We’re excited to share with you The University of Arizona Health Sciences (UAHS) Annual Office of Diversity & Inclusion Report for 2017-18. This report reflects many of the established and new collaborative efforts that make UAHS a leader in inclusive health professions workforce development. UAHS Diversity and Inclusive efforts are geared towards addressing the health and healthcare needs of all Arizona communities, while fostering an inclusive and welcoming campus environment where everyone can learn, develop, innovate, and flourish.

The Office of Diversity & Inclusion prides itself in serving as a central resource supporting efforts by UAHS colleges, centers, and community partners to promote the culture and practice of inclusive excellence as a core value that informs our common efforts. We encourage you to partner with us as Diversity and Inclusion is a job we do together. Please also visit our website: http://diversity.uahs.arizona.edu

Let’s celebrate the progress we have made together in 2017-2018, we look forward to sharing proudly the exciting new developments still to come.

Sincerely,

Francisco A. Moreno, MD
Associate Vice President for Diversity & Inclusion

Lydia Kennedy, MEd
Director for Diversity & Inclusion
Inside

UAHS Commitment to Diversity and Inclusion .......................... 2
Enhancing Diversity and Inclusion Efforts ............................... 3
 Bringing Diversity and Inclusion to UAHS ............................ 4
Embracing Our UAHS LGBTQ Community & Improving Health Disparities ....................................................... 6
“Eres Tu - This is you... Follow your dreams to Medicine, Nursing, Pharmacy and Public Health!” .......................... 9
Expanding the “Health Professions” Pipeline of Diverse and Culturally Competent Students .............................................. 11
Improving Care by Empowering Bilingual/ Culturally Competent Students and Residents .......................................................... 15
Promoting A Whole Community Model for Learning and Academic Success ................................................................. 16
We Value Mental Health Wellness ............................................. 19
Fostering Faculty Development ............................................... 20
Advancing Women in Medicine ............................................. 22
Building Inclusive Collaborations and Community .......................... 23
Increasing Health Equity in Our Community (HCOE) ..................... 25
Expanding Our Collaborations ............................................... 27
UAHS ODI Core Team Members ............................................. 29
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.
Enhancing Diversity and Inclusion Efforts

In 2017, we accomplished an extraordinary amount of events and programming for UAHS, including the Arizona Hispanic Center of Excellence and our partnership with Indians Into Medicine program.

Although we saw the end of funding for our Arizona Center of Excellence HRSA Grant, a number of our grant funded programs are anticipated to continue through partnerships established or expanded with the Arizona Area Health Education Centers (AzAHEC), the College of Medicine Tucson, the University of Arizona Office of Inclusive Excellence, the Center for Border Health Disparities in Diabetes, and UAHS commitment, among others. For example the Pre-Medicine Admissions Pathway (PMAP) program, which began four years ago, has been institutionalized into the College of Medicine – Tucson. Our team has sought to enhance our collaborations in support of the UAHS Colleges of Medicine Phoenix and Tucson, College of Nursing, College of Pharmacy, Mel & Enid Zuckerman College of Public Health, UA main campus, and Banner. Specific accomplishments are outlined in this report.

“At the start of this program...I believed this could be my only chance at experiencing this university. I thought my family’s financial status would detour me from pursuing my education. I learned there are many opportunities to support students like me.”

– Med-Start 2017 student
Diversity Outreach Team

The Diversity Outreach team supports the mission of the UAHS ODI with outreach and recruitment for the programs and services we offer to the UAHS colleges. We are intentional on expanding the “health professions” pipeline of diverse and culturally competent students by encouraging those from economically or educationally disadvantaged, first generation as well as under-represented students to pursue careers in science and healthcare.

In 2017, based on staff’s post-event reports, the group reached out to 9,000 high school and undergraduate students. The team participated in 13 health professions fairs, coordinated several high schools (Phoenix-Tucson-Nogales) visits/tours to the University of Arizona Health Sciences colleges, and provided presentations about UAHS ODI’s programs in various settings around the UA campus and nationally. The team participated in the following conferences and events:

- 2017 Health Profession Expo with over 200 in attendance
- 5th Annual PULSE CAT Pre-Health Information Blast
- 44th Annual Tucson College Night
- Managed Science City
- Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS)
- Hosted a successful Dia de los Muertos event in collaboration with AHS library and Banner Health. Gathering over 50 in attendance for the blessing of the altar from UAHS campus and main campus.

Five staff members with .50 FTE support outreach efforts: Alma Aguirre, Viridiana Johnson, Josie Gin Morgan, Eliza Yellow Bird, and Alejandra Zapien-Hidalgo (lead outreach coordinator). Two student workers participate and provide support when available: Jhenitza Raygoza and Rodrigo Valenzuela. Lydia Kennedy provides guidance and support including attending outreach meetings.

The team created a video and a recruitment banner to be shown at orientations, recruiting, fairs, and events to illustrate who UAHS ODI is and what UAHS ODI does.

https://vimeo.com/230039103
Building the Next Generation of Academic Physicians (BNGAP):

The Building the Next Generation of Academic Physicians (BNGAP) 2017 Southwest Regional Conference for medical students and residents was hosted by COM – Tucson and UAHS ODI. The primary goal of this inclusive conference is career development in academic medicine with an emphasis on addressing the needs of those underrepresented in medicine: racial and ethnic minorities, LGBTQ+, women, first-generation college/medical students/trainees, and/or those from rural communities.

The BNGAP 2017 Southwest Regional Conference provided an exceptional opportunity for medical student and residents/fellows to explore how an academic medical career fits their personal and professional interests, to develop and enhance their academic medical portfolio, and to expand their network among academic medicine colleagues and role models.

