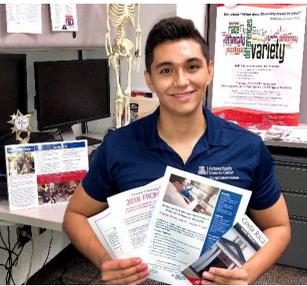




 | THE UNIVERSITY OF ARIZONA HEALTH SCIENCES  
Diversity & Inclusion

# Fiscal Year Report 2018-2019



# Cultivating Diversity and Inclusion on UAHS campus

It is our pleasure to share with you our second annual UAHS ODI end of year report. Cultivating an environment of inclusion, equity and excellence in which a diverse group of talented faculty, students, staff, patients and community members can achieve their full potential can be challenging. UAHS ODI strives to support our members to create a welcoming campus for all, and become a more affirming, engaged, productive and innovative campus community because of our inclusive excellence.

In 2018-2019, through collaborative efforts, UAHS ODI received over \$4.5 million dollars in federal grants that have allowed us not only to preserve our current programing, but expanded the footprint of our diversity and inclusion initiatives. Informed by identified pressing issues, our partners and team formulated programmatic solutions with action and accountability of sufficient innovation and competitiveness to be distinguished with peer reviewed funding. These grants have allowed us to develop new pipeline programs for disadvantaged students across the State of Arizona expanding our efforts on education, exposure and experience with health professions. We launched AZ-HOPE “BRIDGE” and “Ambassador Program” along with a Heritage Month Series, Inclusive Trainings, and a Symposium and Community Fair. Our Heritage Month series intentionally highlights experts from diverse cultures and perspectives who are members of the colleges of medicine, nursing, pharmacy and public health.

Our collaboration with UAHS LGBTQ+ interest group, community leaders, and Banner Health facilitated impressive programming in support of education and visibility, creating resources that have benefited thousands of direct recipients and many folds patients and community members.

We are grateful to our diversity and inclusion allies, ambassadors and collaborators for their contributions in cultivating a more diverse, inclusive and welcoming environment. We look forward to new and expanded partnerships in strengthening our UAHS campus environment of inclusion, equity, innovation and excellence for all.



**Francisco Moreno, MD**  
Associate Vice President for Diversity & Inclusion



**Lydia Kennedy, MEd**  
Director for Diversity and Inclusion



## UAHS Office of Diversity & Inclusion Core Team Members

- Alma Aguirre, BS**  
Program Coordinator, Senior Outreach & Recruitment
- Alberta Ann Arviso, PhD**  
Learning Specialist, AZ INMED
- Agnes, Attakai, MPA**  
Grant Coordinator, AZ INMED
- Valeria Campuzano**  
Student Admin
- Bernadette Fernandez**  
Student Admin
- Tristan Foster**  
Student Admin
- Melinda Hershey**  
Instructional Designer
- Josephine Gin Morgan, MEd**  
Senior Academic Advisor, II
- Sue Habkirk, PhD**  
Director, Student Learning Services
- Maria Hernandez**  
Administrative Associate
- Lydia Kennedy, MEd**  
Director, Office of Diversity and Inclusion
- Mashaela Kirkwood**  
Student Admin
- Rene Lozano**  
Academic Advisor
- Tashina M. Machain**  
Outreach Coordinator, AZ INMED
- Francisco Moreno, MD**  
Associate Vice President, Diversity & Inclusion Professor, Psychiatry
- Raja Moreno, BS**  
Program Coordinator, AZ-PRIDE Outreach Coordinator
- Michelle Ortiz, PhD**  
Program Manager
- Laurie Soloff, ND, MPH**  
Evaluator
- Alison Sutton-Ryan, LCSW, LISAC**  
Mental Health Counselor
- Jenna Teso, LCSW, PhD**  
Mental Health Counselor
- Rodrigo Valenzuela-Cordova, BS**  
Office Specialist
- Lupe Waitherwerch, MPH**  
Academic Advisor
- Eliza Yellowbird, MS**  
Program Manager, Student Learning Services
- Alejandra Zapien-Hidalgo, MD**  
Director, Bilingual Medical Spanish and Distinction Track Assistant Professor, Family and Community Medicine

**Thank you!**  
A special “Thank You” to all of the contributions of UAHS ODI staff both past and present. We appreciate your contributions and dedication to our mission and for those who have moved on, we wish you well in your future endeavors.

## Index

- A Message from the Senior Vice President for Health Sciences ..... 2
- UAHS ODI Outreach & Recruitment ..... 3
- Expanding the Health Professions Pipeline of Diverse and Culturally Competent Students..... 4
- Med-Start Health Careers Summer program ..... 4
- Traditional Blessing | Honoring Ceremonies ..... 6
- Welcome Back to School Open House..... 7
- Arizona Health Opportunities Pathways to Excellence..... 8
- FRONTERA: Focusing Research on the Border Area..... 10
- Border Latino and American Indian Summer Exposure to Research..... 12
- UAHS AZ-PRIDE..... 13
- Expanding our Efforts in Education with Health Profession Development ..... 14
- Student Learning Services Support..... 16
- UAHS Office of Diversity and Inclusion online programs..... 18
- Mental Health Wellness..... 19
- The UAHS LGBTQ+ Interest Group..... 20
- Inclusive Healthcare Trainings with Banner 2018-2019 ..... 22
- UAHS Department of Medical Imaging ..... 23
- Heritage Month Speaker Series..... 24
- Improving Care by Empowering Bilingual/Culturally Competent Students and Residents..... 26
- UAHS ODI AZ INMED ..... 27
- Academic Medicine Consortium of Arizona (AMCA) ..... 27
- Advancing Women in Academic Medicine..... 28
- Think Tank Collaboration ..... 28
- PharmCamp ..... 28
- STEM Learning Center (SLC) ..... 29

## A message from the Senior Vice President for Health Sciences

The challenges we will face in health care in the coming years – many of which are already making an impact today – are more complex than ever before. Solving them will require new considerations, novel approaches, and the collective perspectives and insights of multiple contributors, each one adding unique value to the process.



Gone are the days when we could look to a small group of traditionally trained experts to address health care concerns on our behalf, and that is certainly the case with such pressing problems as equity in health outcomes for all populations or meeting the distinct medical needs of underserved communities in our cities and rural areas. That's why the focus on inclusive excellence is a key driver at the University of Arizona Health Sciences. By recognizing and incorporating the talents, worldviews, perceptions, cultures and skills that diverse communities bring to the health care enterprise, we best position ourselves to find solutions that have eluded us thus far.

Every individual and community group at the Health Sciences is a critical component of excellence. Diversity and inclusiveness are core values that enable us to attract the best faculty, staff and students to our colleges, as well as provide the training, make the discoveries and develop the interventions to improve the health and wellness of people across our city, state and country.

Through the Health Sciences' commitment of resources, the work of the Office of Diversity and Inclusion and their efforts with each of our colleges, we are creating a comprehensive network of programs that are expanding opportunities and increasing the involvement of individuals and groups across our campus community to address the global health care challenges of the 21st century. The only way we will be able to make a truly meaningful impact on the daunting work ahead of us is to thoughtfully and purposefully include everyone who has chosen to join us as part of a diverse and inclusive center of health sciences excellence. The problems we must solve require it, and the future of health care depends on it.

Michael D. Dake, MD  
Senior Vice President  
University of Arizona Health Sciences

## UAHS ODI Outreach & Recruitment

During the 2018-2019 academic year, the UAHS ODI outreach team reached out to 9,000 high school and undergraduate students. The team participated in 13 health professions fairs, coordinated several high schools (Phoenix-Tucson-Nogales) visits/tours to the University of Arizona Health Sciences colleges, and provided presentations about UAHS ODI's programs in various settings around the UA campus and nationally.

