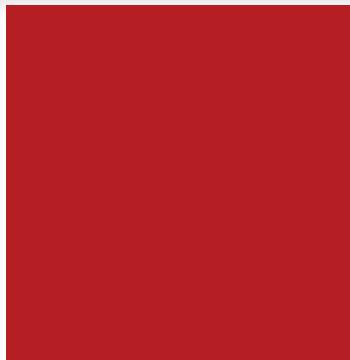


2012-13
Annual
Report



UIC Hispanic Center of
UNIVERSITY OF ILLINOIS
AT CHICAGO Excellence
COLLEGE OF MEDICINE

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MEDICINE

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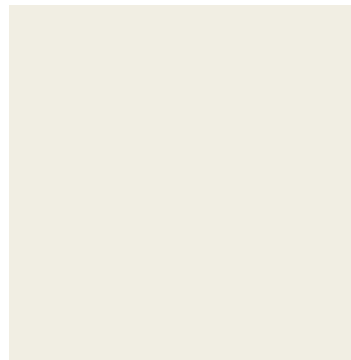
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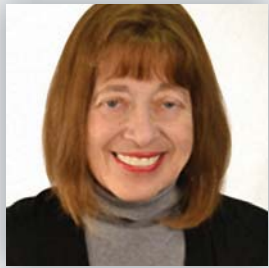
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Department Head's Message



Ilene Harris, PhD
Department Head

The Department of Medical Education (DME) takes great pride in having the HCOE as a unit in our department and in its stellar accomplishments. The HCOE provides exemplary programs to recruit and nurture a competitive pool of Latino students and to recruit and develop Latino faculty members, with the goals of helping to eliminate health care disparities, by reducing the shortage of Latino physicians in the workforce and educating culturally competent physicians.

The HCOE has been exceptionally successful in achieving its student recruitment and retention goals. In 2012, the UIC College of Medicine (COM) had the largest Latino incoming class in the country, with 62 of 315 medical students enrolled, outnumbering Texas, California, New York and Florida and of 273 graduates, 48 Latinos received MD degrees, 18% of all degrees granted. One hundred and ninety-six (196) Latino medical students were enrolled at the UIC COM for the 2012-2013 academic year, comprising 14% of the total student body. "Hispanic Business Magazine" (September 2012 issue) ranked the UIC College of Medicine as one of the top medical schools for Hispanics and this distinction continues to the present.

Among the most important goals and programs of the HCOE is recruitment of a strong applicant pool. The HCOE has accomplished this goal through programs to develop the pipeline of applicants, beginning in high school and extending to college students. The Medicina Apprentice Academy (MAAP) and the Latino Health Sciences Enrichment Program (LaHSEP) are both programs aimed at high school students and their parents. In 2012, 128 students participated in MAAP while 56 participated in

LaHSEP. The HCOE also sponsors a support program, the Academia de Padres Leadership Institute (APLI) for the parents of Latino high school students who are interested in pursuing careers in the health professions. Medicina Scholars introduces college-level students (100 participants in 2012) to a medical career through a three-year curriculum, including a Leadership Development Conference. The Summer Undergraduate Student Research Fellowship provides a stimulus for careers in medicine for Latino college students interested in research, with 13 fellows enrolled in 2012. The HCOE also nurtures and supports Latino students once they have been admitted to medical school. For example, the Summer Medical Student Research Fellowship Program enrolled 15 Fellows in 2012. The HCOE also sponsors a support program for assisting students with preparation for the USMLE exam.

The HCOE is also becoming a center of excellence in its scholarship. In collaboration with other DME faculty members, the HCOE has obtained an NIH grant to study the motivations, beliefs and behaviors of Hispanic high school students interested in careers in the biomedical and behavioral sciences, using the conceptual framework of "multiple worlds" of family and peers. Also in collaboration with other DME faculty members, HCOE staff are conducting rigorous program evaluations, with the goals of studying, documenting and widely disseminating their impressive programs and results. These scholarship efforts will take the work of the HCOE to the next level, of enhancing their national reputation for leadership in recruiting, nurturing and producing Latino physicians and health care leaders to serve the health care needs of the Latino community and the nation. ■



Director's Message



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

The Center has an ambitious mission: to improve the medical care of Latinos in Illinois. We understand that many things have to happen to make it a reality, even things that we cannot control. But the health and well-being of all Latinos in the state is everyone's business. There is strong agreement that education is the key to improving our future. Those with more education are able to earn higher incomes, have better access to health insurance and can make more informed decisions about their own health. At the same time, many studies have shown that patients whose doctors share their culture and language are more satisfied with their care and show better outcomes.

These are the things that drive our work. We continue to have too few Latino doctors and other health care practitioners even as our community continues to grow in large numbers across the state. As you read about the wide range of programs and initiatives of our Center, you will see the impact that we can make on the current situation. We know that the need for expanding our programs is great. Every time our staff visits schools or community organizations the message they hear is that we need to do more. In order to do more, we will have to increase the number of partnerships across the educational pipeline to reach a larger number of students, parents and community members. Additionally, we will need to do what we do



better. The Center is taking these challenges head-on and learning how to disseminate our work so that others can put in place additional programs.

Latino youth are eager to learn more. We see it in the numbers that show interest in the programs we offer. We expect to keep getting better at our work so that more students will benefit and—in the long run—the community will also benefit from their talent and eagerness. I want to thank everyone who makes the HCOE possible; you have our commitment to continue driving toward our ambitious mission: to improve the medical care of Latinos in Illinois. ■



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.



The Year In Review

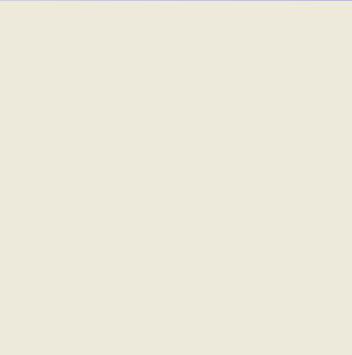
In Fall 2012, the Hispanic Center of Excellence launched its Medicina Fellows program, an initiative which focuses on first and second year Latino medical students pursuing a career in primary care. Through the Medicina Fellows program, the Center provides students a closer look at primary care residencies, offers leadership development opportunities and provides formal USMLE support, all of which were recent concerns and needs that medical students expressed to HCOE staff. The USMLE support in particular is an area that has expanded since the Center added more resources for students by making them an integral part of the Fellows program. In its first year, the Medicina Fellows program has slowly but surely helped to establish a much needed link between UIC alum and current medical students. The program has not only provided a forum for students to obtain various residency perspectives from their peers, but it has also given medical alums an opportunity to reconnect with the Center and the College of Medicine.

Over the summer, the Center also expanded on its summer high school initiative, the Latino Health Science Enrichment Program (LaHSEP). The expansion consisted of breaking the program into three tracks. The first track focuses on ACT prep through Kaplan for freshman and sophomores. The second track focuses on introducing and developing research concepts and skills for juniors and seniors. Finally the third track in partnership with LARES, focuses on developing the English, Math and Chemistry skills of incoming Latino freshman at UIC. The applicant pool for LaHSEP has continued to be vast, and therefore has further illustrated the need and desire of Latino students to enter the field of health sciences.



The undergraduate pipeline has also had a component added, the MCAT prep through Kaplan. As part of the provisions of the HCOE's Health Resources and Services Administration (HRSA) grant, the MCAT prep was first offered this past year in order to help address the current low MCAT performance of Latino student applicants. While Latino students traditionally have a stellar record of volunteering and other extracurricular activities, studies have shown that they underperform in the MCAT, particularly in the verbal reasoning. Through the new MCAT prep initiative, the Center hopes to start a positive trend of giving Latino pre-medical students a much needed boost in their test scores.