During the 1 1/2 day event, students, residents and fellows had the opportunity to:

- Explore academic medicine careers to fit with their personal and professional interests
- Navigate the array of academic medicine career paths and opportunities
- Develop and enhance their academic medicine portfolio
- Expand their network among academic medicine colleagues and role models.

SESSION TOPICS INCLUDED:

Native American Blessing
Carlos Gonzales, MD, UA COM – Tucson

Diversity and Inclusion in the Academic Medicine Workforce
Francisco Moreno, MD, UA COM – Tucson and Victoria Murrain, DO, UA COM – Tucson

Academic Medicine Career Roles and Responsibilities
JP Sanchez, MD and Patricia Harrison-Monroe, PhD, UA COM – Tucson

Education Scholarship
Colleen Cagno, MD, UA COM – Tucson and Rory Auferheide, MS3, UA COM – Tucson

Research Scholarship
Kenneth Ramos, MD, UA COM – Phoenix and Alex Alvarez, MS2, UA COM – Tucson

Poster Session/Networking/Career Fair

IN ATTENDANCE:

2 Residents
25 Med Students/PhD
6 Fellows
9 Colleges

continues on page 6
Embracing Our UAHS LGBTQ Community & Improving Health Disparities

UAHS LGBTQ+ Interest Group

The University of Arizona Health Sciences (UAHS) LGBTQ+ Interest Group was newly created in June of 2017 to support and provide a safe, accepting, inclusive, and respectful environment for our LGBTQ+ Health Science Community and allies. The University of Arizona’s Health Sciences is proud of our commitment to inclusive excellence by creating a welcoming and respectful environment in which our LGBTQ+ faculty, staff, students and patients feel safe, supported and are treated with respect, inclusion and fairness. At UAHS, we strive to achieve excellence by embracing diversity. LGBTQ+ faculty and allies bring substantial benefits by serving as positive role models for LGBTQ+ students, post-docs, residents, fellows, staff, alumni and patients.

In 2017 the UAHS LGBTQ+ Interest Group was formed. Regular monthly meetings are held every third Wednesday of the month. The group is comprised of two co-chairs, director of UAHS Office of Diversity & Inclusion and over 45 participants from UAHS campus, main campus, community and Banner.

A special thanks to our co-sponsors Dr. Patricia Lebensohn of COM – Tucson, Dr. John Paul Sanchez, the BNGAP initiative, the UAHS Office of Diversity & Inclusion, UA COM – Tucson, UAHS Hispanic Center of Excellence, Banner Health, UA Academy of Medical Educators Scholars, the Program Committee members and our regional partners.

It is through true collaborations that this program came together.
GOALS

1. Partnering with COM – Tucson, COM – Phoenix, CON, MEZCOPH, COP, and Banner to provide events, speaker series, and educational workshops that make possible LGBTQ+ faculty and allies to connect. Events will be open to all Health Sciences Community members and partners regardless of sexual orientation or gender identity.

2. Developing programs to connect with, retain, and sustain our LGBTQ+ students, staff, faculty, post-docs, residents, fellows, and alumni.

3. Reflecting the diversity of our UAHS campus community.

4. Collaborating with campus and community-based groups and organizations on LGBTQ+ issues, advising and training on campus climate issues, and advocating for the needs of the community.

5. Working in collaboration with the University of Arizona’s Institute for LGBT Studies, LGBTQ Resource Center, MedPride, Office for Diversity and Inclusive Excellence and other campus services, centers, and institutes to promote cultural knowledge and awareness in all aspects of health care and scholarly research.

6. Striving to achieve Health Care Equality Designation from the Human Rights Campaign for our Medical Center.

UAHS LGBTQ+ Session Series 2017-2018

Due to support from our UAHS Office of Diversity & Inclusion, we were able to leverage a $1,500 budget and in-kind donations. UAHS ODI to hosted a UAHS LGBTQ+ Interest Group 2017-2018 Series successfully establishing ourselves while providing visibility on the UAHS campus with all four colleges: Our series included:

Oct. 17

ACLU Update

Steve Kilar, MJ, JD, Communications Director, American Civil Liberties Union of Arizona will discuss LGBTQ people’s rights related to healthcare and legal, policy, and social impediments to accessible and equal care.

Nov. 14

Camouflage Closet Film

A short documentary film about trauma and recovery among nine Lesbian, Gay, Bisexual and Transgender (LGBT) Veterans. The film was created as a community-based participatory art project with the goal of increasing awareness among medical providers, Veterans, and LGBT communities regarding their unique experiences of serving under LGBT-related military policies, such as “Don’t Ask, Don’t Tell” (DADT) and the current ban on transgender military service.

Dec. 14

UAHS LGBTQ+ Interest Group Networking Event

Opportunity to meet our group and other allies. Hear from attendees about ways to continue our work in providing safe, supportive, inclusive and welcoming environment for all on our UAHS campus.

“I gained a better understanding of the needs of this population. Also learned how I can better serve this population. It is extremely important to note that our EHR does not provide for a way to identify this population accurately. We fail them terribly by not providing a way to identify their preferred gender, pronouns, and desired name. This should be updated so that all staff can address all member’s appropriately to prevent further marginalization of a population already marginalized.”
“It was an overall interesting discussion. I appreciate the attention given to issues that LGBTQ folks face and the opportunity to gather with other LGBTQA folks in a professional environment.”

Feb. 15
Transgender Healthcare
Andrew Cronyn, MD, FAAP, provides affirming, respectful, and quality healthcare to the Pediatric and Adult Transgender and Gender Non-Conforming communities. He will discuss the Transgender Youth Program at El Rio and the healthcare transformation to LGBTQ Affirming, patient centered care.

