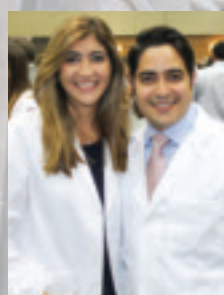


ANNUAL REPORT 2016 2017



Hispanic Center of Excellence





- Strengthen.
- Increase.
- Enrich.

STAFF

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

Raul J. Vasquez, MEd
Assistant Director

Paulina Guzman, MA
LaHSEP Track 3 – Program Coordinator

Melinda Monge, MA
Pre-College/Family Programs – Coordinator

Juan Pablo Mosqueda, MA
Health Professions Education Specialist
Medical Student Initiatives

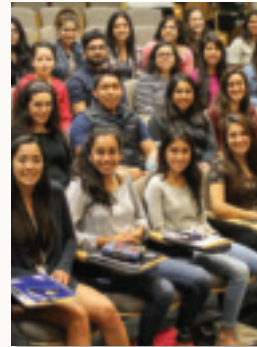
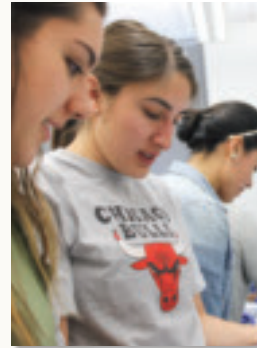
Connie Zacarias
Pre-College/Family Programs – Coordinator

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
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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Ilene Harris, PhD
Department Head

“...taking 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, and providing guidance for other institutions, nationwide, in achieving these goals.”

Department Head’s Message

The Department of Medical Education (DME) is proud of having the HCOE in our department and of its exceptional accomplishments. This annual report provides powerful testimony to the work of the HCOE, in descriptions of its programs and in documentation of its successes. The HCOE has implemented exemplary programs to recruit and nurture a competitive pool of Latino students, at the high school, college, and medical school level, and to recruit and develop Latino faculty members. Its ultimate goals, through these programs, are to help eliminate health care disparities by reducing the shortage of Latino physicians and also educating culturally competent physicians. For example, the HCOE now sponsors a Clinical Medical Spanish elective open to all fourth year medical students

The HCOE is a center of excellence in programs for recruiting Latino students into the health professions and in supporting both Latino students and faculty. It is also a center of excellence in its scholarship related to these programs. For example, in collaboration with other DME faculty, the HCOE was awarded a National Institute of Health (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 the “Multiple Worlds” of family, school and peers. Moreover, it is a center of excellence in population health care more generally. For example, the HCOE is a co-investigator on a grant from the National Cancer Institute to address cancer care inequities.

The HCOE is moving forward to disseminate the results of its programs, to enhance its national reputation as a leader in health professions education for Latino students, and more important, to help other institutions to develop similar programs. For example, 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. For the past four years, HCOE and other DME faculty and staff, have been meeting in twice monthly sessions to forge their collaborative scholarship agendas. These scholarship efforts are taking 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, and providing guidance for other institutions, nationwide, in achieving these goals. For example, this past year HCOE faculty and staff presented a symposium at the annual meeting of the American Educational Research Association (AERA), the Division of Education for the Professions, in San Antonio, titled Building the Latino pipeline for medical careers: The Hispanic Center of Excellence (HCOE) experience. AERA is one of the premiere venues, internationally, for presentation of work on health professions education and selection for presentation of work in highly competitive. In this symposium, HCOE faculty and staff described the purposes, development and evaluation of several of their pipeline programs: the Medicina Academy Apprentices Program, the Science and Health Immersion Program, the Medicina Scholars Program, and the Medicina Fellows Program.

“(The HCOE’s) ultimate goals...are to help eliminate health care disparities by reducing the shortage of Latino physicians and also educating culturally competent physicians.”



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

*“The task of
advancing
the educational
achievement of our
youth is great
and cannot be done
by just one institution.
That is why we are
committed to
disseminating the
promising practices
of HCOE.”*

Director’s Message

This year, the report showcases the experiences of several present and past participants in HCOE programs and activities. I urge you to read their words; it is inspiring to learn how these young people were impacted by the mentors, role models and years that peers that comprise our programs. The experiences and accomplishments of these and many other HCOE participants speak loudly about the need to maintain and even expand our work.

In previous annual reports we described the gap that exists between the ever-growing Latino population in Illinois, and the shortage of Latinos in medicine and other health professions. The inequities that result from this gap are not acceptable, and must be addressed by all of us committed to the wellness and progress of the community. The task of advancing the educational achievement of our youth is great and cannot be done by just one institution. That is why we are committed to disseminating the promising practices of HCOE. To that end, in April 2017 we presented a symposium at the annual American Educational Research Association conference. The session highlighted what we have learned in recent years and it was very well received. We heard over and over that our programs and evaluation process are well developed and well ahead of many others involved in increasing the workforce in medicine and health professions.

Enjoy the report and please stay connected with us as we move ahead with our mission.



HCOE Mission

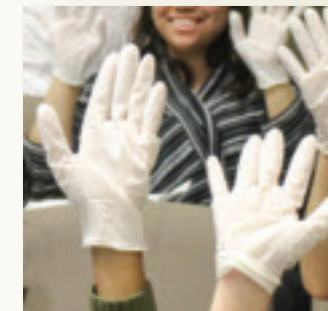
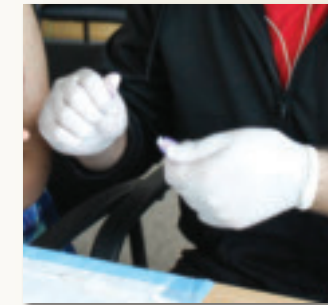
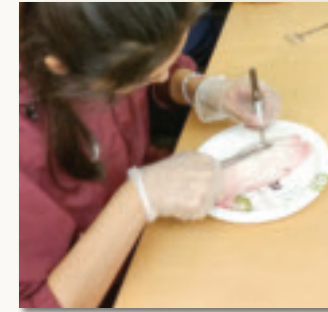
To improve the medical care of Latinos in Illinois by providing programs that strengthen the pipeline and increase the number of Latino applicants pursuing health careers; enrich the education of Latino students, with an emphasis on producing linguistically and culturally competent practitioners; and 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.
- Raise funds to support scholarships for Latino medical students.

Objectives

- 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%.
- Introduce and expose students to Latino medical health issues and needs and improve resources for education.
- Increase the medical student comfort level with Spanish-language interviews, examination, and patient education.



The Year In Review

The Hispanic Center of Excellence has offered various pipeline programs for medical school since its inception in 1991. Throughout the past two decades the Center has expanded its programs to include more USMLE support for medical students, new research opportunities for undergraduates and further outreach to include high school students contemplating a career in the medical profession. Programs have expanded due to necessity resulting from student demand as well as having benefited from several research grants. The most recent grant awarded was from the Health Resources and Services Administration (HRSA). Through this five-year grant, the Hispanic Center of Excellence was able to offer the Latino Health and Science Enrichment Program (LaHSEP) which consisted of three tracks which were: 1) ACT prep for high school freshmen and sophomores, 2) introduction to Research for high school juniors and seniors, and finally 3) advance courses in Chemistry, English and Math for UIC incoming freshmen. Furthermore, the grant increased the number of spots open for undergraduate and medical students partaking in research. Finally through the grant, the Center was able to offer test prep for the MCAT and USMLE Step 1 and 2.

