



THE UNIVERSITY OF ARIZONA HEALTH SCIENCES

Equity, Diversity
& Inclusion

FISCAL YEAR 2019 – 2020



MEDICINE



**PUBLIC
HEALTH**



NURSING



PHARMACY



Equity, Diversity and Inclusion is now more important than ever

The University Of Arizona Health Sciences Office Of Equity, Diversity and Inclusion's continued commitment to inclusive excellence is more important now than ever as our country continues to struggle during these challenging times. The painful and unprecedented events we have experienced highlight the importance and significance of work we must do to nurture a University of Arizona Health Sciences campus in integrating equity, inclusion, diversity, innovation and excellence into all aspects of our university, collaborations and communities.

University of Arizona Health Sciences Equity, Diversity and Inclusion serves as the central hub responsible for leading and coordinating efforts to create an inclusive, equal learning and belonging environment for all UArizona Health Sciences students, staff, faculty, alumni, and community partners. We strive to foster and affirm a campus culture based on our core values and by facilitating a shared responsibility for advancing these institutional goals focusing on diverse and inclusive teams enhancing better decision making; promoting transparency and accountability; increasing wellness and inclusive workspaces; creating opportunities for innovation and excellence.

We are proud of our Health Sciences Equity, Diversity and Inclusion team for thriving in uncertain times and creating opportunities while working remotely to drive positive change. We successfully transitioned: Med-Start a fifty-one year program with 42 high school juniors from across Arizona; FRONTERA a fifteen year intern program with 10 undergraduate and graduate students; HRSA AZ-HOPE Bridge a two year program with 10 transfer and non-traditional students; and AZ-PRIDE hosting 9 junior faculty from across the country; in addition to other programs to a virtual platform.

Please continue to take care of your health in all regards as we work together toward positive change during these challenging times.



FRANCISCO MORENO, MD
Associate Vice President
for Equity, Diversity & Inclusion



LYDIA KENNEDY, MD
Director for Equity,
Diversity and Inclusion



Index

A Message from the Senior Vice President for Health Sciences	4
Health Sciences Equity, Diversity and Inclusion Outreach & Recruitment	5
Med-Start Health Careers Summer Program	6
Traditional Blessing Honoring Ceremonies	8
Arizona Health Opportunities Pathways to Excellence.....	9
Welcome Back to School Open House	9
FRONTERA: Focusing Research on the Border Area.....	12
Border Latino and American Indian Summer Exposure to Research	16
Health Sciences AZ-PRIDE	18
Student Learning Services Support.....	19
The Health Sciences LGBTQ+ Interest Group	20
Anti-Racism Health Equity Series.....	22
Diversity, Equity, Inclusion Speaker Series.....	24
Native American Heritage Month Speaker Series	24
Improving Care by Empowering Bilingual/ Culturally Competent Students and Residents	25
AZ Biomedical Scientist Development Program	25
Mental Health Wellness	26
Advancing Women in Academic Medicine.....	27
College of Nursing Collaboration	27

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Thank you!

A special "Thank You" to all of the contributions of Office of Equity, Diversity and Inclusion 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.

A message from the Senior Vice President for Health Sciences

Tragic incidents across the country this year involving racial injustice presented the University of Arizona Health Sciences with a unique opportunity – and an obligation – to respond to the suffering that surfaced as a result. As providers of care, trainees, students and support staff, our Health Sciences professions are focused on healing. It is our calling to serve the needs of the whole person, especially the vulnerable and underserved.

In that regard, the Health Sciences Office of Equity, Diversity and Inclusion has continued to help lead and elevate our institutional quest to grow as compassionate, effective caregivers. The office has worked with our colleges to develop forums that encourage introspection and active listening, as well as create training opportunities that seek out diverse perspectives among our colleagues so we can better empathize with patients whose suffering goes well beyond any medical condition.

This year's events also have served to remind us why the focus on inclusive excellence is a key driver at Health Sciences. It is only by recognizing and incorporating a diversity of talents, worldviews, perceptions and cultures that we can truly position ourselves to serve the needs of anyone who trusts us with their health care.

Equity, diversity and inclusiveness remain core values that not only enable us to attract the best faculty, staff and students, but also allow us to provide the training, conduct the research and develop the interventions to improve the health and wellness of every patient we encounter, each one a unique person receiving the individual care they need.

Through Health Sciences' commitment of resources, the work of the Office of Equity, Diversity and Inclusion and their efforts with our colleges, we are creating a diverse and inclusive center of health sciences excellence that seeks to make a positive societal impact. We may not always be able to choose the challenges our society will face, but we will always be able to choose to respond with an approach to providing care that encompasses equity, diversity and inclusion.



MICHAEL D. DAKE, MD
Senior Vice President
University of Arizona Health Sciences

Health Sciences Equity, Diversity and Inclusion Outreach & Recruitment

During the 2019-2020 academic year, the Health Sciences Office of Equity, Diversity and Inclusion outreach team reached out to 9,000+ high school students and undergraduate students. The team participated in 34 health professions fairs, coordinated with several high Schools (Phoenix-Tucson-Nogales) visits-tours to the University of Arizona Health Sciences colleges, and provided presentations about Health Sciences Office of Equity, Diversity and Inclusion's programs in various settings around the UArizona campus and nationally.

The team participated in the following career college fairs, conferences and events:

Pre-Health Welcome Back to School Open House	Toltecali High School Career Fair Day	A Pathway to Success (October and February)
8th Annual Youth and Peace Conference	Summer Health Professions Education Program	Day of the Dead Altar Blessing "Dia de los Muertos"
Meet your Major Fair	Arizona Experience	Discover Pharmacy Open House
Hispanic/Latinx Cultural College Day	ASU-TRIO Talent Search	AAMC Minority Medical Career Fair
Native American Cultural College Day	BIO5/BIOSA Student Industry Networking Event	Indigenous Career Day at Cholla High School
African American Cultural College Day	Key to Employment for the 21st century (Key2er)	Pre-Health Blast
Asian/Pacific Cultural College Day	Instant Decision Day at Arizona Western College	UArizona Wellness Strategies Day
46th Annual Tucson College Day	AROMAS Monthly Meetings	Connect 2 STEM-Phoenix
UArizona-Early Outreach-TRIO Upward Bound	Arizona Insider (High School Seniors)	UArizona at Pima Community College
FACES in the Health Professions Club	2019 Public Health Internship & Conference Showcase	2020 UArizona Health Professions Expo
	2019 Tucson Pride Parade	Health Sciences-LGBTQ+ Symposium & Community Fair
	Virtual Traditional Blessing • Honoring Ceremonies	College Fair at Ha: San Preparatory & Leadership School

The Outreach team efforts consists of eight staff members.

Providing guidance and support including attending outreach planning meetings and events.

- | | |
|-------------------|--------------------------|
| Alma Aguirre | Alejandra Zapien-Hidalgo |
| Raja Moreno | Maria Hernandez |
| Valeria Campuzano | Josie Gin Morgan |
| Tiffany Sorrell | Lydia Kennedy |
| Eliza Yellow Bird | |



Med-Start Health Careers Summer Program

Med-Start is an academic enrichment and health career exploration program offered by EDI since 1969. Med-Start helps high school students prepare for their future in the health professions by providing the opportunity to take college level coursework in English and science, experience life on a college campus, and participate in health career lectures, interactive tours, observations, and presentations. The program provides a six-week experience to students from all regions of Arizona. Support from AZAHEC for 32 students (\$112,000) and HRSA Az HOPE grant for 10 students to fund a total of 42 students (\$42,000) from June 1-July 10, 2020. Med-Start supports high school juniors by preparing them for their future careers in the health professions. The Med-Start program promotes an inclusive environment with minority populations including the tribal nations of Arizona.

