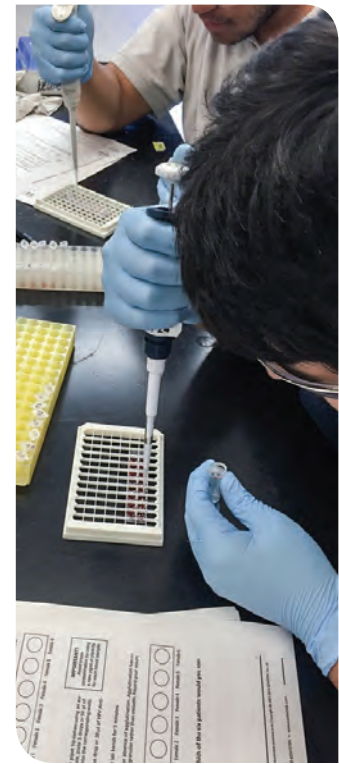


# 2014-15 Annual Report



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 Oláñez, MA**  
Director, Pre-college  
and Research Initiatives

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

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

**Jessica Barnes, MPH**  
Research Coordinator

**Michael Almodovar**  
Program Coordinator  
LaHSEP Tracks 1 & 2

**Natalia Suarez, MA**  
Hispanic Health Educator -  
Rural Medicina Academy

**Annette De La Torre**  
Program Coordinator  
LaHSEP Track 3

**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



## 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](http://www.medicine.uic.edu/hcoe)

## Table of Contents

Department Head's Message . . . . .	4
Director's Message . . . . .	5
Mission, Goals and Objectives . . . . .	6
The Year in Review . . . . .	7
Accomplishments . . . . .	8
HCOE Pipeline . . . . .	9
Medicina Apprentice Academy Program (MAAP) . . . . .	10
Rural Medicina Academy . . . . .	11
LaHSEP (Tracks 1-3) . . . . .	12
Medicina Scholars . . . . .	15
Summer Undergraduate Research on Health Disparities . . . . .	16
Medicina Fellows . . . . .	17
Summer Medical Research on Health Disparities . . . . .	18
Urban Medicine . . . . .	19
Medical Spanish Course . . . . .	20
Academia de Padres Leadership Institute (APLI) . . . . .	21
Faculty Development . . . . .	22
Dean's Scholarship . . . . .	23
HCOE Scholarship . . . . .	23
Cavero Scholarship . . . . .	23
By the Numbers . . . . .	24
Finances . . . . .	26
How to Stay Connected . . . . .	27



Ilene Harris, PhD  
Department Head

“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.”

## Department Head's Message

The Department of Medical Education (DME) is very 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 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 “Multiple Worlds” of family, school and peers. Moreover, it is a center of excellence in population health care. 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 three years, HCOE and other DME faculty and staff, have been meeting in 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, nation-wide, in achieving these goals. ■



“Our ultimate task is to instill in these students a deep sense of commitment to the well-being of their communities, our communities.”



## Director's Message

By the time you finish reading this report, I am sure you will agree with me about the importance and impact of the work that goes on in our Center. The personal stories of participants, from the Medicina Academy in high school to the Medicina Fellows in medical school, the message is the same: our team and programs make a difference in young people's lives. We know that our task is not just to make Latino youth aware of opportunities to become health professionals, not just to guide them on how to become the most competitive applicants for the next level of education. Our ultimate task is to instill in these students a deep sense of commitment to the wellbeing of their communities, our communities.

Another clear message from this report is the number and commitment of our partners. It is humbling to see how many others share our mission of making a difference in the health of Latinos in Chicago. There is no question in my mind that, without these partners, our work would not be possible. The education and personal development of our youth is everyone's business. Nothing

short of these collaborative partnerships will be necessary to turn the tide of educational achievement and the ability of our students to be the future leaders they deserve to be.

Finally, in every annual report, we make an intentional effort to highlight our efforts with faculty development, and fundraising for medical student scholarships. Faculty are the lifeline of education at every level. In medical school they also act as mentors and role models for the younger generation. Latinos are not well represented in the faculty ranks and one of our goals is to impact that issue. Part of the goal of all of our research programs is to expose students to the possibilities of academic work, and we also try to identify and support Latino junior faculty to assist in their professional development. Scholarships are essential in reducing the debt burden of medical graduates. We are fortunate to have so many Latino and other professionals who are able and willing to contribute in this manner. Their foresight completes the circle of important and impactful work at the Center of Excellence. ■



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

## 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

It has been a particularly challenging year for all non-profit organizations committed to enhancing the education of students throughout the state of Illinois. The uncertainty of the Illinois budget has made it particularly challenging for the Hispanic Center of Excellence (HCOE) to further expand and provide the quality educational programs needed to enrich the experiences Latino applicant pool as well as contribute to ensuring the on-time graduation of the current medical student class of the University of Illinois.

Nonetheless the Hispanic Center of Excellence was able continue its programs despite some mid-year budget cuts. One such program, the Clinical Medical Spanish course for fourth year University of Illinois medical students had a strong showing in its inaugural year. Dr. Pilar Ortega, an Emergency Medicine physician from Illinois Masonic, who teaches the course has not only been instrumental in its success but has created a new Spanish curriculum to be integrated fall 2015 for our undergraduate pre-medical student program, the Medicina Scholars. The Spanish portion of the Medicina Scholars program will be titled "Temas de Salud", and will cover how to address Spanish speaking patients through a series of health topics and scenarios.

Finally this past spring, the HCOE joined the UI Cancer Center in partnering with the Northwestern University's Robert H. Lurie Cancer Center and Northeastern University to submit a NCI U54 grant geared towards addressing cancer disparities in underserved minority communities. Participating organizations from all three universities will form four core groups in order to help address the cancer disparities through the U54 grant. The four groups will be the Administrative Core, the Planning and Evaluation Core, the Outreach Core, and the Research Core. The HCOE will partake in and help spearhead the Outreach Core which in turn has four aims: 1) Establish programs and processes that promote robust relationships between the U54 Partnership and Chicago communities, 2) Develop and implement engagement and outreach activities toward cancer health equity, 3) Provide opportunities and linkages for students, trainees and faculty members to collaborate with the community on cancer health equity issues, and 4) Plan and implement NCI National Outreach Network activities.

The integration of the "Temas de Salud" Medical Spanish for the undergraduate Medicina Scholars program and the partnering with the university cancer centers for the U54 grant, has been another crucial step in creating pipeline of students striving to become culturally competent medical practitioners. ■



Dr. Pilar Ortega, an Emergency Medicine physician from Illinois Masonic, who teaches the course (Clinical Medical Spanish) has not only been instrumental in its success but has created a new Spanish curriculum to be integrated fall 2015 for our undergraduate pre-medical student program, the Medicina Scholars.

## RECENT ACCOMPLISHMENTS

- Since its inception in 2005, 269 students have participated in the Medicina Scholars. 21% have matriculated to medical or graduate school.
- Since its inception in 1998, over 250 medical students have participated in the Summer Medical Student Research Program.
- Forty seven (47) second-year medical students took advantage of the USMLE Step 1 support program; 94% of them passed the exam on the first attempt, the other 6% passed on the second try.
- In fall 2014, the work of HCOE contributed to the enrollment of 54 Latinos in the first-year medical school class, or 17% of the total. This marked UIC #1 in the nation for matriculation of Latino medical students.
- In spring 2015 the COM graduated 40 Latino M.D.s comprising about 15% of all (263) graduates.
- Of the 7 medical schools in Illinois, UIC graduates 50% of all Latino M.D.s.
- 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 Program on Health Disparities

MCAT Prep

Academia de Padres Leadership Institute

## 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: 121

Completed Program:	22	18%
Continuing Program*:	86	71%
Female:	96	79%
Male:	25	21%
Hispanic/Latino Origin:	105	87%
1st Generation College Bound**:	100	83%

