Kyle Castaneda knows the value of mentors and connections for applying to medical school. A University of Louisville senior majoring in biochemistry, he credits the networking and advice he gained at events such as the Minority Pre-Health Symposium with helping him achieve admission to the UofL School of Medicine, where he will enroll this fall.

“I was from a very rural county. I was not prepared when I got to college to become a successful applicant for medical school,” Castaneda said. “I didn’t know a lot about when to shadow, when to volunteer or when to apply to medical school.”

High school and undergraduate students interested in health professions visited the UofL Health Sciences Center campus Feb. 10th to learn about career and educational opportunities, tour the Schools of Dentistry, Medicine, Nursing and Public Health & Information Sciences, and meet with advisers and potential mentors. Representatives from the four HSC schools were on hand to discuss with students the skills needed to navigate the road to higher education in the health sciences.

Hannah Granholm, a high school sophomore from Louisville, attended the symposium to learn more about becoming a nurse practitioner. “I learned that a nurse practitioner does more than just give people shots and medicine. They do a lot more, and it takes a lot of work to do it,” Granholm said.

Glenda Granholm, Hannah’s mother, encouraged Hannah to attend. “I thought she could get exposure to different fields and could talk to people who know the field. That way she’ll be more comfortable asking questions.”

Vivian Doyle, a second-year UofL medical student, took a group of the students on a tour of the School of Medicine. She said a mentor provides essential support for students aspiring to careers in medicine, dentistry or graduate studies.

“It’s definitely important to find mentors – a physician, a medical student or an upper classman. That way, if you do get nervous or you have your doubts, you can go to your mentor and ask advice,” Doyle said.

Barbara Ekeh, another second-year medical student, said the event also provided an opportunity to learn about the lesser-known careers in health care, such as public health, graduate studies or dentistry.

“There are so many avenues in
medicine and some are more visible than others. One student was asking, ‘What is public health?’ I didn’t know what that was until I was in college. Sometimes it can be a little overwhelming,” Ekeh said. “This is an avenue where they can meet other students to try and figure out what they are interested in doing.”

The event also allowed the students to connect with advisers and faculty members who could help them along in the process. Ashley O’Neil, a program coordinator in the UofL HSC Office of Diversity and Inclusion, helps students determine the best fit and guides them through the application process.

“There are people like me who will help you figure out your path and what it is going to take for you to succeed. I’m here to help in your journey with shadowing, clinical work, understanding the MCAT and its whole process, and the application itself,” O’Neil said.

Alona Pack, MSN, MA, RN, assistant professor in the UofL School of Nursing, said student organizations also can be important resources for the students. “We have support systems for minority students here, particularly the Black Student Nurses Association. They provide mentorship and academic support to the students. They also do community outreach and develop leadership skills. It’s a good network for the students.”

The Student National Medical Association, Student National Dental Association, Health and Social Justice Scholars, Black Student Nurses Association, and the UofL Health Sciences Center Office of Diversity and Inclusion hosted the program, attended by 85 high school and undergraduate college students. The event was funded by the UofL Student Government Association Club Programming Committee and the UofL Commission of Diversity and Racial Equality.

Castaneda said events such as the symposium can help students connect with other programs and student organizations, which he found helpful. Castaneda attended the Professional Education Preparation Program prior to college, and joined the Multicultural Association of Pre-Medical Students once he arrived on campus.

“PEPP particularly got me up to speed and it made me feel a lot more comfortable when I got to college. I just kept doing the programs. They give you more exposure to the field. They let you meet great people and they help you along the process.”

