



**2022-2023**

# **ANNUAL REPORT**



THE UNIVERSITY OF ARIZONA HEALTH SCIENCES

**Equity, Diversity  
& Inclusion**

THE UNIVERSITY  
OF ARIZONA

# TABLE OF CONTENTS

UAHS Office of EDI Mission and Values.....	1
Our Commitment Continues .....	2
A Message from the Senior Vice President for Health Sciences.....	3
Highlights of EDI Programs.....	4
AZ-HOPE Data .....	5
Reflecting on a Year of Remarkable Events .....	6
Recruitment and Outreach.....	10
Financial Intelligence.....	11
Med-Start.....	12
BLAISER/FRONTERA.....	14
AZ-PRIDE .....	16
BRIDGE .....	18
AZ-HOPE .....	20
The UAHS PRIDE Health Equity Alliance.....	22
Pharm Camp.....	23
Mental Health .....	24
AZ Biomedical Scientist Development Program.....	25
Learning Support.....	26
MED493A .....	27
The Bilingual Medical Spanish Distinction Track (BMS).....	28
Fostering and Achieving Culture Equity and Sensitivity in the Health Professions (F.A.C.E.S.) Conversantes (FCM 497A).....	29

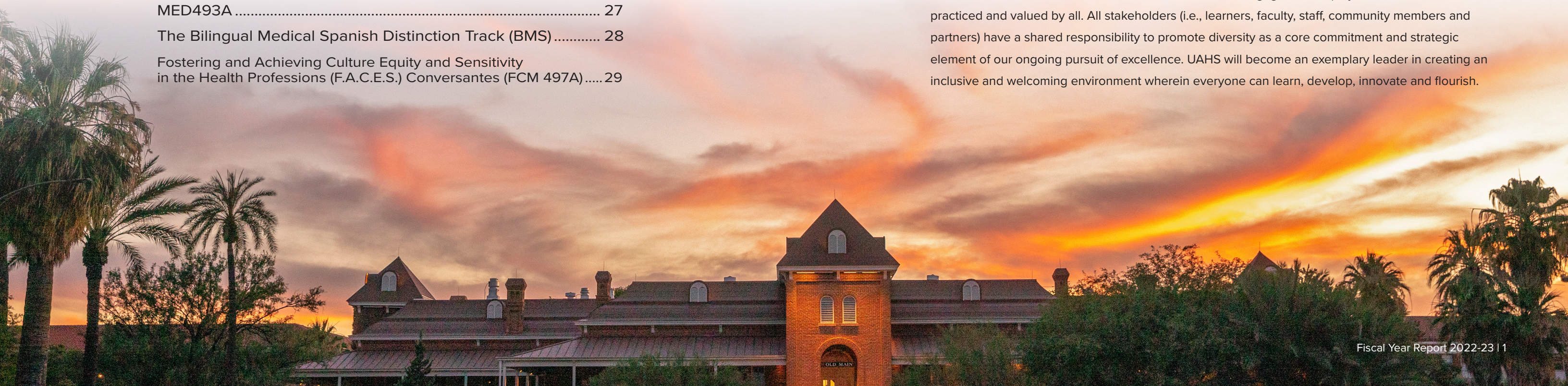
# UAHS OFFICE OF EDI

The University of Arizona Health Sciences Office of Equity, Diversity and Inclusion (UAHS EDI) has a mission of increasing the diversity of the health sciences workforce, increasing the knowledge and sensitivity related to social and cultural factors that influence health and healthcare, and to foster a climate of inclusion where all members of UAHS and our partnering communities contribute to our larger goal of increasing excellence and solving health disparities. UAHS EDI hosts a variety of new and experienced programs in support of our mission, they represent a resource for our UAHS students, faculty, staff, community partners, and those who aspire to join UAHS in any capacity. Additionally, our office helps support diversity efforts led by the colleges and programs at UAHS and its primary partners, including faculty recruitment and promotion programs, learning support services, wellness and counseling, aspiring health professions student preparation, and community outreach.

## MISSION

At UAHS we understand that there are multiple pathways to excellence and recognize that diverse environments provide greater opportunities for teaching, learning, and discovery that more homogenous environments do not provide. As a public land-grant institution we have a unique responsibility to serve all people in our state; this includes educating a health workforce that can serve our diverse populations and conducting research that addresses their unique health challenges.

Given these values, we strive to create a climate where engagement, equity, and inclusion are practiced and valued by all. All stakeholders (i.e., learners, faculty, staff, community members and partners) have a shared responsibility to promote diversity as a core commitment and strategic element of our ongoing pursuit of excellence. UAHS will become an exemplary leader in creating an inclusive and welcoming environment wherein everyone can learn, develop, innovate and flourish.



# OUR COMMITMENT CONTINUES

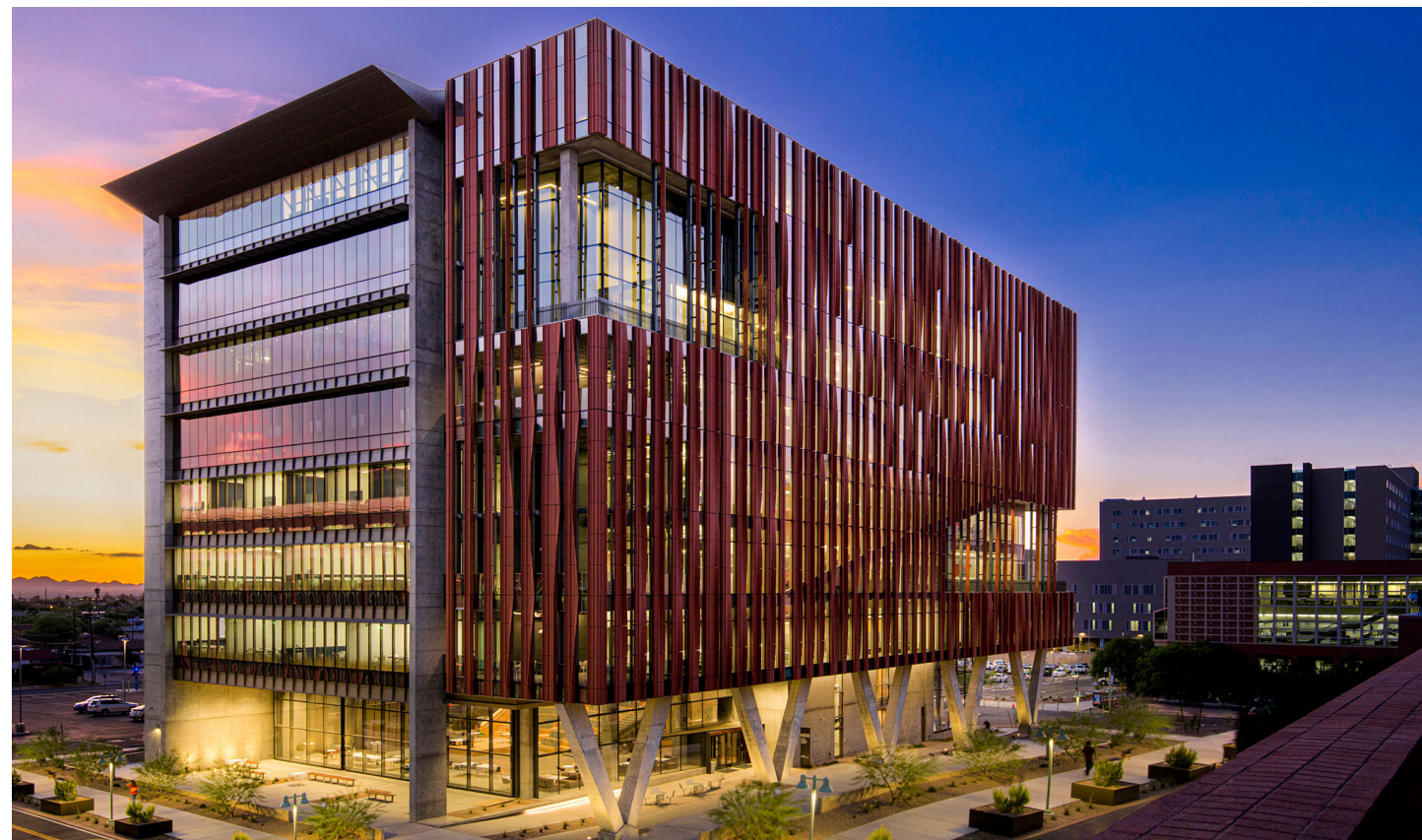
The local, national, and global events we have experienced in 2022-2023 continuously remind us of the importance of the mission of our office and the work we do in partnership with each of you. We appreciate your contributions to our collective efforts at creating environments, promoting knowledge, and fostering health services committed to respectfully support, affirm, and serve all individuals.