Due to COVID-19, Med-Start transitioned within less than two months to an online format. Students were enrolled into online college credit level courses including English (3 credits), Chemistry (1 credit), Math (1 credit) and College 101, while having the opportunity to partake in virtual activities that promote college success, including an Anti-Racism Health Equity series. Med-Start students also participated in virtual health career lectures, interactive virtual tours in academic institutions and healthcare facilities, a Zoom academic conference, and facilitated AHEC research presentations online. 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 to pursue higher education.

These students are from economically or educationally disadvantaged backgrounds as well as under-represented disadvantaged populations.

We received 366 online applications. Following a comprehensive review and rubric selection process by Health Sciences Office of Equity, Diversity and Inclusion and AHEC representatives, forty-two students were selected, forty-two students were enrolled, and forty-two students completed the program. Thirty-two students were funded by the AZ-AHEC grant and ten students received stipends from the HRSA AZ-HOPE grant.

All forty-two students were provided a tech assessment survey and received a laptop, hotspot, Wi-Fi subscription and pen pads to provide digital inclusivity. Of the forty-two students, thirty-two the students were female and ten were male.

Latinx/Hispanic students of all races comprised 28 of the 42 (67%) and 10 (24%) were American Indian students (Latinx and non-Latinx combined). Twenty-four students (57%) were from rural communities in AZ. Additionally, 39 (93%) were from disadvantaged backgrounds.

On July 9, 2020 the Med-Start students presented their English and Math projects at the Academic Conference.

On July 10, 2020 the students presented their Arizona-AHEC research health awareness community projects. Attendees included the University of Arizona faculty, staff, community members and parents through zoom webinars.

EAHEC

Bullying, Cyberbullying, and Racism in Smaller Communities
[LINK](#)

SEAHEC

The Threats of Vaping
[LINK](#)

NAHEC

COVID-19 and Ebola Virus
[LINK](#)

WAHEC

The Effects of COVID-19 in Yuma County
[LINK](#)

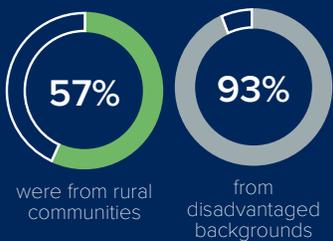
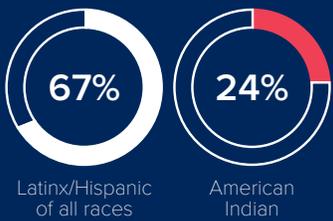
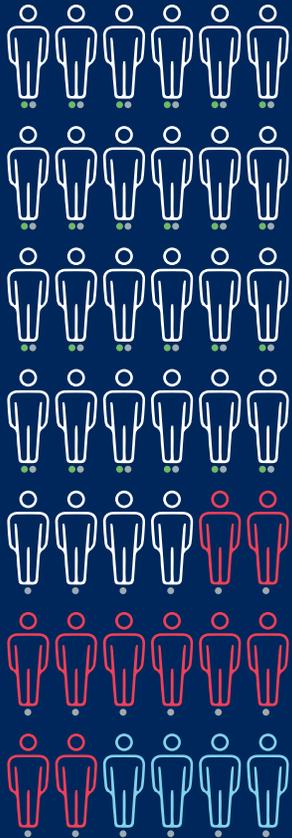
CAAHEC

Obesity Intervention and Health Disparities
[LINK](#)

At the end of six weeks, the 42 students completed Med-Start with a strong academic foundation for college success, responsibility, professionalism and health professions awareness. Additionally, they acquired online knowledge of virtual platforms and balanced a busy schedule. They understand the importance of a team, utilizing resources, and how to network and budget. The overall rating of the entire online experience indicated that 95% of students rated Med-Start 2020 above average or excellent.

FORTY-TWO

STUDENTS WERE SELECTED



32 FEMALE | 10 MALE

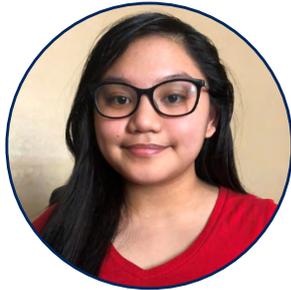
Med Start



My experience at Med-Start was definitely different than I expected. In a good way. Some might think a virtual college experience is not it. However, Med-Start was the light in the dark. It brought me something to look forward to every day. I've bonded with my counselors and have met some amazing people my age from all over Arizona. It is a bummer that it is only through a screen, but the power Zoom has is underappreciated for all the laughs, smiles, and jokes I have shared with my classmates and counselors. This program has only opened my mind more to the possibilities I can take in the medical field. Med-Start has ignited my passion to serve in the healthcare field and become the best part of someone's worst day.

JENNIFER ORTIZ

University High School
Tucson, Arizona



Med-Start has given me the tools to take more initiative in my future and to help me reassure myself about my goals in the medical field. My goal in Med-Start is to figure out what my next steps are for college and medical school so that I can plan ahead. So far, I have learned a lot from the counselors and speakers about the marathon to medicine, college life, and the different options that there are in medicine. My favorite part about Med-Start is the energy that spreads around that invites us to really get out there and make connections with people who share the same passion. Before I went into Med-Start, I was interested in medicine but I wasn't sure if it was worth it because of the time and money. I thought that I was getting limited to only attending one college. However, Med-Start had us go through college tours that made me look at the options, put us in classes that helped me gain a better understanding of the path to medicine, and connected us with people who really have a passion for helping our communities.

ERYL MAE V. UYAN

ASU Preparatory Academy
Phoenix, Arizona



2020 MED-START CLASS COMPOSITE

Traditional Blessing Ceremony

The Health Sciences Office of Equity, Diversity and Inclusion hosts annual traditional blessings ceremonies in honor of our incoming and graduating American Indian Students to the University of Arizona Health Sciences Colleges.

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, 2019 our blessing ceremony included three incoming students to the College of Medicine and three students to the College of Nursing. Families, faculty, staff and students all attended the blessing.

Virtual Traditional Honoring Ceremony

May 14, 2020, this honoring ceremony was conducted virtually in light of the COVID-19 pandemic. The ceremony included four graduating medical students, one pharmacy student, four nursing students and four doctoral students. Though done virtually, we were thrilled to have over 90 people in attendance including families, faculty, staff and students.



AZ-HOPE

Arizona Health Opportunities Pathways to Excellence

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). Health Sciences Office of Equity, Diversity and Inclusion 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 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 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

Pre-Health Welcome Back to School Open House

September 18, 2019

Students were able to come and network with other students, faculty and staff. Where they were able to learn about the undergraduate academic opportunities; academic & cultural student support, research opportunities and the many resources the Office of Equity, Diversity and Inclusion has to offer.



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. This year we had a new cohort of 25 Ambassadors. Out of this cohort 68% of the students were MD bound, 12% were interested in Public Health and the remaining students were interested in Osteopathic Medical Doctors, Medical Technicians, Physician Assistants and Veterinarians. A majority (84%) of the students were the first in their family to go to college and were underrepresented in medicine. Due to COVID-19 the Ambassadors adapted to virtual meetings and workshops with the EDI learning specialist team.

BRIDGE

Please refer to page 10 BRIDGE's highlights to learn more about this program.

Med-Start Health Careers Program

Please refer to page 6 Med-Start's highlights to learn more about this program.