## 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

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

## HIGH SCHOOLS REPRESENTED

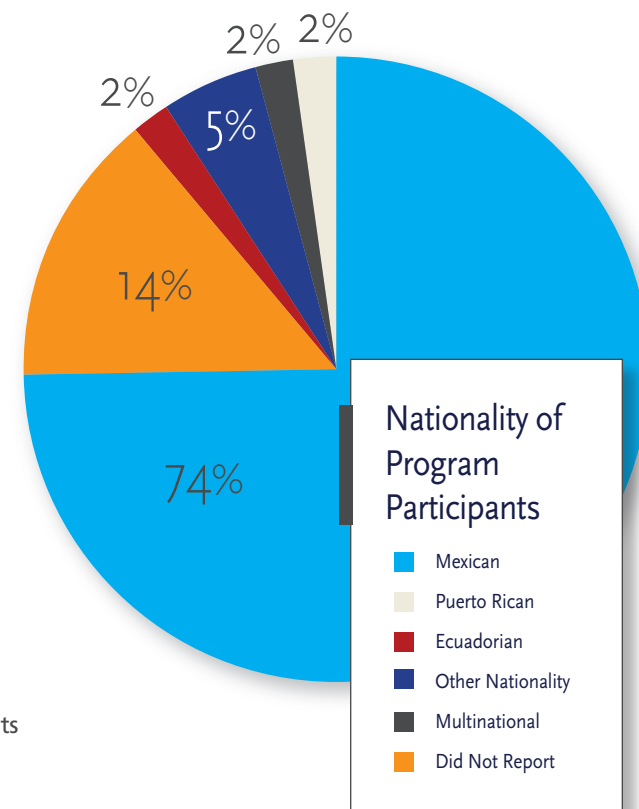
- Back of the Yards College Preparatory HS
- Benito Juarez Community Academy
- Chicago Academy HS
- Chicago Hope Academy
- Cristo Rey Jesuit HS
- Curie Metropolitan HS
- DePaul College Prep
- Dwight D. Eisenhower HS
- Elmwood Park HS
- Farragut Career Academy HS
- Hancock High School
- Instituto Health Sciences Career Academy
- Jones College Prep HS
- Kennedy HS
- Maria HS
- Mother McAuley Liberal Arts High School
- 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

## 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.

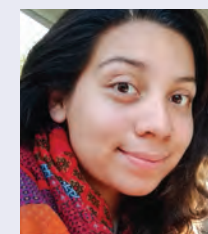
## Program Highlights & Accomplishments

- 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 (Cohort 5) in their 1st year of the program 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.
- 11 students went on to participate in the Latino Health Science Enrichment Program during Summer 2015.



## STUDENT EXPERIENCES

Aylin Chagolla  
Medicina Academy  
Apprentice Program



My experience in the Medicina Academy Apprentice Program (MAAP) has been amazing and continues to be that way. MAAP is such a unique experience that I will never forget. The medical courses, given by current medical students, have given us an insight as to what is taught in medical school. From the research projects, to the readings and the dissections, all this has strengthened my goal to work and become a doctor someday. The higher education courses have prepared me so much

from the very beginning of the program. It has made my college process go more smoothly now as a senior and allowed me to feel more comfortable about going to college. The guidance and knowledge of the HCOE staff, who are more than willing to help in any way possible, has truly made my experience worthwhile. A million thanks to HCOE and MAAP.

## BY THE NUMBERS

Total Enrolled: 41

Program Participants:	54	100%
Female:	n/a	n/a
Male:	n/a	n/a
Hispanic/Latino Origin:	33	62%
Participants Fluent in Spanish:	24	44%
Participants Satisfied with Program:	n/a	n/a

## KEY PARTNERSHIPS

- Latino Medical Student Association - Rockford Chapter, Rockford, IL
- Rockford Public School District 205, Rockford, IL

## 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

## Summer Scholars

### DESCRIPTION

6-week intensive program for high school seniors and undergraduate students interested in health professions. Summer Scholars takes place at the UI-Rockford campus. Curriculum tracks covered are 1) Public Health; 2) Professional Skills Development; 3) Health Careers & Health Sciences Exposure; 4) College & Health Professions Schools Prep. Summer Scholars collaborates with the Latino Medical Student Association, the Urban Health Program, the College of Pharmacy, and the Department of Biomedical Sciences.

### STATS

- 20 participants enrolled
- 18 (90%) completed
- 15 (75%) high school
- 17 (85%) Latino/Hispanic
- 9 (45%) rural
- 15 (75%) female
- 10 (50%) bilingual English-Spanish
- 90 program hours per participant



## Science and Health Immersion Program (SHIP)

### DESCRIPTION

Science and Health Immersion Program (SHIP) is an 8-week in-school program for high school students in rural and urban counties. Curriculum tracks covered are 1) Public Health; 2) Professional Skills Development; 3) Health Careers & Health Sciences Exposure; 4) College Prep. SHIP is implemented by RMA staff and medical students. Two SHIPs were implemented in academic year 2014-2015 (one rural/one urban).

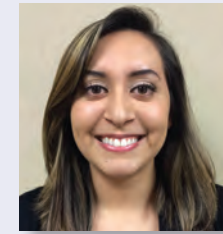
### STATS

- 34 participants
- 16 (47%) Latino/Hispanic
- 8 (24%) rural
- 14 (41%) bilingual English/Spanish
- 8 program hours per participant



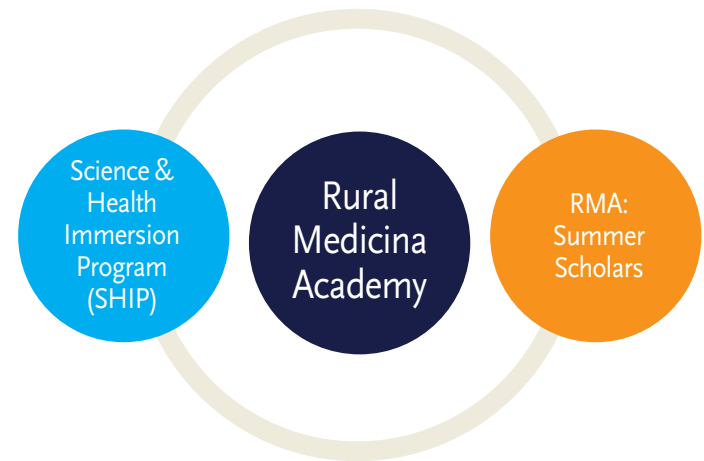
## STUDENT EXPERIENCES

### Jessica Santiago



The RMA's newest team member is Jessica Santiago, a former participant of the 2015 RMA Summer Scholars program, and current program coordinator for the Science & Health Immersion Program (SHIP). Jessica graduated from Judson University in May 2015 with a Bachelor's degree in Biology. She is planning to take the Medical College Admissions Test (MCAT) in spring 2016 and hopes to be part of the University of Illinois College of Medicine

at Rockford's Rural Medicine (RMED) program. Jessica would like to become a family physician and work with global non-governmental organizations such as Doctors Without Borders in order to travel to developing countries to help others in need.



# 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: 41

Completed Program*:	38	93%
Female:	32	78%
Male:	9	22%
Hispanic/Latino Origin:	39	95%
1st Generation College Bound**:	35	80%
Participants Fluent in Spanish:	17	41%

## AVERAGE PROGRAM HOURS

210 hours per participant

## PARTNERS/ COLLABORATORS

- American Red Cross
- Argonne National Laboratory
- Claudia Vera, MD
- Daniel Vera, MD
- DePaul University
- Jenie Nepomuceno, MD (HOLA)
- The Chicago Lighthouse
- UIC College of Nursing
- UIC Medical Students
- University of Wisconsin - Madison

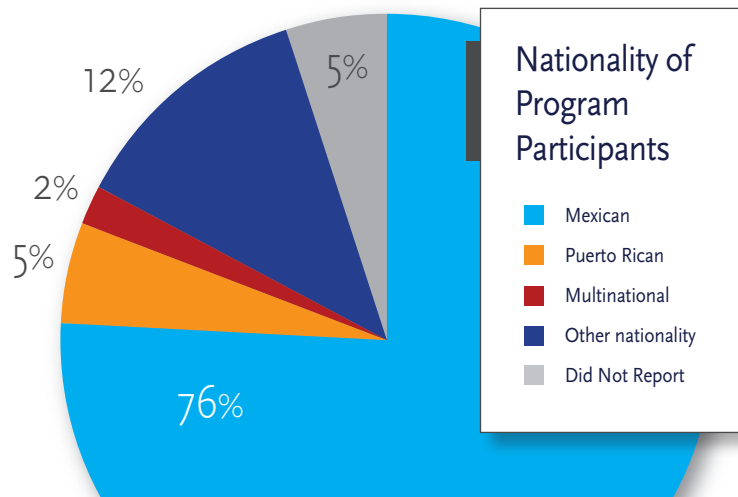
# LaHSEP Track 1

## Program Description

The focus of Track 1 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.

