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Increase.

Enrich.



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## Department Head's Message – 2017



Ilene Harris, PhD  
Department Head

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

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

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

The HCOE is moving forward to disseminate the results of its programs, to enhance its national reputation as a leader in

health professions education for Latino students, and more important, to help other institutions to develop similar programs. For example, in collaboration with other DME faculty members, HCOE staff are conducting rigorous program evaluations, with the goals of studying, documenting and widely disseminating their impressive programs and results. For the past four years, HCOE and other DME faculty and staff, have been meeting in twice monthly sessions to forge their collaborative scholarship agendas. These scholarship efforts are taking the work of the HCOE to the next level, of enhancing their national reputation for leadership in recruiting, nurturing and producing Latino physicians and health care leaders to serve the health care needs of the Latino community and the nation, and providing guidance for other institutions, nation-wide, in achieving these goals. For example, this year HCOE faculty and staff presented a symposium at the annual meeting of the American Educational Research Association (AERA), the Division of Education for the Professions, in San Antonio, titled Building the Latino pipeline for medical careers: The Hispanic Center of Excellence (HCOE) experience. AERA is one of the premiere venues, internationally, for presentation of work on health professions education and selection for presentation of work is highly competitive. In this symposium, HCOE faculty and staff described the purposes, development and evaluation of several of their pipeline programs: the *Medicina* Academy Apprentices Program, the Science and Health Immersion Program, the *Medicina* Scholars Program, and the *Medicina* Fellows Program.

## Director's Message – 2017



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

*“...the Center has grown and its programs now contribute more Latino students to the College of Medicine.”*

This past fall our center celebrated its twenty-fifth anniversary, so it seems like a good idea to reminisce about the changes that have taken place and what we have accomplished in that time:

- In 1991, we received support from the US Department of Health and Human Services in the form of a grant for \$250,000 (or about \$450,000 in today's dollars).
- That year the US Census published the results of the population count from the year before; it showed that Latinos comprised 8% of the people in Illinois.
- In the fall of 1991 our college of medicine enrolled 23 new Latino medical students, which made up less than 8% of all new students that year.
- And according to an article by Sanchez et al published in 2015, in 1990 Illinois had 158 Latino physicians per 100,000 Latinos in the state.

Fast forward to the present:

- We were fortunate to have funding support from the US Department of Health and Human Services in 2016 to the tune of \$700,000. Plus we had a grant from the Latino Caucus of the Illinois General Assembly of nearly \$550,000 that made it possible to support all the programs you will read about in this report.
- A population update from the US Census in 2014 showed that Latinos comprised 17% of all Illinois residents. That puts Illinois at number ten in the United States in the proportion of Latinos.
- The most recent entering class of our college of medicine (fall 2016), included 60 Latino students, or about 19% of the class.
- The same article by Sanchez et al reports that in 2010 Illinois had 110 Latino physicians per 100,000 Latinos in the state.

So the Center has grown and its programs now contribute more Latino students to the College of Medicine. But the number of Latino doctors practicing in Illinois has not kept pace with the growth of the community. Some may feel that it's an impossible dream, but we at the Center think it is exactly the reason why we must do even more. In fact, the article by Sanchez et al has one key piece of information: 63% of the Latino doctors practicing in Illinois in 2010 were US born. In 1990, it was only 29%. The Center IS making a difference by providing opportunities to our own youth. Thank you to everyone who has made this possible!

# 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

The lack of an Illinois budget has continued to cast a dark shadow over all depending non-profit organizations throughout the state of Illinois. The Hispanic Center of Excellence (HCOE) notwithstanding, has had to adjust to the various budget constraints imposed on its programs. The programs held throughout the academic year in particular have suffered various cuts in funding. Furthermore this past summer, the high school-focused first and second tracks of the Latino Health Science and Enrichment Program (LaHSEP) were cut, due to their heavy reliance on state funds. Only the third track of the LaHSEP offered for incoming UIC freshman, was able to be salvaged this past summer as well as the Summer Medical and Undergraduate Research Programs in Health Disparities. These three programs are mainly funded through a five year federal grant, through the Human Resources and Services Administration (HRSA). Nonetheless, the absence of a state budget has continued to create a void in the expansion of services to students at every level of education. community in spite of an unpassed Illinois budget.

Another aspect of student services that the Center has fortunately continued providing, has been USMLE Step 1 and Step 2 support for the Latino medical students of the University of Illinois. The USMLE support has consisted of offering National Board Medical Examiner (NBME) s self-assessments and/or online subscriptions for the Doctors In Training (DIT) review course. The offering of these two USMLE support services has begun to bear fruit. This past year, 27 of the 28 (96%) students benefited from our

support by passing the USMLE Step 1 on their first attempt. We hope to continue this positive trend by securing more funding to enable a greater number of students to participate in USMLE support.

Finally in our prior annual report, we covered that in addition to providing a clinical medical Spanish elective for fourth medical students, we had integrated a similar “Temas de Salud” component for our undergraduate student program, the Medicina Scholars. We are proud to announce that the instructor of these courses Dr. Pilar Ortega an Emergency Medicine physician from Illinois Masonic, presented her poster “Evaluation of a Medical Spanish Elective for Senior Medical Students: Improving Outcomes through OSCE Assessments” (with co-authors Drs. Jorge Girotti and Yoon Soo Park) at the National Hispanic Medical Association (NHMA) conference in Washington DC and won first place in the faculty category! In addition to the presentation, Dr. Pilar Ortega also had a book signing of the second edition of her book, Spanish and the Medical Interview: A Textbook for Clinically Relevant Medical Spanish. The poster presentation and book are in many ways an empirical reminder and testament to wonderful work that Dr. Pilar Ortega and the Hispanic Center of Excellence programs have continued to provide the Latino community in spite of an unpassed Illinois budget.



*“...Dr. Pilar Ortega... presented her poster “Evaluation of a Medical Spanish Elective for Senior Medical Students: Improving Outcomes through OSCE Assessments”... at the National Hispanic Medical Association (NHMA) conference in Washington DC and won first place in the faculty category!”*

# Recent HCOE 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 260 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 2015, 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 2016 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.

## Why do we need the Hispanic Center of Excellence?

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

### PRE-COLLEGE LEVEL

Medicina Academy

Apprentice Program (MAAP)

Rural Medicina Academy

Latino Health Science Enrichment Program (LaHSEP) / Track 1

Latino Health Science Enrichment Program (LaHSEP) / Track 2

Tutoring

### FAMILY LEVEL

Academia de Padres Leadership Institute



# HCOE HEALTH PROFESSIONAL PIPELINE

## UNDERGRADUATE LEVEL

Medicina Scholars

Rural Medicina Academy

Latino Health Science Enrichment Program (LaHSEP) / Track 3

Summer Undergraduate Research Program on Health Disparities

MCAT Prep

## MEDICAL SCHOOL LEVEL

Medicina Fellows

USMLE Prep

Urban Medicine Program

Medical Spanish

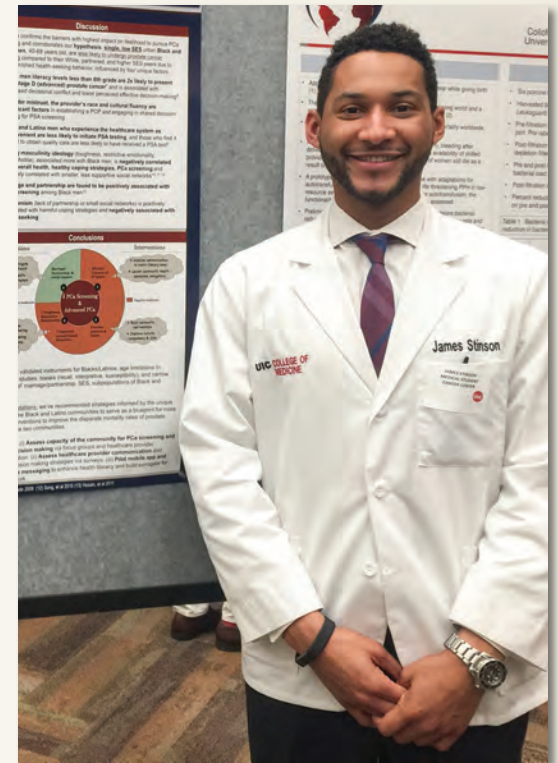
Summer Medical Research on Medical Disparities