BLAISER

Please refer to page 16 BLAISER's highlights to learn more about this program.

FRONTERA

Please refer to page 12 FRONTERA's highlights to learn more about this program.

AZ-HOPE SUMMER BRIDGE



This was our second year of the AZ-HOPE Summer BRIDGE program, although this was our first year facilitating the program virtually due to COVID-19. 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 three transfer students and seven first year students participating in the program. An exciting fact of this year's cohort is six of the students were previously in Med-Start. A majority (80%) of the students in this year's cohort are

interested in becoming medical doctors, the remaining students were exploring career options in psychology or potentially nurse practitioners but also thinking of becoming a physician as well. The students in this year's cohort were very tenacious, managing 6+ hours each day in virtual UArizona and EDI courses, workshops and online seminars. This year's program concluded with an online closing ceremony where each of the students were able to share about their experience and thank their instructors and the different EDI staff for this experience. The closing highlighted words from Dr. Michael Dake, Senior VP UArizona Health Sciences, Dr. Francisco Moreno, Associate Vice President UArizona Health Sciences Equity, Diversity and Inclusion, and the keynote speaker, Dr. Vanessa Jensen (Navajo Nation) MD all of who emphasized the students fortitude during this pandemic and how they are now a part of the Wildcat and EDI family.

QUOTES:

"During the AZ-HOPE Summer Bridge, I felt included and felt as if the staff made us part of a family, and it will be something I will always hold on to."

Q: "What is your Why for wanting to be a healthcare professional?"

"I want to help people out and inspire them to keep pushing forward no matter what comes their way. Specifically, I want to be able to help out children when they get things like cancer or other illnesses."

Student Learning Services 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, test preparation, professional application assistance, MCAT and GRE preparation and personal statements.

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

ACADEMIC STRATEGIES 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. Some key workshops are: Test taking strategies, scholarly writing, time management and organization, and effective ways to study. Due to COVID-19 in March the Learning Support team transitioned all workshops and boot

WORKSHOPS TOPICS

- A. Scholarly Writing APA Formatting
- B. Beginning and Advanced Test taking Strategies & Stress Management
- C. Personal Statements & Application Process
- D. Speed Reading & Note-taking
- E. Key Study Strategies & Time Management
- F. Developing a Research Poster
- G. Research 101
- H. Goal Setting and Student Success

MED 493A

PRE-HEALTH EXPERIENTIAL LEARNING COURSE

MED 493 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 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. In March of 2020, the course switch to a virtual platform due to COVID-19 and the UArizona mandated precautions. Additionally, students were removed from the hospitals and clinics for the student's safety and wellbeing. The students all completed the course successfully through the online platform, providing their final presentations on what they learned throughout the semester and their next steps into the healthcare field.

- A. Fall and Spring course (2): 153 applications and 50 accepted undergraduate students
- B. 75 hours (in class lecture and 40 hours clinical shadowing per student) per semester
- C. 15 BUMC Clinicians
 - a. Department of Surgery (General and Orthopedic)
 - b. Internal Medicine
 - c. OB/Gyn
 - d. Pediatrics

D. Guest Speakers with Relevant Topics

- a. Dr. Carlos Gonzales – Internal Medicine and Working with Diverse Populations
- b. Health Science Career Panel (Drs. Ted Tong, Melissa Goldsmith and Boris Reiss)
- c. Dr. Shannon Collins – Tips from a UArizona Medical Student
- d. Dr. Andrew Tang – Path into Medicine
- e. Agnes Attakai – Health Disparities within Rural and Indigenous Communities
- f. Jared Alvarado & Kat Alvarado – Willed Body program
- g. Dr. Victoria Maizes – Integrative Medicine and Anxiety Reduction
- h. Patrick Bryan & Jessica De Luc – Med School Application Process & Financial Resources
- i. Josie Gin Morgan – Academic Advising Resources and the Mini Mock Interviews
- j. Dr. Jenna Teso – Integrative Medicine and Mental Health Wellness

MCAT BOOT CAMP PREPARATION FOR PRE-MED STUDENTS

Health Sciences Office of Equity, Diversity and Inclusion 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 boot camp for students beginning to prepare for their MCAT exam. The boot camp assimilates the technical aspects the exam and offers strategies and practice to help navigate the different sections.

MCAT PREP

- A. Two MCAT Boot camps (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.

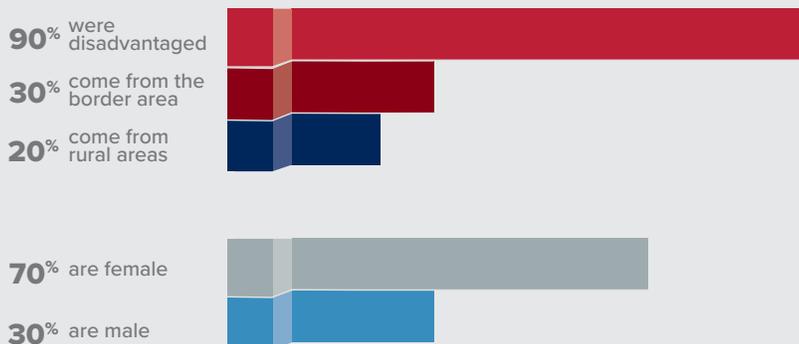
FRONTERA Report

Focusing Research on the Border Area

The Health Sciences Office of Equity, Diversity, and Inclusion, in partnership with Arizona Area Health Education Centers (AZ-AHEC), offered a virtual eight-week summer internship: Focusing Research on the Border Area (FRONTERA). The FRONTERA Summer Internship provided to eight undergraduate and two graduate students with preparation for applying to graduate programs, research experience, and an increased understanding of public 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 public health issues. Financial support was provided by a grant from the Arizona Area Health Education Center (AZ-AHEC) to cover the costs of the program, operations, and stipend for five students. The program Arizona Health Opportunities Pathways to Excellence (AZ-HOPE) HRSA grant provided the remaining five students' stipends. "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. 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).

In its fifteen-year, the FRONTERA program received 79 applications, and ten students were selected. The charts show the demographics of the students.



80% were Hispanic/Latinx

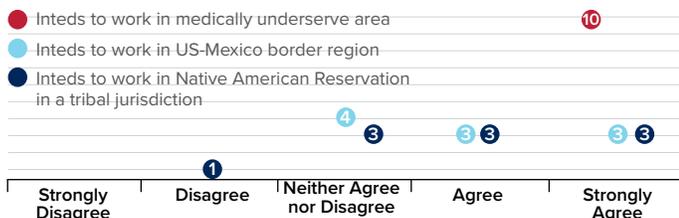


10% were Asian



10% were African American

Eight of the students indicated, in the post-program survey, a medical doctor as their first choice of health professionals; and two of the students selected Physician Assistant. Six students selected Osteopathic doctor as their second career choice, and three students selected Public Health professional (MPH, or Dr.PH) as a third career choice. The 10 students also indicated in the post-program survey, their intentions to work in a medically underserved community.



The FRONTERA selection committee ranked the students according to their GPA (minimum 3.0), their interest in health disparities and health sciences, and self-reported as disadvantaged either educationally or economically. Also first generation, from a rural or the US-Mexico border origins.

The program encouraged students from racial and ethnic groups traditionally underrepresented in health careers to apply (Hispanic, Native American, and African American). The FRONTERA summer internship is tailored and committed to supporting the EDI's pipeline programs, this year we selected nine students from the University of Arizona (UArizona) and one from Arizona State University (ASU).