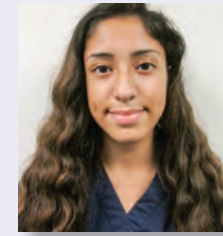
## Program Highlights & Accomplishments

- Students went on five (5) educational that included UIC (east campus), University of Wisconsin-Madison, Argonne National Laboratory, DePaul University and The Chicago Lighthouse.
- Students conducted research on each of the following topics: student life; health disparities in Chicago; environmental science; healthy eating options; and Latinos in the medical field.
- Students' performance in science and mathematics was assessed in their ACT classes through pre-and post- assessments. On average, mathematics scores increased by 9.18 points and science scores by 5.21 points.
- 54% of students took part in focus groups post their participation in the program. Participants mentioned mentors, medical lab sessions, higher education preparation, fieldtrips and strategies toward ACT testing as major impacts of the program.



## STUDENT EXPERIENCES

Liliana Leon (Back of the Yards) College Prep / Track 1



It is difficult for me to put into words how much I love my LaHSEP family. Being a part of this summer enrichment program has been one of the best experiences of my life. Not only did I learn ACT skills and strategies, but I also developed into a more mature student. Many of my fellow LaHSEP classmates and myself will be first generation college students and this summer, we were taught essential information that will guide us to college. The mentors showed us how to properly approach adults and highlight our specialties during interviews. I was accepted with opened arms and I was able to express myself around my classmates without the fear of being ridiculed. After school hours,

I went to running club, which was created by mentors to join students together and allow us to know each other outside of class. I had a blast getting to know participants from the other track, and I was able to unwind after having a long day. I'm thankful for the relationships I made with the staff, some of whom became my running buddies. The LaHSEP bond that was formed this past summer is indestructible and I will cherish all the memories that were made. I will definitely be reapplying to LaHSEP and I hope that next summer will be just as amazing as my last.

## HIGH SCHOOLS REPRESENTED (18)

- |  |   |
|--|---|
| Back of the Yards College Preparatory HS | Morton Freshman Center                  |
| Benito Juarez Community Academy          | Ogden International HS                  |
| Carl Sandburg HS                         | Riverside Brookfield HS                 |
| Farragut Career Academy HS               | Senn HS                                 |
| Instituto Health Sciences Career Academy | Social Justice HS                       |
| Jones College Prep HS                    | UNO Major Hector P. Garcia HS           |
| Lemont HS                                | UNO Rogers Park HS                      |
| Lincoln Park HS                          | Von Steuben Metropolitan Science Center |
| Morton East HS                           | Whitney M. Young Magnet HS              |

## CHICAGO NEIGHBORHOODS & SUBURBS REPRESENTED (23)

- |                   |                    |            |
|-------------------|--------------------|------------|
| Arcadia Terrace   | Kelvyn Park        | West Lawn  |
| Back of the Yards | Lakeview           | West Ridge |
| Brighton Park     | Lemont             | West Town  |
| Cicero            | Little Village     |            |
| Edgewater         | Lyons              |            |
| Gage Ridge        | Marquette Park     |            |
| Garfield Park     | Mid-North District |            |
| Heart of Chicago  | Orland Park        |            |
| Irving Park       | Pilsen             |            |
| Jefferson Park    | Rogers Park        |            |

## BY THE NUMBERS

Total Enrolled: 30

Completed Program*:	29	97%
Female:	24	80%
Male:	6	20%
Hispanic/Latino Origin:	27	90%
1st Generation College Bound**:	24	80%
Participants Fluent in Spanish:	13	43%

## AVERAGE PROGRAM HOURS

210 hours per participant

## EXAMPLE STUDENT RESEARCH PROJECTS

Centeno, B., Esparza, I., Garcia, J., Hajdarovic, S., Jaimes, J., & Mercado, J. (2015, August). *Association Between Attainable Air Quality In the Chicagoland Area & Socioeconomic Status*. Poster session presented at the Annual LaHSEP Research Forum at the University of Illinois at Chicago, Chicago, IL

Calderon, A., Huerta, B., Mohamed, Z., Morales, D., Murillo, I., & Soy, T. (2015, August). *Frequency of Hypertension Among the Latino and White Population in the Chicagoland Area*. Poster session presented at the Annual LaHSEP Research Forum at the University of Illinois at Chicago, Chicago, IL

## PARTNERS/ COLLABORATORS

- American Red Cross
- Argonne National Laboratory
- Claudia Vera, MD
- Daniel Vera, MD
- DePaul University
- Health Oriented Latino Association (HOLA)
- The Chicago Lighthouse
- UIC College of Nursing
- University of Wisconsin - Madison

## LaHSEP Track 2

### Program Description

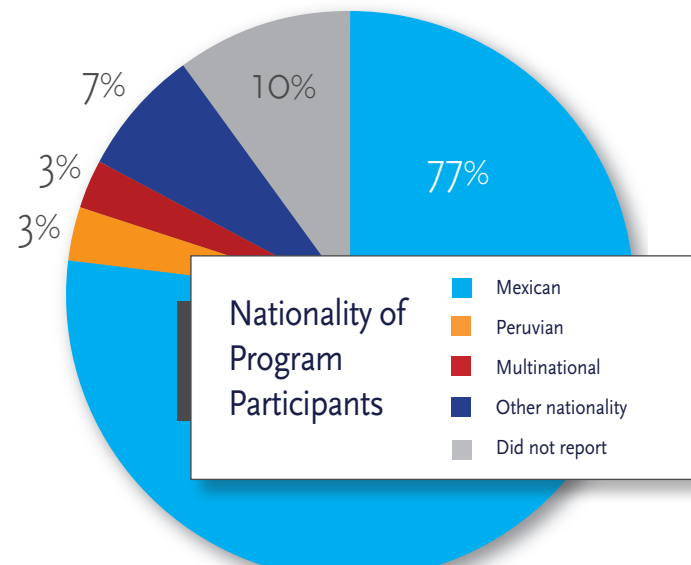
The focus of Track 2 is for junior and senior students in high school to develop their research skills. Participants learn research methods and develop their research skills by learning to analyze, synthesize, and interpret information. Throughout the research program students conduct their own research project, complete a literature review and create a professional presentation.

### Program Highlights & Accomplishments

- Students came from 23 different high schools, with 30% of students attending schools 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.
- 97% of the students presented their professional research posters at the annual LaHSEP Research Forum.
- During the evaluation of Track 2 students reported the following major aspects: 1) the program helped them develop their knowledge in research as well as presentation and communication skills; 2) felt medical courses with active learning components (i.e. lab sessions/anatomy lab) provide them further knowledge in the sciences; and 3) appreciated being in a unique program with other goal-oriented and like-minded individuals that were also interested in medicine.

### HIGH SCHOOLS REPRESENTED (23)

- ASPIRA Early College HS
- Bremen Community HS
- Central HS
- Christian Liberty Academy
- DePaul College Prep
- Dwight D. Eisenhower HS
- Eric Solorio Academy HS
- Farragut Career Academy
- Fenwick HS
- Golder College Prep
- Instituto Health Sciences Career Academy
- Lincoln Park HS
- Morton East HS
- Northside College Preparatory HS
- Phoenix Military Academy HS
- Plainfield South HS
- Prosser Career Academy HS
- Rickover Naval Academy HS
- Sullivan HS
- UIC College Prep HS
- UNO Major Hector P. Garcia MD HS
- Von Steuben Metropolitan Science Center
- Whitney M. Young Magnet HS



## STUDENT EXPERIENCES

### Jeremiah Jaimes Track 2



Being part of the Latino Health & Science Enrichment Program (LaHSEP) experience, truly is unforgettable. Spending most your summer vacation at the University of Illinois at Chicago doing work might not be appealing to many teenagers; or at least it wasn't for me. However, my school counselor somehow convinced me to apply and to my surprise I was accepted to the program the summer before my sophomore year. As a participant of LaHSEP track one, not only did I enhance my test taking abilities for the ACT, but I also gained a sense of empowerment. By the end of my first year of LaHSEP I was very goal oriented and driven. I had become infatuated with the whole concept of LaHSEP and the Hispanic Center of Excellence. The summer before my junior year I re-applied and once again got admitted. I enhanced my motivation, self-esteem, and testing abilities even further. Thanks to LaHSEP Track One I was able to boost my ACT

composite score from a 17 to a 25. LaHSEP had impacted my life in such a positive manner that it seemed illogical to not go for a third and final year. I applied to Track Two and was admitted once more. LaHSEP Track Two proved to be more vigorous than Track One, but proved to be very beneficial. The knowledge I gained from the research courses facilitated AP courses that I am currently taking, and without a doubt will benefit me greatly when pursuing a post-secondary education. Through the use of ACT prep courses, higher education courses, research courses, and personal development courses not only does LaHSEP better you as a student but also as an aspiring individual. LaHSEP is far more than a mere program, LaHSEP is a close knit family that pushes you to overcome obstacles and obtain your dreams.

