



Health Sciences Center Office of Diversity and Inclusion

2017 – 2018 Annual Report



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Message from the Associate Vice President for Health Affairs/Diversity Initiatives

To our stakeholders

I can reflect on the past year with gratification for our accomplishments yet I continue to be inspired. Inspired to continually push our goals to reflect the challenges that we face. These challenges come in many forms and underscores the uncertainty and apprehension many feel for our future. Still, I feel our future is bright because we learn and grow from adversity. As stated in our vision statement, we have an opportunity *“to be a model for innovation for health equity driven by excellence in education, community outreach and research while strengthening the climate by supporting a diverse and inclusive learning and working environment.”* The 2017-2018 HSC Annual Diversity Report renews its’ focus on the four critical and interdependent components of 1) Access, Equity & Success; 2) Curricular Transformation; 3) Learning & Development; and 4) Campus Climate as outlined by *American Association of Colleges and Universities Model of Inclusive Excellence and Change in Postsecondary Institutions*. It is vital that we, as a university and its Health Science Center campus, incorporate diversity, inclusion, and yes, equity, in all of these interlocking elements to achieve excellence in our work and environment.



Innovation through health equity is the endpoint. This can only be achieved when we embrace the many differences in perspectives, thoughts, experiences, belief systems and cultures of our students, faculty and staff. We strive for an environment where everyone feels empowered to share their ideas and experiences as they bring their authentic self to the workplace. Using the collective knowledge and experience of our present and future workforce, we can improve on pre-existing strategies and advance new areas for exploration to better connect us to our customers and communities we serve.

Within this report the reader will get a glimpse of what we look like (Access, Equity & Success); what are we doing (Curricular Transformation: Learning & Development); and how we feel (Campus Climate). The report also reflects on the importance of community outreach and the bidirectional beneficial relationship with community partners. Although a data driven picture of the diversity of the workforce is provided, it doesn’t tell the full picture of our efforts. Therefore, a sampling of the accomplishments and activities are provided to give a more complete picture of our campus. We recognize this work is a continuum and needs to be advanced and adapted over time. We hope to build on the efforts already in place and strengthen our processes and policies to promote change. With this goal, we ask for everyone’s involvement as we move forward to fully achieve the university’s aspiration of excellence.

V. Faye Jones, M.D., Ph.D., M.S.P.H.

Vision & Mission

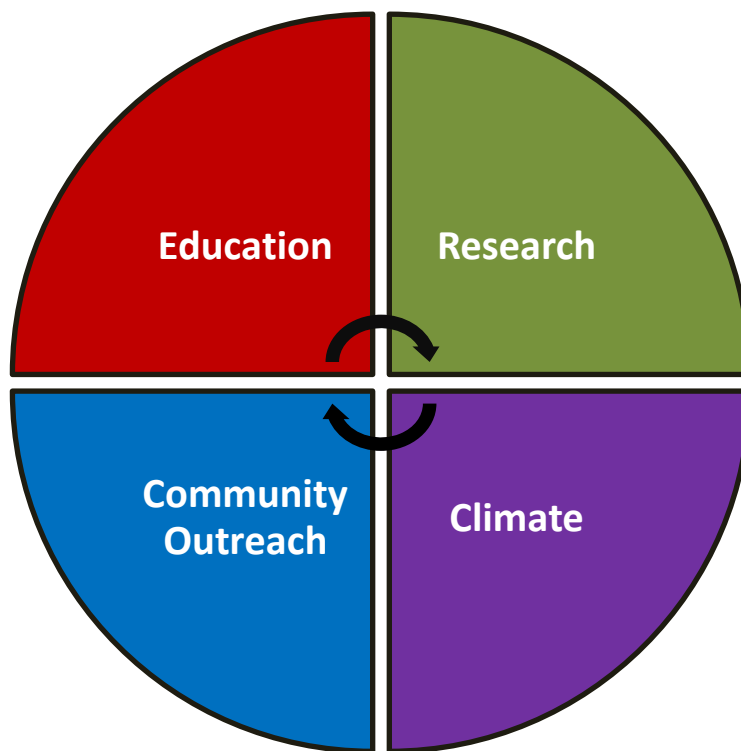
Vision

To be a model for innovation for health equity driven by excellence in education, community outreach, and research while strengthening the climate by supporting a diverse and inclusive learning and working environment.

Mission

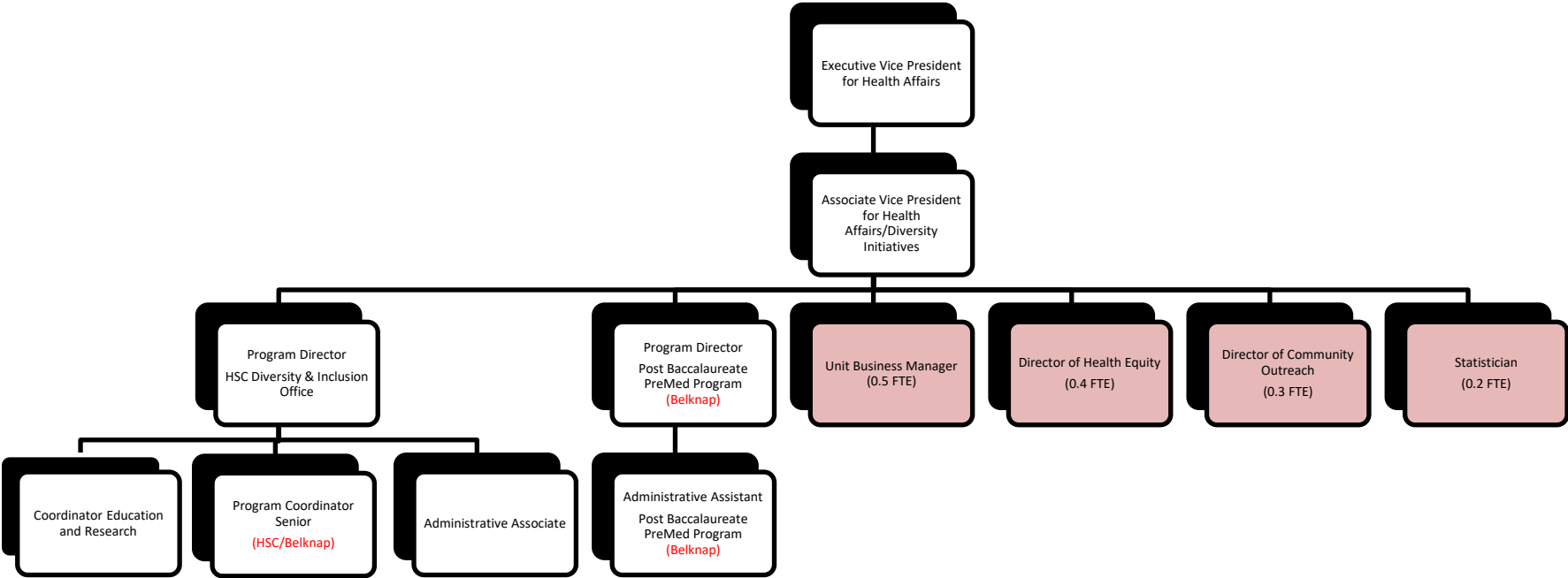
To conceptualize, cultivate and coordinate partnerships across the schools of Dentistry, Medicine, Nursing, Public Health & Information Sciences, and the community at-large by building organizational capacity and expanding leadership competency for the HSC diversity and inclusion efforts.

HSC Office of Diversity and Inclusion Pathways to Health Equity



Interconnection of Education, Research, Community Outreach and Climate to impact

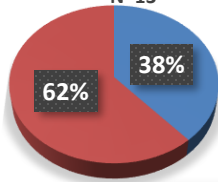
Organizational Chart



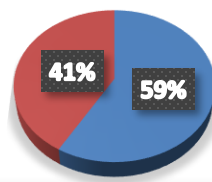
A Glimpse of Our Workforce

		2014	2015	2016	2017	2018
Category Administrator	Status					
	Full-Time	16	15	15	13	13
	Part-Time				1	
Subtotal: Administrator		16	15	15	14	13
Exempt Staff	Full-Time	928	982	685	651	642
	Part-Time	68	76	30	31	33
Subtotal: Exempt Staff		996	1058	715	682	675
Faculty	Full-Time	945	991	1001	975	957
	Part-Time	194	187	191	200	237
Subtotal: Faculty		1139	1178	1192	1175	1194
Graduate Assistants	Full-Time	2	0	1	0	0
	Part-Time	142	157	152	159	152
Subtotal: Graduate Assistants		144	157	153	159	152
Non-Exempt Staff	Full-Time	348	361	688	673	659
	Part-Time	27	27	61	73	70
Subtotal: Non-Exempt Staff		375	388	749	746	729
Other Staff	Full-Time	688	681	690	720	708
	Part-Time	0	1	1	1	1
Subtotal: Other Staff		688	681	691	721	709
Total		3358	3478	3515	3497	3472

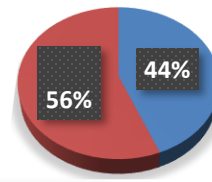
Administrators By Gender
N=13



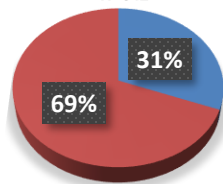
Full-time Faculty By Gender
N=957



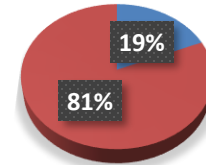
Part-time Faculty By Gender
N=237



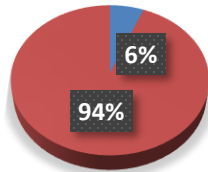
Full-time Exempt Staff By Gender
N=642



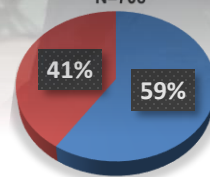
Part-time Non-Exempt Staff
By Gender
N=70



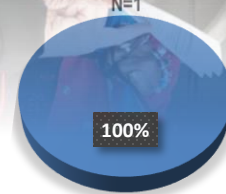
Part-time Exempt Staff By Gender
N=33



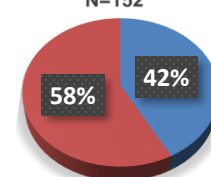
Full-time Other Staff By Gender
N=708



Part-time Other Staff By Gender
N=1



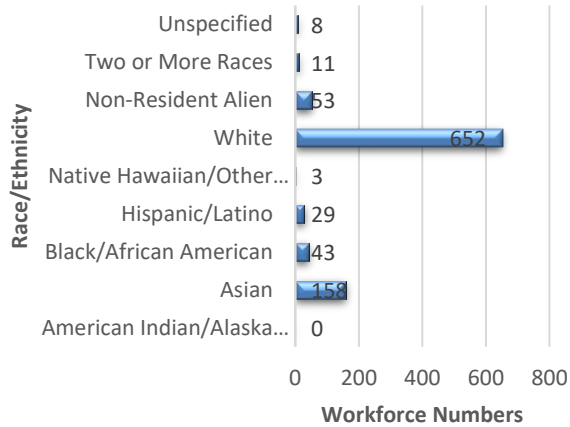
Graduate Assistants By Gender
N=152



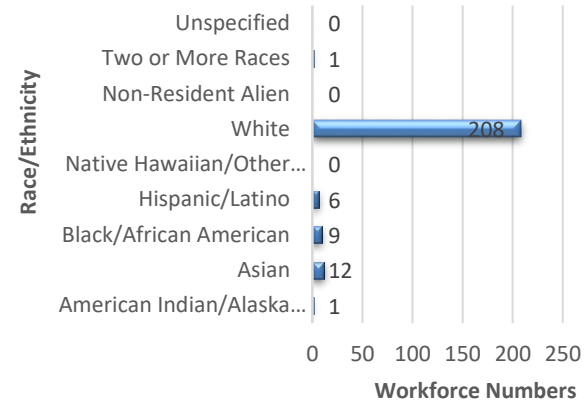
Female

Male

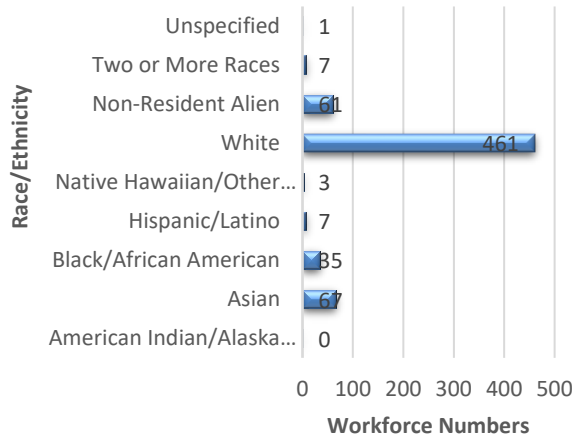
Full-time Faculty By Race/Ethnicity



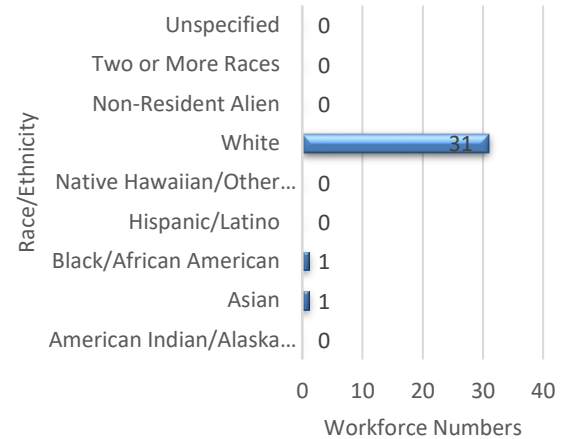
Part-time Faculty By Race/Ethnicity



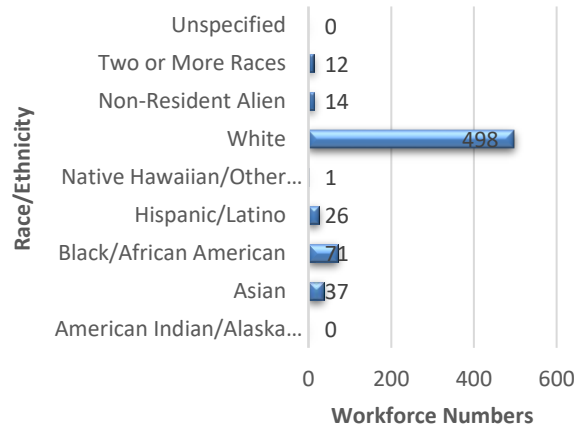
Full-time Exempt Staff By Race/Ethnicity



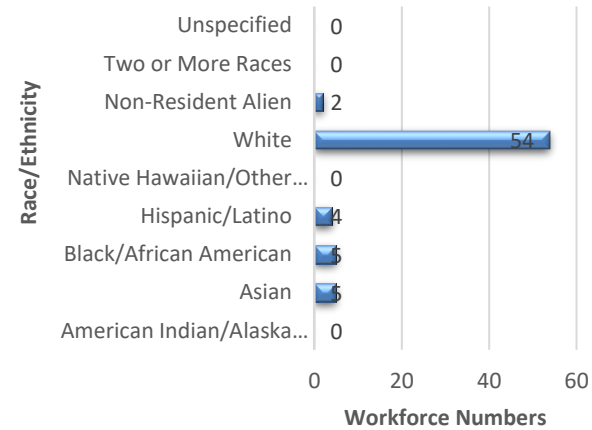
Part-time Exempt Staff By Race/Ethnicity



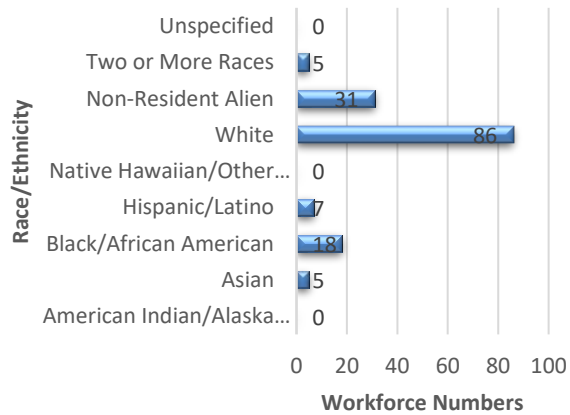
Full-time Non-Exempt Staff By Race/Ethnicity



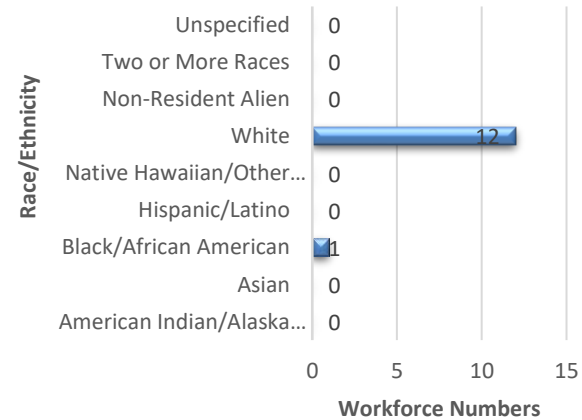
Part-time Non-Exempt Staff



Graduate Assistants By Race/Ethnicity



Administrators By Race/Ethnicity



Education

Our objective is to provide a forum for the HSC community that addresses issues of diversity and health inequality.



