

2013-14 Annual Report



Strengthen. Increase. Enrich.



HCOE STAFF

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

Raul J. Vasquez, MEd
Assistant Director

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

Kendy Oláquez, MA
Project Director, Pre-college
and Research Initiatives

Alicia J. Rodríguez, MEd
Health Professions
Education Specialist
Director, Undergraduate
Programming

Diana Rodríguez, MA
Project Associate Director,
Pre-college and Research
Initiatives

Jessica Barnes, MPH
Research Coordinator

Michael Almodovar
LaHSEP Track 1 & 2
Program Coordinator

Annette De La Torre
LaHSEP Track 3
Program Coordinator

Natalia Suarez, MA
Hispanic Health Educator -
Rural Medicina Academy

Joanna Lynn Michel, PhD
Assistant Director of the
Urban Medicine Program

Nancy Martinez
Administrative Assistant

Jorge Cavero, MD
Community Outreach
Coordinator

Luis R. Munoz, MD, MPH
Community Outreach
Coordinator

Pilar Ortega, MD
Clinical Medical
Spanish Instructor

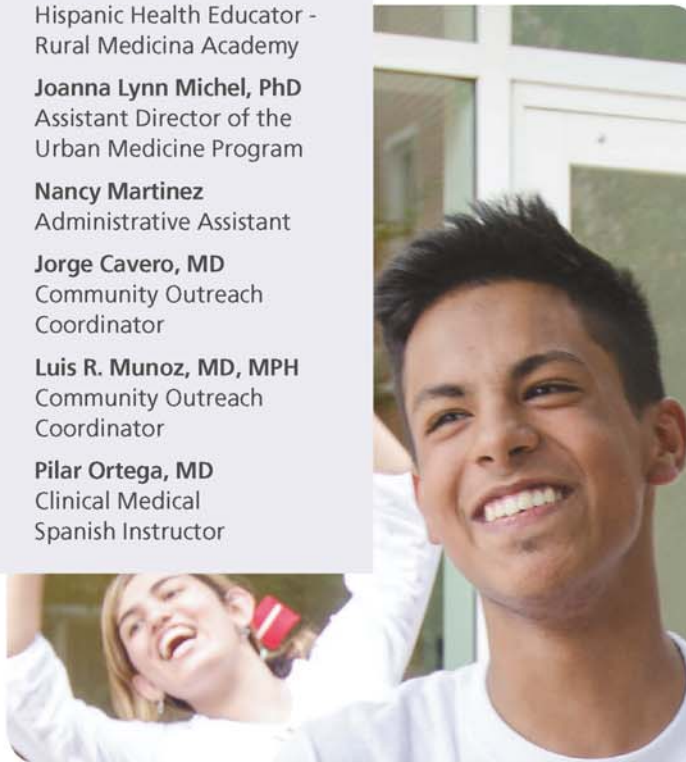


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Contact Us:

Hispanic Center of Excellence (HCOE)
Department of Medical Education
990 College of Medicine East, (MC 591)
University of Illinois at Chicago
808 South Wood Street, Room 990
Chicago, Illinois 60612-7333

Phone | 312.996.4493
Fax | 312.996.9922
www.medicine.uic.edu/hcoe



Ilene Harris, PhD
Department Head

“The HCOE provides exemplary programs to recruit and nurture a competitive pool of Latino students.”

Department Head’s Message

The Department of Medical Education (DME) is proud of having the HCOE in our department and of its stellar accomplishments. This annual report provides compelling testimony to the work of the HCOE, in descriptions of programs and accomplishments and in the statistics clearly documenting success. The HCOE provides exemplary programs to recruit and nurture a competitive pool of Latino students and to recruit and develop Latino faculty members. Its ultimate goals are to eliminate health care disparities, by reducing the shortage of Latino physicians and educating culturally competent physicians.

The HCOE is a center of excellence in programs for recruiting Latino students into the health professions and in supporting both Latino medical students and faculty. It is also becoming a center of excellence in its scholarship related to these programs. In collaboration with other DME faculty, the HCOE was awarded a

National Institutes 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 “Multiple Worlds” of family, school 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. For the past two years, HCOE, and other DME, faculty and staff, have been meeting in monthly, and now twice-monthly seminars to forge their collaborative scholarship agendas. 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. ■



“Latinos will be one of the largest beneficiaries of expanded access to health insurance and medical care.”



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

Director's Message

Welcome to the annual report for academic year 2013-14. In the following pages you will find a very detailed summary of our accomplishments. Everyone at the Center puts their heart into making sure that our programs enrich the experience of Latino students, parents and faculty. The task of increasing the number and preparedness of Latino students for demanding programs like medicine requires collaboration with many partners and everyone's commitment to go the extra mile.

In last year's message I mentioned that we want not only to design and implement effective programs to achieve our mission, but also to disseminate our work so that others can also improve the experience of Latino youth. I am happy to report that we have started on this path during 2013-14 and more opportunities lie ahead.

This kind of dissemination is not just for academic honor and recognition. The reality is that the launch of the Affordable Care Act in Illinois and across the nation showed what many had predicted: Latinos will be one of the largest beneficiaries of expanded access to health insurance and medical care. The lessons learned over the many years of our work should allow other

institutions to develop programming to reach out to students that demonstrate talent and interest, but lack exposure to the opportunities in medicine and other health careers.

Our experience with initiatives such as the Urban Medicine program and the Medical Spanish elective for senior medical students demonstrate that much more will be needed to make a significant impact, namely, health professions schools must prepare all students to become competent practitioners to improve access and outcomes for all their patients.

Physicians and other clinicians of every background will need to work side by side with the patient at the center. If that patient happens to be Latino/a, then health care professionals must feel confident in their cultural and linguistic skills to make sure that the patient achieves the best possible results.

Our Center of Excellence is leading the way in a wide variety of areas and the next few pages highlight that work. We are indebted to everyone that supports our mission. We also appreciate the trust that students and parents place on us every day. ■

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

This past year was an exciting and innovative one for the Hispanic Center of Excellence. Last fall, in line with its mission of producing linguistically and culturally competent health practitioners, the HCOE launched a Clinical Medical Spanish course for fourth year medical students enrolled at the University of Illinois College Of Medicine. The course is now offered in the fall and spring and is taught by Dr. Pilar Ortega, an Emergency Medicine attending Illinois Masonic. Through the course, medical students have the opportunity to learn and conduct a patient history by providing key follow up questions in Spanish. The offering of this course is particularly significant since it is the first real step the Center has taken toward directly addressing the language barrier through its pipeline of Latino students.

Over the past year the Hispanic Center of Excellence also played a crucial role in raising the USMLE Step 1 scores by providing additional support and test prep services to the Latino second year students. This past summer, the USMLE scores improved to an average of 218 in comparison to 204 of the prior year. The substantial improvement of the USMLE test scores not only provided quick results from the Center's

efforts, but more importantly it served as a reminder of how much work still needs to be done in aiding Latino students throughout medical school.

Finally this past January, the Center launched a research project to identify a new set of success measures that more adequately demonstrates the wide-ranging impact of pipeline programs than current reporting mechanisms. The ongoing research project involves working with program directors at Centers of Excellence (COE) and Health Careers Opportunity Program (HCOP) across the U.S. Once these measures are determined, the next phase will consist of gathering aggregate data from U.S. universities in order to demonstrate the importance of pipeline programs, such as the Hispanic Center of Excellence, to improving underrepresented minority student outcomes as well as diversifying the U.S. healthcare workforce. This new research initiative is essential not only for the Center but for all non for profit educational organizations that make sincere efforts to evaluate their outreach and improve the efficiency of their programs. ■



Through the new *Clinical Medical Spanish* course, medical students have the opportunity to learn and conduct a patient history by providing key follow up questions in Spanish.

RECENT ACCOMPLISHMENTS

- Fifteen (15) medical students completed the Summer Medical Student Research Program; since its inception in 1998, 225 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 2013, the work of HCOE contributed to the enrollment of 54 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 2014 the COM graduated 47 Latino M.D.s comprising about 18% of all (263) graduates.
- Of the 7 medical schools in Illinois, UIC graduates 50% of all 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.
- In Fall 2011, the Hispanic Center of Excellence was awarded a four-year, \$1 million NIH grant to conduct a study on high school students' attitudes, motivations, and behaviors related to pursuing health science careers.