Upon completion of the five grant cycle, the HCOE reapplied for the HRSA grant. Unfortunately despite having a strong application with evidence based results of its grant sponsored programs, the Center (as well as all other previous

awardee institutions throughout the country) was not awarded a continuing grant. Nonetheless, the Center was able to have a no cost extension on what remained on the grant in order to continue its third track of LaHSEP for incoming freshmen as well as its two summer research programs.

The next steps for the Center will be to apply for other grants in order to help supplement the costs of its programs previously funded through the HRSA grant. The recent federal budget cuts on various educational programs has further increased the need to find alternate sources of funding. Amidst this fiscally turbulent time at the state and federal level, the Center has fortunately benefited from the generous donations of various alums and friends. These donations have greatly helped offset the costs to run all of our pipeline programs. While it is crucial for the Center to be institutionalized in order to continue offering quality programs for Latinos interested in medicine, the Center will in the meantime need to continue to establish partnerships with organizations with similar goals, continue working with its alumni and apply to federal grants.

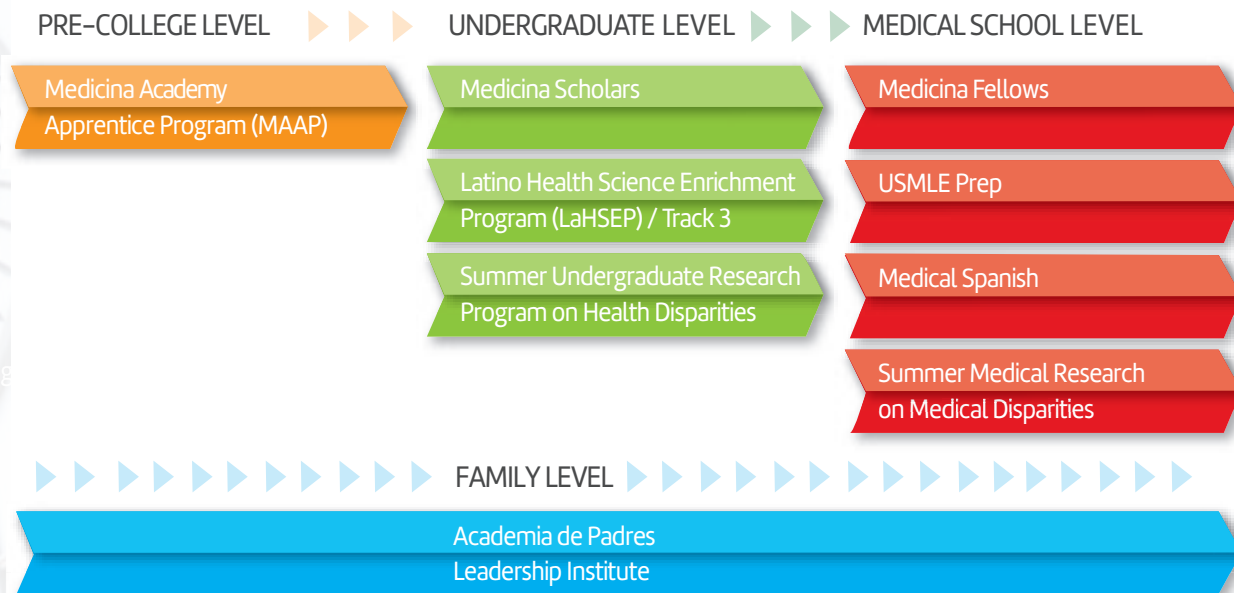


“ Amidst this fiscally turbulent time at the state and federal level, the Center has fortunately benefited from the generous donations of various alums and friends. ”

Recent HCOE Accomplishments

- Six cohorts of Medicina Scholars (195) have completed the program; 14 of them are in medical school and an additional 18 have applied recently.
- Fifteen (16) medical students completed the Summer Medical Student Research Program; since its inception in 1998, 240 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 2017, the work of HCOE contributed to the enrollment of 45 Latinos in the first-year medical school class, or 16% of the total. This marked UIC #1 in the nation for matriculation of Latino medical students.
- In spring 2017 the COM graduated 52 Latino M.D.s comprising about 17% of all graduates.
- Of the 7 medical schools in Illinois, UIC graduates 50% of all Latino M.D.
- 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 HEALTH PROFESSIONAL PIPELINE



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.

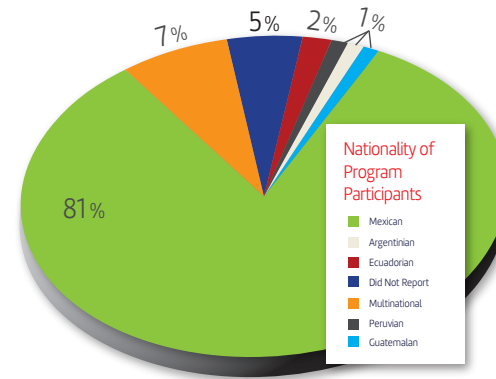
Medicina Academy Apprentice Program (MAAP): Cohorts 2-4

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 40 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 fieldtrips, 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 three major courses in each session: 1) medical & lab, 2) higher education, and 3) inter/intrapersonal development.
- Parents of students in their 1st year of the program (Cohort 5) also attended monthly seminars. A total of 37 parents took part in the sessions.
- The program provided training with certifications in Babysitting and Childcare, First Aid, and CPR.
- 25% of students attended the Illinois Latino Council on Higher Education (ILACHE) Annual Conference held at Northeastern Illinois University.

The Medicina Academy Apprentice Program was an amazing opportunity for my love of science and anatomy to evolve. Through hands-on sessions with cadavers and classroom learning from current medical students, it became clear what I wanted my future to look like. Having medical students as mentors bridged the gap between my dreams and a series of tangible steps to take me there. Through our sessions, we also learned essential life skills that I am now utilizing at the University of Miami, such as resume building, composing professional emails, and communicating with roommates and professors. Additionally, we often discussed gaps in the Latino community surrounding health issues, which reinforced my passion to become a practicing physician one day. I hope to give back to my Latino community, just as the Medicina Academy Apprentice Program gave back to me and my peers.



