

# HS-MACA LINKAGE

Editors: Coletta Hollingsworth, Channing Bunch, Rita Eyerly

## Welcome!!



Sade Kosoko-Lasaki,  
MD, MSPH, MBA  
Associate Vice  
President Health  
Sciences

Graduation – a time to celebrate and reflect on the successful completion of another academic year. It is time to rejoice with the graduating class of Post-Baccalaureate and students from the Health Sciences Schools as they prepare for the next step in their academic journey. As graduates representing diversity in the health professions you are charged to address healthcare disparities as members of the workforce working with communities to promote equality in healthcare.

HS-MACA is proud of the accomplishments of our students and alumni and the journeys they represent. Wikipedia defines journey as a, “trip or voyage.” As you consider the components of the “trip” that you are on and your accomplishments, you need to remember the friends and acquaintances that have provided road side assistance during your journey.

As I reflect on the year, I embrace the words of Maya Angelou, *“I’ve learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”* This is what I consider when I think of the many students who have touched my life by requesting advice or needed a professional nudge as they navigated the road map of Creighton University – a destination in the journey to a career. I am very proud of the accomplishments of all our students and look forward to hearing that you have reached your goal - the end of your academic journey and have embarked on a new voyage.

Congratulations and I wish you much luck and success.

*“Do not go where the path may lead: go instead where there is no path and leave a trail.”*

Ralph Waldo Emerson

# *Congratulations*

## *Class of 2010*

### *School of Dentistry*

Maliza Cahee  
Tony Gaspard  
Charles Lee  
Devin Matsumori  
Angelina Moody-Parker  
Austin Nunez  
Cassady Rider  
Shirlena Tarlaje

Lydia Cam  
John Ha  
Xieng Lee  
Sean McLuen  
Kalin Ngo  
Ashley Reyes  
Michelle Rowe  
Chandra Tweet

### *School of Medicine*

Tiffany Chichester  
Geneive Kinsy (Flock)  
Frances Frederick  
Juliana Gazallo  
Neil Jensen  
Anhvu Nguyen  
Don Pham  
April Singleton  
Thuydung Trinh  
Kim Thuy Truong

Phuc Dang  
Cassandra Foss  
David Garcia  
Jonathan Hatch  
Zita Larry Cox  
Algenon Parson  
Wander Segura  
Erica Timiraos  
Lee Trujillo  
Qui Vu

### *School of Nursing*

Melissa Choi  
Cathering Collazo  
Elizabeth Garganera  
Kathereen Valencia  
Cassie Yoneshige

Noelle Davis  
Semir Demirovic  
Amber Leach  
Alex Wilkie

### *School of Pharmacy and Health Professions*

#### *Campus Pharmacy*

Kelli Shimabukuro

Glenda Rodriguez

#### *Distance Pharmacy*

Ana Bacon

Nancy Elrod

#### *Physical Therapy*

Stacy Pladera  
Gabriela Vogel

Nicole Tramontano

#### *Occupational Therapy*

Lisa Bagby

# Center for Promoting Health and Health Equality

## builds capacity to reduce health disparities

Ms. Reba Donahue  
Program Supervisor  
Center for Promoting Health and Health  
Equality

WHO Health Organization (WHO) Constitution: The enjoyment of the highest attainable standard of **health is one of the fundamental rights of every human being without the distinction of race, religion, political, belief, economic or social condition**<sup>1</sup>

Google “health disparities” and you will find 1.8 million sites. **Health disparities** (also called healthcare inequality in some countries) refer to gaps in the quality of health and health care across [racial](#), [ethnic](#), [sexual orientation](#) and [socioeconomic](#) groups<sup>2</sup>. The Health Resources and Services Administration defines health disparities as “population-specific differences in the presence of disease, health outcomes, or access to health care.”<sup>3</sup>

In 2000, the U.S. Department of Health and Human Service released Healthy People 2010, a set of disease prevention and health promotion objectives for the nation with two overarching goals: 1) to help individuals of all ages increase life expectancy *and* improve their quality of life; and 2) **eliminate health disparities** among different segments of the population .

For the last four years, HS-MACA, Center for Promoting Health and Health Equality (CPHHE) , School of Medicine, Center for Health Policy and Ethics, Preventive Medicine and Public Health, the CME Division, and others have co-sponsored an annual health disparities seminar. The seminar concentrates on one of the 28 focus areas outlined in Healthy People 2010<sup>2</sup>

Annual health disparity seminars focuses were: 2007-Cancer, 2008-HIV/AIDS, 2009-Mental Health, and 2010-Diabetes. Researchers, faculty, staff, students, and community participate in CME sponsored seminars to inform health care providers about the roles of ethics, public health, clinical and social management in the identified focus area.

