

UNIVERSITY OF
LOUISVILLE

Health Sciences Center Office of Diversity and Inclusion

2013 – 2014 Annual Report



“Seeking diversity automatically leads us to excellence, just as focusing on excellence inevitably leads us to diversity.” William C. Steere

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

I am delighted to provide the Health Science Center (HSC) community with our *First Annual Report on Diversity*. The HSC Office of Diversity and Inclusion (ODI) is committed to its' mission of advancing the university's priority of promoting and supporting a diverse community by fostering an environment of inclusiveness through the understanding and celebration of the many differences in perspectives, thoughts, talents, rich histories and experiences, belief systems and cultures of the students, faculty and staff of our the HSC community. It is our vision that we will be an innovative force that drives excellence as we integrate diversity in education, clinical service, community engagement and research by enhancing partnerships across the schools. We strive to be seen as a forum for exchanging ideas that can translate into improved policies and practices to support diversity in education, research and service across our four schools.

We have placed our emphasis this year on developing collaborative opportunities and building partnerships to leverage the power and influence of the contribution of diversity to the goal of excellence throughout the campus. Our efforts could not have been achieved without the partnership with each of the Diversity Chairs from the schools. Through our joint efforts, we are creating an environment of inclusion. We have attempted to engage our community in learning activities, enhance connections between schools, showcase individual activities and provide a forum for “hot” topics. We have developed a score card of our activities to challenge ourselves to document our progress.

We, as the HSC Office of Diversity and Inclusion, will continue to focus on creating an inclusive, equitable and welcoming environment for all of our stakeholders. Over time our goal is that these good works will specifically result in a better educational and work place environment for our students, staff and faculty allowing each to realize their potential and expectations of a more “diverse and inclusive” University of Louisville community.

As you continue through the report, you will see our demographic makeup and progress “by the numbers”. We will also highlight the many activities (educational, service and research) within the schools. The work continues and as we move forward our goal is to continue pushing the needle to reach excellence.

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

Meet Our Team

- V. Faye Jones, MD, PhD, M.S.P.H., Assistant Vice President for Health Affairs/Diversity Initiatives
- Michael L. Rowland, PhD, Associate Dean for Diversity and Community Engagement, School of Medicine
- Mary S. Joshua, MEd, Associate Director for Special Programs
- Katie F. Leslie, MS, Program Director for Diversity and Inclusion
- Sharon Gordon, MS, Program Coordinator, Sr., Summer Medical and Dental Education Program (80% effort to ODI)
- Tonia D. Thomas, BS, Program Director, Post Baccalaureate Pre-Medical Program
- Toni Holt, Administrative Associate, Office of Diversity and Inclusion (retired, December 20, 2013)
- Ronald Welch, BS, Administrative Associate (began February 2014)
- Shonna Wagner, Program Assistant, Post Baccalaureate Pre-Medical Program
- Brian Davis, BS, Unit Business Manager
- Craig Ziegler, MA, Statistician
- Karen Krigger, MD, Director of Health Equity (begins July 1, 2014)



By the Numbers

Summary Statement

The schools on the HSC campus continue to train and graduate a diverse student population, although in some areas we are making little progress. Programs to attract and recruit students from underrepresented backgrounds need to continue and be strengthened to maintain and improve representation. In addition, programs and policies are needed to attract a diverse and thriving workforce. A more targeted effort to increase female representation should be a priority as well. Summaries of the current diversity metrics for the Health Sciences Center workforce and student populations are presented below. For further information, you may access the full [workforce and student data sets](#) from our website.



Student Pipeline, Development, and Retention Activities

A number of student pipeline and development programs are the most established activities of the ODI activities and initiatives. The programs are designed to increase diversity in the HSC student populations and future healthcare workforce and aid students at various levels of the pre-health journey. These programs vary by funding sources, structure, and purpose, and represent a series of combined efforts to assist students. Table 1 provides a summary of the ODI structured pipeline development, and retention activities.

Explorers Program

The Explorers Program serves as the youngest group of students of the “formal” ODI pipeline initiatives. During the spring 2014 semester, the Health Sciences Center Office of Diversity and Inclusion implemented the Health Sciences Explorer Post in conjunction with the Lincoln Heritage Council, Boy Scouts of America. Thirty-three high school junior students interested in various health careers from Butler, Central, and Fairdale High Schools were selected to participate in this new and innovative program. The majority of participants are economically disadvantaged and will be first generation college students.



HSC Explorers in the School of Nursing Simulation Clinic

Demographic Information

Non-Hispanic White	20
African American/Black	9
Asian	2
Hispanic/Latino	2

This initiative allows students to connect with the University of Louisville Health Sciences Center, visiting the campus once per month. Representatives from each school (Medicine, Nursing, Dentistry, and Public Health and Information Sciences) provide career and informational overviews of their respective fields and engage the students in hands-on experiential learning activities.

Last year, Rachel Quick (School of Dentistry), Tiffany Robinson (School of Public Health and Information Sciences), Alona Pack (School of Nursing), and Dr. Tom Geoghegan (School of Medicine) led the activities for their respective schools.

This cohort of students will continue the program through their high school graduation with monthly activities planned at HSC for the 2014-2015 academic years.