The last major program in the past year that has been further developed has been the Academia de Padres Leadership Program (APLI). The program originally began as a supplemental support piece for the parents of the Medicina Academy participants. Since the parent academy workshops contained topics (such as applying for financial aid) that pertained to parents of all educational level participants, it naturally evolved to include parents of non-participants and of every grade level. The interaction with parents of students from different parts of the pipeline has been the natural result and it has steadily helped disseminate further information about parenthood and the academic challenges their children continue to face. ■





Accomplishments

- Five cohorts of Medicina Scholars (160) have completed the program; 14 of them are in medical school and an additional 18 have applied recently.
- Fifteen (15) medical students completed the Summer Medical Student Research Program; since its inception in 1998, 209 medical students have participated in the program.
- Forty seven (47) 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 fall 2012, the work of HCOE contributed to the enrollment of 62 Latinos in the first-year medical school class, or 19% of the total. This marked UIC #1 in the nation for matriculation of Latino medical students.
- In spring 2013 the COM graduated 40 Latino M.D.s comprising about 15% of all (263) graduates.
- Of the 7 medical schools in Illinois, UIC graduates 50% of all Latino M.D.s
- Hispanic Business magazine ranked UIC College of Medicine as a “top 10” medical school for Latinos for the ninth year in a row; Diverse Issues in Higher Education ranked UIC #1 in the production of Latino M.D.s
- In summer 2012 the Hispanic Center of Excellence was awarded a five-year, \$3.4 million federal grant to address disparities in minority health care.

HCOE Programs

Why Do We Need the Hispanic Center of Excellence?

- Between 2000 and 2010, the number of Latinos in Illinois grew by 33%, greatly outpacing 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.

Pre-College Level

Medicina Academy Apprentice Program (MAAP)

Rural Medicina Academy

Latino Health Science Enrichment Program (LaHSEP)/ Tracks 1&2



Family Level

Academia de Padres Leadership Institute

Undergraduate Level

Medicina Scholars

Latino Health Science Enrichment Program (LaHSEP)/Track 3

MCAT Prep

Summer Undergraduate Research in Health Disparities

Medical School Level

Medicina Fellows

USMLE Prep

Summer Medical Research in Health Disparities

Faculty Level

Faculty Fellowship



Medicina Apprentice Academy (MAAP)

By the Numbers

Total Enrolled: 134

Completed Program:	128	95.5%
Female:	100	74.6%
Male:	34	25.4%
Hispanic/Latino Origin:	132	98.5%
1st Generation College Bound:	101	75.3%

Key Partnerships

- American Heart Association
- American Red Cross
- ASPIRA Mirta Ramirez Computer Science
- Benito Juarez Community Academy
- Gordon Tech College Prep
- Illinois Latino Council on Higher Education
- Instituto Health Sciences Career Academy
- Roosevelt High School
- UIC, Urban Medicine Program

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 10 students from each partner high school 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 (university based and high school based) that consists of fieldtrips, seminars/lectures, workshops, lab sessions, and Red Cross certification courses that help to prepare students for biomedical careers.

Program Highlights & Accomplishments

- All students attended monthly seminars with four major sessions in each: 1) medical/health, 2) medical labs, 3) higher education, and 4) interpersonal development.
- Participants received 3 certifications: babysitter's certification, first-aid/CPR certification, and disaster preparedness training.
- Cohort 1 apprentices were accepted and are attending over 12 different colleges, of which 8 are located in Chicago.
- Cohort 1 apprentices were accepted and enrolled in the following majors: Chemical Engineering, Occupational Therapy, Psychology, Nursing, Biology, Engineering, and Psychiatric Rehabilitation.

Contact Hours

Average Contact Hours Per Student in Cohort 1 or Cohort 2: 78 hours

Average Contact Hours Per Student in Cohort 3: 65 hours

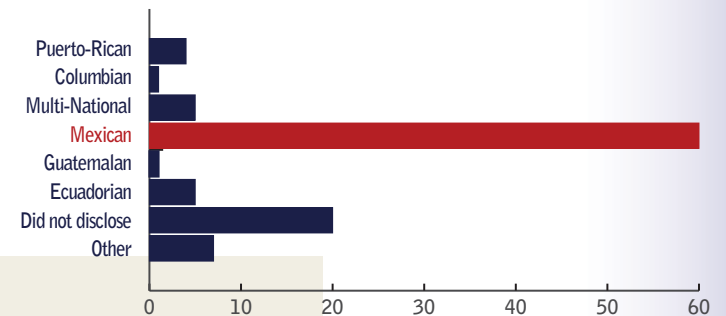
Total Contact Hours: 9,425 hours

Michael Martinez MAAP Participant



My experience at Medicina Academy was and still is amazing! This program is really helpful to those who wish to apply to college and eventually get into medical school. The program helps prepare you for college by exposing you to current medical students who can relate how they successfully navigated through college. The program also provides guidance and tips on time management for filling out the FAFSA and the college applications. Medicina Academy has really influenced me to stay in the medical field and I am really grateful for everyone in the HCOE staff for giving me the opportunity to be in it. ■

Percentage of Hispanic MAAP Participants



Rural Medicina Academy

Program Description

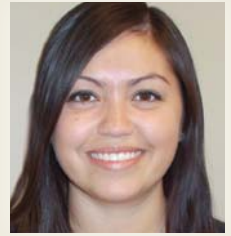
The Rural Medicina Academy (RMA) is a health career awareness pipeline program that offers rural Latino youth the opportunity to 1) explore health career professions, 2) understand various health disparities, 3) develop cultural competence, and 4) enhance professional skills. The RMA is part of a collaborative effort between the National Center for Rural Health Professions (NCRHP) at the University of Illinois-Rockford and the HCOE as part of the Center of Excellence grant.

Program Highlights & Accomplishments

- The curriculum included four major tracks: 1) Exploring Health Professions; 2) Understanding Health Disparities; 3) Cultural Competency; 4) Professional Skills Development.
- All students attended professional development seminars on topics such as: creating a professional gmail account, email etiquette, public speaking, networking, and online searches.
- As part of the closing ceremony, all Summer Scholars participated in a public capstone presentation illustrating their research findings. Dr. King – Interim Regional Dean of UI College of Medicine at Rockford (UI COMR) – and several UI COM-R, NCRHP, UIC College of Pharmacy at Rockford faculty were present.
- Three group research projects developed during the program included: 1) *Perspectives of the Social Determinants of Health* 2) *Understanding Stress in Latino Families* and 3) *Community Asset Mapping of Belvidere, IL*.