See the photo gallery from the event here. For more information on mentoring programs, visit the UofL HSC Office of Diversity and Inclusion website.
School of Dentistry

Expanding Diversity Curriculum Experience
by: Shannon Fitzgerald, Coordinator. Office of Dental Clinical Affairs

The School of Dentistry (ULSD) is expanding curricular experiences around the topics of diversity, inclusion, and cultural competency. The ULSD cultural competency program was designed in 2015, including didactic lectures and practical standardized patient sessions. This year’s new programming was intent on bringing in more interactive components. The predoctoral DMD students completed an online course called Think Cultural Health: Cultural Competency Program for Oral Health Professionals, developed by the U.S. Department of Health and Human Services. This course set the didactic fundamentals of cultural competency, opening up face-to-face lecture time for interactive, experiential learning. Dental faculty Sherry Babage, D.M.D., Gay Baughman, D.M.D. and clinical affairs staff Shannon Fitzgerald, M.S. joined with the Director of the HSC LGBT Center Stacie Steinbock, M.Ed. to explore new ways to engage students with the diverse populations they will serve in ULSD clinics and in their respective communities upon graduation.

After reviewing the existing curriculum, time was specifically allotted to engage topics of health equity, social determinants of health, communication, and patient-centered care. This group also facilitated a student focus group to identify how students wanted to learn and receive information on these topics, and used that data to build this year’s pilot sessions. Working together with a curriculum subcommittee, this group drafted a vertically-integrated series of lectures, evaluations, and reflective assignments to engage students with these topics from D1 to D4 year. The following workshops and exercises were added this year:

The D1 Introduction to Clinical Dentistry course recently had a visit from Dr. Faye Jones, M.D., Ph.D., M.S.P.H. Ryan Simpson, M.D.A. and Ashley O’Neil, M.P.H. to introduce the concepts of Social Determinants of Health and Health Disparities. Students engaged throughout the workshop, and has sparked interest in starting a student public health interest group for ULSD.

The D2 Introduction to Clinical
Dentistry course hosted two Friday afternoon workshops focused on identity, inclusion, communication, and the patient-centered toolbox. The Think Cultural Health online course was a prerequisite to these sessions. The first session featured a patient panel of community members with diverse backgrounds to speak to the students about their experience engaging with healthcare providers. The panel included individuals who spoke about West Louisville residents, people recovered from drug addition, immigrants and patients with Limited English Proficiency, and patients with HIV/AIDS. These powerful speakers offered insight into the communities and how to engage with them. Student reflections expressed that they want to know more about the resources for serving the Louisville community, they want to know more about Redlining and how that has affected Louisvillians west of 9th street (see the book The Color of Law), and how they can have more diverse experiences. Since the lectures, some students reached out to panelist Kim Denise Moore, and are now mentors for at-risk youth in Louisville.

The second session focused on identity and intersectionality, offering self-assessment tools, and a patient-centered toolbox for communicating effectively with patients. Three distinct role plays were designed to engage students with realistic cases involving using a Spanish language interpreter, conducting an initial appointment with a transgender patient, and treating a senior African American woman, all as potential patients for the ULSD denture course. The role plays were interactive, asking students to drive the questioning, and reflect on the importance of the patient’s identities and responses.

The students consistently offered feedback and contributed to the workshops. The feedback will be used to tailor future sessions to the students’ needs, with the intent on preparing them to be the best, patient-centered providers to whoever sits in their dental chair.

600 Children Screened Through Give Kids a Smile Day

UofL School of Dentistry students recently provided nearly 600 free dental screenings for children at Engelhard, Roosevelt Perry, Camp Taylor, Wilkerson, Jeffersontown and Rutherford Elementary schools. The initiative was part of the American Dental Association’s Give Kids a Smile Day, hosted during National Children’s Dental Health month.

Dental students looked for signs of dental decay and cavities, and notified parents or legal guardians about the findings. School of Dentistry staff are following-up with parents of children with urgent needs to schedule treatment appointments.

In addition to the screenings, dental hygiene students visited classrooms at each of the six Jefferson County Public Schools – providing oral health education to about 2,000 children. The dental hygiene students explained how to properly brush and floss, and talked with children about the importance of visiting a dentist and how to make healthy snack and drink choices.