The team participated in the following conferences and events:

- 2018 Health Profession Expo with over 200 in attendance
- 6th Annual PULSE CAT Pre-Health Information Blast
- 45th Annual Tucson College Night
- Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS)
- Hosted a successful Dia de los Muertos event in collaboration with AHS library and Banner Health. Gathering over 50 in attendance for the blessing of the altar from UAHS campus and main campus.
- Hispanic/Latinx College Day
- Native American College Day
- African American College Day
- Asian/Pacific Islander College Day
- Pathway to Success (October & February)
- Connect STEM-COM Phoenix
- 14th Annual Ton College & Career Fair
- 30th Annual Youth Leadership Conference (LULAC)

Six staff members support outreach efforts: Alma Aguirre, Maria Hernandez, Rodrigo Valenzuela, Josie Gin Morgan, Eliza Yellow Bird, and Alejandra Zapien-Hidalgo (Lead Outreach Coordinator). Lydia Kennedy provides guidance and support including attending outreach meetings.

The team created a video and a recruitment banner to be shown at orientations, recruitment, fairs, and events to illustrate what UAHS ODI does. <https://vimeo.com/230039103>



# Expanding the Health Professions Pipeline of Diverse and Culturally Competent Students

The Med-Start Health Careers Program is an academic enrichment and health careers exploration program offered in partnership with the Arizona Area Health Education Centers (AzaHEC) and the University of Arizona Health Sciences Office of Diversity and Inclusion. Since 1969, Med-Start has attracted and prepared high school juniors from rural, border, tribal, and other educationally and economically disadvantaged communities for higher education. Med-Start supports high school juniors from all Arizona, including border, rural and tribal communities, in formulating their future careers in the health professions. Students are enrolled into college level courses including English, Chemistry,

College 101, and Math while experiencing six-weeks of residential life on the University of Arizona campus. Med-Start students also participate in health career lectures, interactive tours in academic institutions and healthcare facilities, an academic conference, and conduct research presentations. An important goal of Med-Start is to expand the “health professions” pipeline of diverse and culturally competent students by encouraging Arizona, rural and tribal nation high school students from economically or educationally disadvantaged backgrounds as well as under-represented minority students to pursue careers in science and healthcare.



This project is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS). This content is that of the authors and should not be construed as the official position or policy of, nor should any endorsements be inferred by HRSA, HHS or the U.S. Government.

## Med-Start Health Careers Summer program

Presentation illustrated advances student made in inter-professional collaborative team building and integration of mentoring relationships, while focusing on health topics:

- SEAHEC - Food Deserts
- NAHEC - Prevention to Fight Against Type II Diabetes with Exercise & Healthy Eating
- WAHEC - Obesity in Yuma County
- CAAHEC - Behind the Screens

## Med-Start Profile



**NATALIA PADILLA**  
Sunnyside High School | Tucson, AZ  
MED-START STUDENT

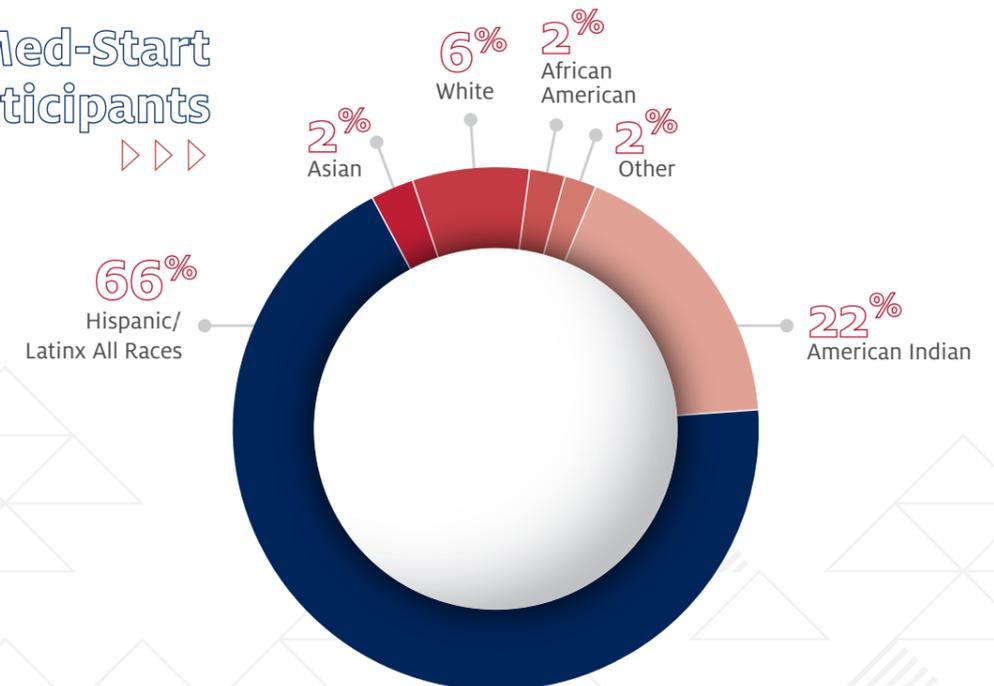
*I was very nervous because I felt as though I was not a bright enough student, especially when it came to the idea of college. Med-Start has shown me the work I am capable of, by having to balance taking college level chemistry, English and math classes, in addition a Co-Lead Internship and College 101 course and with full packed schedule of meeting influential people, like our professors and even a neurosurgeon! The opportunity to dissect a sheep's heart, learn how to suture and intubate, being able to hold a human brain in the palm of my hands!*



**DIANA AYALA**  
Arizona School for the Arts High School | Phoenix, AZ  
MED-START STUDENT

*Over the course of just six weeks, Med-Start has given me the opportunity to not only explore different health professions but also grow as an individual. Through health presentations and trainings, I am well equipped with a larger lens into the vast and intricate medical field. Dissecting a sheep heart equipped me with the delicacy and care that health professionals practice on a daily basis. Seeing a cadaver equipped me with the compassion and seriousness needed when treating patients.*

## 2019 Med-Start Participants





## Traditional Blessing | Honoring Ceremonies

The blessings are conducted by traditional local healers, Pete Flores and Dr. Carlos Gonzales of the Pascua Yaqui Tribe with assistance from Dr. Alberta Arviso (Diné). Each student is blessed and offered words of encouragement. At the conclusion of each blessing and honoring ceremony, family members, friends, and campus representatives are given the opportunity to speak to the students and share encouraging words. The blessing and honoring ceremonies are open to those who would like to attend in support of the students and their families.

July 27, 2018, our blessing ceremony included incoming students from the College of Medicine and College of Nursing in Tucson, with over 35 families, faculty, staff and students in attendance.

May 10, 2019, our honoring ceremony included 6 College of Medicine and 2 public health graduates, with over 50 in attendance from families, faculty, staff and students.



*Your presence reminds us, that only through honoring the traditions of our people, can we become professionals who can help our communities to be healthy and strong.*

## Welcome Back to School Open House

UAHS ODI hosted a successful Back to School Open House for all current and prospective Health Professions students. With over 60 participants in attendance, both undergraduate and graduate students were given the opportunity to seek out information about their health profession interests. Representatives from the colleges of medicine, nursing, pharmacy, and public health were in attendance to answer questions students inquired about.

The Open House was an exciting and successful event that also serves as a networking opportunity for undergraduate and graduate students to connect with and create impactful relationships with administrative personnel and their peers.



