HS-MACA

Addresses Health Disparities: Increases the Workforce

Health Sciences
Multicultural and Community Affairs

HS-MACA

Spring 2015

Congratulations Graduates!

Inside This Issue

Edited by Elaine Ickes, Mervin Vasser, Dr. S. Kosoko-Lasaki
Designed by Jennifer Klimowicz

Creighton UNIVERSITY

HS-MACA Effects Progress

Sade Kosoko-Lasaki, MD, MSPH, MBA
Associate Vice Provost, Multicultural and Community Affairs
Health Sciences

Creighton University's mission is guided by the fundamental philosophy of education through service, caring, and community. "Service to others, the importance of family life, the inalienable worth of each individual, and appreciation of ethnic and cultural diversity are core values of Creighton." Since the year 2008, Creighton University has been named to the President's Higher Education Community Service Honor Roll with Distinction for exemplary service efforts and service to disadvantaged youth. It is the second-highest award presented by the Corporation for National and Community Service. Creighton is one of only 127 schools nationally recognized in this category and one of three colleges honored in Nebraska.

Our department of Health Sciences' Multicultural and Community Affairs (HS-MACA) continues to effectively impact the Healthy People 2020 Objectives by increasing the number of well-trained, diverse health professionals who will provide culturally proficient care to the nation's underserved.

HS-MACA's pipeline program starts with economically, environmentally, and/or educationally (the students describe their perceived status) disadvantaged students in the sixth grade, and proceed through the middle school, high school, college, and professional school years. The program guides these young individuals through educational activities designed to help them prepare for health professions schools. The overarching objective of our program is to help eliminate health disparities in the United States by increasing and diversifying the health professional workforce. In addition, we provide mentoring and tutoring activities to maximize the student's potential for success. These students are prepared to become competitive in the applicant pool for health professions. In addition, our program provides information to the students and parents/guardians about scholarships and financial aid for post-secondary education.

We want to acknowledge the contributions of the parents/guardians, students, faculty, and staff at Creighton University Health Science Schools to our programs. Our other partners include Creighton College of Arts and Sciences, Metropolitan Community College, and community partners such as the Omaha Public Schools, Omaha Parochial Schools, Urban League of Nebraska, Boys and Girls Club, Catholic Health Initiative, Charles Drew Health Center, and One World Community Health Center.

> *"When you believe in someone, you profoundly increase their ability to have faith in themselves and achieve. When you love someone, you imprint on their heart something so powerful that it changes the trajectory of their life. When you do both, you set into motion a gift to the world...because those who are believed in and loved understand the beauty of a legacy and the absolute duty of paying it forward."*
> *- Jason Versey, A Walk with Prudence.*

HS-MACA 2015 Graduation Awardees

HS-MACA Leadership Awards

Danielle Ramirez is the School of Medicine 2015 underrepresented student who best promoted the mission of HS-MACA.

Courtney Chapman is the School of Dentistry 2015 underrepresented student who best promoted the mentoring activities for the Post-Baccalaureate program of HS-MACA.

Alvin Samuels Jr. is the School of Dentistry 2015 underrepresented student who best promoted the mission of HS-MACA.

Kyle Downum is the School of Dentistry 2015 underrepresented student who best promoted the mentoring activities for the Post-Baccalaureate program of HS-MACA.

Student Leadership Award

Aaron Barrett, for leadership in the Multicultural Health Science Students Association (MHSSA).

Tiffany Clark is the recipient of the Elder Scholarship.

Lauren Murphy-Moore, for leadership in the Student National Medical Association - Minority Association for Pre-health Students (MAPS).

Melissa Nguyen is the recipient of the Kosoko-Lasaki Scholarship.

Brittney Statler is the School of Medicine 2015 student who best promoted the mission of HS-MACA through service and community outreach (Ophthalmology Interest Group).

Leneshia Haynes is the recipient of the Kosoko-Lasaki Scholarship.

Graduating Class of 2015
Health Science Diversity Students

School Of Dentistry
May 2015 Graduates

Oluyemi Alabi
Courtney Chapman
Kyle Downum
Kelly Slater
Morgan Price
Alvin Samuels
Jesse Varoz
Elyse Zarek

School of Medicine
May 2015 Graduates

Nha Bao
Jennifer Cabral
Elianne Castaneda1
Sarah Dewitt
Jennifer Duyanen
Katharina Fetten
Gabrieln Gallegos
Kelley Gillette
Matthew James
Catherine Kha
Tri Le
Ann Makar
Dayna Miyashiro
Jessica Najarian
Huong Nguyen
Minh Yen Nguyen
Yalile Perez
Mathew Rainwater
Danielle Ramirez
Frank Soltys
Elise Vo

School of Nursing
May 2015 Graduates

Rasheeda Lacy
Nerissa Imada
Jacqueline (Jackie) Lo
Megan Edmonds
Dagne Rivas

School of Pharmacy and Health Professions May 2015 Graduates

Oluyemi Aladejebi
Oluwatosin Arowomole
Hibah Bhuiyan
Sebastian Biglione
Janet Cheng
Danya Gammas
Kyeong A Heon
Raquel Hertig

Rex Kanu
Sojeet Kaur
Taifa Peaks
Debora Pereira
Chau Pham
Laila Saleem
Angeline Salmons
Victoria Travis
Melissa Wauke

School of Medicine
HS-MACA Graduates 2015

Aaron Barrett
Former MHSSA President
St. Josephs Hospital,
Phoenix, AZ
Family Medicine

Jennifer Cabral
Post-Baccalaureate Class
2010
University of Missouri-KC
Programs, Kansas City
Family Medicine

Joseph Chen
COPC Scholarship Recipient
2012
Banner Good Samaritan
Medical Center, Phoenix, AZ
Obstetrics & Gynecology

Jennifer Duyanen
COPC Scholarship Recipient
2013
Stanford University
Programs, Stanford, CA
Psychiatry

Kelley Gillette
Post-Baccalaureate Class
2011
Loma Linda University,
Loma Linda, CA
Pediatrics

Danielle Ramirez
Post-Baccalaureate Class
2011
Baylor College of Medicine,
Houston, TX
Pediatrics

School of Dentistry
Post-Baccalaureate Alumni Graduates 2015

Courtney Chapman
Post-Baccalaureate Class
2011

Kyle Downum
Post-Baccalaureate
Class 2011

Alvin Samuels
Post-Baccalaureate
Class 2011

Dean's List
Fall 2014 Post-Baccalaureate Students

Leneshia D Haynes
Zachery Austin
Bethanie Hay
Ischel Kelso
Melissa Napoleon
Melissa Nguyen
Ferdinand Osaheni Osayande
Brittney Thomas

Congratulations on your Achievement!

The Art of Retention: Beyond Academics

Mervin Vasser, MPA
HS-MACA
Assistant Director

College is a major period of transition for most students. Making the decision to pursue a post-secondary education requires a great deal of discipline and willpower. Oftentimes, it is a goal that begins with determination, excitement, and intellectual curiosity, but is short-lived for a number of reasons, particularly in select populations. Although students do not begin college with the intention of dropping out, many do. Staying in college is sometimes harder than getting in, which makes my role as Retention Manager very challenging. In order to be successful at retaining students through completion of a college degree, we must look beyond academic support.