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 Apprenticeship Program (MAAP)

Rural Medicina Academy

Latino Health Science Enrichment Program (LaHSEP) / Track 1

Latino Health Science Enrichment Program (LaHSEP) / Track 2

Tutoring

FAMILY LEVEL

HCOE Health Professional Pipeline

UNDERGRADUATE LEVEL

Medicina Scholars

Latino Health Science Enrichment Program (LaHSEP) / Track 3

Summer Undergraduate Research on Health Disparities

MCAT Prep

Academia de Padres Leadership Council

MEDICAL SCHOOL LEVEL

Medicina Fellows

USMLE Prep

Urban Medicine Program

Medical Spanish

Summer Medical Research on Medical Disparities

FACULTY LEVEL

Faculty Fellowship



BY THE NUMBERS

Total Enrolled: 99

Continuing Program*:	83	84%
Female:	86	87%
Male:	13	13%
Hispanic/Latino Origin:	95	96%
1st Generation College Bound**:	79	80%

AVERAGE PROGRAM HOURS

Cohorts 2 & 3:

91 hours per participant

Cohort 4:

73 hours per participant

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
- UIC, Urban Medicine Program

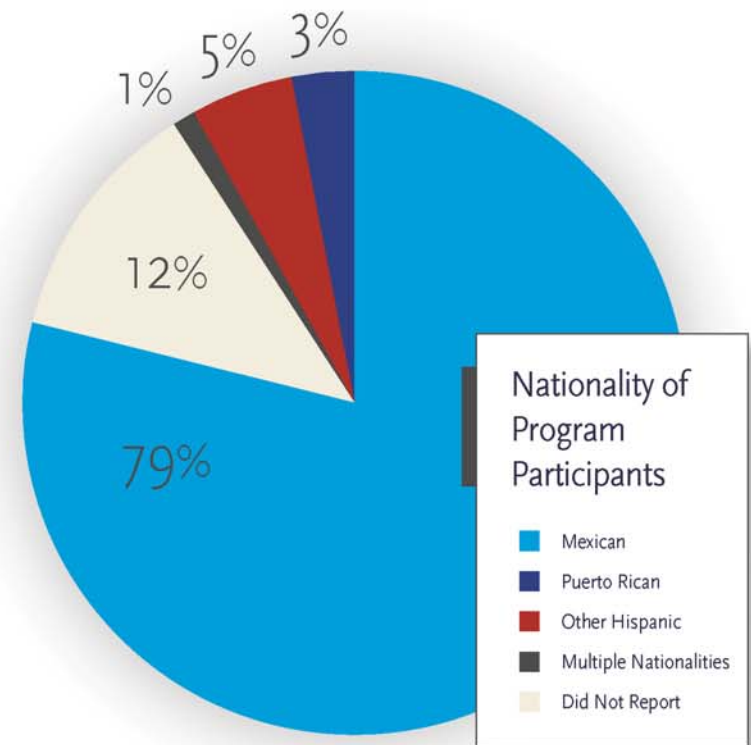
Medicina Academy Apprentice Program (MAAP): Cohorts 2-4

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 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 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 three major courses in each session: 1) medical & lab, 2) higher education, and 3) interpersonal development.
- Participants received four (4) certifications: babysitter's certification, first-aid/CPR certification, and disaster preparedness training.
- Students attended two conferences: Illinois Latino Council on Higher Education (ILACHE) and Med Day, a one-day conference sponsored by La RAMA and SNMA that provides students with hands-on activities and information about medical careers.
- 14 students went on to participate in the Latino Health Science Enrichment Program during Summer 2014 and 10 students' parents applied to the Academia de Padres Leadership Institute Cohort 3.



STUDENT EXPERIENCES

Evelin Contreras / Cohort 3



Medicina Academy has been an amazing opportunity for me to expand on my medical career choice and my Hispanic heritage. This past year I have learned what a medical student learns their first year. I have worked at labs with cow hearts and have had my first experience with blood clots to a human corps. I have learned about depression, bipolar and stress. I have also learned about the human muscles, the nervous system and even how to read blood pressure. This experience from Medicina Academy is not only preparing me for college, but it has also helped me with my work. Every time I visit my college

counselor she is very impressed with all the information I know, and deeply thank Medicina Academy for it. What I like about Medicina Academy is that we experience and learn so much about not only Medicine and college, but also about my Hispanic heritage. I feel like home when I am at Medicina Academy. All the people who work there with us are like family they truly understand what we are going through.

BY THE NUMBERS

Total Enrolled: 41

Graduated from Program*:	37	90%
Female:	29	71%
Male:	12	29%
Hispanic/Latino Origin:	24	59%
Participants Who are Bilingual:	36	88%
Participants Satisfied with Program:	37	90%

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
- Rockford Public School District 205

EXAMPLE SUMMER SCHOLARS PROJECTS

An Environmental Community Assessment (Rural versus Urban): An ethnographic project which took place in Rockford and Mendota, IL.

Public Health Campaigns: Hand sanitizer use, dental hygiene, and first aid kit use campaigns were created.

Seed Germination Science Project: An agro-science project in which students planted seeds and monitored their growth for 5 weeks.

Rural Medicina Academy (Includes 4 Programs)

Latinos Stand Up

DESCRIPTION

Partnership with Latinos Stand Up, an after-school program at a rural high school, offering a year-long health career awareness, college prep, and cultural competency.

STATS

- 40% of students are returning participants
- 60 program hours per participant

RMED/RPHARM Community Outreach Project

DESCRIPTION

Rural medical (RMED) and pharmacy (RPHARM) students implement a Community Outreach Project: a 12-week after-school program covering health careers, college prep, public health, and cultural competency offered to rural minority high school students.

STATS

- 40% of students are returning participants
- 60 program hours per participant

Summer Scholars

DESCRIPTION

An intensive 5-week summer internship exposing participants to health careers, professional skills development, cultural competency, and health disparities research.

STATS

- 50% are Latino
- 75 program hours per participant

Health Science Camp

DESCRIPTION

One-week summer program for recent English as a Second Language (ESL) refugee students, exposing them to health sciences and public health.

STATS

- Students' countries of origin include: Iraq, Burma, Congo, among others
- 25 program hours per participant

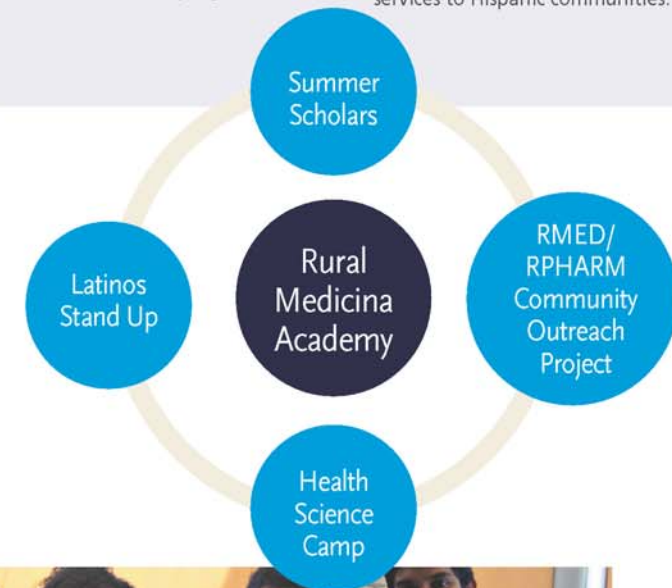
STUDENT EXPERIENCES

Rosa De La Torre



I am a junior majoring in Pre-Medicine and Biology, with minors in Religion and Biochemistry, at Augustana College. Taking part of the Summers Scholars Program at the University Of Illinois—Rockford this summer was definitely a great experience that I will never forget. Through the program I was not only exposed to different healthcare professions that were unfamiliar to me, but I was also able to gain confidence in my public speaking skills and learn more about medical school. If I could choose what I enjoyed the most about the program, I would simply say everything! Learning about the RMED program at

University of Illinois—Rockford which is offered to a select few of its medical students definitely convinced me about considering University of Illinois for medical school. Furthermore, connecting with Summer Scholars staff and witnessing their passion for working with the Hispanic community has inspired me to serve as a role model in my community and to keep pursuing my dream of providing healthcare services to Hispanic communities.



LaHSEP

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).