Participants were matched with a faculty mentor, according to the area of interest stated on their application to the program. Due to the COVID-19 UArizona restrictions, the students worked virtually with faculty mentors for eight weeks on their research projects. They presented their projects and posters at the closing ceremony on July 31, 2020

The projects this year were the following:

- 1 Understanding the primary peritoneal cancer and peritoneal metastasis from ovarian cancer using advanced magnetic resonance imaging
- 2 Racial Disparities in the Surgical Management of Rectal Cancer
- 3 Imaging Modalities in Diagnosing Ovarian Torsion
- 4 The Role of Exogenous Hormone Delivery on Smoking Behaviors
- 5 Comprehensive Lifestyle Improvement Program for Prostate Cancer Survivors
- 6 The Effects of Chronic and Acute Stress on Pregnancy: A Literature Review with Emphasis on Adverse Birth Outcomes as a Measure.
- 7 Unfair Treatment Associated with Sleep Duration, Insomnia Symptoms, and Daytime Sleepiness
- 8 Analysis of inter-user variability when examining cardiac MRI's as a diagnostic tool for pulmonary hypertension
- 9 Relationships between Evidence-Based Practice Interventions and Colorectal Cancer Screening Rates in 2nd Quarter of 2019
- 10 Does the Diversity of Leadership in Major Surgical Societies Represent the Diversity of American Academic Surgeons?

The program had nine mentors participating this summer from the Colleges of Medicine – Tucson, and Phoenix from different departments. Dr. Hina Arif worked with two mentees this summer.

MENTOR

Alicia Allen, PhD., MPH
 Amit Algotar, MD, PhD, MPH
 Hina Arif, MD
 Ilana Addis, MD, MPH
 Jonathan Cartsonis, MD
 Lilah Morris-Wiseman, MD, FACS
 Michael Grandner, PhD
 Tushar Acharya, MD, MPH
 Valentine Nfonsam, MD, MS, FACS

DEPARTMENT

Family and Community Medicine
 Family and Community Medicine
 Radiology
 Obstetrics and Gynecology
 Family and Community Medicine
 Surgery
 Internal Medicine
 Radiology
 Surgery

The interns were enrolled in two classes offering nine credits; one was an internship course for six credits (Pass/Fail) and a health disparities class for three credits (letter grade) offered by the UArizona College of Public Health. The interns also had the opportunity to attend the virtual prep courses in partnership with UArizona Think Tank. We invited all of the students to participate in both prep course. Five interns participated in the self-paced GRE prep course and eight interns in the MCAT prep-course. They attended the sessions and had a one-on-one meeting with the instructor. The interns participating in the MCAT prep course have the opportunity to schedule another meeting within one year.

On the first week of the program, the interns had a training by Yamila El-Khayat, MA on how to do a literature review and how to use PubMed.

“It was a much needed refresher and I immediately was asked if I knew how to use PubMed the next day during a meeting [with the research team]. Faculty like you are helping students like us thrive in our internship”
 –Alexis Ortega

They also received training on mentorship, facilitated by Lydia Kennedy, MEd who is a certified facilitator with National Research Mentoring Network, University of Wisconsin-Madison. The training provided evidence based research curriculum on how to have clear expectations and a goal in mind when meeting with their mentors.

“As a first generation college student, It can be intimidating to create a moment in regard to my career pursuits. I learned it is important to step out of my comfort zone and create moments in my life both personally and professionally instead of waiting for them”-
 –Yecenia Villarreal

The interns had the opportunity to mentor the forty-two students participating in the Med-Start Health Careers Program. In coordination with the program coordinator, we scheduled five virtual panel discussions. The FRONTERA interns shared their challenges while applying to college and how they overcame them, scholarships, and what keeps them motivated to continue their journey to achieve their career goals. After each speaker, the Med-Start students had the opportunity to ask questions. The FRONTERA program in partnership with Southeast Arizona Area Health Education Center (SEAHEC), the interns had a 3-day virtual workshops about health disparities faced by border communities. They had presentations about the program in Winchester Heights, AZ, a Wilcox neighborhood filled with farmworkers. The FRONTERA interns had the opportunity to produce seven 3- minutes’ educational videos in Spanish to support mental health in this community. They also learned about the Indian Health Services presented by Dr. Brenda L. Martin, Chief Recruitment Officer from the Navajo Area Indian Health Service. Dr. Marin also presented about the Navajo Nation Department of Health & Indian Health Service Emergency Preparedness, particularly about the current situation of the COVID-19 pandemic. On the third day, they had a presentation about Mariposa Health Community Center, facilitated. The interns also learned about the Mexican Healthcare System, presented by Dr. Gameros, Director of the outpatient clinics in Nogales.

Here are the links to some of the videos created by students with support from Southeast Arizona Area Health Education Center (SEAHEC):



Liberación del cuello, de la cabeza y del hombro
Freeing the neck, head, & shoulder with acupressure



Acupresión
Acupressure



Simple energy hold

The experience with SEAHEC was invaluable for the students. Below are comments made by the interns:

“My passion to serve the underserved one day as a future provider was further reinforced, so thank you!”
 –Christina Cañez.

“We got a better context of the border region and why public health work is important in this region”
 – Radhey Ruparel

“The projects that you run in border communities were especially interesting to me, as I hope to someday serve a Spanish- speaking community”
 –Ruya Arce

The interns attended multiple presentations during the program; one of those was the presentation by Dr. Kacey Ernst about the situation of the COVID-19 pandemic in Pima County. They also had presentations on how to apply to medical school by Dr. Tejal Parikh and financial aid opportunities in medical school by Jessica Le Duc. They also had an adapted presentation from the new program established at the Health Sciences “Critical Thinking” by Dr. Kasi Kiehlbaugh.

“The way we convened in groups was very refreshing for me too, and I was able to do a lot of personal reflection and thinking about the issues that matter the most to me in healthcare”–Ruya Arce

On the post-program, survey the interns ranked the research projects and the research methods course, facilitated by Office of Equity, Diversity and Inclusions learning specialists, Tiffany Sorrel, Ph.D., and Eliza Yellow Bird, Ph.D., as the most useful components of the program.

We had a very successful program this summer. One of our students had the opportunity to have her first authorship. Below are some of the comments made by the interns on the post-survey.

“The FRONTERA program provided me with invaluable skills and resources for my career. Even though my relationship to my peers and mentors was different by means of virtual connection, I still felt supported and encouraged, and I will carry these experiences with me far into the future”
 –Ruya Arce

“So glad that I was accepted into this program. It has prepared me for so much! I am ready to continue my career with a huge motivation and support system. I will be forever grateful to FRONTERA”
 –Alexis Ortega

When did you participate in FRONTERA and how did the program help you pursue your professional goals?



I was a FRONTERA intern in 2019 and although the internship is over, I continue to learn and benefit from this incredible opportunity. This internship has helped me become a stronger medical school applicant and has introduced me to exceptional mentors. Not only did it expose me to the health disparities that exist in border AZ regions, but it also gave me the opportunity to work alongside my mentor, Dr. Lilah Morris-Wiseman, on publishing “Do General Surgery Residency Program Websites Feature Diversity,” in the Journal of Surgical Education. Our summer internship research project turned into a published article and was presented at the Association of Program Directors in Surgery (APDS) national conference in 2020. FRONTERA has provided me with the tools and resources to continue strengthening myself as an individual and as an applicant.