Our student population is comprised of individuals from various ethnicities and demographic backgrounds. It is our responsibility to help see them through to their goals. During the 2013-2014 academic year, there were 607 medical students enrolled, of which 11 were African-American, 18 Hispanic, 3 Native American, and 2 Native-Hawaiian/Pacific Islander. Similarly, the School of Dentistry had an enrollment total of 343 students, of which 12 are African American, 16 Hispanic, and 4 Native American. These statistics are further illustrated in Creighton University's Fact-Books. http://www.creighton.edu/aea/institutionalresearch/factbook. But, for many of students, it is their first time away from home, family, and friends. The pressure to succeed in the classroom and balance other aspects of college life, including work, social activities, bereavement, health-related illnesses, and relationships can be overwhelming. Students are moving away from familiarity into a new social environment and establishing a new sense of independence. Helping students cope with displacement, depression, and environmental changes is a task that requires special attention, effort, and energy for each individual.

In the absence of parental guidance, my responsibility to each student extends beyond the classroom. Connecting with students on a level that they understand reaffirms that their best interest is paramount. Calling or e-mailing students when they are sick or absent from class, supporting students by attending their clubs or activities, or socializing about non-academic topics have been effective ways in which I have made myself available. It is also important to provide an environment that is accepting and understanding of diversity. Sometimes, it could be as simple as providing direction to a grocery store or a restaurant that serves food culturally resembling what they eat at home, referring students to a salon or barber that caters to multicultural populations, or inviting them to participate in social events within the community. I may not have the ability to analyze a verbal passage or the spatial-visualization skills to successfully conquer the Perceptual Ability Test, but I am confident in my ability to help students navigate through their academic journey by making them feel supported, cared for, and valued.

The primary goal of our retention activities is to build a foundation for mutual lines of communication by establishing a level of trust and respect. We apply "The Vegas Rule" to the office. The doors are always open and what we discuss here stays here. Students are permitted to visit the office anytime throughout the course of a day or contact me after hours to address any issues or concerns in confidence. We make sure that there is accessibility 24/7 to celebrate achievements as well as counsel through difficult moments, both personally and professionally.

Ultimately, students need to feel supported through encouragement and praise. We expect the best from the students and believe in their aptitude and potential to perform well academically. Because the ultimate goal in recruiting students is graduation, the role of the Retention Manager is to place significant emphasis on retention. In order to achieve success, it takes a collaborative effort from both the student and the administrative staff.

Post-Bac Pre-Medical Spring Dinner 2015

Preparing for the Workforce

Tobi Odejimi
Post-Baccalaureate
Pre-Dental Class
Leader 2015

The opportunity to participate in the Creighton University School of Dentistry Post-Baccalaureate program as a Pre-Dental student has both prepared me for my future in dentistry as well as accustomed me to health disparities in the Omaha community and different areas around the nation. HS-MACA provides a comprehensive dental program that greatly aids in preparation for the DAT in addition to a rigorous curriculum that prepares students for matriculation into dental school. My exposure to a career in dentistry as well as the courses will help me accomplish my long-term goals of becoming a well-rounded physician. Every Friday afternoon my fellow dental students and I go to the Creighton University School of Dentistry clinic where we assist and shadow dental students and professors. We have all gained experiences that have opened our eyes to the many health disparities that exist. I have experienced health disparities as a patient through my personal experiences as well as during my time shadowing. Additionally, I have been introduced to health disparities from the perspective of various physicians through a program HS-MACA provides called *Common Ground*. The guest speakers we listen to at *Common Ground* help us understand patients who are socially disadvantaged or have very different backgrounds than us; the information we learn is invaluable to us as future physicians. All of the opportunities provided through this program have helped me understand the many needs of minority and disadvantaged groups. As future physicians, we need to be aware of and sensitive to these difficulties so we are able to enact a change. Overall, Creighton University School of Dentistry Post-Baccalaureate program strives to provide a unique opportunity for students who all share this passion to improve health disparities that exist. The unique incorporation of such a broad curriculum coupled with invaluable experiences has positively impacted my future success as a well-rounded physician.

Reflections on Post-Bac Program

Bethanie Hay
Post-
Baccalaureate
Pre-Medical
Class Leader
2015

It's truly incredible to be part of such an inspiring program that is willing to fight for a cause to eliminate health disparities and promote health equality. The Health Sciences-Multicultural and Community Affairs (HS-MACA) mission statement not only inspired me as an individual, but went beyond my expectations for an academic program. As one of nine Pre-Medical students in the Post-Baccalaureate program which "serves to reduce health disparities in underserved and diverse communities through research, culturally-proficient education, community interaction and engagement," I have found a greater appreciation and meaning for my career in medicine. My peers, professors, and mentors have fostered my ability to succeed in medicine, both academically and psychologically. Even though, at an early age, I decided to commit my life toward serving others, the Post-Baccalaureate program became my support system in which I was able to merge my values and passion for medicine with a larger group who share the same calling.

Throughout my journey these past months, I was able to finally put the puzzle pieces together in my academic career that I felt were always missing. I obtained the necessary resources and counseling, and revamped my outlook towards education that I will carry on throughout my scholastic endeavors. However, the most valuable attribute I have acquired during my time with the Post-Baccalaureate program was intangible and unattainable within the realm of a classroom. I will be forever thankful for HS-MACA for encouraging me to acknowledge and genuinely understand the individual differences within each person that ultimately make us all children of God. Even though I am a female Mexican-American, I have gained an appreciation and determination to live a culturally-competent lifestyle for all ethnically, racially, sexually and religiously diverse people. Belonging to a minority population has ignited an unwavering drive within me to strive to work toward diversifying the healthcare workforce. As I continue my educational path through medical school and eventually as a physician, I will constantly advocate and encourage underrepresented individuals to pursue a career in healthcare until the face of medicine mirrors the patients they are serving.

Along with other programs throughout the nation, Creighton's HS-MACA leaves a lasting impression toward the future of diversity and inclusion in academic medicine. The HS-MACA initiatives start as early as middle school and progress to graduate and professional school. Starting from the ground up, HS-MACA lays the foundation for their students that the Association of American Medical Colleges (AAMC) ultimately aims for. Consequently, the physicians and students that HS-MACA cultivates are intellectually adept and can provide clinically sound and culturally-competent care to patients of diverse populations. Without a doubt, HS-MACA is changing the face of the healthcare workforce by increasing the diversity to match the served populations.

Academic Retention

Jeff Lang, MS, ABD
Assistant Director,
Academic Enrichment

An important component of addressing diversity in the workforce is supporting diversity students in their quest for professional degrees. It is not enough to want to become a physician, dentist, pharmacist, nurse, occupational therapist, or physical therapist. Students need to know how to be efficient learners and have the belief that they will be successful. Both components, skill and will, are addressed in the Creighton University Post-Baccalaureate and Pre-Matriculation program. In addition, the program as directed by Health Sciences-Multicultural and Community Affairs (HS-MACA) is aware of the changing academic requirements to support student success.

The skill needed is an awareness of one's learning and the ability to tailor it to the learning task. Through the required Academic Success class, students are taught learning theories and strategies (Kiewra, 2005) with time available to apply new approaches to science-content areas in the academic success laboratory. Strategy instruction is one of the most effective ways to increase learning and metacognition (Gutierrez & Schraw 2014). The application of new strategies allows students to develop greater awareness of their learning.

Developing specific strategies and metacognition is also effective in increasing student motivation. As reported in Flippo & Caverly,(2009), motivation for learning is highly dependent on students' use of strategies, metacognition, and time management. The more a student controls their learning, the greater the motivation to continue to do so. Belief in one's abilities is important, but even more so when they are successful.