HSC Education Highlight

The School of Dentistry (ULSD) has expanded curricular experiences around the topics of diversity, inclusion, and cultural competency. The ULSD cultural competency program was designed in 2015 and included didactic lectures and practical standardized patient sessions to bring more interactive components. The predoctoral DMD students completed an online course called Think Cultural Health: Cultural Competency Program for Oral Health Professionals, which was developed



Panelists from left to right: Sandro Fajardo, Brunhilda Williams-Curington, Kim Denise Moore, and Deborah Wade

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 recently joined with the HSC LGBT Center and the HSC Office of Diversity and Inclusion to explore new ways of engaging students with the diverse populations they will serve in ULSD clinics and in their respective communities upon graduation. Topics included health equity, social determinants of health, communication, and patient-centered care. Vertically-integrated series of lectures, evaluations, and reflective assignments were incorporated to engage students from D1 to D4 year. The following workshops and exercises were added this year: D1 Introduction to Clinical Dentistry course to introduce the concepts of social determinants of health and health disparities. The D2 course, Introduction to Clinical Dentistry, hosted workshops focused on identity, inclusion, communication, and the patient-centered toolbox. 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 recovering from drug addiction, immigrants and patients with Limited English Proficiency, and patients living with HIV/AIDS. Additionally, three distinct role plays were designed to engage students with realistic cases involving the use of a Spanish language interpreter, conducting an initial appointment with a transgender identified patient, and treating a senior African American woman, all as potential patients for the ULSD dental course. The role plays allowed 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.

Health and Social Justice Scholars

“Our societal challenges have never been greater. It will take every mind, body, and the spirit of good will to solve them. Working together, it can be done.”

Darryl Robinson, Dignity Health

The HSC ODI works with our four HSC schools to develop initiatives to achieve health equity by re-envisioning educational frameworks, developing fuller research agendas, enriching clinical experiences and deepening community involvement for our students, staff and faculty. Healthcare professionals and researchers working within marginalized communities need concrete skills to address health disparities, which may not be part of their academic training. Therefore, we implemented in the Fall of 2016, with the support of the HSC schools, the Health and Social Justice Scholars (HSJS) program. This program provides a unique opportunity of educating health sciences professional and doctoral students in an interprofessional manner to produce high quality scholarly activities related to health equity, health and healthcare disparities, social justice, and healthcare innovation with the goal of benefitting underserved populations. The long-term goal of the program is to cultivate regional and national leaders in the field of health equity who will in turn influence health policy and practice.



2017 Diversity Summit organized by HSJS

Following the Progress of our Scholars

Cohort 1: Years 2016 - 2018

Mallika Sabharwal, School of Medicine



Malika is a student in the School of Medicine and serves as the Public Health Coordinator for the national American Medical Student Association. As coordinator, she facilitates webinars on different aspects of public health (epidemiology, environmental health, etc.) for a cohort of 30 premedical and medical students. She is also a member of her school's chapter of Students for a National Health Program, participating in education and community outreach events to promote the benefits of a universal health care system.

Project Title: *“Building Trust with our Smoketown Neighbors: Understanding Medical Mistrust as Barriers to Care”*

Project Mentor: Theo Edmonds, J.D., M.H.A., M.F.A

Jade Montanez Chatman, School of Nursing



Jade is completing her Doctor of Philosophy in Nursing. Her interest in doctoral studies is firmly grounded in the belief that research and scholarship will afford her the necessary tools to critically think within complex, changing healthcare and education systems. She has a passion for continued research and development of interventions to assist underserved populations with management of chronic illnesses. Additionally, she has an interest in researching the barriers to matriculation and retention of nursing students, but specifically minority nursing students.

Project Title: *“Confronting Health Disparities through Post-Secondary Health Sciences Degree Attainment”*

Project Mentor: Vicki Hines-Martin, Ph.D.

Diana Kuo, School of Public Health and Information Sciences



Diana is completing her Doctorate in Public Health. She has years of experience working for an international health non-profit in Connecticut, where she focused on development activities for the organization in order to provide funding for medical and social services for special needs Chinese orphans. Her current project focuses on neighborhoods with limited access to healthy food, known as food deserts, and its association with reduced health among residents. A number of areas in central Louisville have been identified as food deserts. Diana project involved evaluating whether neighborhood international

markets were good sources of fresh food for the community.

Project Title: *“Examining and Addressing the Effects of Food Systems on Health Outcomes in Louisville”*

Project Mentors: Brandy Kelly Pryor, Ph.D., and Muriel Harris, Ph.D.

COHORT 2: Year 2017- 2018

Tasha Golden, School of Public Health and Information Sciences



A doctoral student in the School of Public Health and Information Sciences, Tasha Golden works with the Youth Violence Prevention Research Center and the Commonwealth Institute of Kentucky. Her community-oriented research at the intersection of art and public health is informed by her career history. Tasha’s prose and poetry have been published in “Ploughshares,” “Pleades” and “Ethos Review,” among others, and her debut book of poems, “Once You Had Hands” (Humanist Press), was a finalist for the 2016 Ohioana Book Award. Her critique of gender inequities in the juvenile justice system appears in the issue of peer reviewed journal “Reflections.” Her

background as artist, entrepreneur and researcher often leads to new and unique networks, and allows her to draw connections among disparate ideas and initiatives. She continues to write and record, and has led trauma-informed creative writing workshops for incarcerated teen women since 2012.

Project Title: *“Project Uncaged: Creative writing with incarcerated girls to build resilience and amplify voices in justice reform”*

Project Mentor: Dr. Susan Buchino

Devin McBride, School of Medicine



Devin is a student in the School of Medicine. She has been involved in numerous other research projects in Louisville, and presented posters at the Kentucky Academy of Science Annual Meeting and Research!Louisville. Currently, McBride is a student director at the Family Community Clinic, is co-president of the student LGBTQ group HSC Pride, and is involved in health-care politics as a member of Students for a National Health Plan. She plans to research health disparities in the LGBTQ community.

Project Title: *“An Exploration of Healthcare Needs, Stigmas and Disparities Faced by LGBTQ Populations in the Treatment of Chronic Neurological Disease in Louisville, KY”*

Project Mentor: Dr. Kathrin LaFaver

Morgan Pearson, School of Dentistry



Morgan D. Pearson is a student in the School of Dentistry. She has had a heart for service since she was a child. From age 11 through 17, she volunteered at the VA Medical Center in various capacities. After going away to college, she volunteered at the VA during summer breaks. At Murray State University, Pearson mentored and tutored incoming freshmen to ensure their success. As a dentist, Pearson will focus on community dentistry, continuing to serve those who are disadvantaged because of their inability to pay or to access care.

Project Title: *‘Developing a technology-based oral health education initiative at Family Scholar House*

Project Mentor: Dr. V. Faye Jones

Scholar Service Project



Scholars participated as volunteers in the Healthcare Classic 5K Run/Walk, which was created in 1989 by University of Louisville medical students to promote physical fitness among classmates, healthcare professionals, and citizens of the community. All proceeds from this event benefit the

Healing Place, The Healing Place is a highly successful residential addiction recovery program in Louisville, KY. The mission of the Healing Place is “to reach the homeless, offer recovery for the addicted, and help restore productive lives.”

Scholar Accomplishments

Grants

Golden, T. Juvenile justice research/programming. The Awesome Foundation of Louisville. \$1500, 2018.

Buchino S., Golden, T. Juvenile justice research/programming. Cooperative Consortium of Transdisciplinary Social Justice Research. \$11,000, 2018.

Golden, T. Juvenile justice research/programming. Wittenberg University. \$250, 2018.

Golden, T. Juvenile justice programming. Community Foundation of Louisville. \$500, 2017.

Golden, T. SPHIS Health Promotions Departmental Travel Grant. \$400, 2017.

Golden, T. Juvenile justice research/programming. Project Woman (Springfield OH), \$500, 2017.

Publications

Golden, T., Hand J. Art, culture, and community mental health. *Community Development Investment Review*. 2018;13: 1.

Golden, T. Writing with incarcerated teen women: Trauma-informed pedagogy, health and gender equity. In Lockard & Rankins-Robertson (Eds.), *Prison Pedagogy: Learning and Teaching with Imprisoned Writers*. Syracuse, NY: Syracuse University Press. 2018.

Golden, T. Pop Heresy: Songwriting at the edge of the speakable. In Erickson & Schweizer (Eds.), *Reading Heresy: Religion and Dissent in Literature and Art*. De Gruyter Press. 2017.

Golden, T. Subalternity in juvenile justice: Gendered oppression and the rhetoric of reform, *Reflections Journal of Public Rhetoric*. 2017;17: 156-188.

Speaking, Presenting, and Facilitation

Golden, T. Developed and taught “Art as a Tool for Change” – a 6-week course offered by a partnership between Kentuckians for the Commonwealth and the Carnegie Center for Literacy & Learning in Lexington, KY. (Focused on the role and utilization of arts in activism, community organizing, and social change write large.), June-July 2018.

Golden, T. “Public Health Policies and Priorities: Potential Roles for the Arts.” (Invited Presentation). a2ru / ArtPlace / UF Working Group, Cincinnati OH, June 2018.

Golden, T. Workshop facilitator (songwriting) for Girls Rock Louisville, Louisville KY, June 2018.

Golden, T. “Healing Through the Arts: How Art & Performance Can Improve Girls’ Health, Amplify their Voices, and Support PACE Advocacy Efforts.” (Invited workshop, PACE Center for Girls’ “All About Girls Summit,” Orlando FL, March 2018.

Golden, T. Guest Presenter for Girls Rock course in WGST, UofL, Louisville KY (re: working with girls who are incarcerated), March 2018.

Golden, T. “The Power of Voice: How Arts Programming Can Build Resilience, Improve Health, and Challenge Gender Inequity in Juvenile Justice,” Association for Justice-Involved Females and Organizations, Santa Clara, CA, December 2017.

Golden, T. “Where Art Meets Public Health: How Performance, Writing, and Project HEAL Are Advancing Health Equity in Louisville,” Smithsonian Festival of Innovation, Washington, D.C., October 2017.. “The Arts as a Tool for Change: Girls, Voice, Advocacy” Spotlight Presentation. The National Crittenton Foundation’s monthly “Girls @ the Margins” webinar/meeting, September 2017.



Previous Years Publications

Sabharwal, M. *Dispelling the Model Minority Myth*. University of Louisville Health Sciences Center Office of Diversity and Inclusion Diversity Newsletter. July 2016.

<http://louisville.edu/hsc/diversity/files/July2016Newsletter.pdf>

Sabharwal, M. *KY docs call for single national health plan*. Courier Journal. 11 May 2016. <https://www.courier-journal.com/story/news/politics/2016/05/10/ky-docs-call-single-national-health-plan/84150928/>

Sabharwal, M. *UofL med students urge 'Medicare for all.'* Courier Journal. 31 October 2016. <https://www.courier-journal.com/story/news/politics/2016/10/31/u-l-med-students-urge-medicare-all/92899660/>

Sabharwal, M. *Kentucky should move forward, not backward, on healthcare access*. Scalawag Magazine. 12 January 2017.

<http://www.scalawagmagazine.org/articles/kentucky-should-move-forward-not-backward-on-healthcare-access>

Sabharwal, M. *Cutting state healthcare access is bad medicine*. Leo Weekly. 1 February 2017. <https://www.leoweekly.com/2017/02/cutting-state-healthcare-access/>

Honors and Awards:



Jade Montanez Chapman at NBNA receiving award

Golden, T. Student Spotlight, School of Interdisciplinary and Graduate Studies. August 2018

Golden, T. UofL Outstanding Graduate Student Scholarship, Commonwealth Credit Union. April 2018

Montanez Chatman, J. Lynn Edwards Research Scholarship sponsored by the National Black Nurses Association. Received Summer 2018.

Montanez Chatman, J. Jonas Philanthropies Scholarship. Received Summer 2018.

Professional and Leadership Activities

Golden, T. Facilitated writing workshop for justice-involved girls as part of an arts initiative with National Crittenton Foundation; Portland OR. June, 2018.

Golden, T. Grant Reviewer, Kentucky Foundation for Women "Art and Activism" Grant, Louisville KY. April 30, 2018



Tasha Golden performing at Festival of Faiths

Professional and Leadership Activities (continued)

Golden, T. Workshop Creation & Facilitation, Clark County Juvenile Detention Center, Springfield OH. April 16-20, 2018.

Golden, T. Workshop Creation & Facilitation, Project Jericho Mother/Daughter Arts Workshop, Springfield OH. April 16-20, 2018:

Golden, T. Performer and MC, Project Woman's Sexual Assault Awareness Month Rally and 5k, Springfield OH. April 27, 2018.

Golden, T. Performance at Festival of Faiths (art + healing theme), Louisville KY. April 26, 2018.

Golden, T. Mental Health First Aid (MHFA) training & certification. November 2017.

Media

Golden, T. Radio Interview: ["Voices of Change" Writing Contest](#) with Sarabande Books 93.9 FM *TheVille*. Louisville, KY. July, 2018.

Golden, T. Radio Performance & Interview: Ellery (discussed work with girls in detention) 91.9 FM *WFPK*. Louisville, KY. February 2018.

Golden, T. Radio Interview: Smithsonian Presentation 93.9 FM *TheVille*. Louisville, KY, October 2017.

Golden, T. Radio Interview: Health & Social Justice Scholarship 106.5 FM *WFMP Forward Radio*. Louisville, KY. August 2017

Golden, T. Radio Interview: ["Writer Tasha Golden on Secret Diaries, Changing Paths"](#) 89.3 *WFPL*, Local NPR station's "Five Things" Series. Louisville, KY August 2017

Golden, T. ["At Louisville's Youth Detention Services, Girls Become Poets"](#) 89.3 *WFPL*, Local NPR station covered writing program for girls. Louisville, KY July 2017

Golden, T. ["10 Poems by Girls in Metro Youth Detention Services"](#) Louisville Magazine covered writing program for girls. Louisville, KY July, 2017

Posters (National Conference)

Sabharwal, M. "Understanding medical mistrust in a community of color adjacent to an academic medical center." American Medical Student Association Annual Convention, Washington, DC. March 8-11, 2018.



Culturally Effective Care Symposium

Each year, students from 10 health sciences degree programs participate in a 1-day educational symposium focused on interprofessional education as a driver for health equity, held at the Kentucky Center for African American Heritage. The symposium includes over 600 student learners from the University of Louisville Schools of Dentistry, Medicine, Nursing, Public Health and Information Sciences and Social Work, and Sullivan University College of Pharmacy (see table on following page). The goal of the Culturally Effective Care Symposium is to provide instruction and interprofessional foundational experiences in culturally effective care to equip future health professionals in achieving optimal patient care. By the end of the symposium, students were able to:



Keynote speaker, Dr. Latricia Best, discusses health disparities

- Identify health and health care disparities in diverse populations
- Recognize the influence of social determinants on the health of individuals and populations;
- Recognize strategies for culturally effective care with individuals/families in a diverse society;
- Provide examples of resources that support culturally effective care
- Distinguish their role and responsibilities of other health; professionals in an interprofessional treatment team; and
- Demonstrate interprofessional shared problem solving in culturally diverse case scenarios.