BY THE NUMBERS

Total Enrolled: 45

Graduated from Program*:	45	100%
Female:	35	78%
Male:	10	22%
Hispanic/Latino Origin:	44	98%
1st Generation College Bound**:	30	67%
Participants Who are Bilingual:	36	88%

AVERAGE PROGRAM HOURS

222 hours per participant

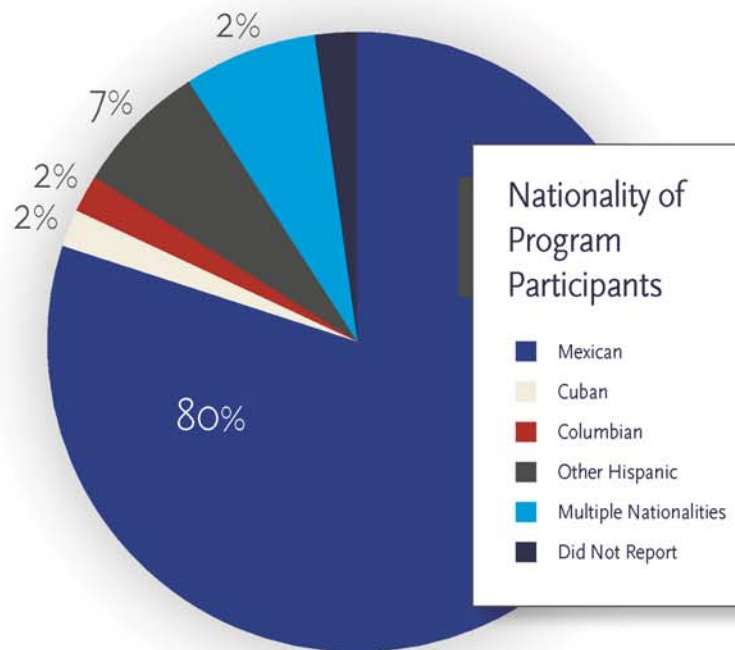
LaHSEP Track 1

Program Description

The focus of this track is for freshman and sophomore high school students to prepare for the ACT. Participants will take part in courses that enhance their science reasoning, mathematics, and writing skills. Students also take part in an investigative team project under the supervision of undergraduate student mentors to prepare and deliver professional presentations.

Program Highlights & Accomplishments

- Students went on two (2) college visits to University of Illinois at Urbana-Champaign and Northern Illinois University.
- Students conducted research on each of the following topics: public health, medical education, pharmacy, research, and specialties in medicine.
- Overall students showed an increase from their pre to post ACT scores
- At the end of the program, students identified the top three (3) most important topics they learned about in higher education, which included: 1) Financial Aid and Scholarships, 2) College Exploration and 3) College Admissions Process.



STUDENT EXPERIENCES

Jorge Plascencia / Track 1



Being a part of LaHSEP was unforgettable. LaHSEP was not only a great program, but a family. Everyone that was part of the staff helped us each in a special way. I was lucky to have a good connection with most of the staff, especially with Kendy Olaguez – also known as my “second mom”. Furthermore, the ACT Kaplan classes were very helpful. They were not boring old classes that go straight to the point; instead we learned by having fun throughout

the classes, which was very effective for me. Overall, I want to thank the whole LaHSEP staff. They made each and every one of us students mature. They helped us to think positive and to become more productive. There’s nothing I would change about the program.

PARTICIPATING HIGH SCHOOLS

ASPIRA Mirta Ramirez Computer Science High School
 Back of the Yards High School
 Benito Juarez Community Academy High School
 Carl Schurz High School
 DePaul College Prep High School
 Downers Grove North High School
 Dwight D. Eisenhower High School
 Edwin G. Foreman High School
 Elmwood Park High School
 Eric Solorio Academy High School
 Golder College Prep High School
 Highland Park High School
 Instituto Health Sciences Career Academy

J. Sterling Morton East High School
 J. Sterling Morton Freshman Center
 J. Sterling Morton West High School
 Mother McAuley Liberal Arts High School
 Muchin College Prep
 Northside College Prep High School
 Phoenix Military Academy High School
 Plainfield South High School
 Riverside Brookfield High School
 Thomas Kelly High School
 UIC College Prep High School
 UNO Major Hector P. Garcia MD Charter High School
 Whitney M. Young Magnet High School

BY THE NUMBERS

Total Enrolled: 20

Graduated from Program*:	20	100%
Female:	16	80%
Male:	4	20%
Hispanic/Latino Origin:	18	90%
1st Generation College Bound**:	18	90%
Participants Who are Bilingual:	14	70%

EXAMPLE STUDENT RESEARCH PROJECTS

E. coli Awareness Between Different Neighborhoods by Lilyana Del Real, Eroz Jaimes, Karen Martinez, and Hanna Zarate.

The Perceived Effectiveness of Herbs and Supplements for Preventive Use by Jessica Aigbokhai, Vincent Parise, Mariana Patino, and Jennifer Ramirez

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

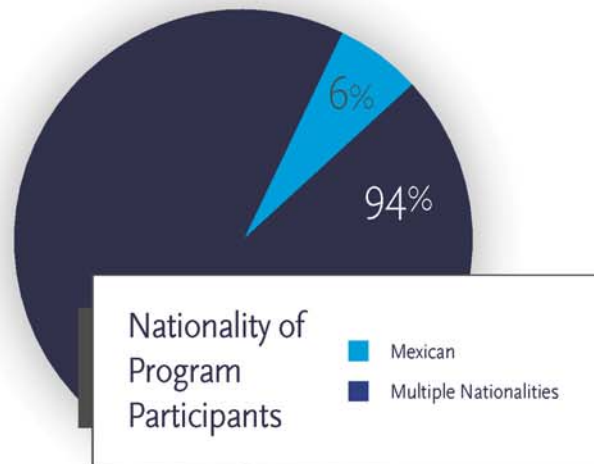
LaHSEP Track 2

Program Description

The focus of this track is for junior and senior students in high school to develop their research skills. Participants learn research methods and develop their research skills by learning to analyze, synthesize, and interpret information. Throughout the research program students conduct their own research project, complete a literature review and create a professional presentation.

Program Highlights & Accomplishments

- Students came from 14 different high schools, with 15% residing outside of the city of Chicago.
- Students gained new knowledge in research designs, research methodology, research ethics, sampling, basic quantitative and qualitative data analysis, as well as validity and reliability.
- Students engaged with a guest speaker, Dr. Arnulfo Delgado from Access San Rafael Family Health Center. He spoke about his own experience practicing medicine for 26 years as a bilingual/bicultural physician in Chicago and his specialization in Adolescent/Pediatric Medicine.
- All 20 students presented their professional research posters at the annual LaHSEP Research Forum.
- From pre- to post-test, there was a significantly positive change in students' attitudes toward themselves.



STUDENT EXPERIENCES

Mariana Patino / Track 2



As a LaHSEP participant for three consecutive summers, I have never felt so blessed to be included in such an outstanding program. This past spring I reapplied to LaHSEP Track Two, because I was more than satisfied with my previous experiences at LaHSEP. Track two proved to be more challenging than track one because of its emphasis on research. Nonetheless it was rewarding because it allowed me to mature in various aspects. For instance, the entire program itself enforced the idea to challenge ourselves both inside and outside of the classroom. Within the classroom setting, this

was achieved through assignments and activities which required analytical skills. Outside of the classroom, team building activities allowed us students to exercise thinking "outside of the box". These different mental exercises have enhanced my critical thinking skills, which in turn have helped me develop into an intelligent student ready to face any challenge which comes my way.

BY THE NUMBERS

Total Enrolled: 29

Graduated from Program*:	29	100%
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Female:	22	76%
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Male:	7	24%
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Hispanic/Latino Origin:	29	100%
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1st Generation College-Attending**:	17	59%
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Participants Who are Bilingual:	20	69%
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Participants Satisfied with Program:	27	93%
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AVERAGE PROGRAM HOURS

195 hours per participant

“I made awesome friends, learned tons about UIC and the college of medicine while connecting with professors, advisors, and current students that will help me reach my goal in becoming a future physician.”

-Hope Reyes

LaHSEP Track 3

Program Description

HCOE in partnership with the Latin American Recruitment and Educational Services Program (LARES) at UIC is offering 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 29 students successfully completed a chemistry research project by the end of the program.
- 17% of students currently volunteer at the University of Illinois Hospital in Chicago.
- Students received Bystander Intervention training through the Campus Advocacy Network (CAN) at UIC.
- 5 students received training in checking vitals, assessing BMI, and providing Diabetes prevention education through the Alivio Medical Center “Keeping Healthy Campaign”.
- 8 students received the President’s Award, which is one of the most prestigious scholarships awarded to UIC students exemplifying outstanding academic performance and representing diversity in the State of Illinois.

