HEALTH SCIENCES’ MULTICULTURAL AND COMMUNITY AFFAIRS

(HS-MACA) ANNUAL REPORT
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Office of Multicultural and Community Affairs in the Health Sciences (HS-MACA) - This office was established to help Creighton University educate future leaders in the health sciences for an increasingly multicultural society. Its services include recruiting and retaining URM students in the Creighton University Health Sciences Schools; promoting diversity awareness in the entire campus community; coordinating multicultural activities with other areas of the university; working to enhance cultural awareness of Health Sciences faculty, students, and staff; and promoting local involvement in multicultural communities, civic functions, and community service organizations. HS-MACA also provides academic, financial, and personal support services to these targeted students and administers special programs designed to increase minority participation in the health sciences.

The activities of the department in 2005/2006 will be described under various categories:

1. RECRUITMENT

A). Health Sciences Recruitment Activities
During the fall and spring semester of 2005 and 2006, the office of Health Sciences - Multicultural and Community Affairs interacted with 254 students who were interested in health science professions. States visited include Colorado, Georgia, Maryland, Washington, DC, and Virginia. Also, during visits to many campuses and while attending conferences, HS-MACA networked with pre-health advisers, faculty and administrators who have first-hand knowledge of outstanding students in their institutions.

B) “View HS-MACA”
Currently, View HS-MACA is a program that is part of the School of Medicine applicant student interview on Fridays. Applicants are introduced to the programs and support that HS-MACA offers. Since October - March 2005 -06, 374 medical school applicants have attended the program activity.

2. RETENTION ACTIVITIES

(A) Mentoring
The purpose of the HS-MACA Mentoring program is to provide participants in the HS-MACA programs formal and informal opportunities for counseling, mentoring and group support. Results include: improvement in academic performance of mentee, enhancement of interpersonal relationships, mutual feelings of honesty and respect, and rewarding and enriching experiences for all involved.

In 2004/2005, participants included ten (10) faculty members, four (4) staff members, sixteen (16) Health Science professional students, seven (7) Post-Baccalaureate students, nineteen (19) undergraduate students, and six (6) high school students.
(B) Common Ground
Previously known as “Meet the Associate Vice President HS-MACA” program, Common Ground currently serves as the forum for networking and for dissemination of information on health disparities as specified in the Community Oriented Primary Care (COPC) Endowment grant. Please see the description under 4 e.

3. ACADEMIC PROGRAMS

(A) Cultural Proficiency Activity for Medical Students
The fourth annual Cultural Awareness Seminar for 3rd Year Medical Students was conducted on April 20, 2006 for all current students (n=120). The seminar, consisting of a presentation on the definition of cultural competency, its benefits and barriers, was correlated with the changing demographics in the US. This presentation also included discussions on the importance of diversity and cultural sensitivity in health care. A diverse group of physicians and community members were invited to discuss their various cultures in small break out sessions and in a panel discussion. The students were served a cultural dinner and they were entertained by a Hawaiian dance troupe. Case studies were presented and discussed in small groups followed by group interactions. The students were also trained on the effective use of an interpreter in the clinical setting. The students were then given a “reflection” assignment and instructed to submit their own cultural awareness story.

The evaluations for the student seminar returned a favorable result of 3.73 on a 5 point scale. The highest ratings involved the students feeling that they had adequate opportunity for participation and that the facilitators were helpful to their learning, along with the overall design and organization of the seminar.

(B) Cultural Proficiency Seminar for Medical Residents
A similar seminar was conducted for Medical Residents on August 17, 2006. This was the first annual seminar for this audience. This seminar was presented in a half-day format in order to accommodate floor coverage at the hospital. Sixty-four residents were in attendance; thirty-five in the morning session and twenty-nine in the afternoon session.