Brianna Madrigal
Cohort 4

HIGH SCHOOLS REPRESENTED

- Back of the Yards College Preparatory HS
- Benito Juarez Community Academy
- Chicago Academy HS
- Chicago Hope Academy
- Cristo Rey Jesuit HS
- Curie Metropolitan HS
- DePaul College Prep
- Dwight D. Eisenhower HS
- Elmwood Park HS
- Farragut Career Academy High School
- Hancock HS
- Instituto Health Sciences Career Academy
- Jones College Prep HS
- Kennedy HS
- Maria HS
- Mother McAuley Liberal Arts HS
- Noble Street College Prep
- Northside College Prep HS
- Riverside Brookfield HS
- Solorio Academy HS
- St. Rita of Cascia HS
- UIC College Prep HS
- Waukesha North HS (WI)
- Whitney Young Magnet HS

BY THE NUMBERS

Total Enrolled:	117	
Completed Program:	109	93%
Female:	91	74%
Male:	33	28%
Hispanic/Latino Origin:	117	100%
1st Generation		
College Bound**:	71	71%

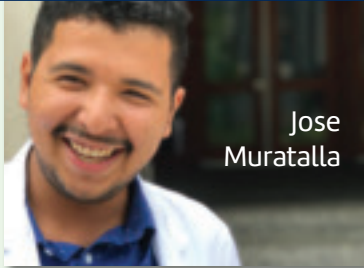
AVERAGE PROGRAM HOURS

Cohorts 2 - 4:	113 hours per participant
Cohort 5 :	80 hours per participant

PARTNERS AND 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
- Latino Medical Student Association
- UIC Career Center
- UIC College Prep High School
- UIC Urban Medicine Program

STUDENT EXPERIENCES



Jose Muratalla

I am a second-year student at UIC and I can say, without a doubt, that participating in LaHSEP Track III this past summer has tremendously impacted my success thus far. Not only did the coursework sufficiently prepare me to take on my challenging pre-med courses, I also learned so much about the healthcare field and my place in it. My eyes were opened to the reality of the many issues and injustices that exist in this field and the necessity for hispanic and humanitarian healthcare professionals. Upon first embarking on this long journey into medicine, it seemed so daunting to see all the requirements of becoming a competitive medical school applicant. LaHSEP Track III has done a phenomenal job at giving me the support, motivation, and opportunities to take the first step into this rewarding career.

Thanks to the wonderful support of HCOE and LaHSEP, I was able to attend the Chicago Academic Medicine Program at the University of Chicago Pritzker School of Medicine this past summer and my there was transformative. From being in an OR to volunteering at many community organizations, I was able to find my place and who I wanted to be in this vast field of healthcare. It was thanks to the tremendous encouragement of my mentors at HCOE and LaHSEP that I was able to partake in such a program. Today, I am a Spanish Medical Interpreter at CommunityHealth Clinic as well as an instructor for Spanish Diabetes Education Classes as well as Spanish Nutrition and Health Cooking Classes.

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 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.

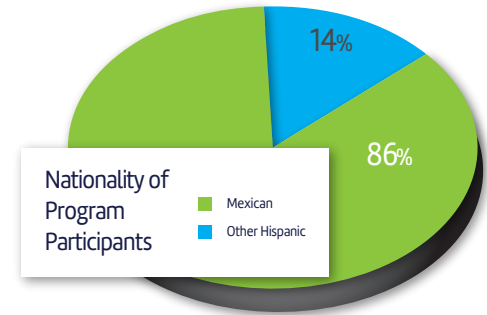
Program Highlights & Accomplishments

- All 31 students successfully completed a chemistry research project by the end of the program.
- 15 students were accepted to Medicina Scholars.
- 15 students have secured volunteering opportunities at hospitals or health clinics. Hospitals: Rush, UI Hospital, Lurie Children's Hospital, Mt. Sinai, St. Anthony Hospital and Community Health Clinic.



BY THE NUMBERS

Total Enrolled:	31	100%
Completed Program:	31	100%
Female:	25	64%
Male:	6	36%
Hispanic/Latino Origin:	31	100%
1st Generation College Bound**:	31	100%



AVERAGE PROGRAM HOURS

195 hours per participant

Participant Survey

	STRONGLY AGREED	%
After LaHSEP Track 3 they felt more comfortable approaching a UIC professor for help.	17	55
LaHSEP Track 3 introduced them to campus resources and where to go for assistance.	24	79
Overall experience with LaHSEP Track 3 has helped them prepare for their first year at UIC.	21	69

STUDENT EXPERIENCES

Being a first generation college student, Latino Health Science Enrichment Program Track III (LaHSEP III) prepared me to for my first year at college. Through this program I was able to learn how to approach my courses. Furthermore, I was able to build a support group that consisted of friends, professors, and counselors. With the knowledge gained from this program and the amazing support group, I was able to succeed through out undergraduate career.

Coming into UIC, I was not sure what major I wanted to pursue; however, I knew I wanted to be a doctor. Through the courses I took in my first two years, I became intrigued with the brain and its complex ability to control our physical and

mental behavior, thus I majored in neuroscience. I also got accepted into a competitive organization called Medicina scholars, which is a pipeline program that aids and prepares Latino students who are pursuing careers in medicine. Although difficult, my undergraduate journey was full of amazing moments that have made me into a mature and confident young adult. Currently, I am working as a research specialist in the surgical department at UIC. My future plan is to continue working while studying for the MCAT, and ultimately apply for medical school.

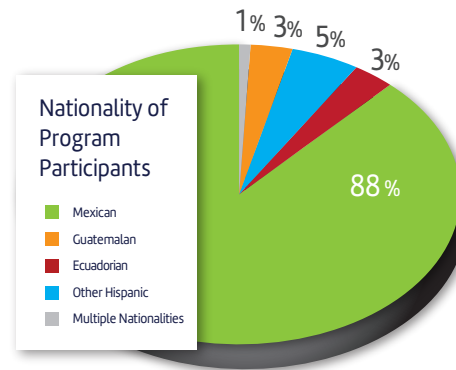


David Benavidez

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.



BY THE NUMBERS

Program Participants:	99	
Continuing Program:	63	63%
Graduated from Program:	27	27%
Female:	71	71%
Male:	28	28%
Hispanic/Latino Origin:	90	90%
1st Generation College Bound**:	93	93%
Bilingual Participants:	96	100%

AVERAGE PROGRAM HOURS

150 Hours per participant

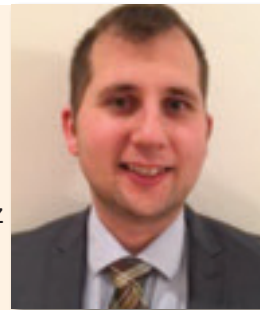
Program Highlights & Accomplishments

- Medicina Scholars have participated in the following summer programs: ChicagoCHEC, SHPEPE (Columbia University, University of Texas), SROP, SUPOHD, ASPIRE, Digestive Disease Summer Research Program at Mass General Hospital
- 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: CommunityHealth 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, Northwestern University Feinberg School of Medicine, Loyola University Chicago 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

STUDENT EXPERIENCES

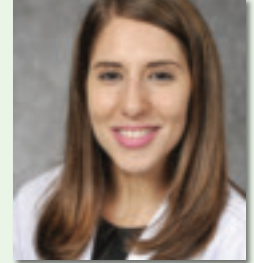
My name is Dr. Luis Juan Soliz. I was raised by a single mother and grew up the youngest of 13 children within the inner city of Chicago on the north side. I attended high school at Lane Tech and after graduation attended the Massachusetts Institute of Technology (M.I.T.) for college before dropping out that same year to return home to help support my family financially. Eventually, I returned to college but upon return transferred to Northwestern University where I finished my degree in Economics and Mathematics. While at Northwestern, I was selected to be part of the Medicina Scholars (Class of 2010). The program helped me get into a number of outstanding medical schools but I ultimately decided to stay close to home and attend the Northwestern Feinberg School of Medicine. I graduated from medical school in 2014 and am currently chief resident in the Department of Physical Medicine and Rehabilitation at Rush University Medical Center. I will be returning to Northwestern next year to complete a fellowship in Interventional Pain within the Department of Anesthesiology. I continue to support the Hispanic Center of Excellence (HCOE) by lecturing and holding workshops for those students interested in pursuing a career in medicine. On a personal note, I am married to my best friend and fellow physician, Dr. May Soliz, who is currently working with me at Rush finishing up her own fellowship in geriatrics medicine.