## FACULTY LEVEL

Faculty Fellowship

## FAMILY LEVEL

Academia de Padres Leadership Institute



## BY THE NUMBERS

Total Enrolled:	101	
Completed Program:	94	93%
Female:	70	74%
Male:	24	26%
Hispanic/Latino Origin:	94	100%
1st Generation College Bound**:	71	71%

## AVERAGE PROGRAM HOURS

Cohorts 2 – 4: 113 hours per participant

Cohort 5: 80 hours per participant

## PARTNERS AND COLLABORATORS

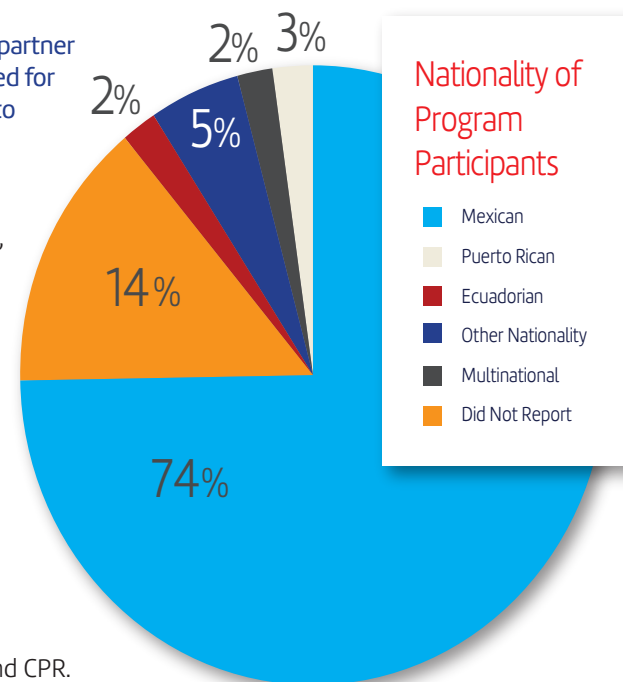
- American Heart Association
- American Red Cross
- Benito Juarez Community Academy
- Illinois Heart Rescue (ILHR)
- Illinois Latino Council on Higher Education (ILACHE)
- Illinois Student Assistance Commission (ISAC)
- Instituto Health Sciences Career Academy
- Latino Medical Student Association
- UIC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

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

## Program Description

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

A total of 40 students are selected from partner and non-partner high schools are selected for each cohort, during their freshman year, to participate in this undergraduate level training program. The program takes place on a monthly basis and has a two-part curriculum that consists of fieldtrips, seminars/lectures, workshops, lab sessions, and Red Cross certification courses that help to prepare students for biomedical careers.



## Program Highlights & Accomplishments

- Students attended monthly seminars with three major courses in each session: 1) medical & lab, 2) higher education, and 3) inter/intrapersonal development.
- Parents of students (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.

“...MAAP taught me the way to succeed in life and bring change to the world, is to get a higher education and educate others in my community.”  
 – Abigail Torres



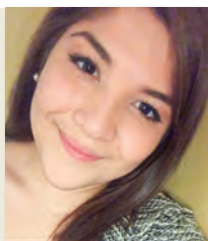
## STUDENT EXPERIENCES

Being part of MAAP allowed me to grow as a student and as an individual. For me, MAAP was not just a program that exposed me to a medical career, but it was a program that served as a resource for me. We had our medical class in the morning, and in the afternoon we learned how to be professionals. The program taught us to dress appropriately, send professional emails, work in teams and much more. They even had us do mock interviews in which we would receive feedback about our interviews. Instructors also taught us about obtaining a higher education. We had exposure to a variety of schools; personal essay workshops, and financial aid sessions.

Before joining MAAP, I was only slightly interested in medicine, even the first year of MAAP I was still not entirely convinced about medicine. The second year of MAAP I became intrigued by it, and my passion for medicine grew. In the medical sessions with Ally and Dan [UMED Medical Students] we learned about different diseases and how to diagnose them. Furthermore, we also learned about health disparities in Chicago's low-income communities. This session was one of the most important for me. It was here that I realized that I want to work in underserved communities in Chicago and provide health education to the people who live in them. We learned about how minority groups, like Latinos, are more prone to diabetes, hypertension and high cholesterol due to their diets and socioeconomic factors in their communities. That same day I went home and talked to my parents about their diets and how they needed to take better care of themselves to live a longer healthy life.

My four years in MAAP were worth waking up early, one Saturday a month, and spending most of my day in a classroom. If not for the four years in MAAP, I do not think I would be as passionate about Medicine as I am today nor a college student at Denison University. Not only did my passion for medicine grow, but it also gave me the desire to work in underserved communities like those of my family, friends, and mine. Most importantly, MAAP taught me the way to succeed in life and bring change to the world is to get a higher education and educate others in my community.

Abigail Torres



“It was here that I realized that I want to work in underserved communities in Chicago and provide health education to the people who live in them.”



## 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 HS
- Instituto Health Sciences Career Academy
- Jones College Prep HS
- Kennedy HS
- Maria HS
- Mother McAuley Liberal Arts HS
- Noble Street College Prep
- Northside College Prep HS
- Riverside Brookfield HS
- Solorio Academy HS
- St. Rita of Cascia HS
- UIC College Prep HS
- Waukesha North HS (WI)
- Whitney Young Magnet HS

## BY THE NUMBERS

Total Enrolled: 31

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

## AVERAGE PROGRAM HOURS

195 hours per participant

“Having graduated high school recently, I needed 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

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

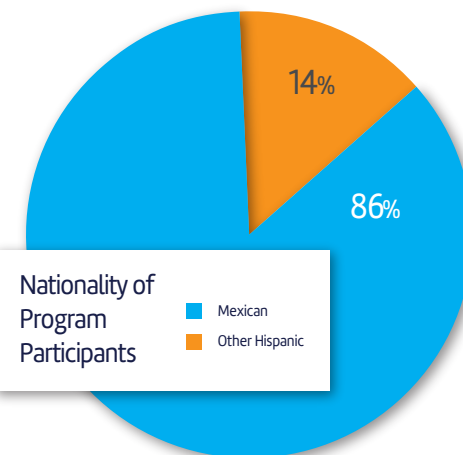
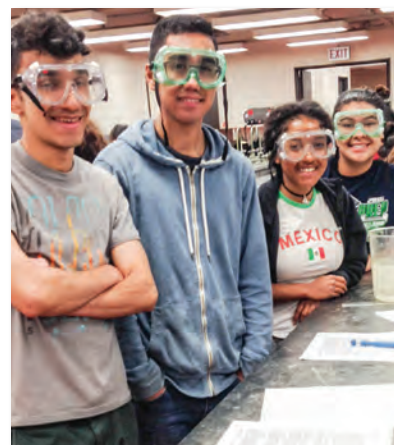
## LaHSEP Track 3

### Program Description

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



### Participant Survey

After LaHSEP Track 3 they felt more comfortable approaching a UIC professor for help.

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

LaHSEP Track 3 introduced them to campus resources and where to go for assistance.