Table 1.
ODI Student Pipeline, Development, and Retention Programs

Program Name	Est.	Target Population(s)	Academic Standing	Health Career Area(s)	Students per Year	Funding Source(s)
Explorers Program	2014	-Students from Butler, Central and Fern Valley high schools underrepresented minority and disadvantaged students	- H.S. Juniors and Seniors	-Any	Cohort of 30	-N/A
Professional Education Preparation Program Pre-College Summer Workshop	1981	-Kentucky students from HPSA counties -Kentucky underrepresented minority students	-H.S. Seniors	-Medicine -Dentistry	20-25	-Kentucky Council on Postsecondary Education
Multicultural Association of Pre-Medical Students	1999	-UofL/Metroversity students from underrepresented minorities, rural/disadvantaged backgrounds, and/or interested in improving health disparities and increasing diversity in the health professions	-Undergraduates -Post-Bacs -Graduates	-Any	Varies 10-20	-N/A
Summer Medical and Dental Education Program	2006	-Underrepresented minority students -Students from rural/underserved areas -Students from economically or educationally disadvantage backgrounds -Students with interest in issues affecting underserved populations	-College Freshman -College Sophomores	-Medicine -Dentistry	80	-Robert Wood Johnson Foundation -University of Louisville Matching Funds
Professional Education Preparation Program MCAT-DAT Review Summer Workshop	1983	-Kentucky students from HPSA counties -Kentucky underrepresented minority students -Non-Kentucky pre-medical underrepresented minority students	- Prerequisite coursework requirements - Completion of at least two years of college	-Medicine -Dentistry	30-35	-Kentucky Council on Postsecondary Education -University of Louisville School of Medicine
Post-Baccalaureate Pre-Medical Program	2009	-Career changers	- College graduates with less than 12 hours pre-medical coursework completed	-Medicine	10-20	-Student Tuition Revenue
Medical Education Development	1987	-Underrepresented minority students -Students from rural backgrounds -Students from disadvantaged backgrounds	- College graduates - Denied admission to ULSOM	-Medicine	Varies (1-5)	-University of Louisville School of Medicine
Pre-Matriculation Program	1989	-Underrepresented minority students -Students from rural backgrounds -Students from disadvantaged backgrounds	-Entering ULSOM students	-Medicine	Varies (10-30)	-University of Louisville School of Medicine
Student National Medical Association		-Underrepresented minority students enrolled at the University of Louisville School of Medicine	-Current ULSOM medical students	-Medicine	Varies (20-30)	-N/A

Professional Education Preparation Program Pre-College Summer Workshop (PEPP)

PEPP is one of the oldest programs of the “formal” ODI pipeline initiatives, as students attend a four-week residential program after their senior year of high school. The program provides academic enrichment in freshman college-level math and science, career exploration, clinical exposure to medicine and dentistry, planning for the pre-health curriculum, and advising for professional school admissions requirements and processes. Other activities are designed to facilitate a successful transition to undergraduate education. The intent of this program is to develop future healthcare professionals who will meet the health care needs of underserved populations in the state of Kentucky.

Since 1997 (data available electronically), 387 students have participated in the PEPP program at the University of Louisville. A recent academic outcomes study was conducted through a National Student Clearinghouse search for post-secondary graduation and enrollment for students who had participated in the PEPP program for the years 1997-2009 (students participating in the 2010-2013 programs have not had the opportunity to graduate from college or apply to graduate and professional school programs). The total number of participants for these years was 296 with 223 available for study. Outcomes are summarized in

An additional 19 students have gone through the program since the creation of the ODI. Twelve PEPP alumni matriculated to entering fall 2014 professional school programs 3 to medical school (2 at ULSOM, 1 to Pikeville KYCOM), 1 to dental school (ULSD), 2 to pharmacy school (1 to UK, 1 to Virginia Commonwealth), 2 to physical therapy (Bellarmine University), 1 to physician assistant (Lincoln Memorial University), 1 to Master of Public Health (ULSPHIS), 1 to podiatry school (Kent State), and 1 to Master of Speech Pathology (UK).

Table 2.

Student Outcomes of the PEPP Program (1997-2010)

Current Undergrad	ULSOM	Other Medical School	ULSOD	Other Dental School	Other Health Career	Total
Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)	
8 (3)	23 (9)	34 (14)	8 (3)	2 (1)	47 (19)	246

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 U of L. 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, Katie Leslie. Membership size also fluctuates each year, but the



MAPS students at a Brooklawn service activity

organization tends to be a small, close-knit group of 10-15 students. Since the establishment of the University of Louisville MAPS chapter in the spring of 1999, at least 58 students have matriculated to health professional schools: 41 to medical school (21 to the University of Louisville School of Medicine); 8 to dental school (all at the University of Louisville School of Dentistry); 4 to graduate programs in public health (3 to the University of Louisville School of Public Health and Information Sciences); 1 to a doctoral program in physical therapy; 1 to optometry school; and 3 to pharmacy school.

The 2013-2014 academic year was a banner year for the UofL MAPS chapter. Leadership by four outstanding officers resulted in increased membership, activities, and initiatives. Here are just a few 2013-2014 highlights:

- 12 MAPS meetings, averaging 25 students in attendance at each
- 9 Community Service activities with various community organizations (Ronald McDonald House, Brooklawn Child and Family Services, Leukemia and Lymphoma Society)
- 2 Health Sciences Campus Visits (University of Louisville Health Sciences Center, University of Kentucky Health Sciences Colleges)
- 5 fundraising events to support MAPS programming, student travel, and donate to/support community service organizations (i.e. buy food for Ronald McDonald House)
- 20 students met requirements to be considered members in good standing for both the fall and spring semesters (attend half of all meetings and service events, maintain a minimum 3.0 GPA, meet with advisor at least once per year, pay semester membership dues)
- 4 members attended the 2014 Annual Medical Education Conference in Washington, DC (supported by UofL Student Government Association and MAPS fundraising events)

Summer Medical and Dental Education Program (SMDEP)

The Summer Medical and Dental Education Program (SMDEP) is a six-week academic enrichment program sponsored by the Robert Wood Johnson Foundation (RWJF) for first and second year college students interested in medicine or dentistry, and who are from underrepresented minority/ethnic groups or rural and underserved areas of the country. There are several other similar RWJF-funded SMDEP program sites across the country. Each summer, 80 students (60 pre-medical, 20 pre-dental) attend this free residential program at the University of Louisville HSC. Housing, meals, stipend are provided at no cost to students in addition to a tuition-free 3-hour science enrichment course. The upper-level science material including Physics, Organic Chemistry, Medical Biochemistry, and Human Physiology allowed scholars to master a new way of integrating and applying the basic sciences and math, utilizing team-based medical/dental applications. The scholars are also given many opportunities to interact with current medical and dental students as well as the faculty and staff of the Schools of Medicine and Dentistry.

