

2015 NC HEALTH PROFESSIONS DIVERSITY CONFERENCE

Oral and Poster Presentations

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Oral Presentations

August 27, 2015

3:15 pm – 4:15 pm

BREAKOUT SESSION III

A. Programs to Recruit and Retain a More Diverse Workforce in Healthcare Agencies (Grandville Ballroom C)

Title: Excellence in Cardiovascular Sciences Program at Wake Forest School of Medicine

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Targeted Population: Minority undergraduate students, those from disadvantaged backgrounds, or those with disabilities who wish to pursue a biomedical research career

Abstract

The Excellence in Cardiovascular Sciences (EICS) Program at Wake Forest University School of Medicine (WFSM) provides an opportunity for short-term training for undergraduate students of diverse backgrounds, focusing on research training related to the cardiovascular system. The program has been continuously funded by the National Heart, Lung and Blood Institute since 1992 (R25 HL092618) and is housed within the Hypertension & Vascular Research Center at WFSM. The participants in the program are minority undergraduate students, those from disadvantaged backgrounds, or those with disabilities who wish to pursue a biomedical research career. The trainees (12 students for 8-9 weeks each summer), who matriculate at undergraduate institutions throughout the United States and Puerto Rico, participate in biomedical research in the laboratories of mentors with expertise in hypertension, cardiovascular diseases, atherosclerosis, diabetes, obesity, and vascular disease, learn to evaluate the scientific literature and make scientific presentations, learn

about careers in the biomedical sciences and establish links with faculty mentors who foster their continued interest in biomedical research. Over 80% of former participants in the program who finished their undergraduate degrees from 1993-2012 attained graduate, medical or industrial technical positions—over 37% received PhD or Master's Degrees, 30% are health professionals, and 14% participate in industry or technical positions. Furthermore, ~15% of the participants have continued their association with WFSM as PhD students, medical students or technical/post-baccalaureate students. In fact, 20% of the PhD's awarded to under-represented minority students in our biomedical sciences programs from 2009-2011 participated in the EICS program. These statistics demonstrate the continued success of the EICS program and its primary focus of providing training to under-represented minorities to facilitate their matriculation into post-graduate programs and their careers in biomedical research.

Title: Post-baccalaureate Research Education Program (PREP) at Wake Forest University (WFU)

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Targeted Population: Under-represented minority or disadvantaged background students (URMDs) interested in a PhD in the biomedical sciences

Abstract

Wake Forest PREP Scholars (NIGMS R25 GM064249) targets under-represented minority or disadvantaged background students (URMDs) interested in a PhD in the biomedical sciences. The program provides 1-2 years of research, career guidance and GRE preparation with an emphasis on intensive research experiences. Students are similar to first year graduate students. They participate in a PREP journal club and individualized coursework. We work closely with the Graduate School of the Arts & Sciences and graduate program directors to place students in courses and professional development programs to enhance entry into WFU or national PhD programs. Research mentors are chosen by the students from throughout the university according to research interests and established scientists serve as career mentors matched according to the students' long-term professional development interests. A poster symposium held each June highlights trainee research projects. Seventy-four trainees participated in the program between 2001 and 2015, and 25% (17 trainees) have remained at WFU after completing the program. Most participants are African American (~75%) or Hispanic (18%). To summarize the success, 95% of trainees remain in science-related careers. Career choices include entry into PhD programs (63%), Master's programs (35%) professional schools (13%), math or science teaching or technical positions (15%), with >90% retention in graduate and professional schools (totals more than 100% as multiple categories may apply). PREP trainees represent ~25% of the minority students in WFU biomedical sciences graduate programs and, since the PREP started, the percentage of under-represented minority students nearly tripled from a starting value of less than 5%. Sixteen students have already completed the PhD and 3 hold assistant professorships. Thus, the program successfully increases URMDs participation in WFU and national PhD programs in the biomedical sciences.