*Med-Start gave me knowledge how to process attending college to further attend medical school, I did not know the process.... Now I know I need to study hard for the MCAT to be accepted.*

— Med-Start 2018 student

# Arizona Health Opportunities Pathways to Excellence

Arizona Health Opportunities Pathways to Excellence (AZ-HOPE) was developed by the UAHS and its Tucson and Phoenix colleges of medicine, public health, and pharmacy, along with a network of partnerships with community organizations and educational institutions, with impactful and broad service to the educational pipeline for allied health and health professionals in our state. Many of our participating programs are sponsored by the Arizona Area Health Education Centers, which is in line with the AZ-HOPE mission.

AZ-HOPE has strong commitment to serving individuals from disadvantaged backgrounds (economically or educationally), with special emphasis on individuals from rural and medically underserved communities. AZ-HOPE seeks to help alleviate our state's urgent needs, and will accomplish this by providing:

- Outreach and engagement of potential candidates
- Student empowerment and learning support services
- Health career exposure including service-learning opportunities in disadvantaged community settings
- Mentoring, training, research and clinical experiences
- Peer/cohort support
- Research participation
- On-line curricular offerings and virtual learning communities

This project is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under grant number D18HP32129 Health Careers Opportunity Program as part of an award totaling \$3,199,800. This content is that of the authors and should not be construed as the official position or policy of, nor should any endorsements be inferred by HRSA, HHS or the U.S. Government.



*“My greatest success was discovering the passion I have for the health professions. Through the material and lessons we’ve learned in our various classes, I learned how to reflect upon myself and see what exactly it is I want to do in my future. Doing this has not only fueled my love for the health professions but it has also enhanced my passion for school. After doing this summer BRIDGE program, I feel more confident than I ever was in myself, my academic ability, and my future as a public health professional.”*

## AZ-HOPE Supported programs

- AZ-HOPE Ambassadors: An innovative multi-year longitudinal academic development program for students at various stages along the continuum of development in the Allied Health Professions/ Health Professions pipeline. This competitive multi-year program provides learning support services, mentoring, counseling, academic advising, scholarships, and stipends to individuals selected for participation.
- BRIDGE (Please refer to BRIDGE’s highlights to learn more about this program).
- Med-Start Health Careers Program (Please refer to Med-Start’s highlights to learn more about this program).
- BLAISER (Please refer to BLAISER’s highlights to learn more about this program).
- FRONTERA (Please refer to FRONTERA’s highlights to learn more about this program).

## AZ-HOPE Summer BRIDGE

This was our first summer facilitating the AZ-HOPE Summer BRIDGE program. This program is a 5-week full time college transition program for disadvantaged students newly admitted to the University of Arizona directly from high school, transferring from community college, or are Adult Non-Traditional Learners (including Military Veterans). We had six Pima Community College students and 5 first year students participating in the program. The students were interested in following healthcare careers:

- Medicine Doctor
- Public Health Professional
- Physician Assistant
- Physical Therapist
- Paramedic
- Dentist





The FRONTERA summer internship is tailored and committed to supporting the UAHS ODI's pipeline programs, for this reason, the program selected current students and recent graduates from the University of Arizona (UA). The service-learning experience was successfully planned and delivered in partnership with the Southeast Arizona Health Education Center (SEAHEC). Interns traveled to the border region, visited health care facilities and public health agencies on both sides of the border, and participate in service-learning activities with local professionals.



## 2019 FRONTERA Student Participation

▶▶▶

## FRONTERA: Focusing Research on the Border Area

### UAHS Office of Diversity and Inclusion

The UAHS Office of Diversity and Inclusion offers a ten-week summer internship: Focusing Research on the Border Area (FRONTERA). FRONTERA Summer Internship provided to 7 undergraduate and 4 recent graduate students preparation for competitive application to graduate programs, hands-on research experience, and an increased understanding of health disparities in the U.S.-Mexico Border Region. This program was possible because of the incredible wealth of committed and world-renowned faculty; a network of organizations committed to improving the health of border communities; and community leaders interested in developing the next

generation of culturally competent and research savvy health professionals, all of which worked cohesively to tackle crucial border public health issues.

In its fourteenth year, the FRONTERA program received 52 applications, and 11 students were selected. Ten students were Hispanic/Latino and one Middle Eastern. Four were male and seven female. Eleven of the students indicated MD as their first choice of health profession; and 40% of the students selected Osteopathic Medicine and 40% of the students selected Physician Assistant as their second choice.



Dina Albayati



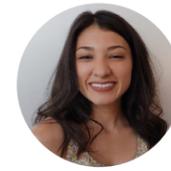
Carlos Banda



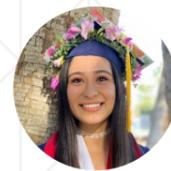
Annette Cortes



Bianca Duarte



Gissel Heraldez



Michele Nadler



Omar Puebla



Ryan Silva



Ycied Talavera



James Winslow



*We are incredibly thankful for the warm welcome and support of our UAHS ODI summer programs by Dr. Andrea Romero, University of Arizona Vice Provost.*



*"We were able to take a free MCAT, which gave us a look into what taking the full-length MCAT would be like. We've gotten advice on strategizing during the MCAT, and are shown how to write personal statements and act during medical school interviews. They're preparing us really well for that process."*

— Anna Maria Driesen, 2019 FRONTERA Participant



## Border Latino and American Indian Summer Exposure to Research

Border Latino and American Indian Summer Exposure to Research (BLAISER) was created to address health disparities in Arizona's ethnically diverse and fast-growing communities. The primary goals of the program are to expand the pipeline of future physician scientists and health researchers; increase awareness and promote research efforts in our underserved communities to better understand health disparities and their impact on health outcomes; attract and retain students from diverse populations who have a strong interest in biomedical research and a desire to learn more about health disparities in Southern Arizona, and to encourage the students to pursue graduate studies equipping them with the necessary skills to become a competitive graduate applicant. The students are mostly members of groups underrepresented in biomedical research from the Southwest border area, and are undergraduates at the junior, senior levels or recently graduated. The BLAISER program is a 10-week program held every summer, where students will gain hands on experience working in the laboratories of the University of Arizona Health Sciences under the mentorship of federally funded researchers and their teams. The program is made possible by support from the AzaHEC under the leadership of Dr. Jorge Gomez, Director, and Dr. Viridiana Johnson, Program Coordinator.

### What the students receive:

- \$3,000 stipend
- On-campus housing
- 6 upper-division grades units
- Exposure to a research laboratory
- Preparation for the GRE and MCAT
- Pre-health advising
- Writing & public speaking workshops
- Trip to the border and tribal communities of Nogales and Sells, AZ
- Financial aid guidance



## UAHS AZ-PRIDE

The primary objective of the AZ-PRIDE Advanced Respiratory Research for Equity (AiRE) training program is to provide advanced training in an interprofessional environment to qualified candidates from backgrounds underrepresented in the biomedical sciences, who are committed to addressing respiratory health disparities through impactful research. AZ-PRIDE mentees will receive training that facilitates successful team science career development that in-turn contributes to decreased health disparities. A total of 9 early career faculty members from UAHS and other universities are competitively chosen to be trained and mentored in the AZ-PRIDE Program. AiRE is made possible by a grant from the NIH/NHLBI MPIS: Garcia/Moreno/Parthasarathy and extensive support from College of Medicine – Tucson Department of Medicine, and the various UAHS colleges in Tucson and Phoenix.