Since the establishment of the University of Louisville SMDEP program in 2006, 634 SMDEP scholars, including 475 pre-medical and 159 pre-dental students have completed the program. Geographically, these students are from Kentucky and approximately 38 other states, the District of Columbia, and Puerto Rico. In addition, 713 scholars have participated in SMDEP at the University of Louisville, of which **554** are eligible to apply to medical or dental school based on academic classification.



2014 SMDEP scholars at ULSOM Dean Toni Ganzel's home

The ODI maintains a database of self-reported SMDEP participant outcomes. These outcomes for students who participated in the program for the years 2006-2011 are demonstrated in Table 3 (students participating in the 2012 and 2013 programs have not had the opportunity to graduate or apply to graduate or professional school programs). Based solely on self-reported data: 22% of SMDEP participants matriculated to medical school (46 at the University of Louisville School of Medicine); 11% matriculated to dental school (26 to the University of Louisville School of Dentistry); and 9% matriculated to other graduate or professional school programs. Overall, 160 University of Louisville SMDEP alumni report their matriculation to medical or dental school, with 72 attending programs at the University of Louisville.

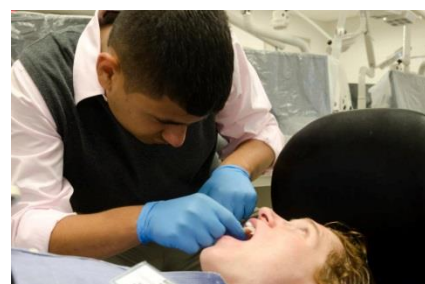
Table 3.

Self-Reported Student Outcomes for the SMDEP Program (2006-2013)

Focus	ULSOM		Other Medical School		ULSOD		Other Dental School		Other Graduate Programs		No Self Report		Total
	Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)	
MED	53	(13)	86	(21)					49	(12)	222	(54)	410
DENT					39	(27)	31	(22)	5	(3)	69	(48)	144
Total	53	(10)	86	(16)	39	(7)	31	(6)	54	(10)	291	(53)	554

Professional Education Preparation Program MCAT-DAT Review Summer Workshop

The MCAT-DAT Review Summer Workshop, the second component of the PEPP program funded by the Kentucky CPE, emphasizes preparation for entrance exams and application development for the medical and dental school admissions processes after the completion of at least two years of college coursework. During this four-week residential program, students attend classes, take practice exams, and participate in sessions focused on completing applications. Students learn and live together in a team-based, supportive environment. Eligible students now have access to the full Kaplan Advantage Review Program at no charge. The program also aims to develop participants' oral and written communication skills. Strategies have included personal statement workshops, professionalism

*DAT students in the dental clinic*

and networking seminars, and mock interviews. In addition to the CPE funds that support 20-25 Kentucky residents each summer, the University of Louisville School of Medicine provides funding for an additional 10 underserved in medicine students who are non-Kentucky residents to participate in the MCAT portion of the review. Outcomes since 1997 reveal 484 students participated in the University of Louisville MCAT-DAT Review Summer Workshop with 396 eligible for study. Findings are summarized in Table 4.

*Students and staff at the MCAT-DAT Review closing banquet*

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Table 4.

Student Outcomes of the MCAT-DAT Review Summer Workshop (1997-2013)

Current Undergrad	ULSOM		Other Medical School		ULSOD		Other Dental School		Other Health Career		Total	
	Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)		
14	(4)	66	(15)	96	(22)	73	(17)	26	(6)	41	(10)	431

Post-Baccalaureate Pre-Medical Program

Established in January 2009, The University of Louisville Post-Baccalaureate Pre-Med Program is designed for college graduates seeking a career change who decided to pursue the pre-medical coursework to apply to medical school and become a physician. The program consists of students who are diverse in age ranging from 21 – 44 years of age, various academic and career backgrounds, and much more. The program allows students with minimal hours of pre-medical level coursework to complete the academic requirements and participate in enrichment activities to prepare them for the competitive medical school application cycle. Students receive intensive advising, are matched with a peer and medical student mentor, participate in community service, shadow physicians, receive MCAT preparation, attend a University of

Additional Components of the Program

- Saturday Enrichment Sessions Lunch and Learn Sessions
- Teambuilding activities
- Community service

Louisville School of Medical visit and admission workshop each spring semester, receive a mock interview to prepare for medical school interviews, a committee letter for medical school consideration, and opportunity for assured admission to the UofL School of Medicine.

Table 5.

Student Outcomes of the Post-Bac Pre-Med Program (January 2009 – May 2014)

Current Enrolled	ULSOM	Other Medical School	ULSOD	Completed Program	Did Not Complete Program	Total
Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)	Freq (%)	
13 (15)	29 (35)	11 (13)	2 (2)	49 (60)	20 (24)	82

*Currently enrolled is based on the number of students remaining after the May 2014 graduation-summer 2014. The incoming fall 2014 cohort is not included.