Title: Post-doctoral Research, Instruction and Mentoring Experience (PRIME) at Wake Forest School of Medicine (WFSM)

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Targeted Population: Underrepresented minority faculty in schools of medicine and allied health professions

Abstract

Background: A challenge to achievement of health equity in the US is the disproportionately low numbers of underrepresented minority (URM) faculty in schools of medicine and the allied health professions. Schools in the allied health professions are attracting a broad range of student backgrounds and professional goals, and we need to keep pace by providing a comparable increase in the number of research- and teaching-competent URM faculty. *Methods:* WFSM developed the PRIME program as an NIGMS-funded Institutional Research Academic and Career Development Award (IRACDA) postdoctoral training program, designed to promote entry of URM trainees into faculty teaching/research positions in the biomedical sciences. PRIME scholars commit 75% effort to research and 25% effort to teaching activities over a three year program. Scholars are enrolled in coursework designed to help develop teaching styles and pedagogy, followed by lectureships and course instruction in the second and third years. Scholars engage in teaching through a partnership with Winston Salem State University (WSSU) in the departments of Physical Therapy and Biological Sciences. Research faculty advisors are selected by scholars within their research disciplines, and a research project is developed that can progress to an independent research focus upon obtaining a faculty position. *Results:* Six PRIME fellows have participated in the program since October 2013. The PRIME program has increased the percentage of URMs in the postdoctoral programs by 5%, contributing significantly to institutional diversity. Two of the six scholars (33%) have sought, and successfully obtained, employment in the US biomedical sciences training arena. *Conclusion:* The potential impact of the PRIME IRACDA program on increasing URM recruitment and retention in the biomedical sciences workforce, both institutionally and nationally, is noteworthy. Supported by K12-GM102773.

BREAKOUT SESSION III

B. Successful Nursing Practices (Grandville Ballroom D)

Title: Pre-entry Immersion to Nursing Program Guided by the Concepts of Social Determinants to Cultivate Success and Acclimation to the Nursing Profession

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Targeted Population: Educators, administrators, students

Abstract

There is strong evidence of the importance of ensuring that all health professional students, including nursing students world-wide, have a thorough knowledge base, understanding of the evidence, and the cultural sensitivities and competencies to effectively address health inequities and SDH. The World Health Organization, in conjunction with the Commission on Health Disparities, has recommended that educational institutions and relevant ministries integrate SDH into standard and compulsory training of medical and health professions students. It is thus essential that nursing education give priority to ensuring high visibility to the relationships among health equity concepts, that attention to these concepts be woven throughout academic programs in theoretical, scientific, and experiential experiences, and that competency and commitment for addressing health disparities/health inequalities. The primary early interventions of this project focus on enrolling high achieving/high potential underrepresented minorities from economically disadvantaged backgrounds in an intensive 6-week pre-entry program that (a) fosters self-capacity building, (b) promotes understanding of the relationships among the health equity concepts at multiple levels (individual, social, and structural) through a variety of theoretical and experiential approaches; (c) relates these constructs to the introduction to professional nursing and its broad scope of practice; (d) builds and fortifies readiness to encounter new environments and opportunities; and (e) sows and cultivates seeds of leadership and career development, with a focus on health equity. The Project Director will describe the program and Health Equity Academy Scholar will describe their experiences and impact of program components.

Title: Aggressive Academic Advising Practices: Strategies to Improve Nursing

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Targeted Population: Nursing Faculty and Advisers

Abstract

Historically, academic advising has been little more than simple course selection. Though nursing faculty is required to take on the adviser role, it is often considered a secondary responsibility. Aggressive, proactive advising, though, has proven effective in other disciplines to improve student success and persistence. The purpose of this study was to determine if a relationship existed between aggressive academic advising and nursing student persistence. Aggressive academic advising is a proactive, engaged, student-centered advising approach that focuses on quality advisor-advisee interactions. Through a non-experimental, correlational quantitative research design, 109 nursing faculty and advisors for nursing students were surveyed. The study found no correlation between the number of academic advising strategies used and nursing student persistence, but did find a significant relationship between two of thirty academic advising strategies from part II of the Academic Advising Inventory. Implications for nursing education included: A focus on meaningful, quality advisor-advisee interactions, more time spent discussing the meaning of a college education, and advisor guidance on selection and declaration of the academic major or concentration.