Dr. Cronyn’s talk on Transgender Healthcare: https://streaming.biocom.arizona.edu/event/?id=28038

March 28
LGBTQ+ and Senior Healthcare
Sandy Davenport, LMSW, Caregiver Specialist at Pima Council on Aging (PCOA) provides Cultural Responsiveness Training with Project Visibility – Reducing Invisibly of LGBT Seniors in Health and Care Settings.

May 18
LGBTQ+ Patient Panel/Support Awareness Session - “When You Get Cancer, All Bets Are Off.”
Brenda Casey, L.M.S.W. A Clinical Oncology Social Worker at Banner and has been a licensed social worker in oncology since 2003. Brenda will discuss working together with a multidisciplinary team to focus on the whole human being and their families. Helping families think and feel their way through the cancer experience has been on of the most rewarding opportunities of her life. Patients who will join Brenda in discussing the importance of an LGBTQ cancer support group.

We experienced a rise in participation for each session and had over 99 rsvps for our Transgender Healthcare session on Feb. 15th. Our first session had over 50 in attendance and our second session had 45 in attendance. We send out emails, announcements to each college, Banner, the community, LGBT Community Council, LGBT Resource Center, Institute for LGBT Studies, Office of Diversity and Inclusive Excellence and cultural centers. We had our members and partners send out invitations and we promote the event at our respective meetings. We are pleased with the success and participation at our series this year and hope to gain more attendance for our 2018-2019 series.

As a result of our successful series and presence on UAHS campus, we have received invitations from the community – Federal Prison to create a panel on LGBT Awareness and Transgender, LGBT Community Council invited us to speak at their meeting and to regularly be members, College of Nursing has requested our support and resources for needs regarding their work with LGBTQ youth and community. Additionally we presented at this year’s UA Diversity Symposium on March 30th. All in attendance learned about the newly formed UAHS LGBTQ+ Interest Group, gained information about our importance on the UAHS campus to offer an affirmative presence about LGBTQ+ issues and concerns. We discussed the impact and outcomes we’re experiencing as a result of this newly formed group.

“Keep informing our students of the legal challenges facing the LGBTQ community.”
The “Eres Tu! This is you!” campaign was developed by the UA Health Sciences Office of Diversity & Inclusion, led by Francisco A. Moreno, MD, associate vice president for diversity & inclusion. Together with the Hispanic Center of Excellence, these programs work to increase the recruitment, education and training of future doctors, nurses, pharmacists and public health educators, practitioners and leaders from diverse backgrounds. The ad campaign was advertised on bus stops throughout Tucson from June 26 – Aug. 14.

To view a video of the Eres Tu campaign, please visit: https://youtu.be/JNRyOLKuM8E

“Most people don’t know that I was born deaf so as a person with a hearing disability there are barriers to overcome. Pharmacy has allowed me to learn to overcome that with skills to communicate with the patients that has intensified my passion in this profession. Pharmacy was perfect because it involves the combination of interacting with patients and being a detective when it comes to analyzing their medications for any concerns in terms of drug interactions or therapeutic effect.”
UA Health Sciences faculty members featured on the bus stop ads serve as mentors and role models for students. “The effort and commitment by our students and faculty members is tied to providing better health in our community. Diversity in the health-care workforce is essential if we hope to ensure gains in the health and wellbeing of our state and nation,” said Dr. Moreno.

To learn more about programs and services at the UA Health Sciences Office of Diversity & Inclusion, please visit: http://diversity.uahs.arizona.edu

“I applied to the UA College of Medicine – Tucson because of its proximity to the U.S.-Mexico border, the population and the opportunity to work with underserved populations. I have spent the last four weeks working in Nogales, AZ, less than 5 minutes from the border through the College’s Rural Health Professions Program. Every day, I am able to speak to patients in the language they feel most comfortable in and help educate them on preventative and chronic care. I never knew that I could become a doctor, but with immense support from mentors, family and friends, I can now proudly say that I am a medical student at the UA and I want to encourage other students to consider health care as a career.”
Med-Start Health Careers Summer Program

Med-Start is an academic enrichment and health career exploration program offered in partnership with the Arizona Area Health Education Centers Program (AzAHEC). Since 1969, Med-Start has attracted and prepared high school juniors from rural, border, tribal, and other educationally and economically disadvantaged communities throughout Arizona. Arizona high school juniors are supported in preparing for their future careers in the health professions by providing the opportunity to take college level coursework in English, Chemistry, and Math while experiencing six-weeks of residential life on the UA campus. Students also participate in health career lectures, hands on health sessions, including suturing, dissections, College of Pharmacy black worm lab, cadaver lab, and interactive tours in academic institutions and healthcare facilities throughout the state of Arizona. In addition, students present research projects for academic conference and AHEC’s. An important goal of Med-Start and AzAHEC is to expand the “health professions” pipeline of diverse and culturally competent students by encouraging Arizona high school students from economically or educationally disadvantaged as well as underrepresented minority students to pursue careers in science and healthcare. We’re grateful to our partnership with AzAHEC and their continued support.

44 students completed the 2017 program of over 270 applicants

Arizona AHEC provided substantial funding support for students 36

8 were funded by a federal grant, the Arizona Center of Excellence (HRSA-COE).