# 2010 Addressing Health Disparities: Focus on Diabetes Seminar

Ms. Reba Donahue  
Program Supervisor  
Center for Promoting  
Health and Health Equality

This year's Addressing Health Disparities: Focus on Diabetes seminar was held April 17, with keynote speaker Samuel Dagogo-Jack, MD, MBBS, FRCP, AC Mullins Professor in Translational Research, Professor of Medicine and Chief of the Division of Endocrinology Diabetes, University of Tennessee, Memphis. Dagogo-Jack along with numerous diabetes experts discussed the wide range of health disparities that affect outcomes of diabetic patients.

*More about the Center for Promoting Health and Health Equality...* CPHHE's mission statement identifies health disparities and effectively promotes health equality and health improvement in a collaborative community-Creighton partnership in accord with Ignatian values. The partnership is composed of members of the community together with Creighton individuals who are working toward identifying and developing strategies to meet the health care needs of minority communities and to reduce health disparities.

We (HS-MACA and CPHHE) promote health and health equality by providing educational programs to increase diversity in the health care workplace, using its resources to apply and secure funding to advance health care research and training opportunities, and expanding strategic partnerships to include community in the decisions that greatly affect health outcomes.

In January, Jackie Font-Guzman, MPH, JD, a faculty at Creighton Law School, facilitated a CPHHE partnership retreat bringing individuals together to reflect and engage in open and honest discussion about the vision of the Center. The overarching goals of the retreat were:

- Develop strategies for establishing trusting and effective partnerships between researchers and the community
- Interactively explore and share experiences about the things we can do together to advance this project.

It was concluded that positive collaboration was emerging and that with the commitment and engagement of the partners, improvements in health disparities can be achieved.

In 2010, CPHHE members have submitted two health disparity grant proposals; both of which include collaborating with minority communities to improve health outcomes. In addition, partners have been instrumental in providing vehicles for education and opportunities for community engagement through local cable TV access, health fairs, and advocacy.

## References

1. The Constitution was adopted by the International Health Conference held in New York from 19 June to 22 July 1946, signed on 22 July 1946 by the representatives of 61 states (Off.Rec.Wld Hth Org.2,100) and entered into force on 7 April 1948. Amendments adopted by the Twenty-sixth, Twenty-ninth, Thirty-ninth and Fifty-First World Health Assemblies (resolutions WHA29.37, WHA39.6 and WHA51.23) came into force on 3 February 1977, 20 January 1984, 11 July 1994 and 15 September 2005 respectively and are incorporated into the present text.
2. U.S. Department of Health and Human Services (HHS), Healthy People 2010: National Health Promotion and Disease Prevention Objectives, conference ed. In two vols (Washington,DC.,January 2000).
3. Goldberg,J.,Hayes,W.,and Huntley,J."Understanding Health Disparities." Health Policy Institute of Ohio (November 2004),page 3

# Health Careers Opportunity Program

Mark Patten, MPA  
Supervisor  
Health Careers Opportunity Program

The purpose of the Health Sciences Multicultural and Community Affairs' **Health Careers Opportunity Program** (HCOP) is to expose students to exciting professional options in the Health Sciences and to guide and support interest in medicine and health careers by strengthening study and thinking skills, science and math expertise.

To accomplish this we assist students with their studies with the goal of assisting them to successfully enter health professions schools and eventually to work in underserved areas throughout the United States. In addition, we seek to increase awareness of health and wellness issues related to math and science; to increase exposure of an interest in health careers; and to expose students to health disparities.

We are currently working with students from the Omaha metropolitan area schools to participate in these programs. Our objective is develop a competitive pool of (50-75) disadvantaged high school students who are interested in health careers by providing counseling, mentoring, tutoring, retention and other academic support services throughout the academic year.

The **HCOP** Program consists of four high schools components:

1. A **Saturday Academy** for 11<sup>th</sup> graders (with a \$35.00 per session stipend) that includes ACT/SAT Test preparation. Mentoring, tutoring and other academic enrichment activities;
2. A **HCOP Scholars Program** which consists of mentoring, tutoring and academic counseling for 9<sup>th</sup>-10<sup>th</sup> graders that emphasizes math and science and
3. A **HCOP Senior Program** for graduating high school seniors that prepares them for college by working with them on personal statements, resumes, financial aids, scholarship seminars, and FAFSA workshop.
4. Our **Pre-Collegiate Summer Program** is designed for 10<sup>th</sup> - 12<sup>th</sup> graders from the Metro Omaha area Public, Private and Parochial schools who are economically and/or educationally disadvantaged; with an interest in the health professions or math/science

The program seeks to facilitate the participation of 25 disadvantaged high school students each year in a structured six-week summer academic enrichment program. These are non-credit courses; and cover the following areas: Algebra, Trigonometry, Physics, Biology, Speed reading, and Academic Skills Mastery (Grades 10-12), A **\$35.00 per day** stipend is provided.