Luiz Soliz



STUDENT EXPERIENCES

Hanan Yacoub



HCOE has been my home ever since I was an undergrad at UIC. They have guided me and helped me pursue a career in medicine ever since. As an undergraduate student I was part of Medicina Scholars. This program opened my eyes to different possibilities in pursuing a health career. I come from a family where no one has pursued medicine. My family could not help me when it came to understanding the steps required to become a competitive applicant. Luckily, as a Medicina Scholar I obtained all the support and resources needed to help achieve my dream. The advising given by HCOE was very welcoming and supportive. They were understanding of my needs. It was a very personalized experience where they considered all aspects of my life. They wanted to know me as a person and not just an advisee. Along with one-on-one advising, the monthly seminars given my Medicina Scholars allowed me to learn about various aspects of medicine. We talked about health disparities and policy. Through Medicina Scholars I became interested in the research on health disparities. As a medical student I continue to receive many opportunities and support from HCOE. I was fortunate enough to do a research program over the summer under HCOE. Through that piqued interest in health disparities I could pursue research on the lack of diversity in medical schools and medical profession. Not only does Medicina scholars work to increase diversity in medical schools, but also help pique the interest of students who are going to continue to work on diversifying the medical profession.

BY THE NUMBERS

Total Enrolled: 11

Completed Program:	11	100%
Female:	7	64%
Male:	4	36%
Hispanic/Latino Origin:	9	81%
1st Generation College Bound**:	n/a	n/a
Bilingual Participants	11	100%
Participants Satisfied with Program:	10	90%

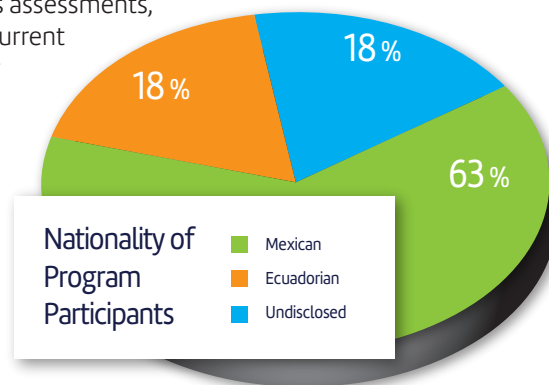
AVERAGE PROGRAM HOURS

350 hours per participant

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.



Program Highlights & Accomplishments

- Six students received a travel scholarship to attend the SACNAS National Conference held at Los Angeles in October.
- Eight students continued working with their mentor after the program ended.

STUDENT EXPERIENCES



Omar Diaz

I am currently a fourth year medical student applying to residency and am a past participant of the Summer Undergraduate Research Program on Health Disparities (SURPHD) through the Hispanic Center of Excellence (HCOE). SUPHD allowed me to continue to work at the intersection of public health and medicine while providing opportunities to appreciate the effect that economic, educational, and sociocultural factors have on the

health of a community. While in the program I participated in workshops and seminars on health disparities as well as the social determinants that comprised them. I was introduced to Dr. Del Rios, an emergency medicine physician, who helped me understand the role these factors have in the medical field. I assisted Dr. Del Rios in qualitative studies looking at the standard of care received by patients in the emergency department at UIC, specifically focusing on Latinos. These projects aimed to identify barriers preventing vulnerable populations from attaining culturally competent health services in hopes of eventually developing strategies to overcome them. SURPHD gave me the opportunity to work with underserved communities and further understand medicine from a different perspective; an experience I know will continue to influence how I practice medicine. Working with SUPHD, I was able to network with various clinicians and core members of HCOE, most of whom I have had influential roles in my medical education. From mentors to supporting figures, SUPHD and HCOE have given me the experiences, support, and guidance to continue helping the underserved, and for that I am eternally grateful. Thank you!





STUDENT RESEARCH PROJECT EXAMPLES

Influence of Children on Mother's Health Behaviors: A Qualitative Analysis on Latinas with and without Health Volunteerism.

Mariana Hernandez Flores presented at SACNAS and was awarded a scholarship, she continues to do research with Dr. Molina and plans to graduate in 2018.

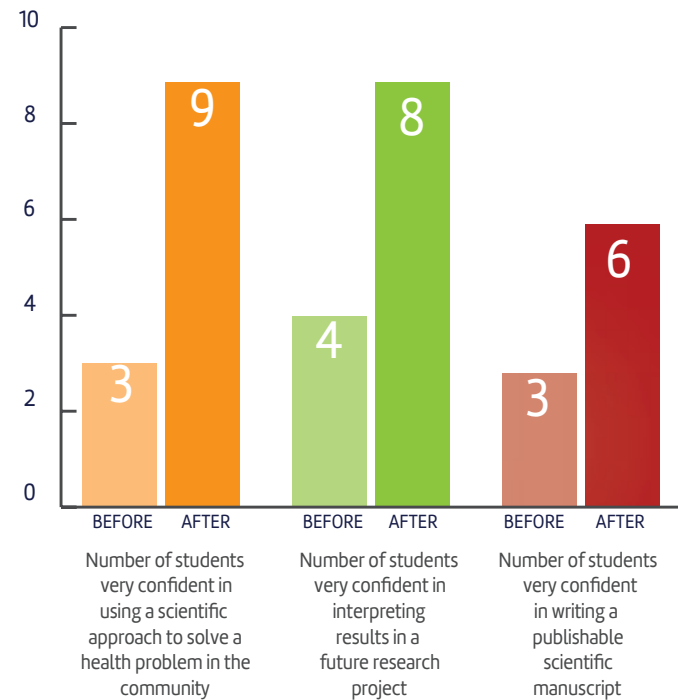
EGFR Ligands Prevent Oligomeric Amyloid Beta-Induced Degeneration in Brain Endothelial Cells

Kazandra Diaz was a scholarship recipient of SACNAS and presented her research which she conducted with Dr. Tai. Her plans are to apply to medical school for the 2018 cycle.

The Effect of Conditioned Media from Hypoxic Bone-Marrow Mesenchymal Stem Cells on Acute Spinal Cord Injury

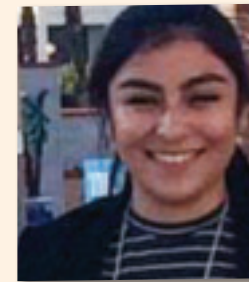
Hugo Hidrogo has continued to conduct research with Dr. Mehta and is looking forward to graduating and applying to medical school for the 2018 cycle. He is a member of HOLA, the honors college, and was also a SACNAS scholarship recipient where he presented his summer research.

