

Background & Significance

Underrepresented minority students have limited exposure to faculty representation

In an Entry Level Master's Degree pathway, 30% of the students identify as underrepresented minority. Faculty minority representation is 28%, with African American representation at 14% leaving just two faculty members interacting with student in their first semester of an accelerated pathway.

THIS IS A TREND IN NURSING ACADEMICS

Nurses from minority backgrounds represent 19.4% of the registered nurse workforce while US census numbers indicate more than 40% of the population identify as a person of color according to a 2020 survey conducted by the National Council of State Boards of Nursing and The Forum of State Nursing Workforce Centers

Nursing education trends match that of the nursing workforce.

Only 19.2% of full-time nursing school faculty identify as minority according to the AACN 2021 Survey



REPRESENTATION MATTERS OR AT LEAST THE OPTION FOR REPRESENTATION

There needs to be a continued and conscience focus on increasing the diversity in the nursing workforce to be representative of the population.

Purpose



To increase exposure of underrepresented students to representative professionals through a one-to-one mentoring relationship between students & nurses in an academic medical center

Mentorship

Mentorship and direct learning from professionals in the clinical setting is pivotal to students' clinical experiences and is instrumental in preparing them for their role as confident and competent practitioners.

This type of support is favorable in the academic setting, but less likely to be a foundational educational tool.



Aims

To determine if mentoring:



- 1 **DECREASES:** the level of stress of the mentee
- 2 **INCREASES:** sense of meaning, exposure to representative professionals, and academic performance
- 3 **IMPROVES:** transition to practice

Framework

Utilize Big Brothers Big Sisters of America matching philosophy

Big Brothers Big Sisters of America is the oldest and largest Justice, Equity, Diversity, & Inclusion (JEDI)-Focused Youth Equity & Empowerment Organization with a commitment to empower every child on the path to graduate with a plan for their future and a mentor whose impact will last a lifetime.



BBBSA ignites and inspires Matches (mentoring relationships) between Bigs (mentors) and Littles (young persons).

BBBSA provides ongoing support and supervision to the both parties in the match.

Survey for matching- in development with feedback from partner

Mentoring will be open to all students in Entry Level Master's Degree pathway regardless of background

The Plan

- 1 Gain stakeholder buy in from administration, faculty, students, and health system partner
- 2 Identify prospective mentors
- 3 Apply BBBSA matching
- 4 Monitor and support matches

SUPPORT STUDENTS

Send them back to the school when needs are identified

SUPPORT NURSES

Survey nurses for incentives
Provide letters of appreciation

Implementation



Meet with health system partners to determine roll out for mentor calls
DO THE THING.



THANK YOU!

- Dr. Felesia Bowen
- Dr. Gwen Pernell
- Dr. Teri Poe
- Dr. Kristin Ashley
- Ms. Lauren Anita
- D. Karmie Johnson

References



diversity, equity, & inclusion

American Association of Colleges of Nursing

Diversity Leadership Institute: Capstone Presentations and Graduation

Mentees and Mentors: Matching Students with Professional Nurses

S. Danielle Baker, DNP, RN, CNE

Biography

Danielle has been a nurse for 19 years, rising from an associate degree in nursing to her doctorate of nursing practice in 2018. She spent the first nine years of her nursing career working in one unit – the surgical intensive care unit at University Hospital. She proved to be an exemplary nurse with a compassionate and empathetic bedside manner. A strong clinician, she began her pathway into academia as a clinical instructor and was hired as an instructor in 2011. Since joining UAB SON in 2011, Danielle has excelled in her teaching and mentoring of students, to become the next generation of nurses. Her dedication to providing students with quality experiences and learning opportunities is above the rest. Danielle has an impressive list of accomplishments. She was appointed by the Provost Office as part of the Interprofessional Curriculum team, where she develops interprofessional learning experience for students to reinforce needed skills of working in an interprofessional team. Since becoming co-director of the AMNP program, Danielle led the program to 50% increase in enrollment. Danielle currently teaches didactic, laboratory, and clinical courses. She has developed a style of teaching that encourages student engagement. She is frequently called on as a content expert for guest lecturing in both the BSN and AMNP programs. Danielle obtained her certified nurse educator (CNE) certification and continues to strive for excellence in teaching. Danielle was recognized in 2021 with the Nancy Smith Excellence in Teaching Award. Currently she is the leading charge at the SON related to diversity, equity, and inclusion (DEI) in nursing education. She has worked closely with the office of DEI and is an active member of the Philippine and Birmingham Black Nurses Association. Danielle not only works to decrease disparities in the student population, but she also has a passion to reduce health disparities in vulnerable populations. She has contributed her scholarship to these two activities. She has a desire to make the world a better place for all. Danielle dedicates her time to ensure that all students and patients are treated equally and fairly. She is the co-lead working on revision of the program of study for the AMNP program as well as the incorporation of the new AACN essentials into the program. Danielle seeks out new and innovative ways to teach her course material to students. She hopes to inspire her students to be their “best self” while encouraging life-long learning.

Contact Information



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