Fiscal Year Report 2021–2022

THE UNIVERSITY OF ARIZONA HEALTH SCIENCES

Equity, Diversity & Inclusion

Fiscal Year Report 2021–2022
Our Commitment Continues

Reflecting on our 2021-2022 year, we have seen much has changed. Through the pandemic, war, senseless acts of violence, significant social and economic stress, UAHS EDI continued to promote, support, and deliver valuable Equity, Diversity, and Inclusion initiatives to our UAHS Campus and beyond. Recent events increasingly illustrate the importance of Equity, Diversity and Inclusion as it is being intentionally woven in the individual, institutional, and external community experience. As EDI endeavors are the responsibility of all, we work with you to create environments, knowledge and healthcare systems where everyone is respectfully included and served according to their preferences and needs.

In this annual report, you will find the progress we made together, in addition to reading inspiring stories from our team and others. The power of these stories emphasizes what we can achieve when we work together. While the progress is encouraging, there is so much more work to be done.

This report reinforces our commitment to prepare a richly diverse healthcare and health sciences workforce that can address the needs of the diverse communities in our state, particularly those affected by inequities in health and education. The report contents are a testament to the talent and dedication from all the leaders, faculty, staff, students, and community members, each contributing within their sphere of influence to positively affect change for the better. As you review this annual report, we hope you are inspired by the work and commitment and look forward to our continued success in our journey toward equity, diversity, and inclusion for all.

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

LYDIA KENNEDY, MEd, CDP
Senior Director for Equity, Diversity and Inclusion
A Message from the Senior Vice President for Health Sciences .............................. 4
Health Sciences Equity, Diversity and Inclusion Outreach & Recruitment ............. 5
Traditional Blessing | Honoring Ceremonies ................................................................. 6
Financial Intelligence Workshops ............................................................................. 9
Med-Start Health Careers Summer Program .......................................................... 10
Arizona Health Opportunities Pathways to Excellence ......................................... 15
FRONTERA: Focusing Research on the Border Area | BLAISER: Border Latino and American Indian Summer Exposure to Research .............. 18
AZ PRIDE Grant ........................................................................................................ 23
AZ Biomedical Scientist Development Program .................................................... 24
The Bilingual Medical Spanish Distinction Track (BMS) ........................................ 24
Fostering and Achieving Culture Equity and Sensitivity in the Health Professions Conversantes ................................................................. 25
Fostering and Achieving Culture Equity and Sensitivity in the Health Professions Conversantes Student Club ............................................................... 26
Mentorship Training .................................................................................................. 28
Student Resources and Services .............................................................................. 29
Med493A ..................................................................................................................... 29
The Health Sciences LGBTQIA+ Interest Group ...................................................... 31
Lavender Graduation ................................................................................................ 32
LGBTQIA+ Safe Zone Trainings ............................................................................... 33
UAHS LGBTQIA+ Interest Group Speaker Series ...................................................... 33
UAHS LGBTQIA+ Interest Group Networking Awards and Symposium ................. 35
Working Group .......................................................................................................... 36
Equity, Diversity and Inclusion Speaker Series ......................................................... 37
Mental Health Wellness .............................................................................................. 38
PharmCamp .................................................................................................................. 39

This 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 80 percent financed with nongovernmental sources. The contents 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.
A message from the Senior Vice President for Health Sciences

There can be no doubt the events of the last few years continue to contribute to an ever-evolving landscape in the world of diversity, equity, and inclusion. Around the world, leaders are recognizing that a holistic approach to increasing diversity, equity and inclusion is needed, especially in the field of health care.

The COVID-19 pandemic highlighted significant health disparities that exist in historically underserved communities. Early on, illness and mortality rates were disproportionately high for people in certain racial and ethnic groups. Later, research found racial and ethnic disparities in COVID-19 treatment and vaccine distribution.

Recent research has shown that when compared to white adults, people from all racial and ethnic minority groups were more likely to have experienced COVID-19-related discrimination. The results suggest that the COVID-19 pandemic has worsened existing resentment toward racial and ethnic minorities and other minority populations in the United States.

At the University of Arizona Health Sciences, we live our values of integrity, compassion, exploration, adaptation, inclusion and determination to promote health equity—a state in which everyone has a fair and just opportunity to attain their highest level of health. Through the Office of Equity, Diversity and Inclusion, we are sharpening our focus on promoting health equity and addressing the needs of underserved communities. We strive to improve health and human potential through our firm commitment to increase diversity in the health care workforce and educate the next generation of health care professionals to provide compassionate and culturally sensitive care.

This summer, I had the opportunity to address students as they entered the Border Latino and American Indian Summer Exposure to Research (BLAISER) and Focusing Research on the Border Area (FRONTERA) programs. Some were the first in their families to attend college. Some were socio-economically disadvantaged. Others came from rural or border areas. Most were from racial and ethnic groups traditionally underrepresented in medicine. They are our future, and their presence at the University of Arizona Health Sciences is vital to increasing the diversity of the health professions workforce and improving the awareness of equity, diversity, and inclusion among providers.

Recent reports from the American Association of Medical Colleges indicate that less than 6 out of every 100 practicing physicians are Hispanic, yet nearly one-third of the population of Arizona is Hispanic.

American Indian or Alaska Native people represent more than 5 out of every 100 Arizona residents, yet only 3 out of every 1,000 practicing physicians.

I am proud of the Health Sciences programs we have in place for students in middle school and high school, as well as college transition and undergraduate research programs. Other programs expand educational and research opportunities to address the needs of disadvantaged communities and promote health equity. These include the Graduate Medical Education Health Disparities Track, Medical Spanish Bilingual Training, Rural Health Professions Programs, Commitment to Underserved People Program, Global Health in Low- and Middle-Income Countries, and collaborations with the Arizona Area Health Education Centers and the Center for Rural Health.

As we educate the next generation of health care leaders, the Office of Equity, Diversity, and Inclusion fosters a climate of inclusion where all members of Health Sciences and our partnering communities contribute to our larger goal of increasing excellence and solving health disparities.

As researchers, physician-scientists, staff and students, we must change the systems and narratives that have resulted in ongoing racial and ethnic health disparities. We must improve the cultural proficiency of health care providers and programs. We must continue to investigate and solve critical health care problems by increasing the amount of research that addresses social determinants of health. From ending structural racism and discrimination to increasing diversity and inclusion in clinical trials, it is up to us to address injustices, overcome obstacles to health care and eliminate preventable health disparities. Only by closing the gaps in health equity that still exist today can we succeed in our mission to build healthier communities for all.

MICHAEL D. DAKE, MD
Senior Vice President
University of Arizona
Health Sciences
Outreach and Recruitment Event Highlights

- 2021 UAHS EDI Welcome Back to School Open House
- 2021 Virtual Traditional Blessing (incoming UAHS students)
- 2021 Virtual Health Professions Fair (Fall Semester)
- 2021 Virtual Community Health Professions Fairs (Spring Semester)
- 2021 Livestreamed Virtual UAHS | Office of Equity, Diversity & Inclusion Blessing of the Ofrenda (Altar) “Dia de Los Muertos” Day of the Dead Celebration
- 2021 Livestreamed Virtual UAHS | Office of Equity, Diversity & Inclusion Honoring Veterans Day “Raising of the Flag Blessing Ceremony”
- 2021 AHEC FUTURE HEALTHCARE LEADERS CLUB AZ-Hope Info-Sessions
- 2022 10th annual Youth Peace Conference Healthcare Career and Diversity Workshop
- 2022 Youth Leadership Initiative AZ-Hope Medical Pathways and Financial Literacy for Students series
- 2022 Tucson High School & Sunnyside High School (AZ-Hope & Med-Start Presentations)
- 2022 Virtual Traditional Honoring Blessing (graduating UAHS students)
- 2022 WAHEC Yuma County School District Lead Counselors (AZ-Hope Info-sessions Presentation)
- 2022 Globe High School College and Career resource fair (AZ-Hope and Med-Start)

A Closer Look

UAHS EDI recruitment and outreach activities produced candidates from programs across the state, supporting students through scholarships and structured programs with a focus on increasing diversity, and reducing healthcare disparities throughout rural and border regions. Applicants represented a variety of URM populations, and in most cases students were first generation to achieve a 4 year or graduate level degree. Additionally, the program provided education and support services for the families of these students as well as educational counselors and administration through college financial literacy workshops, college fairs, and career fairs. These events increased awareness of career pathways and strategies aligned with the overall goals of UAHS EDI commitment to student success.

Behind the scenes

The Outreach team consists of eight staff members, Providing guidance and support including attending outreach planning meetings and events, providing strategic guidance through partnership networks.

- Lydia Kennedy, MEd, CDP
- Alma Aguirre, BS
- Jeff Mace, BS, BFA
- Elisa Lopez, MA
- Genesis Garcia, BA
- Maria Hernandez, BS
- Tiffany Sorrell, PhD
- Eliza Yellow Bird, PhD
- Alejandra Zapien-Hidalgo, MD, MPH
Traditional Blessing Ceremony

JULY 24, 2021
UAHS Office of Equity, Diversity, and Inclusion hosts annually traditional blessings honoring ceremonies in honor of our incoming and graduating American Indian Students to the University of Arizona Health Sciences Colleges. The purpose of the ceremony is to bring together students, their families, and the campus community for a traditional blessing to honor their educational journey and a new beginning in their professional journey as healers in the community. Each student is blessed and offered words of encouragement by their faculty and 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.

July 24, 2021, the blessing ceremony included six incoming students to the college of medicine, one to the college of pharmacy. Families, faculty, staff, and students attended the blessing virtually. Families and faculty provided motivational words of encouragement to the students.

Traditional Honoring Ceremony

MAY 11, 2022
The Honoring Ceremony was performed honoring graduating students from health professions and their families and community members. Blessing the students for their future professional endeavors as healers, reducing health disparities and providing health equity. The Honoring Ceremony included two graduating medical students, six pharmacy students, two nursing students, and one Veterinary Science health student with over 40 in attendance from families, faculty staff and students.

Since 2003, Carlos Gonzales, MD and Pedro Flores, Medicine man have been performing the blessing ceremony.

The Honoring Ceremony is an essential part of traditional Native healing because physical and spiritual health are intimately connected, body and spirit must heal together. Traditional healing ceremonies promote wellness by reflecting Native conceptions of Spirit, Creator, and the Universe.

It was very heartwarming to listen to the proud, happy parents, colleagues and family members speak well wishes on behalf of the new health professional graduates.
A Celebration of Life Blessing of the Day of the Dead Altar “Día de Los Muertos”

UAHS-Office of Equity, Diversity and Inclusion offers cultural support as one aspect in recognizing support to the students and community members holistically. UAHS EDI annually celebrates Day of the Dead “Dia de los Muertos” in partnership with the Arizona Health Sciences Library and Chaplain Joe Fitzgerald from Banner University Medical Center-Tucson, to demonstrate love and respect for deceased family, friends and pet members. It is a celebration of life and death. Families welcome back the souls of their deceased relatives for a brief reunion that includes food, drink and colorful Ofrendas decorated with candles and bright marigolds.

