

2012 NORTH CAROLINA HEALTH PROFESSIONS DIVERSITY CONFERENCE: "SHOWCASING SUCCESS IN CREATING EQUITY IN OPPORTUNITY"

Abstract Sub-Committee:

Peggy Valentine, EdD, FASAHP

Elijah O. Onsomu, MS, MPH, PhD, CHES

Vanessa Duren-Winfield, MS, PhD

1:45 pm - 2:45 pm Breakout 1

Concurrent Session/Panel 1: Model Programs to Increase Student Diversity

1:45 pm - 2:45 pm (Assigned Time - 1:45 pm - 1:59 pm)

Title: Leadership, Excellence and Development (LEAD) Program: An Innovative Approach to Engaging Underrepresented Talent

Authors and Affiliation: ¹Chargualaf, Michael, PharmD (c); ¹White, Carla, BS Pharm, RPh;
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Abstract

Objective: Explore LEAD as a model for best practices to maximize outreach to underserved and underrepresented prospective students

Methods: The LEAD program was established in 2009, and is conducted at the UNC Eshelman School of Pharmacy. The LEAD program seeks to expose underrepresented students to career opportunities in the pharmaceutical sciences. The program is held annually over a two day period, for high school and college students. Applicants are selected based on a personal statement, leadership abilities, academic performance, and community involvement. Program participants engage in hands-on activities, attend panel discussions, participate in a test taking skills review session, and are provided with opportunities to network with clinicians and researchers from various practice settings throughout the state of North Carolina.

Results: From 2009 to 2010, applicants increased from 102 to 229, and in 2011, two-hundred and five applications were received for the LEAD Program. In 2009, participant demographics included 65% female, 34% male, and 49% of applicants were from ethnicities traditionally underrepresented within the field of pharmacy (African American [AA]: 40%; Hispanic [H]: 3%; Native American [NA]: 3%; Pacific Islander [PI]: 3%). In 2010, participant demographics were comprised of 69% female, 31% male, and 35% from underrepresented backgrounds (AA: 31%; H: 3%; NA: 1%). In 2011, participant demographics consisted of 72% female, 28% male, and 37% from underrepresented backgrounds (AA: 35%; H: 1%; NA: <1%). For 2012, the program participants were 72% female and 28% male, with 38% from underrepresented backgrounds (AA: 32%; H: 5%; NA: <1%). The four-year program composite showed that upon completion of the program, 94% of students indicated that the LEAD program increased their interest in pharmacy. Since its inception in 2009, forty-three LEAD Program attendees have been admitted into the UNC Eshelman School of Pharmacy.

Conclusions: The LEAD program can be utilized as an effective strategy for institutions to engage underrepresented talent. Our results conclude that interest and engagement can be sustained through innovative program design. Participation from underrepresented prospective students was maintained and significantly increased in 2011 and the majority of program participants' knowledge and interest in pharmacy increased after participating in the LEAD program. With these results, we plan to continue to use the LEAD program as an effective practice model for underrepresented prospective students to gain access to a career in the pharmaceutical sciences

Key Words: LEAD ▪ diversity ▪ inclusion ▪ underrepresented ▪ minority ▪ recruitment

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Author Information: **Carla White**, BS Pharm, RPh, is the Director for the Office of Recruitment, Development and Diversity Initiatives at the UNC Eshelman School of Pharmacy and Interim Regional Associate Dean of the Elizabeth City State University satellite campus.

Davon Townsend, PharmD, RPh, is the immediate past Academic Administrative Fellow for the Office of Recruitment, Development and Diversity Initiatives at the UNC Eshelman School of Pharmacy (2011-2012).

Brittney Louis, PharmD, RPh, is an Academic Administrative Fellow for the Office of Recruitment, Development and Diversity Initiatives at the UNC Eshelman School of Pharmacy.

1:45 pm - 2:45 pm (Assigned Time - 2:00 pm - 2:14 pm)

Title: A College-Based Peer Health COACH Program and Methodology for Recruiting Diverse Students in Health Sciences

Authors and Affiliation: ¹Duren-Winfield, Vanessa, MS, PhD; ¹Onsomu, Elijah O., MS, MPH, PhD, CHES; ¹Kimya, Nance, MSN, PhD; ¹Valentine, Peggy, EdD, FASAHP; ²Roberts, Arthur, MD

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Abstract

Introduction: Few studies have explored chronic diseases affecting Historically Black Colleges and Universities (HBCUs) students. Furthermore, of these studies few have engaged students with hands on experiential learning how to manage and control such diseases among themselves, their peers and community. We aim to describe Champions for Outreach and Advocacy for Campus and Community Health (COACH) a unique model for improving campus and community health and wellness led by student peer health coaches, and methodology to increase students' interest in the health sciences. A description of the program's eight week curriculum, intervention experiences, and recommendations is provided.

Methods: Ten students (8 females and 2 males) from diverse disciplines were selected from a pool of applicants who responded to various recruitment methods. Students were aged ≥ 18 with GPA ≥ 2.6 and committed to a rigorous eight week chronic disease prevention curriculum that included trainings, website modules and in-services taught by faculty and experts in the field. Pre and post education evaluations were conducted to measure learning. A final program evaluation measuring overall effectiveness was administered.

Results: Knowledge related to chronic health conditions, screening measurements and disease prevention strategies improved among the peer health educators. Peer health educators were able to identify various health conditions, initiate health education and prevention interventions including the ability to initiate referrals within the university and community. Over 1,525 campus and community contacts were made during the program's duration. The program evaluation showed an increase in the SHCs ability to deliver culturally appropriate health promotion activities. As student's knowledge and "hands on" experience about chronic health diseases increased, their interest in allied health sciences was sparked.