Medical Education Development Program (MED)

MED provides a supplemental year for a small number (1-5 per year depending on funding) of promising disadvantaged applicants. Students are selected from a pool of applicants to our medical school that were denied admission during the regular selection process but were viewed to have many of the positive qualities that contribute to making a good physician. However, it was felt that the academic preparedness was insufficient to ensure successful completion of the medical school program. In an attempt to increase the likelihood of success in completion of our medical curriculum by these students, the School of Medicine developed an intensive one year program that provides exposure to graduate level basic sciences courses taught by medical school faculty. Students do not apply to the MED program. Rather, MED students are invited to take selected graduate level courses at the HSC, as non-degree graduate students. Upon satisfying all program requirements, MED participants are recommended for admission to the UofL medical school.

The MED program has undergone significant changes to accommodate changes to the MD program curriculum that will begin with the entering 2014 class. Historically, during the MED year students completed selected courses from the first year MD curriculum along with other graduate level courses. The ODI has been working along with the department of Physiology and Biophysics to change the curriculum for students entering the 2014 MED program. The proposed new curriculum provides exposure to graduate level basic sciences courses taught by medical school faculty.



MED Students

Emphasis is placed on mastery of foundational physiological and biochemical concepts and exposure to integrated and small group learning environments. In addition students will be afforded the opportunity to verbally express and discuss biomedical concepts in depth with faculty and peers. While students will be exposed to classroom lectures and some small group learning situations while taking the graduate physiology and biochemistry courses, special topics course will require students to participate in a number of integrated learning situations that involve development of independent and group learning skills that will be applied utilizing customized clinical scenarios that emphasize physiological and biochemical concepts. All participants are required to participate in the Pre-matriculation Program (discussed later) and are assisted regularly by the staff. Outcomes of the program are shown in Table 6.

Table 6.

Student Outcomes of the Medical Education Development Program (1987-Present)

Did Not Matriculate ULSOM Freq (%)	Matriculated to ULSOM Freq (%)	Currently Enrolled ULSOM Freq (%)	Unsuccessful after Admitted ULSOM Freq (%)	Graduated ULSOM Freq (%)	Total
17 (21)	64 (79)	11 (14)	9 (11)	44 (53)	81**

*** In addition, 3 students are currently enrolled in MED Special Graduate Year; NOTE: 86% of students who matriculated have graduated or remain enrolled in SOM.*

Pre-Matriculation Program

Upon admission to the University of Louisville School of Medicine, minority, rural and disadvantaged groups of students are invited to participate in the four-week Pre-matriculation Program. The goal of this program is to increase the likelihood of student success in medical school. This program is conducted in the weeks immediately preceding the beginning of the school year, and consists of classes in Physiology, Genetics & Molecular Medicine, Gross Anatomy, Histology, and Embryology, taught by the respective departmental representatives. Learning strategies



*Pre-Matriculation students at the ULSOM
White Coat Ceremony*

and coping skills are emphasized, and students engage in dialogue with basic science faculty, clinical preceptors, and School of Medicine resource and support staff persons. Early academic support is given to students who are considered “at risk.” Individual and group counseling is available for Pre-matriculation Program participants in all four years of medical school. Students are assisted and counseled to provide for early intervention. Continuous collaboration is maintained between ODI staff and the Director of Academic Support. Supplementary books and board preparation materials are available for review and check-out. Occasional follow-up continues during clinical rotations.

This program has made a tremendous positive difference in the retention, academic success and comfort level of many students who have entered into and graduated from U of L. A total of 486 students have participated in the Pre-matriculation Program since 1989. Prior to 1997 when the dental school curriculum changed, we had 60 dental students who participated; also, 60 MED Program students participated of which 13 did not matriculate into medical school. Of 417 medical and MED students, 404 actually matriculated; of the 404, there are 364 (90%) who either graduated or are currently enrolled in medical school. However 9 physiology graduate students took part in a pilot program. Thus, students from rural areas or underrepresented groups who participate in this program actually graduate at nearly the same rate as other ULSOM students, which has not always been the case.

Table 7.

Graduation Outcomes for Pre-Matriculation Program Participants (1989-2010)

Focus	Graduated		Did not Graduate		Still Enrolled		Total
	Freq	(%)	Freq	(%)	Freq	(%)	
Medical	294	(83)	59	(16)	5	(1)	358
Dental	42	(70)	18	(30)	0	(0)	60
Physiology	7	(78)	2	(22)	0	(0)	9
Total	343	(80)	79	(19)	5	(1)	427

Note: 13 medical students who did not graduate were actually MED Program participants who did not enter medical school.

Student National Medical Association



SNMA members promoting HIV/AIDS awareness

The Student National Medical Association (SNMA) organization allows Underrepresented in Medicine (URM medical students (first through fourth year) to interact on a regular basis and discuss local or national issues and concerns that impact their medical education and career planning. This organization focuses on providing a networking and support base for current and future medical students interested in addressing the needs of underserved communities and communities of color. It is committed to providing sessions and activities designed to increase the number of physicians from groups underrepresented in medicine. SNMA members are available to

mentor local MAPS. The chapter meets monthly with a speaker and/or discussion focused on a medically-related topic. The chapter is active in a variety of community service and educational outreach projects. SNMA students also have provided significant support for MAPS students in their quest for a professor career. The groups have met for a number of social activities to strengthen friendships and allow for a more natural and genuine mentoring relationship (rather than just assigning MAPS students SNMA members).

Application Development

In addition to structured programs, the staff of the ODI is involved on a daily basis with applicant development. As students reach various points along the path to health professional schools, they can be advised as to choice of courses, preparation of a personal statement, development of recommendation letters, mentor relationships, appropriate volunteer and shadowing activities, successful interviewing techniques, exam preparation, etc. Each staff member has regular contact with various groups of students at different levels, and strives to collaborate in an effective manner, to ensure that students get appropriate and correct information at each step along the way.