BREAKOUT SESSION III

C. Native Health Programs and Development of Multicultural Health Practices/ Health Disparities Curriculum (Beaumont Room)

Title: The Medical Careers and Technology Academy (MedCaT): Encouraging American Indian and Appalachian High School Students to Pursue Health Careers

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Targeted Population: American Indian; Rural Appalachian

Abstract

Background: In the US, less than 1% of the health and biomedical workforce identify as American Indian (AI), yet diversity in these fields is strongly linked to improved health outcomes. Addressing this disparity through programs encouraging AI students to pursue health/biomedical science careers is essential. *Methods:* The Medical Careers and Technology Academy (MedCaT) is a partnership between the Maya Angelou Center for Health Equity at Wake Forest School of Medicine (WFSM), Eastern Band of Cherokee Indians, and Center for Native Health that provides health/biomedical science and career enrichment experiences for AI students at five (5) high schools in southwestern NC. MedCaT is a week-long academy at WFSM and Wake Forest University (WFU), during which, students 1) engage in Problem-Based Learning (PBL) research on diabetes and healthy lifestyles; 2) gain hands-on experiences with technology used across the patient care continuum; and 3) interact with WFSM/WFU faculty, staff and students to learn about a variety of health/biomedical science careers, while teachers engage in workshops on PBL instructional methods. At the end of the week, students present their research to and are evaluated by their teachers, peers and program staff.

Results: To date, 70+ students have participated in MedCaT. Students demonstrated a significant increase in health and science knowledge and skills, as well as increased interest in careers in the biomedical sciences. Following program participation students expressed continued or increased interest in careers in the biomedical sciences and overall program appreciation. Teachers demonstrated increased PBL knowledge and confidence to implement PBL methods in their health professions programs. MedCaT partners are equally engaged in recruitment and program implementation to assure cultural connectedness. *Conclusion:* Programs like MedCaT are essential for increasing the numbers of health professionals coming from and serving in disadvantaged and minority communities; and increasing diversity among health care professionals.

Title: Development of a Multicultural Health Practices/Health Disparities Elective Course

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Targeted Population: Third Year Pharmacy Students

Abstract

Health and healthcare disparities are a huge concern for many. As the number of minorities have dramatically increased in the United States, the incidence and acknowledgement of healthcare disparities has also increased. In addition, cultural competence is encouraged by many pharmacy entities, such as the American Pharmacist Association (APhA), the American Society of Health-System Pharmacy (ASHP), the American Association of Colleges of Pharmacy (ACCP) and the ACPE Accreditation Standards. In an effort to increase awareness of the differences that exist among various ethnicities, a 5-week elective course was developed in 2011 at a private pharmacy school as a result of a subcommittee of the Diversity Board of Advisors. The purpose of this course is to equip students with skills that will allow them to practice pharmacy with the highest integrity and service to their patients. Students attend class on one day per week for 3 hours. The course provides information about the importance of understanding social and cultural influences that affect the quality of medical services and treatment. A mixture of classroom and home activities were developed, with a blend of lecturing and active learning. In order to assess students, particular activities, such as patient scenarios, one-minute papers and a written paper with presentation, were incorporated. Since its inception four years ago, a total of 37 students have completed the course, with 13 enrolled to begin in the fall. Students were asked to reflect upon the course. While the elective course only engages a small number of student pharmacists, those students that have completed the course reported more awareness and a better understanding of the effects of ones' culture and beliefs on healthcare quality. More in depth topic coverage and expansion has been discussed.

BREAKOUT SESSION III

D. *For Students Only*: The Student Experience Panel (Berkeley Room)

Who better to hear from than your "near-peers." Whether you are on your way to the job market, applying for graduate school, medical school, dental school, or any other health professions program, this panel of graduate students and young professionals will be ready to help prepare your for the real experience. Come with your list questions and prepared to connect with those who sitting the very seats you'll soon be in.