Post-Bac Pre-Dental Spring Dinner 2015

A specific example to tie skill, will, and support together in the Post-Baccalaureate program is preparation for the new MCAT2015. Social science (sociology and psychology) was added to the curriculum a year prior to its being required, and biochemistry is being added since the content will be emphasized going forward. The program will continue to be flexible in addressing student needs and managing national trends. On top of providing departmental support, students are required to take over 20 practice tests to prepare for the MCAT. Students not only apply test-taking strategies to the practice tests, but also review their performance. This develops strategies, metacognition, and requires time management to accomplish test preparation.

In conclusion, HS-MACA continues to be part of each student's journey and see them excel in professional school. Because professional school is difficult, students need to remember that HS-MACA faculty and staff are their advocates and will help them develop their skills and reach their potential. Diversity students will inspire more students like them to be agents of change and increase diversity in the workforce to better address health disparities.

References:

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Gutierrez, A. & Schraw, G. (2014). Effects of Strategy Training and Incentives on Students' Performance, Confidence, and Calibration. Journal of Experimental Education, 0(0) 1-19.

Kiewra, K (2005). Learn How to Study and SOAR to Success, Upper Saddle River, NJ: Prentice Hall.

Getting the Right Applicants

Fallon Parks, BS
Program Coordinator
Post-Baccalaureate
Program

The Creighton University Post-Baccalaureate program has been in existence since 1975 helping underrepresented disadvantaged individuals pursue their dreams of becoming a health professional. The thirteen-month intensive certificate program combines preparatory academic coursework with exam preparation, mentoring, and clinical skills training for the students in the program. The programs are non-degree, graduate, certificate-granting programs that provide important opportunities for individuals to launch lifelong careers in health-related fields.

Creighton University's Post-Baccalaureate program's goal is to strengthen the academic abilities of disadvantaged students so they can gain successful admittance into Dental or Medical School. Working to increase and enhance the diversity of the workforce is a key component of the application process within the Post-Baccalaureate program. This is done by reviewing the application process and applicants thoroughly in order to identify barriers and opportunities for improvement.

There continues to be a high interest of applicants applying to the Post-Baccalaureate program year after year. This is due to the recruitment efforts, marketing, and word-of-mouth publicity of the program. During the 10-11 academic year, the program received 109 medical applications and 101 dental; 11-12 academic year, 62 medical & 67 dental applications; 12-13 academic year, 69 medical & 50 dental applications; 13-14 academic year, 78 medical & 41 dental applications; 14-15 academic year, 126 medical & 86 dental applications; and during the 15-16 academic year, the program received 116 medical & 70 dental applications.

To ensure accuracy and efficient tracking, applications must be completed on-line versus completing a paper application. Applicants are notified throughout the process regarding the status of their application via e-mail and phone, specifically for missing credentials, incomplete application, and completed status. Lines of communication are kept open with those individuals interested in the program. Notifications are communicated electronically in order to allow the process to continue to flow in a timely manner.

Program applications are accepted the first week of September through the third week of January. After the application deadline has passed, applications are then evaluated by the admissions committee. The admissions committee of administrators, faculty, and staff review applications in a holistic manner based on the combination of the applicant's individualized and unique experiences, attributes, achievements, community involvement, and academics. From this review, applicants are selected to interview fifteen to twenty for medical and ten to fifteen for dental. Applicants selected to interview are notified with a formal letter and e-mail detailing the interview specifics such as date, time and location. Typically nine Pre-Medical applicants and five Pre-Dental applicants are invited into the program. Ideally, the program would like at least one student represented from the school of Pharmacy, Occupational Therapy, and Physical Therapy. Students selected from Pharmacy, OT and PT go through a separate application and interview process coordinated through the School of Pharmacy and Health Professions.

It is important to be aware of how personal bias can negatively impact diversity efforts, therefore, a clear and consistent set of guidelines have been established for the evaluation of each applicant and their application materials. Reviewing application material, policies, and practices with a diversity lens highlights good recruitment and selection practices that ultimately help organizations focus on building a diverse workplace. It is this author's opinion that a strong component of the Post-Baccalaureate program's success is getting the right applicant. Therefore, the application process is given adequate time and effort to insure quality.

In conclusion, Creighton University's HS-MACA administered post-baccalaureate and pre-matriculation programs continue to provide a model for training diverse individuals from economically or educationally disadvantaged backgrounds. The long-term success rate is indicative of a well thoughtout, quality program that is successfully preparing individuals for rigorous health-professional graduate programs. These individuals increase the diversity of their respective programs and ideally improve the quality and cultural sensitivity for all Creighton University medical, dental, pharmacy, and occupational therapy students. (See tables on page 23.)

HS-MACA "Pipeline to Success Program"
(2000-2009)

Jennifer Klimowicz, BS
COPC Program
Supervisor

The Creighton University Health Careers Opportunity (HCOP) Program was in existence at Creighton University from 2000-2009. Its purpose was to expose students to exciting professional options in the health sciences; guide and support interest in health professions careers; strengthen study and thinking skills; and improve science and math expertise. The program officially began at Creighton University in September of 1999. It officially ended August 31, 2009 after nationwide federal cutbacks. It was divided into two subsections; 1) HCOP for middle school, secondary and undergraduate program, and was designed to facilitate and assist educationally- or economically-disadvantaged students in their studies. The purpose was for students to successfully enter health professions schools and eventually to work in underserved areas throughout the United States, contributing to the health professions workforce; 2) the Post-Baccalaureate component provided a comprehensive program of coursework, clinical experiences, and support for preparation and admission to medical school.

Since its inception in 2000, HCOP has impacted over 2,000 junior-high, high-school and undergraduate students from the community. The original class of high-school/undergraduate students has been tracked to successful matriculation of twenty students who are enrolled in professional schools (including medical, dental, physical therapy, biomedical research and pharmacy) and one student who has completed emergency medical services (EMS) training. Thirty-nine (39) Post-Baccalaureate students have successfully enrolled in medical school since the inception of the Heath Resources and Service Administration (HRSA) grant.

The successes of these programs are outlined below:
Middle School Component-- Three hundred sixty-nine (369 per year) Middle-School Students (grades 6 through 8) participated in Health Careers Exploration Club. Eight meetings were held each school year and the students participated in activities addressing these topics; Science Fair Help Night; Science Fair Judging; Outdoor Education; field trip to Strategic Air Command Museum; CollegeEd fundamentals; Career Fair Day, Body Basics with Medical Students; and Chemistry Magic Show.

High School Component-- All students who participated in the HCOP Summer component (25 per summer) successfully completed the Summer Academy and improved their scores from pre- to post-test for each class offered. Students took four classes in the summer, and over 80% of them increased their scores in each class. Courses included Physics/Chemistry, Advanced Algebra, Pre-Calculus/Trigonometry, Latin/Medical Terminology, ACT Preparation, Writing for College, Honors Literature, and Anatomy. Fridays included field trips, cultural-competency training, Red Cross CPR training, volunteerism and Health Professions Exposure activities, and a Financial-Aid Workshop for parents and students.