The United Nations Educational, Scientific and Cultural Organization, or UNESCO, the term “cultural heritage” is not limited to monuments and collections of objects. It also includes living expressions of culture—traditions—passed down from generation to generation. "In 2008, UNESCO recognized the importance of “Día de los Muertos” by adding the holiday to its list of Intangible Cultural Heritage of Humanity.

Today many people from all religious and ethnic backgrounds celebrate Día de los Muertos, but at its core, the holiday is a reaffirmation of indigenous life.”

Watch Celebration: [https://tinyurl.com/yua3ypj9](https://tinyurl.com/yua3ypj9)
Financial Intelligence

Financial Aid Information Dissemination: AZ-HOPE students and their families receive education on the cost and value of Allied Health Promotion and Health Promotion education. Our programs incorporate financial education. Med-Start is providing an hour workshop during parent orientation. We are working with financial institutions to provide financial literacy and awareness to students and families this year. Early promotion of financial education and awareness will provide encouragement to pursue vocational training, community college, university admission, graduate, and health profession careers. Students receive hands-on experience from the "Funding your Education" Module in the College 101 curriculum offered by program coordinators during Med-Start, BRIDGE, and Ambassador programming. Students learn how to apply for government sponsored loans, grants, and work study programs. They become familiar with FAFSA, and the top websites to search for scholarships, and writing statements of financial hardship documenting economic disadvantages. Online information and activities are available for family members, and users of AZ-HOPE virtual engagement program. College knowledge for parents from UArizona Early Academic Outreach and UAHS EDI’s Financial Strategy also includes financial aid education and resources for parents and administrators.

Honoring Veterans Day “Raising the Flag” Ceremony

Wednesday, November 10, 2021, at 8 am, UAHS EDI and community gathered at Banner University Medical Center Tucson Front Entrance. To honor our veterans and active Military in a “Raising the Flag Blessing Ceremony in collaboration with Banner Health. The ceremony was both in person and virtual.

To watch Ceremony: https://tinyurl.com/42xsz9e3
The Med-Start Health Careers Program is an academic enrichment and health careers exploration program offered in partnership with the Arizona Area Health Education Centers (AZ-AHEC) and The University of Arizona Health Sciences, Office of Equity, Diversity, and Inclusion (UAHS EDI). Since 1969, Med-Start has attracted and prepared high school juniors from rural, border, tribal, and other educationally and economically disadvantaged communities for higher education. Med-Start supports high school juniors 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. Med-Start resumed to the original in-person format for its 53rd year. Students were enrolled into college level courses consisting of English, Chemistry, Math, and College 101, while having the opportunity to partake in virtual activities that promote college success, including an LGBTQIA+ Health Equity Safe Zone Training. Med-Start students also participated in health career lectures, interactive tours in academic institutions and healthcare facilities, presented their research projects at the academic conference, and facilitated AHEC research presentations in person and supported seven students online due to COVID. An important goal of Med-Start is to expand the “health professions” pathways of diverse and culturally intelligent 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 historically excluded populations.

Applicants were recruited virtually from communities across Arizona and surrounding tribal nations in collaboration with: Arizona Area Health Education Centers (AZ-AHEC), Eastern Area Health Education Center (EAHEC), Colorado Plateau Center for Health Professions (CPCHP), Central Arizona Area Health Education Center (CAAHEC), Southern Arizona Area Health Education Center (SAAHEC), Western Area Health Education Center (WAHEC), University of Arizona-Early Outreach, UArizona Talent Search- Upward Bound, Bio Science Technology School, Marana High School, Pueblo High School, Sierra Vista High School, Willcox High School, Walden Grove High School, UAHS EDI Health Professions Career Fairs, Sunnyside High School, and Pueblo High School. In addition, letters with brochures and flyers were mailed to Arizona high school counselors, science, and math teachers.

We received 200 online applications. Following a comprehensive review and rubric selection process by UAHS EDI and AHEC representatives, 46 students were selected, 44 students were enrolled, and 44 students completed the program. 34 students were funded by the AZ-AHEC grant and 10 students received stipends from the HRSA AZ-HOPE grant.

The 2022 Med-Start students represented 31 high schools from all regions of the state and the Navajo Nation: Agua Fria High School, Catalina Foothills High School, Nogales High School, Mountain View High School, Tuba City High School, Gila Ridge High School, Tucson Magnet High School, Mountain Pointe High School, Winslow High School, Gilbert Classical Academy, University High School, Sunnyside High School, Arizona Agribusiness and Equine Center-South Mountain, Palo Verde High School, Innovation Tech, Raul H. Castro Learning Center, San Carlos High School, Perry High School, Pueblo High School, Rincon High School, Salpointe Catholic High School, Desert Rose Academy, Campo Verde High School, Marana High School, Walden Grove High School, Boulder Creek High School, Basis Chandler High School, Trivium Preparatory Academy, Cibola High School, Camelback High School, and Madison Highland Prep.

AN EXCERPT FROM THE MISSION STATEMENT THAT REFLECTS THIS 2022 COMMITMENT:

“Our purpose is to encourage development by providing mentorship. That ensures the safety, respect and success of the participants and staff. As Med-start staff members we encourage higher education for future Wildcat leaders in health careers by promoting resources, long term relationships, academic sustainability, and networking opportunities.”
Of the 44 students attending Med-Start 2022, 30 were female and 14 were male.

Latinx/Hispanic students of all races comprised 31 of the 44 Med-Start students (70%) and 4 (9%) were American Indian students (Latinx and non-Latinx combined). Twelve students (27%) were from rural communities in AZ. Additionally, 33 (75%) were from disadvantaged backgrounds.
Med-Start students completed college courses for English, Math, Chemistry, College 101 and received 5 college credits. The English 175A course component of Med-Start is an introduction to the types of reading, writing and critical analysis the students will be expected to complete in college. The course prepares the students in ways of thinking that are required to succeed in college. The students’ interest in healthcare and medical science were strengthened by focusing the course on issues and topics encountered in the health professions. The students were required to engage in discussions to make the class more productive and fun.

MARITZA YUNEN GONZALES
Innovation Technical
Tucson, AZ

“A few experiences that will impact my professional career are the career chats we have had and the presentations about different medical pathways. I have learned about different careers that interest me and what I must do to get there. In college 101 I learned about financial wellness and management, studying tips, and time management. These are skills that will not only help me get through college but also through life with less stress.”

The math component of Med-Start involved the students in using the Math Placement Test (Assessment) and ALEKS PPL. The purpose of using the ALEKS online program is to appropriately determine the students' mathematical background and current mathematical abilities to place the student in the appropriate math course and allow them to advance their learning.

The College 101 course provided students with an academic enrichment experience to prepare them for college enrollment, guide them in their pursuit of careers in science and healthcare. The students participated in activities instructing them about online class technology, the college admission process, financial aid/scholarships, and what college life is like. At the end of the course the students wrote a personal statement which they could utilize in the future for college or scholarship applications.

In addition, students traveled and toured the University of Arizona Health Sciences Innovation Building- Tucson, College of Medicine-Phoenix, Grand Canyon University, Northern Arizona University, Midwestern University, Mayo Clinic College of Medicine, and AT Still University. Med-Start students gained knowledge on their admission requirements for health careers, hands-on activities opportunities were delivered in person; the Med-Start students participated in suturing sessions, intubation, ultrasound techniques, pharmacy compounding, scrubbing techniques (prepping for surgery), CPR/IFRA techniques, DNA Cancer Research, optometry, dental and had the opportunity to see a cadaver and identify its anatomy.

Students also learned about a variety of health profession careers with weekly career chats from health professionals. The Med-Start students had the opportunity to learn from Med-Start Alumni educational healthcare pathway and how Med-Start prepared them.

ROMEO GABRIEL JAMES
San Carlos High School
Peridot, Arizona

“My favorite health session during Med-Start was the human cadaver lab at GCU. It was surreal seeing an actual human body right in front of me. The most interesting thing about the cadaver was the internal organs and seeing it in real life.”

Students also participated in a financial literacy lecture. They learned about Spending Plans, Savings, and Ways to Invest in Themselves. Under Spending Plans, students learned how to create and use a budget. The value of money and saving was emphasized by teaching how money can be used to reach financial goals. The students also use budgeting skills in managing the meal cards from the student union and Banner Cafeteria for their six weeks in the program.

EMMANUEL JR. LOPEZ
Pueblo High School
Tucson, AZ

“Med-Start broadened my horizons to all the different health career choices. The career chats from the Med-Start Alumni telling us about how they did in school and how long school was for them, in addition their educational journey.”

Students also participated in a financial literacy lecture. They learned about Spending Plans, Savings, and Ways to Invest in Themselves. Under Spending Plans, students learned how to create and use a budget. The value of money and saving was emphasized by teaching how money can be used to reach financial goals. The students also use budgeting skills in managing the meal cards from the student union and Banner Cafeteria for their six weeks in the program.

VALERIE LEISEL PADILLA
Marana High School
Marana, Arizona

“Med start has helped me learn to manage my money, build up better study skills and many other things that I will take with me to my college education. My English classes helped me get better writing strategies. Math class provided me with knowledge on how to work on assignment with my classmate. Chemistry gave me the opportunity to practice lab sessions.”
MED-START HEALTH CAREERS PROGRAM 2022

On July 15, 2022, the morning session the AHEC Research Projects health awareness the Med-Start students conducted research presentations according to their AHEC region. Attendees included the University of Arizona Faculty and Staff, community members and family members. The students presented in person including some students presented virtually.

On July 15, 2022, during the afternoon session, the students presented their English, Math projects at the Academic Conference. English Topics of their presentation were the following:

- Substance Abuse
- Consideration Communication and Collaboration: An Examination of Healthy Patient-Physician Relations
- Compassionate Care and Holistic Healing
- Advocating for Women’s Rights
- Applications of Genetic Variation in CRISPR and Stem Cell Research

Math Topics were the following:

- Physics in Sports
- Sickle Cell Anemia
- Golden Ratio
- The Correlation Between social media and Mental Health
- College Campus Crime
- Mathematics in Anesthesiology
- The Beauty in Math Captain of All These Men in Death

We are grateful for the Arizona-AHEC support from five Arizona-AHEC region representatives.

On June 25, CPCHP hosted Med-Start Students with a local health fair to provide and improve health for rural communities. CPCHP presented on Public Health presentation as well as conducted a tour of North Country Healthcare Clinic.

SAAHEC hosted the Med-Start students on July 1, at their Cherrybell facility where students toured the clinic and learn about different fields related to health and wellness. Behavioral Health, Mental Health, and Dentistry. SAAHEC provided a delicious lunch for the students from a local business.

