



Culturally Relevant Nursing Advising to Support Student Excellence in a Predominately White Institution

Yvette Conyers, DNP, MS, RN, FNP-C, CTN-B, CFCN, CFCS

Introduction and Background

- Role of advising and current advising method is not sufficient to meet the needs of our students, especially those who identify as Black/Brown and where English is not the primary language.
- Advising is the role of each faculty member but is not meaningful or relationship oriented. Advising orientation provided in detail
- Faculty Advisor randomly assigned to students as a sophomore during their first semester
- Disconnect between general advising and nursing major advising

Culturally Relevant Advising

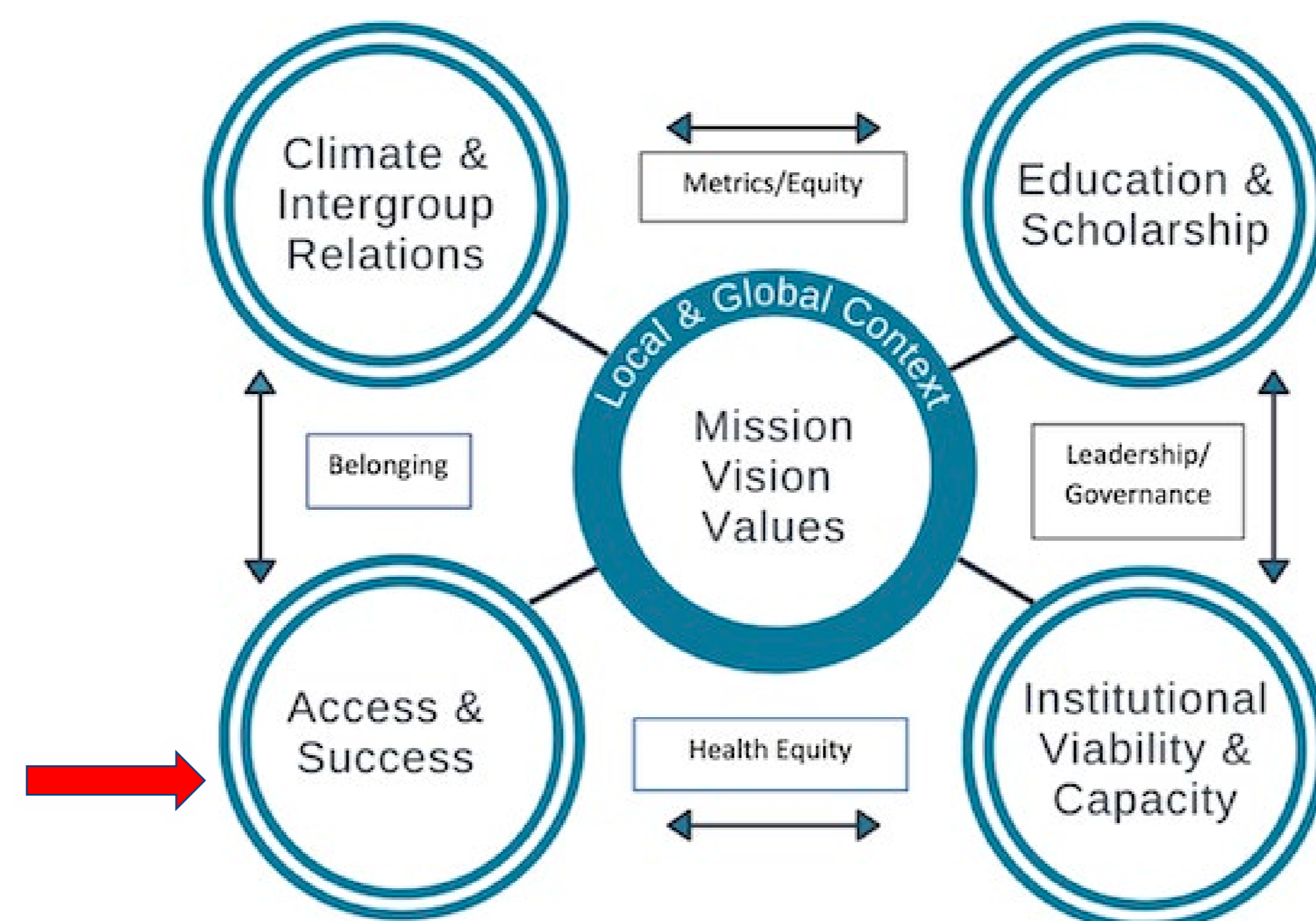
- Takes into consideration the student's culture, history, and experiences and requires the advisor to use their comprehensive knowledge to engage with their students across cultural differences
- Acknowledging and addressing issues of race and racism, is important in establishing rapport between the faculty advisor and the student of Color.
- Advisors who engage in this style of advising may see positive student outcomes that result in higher levels of student satisfaction, trust, and feelings of empowerment.