Please take a moment to review the activities that took place within UAHS and our wonderful partners, focused on advancing equity, diversity, and inclusion in the health sciences and professions. We hope that this will motivate greater engagement with our office and our shared values to advance equity, diversity, inclusion, safety, justice, and belonging with the ultimate goal of solving health disparities.



**Francisco A. Moreno, MD**  
Associate Vice President for  
Equity, Diversity and Inclusion

We recognize with appreciation the important contributions to the function of UAHS EDI by Lydia Kennedy MED in her years service as Executive Director.



# A MESSAGE FROM THE SENIOR VICE PRESIDENT FOR HEALTH SCIENCES

One of the key missions of the University of Arizona Health Sciences is to increase the diversity of the health care workforce to better represent the people who live and work in Arizona. It is an endeavor we take seriously as we live our values of integrity, compassion, exploration, adaptation, inclusion and determination to promote health equity. As we move into the new year, I am encouraged by the progress we made toward our goals in 2023 and the ongoing efforts that will take us into 2024.



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

Many of the advances we made this year are a direct result of the work being done by the Office of Equity, Diversity and Inclusion. A shining mark of their success came from the U.S. Health Resources and Services Administration, which awarded the office a \$3.2 million grant to continue the Arizona Health Opportunities Pathways to Excellence program for the next five years.

This interdisciplinary collaboration between academic and community partners helps students overcome barriers on the pathway to becoming health professionals. It is designed to support individuals from economically or educationally disadvantaged backgrounds, with special emphasis on students from rural and medically underserved communities.

As we look ahead to the next five years of this effective and impactful program, it is helpful to look back and see how far we have come. Prior to receiving the HRSA renewal award, the Office of Equity, Diversity and Inclusion hosted a ceremony to celebrate the accomplishments of 311 students who benefited from AZ-HOPE during the last five years. More than \$1.3 million in stipends and scholarships was distributed to these future health care professionals, the majority of whom are first-generation college students and of races and ethnicities that are historically underrepresented in the health professions. It is gratifying to see AZ-HOPE making a difference for these students, all of whom represent the future of health care for Arizona.

In the spring, we also looked back at one of AZ-HOPE's longest-running programs by holding a reunion for participants from the first 53 years of the Med-Start program. It was truly inspiring to see all the health care professionals gathered at that event and to know that they are having a tremendous impact on our state and nation, especially in underserved communities and areas with disproportionate health disparities.

I recently watched a video of Dr. Fred Duval, the first dean of the College of Medicine – Tucson, talking about the vision behind Med-Start. He believed medical schools should make sure they were admitting students from diverse backgrounds, because the nation's population is diverse. Even back then, he knew that students from certain minorities are more likely to return home after college to care for the people in their communities, and 53 years later, the research continues to bear that out.

Med-Start and the other AZ-HOPE programs align perfectly with our Health Sciences mission, which is to improve health and human potential by educating the next generation of health care professionals, investigating and solving critical health care problems, providing compassionate and culturally sensitive care, and building healthier communities for all.

The Office of Diversity, Equity and Inclusion continues to play a vital role in allowing us to fulfill our mission by fostering a climate of inclusion, where we all can contribute to our increasing institutional excellence and solving health disparities. Last February, I was pleased to welcome a large audience to the fifth annual LGBTQIA+ National Symposium and Fair. Discussing the issues and adversities faced by the LGBTQIA+ community is a powerful way to increase outreach and advocacy efforts while educating others about the health issues affecting the LGBTQIA+ population.

As you can see, the stellar work being done through the Office of Diversity, Equity and Inclusion is already changing lives; however, our work is far from done. In 2024, we will continue to highlight the diversity of students, faculty and staff, while supporting efforts to increase inclusion and equity.



UAHS Office of EDI

# PROGRAM HIGHLIGHTS



**3** Summer Programs for **104** students from High School to Graduate Students

**19** Speaker Series Offered with over **1,250** attendees



**15** UAHS EDI Sponsored Events with over **1,300** attendees

Direct services to **932** students



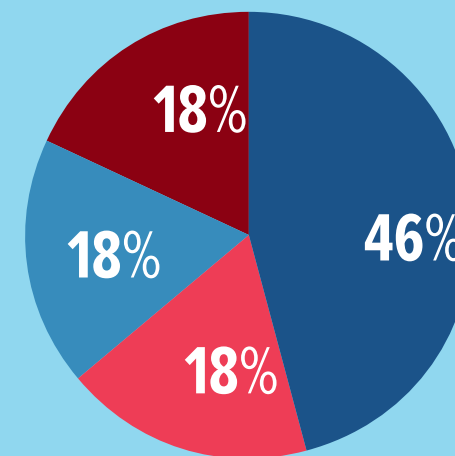
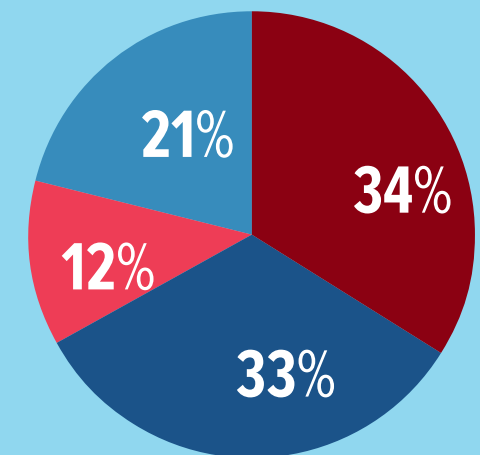
# AZ-HOPE

Completion of 5 years, start of the next 5 years

In 2022-2023, **88** scholarships and stipends were awarded, totaling **\$254,500**.