The agenda for this seminar included a presentation on the results of a focus group conducted with minority community members in Omaha. The views of the selected members of the community about health care delivery system in Omaha were discussed. A speaker from the Center for Cross-Cultural Health in Minnesota presented a model on the application of intercultural sensitivity. Presentations were made by community members representing three different cultures with a question and answer session. Case studies were discussed as a group. The audience was also instructed on communicating effectively through the use of an interpreter.

The evaluations for the resident seminar returned a mean score of 4.06 on a 5 point scale. The areas rated the highest were the attendees’ opportunity to participate and that the information would be useful in the participants’ practice.
4. GRANTS

(A) Center of Excellence Activity Summary Report (Direct $596,732 - Indirect $47,739)

Student Performance –
♦ For AY2005-06, 19 of 20 (95%) M-1s advanced to M-2
♦ Individual Educational Plans were completed by the Academic Success Counselor for each of the M1 COE students.
♦ The Medical School tutoring program has grown tremendously over the past year.
♦ The Learning Resource / Testing Center has been greatly utilized.
♦ A Wellness Newsletter was developed to encourage active student participation in their own physical wellness,

Faculty Recruitment / Development –
♦ Three minority faculty members were hired during the COE grant cycle.
♦ Eight (8) faculty development activities were expanded
♦ Mentoring program for Jr. faculty was established
♦ Faculty Advisory committee meetings took place
♦ Two COE faculty members participated in National Professional Development programs and presentations
♦ Prepared Policy & Procedures Packet for COE faculty,
♦ Provided Curriculum for Preparation for Promotion and Tenure,
♦ Developed on-line calendar of faculty development activities,

Information Resources -
♦ The number of resources for the Multicultural Health Information Resource Center (MHIRC) has quadrupled and has far exceeded the grant objectives.
♦ The MHIRC and COE websites are completely functional and continually updated. Continuous efforts are being made to promote these sites.
♦ 2005-06 new purchases include: 164 books, 15 new journal titles, 37 new videos, 1 CD, 2 DVDs, 1 slide set, and web-based patient video in multiple languages.

Curricula –
♦ Implementation of a Health Disparities Elective.
♦ For AY 2005-06, a sub-committee was formed to formulate new curriculum-wide standards of professionalism including cultural competency. The sub-committee reported that their recommendations were accepted and adopted into the whole Creighton University School of Medicine curriculum.
♦ Curricular development has been included on the COE website
♦ Cultural Sensitivity is now required in all M3 clerkships.
♦ New ambulatory Care elective on a Native American Reservation is being offered.
♦ For AY2005-06, Cultural Competency and under-represented minority health issues were expanded in 17 courses in the medical school curriculum and clinical settings. The total number of hours of multicultural minority health issues has increased from 18 to 39 over 17 different courses.
Student Training -
- Nineteen (19) students are participating in the Family Practice summer preceptor course this year (an increase from 9 in 2004).
- For AY2005-06, the 326 to 406 hours objective (achieved in grant year one) has been maintained. Activities of medical service to URM populations include:
  - increased M1 students participating in Physical Diagnosis course at underserved sites,
  - increased M1 students rotating on Summer Preceptorships at underserved sites,
  - M1 students spent a week delivering health care at Pine Ridge Indian Reservation,
  - increased number of M2 students rotating on the Longitudinal Clinical course at underserved sites to 102,
  - increased the number of M2 students rotating on the Marginalized Patient course at underserved sites to 120,
  - increased the number of M3 students rotating on the Internal Medicine course at an underserved site to 44,
  - increased the number of M4 students rotating on electives at underserved sites to 31.

Competitive Applicant Pool –
- The number of COE defined Under-represented Minorities applying to CUSOM increased from 454 in 2005 to 590 this past academic year.
- Twenty-four (24) COE students entered the M1 class.
- Saturday Academy:
  - Fifty (50) 9-11th grade students attended the Center of Excellence Saturday Academy during the 2005-2006 academic years.
  - Ninth and tenth grade students attended 15 sessions and 11th grade students attended 30 sessions on basic academic skills review and ACT preparation.
  - 11th grade students took the three ACT and one SAT exams.
  - Additional enrichment activities that were provided include, “Dressing, Speaking and Behaving in a Professional Manner” and mock scholarship/admissions interviews.