### Yearlong training includes didactic instruction in:

- Grantsmanship (NIH Style writing, and reviewing grants)
- Scientific Writing, Presentations, and Bioethics
- Advanced Research Methodology (Tailored to trainee needs) in the following content areas:
  - Community-Based Participatory Research
  - Design & Analysis of Health Outcomes & Effectiveness Research
  - Basic and Advanced Epidemiological/Bio-statistical Methods
  - Transomics and Biomarker discovery
  - Data-science and machine learning
  - Wearables and devices
- Interprofessional Career/Leadership Development
- Structured Mentoring by a team of content experts
- Research experience (includes funding for select small projects) with mentor/instructor support in:
  - Conceptualization
  - Design
  - Implementation Analysis
  - Reporting
- Writing workshops:
  - Abstract/Poster/Audiovisual content writing
  - Scientific publications
  - Research report composition
  - Dissemination strategies

### AiRE Mentees Receive:

All expenses paid training



Two intensive summer institutes

(1.5 week in year 1 and 1 week in year 2)



Mid-year visit to Arizona

(1 week in the winter)



3-day spring workshop in Bethesda, MD



Monthly videoconferencing that facilitates successful team science career development.

The didactic training is specifically formulated to deliver instruction using both in-person and online formats throughout the year. The summer institute training program provides scholars with an intensive mentoring experience in health disparities research, which is further developed as they progress throughout the program. Additional summer institute experiences include visits to the U.S.-Mexico border and Native American communities. The didactic training is specifically formulated to deliver instruction using both in-person and online formats throughout the year. The summer institute training program provides scholars with an intensive mentoring experience in health disparities research, which is further developed as they progress throughout the program. Additional summer institute experiences include visits to the U.S.-Mexico border and Native American communities.



## Expanding our Efforts in Education with Health Profession Development

F.A.C.E.S. in the Health Professions is a pre-health club focused on aiding undeserved populations. Meetings and activities consist of guest speakers, medical skills clinics, clinical volunteering at Z Mansion and much more!

This year, the central theme was “The Changing FACE of Healthcare” where we explored policy changes and modern-day issues related to health for individuals who are LGBTQ+. This central theme was explored and discussed through our physician speaker series and many of these crucial speakers were invited through this collaborative partnership between F.A.C.E.S. Club and UAHS ODI.

### Future Plans:

“Looking forward to next year, we aim to strengthen this collaborative partnership further through our involvement and outreach. We have been able to start the beginning of a strong partnership and plan to continue this through constant communication. Now, moving forward we would like to engage more with Med-Start students throughout their senior year and potentially give a presentation to share with them what our F.A.C.E.S. Club is about. This will help give Med-Start students a community they can come to once they begin attending the University of Arizona. Furthermore, we can also ask all of our members if they have been involved in programs such as Med-Start as another method to reach out for their feedback on important surveys. We would also like to be able to share more about the wealth of resources that UAHS ODI provides not only for the Medical College Admissions Test (MCAT) prep but student success and growth. We are looking forward and are excited for another strong year ahead between UAHS ODI and F.A.C.E.S. Club.”

– Matthew Chaung, President, F.A.C.E.S in Health Professions



### F.A.C.E.S. Conversantes Course

Fostering and Achieving Culture Equity and Sensitivity in the Health Professions (F.A.C.E.S.) Conversantes, under the instruction of Alejandra Zapien-Hidalgo, MD, MPH, is a service-learning course that provides bilingual Spanish-speaking premed students with training and opportunities to volunteer as medical interpreters in health care facilities located in Southern Arizona. The course is a collaborative effort among the Department of Family and Community Medicine, and local clinics and hospitals. Students in the class are enrolled at the University of Arizona.

Students volunteer 2-3 hours per week as Spanish interpreters in local health care facilities such as: Clínica Amistad, St. Elizabeth’s Health Center, and also Mobile health clinic program, Shubitz clinic and Women’s clinic that are part of the Committed to Underserved People (CUP) programs at the College of Medicine – Tucson.

27

students participated in Fall 2018 and Spring 2019

96%

Identify as Hispanic/Latinx

# Student Learning Services Support

Individual Student Support: One full time and one part-time UAHS ODI learning specialist provide comprehensive pre-health and professional student support including study skills, scholarly writing, test preparation, professional application assistance, MCAT preparation and personal statements.

Academic Strategies Workshops: Based on community feedback and student need, the UAHS ODI learning support specialists facilitate campus-wide community workshops to better assist health science students as they navigate their academic journey. Workshops offer hands-on practice and resources to support student success. Some key workshops are: Test taking strategies, scholarly writing, time management and organization, and effective ways to study.

Visit #	Hours	# of Sessions
1	83	80
2	23.5	24
3	6.75	7
4	3.5	5
5	3.25	3
<b>Total</b>	<b>120</b>	<b>119</b>

Estimate **80** Students completed 1-5 visits

## Workshops Topics

- A. Scholarly Writing APA Formatting – (televised and recorded)
- B. Beginning and Advanced Test taking Strategies & Stress Management – (televised and recorded)
- C. Personal Statements & Application Process
- D. Speed Reading & Note-taking
- E. Key Study Strategies & Time Management
- F. NCLEX and Nurse Licensure
- G. Developing a Research Poster
- H. Goal Setting and Student Success

Guest Lectures on Key Study Strategies & Time Management, Test Taking and Stress Management Notetaking and Speed Reading for AIS 197 & MAS 295 courses with the Cultural Centers.

## Individual Student Support

Learning specialists provided over 300 student meetings amounting to 225 hours.



## MED 493A

### Pre-Health Experiential Learning Course:

MED 493 Pre-Health Experiential Learning: Co-instructed by UAHS ODI's learning specialists, this 3 unit course provides students the opportunity to gain up to 40 hours of clinical shadowing experience in addition to participating in weekly class discussions that range from clinical expertise to privilege and bias within the health care system. This course is offered to students interested in entering the four health science colleges and prepares them for their next steps into health care.

- A. A Fall and Spring course (2): 127 applications and 41 accepted undergraduate students
- B. 75 hours (in class lecture and 40 hours clinical shadowing per student) per semester
- C. 15 BUMC Clinicians

- Department of Surgery (General and Orthopedic)
- Internal Medicine
- OB/Gyn
- Pediatrics

### D. 12 Guest Speakers With Relevant Topics

- Dr. Carlos Gonzales – Internal Medicine and Working With Diverse Populations
- Runjhun Nanchal – Organizational Behavior & Teamwork
- Health Science Career Panel (Drs. Ted Tong, Melissa Goldsmith and Boris Reiss)
- Dr. Shannon Collins – Tips from a UA Medical Student
- Dr. Alejandra Zapien & Dr. Viridiana Johnson – Clinical Expertise
- Dr. Brad Driefuss – Emergency Medicine & Global Impacts in Medicine
- Agnes Attakai – Health Disparities within Rural and Indigenous Communities
- Jared Alvarado & Kat Alvarado – Body Wills Program
- Tanisha Price-Johnson, College of Medicine – Tucson Admissions
- Dr. Victoria Maizes – Integrative Medicine and Anxiety Reduction
- Patrick Bryan & Jessica De Luc – Med School Application Process & Financial Resources
- Josie Gin Morgan – Academic Advising Resources and the Mini Mock Interviews
- Dr. Victoria Maizes & Dr. Patricia Harrison-Monroe – Integrative Medicine and Mental Health Wellness

## MCAT Bootcamp preparation for pre-med students

UAHS ODI learning specialists work with many pre-med students seeking out support and resources in directing their way to medical school. Due to the high demand, learning specialists facilitate a MCAT bootcamp for students beginning to prepare for their MCAT exam. The bootcamp assimilates the technical aspects the exam and offers strategies and practice to help navigate the different sections. This workshop is three 1 hour sessions covering the different areas of the exam concluding with a full mock MCAT exam from the AAMC. This the only MCAT preparation workshop that is offered free to students at the University of Arizona with guaranteed follow up including one-on-one appointments after the workshops completion tailored to each student's next steps.