We are grateful for WAHEC hosting a first time visit and tour on July 8th. The tour included walk-in clinics and health fair. Med-Start students participated in scrubbing, use of x-rays and toured the San Luis Walk-In Clinic.
Over the course of six weeks, the students collaborated with each other and their AHEC representatives to develop their community health projects. On July 15th, the students successfully presented their regional AHEC Research projects virtually.

Eastern Arizona Area Health Education Center (EAHEC)
Jean Campbell, Program Coordinator
Topic: Mental Healthcare and Domestic Violence

Southern Arizona Area Health Education Center (SAAHEC)
Felipe Perez, MD, Director | Yolanda Perez, MPH, SAAHEC Representative
Topic: Mental Health and Opioid Use | Misuse in Arizona

Colorado Plateau Center for Health Professions (CPCHP)
Marica Martinic, MPH, Director | John Quintana, CPCHP Representative
Topic: Access to Healthcare

Western Area Health Education Center (WAHEC)
Joena Ezroj, Director, WAHEC Representative
Topic: Access and affording Family Planning Services in Rural Communities

Central Arizona Area Health Education Center (CAAHEC)
Ana Roscetti, Director | Angela Bryant, CAAHEC Representatives
Topic: Opioid Abuse and Addiction

At the end of six weeks, all 44 students completed Med-Start with a strong academic foundation for college success, responsibility, professionalism, mentoring and health professions career awareness. Additionally, the Med-Start students acquired knowledge of college course work and balanced a busy schedule. They understand the importance of a team, time management, utilizing resources, and how to network and budget.

We are also grateful for AzAHEC for their support and guidance. We continued our partnerships with BioCommunications, and Arizona Telemedicine who supported our UAHS EDI Summer Program Opening Ceremony, Academic Conference and Az AHEC Research Project Presentations.

BEHIND THE SCENES:
Alma Aguirre, BS I Senior Program Coordinator, Med-Start
Alma Aguirre- is the Senior Program Coordinator for Equity, Diversity & Inclusion. Since 2007, Alma has worked with UAHS EDI and Med-Start Health Careers Program. She has worked in both the private and educational sections for over 40+ years. Alma oversees the implementation of the Med-Start Health Careers Program. She is an immigrant from Mexico and first-generation college student. Alma is passionate about educational access and the transformative power of higher education. She strongly supports the importance of successfully navigating and to provide resources to all students towards their educational pathway to healthcare careers. Alma supports all students’ growth and facilitate to establish a meaningful educational connection and life skills.
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. The 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 are working with community organizations and educational institutions, with impactful and broad services to the educational pathway for allied health and health professionals in our state. Many of our participating programs are sponsored by the Arizona Area Health Education Centers, which 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

2021-2022 was the fourth year of the HRSA grant and AZ-HOPE programming. In year 4, we funded over $269,200.00 in student stipends and scholarships to 94 future healthcare professionals. The students career interests included future medical and osteopathic doctors, health science researchers, pharmacists, physician assistants, dentists, etc. The 2021-2022 cohort was comprised of students from marginalized backgrounds on their path into future healthcare careers. Many of the students represented BIPOC (Black, Indigenous, People of Color) communities with 66% of the students identifying as Latinx,

12% identifying as Native American and 12% identifying as African American. A majority of the students, 77%, were the first generation in their family to attend college and 85% of the students were Pell grant eligible.

All of the AZ-HOPE students received mentor training from the EDI Senior Director, Lydia Kennedy, who is a certified facilitator in the National Research Mentoring Network. Following the trainings, the students were paired with an AZ-HOPE peer mentor and the graduate students were paired with a professional mentor from the health science community. The students were matched during a mentor social where they got to know a little bit about one another and participate in ice breaker activities.

Overall, year 4 of the HRSA HCOP AZ-HOPE programs were very successful and the students were able to adapt to a hybrid format of virtual and in person programming in order for everyone to stay safe and healthy.

AZ-HOPE AWARDEES/RECIPIENTS

94

Of First-Generation College Students

77%

Being Pell Grant Eligible

85%

66%

of Latinx Students

Fiscal Year Report 2021–2022 | 15
WHAT IS THE AMBASSADOR PROGRAM?

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 pathway. 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 26 Ambassadors. Out of this cohort 69% of the students were interested in becoming medical doctors or doctors of osteopathic medicine, 12% in becoming pharmacists, and the remaining students were interested in becoming in health science researchers, physician assistants, hospital administrators, and psychologists. Over half (65%) of the students were the first in their family to go to college and were underrepresented in medicine. Moreover, 69% of the students were Pell grant eligible. Regarding student’s ethnicity and race, 50% of the students identified as Latinx, 19% identified as African American, and 34% as multi-racial. Additionally, just over a third of the students (35%) were from a rural community. Due to COVID-19, the 2021-2022 Ambassadors adapted to virtual meetings and workshops with the UAHS EDI learning specialist team and were able to successfully complete the year.

BRIDGE

This was our fourth year of the AZ-HOPE Summer BRIDGE program and first year facilitating the program in person since the pandemic. We were successful in completing the 5 weeks without any students testing positive for COVID-19. This program is a 5-week full time college transition program for underrepresented students newly admitted to the University of Arizona directly from high school, transferring from community college, or who are Adult Non-Traditional Learners (including Military Veterans). We had seven transfer students and three first year students participating in the program. 80% of students were interested in becoming future medical doctors, the remaining students were interested in dentistry and nutritional sciences. A majority of the students (80%) were the first in their family to attend college. During the opening ceremony we heard words from the HRSA HCOP Grant PI, Dr. Francisco Moreno, UAH EDIAVP, in addition to the coordinators and instructors for the Bridge program. The keynote speaker was Dr. Ricardo Correa who offered words of encouragement and motivation for the students to keep pursuing their paths into future healthcare careers. Additionally, we had a student keynote from the 2021 cohort, Fawaz Stipho, he shared his experience in Bridge and the impact being involved with AZ-HOPE has had on his path into medicine. He encouraged students to make the most of the next five weeks and to lean on one another for support systems as they transition into UArizona. This was a great way to start the program with the reflections of a current medical provider and a previous Bridge scholar as new students begin their journey and become a part of the AZ-HOPE family.

The students in this year’s cohort were very tenacious, managing 6+ hours each day in UArizona and UAH EDI courses, workshops and seminars. The students all received mentor training from the UAH EDI Senior Director, Lydia Kennedy, who is a certified facilitator in the National Research Mentoring Network and a professional development series that included Public Speaking and LGBTQIA+ Training. The students also completed the Mental Health First Aid training from the National Council for Mental Wellbeing facilitated by Dr. Jenna Teso, the EDI Mental Health Counselor, a Writing Skills Course facilitated by Leslie Dupont from the Writing Skills Improvement Program and a Medical Terminology Course facilitated by Linda Perez with the College of Nursing. This year’s program concluded with a closing ceremony where each of the students were able to share about their experience and thank their instructors and the different UAH EDI staff for this experience.

The closing ceremony highlighted words from a former AZ-HOPE Bridge scholar from the first cohort in 2019, Hudson Rogers, who was recently accepted into the Northeast Ohio Medical Program accelerated Masters program and will be starting medical school in 2023. Overall, the 2022 cohort was a success, and we look forward to following them as they begin their journey at the UArizona and future healthcare professions.
BEHIND THE SCENES
Eliza Yellow Bird, PhD, MS
Director, Student Services

Eliza Yellow Bird, PhD, is from Mandaree, ND and is an enrolled member of the Mandan, Hidatsa and Arikara nation. Dr. Yellow Bird has over ten years’ experience working in higher education advocating for marginalized students and challenging systemic barriers within academia.

She joined the Office of Equity, Diversity and Inclusion in the Fall of 2016 as a Learning Specialist and is currently the Director of Student Services and Learning Support. She continues to build and nurture partnerships and network across campus, in addition to the greater Tucson community to ensure the efficacy of this work.

Moreover, Dr. Yellow Bird is a part of the Arizona Health Opportunities Pathways to Excellence (AZ-HOPE) HRSA grant committee within the office. AZ-HOPE provides resources and opportunities for health science students on their path into future healthcare careers. Overall, Dr. Yellow Bird is dedicated to supporting and advocating for all students on their path in academia and beyond.

GREATEST STUDENT SUCCESSES DURING BRIDGE:

“Creating a community and understanding more about the public health field and the problems we have in the health field.”

“I was able to make connections and become familiar with new resources on campus.”

“9/10 students rated the Bridge program as 'excellent.'”
FRONTERA | BLAISER
Summer Research Program

The UAHS-Office of Equity, Diversity, and Inclusion (UAHS EDI), in partnership with Arizona Area Health Education Centers (AZ-AHEC), offered a virtual ten-week summer internship: Focusing Research on the Border Area (FRONTERA) | Border Latino American Indian Summer Exposure to Research (BLAISER). The FRONTERA | BLAISER Summer Internship provided undergraduate and 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.

The mission of FRONTERA | BLAISER is to equip racially and ethnically underrepresented health science students to be successful in higher education health professions programs and increase their exposure to health disparities to address the Southern Arizona rural and border healthcare workforce shortage. Expand the pipeline to support future physician-scientists and health care researchers in Arizona by increasing awareness and promote research efforts in our underserved communities to better understand health disparities and their impact on health outcomes.

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.

This year, the FRONTERA | BLAISER team consisted of director Dr. Allison Huff, program coordinator Genesis Garcia, Senior Director, Lydia Kennedy, and Marketing Specialist, Elisa Lopez. Due to the current COVID-19 situation, the program was conducted hybrid.

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 stipends for the FRONTERA | BLAISER interns. The program Arizona Health Opportunities Pathways to Excellence (AZ-HOPE) HRSA grant provided stipends to ten interns.

FRONTERA | BLAISER received 127 applications and forty-two students were selected.

The FRONTERA | BLAISER students were selected using a quantitative rubric that weighted the selection criteria. Applications were reviewed by a selection committee of Pre-health advisors and FRONTERA | BLAISER staff. Scores were ranked in order of highest to lowest and the top forty-two students were selected out of 127 applicants. Of the 42, two students withdrew from the program for personal reasons. A total of 40 students completed this 10-week program from June 6-August 10, 2022. Consideration was given to diverse students from underrepresented minorities, first-generation college students, and Arizona High School graduates.

FRONTERA | BLAISER students were paired with faculty and/or graduate student mentors according to the area of interest stated on their application to participate in a research project with deliverables to be reached in 10-weeks and present virtually at the Undergraduate Research Opportunities Consortium (UROC) for an oral and poster presentation on August 8th, 2022.

FRONTERA | BLAISER interns participated in health disparities speaker series that highlights everyday illnesses, medical and psychological challenges through the lens of social determinants of health.
FRONTERA | BLAISER interns are worked on study and test-taking skills; prep courses for the MCAT & GRE through UArizona Think Tank.