Poster Presentations
August 27, 2015
6:30 pm - 7:30 pm
Grandville A & B

Title: Undergraduate Students for Diversity in Pharmacy (USDP): An Approach to Advancing Diversity in Pharmacy and the Pharmaceutical Sciences

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Targeted Population: Undergraduate Students

Abstract

Objective: To explore the impact of USDP on student diversity in pharmacy and pharmaceutical sciences. *Background:* In 2013, USDP was developed and widely promoted as an intentional strategy to foster diversity and inclusion in schools of pharmacy by increasing access to pharmacy school admission. With an emphasis on attracting students from undergraduate minority student organizations and minority-serving institutions, the program provides social and academic support and professional development. *Methods:* Multiple strategies were utilized, including group study nights and insight and preparation assistance for the Pharmacy College Admissions Test (PCAT). USDP participants are exposed to the field through opportunities to shadow pharmacy professionals, career panels, and networking events that engage a diverse cohort of pharmacy students and professionals to share perspectives. *Results:* Approximately eighty undergraduate students have participated in sixteen USDP events and activities over the past two years. Nine applied and were admitted to the UNC Eshelman School of Pharmacy. Those admitted consisted of three African American males, four African American females, one Latino male, and one Indian male. *Implications/Conclusions:* For traditionally underrepresented individuals, exposure and access to careers in pharmacy remains a critical need. A diversity-focused organization that emphasizes inclusivity maximizes the potential positive outcomes by expanding representation and enhancing cultural competency in pharmacy professionals. An innovative method of increasing diverse enrollment provides new opportunities, and challenges, further strengthening the pharmacy profession and the health sciences.

Title: Impact of the Student National Pharmaceutical Association (SNPhA) PCAT Review on Pharmacy Admissions: A Nine Year Review

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Targeted Population: Underrepresented and Underserved Communities

Abstract

Objectives: To assess the impact of a student-facilitated PCAT review on admissions and enrollment at the UNC Eshelman School of Pharmacy, and to demonstrate the need for more live instruction PCAT review courses.

Introduction/Background: The Pharmacy College Admissions Test (PCAT) is a vital requirement for pharmacy school admission, however, there are limited live preparatory courses for the PCAT, as compared to the GRE and MCAT, and those that are available can be costly. The current price for an onsite class can range from \$1500 to \$2800. As a result, the members of UNC SNPhA developed a three-day PCAT preparatory review to increase access, which aligns with the mission of SNPhA, to serve underrepresented and underserved communities. The UNC SNPhA PCAT Review consists of instruction to aid in mastery of content and test taking skills for all test sections, mock interviews, a pharmacy student perspectives panel and school tours. *Methods:* PCAT Review registration forms were compared to class composites. *Results:* From 2004 to 2013, there have been 646 students who attended the PCAT Review. One hundred and fifty-three students were offered and accepted admission at the UNC Eshelman School of Pharmacy (24%), which is higher than the average acceptance rate of 21% at UNC. *Conclusion:* Student-led PCAT reviews can have a positive influence on admissions and serve as a model to increase access to the preparation and tools needed for pharmacy school admission, thus, we encourage all pharmacy schools to initiate a student-led review.

Key Words: PCAT Review, Pharmacy Admissions, Student-Led Initiatives, Underserved, Underrepresented

Title: Rethinking Pharmacy Education: Expanding the Educational Reach

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Targeted Population: Current College Students