(B) Health Careers Opportunity Program (Direct $420,443 - Indirect $33,636)
The Creighton University Health Careers Opportunity (HCOP) program is a federally funded grant project through the Department of Health and Human Services, Health Resources and Services Administration. Its purpose is to expose students to exciting professional options in the Health Sciences; to guide and support interest in medicine and health careers; strengthen study and thinking skills, and science and math expertise. The program in its current form officially began at Creighton University in September of 1999. It officially ended August 31, 2006 after nationwide federal cutbacks. It is divided into two subsections; 1) HCOP for middle school, secondary and undergraduate program is designed to facilitate and assist educationally or economically disadvantaged students in their studies in order to successfully enter health professions schools and eventually to work in underserved areas throughout the United States, contributing to the competitive applicant pool for professional schools; 2) the Post-Baccalaureate component provides a comprehensive program of coursework, clinical experiences, and support for preparation and admission to medical school. The successes of these programs are outlined below.
**Middle School Component:**
- Two hundred eighty one (281) Middle School Students participated in grades 6 to 8 Health Careers Exploration Club. Seven meetings were held during the school year and each member participated in activities addressing these topics; Students in the middle school HCOP Exploration Club (490 students) met six times in the academic year 2005-2006. Their meetings included; King Science Fair Help night; Science Fair Judging; King Science Outdoor Education; King Science field trip to SAC museum; Jesuit Middle School Science Magic Field Trip at CU; CollegeEd fundamentals; Zoo Field trip; King Science Career Fair day.

**High School Component:**
- All students who participated in the HCOP Summer component (25) 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, Kaplan 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 Financial Aid Workshop for parents and students.

**College Component:**
- Twenty-three (23) College students were in attendance at the Summer 2006 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. The courses offered included Molecular/Cellular Biology, Latin/Medical Terminology, General Chemistry, Organic Chemistry, College Calculus, College Success Skills, and Anatomy. At least 80% of those students increased their scores from pre to post test in the academic section. Two seniors from undergraduate matriculated into professional school, both in Dental School.

- Annual activities that took place included; volunteer Day at Siena/Francis House; FAFSA night with Parents and students; Careers in Medicine Speaker at Common Ground; Christmas Gathering Mentoring with the Post-Bac Students; Pharmacy/OT/PT Information Panel; Mentoring Kick-Off; Welcome Back September Monthly Meeting. 80 percent of students participated.

- Since its inception in 1999, HCOP has impacted 1285 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 six students who are enrolled in professional schools (including medical, dental, physical therapy, and pharmacy) and one who has completed EMS training.
Thirty-four Post Baccalaureate students have successfully enrolled in medical school since the inception of the grant.

Post-Baccalaureate Component:
- Seven (7) Post-Baccalaureate Program students participated in the HCOP Pre-Medical program. Five of the seven Post-baccalaureate Program participants successfully completed the program and were admitted to the School of Medicine. Students were engaged in Pre-MCAT Preparations, Health Professions Exposure in Primary Care settings, as well as a Pre-Matriculation Program of study. Students are given renewal scholarships based on their successful completion of the program.

- A fee-driven PreDental Post-Baccalaureate Program was initiated in June, 2005 since HCOP funding was not available. Five (5) Post-Baccalaureate students participated in this fee-driven PreDental Program. Four of the 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 renewal scholarships based on their successful completion of the program.

(C) Health Professions Partnership Initiative

The funding for this program ended in June 2005.