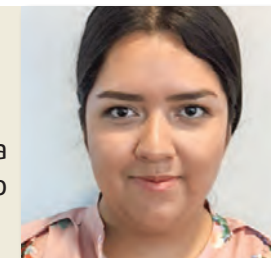
Overall experience with LaHSEP Track 3 has helped them prepare for their first year at UIC.

## STUDENT EXPERIENCES

Growing up in the Southwest side of Chicago and coming from a CPS high school, I had no idea how I could pursue a career in the medical field. However, being a part of the 2016 cohort for the LaHSEP track III program has exposed me to all of the possibilities and opportunities available to me. I am a first year student at UIC with an interest in Veterinary medicine. The program helped me make strong connections with people who truly believe in me. It also allowed us to explore places like the International Museum of Surgical Science. I clearly remember Paulina, the coordinator of LaHSEP III, telling all of us that

one day we would have our own statues there. People in this program will invest endless time and effort into you and your dreams because they truly believe in you. Not only this but, the program introduced us to amazing professors and programs in UIC which were accessible to us and would help us get to our ultimate goal of going into schools for medical, veterinary etc.

Diana Saucedo



# Rural Medicina Academy

## Summer Scholars

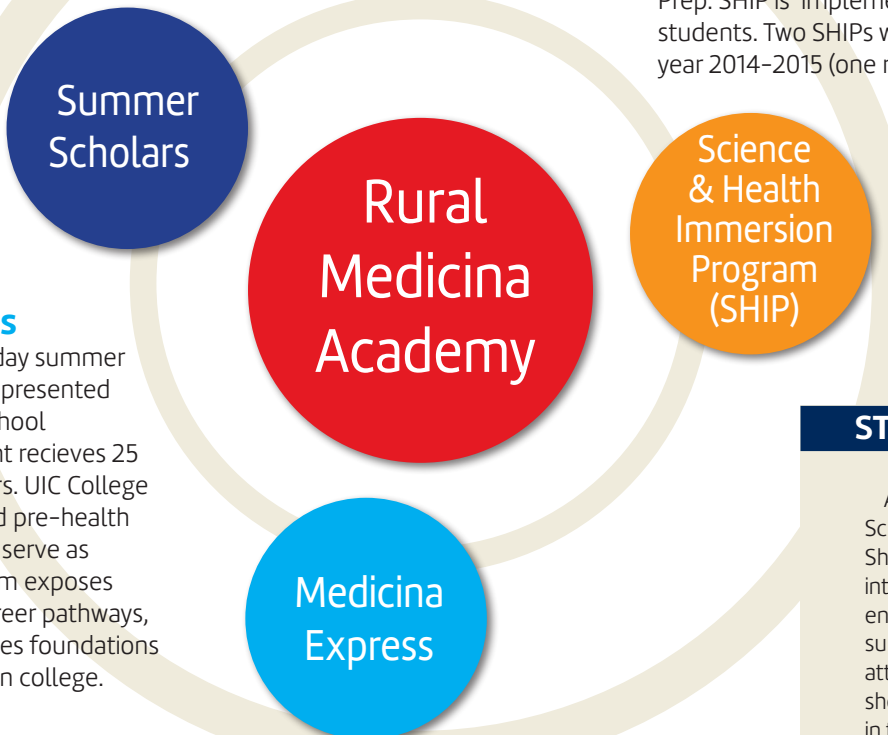
6-week intensive program for high school seniors and undergraduate students interested in health professions. Summer Scholars takes place at the UI-Rockford campus. Curriculum tracks covered are 1) Public Health; 2) Professional Skills Development; 3) Health Careers & Health Sciences Exposure; 4) College & 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.

## Science & Health Immersion Program (SHIP)

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).

## Medicina Express

Medicina Express is a 5-day summer program serving underrepresented and underserved high school students. Each participant receives 25 programming contact hours. UIC College of Medicine students and pre-health undergraduate students serve as coordinators. The program exposes participants to health career pathways, public health, and provides foundations to perform successfully in college.



### BY THE NUMBERS

Program Participants:	154	
Female:	113	73%
Male:	41	27%
Hispanic/Latino Origin:	82	53%
Bilingual Participants	75	48%
Participants Satisfied with Program	N/A	N/A

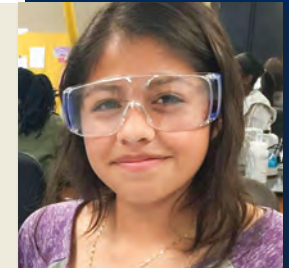
### KEY PARTNERSHIPS

- Rockford School District 205, Rockford, IL
- YMCA, Rockford, IL
- Belvidere Community Unit School District, Belvidere, IL
- Latino Medical Student Association-Rockford Chapter, Rockford, IL

### STUDENT EXPERIENCES

A senior at Guilford High School in the city of Rockford. She is currently looking into the field of biomedical engineering, although not sure of where she'll be attending college next fall,

**Ari Fernandez**



she hopes to enter University of Illinois Chicago. She participated in the Rural Medicine Academy program Summer Scholars 2015 at University of Chicago College of Medicine-Rockford. Following Summer Scholars she was offered an internship at RMA program SHIP. This experience enabled her to meet and work with medical students and program coordinator Natalia Suarez, from whom "(she) learned valuable lessons that serve as guidance and motivation when heading to college and my future career." Through Rural Medicine Academy and Summer Scholars, she was introduced to the Biotechnology Laboratory at UIC College of Medicine Rockford, which made her realize that biomedical engineering was the field for her. As a first generation student, the Rural Medicine Academy Programs provided her with the knowledge and resources needed to take on this tough but rewarding road to college.



## BY THE NUMBERS

Total Enrolled: 11

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

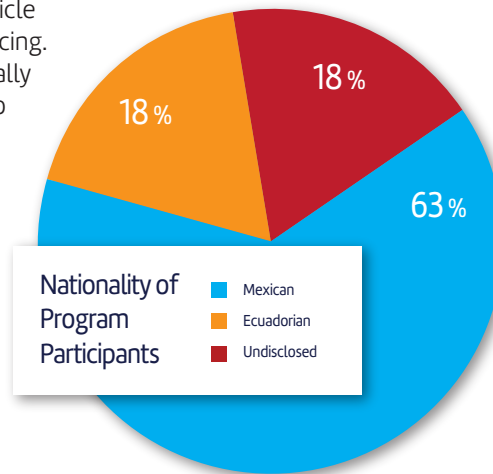
## AVERAGE PROGRAM HOURS

350 hours per participant

# Summer Undergraduate Research Program on Health Disparities

## Program Description

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



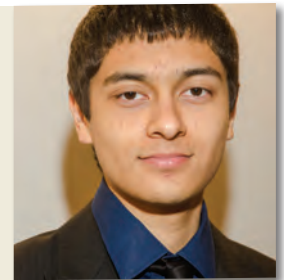
## Program Highlights & Accomplishments

- Seven students work was accepted, but only five were able to attend and present their work at the SACNAS conference. Six students received a travel scholarship to attend the SACNAS National Conference in Oct in L.A.
- At least 8 out of 10 students continued working with their mentor after the program ended.

## STUDENT EXPERIENCES

Currently I am a senior at UIC. As a member of HCOE's Medicina Scholars Program I was introduced to many resources and opportunities that have greatly assisted me as an undergraduate on a pre-med track. This past summer I participated in the Summer Undergraduate Research Program on Health Disparities (SURPHD) through HCOE. Through the program I worked alongside Dr. Ankit Mehta in the Department of Neurosurgery, where we investigated the effect of conditioned media from hypoxic bone marrow mesenchymal stem cells on acute spinal cord injury (SCI). In the ten week program I was able to learn and develop research skills, conduct literature reviews and learn about the importance of research in the medical field. I participated in weekly seminars focusing on the methodology of research in addition to public health, in which I learned how social and physical factors can have an impact on the health of an individual. At the end of the program I presented the research I conducted and was able to received incredibly helpful feedback afterwards from my peers. This past October I was also able to present my research at the SACNAS National Conference in Long Beach, California. SURPHD has taught me about different disciplines influencing the medical field and has helped me develop skills that will allow me to contribute to the medical field in the future. I am currently in the AMCAS working group as well as applying to medical school.