Objective/Goals

Create a culturally responsive nursing advising model with a focus on under-represented students and those where English is a second language.

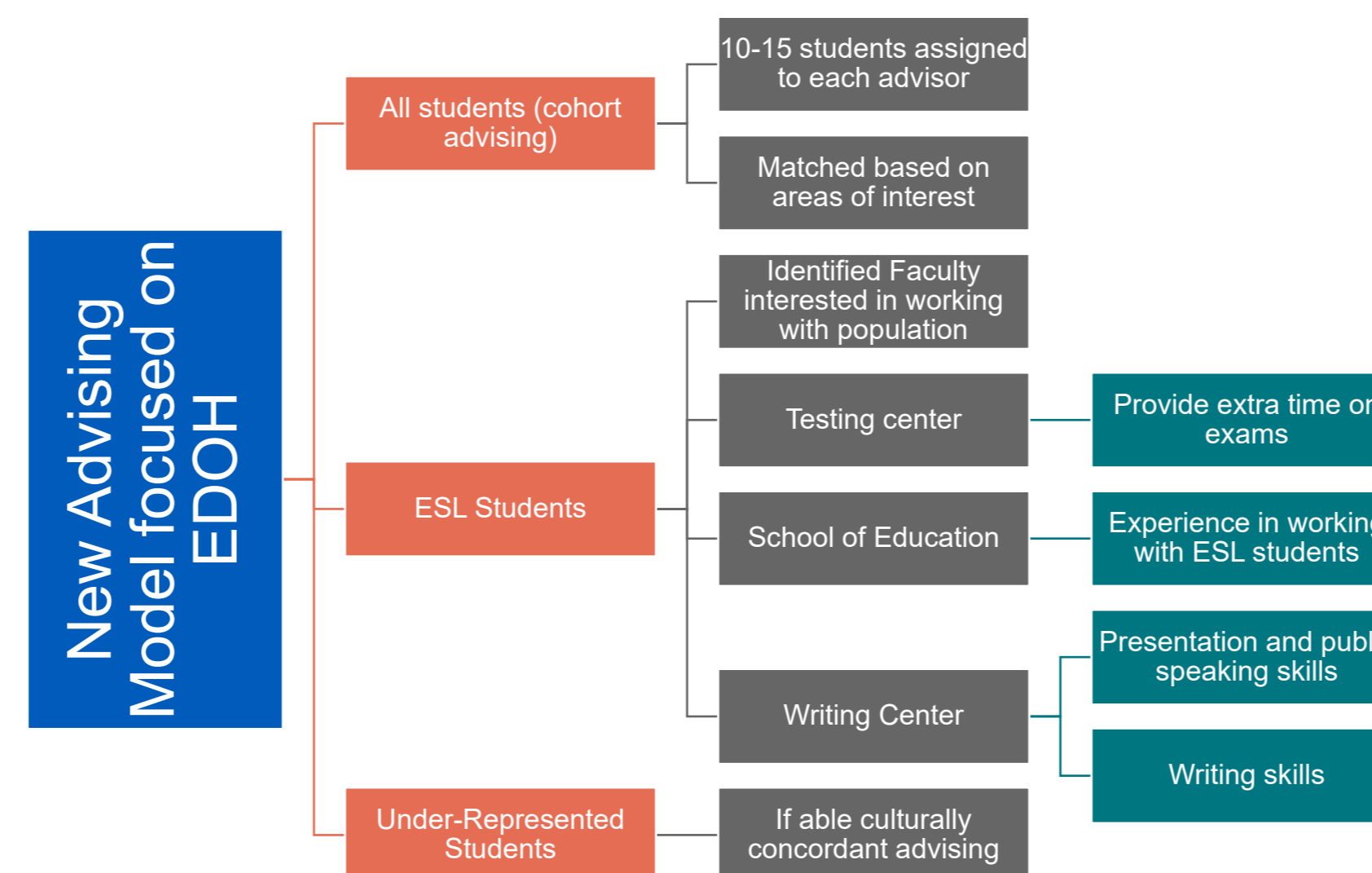
- Increase satisfaction of advising for faculty and students
- Create an environment of academic students' success
- Recognize the role informal advising has on faculty tenure and promotion process.