Demographic Breakdown of Advising Students from Belnap Campus*

- 19 African American
- 1 Native American
- 7 Asian
- 10 Hispanic or Latino
- 12 White
- 2 Other

*Of these same students, 14 are from rural/underserved areas, and 38 from economically disadvantaged backgrounds.

While students may meet with ODI staff at the HSC, a satellite office is located on Belnap to increase accessibility for pre-health undergraduates. This satellite office is staffed 1-2 days per week depending on student demand. The ODI Belnap satellite office conducted scheduled consultations for 51 pre-health students. These are in addition to the hundreds of PEPP, SMDEP and MCAT-DAT alumni across the state and country that are still on the pre-health track who ODI staff are in regular contact with through phone and email.

Diversity Programming and Professional Development

Creating a campus environment that fosters diversity and inclusion, does not happen overnight. Rather, it requires a number of combined intentional efforts to generate awareness and discussion of these important issues. As in healthcare, in order to foster true organizational change these efforts need to be implemented in a team-based, system-wide (campus) environment, not within individual silos. The ODI strives to collaboratively plan and implement, diversity related events, educational experiences, initiatives, and professional development opportunities with the support, input, and participation of all four schools.

Educational Activities

Pediatric Clerkship

The ODI seeks to implement diversity and cultural content into the educational experiences of all HSC students. All third year medical students participate in a cultural competency module during their pediatric clerkship. Students were introduced to cultural competence in the context of an actual case study of an Amish family dealing with tetanus in their 6-year-old son. The module included diagnosis, treatment, and prevention of tetanus; and recognition of cultural issues that affected how the family viewed modern medical practice. Students were introduced to cultural history techniques using the mnemonic 4 C's (Call, Cause, Cope and Concerns) of disease. Students complete a reflective paper to assess their master of the content.

Rural Health Modules

Currently, Dr. Charles Kodner, Associate Professor of Family and Geriatric Medicine, has developed diversity components to be implemented into the Introduction to Clinical Medicine for first and second year medical students. It was undertaken with the collaboration of the Area Health Educational Centers (AHEC) which was directed by Dr. Faye Jones until the end of December, 2013, now Dr. Kelli Dunn.

Poverty and Social Justice Elective

Beginning in February 2014, Dr. Faye Jones became a co-director of 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 to better understand the daily routine of many of their patients. The ODI recognizes that these activities all fall under the School of Medicine, and may be a reflection of the office's historic affiliation with the School of Medicine. However, the ODI is working with the other schools to review current formal and informal educational components and develop new opportunities to include diversity content and experiences into curriculum.

Campus Events

The ODI has coordinated and sponsored multiple HSC events. Together with the Area Health Education Center program office and the Cultural Competency Recognized Student Organization (Dr. Faye Jones, faculty mentor), the ODI held the 8th Annual Cultural Competency Symposium in September 2013. The goal of the workshop was to introduce students to cultural issues involved with different communities and belief systems and how those cultural differences can impact healthcare delivery. Diversity topics ranged from treating Mennonite, LGBT and Muslim patients, how other cultures view Acupuncture, defining micro-aggressions when treating minority patients, posttraumatic stress disorder in military veteran patients, child discipline and abuse, and refugee relocation and healthcare needs for local patients. In total, 377 first-year medical, dental, dental hygiene, dental residents, and audiology students participated in the day. This program continues to be a success and provides first-year School of Medicine, School of Dentistry, Dental Residents, dental hygiene and audiology students with important insight into cultural issues they may encounter when treating their future patients. The ODI is working to expand the Cultural Competency Symposium to all stakeholders on the HSC campus. In addition to the day long symposium, the ODI provides cultural competency discussions and related presentations for a number of other groups.



HSC students engage in discussion at the Cultural Competency Symposium

In collaboration with the LGBT Center, Women's Center, and School of Medicine, the ODI sponsored the 1st Annual HSC PRIDE Cookout during the University of Louisville PRIDE Week. On October 1, the HSC courtyard was filled with music, food, and people. Nearly 1,000 HSC faculty, staff, and students came out to support the LGBT community. The crowd was greeted with free food, give-a-ways and educational materials. ODI staff was also on hand to help with food service and distribution of materials. This was the first year that any LGBT PRIDE Week events were held on HSC Campus. The ODI will continue to support this event and other programs related to increased awareness for LGBT issues and supporting resources for LGBT faculty, staff, and students on the HSC campus.



Hundreds attend the HSC PRIDE Cookout

Part of the ODI's mission is to actively engage the HSC community in discussion on diversity issues. In November, we began our Lunch and Learn sessions. These sessions are open to HSC faculty, staff and students.

2013 – 2014 Diversity Lunch & Learn Series

Event	Speaker	Number Attended
Doing Diversity, Reproducing Whiteness	David. Owen, PhD Shelley Thomas, EdD	65
Shining the Light on Global Domestic Violence	Donald Lassere, JD, MBA	71
Book Discussion of “The Immortal Life of Henrietta Lacks”	Gaetane Jean-Marie, PhD	107
Understanding and Addressing Unconscious Bias in the Healthcare Environment	Howard J. Ross	115

Programming and Collaboration

One of the greatest challenges the ODI faces is the creation of collaboration across the four HSC schools. Historically, the four schools have operated independently for the majority of initiatives, including efforts aimed at increasing diversity. The ODI is working with the Diversity Chairs of the four schools to initiate these collaborative efforts.