FRONTERA | BLAISER interns worked with University of Arizona professor, Christine Hamel-Brown on drafting their personal statement, furthermore the goal for all the meetings: create, gather, refine their Personal Statement materials. No matter where FRONTERA | BLAISER interns are in the applying process to medical school.

FRONTERA | BLAISER interns receiving HEAL Clinical Education workshop which included the following: Introduce, be exposed to clinical case reports and their importance; Learn, how to evaluate a real patient case with a real disease and research the pathophysiology and standards of care for that disease process; Apply, build, and present a Clinical Case Report Poster and defend their poster to a panel of physicians and presented it at a 3-day Virtual HEAL symposium the first and second week of August.

FRONTERA | BLAISER interns received Grad/Med School Application Prep Series, Q&A Medical admissions panelist and PMAP.

FRONTERA | BLAISER interns received technical communication series which includes, IRB 101 and AHSL overview.

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

In partnership with Southeast Arizona Area Health Education Center (SAAHEC), the FRONTERA | BLAISER interns had the opportunity to clean up the streets of Wilcox, AZ a community of farmworkers. The interns learned about Winchester Heights Community Center and learned first-hand the challenges many face such as health disparities, no access to basic health insurance, dental care, hospitals, or trash services.

FRONTERA | BLAISER interns worked on professional development series that includes nationally recognized communications coach, Kathryn Kellner, this course benefits our students by arming them with toolset and system of preparation to communicate clearly, powerfully with an intention and outcome-driven approach. This course provides students with tolls and strategies to enhance their ability to success in university endeavors and transform the trepidation of public speaking into a craft.

**INTERN RESEARCH PROJECT NAMES**

1. Cervicovaginal Bacteria Associated with Bacterial Vaginosis, Human Papillomavirus, and Cervical Cancer Studied in the Latinx Community
2. The Impact of Social Determinants of Healthcare on Outcomes of Patients Undergoing Elective Colorectal Surgery for Early Onset Colorectal Cancer
3. Literature Survey of in Vivo Confocal Microscopy Use to Diagnose Microbial Keratitis
4. Improving Health Literacy and Patient Outcomes in Cross-Lingual Diabetes Management with Evidence-Based Design
5. Specialized Healthcare to Relieve United States Refugees’ Stress-Related Sleep Concerns
6. Ethical Approach to Governance of Indigenous Data: A Scoping Review
7. The Use of Exogenous Oxytocin on Alcohol Use Disorder
8. Exploring and Discovering New Models for Healthy Aging
9. Student-Led Fentanyl Awareness Program
10. Functional Outcome Measures in Unicompartmental Knee Arthroplasty
11. The Relationship Between Infant Caregiving and Maternal Hormones in the Postpartum Period
12. The Feasibility and Effectiveness of an Auricular Acupuncture Clinic to Treat Burnout and Stress in Healthcare Professionals
13. Prevalence of Asthma Symptoms Among Cleaning Services Personnel During the Covid-19 Pandemic
14. A Comparison of Step 2 Ck Scores for Medical Students at University of Arizona, College of Medicine – Phoenix in Rural and Urban Clinical Rotations
15. Effects of Sleep on Neuropathic Pain: A Literature Review
16. Assessing Frailty From Two Motion Sensors to one Via Upper-Extremity Function Test
17. Development of The Aiberry AI Mental Health Screening Platform in a Diverse Population
18. Perceptions of Cleaning and Disinfection Risk-Risk Tradeoffs for Nurses
20. Physical Activity in Lung Cancer Survivorship: A Literature Review
21. Developing Health Care Self-Advocacy Educational Resources for Adults with intellectual and/or Developmental Disabilities
22. Keppra Conundrum: A Noble Therapy that Fails Patients with Scn8a-Related Epilepsy
23. Retention Metrics for Longitudinal Observational Studies in Biomedicine
24. Project Name: The Effects of Neoadjuvant Chemotherapy on Pancreatic Ductal Adenocarcinoma (Pdac)
25. Barriers Mexican Immigrants Face when Accessing Health Care Before and After Migrating to the United States
26. Patient Reported Outcome Measures and Functional Outcome Measures of Degenerative Facet Arthropathy intervention Follow-Up
28. Generation of inducible Notch3 Breast Cancer Cell Lines
29. Effectiveness of Music Therapy on Anxiety within Cancer Patients
30. Assessing The Role of The Microbiome in the Healing Process of Burn Patients: A Scoping Literature Review
31. Pancreatic Ductal Adenocarcinoma (Pdac): Dicom Image Extraction and Transfer for Texture Analysis
32. The Safety and Effectiveness of Psilocybin in the Treatment of Depression
33. Spine intervention Proms and Foms: Balance Analysis
34. Spine intervention Proms and Foms: Balance Analysis
35. Solutions for A Changing World
36. Detection and Early Treatment of Early onset Neonatal Sepsis, A Literature Review
37. Assessment of Cognitive Function in An Alpha-Synuclein Overexpressing Mouse Model of Parkinson's Disease
38. Children's Soil and Dust ingestion Study
39. Student-Led Fentanyl Awareness Program
40. Gpr143 Signaling Effects on Early Exosome Uptake and Derogation

SPECIAL THANK YOU TO FRONTERA | BLAISER MENTORS

Alicia Allen, Ph.D., MPH*
Family and Community Medicine
Stephanie Carroll, Dr.PH. MPH.
Public Health
Hina Arif-Tiwari, MD*
Radiology
Julie Armin, PhD
Family and Community Medicine
Lourdes Castanon, MD
Surgery-Burns
Jonathan Cartsonis, MD
Family and Community Medicine
Michael Grandner, PhD*
Internal Medicine
Tushar Acharya, MD, MPH
Radiology
Valentine Nfonsam, MD, MS, FACS
Surgery
John M. Streicher, PhD
Pharmacology
Karen Lutrick, PhD*
Family and Community Medicine
Michael Hammer, PhD
Neurology
Heidi Hamann, Ph.D, M.S.*
Psychology
Nima Toosizadeh, PhD
Biomedical Engineering
Ghassan Mouneimne, PhD
Cancer Center
Kathleen Rodgers, PhD
Pharmacology
Dongkyun “DK” Kang, PhD
Biomedical Engineering
David Garcia, PhD*
Public Health
Melissa Herbst-Kralovetz, PhD
Obstetrics & Gynecology
Allison J. Huff, DHEd*
Family and Community Medicine
Chi Zhou, PhD
Cancer Center
Paloma Beamer, PhD*
Public Health
Madhavan, Lalitha PhD, MD*
Neurology
Sairam Parthasarathy, MD
Family and Community Medicine
Michael Dohm, MD FAAOS, ABOS*
Rheumatology
Amanda Wilson, PhD, MS*
Public Health
Celia Hildebrand, DAOM, LAC*
Family and Community Medicine
Todd W Vanderah, PhD
Neurology
Mindy Fain, MD
Family and Community Medicine
Brian S. McKay, PhD
Ophthalmology and Vision Science
Vignesh Subbian, PhD
System and Industrial Engineering
Adriana Maldonado, Ph.D., MA,
Public Health
Adam Fernandez B.S., MPH-HSA
Graduate at The University of Arizona
Mandi J. Corenblum
Madhavan Lab of Stem Cell Biology & Neurodegeneration
Confidence in understanding the requirements to apply to health professional school

- 65% Strongly Agree
- 31% Agree
- 4% Neither Agree Nor Disagree
What are the three biggest challenges students face when becoming a health profession?

- **72%** students said their first challenge is not having enough money to pay for Medical School
- **18.8%** reported that adjusting to a health professional environment was challenging
- **9.09%** stated being first generation in their family can be a challenge

Compared to how you felt at the beginning of the BLAISER | FRONTERA summer program, how do you feel now in general about your educational future:

- **19%** Much better than before
- **50%** Better than before
- **31%** Same as before

The program concluded with a successful in-person closing ceremony on August 10th, 2022, each student received a certificate of completion signed by the PI of BLAISER|FRONTERA, Francisco Moreno, MD, and the Director of the BLAISER|FRONTERA program, Allison J. Huff DHeD.

**COMMENTS BY INTERNS FROM SURVEYS**

**Greatest accomplishment this summer?**

“Being able to partake in research and have exposure to clinical shadowing fortified my mind towards where I want to go moving forward”—Jason Canizales

“I feel much more well-rounded and prepared as a future healthcare professional”—Josh Lasher

“My greatest accomplishment was meeting with my mentor after finishing the program and having her want to continue working with me. She offered to write recommendations for me was well. It felt good to have those conversations with her”—Sarita Miller

“My greatest accomplishment this summer was learning the different sections of the brain and how to dissect those portions and identify the proteins in them!”—Paige Wene

**BEHIND THE SCENES:**

**Allison J. Huff, DHeD**
Director, FRONTERA | BLAISER

Dr. Huff is an assistant professor in the UArizona College of Medicine, Department of Family and Community Medicine.

Her professional career has spanned several countries and broadly focuses on behavioral health and substance abuse, education, and machine learning in healthcare. She prioritizes the impact of acculturation and sociocultural factors in these areas, particularly for underrepresented minorities. She started her UArizona career in the College of Optical Sciences, where she continues to serve as principal investigator and co-principal investigator on several National Science Foundation grants centered on community capacity building with Native Nations and Indigenous Peoples.

Dr. Huff earned her Doctor of Health Education degree in Community Health and Wellness from A.T. Still University, her Master of Education degree in Instructional Psychology and Technology from the University of Oklahoma, and her Bachelor of Arts degree in Psychology from the University of West Florida.

**Genesis Garcia, B.A.**
Program Coordinator, FRONTERA | BLAISER

Genesis started her career as a behavioral health professional where she spent almost a decade working in the Arizona behavioral health system helping families from diverse backgrounds, including underrepresented minorities.

She is a UArizona alumna, earning her Bachelor of Arts degree in Psychology in 2013. She is a first gen college student, a community college transfer student, and the daughter of immigrant parents.

Her experiences, skills, and education drive her passion to advocate for underrepresented minorities, especially in helping students be successful in their educational journey.
AZ AiRE PRIDE Grant

Programs to Increase Diversity among Individuals Engaged in Health-Related Research (PRIDE) is a multi-site grant sponsored by the National Heart, Lung and Blood institute (NHLBI). The primary objective of PRIDE is to provide junior investigators whose backgrounds are currently underrepresented in biomedical research, with opportunities to gain knowledge and tools they need to carry out independent research and advance their careers. Participants from all over the country will receive training that facilitates effective team science and career development. The training includes didactic instruction along with specific training and coaching focusing on grant writing and submission.