Abstract

Introduction: A course entitled “Contemporary Communications in Healthcare” was developed and implemented in the fall of 2013 for undergraduates pursuing a career in the health sciences. Students interested in Allied Health, Dentistry, Nursing, Medicine, Pharmacy, Public Health and other health science areas enrolled in the course. The purpose of this course is to provide the learner with a relevant and realistic understanding of the responsibilities associated with health communication, and provide students with the practical tools and skills necessary to effectively communicate in today’s dynamic healthcare settings. *Methods:* The class was directed by a faculty member and an instructional technologist. A flipped classroom model approached was utilized. Foundational knowledge was acquired prior to class through reading assignments and quizzes. Class comprised a wide range actionable assignments and interactive dynamics, including discussion forums, blogs, debates, presentations, role plays, and weekly reflective notes. *Results:* The course was offered for two consecutive years, with 104 students completing the class. Eleven students were admitted to pharmacy school, seven to medical school, two to nursing programs, and one to optometry school. From 2013 to 2014, the response rate for the course evaluation increased from 50-94% and revealed that students thought the course was engaging and increased their awareness of the importance of health communication and interdisciplinary team work. Prior to the class, on average, 86% of both cohorts wanted to improve their communication skills and upon completion, student’s

perceptions of their communication skills had increased. *Conclusion:* Health Science Schools can formalize their role in the education process of preparing those pursuing careers in the health sciences in the development of a critical skillset prior to enrollment to professional and graduate programs. In addition, courses designed for multiple health interest can highlight an appreciation and the value of inter-professional care.

Title: The Role of Leadership Academy in Cultivating Leadership Development: Perceptions of Prospective Students

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Targeted Population: High school students, current college students, post-college students

Abstract

Objective: To examine prospective students' perceptions of leadership development within Leadership Academy. *Background/Introduction:* Established in 2011, Leadership Academy at the UNC Eshelman School of Pharmacy is an extension of the Leadership and Excellence Development (LEAD) program, and designed to facilitate inclusive leadership. The program provides an opportunity for high school, current college and post-college students from a range of backgrounds to develop leadership skills with the hope of inspiring future health-professional leaders to serve an increasingly global society. *Methods:* Leadership Academy Program Participants engage in monthly seminars, interact and network with influential speakers, and are immersed in activities related to various aspects of leadership. During 2014 and 2015, pre and post program evaluations were administered to Leadership Academy participants to facilitate reflection, gather student perceptions and serve as an aid for program improvement. *Results:* In 2014, 35 students responded to the pre-survey and 30 to the post-surveys, followed by 56 responses for the pre-survey and 46 for the post-survey in 2015. Six percent of program participants felt they were “not knowledgeable” about leadership, 71% believed they were “somewhat knowledgeable,” and 23% rated themselves as “very knowledgeable” about leadership before attending the Leadership Academy. After completing the program, 30% reported “somewhat knowledgeable,” 70% “very knowledgeable” in 2014. In 2015, 41% of program participants felt “somewhat knowledgeable” and 59% very knowledgeable before attending. Thirty three percent stated “somewhat knowledgeable” and 67% “very knowledgeable” after attending Leadership Academy. From both years, approximately 80% program participants rated their leadership skills as advanced on pre and post surveys. *Conclusion/Implications:* A Leadership Academy may be an effective model for attracting and nurturing prospective student leaders from varied backgrounds and experiences. This program model may also be effective for preparing prospective pharmacy students to lead in a diverse society.

Category: Research on topics relating to workforce diversity

Title: An Examination of Diversity and Inclusion Efforts at Public and Accredited Schools of Pharmacy in the United States

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Targeted Population: Professional Programs

Abstract

Introduction: Diversity in this study was defined from a broader perspective, which included a governance of a commitment to diversity, beyond race representation. The purpose of the study was to assess the institutional commitment of public and accredited pharmacy schools to prioritize diversity and inclusion. *Methods:* In 2014, Sixty four accredited and public Schools of Pharmacy in the United States were examined. Search words were entered at the school websites: "Diversity", "Inclusion", and "Diversity and Inclusion". Twelve of the 64 Schools of Pharmacy contained information regarding diversity. Administrators at these institutions were contacted through email and asked to complete a nine-item questionnaire to gain more insight on the impact of leadership and organizational infrastructure on diversity at their respective institutions. *Results:* The twelve schools surveyed were located primarily in the Midwest and Southeast regions of the United States. The response rate was 75% with 9 of 12 pharmacy schools completing the survey. Seven institutions described diversity broadly, one defined it by race, and one was drafting a definition. All respondents reported a wide range of initiatives from scholarships, curricular implementations, diversity programs, inclusion committees, and all had metrics to evaluate progress. Eighty eight percent reported that diversity was an integral aspect of academic and strategic planning. Similarly, 88% reported that senior leadership was committed to diversity. *Conclusion/Implications:* Pharmacy programs that have formalized a commitment in achieving diversity through leadership and organizational infrastructure had a broader perspective of diversity. These programs may be better positioned to have impact and sustain a wide range of initiatives, including enrollment, school climate, and the ability to prepare students for intercultural healthcare.

