



Hispanic Center of Excellence

ANNUAL REPORT 2017-2018





■ **Strengthen.**

■ **Increase.**

■ **Enrich.**



staff

Jorge A. Girotti, PhD, MA

Associate Dean and Director

Raul J. Vasquez, MEd

Assistant Director

Juan Pablo Mosqueda, MA

Health Professions Education Specialist
Medical Student Initiatives

Connie Zacarias

Academia de Padres —Program Coordinator

Melinda Monge, MA

Medicina Academy - Program Coordinator

Paulina Guzman, MA

LaHSEP Track 3 - Program Coordinator

Nancy Rodriguez

Administrative Assistant

Jorge Cavero, MD

Community Outreach Coordinator

Luis R. Munoz, MD, MPH

Community Outreach Coordinator

Pilar Ortega, MD

Clinical Medical Spanish Instructor

contact us



Hispanic Center of Excellence

Department of Medical Education

990 College of Medicine East (MC 591)
University of Illinois at Chicago
808 S. Wood Street, Room 990
Chicago Illinois 60612-7333

To make an appointment please contact us.

Phone: 312-996-4493

Fax: 312-996-9922

Email: hcoe@uic.edu

<http://www.medicine.uic.edu/hcoe>

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Alan Schwartz, PhD
Department Head

department head's message

The Hispanic Center of Excellence has been a source of outstanding programs designed to enhance the recruitment and retention of Latino students and faculty members and the practice of culturally-competent health care. The Department of Medical Education (DME) has been privileged to serve as HCOE's academic home and to support its important work.

HCOE's innovative programs span the educational continuum and employ a broad and holistic approach to developing a pipeline of Latino medical professionals. They include programs to support parents of Latino students interested in medicine (Academia de Padres Leadership Institute), high school students (the Medicina Academy Apprentice Program), college students (Medicina Scholars, the Summer Research Program, and the Latino Health Science Enrichment Program), and for medical students (Medicina Fellows, the Summer Research Program, and the Medical Spanish Program). They engage the Latino physicians of today in the development of the Latino physicians of tomorrow.

I hope you will enjoy reading about these programs and their impressive impacts in this annual report. The HCOE's ultimate mission to improve the medical care of Latinos in Illinois is one that the Department enthusiastically shares, and we are pleased to share these successes with you.

"The HCOE's ultimate mission to improve the medical care of Latinos in Illinois is one that the Department enthusiastically shares, and we are pleased to share these successes with you."



Jorge A. Girotti, PhD, MA
Associate Dean
and Director

director's message

We are quickly approaching the thirtieth anniversary of the establishment of the Hispanic Center of Excellence, so it seems appropriate to reflect on what we have accomplished, and what remains ahead. I am consistently impressed with the success stories that fill every one of our annual reports. In general, you learn that a great majority of our participants are the first in their families to pursue (or dream of) a college education and medical career. They also have faced tremendous obstacles from people and organizations that try to discourage them, even though they have the talent and interest to be successful.

The Center is here to open doors, to break down barriers, to work with students and parents so that they can achieve their dreams and—very important for us—reach back to lift the community. We believe that results speak for themselves: of the group of 45 Latinos/as that entered the college of medicine in fall 2017, all of them are progressing toward the MD degree. And of the 48 Latinos/as that received their MD degree in spring 2018, 60% are pursuing primary care residency programs. Further, 48% of them are training in Illinois or neighboring states. One other remarkable fact is that the Center had worked with about two-thirds of these graduates before they entered medical school. In the course of their years in medical school, our programs touched nearly 100% of all the students.

Much work remains ahead of us: the same challenges that led to the creation of the Center in 1991 are present today. Except now Latino/a youth are a greater proportion of school-age children in Illinois and the

“We believe that our pipeline programs provide the enrichment and support that is sorely needed to improve the progress of more students into college and professional/graduate programs.”

community as a whole has grown as well. Inequities remain in health care that can be traced to poor access to culturally and linguistically competent health professionals. We believe that our pipeline programs provide the enrichment and support that is sorely needed to improve the progress of more students into college and professional/graduate programs. We also believe that the Center must intensify its presence and outreach to strengthen, enrich and increase the ranks of Latino/a health professionals.

Thank you as always for your support!

HCOE mission

To improve the medical care of Latinos in Illinois by providing programs that strengthen the pipeline and increase the number of Latino applicants pursuing health careers; enrich the education of Latino students, with an emphasis on producing linguistically and culturally competent practitioners; and build partnerships with others that share the same vision.

goals

- Develop a competitive applicant pool of Latinos for medical school admissions, in conjunction with partners within and outside of UIC.
- Enhance the academic performance and overall experience of Latino medical students at UIC.
- Provide opportunities for faculty and student research on Latino health issues for undergraduate and medical students.
- Design curricular initiatives to increase the linguistic and cultural competence of College of Medicine students.
- Provide faculty development activities to recruit, train and retain Latino faculty
- Raise funds to support scholarships for Latino medical students.

objectives

- **Increase** the pool of competitive Illinois Latino applicants to the UIC College of Medicine by **20%** from the current baseline.
- **Increase** the pool of competitive Illinois Latino applicants to college by **10%** from the current baseline at each Medicina Academy partner school.
- **Increase** the number of Latino student research opportunities on Latino health-related issues.
- **Increase** the Latino student pass rate on the first attempt in the USMLE Step 1 to **90%**, and increase the number who graduate on time to **92%**.
- **Increase** the number of tenured Latino faculty at UIC, and raise the number of Latino faculty on the tenure track.
- **Introduce** and **expose** students to Latino medical health issues and needs and **improve** resources for education.

+20%
Latino applicants to UIC College of Medicine

+10%
Latino applicants to college

more student research opportunities

90%
USMLE pass rate

92%
on-time graduation rate

more Latino UIC faculty

more tenured Latino faculty

improve resources for education



"...it is through the work and guidance of HCOE past and present staff members (Alicia Rodriguez and Paulina Guzman) in directing the Medicina Scholars that it has continued to bear fruit. "

the year in review

The mission of the Hispanic Center of Excellence is to improve the medical care of Latinos in Illinois by providing programs that strengthen the pipeline and increase the number of Latino applicants pursuing health careers; enrich the education of Latino students, with an emphasis on producing linguistically and culturally competent practitioners; and build partnerships with others that share the same vision. In keeping in line with its mission, one of the key challenges for the Center has always been to increase the number of Illinois Latino applicants and more importantly matriculants into the University of Illinois medical school. The challenge results from a variety of reasons which may stem from Latino applicants

- 1) being first generation college students,
- 2) having poor and/or discouraging undergraduate advisors,
- 3) having other personal setbacks,
- 4) not qualifying for financial assistance, or (for those who qualify)
- 5) receiving greater financial assistance from other medical schools.