Students' Level of Confidence Regarding Research Skills Before & After the Program



STUDENT EXPERIENCES

As a member of Medicina Scholars, I was privileged to hear multiple guest speakers from the School of Public Health and the Cancer Center. Their talks influenced me to become engaged in research that empowers communities affected by health disparities. When I told Alicia Rodriguez, my academic advisor, the kind of research I wanted to work on, she quickly pushed me to look into the Summer Undergraduate Research Program on Health Disparities (SURPHD). In the summer of 2016, I had the opportunity to participate in HCOE's SURPHD in where I was paired with a faculty member that matched my health interests, Dr. Yamile Molina, and conducted research for 10 weeks. Dr. Molina's lab focuses on developing and testing interventions that train local Latinas to participate in civic engagement. These interventions are hypothesized to be health-protective, due to the documented benefits of volunteerism shown by her lab and others. Through Dr. Molina and HCOE's support, I generated my own research question concerning children's effects on mother's health, designed secondary qualitative analysis, conducted analysis, and prepared presentations. Throughout the program, I received valuable feedback from my peers that allowed me to improve my research. Last October, my abstract was selected to present at SACNAS Conference in Long Beach, California. SURPHD has provided me with skills to conduct literature reviews, research methodology and public speaking. The public speaking skills gained from participating in SURPHD have allowed to develop into a leader within my organization, the Latino Pre-Medical Student Association.



Mariana Hernandez Flores

PARTICIPANTS BY COMMUNITY

- Garfield Ridge - Chicago
- Brighton Park - Chicago
- Chicago Lawn - Chicago
- West Englewood - Chicago
- Cook County- Non-Chicago
- Lake County

PARTNERS AND COLLABORATORS

- UIC Health Sciences Library
- UIC School of Public Health, Dept. of Community Health Sciences
- UIC Department of Anatomy and Cell Biology
- UIC College of Medicine, Division of Hematology, Oncology
- UIC College of Medicine, Dept. of Internal Medicine
- UIC College of Medicine, Sickle Cell Lab
- UIC College of Applied Health Sciences Exercise Lab

BY THE NUMBERS

Program Participants: 19

Continuing Program:	9	100%
Graduated From Program:	10	100%
Female:	12	63%
Male:	7	37%
Hispanic/Latino Origin:	19	100%
1st Generation Attending College	7	37%
Bilingual Participants:	17	89%
Participants Satisfied With Program	19	100%

AVERAGE PROGRAM HOURS

16 hours per participant per year

KEY PARTNERSHIPS

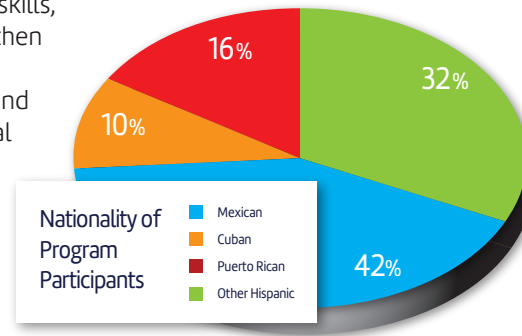
- Esperanza Health Clinic
- UIC, Department of Emergency Medicine
- UIC, Department of Psychiatry
- UIC, Department of Surgery
- UIC, Department of Undergraduate Medical Education
- UIC, Urban Medicine Program

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

- 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. Dr. Pilar Ortega presented on careers in Emergency Medicine. Dr. Patti Chico presented on careers in Family Medicine.
- One (1) Medicina Fellow was selected for the GE Family Care (PLCP) program this summer in Nashville
- One (1) Medicina Fellow was selected for the GE-National Medical Fellowships Primary Care Leadership Program
- Two (2) Medicina Fellows were selected for The Kaiser Permanente Introduction to Integrated Healthcare Program in California

STUDENT EXPERIENCES



Aaron Case

My name is Aaron Case and I am currently a second year resident at the University of Illinois at Chicago in the Internal Medicine-Emergency Medicine combined residency program. During my time in medical school I was fortunate enough to be a part of the Medicina Fellows program under the Hispanic Center of Excellence. The Medicina Fellows program provided the students with effective studying material and studying tips in both the medical school curriculum and USMLE examinations.

The Medicina Fellows program encouraged the students to explore interest in different career fields. Multiple times during the years, Latino physicians would give lectures on various health care disparities faced by Latino populations both locally and internationally. The students would also hear about their current research topics and in addition, learn about their clinical practice and lifestyle in their respective fields.

Thanks to this early exposure, I was able to appreciate and explore many clinical specialties. I was fortunate enough to stay involved by providing free health fairs in the Pilsen community, working with both the LMSA students and UIC Family Medicine and Internal Medicine faculty. Working with strong caring physicians like these ultimately inspired me to pursue a career in the combined Internal medicine-Emergency medicine at the University of Illinois. On a daily basis, I assist and work with Latino populations in both the emergency room and clinic setting.

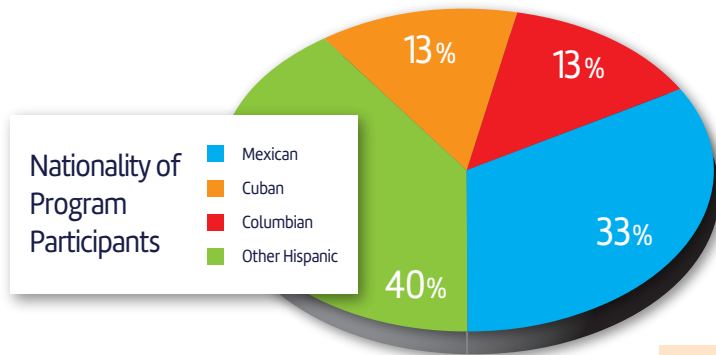
I am extremely thankful for the opportunity and for the support provided by the Hispanic Center of Excellence and Medicina Fellows Program. Thanks to their dedication and investment in their students, we are able to complete medical school successfully and pursue careers while giving back to Latino populations in need.



Summer Medical Research on Health Disparities

Program Description

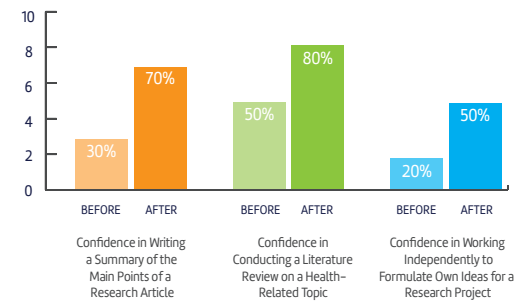
The HCOE Summer Medical Student Research on Health Disparities is a 10-week program that introduces sophomore medical students to the field of biomedical and clinical research. Participants work with UIC faculty who conduct research focused on Hispanic or other minorities. Also, throughout the summer 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.



Program Highlights & Accomplishments

- 30% of students submitted their research abstracts for academic journal publications.
- 80% of students felt that they learned a lot from other members in their research/lab team.
- 80% of students were encouraged by the mentor to present their findings at a research lab meeting.
- 90% of students reported that they could analyze and interpret data appropriately by the end of the program.

Medical Students Who Reported “Very Confident” or “Totally Confident” Regarding the Research Skills Before & After the Program



STUDENT EXPERIENCES

My name is Mayra Cruz Ithier and in the summer of 2008 I participated in the HCOE Summer Research Program. During that time, I was able to work in clinical research under the mentorship of Dr. Claudia Hernandez. I continued to do research throughout medical school until graduation in 2011. I did my residency in Obstetrics & Gynecology at Bayfront Medical Center where I continued my research endeavors. My work was presented at national and international conferences. Currently, I am completing a Fellowship in Maternal Fetal Medicine at Robert Wood Johnson University Hospital where I continue to be involved in basic science and clinical research. Being involved in research allows me to impact health care that affects minorities and I anticipate to continue for many years to come.