The JCPS Academic Support Services and Family Resource Coordinators and Health Services collaborated with UofL on the effort, along with many community partners including the ADA Foundation, Rob Arnold and Aetna Better Health of Kentucky, Avēsis Incorporated, a Guardian Company, Delta Dental of Kentucky, Louisville Dental Society, Louisville Water Company, Smile Kentucky! and Tyler Village Subway.
School of Medicine

UofL Leading Nationwide Efforts to Improve Lifelong Care for People with Intellectual/Developmental Disabilities

At one time, people with intellectual/developmental disabilities (IDD) were mostly children. Thanks to medical advances and the deinstitutionalization movement, the number of adults living in the community with IDD has grown dramatically. These individuals require the same healthcare services as any adult, but their care may come with added challenges. Most physicians in adult medical specialties have not been trained to work with these patients, and may not be comfortable with the communication challenges or other unique needs they may have.

Priya Chandan, M.D., M.P.H., assistant professor in the UofL School of Medicine and in the School of Public Health and Information Sciences, is leading nationwide efforts to help future physicians become more knowledgeable about caring for patients with IDD throughout their lives. Chandan, who has an older brother with Down syndrome, has a personal understanding of the need for physicians who can provide equitable care for people with IDD.

Chandan also is working with Amy Holthouser, M.D., senior associate dean of medical education, to develop the educational programs at UofL. One program is an elective rotation for fourth-year students at Lee Specialty Clinic, an interdisciplinary clinic that focuses on caring for people with IDD that is funded by the Commonwealth of Kentucky. Through working with the patients and staff at Lee Specialty Clinic, the students will become more comfortable treating these patients.

In addition, second-year medical students at UofL are participating in small group discussions led by Special Olympics Kentucky (SOKY) athletes in the Athlete Leadership Program. The goal of these discussions is to help the students better understand the needs of IDD patients by hearing their story and having the athletes express their needs.
Morgan Turner, a SOKY Athlete Ambassador who has met with the second-year students, said the most important message he wants to convey to the students is to include him in communication.

“When working with someone with a disability, be patient and ask questions to the patient and the parent. Don’t just talk to the parent,” Turner said.

“Communication is a big part of it,” Chandan said. “While this is a medical education project, we also see this as a way for people with intellectual and developmental disabilities to be self-advocates. Having them speak directly to medical providers about what it is like to be a patient and what they need from us is powerful.”

Chandan recently received two additional grants to expand her work. The first, an SOI Inclusive Health Innovation Grant, aims to improve education for resident and attending physicians regarding care for people with IDD. Chandan will be working with the American Academy of Physical Medicine & Rehabilitation(AAPM&R), leading efforts to educate resident and attending physicians regarding physiatrists’ role in the care of patients with IDD. Darryl Kaelin, M.D., chief, professor and residency director of the UofL Division of Physical Medicine and Rehabilitation and president of AAPM&R, also is working on the project.

The second grant is from the Working for Inclusive and Transformative Healthcare (WITH) Foundation to collaborate with the University of Kentucky’s Human Development Institute to develop a tool to aid with informed consent discussions. The tool will have the look of a graphic novel and will help facilitate conversations between healthcare providers, patients with IDD and supporters.

“I went to medical school with the intention of being a physician who serves patients with IDD,” Chandan said. “Along the way, I realized that we have work to do in terms of health education and healthcare delivery. My goal with these efforts is to improve care for these patients.”

**Nominate an Older Adult Living Life to the Fullest**

Do you know someone 85 years or older who is an outstanding example of what it means to age well? Nominate them for the Gold Standard Award for Optimal Aging, an award given by the University of Louisville’s Institute for Sustainable Health & Optimal Aging.

“This distinction celebrates not only lifetime achievements but also the continuing contribution of older adults,” said Christian Furman, M.D., medical director of the institute. “This award is one of the cornerstone events of Optimal Aging Month in September, a time dedicated to promoting the view that aging is an opportunity, not a disease.”