College Component-- Twenty-five (25 per summer) college students attended the Summer HCOP Academy. They received internship/shadowing opportunities and rigorous science and math enrichment throughout the day. Students participated in internship opportunities at the Creighton University Medical Center and were introduced to the various health professions by shadowing physicians, pharmacists, dentists, rehabilitation therapists, and nurses. Each student had three rotations that included two weeks (mornings) of one exposure. The afternoon courses offered included Molecular/Cellular Biology, Latin/Medical Terminology, General Chemistry, Organic Chemistry, College Calculus, College Success Skills, and Anatomy. Well over 80% of those students increased their scores from pre- to post-test in the academic section.

Some annual activities that took place included; Welcome Back September Monthly Meeting, Volunteer Day at Siena/Francis House; HS-MACA Mentoring Kick-off; FAFSA Night with parents and students; Christmas Gathering Mentoring with the Post-Baccalaureate students; and Pharmacy/OT/PT Information Panel. Eighty percent (80%) of students participated.

Post-Baccalaureate Component- Seven (7) Post-Baccalaureate program students per year participated in the HCOP Pre-Medical Program. As a part of the Post-Baccalaureate program, students were engaged in year-round pre-MCAT preparations, health professions exposure in primary care settings, as well as a summer pre-matriculation program of study. Students were given $10,000 renewable scholarships based on their successful completion of the program and matriculation to medical school. A fee-driven Pre-Dental Post-Baccalaureate program was put into place, since HCOP funding was not available beginning in the fall of 2006. Five (5) Post-Baccalaureate students participated in this fee-driven Pre-Dental Program. All five Post-Baccalaureate Program participants successfully completed the program and were admitted to the School of Dentistry. Students were engaged in pre-DAT preparations, health professions exposure in dental care settings, as well as a pre-matriculation program of study. Students are given renewable scholarships based on their successful completion of the program.

Pre-Matriculation Program-- An average of nineteen (19) students per year participated in this program designed by HS-MACA at Creighton University to strengthen students' academic preparation and for success in medical, dental, and pharmacy school.

Post-Baccalaureate Reunion-- Every two years, the HS-MACA Department hosted the Post-Baccalaureate Reunion. Post-Baccalaureate alumni are welcomed and treated to a dinner, awards presentation, and a slide show on past academic achievement. Current Post-Baccalaureate students, including Pre-Medical, Pre-Dental, and Pre-Pharmacy enjoy the networking, mentoring, and interactions with the alumni.

Post-HCOP Activities (2009 to present)
Since 2009, the department of HS-MACA has institutionalized the following programs without HRSA HCOP funds:
Focus on Health Professions Program provides science and math after-school activities for students in middle school and high school to continue to encourage their interest in the health professions.

- Fee-driven Post-Baccalaureate Program targets 9 Pre-Medical, 5 Pre-Dental students
- Fee-driven Pre-Matriculation Program targets 9 Pre-Medical, 5 Pre-Dental, 5 Pre-Pharmacy, 1 pre-occupational therapy, and 1 Pre-Physical therapy students.
- Community Outreach in Primary Care (COPC) provides Health Disparities students: over 200 tutoring hours for medical students, M1 student research (3 per year), M4 research electives (3-4 per year), and 6-8 student scholarships.
- Center for Promoting Health and Health Equalities (CPHHE) provides high school and undergraduate student-research opportunities on health disparities and provides health sciences/law school faculty Health Disparities Research Training Program (HDRTP).

Pre-Medical Post-Baccalaureate Graduates July 2000 - June 2014

Total # of PB Students	Total # in Clinical Practice	Total # in Residency	Total # in Medical School	Total # of Current Students	Primary Care Specialties	Other Post Graduate Programs	Unknown Whereabouts
108	23	22	26	9	32	14	14

States where students are practicing Medicine
AK, CA, IL, IA, MD, MN, NE, OK, SD, TX, SC, NC, WI, VT
* Primary Care is defined as family practice, internal medicine, OB/GYN, pediatrics

Pre-Dental Post-Baccalaureate July 2005 - June 2014

Total # of PB Students	* Total # in Clinical Practice	Total # in Dental School	Total # of Current Students	Other Post Graduate Programs	Unknown Whereabouts
54	22	24	5	6	5

States where students are practicing Medicine
CA, FL, KS, HI, IA, NM, TX
* General clinical practice is defined as general dentistry

Health Disparities, Alive and Well

Richard Brown, Ph.D., FACHE
Executive Director, REACH Program

Health disparities can be defined as inequities that exist when members of a certain population group(s) do not benefit from the same health status as other groups.

During the past two decades, significant progress has been made in reducing racial and ethnic health disparities. These disparities continue to exist and have widened for some population groups. Chapter one of "Multicultural Medicine and Health Disparities," written and edited by David Sacher, M.D. and Rubens Pamies, M.D., states that blacks or African-Americans have worse health outcomes than any other race or ethnic group in the United States.

Chronic diseases such as obesity, hypertension, heart disease, diabetes, and cancer disproportionately affect the black/African-American population in Omaha. Why do health disparities exist? Research in this area suggests that disparities are created through poverty, lack of education, property neglect, tobacco use and exposure, physical inactivity, poor nutrition, and lack of access to quality health care services. Others cite health disparity factors as racism, psychological, cultural, sociological, and environmental. Many factors fall outside the health care system.

So, what is the solution to reducing or eliminating health disparities? Several suggestions include developing messages that focus on self-management principles and greater access to the health care system. A comprehensive strategy involving the health care delivery system; medical, dental, and behavioral health providers; third-party payers; and patients and health plan purchasers is a partial solution, according to the Institute of Medicine. It has also been suggested that the development of comprehensive programs that rely on successful interventions' evidence including collaboration between public institutions, private foundations, professional associations, and schools that conduct health-provider training and education will help bridge the gap.

HS-MACA's Center for Promoting Health and Health Equalities (CPHHE) at Creighton University continues to align itself with the health disparity issue for black/African Americans through its Racial and Ethnic Approaches to Community Health (REACH) program. This cooperative agreement between Creighton University and the Centers for Disease Control will focus on a single risk factor that contributes to chronic disease in the black/African-American community. The chosen chronic disease is cardiovascular disease and the risk factor is physical inactivity. Strategies will be developed that are tailored to improve and strengthen the policy, systems, and environment of the target population that will increase access to physical activity opportunities.

HS-MACA's CPHHE has created a coalition between community organizations in Douglas County, Nebraska to address this risk factor. The partners are Charles Drew Health Center Inc., Douglas County Health Department, Omaha Housing Authority, the African-American faith-based community, and Collective for Youth. A systematic review of the partner's organizational health and wellness policies will be reviewed to develop opportunities to make policy, organization system, and environmental changes within their organization and the surrounding community. A three-year community action plan (CAP) is under development to address the health disparity in the black/African-American population of Douglas County.

Finally, another solution to significantly reduce health disparities in the black/African-American community is to increase the health manpower to reflect this population. Well-documented evidence supports the importance of having a diverse health manpower workforce. A study conducted by the Institute of Medicine in 2004 concluded that "1) individuals from minority groups prefer to obtain health care in an environment in which they see minority health care providers, 2) minority health care providers are more likely to practice in underserved areas (where health disparities are greatest), 3) minorities consider pursuing professions where they see minority role models." For example, nearly 50 years ago, Dr. Martin Luther King said, "Of all the forms of inequality, injustice in health care is the most shocking and inhumane." While some progress has been made to increase minorities in the health professions by the federal government and philanthropy, it is much too slow in comparison to the pace of the growing, diverse population of the United Sates. Omaha is fortunate to have the HS-MACA Post-Baccalaureate program for Pre-Medical, Pre-Dental, Pre-Pharmacy, and Health Professions at Creighton University that prepares underrepresented minorities to enter the health professions. Other major urban areas could positively impact health disparities if they adapt this pipeline program as a best practice.