Mayra Cruz

BY THE NUMBERS

Total Enrolled:	10	
Graduated from Program:	10	100%
Female:	1	10%
Male:	9	90%
Hispanic/Latino Origin:	8	80%
1st Generation College Bound**:	3	30%
Bilingual Participants:	6	60%

AVERAGE PROGRAM HOURS

400 hours per participant

EXAMPLES OF STUDENT PROJECTS

Acculturation and Mortality in Hispanics: Results from the NHANES III Mortality Follow Up by Liz Zavala (Department of Medicine/Division of Nephrology)

Reducing the “No-Show” Rate in UIC Prostate Cancer Patients by Raymond Rojas (Department of Urology)

Out-of-Hospital Cardiac Arrest Survival & Neurologic Outcomes in Illinois by Adrian Boscolo-Hightower (Department of Emergency Medicine)

BY THE NUMBERS

FALL 2017

Total Enrolled: 14

Completed 2015-2016 Program:	36	-
Female:	10	71%
Male:	4	29%
Hispanic/Latino Origin:	2	14%
White:	7	50%
Black:	1	7%
Asian:	4	29%

SPRING 2018

Total Enrolled: 22

Program In Progress	-	-
Female:	11	50%
Male:	11	50%
Hispanic/Latino Origin:	8	36%
White:	5	23%
Black:	3	14%
Asian:	6	27%

AVERAGE PROGRAM HOURS

80 hours per participant

Clinical Medical Spanish Course

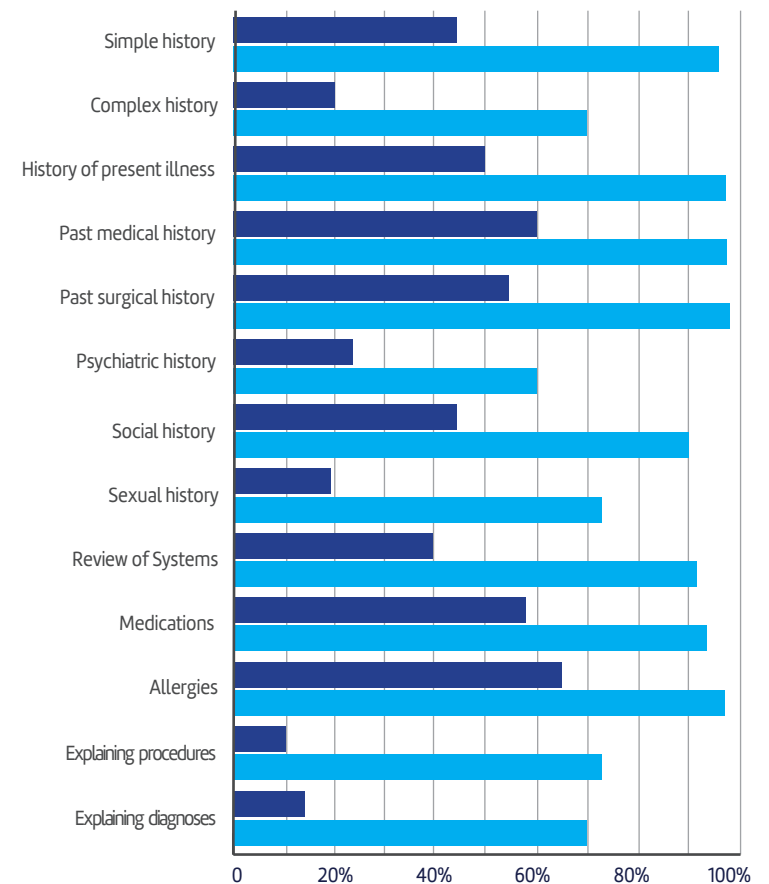
Program Description

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. (See chart below). 40 students (100%) completed the voluntary anonymous pre-course and post-course surveys.



Change from Pre- to Post- in Students' Comfort Level with Specific Aspects of Medical Spanish Patient-Provider Communication

■ Pre-course
■ Post-course

Academia de Padres Leadership Institute (APLI): Cohort 6

Program Description

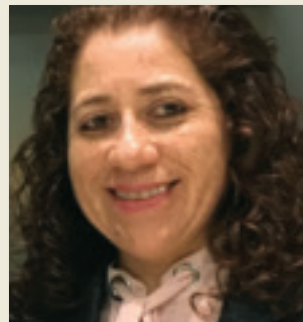
APLI is a leadership-training program created with the purpose to develop parents/ legal guardians to become informed consumers empowered with the tools to best support their child’s development, interests, and educational trajectory in biomedical and health science careers. As with our other programs 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

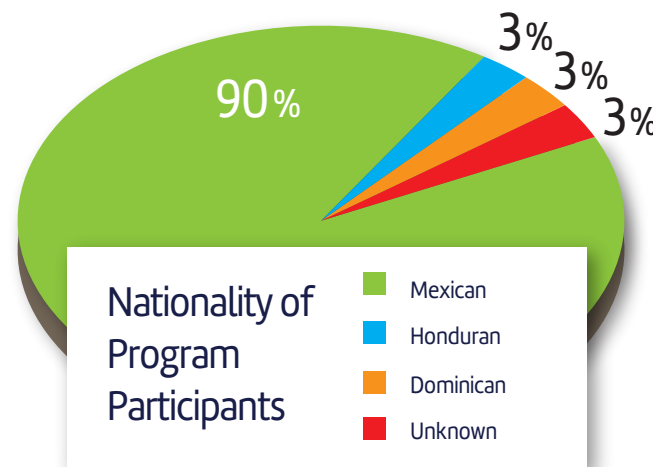
- Parents attended courses related to: health awareness, parent-child communication, higher education, and interpersonal development.
- 11 parent participants were certified in First-Aid and Cardiopulmonary Resuscitation (CPR).
- 17 parents from Cohort 5 re-applied and participated in Cohort 6.
- 92% of the participants took part in the Bridging the Gap: Emerging Health Issues in Underrepresented Minorities conference held at the UIC Forum.
- 48% of the participants took part in the Illinois Latino Council on Higher Education (ILACHE) Annual Conference held at Illinois State University.

STUDENT EXPERIENCES

Mi nombre es Martha G. Jiménez y he asistido a la Academia de Padres Leadership Institute (APLI) por 3 años. Aquí he obtenido la información sobre los pasos a seguir en la educación desde el kínder hasta la universidad y como hacerle frente a las transiciones de un nivel a otro. He aprendido sobre los diferentes gastos de la educación superior y los diferentes recursos que existen para solventarla. Nos han enseñado sobre cómo mantenernos saludables, no solo físicamente sino también mentalmente. Por medio de las clases que recibimos, he aprendido sobre las diferentes carreras relacionadas con la salud y sobre el proceso para entrar al colegio de medicina. Hemos dialogado sobre la importancia de involucrarse en servicio voluntario, no solo en el área de especialidad de estudio, sino también en las comunidades donde vivimos o trabajamos. De esta manera se aprende sobre las necesidades de los demás y se les puede proveer con los recursos que necesiten. También he aprendido mucho al escuchar de las experiencias de mis compañeros de la Academia, especialmente a entender diferentes puntos de vista. El participar en estas conversaciones ha fortalecido la comunicación con mis hijos porque puedo darles mejores consejos y guiarlos y acompañarlos en la toma de sus decisiones. Estoy muy agradecida con la academia (APLI) porque con todas las herramientas que me han brindado, no solo he ayudado a mi familia sino también a mi comunidad del Barrio de las Empacadoras. ¡Gracias!