Now in its seventh year, the award recognizes adults 85 years or older who are outstanding models of optimal aging in the physical, social, spiritual and creative aspects of life.

“Optimal aging is the ability to flourish throughout one’s lifespan. It is not a specific level of achievement but rather a state in which a person is able to continue living life to its fullest,” said Anna Faul, Ph.D., executive director of the institute.

The public may nominate an older adult for the Gold Standard Award for Optimal Aging through April 15. Multiple award winners will be announced during a luncheon September 7 at the Crowne Plaza, 830 Phillips Lane. Former radio personality Wayne Perkey will serve as master of ceremonies. Tickets are $35 per person. The event benefits the Institute for Sustainable Health & Optimal Aging and its efforts to empower older adults to flourish.

Along with the nomination form, sponsorship and registration information also is available online. For questions, call 502-852-5629 or email OptimalAging@louisville.edu.
Professor Wins National Award for Book on Mental Health Nursing


The book focuses on the global perspective of mental health nursing and examines issues that affect mental health practice and research, evidence-based health promotion strategies, and studies of problems and approaches to mental health care in different countries. Nurses from more than 10 countries – including Argentina, Egypt, England and Japan – contributed to the book.

Hines-Martin co-edited the book with Georgetown University Department of Professional Nursing Practice Chair and Associate Professor Edilma Yearwood, Ph.D., R.N., P.M.H.C.N.S.-B.C., F.A.A.N.

The judges commented, “This is a lovely, well-written, thoughtful book that provides a comprehensive and exhaustive review of global aspects of mental health nursing... So many books give a homogenized, Americanized version of these issues in other cultures. It is refreshing to read specialized descriptions written by authors with relevant cultural experience. One of the best examples of this is the chapter describing disaster mental health care in Japan. Its recommendations, described in great detail, can apply to any country facing a natural disaster.”

Faculty Spotlight —
Muna Hammash, PhD, RN

Dr. Muna Hammash, assistant professor in the U of L School of Nursing, was recently awarded grant funding as a co-investigator on a R01 grant.

The study in brief: Caregivers of patients with chronic diseases are highly susceptible to have psychological problems including depression. Depression is an important risk factor for cardiovascular disease (CVD) development, morbidity and mortality. Rural caregivers are at higher risk for developing CVD compared to their urban counterparts due to a nexus of structural, contextual, and individual factors. A two-group randomized, controlled design will be used to determine effects of the proposed self-management CVD risk reduction intervention (i.e., Rural Intervention for Caregivers’ Heart Health [RICHH]) on CVD risk factors and depressive symptoms in rural caregivers of patients with chronic illnesses.
Public Health and Information Sciences

LGBTQ Adolescent Health Study Seeks to Understand Local Issues and Priorities

by: Ryan Combs, PhD, Assistant Professor, School of Public Health & Information Sciences

Lesbian, gay, bisexual, transgender, and queer/questioning (LGBTQ) young people are more visible than ever, but face stark health disparities due to social stigma and a lack of culturally competent health services. While many have positive experiences as they discover and explore their identities, their health outcomes, both mental and physical, depend upon social determinants of health and the quality of their support systems. Constructing health-related services and disseminating effective resources requires us to consider sexual and gender minority adolescents’ information needs, existing resources, community capacity, and culture.

The academic literature says that depression, suicide, substance misuse, violence, sexual health, and homelessness are among the key health concerns for LGBTQ young people. Gender nonconforming youth of any sexual orientation are at a higher risk for childhood physical, psychological, and sexual abuse. This and other trauma puts them at risk for a variety of physical ailments such as cardiovascular disease, chronic pain, and poor immune function. Over one fifth of gay or lesbian students did not attend school for one or more days in the past month due to worries about their safety. Compounding these concerns, health information targeting LGBTQ adolescents is limited and, often, inaccurate.