Martiza Estrada

Rural Medicina Academy Participant



I am from Mendota, Illinois and attended the University of Illinois Champaign-Urbana. I hold a bachelor's of science degree in Molecular and Cellular Biology. I hope to attend the Rural Medical Education Program (RMED) to pursue a career in rural family medicine. My most memorable experience at the Rural Medicina Academy was working with the academy's faculty and the pharmacy and medical students. It was a great experience for me and I can see it playing a huge role in the future careers of many students in this area. I wish I would have had this opportunity in high school or during the first two years of undergrad. It would have been such a huge help for me in finding the right career path. I want to do anything that could possibly help guide students to a future health career with a more direct and clear route than I had in high school/early college. I hope to be a better example to the young Latino students in rural communities. ■



By the Numbers

Total Enrolled: 14

Completed Program:	9	64.3%
Female:	9	64.3%
Male:	5	35.7%
Hispanic/Latino Origin:	13	92.9%
1st Generation Completing College:	2	14.3%

Key Partnerships

- Belvidere High School
- Jefferson High School Health Sciences Academy Support Team
- Latino Medical Student Association (LMSA) University of Illinois College of Medicine at Rockford
- RMED/RPHARM programs
- Rock River YMCA

Contact Hours

Average Contact Hours Per High School Student: 90 hours
 Average Contact Hours Per College Student: 150 hours
 Total Contact Hours: 990 hours

LaHSEP Track 1



By the Numbers

Total Enrolled: 46

Completed Program:	42	91.3%
Female:	40	87.0%
Male:	6	13.0%
Hispanic/Latino Origin:	44	95.7%
1st Generation College Bound:	43	93.5%

Contact Hours

Average Contact Hours Per Student: 208.5 hours
 Total Contact Hours: 8,757 hours

Key Partnerships

- Illinois Caucus for Adolescent Health
- Furnetic Veterinary Clinic
- University of Illinois at Urbana-Champaign
- ACES, Veterinary Medicine
- University of Wisconsin-Madison: Academic Advancement Center of Academic Excellence
- Argonne Laboratories

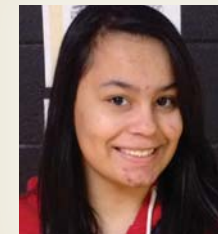
Program Description

Begun in 2009 and offered in partnership with the Latin American Recruitment and Educational Services (LARES) program at UIC. The purpose of LaHSEP is to enrich the academic preparation of students attending Chicago public and charter high schools. Every summer 60 participants participate in a series of seminars to enhance their skills in science reasoning, mathematics, and writing in order to prepare for the ACT. Also, students take part in workshops geared towards college readiness and career exploration in the health sciences..

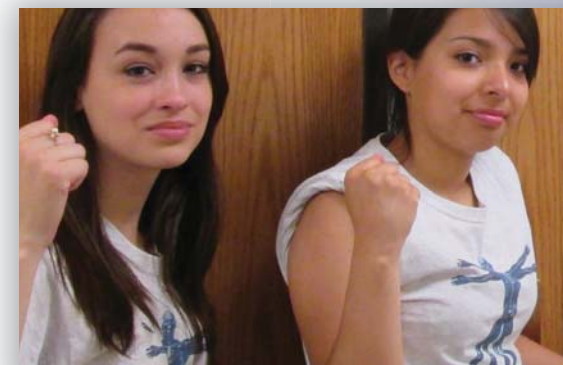
Track 1 Program Highlights

- The curriculum included ACT preparation, interpersonal development, higher education and medical sessions. Students were able to attend medical labs and see cadavers and dissections.
- Students attended weekly fieldtrips to: University of Illinois at Champaign-Urbana; University of Wisconsin-Madison; Argonne Laboratories; Museum of Science and Industry.
- 12 student participants came from the suburbs and cities outside of Chicago.
- Students came from 20 different high schools in Chicago, the suburbs, and other surrounding cities.
- 2 LaHSEP mentors were trained about sexual health, healthy adolescent relationships, and teen dating violence through the Illinois Caucus for Adolescent Health.

Jahaira Figueroa LaHSEP Track 1



I had many different experiences at LaHSEP; some of those experiences were educational, while others were mutual. I had a class that taught me about applying to colleges, and choosing majors and colleges that fit me; I now know what I want for my future. We took field trips to a few colleges, and I got to go visit the university of my dreams. While we were on those field trips, we bonded with other LaHSEP participants and made friendships. At the end of each day, we took a Kaplan class to prepare for our ACT; I'm able to write better persuasive essays. I enjoyed going to LaHSEP every weekday; I loved the fact I could do something in the summer that would prepare me for my future. I dissected organs and examined an actual cadaver. I've learned things I'd never forget during my time at LaHSEP. Honestly by the end of the program, I cried my eyes out; I fell in love with the program, and made friends that I never want to lose. This program is the best thing that has ever happened to me, and was definitely my favorite part of 2013. ■



LaHSEP Track 2

Katheleen Munoz LaHSEP Track 2



My experience in the Latino Health Science Enrichment Program, Track 2 is one that I will see as one of the stepping stones to my path to becoming a physician. Their faculty is simply spectacular when addressing my questions and making me feel as if I was family. In the program I not only learned more about myself, but also about other students from different schools. The activities that we participated in pushed us mentally and physically, but I would not have it any other way! One of my favorite classes was taught by a current medical student at UIC College of Medicine, where we were exposed to the type of information we would learn in medical school and got to dissect multiple organs like a human brain.

Being from a first generation Latino family, I knew nothing about the whole college process, but the LaHSEP faculty guided me every step of the way even on days when the office was closed or after hours. Allowing us to create a college-level research question exposed me to understanding the process college students go through in creating research projects. Being in this program highlights the ability for Latino students to succeed in the very competitive field of medicine. I hope this program continues to touch the lives of other students to realize their potential. ■

Track 2 Program Highlights

- The curriculum included the following courses: Research Fundamentals, Research Writing, Interpersonal Research Development, Higher Education, and Medical and Health Lab.
- All 26 students presented their professional research posters at the annual LaHSEP Research Symposium.
- 6 student participants came from the suburbs and cities outside of Chicago.
- Students came from 18 different high schools in Chicago, the suburbs, and other surrounding cities.
- One student received the National Academy of Future Physicians and Medical Science Award and another student was a Quest Bridge Finalist.

By the Numbers

Total Enrolled: 27

Completed Program:	26	96.3%
Female:	22	81.5%
Male:	5	18.5%
Hispanic/Latino Origin:	27	100%
1st Generation College Bound:	24	88.9%



Contact Hours

Average Contact Hours Per Student: 204.5 hours

Total Contact Hours: 5,317 hours

Example Student Research Projects

- Literature Review on the Historical Context and Evolution of the Roles of Parteras in the Medical Field
- A Survey Study on the Use of Herbs Among Hispanic Adults in Andersonville Compared to Edgewater
- An Observational Study Assessing the Popularity of Hueseria compared to Chiropractic Medicine in Three Chicago Neighborhoods



LaHSEP Track 3



Track 3 Program Highlights

- The curriculum consisted of attending English, Chemistry, Introduction to Research, and Math courses. Additional seminars covered the application process for medical school.
- All LaHSEP Track 3 students presented on chemistry lab research at the end of the program.
- LaHSEP students were trained in dealing with epilepsy, interpersonal violence, and bystander interventions.
- All 22 students attended weekly health-related fieldtrips, such as: UIC College of Medicine tour, Little Village Environmental Justice Organization toxic pollution tour, and the International Museum of Surgical Science.

