

# CARE Pathway to the BSN: Implementing a Peer Mentoring Program

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## Background

- Research has shown that patients of diverse backgrounds have better outcomes when cared for by registered nurses of their own race or ethnicity.
- Nursing workforce must reflect the racial and ethnic diversity of the communities it serves.
- Nursing students from minority backgrounds represent 40.8% of students in entry-level baccalaureate programs.
- The need to attract diverse nursing students is paralleled by the need to recruit more faculty from minority populations.



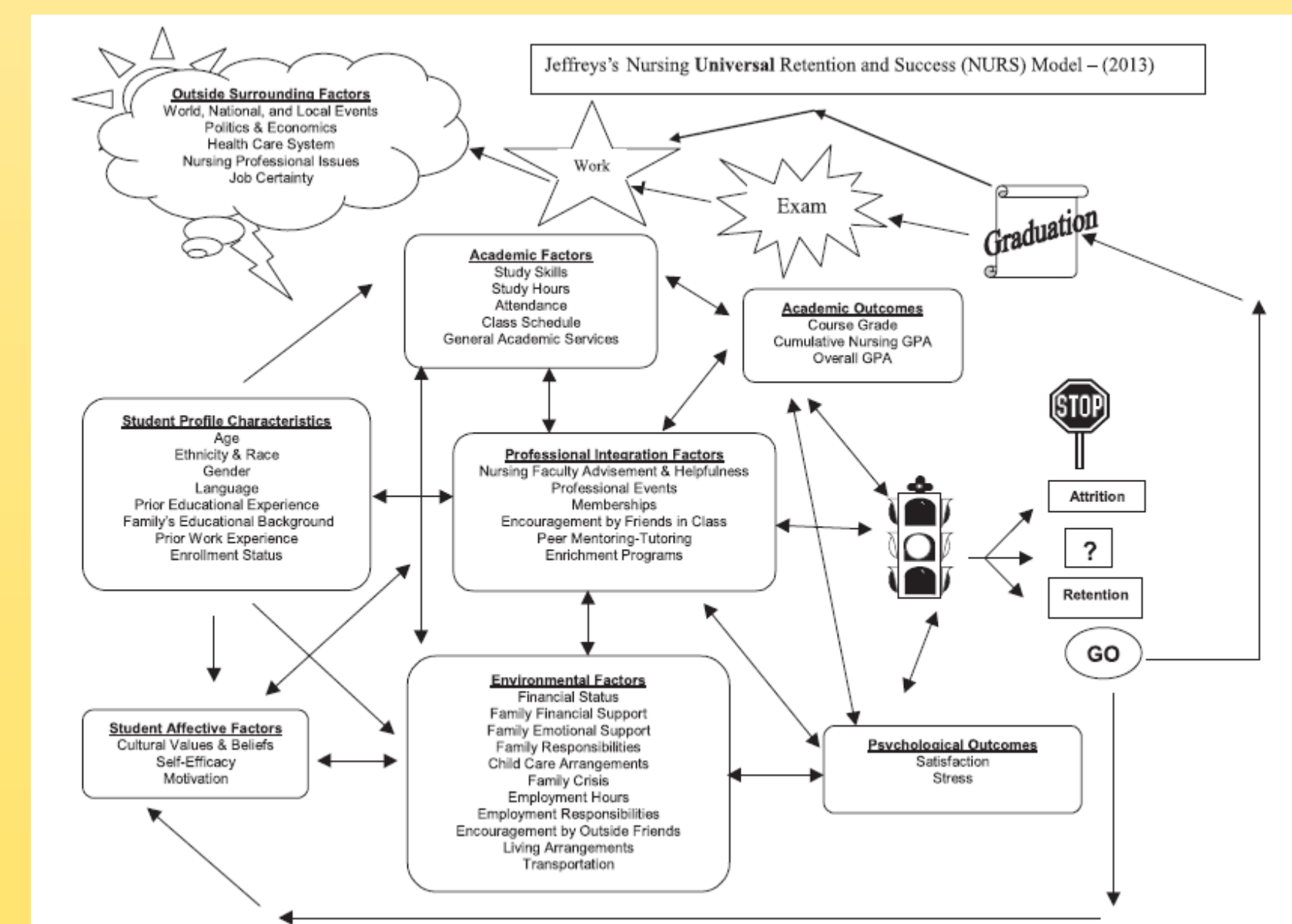
## Problem Statement

- Retention and graduation rates of racial and ethnic minority students continue to be a major concern for higher education researchers, policy makers, and practitioners.
- Over one half of the Black and Latinx students who enter a four-year college will fail to complete a bachelor's degree within six years
- Lack of diversity in nursing workforce
- Ongoing issues with health disparities and health inequities

## Care Pathway to the BSN Program

- MNSON created the CARE (Collaboration, Access, Resources, and Excellence) Pathway for students in our four-year BSN degree who identify as Black or Latinx. (Funded by HRSA-NWD)
- The CARE Pathway is a first step in transforming the nursing workforce to better match the population it serves.