As an undergraduate student, I actively sought activities to help me identify my path forward, which led me to an acceptance to the Focusing Research on the Border Area (FRONTERA) Summer Internship. Over the summer I worked alongside colleagues who, like me, were mostly first-generation college students. As a team, we helped strengthen presentation skills and casually practiced interpreting medical words in Spanish, but more importantly, we all worked together to help citizens from rural areas learn about preventive health measures. This program not only provided me with a spark to help rural communities better understand the prevention of a leading cause of blindness in the Latinx population, glaucoma, but also supported my research interests in the Department of Ophthalmology and Vision Science with Dr. Brian McKay. While working alongside our clinical collaborators Drs. Snyder and Fagan has led to a better understanding of leading causes of blindness in the world, this ever-growing partnership was supported in part by FRONTERA and their belief in the importance of early research and clinical exposure to build lasting mentor relationships. I strongly believe that early exposure to basic and translational science, with mentors who believe in you, is pivotal in one’s success. While I am working towards my goal of being an ophthalmologist in an underserved community, I could not have done this without the support of FRONTERA, Dr. Ale Zapien-Hidalgo and my mentors.



2020 BLAISER Annual Report for Office of Equity, Diversity and Inclusion

Border Latino and American Indian Summer Exposure to Research (BLAISER) is a 10-week program held every summer at the University of Arizona Health Sciences. This program was created to address health disparities in Arizona's ethnically diverse, rural, and fast-growing communities. BLAISER's goals are to expand the pipeline to support future physician-scientists and health care researchers; increase awareness and promote research efforts in our underserved communities to better understand health disparities and its impact on health outcomes; attract and retain students of diverse populations who have a strong interest in biomedical research and a desire to learn more about health disparities in Arizona, and to encourage students to pursue graduate studies by equipping each student with the necessary skills to become a competitive graduate applicant.

Due the current COVID-19 pandemic, we innovated by adapting this year program to an online format in a short period of time. In order to do it, we utilized the University of Arizona's Desire2Learn, Zoom platform and Arizona Telemedicine program. This program would not have been possible without the effort of our team and the willingness and commitment of the research mentors and instructors. All together we were able to empower our 20 participants with a research experience and the necessary tools to make each more competitive when applying for a health professions career.

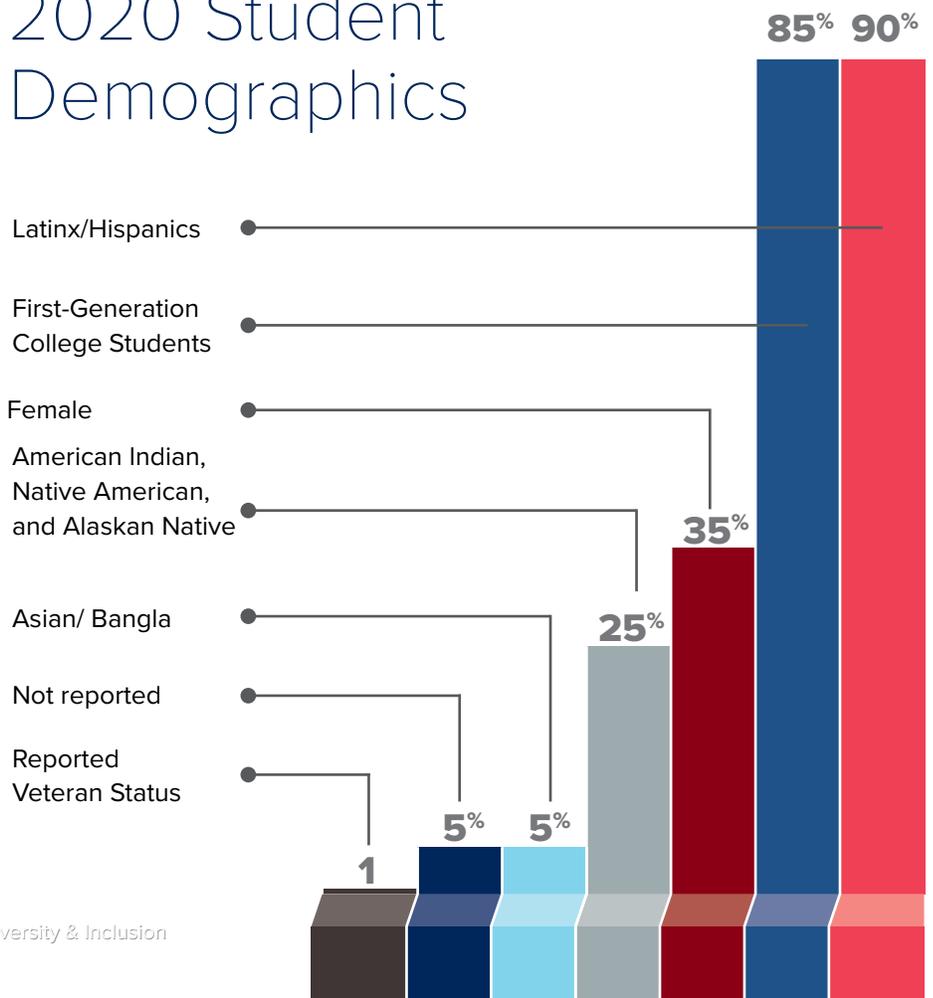
Eligibility criteria for BLAISER include undergraduate students with Junior status or beyond with an interest in a health professions career, with special consideration to underrepresented minorities, first generations students, and Arizona residents.

Student Benefits

Each student received a \$3,000.00 stipend, plus an additional \$1,000.00 COVID-19 stipend to assist with technological support to enhance the online learning. On-campus housing for non-UA students was offered; and six units of upper-division graded undergraduate research.



BLAISER 2020 Student Demographics



BLAISER students participated in the following activities:

- Minorities and Border Health Disparities Lecture Series
- Research experience, IRB training, Responsible Conduct of Research online course, and HIPAA online certification.
- Arizona Health Sciences Libraries guidance
- Graduate and Medical School application processes preparation
- GRE and MCAT exams preparation
- Writing and Public Speaking Workshop
- Pre-Health Advising
- AZAHEC regional centers presentations.
- SEAHEC virtual presentations about health disparities and health care system provided in ambos Nogales and the Tohono O’odham Nation

Virtual closing ceremony Student Comments

“Even though, COVID-19 disrupted the in-person experience, the program still provided a unique virtual experience for us. I will take what I have learned over the last ten weeks and use it at the forefront of my application and my career as a physician.”

*–Adam Carl,
BLAISER 2020 UArizona student.*

“This summer opportunity has helped me in so many ways, that I didn’t think possible with an online format. I’ve built strong friendships with people who are experiencing the same pathways as me and feel a part of a larger community. The mentors throughout this program have helped me become a better student for post-secondary education and have given me more confidence in myself and lab work. I am eternally grateful to have been chosen by the program.”

*–Basilio Roman,
BLAISER 2020 UArizona student.*

“Our experience with our mentors and research team was something that will also help ensure our success in the future. Not only were we able to be a part of an active research team, we got first-hand experience on the IRB process, search strategies, and constructing a scientific poster. I cannot say how thankful I am to have been part of the BLAISER 2020 cohort, the friendships, lessons, and knowledge we gained this summer through all the different workshops and lectures will help us get closer to achieving the goals we have set for ourselves.”

*–Michelle Arreola,
BLAISER 2020 UArizona student.*

“The BLAISER program also benefited me in allowing to become more conscious of the health disparities that border and native populations face. I was not aware of many of these issues before entering this program. From the lecture series, I have developed a desire to serve these underserved regions and address the inequities. BLAISER has ignited a new passion in me that will help me to focus my career and goals to helping those most in need.”