The modest number of existing health interventions and communication materials targeting LGBTQ youth have either been created for a general audience or intended for use in large metropolitan areas. It is unclear the extent to which they reflect the health priorities and cultural needs of Louisville’s unique blend of Southern and Midwestern culture. We have a vibrant LGBTQ community in the city, but at times young people can be excluded from the services and support systems available to adults. We saw a clear research gap.

Our research team is undertaking a mixed methods study on the topic of LGBTQ adolescent health. We are conducting focus groups with young people and interviewing adult stakeholders such as parents, educators, doctors, mental health professionals, and social workers. This will provide us with an evidence base upon which to create a community-informed, comprehensive health communication campaign later this year. Our team includes Dr. Maurice Gattis from the Kent School of Social Work, Dr. Kendall Purcell and Dr. Amber Pendleton from Pediatrics, Dr. Kinton Rossman from TSTAR, and Public Health students Kamau (TiQi) Brown and Taylor Young. The team is partnering with Louisville Youth Group and the Jefferson County Public Schools LGBTQ Stu
dent Supports Subcommittee and is funded through the Cooperative Consortium for Transdisciplinary Social Justice Research (CCTSJR).

We hope our research will be used to help local stakeholders develop culturally tailored health services and information to meet the needs of LGBTQ youth in the city. We would also like to see similar work replicated in other locations, so we can gain a better understanding of the diversity among sexual and gender minorities in communities across the country. If you would like to learn more about our work, please visit www.communityresearchlouisville.com/lgbtq.

Upcoming Diversity Events & Announcements

- **Refugees and Healthcare in the US**
  *Listening to the experiences of refugees regarding the challenges of coming the United States and navigating the US healthcare system.*

  **When:** Thursday, March 22, 12:00 to 1:00 pm
  **Where:** Kornhauser Library Auditorium

  **Panel of Guest Speakers featuring:** Rebecca Ford, MPH, State Refugee Coordinator for the Catholic Charities Kentucky Office for Refugees; Gulalai Wali Khan and Coraline Brown, Kentucky Refugee Ministries; Refugees to Louisville.

  All students, faculty, staff, personnel and members of the public are welcome to this free panel event highlighting the firsthand experiences of refugees to Louisville. Topics of discussion may include speakers’ individual experiences of coming to Kentucky as a refugee, the unique challenges refugees face when interacting with healthcare workers in a new country, and advice for providers on making these transitions easier for refugee clients.

  *This event is free and open to the public. Please RSVP by clicking here before noon Wednesday, March 21, 2018.*

- **Dismantling Structural Inequality**
  *Lock-ups, Systemic Chokeholds, and Race-Based Policing*

  **When:** Friday, March 23, 9:00 am to 2:30 pm
  *Continental Breakfast 8:00-9:00 am*
  **Where:** Brandeis Law School, Cox Lounge

  Perhaps no other societal system underscores the devastating impact on African-Americans and other communities of color more than the criminal justice system.

  Using three books as a basis for panel discussions, the symposium will engage scholars from a variety of disciplines in a critical analysis of the social, economic, political and human implications of disproportionate incarceration and the system that drives it.

  Professor Paul Butler’s *Chokehold* explores the pervasive narrative of Black male criminality and violence. In *Locking Up Our Own*, Professor James Forman, Jr. uncovers how Black public officials joined the “war on crime” and promoted policies that contributed to the disproportionate incarceration rates we see today. *Policing the Black Man*: A series of essays edited by Professor Angela J. Davis, this book describes how disproportionate impact is prevalent throughout the criminal justice system.
On February 23-24, 2018 the University of Louisville Hosted the 45th Annual Dr. Joseph H. McMillan National Black Family Conference. Dr. Joseph H. McMillan, former assistant provost for Academic Affairs and Minority Affairs at the University of Louisville, began his work with the Black Family in America Conference more than 40 years ago in an effort to carry on his belief that scholarship begins in the home.