We are so pleased that all 5 participants in the 2021/2022 cohort have successfully received funding to support their small research projects. Through the 2021/2021 cohort program, they have received additional training in career development, grantsmanship and developing writing and research skills that they will use for their entire careers. Cohort 9 has recently graduated from the program culminating with a presentation of their project findings and an intimate graduation ceremony to celebrate their accomplishments. These participants come from all over the country with various backgrounds and interests.

THE PRESENTED RESEARCH PROJECTS THAT WILL INEVITABLY GO ON TO TURN INTO PUBLISHED PAPERS OR FUNDED GRANTS ARE

- Prevalence and risk perceptions of work-exacerbated asthma in environmental services (EVS) staff and registered nurses (RNs): A pilot study in long term care facilities in Tucson, Arizona
- Towards more equity: removing algorithmic bias in childhood asthma prediction
- Health Disparities in COPD & Lung Cancer: The Intersection of DNA Repair and Social-Environmental Determinants on Outcomes
- Exploring cannabis use perceptions and use patterns in pregnancy among Latinx women
- Development of a macronutrient nutritional program for patients with obstructive sleep apnea

The 2022/2023 is just as impressive with four MDs and one PhD Psychologist, including an MD/PhD and two MD/MPHs from Washington University at St. Louis, Columbia, Duke University, and the University of Arizona. The focus of AiRE is Advanced Respiratory Research for Equity (AiRE) and this cohort has some exciting small research projects that are in the works.

RESEARCH TOPICS INCLUDE:

- Mitochondrial Dysfunction and Alloimmunity in Chronic Lung Allograft Rejection
- The effects of sleep and demographic disparities in health worker burnout
- FRONTERA/AWAKE: Addressing Insomnia in US/Mexico Border Communities
- Determining Phenotypes of Chronic Respiratory Disease in Kenya
- Health Care Utilization in Patients with COPD discharged alive from COVID-19 Hospitalization
- “Burnout Disparities among Emergency Department Health Care Workers”.

As part of their training, each cohort will be provided with in person meetings 3 times a year as well as monthly trainings and check in sessions to help manage their small research project. They will also receive a mentor from the University of Arizona engaged and invested in the success of their SRP and their career.

The AZ-PRIDE training approach has been used as a model to support various UAHS training program proposals, including aspects of our recent CTSA KL2 program, NIH-FIRST, NACP and our transdisciplinary.

“I seriously am so thankful for the PRIDE AiRE program. Without it, I am sure I would have dropped out of Academica by now and gone back to being a staff quality/safety analyst. I am forever grateful to the program — and to you for taking such great care of us.”

– Jacqueline C. Stocking, PhD, MBA, MSN, RN, NEA-BC (Cohort 8)
AZ Biomedical Scientist Development Program

The Arizona Biomedical Scientist Development Program (ABSDP) is utilized to support its key component: to develop the pool of diverse and high-quality health care professionals by increasing the number and enhancing the success of underrepresented minority (URM) Latino, African American and American Indian faculty and graduate students at the University of Arizona Health Sciences. This goal is achieved through the expansion of a structured program of support and professional development that promotes academic achievement and productivity by building on the considerable experience and infrastructure already developed at the University of Arizona and the Arizona Health Sciences Center (UAHS) to support diverse faculty and graduate students and to promote the development of cutting-edge biomedical research. Our intention is to link the ABSDP GRA scholar program with other initiatives at the UAHS to complement our efforts and support under-represented minorities in medical research careers.

In FY21, two students were supported. Wanjiru Kamau-Devers, an MD/PhD candidate, began working in the laboratory of Ralph Fregosi, PhD, to pursue training for the PhD in Physiological Sciences and work on investigations aligned with “5 R01 HD071302 Chronic nicotine and synaptic transmission in brainstem respiratory neurons.” In May 2021, we supported Jaesa Strong, graduate student working under the mentorship of Dr. May Khana and was accepted into Pharmacy school.

The Bilingual Medical Spanish Distinction Track

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 levels. The program’s primary goal is to graduate cohorts of physicians who are competent to work as bilingual Spanish-English healthcare providers. Students enrolled in this track will be better prepared to serve the healthcare needs of Limited English Proficiency, Spanish-speaking patients, and perhaps have an advantage in applying to residency programs located in communities with a growing Spanish-speaking population. In May 2022, the BMS program graduated the fourth cohort. We graduated eight medical students from the Clinical Bilingual Medical Spanish Distinction Track at the College of Medicine – Tucson. Six students were certified as Bilingual Health Care providers under the ALTA Languages Certification exam. Banner Health recognizes this certification, and the students got a badge distinguishing them as bilingual health care providers. UAHS EDI launched and continues to support this program since its inception in 2015 with the expertise of Dr. Alejandra Zapien-Hidalgo.

BEHIND THE SCENES:

Alejandra Zapien-Hidalgo, MD, MPH
Director, Bilingual Medical Spanish and Distinction Track
Assistant Professor, Family and Community Medicine

Dr. Alejandra Zapien-Hidalgo is an Assistant professor in the Department of Family and Community Medicine. She is an International Medical Graduate from Mexico. In 2018, she earned her Master of Public Health degree from the Mel and Enid Zuckerman College of Public Health. Since 2019, she has been the Director of the Clinical Medical Spanish and Distinction Track programs at the Arizona Health Sciences. She began working with the UAHS-Office of Equity, Diversity, and Inclusion in 2009, supporting the Spanish programming at the University of Arizona-College of Medicine UArizona College of Medicine, giving her the opportunity and the skills to co-create the longitudinal Spanish programming at UArizona College of Medicine in 2015. She is also instructing three Medical Spanish distinction track programs offered to Banner-residents. Dr. Zapien Hidalgo also supports programs offered by UAHS EDI geared towards increasing the numbers of underrepresented students in health careers. She believes in the importance of giving back to the community, and by working on improving and expanding these programs, she can contribute to reducing health disparities in Southern Arizona.
Fostering and Achieving Culture Equity and Sensitivity in the Health Professions (F.A.C.E.S.) Conversantes (FCM 497A)

Conversantes, under the instruction of Alejandra Zapien-Hidalgo, MD, MPH, is a service-learning course that provides bilingual Spanish-speaking pre-health students with training and opportunities to volunteer as medical interpreters in health care facilities located in Southern Arizona. The course is a collaborative effort between the Department of Family and Community Medicine and local free clinics. The classes were delivered live online to nineteen students between the Fall and Spring semesters. Students volunteered 25 hours in hybrid mode as lay Spanish interpreters in local health care facilities. Students had the opportunity to develop an educational video to be broadcasted in the waiting room of Clínica Amistad. Some of the places available for the students to volunteer are: Clínica Amistad, “Juntos por la salud” Mobile health clinic program run by the College of Public Health, and the clinics that are part of the Committed to Underserved People (CUP) programs at the College of Medicine – Tucson.

STUDENT HIGHLIGHTS FACES EDDIE VARGAS

Growing up in Tucson as the son of two Nicaraguan immigrants taught me the importance of language and culture in connecting with your physician. Motivated by the opportunity to connect with our local Southern Arizona community, I decided to start my pursuit of a career in medicine. When I was a sophomore at the University of Arizona, I had the opportunity to take the FACES Conversantes class directed by Dr. Alejandra Zapien Hidalgo. The class not only taught us medical Spanish for a semester but gave us an inside look at the University of Arizona Health Sciences Center and the University of Arizona College of Medicine – Tucson. We also got connected with volunteer opportunities that allowed us to get to know and help the medically underserved populations of Southern Arizona. Dr. Zapien Hidalgo’s mentorship was invaluable and she encouraged me to continue my pursuit of a career in medicine. Four years later, I am a first-year student at the University of Arizona College of Medicine – Tucson in the Spanish Distinction tract. Regardless of the specialty, I decide on, my commitment to connecting with our community as a physician has only grown stronger; a commitment that Conversantes ignited!

FACES Club

FACES (Fostering and Achieving Cultural Equity and Sensitivity) in the Health Professions is a pre-health club focused on increasing awareness of health disparities and aiding underserved populations. Club activities include guest speakers from various health professions, volunteer events, shadowing in Nogales, and professional development opportunities!

MISSION
1. To support pre-health students by increasing their retention in their undergraduate institution.
2. To enhance pre-health students’ potential as health professional school applicants.
3. To facilitate an understanding of health disparities that exist in healthcare and the health professions.
4. To stress the importance of cultural humility in healthcare and society.
5. To exist as a resource for pre-health students.

VISION
1. Support students in becoming successful health professionals by exercising cultural humility and intelligence.
2. Motivate students to recognize and address health disparities existing in their community.
LEADERSHIP OF THE CLUB
Cassandra Smith & Daphne Parada
Co-Presidents
Taylor Deatrick
Vice President
Anish Raju
Treasurer
Fawaz Stipho
Secretary
Katie Barrett
Volunteer Coordinator
Contact: facesinhealthprofessions@gmail.com

FACES CLUB CO-PRESIDENTS

**Luis Rodriguez Bio – Co President 2021 – 2022**
Luis Rodriguez is currently a Junior at the University of Arizona. He is majoring in Public Health with an emphasis on Health Systems Theory and Practice. He is also minoring in Business Administration and is on track as a Pre-PA. Luis has been involved with Nosotros Comprometidos a Su Salud and Research Outreach of Southern Arizona as a Research Assistant. Within these programs, he has dedicated time to the prevention of Cancer Disparities and non-alcoholic fatty liver disease. He previously volunteered at Clínica Amistad and helped out with the Diabetes Prevention Program there to help reduce the development of diabetes in pre-diabetic patients. Additionally, he currently works as Medical Scribe at Southern Arizona Heart & Vascular. He previously held a leadership position as Co-President for the club, Faces in Health Professions during the 2021-2022 school year. His future goal is to get either a Master’s in Business Administration or go to PA school.

**Cassandra Smith Bio – Co President 2021 – 2022 & 2022 – 2023**
Cassandra Smith was a Co-President of FACES in the Health Professions during the 2021-2022 academic year and is currently Co-President for 2022-2023. She is a senior undergraduate Honors student at the University of Arizona with a major in Physiology and Medical Sciences and minors in Spanish, Health and Human Values, and Molecular and Cellular Biology. Cassandra has been involved in FACES for all three years of her undergraduate studies. She joined FACES because she is interested in addressing health disparities and social determinants of health in her future career. She is also an intern with the Reproductive Health Access Project at El Rio Health where she is involved in peer education and program development to provide youth with low cost or no cost sexual and reproductive health services. After she graduates, she hopes to receive her Master's in Public Health and work as a public health professional in the area of sexual and reproductive health.
Daphne Parada Bio – Co President 2022 – 2023

Daphne Parada is a senior undergraduate Honors student majoring in Molecular and Cellular Biology with an emphasis on Genetics and Human Health and minoring in Biochemistry here at the University of Arizona. She is serving as Co-President for FACES in the Health Professions during the 2022-2023 academic year and has been a part of the club since her freshman year. Being a part of FACES is important to her because she believes that all future health professionals need to be trained in cultural intelligence in order to best serve every patient they see. Daphne is working under Dr. Joann Sweasy at the University of Arizona Cancer Center completing research to find connections between DNA repair mechanism damage and Lupus. She has been a part of Dr. Sweasy’s lab since her freshman year and hopes to incorporate research into her future career by entering into an MD/PhD program.