#### **The Collegiate Academic Year Program:**

Provides participants with formal and informal opportunities for counseling, mentoring, tutoring and group support throughout their college experience. Activities focus on academic support services, academic enrichment, and skill development; with an emphasis on reducing cognitive or attitudinal barriers to learning through the discussion of educational, personal, and/or family problems that may impact academic success.

To establish a sense of camaraderie among the students, they are invited to monthly meetings and workshops that focus on Mentoring Match-ups, Surviving College, and Managing stress during finals, Holiday Social, Ethics in Medicine, Health Disparities, Research opportunities and Public Health issues. There are also tours of medical clinics, dental school, and other applicable places of interest.

**Collegiate Summer Academy** has the Purpose of facilitating the entry of 25 disadvantaged undergraduate students each year in a structured six-week summer academic enrichment program, with a \$40.00 per day stipend. Courses are non-credit with the following focus: Courses are non-credit with the following focus:

**College I for freshmen:** General Chemistry, College Calculus, Strategies for Academic Success, and Latin/Medical terminology.

**College II for sophomores and beyond:** Hospital/Clinic Internship and coursework in Organic Chemistry/Physics and Cellular Biology or Latin/Medical terminology.

**College III for juniors and beyond:** Hospital/Clinic Internship, Kaplan test preparation: MCAT, DAT, GRE and PCAT. Career Prep and Mock interview practice.

**HCOP** is an exceptional program aimed at improving the math and science skill levels of our young people and preparing them for the future. If you have any questions or concerns please contact Mark Patten at [MarkPatten@Creighton.edu](mailto:MarkPatten@Creighton.edu) or call at 402-280-2174.

# How Saturday Academy and HCOP Middle School Address Health Disparities

Arthur Stallworth, M.S.  
Saturday Academy Coordinator  
Health Careers Opportunity

When it comes to health disparities there are a large amount of issues that arise when it comes to the gap between underprivileged and underrepresented people and their health. The issues can range from differences in diseases to differences in clinical treatment. One issue that can be overlooked is the low representation of the underprivileged in the health sciences field. There are less doctors that come from poor backgrounds, there are fewer dentists that are from a minority group and this has an impact on these underprivileged communities. The impact varies from trust issues that African-American communities can have from past discrimination in health settings to language barriers that could exist from the Hispanic community and the health community. These are just a few of the issues that can arise due to the underrepresentation of diverse communities in the health sciences. Issues like these can lead to poor care given and poor judgment by the patient leading to the disparities in diseases. The Health Careers Opportunity Program (HCOP) looks to address this issue thru its Middle school program and it's Saturday Academy.

In the middle school program HCOP staff along with HCOP undergraduate, Student National Medical Association (SNMA), and Multicultural Health Science Student Association (MHSSA) students visit middle schools with a large underserved population and perform various experiments. Such experiments as Cow eye dissections and learning about polymers by making slime are made to give students the opportunity to see how the science and math they are learning can be applied to the health sciences, and how people like themselves can study and work in such a field. This is used to lead the way for the students to continue their studies in the sciences going into high school.

The Saturday Academy program is for 11<sup>th</sup> grade students. It is a program for underrepresented students that have expressed interest in the health sciences. The program assists these students in preparation for the ACT/SAT with Kaplan courses, preparation for applying to college, and some insight into the health sciences field. Once again HCOP works in conjunction with HCOP undergraduate, SNMA and MHSSA students to provide role models for these students to let them understand that they can have an opportunity to study and work in the health sciences field.

These two programs address health disparities by addressing one of the core issues, lack of representation of underprivileged in the health sciences community. These students are given the opportunity to learn more about the health sciences and hopefully will continue a path towards studying and working in the health sciences. They can be future doctors and researchers that will help subdue the difference of treatment in clinics, the difference in the cases of diabetes, and the lack of health professionals in urban communities.



*HCOP and SNMA student doing a Sheep Brain Dissection with Middle School Students*