Addressing Health Disparities Seminar

Elaine Ickes, BGS
Administrative
Professional

April is National Minority Health Month in the United States. On April 25th, Creighton University's Health Sciences Multicultural and Community Affairs department's Center for Promoting Health and Health Equalities (CPHHE) hosted the 8th Annual Addressing Health Disparities Seminar with a Focus on Chronic Disease Prevention and Management through Community Partnerships. Greeting the academic and community attendees were Dr. Donald Frey, Sr. Vice Provost for Clinical Affairs; Mr. Clifford Scott, CEO of Omaha Housing Authority; and Dr. Sade Kosoko-Lasaki, Associate Vice Provost of Health Sciences and Co-Director CPHHE.

This partnership has continued since 2006 with the health sciences schools and addressed the topics of HIV/AIDS, Cancer, Diabetes, Infant Mortality, Violence, Cardiovascular Disease, and Asthma. This year, the topic is Chronic Disease Prevention, and brings with it an outstanding group of experts to discuss community partnership roles in chronic disease prevention and management.

Dr. Donna Polk provided an overview of success of CPHHE in community academic partnerships. Drs. Richard Brown and Sade Kosoko-Lasaki shared the direction of the newly-awarded $1.5 million CDC Racial and Ethnic Approaches to Community Health (REACH) program for health disparities found with chronic disease.

Dr. Amy Haddad and Mrs. Jackie Hill spoke about what constitutes "true" partnerships in chronic disease prevention in Health disparities, followed by Dr. Joan Lappe who covered translational health disparities research and community engagement.

There were two panel discussions. The first was moderated by Dr. Richard Brown and centered on community stories of successful partnerships in chronic disease prevention in addressing health disparities, about which community partners spoke. Representatives included Dr. Adi Pour, Douglas County Health Department; Mrs. Vicki Quaites-Ferris, Empowerment Network; Mrs. Doris Lassiter, Nebraska Center for Healthy Families; Ms. Anne Meysenburg, Live Well Omaha; and Mr. Othello Meadows, III, 75 North.

The second was moderated by Dr. Marlene Wilken and was about academic community collaboration in addressing health disparities. Speaking on this topic was Dr. Renaisa Anthony, UNO Medical Center; Dr. Jacqueline Font-Guzman, the Werner Institute; and Dr. Martha Nunn, Creighton University Oral Health Research.

During lunch, Dr. John Stone spoke on the topic of ethics, trust, and collaborative partnering in addressing health disparities. Our keynote address was presented by Dr. Olúgbémiga Ekúndayò, Associate Professor and Director of Research at Eastern Washington University at Spokane, WA. His well-received presentation covered making community partnerships work and building communities as resource centers for learning engagement. His overview of strategies and challenges in addressing health disparities was insightful.

Dr. Olúgbémiga Ekúndayò and
Dr. Sade Kosoko-Lasaki

Three break-out groups formed and discussed recommendations on 1) sharing power and resources, 2) policy development and implementation in addressing health disparities, and 3) community-based participatory research and collaborative partnering in addressing health disparities. Following much active participation in these discussions, Dr. Donna Polk provided a synthesis of the break-out groups' dialogue.

Posters of some community member agency's activities were posted for viewing and manned by their representative to answer questions and expound on their presence in the community.

Continuing education credits were offered free of charge to registered attendees.

Summer Research Institute

Errik Ejike, MPH
CPHHE Program
Supervisor

In a nation of changing demographics, it is important to maintain a representative balance of population and workforce. However, some minority groups are severely underrepresented in sciences and health care occupations, undermining the nation's strengths as a leader in science, health, and technological advances. It is becoming increasingly clear that, as the population demographics move toward increasing numbers of diverse individuals, the future health and prosperity of the United States will depend on equitable representation and participation in science, health, and technological occupations.

A collaborative effort of the Health Sciences' Multicultural and Community Affairs (HS-MACA) and the Center for Promoting Health and Health Equality (CPHHE), the purpose of the Summer Research Institute in Health Disparities is to increase interest in biomedical research, hands-on community-based research, and health science professions among underrepresented minority groups.

Summer Research Institute 2014

Undergrad Program
Jake Lang, Dan Uy, Olufunmilayo Badejo, Keon McKay, Asmini KC

High School
James Akwani, Krisha Regmi

Undergraduate Biomedical Program

Undergraduate students are paired with a university faculty member who involves the student in an ongoing research project or designs a project specifically for the student. The students attend a seminar series one hour per week in which Creighton University scientists will present their research. The Seminar Series will stress the specific experimental approaches that are used to address fundamental problems in health and disease.

Summer 2013

Topic:	Influence of Vitamin D on the Histopathology of Kidney	Assessing Fear Behavior in Danio rerio	Regulation of Intraocular Pressure by L-cystein, a Substrate for Endogenous Production of Hydrogen Sulfide	Health Disparities of Organ Donation in the African-American North Omaha Community	Loss of RGS2 Increases STAT3 Activation in Airway Epithelial Cells in a Chronic Mouse Model of Asthma
Student:	Jake Lang *Mentor:* Devendra Agrawal, PhD	Dan Uy *Mentor:* Laura Bruce, PhD	Olufunmilayo Badejo *Mentor:* Catherine Opere, PhD	Keon McKay Mentor: Jeffrey Smith, PhD	Asmini KC Mentor: Yaping Tu, PhD

Summer 2014

Topic:	Vitamin D Diet Alters Airway Inflammation in Mice	Elephant Shark Brain: Comparative Anatomy of the Forebrain	Neuroprotective Role of Hydrogen Sulfide Donors in the Isolated Bovine Retina	Investigating Barriers to Research Participation in the North Omaha, African-American Community
Student:	Alexis Akin-Otiko Mentor: Devendra Agrawal, PhD	Elizabeth England Mentor: Laura Bruce, PhD	Lauren Murphy-Moore Mentor: Catherine Opere, PhD	Olivia Ochuba Mentor: Jeffrey Smith, PhD

High School Community Research Program

Students work in collaborative groups to learn about health disparities in their neighborhood by developing surveys, examining data, doing community mapping, and conducting interviews resulting in policy recommendations. These activities enable the students to enhance their high-school education and build health disparities knowledge.

Summer 2013

Topic:	Obesity in Minority Communities	Comparing Height and Weight of Minorities Receiving Women, Infant, Children (WIC) Benefits	Inspiring Change Project: Self-Management Workshops
Student:	James Akwani & Isaac Wallace Mentor: Ms. Marilyn Sims, Urban League of Nebraska	Crystal Akwani & Adriana Romero-Castro Mentor: Mr. Stephen Jackson, Douglas County Health Department	Shalaika Lewis Mentor: Ms. Rebecca Valdez, CPHHE

Summer 2014

Topic:	Hunger Among the Three Largest Food Pantries in Nebraska
Student:	James Akwani & Krisha Regmi Mentor: Mrs. LaVonya Goodwin, Heartland Hope Mission

Health Disparities Research Training Program (HDRTP)

Juan J. Montoya, MBA
CPHHE Program
Coordinator

The racial/ethnic population composition of the United States has been changing constantly. In the last two decades, the number of minorities has increased. The minority population is projected to grow enormously in the coming decades. This will create a gap in the workforce that will need to be filled with health care providers and researchers that can focus and understand minority populations. According to the 2010 U.S. Census, approximately 36.3 percent (36.3%) of the population currently belongs to a racial or ethnic minority group. This is an increase from 24.9 percent (24.9%), based on the 2000 U.S. Census.