It is for these very reasons among other obstacles that the Hispanic Center of Excellence first launched its Medicina Scholars program in 2005. Medicina Scholars is a three year program that consists of 3 cohorts of 30 or so Latino premedical students. The program prepares students for the medical school admissions process by requiring students to engage in volunteering activities, encouraging involvement in research and more importantly engaging in direct one on one advising. In addition, students receive monthly seminars

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(cultural competence, ethics, etc.) and talks from physicians from various specialties.

The Medicina Scholars program is featured this particular academic year in order to highlight the 32 Medicina Scholars alum that are currently enrolled in medical school. The number of Medicina Scholars applicants and matriculants has slowly but steadily increased over the years. We are tracking the post college activities all of the Medicina Scholars alum in the hopes of eventually publishing a manuscript on the program as well as to continue evaluating it. Even so, I wish to stress that it is through the work and guidance of HCOE past and present staff members (Alicia Rodriguez and Paulina Guzman) in directing the Medicina Scholars that it has continued to bear fruit.

The Medicina Scholars program is not the only pipeline program of the HCOE that has made great strides this academic past year with its student participants. The high school component of the HCOE pipeline the Medicina Apprentice Academy Program (MAAP) has also had 93% of student participants to graduate on time and enroll in a four year university. To put this accomplishment in perspective, in 2016 only 47% of Latino high school graduates enrolled in college.

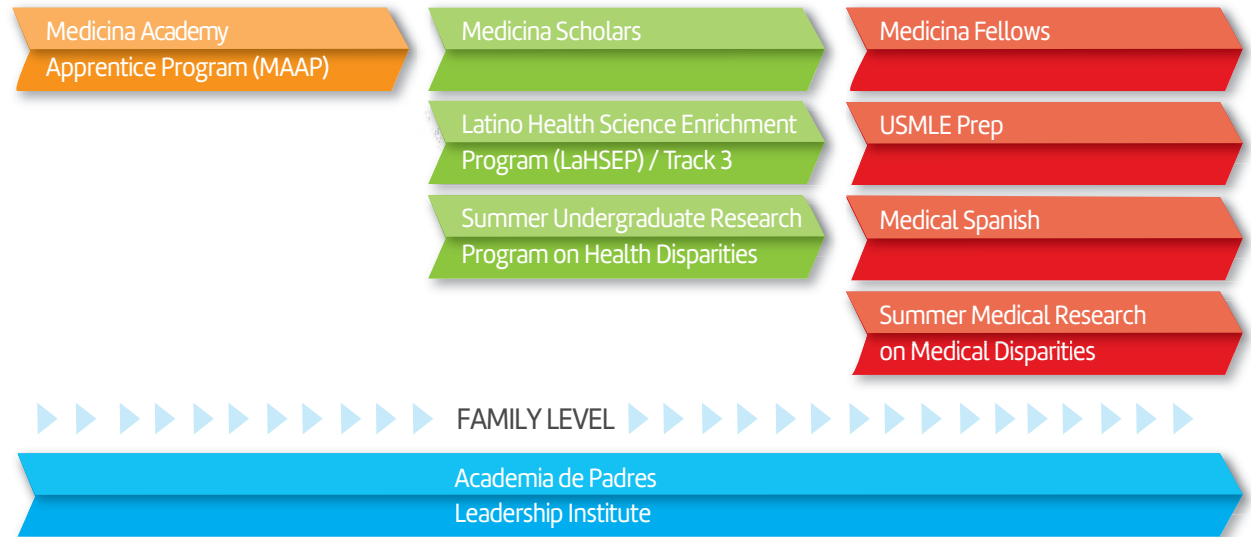
I am proud to mention that there were many other positive outcomes which resulted the HCOE pipeline programs. It is my hope that with an increase in funding, the HCOE will not only continue to produce quality programs but also provide more opportunities for research and test prep for its participants.



- **11** cohorts of Medicina Scholars have completed the program; **32** of them are currently in medical school and an additional **4** have applied recently.
- In fall 2018, **93%** of Medicina Apprentice Academy high school participants enrolled in a four year university
- **10** medical students completed the Summer Medical Student Research Program; since its inception in 1998, **250** medical students have participated in the program.
- **25** second-year medical students took advantage of the USMLE Step 1 support program; **92%** of them passed the exam on the first attempt, the other **8%** passed on the second try.
- In the fall 2018, **38** new Latino medical students enrolled in the College of Medicine, or **12%** of all first-year students.
- Since fall 2013 the Hispanic Center of Excellence has offered a Medical Spanish Course in which total of **158** medical students have completed thus far.
- In the spring 2018, the COM graduated **54** Latino M.D.s comprising about **17%** of all (301) graduates.
- Of the **7** medical schools in Illinois, UIC graduates **50%** of all Latino M.D.

HCOE health professional pipeline

PRE-COLLEGE LEVEL ▶▶▶ UNDERGRADUATE LEVEL ▶▶▶ MEDICAL SCHOOL LEVEL



Why do we need the Hispanic Center of Excellence?

- Between 2000 and 2010, the number of Latinos in Illinois grew by 33%, greatly out pacing other racial/ethnic groups.
- However, because Latinos lag behind other groups in educational and socioeconomic status, health disparities continue to widen.
- Latinos disproportionately suffer the consequences of manageable diseases such as asthma and diabetes.
- Cultural and linguistic barriers in health care settings persist, making it more difficult for Latinos (even for those with insurance) to have regular care.
- Latino doctors are more likely than others to practice in Latino communities, and it has been shown that Latino patients prefer physicians from their own background, when they have a choice.
- In Illinois, less than 4% of all physicians are Latino, although Latinos make up 16% of the state's population.
- The pathway to the medical degree (and other health professions) requires strong preparation in the sciences and ongoing support through the long and demanding process.
- A strong preparation for medical school is the result of the early outreach which creates the academic support and awareness of fulfilling the medical school requirements. Students need guidance as early as the high school level.
- The Hispanic Center of Excellence at UIC College of Medicine is committed to this mission.



Roxanne Patiño
LaHSEP Track 1, Cohort 5

student experiences

My name is Roxanne Patiño. I graduated from Morton East High School in Cicero and I am currently enrolled in University of Illinois at Urbana Champaign with a full scholarship.

HCOE is my second family. I participated in LaHSEP Track 1 and MAAP Cohort 5. I have grown and developed to young professional, having the pleasure of meeting new people and even enhanced my language "el Espanol" and identity as a Latina- "Mexicana-Americana".

HCOE has granted me the opportunity to receive a pre-medical education that I am positive I wouldn't receive anywhere else. In MAAP, we participated in intensive medical activities like visiting the cadaver lab or suturing a pig foot alongside amazing medical students. The videos, personal stories, and class conversations in higher education have made us reflect about the importance of being "bilingue", and culturally competent to properly address health disparities among Latinos and minorities overall. We have also met doctors and nurses who enlighten us with their stories, advice, and some even offered us research and shadowing opportunities to continue to grow and learn more about medicine.