Small group discussions at the symposium

Outcomes

Social determinants of health related to diverse communities were explored to identify strategies in addressing health and health care disparities. Interprofessional teams worked to coordinate patient care and identify resources through clinical vignettes.

- 759 people registered to attend the conference with 549 students registered (in addition to approximately 70 faculty/staff who served as facilitators and volunteers).
- 370 students completed both pre and post-tests for the event. Only 35% indicated any prior cultural competency training.
- Only 33% reported participating in any previous interprofessional education activities.

Table 1 Demographic breakdown of CECS participants who completed pre/post-test

		<i>Freq</i>	<i>(%)</i>
<i>School Affiliation</i>	UofL SOD	119	(32%)
	UofL SOM	143	(39%)
	UofL SON	77	(21%)
	Sullivan University	31	(8%)
<i>Degree Program</i>	Au.D.	11	(3%)
	B.S. Dental Hygiene	23	(6%)
	B.S./B.A. Public Health	3	(1%)
	B.S.N.	67	(18%)
	B.S.S.W.	8	(2%)
	D.M.D.	80	(22%)
	M.D.	135	(37%)
	M.S.	6	(2%)
	M.S.S.W.	0	(0%)
	M.P.H.	0	(0%)
	Pharm.D.	28	(8%)
	Ph.D.	3	(1%)
	Residency	5	(1%)
	No Response	1	
	<i>Gender</i>	Man	112	(31%)
Women		235	(65%)
Transgender		12	(3%)
No Response		11	
<i>Sex</i>	Male	112	(31%)
	Female	245	(69%)
	No Response	13	
<i>Race</i>	White	284	(79%)
	African-American (Black)	26	(7%)
	Asian/Pacific Islander	38	(11%)
	Other	10	(3%)
	No Response	12	
<i>Do you identify as Hispanic/Latino/Chicano/Mexican/Mexican-American/Puerto Rican?</i>	No	352	(96%)
	Yes	14	(4%)
	No Response	4	
<i>Age</i>	< 27 years	302	(83%)
	> 26 years	63	(17%)
	No Response	5	

Outcomes (continued)

The pre- and post-test included three main sections: attitudes toward determinants of health, the Readiness for Interprofessional Learning Scale (RIPLS), and a knowledge scale pertaining to the four groups discussed in the workshop.

Knowledge

Students were assessed on self-reported knowledge of systemic barriers, health disparities, and community support resources for all populations of interest (LGBT and immigrant groups). Post-test scores reflected a significant increase in knowledge ($P < 0.001$) for all questions.

Determinants of Health

Students were asked to indicate the extent to which they agreed or disagreed if the following factors were strong determinants of the health status of individuals or populations: individual behaviors, biology and genetics, access to health services, housing, employment, poverty, federal state and local policies, food security, environmental conditions, literacy, language, educational status, and discrimination.

Other than “individual behaviors,” a statistically significant ($P < 0.05$) change in level of agreement was observed for all factors from pre- to post-test, with participants increasing their level of agreement that these factors were strong determinants of health. However, there was a high level of agreement at pre-test for many of these factors initially. Thus, these changes may not be practically significant for all factors. There appeared to be practical significance for the following factors: food security, environmental conditions, literacy, language, educational status, and discrimination. *These results are presented in the Table on the following page.*



Small group discussions at the symposium

Outcomes (continued)

Table 2 Attitudes toward Determinants of Health

Please indicate the extent to which you agree or disagree that each of the following factors are a strong determinants of the health status of individuals or populations:										
		Strongly Disagree/Disagree (1/2)		Undecided (3)		Agree/Strongly Agree (4/5)		Mean	(SD)	P-Value
		Freq	(%)	Freq	(%)	Freq	(%)			
Individual Behaviors	Pre	1	(0%)	8	(2%)	346	(97%)	4.58	(0.57)	0.714
	Post	6	(2%)	9	(3%)	340	(96%)	4.56	(0.63)	
Biology and Genetics	Pre	5	(1%)	13	(4%)	337	(95%)	4.49	(0.68)	0.003
	Post	19	(5%)	16	(5%)	320	(90%)	4.35	(0.81)	
Access to Health Services	Pre	2	(1%)	20	(6%)	333	(94%)	4.44	(0.64)	<0.001
	Post	1	(0%)	5	(1%)	349	(98%)	4.70	(0.51)	
Housing	Pre	5	(1%)	25	(7%)	325	(92%)	4.37	(0.70)	0.018
	Post	1	(0%)	18	(5%)	336	(95%)	4.46	(0.61)	
Employment	Pre	4	(1%)	28	(8%)	323	(91%)	4.35	(0.70)	<0.001
	Post	3	(1%)	14	(4%)	338	(95%)	4.50	(0.62)	
Poverty	Pre	5	(1%)	28	(8%)	322	(91%)	4.28	(0.68)	<0.001
	Post	0	(0%)	11	(3%)	344	(97%)	4.60	(0.55)	
Federal State and Local Policies	Pre	12	(3%)	38	(11%)	305	(86%)	4.15	(0.78)	<0.001
	Post	7	(2%)	30	(8%)	318	(90%)	4.35	(0.72)	
Food Security	Pre	14	(4%)	45	(13%)	296	(83%)	4.15	(0.80)	<0.001
	Post	1	(0%)	14	(4%)	340	(96%)	4.51	(0.59)	
Environmental Conditions	Pre	8	(2%)	62	(17%)	285	(80%)	4.07	(0.78)	<0.001
	Post	1	(0%)	13	(4%)	341	(96%)	4.56	(0.59)	
Literacy	Pre	23	(6%)	42	(12%)	290	(82%)	4.08	(0.89)	<0.001
	Post	7	(2%)	17	(5%)	331	(93%)	4.46	(0.68)	
Language	Pre	18	(5%)	50	(14%)	287	(81%)	4.07	(0.91)	<0.001
	Post	7	(2%)	15	(4%)	333	(94%)	4.46	(0.67)	
Discrimination	Pre	30	(8%)	57	(16%)	268	(75%)	3.96	(0.96)	<0.001
	Post	17	(5%)	11	(3%)	327	(92%)	4.40	(0.82)	
Educational Status	Pre	26	(7%)	71	(20%)	258	(73%)	3.93	(0.94)	<0.001
	Post	8	(2%)	21	(6%)	326	(92%)	4.39	(0.73)	

GEN 101: Diversity in the Health Professions

The College of Arts and Sciences offers special sections of GEN 101 geared toward specific student populations and interests. The premise is that students in these special sections build relationships more easily as well as are more engaged in-class and with the course in general. Additionally, these courses bring experts from various programs across campus together to meet students' interests. Ashley O'Neil who serves as Program Coordinator in the HSC Office of Diversity and Inclusion began teaching a section entitled, Diversity in Health Professions, in the Fall of 2017.

The target audience included students interested in health care fields. Students identified as underrepresented in the health professions, rural area and/or socioeconomically disadvantaged were encouraged to participate. This course focused entirely on student success in college. They engaged in a series of activities, discussions, and reflections exercises.

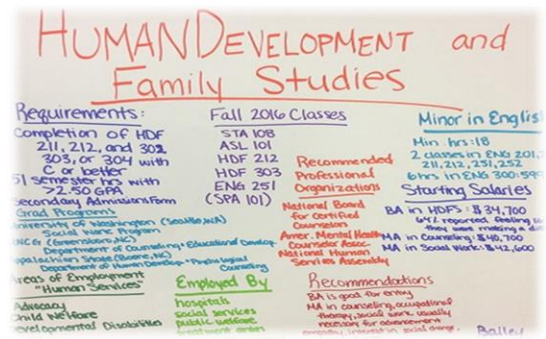
Some key points that students in this class were expected to take away:

- Interacting with a health care professional is such a personal relationship that it's important that the provider you have understands the values and beliefs of the individual with whom they are working;
- If we don't have the cultural context of the people we're serving, we're not going to be effective as health care professionals; and
- By embracing cultural competence and diversity in health care, providers can improve the overall quality of care.



Class activity creating a career exploration poster

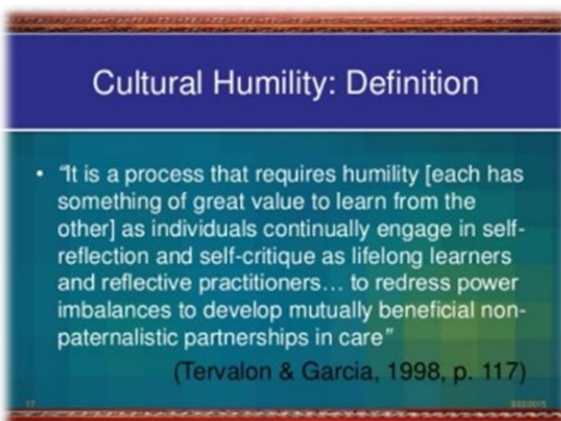
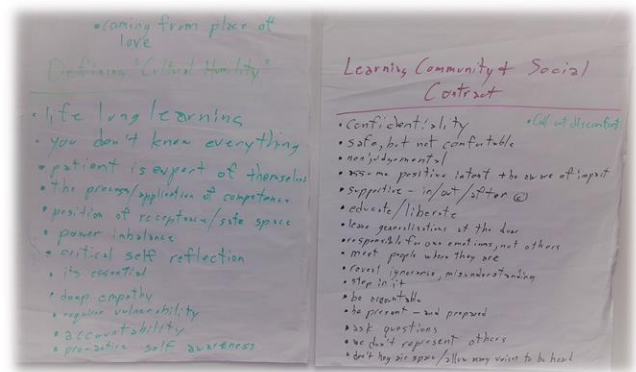
GEN 101 Diversity in the Health Professions students in small group discussions



Cultural Humility Academy

Cultural Humility is a concept that is more focused on the self, individuals and institutions than learning about aspects of various cultures as many cultural competency based approaches typically have done. For several years the HSC Office of Diversity and Inclusion has been working with UofL, local, and national resources in the development of its Cultural Humility Academy. UofL's Academy is built around exploring and learning skills about critical self-critique/reflection and lifelong commitment to doing so, addressing power differentials in all situations, and holding institutions accountable for the impacts of their policies, structures and practices.

To aid in the interaction of participants and bolster rich discussions, the Academy is small cohort based so that participants can build trust and commitment with each other to explore sometimes difficult topics. Together participants explore topics in twelve in person sessions, each with their unique, yet interconnected topics. Participants are required to do pre-work to prepare for sessions, and to reflect on the topics and activities brought up during their sessions. Facilitators of the Academy come from a variety of backgrounds, skill sets and perspectives and are actively involved in sessions. By the end of the Academy each participant will have gained valuable self-critique skills, and have a plan to implement their new knowledge and skills both personally and back in their departments. The cohort will hold each other accountable and support each other in carrying out their plans.



The pilot cohort of the Cultural Humility Academy was launched in September 2018 with twelve participants from various HSC and Belknap roles. Facilitators of the Academy include Trinidad Jackson (The Commonwealth Institute), David Owen (Philosophy), Ramzi Sabree (IVY Tech and UofL PhD student), Ryan Simpson (HSC ODI), and Marian Vasser (Diversity Education and Inclusive Excellence), with support from many other colleagues across the HSC and Belknap campuses.

Poverty Simulation



Stations from the poverty simulation workshop

Understanding the day-to-day reality of poverty is important for everyone involved in fighting poverty - from policymakers to healthcare providers. The HSC Poverty Simulation is a unique tool that helps people begin to understand what life is like with a shortage of money and an abundance of stress.

During a simulation, participants role-play the lives of low-income families, including single parents, people with disabilities, and senior citizens on Social Security. The task of each family is to provide for food, shelter and other basic necessities during four 15-minute "weeks." Families interact with community resources to navigate each week. The volunteers who serve in the community resource roles, are actual community members who have intimate experience and/or knowledge of poverty.

Although it uses "play" money, fictional scenarios and time limits, it is not a game. It's a simulation that enables participants to view poverty from different angles and then to discuss the potential for change within local communities. It's designed to sensitize those who frequently deal with low-income families and to create a broader awareness among healthcare professionals. Our community volunteers and facilitators help participants to reflect on what they've learned, to hear the real lived experiences of our volunteers, and how participants can take what they've learned back to their health professions.

Participants gained:

- Increased awareness of the financial barriers to patient compliance in low income populations;
- Better understanding of the challenges faced by those living in poverty by "spending an hour in someone else's shoes;" and
- Identify opportunities for increased connections and coordination with other health professionals and community agencies to lessen obstacles for patients.



"The Poverty Simulation is a profoundly moving experience. It allows participants to think about the harsh realities of poverty and to talk about how communities can address the problem. More importantly, it calls participants to make a difference."

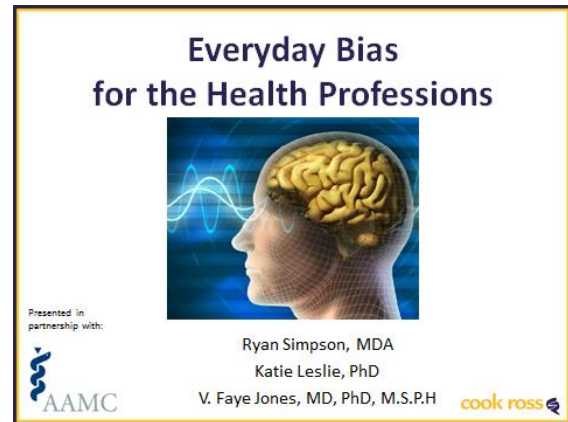
Three simulations were held during the 2017-2018 academic year on 7/10/17, 10/20/17, and 2/7/18.

Additional Educational Activities

Unconscious Bias Training

In this workshop, participants:

- Explore the science and research of unconscious bias;
- Identify how bias and the processes of the unconscious mind can impact critical healthcare decisions and results;
- Become aware of their own; background, and its impact on their perceptions so they are better able to advocate for inclusion within their organization; and
- Apply new strategies for practicing more conscious awareness individually and organizationally.



Participants included the Department of Medicine, Section of Pulmonology; Department of Ob/GYN; School of Nursing MNP*, School of Dentistry –D1*, School of Public Health & Information Sciences Undergraduate course*, HSC Office of Diversity Post Baccalaureate Program, Commission (now Office) for Children with Special Needs
**denotes required course curriculum*

Brown Bag Lunch-n-Learn Sessions

- Processing Charlottesville – 8/30/17 – Dr. Quinn Chipley (HSC Counseling Center)
- From Compassion to Penalization: The variety of responses to Panhandling and their impacts – 10/18/17 – John Wheatley and Keesha Gardner (St. Johns Center for Homeless Men), and Sergeant Russell Fuller (UofL Police Department)
- Human Trafficking Essentials for Healthcare Providers: Medical and Legal Perspectives – 4/25/18 – Carrie Bohnert (UoL School of Medicine, Standardized Patient Program) and Allyson Taylor (KY Attorney General’s Office of Child Abuse and Human Trafficking Prevention and Prosecution)
- African Genesis: The Role of Africa in Human Development – 2/27/18 – John Chenault
- Refugees and Healthcare in the U.S.: Listening to the experiences of refugees regarding the challenges of coming to the United State and navigating the U.S. healthcare system – 3/22/18 – Rebecca Ford (KY State Refugee Health Coordinator), and Gulalai Wali Khan and Coralie Brown (Kentucky Refugee Ministries)

Collaboration on Education Endeavors

Poverty and Social Justice Elective (School of Medicine Department of Pediatrics)

Dr. Faye Jones is part of the faculty leadership for the Poverty and Social Justice in Children's Health for the Department of Pediatrics pediatric residency program. The month-long rotation delves into the social aspect of health care, exposing residents to the realities of poverty, food insecurity and housing instability. Among other activities, residents must tackle public transportation and home visits to better understand the daily routine of many of their patients.

Course Leadership (School of Public Health and Information Sciences)

Dr. Katie Leslie also holds an adjunct assistant professor appointment in the department of Health Promotion and Behavioral Sciences within the School of Public Health and Information Sciences. In the spring of 2017, she served as course director for PHPB 611: Community Organization and Assessment in the Master of Public Health program, and PHUN 405: Health Equity for the BS/BA Public Health program.