As around the world, the majority of health care providers are located in areas where the mortality is low and resource allocation is high. In the U.S., there are not enough health care providers and researchers that focus on the health needs of minority populations. Therefore, even though life expectancy and infant mortality have improved overall in the U.S., there is a disparity when it comes to reducing preventable disease, death, and disability in minority populations compared with non-minorities. Taking this into consideration, the medical and public health profession will face greater disparity and workforce issues in the near future. Thus, there is a great need to develop the expertise of faculty in health disparities research.

The Health Disparities Research Training Program (HDRTP) is a collaborative effort between the Creighton University Center for Promoting Health and Health Equality (CPHHE) and the Minority Health Research Center at the University of Alabama-Birmingham. This two-year long program includes mentoring career development, grants writing, and research training. Currently in its fifth year, nine (9) of Creighton's faculty have successfully completed the HDRTP.

Through attendance and participation in designated faculty-development discussions and workshops, research faculty enhance their knowledge and scientific technical skills, as well as gain expertise in health disparities research. Scholars are paired with mentors to work on selected projects that they will submit for funding during the second year of training.

Increase in the Workforce:
The importance of offering the HDRTP is the creation of research opportunities for faculty researches committed to addressing disparities in minority health. In addition, the program creates unique products through publications, presentations, and/or development of toolkits that address health disparities.

The Health Disparities Research Training Program increases the prominence and impact of research in health disparities. It also increases the local and national impact of health disparities research by creating collaborations with local and national clinical and translational science centers and community partners. HDRTP increases the number of potential investigators with experience in working with communities facing health disparities.

The exposure to HDRTP provides training opportunities to build experience with addressing disparities in health and health care related to race, ethnicity, socioeconomic status, gender, and sexual orientation. Programs like HDRTP promote health equity by increasing the number of research projects addressing health disparities among minority populations. There is a great need for more researchers and individuals who are culturally competent to work in the different organizations that are part of the project. HDRTP helps to increase this cadre of researchers.

The 2015-2016 Participating Faculty Members

Dr. Jacqueline Font- Guzmán, MHA, JD, PhD
The Werner Institute
Associate Professor

Dr. Jacqueline Font-Guzmán is currently Associate Professor at the Werner Institute for Negotiation and Dispute Resolution at Creighton University Law School. Prior to joining the Werner Institute, she was a practicing attorney and mediator within her own law firm Dr. Font-Guzmán is a certified mediator and arbitrator by the Puerto Rico Supreme Court. She is a Fulbright Scholar who has actively participated in the field of conflict studies through national and international conferences and workshops, and has conducted a wide variety of trainings and seminars in the field throughout the United States, the Caribbean, Europe, and Latin America.

Dr. Rebecca Davis, DNP, R.N., APHN-BC
College of Nursing
Assistant Professor

Dr. Davis is an Assistant Professor at Creighton University's College of Nursing, teaching undergraduate Community Health/Public Health Nursing. Prior to becoming a nurse educator, she practiced as a community nurse for many years in a variety of community roles and settings. Dr. Davis has served on various local community coalitions, steering committees, and professional boards. She currently serves as a member of the Governing Council for the Public Health Nursing Section of the Public Health Association of Nebraska and is a member of the Steering Committee of Health Literacy Nebraska.

Addressing Health Disparities and Increasing the Workforce through the Pipeline Program

Kira Chhatwal, BA
Pipeline Program
Assistant

There is a paucity of minorities and women in the STEM (science, technology, engineering, and mathematics) workforce. Pipeline programs are one of the most effective ways in which organizations and companies can address health disparities and promote diversity in the workforce. According to the Centers for Disease Control, health disparities are avertible differences that prevent socially disadvantaged populations form achieving optimal health, due to the historical and current unequal distribution of social, political, economic and environmental resources (CDC, 2008). If we increase the number of minorities in the STEM fields, we will increase the number of people who will be empowered to understand and relate to the health disparities faced by their communities. Because there are inequalities that can be avoided if the aforementioned resources are more equally divided, an increasingly diverse workforce will be able to help improve the socioeconomic status of underrepresented populations. A pipeline program can aide in the development and cultivation of students who have a passion to pursue a career in a STEM field.

At HS-MACA, we have dedicated ourselves to eradicating the educational biases that underrepresented communities face. To help foster STEM careers for minorities and women, our pipeline program has been in existence since 2000, under HS-MACA's directive. The Focus on Health pipeline program primarily targets students from 4th to 8th grade, introduces students to the Health Sciences professions through a number of in-class lessons and hands-on activities through mentorship. The curriculum focuses heavily on STEM through fun and exciting classroom activities that expose students in the Omaha School District to numerous health science careers. They gain hands-on experience and relate curricular activities to understand and help reduce health disparities in the future. Students participate in various activities, such as cow eye dissections, sheep heart dissections, sheep brain dissections, the uses of the microscope, DNA extraction, blood typing, and more. The students are also mentored by Pre-Medical, Pre-Dental, Post-Baccalaureate, Creighton's Student National Medical Association (SNMA), and Multicultural Health Science Students Association (MHSSA) students at Creighton University.

HS-MACA's pipeline program is essential to our goal of increasing the workforce and addressing health disparities because it lays the groundwork that fosters the students' interest and passion for the classroom subjects related to STEM, which will further their desire to pursue a career in the health sciences. Last summer, we were able to reach out to 725 students, partnering with community organizations. This academic year, we have engaged almost, 1,000 students in the after-school programs. We help empower the students to realize their potential and develop it through the pipeline program.

References

CDC. Community Health and Program Services (CHAPS): Health Disparities Among Racial/Ethnic Populations. Atlanta: U.S. Department of Health and Human Services; 2008.

Health is Wealth

Brett Briggs, BGS, COA
Glaucoma Outreach
Coordinator

Gandhi once said, “It is health that is real wealth and not pieces of gold and silver.” Keeping with the theme of increasing the workforce, in order to be able to work the best of your ability, one must be healthy. Good health is a culmination of our choices. Visiting the doctor, eating correctly, making safety a priority, and regular exercise will all contribute positively. Much of the human experience is through the eyes. Subsequently, good vision is an integral part of our careers. Screening for eye disease is an essential part of Creighton Glaucoma Screening Initiative’s mission to combat blindness, especially from glaucoma.

When we hold a screening event, we refer patients that may have an eye problem to an eye care professional, an optometrist, or ophthalmologist. Lack of access to healthcare is a major challenge. Fortunately, eye exams are fairly accessible, relative to other types of care. A routine eye exam with a pair of single-vision glasses will generally cost about $150.

Both an optometrist and ophthalmologist can diagnose and treat many eye conditions. Drugs to treat certain eye disorders, such as pink eye, allergies, and glaucoma can be prescribed by both ophthalmologists and optometrists. The primary difference is that ophthalmologists are medical doctors, therefore, ophthalmologists usually specialize in surgery and chronic-disease management.

Glaucoma, a chronic condition, is a group of diseases that damage the eye’s optic nerve and may result in vision loss and blindness. Glaucoma is the second leading cause of blindness in the world, according to the World Health Organization. It is important to remember that Glaucoma is not just one disease. Similar to cancer, glaucoma is a group of diseases that have different causes and treatments. Each patient is different and the course of action is often tailored to the patient’s specific type, progression, and severity of visual-field loss. With early detection and treatment, eye pressure can be managed and eyes can be protected against further vision loss.