HERE ARE SOME EXCITING THINGS FACES DID AS A CLUB DURING THE 2021-2022 ACADEMIC YEAR:

- Amazing guest speakers in the health professions came to speak with members about their health profession and health disparities that exist in health care.
- Members learned about scholarships to pursue careers in primary care and address health disparities. Guest speakers came to discuss the NHSC Scholarship Program and the Primary Care Scholarship Program with the University of Arizona College of Medicine Phoenix.
- Members volunteered at organizations throughout Tucson to help people in the community. Some of the organizations members volunteered at include Beads of Courage and Ben’s Bells.
- Members made cards for young people at Youth on their Own, an organization that provides programs and resources to young people experiencing homelessness. These cards encouraged young people to continue their hard work towards achieving their goals.
- FACES organized a donut sale at the University of Arizona to raise money for Clínica Amistad, a free health clinic that serves the low-income, uninsured community in Tucson. FACES raised over a hundred dollars for the clinic!

THE UNIVERSITY OF ARIZONA HEALTH SCIENCES OFFICE OF EQUITY, DIVERSITY, AND INCLUSION HAS OFFERED SUPPORT TO FACES IN THE HEALTH PROFESSIONS THAT HAS BEEN OF GREAT BENEFIT FOR MEMBERS:

- UAHS EDI provided funds for FACES to enhance the experience of members in the club. In the 2021-2022 academic year, FACES used these funds to buy food for members attending club meetings and pay for volunteer fees with local organizations.
- UAHS EDI provided opportunities for members to attend speaker series and events which are valuable for FACES members to learn more about diversity in the health professions, health disparities, and social determinants of health.
- Staff with UAHS EDI attended FACES meetings to answer questions and inform members about scholarships and summer internships they offer to students pursuing a career in the health professions.
- UAHS EDI offered FACES members two spots in an MCAT or GRE Prep Course with THINK TANK at the University of Arizona. FACES organized a raffle for FACES members to enter for the spots based on participation in club and UAHS EDI events.
- Staff at UAHS EDI including Lydia Kennedy and Dr. Alejandro Zapien Hidalgo offered invaluable mentorship to the FACES Executive Board over the course of the year.
Evidence Based Mentoring

Mentorship training and research are critical elements of professional development for students and faculty alike. UAHS personnel have been involved in both mentorship training and research this year. Lydia Kennedy, Senior Director of UAHS EDI and Ron Hammer, Professor of BMS, Pharmacology and Psychiatry at COM-Phoenix led the UArizona site of the University of Wisconsin-Madison NIH-funded Impact of Culturally Aware Mentoring Interventions on Research Mentors and Graduate Training Programs (CAM Impact Study). The initial phase of the study provided CAM training to faculty in three large UAHS graduate programs, with 6-month and 12-month follow-up surveys of effects on faculty mentoring still ongoing. Our participation also provides UArizona with access to evidence-based CAM training modules.

Speaking of mentorship training, Lydia and Ron contributed to the curriculum of the new MENTOR Institute (https://tinyurl.com/357mrt27). The new Institute provides inclusive and evidence-based resources and training on mentoring for faculty and students. The MENTOR Institute also will work with Lydia and Ron in the Faculty Development Core of the Building the Ecology for Self-Reinforcing Transformation through Inclusive Excellence (BEST-I Excel) program recently submitted as an NIH U54 proposal by Francisco Moreno, Todd Vanderah and Kathleen Insel (MPIs), bringing evidence-based and culturally award mentorship training to a new cohort of underrepresented biomedical faculty to be hired by each of the five UAHS colleges.

Do students benefit from mentorship training? You bet they do, as part of their professional development. Ron and Lydia led a training session for graduate students and postdoctoral fellows in the Professional Career & Training Seminar (PCaTS) course, CTS 595D, led by Ron Hammer. Trainees learn best practices for their own mentoring, as well as how to get exactly what they need from their own faculty mentors and mentoring network, now that they know what can be achieved through evidence-based mentoring.

Learning Support:

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

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. This year the workshops were virtually facilitated due to the pandemic.

WORKSHOP TOPICS:

Undergraduate Workshops offered:
- Key Study Strategies & Time Management
- Notetaking & Organization
- Test Taking & Stress Management
- MD Application & Personal Statements 101
- Health Science Exam Prep 101
- MCAT Bootcamp
- PCAT Bootcamp
- GRE Bootcamp

Graduate Workshops offered:
- Salary Negotiation
- Professional Networking
- Teambuilding & Communication
- Public Speaking
- Grant Writing 101
MCAT & GRE BOOTCAMP PREPARATION FOR PRE-HEALTH STUDENTS

Health Sciences Office of Equity, Diversity and Inclusion learning specialists work with many pre-health students seeking support and resources in directing their way to their future healthcare professions. Due to the high demand, learning specialists facilitate a series of MCAT boot camps each semester for students preparing for their MCAT exam. A newer addition to the bootcamps is a GRE Bootcamp. Both of these series are offered in the fall and spring semesters. The boot camps assimilate the technical aspects the exam and offers strategies and practice to help navigate the different sections. This year, all of the bootcamps were facilitated virtually, which seemed to elicit greater student participation than previous years in person sessions.

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 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. Due to the pandemic, creative solutions for student shadowing were established by public health precautions and clinics/hospitals not taking students. The learning support team connected with Dr. Ray Fowler's team from the Department of Emergency Medicine at the University of Texas Southwestern Medical Center who were facilitating virtual shadowing opportunities for students. Students were able to attend a virtual shadowing experience where they learned about different specialties, such as, Cardiology/ Cardiac rehab, Orthopedic Surgery, Clinical Laboratory, Emergency, Family Practice, Pediatrics, OB/GYN, Psychiatry/Behavioral Health, Radiology, Respiratory Therapy and General Surgery. 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.

On average we receive 55-60 applications to fulfill our enrollment of 25. However, in the fall of 2021 we saw a decline in students' acceptance into the course due to the pandemic and adjusting to being back in person. Despite the challenges we were able to succeed in providing full programming to 19 students in the Fall and 26 in the Spring, resulting in 36 students enrolling for the 2021-2022 academic year.

BEHIND THE SCENES:

Tiffany Sorrell, PhD
Learning Specialist

Tiffany Sorrell is from the Navajo Nation and enrolled member of the Diné tribe. Dr. Sorrell is currently the Learning Specialist for the University of Arizona's Health Science Office of Equity, Diversity and Inclusion. She has lived in Tucson for 16 years where she received her bachelor’s degree in Psychology with a minor in Family Studies and Human Development. A master's degree in Educational Psychology with a minor in American Indian Studies. In December 2019, Dr. Sorrell received her PhD in Higher Education with a minor in American Indian Studies. Dr. Sorrell’s dissertation topic researched the importance of Native American cultural values in higher education. She is from a large family of die-hard wildcat fans with aunts, uncles, cousins and siblings who are also UArizona alumni. Dr. Sorrell is also a former student athlete, running both cross-country and track. She likes to attend various sporting events: football, basketball, baseball, softball and more. She is very family orientated and spends as much time as she can with her nieces and fur baby Brody.

As a first-generation student from the Navajo Nation, I had little experience in navigating the institution. Therefore, it is my goal to provide our students with academic and learning support. Having access to the necessary resources is vital in the students’ journeys in the health sciences. I am happy to serve as that support network that can help to make their paths a little easier to travel. It gives me great joy to see students break through the barriers to become successful health care providers.
GUEST SPEAKERS WITH RELEVANT TOPICS

- Dr. Carlos Gonzales: Family Medicine and Working with Diverse Populations
- Health Science Panel: Dr. Melissa Goldsmith (College of Nursing), Dr. Jeanie Lee (College of Pharmacy), Dr. Lukas Tvedt (Physical Therapist) and Martin Brandt (Physician Assistant)
- Agnes Attakai: Health Disparities
- Jared Alvarado & Kat Alvarado: Willed Body Program
- Emily Leyva: Admissions
- Mona Lopez: PMAP
- Josie Gin Morgan: MMI Process
- Dr. Shannon Collins: Identity Bias & MCAT Prep
- Patrick Bryan: True Cost of medical school
- Yamne Callejas: Financial Aid
- Shad Smith: THINK TANK

FALL 2021 QUOTES:

“Thank you, Dr. Sorrell and Dr. Yellow Bird for being great instructors during this pandemic. You were both very flexible and gave good feedback when it came to presentations and encouragement.”

“Thoughtfully selected presenters were extremely helpful in answering questions or concerns along health professions path.”

“I really enjoyed this class! It was my favorite course the entire semester and I would love to stay involved in future semesters, if possible. Also, if there is any possibility to be involved in future in-person shadowing opportunities, I would be very interested. Thank you so much for all the valuable lessons you taught us! I am so grateful to have been involved.”

SPRING 2022 QUOTES:

“This class was very informative, I am so appreciative that I got the opportunity to be apart of this program. Thank you Dr. Yellow Bird and Dr. Sorrell!!!”

“This is such a great class! It caters for people that know little to No about health professions and is a goody way to either solidify our decision or to switch majors. I learned a lot and our professors did a great job. It will also be nice if next time we can get graded rather than pass/fail so it can help our GPA as well.”

“I really enjoyed taking this course, I learned so much! Thank you for this opportunity!”
On behalf of our entire team, we would like to welcome you to the Health Sciences LGBTQIA+ Interest Group. The Health Sciences LGBTQIA+ Interest Group serves the four health science colleges: medicine, pharmacy, nursing, and public health at both our Tucson and Phoenix campuses. Given our mutual interest in developing a safe and inclusive environment and celebrating diversity at the University of Arizona, as your co-chairs, we’re excited and grateful to serve this vibrant Interest Group. We are also fortunate to have Lydia Kennedy, LGBTQIA+ Working Group Co-Founder who continues to spearhead our collaborative efforts to achieve our common mission.

Today, we stand at a crossroads on our path to reducing discrimination against members of the LGBTQIA+ community. Last year, the Supreme Court ruled on a landmark civil rights law that protects workers identifying as LGBTQIA+ from workplace discrimination, handing the movement for LGBTQIA+ equality a long-sought after victory. While a step in the right direction, we acknowledge that ongoing strides are required to promote equity and inclusive spaces for the LGBTQIA+ population particularly reproductive freedom.