I personally find it fascinating to work and interact with students of similar interests - a passion for medicine and research, a desire to be involved in the improvement of others' health, and motives to improve health care among people of color. As part of HCOE-MAAP, I have graduated with more than just my goals and desires to become a doctor but with the knowledge, experiences, and relationships that will help my dream come true.

Now I am following the pipeline as part of Medicina Scholars, where I will continue to grow- academically, culturally, and professionally- in order address health disparities y "ayudar a los que lo necesitan."

Medicina Academy Apprentice Program (MAAP): Cohort 5

program description

Developed in 2009 in partnership with Chicago high schools, MAAP is a 4-year premedical program for Latino high school students interested in biomedical careers. The purpose of the program is to initiate an educational pathway into medical school by investing in the preparation of Latino high school students aspiring to become physicians and to assist with their development and transition to college.



A total of 35 students are selected from partner and non-partner high schools are selected for each cohort, during their freshman year, to participate in this undergraduate level training program.

The program takes place on a monthly basis and has a two-part curriculum that consists of field trips, seminars/lectures, workshops, lab sessions, and Red Cross certification courses that help to prepare students for biomedical careers.

program highlights & accomplishments

- Students attended monthly seminars with four major courses in each session: 1) medical & lab, 2) higher education, 3) inter/intrapersonal development, and 4) career development.



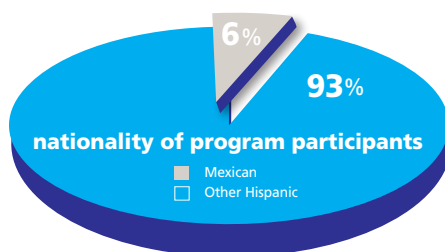
- 16 students participated in MAAP since their freshman year of high school.
- Over 2 million dollars in scholarship funds were awarded to students.
- 93% of students are currently enrolled in four year institutions.

by the numbers

Total Enrolled:	35	
Completed Program:	30	86%
Female:	18	60%
Male:	12	40%
Hispanic/Latino Origin:	28	93%
1st Generation College Attending**:	23	77%

average program hours

Cohort 5 : 128 hours per participant



partners & collaborators

- American Heart Association
- American Red Cross
- Benito Juarez Community Academy
- Illinois Heart Rescue (ILHR)
- Illinois Latino Council on Higher Education (ILACHE)
- Illinois Student Assistance Commission (ISAC)
- Instituto Health Sciences Career Academy
- UIC Latino Medical Student Association
- UIC Career Center
- UIC College Prep High School
- UIC Urban Medicine Program

high schools represented

- Back of the Yards College Preparatory HS
- Benito Juarez Community Academy
- Chicago Hope Academy HS
- Farragut Career Academy High School
- Instituto Health Sciences Career Academy
- Jones College Prep HS
- Lincoln Park HS
- Morton East HS
- Morton West HS
- Naperville North HS
- Prosser Career Academy
- UIC College Prep HS
- Westinghouse College Prep

The Latino Health Science Enrichment Program (LaHSEP) is a 6-week summer academic enrichment program open to high school students and incoming UIC freshman from the Chicagoland and neighboring suburbs. The overall goal of this program is to offer Latino students a holistic approach to their educational development through a three track process that develops and prepares participants in specific areas (ACT, Research, or transition to UIC).

LaHSEP Track 3

program description

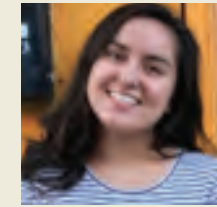
The Hispanic Center of Excellence at UIC is offers a summer academic enrichment program for incoming first year pre-medicine students. The Latino Health Science Enrichment Program (LaHSEP) gives participants the opportunity to engage in pre-health workshops, develop Chemistry, Math and English skills and also learn about college transition and resources on the UIC campus.

program highlights & accomplishments

- All 15 students successfully completed a chemistry research project by the end of the program.
- 14 students were accepted to Medicina Scholars.
- 15 have secured volunteering opportunities at hospitals or health clinics. Hospitals: Rush, UI Hospital, Lurie Children’s Hospital, Mt. Sinai, and Community Health.
- 100% retention into the Spring 2019 Semester.
- GPA Averages 4.00-3.21
- By the end of LaHSEP students increased their writing abilities by 23%



student experiences



Martha Garcia
LaHSEP Participant

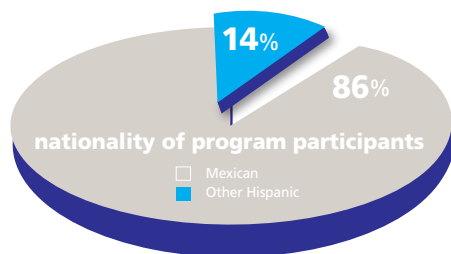
I participated in the Latino Health Science Enrichment Program the summer of 2016, and it was the perfect jumpstart to my Pre-Med career at UIC. Being that I am a first generation student as well as the first in my family to pursue a career in medicine, I came into college not knowing what a major is, let alone what I needed to do in order to be accepted into medical school. LaHSEP gave me the tools and motivation I needed to be successful as a Latina Pre-Med student at UIC. From advice for medical school interviews to tips on finding research, I learned something new every day that I had attended. This program also granted me with the important connections that I have now, including those with UIC’s HCOE advisors as well as the Medicina Scholars program. Thanks to the knowledge passed down and doors that were opened for me, I am now a junior with a clear plan for the future and a dedication to Hispanic representation in medicine. To this day, I can still count on the other students from the LaHSEP program, and it is so exciting to see the cohort grow and achieve more as time goes on.

by the numbers

Total Enrolled:	15	
Female:	8	64%
Male:	7	36%
Hispanic/Latino Origin:	15	100%
1st Generation College Attending**:	11	100%

average program hours

195 hours per participant



“I have met a lot of older college students who have passed down their wisdom.”
— Anonymous

participant survey

Participants joined to get ahead and prepare for difficult courses

LaHSEP Track 3 introduced them to campus resources and where to go for assistance and to learn about the health professions.