Course Collaboration (Schools of Nursing and Public Health and Information Science)

Dr. Karen Krigger served as a conduit to the community agency program site that students evaluated in the courses PHPB 615: Public Health Program Evaluation and NURS 746: Program Development and Evaluation. For the course deliverable, nursing and public health students collaboratively assessed the clinical screening and outreach programs at Redeemer Lutheran Church. Dr. Krigger helped to facilitate the course partnership and served as a key stakeholder to the student project.

Facilitation

Faculty and staff from the HSC Office of Diversity and Inclusion also serve as small group facilitators on the following educational programs:

- School of Medicine Graduate Medical Education Residents as Teachers

Planning Committees

- Jones, VF. Pediatric Annual Mental and Behavioral Health Symposium, sponsored by the Pediatric Behavioral and Mental Health Alliance of Kentucky. Louisville, KY, Fall, 2017.
- Jones, VF. Annual Pediatric Primary Care Symposium, sponsored by UL Department of Pediatrics and Norton Health care. Louisville, KY, Fall, 2017.
- Jones, VF. Academic Pediatric Association New Century Scholars Program, at the Pediatric Academic Societies meeting in Toronto, Canada, Spring, 2018.

HSC Education Highlight: Partnership between UofL and Special Olympics aims to increase physicians' comfort in treating adult patients with IDD

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 intellectual/developmental disabilities (IDD) throughout their lives. To achieve that goal, Chandan is leading the National Curriculum Initiative in Developmental Medicine (NCIDM), a partnership between Special Olympics International (SOI) and the American Academy of Developmental Medicine and Dentistry (AADMD) to ensure future physicians receive training to care for individuals with IDD across their lifespan. Over four years, 12 medical school partners will design and implement their own curriculum enhancements. UofL is part of the first cohort for this training, along with Baylor College of Medicine and the University of Colorado. The second cohort includes Ohio State, Case Western Reserve and Georgetown Universities.



Priya Chandan, MD, assistant professor SOM and SPHIS

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.

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 & Rehabilitation Medicine (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 health-care providers, patients with IDD and supporters.



Institutional Climate and Accountability

Create an environment of inclusivity and active engagement of the campus community.

Cultivate a supportive and equitable environment for our workforce by ensuring constituent engagement on campus.

Accountability and Institutional Climate

Diversity and inclusion accountability requires the commitment and engagement of each of us at all levels. It is more than just the numbers and involves a variety of assessments to move us forward. As Edward E. Hubbard, author and diversity return-on-investment measurement expert states, “one of the ‘critical misses’ occurs when organizations fail to assess the entire culture system and infrastructure and processes surrounding the diversity and inclusion change process.” With that “truth” in mind, we continue to focus on the institutional and social context, structures and policies, and human capital to measure our progress.

Current Analysis and Next Steps:

In 2017-2018, the HSC schools were in the process of submitting their accountability reports to the HSC Office of Diversity and Inclusion which details a vast amount of information on how each school chooses to improve their institutional culture and climate. Feedback continue to be shared with the HSC schools. It is anticipated the deans of each school will present to the HSC in the spring of 2018 on their diversity, equity and inclusion efforts and strategies for further engagement.

Highlights from each of the Schools

Strengths

- SOD and SON have an interprofessional clinic to address health issues during dental visits.
- All schools continue to enhance their curriculum to incorporate education related to diversity, health disparities, and cultural sensitivity.
- The SOM and the School of Public Health & Information Sciences are implementing a curriculum related to effective health care for persons with disabilities.
- Although all schools were involved with research related to health disparities and/or community-based-participatory-research, the SPHIS once again stood out.

Opportunities of Improvement

- Specific policies related to diversity and inclusion need to be enhanced.
- Strategies on issues related to climate for specific groups require further exploration.
- Resources specifically related to diversity and inclusion has the potential to be heightened.
- Each school, separately and collaboratively, need to address funding sources.

Why Data Analysis

Analyzing data consists of breaking it into smaller parts to understand the information presented more thoroughly; however, critical analysis builds upon data analysis by engaging with the components of critical thinking. Critical thinking consists of curiosity, creativity, skepticism, and logic (Reding, 2017). When looking at any given dataset it is important to maintain a level of curiosity and skepticism. This is not to say that one should not trust the collected data or the data analysis, rather, it is important to maintain a balance between trusting the data and striving for continuous verification of findings. That said, the overarching goal of data analysis and interpretation is to allow for the formation of a narrative, which is based in a well-founded and logical conclusion. This is done by relying on a variety of resources, including real-life experience, precedent of literature, and formal training. These resources and considerations aid the reader in formulating a narrative. Analysis looks at the data collected, while critical analysis raises other considerations such as: Was the data collection instrument pilot tested or focus grouped? If many responses are missing or several participants failed to complete the instrument, why or why not? Why were the data stratified in a particular way? Where did the questions from the questionnaire come from? What larger project or mission will this data serve?

Holes must be poked. It is, after all, a part of the research process. The following dataset presented below may generate some of the above questions. Raising questions, through the use of critical analysis, can improve future questionnaires, increase participation, and decrease the frequency of missing or unanswered data. All data have limitations, this is true of both research and quality improvement data; however, there is no such thing as completely useless data (unless data is sequestered!). Therefore, all data should be critically engaged. After critical analysis has taken place it can be determined how best to put this data to use. In the case of the Office of Diversity and Inclusion, this may mean asking how the data can be best used to serve and embody our mission “...to promote an environment for faculty, staff and students as a driver for health equity.”

Reding, K. (2017, June 02). Improving critical thinking through data analysis. Retrieved January 24, 2019, from <https://sfmagazine.com/post-entry/june-2017-improving-critical-thinking-through-data-analysis/>

UofL Climate Data

During the past academic year, the HSC ODI engaged with the University's Office of Institutional Research and Planning to do an in-depth analysis of the biannual climate study. The following is a sample of the results.

Analysis of the fall 2017 Campus Climate and Diversity Survey was performed on the employee and student data for internal quality control purposes. The analyses reported in summary tables, means of Likert response-format items, which were color-coded, based on statistical significance. Inferential statistics based on ordered logit regression for specific demographic variables were used to isolate the correlation between a given demographic variable and the item's answer, while holding all variables constant.

The reports will be used to highlight how the HSC campus and each school can make improvements in the area of diversity, equity and inclusion.

Below is an example of one of the reports: This particular report reflects just HSC employee data, with a comparison of the HSC schools at the end of the report.

Notes: The number in the cell is the average of the question for the group; the average does not control for other characteristics, but the statistical significance based on ordinal logistic regression controls for each question.

Regarding the demographic variables of gender, race, sexual orientation, disability status, role and school, a red (green) cell indicates the demographic group is significantly worse (better) than the reference category after controlling for other characteristics in the table.

Red: Worse outcome - significant at 5% level in ordinal logistic regression

Pink: Worse outcome - significant at .10% level in ordinal logistic regression

Green: Better outcome - significant at 5% level in ordinal logistic regression

Light Green: Better outcome - significant at .10% level in ordinal logistic regression

Yellow: Reference Category – which was selected based on the typical privilege/power this demographic has in our society

Color markings for race other than African Americans/Black or Prefer not to answer/no response reflect significance for all racial groups combined.

Health Science Campus

		How frequently during the past year have you heard an insensitive or disparaging remark or observed discriminatory behavior on campus directed at the following groups? Higher scores reflect better outcomes: 4=Never 3=1-2 times 2=3-4 times 1=5 or more times.									
Demographic Predictor Variables		N	LGB people	International students or faculty staff	Transgender, gender nonconforming, or non-binary people	People of a particular racial or ethnic background	People of a particular religious background	People perceived as 'too old'	People with a disability	People who are low-income	Women
Gender	Male (Referent)	50	3.58	3.28	3.35	3.24	3.44	3.68	3.88	3.59	3.24
	Female	64	3.37	3.30	3.38	3.22	3.38	3.59	3.77	3.48	3.03
	Transgender female, Transgender male, Gender nonconforming, Non-binary	4	2.75	2.00	2.00	2.25	3.33	3.25	3.00	2.00	1.75
	Prefer not to answer/No response	111	3.74	3.53	3.75	3.50	3.43	3.67	3.94	3.78	3.46
Race	White (Referent)	80	3.57	3.39	3.42	3.36	3.49	3.64	3.85	3.60	3.16
	Black or AA	12	3.09	2.50	2.82	2.33	3.09	3.42	3.73	2.75	2.58
	*American Indian/Alaska Native	1	1.00	1.00	1.00	1.00	1.00	1.00	2.00	1.00	1.00
	*Asian	9	2.89	2.67	2.78	3.00	3.11	3.44	3.44	3.56	3.00
	*Hispanic or Latino	2	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
	*Native Hawaiian/Pacific islander	.	.	.	.	.	.	.	.	.	.
	*Two or more races	5	3.60	3.80	3.40	3.00	3.80	3.80	3.60	3.40	3.20
	*Another race	5	3.60	3.20	3.80	3.20	3.20	3.80	4.00	3.60	2.80
Prefer not to answer/No response	115	3.72	3.53	3.74	3.50	3.42	3.69	3.95	3.77	3.46	
Sexual orientation	Straight/Heterosexual (Referent)	99	3.51	3.35	3.43	3.29	3.45	3.62	3.80	3.52	3.20

		How frequently during the past year have you heard an insensitive or disparaging remark or observed discriminatory behavior on campus directed at the following groups? Higher scores reflect better outcomes: 4=Never 3=1-2 times 2=3-4 times 1=5 or more times.									
Demographic Predictor Variables		N	LGB people	International students or faculty staff	Transgender, gender nonconforming, or non-binary people	People of a particular racial or ethnic background	People of a particular religious background	People perceived as 'too old'	People with a disability	People who are low-income	Women
	LGB/Other	18	3.11	2.67	2.72	2.67	3.06	3.50	3.71	3.22	2.56
	Prefer not to answer/No response	112	3.74	3.53	3.75	3.51	3.43	3.68	3.95	3.78	3.44
Disability Status	No disability (Referent)	111	3.47	3.25	3.34	3.19	3.38	3.65	3.86	3.50	3.10
	Disability	10	3.10	3.20	3.00	3.10	3.20	3.20	3.10	3.10	2.90
	Prefer not to answer/No response	108	3.75	3.54	3.77	3.53	3.47	3.67	3.95	3.79	3.46
Role	Professional/Post Doc student(Referent)	98	3.58	3.36	3.44	3.27	3.38	3.58	3.87	3.53	3.23
	Graduate student	91	3.60	3.31	3.62	3.41	3.34	3.73	3.92	3.71	3.32
	Undergraduate student	34	3.65	3.68	3.56	3.44	3.73	3.61	3.79	3.73	3.26
	House staff	6	3.00	3.00	3.33	3.17	3.33	3.50	3.50	3.17	2.83
School	School of Medicine (Referent)	56	3.49	3.16	3.22	3.07	3.21	3.59	3.81	3.40	3.02
	School of Dentistry	29	3.04	3.00	3.17	3.07	3.28	3.62	3.86	3.31	3.11
	School of Nursing	24	3.75	3.63	3.54	3.54	3.63	3.67	3.71	3.67	3.33
	School of Public Health and Information Science	8	3.71	3.63	3.75	3.50	3.63	3.75	3.88	3.75	3.13
	Prefer not to answer/No response	112	3.73	3.52	3.75	3.50	3.49	3.66	3.93	3.79	3.42

Pipeline Programs Recruitment and Retention Strategies

Our objective is to create a culture that will attract, maintain and allow diverse engaged individuals who are committed to the mission of the University to thrive.



HSC Pipeline Program Highlight

UofL's Minority Pre-Health Symposium Provides Guidance for Students Interested in the Health Professions

Kyle Castaneda knows the value of mentors and connections when 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.



Students attending the Pre-health Symposium

High school and undergraduate 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. The event allowed students to connect with advisers and faculty members who could help them along in the process.

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.



Students attending the Pre-health Symposium

“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.”

Northwest AHEC Health Careers Adventure Program (HCAP)

Since the summer of 1999, over six thousand elementary, middle and high school students in Louisville have participated in a variety of activities introducing the numerous careers in the health care field. These activities include classroom presentations, health fairs, after school and summer programs. One of the Northwest AHEC's most intensive efforts is the Health Careers Adventure Program (HCAP), which includes a four-week summer enrichment component for students in grades 6-12 who want to pursue a health career. Each summer approximately 80 students improve their academic skills in biology, math, chemistry and reading/writing classes. The HSC Office of Diversity and Inclusion partnered with NWAHEC to bring these students to the campus to learn about the different health professions, participate in health-related activities and interact with health professional faculty, staff and students.



Healthwise students on HSC campus

HSC Pipeline Program Highlight

Louis Stokes Alliance for Minority Participation (LSAMP)

Karen Udoh will be conducting research in Greece as part of the Fulbright Scholars Program for the next year. After her return, she will be entering medical school in 2019. Trekele Smith currently works as an Application Developer at UPS and will be pursuing a Master's degree in Computer Engineering and Computer Science. Oby Igwe is pursuing a Master's degree in Physiology. All plan to continue their educational aspirations at UofL. All are 2018 graduates of the University of Louisville and alumni of our Louis Stokes Alliance for Minority Participation (LSAMP) program.



Karen Udoh, Fulbright Scholar and future medical

The Kentucky-West Virginia Louis Stokes Alliance for Minority Participation (KY-WV LSAMP) consortium continues its efforts in increasing the number of underrepresented students completing degrees in the fields of science, technology, engineering and mathematics (STEM). The Alliance, led by the University of Kentucky, with collaboration from the alliance's 10 institutions of higher learning from across the two states, including the University of Louisville, began in 2006 (Phase I) and renewed in 2013 (Phase II). Over the last 12 years, the program has achieved and surpassed its goals of enrolling and graduating more underrepresented students in STEM. Alliance-wide, the institutions granted 1,177 degrees from 2013 to 2018 — exceeding the goal of 1,000 total. During that same time period, an average of 2,306 underrepresented students were enrolled per year in STEM degree programs — topping the goal of 2,000. For UofL, from 2013/14 to 2016/17, URM STEM bachelor degrees attainment was 198 (average of 49.5 per year), with a significant increase of 17% from 2015/16 to 2016/17. For Phase III, an additional goal for the Alliance is to increase degrees to an average of 380 per year across the Alliance, and have at least 50 percent of LSAMP graduates pursue graduate programs.



2017-2018 LSAMP students

LSAMP (continued)

Administered through a collaboration between the Cultural Center and the Health Sciences Center Office of Diversity and Inclusion, UofL has developed a program consistent with LSAMP goals. Our program supports sustained and comprehensive approaches that facilitate achievement toward the goal of increasing the number of students who earn baccalaureate degrees in STEM fields, which could lead to the eventual achievement toward doctorates in STEM fields. Program activities and resources focus on outreach, academic support, peer connections, undergraduate research experiences, research presentation and conference attendance opportunities. We have been very fortunate to have partners throughout the university in multiple aspects of the program from mentorship to diverse research opportunities for our students and those partnerships are not taken for granted by our students. As one student stated, “Never be afraid to ask for new opportunities whether it be research, conferences or internships. Make a positive impact on your professors and mentors so they know you are putting in the work to achieve your goals.”

LSAMP Demographics

<i>Kentucky-West Virginia Louis Stokes Alliance for Minority PARTICIPATION (KY-WV LSAMP)</i>	
<i>University of Kentucky</i>	Centre College
<i>University of Louisville</i>	Kentucky State University
<i>Western Kentucky University</i>	Marshall University
<i>West Virginia State University</i>	Bluegrass Community and Technical College
<i>West Virginia University</i>	Jefferson Community and Technical College
BY THE NUMBERS 2017-2018	
36	Monthly programs hosted by the LSAMP program
14	Partnerships developed within student affairs and academic units
3.18	Fall cumulative grade point average for participated in the program
70	Undergraduate URM participants in the program
2,464	Community service hours completed by participants
10	Participants selected for full-time summer research programs
187	Professional development workshops attended by participants
3.30	Spring 2018 mean cumulative grade point average for participants
10	Participants served as LSAMP Ambassadors
1,385	Tutoring and supplemental instruction hours completed
26	Participants completed academic-year internships in STEM
10	Participants completed academic-year faculty research
2	Participants selected to present at NSF REU program in France
1	Participant accepted for Fulbright

Summer Health Professions Education Program (SHPEP)



2017 SHPEP Scholars

The Summer Health Professions Education Program (SHPEP, formerly known as the Summer Medical and Dental Education Program, SMDEP) is a six-week academic enrichment program sponsored by the Robert Wood Johnson Foundation (RWJF) for 1st and 2nd year college students interested in medicine, dentistry, nursing or pharmacy, and who are from underrepresented minority/ethnic groups or rural and underserved areas of the country.