Founded in 2016, the Health Sciences LGBTQIA+ Interest Group celebrates multiple events during the year, to foster and engage our community and to bring awareness and attention to the health issues surrounding LGBTQIA+ people. Over the past year, our group has aimed to sustain visibility and foster a sense of visibility and community throughout our four colleges by educating and advocating for LGBTQIA+ issues. 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 Tuesday of the month. The goal of this meeting is to discuss topical issues that impact the LGBTQIA+ community as well as plan educational and advocacy events for the community at the UArizona Health Sciences. You can also subscribe to our list serve by sending an email to: UAHsodi@email.arizona.edu and follow our University-wide announcements and events planned for the year or visit our website: https://diversity.UAHS.arizona.edu/diversityconnections/LGBTQIA+-interest-group

We invite you to partner with us in making the University of Arizona a safer and more inclusive space for all and look forward to the opportunity to work and collaborate with you!

Sincerely,

LYDIA KENNEDY, MEd, CDP
Senior Director for Equity, Diversity and Inclusion

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

TARNIA NEWTON, DNP, FNP-C
Clinical Assistant Professor, University of Arizona College of Nursing
Lavender Graduation

Lavender Graduation is an annual graduation ceremony conducted at universities to honor LGBTQIA+ students and acknowledge their accomplishments and contributions.

HISTORY OF LAVENDER GRADUATION

The Lavender Graduation Ceremony was created by Dr. Ronni Sanlo, a Jewish Lesbian, who was denied the opportunity to attend the graduations of her biological children because of her sexual orientation. It was through this experience that she came to understand the pain felt by her students. Encouraged by the Dean of Students at the University of Michigan, Dr. Sanlo designed the first Lavender Graduation Ceremony in 1995. The first Lavender Graduation began at the University of Michigan in 1995, with three graduates. By 2001, there were over 45 Lavender Graduation Ceremonies at Colleges and Universities nationwide.


Co-founder of UAHS LGBTQIA+ Interest Group, Lydia Kennedy instituted in 2021 the first Lavender graduation on UAHS campus. The Lavender Graduation is hosted by the University of Arizona Health Sciences LGBTQIA+ Interest Group. Each year we provide students with a rainbow or lavender cord for the graduates to wear proudly. The year of 2022 the UAHS LGBTQIA+ Interest Group provided close to 100 cords for students who are part of the LGBTQIA+ community, and allies, from different colleges across campus.
Safe Zone Trainings Help Build an Inclusive Health Workforce

UAHS LGBTQIA+ INTEREST GROUP

The UAHS LGBTQIA+ Interest Group partnered with CAAHEC to implement two to three Safe Zone workshops consisting of various engaging case studies and simulated activities that will bring health equity, social justice, and access to care concepts, including patterns and underlying causes of disparities, and systems and policy barriers that contribute to health disparities. Those who participate in the trainings will gain a deeper understanding of racism and the needs of high-risk populations. Areas of focus are LGBTQIA+, people with substance use disorder (SUD) and mental health issues, and other marginalized populations. The trainings are meant to empower participants with the confidence needed to give and explore cross-cultural, clinical care approaches to health promotion and screening, while addressing health disparities in these populations.

UAHS LGBTQIA+ Speaker Series


1. Visibility Matters: LGBTQI+ and Aging  
   Two-Part Workshop  
   Session 1: Tuesday, October 5, 2021 | 11:00 am - 12:00 PM  
   Session 2: Tuesday, October 12, 2021, | 11:00 am - 12:00 PM  
   Speaker: Sarah Bahnson

2. Sue McConnell (She-her): Evolution of Two-Spirit  
   November 30, 2021

3. 6th Annual UAHS LGBTQ+ Community Networking & Awards Event  
   December 10, 2021

4. 4th Annual UAHS LGBTQIA+ National Symposium & Community Fair  
   February 11, 2022

   Achieving Health Equity with keynote speaker  
   Dr. Alex Keuroghlian MD MPH, (he/she/they) Director of Education and Training Programs at The Fenway Institute and Associate Professor of Psychiatry at Harvard Medical School (HMS).

   SGM Health Research at the National Institutes of Health with Christopher Barnhart, Ph.D. (He, him, his) Health Science Policy Analyst, National Institutes of Health (NIH)

   Legal Determinants of LGBTQ+ Health with  
   Wesley Hartman, (he/she/they) JD CO-FOUNDER and PARTNER of Hartman & McLaughlin, PLLC

   Implicit and Unconscious Bias: Addressing Bias toward the LGBTQIA+ Community with Cei A. Lambert, MFA

   Sexual Orientation and Gender Identity (SOGI) Data Collection and Use in Clinical Settings with Madeline Deutsch, MD, UCSF.

5. Lavender Graduation  
   May 5, 2022  
   Keynote speaker: JAMES STOVER

6. Youth (dis)Engagement in Mental Health Therapy – Examining Barriers and Alternatives  
   May 24, 2022  
   Speakers: Courtney Waters, MPH, MS and Corrie Brinley, MSW

7. Cancer Patient Panel From LGBTQ+ Patient's Perspective  
   June 2, 2022 Leading panel: Brenda Casey, MSW

8. Solidarity and LGBTQ+ Liberation  
   June 15, 2022 Featuring Guest Speaker: Kristen Godfrey, MSW
4th Annual UAHS LGBTQIA+ National Symposium & Community Fair

LGBTQIA+ Inclusive & Affirming Health Care | February 11th, 2022, from 9 am to 5 pm

Achieving Health Equity with Keynote Speaker Alex Keuroghlian MD MPH, The Fenway Institute

SCHEDULE OF EVENTS

8:50 am  Zoom Check-in
9:00 am  Welcome & Opening Remarks | A Message from Michael Dr. Dake, MD Senior Vice President University of Arizona Health Sciences
9:09 am  Words from our event sponsor: Arizona Complete Health
9:14 am  Achieving Health Equity with keynote speaker Dr. Alex Keuroghlian MD MPH, (he/they) Director of Education and Training Programs at The Fenway Institute and Associate Professor of Psychiatry at Harvard Medical School.

9:15 am  5 Minute Break
10:15 am  Gender Affirmation Through a Social Justice Lens with Dr. Johanna Olson-Kennedy
11:20 am  SGM Health Research at the National Institutes of Health with Christopher Barnhart, Ph.D. (He, him, his) Health Science Policy Analyst, National Institutes of Health (NIH)

12:00 pm  Lunch & Break
12:30 pm  Lunch Learn with Abstracts & Community Fair
12:30 pm  LGBTQ+ Health Education Interventions for Nursing Students: A Systematic Review with Hyunmin (David) Yu, MSN, AGACNP-BC, RN, CCRN, TCRN
12:35 pm  Separating the Letters of the LGBTQ Alphabet: Distinctions between Gender Identity and Sexual Orientation in Health Outcomes and Healthcare System Experiences with Cassandra Everly
12:40 pm  #CCSformeAZ Increasing Cervical Cancer Screening Rates for Transmasculine Individuals with Mollie Aleshire, DNP, MSN, APRN, FNP-BC, PPCNP-BC, FNAP

12:45 pm  Pushing for Progress: Student Organizers Advocate for LGBTQIA+ Inclusion in the Medical Curriculum with Brian Tran, M.S.
12:50 pm  Making a Difference: Increasing Provider Comfort Addressing Sexual Identity and Gender Orientation in Primary Care with Jessica Mattia-Barry, BSN, RN, DNP Student

12:55 pm  Trans and non-binary youth narrative advocacy with Trey Jenkins, MSW
1:00 pm  Improving LGBTQ+ Health Literacy in Nursing Education with Madelyn Davis, MS 1:05 pm -Deveroux and LGBTQ+ programming, fostering, services and resources.
1:10 pm  Gender & Women’s Studies, University of Arizona
1:15 pm  MCC, Molina Complete Care
1:20 pm  Institute for LGBT Studies
1:25 pm  TMC Healthcare

1:30 pm  Implicit and Unconscious Bias: Addressing Bias toward the LGBTQIA+ Community with Cei A. Lambert, MFA

2:30 pm  Legal Determinants of LGBTQ+ Health with Wesley Hartman, (he/they) JD CO-Founder and partner of Hartman & McLaughlin, PLLC

3:30 pm  Sexual Orientation and Gender Identity (SOGI) Data Collection and Use in Clinical Settings. With Dr. Madeline Deutsch

4:30 pm  Closing Remarks | Raffle Prize
5:00 pm  Adjourn | See You Next Year!

Thank You to the Presenters, and Our Sponsors!

Blake & David
UAHS LGBTQ+ Interest Group
Member and Individual IA
**WE ARE SEEKING SPONSORS FOR THE 4TH ANNUAL UAHS LGBTQIA+ NATIONAL SYMPOSIUM AND OUR CROWDFUND CAMPAIGN**

If you are interested in being a sponsor of the symposium or know of others we are, please let me know. I will send you the sponsorship options. Our symposium is free to attend and our goals with our crowdfund campaign is to raise $25,000 to create a permanent endowment with the UArizona Foundation.

Donations will help support administrative, symposium, speaker fees, awards, and programmatic support. Additionally, scholarships and stipend awards will be given to students who demonstrate a commitment to ensuring inclusion and equity for LGBTQIA+ people and communities in their service, education, or research.

**6th Annual UAHS LGBTQIA+ Community Networking & Awards Event**

All faculty, residents, fellows, students, staff, allies and community partners are welcome to network and learn more about our UAHS LGBTQIA+ Interest Group and its members. Join us in recognizing our award recipients who have contributed to our UAHS LGBTQIA+ community.

**WEDNESDAY, DECEMBER 8, 2021**

5:30-7:00PM

**UAHS Wildcat Pride 2021 6th Annual Awards Winners:**

The awards highlight people who have impacted positively the unique health issues and disparities of LGBTQIA+ communities.

- 2021 Lydia Kennedy UAHS LGBTQ+ Distinguished Leadership Award: Tarnia Newton, DNP, FNP-C
- 2021 UAHS LGBTQ+ Faculty Leadership Award: Sandy Kirkpatrick, MSN-Ed, RN
- 2021 UAHS LGBTQ+ Staff Leadership Award: Maddy Davis, MS
- 2021 UAHS LGBTQ+ Student Leadership Award: Alex Scheid
- 2021 UAHS LGBTQ+ Ally Leadership Award: Janet L. Hawley, ClinScD, CCC-SLP
- 2021 UAHS LGBTQ+ Community Leadership Award: Jennifer Flynn, MD
- 2021 UAHS LGBTQ+ Community Leadership Award: Cami Dyman, MHI, BSN, RN, CMSRN
- Runner-up 2021 UAHS LGBTQ+ Staff Leadership Award: Jill Hagaman
- Runner-up 2021 UAHS LGBTQ+ Staff Leadership Award: Maria Hernandez
- Runner-up 2021 UAHS LGBTQ+ Community Leadership Award: Valentina Lucero
- 2021 UAHS LGBTQ+ Student Leadership Award: Sam Sneed

**QUOTES FROM ATTENDEES:**

This symposium was very enlightening. Thank you for allowing us to join.