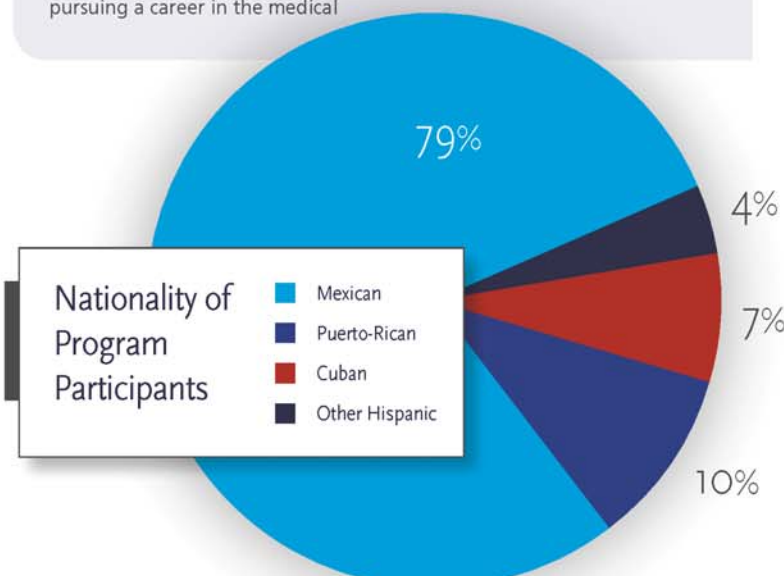


STUDENT EXPERIENCES Jackelyn Cantoral / Track 3



I am a first generation college student and am currently a freshman at UIC. I graduated from Lincoln Park High School and have been a part of all three tracks of LaHSEP. Track III of LaHSEP helped me tremendously in building a strong foundation for college which consisted of chemistry, writing and math courses, which then prepared me for my pre-med courses. All my professors were extremely encouraging and helpful, as well as challenging. Track III of LaHSEP is an amazing program for those interested in pursuing a career in the medical

field, as well as providing students with amazing counselors and resources that are an enormous help throughout the first few weeks in college. Participating in LaHSEP was definitely not only one of the best experiences I ever had, but it also introduced me to the most amazing people I’ve ever met.



BY THE NUMBERS

Total Enrolled: 93

Continuing Program*:	68	73%
Graduated from Program**:	25	27%
Female:	64	69%
Male:	29	31%
Hispanic/Latino Origin:	93	100%
1st Generation College-Attending***:	69	74%
Participants Who are Bilingual:	93	100%

AVERAGE PROGRAM HOURS

150 hours per participant

STUDENT RESEARCH PRESENTATION TOPICS

How Cancer Impacted My Life: Perspective of Adolescents and Young Adults

Examining Differences in the Quality Content of Prenatal Care Across Racial Groups

Antibacterial Activity of MPA-Ampicillin

“Medicina Scholars as a program promotes academic excellence, community involvement, and overall preparedness for medical school.”

-Javier Suarez

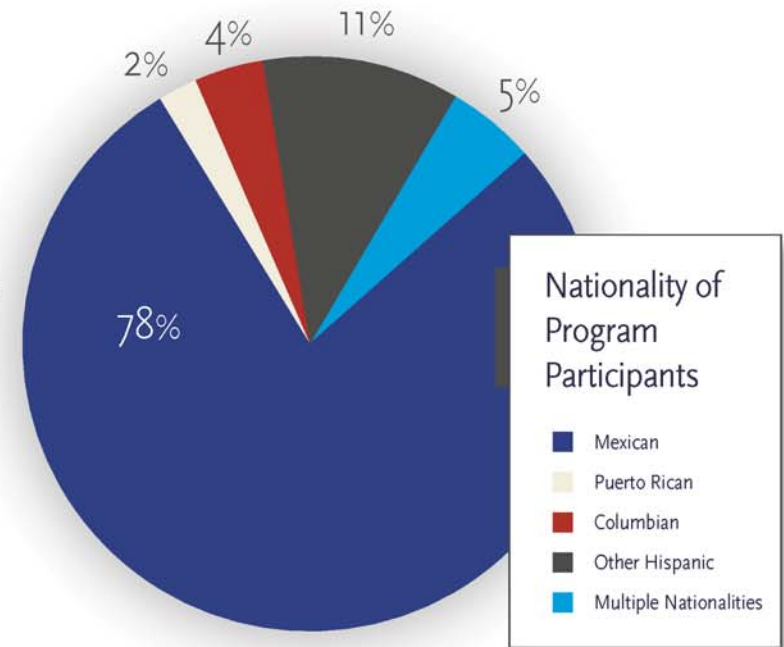
Medicina Scholars

Program Description

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

Program Highlights & Accomplishments

- 70 students became certified in cardiopulmonary resuscitation (CPR), including 25 certified with automated external defibrillator (AED).
- 48% of students attended the Latino Medical Student Association Midwest Conference at Northwestern University, Feinberg School of Medicine.
- 4 students were selected by the UIC Emergency Medicine Department to serve as Undergraduate Research Assistants.
- Students were accepted to the following summer programs: UIC Summer Undergraduate Research Program on Health Disparities, UIC Summer Research Opportunities Program, University of Chicago - Chicago Academic Medicine Program (CAMP II), Duke University Summer Medical and Dental Education Program (SMDEPH), University of Nebraska Medical Center SMDEPH, and Mount Sinai International Exchange Program for Minority Students.



STUDENT EXPERIENCES

Javier Suarez



I am a third year pre-med student majoring in neuroscience and graduating in May 2015. Entering college as a pre-med major was initially frightening, intimidating, and overwhelming. This was accentuated by the fact that my parents are immigrants, and my family knows very little about the American higher education system as a whole. Medicina Scholars as a program promotes academic excellence, community involvement, and overall preparedness for medical school. Throughout the program, I learned it was pertinent to seek research and community involvement, in addition to school and club activities. The advice and guidance I received helped me acquire a position at a neuroscience lab and a Spanish interpreter position at a local free clinic. Through HCOE,

I was able to take a free MCAT course that helped me earn a more competitive score than I would have gotten otherwise. Alicia is always willing to help review essays and applications to ensure I look attractive to medical schools. This is all in addition to the enriching lectures and activities I received each seminar. In summary, Medicina Scholars helped me acquire experiences I would not have otherwise been able to obtain. The staff is selfless and helpful, and the knowledge I have gained from membership is invaluable

BY THE NUMBERS

Total Enrolled: 10

Graduated from Program*:	10	100%
Female:	8	80%
Male:	2	20%
Hispanic/Latino Origin:	10	100%
1st Generation College-Attending**:	8	80%
Participants Who are Bilingual:	10	100%

AVERAGE PROGRAM HOURS

350 hours per participant

EXAMPLES OF STUDENT RESEARCH PROJECTS

Breastfeeding Intention and Initiation within a Diverse Population of Women in Group and Individual Prenatal Care

The Prevalence and Clinical Impact of Metabolic Syndrome Factors in Sickle Cell Disease

Educational Attainment and Healthcare Outcomes Among Hispanic Sexual Minority Women

“I believe participating in SURPHD helped me grow both personally and professionally.”
-Jackie Guzman

Summer Undergraduate Research on Health Disparities

Program Description

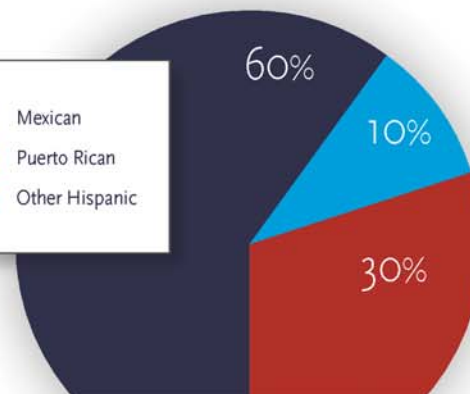
The HCOE Summer Undergraduate Research Program on Health Disparities (SURPHD) was established in 2010, and is a 10-week summer research experience for junior and senior college students in order to introduce them to the field of health disparities research. Selected candidates are matched with UIC faculty engaged in research projects related to Latino or other minority health disparities such as diabetes, cancer, asthma, obesity, and kidney disease. Students learn skills to complete their own research project and presentation, such as conducting appropriate literature searches, testing a hypothesis, interpreting preliminary data and findings, and appraise the outcomes of research. Above all, this program aims to ultimately improve the quality of healthcare by providing students with practical knowledge of research applications and its importance in the medical field and the treatment of patients.