Housing, meals, and stipends are provided at no cost to students. The upper-level science material includes Organic Chemistry, Medical Biochemistry, and Human Physiology allowing scholars to master a new way of integrating and applying the basic sciences, utilizing team-based applications. The scholars are given many opportunities to interact with current medical, dental, nursing and pharmacy students as well as the faculty and staff of the UL Schools of Medicine and Dentistry, as well as, the Sullivan University School of Pharmacy, all with an underpinning of public health concepts

Since the establishment of the University of Louisville SHPEP program in 2006, 1010 SMDEP scholars, including 736 pre-medical, 255 pre-dental, and 12 pre-pharmacy, and 7 nursing students have completed the program. Geographically, these students are from Kentucky and approximately 39 other states, the District of Columbia, and Puerto Rico. Of the 1010 scholars who have participated in SMDEP at the University of Louisville, 793 are eligible to apply to medical, dental, nursing or pharmacy school based on academic classification.

DEMOGRAPHICS

- 59 students began the program
- 58 students completed the full 6 weeks

Field of Interest

- 30 pre-medical
- 14 pre-dental
- 7 pre-pharmacy
- 7 nursing

Gender

- 14 Male; 44 Female
- 29 Freshmen; 29 Sophomores
- 5 enrolled in Community College
- 5 enrolled at HBCU
- 20 first generation college student

Racial/Ethnic Identity

- African American/Black: 24
- American Indian and Alaska Native: 1
- Asian: 7
- White: 13
- More than one race: 5
- Other/Not Listed: 8
- 8 participants identified as Hispanic/Latino

SHPEP (continued)

The HSC Office of Diversity and Inclusion maintains a database of self-reported SHPEP participant outcomes. These outcomes for students who participated in the program for the years 2006-2016 are demonstrated in the table below. A total of 105* SMDEO/SHPEP alumni have graduated from the University of Louisville Schools of Medicine and Dentistry.

Self-Reported Student Outcomes for SMDEP/SHPEP (2006-2016)

<i>Focus</i>	<i>ULSOM</i>	<i>OTHER SOM</i>	<i>ULSOD</i>	<i>OTHER SOD</i>	<i>OTHER HEALTH CAREER</i>	<i>GRAD SCHOOL</i>	<i>NO SELF REPORT</i>	<i>TOTAL</i>
	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)	
<i>Medical</i>	81 (16)	154 (31)	NA	NA	36 (7)	52 (10)	180 (24)	503
<i>Dental</i>	NA	NA	65 (8)	60 (7)	2 (1)	6 (1)	202 (60)	335
<i>Total</i>	81	154	65	60	38	58	382	838

Sample of Program Outcomes IPE/Career Motivation Posttest

		Freq	(%)
Which of the following statements best describes your awareness and knowledge of health careers?	I had little awareness of health careers before this program and this experience provided me with important additional awareness and knowledge.	5	(9%)
	I was somewhat aware of health careers before this program and this experience provided me with important additional awareness and knowledge.	48	(87%)
	I was already quite aware of health careers before this program and this experience provided me with no significant additional awareness and knowledge.	2	(4%)
Which of the following statements best describes the impact of this program on your intention to become a health professional?	I intended to become a health professional before the program and my experiences strengthened my commitment.	53	(96%)
	I intended to become a health professional before this program and my experience had no impact on my commitment	2	(4%)
	I intended to become a health professional before this program and my experience changed my plans so that I no longer plan to become a health professional	0	(0%)
	I did not intend to become a health professional before this program and my experience change my plan so that I now plan to become a health professional	0	(0%)
	I did not intend to become a health professional before this program and my experience had no impact on my plans	0	(0%)

SHPEP (continued)

Perceptions of program from focus group

- *[T]hroughout the program, I realized that everything is not singular, everything actually works together. Especially when we had our simulation at Norton Children's Hospital. I realized that nurses, doctors, respiratory therapists, their roles are all equally important because if someone isn't doing their job right or contributing in the best way for a patient and it affects everyone as a whole. Everyone thinks that a physician is the main leader but, I learned going through this program that a nurse could be a leader and an anesthesiologist can be a leader. It's all about effective communication. Which was a very big central theme that's being hammered throughout this whole program, is that communication is honestly what can be the difference between a patient successfully recovering or death. I feel after conclusion of this program. I really learned that to be effective in the healthcare field you have to be open to sharing the burden of patient care equally with everyone instead of having a fixation (only on your role).*



SHPEP students in nursing simulation lab

- *[I] feel like I wasn't expecting them to involve us in their community as much as they did, because we were only going to be here for six weeks. I didn't think we were going to go to Smoketown, take a tour, talk to the people in the community. It was good to have that and it was very eye-opening because it showed me that if you want to become a health professional, it's not just about you, or making money. It's not just about you loving your profession, but what you're going to do in the community once you have become a doctor, a dentist, a nurse. It definitely opened my eyes to that.*



Student participating in Habitat

MCAT / DAT Review (PEPP II) Summer Workshop

The MCAT-DAT Review Summer Workshop is a residential academic enrichment program designed to prepare pre-medical students for the Medical College Admission Test and pre-dental students for the Dental Admission Test. In addition, this program enhances student preparation for the medical school or dental school application process. This program was established to assist in diminishing the number of medically underserved areas in Kentucky by developing more competitive applicants for medical and dental school from those areas. The underlying premise is that such students are more likely to return to their hometowns or similar areas to practice medicine or dentistry, thus helping to eliminate the health professional shortage areas in Kentucky.



MCAT/DAT participants

Table: County Representation

Bath	Breckinridge	Campbell	Fayette	Hardin	Jefferson	
1	1	1	4	2	6	
Laurel	Oldham	Scott	Trigg	Washington	Warren	Whitley
1	1	1	1	1	1	1

Table: Student Matriculation Outcomes of MCAT-DAT Summer Workshop (1997-2017) Preliminary Data

ULSOM		Other Medical School		ULSOD		Other Dental School		Other Grad/Prof Health Prog.		Total
Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)	
77	(13)	113	(19)	99	(17)	33	(6)	28	(5)	590

Post-Baccalaureate Pre-Med Program

The Post-Baccalaureate Pre-Med Program is designed for career changers. Students have earned a Bachelors' degree and have a desire to pursue medical school, but lack the pre-med requirements and preparation for medical school admission. Our program is a link with the University of Louisville School of Medicine granting assured admission for our students who are qualified. The program produces competitive applicants for medical school consideration in Kentucky, throughout the United States and abroad.

This two-year structured program provides academic enrichment and professional development components. Academic enrichment allows our students to take the necessary pre-med requirements and optional upper level science courses for medical school and MCAT preparation. Professional development consists of extracurricular activities; shadowing physicians, volunteering, peer mentoring and medical student mentors, teambuilding, cultural awareness presentations and enrichment sessions with guest physician speakers. Our ultimate goal is for our students to successfully matriculate to medical school and become the physician they always wanted to be.

Fall 2017 Program Enrollment

The fall 2017 enrollment included 14 students; 9 new students and 5 returning students. Spring enrollment included 13 students; 6 males and 7 females from 5 different states.



2017 and 2018 Spring Graduates

Program Graduates

Two of our students graduated in December 2017 (one from 2015 cohort and one from 2016 cohort). Two graduated in May 2018 (both from 2016 cohort)



Fall 2017 and Spring 2018 Program Graduates

The Quad

Our 2016 cohort consisted of four students and were nicknamed “The Quad”. They were a close knit group and remain close to this day. All four were accepted to the entering 2018 medical school class; 3 attend the University of Louisville School of Medicine and the other attends the University of Kentucky College of Medicine.



The Quad

Entering 2017 Medical School Class Acceptances



Nine of 10 of our students were accepted to medical school. Eight entered UL’s 2017 class and one student attending Pikeville University School of Medicine.

Program alum at their 2017 White Coat Ceremony at U of L School of Medicine

Program Long-term Outcomes

Table: 2017 Alumni Graduates from Medical School

SCHOOL	# OF GRADUATES
UNIVERSITY OF LOUISVILLE	7
UNIVERSITY OF CINCINNATI	2
UNIVERSITY OF KENTUCKY	1
UNIVERSITY OF MIAMI	1
UNIVERSITY OF TENNESSEE – MEMPHIS	1
UNIVERSITY OF TEXAS SOUTHWESTERN	1
VIRGINIA COMMONWEALTH	1
AMERICAN UNIVERSITY OF THE CARIBBEAN	1



Table: 2017 Alumni Residency Match

<i>Residency Program</i>	<i>Specialty area</i>
1. Emergency Medicine	University of Louisville
2. Emergency Medicine	University of Kentucky
3. Emergency Medicine	Houston Texas
4. Family Medicine	Anchorage Alaska
5. Family Medicine	Indiana
6. General Surgery	Baltimore Maryland
7. General Surgery	Columbus Ohio
8. Med-Peds	Tennessee
9. Med-Peds	Michigan
10. Ob/Gyn	Florida
11. Ob/Gyn	Ohio
12. Pediatrics	Indiana
13. Psychiatry	Darmouth – New Hampshire
14. Psychiatry	Darmouth – New Hampshire
15. Psychiatry	University of Louisville

Post Bac Alumni Highlights

- Two of our entering 2017 medical students are veterans; John Whitaker (2015 cohort) – U.S. Army and Cody Tucker (2014 cohort) – U.S. Air Force.
- Michelle Holland, an entering 2017 medical student and program alum (2015 Cohort) was elected as the Vice President of the Class of 2021 at the University of Louisville School of Medicine.
- Two additional alumni Tommy Walsh and Esther Bak are preinvolved in student leadership for the Class of 2021 at the University of Louisville School of Medicine.
- In 2017, Cody Tucker was published in the Journal of the American Academy of Orthopedic Surgeons for a research article entitled, “Surgical Wound Classification and Surgical Site Infections in the Orthopedic Patient.”
- Cody Tucker, an entering 2017 medical student and program alum (2014 Cohort) donated stem cells in September 2017 for BE THE MATCH.



Cody Tucker, donated stem cells for BE THE MATCH

Table: Community Engagement/Outreach for Fall 2017 – Spring 2018

American Heart Association Heart Walk/Fundraiser	September 2017
Making Strides Against Breast Cancer Annual Bake Sale	October 2017
American Cancer Society Making Strides Against Breast Cancer Walk	October 2017
Fall Festival/Halloween Party for the VOA Family Emergency Shelter *VOA is the Volunteers of America	October 2017
U of L Trew Friends Gift of Life Challenge Event *The U of L Chapter won the challenge for the first time against the Univ. of Kentucky	November 2017
VOA Family Emergency Shelter Donation Drive *Collection of personal hygiene products	January 2018
Ronald McDonald House – Adopt A Meal *One dinner crew and one breakfast crew	March 2018
U of L Trew Friends Triple Threat	April 2018
Family Community Clinic *Attempted to launch an ongoing service project – still working it out	April 2018

Programs Lead by the School of Medicine

Medical Education Development Program (M.E.D.)

Medical Education Development program (M.E.D.), primarily lead this year by the School of Medicine has been in existence since 1987. The MED program is a one year program that is designed to provide an enhanced sciences and academic background to selected students from groups underrepresented in medicine and/or from disadvantaged backgrounds, who are seeking admission to the UofL School of Medicine. The School of Medicine has developed an intensive one year program that provides exposure to graduate level basic sciences courses taught by faculty. Upon successful completion of program requirements, the student is recommended for admission to UofL School of Medicine.

MED Student Outcomes (1987 – 2018)

Did Not Matriculate ULSOM	Matriculated to ULSOM	Currently Enrolled ULSOM	Unsuccessful after Admitted ULSOM	Graduated ULSOM	Current Participants	TOTAL
Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)	
17 (19)	69 (78)	6 (7)	10 (11)	53 (60)	2 (2)	88

Pre-Matriculation Program

Prematriculation Program (PMAT), primarily lead this year by the School of Medicine has been in existence 1989. This program facilitates the transition into medical school by exposing students to key aspects of their first year and introducing resources. With a limited number of available seats, priority is given to incoming first year students from racial/ethnic groups underrepresented in medicine, medically underserved counties, non-traditional age groups, and educationally or economically disadvantaged settings.

This academic program is conducted during the four weeks immediately preceding the beginning of the school year. The areas of emphasis include integrated basic science lectures, gross anatomy labs, group centered learning; written and practical exams. Sessions designed to enhance academic performance (e.g., stress management, coping, study, and test-taking skills) are included.

PMAT Student Outcomes (1989 – 2018)

Focus	Graduated	Withdrew/Dismissed/ Not Matriculated	Still Enrolled		TOTAL
Medical	368	60	89		517
Dental	42	18	0		60
Physiology	7*	2	0		9
	417	80	89		586

*1 Physiology Graduate student went on to graduate from medical school.

Additional Academic Support Programs

Individual and group counseling is provided by the staff of the HSC Office of Diversity and Inclusion, as well as staff from each school to students at the undergraduate or professional school level. Students are closely monitored and counseled to provide for early intervention. Continuous collaboration is maintained between staff and course directors. Tutoring is available to students in need of assistance. Supplementary books and board preparation materials are available for review and checkout. Periodic follow-up continues during clinical rotations.

Multicultural Association of Premedical Students (MAPS)

MAPS is an academic support group that motivates, encourages and prepares pre-medical students to become competitive applicants for medical school or another health field program. The Multicultural Association of Premedical Students is the associate chapter of the Student National Medical Association (SNMA) at UofL. The ultimate goals of MAPS are to produce more competitive health professional school applicants and to diversify health professional school enrollment and the health professions workforce. This will be accomplished by better preparing pre-health students who may be from an underrepresented minority group, a medically underserved area and/or from a disadvantaged background. MAPS membership provides students with additional academic guidance, contacts for shadowing opportunities, community service involvement, pre-health resource materials, health career information, and advising to become a competitive professional school applicant. MAPS students also have the opportunity to develop and enhance their leadership qualities. In addition, MAPS is a Recognized Student Organization, which is organized by and led by students under the guidance of the MAPS Advisor, Ashley O'Neal.



MAPS students at a community service activity

Student National Medical Association Chapter



The SNMA organization provides a setting which engages UofL medical students to promote increased awareness regarding the impact of diversity and inclusion in healthcare. It serves as a credible source of information on issues in the field of medical education directly related to underrepresented and underserved populations. UofL SNMA members are also committed to increasing the pipeline of students from groups underrepresented in medicine who consider and prepare for medical and scientific careers.

SNMA members participate in a monthly gathering in the form of a general group meeting with a physician, an activity to interact among themselves or with physicians, an opportunity to serve within the community, a chance to assist/mentor pre-medical students, or a time to discuss local or national issues and concerns that impact their medical education and career planning. These gatherings include staff, administrators and faculty who support, encourage, and foster the development of the students in pursuit of careers as physicians. In addition to enhancing their own career development, members of SNMA focus on providing a networking and support base for potential medical students by reaching out and sharing information with students in local public schools as well as undergraduates in the local Multicultural Association of Pre-Health students.

Usually, 30+ medical students participate in the scheduled SNMA general meetings. In addition to networking and information general sessions with physicians, other activities involving SNMA members include: planning and implementing a Minority Pre-medical and Pre-dental weekend symposium engaging pre-health students at the HSC, in collaboration with UofL Student National Dental Association (SNDA); participation in the SNMA national conference; hosting/housing minority medical school interviewees; serving as Student Development Assistants, instructors, and panelist for summer pipeline programs; grooming members of local Black Achievers Organization for health careers; and participating in local health screenings in disadvantaged settings.