## Framework

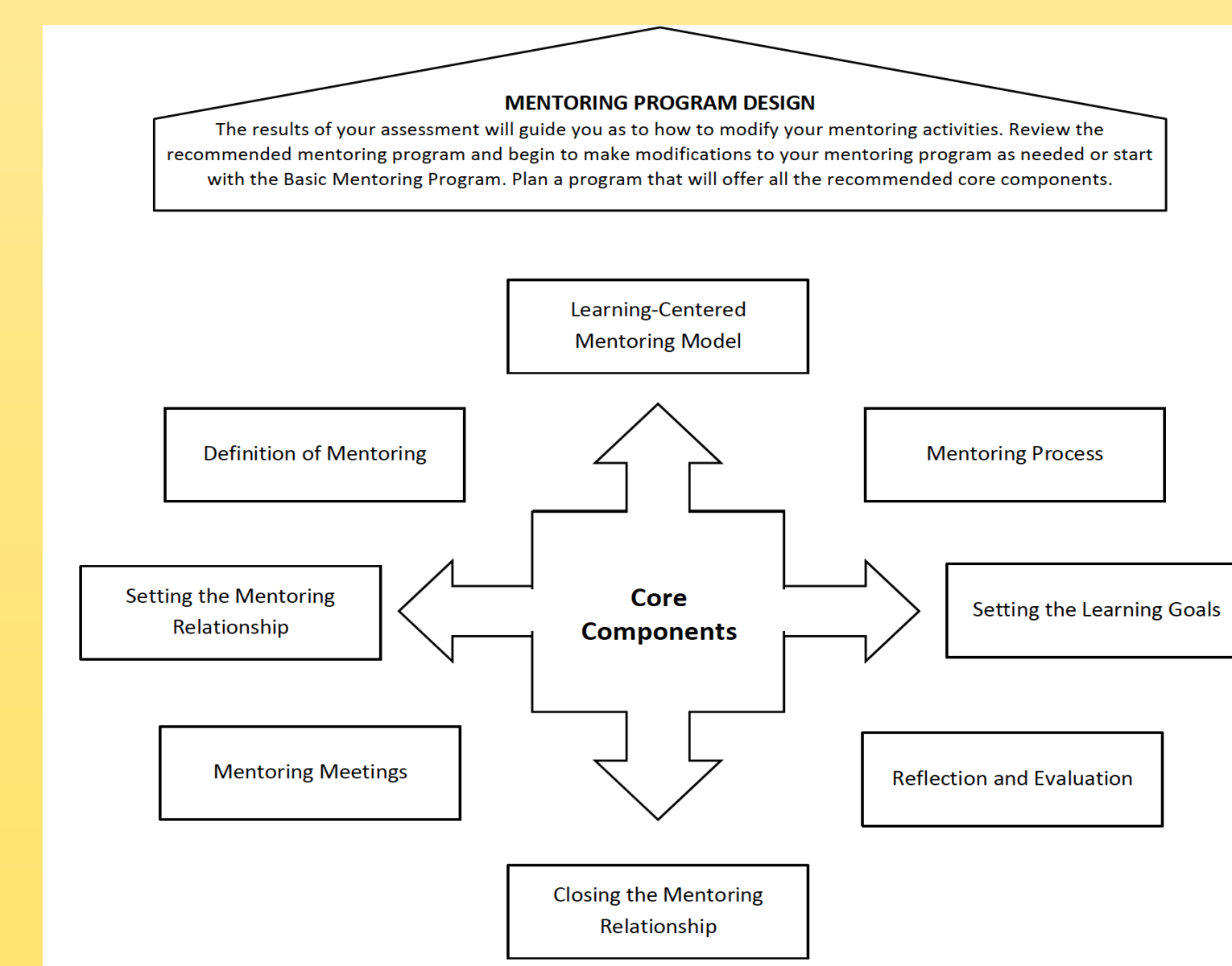


## Peer Mentoring



- Associated with supporting student development and success
- Increasing degree completion rates
- Reducing inequities in outcomes for underrepresented groups
- Psychological and emotional support
- Degree and career support
- Academic subject knowledge support
- The existence of a role model

## Methods



## Evaluation Plan

- Develop evaluation forms
- Mentor evaluation form
- Mentee evaluation form
- Make adjustments to program based on evaluation feedback



## References

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## ILLINOIS WORKFORCE DEMOGRAPHICS (2020)

The Illinois Nursing workforce does not reflect the local and national population data, especially for Black and Latinx people

| Race/Ethnicity                         | Illinois RNs | 2020 Census Data |          |       | Loyola 4-YearBSN |            |            |
|--|--------------|------------------|----------|-------|------------------|------------|------------|
|  |              | Chicago          | Illinois | US    | 2020 n=618       | 2021 N=619 | 2022 N=611 |
| American Indian/Alaskan Native         | 0.3%         | 0.3%             | 0.6%     | 1.1%  | 1.6%             | 1.9%       | 0          |
| Black/African American                 | 9.0%         | 29.6%            | 14.6%    | 13.4% | 2.6%             | 4.7%       | 4.5%       |
| Hispanic/Latinx                        | 4.5%         | 28.8%            | 17.5%    | 18.5% | 10.2%            | 12.8%      | 3.5%       |
| Asian/Native Hawaiian/Pacific Islander | 10.4%        | 6.6%             | 6.0%     | 6.1%  | 24.1%            | 24.9%      | 17.5%      |
| Two or more races                      | 2.0%         | 2.8%             | 2.1%     | 2.8%  | --               | --         | 22.0%      |
| White (not Hispanic)                   | 77.0%        | 33.3%            | 60.8%    | 60.1% | 60.5%            | 55.2%      | 51.2%      |



# diversity, equity, & inclusion

## American Association of Colleges of Nursing

### Diversity Leadership Institute: Capstone Presentations and Graduation

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##### Biography

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Dr. Conway-Phillips is an Associate Professor and Department Chair in the Marcella Niehoff School of Nursing at Loyola University Chicago. She was awarded an MSN and PhD in Nursing from Loyola University Chicago. At Loyola, she teaches in both the undergraduate and graduate nursing programs. Her research focuses on cancer and health disparities, spirituality and breast cancer screening behavior among African American women. Dr. Conway-Phillips has had 3 funded grants for her research, several data-based articles on her research and multiple national and international data-based podium and poster presentations. She specializes in Qualitative Research Methodologies.

##### Contact Information

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