Martha G. Jiménez



BY THE NUMBERS

Program Participants: 31

Completed Program:	31	100%
Female:	29	94%
Male:	2	6%
Hispanic/Latino Origin:	31	100%
Bilingual Participants	1	3%

AVERAGE PROGRAM HOURS

100 hours per participant

PARTNERS & COLLABORATORS

- American Heart Association
- Illinois Latino Council on Higher Education (LACHE)
- American Red Cross Association

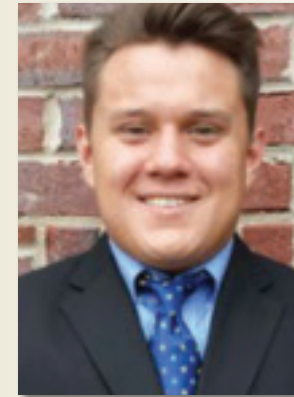
“APLI has helped me understand the various resources available for a student and the importance of health & the continuation for a college degree. It gave me the tools to help my daughter...”

–Maria E. Ibañez

Building for the Next Generation of Medicine



Scholarships



Girotti Scholarship

DANIEL CAVAZOS,
Scholarship Recipient

Daniel graduated from UIC with a BS Chemistry degree and has worked on multiple research publications. He hopes to one day become a physician fighting health disparities. Although he received acceptances from multiple medical schools, he chose UIC due to the support system that he has continually received from the Hispanic Center of Excellence. Daniel who was a former Medicina Scholar, plans giving back by being a mentor for the next incoming the Medicina Scholars cohort.

Scholarships



Constellation Brands/Corona Scholarship

VICTORIA GOTAY, *Scholarship Recipient*

Class of 2019

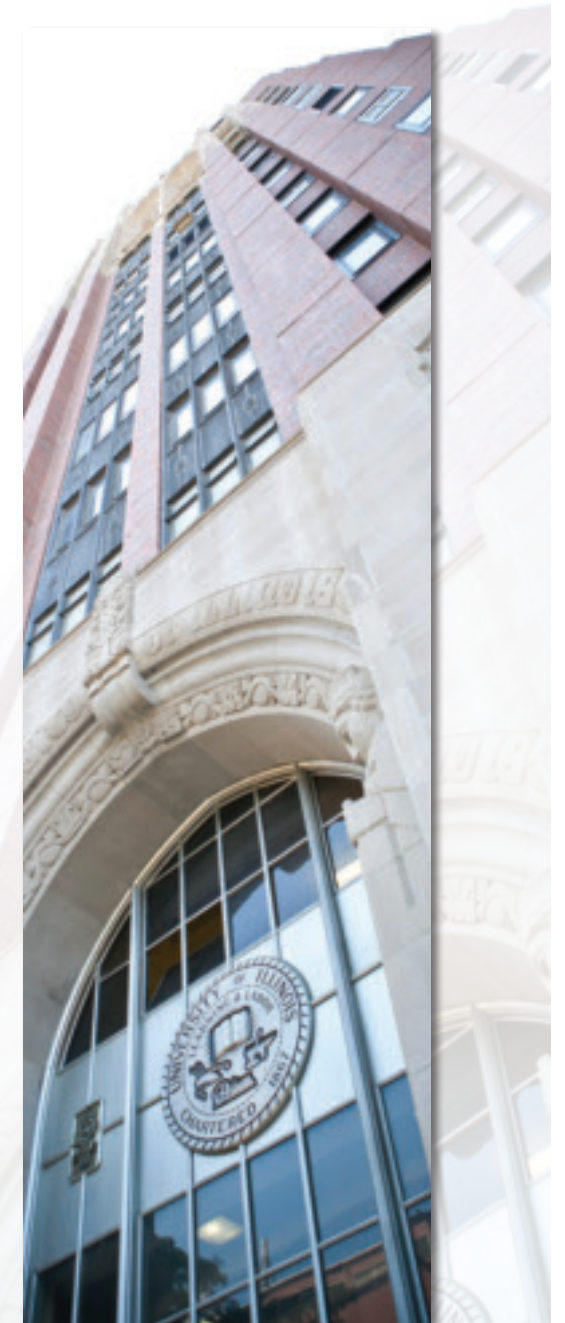
Victoria Gotay a graduate from Northwestern University, grew up in Chicago where she continues to volunteer at Wildwood School by helping teachers in different tasks, tutoring, and hosting events such as book fairs. Victoria's mother is the source of her inspiration to become a physician. Victoria hopes 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.



Cavero and Cieslak Scholarship

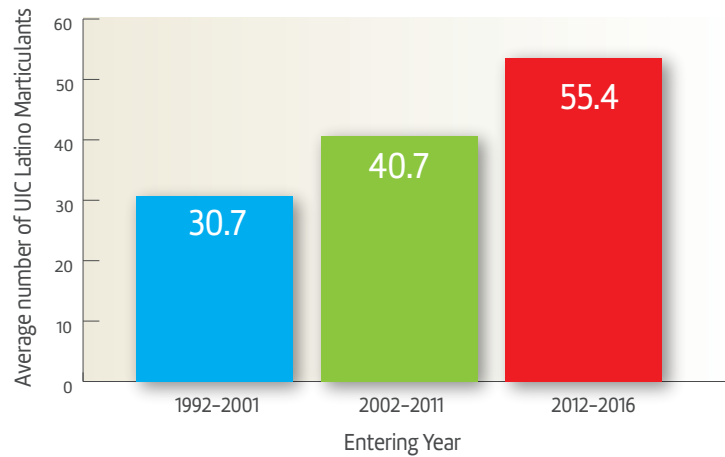
**ANISA BRAVO, CARLOS MONTERO, CESAR RAMIREZ,
ANGELICA SANCHEZ, JENNIFER SINCHI**, *Scholarship Recipients*

In 2006 the Cavero Scholarship was established by Dr. Jorge Cavero in order to create a scholarship fund which annually awards five scholarships for medical school. Dr. Jorge Cavero and his wife Dr. Kristine Cieslak continue to contribute to the mission of the College of Medicine and Hospital, by providing our diverse medical students the guidance needed to excel as physicians serving our community.



By The Numbers

Average Number of UIC Latino Matriculants



BY THE NUMBERS Information

(Refers to numbers/percentages outlined on pages 10-22):

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.

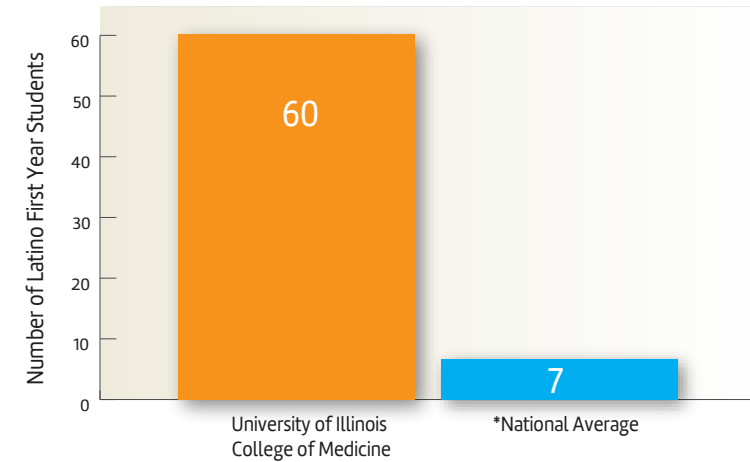
1ST GENERATION COLLEGE BOUND includes participants whose parents have not yet completed a 2 or 4-year college degree in the United States.