## Scholarships

- 34% Community College
- 33% University Undergraduate
- 12% Post-Baccalaureate
- 21% Graduate



## Stipends

- 46% Ambassadors
- 18% Med-Start
- 18% Blaiser Frontera
- 18% BRIDGE

**Día de Los Muertos “A Celebration of Life”**  
 On November 2, 2022, UAHS Office of EDI, hosted a special ceremony of Día de Los Muertos Ofrenda (Day of the Deal Altar) at the Health Sciences Library



**Honoring Veterans Day “Raising the Flag” Ceremony**  
 On November 10th 2022, UAHS Office of EDI hosted Flag Raising Blessing Ceremony, honoring Veterans & Active Military Individuals. The blessing was given by Carlos Gonzales, MD, FAAFP Assistant Dean, Curricular Affairs of College of Medicine. Men from law enforcement, veterans, faculty, staff, and students attended this ceremony.



## REFLECTING ON A YEAR OF REMARKABLE EVENTS

**Traditional Ceremony**  
 On May 10th 2023, UAHS Office of EDI hosted the annual blessing and honoring ceremony for graduating American Indian students from the Health Sciences Colleges. A similar ceremony is conducted for incoming students in the Fall. Carlos Gonzales, MD, and Pedro Flores, Medicine Man performed the blessing ceremony.



UAHS EDI & respected partners hosted Daniel Dawes, JD, on September 28th, 2022. Mr. Dawes is a widely respected health care and public health leader, health policy expert, educator, and researcher. He met with UAHS leadership, faculty, and students, presented on his newly launched book “The Political Determinants of Health” followed by a book signing and reception. 355 people attended his presentation both in-person and online.

**Lavender Graduation**  
 On May 4, 2023, the UAHS Office of EDI hosted Lavender Graduation, featuring a thought-provoking keynote address by Dr. Brian Dodge to celebrate the achievements of our graduates.





On August 3rd 2022, Lydia Kennedy, M.Ed., the Executive Director of the UAHS Office of Equity, Diversity & Inclusion, conducted a LGBTQIA+ SafeZone training session for future healthcare providers.



The UAHS EDI Speaker Series is a platform for celebrating and gaining insights from distinguished speakers, both local and national, who share their invaluable research, experiences, and achievements. Featured here is Dr. Tamara Venit-Shelton, presenting on April 21, 2023, alongside engaged student participants.

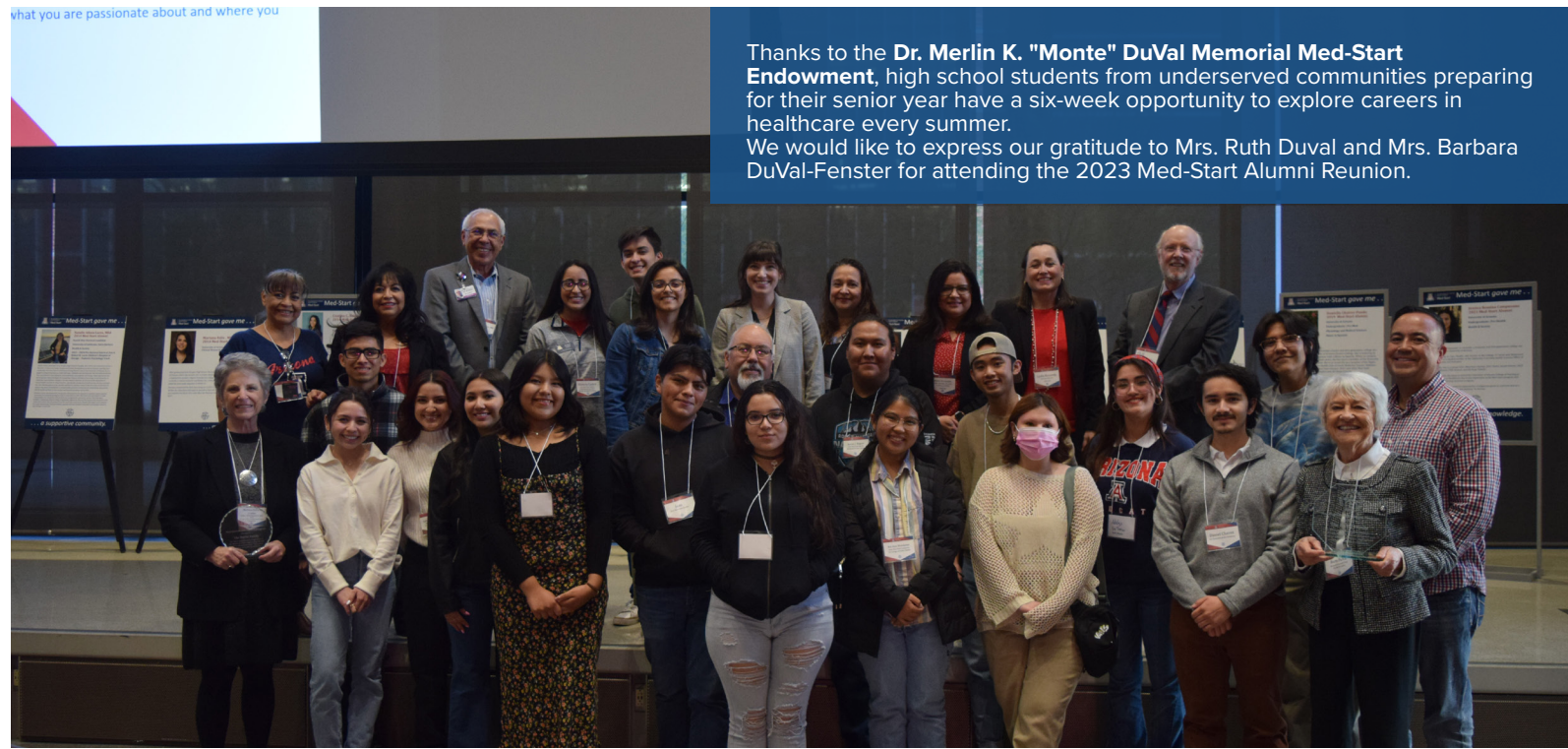
# REFLECTING ON A YEAR OF REMARKABLE EVENTS



7th Annual UAHS LGBTQIA+ Community Networking & Pride Awards December 8th, 2022



On November 29, 2022, our Health Professions Career Fair welcomed 215 attendees from 11 High schools and delivered a resounding success. Participants enjoyed hands-on learning demos, explored diverse healthcare careers, and received valuable financial aid information, leaving them inspired for their healthcare journeys.



Thanks to the **Dr. Merlin K. "Monte" DuVal Memorial Med-Start Endowment**, high school students from underserved communities preparing for their senior year have a six-week opportunity to explore careers in healthcare every summer. We would like to express our gratitude to Mrs. Ruth Duval and Mrs. Barbara DuVal-Fenster for attending the 2023 Med-Start Alumni Reunion.



# RECRUITMENT AND OUTREACH

Alma Aguirre enlightened Lake Havasu High School's HOSA students on Med-Start opportunities for earning college credits before starting college.