By the Numbers

Total Enrolled: 22

Completed Program:	22	100%
Female:	11	50%
Male:	11	50%
Hispanic/Latino Origin:	22	100%
1st Generation College Bound:	17	77.3%

Contact Hours

Average Contact Hours Per Student: 160 hours

Total Contact Hours: 3,520 hours

Key Partnerships

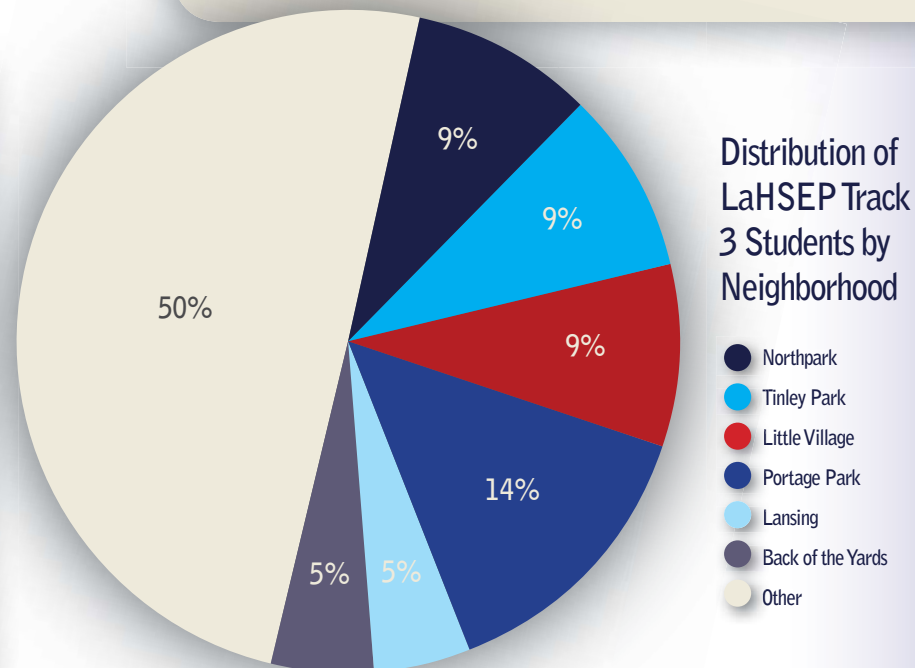
- Latin American Recruitment and Educational Services Program
- Little Village Environmental Justice Organization
- UIC Hospital & Health Sciences
- UIC, College of Applied Health and Science
- UIC, College of Medicine



Leslie Velazquez LaHSEP Track 3



I am a current first year student at UIC and participant of the first cohort 2013 LaHSEP Track 3 program. I am a first generation college student and graduate from Whitney Young Magnet High School and am interested in pursuing a career in Medicine. LaHSEP track III has given me a preview of what to expect academically for the pre-med courses that I will need to take through my educational career. The instructors were very friendly and helpful and I also got to meet different counselors and individuals throughout the university that can guide me to ultimately reach my goal as a doctor. I was also accepted into the Medicina Scholars Program and am enjoying my first year at UIC. ■



Medicina Scholars

By the Numbers

Total Enrolled: 95

Completed Program:	88	92.6%
Female:	64	67.4%
Male:	31	32.6%
Hispanic/Latino Origin:	95	100%

Contact Hours

Average Contact Hours Per Student: 150 hours
Total Contact Hours: 13,200 hours

Key Partnerships

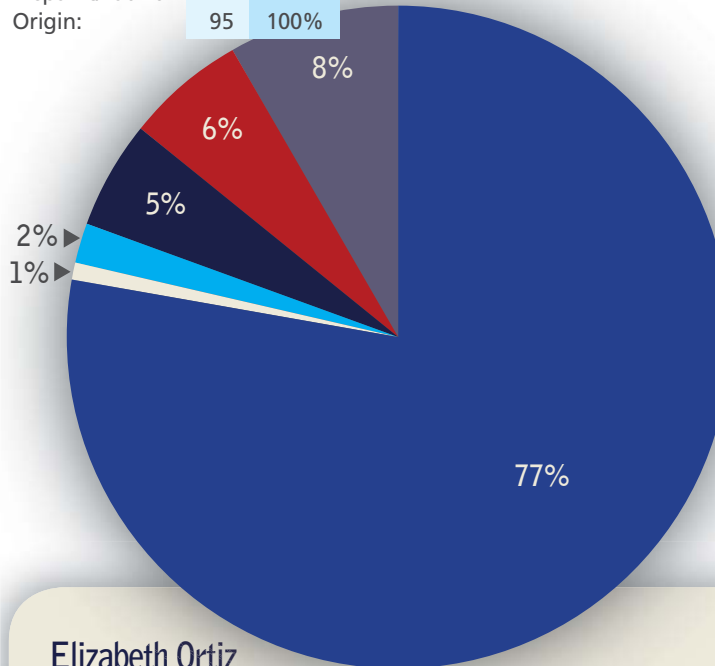
- Alivio Medical Center
- Howard Brown Health Center
- Kaplan
- LARES
- Latino Medical Student Association, UIC Chapter
- Northern Illinois University, History Department
- Rush University
- UIC, Department of Kinesiology
- UIC, Office of Career Services
- UIC, School of Public Health (Urban Health Program, Career)

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 issues, public health policy, cultural competence, 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

- 26 students graduated from the Medicina Scholars program in May 2013.
- All participants received free academic advising, research mentoring, math/science tutoring, and professional development workshops.
- Patricia Corona (inducted in 2011) presented her research at the UIC Student Research Forum and completed the Brigham and Women's Hospital STARS Program through Harvard University in Summer 2012.
- Michael Belmonte (inducted in 2009) was admitted to University of Illinois College of Medicine and received the Cavero Scholarship.
- Students attended up to 4 fieldtrips including: Latino Medical Student Association Midwest Regional Conference, Kinesiology Department Cadaver Lab Tour and Activity, UIC Medical Student Shadow Day, and National Hispanic Medical Association conference.



Nationality of Medicina Scholar Students

- Mexican
- Columbian
- Puerto Rican
- Multiple Nationalities
- Cuban
- Other

Elizabeth Ortiz Medicina Scholar

As a first-generation Latino college student, it was not easy transitioning [from] a community college to a university. The Medicina Scholars program could not have come into my life at a better time. As a recently declared pre-med student, I had applied to the program that summer and was excited when I heard that I was accepted. The Medicina Scholars program paved my pre-med path with empowering seminars, academic advising, regional and national conference invitations, and my first research program experience. The monthly seminars focused on the topics of professionalism, the history of medicine, public health policy, cultural competence, grand rounds in primary and specialized care, and the medical school application process. The guest speakers' stories were empowering as they spoke about their struggles and triumphs to reach their goal of becoming a physician. I found strength in their stories and took their words of wisdom very seriously. The monthly seminars reminded me of my goal of becoming a physician and motivated me to push through the obstacles I was facing. I could relate to the speakers, we had similar backgrounds, and they were living evidence that I could get to where I wanted to be too. ■



Summer Undergraduate Research in Health Disparities

By the Numbers

Total Enrolled: 16

Completed Program:	16	100%
Female:	7	43.8%
Male:	9	56.3%
Hispanic/Latino Origin:	15	93.8%
1st Generation College Bound:	11	68.8%

Contact Hours

Average Contact Hours Per Student: 350 hours

Total Contact Hours: 5,600 hours

Project Examples

- Progression of Chronic Kidney Disease in Patients with Sickle Cell Anemia
- Examining Differences in the Quality Content of Prenatal Care Across Racial Groups
- Effect of Periodontitis on Kidney Damage in Zucker Diabetic Fatty Rats: Prospective Animal Model for the Hispanic Population

Program Description

The HCOE Summer Undergraduate Research in Health Disparities program is a 10-week summer research experience for junior and senior college students that was established in 2010 and introduces them to the field of health disparities research. Selected candidates are matched with appropriate UIC researchers engaged in research related to Hispanic or other minority health disparities such as diabetes, cancer, asthma, obesity, and kidney disease. Participants learn skills to test a hypothesis, interpret preliminary data and findings, and appraise the outcomes of research. Above all, this program aims to ultimately improve the quality of health care by providing Fellows with practical knowledge of research applications and its importance in the medical field and the treatment of patients.