HSC Diversity Alliance

The Health Sciences Center Diversity Alliance (HSCDA) exists to collaboratively support underrepresented post-graduate trainees in healthcare in achieving their personal and professional goals. This is achieved through easing the transition from student to medical/dental professional, fellowship, promoting personal health and wellness, and advocating for the advancement of underrepresented health professionals in their fields. Every year HSCDA holds social gatherings where underrepresented UofL School of Dentistry and Medicine residents, fellows and faculty can meet their peers from around the institution to network and relax.



Gerdie Jean-Smith, MD,
2017-2018 President of HSCDA
Geriatric Medicine Fellow, UofL School of
Medicine

In past years a survey was used to collect input and feedback from participants about how the HSC could best support underrepresented residents/fellows. Participants have included dental and medical residents and fellows, as well as HSC faculty, staff and administrators. From the surveyed, residents/fellows reported they participate in social gatherings in order to network and meet people. They requested more networking opportunities and general support from the HSCDA. More diverse faculty was suggested as better way to recruit and retain residents.

Each year HSCDA supports residents in the following ways:

- Set up ongoing social events with underrepresented residents/fellows.
- Connecting residents to the HSC, UofL and Louisville communities through volunteering and supporting pipeline programs.
- Informing new residents/fellows about local resources with the assistance of the resource list compiled by the Multicultural Association of Graduate Students.
- Working with Graduate Medical Education in increasing the recruitment and retention of more underrepresented residents/fellows



Terri Mason, MD
2018-2019 President of HSCDA
Resident, Department of
Pathology and Laboratory
Medicine, UofL School of
Medicine

RESEARCH and SCHOLARLY ACTIVITY

Our objective is to provide an avenue to collaborate and/or provide research expertise and opportunities related to diversity, health disparities and the impact of culture on health.



Why Research Is Important

In 2001, a report by the Institute of Medicine (IOM) entitled, *Crossing the Quality Chasm*, recommended that health care must be safe, efficient, effective, timely, patient centered, and equitable. The following year another publication, *Unequal Treatment*, was released which revealed to the public the impact of racial and ethnic disparities in access to services, clinical care, and health outcomes that occur in our health systems and its effect on the financial stability of our institutions. Although we have made strides in addressing the first five mandates of the IOM, we have fallen short on the issue of equity. Despite major advances in medicine and public health, disparities in health and health care persist. Our institution is located in neighborhoods where evidence demonstrates its stakeholders have the lowest life expectancy of the surrounding region. Yet, we have struggled to implement strategies reversing the trends in those disparities. Therefore, research in diversity and health disparities is imperative and we, as an institution, understand the importance of continuing to understand how we can provoke change.

Publications

1. Noonan, E., Sawning, S., Combs, R., Weingartner LA., Martin, K., Jones, VF., and Holthouser, A. Engaging the Transgender Community to Improve Medical Education and Prioritize Health Care Initiatives. *Teaching and Learning in Medicine*. 2017:1-14. doi: 10.1080/10401334.2017.1365718.
2. Leslie, KF., Sawning, S., Shaw, MA., Martin, LJ., Simpson, R., Stephens, J., Jones, V. Changes in medical student implicit attitudes following an LGBT curricular intervention. *Medical Teacher*. 2017:1-7. doi: 10.1080/0142159X.2017.1403014
3. Fitzgerald, S., Leslie, KF., Simpson, R., Barnes, ET., Jones, VF. Culturally effective care for refugee populations: Interprofessional, interactive case studies. *Med Ed Portal*. 2018;14:10668. https://doi.org/10.15766/mep_2374-8265.10668
4. W. David Lohr, Deborah Winders Davis, Carla A. Rich, Lesa Ryan, V. Faye Jones, P. Gail Williams, Gilbert C. Lui, Charles R. Woods, Nicole Sonderman, Natalie Pasquenza & Kyle B. Brothers (2018) Addressing the mental healthcare needs of foster children: perspectives of stakeholders from the child welfare system, *Journal of Public Child Welfare*, DOI: [10.1080/15548732.2018.1477651](https://doi.org/10.1080/15548732.2018.1477651)
5. Jones, VF. and the Committee of Early Childhood, Adoption and Dependent Care. Comprehensive Health Evaluation of the Newly Adopted Child-Revised. Clinical Report. *Pediatrics*. Accepted for publication October, 2018.
6. Davis, DW., Williams, PG., Jones, VF., et al. Longitudinal Trends in the Diagnosis of ADHD and Stimulant Use in Preschool Children on Medicaid. *Journal of Pediatrics*. Accepted for publication October, 2018.
7. Hines-Martin, V. (2018). ISPN News - The other part of the picture on social justice....Archives of *Psychiatric Nursing*, 32 (4), A6 – A7.

8. Hines-Martin, V. (2018). Good Mental Health: A Public Health Priority. In Reynold, S. (Ed). *State of black Louisville*. Louisville KY: Louisville Urban League.

Non Peer Reviewed

1. Jones, VF. *We can't go back*. HSC Celebrating Diversity Newsletter. July/August Newsletter; 2017:7.
2. Jones, VF. *Who are they?* HSC Celebrating Diversity Newsletter. September Newsletter; 2017:1-2.

Media

1. Health and Social Justice Scholars: [Avery Koler Radio WFMP-LP 106.5 FM](#)
2. Central High School Initiative: [WHAS-TV](#)
3. Central High School Initiative: [Joe Gutman Radio](#)
4. Culturally Effective Care Symposium: [WLKY-TV](#)
5. Post-Baccalaureate Pre-Med Program: [WHAS-TV](#)
6. Post-Baccalaureate Pre-Med Program: [UofL Today radio](#)



Tonia Thomas, Director, Pre-med Post-Baccalaureate Program and Mark Hebert, UL Today radio

Presentations: International, National and Regional Meetings

<i>Presentation Type</i>		<i>Number</i>
<i>Oral</i>	National	11
	Invited Lectureships/Grand Rounds	2
	Regional/Local	3
<i>Poster</i>	National	3

International

1. Yearwood, EL., Hines-Martin, V. *Future of Nursing: An underutilized global force to address and promote mental health*. WPA XVII World Congress of Psychiatry, Berlin, Germany, October 17, 2017.

National

1. Cunningham, H., Hines-Martin, V. *Developing a Community Impact Assessment Instrument: Exploring the Process*. Engaged Scholarship Consortium Annual Meeting. Birmingham, AL. September 17, 2017.
2. Hines-Martin, V., Cunningham, H. *Community Engaged Scholarship: Connecting Teaching, Research and Service*. Annual Conference of the Coalition of Urban and Metropolitan Universities (CUMU). Denver, CO. October 8-11, 2017.

National (continued)

3. Whitmore, K., Jones, VF. Black Men as Agents of Change in Children's Literacy Success: A Study of the Effects of Volunteer Readers and Early Literacy Behaviors in a Pediatric Clinic Waiting Room. Coalition of Urban and Metropolitan Universities 2017 Annual Conference. Denver, Colorado. October 8-11, 2017.
4. Jones, VF. "Highlights in Innovation: Diversity in Education Session" Facilitator. 2017 AAMC Annual Meeting – Learn Serve Lead, Boston, MA, November 3 – 7, 2017.
5. Hines-Martin, V. *Building Partnerships with Communities to Address Determinants of Health and Healthcare Outcomes*. Department of Professional Nursing Practice and the Minority Health Initiative Council, School of Nursing & Health Studies, Georgetown University, Wash. DC. February 18, 2018.
6. Washington, A., Jones, VF., Whitmore, K., Simpson, R., Pasquenza, N., Angleton, C., Ziegler, C., Moody, JA. *Black Men as Agents of Change in Children's Literacy Success: A Study of the Effects of Volunteer Readers and Early Literacy Behaviors in a Pediatric Clinic Waiting Room*. Workshop. 45th Dr. Joseph H. McMillan Black Family Conference. Louisville, KY. February 23-24, 2018.
7. Wilson, S., Latimore, D., Jones, VF., Seidenstein, J. *Developing and Implementing Effective Strategic Diversity Plans-Lessons Learned from Academic Medicine – Workshop*. National Association of Diversity Officers in Higher Education. Washington, DC. March 8-10, 2018.
8. Jones, VF. *From Generosity to Justice*. Derby Diversity Business Summit. Louisville, KY. May 3, 2018
9. Jones, VF., Thornton R. *Self-care and resident wellbeing*. APA New Century Scholars. Toronto, Canada. May 5, 2018.
10. Jones, VF., Latimore D, Wilson S, Seidenstein J. *Racism in the healthcare professions in an era of Trumpism* - workshop. National Conference on Race and Ethnicity in American Higher Education. New Orleans, LA. May 29- June 2, 2018
11. Latimore, D., Jones VF., Wilson S., Seidenstein J. *Is there a need for the CDO role in Academic Medicine to adapt in the age of "Trumpism?" – workshop*. AAMC Group on Diversity and Inclusion. New Orleans, LA. May 31 - June 3, 2018.

Local

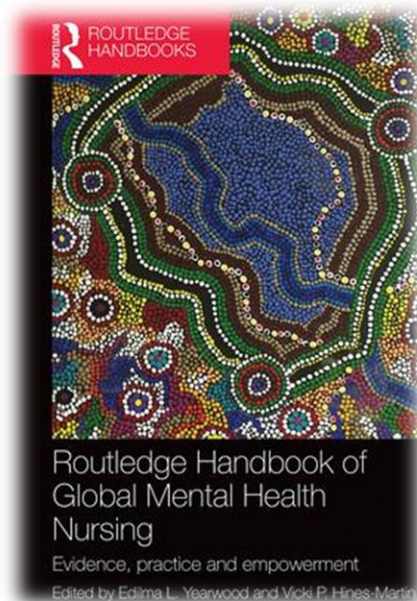
1. Hines-Martin, V. *Mental health*. State of Black Louisville (Release Event). Speed Art Museum, Louisville KY. February, 2018
2. Hines-Martin, V. *Mental health*. State of Black Louisville (community forum). Roosevelt Perry School, Louisville KY. August, 2017.
3. Krigger, K. Health Equity Research. Undergraduate Public Health class guest speaker. Louisville, KY. February 19, 2018.

Invited Lectureships/Grand Rounds

1. Jones, VF. *Diversity Accountability Plan*. UCLA SOM Leadership. Los Angeles, California. July 19, 2017.
2. Jones, VF. *Race, Racism and Child Health*. UCLA Pediatric Grand Round. Los Angeles, California. July 20, 2017.
3. Krigge,r K. *Establishing a Health Ministry*. Invited speaker Concordia Lutheran Church Health Ministry. Louisville, KY. March 15, 2018.
4. Krigger, K. *Disbanding the Stigma of HIV: What is the non-transmissible HIV status?* (Part of the Pre-Exposure Prophylaxis among High-Risk African Americans in Louisville, KY). University of Louisville Family & Geriatric Medicine Grand Rounds. Louisville, KY. July, 2018.

Posters

1. Noonan, E., Weingartner, LA., Sawning, S., Steinback, S., Stephens, J., Kodner, C., Briscoe, C., Holthouser, A., Jones, VF., Leslie, K., Martin, L., Shaw, MA.. *Intergroup Contact Theory Increases Student Understanding of LGBT Health Disparities and Comfort with LGBT Patients*. 2017 AAMC Annual Meeting – Learn Serve Lead, Boston, MA. November 3 – 7, 2017.
2. Sabharwa,I M., Edmonds, T., Leslie, K., Ziegler, C., Jones, VF. *Understanding medical mistrust in a community of color adjacent to an academic medical center*. American Medical Student Association Annual Convention, Washington, DC. March 8-11, 2018.



Book edited by Vicki Hines Martin
Awarded second place in the 2017 AJN Book of the
Year Awards in Psychiatric and Mental Health
Nursing.

Research!Louisville

Research!Louisville is an annual celebration of health-related research. Its goals are to:

Generate additional funding for health sciences research;

Promote excellence in health sciences research;

Promote public awareness of health sciences research; and

Promote the Louisville Medical Center.

In 2016, our office introduced a new component to the 4-day symposium focusing on health disparities research. The goal is to highlight the amazing health disparities work of researchers within the university and its' community partners. Each year, a national speaker in the field is brought in to share their

research and engage in conversation with the participants. Another component is a poster competition to showcase the work that is occurring within our university.



Dr. Rachel Thornton, keynote speaker for Health Disparities

The 2017 Research!Louisville invited speaker for health disparities was Dr. Rachel Thornton. Dr. Thornton is an assistant professor at the Johns Hopkins School of Medicine. She holds a joint appointment in the Department of Health, Behavior and Society at the Johns Hopkins Bloomberg School of Public Health.

She is a former White House Fellow and served as a health policy advisor to senior staff at the U.S. Department of Housing and Urban Development. Her policy work addresses Health in All Policies with an emphasis on housing, community development and urban planning policy.

Dr. Thornton's research focuses on childhood obesity and cardiovascular disease risk, health disparities, and social determinants of health. She has expertise in racial/ethnic disparities in health and health care. She is committed to informing the development of novel interventions to eliminate health disparities by addressing individual, family, and community level factors that contribute to disparities in child and adolescent obesity and cardiovascular disease risk.

Research!Louisville Health Disparities Poster competition

Thirty-two posters were submitted for judging accounting for a multitude of areas. Although there were many though provoking topics, the winners of the contest were:



Prevalence and Risk Factors for Anal Dysplasia in HIV-negative and HIV-positive Men Who Have Sex with Men: Results from the 550 Clinic Cohort Study

Adam Neff, MS4¹, Alyson Holland¹, Shane Reeves¹, Peter Deveaux, M.D.², Anupama Raghuram, M.D.¹, Paula Peyrani, M.D.¹
 Division of Infectious Disease¹, Department of Colorectal Surgery²