Overall experience with LaHSEP Track 3 has helped them prepare for their first year at UIC.

strongly agreed	%
8	55
7	79
15	69

Medicina Scholars

program description

Established in 2005, this 3-year program guides and supports Latino undergraduate students interested in the medical profession, with the ultimate goal of preparing students to become competitive applicants for medical school admissions. Each group partakes in a series of professional development/medical seminars designed to expand their familiarity with the health field. The curriculum specifically provides a strong foundation in the history of medicine, professionalism, public health policy, cultural competence, health disparities, primary and specialized care, and issues and guidelines for medical school admissions processes. Additionally, Scholars are required to take part in academic advising and community service activities.



program highlights & accomplishments

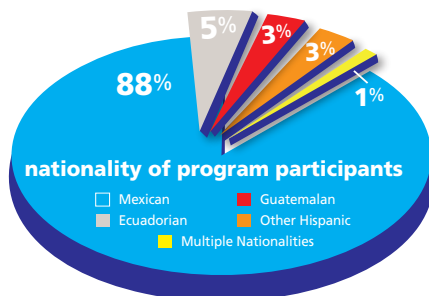
- Medicina Scholars have participated in the following summer programs: ChicagoCHEC, SHPEP, UIC's SROP, SURPHD, POSMER at University of Chicago, CAMP at University of Chicago, Digestive Disease Summer Research Program at Mass General Hospital and the Health Professions Navigator Program at UIC. One student was awarded Health Education Volunteer Award, Two students will receive the Chancellor's Student Service and Leadership Award, one student was accepted as an intern at Congressional Hispanic Caucus Institute and Medicina Scholars participate in LARES Leaders. Twenty-five Medicina Scholars are research fellows with L@S GANAS.
- Medicina Scholars are a part of the following student organizations: Health Oriented Latino Association, Latino Premedical Student Association, Society of Future Physicians, Peer Health Exchange, etc.
- Medicina Scholars volunteer with some of the following clinics/hospitals: Community Health Clinic, University of Illinois at Chicago Hospital & Health Sciences System, Ann & Robert H. Lurie Children's Hospital of Chicago, MacNeal Hospital, Advocate Illinois Masonic Medical Center, Rush University Medical Center, University of Chicago Medical Center, etc.
- Students were accepted to the following health professional schools: University of Illinois at Chicago College of Medicine, Loyola University Chicago Stritch School of Medicine, Indiana University School of Medicine, and Rush University. Three students will apply to the 2020 Cycle. Two students are at UIC's College of Nursing and one student has been accepted to the Northwestern's PhD Driskill Graduate Program for the Life Sciences. Stritch School of Medicine, Indiana University School of Medicine, Southern Illinois University School of Medicine, University of Iowa Carver College of Medicine, Rosalind Franklin University of Medicine and Science

by the numbers

Total Enrolled:	102
Female:	85 71%
Male:	17 28%
Hispanic/Latino Origin:	90 90%
1st Generation College Attending**:	95 93%
Participants who are Bilingual:	98 100%

average program hours

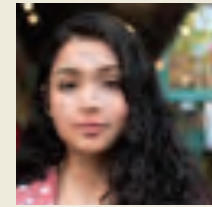
150 hours per participant



examples of student research publications & poster presentations

How Does the Social Environment Affect Cultural Misconceptions about Breast Cancer Among Latinas? By Kryztal Pena presented at MOLA Health Symposium in October 2018 and also won 1st place in the 2018 SACNAS Conference.

Behind Closed Doors: A Thematic Analysis of Diabetes CHW Home Visit Content by Kryztal Pena published by Rush Medical Center.



Amy de La Torre
Medicina Scholar

student experiences

As a first-generation Latina and the first in my family to attend college, I was not able to get academic guidance from home after entering high school. I relied heavily on my own online research and some instruction from advisors to learn how to even apply for college. When I was accepted to UIC, the Hispanic Center of Excellence reached out to me right away and invited me to join the Latino Health Science Enrichment Program. LaHSEP helped me tremendously academically and socially because I made friends that I still stay in touch with today as a senior. I was also invited to join HCOE's Medicina Scholars program which engages pre-health students in an additional curriculum that provides us with a foundation in the history of medicine, public health policies, professional issues, and cultural competence in specialized and primary care. Some common health topics and their related impacts on the Latino community were also taught to us in Spanish lectures. I began working as an Emergency Medical Technician at UIC, so through those lectures I learned terminology that helped me feel more confident when conversing with my own patients in Spanish. Additionally, HCOE sponsored me to participate in an MCAT prep course which helped me achieve a great score on my exam. I am deeply grateful for HCOE and the support from all the staff because I would not be where I am today without it.



Stereo-selective synthesis of 4-amino-3-hydroxybenzopyran flavonoid by Vincent Parise presented at the American Chemical Society, August 2018.



The My Guide E-Health Intervention for Hispanic Breast Cancer Survivors by Martha Garcia presented as an oral presentation at the MOLA Health Symposium October 2018.

Summer Undergraduate Research Program on Health Disparities

program description

Weekly seminars addressing research, developing a research problem, creating a research presentation, and understanding health disparities. Students were matched with a preceptor and site to participate in their mentors research project while creating their own research project. We worked with a UIC Health Sciences Librarian where she trained students to use credible search engines, extensive article searching and referencing. She also met individually with students. We also took trips to different communities to expose students to health inequities, create community needs assessments, and learn about current initiatives tackling health disparities.



Gregory Poma Dimailig
SURPHD Participant

12 student experiences

I am a junior at Washington University in St. Louis. This summer, I had the wonderful experience of participating in the Summer Undergraduate Research Program on Health Disparities (SURPHD). This was my second summer experience with a HCOE program, I participated in Latino & Enrichment Program (LaHSEP) during the summer before my senior year in high school. LaHSEP promoted investigation into health disparities in the Latino community, as well as dissection and examination experiences, which was a novel experience that increased my interest in research. In the SURPHD program, we delved further into health disparities with a combination of field trips, guest lecturers, and assigned readings. These experiences challenged me to think about healthcare and medicine in under served communities. Furthermore, under the mentorship of Dr. Victor Guaiquil, I investigated the Role of Growth Factors in Corneal Nerve Regeneration. This past October, I had the opportunity to present my research at the SACNAS National Conference in San Antonio, TX. This research experience allowed me to use my academic knowledge and apply it to investigate a common pathological problem. SURPHD enlightened me on health disparities while providing an excellent opportunity to bolster my research skills that will help me and my future medical career.

examples of student research projects

Let's Get Personal: Evaluation of Cultural Tailoring Strategies in a Mobile Health Diabetes Adherence Intervention for Minority Populations Guadalupe Herera presented at SACNAS and was awarded a travel scholarship to attend and present in San Antonio, TX. Guadalupe will graduate in 2020 and apply to medical school in cycle 2021.

Role of Growth Factors on Cornea Nerve Regeneration Gregory Dimailig presented at SACNAS and presented his research which he conducted with Victor Guaiquil, PhD. His plans are to apply to medical school for the 2020 cycle.