## BY THE NUMBERS

Total Enrolled: 29

Completed Program*:	28	100%
Female:	18	64%
Male:	10	36%
Hispanic/Latino Origin:	28	100%
1st Generation College-Attending**:	24	82%
Participants Fluent in Spanish:	23	82%
Participants Satisfied with Program:	28	100%

## AVERAGE PROGRAM HOURS

195 hours per participant

“Having graduated high school recently, I needed help to smooth the transition going into college. Since I knew I was attending UIC, the Latino Health and Science Enrichment Program (LaHSEP) was there to help me with this task.”  
- Damian Andrade

## 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 28 students successfully completed a chemistry research project by the end of the program.
- 17% of students currently volunteer at the University of Illinois.
- 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

#### Damian Andrade Track 3



I am the first child in my family to go to college. I was born and raised in Chicago and the one goal I am determined to complete is to become a physician. Having graduated high school recently, I needed help to smooth the transition going into college. Since I knew I was attending UIC, the Latino Health and Science Enrichment Program (LaHSEP) was there to help me with this task. The English portion helped strengthen my essay writing and reading skills, perfect for the large amount of reading and writing assigned in college-level English classes. The mathematics portion was centered around

Pre-Calculus/Calculus level math that introduced concepts I never learned about in high school Pre-Cal, but helped me a lot in my first semester math course. The chemistry section was the class I felt was the most helpful. If there’s one thing you should do, it is to pay attention in the chemistry section. General Chemistry I is much like the chemistry course taught in LaHSEP Track III, the only difference were the topics covered. If there is one experience I don’t regret doing, it’s being in LaHSEP.

### Nationality of Program Participants

- Mexican
- Other Hispanic

14%

86%

## BY THE NUMBERS

Total Enrolled: 96

Continuing Program*:	56	85%
Graduated from Program**:	27	28%
Female:	65	68%
Male:	31	32%
Hispanic/Latino Origin:	96	100%
1st Generation College-Attending***:	71	74%
Participants Fluent in Spanish:	96	100%

## AVERAGE PROGRAM HOURS

150 hours per participant

## STUDENT RESEARCH PRESENTATION TOPICS

Addressing the Importance of Social Capital in Education with a Focus on Latino-Pre-med Students by William Benavides

Developing a Rodent Model of the Balloon Analog Risk Task by Suarez, Javier; McMurray, Matthew and Roitman, Jamie

Hyperfiltration is associated with the development of microalbuminuria in patients with sickle cell anemia by Vazquez Benjamin, Shah Binal, Zhang Xu, Lash James P., Gordeuk Victor R., Saraf Santosh L.



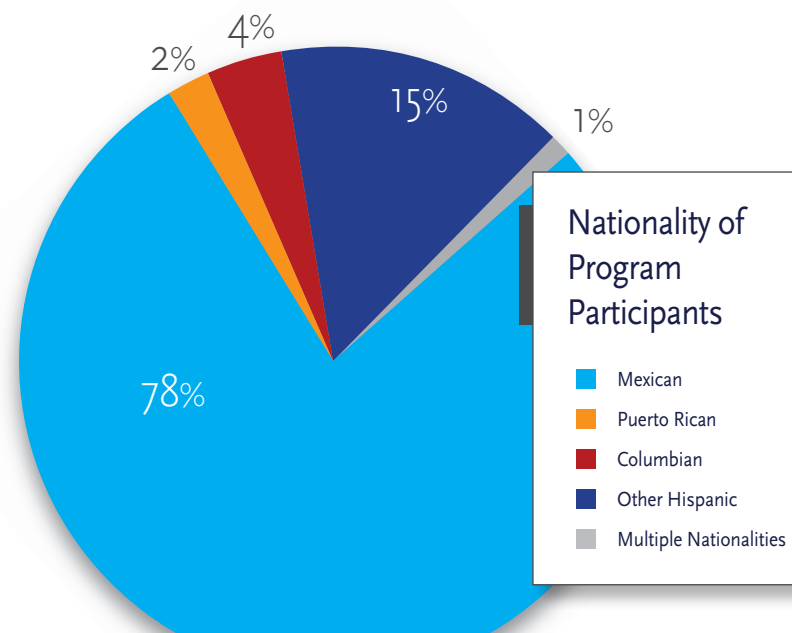
# Medicina Scholars

## 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

- Over 70 students attended the AAMC Minority Student Medical Career Fair at McCormick Place and the Bridging the Gap Symposium at UIC.
- 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, 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, Rush Medical College & Rush College of Nursing at Rush University, Harvard University Harvard Medical School, Rosalind Franklin University of Medicine and Science, Southern Illinois University Dental Medicine, and Depaul University School of Nursing



## STUDENT EXPERIENCES

### Daniel Cavazos



I recently graduated from UIC this Fall 2015 with a BS Chemistry degree. Entering UIC with a pre-med track in mind, on top of a BS Chemistry major ahead of me was quite intimidating. In the end, I earned a 4.0 GPA, multiple research publications, and acceptance into medical school. I owe much of my success to the staff at HCOE. They were constantly stressing the importance of academic excellence, seeking research, and community service. The number of opportunities the staff emailed provided no excuse for why I could not have built a solid resume. The monthly meetings for three years educated me on healthcare topics necessary to understand as a future physician. In particular, the knowledge of the lack of healthcare access in the Latino community was motivating to succeed as a student, in order to one day become a physician fighting health disparities. However, the undergraduate track

is by no means easy. There are a million barriers which could have distracted me from the goal of gaining acceptance into medical school. Fortunately, the staff at HCOE had spent hours on end with me advising in areas of course work, research, scholarships, and preparation of my medical school application. If it were not for Alicia and her staff, I am not certain if I would be in the position I am today. I have gained acceptances to multiple medical schools, but the support system I have built at UIC through HCOE has convinced me there is no other medical school I could possibly choose to attend. I plan on continuing in the pipeline program to the next level as a medical school student serving as a mentor for incoming Medicina Scholars.

## BY THE NUMBERS

Total Enrolled: 11

Completed Program*:	10	91%
Female:	9	82%
Male:	2	18%
Hispanic/Latino Origin:	11	100%
1st Generation College-Attending**:	10	91%
Participants Fluent in Spanish:	11	100%
Participants Satisfied with Program:	10	91%

## AVERAGE PROGRAM HOURS

350 hours per participant

## EXAMPLES OF STUDENT RESEARCH PROJECTS

Latina Sexual Minority Women: How does minority stress affect their Mental Health

Examining the cognitive abilities of male and female C57BL/6J mice through reversal learning

Prognostic Immunohistochemical Biomarkers in the Development of Esophageal Adenocarcinoma in Barrett Esophagus

## KEY PARTNERSHIPS

- UIC Health Sciences Library
- UIC College of Nursing
- UIC College of Dentistry
- UIC College of Medicine
  - Dept. of Pathology
  - Dept. of Infectious Diseases
  - Sickle Cell Lab
- UIC College of Applied Health Sciences Exercise Lab