Program Highlights

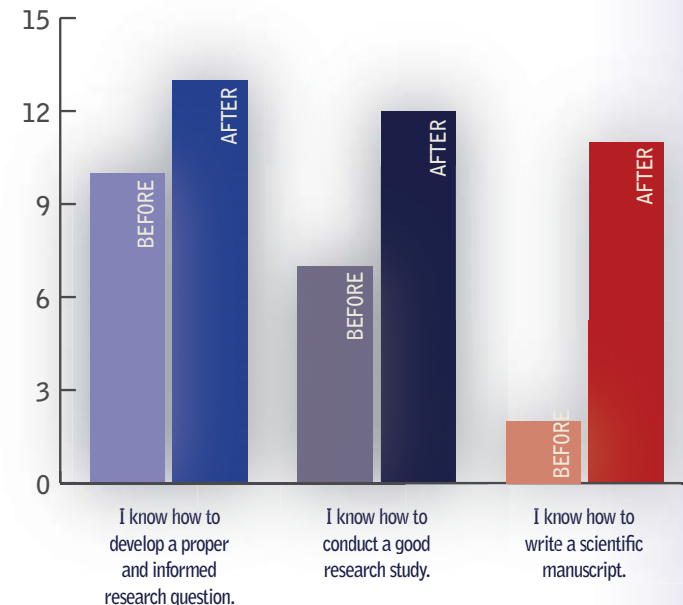
- 92.3% of student respondents said they understand the importance of health disparity research in medical practice.
- 100% of student respondents were satisfied with the overall program and research experience.
- All students completed at least two of the following trainings: 1) Collaborative IRB Training Initiative (CITI) Investigator Training; 2) Health Insurance Portability and Accountability Act (HIPPA) Training; 3) Research Participant Recruitment Training; 4) Research Participant Interviewing Skills Training; 5) Laboratory Safety Training.
- Michelle Toledo and Alejandra Onate, presented a research poster at the UIC Annual Psychiatry Research Day in September.

Ben Vazquez Summer Undergraduate Student



I am a current second year undergraduate at the University of Illinois at Chicago. I would like to be a physician to make a difference in the community. This past summer, I partook in HCOE's Summer Undergraduate Research Program on Health Disparities (SURP-HD). I was assigned to work with Dr. Santosh Saraf, a Hematology/Oncology physician working in the Comprehensive Sickle Cell Center. Dr. Saraf's research focuses on risk factors for kidney damage in patients with sickle cell disease. Through Dr. Saraf's mentorship, I learned about the nephrons in the kidneys and the concept of having an abnormal amount of a certain protein in the urine. As a result of my research opportunity with Dr. Saraf, my abstract was accepted for presentation at the highly competitive annual conference of the American Society of Hematology, to be held in New Orleans in December. ■

Undergraduate Students' Level of Agreement with Their Research Skills Before and After the Program



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

- Students were exposed to 8 specialties: Family Medicine, Surgery, Psychiatry, Emergency Medicine, Gastroenterology, Orthopedics, Internal Medicine, and Pediatrics.
- Several key seminars included: (1) Clinical Implications and Patient Elicitation of Health Beliefs and Practices Among Latinos (2) Identify socioeconomic, environmental, and behavioral and life style risk factors of the Latino community (3) Barriers faced by Latino LGBT individuals and providing proper Health assessments (4) Choosing and identify the right specialty (5) How to become a competitive applicant when applying to residency.
- In conjunction with the program, 9 students also participated in a summer medical research program

“The [Medicina Fellows] program has provided me the extra skills and information to succeed in medical school.”

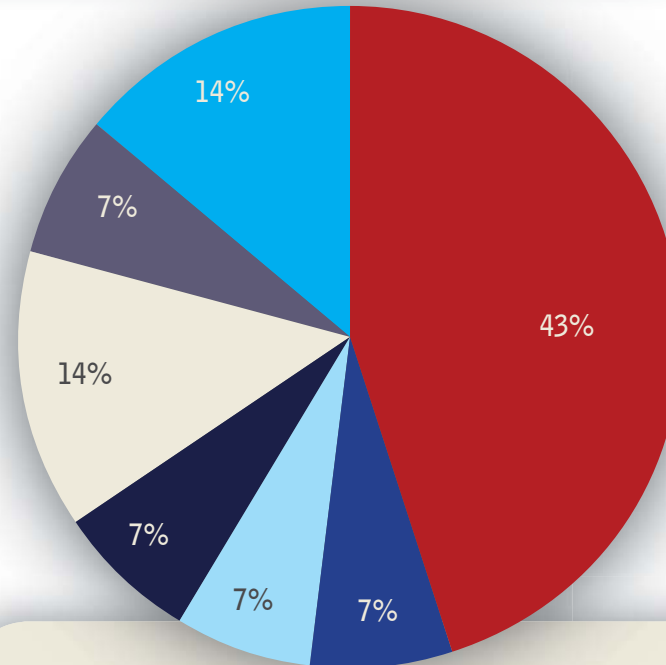
By the Numbers

Total Enrolled: 14

Completed Program:	13	92.9%
Female:	11	84.6%
Male:	3	23.1%
Hispanic/Latino Origin:	14	100%
1st Generation Completing College:	7	53.9%

Contact Hours

Average Contact Hours Per Student: 12 hours
Total Contact Hours: 156 hours



Nationality of Medicina Fellow Students

- Mexican
- Puerto Rican
- Cuban
- Chile
- Peruvian
- Salvadorian
- Venezuelan

Laura Villavicencio Medicina Fellows Student

Being part of Medicina Fellows has been a great experience. The program has provided me the extra skills and information to succeed in medical school. I have been able to learn about the different medical specialties, residency programs, and main topics that impact the Latino/Hispanic community from a variety of physicians, residents, and other medical providers. Their stories and experiences inspire me to continue giving my all, taking advantage of all the opportunities along the way, and challenging myself to be the best I can be. The program's educational and emotional support in preparing for Step 1 has been fundamental to my approach to the examination, and I am confident it will help me reach my goal. In Medicina Fellows I have found a great group of friends and mentors, my familia away from home, all of whom I can count on at any time. ■



Summer Medical Research in Health Disparities

By the Numbers

Total Enrolled: 20

Completed Program:	20	100%
Female:	14	43.8%
Male:	6	56.3%
Hispanic/Latino Origin:	19	93.8%
1st Generation Completing College:	8	68.8%

Contact Hours

Average Contact Hours Per Student: 360 hours

Total Contact Hours: 7,200 hours

Project Examples

- Testing new surgical techniques and tools in order to improve the lives of patients with knee replacements
- Implementation of a two-way text messaging intervention focused on increasing medication adherence among diabetic patients who take oral medications
- Studying the mechanisms responsible for regulation of the molecular motors in the heart muscle

Program Description

The HCOE Summer Medical Student Research in 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.