HSC Diversity Newsletter

To date, the most successful collaborative effort has been the production and distribution of three monthly HSC Diversity Newsletters. In addition to posting to the ODI [website](#), the Diversity Chairs distribute the publication electronically to all faculty, staff, and students within their respective schools. This newsletter highlights the diversity activities each of the four HSC schools including community based projects at the local, state, national and international level, partnerships and collaborative interactions, research activities related to diversity, service activities, and teaching models. All HSC faculty, staff, and students are encouraged to submit articles for possible publication. This monthly publication serves as a reminder that diversity initiatives are ongoing on the HSC campus and beyond. Links for the newsletter are as follows:

[September 2013](#)
[October 2013](#)
[November/December 2013](#)
[January 2014](#)
[February 2014](#)

[March 2014](#)
[April 2014](#)
[May 2014](#)
[June 2014](#)

Recruitment Opportunities

Staff from the ODI has served as liaisons among the four schools to open communication about recruitment efforts. A future initiative includes working with the four schools to create a master student recruitment plan, and keep an up-to-date calendar of all recruitment events to facilitate cross-recruit through combined human and fiscal resources to increase the impact of diversity recruitment. The ODI also intends to host cross-recruitment events on the HSC for diversity recruitment. Plans include a day-long Annual Multicultural Health Professions Open House beginning in the spring 2015 for students interested in the healthcare fields, and other group visit programs.

Diversity Policies and Professional Development

In order to create an open and inclusive environment on the HSC, policies and programming must be in place to attract, retain, and promote a diverse student and workforce population. The staff of ODI aims to provide training and education opportunities to facilitate diversity considerations in faculty appointments, student admissions, and staff hiring decisions. A faculty search guide has been developed and placed on the [website](#) to facilitate this endeavor.

The recruitment of a diverse workforce is critical to the University's pursuit of excellence; therefore, it should be the duty of all members of faculty search committees to advance the university's commitment to the principles of diversity and equal employment opportunity by pursuing and engaging exemplary scholars from diverse backgrounds to become part of the University of Louisville community. In addition to diversity efforts implemented through the Office of Diversity and Inclusion, ODI faculty and staff have an extended reach to broad diversity policies throughout the University.

ODI Policy Initiatives and Campus Reach

- **Chair, Commission for Diversity and Racial Equality**
 - Serves as the President's Chief Policy Advisor on issues of diversity
 - Connects to University-wide diversity events, initiatives, and policy development
- **Voting member of SOM Admissions Committee**
 - AAMC Holistic Admissions training
- **Compiled Faculty Search Guide to Increase a diverse pool**
- **Advocated for underrepresented in medicine faculty to be added to School of Medicine Advisory Dean team**

Community Engagement

Community engagement is a core component of many of the already mentioned ODI programs and initiatives. Currently, the ODI is involved in a number of community engagement activities at the local and state levels. The ODI is continuously working to collaborate with other community partners who share similar visions.

Area Health Education Centers

The University of Louisville Kentucky AHEC (Area Health Education Centers) Program Office was an integral part of the ODI with Dr. Faye Jones serving as the Director until the appointment of Dr. Kelli Dunn as Senior Associate Dean for Statewide Initiatives & Outreach. AHEC is a collaborative effort of the University of Louisville Health Sciences Center, the University of Kentucky Medical Center and eight regional centers. The AHECs work to improve the recruitment, distribution and retention of health care professionals (particularly in primary care) in medically underserved areas throughout the state commonwealth. Though AHEC has been removed from the ODI “umbrella”, collaborative activities continue. ODI staff has a longstanding relationship and partnership with AHEC staff across the state and work closely with them, particularly in health career recruitment activities. ODI staff regularly attends AHEC-sponsored health career expositions held at the various regional centers and assist in programming for health career exploration programming.

The University of Kentucky AHEC houses two health career exploration programs for high school students, the Summer Enrichment Program, and the Health Researchers Youth Academy. Though it may sound counterintuitive to work in partnership with a competing school, students who participate in these students are generally from medically underserved counties, underrepresented minority groups, and/or otherwise disadvantaged backgrounds. Thus, these are students in our target group who already demonstrate a significant interest in health careers. Through their participation in the program at



Health Researchers Youth Academy students

UK, students are also exposed to University of Louisville HSC programs and ODI initiatives. Mrs. Katie Leslie serves on the admissions committee for both of these UK programs, and is invited to present on ODI programs and interacts with the students each summer. In July 2013, the ODI again arranged for these UK programs to visit the University of Louisville. More than 50 of these campers experienced a morning session on Belknap where they heard from Undergraduate Admissions, learned about scholarship opportunities, toured campus, and dined at the Ville Grill. They spent the afternoon on HSC learning about programs in medicine, nursing, dentistry, and public health. For the past three years, at least one-fourth of University of Louisville PEPP participants were alumni of the University of Kentucky AHEC programs.

Locally, the NorthWest AHEC hosts another summer health career enrichment program.



HealthWise students

HealthWise, a summer academic enrichment program is held in Jefferson County. Science, math, language arts and health professions exposure are key components of the program. Presentations from health professionals and field trips to colleges, universities and health related facilities are regularly scheduled. The ODI helps to coordinate visits to HSC, off-site presentations and activities facilitated by HSC faculty, staff, and/or students, and other aspects of this innovative program. The ODI also helps the NorthWest AHEC with similar efforts for their Health Careers Adventure Program (HCAP). HCAP is a year-round health careers program in which students in grades 6 - 10 are exposed to various health professions and relevant health promotion education.