# Summer Undergraduate Research Program 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.

## CHICAGO COMMUNITIES REPRESENTED

- Albany Park
- Logan Square
- Brighton Park

## NON-CHICAGO PARTICIPANTS BY COUNTY

- Cook County
- Lake County

## Program Highlights & Accomplishments

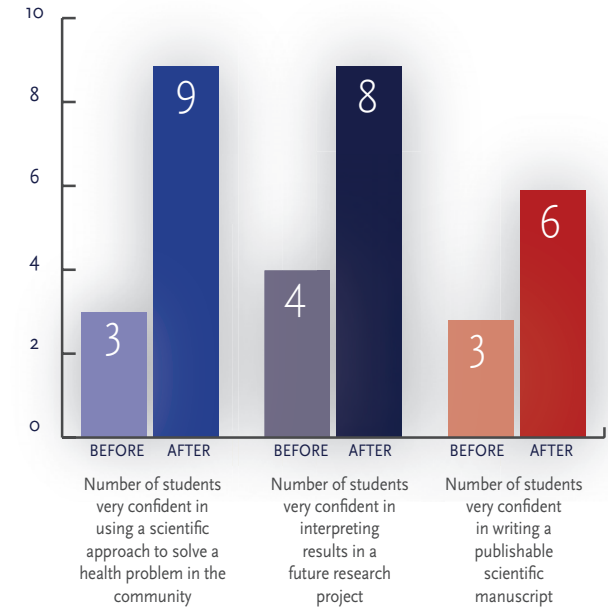
- Six students work was accepted, however only five students received a travel scholarship to attend and present their research work to SACNAS National Conference in October in Los Angeles.
- At least 6 out of 11 students continued working with their mentor after the program ended.

## Nationality of Program Participants

- Mexican
- Ecuadorian
- Guatemalan

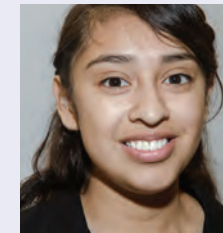
82%  
9%  
9%

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



## STUDENT EXPERIENCES

### Estefania Perez



This year I am a senior at Benedictine University. I was first part of HCOE'S Medicina Scholars Program which introduced me to all the resources and knowledge necessary to prepare me during my undergraduate education as a pre-med. This past summer I participated in the Summer Undergraduate Research Program on Health Disparities (SURPHD) here at HCOE. Under the guidance of pathologist Dr. Grace Guzman, I investigated the use of prognostic biomarkers in the progression of Gastrointestinal Reflux Disease (GERD) to Esophageal Adenocarcinoma (EAC). This past October I had the opportunity to share and present my research at the SACNAS National conference in Washington, DC. This research experience allowed me take the knowledge learned from

the classroom and apply it to investigate a pathological problem. SURPHD challenged me to think critically and analytically. Besides adding to my development as a researcher, this program also changed my view on medicine and healthcare. I learned that health is not merely the absence of disease and that other frequently overlooked factors like socioeconomic status greatly impact health. SURPHD helped me see medicine from a different perspective and helped me develop skills that are going to be important for me to contribute to the field of medicine in the future.



## BY THE NUMBERS

Total Enrolled: 23

Continuing Program*:	9	100%
Graduated from Program**:	10	100%
Female:	12	63%
Male:	7	37%
Hispanic/Latino Origin:	19	100%
1st Generation College-Attending***:	7	37%
Participants Fluent in Spanish:	17	89%
Participants Satisfied with Program:	19	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

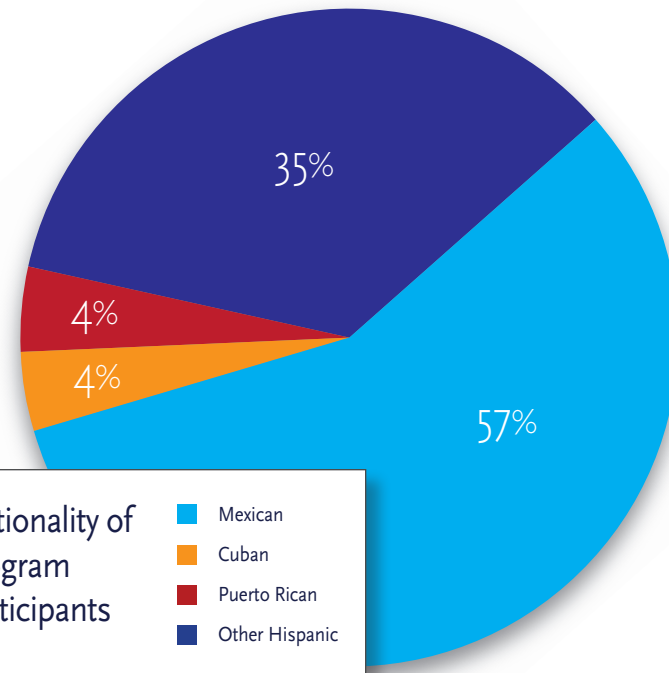
# Medicina Fellows

## 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

- 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.



## Nationality of Program Participants

- Mexican
- Cuban
- Puerto Rican
- Other Hispanic

## STUDENT EXPERIENCES

### Isabelle Sanchez Fellows Cohort 2



I've been involved with HCOE ever since the first year medical school, there was no question that I wanted to be involved with their medical student pipeline program - 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, this past summer through the Medicina Fellows Program I met Dr. Juan Guerra who recruited me for the Kaiser Permanente Introduction to Integrated Health Care Program. I had the opportunity to spend the summer at Kaiser Permanente in California shadowing several doctors in various specialties. I couldn't be more grateful for the program and the friends it has brought into my life.

## 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-Attending**:	3	30%
Participants Fluent in Spanish:	6	60%

## AVERAGE PROGRAM HOURS

400 hours per participant

## EXAMPLE STUDENT RESEARCH PRESENTATIONS

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)

"...this experience has inspired me to continue working with my mentor to further develop my skills as a researcher, as I now hope to include research in my career as a future physician."

- Elizabeth Zavala

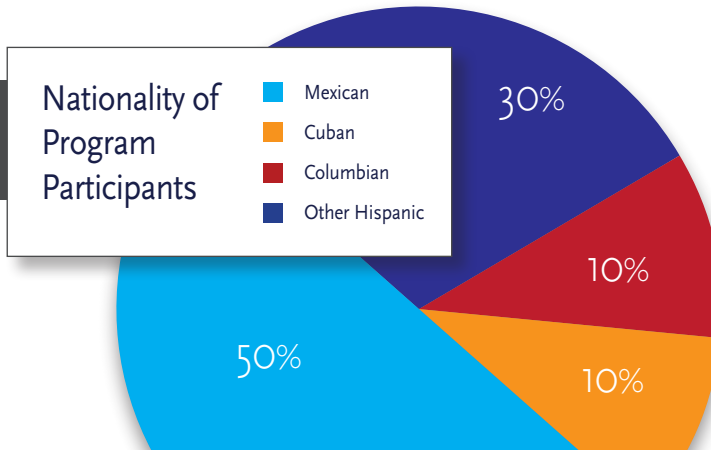
# Summer Medical Research on Health Disparities

## Program Description

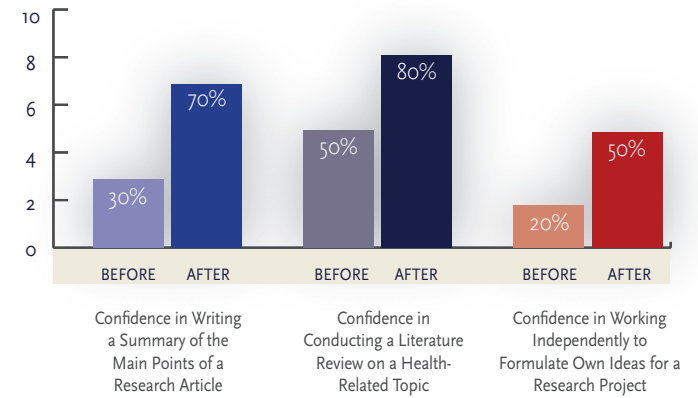
The HCOE Summer Medical Student Research on Health Disparities is a 10-week program that introduces sophomore medical students to the field of biomedical and clinical research. Participants work with UIC faculty who conduct research focused on Hispanic or other minorities. Also, throughout the summer 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. 90% of students reported that they could analyze and interpret data appropriately by the end of the program. 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

Elizabeth Zavala  
M2



This summer I had the privilege of participating in the Hispanic Center of Excellence Summer Research Fellowship. The Fellowship allowed me to work alongside Dr. Claudia Lora in the Department of Medicine/ Division of Nephrology, where we investigated acculturation and its influence on all-cause and cardiovascular mortality in Mexican Americans. We looked at various measurements of acculturation to investigate its role in the decreased all-cause mortality documented in previous studies, as well as investigate its association with cardiovascular mortality in Mexican Americans. Through the ten week program, I gained insights into the mechanisms that may influence and affect various aspects of health and health outcomes in Latinos. I was able to learn and develop research skills; I learned how to think critically, conduct literature reviews, and analyze and interpret

statistical data. I participated in weekly seminars that introduced different components of research and was able to hear and learn from other medical researchers as they shared their phenomenal work and research experience with us. At the end of the program I presented my first oral presentation on the work my mentor and I had produced and received incredibly valuable feedback from Dr. Bartholomew and other physicians engaged in research. As someone who had never considered engaging in research before, this experience has inspired me to continue working with my mentor to further develop my skills as a researcher, as I now hope to include research in my career as a future physician.