Conclusion: Self-efficacy among peer health participants to implement various health interventions increased as did their ability to improve their lifestyle and health status and desire to enroll in health science programs. Our findings support the need for student peer health educators as a strategy to improve the health and wellness of all people and communities in our state, and as a methodology to grow a pipeline of diverse students in health

professional programs. Replication of COACH as a peer intervention strategy is encouraged for other HBCUs.

Key Words: ▪ peer health coach ▪ HBCUs ▪ chronic diseases ▪ chronic disease curriculum ▪ community health ▪ health intervention ▪ health professional programs ▪ pipeline ▪ self-efficacy

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Elijah Onsomu, MS, MPH, PhD, CHES, is Assistant Professor in the School of Health Sciences at Winston-Salem State University. He also serves as the Managing Editor for the Journal of Best Practices in Health Professions Diversity: Research, Education and Policy.

Kimya Nance, RN, MSN, PhD, is Assistant Professor, Director of Community, Family, and Mental Health Nursing in the Division of Nursing, School of Health Sciences at Winston-Salem State University.

Peggy Valentine, MS, EdD, FASAHP, is Dean and Professor, School of Health Sciences at Winston-Salem State University. She is a Fellow in the Association of Schools of Allied Health Professions and also serves as the Journal of Best Practices in Health Professions Diversity: Research, Education and Policy.

Archie Roberts, MD, is a Columbia College graduate and a noted cardiac surgeon, former chairman of the Department of Cardiothoracic Surgery at Boston University Medical Center. He is founder and CEO of The Living Heart Foundation in New Jersey.

1:45 pm - 2:45 pm (Assigned Time - 2:15 pm - 2:29 pm)

Title: Promoting Health Equity through Research Opportunities for Diverse Student Groups

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Abstract

The objective of our project was to integrate diversity in nursing research courses through a collaborative assignment involving undergraduate and graduate students. One aim of this activity is to promote student awareness of health equity (or lack of) in research.

Traditional undergraduates tend to be female, Caucasian or African American, and have work experience that is limited to certified nursing assistant, if anything health related. In contrast, RN-BSN students have worked as registered nurses anywhere from one to over 20 years. This cohort tends to have more males, ethnic/racial variation, and much more exposure to a wide variety of patient populations. Graduate students are a varied group, with a range of nursing specialties, years of experience, and races/ethnicities.

Collectively, these cohorts have an array of life and career experiences, representing a diverse student group. These students can learn from each other and benefit from exposure to guided learning in which they collaborate to critique a published research study. Each graduate student is paired with undergraduate.

The partners are evaluating as assigned research article. Then, they discuss the diversity of the sample utilized, and assess the diversity of participants in this line of recent published research. The undergraduates are identifying articles to include in the analysis of the line of inquiry published in nursing research journals. The undergraduates are documenting the racial and ethnic diversity of the research participants in the literature and then collating the data into a table. This table will then be shared with the graduate student, who will analyze the findings (e.g., make some assessments about how diverse the samples were) and write a paper describing the findings. As part of this project, each student will participate in self-reflection by responding to critical thinking self-awareness questions, as part of class participation. Student analysis remains ongoing. No challenges have been encountered. The assignment will help students understand the value of diversity in research samples and to value the diversity of their colleagues.

Key Words: diversity ▪ nursing ▪ research ▪ partnership

Authors Information:

Kristen Montgomery, PhD, RN, is an assistant professor in the School of Nursing at UNC Charlotte.

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Questions and answers - 2:30 pm - 2:45 pm

Concurrent Session/Panel 2: Partnership to Address Diversity

1:45 pm - 2:45 pm (Assigned Time - 1:45 pm - 1:59 pm)

Title: Health Affairs Pipeline Initiative (HAPI) at UNC-CH

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Abstract

Introduction: The Health Affairs Pipeline Initiative (HAPI) is an exciting collaboration supported by an AHEC Grant from the Health Resources and Services Administration (HRSA) of DHHS. HAPI was formed in 2011 by minority faculty/administrators at UNC Chapel Hill of the AHEC Program office, Allied Health Sciences, Carolina Higher Education Opportunities Program, Medicine and Dentistry, Nursing, Pharmacy, Public Health, and Social Work. HAPI's goal is to increase efforts for recruitment and retention of underrepresented students at UNC Chapel Hill in health careers. A number of dynamic strategies have been created and utilized by HAPI partners to serve as information portals targeting high school, undergraduate students and gatekeepers who seek information on health affairs degrees and pipeline programs.

Target Audience: The target audience for this presentation is pre-college and college programs seeking a model for recruitment and retention of underrepresented students. The Health Affairs Partnership Initiative (HAPI) has served to increase awareness of various health professions, give students an opportunity to interact with faculty and students for 'several touches' in various health affairs programs at UNC-CH and to engage the students in community activities to foster volunteerism and heighten sensitivity to various health related diseases and issues.

Challenges: Seven distinct health professional schools have come together for this project. Coordinating schedules for all seven partners has been challenging. Over the years, many events and activities to recruit and retain students have been implemented but we haven't intentionally included one another in the planning or implementation of them. This project has been most effective in creating a budget and calendar of events to assist one another and guide students to the right programs. Other challenges include maintaining contact with students and helping students realize the importance of initiating contact when they return to their respective schools after the summer programs.

Key Words: pipeline ▪ diversity ▪ recruitment ▪ retention ▪ collaboration ▪ health careers

Authors Information:

Brenda Everett Mitchell, MS, is the Associate Chair for Student Services in the Department of Allied Health Sciences at The University of North Carolina at Chapel Hill. The Office for Student Services is responsible for collecting and maintaining data for Allied Health students and assisting with the financial, academic and social concerns of students. She also has a faculty appointment in the Division of Speech and Hearing Sciences with a special interest in the area

of neurogenic disorders in adults. She completed graduate school in Speech Pathology and Audiology at Pennsylvania State University and undergraduate school at South Carolina State University. Mrs. Mitchell has worked in various clinical settings in South Carolina, Pennsylvania and Illinois prior to her tenure at UNC-CH since 1996.