UAHS EDI approaches outreach and recruitment with a comprehensive pathway strategy to connect with communities to provide information, resources, and support for students pursuing careers in a variety of health professions. To meet these objectives the team attended numerous college and career fairs throughout the state, raising awareness of health profession career pathways and resources available for students as they navigate the course of applying for university. With the assistance of our statewide partners, including regional AHEC offices, community colleges, and partnering Universities, these presentations have been delivered online and in person reaching all geographic regions of the state.

In addition to traveling to various communities providing health profession resources, UAHS EDI continues to promote outreach activities on campus such as traditional Blessing Ceremonies for Indigenous students, Flag raising ceremonies, Dia De Los Muertos ceremonies, a biannual Health Professions Career Fair, as well as a host of guest speakers. With 2022-23 seeing a continuation of hybrid delivery the content offered is available for students and community members of any region, through video archives on the UAHS EDI webpage.

Moreover, outreach activity continues to support the underlying mission of supporting disadvantaged students

through programs and resources, with a focus on increasing health equity, and reducing health disparities overall. These efforts continue to successfully recruit a variety of educationally and economically disadvantaged students who benefit from support, scholarships, resources, and structured programming through the office. The outreach efforts focus on the earliest stages of the student pipeline and include a wealth of information for students, parents, and families. Topics explored include specific information on career pathways in health care, as well as detailed exploration of college degrees at every stage of education, from certificate programs through professional and graduate degrees. Additionally, these info-sessions address financial information to explain costs of attendance, FAFSA, and strategies/resources for health students. This information is delivered in a way that promotes a holistic understanding of the pursuit of higher education that encourages students to aspire to higher levels of achievement by removing the mystery and fear, and offering supports and resources. In this way, UAHS EDI has been able to cultivate longitudinal success and stay engaged with students throughout their education as they graduate and move on to their careers as health care professionals.

**F**inancial Aid Information Dissemination: AZ-HOPE students and their families receive education on the cost and value of Allied Health Profession and Health Promotion education. All of our programs incorporate financial education. Med-Start provides an hour workshop during parent orientation. Students are offered firsthand training using the "Funding your Education" Module 10 of College 101 curriculum, which Med-Start, BRIDGE, and Ambassador participants receive. Students learn how to apply for government sponsored loans, grants, and work study programs. They become familiar with FAFSA, the top websites to search for scholarships, and writing statements of financial hardship documenting economic disadvantages. Online information and activities are available for family members, and users of AZ-HOPE virtual engagement program. College knowledge for parents from UA Early Academic Outreach and UAHS OEDI's Financial Strategy also includes financial aid education and resources for parents and administrators.

We are working with financial institutions to provide financial literacy and awareness to students and families.



Jeff Mace, BS  
Manager of Recruitment/Retention

# FINANCIAL INTELLIGENCE



Jeff Mace, BS,  
facilitating a Financial  
Intelligence Workshop



Med start students are at Midwestern University where they had the opportunity to work on molding dentures



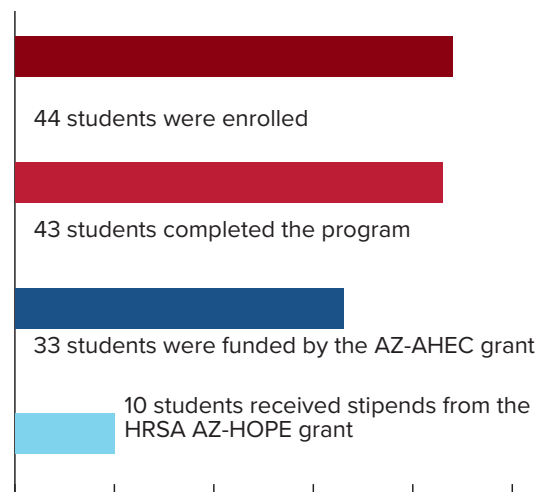
**Alma Aguirre, BS**  
Program Manager, Med-Start

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 (AZ-AHEC). Med-Start students completed college courses for English, Math, Chemistry, College 101 and received 5 college credits. Arizona high school juniors that reside in rural areas and surrounding tribal nations were invited to apply for the Med-Start Health Careers Program. A selection committee that includes the AHEC representatives from the five regions reviewed and ranked the applications, selecting students who demonstrated interest in pursuing a health career, top academic performance, student leadership experience, and community involvement. The top 50 students were interviewed in collaboration with the AHEC Region Partners and UAHS-EDI faculty and staff. We are grateful for the continued collaboration with AZ-AHEC and the AHEC regions for the successful completion of the 54th year of the Med-Start Health Careers program in an in-person format. We look forward to our continued partnership.

The students learned about a variety of health professional careers with weekly career chats from

health professionals. The Med-Start students had the opportunity to learn from Med-Start Alumni educational healthcare pathway and how Med-Start prepared them. Students also participated in a financial literacy lecture. They learned about Spending Plans, Savings, and Ways to Invest in Themselves. Under Spending Plans, students learned how to create and use a budget. The value of money and saving was emphasized by teaching how money can be used to reach financial goals.

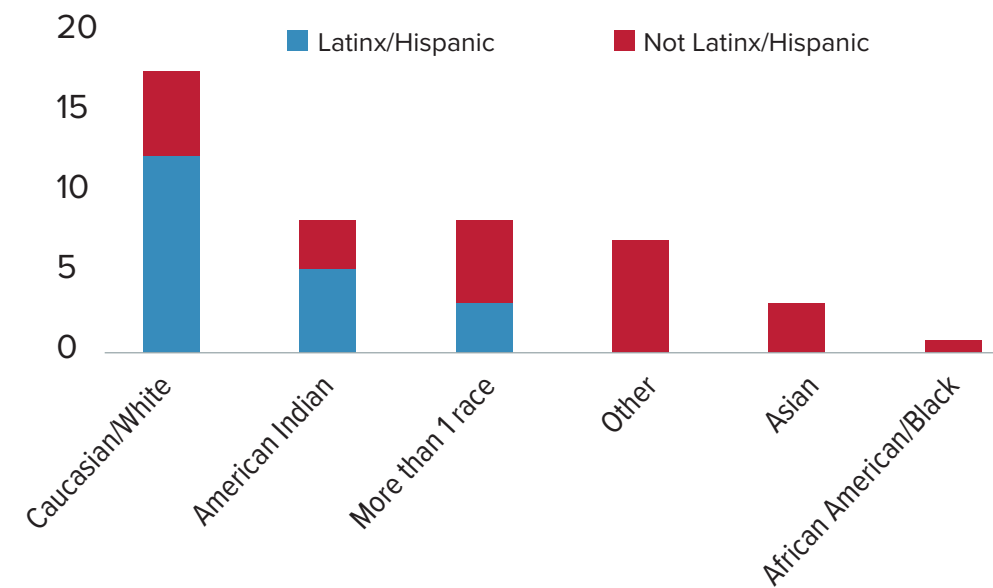
**Student Funding Distribution**



On July 14, 2023, the students presented their English and Math projects at the Academic Conference. Some of the English Topics included: Therapy in Adolescence: A Meta-Analysis, Psychedelic Therapies, Enhancing Cancer Care, Unveiling the Healing Potential, Stress & Struggles in Healthcare. Some of the Math Topics included: How Math is Used In Pharmacy, Hearty Maths, Lupus Investigation, Epidemic Diseases-Covid 19. For a full list of the topics please visit the website.