## BY THE NUMBERS

Total Enrolled: 93

Continuing Program*:	72	80%
Graduated from Program**:	18	20%
Female:	61	68%
Male:	29	22%
Hispanic/Latino Origin:	24	27%

**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.

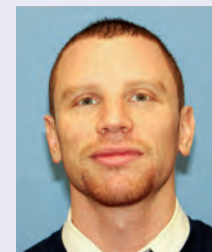
## Program Highlights & Accomplishments

- 24 M1 UIC medical students and 5 M2 U of I Rockford students participated in our annual bus tour of Chicago neighborhoods, which highlights various community organizations that are working to improve health conditions in underserved neighborhoods.
- In April our graduating medical students participated in our 10-day Policy and Advocacy Forum; a culmination of their 4 years in the UMed Program aimed to prepare them to be physician-leaders and patient advocates and engage in changing laws to improve the conditions of disadvantaged patients
- 8 UMed students participated in a Culinary Medicine Workshop using a nutrition curriculum licensed from the Tulane University School of Medicine, Glodring Center for Culinary Medicine. UMed partnered with the nutrition department at UIC to teach our students how to cook healthy meals for low income patients and advise them on how to improve their diets. Of the 2014 class, 2 students became Alpha Omega Alpha inductees.
- Of the 2014 class, 2 students became Alpha Omega Alpha inductees.



## STUDENT EXPERIENCES

### Jason Hernandez



Jason Hernandez was born and raised in the Chicago-land area. He graduated from Bolingbrook High School in 1999 and attended College of DuPage, Joliet Junior College, and Benedictine University. He earned an EMT, medical assisting degree, bachelors in health science, then continued at Benedictine for a Masters in Clinical Exercise Physiology (2010). Being familiar with the hard work and dedication needed to become a medical doctor, Jason attended full-time classes while working as a full-time surgical support technician at a local hospital and as an active physical fitness trainer.

Upon graduating from Benedictine University with his Masters, Jason was employed as an exercise physiologist for a rehabilitation facility. It was his interest in exercise that sparked his endeavor to pursue medicine, in particular, sports medicine. During his first

year of medical school, Jason was involved in research with the department of orthopaedics and demonstrated great interest in the community. This is evident with his involvement in UIC's Urban Medicine program (UMED) and the Hispanic Center of Excellence (HCOE). Along with three other medical students, Jason has been actively involved in teaching and mentoring a cohort of high school students that have shown interest in medicine. The aim of this program is to see all the students finish their undergraduate education and pursue a career in medicine to help increase the number of the Latino physician workforce.



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.

#### BY THE NUMBERS

Total Enrolled: 29

Completed Program*:	29	100%
Female:	19	75%
Male:	10	25%
Hispanic/Latino Origin:	8	21%

#### AVERAGE PROGRAM HOURS

80 hours per participant

“ This course was excellent. I walked in with a shaky knowledge of Spanish but now I feel far more prepared.”

## Medical Spanish Course

### Program Description

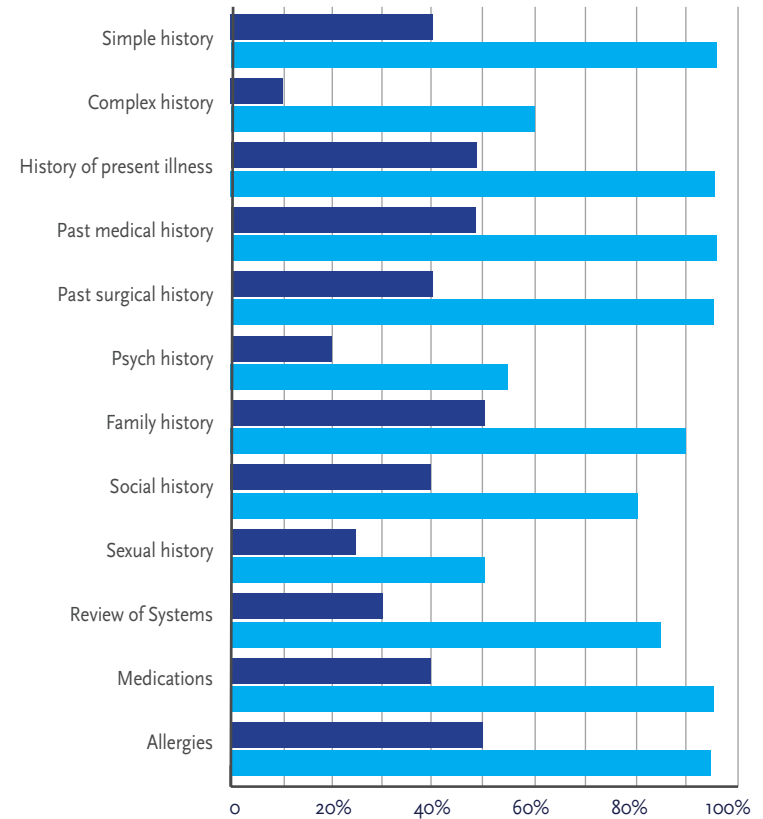
The purpose of the course is to increase medical student comfort level with Spanish-language interviews, examination, and patient education. It will provide ample experience in live and simulated Spanish patient interviews, supervision of interview styles and Spanish-language skills, discussion of common 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.
- 100% of students completed the voluntary anonymous pre-course survey and 86.2% completed the post-course survey.

“ The instruction and the in-class feedback were very non-judgmental and helpful.”

“ The course was excellent. It allowed me time to practice my Spanish OUT LOUD, which is very different than self-learning at home.”



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 2

## Program Description

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

## Program Highlights & Accomplishments

- Parents attended courses related to: health awareness, parent-child communication, higher education, interpersonal development, and Zumba.
- 24 parent participants were certified in First-Aid and Cardiopulmonary Resuscitation (CPR).
- 7 parents from Cohort 2 re-applied and participated in Cohort 3.
- 92% of the participants took part in the *Bridging the Gap: Emerging Health Issues in Underrepresented Minorities* conference held at the UIC Forum.
- 38% of the participants took part in the Illinois Latino Council on Higher Education (ILACHE) Annual Conference held at Northeastern Illinois University and 3 parents were selected to present a workshop entitled: *Successful Partnerships to Increase Social and Cultural Capital for Tomorrow's Health Professional*.



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

-Maria E. Ibañez

### BY THE NUMBERS

Total Enrolled: 26

Completed Program*:	24	92%
Female:	25	96%
Male:	1	4%
Hispanic/Latino Origin:	26	100%
Participants Fluent in Spanish:	7	27%

### AVERAGE PROGRAM HOURS

100 hours per participant

### KEY PARTNERSHIPS

- American CPR and Safety Training LLC
- American Heart Association
- Illinois Latino Council on Higher Education (ILACHE)



### PARENT EXPERIENCES

María del Rosario Rodríguez



Mi nombre es María del Rosario Rodríguez, soy casada, tengo dos hijos, Eduardo de 12 años y Jessenia de 16 años. He sido parte de la Academia de Padres Leadership Institute en la Universidad de Illinois por 3 años. Estoy completamente agradecida porque yo soy de México y mi hija será la primera generación de mi familia que asistirá a la Universidad en Estados Unidos. Yo no sabía nada respecto al proceso y gracias a este programa tengo una visión de lo que es la educación superior en este país. Asimismo he tenido la oportunidad de aprender paso a paso todo lo que es el procedimiento para lograr que mis hijos entren a la Universidad. Por ejemplo, nos

explican los diferentes recursos para fondos que existen y como hacer uso de ellos, de lo cual, yo no tenía conocimiento y estaba muy preocupada porque no sabía cómo íbamos a pagar la educación de mis hijos. También nos explican la vida de los estudiantes en la Universidad y es una manera de entender y comprender mejor a nuestros hijos. Por ultimo quiero mencionar que los talleres son impartidos en mi idioma, el español. Esto me facilita para comprender más rápido y hacer preguntas eficaces.