Students represented disadvantaged and underrepresented backgrounds

32 High Schools from all regions of Arizona

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

SEAHEC – Sun Safety and Skin Cancer

NAHEC – Methods for Stress Reduction

WAHEC – Autism

EAHEC – A Guide to the 15 Best Health Careers

GVAHEC – GVAHEC About Suicide

“Now I feel like I can be anyone I want to be; it’s possible if I work hard enough.”
The Med-Start summer program has been such an unforgettable experience. I was able to tour campuses, sit in lectures and presentations, perform labs and dissections, all while making memories and meeting great people. Coming into this program, I had a lot of questions about college such as how to apply and how to pay for it. Now, not only am I prepared for my senior year of high school but I’m already ahead of the game for college. This demanding program has taught me skills that I can use in my everyday life such as time management. Med-Start has showed me that my goals of going into the medical field are not out of reach.”
FRONTERA Summer Program

Focusing Research on the Border Area (FRONTERA) summer internship. Participants are from rural and US-Mexico border origins, first-generation college, socio-economically disadvantaged, and from racial and ethnic groups traditionally underrepresented in medicine.

- Overall GPA of 3.0
- Trainees were matched with faculty mentors engaged in biomedical and public health research that had an impact on border communities. Placement of trainees were aligned with their research interest. The trainee worked in an independent research project and presented their findings at the closing ceremony.

- Trainees had the opportunity to participate in a variety of enrichment and professional development activities. These activities included:
  - Research methods course
  - Minority Health Disparities lectures (BLAISER)
  - Career discussions: Admission’s panel with leadership and students
  - 3-day service learning trip to the border organized by SEAHEC (Ambos Nogales and Sells, AZ)
  - Community day at “Youth on their Own”
  - Poster presentation at the Undergraduate Research Opportunities Consortium (UROC) poster session

- Workshops focused on building particular skills such as writing a personal statement, how to do a literature review and the use of academic search engines. Two prep courses (GRE & MCAT).
- The students received 6 upper division credit units and a $2,700 stipend.

BY THE NUMBERS

In 2017, 11 students participated, with 91% identifying as Hispanic/Latinx. Four were female and 7 male. Ten were planning to pursue application to medical school and one had the goal of becoming a nurse practitioner.

FRONTERA profile

Trainee, Alejandro Cruz

ALEJANDRO was born and raised in Phoenix. Living his life in an urban area has shaped his mentality on helping in city-like areas in medicine; however, while attending the UA he became interested in the medical aspects in rural areas. He is currently completing his bachelor’s degree in Physiology and Portuguese. Upon completion of his bachelor’s degree, he hopes to continue his studies in medical school and build his career goal as a surgeon.

PROJECT: Racial disparities in anal cancer incidence by age group and mortality

Alejandro’s research project focused on anal cancer. This study aims to correlate the incidence of anal cancer in White and Black patients in different ages groups, as well as the survival rate in Whites and Blacks.

Presented at the 13th Annual Academic Surgical Congress meeting in Jacksonville, Florida in February 2018.
BLAISER Summer Program

Arizona Border Latino and American Indian Scholar Exposure to Research (BLAISER) program is strongly committed to attract students that represent the diverse population to biomedical research, proving awareness to the Health Disparities in Southern Arizona and the border region in Nogales, AZ, hosted by SEAHEC and expose them to biomedical research. The program is directed by Dr. Jorge Gomez and pairs students with top UAHS scientists who provide mentoring and exposure to innovative research, guidance, advice, and assistance in navigating a career as health science professional and/or in translational health sciences. The program goal is to expand the pipeline of future physician scientists and health care researchers.

**BLAISER 2017 Race & Ethnicity (N=20)**

- 22 students were selected out of 78 applications received
- 10-week summer session
  - Includes mentored research, didactic lectures and supported experiences focused on intensive scientific writing, as well as research design, career exploration and preparatory work for GRE and MCAT exams for a successful career in biomedical research.
  - Knowledge of Minority Health Disparities – weekly lectures on health disparities and health conditions that affect minorities disproportionately, presented by UA biomedical researchers who work actively on these conditions.
  - BLAISER provides mentoring, coaching, advocacy, academic advisement, wellness support, and opportunities for peer support and community building with campus and local indigenous serving organizations.
  - Students follow the summer intensive in year following the program with the development of
    - A graduate or medical school application
    - Health Sciences graduate admissions panel

We're grateful to Dr. Gomez and AzAHEC for their commitment to diversify the scientific workforce.
F.A.C.E.S. Conversantes Course

A Service-learning course that provides bilingual Spanish-speaking pre-health undergraduate students with training and opportunities to volunteer in healthcare facilities in Southern Arizona.

- 17 students participated in 2017 – 88% Hispanic/Latinx
- Developed as a collaborative effort among: the UAHS Office of Diversity & Inclusion, Mel & Enid Zuckerman College of Public Health, College of Medicine – Tucson, the UAHS Hispanic Center of Excellence, and local clinics and hospitals in Tucson
- Students learned common medical terminology and practiced medical interpretation techniques through lectures, role-plays, case-studies, and designed a community project that was presented at Clinica Amistad

Bilingual Medical Spanish Distinction Track: College of Medicine – Tucson

GOAL: to enhance the communication skills in Spanish of medical students

- Cohorts of physicians who graduate are competent to work as bilingual Spanish-English healthcare providers
- Students enrolled in this track are better prepared to serve the healthcare needs of Limited English Proficiency Spanish-speaking patients

- Instructional activities throughout the four-years of medical school emphasize the development of:
  - Oral proficiency in Medical Spanish
  - Cultural Competency
  - Core Medical Competencies (AAMC)
- 43 medical students – 1st, 2nd & 3rd year – participated in 2017

Over the past 3 years, we have facilitated classroom exercises. The students practiced with bilingual standardized patients, completed 100 hours of medical interpretation, and completed clerkships in communities that are predominantly Spanish-speaking.