*HCOP Saturday Academy 2009-2010 class*

# HS-MACA

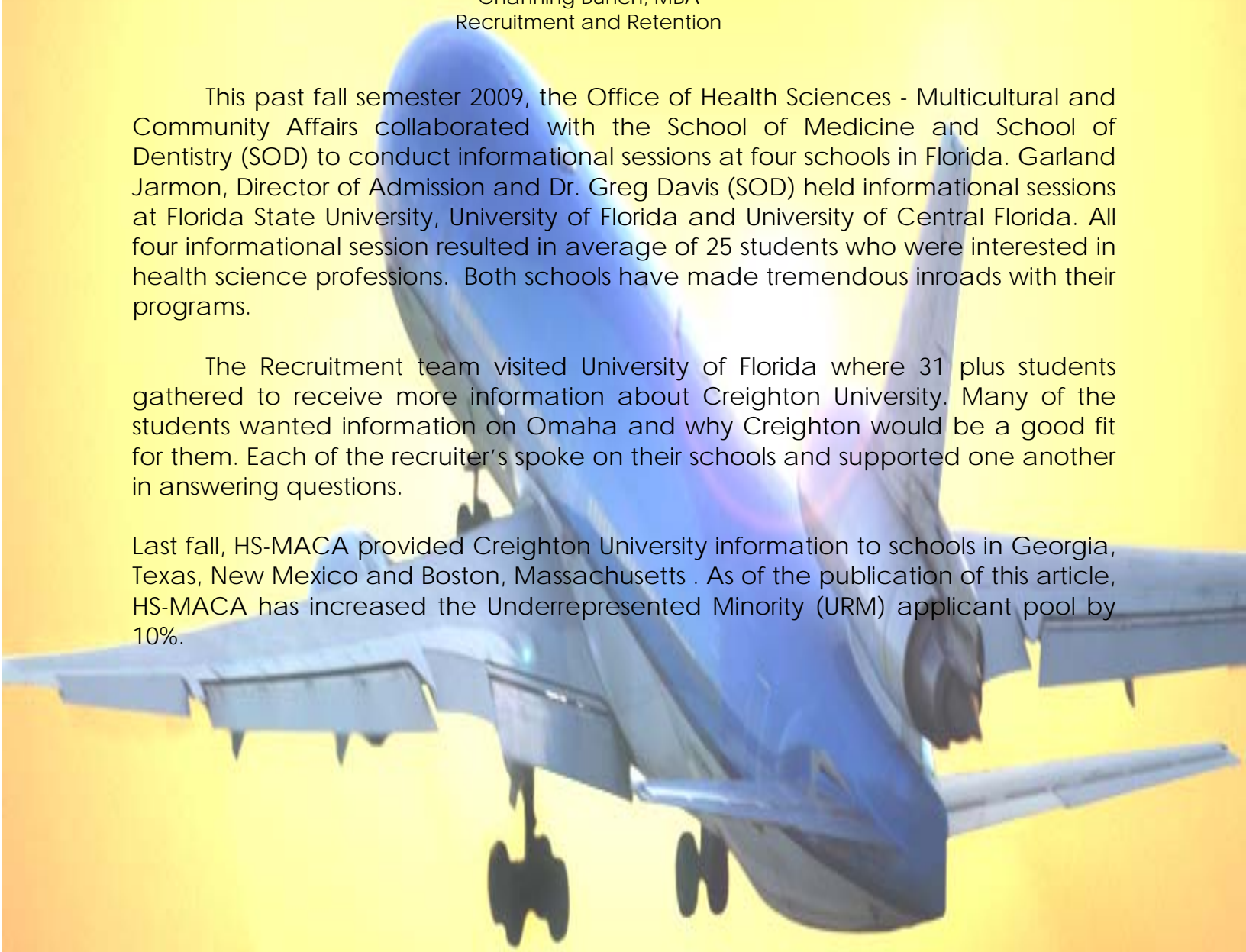
## Increasing the Workforce

Channing Bunch, MBA  
Recruitment and Retention

This past fall semester 2009, the Office of Health Sciences - Multicultural and Community Affairs collaborated with the School of Medicine and School of Dentistry (SOD) to conduct informational sessions at four schools in Florida. Garland Jarmon, Director of Admission and Dr. Greg Davis (SOD) held informational sessions at Florida State University, University of Florida and University of Central Florida. All four informational sessions resulted in an average of 25 students who were interested in health science professions. Both schools have made tremendous inroads with their programs.

The Recruitment team visited University of Florida where 31 plus students gathered to receive more information about Creighton University. Many of the students wanted information on Omaha and why Creighton would be a good fit for them. Each of the recruiters spoke on their schools and supported one another in answering questions.

Last fall, HS-MACA provided Creighton University information to schools in Georgia, Texas, New Mexico and Boston, Massachusetts. As of the publication of this article, HS-MACA has increased the Underrepresented Minority (URM) applicant pool by 10%.



# Addressing Health Disparities in Community Oriented Primary Care (COPC)

Joe Michaelsen, BS  
Community Oriented Primary Care  
Assistant Coordinator

With funding from the National Institute of Health (NIH), Creighton University's Community-Oriented Primary Care (COPC) Public Health Research Endowment aims to multiply student involvement in public health, strengthen tutoring services and increase the number of medical students interested in conducting health disparity research. One of the main goals of COPC is to increase the awareness and understanding of health disparities that we find in our communities today.

Common Ground is an endowed forum that was formalized in year one of the COPC Endowment. It provides a great opportunity for students to expand their knowledge and awareness of health disparities. There were 20 Common Ground sessions during the 2009-2010 academic year. The majority of the Common Ground topics related to health disparities. Topics included:

- Health Disparity – A Psychiatric Perspective
- Cultural Proficiency Tool Kit
- Health Care Disparities and Provider Bias: What is our Responsibility?
- Disparities in Breast Cancer
- Racial/Ethnic Disparities in Hypertensive Stroke: Phase I
- Dental Health Disparities among the Disadvantaged in the United States and
- Racial and Ethnic Health Equalities and Under Service to People with Mental Illnesses

Each week students in attendance evaluate the speaker's presentation. A large majority of students (94.7%) strongly agreed that the Common Ground sessions had a positive and important impact in their education of health disparities topics.