Introduction	Results	Conclusions
<p>HIV-positive men who have sex with men (MSM) are at highest risk of anal dysplasia and for transformation to invasive cancer, particularly those who engage in anoreceptive intercourse. Other specific risk factors for anal cancer include HPV infection, multiple sexual partners, history of anal warts, chronic immune suppression, and cigarette smoking. The prevalence and characteristics of patients presenting with anal dysplasia in our area is unknown.</p> <p>The objective of this study was to evaluate the prevalence of anal dysplasia in our clinic population and to assess for specific sexual health risk factors for progression and recurrence of anal dysplasia in a cohort of HIV-negative and positive MSM.</p>	<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <p>1 Recurrence rate and type of anal dysplasia</p> </div> <div style="width: 50%;"> <p>2 Substance Use</p> </div> <div style="width: 50%;"> <p>3 Condom Use</p> </div> <div style="width: 50%;"> <p>4 Sexual Role</p> </div> <div style="width: 50%;"> <p>5 History of Anoreceptive Intercourse</p> </div> <div style="width: 50%;"> <p>6 Sexually Transmitted Infections</p> </div> </div>	<p>This study shows that high-grade lesions and recurrences are more common in HIV-infected patients. Preliminary results from this study indicate a possible role of socioeconomic risk factors in outcomes related to anal dysplasia including persistence and progression. Data collection for this cohort will continue with more robust data interpretation and analysis.</p> <p>One caveat in understanding sexual health risk factors is that sexual history and sexual health is poorly documented in patients' chart likely indicating a poor recollection during the appointment. A better understanding of sexual health risk factors would be useful for identifying patients at risk for anal dysplasia leading to improved management and counseling. Most recently, a new sexual health history questionnaire has been implemented in the 550 clinic, aiming to achieve a more detailed sexual history from HIV+ patients. Ultimately, this will also be available for the Colorectal Surgery Clinic as part of their intake form for new patients.</p> <p>Future work will also be directed towards understanding the role of screening for anal dysplasia in the MSM population. Furthermore, aiding in the understanding of appropriate follow-up and next steps in the presence of a positive screening test.</p>
<p>Methods</p> <p>A retrospective chart review of patients managed by the University of Louisville's Colorectal Surgery clinic for suspected anal condyloma was performed. Only MSM were included. Patients were divided in 2 groups based on the presence or absence of HIV infection, 28 HIV-positive and 5 HIV-negative patients. Data on presenting symptom(s), type of lesion, social and medical history, sexual history, and follow up history with colorectal surgery were collected for each patient from available electronic medical records. Dichotomous variables are presented as number (%) and continuous variables as median (IQR).</p>	<p>Figure 1: Recurrence rate and type of anal dysplasia. Figure 2: Substance use including smoking, alcohol, drugs for both study groups. Figure 3: Condom use amongst HIV+ and HIV- MSM who presented for anal lesions. Figure 4: Sexual role for both study groups. Figure 5: History of anoreceptive intercourse for both study groups. Figure 6: History of Sexually Transmitted Infection (STI) amongst the two study groups.</p>	<p>References</p> <p>1. Siegel, J., Correa, A., Landolfi, S., Galloway, A., Wilson, L., Grossman, M., Fozard, V. (2017). Risk factors of high-grade anal intraepithelial neoplasia recurrence in HIV-infected MSM. <i>JGIM</i>, 32(10), 1045-1050. 2. Siegel, J., Wang, J., Wu, H., Chen, Y., Wang, C. F., Grossman, M. T., Chao, R. S. (2018). Understanding the burden of human papillomavirus-associated anal cancer in the US. <i>Cancer</i>, 123(15), 2583-2591. 3. Galloway, S. P., Pinsky, P. M., Gostira, A. S., Hwang, C. S., Jr., Aranda, C., Jensen, H., ... Gorman, C. I. (2010). Prevalence and persistence of human papillomavirus (HPV) infection among HIV-seronegative men who have sex with men. <i>J Infect Dis</i>, 202(1), 55-71. 4. Pinsky, P. M., Hays, R. C., DeWitt, J. T., De Castro, M., Jiao, S., Soto, J. M., & DeWitt, T. M. (2002). Risk factors associated with the high-grade anal intraepithelial neoplasia among HIV-positive men who have sex with men. <i>JGIM</i>, 17(2), 147-151. 5. Hwang, C. S., & DeWitt, J. T. (2010). Anal cancer and preinvasive neoplasia: epidemiology, etiology, and prevention of a sexually transmitted disease. <i>CMAJ</i>, 182(14), 1511-1517. doi: 10.1503/cmaj.10075 6. Galloway, A. S., Sawyer, L., Nelson, L., Grossman, M., Deane, M., Siegel, J., ... Khachaturian, H. C. (2014). Prospective study of anal cancer screening in HIV-infected and negative MSM. <i>JGIM</i>, 29(4), 1215-1221.</p>

1st place - Adam Neff and associates

Prevalence and risk factors for anal dysplasia in HIV-positive men who have sex with men: Results from the 550 clinic cohort study

2nd place - Rishtya M. Kakar and associates

“Every child with asthma needs an asthma action plan” Developing a community campaign to reduce childhood asthma disparities in West Louisville.

3rd place – Ryan Combs and associates

Health Promotion & Behavioral Sciences: Using boot camp translation to improve HIV literacy in West Louisville

Grants

1. Truncois-Haynes, E., Fosl, C., Jones, VF., Powell, C., Wendell, M. Cooperative Consortium for Transdisciplinary Social Justice Research. University of Louisville, \$250,000, 2017.
2. Hines-Martin, V., Jones, VF., Hooper, L., Cunningham, H., Ziegler, C. Partnership for Research: Culturally Informed Science and Excellence in Translation (PRECISE-T) Project. Office of Community Engagement. University of Louisville, Louisville, Kentucky, \$6,000, 2017.
3. Davis, D., Lohr, D., Jones, VF., et al. Safeguarding medication use and improving care delivery. OGMB170459; \$909,605, 07/01/2016 – 06/30/2017
4. Ker,r J., Krigger, K., et al. “Increasing Pre-Exposure Prophylaxis among High –Risk African Americans in Louisville, Ky. Tracking # OGMB180657; \$219,000, 2017-2018.
5. Jones, VF., University of Louisville PEPP Program. Kentucky Council for Postsecondary Education. Grant Number: OGMB0900130, \$46,175; 2017-2018
6. Jones, VF. Cultural Competency Workshop. Passport Health Plan. \$20,000; 2018
7. Jones, VF. Louis Stokes Alliance for Minority Participation. National Science Foundation, \$59,426; 2018-2019
8. Whitmore, K., Jones, VF., Simpson, R., Leslie, K., et al. Black Men as Agents of Change in Children’s Literacy Success: A Study of the Effects of Volunteer Readers and Early Literacy Behaviors in a Pediatric Clinic Waiting Room. Cooperative Consortium for Transdisciplinary Social Justice Research. University of Louisville, \$7,500; 2017.
9. Jones, VF. The Literacy Project. University of Louisville IT Department. In-Kind Donation books valued at \$1,000; 2018.
10. Jones, VF., Adams K. “Implementation of Aging Into Healthy Behaviors” supported by AAP Catch Program. \$10,000: 2018

Additional Scholarly Activities

TYPE	NUMBER
JOURNAL REVIEWER	4
ORGANIZATIONS	5
BOARD MEMBER	5
NATIONAL LEADERSHIP POSITIONS	2

Awards

1. Hines-Martin, V. - American Journal of Nursing Book of the Year Award (2nd place) in Psychiatric Mental Health Nursing for 2017 for Yearwood, E. & Hines-Martin, V. (Eds). (2017). *Routledge handbook of global mental health nursing: Evidence, practice and empowerment*.
2. V. Faye Jones - Louisville Central Community Centers Trustees of Inclusive Equity Award
3. Karen Krigger – Emmaus Ministries, Inc. and Bates Community Development Corp Heart of the Matter Award

Textbook (published/contracted/in development)

1. Yearwood, E. & Hines-Martin, V. (Eds). (2017). *Routledge handbook of global mental health nursing: Evidence, practice and empowerment*.
2. Hines-Martin, V., Cox, F. & Cunningham, H. (under contract). Library, collaborations and community partnerships: Enhancing health and quality of life. New York, NY: Routledge/Taylor & Francis Group.

Additional Highlights

Dr. Jones serves on two doctoral committees

Leslie Lopez, school of Public Health and Information sciences. Her thesis is entitled, *Determining the Effect of an Educational Intervention on Medical Support Personnel's Knowledge to Administer a Standardized Developmental Screening Tool*.

Christopher Brandon Childs, College of Education. His theses is untitled presently.

Drs, Hines-Martin, Krigger and Jones serve as mentors for the Health and Social Justice Scholars program.

Ryan Simpson and Dr. Craig Ziegler continue with the analysis of the university climate study in collaboration with Institutional Research and Planning.

Community Outreach

Our objective is to provide opportunities to learn about the community and how to navigate within the health care system to provide care as well as to collaborate with community partners.



HSC Community Highlight: Youth Violence Prevention Research Center

Many West Louisville youth experience and are affected by violence. In hopes of addressing this tragic community issue, the Centers for Disease Control and Prevention awarded the University of Louisville School of Public Health and the University of Louisville School of Public Health and Information Sciences (SPHIS) \$5.7 million to establish a Youth Violence Prevention Research Center. The Center is led by Monica Wendel, Dr.PH, MA. and Maury Nation, PhD, associate professor, Vanderbilt University Peabody College of Education and Human Development. Researchers and their partners are in the process of developing, implementing, and evaluating various forms of social media to reach youth with messaging from the social norming campaign, and will connect them to resources and services available locally. The strategy draws from a variety of disciplines and links experts with West Louisville youth in the campaign development, testing, and deployment process. East Nashville serves as a control site for the project, and colleagues at Vanderbilt University will be collecting data there. The initiative is aimed at reducing violence among youth living in West Louisville.



Monica Wendel, DrPH, MA

Community partners include: Louisville Metro Department of Public Health and Wellness (LMPHW), Louisville Metro Office of Safe and Healthy Neighborhoods (OSHN), Louisville Metro Police Department (LMPD), Jefferson County Public Schools (JCPS), IDEAS xlab, Renaissance Creative Group, and KentuckyOne Health. In addition, once the campaign is developed, multiple organizations have committed to serve as implementation partners, including the Interdenominational Ministerial Coalition, KentuckianaWorks Youth Career Center, Kentucky YMCA Youth Services, Louisville Central Community Centers, Louisville Urban League, Louisville Metro Juvenile Detention Services, the Muhammad Ali Center, the Muhammad Ali Institute for Peace and Justice, PEACE Education Program, Restorative Justice, the Center for Women & Families, and the YMCA of Greater Louisville.

The CDC's National Center for Injury Prevention and Control has recognized UofL as one of only seven national Centers of Excellence in Youth Violence Prevention. UofL joins the ranks of Johns Hopkins, University of Chicago, University of Colorado, University of Michigan, University of North Carolina at Chapel Hill, and Virginia Commonwealth in establishing centers aimed at curbing youth violence.

Youth Violence Prevention Symposium “Uprooting Violence in Our Community”

The Youth Violence Symposium, requested by the Shawnee Neighborhood Association, was designed to help children and their families recognize the effects of the violence and provide parental education about responsibility and effective parenting skills. A planning group of 12 community churches and organizations was coordinated by Dr. Karen Krigger. Fifteen community agencies working with youth, including representatives of all the mental health providers in the west end were provided table space for interaction with the public. The symposium was attended by 147 adults, college students, and middle/ high school students. The morning included four large group sessions delivered by university faculty, and the mayor’s office. Symposium topics included post-traumatic stress, the current state of the city’s violence, strategies to developing resilient children, and family education about mental illness. Sixteen small group sessions in the afternoon delivered by university faculty, JCPS personnel, and community representatives included discussions on avoiding gateway drugs, recognition of drug paraphilia in the home, firearm safety, raising educationally successful children; prevention of aggressiveness and violence among adolescents; school readiness; positive parenting; developing better parent/ teacher school communication skills; as well as, college application and testing. The Executive Director of the Louisville Central Community Center (LCCC) presented data from youth summits conducted at the site for the last 2 years. The works of Jaylin Monet Stewart, Louisville artist portraying portraits of the victims of violence in our city, were on display, as well as, “A Living Tree” where symposium visitors were able to hang their personal responses to our community violence. Six university faculty members participated in the symposium.



VIOLENCE

Uprooting Violence: Stepping Up for Our Community
A Symposium on Youth Violence
Saturday, June 9, 2018; 9:30 am – 3:30 pm
Louisville Central Community Center
1300 W Muhammad Ali Blvd, Louisville, KY 40203

Featuring:

- **Large group presentations**
 - PTSD
 - Violence in Louisville
 - Resilient Children
 - Family Effects
- **Keynote Speaker**
Dr. Monica Wendell, PhD, MA
Dir. Commonwealth Institute of Kentucky
Associate Dean, School of Public Health
and Information Sciences
- **Lunch**
- **Small Group Breakouts**
- **Community Resources**
- **Door Prizes**




King Solomon Missionary Baptist Church
Louisville Central Community Center
Portland Memorial Baptist Church
Shawnee Christian Healthcare Center
Louisville United Against Violence
Office of Diversity and Inclusion, Health Sciences Campus, University of Louisville

Kentuckiana Federation of Lutheran Churches
Louisville Urban League
Redeemer Lutheran Church
Shawnee Neighborhood Association
Office for Safe and Healthy Neighborhoods

To register call Jon-Aaron @ 502-852-7159 / jamood01@louisville.edu, or go to <http://bit.ly/LonYouthViolence18>



Youth Violence Symposium community partners

Selected comments from the symposium surveys as to “2 things learned during the symposium” included:

“Adverse childhood experiences can cause PTSD and threats need to be dealt with.”

“Power of one – there are many opportunities to become a mentor/ adult support to a young person and give them guidance.”

“We must intervene while children are young to break the cycle of violence.”

“We must end systematic racism/ inequality; a caring adult is key for a youth to rise above their environment.”

“Faces of PTSD, Voices of advocates, eye opener about racism in different forms; the evening was fantastic and left me hungry for more knowledge; availability of needle exchange programs; Discussing violence as a public health issue rather than an isolated issue.”

“I learned a way to better discuss how to avoid projecting negative or low expectations and instead lean in to accepting people and learning why they are the way they are.”

The symposium was covered by [WHAS](#), WLKY, [WDRD](#), [UL Media Services](#), and [insider Louisville](#).

UL/Redeemer Lutheran Church Partnership

Redeemer Lutheran Church located at 3640 River Park Drive 40211 (corner of 37th and River park Drive) provides a Dare to Care Food Pantry in the Shawnee neighborhood. In collaboration with Dr. Karen Krigger, Director of Health Equity in the HSC Office of Diversity and Inclusion, on the days that Dare to Care is taking place ancillary health services were provided, including HIV testing from the Health Department serving 10 to 15 individuals on average each month. In addition, community education nursing students (10 to 12 students per month) under the supervision of a nursing school faculty member provided basic medical screening for 20-30 patients each month for hypertension, asthma, diabetes, asthma, cardiovascular risks/prevention education and body mass index. ULH pharmacy students delivered 40 influenza immunizations in the fall of 2017.

Other initiatives included the needle exchange program. Neighborhood acceptance of the needle exchange van was secured by Dr. Krigger and Redeemer Church members by conducting a survey of 100 homes around the church in the fall of 2016. Needle exchange services by Volunteers of America were performed at the church site weekly. Funding for the nursing supplies, influenza immunizations, Kroger gift card incentives, Yoga contribution , were provided by a two year Health and Wellness grant ending 3/2016 2/2018. Dr. Krigger was instrumental in securing the aforementioned projects through a competitive national grant within the Lutheran Churches.

UL/Redeemer Church Collaborative Activities

<i>Activities</i>	<i>Individuals Served</i>
<i>Dare to Care Food Pantry Program (15+ Years)</i>	150 people/month
<i>HIV screening (15+ Years)</i>	10-15 people/month
<i>Needle exchange (12/2016 –ongoing)</i>	10-20 people/week
<i>Fall Musicale with UL School of Music (9/2017)</i>	4 sessions
<i>Flu vaccine administration (10/2017)</i>	40 persons
<i>Block Party and Health Fair (9/2017)</i>	225 participants
<i>Arm Chair Yoga Class (1/2018-ongoing)</i>	5-9 persons/week



Arm chair yoga at Redeemer Lutheran Church

Redeemer Lutheran Church Annual Block Party and Health Fair

Under the direction of Dr. Karen Krigger, Redeemer Lutheran Church has put on a street and health fair for the community every year since 1992. This free community health festival focuses on enriching the body, mind and spirit. The fair offers food, live music and entertainment, games for children, a yard sale, and a “bike rodeo.” Dental, Medical, Nursing, Audiology, and Massage (Spencerian college students provide basic education and health screenings, such as, asthma, diabetes, HIV, mammograms, vision, blood pressure, BMI) , and health education (i.e., cancer, nutrition, harm reduction, oral health). The James Graham Brown Mobile Mammography unit also was present. Physical activity (yoga, tai chi) classes and demonstrations were provided. Other informational resources include voter registration, FreshStop, library services, kids ID, and interactions with community first responders such as EMS, fire, police, and sheriff in a fun filled relaxed environment. In 2017, 300 community members participated in the event.

Screening Performed at 2017 Health Fair BY UL School of Nursing/School of Medicine – Audiology and James Graham Brown Mobile Unit

Screening	Number
Asthma	33
Blood Pressure	68 (7 abnormal; 1 referral)
Body Mass Index	46
Diabetes	51 (6 abnormal)
Mammogram	11
Vision Screen	37 adults; 16 children; 3 referrals
Hearing Screen	47



Redeemer Lutheran Church, Health Fair and Block Party –2018

February 2018 Community Collaborative Film Series

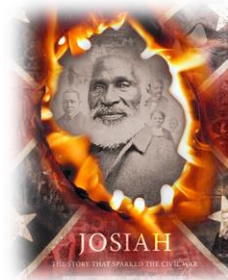
“History is written by the victors” a quote attributed to Winston Churchill, but of unknown origin. To this light, February is traditionally Black History Month in the United States honoring the history and contributions of African Americans whose stories and exploits may not appear in mainstream American conscience or textbooks. The diversity of our American population in culture, religion, origin, and ideology makes it imperative America take advantage of opportunities to learn and remember, if once known, the positive impact and struggles a diversified America has made in the establishment of freedoms of all people in our nation.