Framework-Inclusive Excellence Ecosystem for Academic Nursing



Adapted from Smith, D.G. (2020) Diversity's Promise for Higher Education

Implementation Plan



Discussion

- There are no formal evaluation of advisors, and area of change to support the promotion and tenure of faculty.
- Similar to class evaluation by students, advising feedback should be included in yearly evaluations
- It is important to note that advising is not always formal and should be taken into consideration.
- As the only faculty of color mainly in the undergraduate program, students who were mainly from under-represented groups would seek me out for general conversation.
- The feeling of having someone that is relatable and approachable is important to the success of a students

Next Steps

- Review previous evidence for student support in a PWI
- Complete a focus group/survey with current students on their experience with advising. The focus group should include those from under-presented groups and ESL.
- Add informal advising to evaluation of faculty as advisors
- Create advisee feedback tool for students to complete each semester on their advisor.
- Allow time during faculty meetings for advising discussion to review processes. This will allow for accountability of advisors.
- Include students on forming culturally relevant advising to be inclusive from the beginning
- Create stronger relationship between general advisors and nursing faculty advisors
- Be intentional in creating safe and inclusive spaces for students





CAPSTONE PRESENTATION & GRADUATION

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Biography

Yvette Conyers, DNP, MS, RN, FNP-C, CTN-B, CFCN, is an Assistant Professor of Nursing at St. John Fisher, Wegmans School of Nursing, and a nationally certified Family Nurse Practitioner.

As previous Co-Director of the accelerated bachelor's nursing program at the University of Rochester School of Nursing, she helped shape academic programs that consistently attracted underrepresented students in quantities far above the national average. Her work focused on reviewing the curriculum on providing culturally sensitive care for all patients, regardless of their background, income, religion, age, and sexual orientation. This approach, along with Conyers's research, focuses on developing cultural competency in health care providers to ensure the equitable treatment of all patients.

A well-respected educator who is an active and committed leader on race, diversity, and inclusion issues, Conyers is mainly dedicated to creating and expanding access and opportunities for members of underrepresented groups. She has been instrumental in launching the Rochester chapter of the National Black Nurses Association. They aim to create additional opportunities for students and licensed nurses from various backgrounds to come together for a common goal: to impact the community of color and address health care disparities.

Professionally, she has worked as a nurse and nurse practitioner for several community organizations, including Jordan Health Center, Hillside Family of Agencies, and Highland Hospital. She previously served as Nursing Director for Home Care of Rochester (HCR) African American Initiative, where she became a certified transcultural nurse.

In recognition of her leadership and community work, Dr. Conyers was a 2021 and 2020 Rochester Business Journal Power 100 Honoree, 2020 Greater NYC Black Nurse Association Educator of the Year Honoree, 2020 Forty Under 40 Rochester Business Journal Honoree, 2020 National Black Nurses Association 2020 Under 40 Award Honoree and a 2019 Health Care Achievement Award from the Rochester Business Journal.

Conyers is a member of local and national organizations, including the American Association of Nurse Practitioners, Sigma Theta Tau, Common Grounds Health, and the Transcultural Nursing Society. She has a Doctorate of Nursing Practice, Post Master's Degree in Family Nurse Practitioner from St. John Fisher College and a Master's of Science in Nursing Education from Roberts Wesleyan College. Dr. Conyers currently resides in Fairfax, Virginia.

Contact Information



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