*–Rebecca Avila,
BLAISER 2020 Arizona State University student.*

This program was supported by AZ-AHEC and AZ-HOPE.



UArizona Health Sciences 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 Health Sciences 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 DOM, and the various Health Sciences 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

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.

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

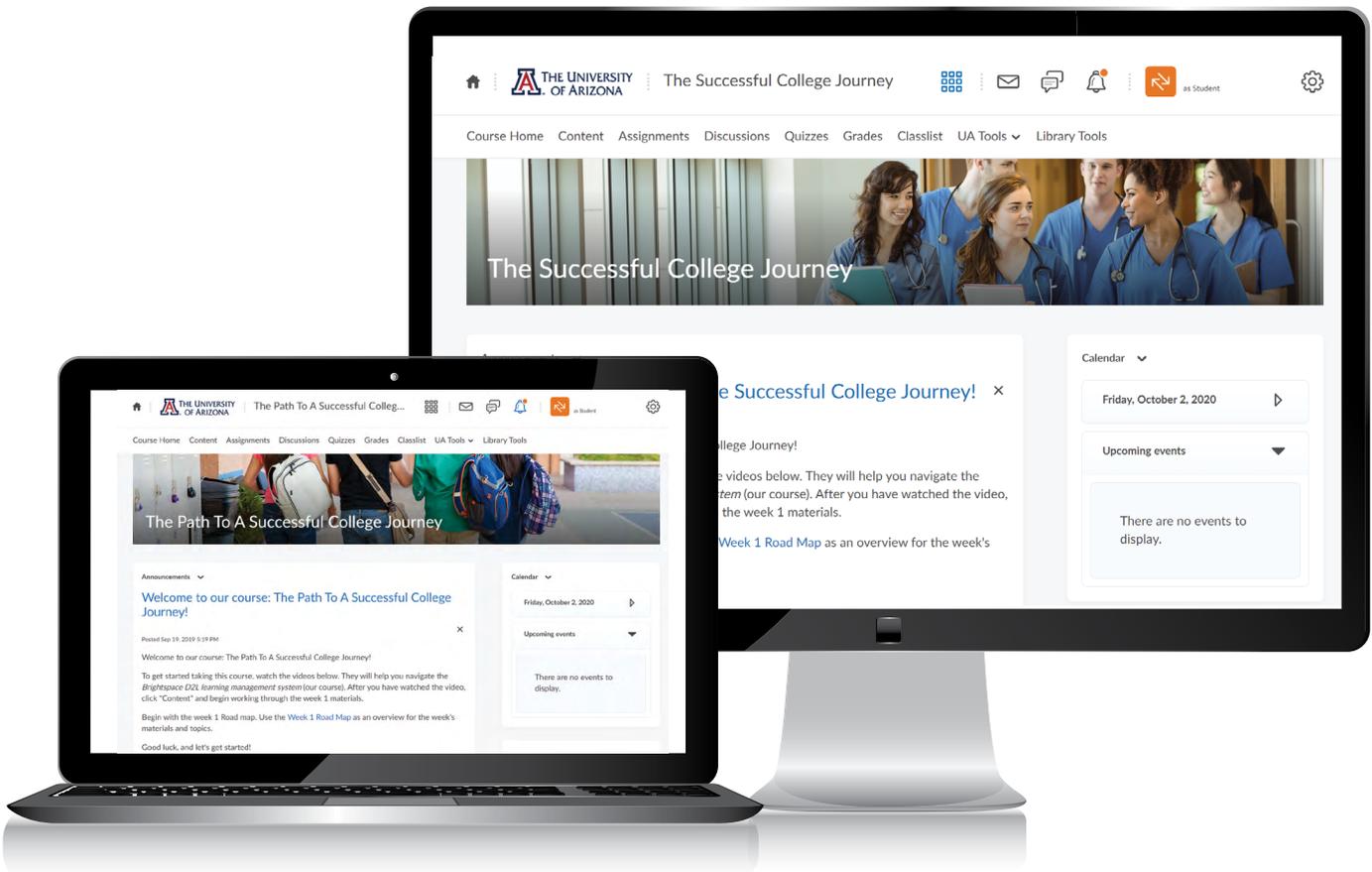


Monthly
videoconferencing
that facilitates
successful team
science career development.

Office of Equity, Diversity and Inclusion online programs

The University of Arizona Health Sciences Office of Equity, Diversity and Inclusion debuted our online college pathway courses this year. These courses are designed to help new and aspiring health science students toward a successful pathway into their healthcare fields. Specifically, the courses help prospective and new students with common barriers that may impede student success as they begin their academic journeys. The first course is “The Path to a Successful College Journey” the subsequent course is “The Successful College Journey”. The first course is designed for high school students as they begin their next steps to transition into college,

the second course is designed for students who have already started their undergraduate career and are looking at next steps for graduate programs. Both courses cover academic skillsets and tools that will benefit health science students’ long term, as these materials are grounded in learning theory, this will better prepare students academically on their pathway into their future healthcare careers. We are excited to have this virtual platform available, especially as our office and most of our partners have transitioned to online services and curriculums due to the COVID-19 pandemic.



The Health Science LGBTQ+ Interest Group

On behalf of our entire team, we would like to welcome you to the Health Sciences LGBTQ+ Interest Group. The Health Sciences LGBTQ+ Interest Group serves the four health science colleges and include the colleges of medicine, pharmacy, nursing, and public health. Given our mutual interest in developing a safe and inclusive environment and celebrating diversity at the University of Arizona, Dr. Uma Nair and Dr. Violet Siwik are excited and grateful to serve as Co-Chairs of this vibrant and diverse Interest Group. We are also fortunate to have Lydia Kennedy, Co-Founder and our other Health Sciences LGBTQ+ Interest Group partners collaborating towards a common mission.

Today, we stand at a poignant moment on our path to reducing discrimination against members of the LGBTQ+ community. Earlier this summer, the Supreme Court ruled a landmark civil rights law that protects workers identifying as LGBTQ from workplace discrimination, handing the movement for LGBTQ equality a long-sought after and unexpected victory. While a step in the right direction, we cannot rest on our laurels and acknowledge that ongoing strides are required to promote equity and inclusive spaces for the LGBTQ+ population. Our group aims to sustain visibility and foster a sense of community throughout our four colleges by providing programming, education, and promoting advocacy efforts on LGBTQ+ issues.

Founded in 2016, the Health Sciences LGBTQ+ Interest Group celebrates multiple events to engage in building community and to educate and heighten awareness on the health issues surrounding LGBTQ+ people. Over the past year, we have accomplished this via our 2019-2020 series. We look forward to our upcoming year by continuing to

engage in educational as well as advocacy events that continue to promote our core mission. As Co-Chairs, we understand and value input and participation from members and allies across Health Sciences. For change to occur across the campus community, we rely on the voices that of staff, students, faculty, and community members. To do so, we encourage and invite you to join and attend our monthly meetings, scheduled every 2nd Wednesday of the month. The goal of this meeting is to discuss topical issues that impact the LGBTQ+ community at Health Sciences as well as plan educational and advocacy events for the community. You can also subscribe to our list serve by sending an email to: UAHS-odi@email.arizona.edu and follow our University-wide announcements and events planned for the year or 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 to working and collaborate with you!