Hugo Hidrogo



## STUDENT RESEARCH PROJECT EXAMPLES

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

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

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

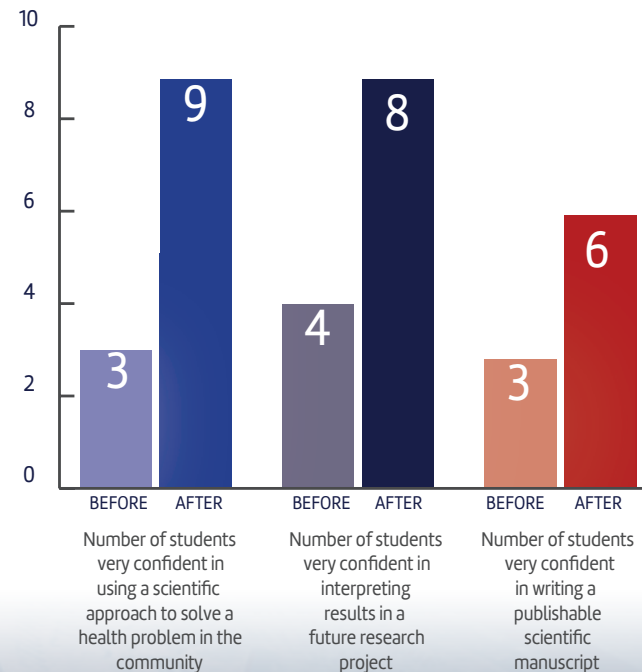
Kazandra Diaz was a scholarship recipient of SACNAS and presented her research which she conducted with Dr. Tai. Her plans are to apply to medical school for the 2018 cycle.

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

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



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



## PARTICIPANTS BY COMMUNITY

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

## PARTNERS AND COLLABORATORS

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

## BY THE NUMBERS

Program Participants: 99

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

## AVERAGE PROGRAM HOURS

150 Hours per participant

## STUDENT RESEARCH PUBLICATIONS & POSTER PRESENTATIONS

Doctor-Patient Relationships for Mexican Women in the United States by Hanan Yacoub and Eulalia P. Abril presented at the UIC Student Research Forum April 2016

Investigating the Effects of Increasing Basal Energy Resources on Collembola in the Detrital Food Web by Alejandro Ruiz, Monica A. Farfan, and David H. Wise presented at the UIC Student Research Forum April 2016

Implications of Multitasking on Undergraduate College Freshmen and Seniors by Catherine Cortez presented at the UIC Student Research Forum April 2016

Senior Center Directors' Perceptions of the Sustainability of a Dance Program by Michael Amashta, Maria Caceres, Susan Aguiñaga, Priscilla Vasquez, and David Marquez presented at the UIC Student Research Forum April 2016

Targeted Training Increases Bystander CPR by Jonathan Velez presented at the UIC Student Research Forum April 2016

# Medicina Scholars

## Program Description

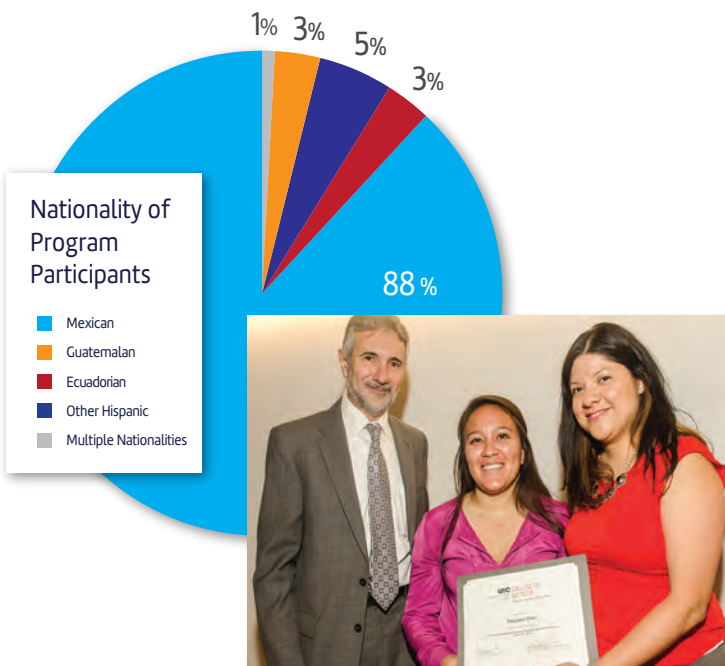
Established in 2005, this 3-year program guides and supports Latino undergraduate students interested in the medical profession, with the ultimate goal of preparing students to become competitive applicants for medical school admissions. Each group partakes in a series of professional development/medical 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.

## STUDENT EXPERIENCES

I began Medicina Scholars as a sophomore in college. Starting college, I did not know what I needed to do in order to achieve my professional goals especially since I am the first in my family to pursue a medical education.

The support that HCOE has given me is not comparable to any other advising I have received while at UIC. As a result of being a Medicina scholar, I have gained a plethora of support systems such as my cohort, my advisor and graduate student mentors that have encouraged and helped me stay on track during my undergraduate years. Monthly scholar seminars allowed me to learn about health issues, policies, and current research from the perspective of nurses, physicians, researchers and public health students. One of the components of the Medicina Scholars curriculum that has allowed me to step out of my comfort zone is "Temas de Salud" (Health Topics) where scholars learn about different health issues in Spanish. For example, during one of these seminars, scholars learned about how diseases such as diabetes disproportionately affect underrepresented communities. Through Medicina Scholars, I was consistently encouraged to be involved and even became connected with Community Health Clinic, a free health clinic. There, I serve as a Spanish Interpreter for undocumented and uninsured patients. Overall, Medicina Scholars helped me become a well-rounded undergraduate student in order to be a competitive medical school applicant. Now, as I am getting ready to apply to medical school, my advisor, Alicia, and HCOE continue to provide me with guidance and support to successfully make it through this process.

Maribell Heredia



## Program Highlights & Accomplishments

- Medicina Scholars have participated in the following summer programs: ChicagoCHEC, SHPEPE (Columbia University, University of Texas), SROP, SUPOHD, ASPIRE, Digestive Disease Summer Research Program at Mass General Hospital
- Medicina Scholars are a part of the following student organizations: Health Oriented Latino Association, Latino Premedical Student Association, Society of Future Physicians, Peer Health Exchange, etc.
- Medicina Scholars volunteer with some of the following clinics/hospitals: CommunityHealth Clinic, University of Illinois at Chicago Hospital & Health Sciences System, Ann & Robert H. Lurie Children's Hospital of Chicago, MacNeal Hospital, Advocate Illinois Masonic Medical Center, Rush University Medical Center, University of Chicago Medical Center, etc.
- Students were accepted to the following health professional schools: University of Illinois at Chicago College of Medicine, Northwestern University Feinberg School of Medicine, Loyola University Chicago Stritch School of Medicine, Indiana University School of Medicine, Southern Illinois University School of Medicine, University of Iowa Carver College of Medicine, Rosalind Franklin University of Medicine and Science