Title: Development and Pilot Implementation of the Health Equity Research Opportunity (HERO) Program to Increase the Diversity of Health –Related Professions.

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Targeted Population: Faculty and staff working in pipeline programs designed to enhance the diversity of health professions

Abstract

Introduction: Underrepresented racial and ethnic minority (URM) scholars conduct the vast majority of minority-related research; therefore, increasing the pool of minority investigators is essential to addressing health disparities. We describe the development and pilot implementation of an extensive health disparities research training program focused on increasing the knowledge and skills needed to conduct research and provide education related to health disparities. *Methods:* The Maya Angelou Center for Health Equity’s Research, Training and Education Core, along with an advisory board of faculty from neighboring academic institutions, developed a health disparities research training program. The training component uses a comprehensive organizing framework that includes a “road map” for advancing

the health disparities agenda. It consists of three 2-day summer workshops facilitated by faculty and staff from Winston-Salem State University and Wake Forest School of Medicine. Participants receive mentorship while working collaboratively on research projects in WFSM laboratories. *Results:* Participants of the 2014 and 2015 workshops included junior URM faculty from three regional HBCUs (Winston-Salem State University, Johnson C. Smith University, and NC A&T State University), post-doctoral scholars at WFSM, and MS in Biomedical Sciences graduate students. Data analyses from a retrospective survey given immediately after the last workshop and follow-up interviews provide evidence that participants did increase their skills and knowledge of key concepts related to health disparities research. Research successes included applications submitted (5) and awards received (1) for extramural funding. *Conclusion:* The HERO program addresses a national workforce development need to increase the capacity of health disparities education and research. A longitudinal evaluation approach will determine the effectiveness of this program in enhancing the career trajectory of participants and in advancing the goal of promoting health equity education and research.

Title: Mentoring Diversity: Influences of the Mentoring Future Leaders in Pharmacy (M-FLIP) Program

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Targeted Population: Undergraduate and Current Pre-Pharmacy Students

Abstract

Introduction: M-FLIP, a highly structured mentoring program created in 2011, aims to match prospective students with current Doctor of Pharmacy (PharmD) Candidates to guide them through the processes of becoming future pharmacists. The program design provides members with access to a variety of views, backgrounds and experiences to facilitate professional development and enhance leadership skills. *Objective:* To explore the impact of M-FLIP in preparing prospective students to work in a diverse pharmacy workforce. *Methods:* A survey is utilized to gather demographic and career interest information to pair mentors and mentees, and eight pairs are grouped as a "phamily". This organizational infrastructure prepares members to work in diverse healthcare teams by exposing them to a range of ideas and perspectives. Planned events provide prospective students with career outlook, insight into the pharmacy curriculum, and a platform to explore new interests. The program is evaluated using active membership data and end-of-year surveys to assess member satisfaction. *Results:* In 2014-2015, M-FLIP membership included 56 mentor-mentee pairs in the fall with 16 new pairs added in the spring. Over 90% of members reported high levels of satisfaction with their mentor or mentee with only 9 members of the original 56 pairs requesting a new mentor or mentee for the spring semester. More than half of members felt the large body meetings were essential to their M-FLIP experience. Approximately 92% of members felt the matching process created constructive relationships and the phamilies exposed them to a range of people, ideas, and experiences. *Conclusion:* M-FLIP may have a role in preparing future pharmacists to appreciate and work in diverse healthcare teams through mentorship and the creation of opportunities for high levels of inclusive engagement, which may aid in increasing culturally competent healthcare professionals.