Program Highlights

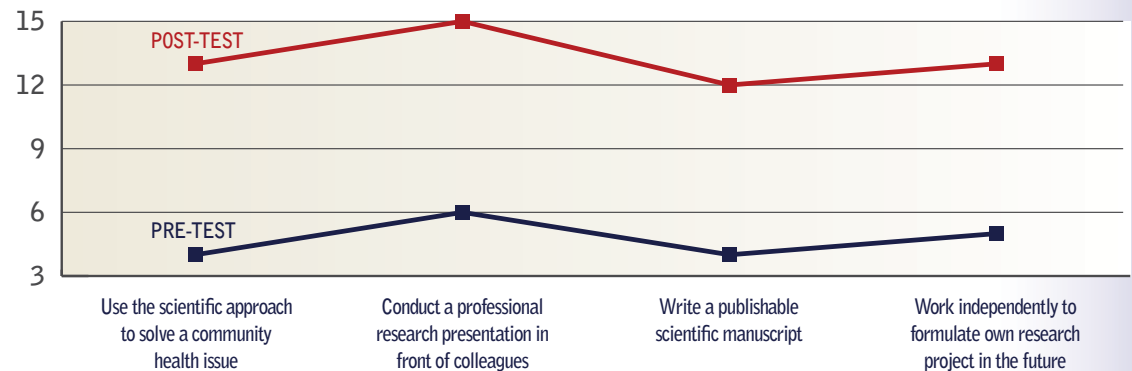
- 100% of student respondents were satisfied with the overall program and research experience
- 86.7% of student respondents said they learned a lot from other research/lab team members during their project
- At the end of the program, 93.8% of student respondents felt very aware of the career paths available to them in academic medicine
- 9 UIC faculty members volunteered to serve as guest speakers for weekly student research seminars

Aaron Case Medical Student



This past summer I participated in the HCOE Summer Research experience, where I worked alongside Dr. Farid Amirouche in the Department of Orthopedics. During this ten week experience, I assisted in various department projects such as reviewing articles on muscle cell aging, suturing nerves for experimental testing, aiding in experimental procedures, and working with functional skeletal models. My project was using a design software to create a three dimensional model of the muscles, ligaments, and bones of a human leg based on anatomical sections of a cadaver. Throughout the program, I met with other researchers weekly and worked on developing a proper research question, to determining the testable variables, and on presenting abstracts for grant applications. During these workshops, we were able to receive support and advice from an expert in the field of medical research, Dr. Amelia Bartholomew. We also listened to the projects being completed by other medical researchers. Each week, we were able to explore the idea of having a career in academic medicine. Finally, we presented our summer's work to all the program participants as well as their research preceptors and received helpful feedback throughout the entire process. ■

Medical Students' Level of Confidence Regarding Specific Research Skills at Pre- and Post-Test



Urban Medicine

Program Description

Each year students participate in six to eight in-class seminars that develop and enhance their understanding on the general themes. In preparation for each session, students read scholarly articles and reports and work in small groups to interactively address issues. In the first-year students also prepare to begin a longitudinal rotation in local community or social service agencies/organizations that continues through the fourth-year of medical school. The goal of the rotation is to provide first-hand experience with community program design, implementation and evaluation.

Program Highlights

- UMed students worked with over 20 different urban communities and neighborhoods in Chicago
- In the past year, 19 medical students were awarded the Gold Humanism Award
- 6 UMed students became Alpha Omega Alpha Members

Examples of Longitudinal Community Rotation (LCR) Student Projects

Young Doctors Program in Lawndale Neighborhood - Pipeline Health Careers Program for Middle School Students

Deborah's Place: Healthy Beat Program in East Garfield Park- Health Education Program for Homeless Women

Cut the Cycle in Pilsen Neighborhood - Domestic Violence Awareness and Resource Training for Hair Stylists

Ruben Cardoso Medical Student



I was born and raised in the Back of the Yards neighborhood in Chicago, which is a low income-underserved area. I attended Curie High School, a Chicago Public School located in South Chicago. During my senior year in high school I won the Posse Leadership Scholarship, which awarded me full tuition to DePauw University in Greencastle, IN. I applied to UIC-COM because of the diversity of the student body, the hospital's commitment to the underserved, the supporting staff at HCOE, and the UMed program. Having been accepted to both UIC and UMed has allowed me the opportunity to work with the communities that surround UIC. Specifically, through UMed I have had the wonderful opportunity to serve as a mentor/tutor to high school students that are interested in the medical field. These students are enrolled in the Medicina Academy Apprentice Program and once a month they come to UIC-COM for undergraduate level classes and lab sessions, parts which were developed by my UMed team. UMed has provided me with a unique set of skills, which I would have not otherwise obtained had I only participated in the regular COM curriculum. I now seek to obtain a residency in Emergency Medicine and plan on continuing to mentor students all while still utilizing the skills learned through UMed. ■

By the Numbers

Total Enrolled: 94

Completed Program:	93	98.9%
Female:	70	74.5%
Male:	24	25.3%
Hispanic/Latino Origin:	24	25.3%

Contact Hours

Average Contact Hours

Per Student: 60 hours

Total Contact Hours:

5,580 hours

Key Community Partners

- Breakthrough Urban Ministries
- Community Health Clinic
- Community Outreach Intervention Project (COIP)
- Deborah's Place
- Diabetes Empowerment Center
- East African Community Center
- Erie Family Health Center
- Heartland Alliance
- Lawndale Community Church - Young Doctor's Program
- Midwest Asian Health Association (MAHA)
- Mujeres Latinas en Accion
- PhatLife
- Project Brotherhood
- UIC College Prep/Hispanic Center of Excellence
- UIC Sickle Cell Center
- VIDA SIDA

Academia de Padres Leadership Institute (APLI)

By the Numbers

Total Enrolled: 21

Completed Program:	21	98.9%
Female:	16	74.5%
Male:	5	25.3%
Hispanic/Latino Origin:	21	25.3%

Contact Hours

Average Contact Hours Per Participant: 140 hours
Total Contact Hours: 2,940 hours

Key Partnerships

- Mujeres Latinas en Accion
- American Heart Association
- American Diabetes Association
- Bulldog Solution Inc.
- Northeastern Illinois University

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 and 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

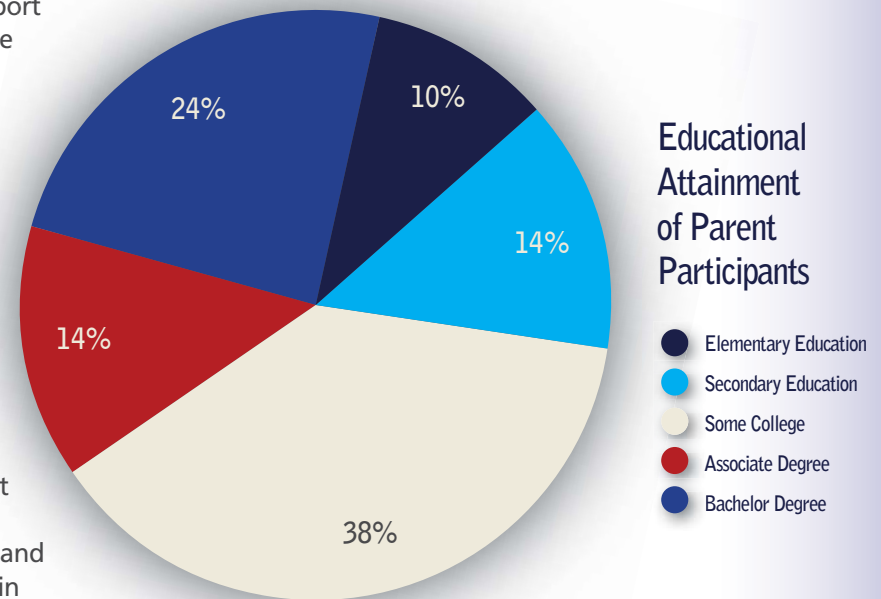
- Participants attended parenting, health awareness, higher education, interpersonal development, and community service sessions on a monthly basis.
- All 21 parent participants were certified in First-Aid and Cardiopulmonary Resuscitation (CPR)
- Participants have been successful in using their experience to: 1) Become involved in the development of a Parent Teacher Association (PTA) at their child's school 2) Coordinated college tours for other parents and 3) Shared tools from the program with other parents in the neighborhood (i.e. Scholarship Guide)

"We liked the sessions on topics about health (diabetes, diet, heart disease) and higher education. My goal is to know more about college admissions and financial aid so I can help my kids in the future. It is important to learn about how to talk to our children, especially when they are teenagers. Thanks to APLI for what we have learned about these topics and so much more."