Program Highlights & Accomplishments

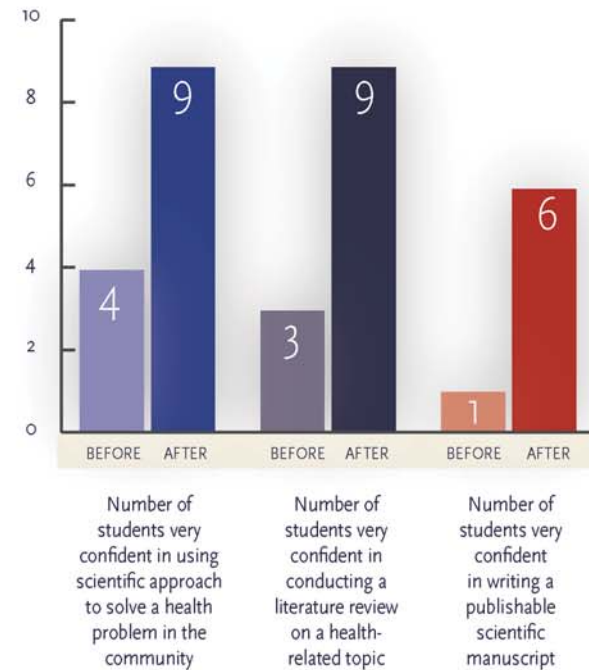
- 7 students were accepted to present their research poster (with 5 receiving a travel scholarship) at the Society for Advancement of Hispanics/Chicanos and Native Americans in Science National Conference in Los Angeles, CA in October 2014.
- 6 out of 10 students have continued working with their research mentor past the end of the program.
- For three sessions, students worked directly with a UIC Health Sciences Librarian and were trained in proper literature review strategies including: using credible research engines, extensive article searching, and referencing.

Nationality of Program Participants

- Mexican
- Puerto Rican
- Other Hispanic



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



STUDENT EXPERIENCES

Jackie Guzman



I am currently a senior at the University of Illinois at Chicago. I was very honored to have been accepted to the HCOE's Summer Undergraduate Research Program on Health Disparities (SURPHD). It was an exciting learning experience. I was assigned to work with Dr. David X. Marquez from the Kinesiology and Nutrition department. Dr. Marquez's research focuses on disparities in physical activity and disease/disability among Latinos. I was part of the BAILA study, which promotes increasing physical activity and preventing disability among older Latinos. I believe

participating in SURPHD helped me grow both personally and professionally. I learned a lot from my mentors, peers, the weekly seminars, and from being part of the BAILA study. This research opportunity made it possible for me to attend and present my summer research work at the SACNAS National Conference in Los Angeles, California.

BY THE NUMBERS

Total Enrolled: 23

Continuing Program*:	10	43%
Graduated from Program**:	13	57%
Female:	17	74%
Male:	6	26%
Hispanic/Latino Origin:	23	100%
1st Generation College-Attending***:	12	52%
Participants Who are Bilingual:	23	100%
Participants Satisfied with Program:	23	100%

AVERAGE PROGRAM HOURS

16 hours per participant

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

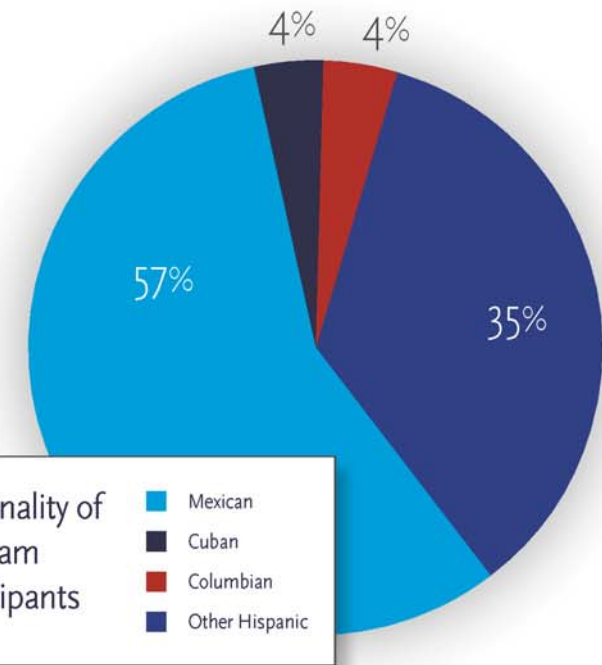
The Medicina Fellows Program is a two year program which prepares students to become physician leaders in Latino health and serve in Latino communities. The program helps 1) Increase student awareness of health beliefs, behaviors, and risk factors affecting Latino communities, 2) explore various medical 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

- Students were able to meet with three (3) key residency directors at UIC in the Departments of Pediatrics, Psychiatry and Ophthalmology.
- Several guest speakers included: St. Louis University Family Medicine Residency Program staff on the family medicine program, Dr. Alejandro Claviar on federally-qualified health centers, and Dr. Joanna Michel on Latino health beliefs.
- Nine (9) M4 students from various specialties conducted a panel discussion entitled "Applying to Residency", which provided tips for students on how to match successfully for residency.
- One Medicina Fellow was selected by UIC to meet with congressional staffers and the Barack Obama Foundation to give a personal touch to UIC's bid for the Obama Presidential Library and Museum.
- 3 Medicina Fellows were selected to be part of the Surgery Exploration and Discovery (SEAD) Program, a 2-week program with the Department of Surgery that exposes students to possible careers in surgery.

"Not only has this program expanded my view of the field of medicine, but it has also provided me with the support and resources I need to succeed in school and in building a competitive background for residency and my future."

-Michael Belmonte



STUDENT EXPERIENCES

Michael Belmonte - M2 / Cohort 2



I've been involved with HCOE for over 5 years now, beginning with the Medicina Scholars program. Once I began medical school, there was no question that I wanted to be involved with the next step in the pipeline - Medicina Fellows. My experience with the program so far has been nothing short of phenomenal. I have been given the opportunity to learn about different medical specialties from young professionals who were in my shoes just years ago, as well as prominent physicians who have built successful careers in clinical practice and research. In addition, we are exposed to the potential career options we have as physicians - outside of the simple clinician paradigm - such as academic and private practice, community-based and

translational research, and public policy, to name a few. Not only has this program expanded my view of the field of medicine, but it has also provided me with the support and resources I need to succeed in school and in building a competitive background for residency and my future. Most importantly, I have been given the opportunity to build relationships with my peers, with mentors in various fields, and the staff at HCOE, all of whom I can rely on day and night. I couldn't be more grateful for the program and the friends it has brought into my life.

BY THE NUMBERS

Total Enrolled: 16

Graduated from Program*:	16	100%
Female:	7	44%
Male:	9	56%
Hispanic/Latino Origin:	15	94%
1st Generation College-Attending**:	7	44%
Participants Who are Bilingual:	15	84%

AVERAGE PROGRAM HOURS

400 hours per participant

EXAMPLE STUDENT RESEARCH PRESENTATIONS

The Use of Low Level Laser Therapy and Mesenchymal Stem Cells in Kidney Disease

Electronic Cigarette Liquid and its Effect on Epithelial Cell Uptake of HPV16

Tablet Sun Protection Program for Kidney Transplant Recipients

“I would highly encourage any students interested in academic medicine or research to participate in this program. It truly was an extraordinarily.”
- Juliana Jaramillo

Summer Medical Research on Health Disparities

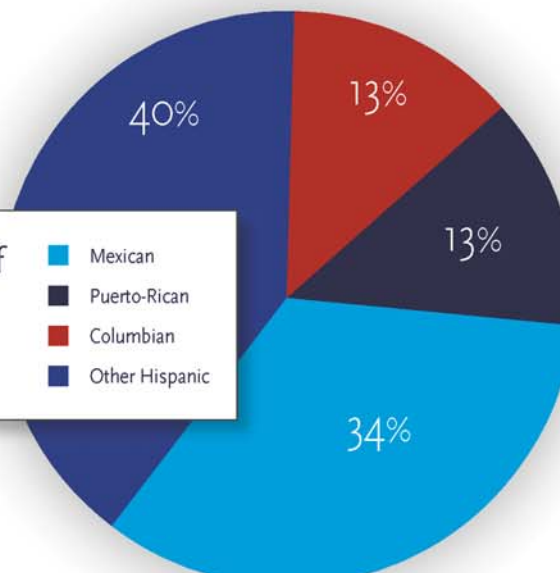
Program Description

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.