The Office of Diversity and Inclusion partnered with the Louisville Free Public Library to present a series of African –American historical, biographical films during the month of February. Films included *Marshall* (Thurgood Marshall, Supreme Court judge), *Hidden Figures* (the story of black female mathematicians, engineers, and computer programmers instrumental in the 1960s space race), *The Jackie Robinson Story* (story of Jackie Robinson’s entry and integration of the major baseball leagues), and *Loving* (Supreme Court case of *Loving vs. the state of Virginia*). Each film was followed by discussions lead by UL faculty and community members. The movies had closed captioned for the hearing impaired with “hearing loops” available to facilitate hearing impaired participation in the discussions. Sign language interpreters were available with advanced requests. The showings attracted ~50 people/week. Nine UL faculty members participated in this series with representation from the School of Medicine, School of Public Health, the Brandeis School of Law, the Speed School, and College of Arts and Sciences Department of Health and Sports Sciences.

Forgotten History: Josiah – the Story that Sparked the Civil War

A unique collaboration between the HSC Office of Diversity and Inclusion, the Kentucky Center for African American Heritage, Louisville Black Media Collaborative, and the Louisville Chapter of the NAACP resulted in a free community screening of this historic film at the Kentucky



American Heritage and the Black Media Collaborative are proud to host a screening of *Josiah*, a documentary that traces Josiah Henson’s harrowing journey from slavery in Maryland and Kentucky to freedom in Canada.

Date: Friday, June 16, 2018
 Venue: Kentucky Center for African American Heritage
 Address: 3703 W. Muhammad Ali Blvd
 Doors Open: 6:00 PM
 Screening Begins: 6:30 PM
 Details: This is a free public screening. Author and documentation based A. Brook will be in attendance and there will be a discussion to follow the screening.

Thank you to the following sponsors and collaborators:

Center for African American Heritage. A forgotten hero of the Abolitionist Movement, whose life inspired Harriet Beecher Stowe’s classic novel *Uncle Tom’s Cabin*. *Josiah - the Story that sparked the Civil War*, is a documentary that traces Josiah Henson’s harrowing journey from slavery in Maryland and Kentucky to freedom in Canada. Josiah Henson (1789-1883) spent 41 years as a slave. Approximately 50 people attended the showing followed by discussion lead by the book’s author and videographer.

Additional Community Collaborations

The goal of health equity is to decrease differences in health care quality for traditionally underserved and marginalized populations including minorities, intravenous drug users, the elderly, and the LGBTQ community. Some activities provided safe, positive interactions between the Health Science Center campus students and the citizens in the west end of Louisville while others involved multidisciplinary academic and community collaborations for service development. UL faculty and students delivered health services to the 40210, 40211, and 40212 communities under the direction and action of Dr. Karen Krigger, activities included the following:

- Collaboration with Ryan Combs assistant Professor Health Promotion & Behavioral Sciences School of Public Health & Information Sciences as HIV Consult for HIV Boot Camp Translation Project January 1, 2017 – February 28, 2018. Recruited members for the community group and provided HIV presentations.
- Collaboration with Jelani Kerr assistant Professor Health Promotion & Behavioral Sciences School of Public Health & Information Sciences in securing grant “Increasing Pre-Exposure Prophylaxis among High-Risk African Americans in Louisville, KY. Tracking # OGMB180657
- Participated in the World AIDS Day Service Project through food collection for the House of Ruth, a community AIDS service organization. Participating organizations included : Dental School, School of Public Health, School of Social Work, HSC ODI office, and Family and Geriatric Medicine Newburg Office.
- Organized free Arm Chair Yoga Class at Redeemer Lutheran Church 3640 River Park Drive, made possible through a 2 year health and wellness \$25,000 grant award. The class continues once a week.
- Consultant for Family Health Center’s *PrEP education for medical providers* “Portland Family Health Centers 2200 Portland Avenue (part of the “Increasing Pre-Exposure Prophylaxis among High-Risk African Americans in Louisville, KY”. Grant)

Community Engagement in Service

Community Service is defined by the Office of Community Engagement as “engaging with the community to provide services for the benefit of the community....{including} civic engagement.” Our team members are committed to participating in activities related to civic engagement.

- V. Faye Jones: Passport Health - Board member
- V. Faye Jones: Family Scholar House – Trustee
- Sharon Gordon: Division Street School in New Albany, IN – Board of Directors
- Katie Leslie: Leukemia and Lymphoma Society – League Champion for Team and Training Arm
- Vicki Hines Martin: Minority Fellowship Program (MFP), SAMHSA and ANA, National Advisory Committee
- Vicki Hines Martin: Neighborhood House (Portland Community) – Board of Directors member 2012- present; Executive Committee member (At-Large) 2016, Secretary, 2017.
- Ryan Simpson: Americana - Board member
- Karen Krigger :Redeemer Lutheran Church Chairperson Steward and Development Committee
- Karen Krigger :Redeemer Lutheran Church Chairperson Project Compassion-HIV Outreach
- Karen Krigger Co-chairperson Southeast Division American Academy of HIV Medicine (AAHIVM) 9/2013- 9/2018

Community service is Partnerships supporting the university’s mission and priorities.

King Solomon Missionary Baptist Church, Kentuckiana Federation of Lutheran Churches, Louisville Central Community Center, Louisville Urban League, Portland Memorial Baptist Church, Redeemer Lutheran Church, Bethel Baptist Church, and Shawnee Christian Health Care Center, Shawnee Neighborhood Association, Louisville United against Violence, Mayor’s Office for Safe and Healthy Neighborhoods, and Youth Violence Prevention Research Center. Community Participants included Pivot 2 Peace, 2not1, Metro Parks , Youth Build, Kentuckiana Works Re-image, Kentucky Youth Career Center , NAMI (National Alliance on Mental Illness), Shawnee Christian Health Care Center Behavioral Unit, Centerstone, Park DuValle Health Center Behavioral Unit, Valerie Day Private Practice Family Therapist, Family Health Center Portland Behavioral Health , Jaylin Monet Stewart-community artist of Louisville homicide victims, Volunteers of America, Louisville Metro Department of Health and Wellness, Yoga East, Louisville Free Public Library , Central High School, the Kentucky Center for African American Heritage, Louisville Black Media Collaborative, and the Louisville Chapter of the NAACP.

HSC Highlight: Working Together To Achieve a Common Goal

UofL Care Partners is a collaboration of the Schools of Dentistry and Nursing

Breaking down barriers to care while offering better patient service are reasons the University of Louisville Schools of Dentistry and Nursing have launched UofL Care Partners, a new clinical service at the dental school. "Here at UofL we are working to create solutions." said UofL President Neeli Bendapudi. "In our health care landscape where there are too few primary care providers to meet demand, UofL Care Partners offers our dental patients an in-house clinical service solution."



Beverly Williams Coleman, DNP, APRN and patient

UofL Care Partners serve as an urgent care style clinic for patients who need help with issues such as blood pressure or diabetes management. In 2017, the School of Dentistry wrote nearly 940 medical consults for patients who needed to follow-up with a provider before progressing through their dental treatment. Almost 40-percent of these patients failed to complete the follow-up required for their oral health treatment. The UofL Care Partners is a strategy to address this issue.

Dental patients, along with others including faculty and staff or community members can make an appointment with UofL Care Partners' part-time nurse practitioner. In addition to offering chronic disease management, patients can have basic lab work completed or be seen for an acute illness. A nurse practitioner also works with patients to connect them with a primary care provider or specialist, if needed.

UofL Care Partners is an outgrowth of an existing relationship between the Schools of Dentistry and Nursing who jointly received a \$1.1 million grant from the U.S. Department of Health & Human Services Health Resources and Services Administration (HRSA) in 2012. The grant supported an educational initiative for nursing and dental students to enhance communication between the professions and develop best practices in patient assessment, consultation and management to improve overall health of patients. Additionally, DMD students learn from a nurse practitioner who instructs them on completing medical history forms required for all new dental patients as part of the admission process. Dental students also learn how to evaluate whether a patient is healthy enough to complete an exam and subsequent treatment.

Appendix



Health Sciences Center Office of Diversity and Inclusion Financial Summary

Program	C0455	G2885
Program Description	HSC Office of Diversity & Inclusion	HSC Office of Diversity & Inclusion
Funding	\$ 681,820.00	\$ 1,000.00
Funding Source	Executive Vice President for Health Affairs	Mary Joshua Scholarship
Total Program Expenses	\$ 646,553.69	\$ 1,000.00
Personnel Expenses		
Salaries	\$ 375,060.13	\$ -
Employee Benefits & Taxes	\$ 117,889.52	\$ -
Programmatic Expenses		
Cost-share Funding	\$ 33,081.27	\$ -
Culturally Effective Care Symposium	\$ 990.03	\$ -
Diversity Alliance - Resident Initiatives	\$ -	\$ -
eQuality Curriculum initiative	\$ -	\$ -
Health & Social Justice Scholars	\$ 59,129.05	\$ -
Lunch & Learns (6)	\$ 188.20	\$ -
Poverty Simulation	\$ 1,709.51	\$ -
Sponsorships - Campus Initiatives	\$ 5,508.58	\$ -
Sponsorship - Students Initiatives	\$ 1,800.00	\$ -
Scholarships	-	\$ 1,000.00
Travel Expenses		
Travel	\$ 11,579.95	\$ -
Recruiting - Travel	\$ 463.85	\$ -
Office Expenses		
Departmental Expenses		
Business Meals, Computer(s), Furniture, IT Charges, Office Supplies, Professional Development, Registrations	\$ 33,219.52	\$ -
Research Louisville	\$ 1,000.00	\$ -
Promotional Items - Recruiting	\$ 4,934.08	\$ -
Research Resources	\$ -	\$ -
Unconscious Bias	\$ -	\$ -

*Please note that due to timing of transfers / recognition of revenue, operating expenses may be higher than reported revenue.

*Additionally, some expenses related to the review period may not be recognized until the next review period. No expenses were accrued due to differences between the University fiscal year and the Annual Report period.

Culturally Effective Care Symposium Financial Summary

Program	Z1520	
Description	Culturally Effective Care Symposium	
Funding	\$	23,103.46
Funding Source	Outside Sponsors	
Funding		
Funding Source		
Total Program Expenses	\$	22,375.14
Programmatic Expenses		
Catering	\$	8,779.50
IT A/V Expenses	\$	6,456.26
Miscellaneous Expenses	\$	596.13
Printing	\$	143.25
Building Rental	\$	5,500.00
Transportation	\$	900.00

*Please note that due to timing of transfers / recognition of revenue, operating expenses may be higher than reported revenue.

*Additionally, some expenses related to the review period may not be recognized until the next review period. No expenses were accrued due to differences between the University fiscal year and the Annual Report period.

PEPP / MCAT / DAT Financial Summary

Program	GB170079	GN170079P	Z1508
Description	PEPP / MCAT / DAT In-State Funding	PEPP / MCAT / DAT In-State	MCAT / DAT Out-of-State Finding
Funding	\$ 138,525.00	\$ 35,183.00	\$ 56,395.42
Funding Source	State of Kentucky	Program Participants	School of Dentistry/Medicine
Total Program Expenses	\$ 138,524.99	\$ 35,183.00	\$ 21,854.49
Personnel Expenses			
Personnel Salaries	\$ 32,341.08		
Employee Benefits & Taxes	\$ 5,911.02		
Programmatic Expenses			
Background Checks - Program Staff			
Catering	\$ 8,706.42	\$ 20.00	\$ 951.65
Housing	\$ 29,826.00	\$ 10,286.24	\$ 13,494.76
MCAT / DAT Training / Resources	\$ 32,644.66	\$ 23,330.00	
Program Recreation		\$ 1,487.00	
Program Printing	\$ 126.73		
Program Supplies	\$ 1,486.85	\$ 11.76	\$ 155.38
Students Stipends	\$ 20,273.68		\$ 4,800.00
Transportation	\$ 6,920.46	\$ 48.00	\$ 2,415.45
Transportation - Gasoline	\$ 288.09		\$ 37.25

*Please note that due to timing of transfers / recognition of revenue, operating expenses may be higher than reported revenue.

*Additionally, some expenses related to the review period may not be recognized until the next review period. No expenses were accrued due to differences between the University fiscal year and the Annual Report period.

Post-Baccalaureate Pre-Med Program Financial Summary

Program	30524	G2748
Description	Post Baccalaureate Pre-Med Program	Post Baccalaureate Pre-Med Gift Account
Funding	\$ 155,483.62	\$ 3,000.00
Funding Source	Tuition Revenue	Donors
Total Program Expenses	\$ 154,398.48	\$ 2,000.00
Personnel Expenses		
Salaries	\$ 97,698.55	
Employee Benefits & Taxes	\$ 38,452.62	
Programmatic Expenses		
Catering		
Enrichment Sessions		
Lunch & Learns		
Office Snacks for Students	\$ 3,085.56	
MCAT Training / Resources	\$ 294.00	
Program Activities	\$ 512.81	
Student Awards	\$ 1,686.67	\$ 2,000.00
Office Expenses		
Memberships	\$ -	
Office Supplies	\$ 11,488.28	
Postal Service	\$ 55.23	
Promotional Items - Marketing & Recruiting	\$ 974.76	
Registrations	\$ 150.00	
Research Resources	\$ -	

*Please note that due to timing of transfers / recognition of revenue, operating expenses may be higher than reported revenue.

*Additionally, some expenses related to the review period may not be recognized until the next review period. No expenses were accrued due to differences between the University fiscal year and the Annual Report period.

Pre-Matriculation / MED Program Financial Summary

Program	Z1449	
Description	Pre-Matriculation / MED Program	
Funding	\$	52,493.50
Funding Source	School of Medicine	
Total Program Expenses	\$	22,890.35
Personnel Expenses		
Personnel Salaries	\$	10,800.00
Employee Benefits & Taxes	\$	1,508.80
Programmatic Expenses		
Background Checks - Program Staff	\$	-
Catering	\$	2,601.72
Closing Program Gifts	\$	79.91
Students Stipends	\$	7,600.00
Supplies	\$	299.92

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Summer Medical Dental Education Program (SHPEP) Financial Summary

Program	Z1753	Z1752	30473	30539
Description	Summer Health Professions Education Program Grant / University Funding	Summer Health Professions Education Program Cost-Share	SHPEP In-State Tuition	SHPEP Out-of-State Tuition
Funding	\$ 316,069.89	\$ 30,665.02	\$ 55,000.00	\$ 60,000.00
Funding Source	University Funding	University Departments	University of Louisville	University of Louisville
Total Program Expenses	\$ 288,053.74	\$ 30,665.02	\$ 20,636.00	\$ 27,100.00
Personnel Expenses				
Personnel Salaries	\$ 64,362.46	\$ 22,628.02		
Employee Benefits & Taxes	\$ 16,836.48	\$ 5,705.11		
Background Checks	\$ 109.20			
Programmatic Expenses				
Catering	\$ 56,856.17	\$ 1,263.33		
Housing - SMDEP	\$ 4,854.00			
Mailings	\$ 90.98	\$ 1.89		
Program Activities	\$ 1,715.00			
Program Supplies	\$ 1,531.68	\$ 616.67		
Student Stipends/Scholarships	\$ 66,717.36		\$ 20,636.00	\$ 27,100.00
Transportation / Travel	\$ 74,980.41	\$ 450.00		
Underinsured Students				

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Louis Stokes Alliance for Minority Participation (LSAMP) Financial Summary

Program	GB140739A	
Description	LSAMP: KY-WV Mid-Level Alliance	
Funding	\$	80,812.00
Funding Source	National Science Foundation	
Total Program Expenses	\$	66,440.49
Personnel Expenses		
Personnel Salaries	\$	13,334.41
Employee Benefits & Taxes	\$	2,461.09
Programmatic Expenses		
Participant Support	\$	12,702.16
Scholarships	\$	24,065.19
Travel	\$	4,633.35
Indirect Cost	\$	9,244.29

*Please note that due to timing of transfers / recognition of revenue, operating expenses may be higher than reported revenue.

*Additionally, some expenses related to the review period may not be recognized until the next review period. No expenses were accrued due to differences between the University fiscal year and the Annual Report period.