Angelica Cervantes APLI Participant



El ser parte de la Academia de Padres Leadership Institute. Fue una experiencia que marco mi vida de una manera muy positiva. No solo por todo lo que aprendí de el proceso que lleva para ir a la Universidad o de todas las clases que recibimos de salud o de como educar a nuestros hijos o las experiencias que escuchaba de mis compañeros de clase. Padres que como yo tenían muchas dudas he inquietudes de encaminar correctamente a sus hijos. Fue mas allá dar me cuenta que los sueños personales pueden ser posibles, y que puedo ser parte del cambio educando a mi comunidad. Enseñando a mas padres todas las cosas que aprendí en APLI. Gracias UIC por todo su apoyo. ■



Faculty Development

Program Description

A two-year program designed to help increase the number of minority faculty interested in furthering themselves as clinicians and teachers. The program includes 20% Full-Time equivalent salary support for protected professional development, mentorship and career development opportunities, an individualized professional development plan, and graduate study support during the second year of the program.

Sponsored Conferences

- Society of General Internal Medicine Conference (SGIM) (Denver, CO)
- AAMC Mid-Career Women Faculty Professional Development Seminar (Austin, TX)
- CCTS Summer Program in Clinical and Translational Research Methods (Chicago, IL)
- COE Faculty Development Institute (Philadelphia, PA)



UIC Center for Clinical and Translational Science

"The Faculty Development is a great program that is providing me with the support and skills necessary to enhance every aspect of my career. Without professional development opportunities faculty are often isolated and unaware of beneficial, innovative educational approaches."

- Dr. Olga Garcia-Bedoya



Dean's Scholarship

Carlos Galvez

Carlos Galvez, a current M2 at UIC College of Medicine, grew up in River Forest, IL. Having two parents from Barcelona, Spain, he has always had a passion for learning the customs and traditions of other cultures. After attending Fenwick High School, he majored in Biology and Psychology at Boston University and volunteered throughout his four years as a patient activities coordinator at Boston Healthcare for the Homeless Program. Since attending UIC College of Medicine, he has been involved with GI research at the University of Chicago, is the co-president of student interest group in neurology, and is very interested in pursuing a possible career in cardiology or hematology/oncology. ■



HCOE Scholarships

Orestes Motino

Orestes Motino grew up in the city of San Pedro Sula in Honduras. His family moved to the U.S through his mother's hard work and determination, and he attended a high school briefly in Los Angeles before moving to Chicago. Orestes went on to graduate from the University of Illinois at Chicago (UIC) and majored in kinesiology. During his time at UIC, Orestes became fascinated with Human Anatomy and Physiology which led to his sparked interest in medicine. Orestes has since then become a strong student leader whose volunteering and academic excellence can be traced back to his mother who led by her example of self-sacrifice and a sturdy work ethic. Among Orestes numerous activities as an undergraduate and medical student are being an active member Health Oriented Latino Association (HOLA), as well as partaking in the Hispanic Center of Excellence's Medicina Scholars and the Summer Medical Research in Health Disparities. ■



Michelle Maust

Michelle Maust, a native of South Miami, Florida, attended Yale University and graduated with a major in Biology. She early on immersed herself in pursuing a career in medicine by volunteering at a global level. She has volunteered in Mongolia and Ecuador, and has taken great pride in utilizing her Spanish speaking skills to help bridge the communication and cultural barriers that she continually witnesses at many hospitals and communities. Michelle's passion for helping the underserved has lead her to volunteer at the HAVEN free clinic and she has recently participated in HCOE's Summer Medical Research Program on Health Disparities. Her research project entitled "The Role of FSH Inhibition of PIK3KP1 Expression in Granulosa Cells" was performed under the mentorship of Dr. Stocco. ■



Javier Herrera

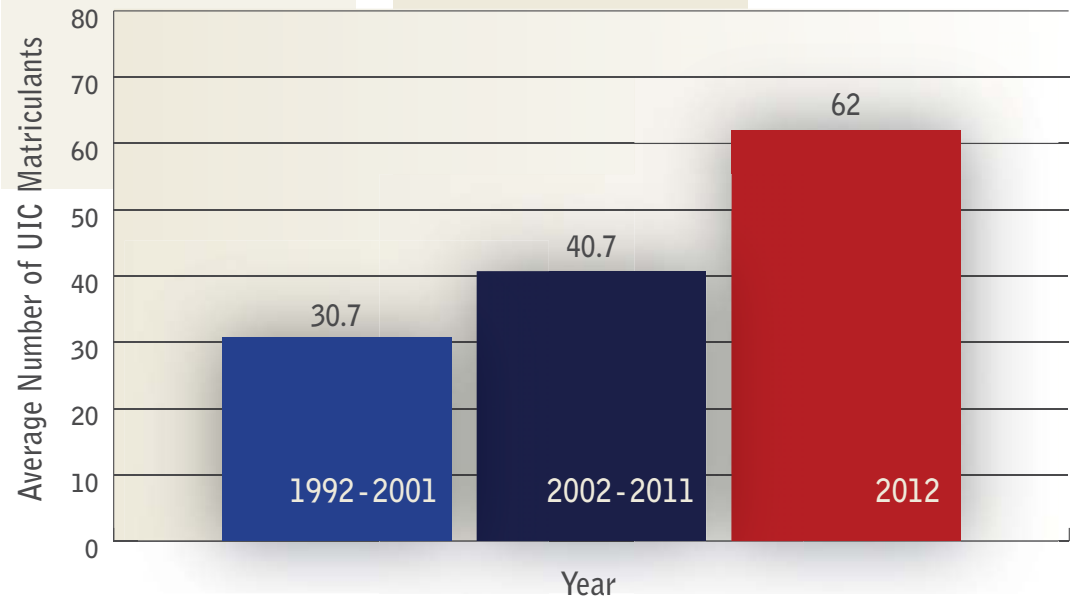
Javier Herrera grew up in Buffalo Grove, Illinois and graduated from Arizona State with a degree in Biology. He attributes his drive to become a doctor to witnessing how many close family members struggled to find doctors who they could relate to and communicate with. In addition to his personal family experiences, it has been Javier's love of science and various volunteering opportunities that have lead him to be empathetic to underserved communities. Javier has always been mindful of giving back. Before medical school he was involved with Club Tejujan, a club which fundraises for the Mexican village his grandparents live in. As an undergraduate he helped organize science fairs for underserved Phoenix area middle schools. Currently, he helps run monthly health fairs in Pilsen as community service co-chair for the Latino Medical Student Association. ■