Creighton Medical Students from THe Opthalmology Interest Group (OIG) help screen for Glaucoma at North High School in Omaha

Glaucoma has many risk factors. Family history of glaucoma increases risk of glaucoma four to nine times. For certain groups, especially African Americans and Hispanics, the risk of developing glaucoma is much higher and occurs at a younger age than that of other groups. A comprehensive eye exam once every two years is the best way to prevent damage from glaucoma and other eye issues.

The Glaucoma Screening Initiative has been busy in the community this spring. The team has screened over 400 individuals since August 2014. The medical student members of the Ophthalmology Interest Group at Creighton were at the majority of screenings this fall assisting with patients. Every patient is given a risk-factor assessment, visual-acuity exam, and a visual-field test. Each of these steps provides us with a wealth of information about a patient’s eye health from which we may make referrals. The goal is to catch glaucoma early and educate high-risk patients about the importance of seeing the eye doctor regularly.

Creighton Medical Students from The Opthalmology Interest Group (OIG) help screen for Glaucoma at North High School in Omaha

Community Oriented Primary Care at Work

Jennifer Klimowicz, BS
COPC Program
Supervisor

The Creighton University Community Oriented Primary Care (COPC) Program's mission is to increase the number of health professionals who are committed to addressing health disparities through their research and service in medically-underserved communities. From October 2004 to September 2007, Creighton University, through its department of Health Sciences' Multicultural and Community Affairs (HS-MACA), received an endowment grant of $1,875,000 from the National Institutes of Health (NIH) to increase Creighton's capacity to train students in public-health research. The grant was disbursed at $625,000 per year for each of the three years to address health disparities among medically underserved populations in Nebraska and Iowa. With this funding, HS-MACA established a COPC Public Health Research Program to increase student involvement in public-health research and to strengthen mentoring and tutoring services. COPC is currently in its tenth year of operation.

COPC is made up of four components: *Common Ground*, Health Disparities Research, Medical Student Scholarships, and Medical Student Tutoring.

Common Ground

Common Ground is an inter-professional forum where all students in the health sciences meet every Friday. It is an open and interactive forum in which the students can learn the principles of public health and health disparities from health professionals, researchers, and community partners. We held 22 *Common Ground* sessions in the 2014 – 2015 academic year and more than 850 students gathered to learn about Health Disparities in Nebraska and the region.

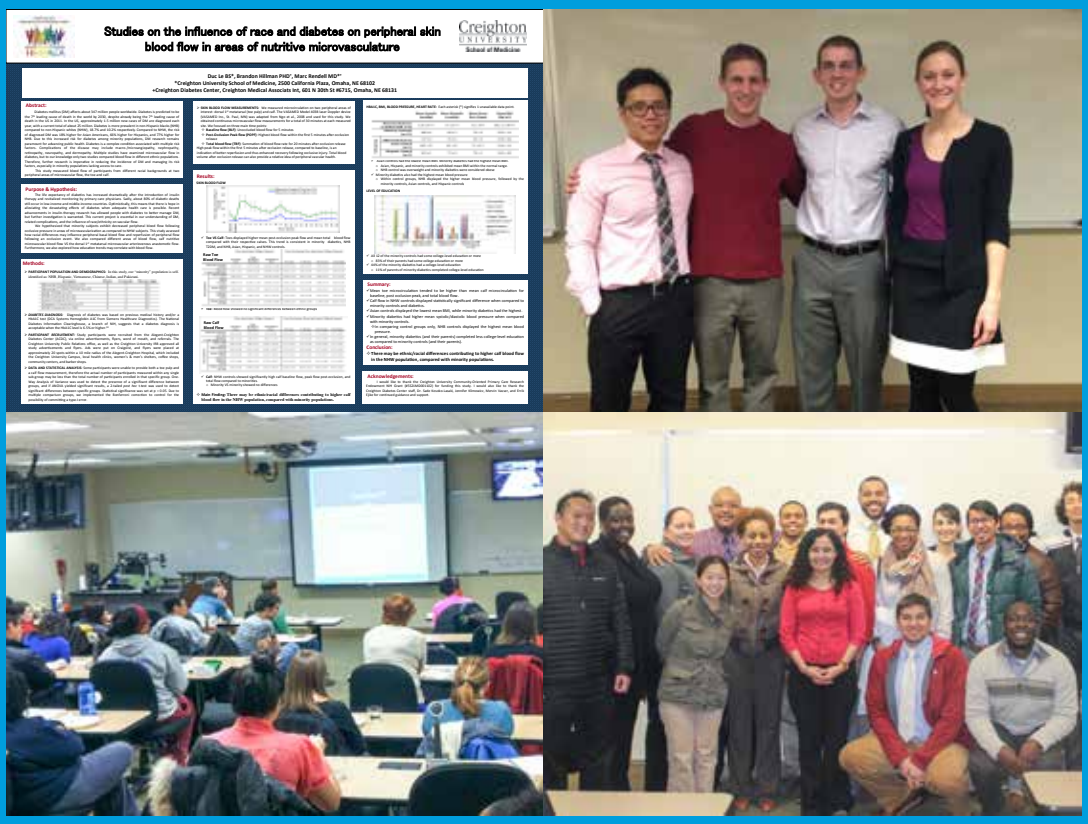
Health Disparities Research

Each summer, three first-year medical students participated in an eight-week COPC health disparity research project. Each student was paired with a faculty researcher with expertise in public health and presented their research at *Common Ground* during to the 2014 –2015 academic year. Below is a list of the medical students with their respective research topics (for the summer of 2014) and faculty mentors:

- Troy Kurz (M1), "Influences of insurance status on presentation, delivery of care, and hospital outcomes in patients who present to the hospital with coronary artery disease," Dr. Del Core (mentor)
- Duc Le (M1), "Studies on the influence of race and type of diabetes on peripheral skin blood flow," Dr. Marc Rendell (mentor)
- Breelan Kear (M1), "Assessment of physical activity in primary care: the sixth vital sign," Dr. Thomas Guck (mentor).

Two fourth-year (M4) medical students concluded COPC Longitudinal Health Disparities Research:

- Danielle Ramirez, M4, "A Study of Neuroimmune Function in Shunt Infections caused by Staphylococcus epidermidis Biofilm Formation," Dr. Jessica Snowden (mentor)
- Joseph Chen, M4, "High-Risk Smoking Behaviors and Barriers to Smoking Cessation Among Homeless Individuals," Lee E. Morrow, M.D (mentor)



Weekly *Common Ground* Sessions

Medical Student Scholarships

The COPC Scholarship is awarded to increase medical-school enrollment of health-disparity students interested in participating in health-disparity research. In 2014, eight M2 and one M3 students received a total of $26,700 in scholarships. Students were chosen based on academic standing, community involvement, and experience in health-disparity research. These students will do health-disparities research in the fourth year of medical school.

Medical School Tutoring

COPC continues to support mentoring and tutoring within the medical school. Programs offered included: Training Tutors (Train–the-Trainer method), One-on-One tutoring, and Supplemental Instruction (SI). In the 2014 – 2015 academic years we trained 22 students as tutors, provided 102 hours of tutoring to medical students, and over 2,000 students attended supplemental instruction sessions.