Evaluated by our students, they considered this Distinction Track as the most valuable track here at UA COM – Tucson. They were given concrete skills that are vital to patient care. Allowing them to learn how to conduct culturally sensitive histories and physical exams, avoiding using interpreter services that often do not capture patient’s sentiments and diminishes the direct physician-patient relationship.
Promoting A Whole Community Model for Learning and Academic Success

Student Learning Services Support

- Supported by learning specialists
  - One full time and one part-time UAHS ODI learning specialist provide comprehensive pre-health and professional student support including study skills, scholarly writing, test preparation, professional application assistance, MCAT preparation and personal statements

- One-to-one coaching for pre-health students
  - Learning specialists provided over 300 student meetings amounting to 225 hours

WORKSHOPS:

- Based on community feedback and student need, the UAHS ODI learning 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.

- 2 staff provided 20 workshops averaging 10 student registrations per workshop
  - Health Science college classroom support
  - College of Nursing (NCLEX, Test-taking (162 undergraduate students; Scholarly/APA Writing: 458 undergrad and graduate students). Workshops were televised and video-recorded for Tucson and Phoenix campuses
  - Mel & Enid Zuckerman College of Public Health (Technical Writing for Occupation Health & Safety: 6 graduate students)

WORKSHOPS TOPICS:

Scholarly Writing APA Formatting – (televised and recorded)
Beginning and Advanced Test taking Strategies & Stress Management – (televised and recorded)
Personal Statements & Application Process
Speed Reading & Note-taking
Key Study Strategies & Time Management
NCLEX and Nurse Licensure
Developing a Research Poster
College Prep 101
MED 493A
Pre-Health Experiential Learning Course:

Co-instructed by UAHS ODI’s learning specialists, this 3 unit course provides underrepresented pre-health medical 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 and prepare them to apply and enroll in health professional educational programs.

- A Fall and Spring course (2): 127 applications and 43 accepted undergraduate students
  - Students’ professional goals include not only medical school but also nursing, pharmacy, public health, and other medical and allied health careers
  - Preparation includes: 40 hours of clinical shadowing experience, reflective writing assignments, cultural competency, hands-on learning and special workshops and seminar topics for professional development
  - 75 hours (in class lecture and 40 hours clinical shadowing per student) per semester
  - 15 Banner – University Medical Center Clinicians
    - Department of Surgery (General and Orthopedic)
    - Internal Medicine
    - OB/Gyn
    - Pediatrics
  - 11 Guest Speakers With Relevant Topics
    - Dr. Carlos Gonzales – Internal Medicine and Working With Diverse Populations
    - Dr. Brad Driefuss – Emergency Department and Global Health
    - Dr. Shannon Collins – Tips from a UA Medical Student
    - Dr. Harvey Meislin – Emergency Department and Organizational Management
    - Dr. Victoria Maizes – Integrative Medicine and Anxiety Reduction
    - Health Science Career Panel (Drs. Ted Tong [COP], Melissa Goldsmith [CON] and Boris Reiss [CPH])
    - Josie Gin Morgan – Academic Advising Resources and the Mini Mock Interviews
    - Alison Sutton-Ryan – Mental Health Resources for Health Science Students
MCAT Bootcamp preparation for pre-med students

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

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

Mock MCAT- practice exams are held in a simulated test taking center environment.

Health Science Team Building and Action Planning:
Learning specialists conducted a holistic student needs assessment with teams (faculty and staff) from all four health science colleges (Medicine, Nursing, Pharmacy and Public Health). Learning specialists offered an action planning process utilizing the Whole Community Model for improvement modified from the Centers for Disease Control and Prevention’s School Health Index.

---

Dr. Gonzalez, guest lecturer, Med 493a
Program for Mental Health Wellness

The Program for Mental Health Wellness of the Office of Diversity & Inclusion strives to create an aware and educated University of Arizona Health Sciences community of students, faculty, and staff that values mental health wellness and promotion and is committed to inclusive excellence.

Our program supports the UA Health Sciences community by:
- Facilitating access and availability to mental health services
- Providing students free screening and referral to community resources
- Removing stigmas or barriers associated with mental health wellness
- Promoting a positive mental health wellness culture
- Valuing the unique perspectives and experiences of all individuals
- Collaborating with on- and off-campus resources

UAHS ODI Mental Health Counselor provided confidential and free services to health sciences students starting in the Fall of 2017

34 students received individual confidential services in Fall 2017

71 sessions were provided to students in all UAHS colleges:
- Public Health
- Pharmacy
- Nursing
- Medicine

We Value Mental Health Wellness

Stress Relief Day

Wellness Stress Relief Event
Faculty Fellows Mentoring Program

The Faculty Fellows Mentoring Program (FFMP) is a successful program developed collaboratively between the Offices of Faculty Affairs (OFA) and Diversity & Inclusion. FFMP is designed to increase the engagement, retention and promotion of junior faculty members from diverse ethnic backgrounds. This engaging program offers career and leadership development opportunities, mentoring, networking and access to funding for conference travel, faculty research support and graduate assistant support, as well as AZ Clinical and Translational Research (ACTR) graduate certificate support. The Health Resources and Services Administration (HRSA) is the funding agency for this program.

Most importantly, our Faculty Fellows receive mentoring, guidance and support to deal with issues commonly encountered by early career faculty from diverse backgrounds. The long-term goal of this program is to retain our underrepresented faculty and to assist them in their career success.

The benefits and growth opportunities from the various FFMP workshops are designed to increase junior faculty scholarly presence, navigate institutional expectations, and assume leadership roles. Career & leadership development sessions include:

- **Welcome & Mentoring:** Overview of FFMP, Mentoring and Resources
- **Charting Your Course:** Your Values, Vision and Mission, Creation of an Individualized Academic Plan (IAP)
- **Publish or Perish:** Writing! Tips on Becoming a More Productive Writer
- **Career Advancement:** Tips to Advance Your Career & Leadership
- **Understanding Your Leadership Style:** Recognize your emotional intelligence, importance of relational leadership and benefits of having a difficult conversation
- **Leading From The Middle

**Celebrating Success:**
Mechanisms for Underrepresented in Medicine

Fellows and mentors both expressed enthusiasm for the program, citing greater understanding of the need and challenges in creating a diverse health-care workforce and the benefits of mentorship for early-career faculty clinicians. Both also expressed an appreciation of the program for providing clear strategies for career advancement that can be shared throughout the college.