“ The HCOE accepted my application as a Neonatology faculty with an interest in research in informatics and community outreach. I am very grateful to the HCOE first because of their mission and vision but also because it has provided me with two essential resources for career development. Education and time.”

- Dr. Hernan Sierra

## Faculty Development

### Program Description

The Faculty Development Program provides a foundation for the success of underrepresented Latino physicians in the 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

- Our current fellow is participating in a super-fellowship in clinical informatics and leading a hospital-wide project to improve provider efficiency through an innovative software focusing on the digitization of patient charting. In addition, he's the current Chair of the Golden Hour committee looking at the quality of care in newborns and their first six hours of life. Also, he's leading a project in Costa Rica to raise awareness of child abuse, and is working on an academic collaboration to improve the outcomes on nosocomial infections.
- As for our former fellows, they continue to enhance their careers. Last year one of them was awarded a three-year grant through the Human Resources and Service Administration (HRSA) to create and implement new modules related to "Geriatric Education for Primary Care", ranging from sleep problems in the elderly to palliative and hospice care. Furthermore, she's working on a quality improvement project in Home Based Primary Care (HBPC) at Jesse Brown Veterans Administration Medical Center (JBVAMC) concerning strategies to promote vaccination among these group of patients. She's also a member of the Dementia and the Palliative committees at the VA.
- A second former fellow, has been appointed Assistant Program Director in the department of Obstetrics and Gynecology.



## Dean's Scholarship



SCHOLARSHIP RECIPIENT  
Cynthia Beltran

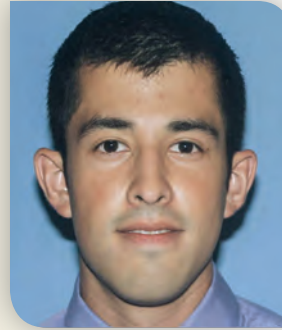
Cynthia grew up in Mundelein, Illinois and graduated from Northwestern University with a degree in Biological Sciences. She is a first-generation college graduate and the first in her family to pursue medicine. During her undergraduate career, Cynthia immersed herself in a variety of healthcare volunteer experiences with New Life Volunteering Society, the Mather Pavilion, and the Lake County Health Department. Most importantly through shadowing, her physician mentors helped her see the importance of bilingual doctor-patient relationships and how she could emulate that in her future career. She is interested in Neurology, Ophthalmology, and Internal Medicine. She is currently the Community Outreach Co-chair for the Student Interest Group in Neurology.



SCHOLARSHIP RECIPIENT  
Katherine Venegas

Katherine Venegas is a St. Charles, IL native in her second year of study at the College of Medicine. A stint in politics at the White House inspired her to pursue a career in medicine in order to coach patients and families one-on-one towards building healthy futures. Katherine serves as a board member of the UIC Student Run Free Clinic, connecting uninsured patients with quality medical care at CommunityHealth Clinic. This year, she is investing time learning about HIV care in the Latino community through a service learning partnership with Project Vida in Little Village. Both opportunities connect her to the Latino patient population she aims to serve through her career. Someday, she hopes to utilize all that her patients teach her to design more accessible, higher quality health systems.

## HCOE 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.

## Cavero Scholarship

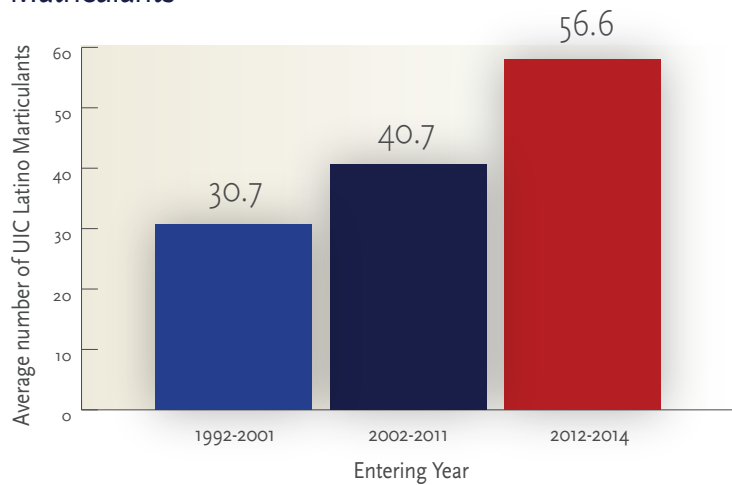


SCHOLARSHIP RECIPIENTS  
Lydiesther Martinez  
Michael Nunez  
Jasmine Partida  
Heriberto Rodriguez, Jr.  
Yuri Zermeno

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.