The Health Disparity Summer Research Scholarship is another important aspect of COPC that also addresses health disparities and provides for six medical students to receive scholarships. The summer of 2009 saw the following students conducting public health research with a focus in the areas of health disparities:

Student Name	Research Project
Antonio Betanzos	Evaluation of Hypertensive Stroke Disparity in Two Specific Patient Populations
Roberto Cervantes	Evaluation of Interpreter Competency: Adherence to NCIHC Standards
Dreylana Hill Taylor	Impact of Ethnicity on Diabetic Health Outcomes in an Academic Internal Medicine Clinic



# Thank you

Often times we celebrate the accomplishment that our students in the Post-Bac program have made without thanking those who are behind the scenes... our instructors! Let us give our instructors a shout out and thank them for the wonderful job they are doing.

*Dr. Bob Whipple*

*Writing*

*Pre-Medical*



*Pre-Dental*

*Dr. James Carlson*

*Math*

*Pre-Medical*



*Pre-Dental*

*Dr. Mike Anderson*

*Chemistry*

*Pre-Medical*



*Pre-Dental*

*Mrs. Linda Pappas*

*Academic Excellence*

*Pre-Medical*



*Pre-Dental*

*Dr. Chuck Austerberry*

*Biology*

*Pre-Medical*



*Pre-Dental*

*Mrs. Sheryl Mac Bean*

*Analytical Reading Part I*

*Pre-Medical*



*Pre-Dental*

*Dr. Ngwarungo Chiwengo*

*Cultural Awareness Literature*

*Pre-Medical*



*Analytical Reading Part II*

*Pre-Dental*

*Dr. Gbolahan Lasaki*

*Perceptual Ability*

*Pre-Dental*

*Mr. Dave Krieger*

*Physics*

*Pre-Medical*

# Post-Bac Class of 2010

# 2



Front Row left to right: *Christian Gonzalez, Jennifer Cabral, Oluyemi Alabi, Itsumi Cruz, Teryn Sedillo, Catrina Johnson*

Middle Row left to right: *Amanuel Yohannes, Elisha Webster, Oludayo Olusanya*

Back Row left to right: *Michael Sanchez, Keisha Butler John Walker Seth Brooks, Jeff Merrell*

Post-Bac  
Pre-dental  
Class of 2010

# My Experiences...

John Walker

My name is John Walker. I am Native American from the Zuni-Pueblo tribe. The post-baccalaureate's program has been an awesome experience, which has become a blessing to me and my family. I am married with two children with hopes to not only support them, but to make a difference within the Native American community.

Creighton's program has provided an incredible support system, which is easily obtained with small classes and with people with similar motives and desires. There are only 7 pre-medical and 7 pre-dental students to make up our class size. With only 14 students in our classes, it becomes beneficial especially when extra time is required to grasp a certain topic. Questions are welcomed and much participation is also appreciated. Professors are extremely helpful not only in class but outside of class as well. Often times, it isn't necessary to ask professors because it is very likely that at least one of your peers can answer your question. We know each other so well that we know who does well in a certain subject, and everyone is willing to help each other out.

The academia stand point is excellent with relevant criteria. The course curriculum may seem quite demanding at first; however, it's not hard to get use to the rigorous schedule. We basically re-take all the prerequisites to dental and medical school and some, which is advantageous in re-taking the DAT or MCAT. Again, the professors are excellent in their subject matter. Although they don't teach to the standardized tests, the material is still relevant. It's important to remember that just because the material may not be covered on the standardized tests, it's still important to know and do well because the program is testing us not only on our DAT or MCAT scores, but as well as our ability to do class work.

The experience here is one of a kind. Outside of bookwork, we are also able to shadow some clinics. This experience reminds us of why we are working so hard in addition to having a leg up when it comes to professional school. Along of the lines of doing other things besides bookwork, we have leaders within the group that are in charge of organizing activities. We obviously have time for fun, whether it's going out to eat, swimming or just hanging out at a potluck.

Overall, I have enjoyed this inspirational program, which is directed by people who really care about us and our future. They make the transition to professional school so much easier. They are eager to write letters of recommendation and provide additional information that may be required for scholarships or admissions. They really make the setting comfortable knowing right away that they are on your side. They are also very capable of resolving any issues that may arise.

Post-Bac  
Preclinical  
Class of 2010

# My Experiences...

Christian Gonzalez

I am the first person in my family to accomplish many things in life such as graduating from college, which was the step towards breaking new grounds when it comes to first experiences within my family. I was the first to move out of my home as well, in order to attend undergraduate school. Much like my academic accomplishments up until now, I am also the first to decide to go to professional school.