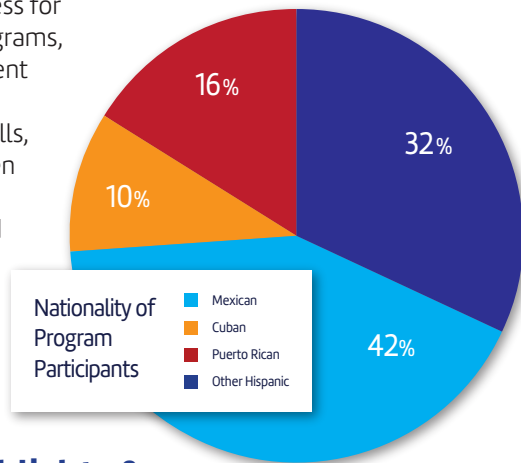


# Medicina Fellows

## Program Description

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

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



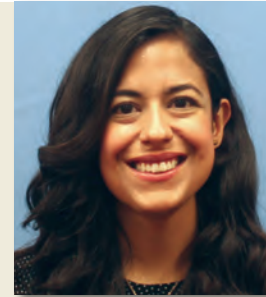
## Program Highlights & Accomplishments

- Several guest speakers included: Dr. Adrienne Segovia and Dr. James Finkel from the Office of the Medical Examiner of Cook County. They discussed careers in Pathology. Dr. Pilar Ortega presented on careers in Emergency Medicine. Dr. Patti Chico presented on careers in Family Medicine.
- One (1) Medicina Fellow was selected for the GE Family Care (PLCP) program this summer in Nashville
- “One (1) Medicina Fellow was selected for the GE-National Medical Fellowships Primary Care Leadership Program”
- “Two (2) Medicina Fellows were selected for The Kaiser Permanente Introduction to Integrated Healthcare Program in California”

## STUDENT EXPERIENCES

I have been involved with HCOE since I was a pre-medical student and have received an incredible amount of support and assistance throughout my entire journey to and throughout medical school. During my first year as a medical student, I learned about the Medicina Fellows Program and immediately wanted to be a part of it. The program works toward preparing students to become Latino physician leaders by providing the tools necessary to influence and change the course of Latino health. We had the opportunity to attend seminars that focused on cultural, social and economic factors that can impact and jeopardize Latino health. Medicina Fellows also acknowledges obstacles that Latinos in medicine face as underrepresented minorities in the very competitive field of medicine. In addition, the program exposed me to a wide variety of specialties and allowed me to meet physicians ranging from young residents starting their careers to prominent faculty members that have had years of success and experience. Additionally, we were exposed to different professions beyond the archetypal clinician such as career paths in academia, public policy and translational research. From widening our knowledge regarding the state of Latino health, to teaching us about different career paths and allowing us to meet prominent faculty, all the while providing assistance for USMLE board exams, Medicina Fellows has been an invaluable program for me

Maria Gomez



## BY THE NUMBERS

Program Participants: 19

Continuing Program:	9	47%
Graduated From Program:	10	53%
Female:	12	63%
Male:	7	37%
Hispanic/Latino Origin:	19	100%
1st Generation Attending College	7	37%
Bilingual Participants:	17	89%
Participants Satisfied With Program	19	100%

## AVERAGE PROGRAM HOURS

16 hours per participant

## 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

## BY THE NUMBERS

Total Enrolled: 10

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

## AVERAGE PROGRAM HOURS

400 hours per participant

## EXAMPLES OF STUDENT PROJECTS

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

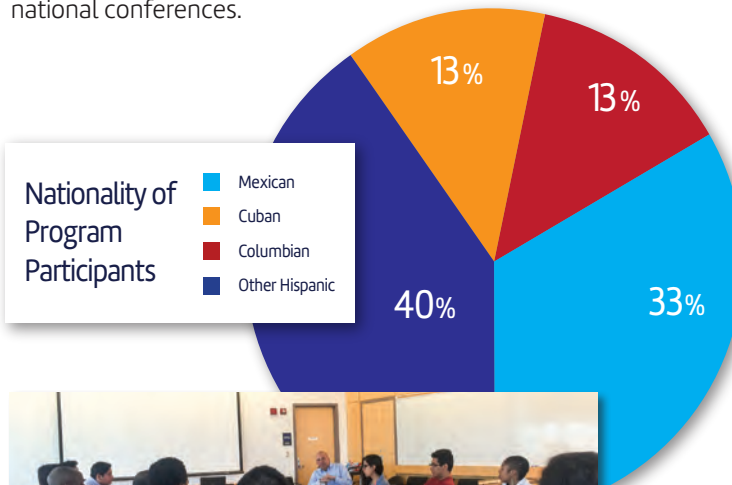
Reducing the “No-Show” Rate in UIC Prostate Cancer Patients by Raymond Rojas (Department of Urology)

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

# Summer Medical Research on Health Disparities

## Program Description

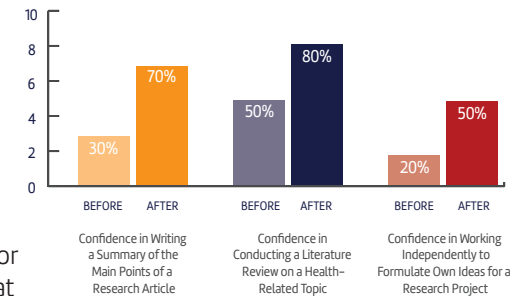
The HCOE Summer Medical Student Research on Health Disparities is a 10-week program that introduces sophomore medical students to the field of biomedical and clinical research. Participants work with UIC faculty who conduct research focused on Hispanic or other minorities. Also, throughout the summer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



## Program Highlights & Accomplishments

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

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



## STUDENT EXPERIENCES

The Hispanic Center of Excellence (HCOE) at the University of Illinois College of Medicine at Chicago granted my classmates and I the opportunity to participate in the Summer Medical Student Research Program on Health Disparities. The program delivers supportive seminars to build on our scientific knowledge and confidence in the world of academic research. With the professional feedback of doctors and mentors, my cohort and I gained transferable skills that we can use in our future careers. For instance, I worked with the Department of Medicine/ Section of Hematology and Oncology to investigate differences in phenotypes of subjects with Sickle Cell Disease. My mentors, Drs. Angela Rivers and Robert Molokie, and I studied why patients and mice with the same genotypic mutation that causes the disease end up having variable disease manifestations. Gaining pearls of wisdom from distinguished physician-scientists while becoming versed in the demands of biomedical research was invaluable. I know that I am more confident in pursuing a medical career at an academic institution now more than ever, and I owe it all to my mentors and the support of HCOE.

Benjamin Vázquez



# 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.

### 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.



## 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.

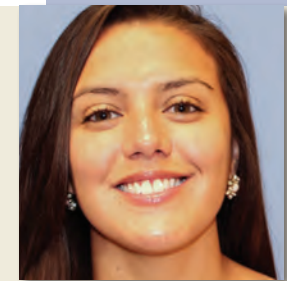
## STUDENT EXPERIENCES

Esmeralda was born in Mexico and emigrated to the United States with her mother and two sisters when she was seven years old. Her family first settled in Anchorage, Alaska before she moved to Aurora, IL with her sister to attend West Aurora High School. After high school, she attended the University of Illinois at Urbana-Champaign (UIUC), where she majored in Community Health.

At UIUC, Esmeralda pursued her passion for medicine by taking on various leadership roles within the community. She has continued her commitment to serving our most vulnerable populations throughout her medical school career at UIC. She currently serves as the Vice President of Physicians for Human Rights and the Treasurer of the Latino Medical Student Association (LMSA). Through LMSA, she participates in monthly CHOP health fairs that serve the residents of Pilsen and the surrounding neighborhoods. Esmeralda also volunteers once a month at the UIC student run free clinic.

Additionally, as a UMed student, Esmeralda is part of a group of students that work closely with Community Health Clinic in Chicago's West Town neighborhood to train

Esmeralda Rosales



Promotores de Salud. Promotores de Salud are community members that volunteer to attend trainings to become health leaders in their community. Her group is empowering local citizens to take control of their own health while promoting healthy habits among their neighbors, friends, and families. She and her UMed group designed and implemented a six-week curriculum that taught five volunteers the skills and knowledge necessary to become Promotores de Salud; the health leaders of their community.