At the end of six weeks, 43 students completed Med-Start with a strong academic foundation for college success, responsibility, professionalism, mentoring and health professions career awareness. Med-Start students acquired knowledge of college course work and balanced a busy schedule. They understand the importance of a team, time management, utilizing resources, and how to network and budget. The overall rating of the entire experience indicated that 53% of students rated Med-Start 2023 above average or excellent, with 26% rating the experience as average.

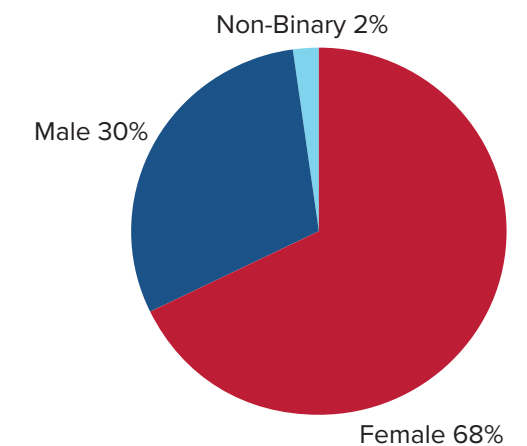
► For a full list of the topics please visit: [website](#), [Video](#), [Booklet](#)



‘During my study at Med-Start, I was fortunate enough to have experienced firsthand, and learned, many different aspects to developing a project.’

— *Franklin Graves*  
Flowing Wells High School, Tucson, Arizona

**Med-Start 2023 Gender of Students (N=43)**







# BLAISER/FRONTERA

The Blaiser/Frontera Summer Internship participated in a service-learning trip to Benson. One of the highlights of the trip was a tour of the Benson Rehabilitation Clinic, providing students with a firsthand look into the world of healthcare in rural communities.



Director: **Alejandra Zapien-Hidalgo, MD, MPH**



Coordinator: **Ycied Talavera, MPH**

The UAHS-Office of Equity, Diversity, and Inclusion, in collaboration with Arizona Area Health Education Center (AZ-AHEC), successfully executed the BLAISER/FRONTERA summer internship program, which aimed to provide 50 undergraduate students with valuable preparation for graduate health programs, research experiences, and a deeper understanding of health disparities in the U.S.-Mexico Border Region. This initiative addresses critical issues such as the lack of diversity in the healthcare workforce and the need for meaningful opportunities for economically and educationally disadvantaged students in inner city, rural, border, and tribal communities.

Financial support for the program provided through AZ-AHEC covered program costs, operations, and stipends for 40 students. Ten additional students received stipends through the Arizona Health Opportunities Pathways to Excellence (AZ-HOPE) HRSA grant.

The selection process for the program was competitive, with 183 applications received and 50 students ultimately chosen. Selection criteria included a minimum GPA of 3.0, a strong interest in health disparities and health sciences, and self-reported educational or economic disadvantages. Preference was given to first-generation college students from rural or US-Mexico border areas.

The selected cohort represented diverse backgrounds; 58% were Hispanic/Latinx. 34% White/Caucasian, 12% African American/Black, 4% American Indian/Alaskan Native, 8% Asian, 10% Multiracial, and 32% from other racial backgrounds. Furthermore, 30% of the students hailed from rural communities, 24% from border regions, and 8% were veterans.

The BLAISER/FRONTERA summer program facilitated meaningful connections between students and faculty mentors, with 47 mentors participating from various colleges, including Medicine (Tucson-Phoenix), Public Health, Nursing, and Pharmacology. Interns engaged in biomedical and public health research aligned with their stated areas of interest. The program also included academic support, such as MCAT and GRE preparation courses in partnership with UA Think Tank. This summer, we introduced a research instructor to extend methodological support for students' projects and a writing skill instructor who also provided valuable feedback on their personal statements, enhancing their graduate program application essays.

One notable addition to this year's program was a service-learning component for the Tucson and Phoenix cohorts. In Tucson, students collaborated with Southern Arizona AHEC, visiting Benson, AZ, and engaging in activities such

‘My greatest accomplishment in the program was learning public health problems firsthand.’

— *BLAISER/FRONTERA Student*

as cleaning streets and attending panels with community healthcare providers. In Phoenix, the interns visited “The Zone” in partnership with the Arizona Alliance for Community Health Centers (serving as the Central Arizona AHEC), distributed essential supplies to the homeless population and after students received Narcan training. These experiences provided valuable insights into healthcare challenges in both rural and urban settings.

Additionally, the BLAISER/FRONTERA interns actively mentored students in the Med-Start Health Careers Program, participating in panel discussions and educational presentations, furthering their impact on the community.

On the post-program survey, the interns ranked the research projects and the MCAT preparation as the

most valuable components of the program. After completing the internship, 31 students reported feeling more optimistic about their academic and long-term futures, with many expressing a newfound interest in public health and a commitment to serving medically underserved communities.

“My greatest accomplishment in the program was learning public health problems firsthand. I went to the mobile health clinic events, Casa Alitas, food bank distribution event and SAAHEC, and I learned so much. It was such an amazing opportunity to get public health knowledge. I will try to find more public health opportunities like this that are close to me. This has also further encouraged me to learn Spanish and relearn French. Thank you so much for these incredible opportunities; they have furthered my drive to enter the public health field.”



# AZ-PRIDE

## Advanced Respiratory Research for Equity (AIRE) - AZ-PRIDE Program: Increasing Diversity in Health-Related Research Engagement.

The Arizona - Programs to Increase Diversity among Individuals Engaged in Health-Related Research “AZ-PRIDE” is successfully concluding the fifth year of NIH/NHLBI funding. The primary objective of PRIDE is to provide junior investigators whose backgrounds are currently underrepresented in biomedical research, with opportunities to gain knowledge and tools they need to carry out independent research and advance their careers. We are pleased that all five participants of cohort 10 have recently graduated from the program culminating with a presentation of their project findings with research topics that include Chronic Rejection in Lung Transplantation – Mitochondrial dysfunction, Emergency Medicine – Disparities in COVID outcomes, Chronic Hypoxia and long-term O2 therapy in underdeveloped and developing countries, COPD and Healthcare Utilization, and Insomnia in Rural Populations.

► For more information & to apply please visit the [website](#)



**Joe G.N. “Skip” Garcia, MD**  
Dr. Merlin K. DuVal Professor, Medicine  
UA College of Medicine – Tucson



**Francisco Moreno, MD**  
Associate Vice President, UAHS  
Equity, Diversity & Inclusion  
Professor, Psychiatry  
UA College of Medicine - Tucson  
UA College of Medicine - Phoenix



**Sairam Parthasarathy, MD**  
Chief, Division of Pulmonary, Allergy,  
Critical Care, and Sleep Medicine  
Professor, Medicine  
UA College of Medicine - Tucson

Multiple Principal Investigators

Mount Lemmon Wellness Retreat with Pride participants

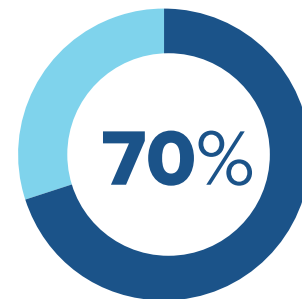
We would like to express our gratitude to Dr. Joe “Skip” Garcia and Rebecca Nunn for their leadership and commitment as AZ PRIDE research faculty since the creation of the program and until their departure to The University of Florida. We would also like to welcome Maria Hernandez, MPH who has stepped into the Program Manager role. We are looking forward to our competitive renewal and appreciate Dr. Sairam Parthasarathy, current MPI for leading the resubmission as our Contact MPI, and welcome Dr. Janko Nikolich-Zugich for joining Dr. Moreno and Dr. Parthasarathy as MPIs.