Association between Self-Rated Health, Volunteerism, and Mammography Uptake Among Older Latinos in Chicago Stephanie Cardenas presented at SACNAS and was awarded a travel scholarship to attend and present in San Antonio, TX. Stephanie will graduate in 2019 from Loyola University, Chicago and apply to medical school in cycle 2021. Stephanie worked with Yamilie Molina, Ph.D.

program highlights & accomplishments

- Two of the eight students were from UIC and the other six were Illinois residents attending out of state universities. All eight students submitted their abstract to SACNAS and four were accepted to present. Two students received a travel scholarship to attend the SACNAS Conference in Oct in San Antonio, TX and one UIC student continues to do research with her research mentor.
- At least 8 out of 10 students continued working with their mentor after the program ended

certifications & training

- CITI Human Subjects Research Training, Laboratory Safety Course and Animal Training



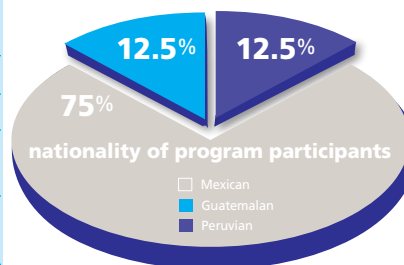
Photo of Group of 5 students at SACNAS-?

by the numbers

Total Enrolled:	8	
Satisfied with Program:	8	100%
Female:	6	75%
Male:	2	25%
Hispanic/Latino Origin:	8	100%
Bilingual Participants:	6	75%

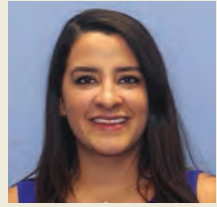
average program hours

350 hours per participant



partners & collaborators

- UIC Health Services Library
- UIC School of Public Health, Dept. of Community Health Sciences
- UIC Department of Ophthalmology and Visual Services
- UIC College of Medicine Division of Hematology, Oncology
- UIC College of Medicine Dept. of Internal Medicine
- UIC College of Medicine Department of Neurosurgery
- UIC College of Applied Health Sciences Exercise Lab



Adriana Cordova
Medicina Fellow

student experiences

As a first-generation medical student, I am extremely grateful and truly lucky to have the Hispanic Center of Excellence helping me navigate through medical school. As a Medicina Fellow, I have been introduced to various medical specialties and have the opportunity to build connections with diverse physicians, all within my first year of medical school. The Medicina Fellows program always makes sure to invite physicians enthusiastic about helping us and willing to share their stories. It's especially encouraging to see young practicing physicians, that were once themselves part of HCOE, comeback and tell us about their journeys. Their stories provides the reassurance that we too can do it, especially with the amazing HCOE support. To have busy residents comeback to UIC to talk to first year medical students, speaks volumes to the meaningful relationships created in the HCOE Medicine Fellows program.

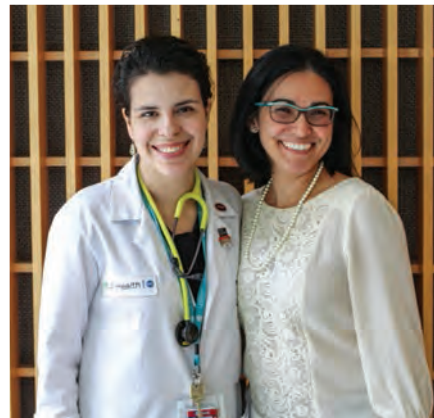
I have also been able to express my interest in various competitive specialties and through the close relationships HCOE has built, I have been put in contact with several physicians, including an alumni dermatologist in my hometown in California. I was able to utilize my winter break in CA shadowing a former HCOE member, Dr. Kimberly Jerdan! She had nothing but amazing thing to say about the support she received through HCOE and Juan Pablo. Dr. Jerdan willingness to mentor me during those days, I give thanks to the work and support HCOE had put into her. She was continuing the HCOE mentoring culture and graciously took me under her wing. I hope to continue the HCOE family support for those that come after me.

Medicina Fellows

program description

The Medicina Fellows Program is a two year program which prepares students to become physician leaders in Latino health and serve in Latino communities. The program helps

- 1) Increase student awareness of health beliefs, behaviors, and risk factors affecting Latino communities,
- 2) explore various medical specialties,
- 3) Provides supportive services to increase competitiveness for residency programs,
- 4) enhance student personal leadership skills,
- 5) and strengthen students' academic and professional networks.



program highlights & accomplishments

- Several guest speakers included: Dr. Adrienne Segovia and Dr. James Finkel from the Office of the Medical Examiner of Cook County. They discussed careers in Pathology.
- The Department of Surgery hosted the fellows at the Robotic Simulation Center to use the Divinci Robot
- Cook County Emergency Medical Residents hosted a residency panel with the fellows.
- The Department Head Patricia Finn, MD hosted a luncheon with Latino Internal Medicine Faculty.

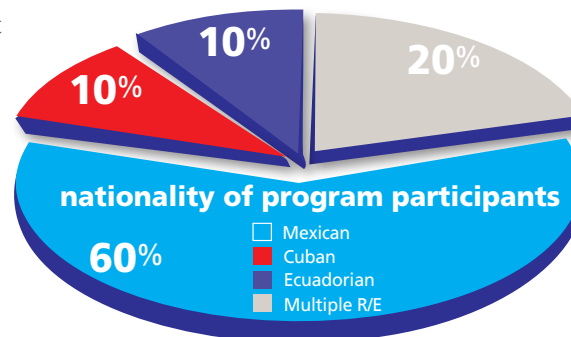


by the numbers

Total Enrolled:	10	
Female:	4	40%
Male:	6	60%
Hispanic/Latino Origin:	10	100%
1st Generation College Attending**:	8	80%
Participants who are Bilingual:	10	100%
Satisfied with Program:	10	100%

average program hours

16 hours per participant



key partnerships

- Esperanza Health Clinic
- UIC Dept. of Emergency Medicine
- UIC Department of Psychiatry
- UIC Dept. of Surgery
- UIC Dept. of Undergraduate Medical Education
- UIC Urban Medicine Program

Summer Medical Research on Health Disparities

program description

The HCOE Summer Medical Student Research on Health Disparities is a 10-week program that introduces sophomore medical students to the field of biomedical and clinical research. Participants work with UIC faculty who conduct research focused on Hispanic or other minorities. Also, throughout the summer they take part in weekly seminars presented by distinguished faculty on a variety of research topics, and they have their own work critiqued by well established investigators. Participants receive support after the program to present their research at appropriate local or national conferences.



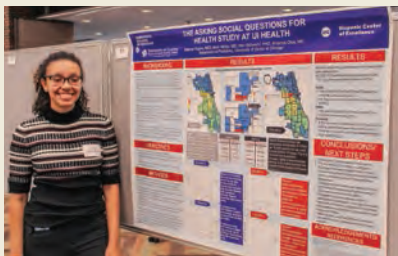
Kathryn Ospino
Summer Research Participant

student experiences

My name is Kathryn Ospino and I participated in the HCOE Summer Research Program during the summer of 2018. Although there was a shorter summer break due to the new curriculum, I was able to have a fruitful research experience through working with Dr. Mark Minier and Dr. Amanda Osta from the Department of Pediatrics on research regarding

adverse childhood experiences and unmet social needs. I presented my research at the 2nd Annual

Chicago Medical Organization for Latino Advancement (MOLA) Research Symposium and at the UIC COM 2018 Research Forum. With this experience, I gained skills on completing and presenting clinical research, but also gathered and accumulated information on the social factors affecting the health of pediatric patients to improve quality, well-rounded health care.



examples of student research projects

Examining Out-of-Hospital Cardiac Arrest Survival in the Racioethnically Diverse Neighborhoods of Chicago by Anthony Carrera (Department of Emergency Medicine)

Robotic-Assisted Placement of Hepatic Artery Infusion Pump for Regional Chemotherapy of Colorectal Liver Metastasis with Indocyanine Green Perfusion Test by Lola Castro Gil (Department of Transplant surgery)

Correlation of baseline AVM flow and Estimated Blood Loss (EBL) during surgical resection of cerebral AVMs by Angelica Fuentes (Department of Transplant surgery)

program highlights & accomplishments

- 40% of students submitted their research abstracts for academic journal publications.
- 70% of students felt that they learned a lot from other members in their research/lab team.
- 90% of students were encouraged by the mentor to present their findings at a research lab meeting.
- 80% of students reported that they could analyze and interpret data appropriately by the end of the program.