(D) Summer Research Institute for Minority Students
a) College ($37,716 Direct) ($3,017 Indirect)

b) High School ($20,000 Direct) ($2,850 Indirect)
In 2005-06, 5 students in the 10th, 11th, and 12th grades and 6 undergraduate participated in an intense research-based summer institute at Creighton University. Ten of Creighton University’s faculty served as mentors to these students. The high school and college students are eligible to apply for this worthwhile program if they are interested in biomedical research. To date, 100 college and 49 high school students have actively participated in the HS-MACA Summer Research Institute.

c) Discovery Research Institute ($25,000 Direct)
This program provides introduction to laboratory research careers. The purpose is to facilitate high school students’ first-hand experiences in learning about aspects of scientific research and its importance to the environment. In 2006, 15 students participated in a two-week program at King Science and Technology Center which consisting of activities, field trips, and education in laboratory research.
(E) Community Oriented Primary Care Endowment Activity ($625,000 Direct)
During the fall 2004 semester, students completed an initial needs assessment, which resulted in the selected topics for the 12 Common Grounds sessions offered during the spring of 2005. These same needs assessment data was used to determine the topics for this 2005-2006 academic year as well as student comments from the spring of 2005.

It is important to note that Common Grounds is a voluntary, unstructured program administered during the students’ lunch hour. Therefore, the administration of the pre-tests occurred during the month of September 2005 and post-tests were administered during April 2006. In addition, it is often the case that students who complete the pre-test are not available when the post-test is administered, and vice versa. Because the students might not attend all sessions, the data collected using this tracking process might be biased (e.g., the students who stop attending are unmotivated whereas those who attend during the end of the year might be more motivated).

1. During the 2005-2006 academic year, 23 sessions of Common Grounds were offered. The goal is to offer 12 Common Grounds session per year starting during Year 3. This goal has been exceeded.

2. The number of students attending these Common Ground sessions ranged from 5 to 38, with a mean of 21.5 attendees (median = 19.5). Thus, on average, approximately 20-21 students attended each session. Of these attendees, the number of URMs attending Common Grounds ranged 4 to 28, with a mean of 18.9 and median of 18.5. That is, an average of 19 URMs were in attendance in each session. This goal was also satisfactorily met.

3. Students attending the Common Grounds session are expected to demonstrate increased understanding of cultural proficiency. A cultural proficiency test was given at the beginning and end of the year to assess this.

This was the first year for the summer research piece of the endowment. The application process began in January and three students were chosen to participate. The students were matched with mentors who helped structure and oversee the research projects. The results of the research projects are still outstanding.
5. **GRANTS SUBMITTED 2005/2006**

1. NIH Short Term Training for Minority Students Program, ($40,733)
2. HHS-Creighton University Center of Excellent ($530,014)
3. HHS Pipeline to Success (HCOP) $454,079
4. NSF-Focus on Health Professions: A Creighton University Initiative ($1,148,318)
5. Coca-Cola Foundation, Inc. – Cyber Science and Mathematics Club (CSMC) ($418,620)
6. Prevent Blindness America/NIH – Nebraska Blindness Prevention Initiative ($6,225)
7. Prevent Blindness America/NIH – Nebraska Blindness Prevention Initiative ($934)
8. HHS-Health Professions Pathways Program (HPPP) ($110,799)
9. Friends of the Congressional Glaucoma Caucus Foundation/Centers for Disease – Preventing Glaucoma Blindness in Nebraska ($97,242)
10. Alegent Health – Prevalence of Glaucoma in Sudanese Immigrants ($92,539)
11. USDE – Cyber Science and Mathematics Club (CSMC) ($605,493)
12. Reobert Wood Johnson Foundation - Creighton University Summer Medical & Dental Enrichment Program (CUSMDEP) – ($1,198,421)
13. Friends of the Congressional Glaucoma Caucus Foundation – Glaucoma Screen Initiative (GSI) at Creighton University ($97,242)
14. HHS – Creighton Center of Excellence (COE) ($461,210)
15. NIH – Student Research and Training Program ($499,286)