### BY THE NUMBERS

Program Participants: 90

Continuing Program:	72	80%
Graduated From Program:	18	20%
Female:	61	68%
Male:	29	32%
Hispanic/Latino Origin:	24	27%

### AVERAGE PROGRAM HOURS

60 hours per participant

**BY THE NUMBERS**

**FALL 2015–2016**

Total Enrolled: 21

Completed Program:	21	100%
Female:	11	52%
Male:	10	48%
Hispanic/Latino Origin:	9	43%

**SPRING 2015–2016**

Total Enrolled: 19

Completed Program:	19	100%
Female:	10	53%
Male:	9	47%
Hispanic/Latino Origin:	5	26%

**AVERAGE PROGRAM HOURS**

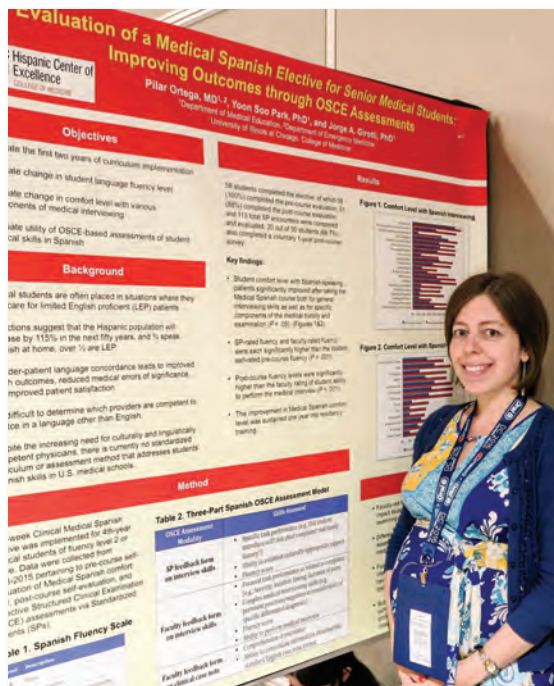
80 hours per participant

“Having students with a wide range of Spanish speaking ability helped facilitate my learning by allowing me to feel more comfortable speaking Spanish in front of my peers.”

# Clinical Medical Spanish Course

## Program Description

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



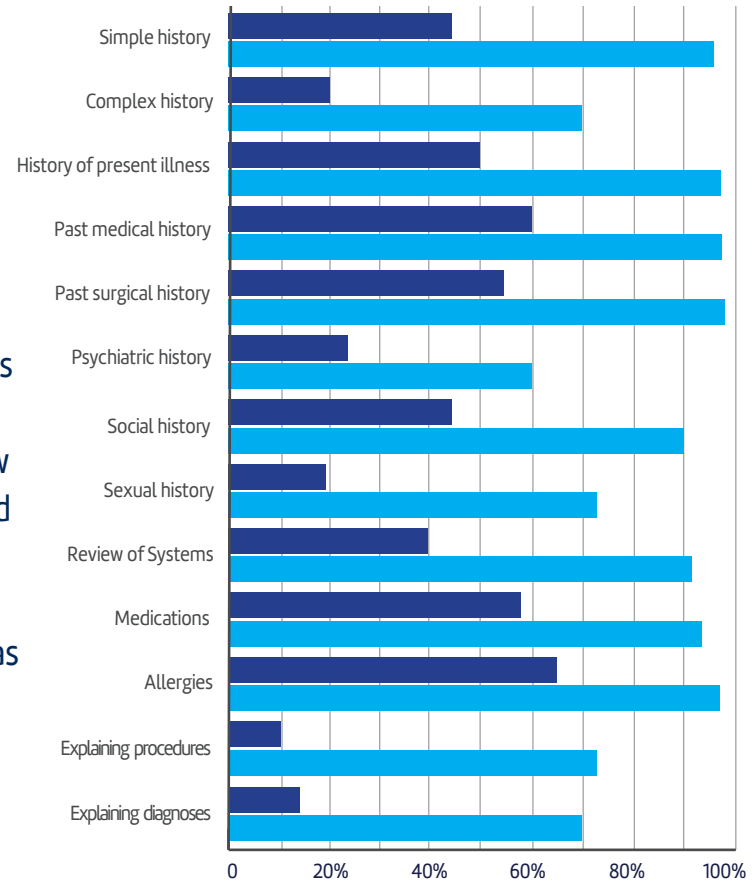
“Having the standardized patient encounters was really helpful and to see how you progressed from the first time to the second time was helpful.”

“The course gave me a foundation on which I can build and improve using Spanish in the clinical setting.”

“Very good textbook, consistent class schedule and learning objectives, and nonjudgmental conducive to learning environment.”

## Program Highlights & Accomplishments

Students demonstrated significant improvement in comfort level with all aspects of the medical interview based on pre-course and post-course survey evaluations. (See chart below). 40 students (100%) completed the voluntary anonymous pre-course and post-course surveys.



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

■ Pre-course  
■ Post-course

# Academia de Padres Leadership Institute (APLI): Cohort 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.

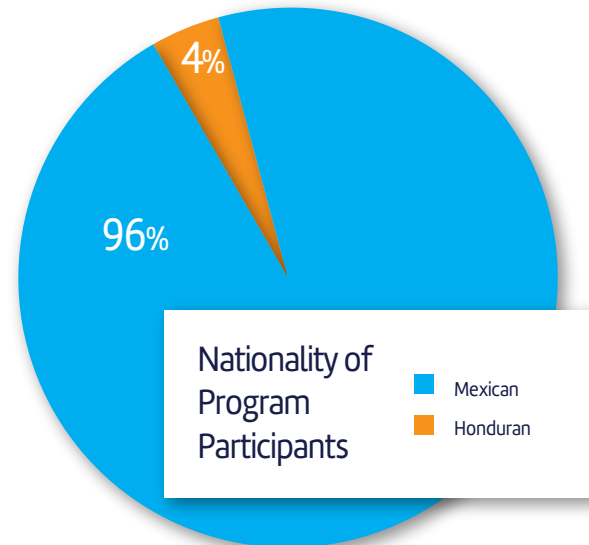
## Program Highlights & Accomplishments

- 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

## STUDENT EXPERIENCES

Soy una mamá que quiere involucrarse en la educación de sus hijos Ricardo y Noemí. Pero lejos de ayudar solo pedía portarse bien y traer buenos grados, sin entender lo difícil que es esto. El gran grupo de apoyo de la Academia de Padres Leadership Institute (APLI) trajo un enorme beneficio para mí. Mi hijo está en la secundaria y le interesa la ramas de investigación y ciencias de salud. En APLI he recibido las herramientas, recursos, e información para apoyarlo. Conocí sobre el sistema educativo y que contiene, entendiendo el porqué es importante prepararse temprano. Me enseñaron sobre las diferentes secundarias donde aprendí las diferencias entre escuelas selectivas a regulares y programas como IB a clases de honores. También me enseñaron a llenar documentos para las universidades y la importancia de enviarlos a tiempo como así mismo estar pendiente de ellos. Me dieron información de la FAFSA y me enseñaron como llenarla en lo cual asimile que hay apoyo financiero para pagar la universidad. Igualmente, de primera mano aprendí la importancia de desarrollar destrezas de liderazgo. Ahora yo puedo participar en las escuelas de mis hijos y se como dirigir un programa para padres o un Open House. Me siento muy orgullosa de sembrar esto en mis hijos y enseñarles que el trabajo comunitario y participación en actividades les trae beneficios donde pueden formar habilidades de liderazgo, independencia, y expandir sus conocimientos. El ser parte de APLI me ha dado fuerza y ha dejado descubrir y conocer quién soy. Gracias a las personas que construyen estos programas que nos dan el poder de la información para ayudar a nuestros hijos. Es por esto que es importante que padres se involucren y que entiendan el mundo de sus hijos para promover y asistir con su educación.