This year’s theme, “Elevating the Health and Safety of the Black Family and Community”, held a powerful punch and was disseminated through an array of workshops and profound keynote speakers. The conference opened with a panel discussion which was titled the same as the theme for the conference. Breakout sessions included topics such as, “Addiction and the Black Community: What you Need to Know in 2018”; “Promoting Healthy Lifestyle Changes for the Black Family and Community through Education and Orientation to Diabetes and Prostate Cancer”; “Turning Murder on its head using CBPR: The killing of a black youth in one U.S. city mobilizes community power in another Black Race and Community”; “Black Men as Agents of Change in Children’s Literacy Success”; and “The Healing Power of African Heritage, Culture, Community and Connection.”

On night one of the conference a banquet was held with special guest and keynote speaker Melissa Harris-Perry. Professor Harris-Perry is the Maya Angelou chair at Wake Forest University as well as the Faculty Director of the Pro Humanitate Institute and founding director of the Anna Julia Cooper Center. She received her BA in English from Wake Forest University and her PhD in political science from Duke University. She previously served as faculty at the University of Chicago, Princeton University, and Tulane.

Closing out the Conference on Saturday was a lovely brunch with keynote speaker Ms. Sybrina Fulton, mother of Trayvon Martin. Ms. Fulton has dedicated “her life to transforming family tragedy into social change” since the violent confrontation that resulted in the death of her son in 2012. Her message appealed to people’s hearts inciting hope and change.

The 45th Annual Dr. Joseph H. McMillan National Black Family Conference was an inspirational success for the black family, the black community, and for the future of both.
Martha Layne Collins, born December 7, 1936, is an American former businesswoman and politician from the U.S. state of Kentucky; she was elected as the state's 56th governor from 1983 to 1987, the first woman to hold the office and the only one to date. Prior to that, she served as the 48th Lieutenant Governor of Kentucky, under John Y. Brown, Jr. Her election made her the highest-ranking Democratic woman in the U.S. She was considered as a possible running mate for Democratic presidential nominee Walter Mondale in the 1984 presidential election, but Mondale chose Congresswoman Geraldine Ferraro instead.

After graduating from the University of Kentucky, Collins worked as a school teacher while her husband finished a degree in dentistry. She became interested in politics, and worked on both Wendell Ford's gubernatorial campaign in 1971 and Walter "Dee" Huddleston's U.S. Senate campaign in 1972. In 1975, she was chosen secretary of the state's Democratic Party and was elected clerk of the Kentucky Court of Appeals. During her tenure as clerk, a constitutional amendment restructured the state's judicial system, and the Court of Appeals became the Kentucky Supreme Court. Collins continued as clerk of the renamed court and worked to educate citizens about the court's new role.

Collins was elected lieutenant governor in 1979, under Governor John Y. Brown, Jr. Brown was frequently out of the state, leaving Collins as acting governor for more than 500 days of her four-year term. In 1983, she defeated Republican Jim Bunning to become Kentucky's first woman governor. Her administration had two primary focuses: education and economic development. After failing to secure increased funding for education in the 1984 legislative session, she conducted a statewide public awareness campaign in advance of a special legislative session the following year; the modified program was passed in that session. She successfully used economic incentives to bring a Toyota manufacturing plant to Georgetown, Kentucky in 1986. Legal challenges to the incentives – which would have cost the state the plant and its related economic benefits – were eventually dismissed by the Kentucky Supreme Court. The state experienced record economic growth under Collins' leadership.

At the time, Kentucky governors were not eligible for reelection. Collins taught at several universities after her four-year term as governor. From 1990 to 1996, she was the president of Saint Catharine College near Springfield, Kentucky. The 1993 conviction of Collins' husband, Dr. Bill Collins, in an influence-peddling scandal, damaged her hopes for a return to political life. Prior to her husband's conviction it had been rumored that she would be a candidate for the U.S. Senate, or would take a position in the administration of President Bill Clinton. From 1998 to 2012, Collins served as an executive scholar-in-residence at Georgetown College.