**In 2016-2017 cohort included:**

- **11** junior faculty and
- **11** Senior faculty who completed the program

Dr. Michael Johnson, FFMP Participant
New Faculty Mentoring Program

The New Faculty Mentoring Program is a collaboration with Office of Diversity and Inclusive Excellence, UA Provost and the UAHS Office of Diversity & Inclusion. It was designed using our COM – Tucson FFMP program to continue faculty mentoring and help new junior faculty from UA Main campus and UAHS campus succeed by providing tools and strategies to support productivity, research, and career advancement. NFMP is also intended to increase social support and networking to increase career satisfaction and retention.

GOALS:

- support faculty advancement and build community
  - Two faculty members one for main campus and one for UAHS campus were hired to lead the sessions and offer one-on-one mentoring. UAHS ODI supported the distinguished mentor position
  - Sessions also leverage experts on campus including Dr. Francisco Moreno, and Dr. Anne Wright.
  - Each session was evaluated by participants and they were asked what topics they’d like addressed in the next session.
  - Additional offerings include: Optional writing sessions and social events.

Research shows that faculty with mentors have:

- Increased productivity, including more publications, more NSF or NIH grants, and an increased likelihood of publishing in a top-tier journal (Blau et al. 2010; Carr et al. 2003)
- Enhanced tenure and promotion prospects (Johnson 2007; Kosoko-Lasaki et al. 2006; Stanley & Lincoln 2005)
- Increased sense of support for their research (Carr et al. 2003)
- Heightened teaching effectiveness (Luna & Cullen 1995)
- Higher career satisfaction (Carr et al. 2003)
- Lower feelings of isolation (Carr et al. 2003; Christman 2003; National Academy of Sciences 1997)
- A greater sense of fit – especially for women and faculty of color – which has been shown to be critical to job satisfaction and retention (Trower 2012)

BENEFITS

Sessions include: mentoring and networking, planning your career to optimize success, publish not perish, end of semester debriefing and feedback, research funding and visibility, career advancement, pathways to leadership and celebrating success.

New Faculty Mentoring Program Participation 2017 (N=24)

- College of Medicine – Tucson
- College of Nursing
- Mel & Enid Zuckerman College of Public Health
- College of Pharmacy
- Other

Research and Visibility Session with Dr. Rajesh Khanna – NFMP Distinguished Mentor

Photo: Kyle Mittan/University Communications
Women in Academic Medicine (WAM)

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

**Mission:**
WAM is dedicated to fostering mentorship, networking, career development, and institutional advancement for women faculty in the College of Medicine – Tucson.

- Recruitment for faculty participation for the steering committee
- Held seven WAM sessions with a total of 120 participants attending WAM events. WAM open their sessions to residents and have experienced an increase in participation to their events Events evaluations are rated excellent to great (1-5)

**AZ PRIDE**

The nation, including the state of Arizona with a population that is 35% Latino and Native American, suffers from staggering health disparities contributed to the absence of a diverse biomedical and healthcare workforce. The primary objective of the AZ PRIDE 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 Heart, Lung, Blood and Sleep (HLBS) health disparities through impactful research. AZ PRIDE mentees will receive training that facilitates successful team science career development and that contributes to decreases in health disparities.

**Training includes:**
- Didactic instruction in:
  - Grantsmanship
  - Scientific Writing Strategies, Presentation and Bioethics
  - Community-Based Participatory Research
  - Design & Analysis of Health Outcomes & Effectiveness Research
  - Epidemiological/Bio-statistical Methods
- Interprofessional Career/Leadership Development
- Structured Mentoring

Mentees have the opportunity to participate in didactic instruction that is delivered using both in-person and online formats. The summer institute provides scholars with an intensive didactic and mentoring experience in health
disparities research, which is further developed throughout the year-long program. Additional Summer Institute experiences included visits to US-Mexico border and Native American communities.

AZ PRIDE trains and mentors seven junior faculty members from UAHS and early-career academics from other universities who are from underrepresented minority backgrounds, including people with living disabilities.

Scholars’ Circle

The Scholars’ Circle is a group with voluntary designation to facilitate community building and enhance collaborations focused on increasing representation of traditionally underrepresented groups in healthcare professions and health research. The group promotes professional development and networking, cultural sensitivity, and inclusion.

The Scholars’ Circle brought together distinguished academics from the University of Arizona that have demonstrated an interest or research focus on Latino health issues, and that are committed to both increasing the number of Latino health professionals and enhancing cultural competency of healthcare service providers for Hispanic/Latinx communities. Scholars are also allies interested in facilitating inclusive excellence and in helping to serve diverse populations.

Building Inclusive Collaborations and Community

Fostering Outreach to Indian Nations

Traditional Honoring and Blessing Ceremonies

The annual honoring and blessing ceremonies recognizes and celebrates the graduating classes in May as well as the incoming classes in July of our American Indian/Alaskan Native Students from any of the four health sciences colleges: College of Medicine, College of Nursing, College of Pharmacy and Mel & Enid Zuckerman College of Public Health. Hosted by the Office of Diversity & Inclusion, University of Arizona Health Sciences in partnership with INMED. These ceremonies bring together students from diverse backgrounds, their families and the campus community for a traditional blessing to honor their educational journey, accomplishments and new beginnings in their professional journey as healers in the community.
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 (Dine’). 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.