- AZ PRIDE is a superior research career development experience.
- AZ PRIDE is a safe space to grow and ask for help/questions.

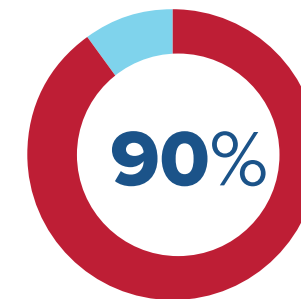
— Cohort 10



AZ-HOPE 2023 Bridge Cohort



■ The first in their family to attend college.



■ underrepresented race/ethnicity in health professions.

- ‘Meeting new people and being able to make lasting connections.’
- ‘My greatest success during the program was learning about PA and physical therapist, as well as learning time management.’

— *Bridge Student*

This was our fifth year of the AZ-HOPE Summer BRIDGE program. This program is a 5-week full time college transition program for underrepresented students newly admitted to the University of Arizona directly from high school, transferring from community college, or who are Adult Non- Traditional Learners (including Military Veterans). We had ten future healthcare professionals in this cohort. The students’ interest ranged from medical doctors, physical therapists, physician assistants, pharmacists and more. Most of the students (70%) were the first in their family to attend college. Two of the students were previous Med-Start students who continued their path into the UA and being apart of the AZ-HOPE family.

The students in this year’s cohort were very tenacious, managing 6+ hours each day in UArizona and EDI

courses, workshops, and seminars. The students all received mentor training from the EDI Executive Director, Lydia Kennedy, who is a certified trainer in the National Research Mentoring Network and a professional development series that included Public Speaking and LGBTQIA+ Training. The students also completed the Mental Health First Aid training from the National Council for Mental Wellbeing facilitated by Dr. Jenna Teso, the EDI Mental Health Counselor and successfully finished a suturing workshop facilitated by Dr. Briana Dolana. This year’s program concluded with a closing ceremony where each of the students were able to share their experience and thank their instructors and the different EDI staff for this experience. Overall, the 2023 cohort was a success, and we look forward to following them as they begin their journey at the UA and future healthcare professions.



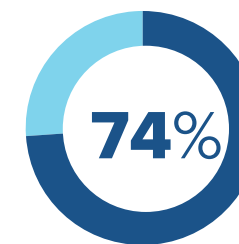
Dr. Briana Dolana facilitating a suturing and knot tying workshop

This program 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 with additional support financed with non-governmental sources. The contents of this report are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by HRSA, HHS, or the U.S. Government. For more information, please visit [HRSA.gov](https://www.hrsa.gov).

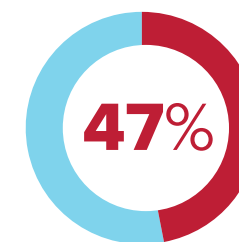
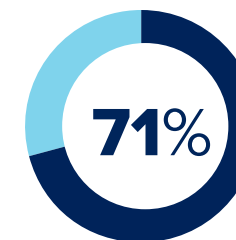


# AZ-HOPE

AZ-HOPE Students and EDI Staff at the Cheers to Five Years: AZ-HOPE Recognition Ceremony

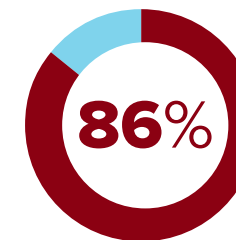


71% were financial aid eligible



47% were from rural and border areas

86% were underrepresented race/ethnicity in health professions.



UAHS EDI and the UAHS Colleges of Medicine (Tucson and Phoenix), Public Health, and Pharmacy along with a network of community organizations and educational institution partners, provide impactful and broad services to the educational pathway for allied health and health professionals in our state. Many of our participating programs are sponsored by the Arizona Area Health Education Centers, which aligns with the the AZ-HOPE mission. AZ-HOPE has a strong commitment to serving individuals from disadvantaged backgrounds (economically or educationally), with special emphasis on individuals from rural and medically underserved communities.

2022-2023 was the fifth year of the HRSA grant and AZ-HOPE programming. In year 5, we funded over \$254,500.00 in student stipends and scholarships to 82 future healthcare professionals. The students' career interests included future medical and osteopathic doctors, health science researchers, pharmacists, physician assistants, dentists, etc. The 2022-2023 cohort was comprised of students from marginalized backgrounds on their path into future healthcare careers. Many of the students represented BIPOC (Black,

Indigenous, People of Color) communities with 65% of the students identifying as Latinx, 12% identifying as Native American and 12% identifying as African American. A majority of the students, 74%, were the first generation in their family to attend college and 71% of the students were Pell grant eligible.

To close year 5 and the HRSA grant cycle we hosted an AZ-HOPE Recognition Ceremony that highlighted the students' accomplishments and impact of the grant funding over the past five years. Over 75 students and their guests attended to celebrate and recognize the success of the AZ-HOPE programs. During the five years we were able to fund 311 future students, all healthcare bound. This culminates in 454 stipends and scholarships over the five years and a total of \$1,318,400. 74% of the students were first generation college students, 71% were financial aid eligible, 47% were from rural and border areas, and 86% were underrepresented race/ethnicity in health professions. We are pleased to share that the grant was renewed, and we will continue to support future healthcare professions through AZ-HOPE programming for another five years!

Years 1-5 **311** student were awarded **454** stipends and scholarships for a total of **\$1,318,400**

As of August 2023, we are thrilled to announce that our HRSA award to support AZ-HOPE has been competitively renewed! This \$3.25 Million five-year renewal presents us with an extraordinary opportunity to build upon the momentum and knowledge gained over the past five years with AZ-HOPE. By channeling our collective energy and leveraging the insights we've garnered, we can forge ahead in our mission to provide unwavering support to our students.

This program 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 with additional support financed with non-governmental sources. The contents of this report are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by HRSA, HHS, or the U.S. Government. For more information, please visit HRSA.gov.

# THE UAHS PRIDE HEALTH EQUITY ALLIANCE

The UAHS PRIDE Health Equity Alliance serves the five Health Sciences Campuses (College of Medicine, College of Pharmacy, College of Nursing and College of Public Health) and works toward creating and maintaining a safe, inclusive, and equitable environment for LGBTQIA+ students, staff, faculty, residents, fellows, and patients. This organization is led by the co-chairs, Elizabeth Hall-Lipsey and Tarnia Newton, and the co-founder, Lydia Kennedy.

