health program. The second part of the program will consist of quarterly meetings in which there will be two meetings in the Fall semester and two meetings in the Spring semester. The meeting overviews can be found in the below outline:

* **Meeting 1**:
	+ Introduction to IPE and CHC through an engaging mocktail social. This engagement will allow students to better understand the organization and connect with likeminded peers to foster an engaging and bolstering environment.
* **Meeting 2**:
	+ This meeting will offer a student-led panel of the different health programs. The 9 health programs will be represented in the panel and the representatives will be divided into two equal groups. The second group will be the panel at the third meeting.
		- The meeting will last 1 hour and 45 minutes. Where the first 30 minutes will consist of two programs sitting on the panel. This component will be followed by a 10-minute break. Following the break, students will attend a 15-minute professional development session where they will learn how to construct a CV. Following the professional development session, there will be another 10-minute break after which the last panel session of the meeting will convene.
* **Meeting 3**:
	+ This meeting will encompass a student-led panel of the different health programs. The meeting will last 1 hour and 45 minutes. Where the first 30 minutes will consist of two programs sitting on the panel. This component will be followed by a 10-minute break. Following the break, students will attend a 15-minute professional development session where they will learn how to construct a personal statement. Following the professional development session, there will be another 10-minute break after which the last panel session of the meeting will convene.
* **Meeting 4**:
	+ This meeting will consist of an end-of-the-year formal social dinner. The purpose of this meeting is to recognize those students that successfully completed the program.
1. **Executive Board**

The Executive Board will consist of 9 members representative of the nine health sciences programs at Campbell University. These executive board members will be selected by their program director based upon meeting the academic requirements. The executive board members must express interest in developing and supporting students in their future aspirations and embody Campbell University’s mission of preparing students for purposeful lives and meaningful service.

The functions of the executive board include:

* Approving mentor applications for those students in a graduate health program warranted they meet all requirements to be a mentor
* Assigning mentees to mentors within the specific graduate health program
* Organizing quarterly meetings and scheduling panel sessions
* Conducting quarterly board meetings
* Reassigning mentees to mentors if they express interest in a different graduate health program
* Organizing opportunities that may include but are not limited to community service, fundraisers, events, and donation drives

Term Length: The executive board members will serve a term of one academic year. The transition from board member to rising board member will consist of a formal checkout report. This report will consist of all information pertaining to the CHC that the board members conducted within their term year. The previous board members will be responsible for filling out the transition form and providing their replacement with the guidelines they must follow while serving the term.

1. **Mentors**

Students can become mentors of the Campbell Healer Collaborative, as elected by their designated program board member given, they meet all requirements set by the CHC. Mentors must meet the academic requirements:

* GPA of ≥ 3.0 on a 4.0 scale as calculated at the end of each grading period with no course failures
* A paragraph detailing the interested in serving as a mentor

If approved to serve as a mentor, they will be assigned mentees from the executive board member representative of the specific health program. The number of mentees assigned to each mentor is dependent upon the number of members within the Campbell Healer Collaborate who are interested in a specific program. At no time will the ratio exceed 6 mentees to 1 mentor.

Term length: Mentors will be able to serve as a mentor within the CHC for 1 year. Mentors will be eligible to continue service the following year, provided they meet all requirements.

1. **Members**

Membership is open to any student enrolled in Campbell University’s undergraduate programs who are in their Sophomore, Junior, or Senior year.

Members will be allowed to be a member of the CHC if they meet the academic requirements and are a student in an undergraduate program at Campbell University.

Members shall be reassigned to a new mentor under the direction of the specific program representative upon request by the mentee. Request will be brought forward by the mentor to the program representative.