Sincerely,



Violet Siwik, MD



Uma Nair, PhD

Health Sciences LGBTQ+ Symposium & Community Fair

The Office of Equity, Diversity and Inclusion successfully hosted the 2nd annual Health Sciences LGBTQ+ Symposium & Community Fair on February 22nd, 2019. The symposium is a full-day event to showcase LGBTQ+ community resources and research. Our goal is to bring together the LGBTQ+ community

to give talks that are idea-focused, and on a wide range of subjects, to foster learning, inspiration and wonder – and provoke conversations that matter within the community. We continue to increase the knowledge and sensitivity related to social and cultural factors that influence the LGBTQ+ Community.



Ninth Anniversary Awards

Ninth Annual LGBT Health Workforce Conference Awards

In celebration of the 9th Anniversary of the LGBT Health Workforce Conference of BNGAP, the executive committee allotted three awards to recognize entities (two individuals and one organization/institution) that have led in the development of the LGBT Health Workforce. The awards highlight entities that have exhibited commitment, scholarship, and dedication to the development of a health workforce that is responsive to the unique health issues and disparities of LGBT communities.

Congratulations to College of Medicine – Phoenix and Health Sciences! Health Professional Leadership Award, recognizes an individual that as a health-related professional has led activities to promote the development of a health workforce responsive to the needs of LGBT communities.

2020 Winner: Camellia M. Bellis, University of Arizona College of Medicine – Phoenix

Organizational/Institutional Leadership Award, recognizes a health-related organization/institution that has led activities to promote the development of a health workforce responsive to the needs of LGBT communities.

2020 Winner: University of Arizona Health Sciences, presented to Lydia Kennedy

2nd Annual UAHS LGBTQ+ Wildcat Pride Awards

The UAHS LGBTQ+ Wildcat Pride Awards recognize and highlight those who have exhibited leadership, excellence, commitment, scholarship, and innovation that are beneficial to the unique health issues and disparities of LGBTQ+ communities.

2019 Most Valuable Partner Award

College of Pharmacy | Office of Student Services

For outstanding leadership by partnering with UArizona Health Sciences Office Diversity & Inclusion to facilitate UAHS LGBTQ+ SafeZone Trainings for the PharmD Orientation Class of 2023.

2019 Advocate Award

Michael J. Tearne, MEd

For leadership in supporting affirming and inclusive and equitable UArizona Health Sciences campus.

2019 Outstanding Diversity Ally Award

Violet Siwik, MD

For supporting UArizona Health Sciences Office Diversity & Inclusion, LGBTQ+ Inclusive Health Care Trainings for Banner & UArizona Health Sciences LGBTQ+ Interest Group.

2019 Lydia Kennedy UArizona Health Sciences LGBTQ+ Distinguished Leadership Award

Blake Ingledue

For dedication to UArizona Health Sciences LGBTQ+ Interest Group and tireless commitment to building workplace equity & staff leadership with submitting Health Equity Index for Banner.

2019 UArizona Health Sciences LGBTQ+ Leadership Award

Garrett Winkler, MD

For outstanding dedication in creating a safe, inclusive, and equitable environment for LGBTQ+ students, staff, faculty, residents, fellows and patients.

2019 UArizona Health Sciences LGBTQ+ Staff Leadership Award

Barbara Collins, MEd

For outstanding commitment in providing affirming and inclusive health care and equitable environment with The University of Arizona Health Sciences.

2019 UArizona Health Sciences LGBTQ+ Student Leadership Award

Kyrra Kahler

For dedication in promoting a more welcoming, inclusive campus for LGBTQ+ students, faculty, staff and patients.



Anti-Racism Health Equity Series

The Office of Equity, Diversity and Inclusion Speaker Series is intentional in bringing our diverse campus and community together to inspire dialogue, community engagement, innovation, and to broaden our EDI perspective. We invite you to celebrate and learn from our local and national featured speakers and their research, experiences, adversities, and successes.

June 15, 2020

FRANCISCO MORENO, MD

“Does My Bias Conflict with Myself and Others?”

Quickly recognizing in group and out group membership has benefited humans evolutionarily. The observed physiological, psychological, emotional, and behavioral responses to difference may resemble threat-based reactions explained by attachment of pre-established social values and preferences for specific groups. Since the apparent lack of awareness of unconscious bias results in lower quality and satisfaction with healthcare, the successful alignment of behaviors and intentions is essential for health professionals to improve the experience of care, quality, and outcomes for outgroup members.

<https://swtrc.wistia.com/medias/st22xppc4k>

June 22, 2020

STEPHANIE TROUTMAN ROBBINS, PhD

“Who Am I (and Who Might I Become) in Relation to Race and Revolution?”

This multi-genre presentation: part talk, part dialogue and part personal reflection and action planning will be about “finding your lane” for doing the work of racial justice. Building on the Implicit Bias information and activities presented in Dr. Moreno’s June 15th talk. This presentation will be geared toward understanding what we can do—individually and as part of our shared health and medical communities—to combat racism by using our unique skills, abilities, talents and voices as a starting point for identifying how we can commit to playing our role in local and small-scale revolutionary change. Resources for deep engagement and ongoing self-reflection will be provided and discussed.

<https://swtrc.wistia.com/medias/7sfgls56u1>

DOES MY BIAS CONFLICT
WITH MYSELF AND OTHERS?

June 29, 2020

ODINAKACHUKWU (ODI) EHIE, MD

*Why Did You Say That?:
The Tools to Manage Microaggression*

This workshop: part talk, part small-group breakout session and part personal reflection will be about understanding the concepts of microaggression and micro inequity as well as practicing the tools that can be used to address them through bystander training. This session will further build on the Implicit Bias presentation given by Dr. Moreno and the Anti-Racist Strategies and Action talk presented by Dr. Troutman.

<https://swtrc.wistia.com/medias/ybbvwmjggw>

July 6, 2020

NOSHENE RANJBAR, MD, PATRICIA HARRISON-MONROE, PHD, & TOOMY K. BEGAY, PhD, MPH

Racial Trauma Panel

This panel discussants will speak about Trauma and its medical, social, and psychological effects, illustrating Historical Trauma on Native Americans, and Race-related - generational, -developmental adversity, and -current life stressors. Recognizing the impact of longitudinal Racial Trauma is an essential tool to the development of Trauma Informed solutions for healthcare and interpersonal interactions.

<https://swtrc.wistia.com/medias/3gb6lukt4s>



July 13, 2020

SYLK M. SOTTO, ED.D.

Actions We Can Take to Advance Equity in Academic Medicine

Being part of academic medicine also means witnessing, and at times being complicit of working in systems which perpetuate pervasive inequities and health disparities. However, we celebrate in hope many ways our committed colleagues, students, trainees and staff are championing the combat against racism and discrimination. As many have asked: What can I do within my academic role? Dr. Sotto will build on previous discussions as part of this series, with a practical discussion on top things faculty and members of our academic community can do to advance racial equity in academic medicine, hoping your engagement will allow us to add and practice many more. <https://swtrc.wistia.com/medias/wb2wapf7fe>

July 27, 2020

TERÉ FOWLER CHAPMAN

A Liberating Praxis: Understanding the Intersectionality of Race, Gender, & Sexuality

The BIPOC LGBTQIA+ community is pivotal in movements for civil rights. However, this same population is often underrepresented and under-supported within their racial groups. This lack of visibility leads to discrimination and violence for this population at a disproportionate rate. This webinar is the beginning of a conversation that will explore foundational concepts of gender and sexuality through a social constructive lens, examine ways in which race plays an integral role in this community's liberation, and identify daily practices that can foster equitable social change. <https://swtrc.wistia.com/medias/z0yo6piio9>

RACISM AND THE ASIAN EXPERIENCE
IN THE US: PAST, PRESENT, AND FUTURE

August 3, 2020

DR. THANH-GIANG "TINA" VU, MD

Racism and the Asian Experience in the US: Past, Present, and Future

Asians make up the fastest growing ethnic group within the United States. The diversity within the group itself and its long and varied immigration history have created a complex relationship between Asians and Asian-Americans and the space they occupy in the country. Come discuss the role of identity, the lens of racism, and what we can do to increase inclusion and see this population as it is. <https://swtrc.wistia.com/medias/ufbdne11qq>



Diversity Equity Inclusion Speaker Series

MARIAN C. LALONDE, J.D.