The UAHS PRIDE Health Equity Alliance facilitates a multitude of programs, events, and trainings. The LGBTQIA+ Safe Zone Trainings seek to promote

an increased awareness of LGBTQIA+ issues with activities that address health equity, social justice, and access to care concepts. Participants gain a deeper understanding of racism and the needs of high-risk populations. Additional key programming and events that the UAHS PRIDE Health Equity Alliance facilitates is the UAHS LGBTQIA+ Community Networking & Awards Event, LGBTQIA+ National Symposium & Community Fair, Lavender Graduation, as well as a series of guest speakers throughout the academic year addressing LGBTQIA+ topics within the health sciences.

► To learn more about this organization and get involved please visit our [website](#)

**Lydia Kennedy, M.Ed.**  
Former EDI Executive Director  
& Pride Health Equity Alliance  
Co-Founder

**ELIZABETH HALL – LIPSY, JD, MPH**  
Assistant Professor,  
Pharmacy Practice and Science Director,  
PharmD Forward Programs Director,  
Health Disparities Professional Certificate

**TARNIA NEWTON, DNP, FNP-C**  
Clinical Assistant Professor,  
University of Arizona College of Nursing  
Diversity and Inclusion



This was the 5th Annual UAHS LGBTQIA+ National Symposium & Community Fair, which was an exciting accomplishment for the UAHS PRIDE Health Equity Alliance. The UAHS LGBTQIA+ National Symposium & Community Fair was held on February 10, 2023, in-person at the Health Sciences Innovation Building as well as streamed online. Over 350 participated in the symposium where Reverend Louis Mitchell was the keynote speaker. This year's theme was LGBTQIA+ Inclusive & Affirming Health Care and included a wide range of speakers and community fair vendors. We look forward to continuing these efforts and expand our reach across the community and state.



## PHARM CAMP

Theodore Tong, PharmD, a professor of pharmacy practice and science in the University of Arizona R. Ken Coit College of Pharmacy, welcomes PharmCamp 2023 participants to the free one-week camp in June.

The University of Arizona R. Ken Coit College of Pharmacy opened its doors to middle school students this summer for PharmCamp, a free weeklong camp designed to inspire youth to pursue careers in pharmacy or other health sciences fields.

The camp was started in 1997 by Theodore Tong, PharmD, a professor of practice, pharmacology and toxicology at the Coit College of Pharmacy. The goal for the camp remains the same as when it began more than 25 years ago – to stoke the curiosity of youth toward career opportunities available in the health sciences.

During the week, campers visit the UArizona College of Nursing's simulation lab, the Coit Museum of Pharmacy and Health Sciences and the Arizona Poison and Drug Information Center. Hands-on activities take place in the compounding lab where campers create their own sunscreen, lip balm and lotion. A total of 20 students attended the one-week camp in June 2023.

"I wanted to plant the seed early and help youth feel comfortable about the idea that they can attend college and attain careers in pharmacy or nursing," said Dr. Tong.

Nearly **50** students participated in the two sessions of PharmCamp this year.



# MENTAL HEALTH



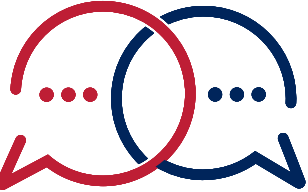
Jenna Teso, DBH, LCSW  
Mental Health Counselor

The Program for Mental Health Wellness provides services and programming to support the mental wellness of students in the Health Sciences. The program strives to provide services that address the unique needs of health sciences students and promote diversity, inclusion, and mental health wellness within the UAHS student community.

Students today navigate a variety of challenges, including rigorous academic schedules, extracurricular activities and personal lives, as well as adjusting to post-pandemic life. Using a HIPAA-compliant video conferencing platform, the program provides free, confidential individual counseling services to students, helps to facilitate linkages to other university and community resources, and provides mental wellness workshops and trainings. Among the workshop themes offered are methods for staying well in graduate and professional programs, the role of mindfulness in mental wellness, self-care strategies for medical professionals, and managing test and performance anxiety. Additionally, Mental Health First Aid Certification courses are offered several times per year to students and staff who are interested in learning more about the signs and symptoms of mental health issues and how to respond in a variety of situations involving mental health challenges.

► For more information please visit the [website](#)

90 students served, 651 individual sessions.



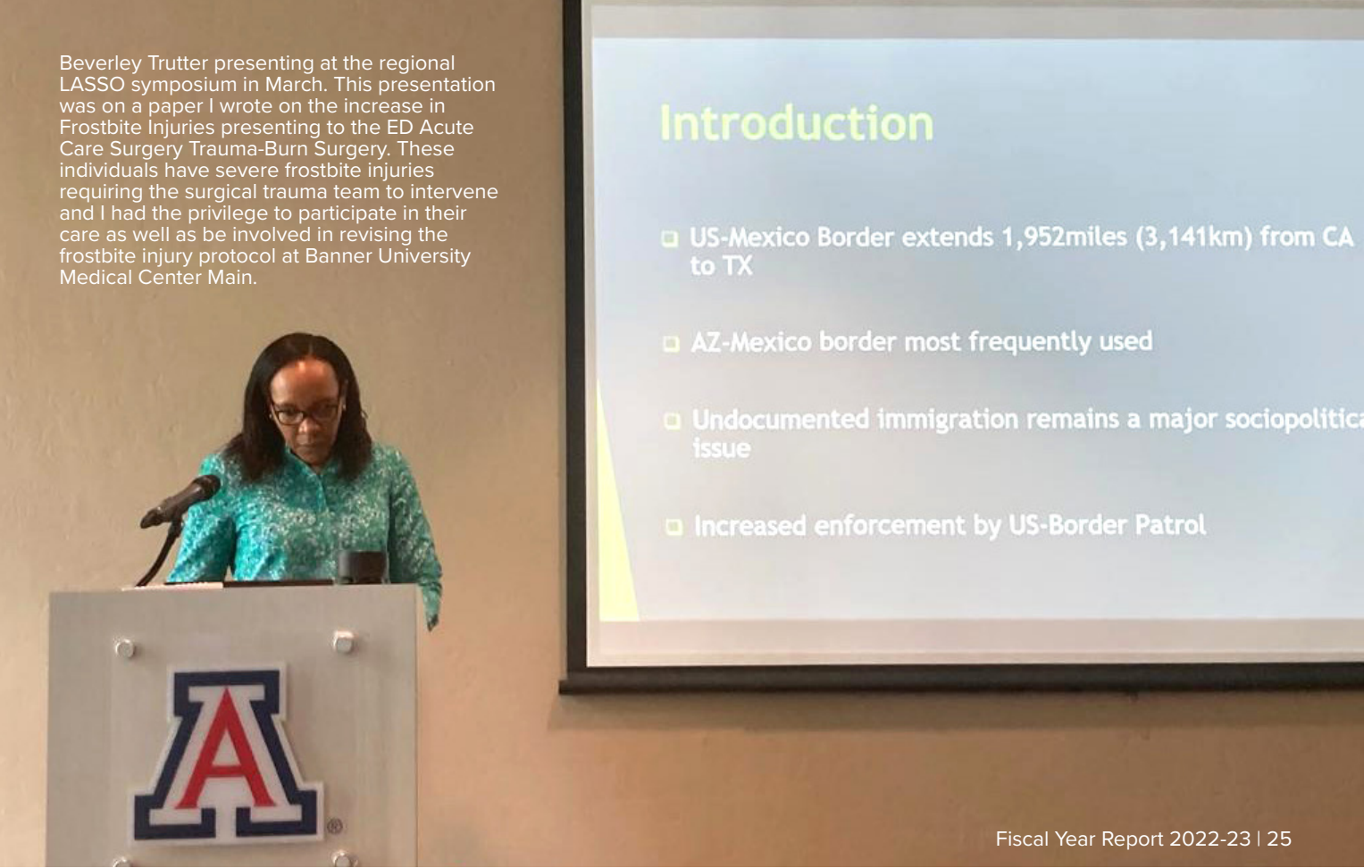
651 individual sessions.