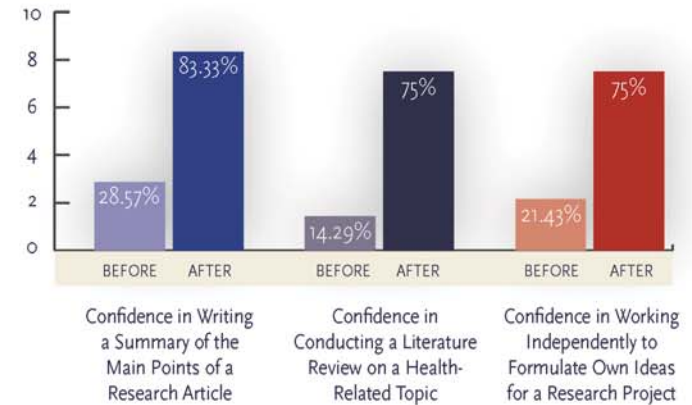
Program Highlights & Accomplishments

- 19% of students submitted their research abstracts for academic journal publications.
- 84% of students felt that they learned a lot from other members in their research/lab team.
- 75% of students were encouraged by the mentor to present their findings at a research lab meeting.
- 92% of students reported that they could analyze and interpret data appropriately by the end of the program.

Nationality of Program Participants



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



STUDENT EXPERIENCES Juliana Jaramillo -M2



This past summer I participated in the Hispanic Center of Excellence Summer Research experience, where I worked alongside Dr. Amelia Bartholomew in the Department of Surgery and Bioengineering. During these ten weeks I had the opportunity to learn about the epidemiology, etiology, and the currently available treatment options for kidney failure. The serious shortage of kidneys necessary for lifesaving organ transplant operations led us to investigate possible alternatives to transplant surgery in the treatment of kidney failure. Our investigation explored the redox mediated changes associated with the reversal of kidney fibrosis via laser treatment and mesenchymal stem cell therapy in mice. As part

of the program, I participated in weekly workshops where we were guided to develop a proper hypothesis, measurable variables, and scientifically sound methods all while receiving individualized attention and feedback from Dr. Bartholomew, an expert in the field of academic medicine. At the culmination of the 10 weeks, we presented our summer's work in an oral presentation. I would highly encourage any students interested in academic medicine or research to participate in this program. It truly was an extraordinarily enriching experience!

BY THE NUMBERS

Total Enrolled: 93

Continuing Program*:	72	77%
Graduated from Program**:	21	23%
Female:	66	71%
Male:	27	29%
Hispanic/Latino Origin:	24	26%

AVERAGE PROGRAM HOURS

60 hours per participant

EXAMPLES OF LONGITUDINAL COMMUNITY ROTATION (LCR) STUDENT PROJECTS

Paso a Paso in Humboldt Park- Providing 4-week nutrition and wellness programs for diabetic and pre-diabetic women through the Diabetes Empowerment Center

Young Doctors Program in North Lawndale – Inspiring middle school kids to consider health careers through interactive weekly science sessions at Lawndale Community Church

Urban Medicine

Program Description

Each year students participate in six to eight in-class seminars that develop and enhance their understanding of urban health issues. In preparation for each seminar, students read scholarly articles and reports to build their health disparities knowledge base. During the first year students begin a longitudinal rotation in a local community organization or social service agency that continues through their fourth-year of medical school. The goal of this rotation is to learn how to collaborate effectively with communities to improve population health while providing first-hand experience with community-based program design, implementation and evaluation.

Program Highlights & Accomplishments

- 20 first-year students participated in an annual bus tour of Chicago neighborhoods, which highlights various community organizations that are working to improve the health and wellbeing of Chicago's underserved residents.
- 20 fourth-year medical students participated in the M4 Policy and Advocacy Forum, which provides students with the tools and resources to continue advocating for patients and communities after medical school.
- In the past year, 10 4th-year medical students were inducted into the Gold Humanism Honor Society.
- Of the 2014 class, 2 students became Alpha Omega Alpha inductees.



“ I knew that UIC-College of Medicine was where I wanted to study medicine because it housed HCOE and UMED — two vital programs that are aimed at helping the underserved and educating future professionals on the injustices and barriers that my community faces.”

- Sandra Villalpando

STUDENT EXPERIENCES

Sandra Villalpando



I was born and raised in Fort Bragg, a small, friendly town on the northern coast of California. I graduated from Fort Bragg High School in 2002. I attended Northwestern University, where my love and interest in research was born. I graduated in 2006 with my bachelor's in Psychology and Spanish. I then attended Loyola University at Chicago and received my Master's in Applied Social Psychology in 2009. During my time at Loyola, I was able to get a research assistantship and then later get a position as a research coordinator, which helped fund my studies. My interest in medicine grew and my passion for learning more on how to serve the Latino community and the underserved intensified. I've been involved in many social justice issues in the Back of the Yards neighborhood since college. I was community service co-chair for LMSA, have been involved in many community efforts to help raise money for undocumented student scholarships for college. I also currently teach a medical class to the couples that go to marriage predatory classes at Holy Cross Immaculate Heart of Mary

Church. Having been involved in these activities, I knew that UIC-College of Medicine was where I wanted to study medicine because it housed HCOE and UMED — two vital programs that are aimed at helping the underserved and educating future professionals on the injustices and barriers that my community faces. UMED has made it possible for me to continue to do research in the Latino community, to take a multifaceted approach to learn about issues that affect the underserved communities, has provided me with certain skills and experiences that cannot be learned in the classroom, and it has solidified my dedication to help those in need. I will carry the lessons and experiences from UMED on my journey to coming a Family Medicine physician, and I have made a commitment to continue conducting research, serving, and bringing equality to the underserved communities.

The offering of this course is particularly significant since it is the first real step the Center has taken toward directly addressing the language barrier through its pipeline of Latino students.

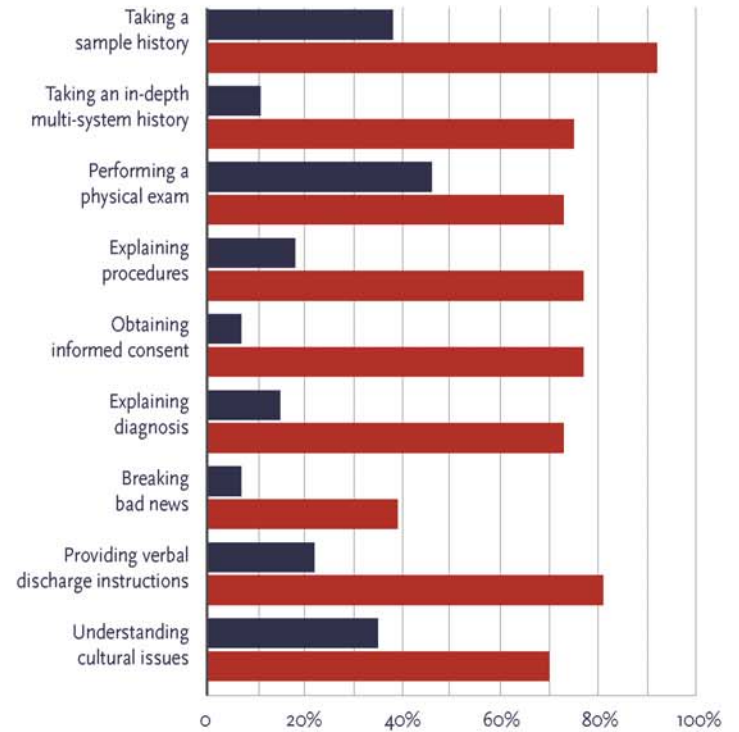
Clinical Medical Spanish

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

- Overall, students rated their Spanish fluency higher at the end of the course compared to before the course.
- At the end of the course, 58% of students reported their Spanish fluency at a level 4 or higher (meaning they are able to converse with more sophisticated conjugation skills and robust vocabulary OR at a native level fluency).



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

■ Pre-course
■ Post-course

BY THE NUMBERS

Total Enrolled: 28		
Completed Course*:	28	100%
Female:	21	75%
Male:	7	25%
Hispanic/Latino Origin:	6	21%

AVERAGE PROGRAM HOURS

80 hours per participant



“The fellowship gave me the opportunity among many others, to find a great mentor through the HCOE that guided me and gave me a different perspective of being in academic Medicine.”

- Dr. Katya Cruz



Faculty Development

Program Description

The Faculty Development Program provides a foundation for the success of underrepresented Latino physicians in the University of Illinois College of Medicine and University of Illinois Hospital and Health Science Systems. Since its establishment in 2012, the Faculty Development Fellowship has been promoting the growth and advancement of Latino faculty through a program targeted and tailored to the specific needs of the enrolled faculty. Our goal is to cultivate and enrich faculty members to become academic leaders in their medical field. The retention of this talented faculty is crucial to our institution.