1:45 pm - 2:45 pm (Assigned Time - 2:00 pm - 2:14 pm)

Title: Health Fairs as a Recruiting Strategy: Training Student Pharmacists and Recruiting Diverse Students

Authors and Affiliation: ¹Moore, Mark W, PharmD, MBA, MS; ¹Taylor, William J, PharmD; ¹Maddox, Ronald W, PharmD; ¹Morgan, Gabrielle, MBA

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Abstract

Background: Health fairs provide a much needed public health service in any setting, but when nestled on a college campus with a diverse student body, the health fair is not only a training ground for student pharmacists but a platform to recruit diverse students to become health professionals. A health fair promotes awareness of hypertension, diabetes, substance abuse and nutrition and introduces the faculty, staff and students within the college community to the role pharmacists play in providing public health services to the community. Each health fair provides an avenue for student pharmacists to hone their clinical skills under the auspices of a practicing community pharmacist, and an opportunity to showcase the profession of pharmacy. At the health fair, information about the profession of pharmacy and summer programming is provided to prospective students in an effort to recruit more diverse students to the pharmacy profession.

Methods: Campbell University College of Pharmacy and Health Sciences has partnered with Central Carolina Community College, Fayetteville State University, North Carolina Central University, Shaw University, the University of North Carolina at Pembroke and Winston-Salem State University to conduct a health fair on their respective campus each year. Fourth year student pharmacists provide information to the college community about hypertension, diabetes, osteoporosis, and nutrition as they are being trained by a practicing community pharmacist. During the health fair, information about becoming a pharmacist and a summer program, designed to prepare underrepresented minority students to become pharmacists, at the Campbell University College of Pharmacy and Health Sciences is disseminated.

Results: Each year, the health fairs impact approximately 500 faculty, staff and students at the six colleges and universities. Surveys of health fair participants indicate the health fair increased

their awareness of the pharmacist's role in the healthcare setting. Approximately 30 ethnically diverse students are recruited to participate in summer programming offered at the Campbell University College of Pharmacy and Health Sciences. Additionally 25-30 student pharmacists are trained at the health fairs by practicing pharmacists.

Conclusions: Health fairs can serve as an effective way to recruit diverse students to a health profession, by showcasing the profession and serving the college community.

Key Words: health fairs ▪ public health ▪ recruiting strategy ▪ diverse students

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Gabrielle F. Morgan, MBA is a graduate student in the MS in Clinical Research Program and serves at the Program Director for the Undergraduate Clinical Research Program at Campbell University's College of Pharmacy & Health Sciences.

1:45 pm - 2:45 pm (Assigned Time - 2:15 pm - 2:29 pm)

Title: The Development of the ETA Chapter of the NSAH Epsilon Tau Sigma Honor Society

Authors and Affiliation: ¹Skinner, Marina A, MBA

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Abstract

Research has revealed a limited numbers of Allied Health honor societies dedicated to African American (AA) students. African American students are also underrepresented in a majority of Allied Health societies across the country. Winston-Salem State University's (WSSU) School of Health Sciences (SOHS) recognized the need to establish a chapter targeted towards this population. Because we are an HBCU, the majority of students are from the AA racial group, however, membership was inclusive of other racial and ethnic groups of students. The project included crafting a model process for establishing a chapter of the National Society of Allied

Health's (NSAH) Epsilon Tau Sigma Honor Society, using a process called the *Four Phases of Epsilon Tau Sigma Project Planning*. The ETA Chapter of WSSU's SOHS was successfully established in Spring 2011 with (61) inaugural members (56 females and 5 males) with over 80% AA representation. The chapter is now fully financially self-sustaining and positive relationships are maintained with donors (alumni, faculty, business, non-profits, and religious organizations). Methodology for designing and implementing a chapter will be presented. Efforts were supported through leveraging best practices from other schools and continuous positive collaboration.

Key Words: African American ▪ allied health ▪ honor society ▪ university ▪ planning

Authors Information

Marina A. Skinner, MBA, is Director of Student Advisement and Program Director of CAMP YEHS! Program at Winston-Salem State University School of Health Sciences

Questions and answers - 2:30 pm - 2:45 pm

3:00 pm - 4:00 pm Breakout 2

Concurrent Session/Panel 3: Organizational Approaches to Address Workforce Diversity

3:00 pm - 4:00 pm (Assigned Time - 3:00 pm - 3:14 pm)

Title: Infusing Inclusive Diversity into the Fabric of the Health System

Authors and Affiliation: ¹Ashton, Deborah P, PhD

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Abstract

Objectives: To describe a comprehensive strategy that infuses Diversity and Inclusion into the fabric of a health system, specifically by having functional ownership, objectives and accountability.

Methods: In 2011, The Diversity & Inclusion Office and a Chief Diversity Officer position were created to develop, implement, measure and monitor comprehensive, business-relevant short,

mid and long term strategies and tactics for leveraging diversity and inclusion to support Novant Health’s mission, vision, and business priorities.

Results: From late 2011 through mid- 2012, a diversity and inclusion infrastructure was developed. The infrastructure consist of an Executive Diversity Council chaired by the CEO, a System Diversity Council (steering committee) chaired by the CDO, functional diversity action committees (DAC), each chaired by a functional executive, and business resource groups, each will have an executive sponsor and elected chairs. Each functional DAC has developed goals and metrics for success.

Conclusions: By having functional ownership, a health system can have a comprehensive strategy with system wide functions aligned to provide a remarkable patient experience, every dimension, every time.