**Maria Zavala**



## BY THE NUMBERS

Program Participants: 26

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

## AVERAGE PROGRAM HOURS

100 hours per participant

## PARTNERS & COLLABORATORS

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

“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

# Faculty Development

*“The aim of this program is to provide professional support that will enhance the advancement of minority faculty in their field of interest and budding expertise.”*



## Program Description

The faculty development program was created in 2012 to help address the national gap of insufficient Underrepresented Minorities (URM) academicians. The aim of this program is to provide professional support that will enhance the advancement of minority faculty in their field of interest and budding expertise. This professional support includes:

1. Help mentees/fellows delineate and accomplish their career goals.
2. Enable faculty to enhance productivity.
3. Provide mentorship and guidance with the rules and expectations within the academic environment.
4. Enhance educational and research skill, or acquire specific knowledge.

## Program Highlights & Accomplishments

- A former fellow is now the Co-Chair of the Diversity and Inclusion Task force in the Department of Medicine. This former fellow also leads the Church-based Health Outreach Program (CHOP) which serves the local neighborhood of Pilsen, and has now expanded to the Brighton Park area. From the start of the academic year CHOP has served close to 300 individuals by providing them with basic no-cost health screenings (BMI, glucose, cholesterol), individualized health counseling coupled with culturally-sensitive care. Aside from the services provided to the local community, medical students are able to practice their clinical skills and learn the importance of culturally-sensitive care. Partnerships have been proactively sought out to make CHOP sustainable as well as to better serve and inform the community. The newly formed partnership are with the American Diabetes Association, and the Women’s Heart Association.
- A former fellow is currently working in collaboration with the UIC School of Public Health in a regional project titled, “Health Moves for Aging Well”. The mission of the project being to enhance the activity level of sedentary older adults with chronic conditions. In addition, this fellow is part of the University of Illinois at Chicago Geriatrics Workforce Enhancement Program-ENGAGE-IL-Team.
- A current fellow is participating in a super-fellowship in clinical informatics and is at the forefront of leading a hospital-wide project to improve provider efficiency through innovative software focusing on the digitization of patient charting. This fellow is also the current Chair of the Golden Hour committee looking at the quality of care in newborns and their first six hours of life. Furthermore, leading a project in Costa Rica to raise awareness of child abuse, and is working on an academic collaboration to improve the outcomes of nosocomial infections.
- Another former fellow had the opportunity to participate in two selective fellowships regarding “Ethno geriatrics” and “Aging successfully and end of life” at the University of Stanford in Palo Alto, California.



# Scholarships



## Constellation Scholarship

**CARLOS GALVEZ**, *Scholarship Recipient*

Carlos Galvez, a current M4 at UIC College of Medicine, grew up in River Forest, IL. Having two parents from Barcelona, Spain, he has always had a passion for learning the customs and traditions of other cultures. After attending Fenwick High School, he majored in Biology and Psychology at Boston University and volunteered throughout his four years as a patient activities coordinator at Boston Healthcare for the Homeless Program. Since attending UIC College of Medicine, he has been involved with GI research at the University of Chicago, is the copresident of student interest group in neurology, and is very interested in pursuing a possible career in cardiology or hematology/oncology



## Dean's Scholarship

**PETER MONTEAGUADO**, *Scholarship Recipient*

Peter grew up in Mount Prospect, Illinois. He completed his undergraduate degree at the University of Wisconsin with degrees in Biology and Entrepreneurship. He has spent many hours volunteering in underserved communities, and wishes to practice medicine in an underserved community after medical school. His inspiration and drive come from his father, a Cuban refugee who is currently a physician in an underserved area. Peter is enrolled in the MD/MBA joint degree program and hopes to use his medical training and business education to work as a physician in addition to serving a role in hospital administration. He believes that attentive stewardship of healthcare dollars, especially in communities where resources are limited, is essential for improving quality of care. He is currently the vice president of the interventional radiology interest group.



## Cavero Scholarship

**DANIEL KIELMINSKI, HANS MUCIA, KARINA ROMO, ISABEL SANCHEZ, HANAN YACOUB**, *Scholarship Recipients*

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

## Jorge A. Girotti Scholarship

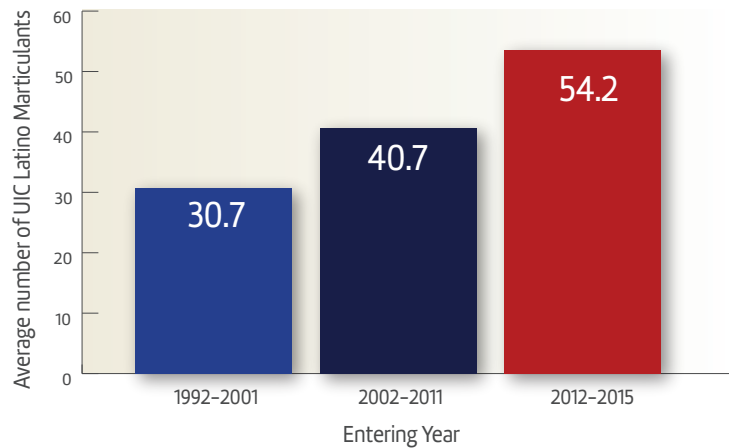


**KATHERINE VENEGAS**, *Scholarship Recipient*

The Jorge A. Girotti Scholarship was established by Latino alumni of the University of Illinois College of Medicine in 2015 to honor the founder and director of the Hispanic Center of Excellence. It is awarded each year to provide financial assistance for Latino students enrolled at the University of Illinois College of Medicine. oncology

# By The Numbers

## Average Number of UIC Latino Matriculants



**BY THE NUMBERS** Information  
*(Refers to numbers/percentages outlined on pages 10-22):*

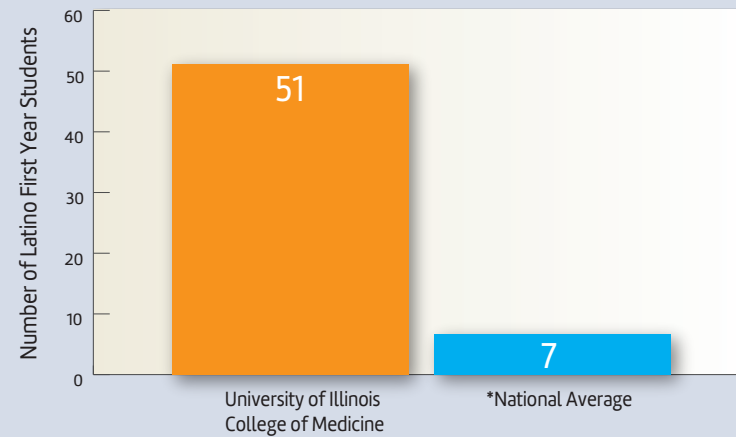
**CONTINUING PROGRAM** statistics are only relevant to multi-year programs. This includes participants who have completed one year of the program, but will continue to participate in the program.