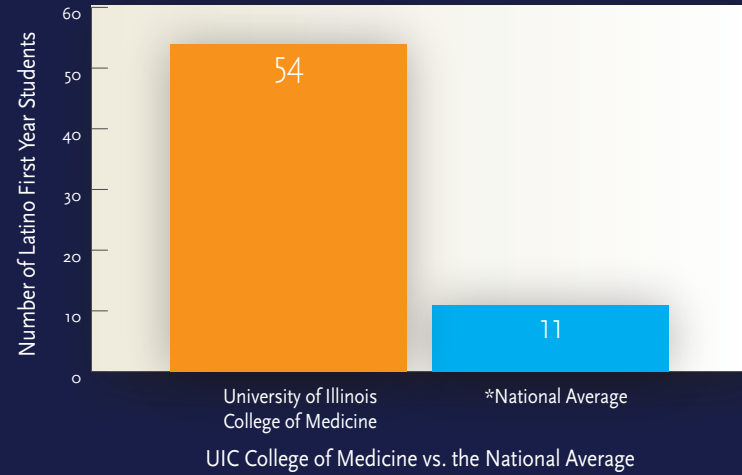
# By The Numbers

## Average Number of UIC Latino Matriculants

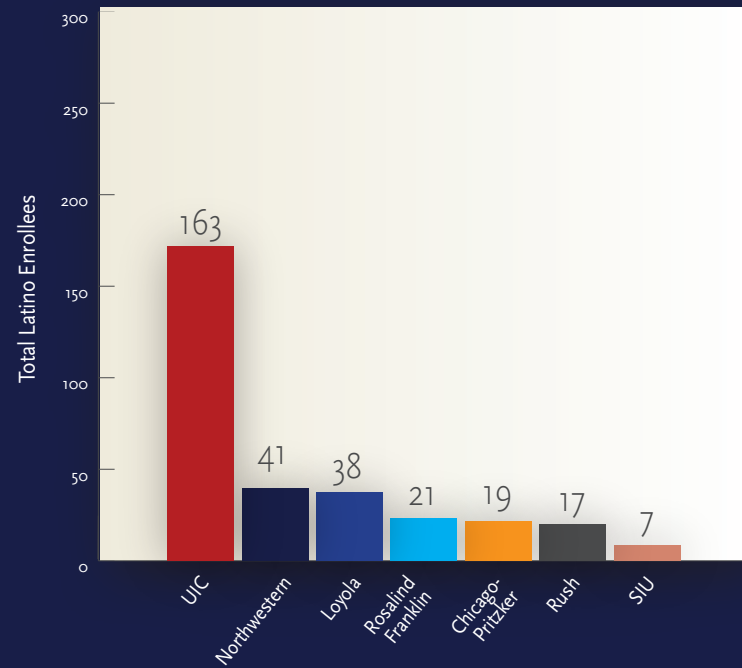


## 2014 Latino First Year Students

✦ **OUT OF 132 ACCREDITED U.S. MEDICAL SCHOOLS**

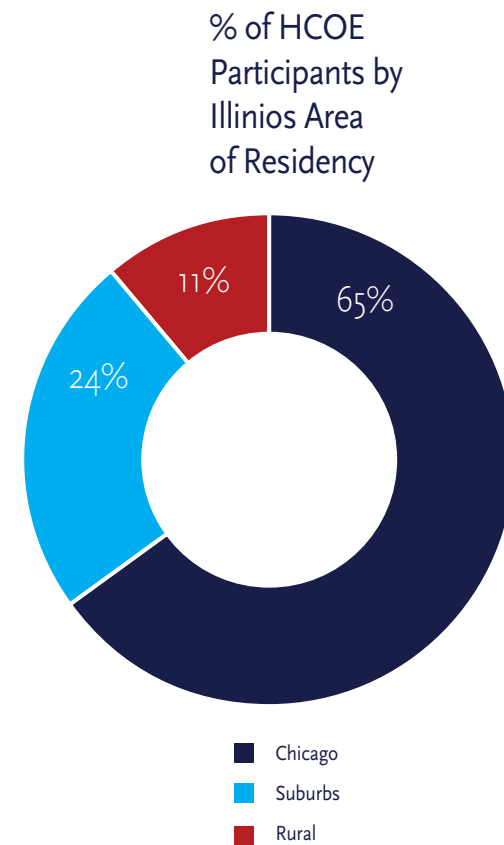
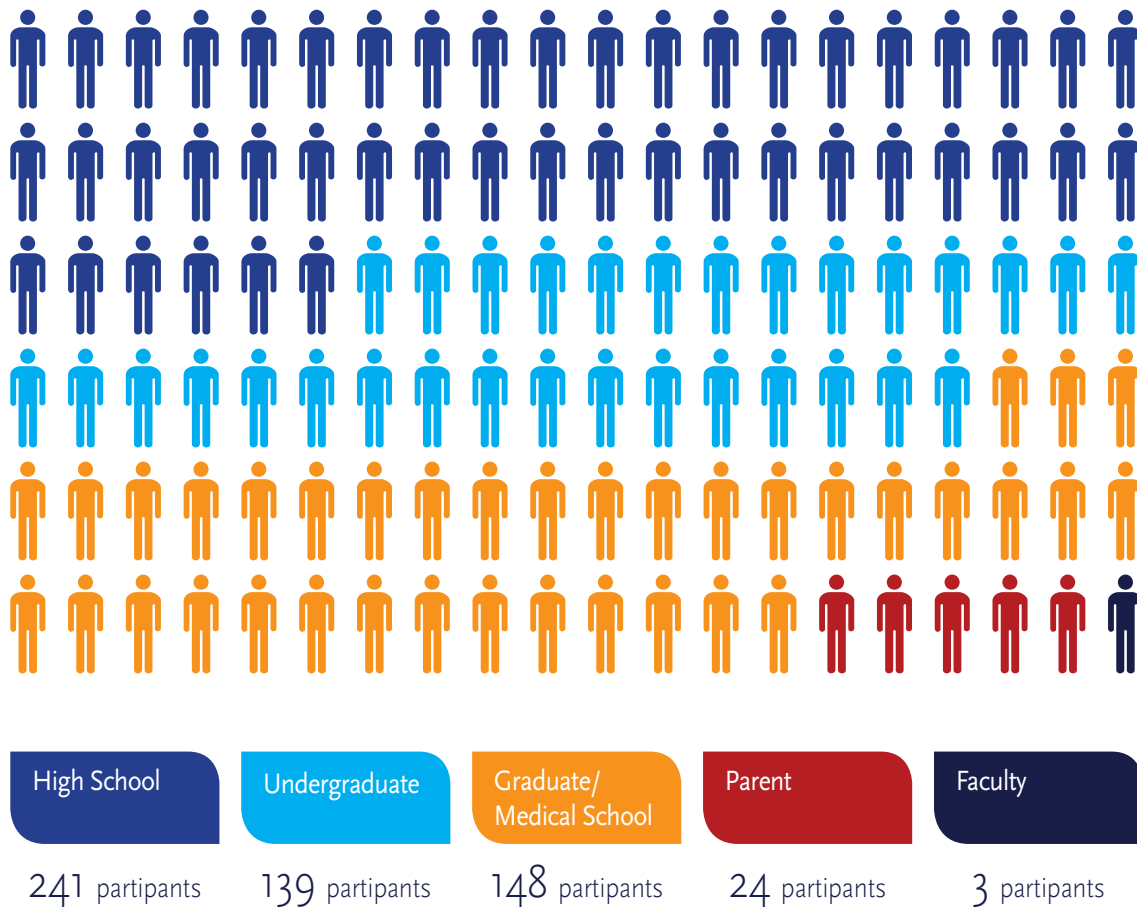


## 2015 Illinois Latino Total Enrollees





## Total Participants by Pipeline Level



**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.



# Finances

## HCOE Grants

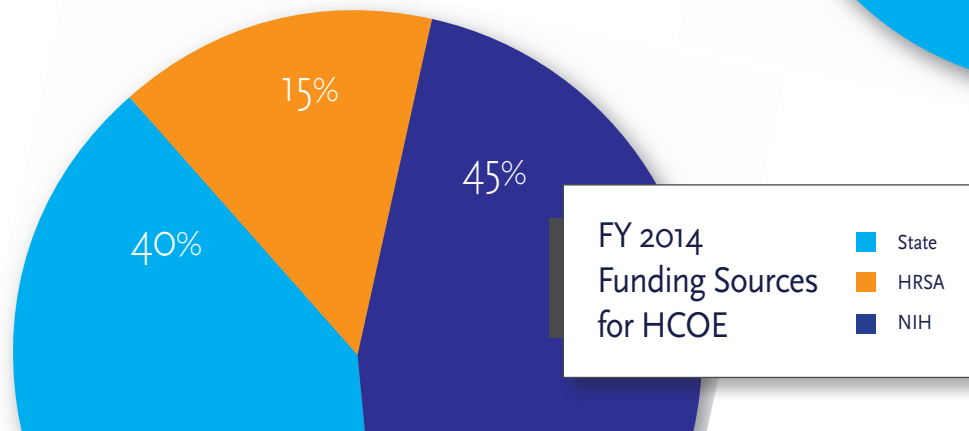
### PRE-COLLEGE RESEARCH GRANT

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

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

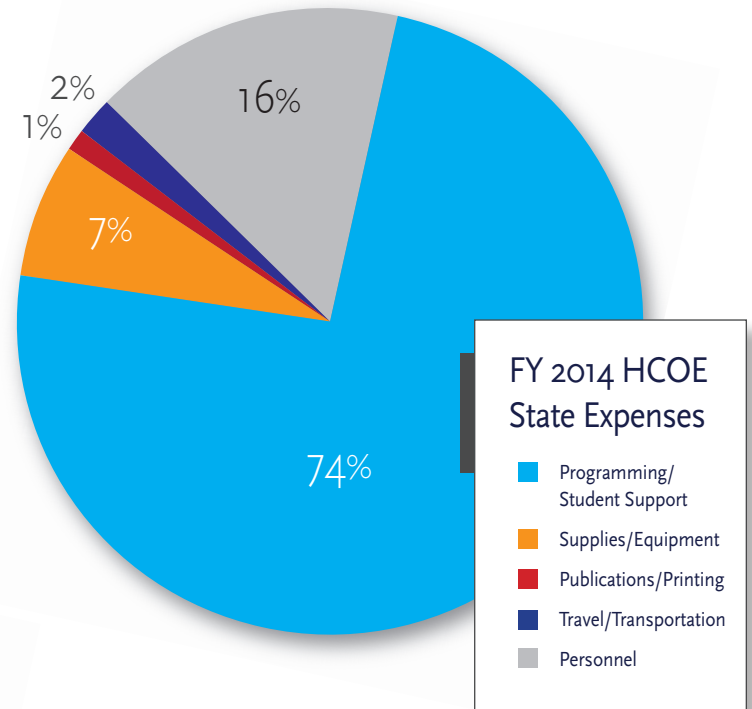
- ASPIRA Mirta Ramirez Computer Academy
- Benito Juarez Community Academy
- DePaul College Prep
- Instituto Health Sciences Career Academy
- UIC College Prep

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



### HRSA GRANT

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



The 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.



## 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.

### 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](mailto: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>.

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