Key Words: diversity ▪ inclusion ▪ strategy ▪ functional ▪ system ▪ comprehensive

Authors Information:

Deborah P. Ashton, PhD, Vice President, Chief Diversity Officer, Novant Health, Inc.

3:00 pm - 4:00 pm (Assigned Time - 3:15 pm - 3:29 pm)

Title: The Workforce Investment Network: A Proven Strategy for Increasing the Earning Power of Frontline Workers from Low Income Communities.

Presenters and Affiliation:

¹Brooks, Rashelle V, CCC, CWDC; ¹Gallagher, Jeffrey S, WIS

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²Workforce Investment Grant Program

Abstract:

Created in 2007 and launched in 2009, this proprietary program is the means by which RHA Howell, Inc. recruits, retains and professionally develops employees through defined career ladders. WIN targets minority populations and people from low-income communities to offer career path/educational assistance opportunities and to fill our hard to fill professional vacancies by “growing our own.”

WIN has supported, prepared, and motivated our employees to advance their careers in the health care field to improve their personal economic situations, to increase the numbers of health care professionals in our communities and to improve the quality of supports for people with disabilities and those with chronic medical and behavioral challenges living in the community and in residential settings. We have successfully trained more than 300 minority heads-of-household across the state of North Carolina where our programs reside. Each program participant has been supported through individual case management, scholarships and workplace mentoring to obtain a degree or certificate in healthcare.

The challenges faced with developing workers from rural areas of North Carolina included: 1. Remedial learning needs, 2. Lack of experience with technology/basic computer skills, 3. Work-Life Balance, and 4. Convincing potential participants that returning to school to obtain a degree or certificate could be a reality for them.

To address these challenges, RHA Howell, Inc. incorporated a specialized online training curriculum known as CDS, established a formal partnership with the NC Community College System and JobLink, and formed private partnerships with companies interested in community development. Through these strategic partnerships (and other internal measures), we were able to address and remedy the challenges we faced.

Key Words: healthcare workforce ▪ direct support ▪ education ▪ career ladder program

Presenter Information

Rashelle V. Brooks, CWDC, is the Workforce Development Specialist and Workforce Communications Manager for RHA Howell, Inc.

Jeffrey S. Gallagher, WIS, is the Workforce Investment Network Program Manager at RHA Howell, Inc. and Liaison to the North Carolina Community College System.

3:00 pm - 4:00 pm (Assigned Time - 3:30 pm - 3:44 pm)

Title: Partnerships to Support the Pipeline of American Indian Health Professionals

Authors and Affiliation: ¹Villanueva, Edgar, BSPH, MHA, FACHE; ²Oxendine, Jeffrey, MPH, MBA; ³Bell, Ronny, PhD, MS, NCAIHB

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Abstract

American Indians in North Carolina have documented health disparities across a number of health conditions and limited access to culturally competent health care services. One approach to addressing this problem is increasing the number of trained American Indian health care professionals in the state. In 2011, a partnership was developed between the Health Career Connection (HCC) Program, the Maya Angelou Center for Health Equity (MACHE) and the North Carolina American Indian Health Board (NCAIHB) to provide training for underrepresented undergraduate students in North Carolina. The mission of the HCC is to inspire and empower undergraduate students, particularly those from under-represented or disadvantaged backgrounds, to choose and successfully pursue healthcare and public health careers. HCC is a national non-profit that for 22 years has inspired and empowered undergraduate students from underrepresented and disadvantaged backgrounds to pursue health and public health careers. The NC program is the 6th time HCC's best practice model has been replicated. NC students gain the benefit of being part of HCC national network and programs. In its first year (2012), in partnership with MACHE and NCAIHB, the HCC program was expanded to North Carolina, offering internships to undergraduate students in various public health and clinical venues across the state. Of the 12 students participating in 2012, 6 were American Indian. Evaluation data indicate that the interns were very satisfied with their experience and feel confident they will pursue a career in the health professions. The program will be expanded in future years to provide additional training opportunities.

Key Words: American Indians ▪ health disparities ▪ health professions

Authors Information

Edgar Villanueva, BSPH, MHA, FACHE, is Executive Director of the North Carolina American Indian Health Board

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Dr. Ronny Bell, PhD, MS, NCAIHB, is Co-Director of the Maya Angelou Center for Health Equity at Wake Forest School of Medicine and a Professor at the Wake Forest School of Medicine

Questions and answers - 3:45 pm - 4:00 pm

Concurrent Session/Panel 4: Improving Diversity in the Allied Health Careers

3:00 pm - 4:00 pm (Assigned Time - 3:00 pm - 3:22 pm)

Title: Pharmacy Readiness & Enrichment Program (PREP): The Pipeline for Success

Authors and Affiliation: ¹Moore, Mark W, PharmD, MBA, MS; ¹Taylor, William J, PharmD; ¹Maddox, Ronald W, PharmD; ¹ Dunn, Kimberly, MS; ¹ Morgan, Gabrielle; MBA

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Abstract

An increased demand has been placed on health care products and services due to our nation's growing diverse population. According to the Report of the American Society of Health-Systems Pharmacists Task Force on Pharmacy's Changing Demographics, "In 2004, 88% of licensed pharmacists were Caucasian. Asian Americans and black Americans comprised another 7% and 2%, respectively. These figures reflect little change since 2000. Thus, minority ethnic and racial groups are underrepresented in the pharmacy profession." In addition, there are compelling data which support the concept of "unequal treatment" facing underserved populations in the health care delivery system. The Institute of Medicine has recommended expanding the number of minority health professionals as a mechanism to reduce health disparities. Furthermore, there is evidence that minority health care providers are more likely to serve minority and medically underserved communities. Campbell University College of Pharmacy & Health Sciences (CPHS) Office of Student Affairs & Admissions reaches out to various institutions with large numbers of students from underrepresented and underserved backgrounds in an effort to recruit for the Pharmacy Readiness & Enrichment Program (PREP) in the effort to increase program diversity.