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

2016-17

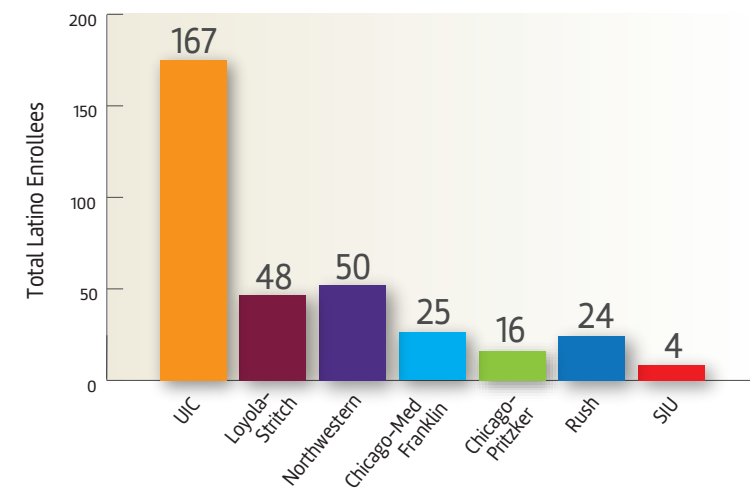
Latino First Year Students

*OUT OF 137 ACCREDITED U.S. MEDICAL SCHOOLS







2017

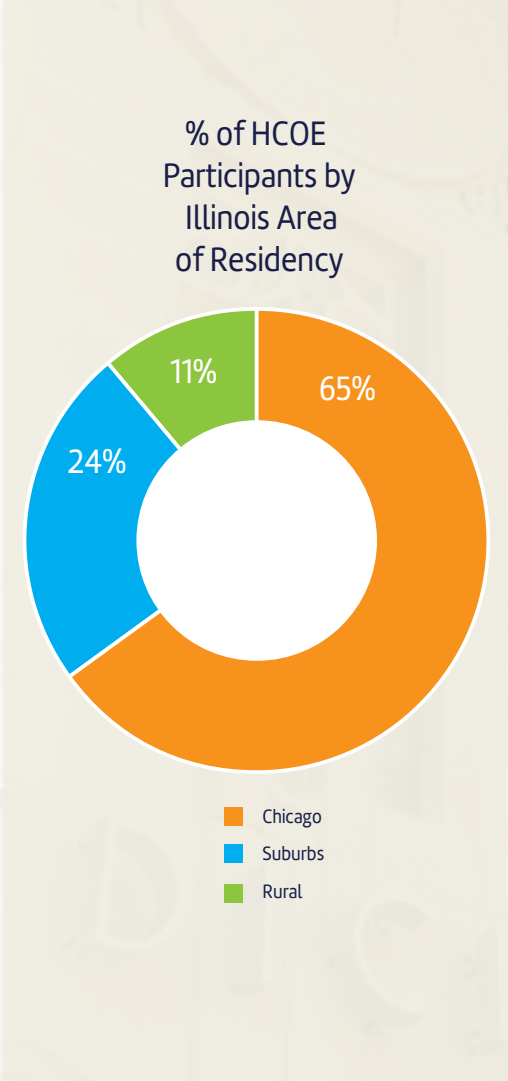
Latino Total Enrollees at Illinois Medical Schools



Total Participants By Pipeline Level



 High School	 Undergraduate	 Graduate/ Medical School	 Parent
124 participants	141 participants	69 participants	30 participants



Finances

HCOE Grants

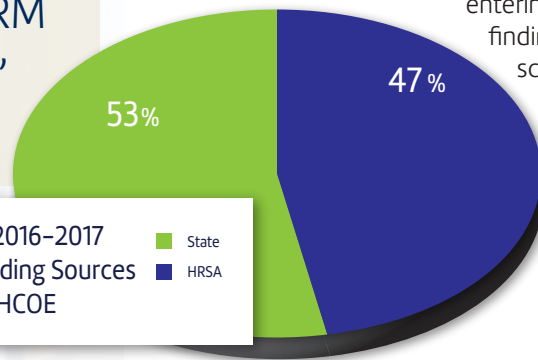
PRE-COLLEGE RESEARCH GRANT

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 multisite 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

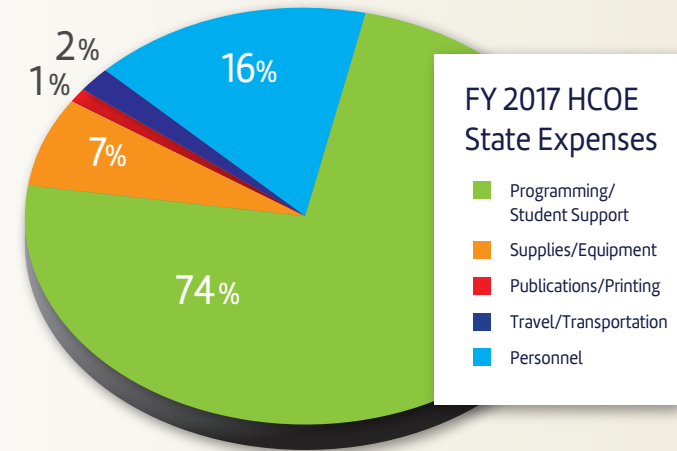
Overall, this study will provide new knowledge on Hispanic students' attitudes and motivations toward pursuing health science careers, as well as provide insight on the factors that may enable, influence, or deter Hispanic students from entering the field. We believe these findings will inform future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



FY 2016-2017 Funding Sources for HCOE

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.



Programming/Student Support	\$ 558,599.96
Supplies/Equipment	\$ 48,998.89
Publications/Printing	\$ 8,511.52
Travel/Transportation	\$ 16,751.90
Personnel	\$ 120,417.62
Total Expenses	\$753,280.00

“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.”



How To Stay Connected

Visit Our Website

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

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

Like Us

You can like us (“**UIC HCOE**”) or any of our programs on Facebook, Twitter or Instagram.



Subscribe to Our e-Newsletter

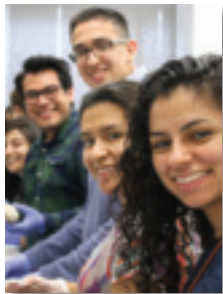
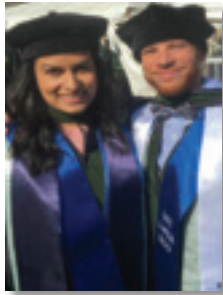
Receive our biweekly e-newsletter to remain updated about all of our programs and events! Send an email to hcoe@uic.edu to join. We currently have over 1,000 subscribers!

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

Department of Medical Education

808 South Wood Street, 990CME
Chicago IL 60612-7333


To make an appointment please contact us.


Phone: 312-996-4493


Fax: 312-996-9922

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