HSC High School Academy

Along with HSC partners, the ODI provides area high schools additional exposure to careers in the health professions. Conversations have been held with several JCPS high schools about this program for underrepresented minority high school juniors and seniors interested in health careers. The ultimate goal of the program is to develop students who will be academically competitive and competent in pre-health planning when matriculating into the challenging pre-health college curriculum. Each participating school has the opportunity to select 10-15 students for the program. University of Louisville faculty, staff, and/or students had 3 on-site visits to meet with participants during school hours (during non-curriculum time). Meeting agendas varied, but included guest speakers, advising, and/or hands-on activities relating to health careers. In addition, participants were invited for a full day of activities, networking, and other innovative and exciting experiences at the HSC. Students were connected to a network of other opportunities to further explore clinical and research careers in the health sciences. Student benefits included: career exploration, college-level pre-health advising, clinical



Dr. Sherry Babbage works with HSC Academy students in the dental clinic



Dr. Michael Rowland facilitates a student lunch panel discussion for HSC Academy students

exposure, hands-on activities, support system and networking opportunities, and priority in selection to other programs provided by the ODI (i.e. Professional Education Preparation Program).

The program has been successfully implemented at DuPont Manual High School. Nine stellar students from Manual attended a visitation day at HSC that included presentations and networking sessions with admissions officers from all four schools, hands-on dental activities with Dr. Sherry Babbage, a participatory lunch panel with current medical,

dental, nursing, and public health students, an overview of career opportunities in health sciences research and tour of the Clinical and Translational Research building, and pediatric critical care simulation case studies facilitated by Dr. Karen Orman. Not only did the students thoroughly enjoy their time at HSC, some were introduced to fields in health care that they had not previously considered. Additionally, this event was highly collaborative and included participation from all four schools.

Start the Heart

ODI received a grant from the University of Louisville Office of Community Engagement Faculty Grant Program to serve as strategic partners in the development and implementation of the Start the Heart Foundation program. Three University of Louisville pre-medical students were selected as Start the Heart Interns and were trained as CPR instructors to teach laypersons in the Louisville community hands-only CPR at no cost, focusing their teaching efforts on the highest risk areas for cardiac arrest. In addition, these hands-only CPR classes only required 30 minutes. This removed two of the great barriers for CPR education; cost and time of training. During this 10-week summer internship, the interns spent 20% of their time shadowing various subspecialties in the field of medicine. This provided a well-rounded shadowing experience for the interns. The original goal for this inaugural summer was to train 1,000 community members in hands-only CPR. Our interns significantly passed this goal, as they had trained nearly 2,000 individuals at the conclusion of the internship. The interns taught in a variety of settings including schools, churches, businesses, private residences, and community fairs. Although teaching was focused in the highest risk areas, they taught CPR in every zip code in Louisville.



Twenty teens participated in CPR training at the Portland Promise Center



Start the Heart Foundation Interns Camila Calderon (left), Amna Zolj (center), and Mary Casey (right)

Poverty Simulation Project

The poverty simulation experience is designed to help participants begin to understand what it might be like to live in a typical low-income family trying to survive from month to month. It is a simulation, not a game. In the Simulation, 80 participants assume the roles of up to 26 different families facing poverty. Some families are newly unemployed, some are recently deserted by the "breadwinner", some are homeless, and others are recipients of TANF (Temporary Assistance for Needy Families, formerly AFDC), either with or without additional earned income. Still others are senior citizens receiving Disability or Retirement or grandparents raising their grandchildren. The task of the "families" is to provide basic necessities and shelter during the course of four 15 minute "weeks".

The object of the simulation is to sensitize students to the day-to-day realities of life faced by people with low incomes, to make them be more compassionate, and to motivate them to become involved in activities which help to reduce poverty in this country.



Participants from across HSC read their assigned roles and examine the resources they have within their “families” prior to the simulation

Research, Diversity Metrics, and Dissemination of Findings

As the ODI continues to work on current efforts and pursue new initiatives, it is important to provide measurable outcomes for each. Not only are evidence-based approaches necessary to sustain current and future funding, but to also justify the opportunity costs of each activity and assure that our efforts are making the greatest impact given our limited resources. In addition to determining best practices and outcomes, the ODI plans to disseminate these findings and demonstrate scholarly leadership in creating diversity and inclusion on a health sciences campus.

Balanced Scorecard

As the scope of work for the ODI is clearly large, initiatives must be clearly identified, with SMART (specific, measurable, attainable, realistic, and timely) goals set for each. In the coming months, the ODI will develop a balance scorecard for office initiatives and programs. A balanced scorecard is a performance management tool to track the execution of activities and monitor outcomes. For each initiative, the balanced scorecard will identify the associated strategic priority, measures, targeted goals, actual progress to date, and staff person responsible to ensure that these goals are met. This balanced scorecard will be available in future reports to reflect outcomes of the ODI.

Diversity Perspectives Study

The ODI is planning a study to capture perspectives of diversity and to assess diversity needs at all levels of the HSC. Though exact methodology and funding for the project are still being determined, this study will be qualitative and participatory in nature, rather than through conducting a traditional quantitative campus climate survey. The project will take advantage of technology using a multimedia approach, including Photovoice. Photovoice is an action research tool that combines photography and group discussions as a way to engage participants in identifying their own perceptions of a research topic. Using the HSC community members (faculty, staff, and students) participants will collect pictures over a period of time of examples of diversity, problems with diversity, or vision of diversity, on the campus. Participants will engage in dialogue and assign meaning to their photos. Working with partners from the Muhammad Ali Center, a photo exhibit of the images the participants feel are the most powerful will be created, and titles and captions will be written for each photo. Results of this innovative Photovoice study will help assess the climate and needs of the HSC. We will also put a call out for other media venues (i.e., written, video, art) to reflect the diversity of voices on the campus.