Pharmacy Readiness & Enrichment Program was designed to help address the shortage of underrepresented and financially disadvantaged populations in the field of pharmacy and the health care delivery system in general. The program was developed around the principles that health care outcomes improve when health care providers are culturally competent, and access to health care by financially disadvantaged and minority populations is improved with a workforce that is culturally diverse. Diversity in the workforce can only be improved through diversity in the classroom. The College of Pharmacy & Health Sciences strives to increase opportunities for these underserved populations to gain knowledge, develop an interest in pharmacy careers, build a competitive application portfolio, and improve interviewing skills to better navigate the admissions process. Over time, the desired results are: (1) to increase the number of highly qualified applicants from underrepresented and underserved backgrounds to matriculate to pharmacy school and (2) to produce a greater number of culturally competent graduates from a variety of backgrounds. Evaluation of program assessments indicates the participants of the program have enjoyed a high level of satisfaction and numerous acceptances to pharmacy schools across the nation.

Key Words: pipeline ▪ public health ▪ minority ▪ diversity ▪ students

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3:00 pm - 4:00 pm (Assigned Time - 3:23 pm - 3:44 pm)

Title: Workforce Diversity: A Non-Traditional Students' Transition to Allied Health Careers

Authors and Affiliation: ¹Schenall, Alice, MPH, MCHES, RHEd; ²Cooker, Diane, MA; ³Wooten, William, BS, GCDF; ⁴Chavis, Phyllis, BA; ⁵Boyd, Michelle, MS; ⁶Langer, Sarah, MPH

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Abstract

According to the NC Department of Commerce, Labor and Economic Analysis Division, the Area L AHEC/Turning Point region continues to experience high unemployment rates (12.6 as of May 2012). Over 50% of those filing unemployment claims are males, ages 25-44, and ethnic/racial minorities. There is a need to diversify the workforce; however, the strategy in rural counties will need to differ from others. Area L AHEC served as the workforce intermediary for the

Regional Skills Partnership (RSP) in collaboration with Turning Point Workforce Development Board (2007-2011). The RSP faced difficulty with growing a regional workforce due to on-going recruitment challenges. The efforts have centered on exposing, recruiting, and training dislocated workers into allied health careers. This strategy also promoted workforce retention and economic stability.

Multiple roadblocks exist in a long-term unemployed person's pursuit of an allied health career: 1. Lack of knowledge about healthcare opportunities, 2. Lack of preparation of students entering into college and the workforce, 3. Access to quality faculty, as clinical settings can offer more competitive salaries, 4. Lack of available clinical placement sites, 5. Lack of programs or opportunities for career advancement, 6. Lack of funding affects multiple points in the pipeline, and 7. Poor health and wellness of healthcare workers to meet the demands of their work

This presentation will highlight key challenges and potential strategies to move dislocated workers through the pipeline to grow a diverse workforce locally.

While there have been separate efforts to support unemployed workers and to grow the allied health workforce, no strategies have been implemented that focus on structures to support long-term unemployed worker transition into allied health careers. The presentation will define current policies and systems acting as barriers to the transition in rural areas. New policies or systemic changes will be recommended to support the transition.

While Area L AHEC no longer has funding, they continue to convene the partnership table to assess the allied health workforce needs, support regional healthcare workforce initiatives, seek ways to continue student support, and engage healthcare employers to determine priorities.

Key Words: allied health ▪ workforce development ▪ long-term unemployed ▪ dislocated ▪ age diversity ▪ ethnic/racial diversity

Authors Information:

Alice Schenall, MPH, MCHES, RHEd, Area L AHEC

Diane Cooker, MA, Stanly Community College

William Wooten, BS, GCDF, Turning Point - Workforce Development and Training Center

Phyllis Chavis, BA, Regeneration Development Group, Inc.

Michelle Boyd, MS, Charlotte AHEC

Sarah Langer, MPH, Institute for Emerging Issues

Questions and answers - 3:45 pm - 4:00 pm

Concurrent Session/Panel 5: Addressing Diversity Through Pre-College Programs

3:00 pm - 4:00 pm (Assigned Time - 3:00 pm - 3:14 pm)

Title: Raising the Bar to Achieve Diversity and Inclusion

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Abstract

Objectives: To describe a comprehensive approach to achieving Diversity and Inclusion and to examine a continuum of institutional strategies and best practices to produce the next generation of pharmacy leaders.

Methods: In 2007, The Office of Recruitment, Development and Diversity Initiatives (ORDDI) was created to provide leadership and accountability for increasing diversity and inclusion at the UNC Eshelman School of Pharmacy. Innovative programs including the Leadership, Excellence and Development Program (LEAD), the LEADership Academy, an annual Pharmacy College Admissions Test Review, the Pre-Pharmacy Club and the Recruitment Ambassadors Program, were all successfully developed and implemented. Partnerships with pipeline programs, engagement with minority serving institutions and aggressive outreach efforts were key approaches that expanded awareness of career opportunities and professional development. Student engagement and applicant and admission data to schools of pharmacy were tracked for evaluation.

Results: From 2007-2012, Seven hundred and seventy three recruitment events were facilitated. Sixty percent involved recruitment at minority-serving institutions. Two hundred and sixty two prospective students that were admitted had a high level of engagement with the ORDDI. Thirty percent of individuals in this cohort were from underserved and underrepresented backgrounds. Thirteen minority students were admitted from pipeline programs. Since the inception of the ORDDI in 2007, minority representation in the student body has remained above 20%, averaging 24%. Prior to the ORDDI, the minority student population averaged only 20%.