May 6, 2017, our honoring ceremony included: 1 College of Medicine and 2 public health students with over 50 in attendance from families, faculty, staff and students.

July 22, 2017, our blessing ceremony included: 5 College of Medicine and 1 College of Pharmacy students with over 35 families, faculty, staff and students in attendance.

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

Talking Medicine Circle

The Talking Circle comes from the traditions of Native Americans and sacredly utilized by many tribes. Talking Circles bring together people of different cultural customs and beliefs to share and listen to one another in an egalitarian and non-judgmental manner.

On April 29, 2017, a Pre-Health and Health Professions gathering was held to meet and network with Native American pre-health/health professions students: pre-med, medical, social work, public health, nursing, pharmacy, pre-veterinarian, dental, and other health careers. Those in attendance shared a meal and exchanged educational experiences with faculty and health professionals. It was a great opportunity for faculty and staff to share advice, academic resources and research opportunities. This event brought together Native American undergraduate and graduate students to meet and network with faculty and staff from the health professions colleges (i.e. medicine, public health, pharmacy, and nursing).

American Indians into Medicine Program (INMED) staff Agnes Attakai, Josephine Gin Morgan and Dr. Alberta A. Arviso worked together to coordinate the Talking Circle. Dr. Arviso facilitated the Talking Circle in which she shared her educational achievement and life experiences. She is a learning specialist for INMED at the UAHS Office of Diversity & Inclusion. She has a Ph.D. from Washington State University in Clinical Psychology and an Ed.S. from the University of Arizona.
Increasing Health Equity in Our Community

Hispanic Center of Excellence: Latino and Border Health

The University of Arizona Health Sciences Hispanic Center of Excellence (UAHS HCOE) was founded years back as part of a national collaboration supported by the Department of Health and Human Services - Health Resources and Services Administration (HRSA).

This program is now part of the administrative structure of The University Arizona Health Sciences and exists to promote the health of the community by meeting the needs of the state’s growing Hispanic/Latinx population.

UAHS HCOE is located near the U.S.-Mexico border, which is home to a large proportion of recent Latin-American immigrants to our country. This population faces unique social and health care challenges, and represents a distinct opportunity for education, service, research, and community partnerships.

GOALS

of the UAHS HCOE are to: increase the number of Hispanic/Latinx health providers; enhance health research that serves the Hispanic/Latinx population of the Southwest; and improve the cultural competency of all health-care service providers for communities. This will be accomplished by hosting and collaboratively:

- Offering programming geared towards strengthening the pipeline of Hispanic/Latinx applicants pursuing a degree in health professions
- Enriching the education of Hispanic/Latinx learners, with an emphasis on producing linguistically and culturally-competent health practitioners
- Promoting Hispanic/Latinx research/scholarly activities, and the participation of Hispanic/Latinx subjects in research
- Supporting Hispanic/Latinx faculty and staff in their recruitment, engagement, and promotion
- Recognizing, connecting and coordinating those involved in similar efforts at our institution, and other regional initiatives to promote community education and research in Hispanic/Latinx health issues and health care disparities
- Dedicating special attention to Arizona-Mexico border issues that affect health status, access to care, and outcomes among the population
- Promoting in-state, regional, and international collaborations in support of the Centers for Border Health Disparities, and UAHS Office of Global Health
- Expanding the clinical training exposure for UAHS students to Hispanic/Latinx patients and communities
- Promoting excellence in Hispanic/Latinx services, and risk reduction within our partner organizations
- Building partnerships with others that share a similarly inclusive vision

Border Health/International Health Opportunities

HCOE facilitated the agreement between the UA and the Secretaria de Salud in Sonora, to open the door to undergraduates and medical students to do rotations/shadowing in the general hospital in Nogales, Mexico. The agreement is in effect for the next 5 years (2017).
Project Taking Charge

Project Taking Charge illustrates the great advantage of drawing upon the expertise of different disciplines. Having a partnership between the colleges of nursing, pharmacy, medicine, and public health. Project teams include health professions students and professionals. Health professions students are encouraged to develop innovative thinking.

**GOAL:**
Changing the lifestyle and health practices of our participants leading to better health outcomes for generations of families.

- Community-based program: family-centered
- Focus on diet, exercise, and lifestyle changes
- Activities take place in community centers and churches
  - participants get a physical exam, cholesterol, blood pressure and diabetes screening
  - a team of experts develops an action plan for healthy outcomes
  - participants are tracked for 6 months to assess for progress

- young participants – children and teens – learn about microorganisms, diet, exercise, sleep habits, and mental health
- Participants appreciate the program efforts and care they are receiving; they learn about their own health risks/challenges
- Children get the opportunity to learn about the fields of pharmacy, medicine, nursing and public health; offered fun experiments and pharmacy compounding projects

"This is an interprofessional project in which everybody takes part in everything."

Over 50 health professional students and over 15 faculty participated in 2016 and 2017

Interdisciplinary and collaborative medicine is changing the paradigm of healthcare delivery
Expanding Our Collaborations

Banner

We are thrilled to continue cultivating our partnership with Banner and made significant progress to improve diversity and inclusion in the recruitment, education and training. We have gained valuable relationships with Banner leaders while establishing initiatives to align our diversity and inclusion efforts to work toward improving health disparities and healthcare for all. UAHS ODI initiated discussions with Banner to leverage and expand support and collaborations with Diversity & Inclusion and UAHS LGBTQ+ initiatives. We were successful in establishing a UA/Banner Diversity Recruitment Group, presenting at the Banner Diversity Health Conference and facilitating a Health Disparities Presentation for Resident program at South Campus, collaborating in creating joint Mission/Vision Diversity and Inclusion statement for Banner and creating a community outreach/patient experience group.