Program Highlights & Accomplishments

- New topics were added to the fellowship curriculum, which included the following: (1) Residency Professionalism, (2) Faculty Evaluations, (3) Ownership of Service, (4) Transfer of Care, and (5) Cultural Competency.
- One fellow participated in two fellowships entitled “Ethnogeriatrics” and “Aging Successfully and End of Life” at University of Stanford in Palo Alto, California.
- One fellow participated as a faculty tutor for “Essentials of Clinical Medicine” student working groups. Additionally, she contributed to the Introduction to Patient Care course curriculum through the Department of Medical Education.
- One fellow was promoted to Interim Program Director in July 2014 for the UIC Department of Obstetrics and Gynecology.
- One fellow collaborated with the UIC School of Public Health on the “Healthy Moves for Aging Well” project which has the mission to enhance the activity level of frail and sedentary older adults with chronic conditions.



BY THE NUMBERS

Total Enrolled: 24

Graduated from Program*:	22	92%
Female:	22	92%
Male:	2	8%
Hispanic/Latino Origin:	24	100%
Participants Who are Bilingual:	6	25%

AVERAGE PROGRAM HOURS

99 hours per participant

KEY PARTNERSHIPS

- American Cancer Society
- American Diabetes Association
- American Heart Association
- Chicago Police Department
- Chicago Public Schools
- Citi-Bank
- Mujeres Latinas en Accion
- Northeastern Illinois University
- Pillars
- UIC, Latin American Recruitment and Educational Services Program (LARES)
- Un Buen Doctor

Academia de Padres Leadership Institute (APLI)

Program Description

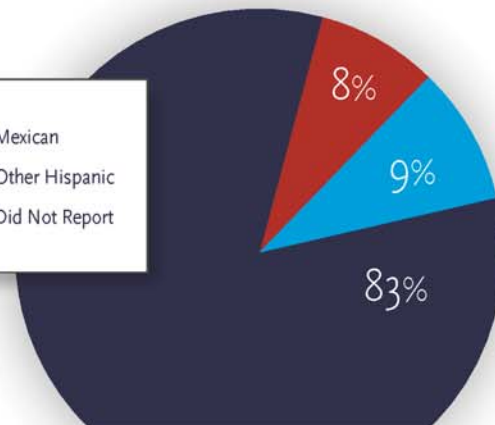
APLI is a leadership-training program created with the purpose to develop parents/ legal guardians to become informed consumers empowered with the tools to best support their child's development, interests, and educational trajectory in biomedical and health science careers. As with our other programs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

- Parents attended sessions on: health awareness, parenting, higher education, interpersonal development, community service, and Zumba.
- All parent participants were certified in First-Aid and Cardiopulmonary Resuscitation (CPR).
- 4 parents from Cohort 1 re-applied and participated in Cohort 2.
- 10 Parents took part in the Illinois Latino Council on Higher Education (ILACHE) Annual Conference at Roosevelt University.
- Parents participated in the Go Red For Women® Community Expo—a one-day event sponsored by the American Heart Association that includes health screenings; workshops on nutrition and exercise; and provides participates with take-home resources.

Nationality of Program Participants

- Mexican
- Other Hispanic
- Did Not Report



“Aprendí a escuchar otros puntos de vista, a saber de otras experiencias y entender que hay más padres que como yo no quieren que sus hijos sean una estadística más de los estudiantes que dejan la escuela por múltiples razones.”

-Juana Rodriguez

PARENT EXPERIENCES

Juana Rodriguez



La Academia de Padres Leadership Institute (APLI) me aporó mucha enseñanza, dándome información sobre los pasos a seguir desde el kindergarten a la universidad. Se me oriento sobre los gastos de educación superior como los diferentes tipos de becas, prestamos de gobierno, FAFSA y asimismo cuáles eran los procesos para lograrlos. También hablamos sobre las carreras y profesiones que existen relacionadas a la salud; se nos guio en primeros auxilios; en maneras saludables para mejorar la alimentación y la importancia de tener una buena salud mental. Pero sobre todo, aprendí a escuchar mejor a mi hijo y a orientarlo. ¡Fue un año de mucho aprendizaje e información! Pero también fue

una hermosa oportunidad de aprender de los otros padres, el convivir con ellos me hizo crecer como persona. Aprendí a escuchar otros puntos de vista, a saber de otras experiencias y entender que hay más padres que como yo no quieren que sus hijos sean una estadística más de los estudiantes que dejan la escuela por múltiples razones. Entendí que la gente que sale adelante es la que busca oportunidades y se informa e incluso que no importa la edad lo importante es tener actitud para informarse, aprender y compartir.

Dean's Scholarship



SCHOLARSHIP RECIPIENT

Daniel Gonzalez

Daniel Gonzalez, a native from Brookfield, IL and a first generation college graduate, did not always want to become a physician. Since at an early age he gravitated towards mathematics and physics, it seemed natural that he would follow the path of an engineer. However, early exposure to the field and little interest in advanced subjects dissuaded him from pursuing it. It was only by chance taking a biology class and the help of a friend's mother who worked in hospital administration, that he began to steer a path towards medicine. It was through his studies of an EMT, his countless hours of hospital volunteering and shadowing, and finding mentors who epitomized the substantial impact one can have, that Daniel found it most rewarding and important to aid in communicating with Spanish speaking patients in the healthcare setting. For Daniel, it was a calling from the increasing need for Latino doctors to speak and identify with the growing Latino population.

HCOE Scholarship



SCHOLARSHIP RECIPIENT

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.

Cavero Scholarship



SCHOLARSHIP RECIPIENTS

Natalia Arana

Michael Belmonte

Jason Hernandez

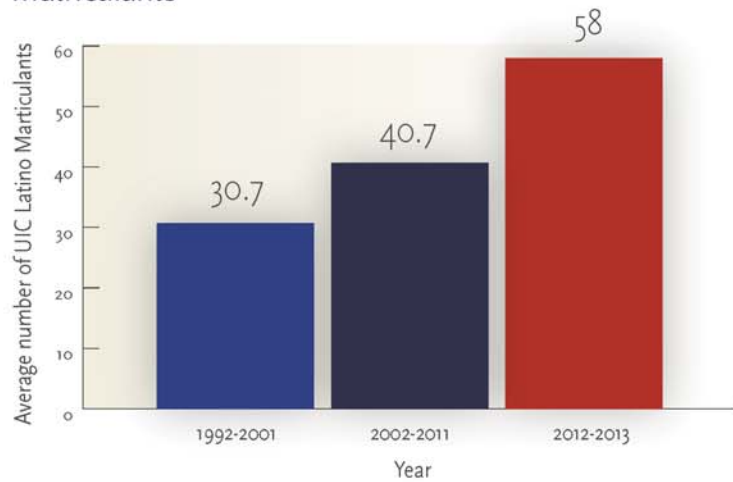
Annais Santiago

Amanda Wellmann

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.