Conclusions: A continuum of institutional strategies can lead to best practices to achieve a diverse and inclusive environment. These strategies require a multifaceted effort, including the

development of innovative practice models and high-impact programs that produce measurable results, and effective scholarship and evaluation.

Key Words: diversity ▪ inclusion ▪ underrepresented ▪ minority ▪ recruitment

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3:00 pm - 4:00 pm (Assigned Time - 3:15 pm - 3:29 pm)

Title: Allied Health & Nursing Careers Student Success & Retention Strategic Plan

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Abstract

Using a comprehensive regional approach, Nursing and Allied Health disciplines in the School of Health Sciences at Winston-Salem State University developed a partnership with nursing and allied health programs at Forsyth Technical Community College, Piedmont Community College, Surry Community College, Guilford Technical Community College, and Winston-Salem Forsyth County Schools to identify root causes for student attrition that stem from K-12 influences and the level of student preparedness in post-secondary educational institutions.

The educational partners implemented a multi-systems approach entitled Solution -Outlining- Success (S-O-S), where stakeholders held a two part summit and strategic planning conference

composed of representatives from academic programs, clinical affiliates, and major healthcare employers in the region. The expected outcome was to generate a comprehensive, well-coordinated, and integrated strategic plan relevant to primary and post-secondary education, and employers. The plan focused on "best practices" to advance students career paths in nursing and allied health by generating institution specific strategies related to student readiness, student selection, and student retention rates, and to subsequently graduate a greater number of qualified individuals to enter the regional workforce.

Key Words: ▪ allied health ▪ nursing students ▪ retention ▪ best practices

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3:00 pm - 4:00 pm (Assigned Time - 3:30 pm - 3:44 pm)

Title: Youth Exploring Health Sciences (CAMP YEHS!) program

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Abstract

“Youth Exploring Health Sciences” (CAMP YEHS!) is a summer youth medical camp held at Winston-Salem State University located in Winston-Salem, NC, a constituent institution of the University of North Carolina and a public university founded in 1892. CAMP YEHS! is held during the month of July and targets rising 9th grade students in Forsyth and other surrounding counties. The program seeks to address the shortage of racial/ethnic minorities and males in the Nursing and Health Sciences program. CAMP YEHS! is a two-week residential experience that focuses on teaching scientific skills and is specifically designed to address the shortage of racial/ethnic minorities and males in these areas. The program is modeled after our collaborative partner, University of North Carolina-Wilmington Camp Bones program. Students participate in health sciences educational programs, including nursing exploration, hands-on building, visits to regional hospitals, research into health issues, problem-based learning,

academic enrichment, and health promotion aimed at gives program participants a competitive edge for successful matriculation into college. The presentation of this program includes an overview of the program and specific steps taken from the design to its implementation.

Key Words: African American ▪ health sciences ▪ youth camp ▪ nursing ▪ health disparities ▪ university ▪ planning

Authors Information

Marina A. Skinner, MBA, is Director of Student Advisement and Program Director of CAMP YEHS! Program at Winston-Salem State University School of Health Sciences

Questions and answers - 3:45 pm - 4:00 pm

6:00 pm - 7:00 pm Evening Networking and Poster Presentation

Poster Presentations

Title: Strategic Hiring Practices to Target the Underserved Community

Authors and Affiliation: ¹Chapman, Ronnie, PharmD; ²Jamerson, Brenda, PharmD; ²Sutton, Beth, PhD; ³Herring, Lashanta, PharmD (c); ⁴Mburu, Joseph M, PharmD (c); ²Dunn, Kimberly, MS, IST; ²Whitehead, Josiah R, ScD, MBA; ²Taylor, William J. Jr, PharmD; ²Moore, Mark W, PharmD, MSCR, MBA; ²Koepcke, Richard, BA; ²Barner, Latrice

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Abstract

The Campbell University School of Pharmacy and Health Sciences (CUSOPHS) Diversity Initiative Program (DIP) was implemented to address the inadequate representation of minorities in the

healthcare community. According to the Institute of Medicine and the Sullivan Commission reports, this negatively impacts health outcomes for minority groups.

The CUSOPHS DIP has developed a unique method to assess the degree to which any ethnic group is underserved. The DIP evaluated all 100 counties in North Carolina to determine the magnitude of this phenomenon for the five major ethnic groups in the state. These groups include African American, American Indian, Asian, Caucasian, Hispanic and Other (mixed).

In order to identify the underserved communities to be targeted, a standard of comparison was first established for each county. This was done by determining the total number of residents that resided in each county and dividing by the total number of pharmacists working in each county. The result was then used as the standard for each county for each of the five ethnic groups.

After establishing a standard for each county, the same process was then repeated to assess each ethnic group. This was done by determining the total number of residents for each ethnic group that resided in each county and dividing by the total number of pharmacists for each ethnic group working in the county.

Ratios of comparisons (ROC) were established by dividing the average for the ethnic group by the standard established for the county. ROC's of < 1 indicated that the ethnic group was performing as well as the county overall. ROC's > 1 indicated that the ethnic group was underperforming and by definition underserved.

The ethnic groups with the greatest ROC's (Hispanic, African American) were targeted along with those ethnic groups lacking any pharmacist representation. By identifying these targeted ethnic groups and counties and making this information available to employers, it becomes easier for employers to strategically hire to address the underserved. The most significant challenge has been obtaining adequate funding, identifying employers willing to participate and identifying enough minority candidates willing to serve in the targeted communities

Key Words: underserved ▪ ethnic ▪ representation ▪ underrepresented ▪ target ▪ ratios of comparison ▪ pharmacist ▪ underperforming ▪ ROC ▪ minority ▪ hiring ▪ community

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Title: Effect of a Highly Structured Student- Led Mentoring Program on Prospective Student Engagement

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Abstract

Objective: To explore the effectiveness of a student-driven mentoring program on prospective student engagement

Methods: Student leaders developed a framework for a longitudinal mentoring program aimed to provide prospective students interested in pursuing a career in pharmacy with a professional support system for their individual needs and to foster connections between prospective and professional students. Professional student mentors were recruited and given resources to serve as positive role models, while increasing exposure to opportunities in the pharmacy profession and providing prospective students with a gateway into the professional networking community.