**GRANTS AWARDED 2005/2006**

1. NIH – Short Term Training for Minority Students Program ($40,733)
2. HHS – Creighton University Center of Excellence ($38,239)
3. HHS – Creighton University Center of Excellence ($530,014)
4. HHS – Pipeline to Success (HCOP) $482,478
5. HHS – Creighton University Center of Excellence ($606,232)
6. HHS - Pipeline to Success (HCOP) ($467,159)
7. HHS – Creighton University Center of Excellence ($555,907)
8. Prevent Blindness America/NIH – Nebraska Blindness Prevention Initiative ($934)
9. Prevent Blindness America/NIH – Nebraska Blindness Prevention Initiative ($5291)
10. Friends of the Congressional Glaucoma Caucus Foundation/Centers for Disease – Preventing Glaucoma Blindness in Nebraska ($597,17)
11. Friends of the Congressional Glaucoma Caucus Foundation/Centers for Disease – Preventing Glaucoma Blindness in Nebraska ($538,50)

7. **COMMUNITY OUTREACH ACTIVITIES**

(A) **Focus on Health Professions**

Since its inception in 1994, over 3,255 students have participated in the Focus on Health Professions program. This past year 411 students participated in this program.
The students have evaluated the program highly and have demonstrated interest in health career profession. Each year, 7th grade – 12th grade students are selected based on high achievement and an interest in a health career. Students are able to attend programs that present health professions in a uniquely hands-on manner. High school students enrolled in the Omaha Public Schools Career Center are exposed to programs highlighting the journeys of Creighton health professions students as role models. They are invited to Creighton’s Cardiac Center to see doctors in action, and learn about the heart and good nutrition. In their twelfth grade year, students select a health professional to shadow.

(B) Glaucoma Screening Initiative
A Creighton University initiative in conjunction with the Friends of the Congressional Glaucoma Caucus Foundation (FCGCF) to prevent blindness due to glaucoma through education and screening. In July of 2006, the Glaucoma Screening Initiative received a van from FCGCF to facilitate glaucoma screenings in five states in the Midwest: Colorado, Kansas, Iowa, South Dakota, and Nebraska.

Over 60,000 individuals have received information on glaucoma and the need to be screened for glaucoma via literature, local newspapers, radio ads, local weekly publications, churches, and Health Fairs around the area and the Native American Reservations. From August 2005 through July 2006, seventy-five (75) Glaucoma screenings took place:

- **Counties Screened - 7**
- **Churches Screened - 9**
- **Businesses Screened – 66**
- **Total number of individuals screened - 1628**

(C) Glaucoma Awareness Month
Glaucoma Awareness month has an objective to heighten awareness of the risk of glaucoma in minority populations. In January 2006, a screening of 42 individuals at Pilgrim Baptist Church and 29 at the Chicano Awareness Center took place for a total of 71 people screened on the kick-off date. A total of 339 people were screened during Glaucoma Awareness Month 2006.

(D) Minority Health Month
Increase awareness of health disparity in minority populations in April 2005. This was done through the promotion of good healthy habits in the community in collaboration with the office of Minority Health in Lincoln.

(E) Preventive Ophthalmology in the Dominican Republic
Because of anecdotal reports from Creighton medical students of an increase in night blindness in children in the Dominican Republic (DR), the Office of Health Sciences’ Multicultural and Community Affairs (HS-MACA) in collaboration with the Institute for Latin American Connection (ILAC) at Creighton University and volunteer efforts of the President and CEO of Fountainhead Enterprise in Denver screened and distributed mega dose vitamin A capsules to over 200 children in the DR. In addition, 187 people were
screened for glaucoma and Dr. Lasaki completed six surgeries while in the Dominican Republic.

8. PRESENTATIONS

3. “Cultural Proficiency Seminar for Medical Faculty,” Creighton University Medical Center, Omaha, NE, 2003-Present (Annually).
4. “Cultural Awareness Seminar for Medical Students,” Creighton University Medical Center, Omaha, NE, 2002-Present (Annually).
5. “Cultural Awareness Seminar for Dental Students,” Creighton University Medical Center, Omaha, NE, May 2005-Present.

9. PUBLICATIONS