Overall, COPC had a successful 2014- 2015 academic year. We look forward to future collaboration with other programs in the community and with Creighton faculty mentors.

COPC is funded by National Institutes of Health Community Oriented Primary Care Endowment (NIH #1S21MD001102-01).

Building the Multicultural Health Care Workforce of Tomorrow

According to Civil Rights Data Collection statistics, 71 percent of white high school students attend schools that offer a full range of math and science courses, which in turn create more opportunities for health science careers. However, less than half of American Indian and Alaska Native high school students, 57 percent of African-American students and 67 percent of Latino students have access to the full range of math and science courses. Furthermore, students of color have not accessed post-secondary education or earned degrees at the same rates as white students, particularly in medical school.

The Health Sciences Multicultural and Community Affairs (HS-MACA) Office at Creighton University in Nebraska has committed to reducing these educational disparities, and is training a multicultural health care workforce to expand culturally competent health services in diverse communities. HS-MACA's pipeline initiative is designed to increase the share of minority students who are studying for careers in the health sciences – students from groups that are currently underrepresented, including blacks/ African-Americans, American Indians, Alaska Natives, Native Hawaiians, Pacific Islanders, Hispanics/Latinos, and specific Asian ethnicities. These students ultimately become strong applicants for competitive programs in medicine, dentistry, pharmacy and other health science disciplines.

When Creighton began this work in 1975, it was one of the first institutions to establish the Post-Baccalaureate (PB) Program that provides an additional year of academic preparation following undergraduate education before acceptance into medical or dental school for those underrepresented students who need it. Along with the PB Program, Creighton developed a successful summer-only program for provisionally accepted minority students studying medicine, pharmacy, physical therapy, occupational therapy, dentistry and other health science occupations. Thanks to Creighton University's PB and Pre- Matriculation Programs – widely regarded as innovative, effective and replicable – today, 450 practicing physicians, dentists, pharmacists and other health professionals have successfully completed their professional education. Most of these professionals now practice in rural and underserved communities. Building on its earlier efforts, including the now-retired Health Careers Opportunity Program and the Center for Excellence Program, Creighton University has developed six additional pipeline programs: Focus on Health Professions; Middle School Initiative; Sudanese Student Learning Initiative; Summer Research Institute; High School Health Disparities Community- Based Research Program; and, Summer Biomedical Health Disparities Research Training Program. These programs have introduced hundreds of young people to health science careers, beginning in the fourth grade and continuing through middle school, high school, college and beyond. During the 2013- 2014 academic year alone, 839 students participated in these programs.

Through these programs, young people gain exposure to career opportunities they otherwise might not have considered. Mentors encourage students to establish short- and long-term educational and professional goals and to make educational choices that foster an ongoing interest in health sciences. The Health Sciences Multicultural and Community Affairs Office continues to be recognized for its innovative work to raise the next generation of talented health professionals who are culturally diverse, culturally aware and dedicated to eliminating health disparities in our communities.

Contributed by: Jennifer Klimowicz, Program Supervisor, Health Science – Multicultural and Community Affairs at Creighton University and Mervin Vasser, Assistant Director, Health Science – Multicultural and Community Affairs at Creighton University

This article was published by the Office of Minority Health in The National Partnership for Action to End Health Disparities Fall 2014 Newsletter.

HS-MACA would like to congratulate
Jeff Lang, Assistant Director of Academic Enrichment
for recieving the
The Rev. John P. Schlegel, S.J., Diversity Awards for Excellence & Innovation in Teaching.

Welcome New HS-MACA Staff

Tameshia Harris, MPA
CPHHE-REACH
Program Supervisor

Born in Houston, TX, Tameshia moved at the age of 12 to Omaha. She continued to move back and forth between the two cities most of her life, attending Omaha Northwest High School during her junior and senior years.

Tameshia worked approximately 10 years in the insurance industry as an Underwriter. Prior to coming to Creighton University, she worked at Lutheran Family Services (LFS) for five years, first as Administrative Assistant for three years in the Behavioral Health and Substance Abuse Department and six months as a Parent Educator/Case Manager in the North Omaha Center for Healthy Families (Children's Services Department) before being promoted to Program Supervisor of Healthy Families America Home Visitation Program, where she work for a year.

Tameshia is the mother of two daughters; the oldest is a student at Metropolitan Community College and the youngest is a senior at Burke High School. She also is the proud grandparent of an infant grand-daughter.

Ms. Harris has a Bachelor of Science Degree in Business Administration and a Master's in Public Administration.

Spotlight on Diversity Alumni

Congratulations are in order for Blessing Inyang (M1), CUSOM-SNMA Vice-President. Blessing has been elected Region II Political Advocacy Liaison at SNMA's 51st Annual Medical Education Conference.

Valerie Pierre (M2) was appointed Co-Chair of the Health Policy and Legislative Affairs Committee of the Student National Medical Association for the administrative 2015-2016 year at the Annual Medical Education Conference 2015.

Pre-Matric Professor Honored
Congratulations to Pre-Matriculation Professor Diane Cullen, Ph.D.,for receiving the Mary Lucretia and Sarah Emily Creighton Award.

Congratulations to Brett Briggs HS-MACA Glaucoma Outreach , Coordinator for his acceptance into Indiana University School of Optometry. Brett will being his studies in the Fall of 2015.

Congratulations Dr. Amanuel Yoahnnes (Post-Bac Class 2010) on his marriage. Also pictured is Oludayo Olusanya, (Post-Bac Class of 2010).

Congratulations Kyle Downum (Post-Bac Class of 2011) on the birth of his son, Nathan Hank Downum.

Congratulations Joe Michaelsen (Former HS-MACA Staff member) on his marriage to Michelle

Congratulations Kyle Debungie (Post-Bac class 2015) on his marriage

Congratulations to Dr. Fasanya Uptagraft (Post-Bac Class 2004) on the birth of her daughter

Congratulations to Lich Pham (Post-Bac Class 2013) on the birth of his son, Isaac Praise Bao Pham

Congratulations to HS-MACA Program Assistant, Kira Chhatwal, for her acceptance into Penn State Dickinson School of Law. Kira will begin her studies Fall 2015.

Save the Date

Creighton Homecoming for Alumni, Families and Friends, and Reunion Celebrations

September 17-20, 2015

Tentative Schedule for HS-MACA Post-Baccalaureate and Pre-Matriculation Alumni Events

Friday, September 18th
Noon – 1:30 p.m.
HS-MACA Post-Baccalaureate and Pre-Matriculation *Common Ground* and Luncheon
Join the diversity students in the health sciences and the current post-bac students for this open and interactive forum to discuss health disparities topic .

Saturday, September 19th
8:00 – 10:00 a.m.
HS-MACA Post-Baccalaureate and Pre-Matriculation Alumni Breakfast and Walk
Spend your morning with the HS-MACA staff, Post-Bac faculty, and friends. Have breakfast, take a one-mile walk and enjoy the fresh air.

Saturday, September 19th
6:30 –10:30 p.m.
HS-MACA Post-Baccalaureate and Pre-Matriculation Celebration
Celebrate the success and history of the Post-Baccalaureate and Pre-Matriculation programs. All alumni are invited to enjoy food, music, and fun.

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HS-MACA Mission Statement

To promote Creighton University Health Sciences as a recognized leader in the training and development of a multicultural healthcare workforce that serves to reduce health disparities in underserved and diverse communities through research, culturally proficient education, community interaction and engagements.