Results: The initial program was successful in the creation of 18 mentor-mentee pairs. Of these 18 pairs, only 11 were actively engaged and participated in structured activities. Six additional

PharmD candidates were interested in serving as a mentor, but were left unpaired, due to lack of prospective student engagement.

Evaluation of the program was prompted and followed by a period of reconstruction to the original organizational structure. These improvements have resulted in the creation of 47 additional mentor-mentee pairs. Six large group engagement activities were developed and all mentor-mentee pairs were actively engaged.

Conclusions: Implementation of a student-driven mentoring program has potential effect on the number of prospective students choosing to pursue careers in pharmacy. Prospective students are more likely to stay on the pre-pharmacy track and continue their pursuit of admission into pharmacy school with opportunities for consistent and structured exposure and engagement with current professional students.

Key Words: mentoring ▪ prospective student ▪ student-led

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Title: One May Culture Growth but Can One Grow Culture?

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Abstract:

To impact the positive growth in a culture, it takes leadership, vision and persistence.

The Campbell University College of Pharmacy & Health Sciences is committed to advancing diversity in the profession of pharmacy and health sciences professions. The College remains devoted in its effort to produce a diverse student population and to prepare graduates to be excellent clinical providers of culturally sensitive and appropriate health care. Campbell University remains to be one of the few institutions in the nation to have a pipeline program dedicated to college level students.

Initially, the College worked to design the *Pharmacy Readiness & Enrichment Program* (PREP). The College developed a series of curricular and program innovations designed to address the dire shortage of underrepresented racial and ethnic minorities in the field of pharmacy in North Carolina. The leadership team created a Diversity Board of Advisors comprised of educators, corporate partners and student leaders to generate ideas and develop a strategic plan to enhance diversity and enrich the culture of the College as an inclusive environment to learn and work.

The College has continued to move forward through various mechanisms to create a more comprehensive and diverse environment for prospects, students, faculty and staff. The faculty and staff have also been involved in several development workshops on diversity. In addition, the Office of Student Affairs & Admissions in the College has been very active in training sessions and planning activities to create a more inclusive environment. The College performed a survey aimed at gathering data to determine the current state of the environment for students, faculty, staff and alumni. This research provided useful information for future planning for the College culture on diversity.

The Diversity Initiative has resulted in many achievements: the progress of the advisory board for the promotion of diversity and multicultural affairs including a strategic plan; the incorporation of cultural sensitivity and competency training for faculty, staff and students; the enhanced recruitment and professional development activities; and continuation of the PREP. Future challenges include securing continued funding sources while meeting the needs of programmatic expansion of these important initiatives.

Key Words: culture ▪ diversity ▪ inclusion ▪ students

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Title: Improving Graduation Rates through a Themed Learning Community

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Abstract

The Health Connection Learning Community (HCLC) is a themed LC housed in the College of Health and Human Services (CHHS) at UNC, Charlotte. The HCLC is designated exclusively for students pursuing a major in nursing, social work, kinesiology, or public health. The major themes of the HCLC are healthcare, diversity and service learning.

The target population of the HCLC consists of students who have declared a major within CHHS but who also demonstrate the potential need for further resources and connections to be retained in school and graduate with a 4-year degree in healthcare. Since its inception in 2004, the HCLC has evolved quite significantly, but one consistent theme, which mirrors the overarching mission of the University, has been to increase diversity.

Applicants to the HCLC are self- selected, but due to the applicant: space available ratio, additional screening factors include, high school GPA, family collegiate and student high school experience. Consideration of these factors along with additional methods has netted a diversity rate of 40% and a retention rate of 89% for the past 2 years.

A variety of methods have been utilized over the past 2 years to include diversity education in the curriculum including but not limited to, the use of a nationally recognized diversity based common reading experience, visitation to a local diversity based art exhibit and guest speakers from the UNC Charlotte Multicultural Resource Center.

The greatest challenge for the HCLC is achieving a balanced community. While the perfect cohort would exist of 50% males to females and 50% Caucasian to non-Caucasian students, several factors play a role in achieving this goal. Again, students are self-selected so they must

be aware of the community and complete an application to begin the process. A diverse student may not always be in greater need for the additional resources provided through the LC than the non-diverse student. Coordinators reach out to students early in their college exploration process by attending campus EXPLORE sessions and touting the advantages of the HCLC while also trying to recruit applicants.

Key Words: healthcare ▪ diversity ▪ retention ▪ resources

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Title: Cross-Cultural Communication Training: Student Perceptions

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Abstract:

Introduction: Cultural competency has become an increasingly important aspect of healthcare. However, student perceptions can impact the ability to effectively develop student skills in this area. Therefore the overall objective is to characterize student perceptions of cultural competence training and to use this information to develop better instructional strategies.

Method: First through third professional year students at a single school of pharmacy were asked to complete a cultural competency module. Two modules were available both of which included a video, follow-up questionnaire and a reflective activity. The instructional approach was designed to demonstrate the correlation between cross cultural communication and achieving desired healthcare outcomes.

Results: A total of 332 students were surveyed during module I and 259 for module II. Over fifty percent of PharmD students reported that the film did not heighten awareness of factors related to race or make it easier to discuss race with others. Seventy-one percent believed that it was important for healthcare professionals to be culturally competent. Although the video depicted sub-optimal patient-provider interaction resulting in sub-optimal patient care and therapeutic outcomes, the students believed the providers cross-cultural communication skills were fair to all parties involved.