Grant Submissions and Awards

1. AHEC Regional Funds Cabinet for Family and Children Services, Grant # OGMB090336, \$361,000
2. Model State Supported AHEC Program, Department of Health and Human Services. Health Resources and Services Administration, Grant Number: SU77HP03023. \$813,360.
3. University of Louisville PEPP Program. Kentucky Council for Postsecondary Education. Grant Number: OGMB0900130, \$103,350.
4. KY AAP - Healthy Futures Improving Health Outcomes for Young Children Medication Administration in Child Care Curriculum Implementation Project, supported by McNeil Consumer Healthcare. \$10,000
5. Start the Heart Initiative. Office of Community Engagement. University of Louisville, \$2,500.
6. Patricia Allen Cultural Competency Workshop. Commission on Diversity and Racial Equity, University of Louisville. \$850.00
7. Poverty Simulation Project. Commission on Diversity and Racial Equity, University of Louisville. \$850.00
8. Assessing the Influence of a Community-Based Children's Physical Activity Intervention on Parent's Health Decision-Making in Rural Kentucky. Commission on Diversity and Racial Equity, University of Louisville. \$500.

Diversity Related Publications

1. Rowland ML, Jones VF, Hines-Martin V, Lewis L. Cultural competency in the trenches. *Journal of Health Care for the Poor and Underserved*. 2013; 24(1): 6-10
2. Jones VF, Mitchel B. Editorial Overview: Collaborative educational innovations. *Journal of the National AHEC Organization*. Spring 2013; XXIX(1): 4.
<http://www.nationalahec.org/documents/NAOjournalSpring2013.pdf>
3. Miller KH, Hermann CP, Jones VF, Ostapchuk M, Patel PD, Rowland ML. Maximizing co-training opportunities on a traditional Health Sciences campus. *Journal of Nursing Education and Practice*. 2013; 3(12): 6-10.
<http://www.sciedu.ca/journal/index.php/jnep/issue/view/155>
4. Davis D, Jones VF, Logsdon MC, Ryan L, Wilkerson-McMahon M. Health Promotion in Pediatric Primary Care: Importance of Health Literacy and Communication Practices. *Clinical Pediatrics*. 2013; 52(12): 1127-1134.
5. Leslie KF, Jones VF, Ziegler C, Chism MB, Rowland ML, Elam CL, Snyder CL. Academic Outcomes of the Profession Education Preparation Program. *Journal of the Kentucky Medical Association*. Accepted for publication June, 2014.
6. Jones VF, Brown ET, Molfese V, Ferguson MC, Jacobi-Vessels J, Bertsch C, Abraham T, Davis DW. The development and initial assessment of Reach Out and Read plus Mathematics for use in primary care pediatrics. *Early Child Development and Care*, 2014; <http://dx.doi.org/10.1080/03004430.2014.950261>. Accepted for publication August, 2014.

Scientific Presentations

1. The role of stigma in parental help-seeking for child behavior problems among urban African American parents. Annual Meeting for the Pediatric Academic Societies, Washington, DC. May 4-7. 2013.
2. Comparison of LGBT Cultural Competency Teaching Methods using the Virtual Reality World of Second Life versus a Traditional Workshop Format. Southern Group on Educational Affairs Annual Conference Poster Session. Savannah, GA. April 18, 2013.
3. Developing culturally appropriate interventions addressing childhood obesity among low income African American families. International Congress of Pediatrics 2013 (ICP) - The 27th Congress of International Pediatric Association. Melbourne, Australia, August 24-29, 2013
4. Comparison of LGBT Cultural Competency Teaching Methods Using the Virtual Reality World of Second Life versus a Traditional Workshop Format. 27th Annual Congress of International Pediatric Association. Melbourne, Australia. August 24-29, 2013.
5. Diversifying the Health Career Workforce through Community Partnerships. Faculty Showcase of Excellence. University of Louisville, Louisville, KY. September 10, 2013.
6. Developing a Culturally Responsive Interventions for Childhood Obesity among Low Income African American Families. Community Urban and Engagement Conference. Louisville, KY. October 26, 2013
7. The Role of Sleep in Childhood Obesity: Perceptions among Low Income African American Families with Obese Children. 28th Annual Meeting of the Associated Professional Sleep Societies, LLC, Minneapolis, Minnesota, May 31-June 4, 2014.
8. From Pipeline to Practitioner: Building a Diverse Healthcare Workforce. Tenth Annual AAMC Health Workforce Research Conference, Washington D.C., May 1-2, 2014.
9. Changing the face of healthcare through pipeline enrichment programs. Poster Session. AAMC GDI/GSA/OSR National Meeting. San Diego, CA. May, 2014
10. From Pipeline to Practice, Recruiting Physicians to Underserved Regions of Kentucky. Pediatric Grand Rounds Poster Section. University of Louisville, Louisville, KY. June 19, 2014.
11. Improving Adolescent STI Screening in the Outpatient Setting. Pediatric Grand Rounds Poster Section. University of Louisville, Louisville, KY. June 19, 2014.
12. Comparison of LGBT cultural sensitivity teaching methods using the virtual reality world of second life versus a traditional workshop format. Annual Meeting for the Southern Society for Pediatric Research in New Orleans, LA, February 20-22. 2014
13. Commemorating the 50th anniversary of the March on Washington. 41th Dr. Joseph H. McMillan National Conference on the Black Family in America, Louisville, KY. March 6-8, 2014.
14. Chief Diversity Officers in Academic Medicine: The Good, The Bad, and The... 27th Annual National Conference on Race & Ethnicity in American Higher Education (NCORE 2014), Indianapolis, Indiana, May 27 - 31, 2014.
15. Comparison of LGBT Cultural Competency Teaching Methods using the Virtual Reality World of Second Life versus a Traditional Workshop Format. 2014 Kentucky General Pediatrics Scholarship Symposium, Lexington, KY, May 17th, 2014