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

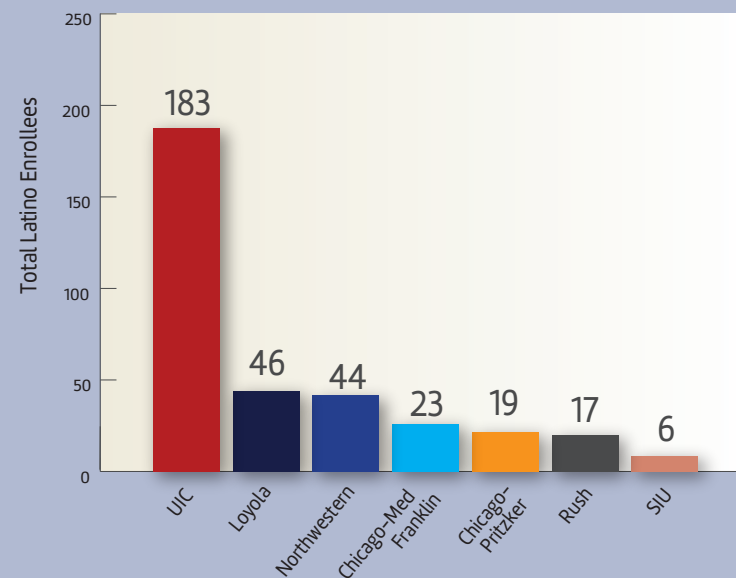
**COMPLETED PROGRAM** is defined by the completion of all program requirements and program activities.

## 2015-16 Latino First Year Students

\*OUT OF 137 ACCREDITED U.S. MEDICAL SCHOOLS

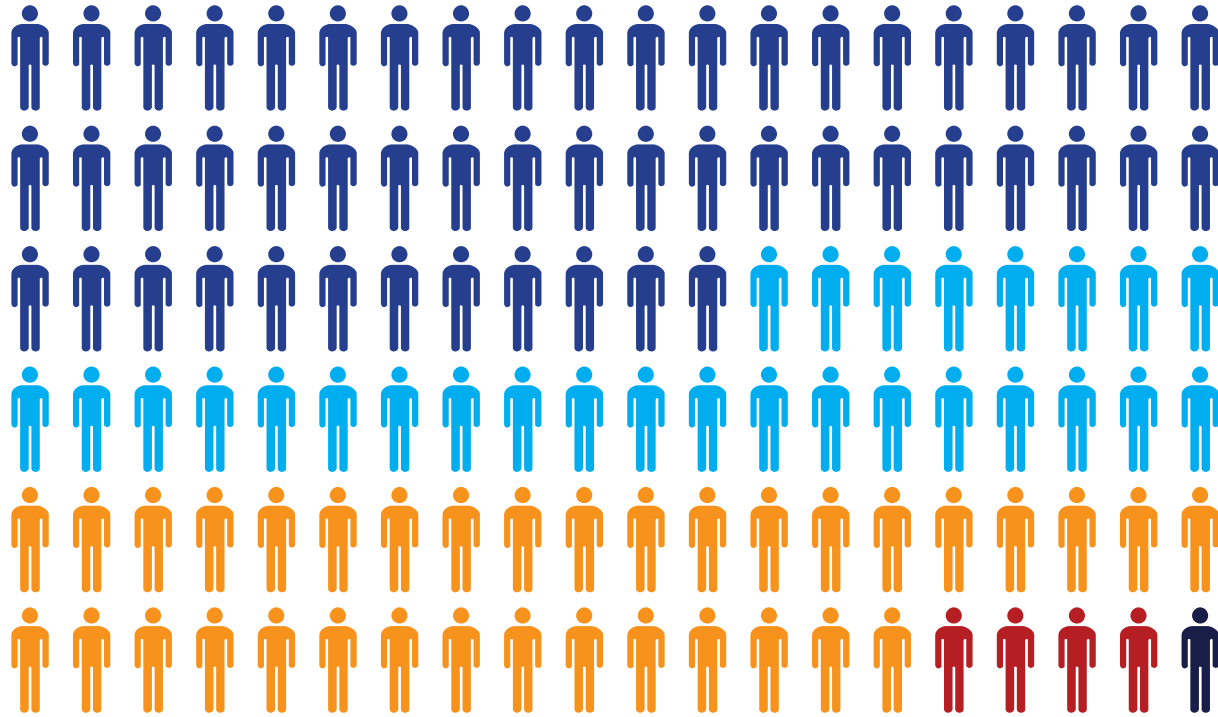







## 2016 Illinois Latino Total Enrollees



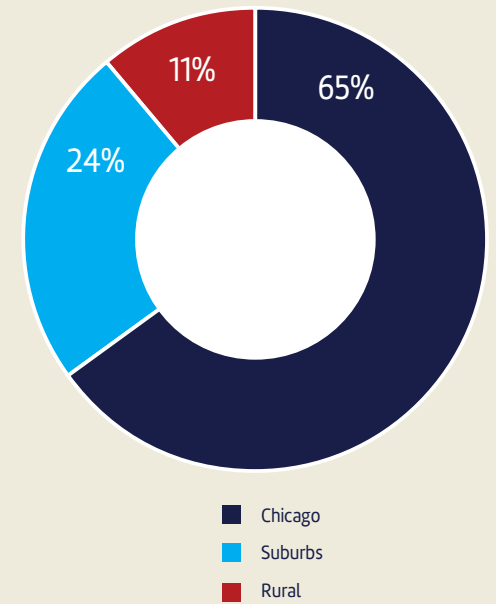


# Total Participants By Pipeline Level



 High School	 Undergraduate	 Graduate/ Medical School	 Parent	 Faculty
255 participants	139 participants	169 participants	15 participants	3 participants

% of HCOE Participants by Illinois Area of Residency



“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.”

## HCOE Grants

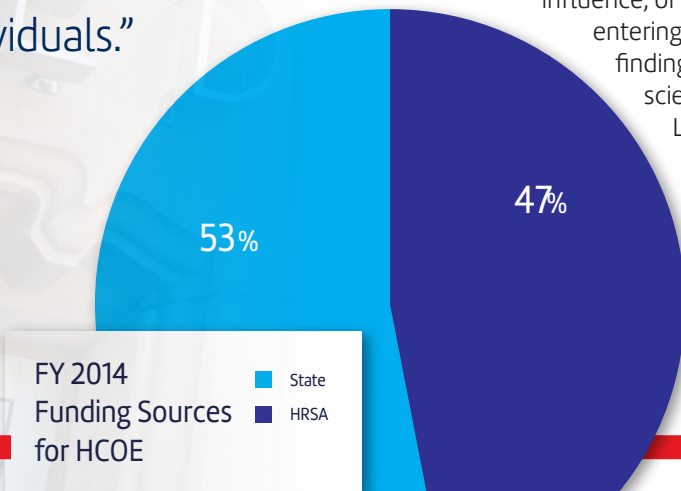
### PRE-COLLEGE RESEARCH GRANT

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

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

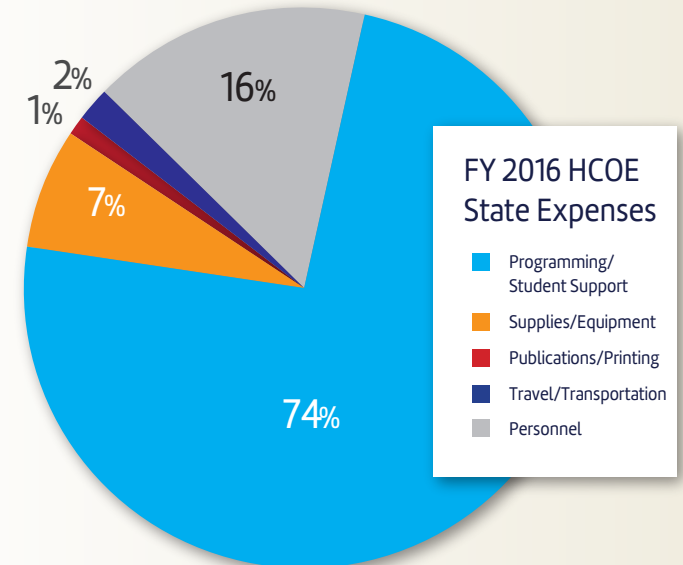
- ASPIRA Mirta Ramirez Computer Academy
- Benito Juarez Community Academy
- DePaul College Prep
- Instituto Health Sciences Career Academy
- UIC College Prep

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



### 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.



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