Implications: Assessing current students perceptions regarding cross-cultural communication has helped identify the need for implementation of a more formalized and consistent curricular training module for professional students. The addition of a longitudinal cross-cultural training experience into the PharmD education experience will likely enhance student awareness of this topic and increase the success of transferring these skills into their future areas of practice.

Key words: cross-cultural ▪ cultural competence ▪ diversity ▪ communication

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Title: In Our Hands: Creating a Diverse and Inclusive Community

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²UNC Program on Ethnicity, Culture and Health Outcomes (ECHO)

Abstract

In April 2010, the UNC Gillings School of Global Public Health (GSGPH) created the Diversity and Inclusion Task Force (DITF) to identify barriers and facilitators to increasing diversity in the School and recommend changes that would take the School to a new level of diversity among faculty, students and staff. More than 60 faculty, staff, and students volunteered on the DITF.

With support from the Dean's office, the DITF carried out a two-phase process of assessment and recommendation. Assessment included a literature search of background documents and relevant diversity and inclusion articles, an environmental scan of the diversity and inclusion activities of six peer Schools of Public Health, a web-based survey of GSGPH faculty, staff, and students about their perceptions and experiences of diversity and inclusion, interviews with GSGPH department chairs and program leaders, and twelve focus groups with faculty, staff, and students. In April 2011, the DITF issued 13 recommendations.

To strengthen the organizational climate for diversity and inclusion (D&I), the DITF recommended issuing a strong statement from Dean's Council in support of D&I; developing a model and process for spreading D&I principles and practices in GSGPH; appointing a school-level champion for D&I efforts; strengthening links with campus and community resources to foster D&I; and supporting an ombudsman to address D&I issues. To increase recruitment and retention of a diverse body of students, faculty, and staff, the DITF recommended taking greater recruiting advantage of the Annual Minority Health conference and William T. Small, Jr., Keynote Lecture; engaging diverse alumni in recruitment, training and placement; promoting cross-departmental sharing of recommended practices; encouraging admission and support students with exceptional potential but not traditional admissions profiles; and requiring greater specificity in departments' D&I goals, plans and reports.

To promote diversity and inclusion through GSGPH curricula, the DITF recommended increasing course content to address the health issues of diverse populations; increasing cultural competence and opportunities to discuss D&I topics; and coordinating D&I in GSGPH content and approaches in core courses. The Dean and the School's leadership council prioritized the DITF recommendation and began implementation in September 2011. Implementation efforts are being monitored and progress evaluated.

Key Words: diversity ▪ public health ▪ UNC-Chapel Hill ▪ assessment

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Title: Institutional Strategies for Best Practices in Minority Recruitment to Achieve Diversity and Inclusion

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Abstract

Objectives: To explore the impact of a continuum of institutional strategies to enhance recruitment of underrepresented students, and analyze best practices for achieving diversity and inclusion.

Method: The Office of Recruitment Development and Diversity Initiatives (ORDDI) was created to provide leadership and accountability for increasing diversity and inclusion at the UNC Eshelman School of Pharmacy. Innovative programs including the Leadership, Excellence and Development Program, LEADership Academy, annual PCAT Review, Pre-Pharmacy Club and the Recruitment Ambassadors Program, were all successfully developed and implemented. Partnerships with pipeline programs, engagement with minority serving institutions and aggressive outreach efforts were key approaches that expanded awareness of career opportunities and professional development. Student engagement and applicant and admission data to schools of pharmacy were tracked for evaluation.

Results: Over a four year period, 650 recruitment events were facilitated. Sixty percent involved recruitment at minority serving institutions. One hundred and ninety-three prospective students that were admitted had a high level of engagement with the ORDDI. Thirty percent of individuals in this cohort were from underserved and underrepresented backgrounds. Twenty-three minority students were admitted from pipeline programs. The overall minority profile of students increased from 22% to 28%.

Implications: As society is challenged to accommodate the changing demographics of communities, schools of pharmacy are expected to supply a proportional number of diverse graduates that mirror society. Best practices require a multifaceted effort, including innovative practice models and high-impact programs that produce measurable results, and a complex blend of systems, strategies, and relationships that incorporate instruments for assessment and evaluation.

Key Words: diversity ▪ inclusion ▪ minority ▪ recruitment

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Title: Dynamics of an Academic Administrative Fellowship in Diversity

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Abstract

Objectives: To explore the impact of an Academic Administrative Fellowship in Diversity

Method: A twelve-month Academic Administrative Fellowship was implemented in the Office of Recruitment, Development and Diversity Initiatives at the UNC Eshelman School of Pharmacy. This postgraduate opportunity was designed to provide a promising scholar, interested in a career in pharmacy academia, with unprecedented exposure and training in the areas of management, program development, teaching, scholarship and professional service.

Results: The fellow was highly engaged in the recruitment and retention of underserved and underrepresented students. Responsibilities included teaching, facilitation of patient case discussions, development of continuing education modules for pharmacists and completion of an ACPE accredited teaching certificate program. Through recruitment, academic advising and mentoring over eighty professional students, and advising five student organizations and programs, the fellow was able to develop meaningful relationships with individuals from diverse backgrounds and experiences, and contribute to the development of a diverse and inclusive environment.

Implications: Despite many years of efforts to diversify the academy, people of color remain significantly underrepresented in academia. Postdoctoral academic fellowships with a concentration in diversity can play a critical role in facilitating the development of world-class scholars and enhancing opportunities to recruit and retain highly qualified faculty that reflect the diversity of our society. Furthermore, an academic administrative fellowship in diversity can contribute to providing a richly diverse intellectual and social environment for current students, strengthening communities and the workplace, and enhancing America's economic competitiveness.

Key Words: diversity ▪ fellowship ▪ academia

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