All of this trailblazing has brought me towards moving to Omaha, a transition I never in a million years expected I would ever make. Living away from home while my family is still in Texas was rough. Mexican families tend to be very close so it was a hard at first, but being accepted into the PostBac program here at Creighton was the light at the end of the dark tunnel.

The MCAT examination was and has been my most hated nemesis for two and a half years now. It was a huge challenge that I knew I had to overcome. I felt that even though I had the determination to face it I was lacking certain skill sets I needed to overcome that challenge in my life. The PostBac program was exactly what I needed in order to accomplish that. You could say my life here was consumed by the MCAT. If I found it hard to study late at night, sometimes I would get up before sunrise to study before class. I limited myself to going home for one week during Christmas break in order to maximize my studying. Even though this was a significant sacrifice to both me, and my family, I felt it was crucial to do so. Even when I did fly home, I would spend my time at home studying for the MCAT. I feel that the PostBac program was exactly the preparation I needed in order to face my nemesis and overcome it.

Once I successfully transitioned to Omaha and into the program, I knew plenty of challenges and rewards were in my future from the experience. Coming from Texas, I was immediately weather challenged, being used to one and only one season hot. Dealing with the cold was one of the minor challenges I have overcome, along with now being able to include snow shoveling on my list of skills I have obtained from my time here so far. In addition, Jen and Itsumi have encouraged me to try new foods, which would have never happened in Texas.

Being a part of the PostBac program itself has been a complete blessing, giving me the opportunity to forge strong friendships with my peers, who have become my surrogate family while I am in Omaha. They have allowed me to pull through numerous rough times. We have pushed each other and helped each other succeed at every turn since the interviewing process and we continue to support each other to this day. As we continue along with the program, it seems like the services we offer each other continue to grow as well, from encouraging each other into studying more to therapist and stress counseling when one of us is having a hard time. I have great study buddies and I know that if I need support, my peers are there to help.

This year within the program has been one massive learning experience that I feel has turned me into a sponge for knowledge. My experiences within the PostBac program have led me to seek out new techniques for studying, how to manage my time better, taking notes and an innumerable amount of other ways that all equate to quite a bit of personal growth since I have been here. Since I have been a part of the program, I have been challenged non-stop in several different ways, while simultaneously being offered the support I needed in order to overcome those challenges. The program has supplied me with everything I like I needed at this point. Paired with a little motivation and determination from both my peers and me in order to accomplish my dream of becoming a doctor and I feel like I am truly blessed to be here.

The more time I spend here, the more I learn about myself, and what I am here to accomplish, becoming a doctor. The PostBac program has truly allowed me to blossom to my maximum potential, helping motivate me to even further heights than I thought was possible. I am currently focused in incorporating new techniques for learning material, taking notes, and even interacting with other people who I have met during this journey. I feel like this program has helped me reach a new stage in my life, but towards achieving my future goals, as well as growing as a person. I could not have wished for anything more.

In conclusion, while I have passed the MCAT at this point, I know that this is only the beginning and that the best is yet to come. I am now starting to truly focus more than I have ever been able to in the past academic wise. I am looking forward to taking everything I have gained from the PostBac and applying it to my time in medical school. I am making the most out of every minute in every day to become what I have always dreamed of and I plan on using what I have been given from this program to the fullest potential.

# Students Corner

## Creighton University Student National Dental Association

Toni Ann Hylton  
Post Bac Class of 2008  
D.D.S. Candidate 2012  
Creighton University School of Dentistry  
CUSNDA Vice-President 2010-2011

THE SPOTLIGHT IS ON...  
CUSNDA  
NO SITH IS

The Creighton University SNDA chapter's primary mission is service. On October 24, CUSNDA held their first annual SNDA Impressions Program. The program consisted of about thirty students from all over the state of Nebraska. Some of the highlights consisted of presentations from Creighton faculty, presentation from the Navy, a raffle of two Sonicare toothbrushes and two iPod Shuffles, and a student panel with CUSNDA and representatives from the University of Nebraska Medical Center (UNMC) School of Dentistry.

CUSNDA was excited to partner with UNMC, who hosted the mock interviews session and provided valuable insight during the student panel. In the afternoon, the participants had the experience of making impressions of each other under the supervision of faculty advisor Dr. Gregory Davis. The program was a success for CUSNDA as well as all of the participants based positive ratings from surveys.

### SNDA Officers

Faculty Advisor: Dr. Gregory Davis  
President: Sheila Brown  
Vice President: Toni-Ann Hylton  
Secretary: Erica Ross  
Treasurer: Natasha Mulko



Raffle winner of a Sonicare toothbrush



Student Panel with CUSNDA and UNMC



Participants showing off their impressions.