Negotiations: Embrace your Value!

Tuesday, March 3, 2020 | 5:00-6:30 pm
College of Medicine, RM 3117

RSVP: http://bit.ly/marian_lalonde

MONICA J. CASPER, PHD.

*"I have nothing to prove to you."
Lessons in Life and Leadership
from Female Superheroes*

Wednesday, March 11, 2020 | 5:30-6:30 pm
BIO5 Rm 103

RSVP: http://bit.ly/monica_casper

JODI ROSE GONZALES

*Big Vision Drawbridge: A Creative Way
to ReConnect with your Way*

Thursday, March 26, 2020 | 12:00-1:30 pm
College of Medicine 2117

RSVP: <http://bit.ly/jodirose2020>

NANCY A. ALVAREZ, PHARMD

Tales of a School of Hard Knocks Dropout

Friday, March 27, 2020 | 12:00-1:00 pm
HSIB, Room 880

RSVP: <http://bit.ly/nancyalvarez>

Native American Heritage Month Speaker Series

EDWARD GRIJALVA

Principle Founder of The Annual Red Road to Wellbriety
Celebration/Director with the Tribal Nations Tour Concerts

*Historical Trauma and the Inter-Generational
Transmission of Historical Trauma*

Tuesday, November 5, 2019 | 12:00-1:00 pm
UArizona College of Nursing, Room 117

RSVP: <http://bit.ly/grijalva-nhnm>

HOLLY FIGUEROA

Cultural Competency Administrator/Tribal Services,
Steward Health Choice Arizona

*The American Indian Veteran
& American Indian Code Talker*

Wednesday, November 6, 2019 | 10:00-11:00 am
Roy P. Drachman Hall A116

RSVP: http://bit.ly/holly_codetalker

Building Bridges to Connecting Two Worlds

Wednesday, November 6, 2019 | 11:30-1:00 pm
Roy P. Drachman Hall A114

RSVP: <http://bit.ly/holly-buildingbridges>

*Born This Way- An Introduction to Native American
LGBTQ2S*

Wednesday, November 6, 2019 | 2:00-3:00 pm
BIO5, Room 103

RSVP: http://bit.ly/holly_bornthisway



SPEAKER SERIES FLYERS



SPEAKER SERIES FLYERS

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 September 2019, we accepted 15 students for the Class 2023. Approximately 30% of the students are considered heritage students and represent various Spanish-speaking countries such as Cuba, Peru, Mexico, and Ecuador.

We graduated 12 medical students this past May. Ten of those students got certified as Bilingual healthcare providers during the program.



Spanish for All

Spanish for All is an informal space for members of the Health Sciences 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 Health Sciences Office of Equity, Diversity and Inclusion and College of Medicine – Tucson Office of Equity, Diversity and Inclusion. 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 UArizona Health Sciences Office of Equity, Diversity and Inclusion Website:

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

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

AZ Biomedical Scientist Development Program

AZ Biomedical Scientist Development Program Endowment. In FY20, two students were supported. Edgar Villavilencio (.25 FTE Teaching Assistantship 10 hrs/week for 15 weeks \$3,400) a public health graduate student, worked under the supervision of Dr. David Garcia, in the UArizona College of Public Health, Division of Health Promotion Sciences on the research and scholarship for a manuscript titled “Assessing Knowledge, Attitudes, and Beliefs of Mexican-origin Men on Non-Alcoholic Fatty Liver Disease (NAFLD): A Qualitative Analysis.” He is also contributing to two additional manuscripts under development that should be submitted by the end of 2020. Pre-med student Anna Maria Del Sol Driesen (provided \$1,300 stipend) worked under the supervision of Dr. Lilah Morris-Wiseman to analyze diversity characteristics of over 250 General Surgery residency programs; the manuscript was accepted for publication in the November/December 2020 issue of the Journal of Surgical Education.



Mental Health Wellness



Equity, Diversity and Inclusion
Mental Health Wellness: In the midst of the pandemic, the Program for Mental Health Wellness quickly shifted to a fully online delivery format. Being a student during a global pandemic presents countless new and uncharted challenges that must be navigated. Using a HIPAA-compliant video

conferencing platform, the program has continued to provide free, confidential counseling services as well as mental wellness workshops and trainings to health sciences students in a format that is both physically and emotionally safe. 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 Health Sciences student community. During the 2019-2020 academic year, the program served 98 students with confidential counseling, for a total of 687 individual sessions.

Trainings included:

Inner Critic Eviction: A Creative Antidote for Imposter Syndrome

October 23, 12–2pm

Mental Health First Aid Training Part 1

December 2, 1–5pm

Laughter Yoga

December 3, 12–3pm

Mental Health First Aid Training: Part 2

December 5, 1–5pm

Mindfulness for Study Skills and Focus

February 5, 1–2pm

New Year New You, Nutrition Too

Cindy Davis, MPH, RDN

February 12, 1–2pm

Academic Medicine Consortium of Arizona

The Academic Medicine Consortium of Arizona (AMCA), is 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 2019-2020 Academic Year, the Women in Academic Medicine (WAM) Special Interest Group coordinated and hosted five events open to all faculty. The networking events were open to faculty, residents, and fellows, in partnership with Banner Health. WAM also celebrated the Women in Medicine Month in September, featuring the work and accomplishments of 28 Banner female doctors and leaders in medicine. In May 2020, the group launched the Fierce Female Friday campaign; we had ten female faculty participating by sharing their ways to cope with the recent changes caused by the COVID-19 pandemic.

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 and Hina Arif.

Coordinator: Alejandra Zapien.



The College of Nursing Statement

“The College of Nursing is committed to promoting equity, diversity, and inclusion in all teaching, research, practice, service, and community endeavors. We believe that it is critical for our students to be connected to the larger work of the Arizona Health Sciences Center and the University as a whole, and to that end, we have partnered with Lydia Kennedy, Sr. Director of the Health Sciences

Office of Equity, Diversity, and Inclusion, to offer together the first lecture on equity, diversity, and inclusion to our incoming first-semester BSN students. We have received consistently positive feedback from the students that they have a much greater appreciation of the importance of equity, diversity, and inclusion in healthcare as well as a much greater understanding of the work being done at Health Sciences and the University of Arizona to create a learning community centered on these values. We are grateful for the ongoing collaboration with Ms. Kennedy and Office of Equity, Diversity and Inclusion and look forward to continuing this good work together.”

Lisa Kiser, DNP, CNM, WHNP is a certified nurse-midwife and women’s health nurse practitioner who is on faculty as a Senior Lecturer at the University of Arizona College of Nursing





THE UNIVERSITY OF ARIZONA HEALTH SCIENCES

Equity, Diversity
& Inclusion

We appreciate the adaptability and resiliency of all who support and contribute to the Health Sciences Office of Equity, Diversity and Inclusion's transition to a virtual platform. We look forward to exciting new developments and expanding our health sciences campus environment of equity, inclusion and excellence for all. We invite you to celebrate the progress we have made together in 2019–2020.

diversity.uahs.arizona.edu

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

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