## MCAT Prep

- A. Two MCAT Bootcamps (multi-day [2-3] durations were provided that included the Mock MCAT exam) open to all undergraduate and graduate students.
- B. Two separate Mock MCAT exams were provided that were offered to all undergraduate and graduate students.
- C. Partnership with Arizona Science, Engineering and Math Scholars (ASEMS) – “Pathway to Medicine.” Learning specialists provide instruction, resources and support.
- D. Partnership with Think Tank who provide a fee-based MCAT prep program for students.
- E. Partnership with the Graham Greenlee Pre-Health Wing.

## UAHS Office of Diversity and Inclusion online programs

Thorough and Innovative | Launching 2020

### An Online Pre-health Career Program That Will Lead Students toward Success...

The University of Arizona Health Sciences Office of Diversity and Inclusion is working on a program to help new and aspiring students toward a successful start with UAHS ODI. This is a grant-funded program that will launch next year. The UAHS ODI team is very excited about this program, as it will help prospective and new students with common barriers that may impede student success as they begin their academic journeys.

#### Program Development

The UAHS ODI team has welcomed, Melinda “Mindy” Hershey, a new Instructional Designer to our team. Mindy has been working as an educational consultant for 20 years and has 17 years of college-level teaching experience. She has taught a variety of courses, including the topics of college success and technology. Mindy has developed many innovative programs and has consulted for universities, healthcare agencies, corporations and non-profits. She holds a Master of Science degree in Instructional Media and Design from Florida State University (FSU) and was the first female and online graduate from the program in 2001. FSU is credited with creating the ADDIE model for thorough instructional design processes. ADDIE remains one of the standard models used in instructional design best practices. Mindy is passionate about student success and designing effective training programs. She is excited and honored to be developing a five-week course that will foster student success, knowledge and positive beginnings with the University of Arizona. This program will be available for current and prospective students



## Mental Health Wellness

### Program for Mental Health Wellness

The UAHS Office of Diversity and Inclusion’s Program for Mental Health Wellness strives to create a culture of mental health awareness and promotion of practices that enhance mental and emotional wellness at UAHS. With a focus on enhancing diversity, inclusion, and addressing the unique needs of those in the Health Sciences, the program focuses on supporting a positive mental health wellness campus environment for UAHS students.

#### Our program supports the UA Health Sciences community by:

- Promoting and facilitating access to mental health services
- Referrals to and collaboration with campus and community resources
- Addressing stigma through education about mental health
- Promoting a supportive culture of mental wellness
- Providing brief individual therapy and support groups
- Conducting trainings, workshops, and class presentations

### Jenna Teso

UAHS Mental Health Counselor



Jenna Teso is the UAHS Office of Diversity and Inclusion Mental Health Counselor. Jenna obtained her Master’s in Social Work in 2011, then Doctorate in Behavioral Health in 2015, both at Arizona State University. She has experience providing clinical services in a variety of settings, including hospitals, community mental health, crisis services, schools, and detention centers. Her special interests include working with those experiencing life transitions, anxiety, trauma, and grief. She enjoys getting to know students as individuals and helping them to come up with a personalized plan to address their unique issues utilizing personal strengths.

UAHS ODI Mental Health Counselor provided confidential and free services to health sciences students.

68

Students received individual confidential services

315

Sessions were provided to students in:

- Public Health
- Pharmacy
- Nursing
- Medicine
- Med-Start Summer Program



## The UAHS LGBTQ+ Interest Group

On behalf of our entire team, we would like to welcome you to the UAHS LGBTQ+ Interest Group. We (Dr. Uma Nair and Dr. Violet Siwik) serve as Co-Chairs of the Interest Group. Given our mutual interest in developing a safe and inclusive environment and celebrating diversity at the University of Arizona, we are excited to be part of this group.

The UAHS LGBTQ+ Interest Group serves the four health science colleges and include the colleges of medicine, pharmacy, nursing, and public health. We work toward creating and maintaining a safe, inclusive, and equitable environment for LGBTQ+ students, staff, faculty, residents, fellows, and patients. Our group aims to sustain visibility and a sense of community throughout our four colleges and to provide programming and education on LGBTQ+ issues which pave the path toward understanding the adversities faced by those who are marginalized. We are committed to building workplace equity, promoting student and staff leadership, and providing high-quality, culturally-congruent and responsive care to our patients. We take an intersectional approach to our work and believe that combating one form of oppression means combating all forms of oppression. We are committed to promoting equity and respect for all people and strive to build a community of inclusivity at the University of Arizona.

Founded in 2016, the UAHS LGBTQ+ Interest Group celebrates multiple events to engage in building community and to educate about the health issues surrounding LGBTQ+ people. We would also like to acknowledge Dr. Gloria Guzman our former Co-Chair and Co-Founder of the UAHS LGBTQ+ Interest Group. Dr. Guzman oversaw our prior year of programming and education to ensure we adhere to our mission and vision of ensuring an inclusive and safe environment for LGBTQ+ students, staff, faculty, residents, fellows and patients. Over the past year, we have accomplished this via our 2018-2019 series highlighted on the following page. We look forward to our upcoming year (2019-2020) by continuing to engage in educational as well as advocacy events that can continue to promote our core mission.

As Co-Chairs, we understand and value input and participation from members and allies across UAHS. For change to happen across the campus community, we need voices that represent staff, students, faculty, and community members. To do so, we encourage you to join and attend our monthly meetings, taking place every 3rd Wednesday of the month. The goal of this meeting is to discuss topical issues that impact the LGBTQ+ community at UAHS as well as plan educational and advocacy events for the community. You can also participate in our UAHS LGBTQ+-Safe Zone trainings as well as request trainings for your college, department and team. The goal of this training is to educate, create and maintain a safe, inclusive, and equitable environment for LGBTQ+ students, staff, faculty, residents, fellows and patients. Subscribe to our list serve by sending an email to: [uahs-odi@email.arizona.edu](mailto:uahs-odi@email.arizona.edu) and follow our University-wide announcements and events planned for the year. Please visit our website: <https://diversity.uahs.arizona.edu/diversity-connections/lgbtq-interest-group>.

We invite you to partner with us in making the University of Arizona a safer and inclusive space for all and look forward to the opportunity of working with you.

Sincerely,  
Violet Siwik, MD  
Uma Nair, PhD



## UAHS LGBTQ+ Interest Group 2018-2019 Series

September 12, 2018

### UAHS Med-SafeZone Facilitator Training

Are you interested in becoming a UAHS Med-SafeZone Training Facilitator? We will be providing training to all UAHS faculty, staff and students who are interested in becoming facilitators.

November 1, 2018

### Health Disparities Panel

Clinical Oncology Social Worker, Brenda Casey, LMSW and LGBTQ+ cancer patients will discuss working together with a multidisciplinary team to focus on the whole human being and their families in providing inclusive health care. Learn from patient experience.

November 7, 2018

### Transgender Health Care

Andrew Cronyn, MD, FAAP, will discuss the Transgender Youth Program at El Rio and the healthcare transformation to LGBTQ Affirming, patient centered care. Also, hear from parents and patients about their stories and experiences.

November 15, 2018

### UAHS LGBTQ+ Student Mixer

Join us for an evening filled with opportunities to connect and network with local UAHS LGBTQ+ Interest Group and faculty, students and staff from College of Medicine, College of Pharmacy, College of Nursing and College of Public Health. Food provided!

November 16, 2018

### UAHS Med-SafeZone Training

Are you interested in becoming an ally for the LGBTQ+ community? The UAHS LGBTQ+ Interest Group will be providing training to all UAHS faculty, staff and students.