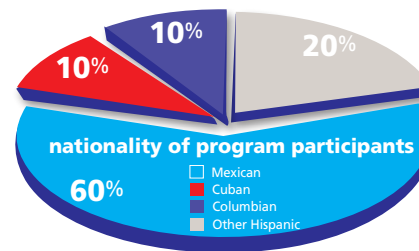


by the numbers

Total Enrolled:	10	
Female:	5	50%
Male:	5	50%
Hispanic/Latino Origin:	10	90%
1st Generation College Attending**:	9	90%
Participants who are Bilingual:	9	90%

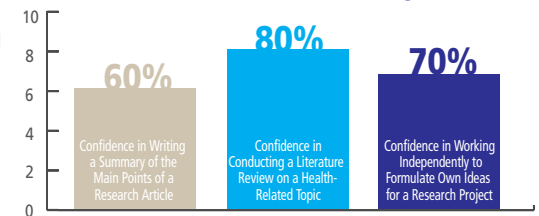
average program hours

320 hours per participant



students' confidence levels

Percentage of Medical Students Who Reported "Very Confident" or "Totally Confident" Regarding the Research Skills After the Program



Clinical Medical Spanish Course

program description

The purpose of the course is to increase medical student comfort level with Spanish-language interviews, examination, and patient education. It will provide ample experience in live and simulated Spanish patient interviews, supervision of interview styles and Spanish-language skills, discussion of common diagnosis, procedural consent, treatment plans, and patient education in Spanish to empower medical students to practice medicine with the nationally growing monolingual Spanish-speaking patient population.

program highlights & accomplishments

Students demonstrated significant improvement in comfort level with all aspects of the medical interview based on pre-course and post-course survey evaluations. 36 students (100%) completed the voluntary anonymous pre-course and post-course surveys.



by the numbers fall 2017

Total Enrolled:	14	
Female:	10	71%
Male:	4	29%
Hispanic/Latino Origin:	2	14%
White:	7	50%
Black:	1	7%
Asian:	4	29%

by the numbers spring 2018

Total Enrolled:	22	
Female:	11	50%
Male:	11	50%
Hispanic/Latino Origin:	8	36%
White:	5	23%
Black:	3	14%
Asian:	6	27%

participants

A total of **36** M4 UIC-COM students completed the Clinical Medical Spanish elective in 2017-18 academic year



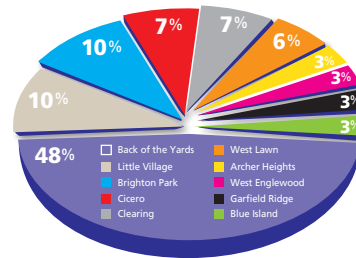
Academia de Padres Leadership Institute (APLI): Cohort 6

program description

APLI is a leadership-training program created with the purpose to develop parents/ legal guardians to become informed consumers empowered with the tools to best support their child's development, interests, and educational trajectory in biomedical and health science careers. As with our other programs at the Hispanic Center of Excellence, the purpose of APLI is to provide a quality experience by providing parents/legal guardians with a holistic support system developed through monthly seminars based on the five pillars: empowerment, leadership, health awareness, parenting, and community outreach.

program highlights & accomplishments

- Parents attended courses related to: health awareness, parent-child communication, higher education, interpersonal development, family communication and leadership.
- 11 parent participants were certified in First-Aid and Cardiopulmonary Resuscitation (CPR) during the summer (2017).
- 17 parents from Cohort 5 re-applied and participated in Cohort 6.
- 44% of the participants took part in the Illinois Latino Council on Higher Education (ILACHE) Annual Conference held at Illinois State University.



neighborhoods of program participants

- Archer Heights
- Back of the Yards
- Blue Island
- Brighton Park
- Cicero
- Clearing
- Garfield Ridge
- Little Village
- West Englewood
- West Lawn

"APLI has helped me understand the various resources available for a student and the importance of health & the continuation for a college degree. It gave me the tools to help my daughter..."

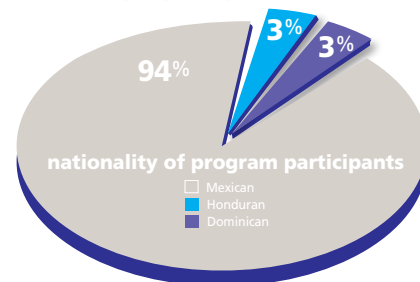
– Maria E. Ibañez

by the numbers

Total Enrolled:	31	
Completion of Program:	27	87%
Female:	29	94%
Male:	2	6%
Hispanic/Latino Origin:	31	100%
Participants who are Bilingual:	1	3%

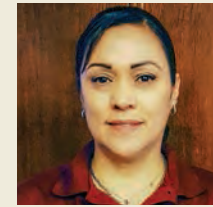
average program hours

100 hours per participant



partners & collaborators

- American Heart Association
- Illinois Latino Council on Higher Education (ILACHE)
- American Red Cross Association
- NEIU
- Vive Hoy
- Brios Skills



Azucena L. Martinez

APLI Participant

student experiences

Hola, mi nombre es Azucena L. Martínez. Este es mi tercer año en APLI y estoy muy agradecida con todos mis maestros y personal de la Academia de Padres Leadership Institute por darme la oportunidad de ser parte de este grupo.

APLI me ha enseñado que no existen barreras para alcanzar una meta, especialmente para los jóvenes que quieren ir a la Universidad. He aprendido que existen muchísimas becas para que los jóvenes apliquen por ellas, que también hay becas para indocumentados, y que no hay excusa para no tener una carrera universitaria.

APLI me ha dado la oportunidad de crecer y aprender sobre la importancia de crear relaciones, redes de apoyo, de los recursos que existen. Y la importancia de entender a nuestros hijos en todas las etapas de su crecimiento. Me ha dado grandes herramientas para usar cada día en mi casa, escuela y comunidad. Me ha enseñado sobre la importancia de que los jóvenes se involucren en la comunidad y en diferentes programas que se ofrecen para que aprendan, creen liderazgo y apoyen a otros jóvenes.