# AZ Biomedical Scientist Development Program

In 2022-2023, one student was supported. Beverley Trutter, worked with Dr. Lourdes Castenon on her Cellular and Molecular Medicine research project with a goal towards becoming a burn surgeon. She presented at several conferences in Spring 2023 and submitted multiple abstracts including "Comparing the effectiveness of a Regional Nerve Block for pain management in Burn and Complex Wound Patients to a multi-modal pain therapy regime in Burn and Complex Wound Patients"; "Retrospective study comparing Burn Injury and Complex Wound Outcomes with the use of STSG + ReCELL vs. STSG without ReCELL"; and "Bacteria and Fungal Growth in Burn Patients".

' I am grateful for the opportunity availed to me through the AZ Biomedical Scientist Development Program and under the mentorship of the director of Burn Surgery Dr. Lourdes Castañón I was not only exposed to burn injuries and complex wounds, research and OR time but I also worked with underserved communities and students wishing to pursue a career in medicine. I am grateful to the leadership in ODEI- Dr. Moreno and Dr. Kennedy all the ODEI UAHS staff for the opportunity'

— Beverley Trutter



Beverley Trutter presenting at the regional LASSO symposium in March. This presentation was on a paper I wrote on the increase in Frostbite Injuries presenting to the ED Acute Care Surgery Trauma-Burn Surgery. These individuals have severe frostbite injuries requiring the surgical trauma team to intervene and I had the privilege to participate in their care as well as be involved in revising the frostbite injury protocol at Banner University Medical Center Main.

## Introduction

- US-Mexico Border extends 1,952miles (3,141km) from CA to TX
- AZ-Mexico border most frequently used
- Undocumented immigration remains a major sociopolitical issue
- Increased enforcement by US-Border Patrol

Dr. Sorrell facilitating a workshop for future healthcare professionals.



# LEARNING SUPPORT



**Eliza Yellow Bird, PhD, MS**  
Director, Student Services



**Tiffany Marie Sorrell, PhD**  
Learning Specialist

### LEARNING SUPPORT:

Individual Student Support: Two full time Office of Equity, Diversity and Inclusion learning specialists provide comprehensive pre-health and professional student support including study skills, scholarly writing, graduate application preparation, professional application assistance, MCAT, GRE, and PCAT. The learning specialists provided over 400 student meetings amounting to 250 hours.

### ACADEMIC WORKSHOPS

Based on community feedback and student need, the Health Sciences 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.

There were over 150 applications for the course in the 2022-2023 academic year with a total of 27 students enrolled in both the fall and spring semesters.

► For more information please visit the [website](#)

‘Thank you Dr. Sorrell and Dr. Yellow Bird! I really benefited from this class and I enjoyed learning from you, the speakers, and my peers.’

— MED493A Student

**M**ED 493A Pre-Health Experiential Learning: Co-instructed by the Office of Equity, Diversity and Inclusion’s learning specialists, this 3-unit course provides students the opportunity to gain 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. Students are placed in Banner affiliated sites and shadowed in specialties ranging from nursing, surgery, family medicine, neurology, ob/gyn, psychiatry, cardiology and pediatrics.

There were over 150 applications for the course in the 2022-2023 academic year with a total of 27 students enrolled in both the fall and spring semesters.

There were over **150** applications for the course in the 2022-2023 academic year.

# MED493A





# THE BILINGUAL MEDICAL SPANISH DISTINCTION TRACK (BMS)

**B**ilingual 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 levels. The program’s primary goal 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 2023, the BMS program graduated the fifth cohort. We graduated sixteen medical students from the Clinical Bilingual Medical Spanish Distinction Track at the College of Medicine-Tucson. Thirteen

students were certified as Bilingual Health Care providers under the ALTA Languages Certification exam. Banner Health recognizes this certification, and the students get a badge distinguishing them as bilingual healthcare providers. UAHS OEDI launched and continues to support this program since its inception in 2015 with the expertise of Dr. Alejandra Zapien-Hidalgo.

Spanish for All is an informal space for members of the AHS community to gather at lunch and practice their Spanish. Faculty, staff, residents, graduate and undergraduate students, patients, and friends can join the conversation virtually. This event is a collaborative effort between UAHS-Office of Equity, Diversity, and Inclusion (ODI) and College of Medicine-Tucson- Diversity, Equity & Inclusion. We schedule this informal gathering for the third Wednesday of the month.

# Fostering and Achieving Culture Equity and Sensitivity in the Health Professions (F.A.C.E.S.) Conversantes (FCM 497A)



**Alejandra Zapien Hidalgo, MD, MPH**  
Director, Bilingual Medical Spanish and Distinction Track

**C**onversantes, under the instruction of Alejandra Zapien-Hidalgo, MD, MPH, is a service-learning course that provides bilingual Spanish-speaking pre-health students with training and opportunities to volunteer as medical interpreters in health care facilities in Southern Arizona. The course is collaborative between the Department of Family and Community Medicine and local free clinics. The classes were delivered in person to twenty-seven students between the Fall and Spring semesters. Students volunteered 25 hours in hybrid mode as lay Spanish interpreters in local health care facilities. Students had the opportunity to present in the waiting room to the patients at Clinica Amistad about educational topics such as healthy eating and preventing

chronic diseases and STDs. Some of the places available for the students to volunteer are Clínica Amistad, “Juntos por la salud” a Mobile health clinic program run by the College of Public Health, and the clinics that are part of the Committed to Underserved People (CUP) programs at the College of Medicine –Tucson.

This past year, the UA Health Sciences communications featured the program on how the community and pre-health students are benefiting from this program.

**Featured students**



**Iliana Cosio**  
“My experience with Conversantes convinced me to apply to the University of Arizona College of Medicine – Tucson,” said Cosio, who is now a second-year student at the UArizona College of Medicine – Tucson. “It was so humbling getting involved with the Tucson community at such an early time.”



**Isabellyana Dominguez**, a second-year student at the College of Medicine – Tucson, says her participation in FACES Conversantes introduced her to the realities of these disparities. “To this day, I think Conversantes is one of the things that has impacted me the most because I didn’t know how I could make a difference,” Dominguez said. “Conversantes introduced me to underserved communities and how I could, as a Spanish speaker, make a difference if I were to go into the medical field.”



# BUILDING INCLUSIVE HEALTHCARE PROFESSIONALS



Med start students are at Midwestern University where they had the opportunity to work on molding dentures



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

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