December 4, 2018

### Tucson Interfaith HIV/AIDS Network (TIHAN)

Scott Blades, executive director, will discuss TIHAN's mission and the inclusive support for people living with HIV.

December 4, 2018

### UAHS LGBTQ+ Community Networking Event

All faculty, residents, fellows, students, staff, allies and community partners are welcome to network and learn more about our UAHS LGBTQ+ Interest Group and its members. Food & amazing company provided!

February 5, 2019

### UAHS LGBTQ+ Symposium and Community Fair

Join health professionals, LGBTQ activists, educators, and community organizations for a day filled with LGBTQ-related discussions and information.

*The University of Arizona Health Sciences*



*Inclusive Healthcare*

Creating and maintaining a safe, inclusive, and equitable environment for LGBTQ+ students, staff, faculty, residents, fellows, and patients.

April 5, 2019

### UAHS Med-SafeZone Facilitator Training

Are you interested in becoming a UAHS Med-SafeZone Training Facilitator? We will be providing training to all UAHS faculty, staff and students who are interested in becoming facilitators.

April 10, 2019

### The Look of a Woman -

Eric Plemons, Ph.D.

In a new book, UA's Eric Plemons, Assistant Professor, explores how changing ideas about sex, gender and transgender are shaping the practice of trans- medicine in the U.S.

April 17, 2019

### Faculty LGBTQ+ Health Forum

Join us in a discussion about the disparities that impact the health of LGBTQ+ patients and learn about resources and information for inclusive healthcare for all.

April 26, 2019

### UAHS Med-SafeZone Training

Are you interested in becoming an ally for the LGBTQ+ community? The UAHS LGBTQ+ Interest Group will be providing training to all UAHS faculty, staff and students.

## Inclusive Healthcare Trainings with Banner 2018-2019



The University of Arizona Health Sciences Office of Diversity and Inclusion is grateful for the opportunity to collaborate with Banner Executives in designing and facilitating LGBTQ+ Inclusive Healthcare Training Workshops for over 1,500 Banner Clinic, Call Center staff and The Arizona Cancer Center. Training curriculum and videos were specifically developed in collaboration and commitment with the BUMG-T Senior Administrator, Banner Health Director of Diversity and Inclusion and UAHS ODI Director in March 2018. The curriculum included unconscious bias, micro-messaging, Fenway Institute-LGBTQ Health Program and Med SafeZone curriculum along with tailored content providing an inclusive, safe and best quality healthcare experience.

Between July 2018 through March 2019 a total of 33 workshops for approximately 1,500 Banner Clinic, Call Center and the University of Arizona Cancer Center staff were held and completed by UAHS ODI and 10 facilitators from College of Medicine – Tucson, College of Medicine – Phoenix, College of Nursing, Mel and Enid Zuckerman College of Public Health, Precision Medicine and community partner Southern Arizona Aids Foundation (SAAF).

### Results of this training include:

- Two Health Equity Index Committees (hospital and clinic) formed and the hospital committee will file the application with The Human Rights Campaign in October 2018.
- Community Partnerships with El Rio, SAAF, SAGA, LGBT Chamber of Commerce-Tucson and others were established.
- For the first time, Banner sponsored a community event, Tucson Gay Pride as a Silver Sponsor on Sept. 29th, 2018.
- Policies, procedures, practices, forms and patient packets are being reviewed to ensure diverse and inclusive language are used and consistent with Human Rights Campaign guidelines.
- A rainbow Banner heart logo was designed for LGBTQ+ representation and support.
- A rainbow UA Wildcat logo was designed and tshirts created for Tucson Pride Walk and sale in UAHS Bookstore.
- Rainbow stickers and signage are added to promote a welcoming environment
- All gender bathrooms were added.
- Computer intake screens are updated to include chosen name and pronouns.
- Tucson location was the first to roll out these LGBTQ+ Inclusive healthcare trainings and are the leaders of this inclusive healthcare initiatives.



*“This is amazing work! I truly appreciate the tremendous effort that our UofA partners and community members have put into this work. I have received nothing but overwhelmingly positive feedback on these sensitivity trainings, and our teams are already applying what they have learned at their LGBTQ+ Inclusive Healthcare training into making our clinics more inclusive to our patients, community and employees. The trainings are so popular that our managers have attended more than one! I had set quite a lofty and audacious goal of training all clinics over the summer.”*

— **Runjhun Nanchal**, Banner’s Senior Executive of Ambulatory Clinics

*“This work has been a collaborative effort with our Diversity and Inclusion department and our academic partners in Tucson. As we strive towards becoming a system of inclusion excellence, it’s important for us to support the communities we serve while providing opportunities for our team members to support the LGBT+ community.”*

— **Naomi Cramer**, Banner’s Chief HR Officer

## UAHS Department of Medical Imaging

The Department of Medical Imaging started a Diversity Initiative in 2017 in conjunction with the University of Arizona Health Sciences Office of Diversity and Inclusion. With their help, we formulated a survey to evaluate the current climate in our department around diversity and inclusion. Based on the data, we put together a four-part series, detailed below:

### Session 1

#### Everyday Bias:

**Francisco Moreno, MD**  
Associate Vice President  
Diversity and Inclusion,  
University of Arizona  
Health Sciences

### Session 2

#### Women In Medicine:

**Patricia Lebensohn, MD**  
Professor and past chairman,  
Department of Family Medicine,  
University of Arizona

**Archita Desai, MD, MPH**  
Assistant Professor of Medicine,  
Gastroenterology Division,  
College of Medicine – Tucson  
University of Arizona

**Khadijah Breathett, MD, MS**  
Assistant Professor of Medicine,  
Cardiology Division,  
College of Medicine – Tucson  
University of Arizona



*“We are very grateful for the extensive expertise and support from the Office of Diversity and Inclusion for making this initiative possible. In particular, we would like to thank Lydia Kennedy and Dr. Francisco Moreno for their dedication and expertise, and for being forward thinking, effective agents of change.”*

— **Gloria Guzman**, Director, Advanced Neuro-Imaging Initiative

### Session 3

#### Diversity Survey Results:

**Diego Martin, MD, PhD**  
Chairman, Department of Medical  
Imaging, University of Arizona

### Session 4

#### Micro-aggressions in the Workplace:

**Lydia Kennedy, Director**  
Office of Diversity and Inclusion,  
University of Arizona  
Health Sciences

**Francisco Lucio, JD**  
Associate Dean  
Diversity and Inclusion,  
College of Medicine – Phoenix



## Our UAHS ODI Director received UA Award of Excellence:

The University Awards for Excellence is designed to recognize individual Classified Staff and Appointed Professionals for outstanding achievements in the workplace, exceptional contributions toward efficiency and effectiveness of operations, outstanding service to the University Community and/or visitors, and special efforts in promoting workforce diversity. We’re excited our UAHS ODI Director was recognized for being an exceptional leader and supporter of our mission to promote broad inclusive excellence in healthcare. “The commitment from Lydia and her team is to serve the needs of Banner, the LGBTQ community and put in the time and effort to becoming a system of inclusive excellence is

extraordinary. Lydia’s passion, dedication has improved the quality of healthcare and our UAHS campus for LGBTQ faculty, staff, students, patients and our community.” Lydia shared the moment with the UAHS ODI Team and collaborators.

## Heritage Month Speaker Series

UAHS ODI is intentional on bringing our diverse campus and community members together to celebrate and learn about their research, lives, challenges and successes. These series feature, discussions, resources, education, innovation, screenings and much more.