Loved the range of speakers and topics. All very current and sincerely committed.

So well done. It's evident that so much effort, time, and energy went in to this symposium! Thank you.
The University of Arizona Health Sciences (UAHS) Working Group (WG) is an ad hoc and informal assembly of individuals within the Colleges (Medicine, Nursing, Pharmacy and Public Health); Bio5, UAHS Library and from the centers for pre-health professions advising and early academic outreach on Main Campus. The UAHS WG individuals represent a very inclusive array and broad scope of responsibilities that include leading, coordinating, directing activities that involve undergraduate pre-professional student academic, career advising; recruitment of faculty, staff and students; UAHS College student services; student affairs; instruction specialists; office of admission and retention; outreach and UAHS Equity, Diversity, and Inclusion.

The UAHS Working Group meets monthly and includes representatives from College of Pharmacy, Tucson and Phoenix, College of Medicine, Tucson and Phoenix, College of Public Health, Tucson and Phoenix, College of Nursing, and the College of Veterinary Medicine. We have guest speakers throughout the year including the new AVP's of Diversity and Inclusion from main campus and Dr. Childers from Physical Therapy.

UAHS EDI Behind the Scenes:

Darlene Lopez, MA
Program Evaluator

Darlene is the program evaluator for the UAHS Office of Equity, Diversity & Inclusion. She has an educational background in mathematics, educational psychology, and epidemiology. With over 25 years of experience as an evaluator and researcher, Darlene brings expertise in a variety of areas including science and math education, literacy, health education, health outcomes, health disparities, and health equity. One of her primary roles is evaluating the Arizona Health Opportunities Pathways to Excellence (AZ-HOPE) program.

In her role as the evaluator for the AZ-HOPE program Darlene helps support a statewide collaborative effort to prepare and mentor aspiring health professionals that come from disadvantaged or underrepresented backgrounds. She finds great satisfaction in helping programs continue to expand and improve over time. Darlene's goal is for a world where health care is equitable for all and our health providers and researchers bring their personal experiences from wide and varied backgrounds into their work.

Elisa Lopez, MA
Marketing & Communications Specialist

Elisa Lopez graduated from the University of Arizona in 2018 with a BA in Studio Art, with a double minor in Marketing and French. Marketing ignited in Elisa a passion for communications and art direction. In 2020 she completed her MA in Advertising & Branded Media from Academy of Art University. Elisa is the Marketing & Communications specialist for UAHS EDI. She develops campaigns to promote EDI and its great work. In addition, she is a photographer, web designer and multimedia designer for the office.

Maria Hernandez, BS
Administrative Associate

Maria Hernandez is the Administrative Associate for the UAHS Equity, Diversity, and Inclusion office supporting our AVP Dr. Moreno, Sr. Director Lydia Kennedy, and our UAHS EDI team. Maria has been with EDI for over 5 years, and received her bachelors from the University of Arizona and is currently in the Online MPH graduate program with a focus on Health Behavior Health Promotion. She will be graduating in 2023.
UAHS EDI Speaker Series 2022

UAHS EDI 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 encourage all to celebrate and learn from our local and national featured speakers and their research, experiences, adversities, and successes. We hosted over 25 speakers locally and nationally for FY21-22:

June 16, 2021
Barbea Williams:
Courage, Steppin’ Out of Fear

August 18, 2021
Josefina Ahumada:
Cultural Interpreters in the Healthcare Setting

September 20, 2021
Cristina R. Fernández, MD, MPH: Hispanic Identity and Inclusion in Ethno-Racial Discrimination Discourse

September 9, 2021
David O Garcia, PhD, FACSM: Imagination

September 21, 2021
Veronica Vital, Ph.D., RN: The Circle of Mentorship: Student to Leader

October 18, 2021
Tamsen Bassford MD: Health Disparities in Adults with Intellectual Developmental Disabilities: History, Current Issues, and Solutions

October 21, 2021
Naty Rico (she/hers) and Sav Schlauderaff, M.A. (they/them): The Importance of Patient-Provider Communication: Centering Disabled Body minds in Medical Care

November 2, 2021
Dia De Los Muertos: Celebration of Life

November 3, 2021
Stephanie Russo Carroll, DrPH, MPH: Transforming

November 10, 2021
Veteran’s Day Flag Raising Blessing Ceremony

November 15, 2021
Timian M Godfrey, DNP, APRN, FNP-BC: Coming Together to Grow Our Own

November 30, 2021
Sue McConnell(she-her): Evolution of Two-Spirit

December 7, 2021
Facilitator: Lydia Kennedy, M.Ed.
Moderator: Serena Smith, UCSF: Allyship Workshop

December 14, 2021
Lisa Kiser, DNP, CNM, WHNP: Migration is a Human Right: Offering Welcoming and Inclusive Care in the Borderlands

January 20, 2022
Teniqua Broughton, M.Ed., and Evandra Catherine, Ph.D: State Of Black Arizona’s Health And Well-Being of Black Girls And Women In Arizona Report

January 24, 2022
Andre Dickerson, MA, MBS: Building a Future through Honoring the Past

January 26, 2022
Daniel Derksen, MD: Challenges and Progress in Access to Health Care and Coverage for Low Income Arizonans for 2022

February 22, 2022
Jennifer Hatcher, PhD, MPH, MSN: “My Career Journey”

March 9, 2022
Cynthia Thomson, PhD, RDN: Nutrition and Colorectal Cancer: Planting Seeds for Survival

March 10, 2022
Jia Wang, Ph.D.: Crossing the Borders: Lessons of an International Woman

March 16, 2022
Christine Gannon: Constitutional Grit: Using Grit as the Catalyst for Female Equity in the Workplace

April 7, 2022
Michele Bishop, Ph.D.: Resilience and Autism Spectrum Disorder: Building Support through Collaborative Treatment

April 13, 2022
Elise C. Lopez, DrPH, MPH (she/her/hers): Sexual Assault and Domestic Violence in the Wake of Covid-19

April 27, 2022
Missing and Murdered Indigenous Women Awareness Panel

May 5, 2022
Jia Wang, Ph.D.: Are Women Holding Up Half of the Sky? Reality Check of Gender Equality in China

May 19, 2022
Nancy A. Alvarez, PharmD, BCPS, FAPhA, CPCC: The Privilege of Providing End of Life Care
UAHS EDI Mental Health Wellness

UAHS EDI Mental Health Wellness: The Program for Mental Health Wellness provides services and programming to support the mental wellness of students in the Health Sciences. Students today navigate a variety of challenges, including rigorous academic schedules, extracurricular activities and personal lives...all amid an ongoing pandemic. Using a HIPAA-compliant video conferencing platform, the program provides free, confidential individual counseling services to students, helps to facilitate linkages to other university and community resources, and provides mental wellness workshops and trainings. The program strives to provide services that address the unique needs of health sciences students and promote diversity, inclusion, and mental health wellness within the UAHS student community.

BEHIND THE SCENES:

Jenna Teso, DBH, LCSW
Mental Health Counselor

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

I am inspired by the resilience that I see in students, especially over the past few years. I see them navigating challenging academic programs, an ongoing pandemic, stressful world events, and their personal lives with courage and grace. It is a wonderful experience to be able to provide support to our students in making their mental wellness a priority.

WORKSHOPS PRESENTED THROUGHOUT THAT YEAR:

- Mental Health First Aid Training
  - July 20 & 27, 2021
  - August 3 & 10, 2021

- Staying Well in Graduate School
  - College of Public Health | August 15, 2021

- Staying Well in Graduate School
  - College of Pharmacy | August 17, 2021

- Mindfulness and Mental Wellness
  - College of Pharmacy | September 23, 2021

- Self-Care for Anxiety
  - College of Nursing | September 23, 2021

- Mental Health First Aid Training
  - November 18, 2021

- Taming the Imposter Within
  - College of Pharmacy | November 23, 2021

- The University of Arizona Health Sciences Office of Equity, Diversity, and Inclusion’s Program for Mental Health Wellness: Promoting Mental Wellness for Student Success
  - University of Arizona Diversity and Inclusion Symposium
  - January 20, 2022
PharmCamp

PharmCamp is a one-week summer program for Arizona students provided by the University of Arizona (UArizona) R. Ken Coit College of Pharmacy. The UArizona R. Ken Coit College of Pharmacy has offered PharmCamp since 1997. Over the past two decades, more than 900 Arizona students have engaged in an array of carefully planned activities — workshops, laboratory exercises, presentations, group discussion, and field trips — to help develop and nurture their learning skills. The orientation and learning activities are intended to raise the students’ awareness of, and interest in, careers in pharmacy and the health sciences. The experience helps campers recognize the rigorous academic preparation necessary for a career in the health sciences and the challenges they will encounter along the way. Financial support for PharmCamp 2022 was provided by contributions from the R. Ken Coit Endowment and the UArizona R. Ken Coit College of Pharmacy. The UArizona Health Sciences Office of Equity, Diversity & Inclusion (EDI) supported the evaluation of the program and the creation of the following report.

STUDENT CHARACTERISTICS

PharmCamp 2022 took place in Tucson on the University of Arizona Campus during the week of July 5-8, 2022. A total of 18 students in 4th through 8th grade participated in PharmCamp 2022 from 10 area elementary and middle schools. A slightly larger number of PharmCamp 2022 participants identified as female (N=10, 55.6%) compared to male (N=8, 44.4%). Five (27.8%) of the PharmCamp 2022 students identified as Hispanic/Latino of any race. Race of the students is as follows: White (55.6%), Other (22.2%), Multi-Race (11.1%), Asian (5.6%), and American Indian/Alaska Native (5.6%).

TOP CAREER CHOICES

Before and after the PharmCamp program, students were asked to list three careers they would like to pursue. Non-health-related careers were the most popular choices for both time points. Before participating in the camp, 6% of respondents chose Pharmacist as their first career goal; after the camp, Pharmacist became the first choice 11% of students.

OVERALL PHARMCAMP RATING

Students were asked to rate the program overall. For PharmCamp 2022, the majority (89%) of the students rated the camp overall as “Excellent” or “Good. Students also rated most individual activities as good or excellent. Overall, the students expressed satisfaction with PharmCamp 2022 and enjoyed the activities and the counselors. Through their participation in PharmCamp the students were able to explore health careers and science activities in a manner that was appropriate and engaging for youth their age.

Students were also asked to respond to several open-ended questions in the post program survey. The positive responses about what they learned during the program and their impressions of camp indicate that the students enjoyed the compounding hands-on experiences as well as the program overall.
https://diversity.uahs.arizona.edu/

Email: uahs-edi@email.arizona.edu
Questions: 520-621-5531
Toll Free: 1-800-841-5948

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