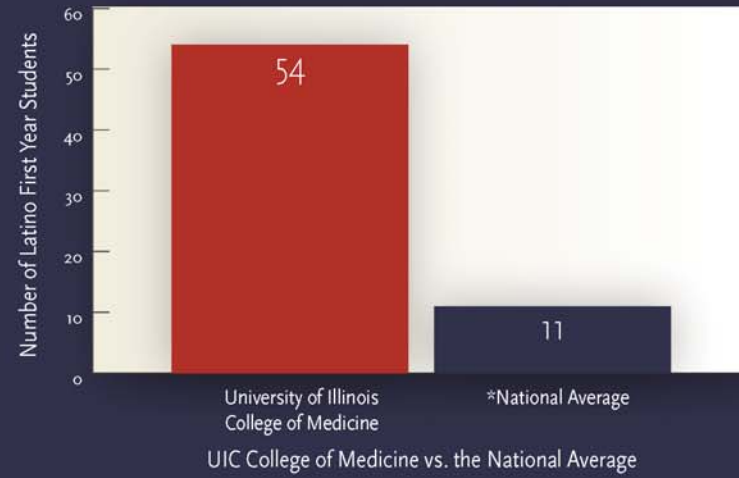
By The Numbers

Average Number of UIC Latino Matriculants

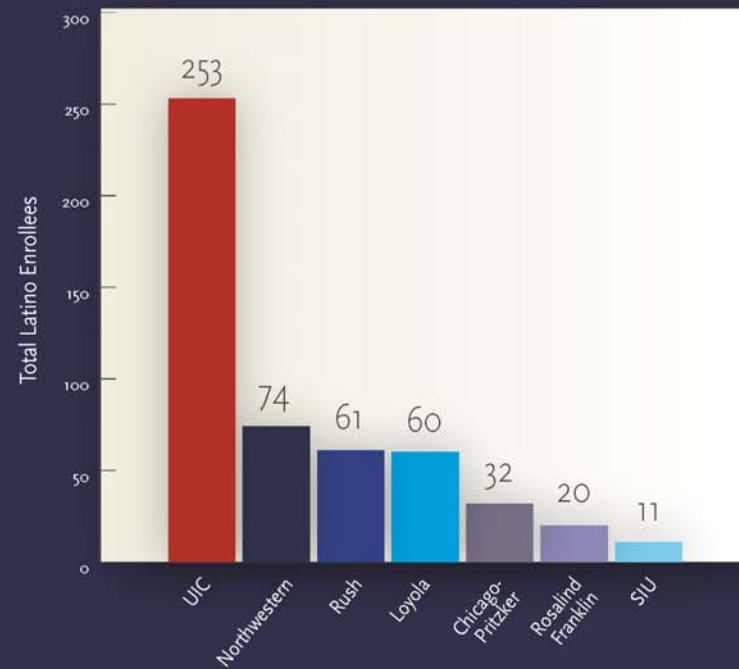


2013 Latino First Year Students

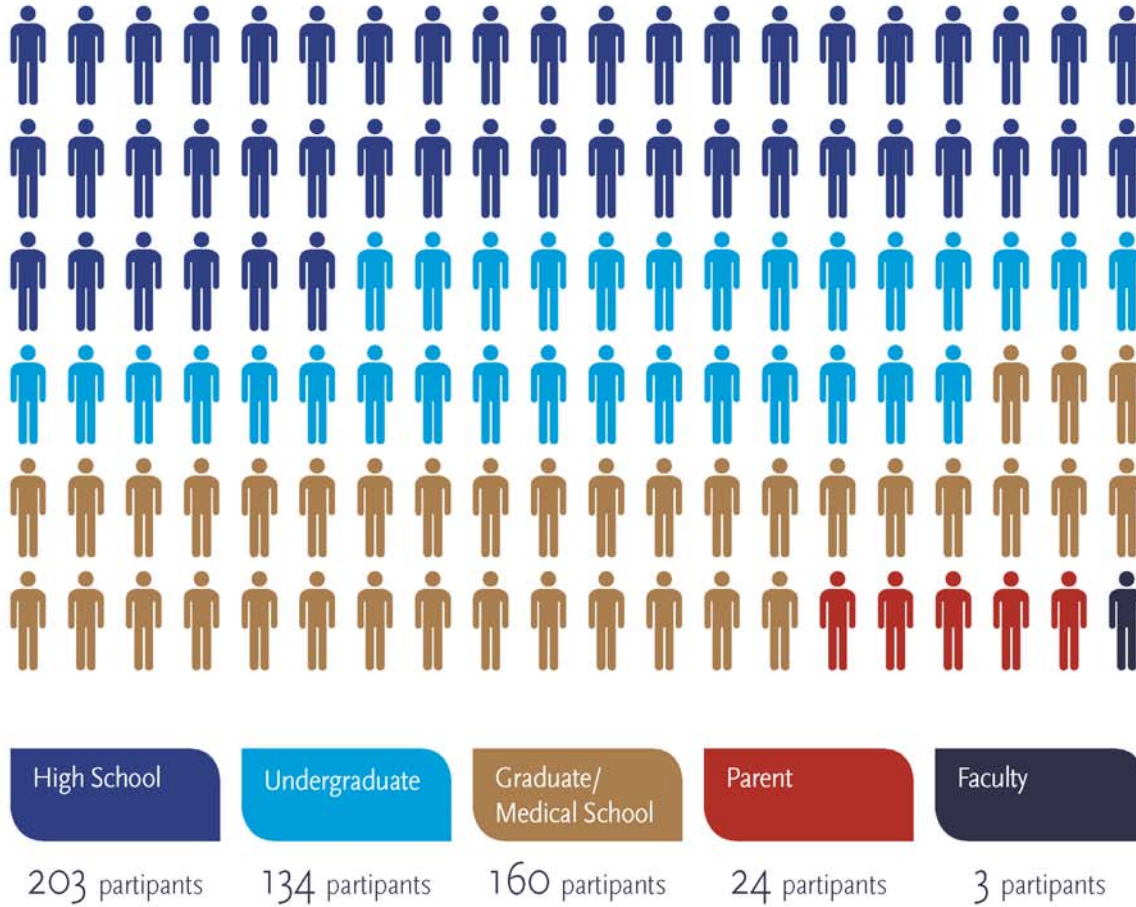
*OUT OF 138 ACCREDITED U.S. MEDICAL SCHOOLS



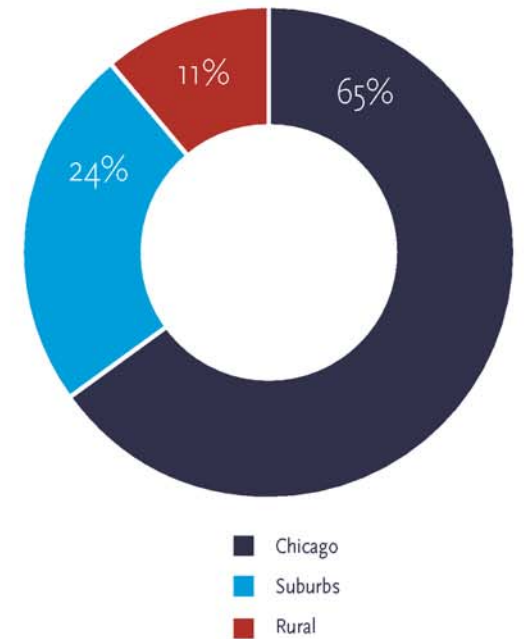
2013 Illinois Latino Total Enrollees



Total Participants by Pipeline Level



% of HCOE Participants by Illinois Area of Residency



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.

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



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.

Finances

HCOE Grants

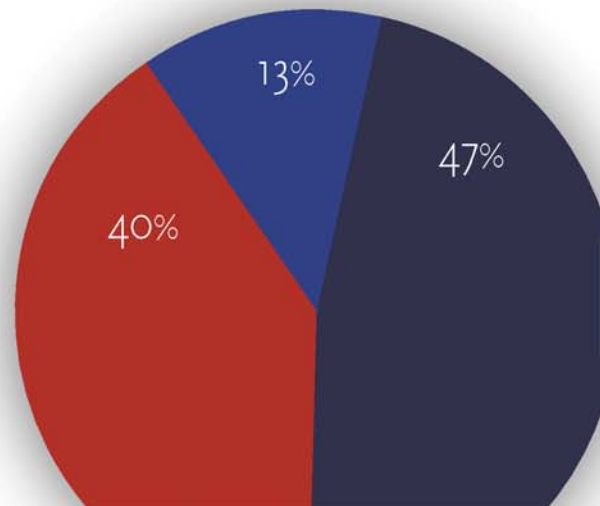
PRE-COLLEGE RESEARCH GRANT

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

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

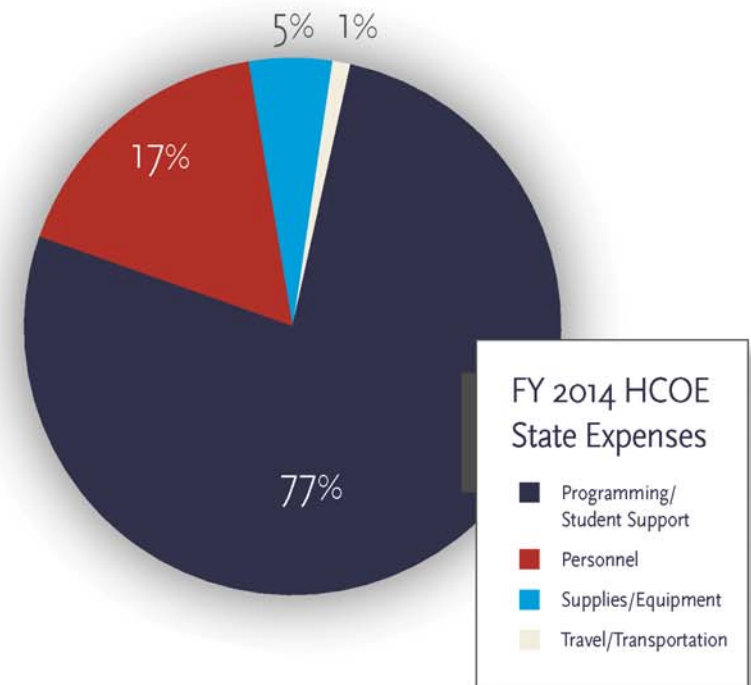
- ASPIRA Mirta Ramirez Computer Academy
- enito Juarez Community Academy
- Gordon Tech College Prep
- Instituto Health Sciences Career Academy
- UIC College Prep

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.



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.





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>

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You can like us ("UIC HCOE") or any of our programs on Facebook.

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>.



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