Nov. 5, 2018

### **We Breathe Again: Four stories of heartbreak and healing in Alaska Screening**

Explores the lives of four Alaska Native people, each confronting the impacts of intergenerational trauma and suicide. Reflected in the northern lights and the city streetlights, from the ice roads to the asphalt, the characters battle for personal healing, hoping to break new trail for their families and their communities to follow.



Nov. 14, 2018

### **Scared Wisdom: A Psychosocial Approach to Indigenous Health & Wellness**

[Tommy K. Begay \(Diné\), PhD, MPH](#)

From this approach, human cognition and development depend upon environmental stimulation provided through social interaction, context, and culture.



Nov. 19, 2018

### **Indigenous Data Sovereignty: Improving community wellness through data governance**

[Stephanie Carroll Rainie, PhD, MPH \(Ahtna Athabascan\)](#)

Her research explores the links between governance, health care, the environment, and community wellness.



Nov. 28, 2018

### **A Journey through medicine: Combining allopathic medicine concepts with traditional Indian medicine philosophy of healing**

[Carlos R. Gonzales, MD, FAAFP \(Pascua Yaqui\)](#)

He is the director of two important UA COM – Tucson programs: the rural health professions programs (RHPP) and the commitment to underserved people (CUP) volunteer program.



Feb. 7, 2019

### **From Music to Micro and the Fun Road In-Between**

[Michael Johnson, PhD](#)

Dr. Johnson, received his bachelors in music from Duke University. He then obtained a PhD in Biochemistry and Biophysics from the University of North Carolina at Chapel Hill, where he studied bacterial motility and attachment.



Feb. 21, 2019

### **Meet them where they're at-Filling the gap one community project at a time**

[Victoria Murrain, DO](#)

Dr. Murrain's special areas of interest are: Diversity, Community Medicine, Maternal-Fetal Medicine and Managed care.



Feb. 28, 2019

### **Racial and Gender Disparities in Advanced Heart Failure: Change Starts With You**

[Khadijhad Breathett, MD, MS, FACC, FAHA](#)

Dr. Breathett is board certified in internal medicine, cardiology, and advanced heart failure and transplant cardiology.



Mar. 11, 2019

### **The Art of Climbing Ladders: Lessons Learned Across Time and Place**

[Amanda Sokan, PhD, MHA, LL.B](#)

Her professional experience includes faculty positions in both Gerontology and Health Administration.



Mar. 18, 2019

### **Enjoy the Journey**

[Taylor Riall, MD, PhD, FACS](#)

Dr. Riall has been instrumental in developing and implementing critical pathways to streamline care, improve outcomes, and decrease cost of patients undergoing pancreatic, gallbladder, and colorectal surgery.



Mar. 21, 2019

### **Women: Connecting to our past and Celebrating our Future**

[Jocelyn Nelms, MS, Ned, RN](#)

Ms. Nelms' current interest include: educating patients, families, and co-workers on how to promote balanced lifestyles as well as fostering healthy, collaborative work and educational environments.



Mar. 28, 2019

### **Tips from the Field: What You Really Need to Know about Public Health**

[Deanna Lewis, DrPH, MBA, PA-C](#)

Dr. Lewis attributes her understanding of primary prevention and her passion for public health to her 20 years in the fire department.



Apr. 24, 2019

### **A journey from an immigrant girl to a pharmacist, educator and researcher**

[Jeannie K. Lee, PharmD, BCPS, BCGP, FASHP](#)

Dr. Lee is currently working on the NH-funded "Medication Adherence, Health Literacy and Cultural Health Beliefs (RxHL)" project in collaboration with the University Of Massachusetts School Of Public Health; and on "Medication Education, Decision Support, Reminding and Monitoring System (MEDSReM) in collaboration with the UA College of Nursing and University of Illinois.



Apr. 25, 2019

### **My journal and a Few Life Lessons I Hold Dear**

[Andrew Tang, MD, FACS](#)

Dr. Tang obtained his medical degree at the University of Arizona, then completed his residency in general surgery followed by two fellowships in Thoracic Foregut and Surgical Critical Care.



Apr. 30, 2019

### **Human Adaptability and Resilience**

[Zhao Chen, PhD, MPH](#)

Dr. Chen has made significant contribution to the study of body composition assessments, breast cancer risk factors, fracture risk in cancer survivors, osteoporosis prevention and detection, epidemiology of anemia, and biomarkers and genetic variations contributing to chronic conditions including sarcopenia among women and the elderly from diverse ethnic backgrounds.



## Improving Care by Empowering Bilingual/Culturally Competent Students and Residents

### Bilingual Medical Spanish Distinction Track: College of Medicine – Tucson

The Bilingual Medical Spanish Distinction Track (BMS) is a longitudinal program designed to enhance the medical Spanish communication skills of medical students entering with intermediate to advanced proficiency level. The main goal of the program is to graduate cohorts of physicians who are competent to work as bilingual Spanish-English healthcare providers. Students enrolled in this track will be better prepared to serve the healthcare needs of Limited English Proficiency, Spanish-speaking patients, and perhaps have an advantage in applying to residency programs located in communities with a growing Spanish-speaking population.

In May 2019, the BMS program graduated the first cohort for the first time at UA Health Sciences. We graduated 13 medical students from the Clinical Bilingual Medical Spanish Distinction Track at the College of Medicine – Tucson. 11 students were certified as a Bilingual Health Care provider under ALTA Languages Certification exam at the end of their second year. This certification is also recognized by Banner Health, so the students got a badge distinguishing them as bilingual health care providers. UAHS ODI launched and continues to support this program since its inception in 2015 with the expertise of Dr. Alejandra Zapien-Hidalgo

### Spanish for All

Spanish for All is an informal space for members of the UAHS community to gather at lunch and practice their Spanish. Medical students, graduate, and undergraduate students, faculty, staff, patients, and friends are welcome to bring their lunch and join the conversation. This event is a collaborative effort between UAHS Office of Diversity and Inclusion (ODI) and College of Medicine – Tucson ODI. We schedule this informal gathering once a month.

To learn more about the BMS and ‘Spanish for All’ services please visit the following links at the UA Health Sciences ODI Website:

<https://hispanichealth.arizona.edu/programs/spanish-for-healthcare/bilingual-medical-spanish-distinction-track>

<https://hispanichealth.arizona.edu/spanish-all>



## UAHS ODI AZ INMED

The Arizona Indians into Medicine (AZ INMED) program originated by the Office of Diversity and Inclusion in 2014, has been offered in partnership with the Native American Research and Training Center under the leadership of Distinguished Outreach Professor Teshia A. Solomon, Ph.D. Throughout the Year 2018-19, various academic and social support were provided by the AZ INMED Learning Specialist to UAHS Native American students and those pursuing admission to health profession programs. In addition, the following events/conferences augmented Native American student support and student development, community networking, engagement, and education:



- UA Native American Heritage Month, November 2018. AZ INMED partnered at various events or activities at UA NASA and at UAHS.
- UAHS ODI Veteran’s Day Flag Raising Ceremony, Nov 9, 2018. AZ INMED co-sponsored.
- UAHS ODI Staff Blessing/Talking Circle, Feb 15, 2019. Participated with Dr. Carlos Gonzales in conducting a Blessing/Talking Circle for UAHS ODI staff and a blessing of the UAHS ODI offices.
- Association of American Indian Physicians (AAIP) Pre-Admission Workshop, We (AZ INMED) participated in virtual planning for the spring 2019 Four Corners Alliance Pre-Admission Workshop (PAW) workshop in Salt Lake City, Utah, March 21-24, 2019. AZ INMED Success Class; AZ INMED Team (Agnes Attakai, Josie Gin Morgan, and Dr. Arviso) co-taught a cohort in fall 2018 and a cohort in spring 2019.
- UAHS ODI Summer Programs Opening Ceremony June 3, 2019, AZ INMED supported. Provided a blessing for the Med-Start residential space, shared a cultural sensitivity presentation with Med-Start counselors, and presented on the MBTI for the students in FRONTERA.
- Attended the UA College of Medicine – Tucson White Coat Ceremony July 26, 2019.
- Attended the UAHS ODI Traditional Honoring Ceremony July 27, 2019.
- UA Native American Research and Training Center (NARTC) winter, February 25-27, 2019.