He aprendido sobre el proceso de aplicar para la Universidad, FAFSA, tipos de universidades, diferencia entre una escuela y otra, muy buenos temas de salud de los cuales no tenía conocimiento, y también me ha ayudado a tener crecimiento personal en mi trabajo, escuela y comunidad; a desenvolverme con seguridad en los diferentes lugares y tener confianza en mí misma. Cada día es una nueva experiencia en APLI, ahí no solo aprendemos de los maestros sino también de las experiencias que comparten los demás compañeros. En otras palabras, el ser parte de APLI me ha dado la oportunidad de aprender, entender a mis hijos, acercarme más a ellos, y poder guiarlos paso a paso hacia la Universidad; y por último, a compartir lo aprendido con más padres e invitarlos a vivir la gran experiencia de ser parte de APLI.

Asistir a la Academia de Padres Leadership Institute es mi terapia favorita.

Scholarships

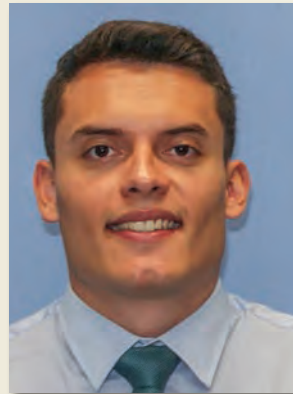


Constellation Brands/Corona Scholarship

VICTORIA GOTAY, *Scholarship Recipient*

Class of 2019

Victoria Gotay, a graduate from Northwestern University, grew up in Chicago where she continues to volunteer at Wildwood School by helping teachers in different tasks, tutoring, and hosting events such as book fairs. Victoria's mother is the source of her inspiration to become a physician. Victoria hopes to triple board in adult psychiatry, adolescent psychiatry, and pediatrics. She especially wants to receive training in child and adolescent psychiatry, in order to serve children and their families who suffer from psychological disorders. Finally she would like to build strong rapport with patients and provide medical care to families from all social and economic backgrounds and help to provide better healthcare for the under-served populations.



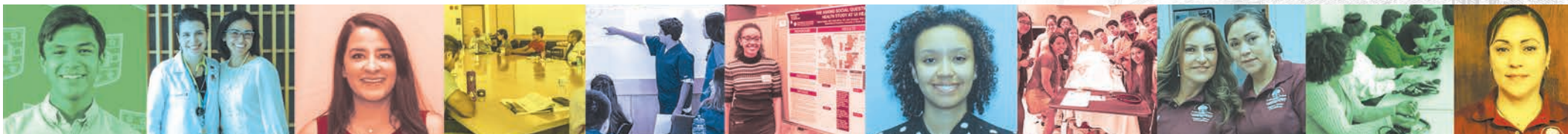
Girotti Scholarship

MICHAEL AMASHTA, *Scholarship Recipient*

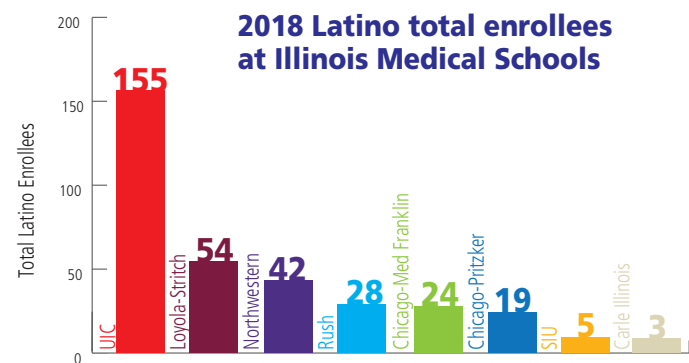
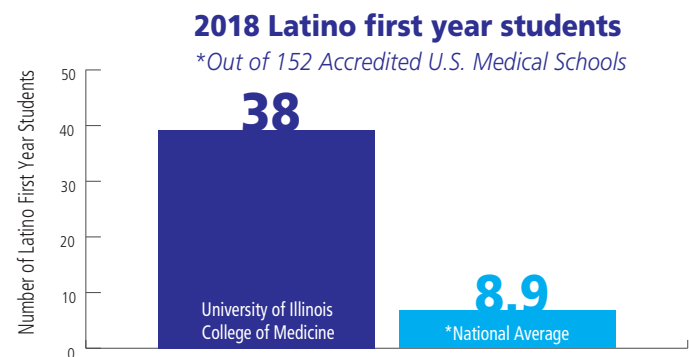
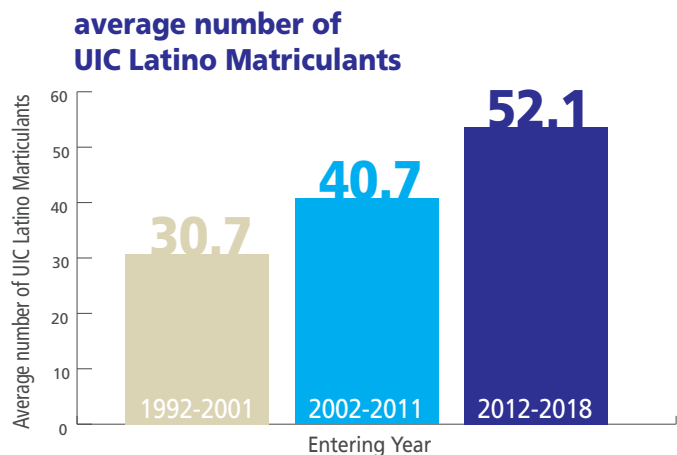
Class of 2020

Michael Amashta majored in Biology and graduated from the University of Illinois at Chicago (UIC). He first became involved with the Hispanic Center of Excellence (HCOE) in 2013 when he participated in the Medicina Scholars program. Among Michael's many activities, he worked as an undergraduate Research Assistant for Department of Kinesiology at UIC, as well as participated in the Summer Medical and Dental Education Program (SMDEP) at the Duke University School of Medicine. Michael has also been involved in many volunteering activities such as the Sparky's Allies Peer Mentoring Program as well as has served as a tutor for the Honor's college at UIC. Most recently, he participated in the Medicina Fellows program of the HCOE and also volunteered at the student run free clinic. It is through Michael's strong work ethic along with his proficient use of Spanish that will enable him to become a physician that will continue to help his community and inspire others to do the same along the way.