We’re grateful for this partnership and commitment to diversity and inclusion for our work to create affirming and inclusive healthcare for everyone.

ODIEX – Main Campus

The Office of Diversity and Inclusive Excellence on main campus was a key collaborator with our joint inclusive excellence efforts including:

- Training for Coach Adia Barnes and UA Women’s Basketball team, coaches and staff
- Women’s Empowerment Luncheons collaboration with Women’s Basketball Head Coach, Adia Barnes and Dr. Jesus Trevino to examine, promote, and empower women’s leadership and action on the UA campus. The program explores topics related to women including leadership, gender identity, empowerment, diversity, intersectionality, inequities, career progression, and mentoring, and other areas that impact women’s lives.

In addition to learning about women’s experiences, one goal of the program is to create excitement about UA Women’s Basketball.

TOPICS & ATTENDANCE

Empowering Yourself
over 80 in attendance

Empowering Others
100 in attendance

Finding Your Voice
Over 75 in attendance

Think Tank

We partnered with Think Tank to create a campus and community wide MCAT course. This was a successful initiative in ensuring we offer an inhouse MCAT course to serve the needs our students and make it affordable. Students are encouraged to take the MCAT bootcamp with our learning specialists then are referred to the Think Tank’s MCAT Course.

The Think Tank completed the MCAT Prep Course under agreement with the Office of Diversity & Inclusion. The results of the program are outlined below:

GENERAL INFORMATION

The course provided 42 hours of instruction and incorporated pre- and post-course practice tests.
ATTENDANCE
28 students were enrolled in the course by UAHS ODI, which included P-MAP and Frontera students. Out of the total enrolled students, 19 participated in a pre and/or post test session provided by the prep course. Some did not participate since they had taken a practice exam about a week prior to them starting the program. Participation was consistent throughout the classes but it did drop in August due to students having to take the MCAT test before the course started.

TEST RESULTS
The Think Tank only has information about the practice tests that the enrolled students took through the course (19 students). All 19 students took a pre-test but only 10 took a post-test. The data available is very minimal to draw conclusions about the total improvement of the class.

The Think Tank Prep Course coach’s students on the skills and tools they need to hurdle this big step on your path to medical school. They offer a six-week prep course consisting of 42 hours of in-person instruction, in which they review high-yield subjects and required content knowledge for all four sections of the MCAT. In addition, the course teaches key methods and strategies to strengthen time management, improve studying, and effective test taking of this standardized exam. The prep course includes pre- and post- practice tests, access to all official AAMC materials, and access to instructor office hours where you can receive individualized support.

Class size is limited to 30 students.
• $900 course fee. UA students and alumni receive a $50 discount.
• Course fee includes textbook, official AAMC materials, and instructor office hours
UAHS Office of Diversity & Inclusion
Core Team Members

Alma Aguirre-Cruz, BS
Program Coordinator, Med-Start
Health Careers Program

Alberta Ann Arviso, PhD
Learning Specialist, AZ INMED

Agnes Attakai, MPA
AZ INMED Grant Coordinator,
Office of Diversity & Inclusion

Oscar Beita, MD, MPH
Assistant Director, Arizona
Hispanic Center of Excellence

Sue Habkirk, PhD
Director, Student Learning
Services

Maria Hernandez
Administrative Associate

Viridiana Johnson, MD
Program Coordinator, BLAISER

Lydia Kennedy, MEd
Director, UAHS Office of Diversity
& Inclusion

Tashina M. Machain
Outreach Coordinator, AZ INMED

Josie Gin-Morgan, MEd
Senior Academic Advisor, II

Linnette Mayate
Administrative Associate

Francisco Moreno, MD
Associate Vice President,
Diversity & Inclusion

Michelle Ortiz, PhD
Program Manager, Diversity &
Inclusion

Sofía Ramos, PhD, MBA
Community Consultant, HCOE

Jhenitza Raygoza
Student Office Worker

Laurie A. Soloff, ND, MPH
Evaluator, Office of Diversity &
Inclusion

Alison Sutton-Ryan, LCSW,
LISAC
Mental Health Counselor

Joseph D. Thomas, PhD
Program Coordinator, AZ PRIDE

Rodrigo Valenzuela-Cordova
Student Office Worker

Eliza Yellow Bird, MS
Program Manager, Student
Learning Services

Alejandra Zapien-Hidalgo, MD
Program Coordinator, FRONTERA

Thank You!

A special “Thank You” to Oscar Beita and Sofía Ramos
for their contribution and dedication to Hispanic Center
of Excellence including: Scholar’s Circle events and Eres Tu
campaign. We wish them well with their future endeavors.
Thank you to our Diversity Champions:

AAMC
American Civil Liberties Union of Arizona (ACLU)
Arizona Area Health Education Centers (AzAHEC)
Arizona Center of Excellence (AZ COE)
Arizona Science, Engineering and Math Scholars (ASEMS)
ASTEC Club
Banner
BNGAP
EAHEC
El Rio
FACES Club
GVAHEC
Human Rights Campaign
INMED
NAHEC
Pima Council on Aging
SEAHESC
Stanford University School of Medicine
Think Tank
UA AVP Tribal Relations
UA Academy of Medical Educators Scholars
UA College of Medicine – Phoenix
UA College of Medicine – Tucson
UA College of Nursing
UA College of Pharmacy
UA Colleges of Letters, Arts & Sciences – Pre-Health Professions Advising Center
UA Mel & Enid Zuckerman College of Public Health
UA Office of Diversity & Inclusive Excellence
UA Provost
University of California, Berkeley
University of California, San Diego
Veteran’s Administration Hospital (VA)
WAHEC

diversity.uahs.arizona.edu