<https://inmed.medicine.arizona.edu/>

## Academic Medicine Consortium of Arizona (AMCA)

This year, we formed the Academic Medicine Consortium of Arizona (AMCA), an initiative involving allopathic and osteopathic medical schools in Arizona to share best practices related to diversity, equity, and inclusion, and collaborate in outreach and pipeline development efforts. The purpose of AMCA is to strengthen linkages between medical school partners to help achieve the common goals of recruiting, matriculating, and graduating medical providers who are members of and/or have a commitment to serve the disadvantaged communities in our state. Members of AMCA meet on a regular basis to discuss strategies and share best practices for recruiting, admitting, and graduating physicians who are equipped with the tools to serve the health needs of the diverse population of Arizona. AMCA partners share knowledge and best practices to identify potential collaboration opportunities to enhance competitiveness and preparation for admission to the member colleges.

AMCA partners are A.T. Still University; Mayo Clinic; Midwestern University; University of Arizona College of Medicine – Phoenix; University of Arizona College of Medicine – Tucson; and University of Arizona Health Sciences. We are in conversation with Creighton University about their potential involvement with AMCA once their Arizona Campus leadership is established.



# Advancing Women in Academic Medicine

During the 2018-2019 Academic Year, the Women in Academic Medicine (WAM) Special Interest Group coordinated and hosted seven events open to all faculty. The networking events were also open to faculty, residents and fellows, in partnership with Banner Health.

**Vision:**

To create an inclusive and equitable environment for women faculty in academic medicine.

**Mission:**

Women in Academic Medicine (WAM) is dedicated to fostering mentorship, networking, career development, and institutional advancement for women faculty in the College of Medicine – Tucson

**Strategies:**

Sponsor activities that support targeted skills needed for professional development

Facilitate networking opportunities and connections across the College of Medicine

Support recruitment and retention of diverse women faculty in the College of Medicine – Tucson

**WAM Steering Committee:**

*Chairs:* Mari Ricker & Hina Arif, Noshene Ranjbar, Gloria Guzman, Sarah Desoky, Pamela Mirsky, Indu Partha, Vicky Murrain, Alice Min & Karen Spear Ellinwood.



## Think Tank Collaboration

Think Tank and the Office of Diversity and Inclusion at the College of Health Sciences were able to collaborate to provide MCAT and GRE preparation support to 34 students. These students were enrolled in MCAT and GRE Prep Courses offered by THINK TANK, primarily during summer sessions. As part of this partnership, THINK TANK was able to pilot an online GRE Prep Course by enrolling students in the FRONTERA program at a discounted rate. Student feedback was collected throughout this pilot and course evaluations were gathered. THINK TANK will be able to roll out the GRE Online Prep Course at a larger scale thanks to this partnership. We value and appreciate the collaboration among the units to provide low to no cost Graduate Prep support to students.

Course	Session	# of Students	Sponsor	Term
GRE	7	5	FRONTERA	Summer 2019
GRE	7	9	FRONTERA	Summer 2018
MCAT	8	9	FRONTERA	Summer 2018
MCAT	1	11	FRONTERA	Summer 2019

Course	Enrollment
MCAT	20
GRE	14
TOTAL	34



## PharmCamp

PharmCamp is a one-week summer program for Arizona middle school students provided by the UA College of Pharmacy annually since 1997. The UA Health Sciences Office of Diversity and Inclusion supports the evaluation of the program; the creation of an annual report is used for outcomes analyses, quality improvement and fund- raising information provided to external funders.



More than 900 Arizona middle school students have engaged in an array of carefully planned activities – workshops, laboratory exercises, presentations, group discussion, and field trips – to help develop and nurture their learning skills. The experience helps campers recognize the rigorous academic preparation necessary for a career in the health sciences and the challenges they will encounter along the way.

Under the leadership of Dr. Ted Tong, pharmacy students serve as counselors and mentors for the middle school students. Participants are primarily educationally disadvantaged and represent backgrounds under-represented in the health professions. PharmCamp 2019 took place at five sites in Arizona: Casa Grande, Nogales, Phoenix, Tucson and Yuma, serving a total of 105 students.

## STEM Learning Center (SLC)

This year the SLC expanded our Operations Team to include other leaders in broadening participation in STEM education and outreach at the UA. This included Kevin Bonine: Director, Education and Outreach, Biosphere 2; Director, Outreach Initiatives, College of Science; Joint Faculty in Ecology & Evolutionary Biology and SNRE; Nura Dualeh: Director, Undergraduate Research and Graduate Preparation Programs; Jennifer Fields: Research Development Associate, Research Development Services; Lydia Kennedy: Director, Office of Diversity and Inclusion, UA Health Sciences; and Rudy McCormick: Director, Early Academic Outreach; Executive Director, Arizona Math Engineering Science Achievement (MESA).

We also established an Executive Team to guide the direction of the SLC, which includes Marla Franco (Assistant Vice Provost of Hispanic Serving Institution Initiatives), Bill Velez (University Distinguished Professor of Mathematics and national advisory board member for NSF’s HSI STEM initiative), Sally Stevens (former Executive Director of the Southwest Institute for Research on Women and Distinguished Outreach Professor in Gender and Women’s Studies), Francisco Moreno (Associate Vice President for Diversity and Inclusion, Health Sciences), and Rick Yngve (Interim Director, McGuire Center for Entrepreneurship and co-founder and Chief Operating Officer for StageXchange).

**STEM Learning Center (SLC)**

The SLC staff provides consultations and design assistance on evaluation plans and education, outreach, and diversity plans, which support broader impacts. The success rate of proposals submitted and notified of award status was 50% this year and 42% of cumulative proposals since 2015-2016. The value of the cumulative proposals is \$25,808,454. The team has become skilled in understanding how to incorporate fundable education, outreach, diversity, and evaluation plans into faculty research proposals. Two members of the team also attended the Collaborative Project Management Training for Multi-Organizational Teams, a training funded by NSF. This training is being used now to coach pre-award and post-award teams on effective implementation of their projects.



*We are grateful to all who support  
and contribute to UAHS ODI's success. We look  
forward to our continued and new partnerships in  
strengthening our UAHS campus environment of  
inclusion, equity, innovation and excellence for all.  
Let's celebrate the progress we have made together  
in 2018-2019, we look forward to sharing  
proudly exciting new developments  
still to come.*



THE UNIVERSITY OF ARIZONA HEALTH SCIENCES  
**Diversity & Inclusion**

*[diversity.uahs.arizona.edu](http://diversity.uahs.arizona.edu)*

All contents © 2019 Arizona Board of Regents. All rights reserved.

The University of Arizona is an equal opportunity, affirmative action institution. The University prohibits discrimination in its programs and activities on the basis of race, color, religion, sex, national origin, age, disability, veteran status, or sexual orientation and is committed to maintaining an environment free from sexual harassment and retaliation.

For information in an alternate format (Braille, digital, tape or large print), please contact [uahs-odi@email.arizona.edu](mailto:uahs-odi@email.arizona.edu)

Design: Edgar Mendoza, The University of Arizona Health Sciences BioCommunications