# Students Corner

## A Year of Revitalization

*Congratulations!*

*Professional  
Student  
Organization  
of the Year*

By Dreylana Hill  
Post Bac Class of 2008  
M.D. Candidate, 2012

Creighton University School of Medicine  
MHSSA Immediate Past President, 2010-2011

It has truly been a pleasure serving as the president of the Multicultural Health Science Student Association (MHSSA). With the help of my fellow officers, we were able to expand many of the projects MHSSA has done in the past, establish new working relationships with other organizations throughout Omaha, and institute new programs and projects to enrich the lives of our members, and those in our community. As a result, we have been able to make great strides in establishing a stronger and more recognizable presence on campus and in the Omaha community. Some of our accomplishments consisted of:

### HIV/AIDS Week

This is a week of education and philanthropy that MHSSA has sponsored for the past four years. For the 2009-2010 year, we added a new event to our week of activities, the *MHSSA Talent Showcase*. We invited school and local talent out to help us raise money for the Nebraska AIDS Project. Thanks to Dr. Frank Peak and our Chairwomen, Catrina Johnson, Post Bac 2010, and Jennifer Cabral, Post Bac 2010, this event was a huge success. As is the trend with HIV/AIDS Week, next year should be even grander.

### Minority Bone Marrow Drive Registration

In conjunction with the University of Nebraska Medical Center Students, MHSSA manned a bone marrow registration drive sponsored by The National Marrow Donor Program to fill the gap in donors for over 70% of those in need of a bone marrow transplant. This project was coordinated by our Community Service Chairs, India Robinson and Chanel Ayano.

### Health Careers Opportunity Program: Saturday Academy Mentoring and Tutoring

Also new for the 2009-2010 year, our mentoring and tutoring program with the students of the HCOP Saturday Academy was great success thanks to Sahar Al Baroudi, MD candidate 2010, MHSSA mentoring chair. MHSSA is excited about doing its part to foster diversity in the healthcare field by encouraging multicultural students along the way. We look forward to seeing this program get bigger and better in the coming years. The greatest thing we were able to achieve, however, was the expansion of our membership roster. Not only did the number of members increase, but we were able to witness an increase in the number of academic disciplines "actively" represented within MHSSA. This is a testament to the commitment and quality of our members and to the hard work of all of the MHSSA officers. It is no wonder that we were able to accomplish so many of our goals this year. I am confident that MHSSA will not only thrive, but will continue to grow and evolve into an organization of noteworthy acclaim.

### **MHSSA 2009-2010 Officers:**

Dreylana Taylor, President  
Thuy-Tien Pham, Vice President  
Nakiesha Stevens, Vice President  
Elizabeth Marquez, Secretary  
Sandy Lieu, Treasurer  
Michelle Messer, Webmaster  
India Robinson and Chanel Ayano, Community Service Chairs  
Catrina Johnson and Jennifer Cabral, HIV/AIDS Chairs  
Sahar Al Baroudi, Mentoring/Tutoring Chair  
Guillermo Salinas, PHPSG Representative  
Chinenye Ozokwelu, Fundraising Chair  
Natasha Pyfrom, Special Topics Coordinator  
Toni-Ann Hylton, Dental School Representative

# Students Corner

THE SPOTLIGHT IS ON  
SNMA

Antonio Betanzos  
Post Bac Class of 2008  
M.D. Candidate, 2012  
Creighton University School of Medicine  
SNMA Immediate Past President, 2010-2011

On behalf of the Creighton University School of Medicine Chapter of SNMA, I offer our warmest greetings to all readers of the HS-MACA Newsletter. SNMA and HS-MACA have had a long history of partnership at Creighton University. We cater to common pipelines of future healthcare professionals, facilitate dialogue that addresses health disparities, and commit ourselves to service. SNMA has specifically focused on four principles over the past year: cultivation of partnership, strengthening of pipelines, addressing health disparities, and commitment to service. I am honored to summarize herein the work that SNMA continues to do.

One of the key partnerships SNMA continues to build is with our neighboring SNMA chapter at University of Nebraska Medical University. For the past few years, Creighton and UNMC have traded the responsibility of hosting an SNMA Mixer at the beginning of each spring semester. In fact, HS-MACA supports this event every year that it is held at Creighton. One of our goals for the future is that both chapters continue to take a pro-active approach to collaborating on events beyond the SNMA Mixer. Let us not hold an annual SNMA Mixer in vain. Service projects, health fairs, fundraisers, and mentoring are but a few examples of potential collaborations that could take place.

Creighton SNMA has recently created its own pipeline on campus by facilitating the founding and official recognition of a Creighton MAPS chapter. Undergraduate students have united with common interests and now hold membership and leadership positions within the organization and have the opportunity to get involved in SNMA at local, regional, and national levels from a very early point in their careers. MAPS members are also eligible to receive mentorship from current SNMA members and elect one SNMA liaison to sit in on official SNMA officer meetings. This collaboration creates a strong pipeline within Creighton's own student body and makes the future of SNMA on Creighton's campus, and the future of diversity in medicine, look brighter than ever.