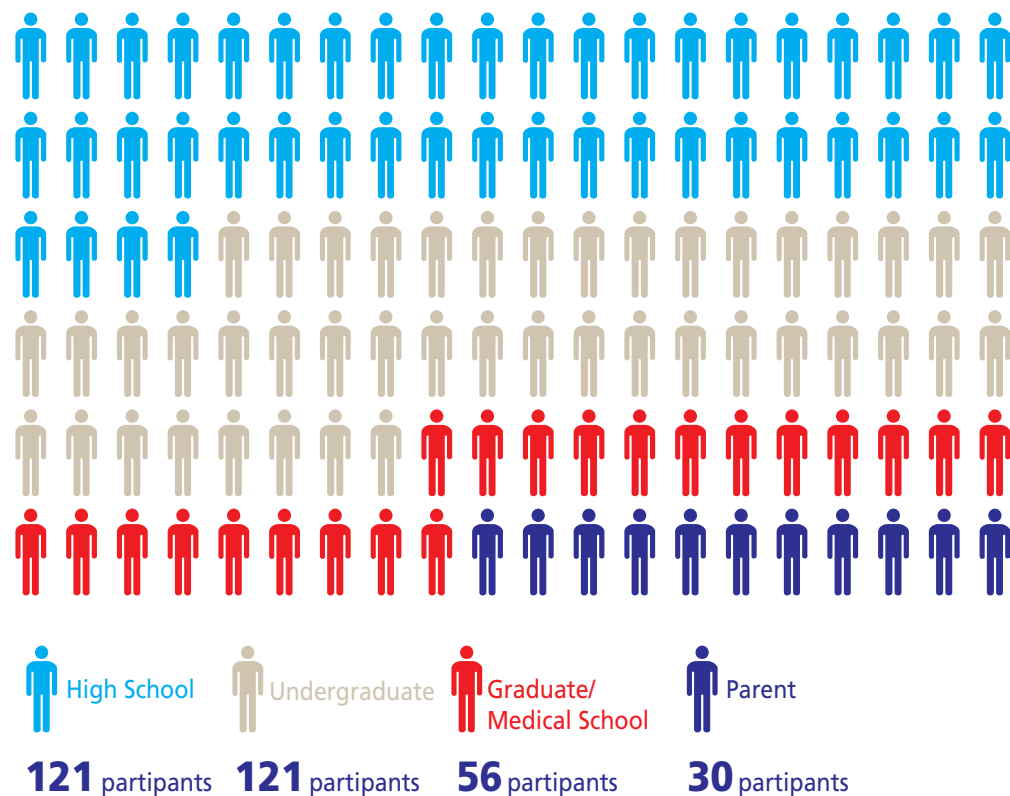
 **Hispanic Center
of Excellence**



by the numbers



total participants by pipeline level



by the numbers Information (Refers to numbers/percentages outlined on pages 9-17):

CONTINUING PROGRAM statistics are only relevant to multi-year programs. This includes participants who have completed one year of the program, but will continue to participate in the program.

1ST GENERATION COLLEGE BOUND includes participants whose parents have not yet completed a 2 or 4-year college degree in the United States.

COMPLETED PROGRAM is defined by the completion of all program requirements and program activities.

finances

HCOE grants

pre-college research grant

The Center was awarded a research grant from the National Institutes of Health (NIH) in 2011 to study high school students' attitudes, motivations, and behaviors related to pursuing health science careers. In addition, the study seeks to test whether the Multiple Worlds' Model (Phelan et al, 1991) can predict Hispanic students' educational trajectories.

The study involves a longitudinal mixed-method design with multi-site cohorts of high school students. Currently, there are five local high schools that are participating in the project. These include:

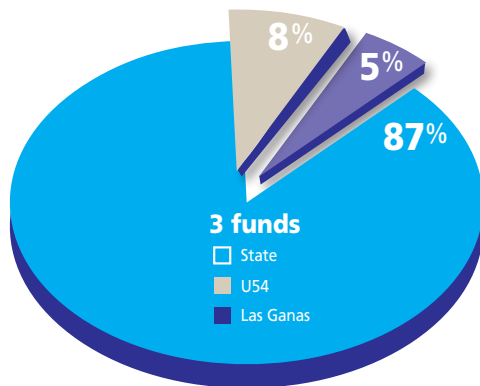
- ASPIRA Mirta Ramirez Computer Academy
- Benito Juarez Community Academy
- DePaul College Prep
- Instituto Health Sciences Career Academy
- UIC College Prep

Overall, this study will provide new knowledge on Hispanic students' attitudes and motivations toward pursuing health science careers, as well as provide insight on the factors that may enable, influence, or deter Hispanic students from entering the field. We believe these findings will inform future health science enrichment programs serving Latino high school students and serve as an interventional model across the United States.

HRSA grant

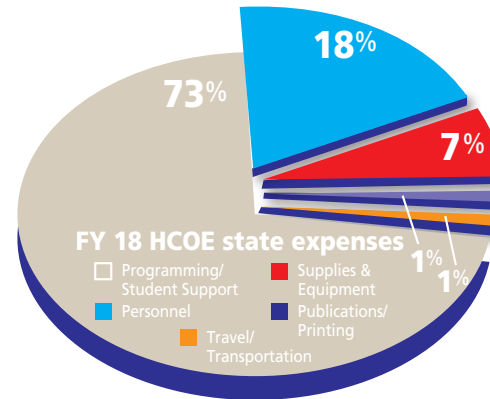
The purpose of the Centers of Excellence (COE) grant program is to assist eligible health professions schools to support education and training enhancement programs to increase opportunities for underrepresented minority (URM) individuals to enter and successfully complete a health professions academic program. COEs are intended to demonstrate an institutional commitment to URM populations by improving the level of skilled URM health professions faculty and health professions students, providing research and exposure to minority health issues, and progress towards eliminating health disparities. The COE programs will serve as resources for future health professions students and faculty to improve their cultural competency and experience providing health services to URM individuals.

“The COE programs will serve as resources for future health professions students and faculty to improve their cultural competency and experience providing health services to URM individuals.”



3 funds

State	\$673,000.00
Las Ganas	\$ 42,573.00
U54	\$ 62,491.00
Total	\$778,064.00



FY 18 HCOE state expenses

Programming/Student Support	\$570,130.65
Supplies/Equipment	\$ 51,687.93
Publications/Printing	\$ 7,570.42
Travel/Transportation	\$ 7,441.00
Personnel	\$141,234.00
Total Expenses	\$778,064.00

stay connected

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Learn more about our center and the programs that we provide by visiting our website at:

<http://www.medicine.uic.edu/hcoe>

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Receive our biweekly e-newsletter to remain updated about all of our programs and events! Send an email to hcoe@uic.edu to join. We currently have over 1,000 subscribers!

volunteer

Contact us by phone or email in order to hear about volunteer opportunities at our center. We are always looking for guest speakers and mentors in medicine.

donate

Please, consider making a donation today to help us continue our work serving the Latino community and strengthening the pipeline of Latino applicants pursuing health careers. You can donate by mail or online at <http://www.medicine.uic.edu/hcoe>

Hispanic Center of Excellence

808 South Wood Street
990CME
Chicago IL 60612-7333

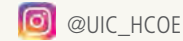
To make an appointment please contact us.

Phone: 312-996-4493

Fax: 312-996-9922

Email: hcoe@uic.edu

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