By the Numbers

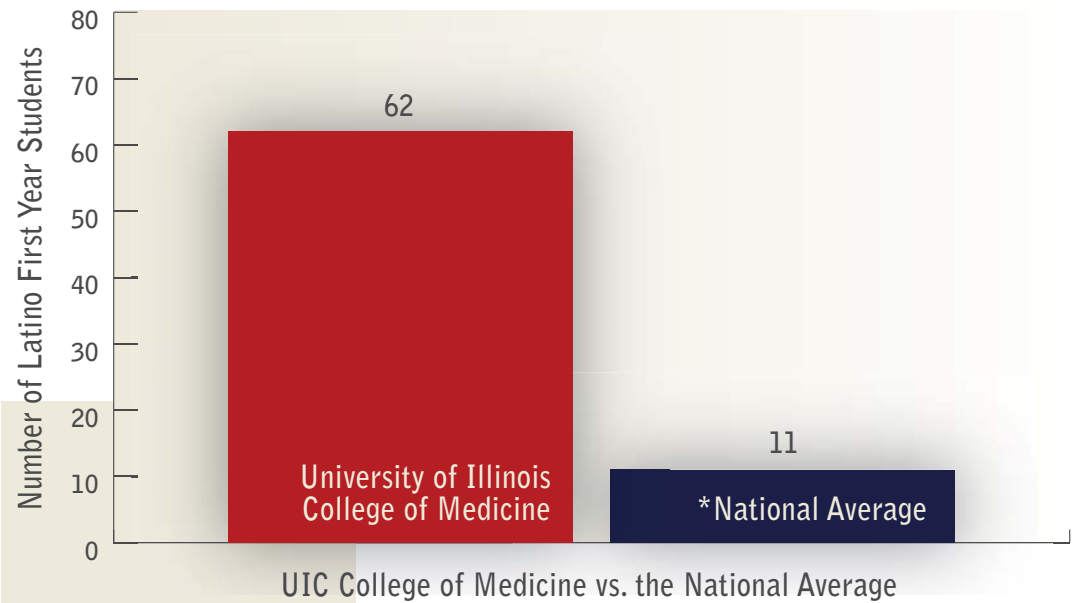


Average Number of UIC Matriculants

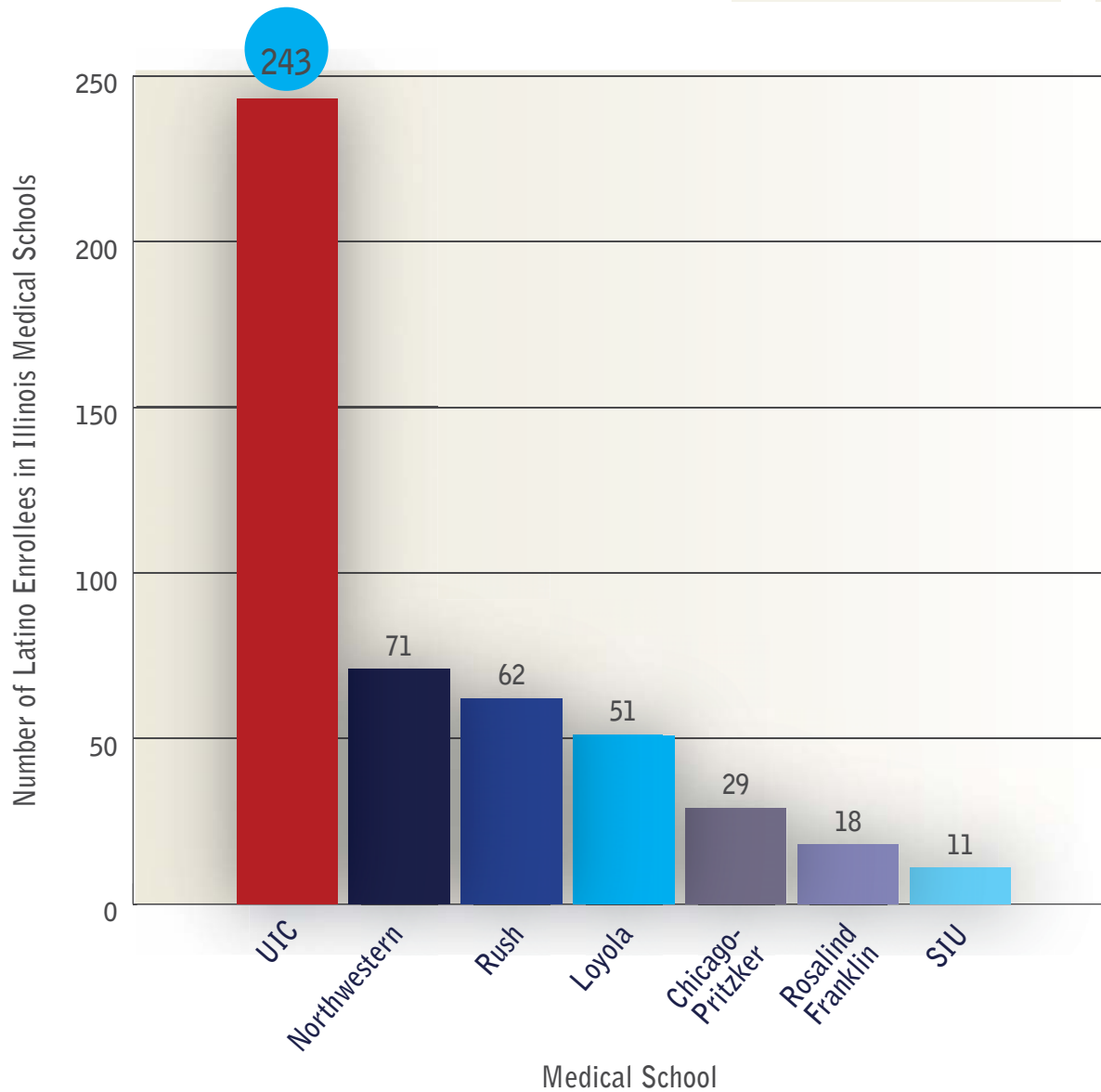


2012 Latino First Year Students

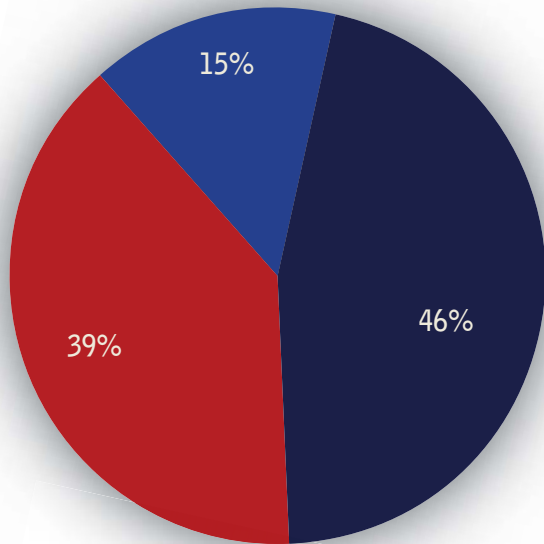
**Out of 132 Accredited Medical Schools*



Total Number of 2012 Latino Enrollees to Illinois Medical Schools

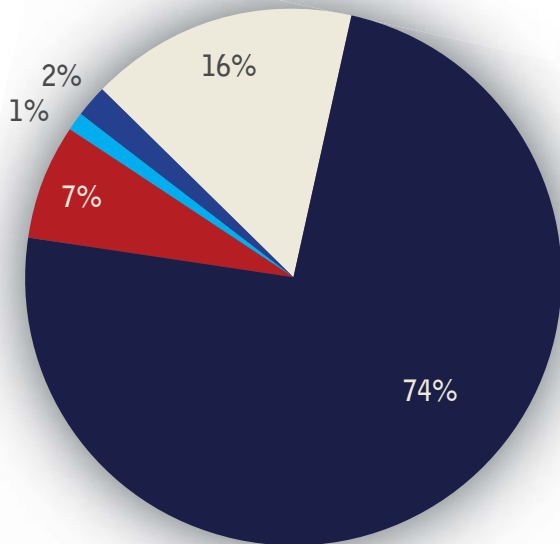


Finances



Funding Resources for HCOE

- State
- HRSA
- NIH



FY 2013 HCOE State

- Programming/Student Support
- Supplies/Equipment
- Publications/Printing
- Travel/Transportation
- Personnel

NIH 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
- Gordon Tech 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.

Center of Excellence Grants

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.



Staying 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>.



strengthen.



increase.

enrich.