Activity related to addressing health disparities permeates SNMA at Creighton. Through HS-MACA, several SNMA members participate in summer health disparities research funded by a Community Oriented Primary Care grant from the National Institutes of Health. As an organization, much of our service caters specifically to addressing health disparities. The Creighton office of Partnership for Health sponsors the Annual Youth Health Extravaganza held at the beginning of each academic year for which SNMA is responsible for coordinating a strong workforce of volunteers from all four graduating classes in the medical school. Creighton Medical Associates' Community Outreach is also working with SNMA Community Service chairs to create programming that targets additional needy communities in Omaha such that the service SNMA offers the Omaha community is distributed evenly among the diverse populous.

It is impossible to adequately describe the bounty of service that SNMA provides the Creighton and Omaha communities. I have been honored to work closely with some of the most generous medical students I think I will ever know. We donate our time, knowledge, experience, and sometimes-unexpected things like our kitchens, without expecting any personal gain in return. The list of projects is simply too long to include here, but I can say that SNMA continues to develop into the service-oriented professional student organization that we would all hope for. I am simply thankful that I have been a part of it.

## The 2009-2010 SNMA Officers

President  
Antonio Betanzos

M2 Vice President:  
Katie McLaughlin

Secretary:  
Lan Tran

M1 Vice President:  
Sandy Lieu

Treasurer:  
Helen Uong

Community Service Chairs:  
India Robinson  
Sahar Al Baroudi

Fundraiser:  
Natasha Pyfrom

Webmaster:  
Armando Rodriguez

Mentoring Chairs:  
Armando Rodriguez  
Tiffany Nguyen

# Students Corner

*Congratulations!*  
*Exceptional*  
*New Organization*  
*Award*



Chloe Liu  
MAPS President Elect  
Creighton Undergraduate class of  
2013

The Minority Association of Pre-Health Students (MAPS) is finishing off its first year as a newly chartered organization at Creighton University. Cofounded by Natasha Pyfrom and Sandy Lieu in 2009, MAPS is a unique student organization that joins pre-health students from all ethnic and cultural backgrounds with a focus on providing underrepresented pre-health students with knowledge, skill, and experience that are fundamental to professional participation in healthcare fields. The organization's ultimate goal is to increase the number of minorities in professional schools and increase medical access to the underserved and underprivileged populations in the world.

One of the ways this organization tries to meet this goal is by initiating mentoring relationships between undergraduates and professional students. Building relationships are vital to the success of pre-health students and their journey into professional schools. We are proud to say that our current members have medical student, dental, and pharmacy student mentors. In the short amount of time that this chapter was established, MAPS has been able to establish connections with SNDA, SNMA and HCOP. Each network offers a plethora of opportunities to our members. Currently, we have 45 active members and eight officers and we are still growing. We hope to reach out to many more Creighton undergrads to offer them this special opportunity.

Also, in accordance to Creighton's values, MAPS strives to improve the neighboring communities through service and fellowship among other student organizations, in hopes of developing an appreciation of the diversity within Creighton University and Omaha communities. Since its new establishment in 2009, MAPS participated in quite a few community-oriented events. MAPS formed a strong partnership with Health Career and Opportunities Program (HCOP) and HS-MACA to strengthen the pipeline of helping students realize their paths for healthcare fields early. MAPS members have volunteered for the Saturday Academy Tutoring and the Wednesday Tutoring for the Boys and Girls Club. These tutoring programs reach out to the youths in local high schools and communities.

Recently, MAPS formed a team for Creighton's Relay For Life to help raise money to donate to the American Cancer Society. MAPS also coordinated a successful bake sale in Skutt Activities Center in March. MAPS will be donating some of the proceeds to Relay For Life. MAPS was also involved in both Student Activities Involvement Fairs this year actively recruiting members and reaching out to Creighton's undergraduate. MAPS also provided workshops for their members to become better Creighton students, such as a Professionalism workshop and a Professional School Forum featuring admission committee members from various professional schools from Creighton and UNO.

Our officers are hard at work planning the next year with new workshops, activities, and seminars. Look for us at the Fall 2010 Involvement Fair. Please join our organization next year!

## *Executive Officers for Year 2009-2010*

President Elect: Chloe Liu  
Vice President: Patrick Lam  
Secretary: Chelsie Neves  
Treasurer: Yandan Chen  
Community Service Chair: Dylan Lee  
Fundraising Chair: Easton Hu  
SNMA Liaison: Shweta Goswami  
Historian: Caitlin Bordeaux

## *Elected Officers for year 2010-2011*

President: Chloe Liu  
Vice President: Patrick Lam  
Secretary: Chelsie Neves  
Treasurer: Yandan Chen  
Community Service Chair: Dylan Lee  
Fundraising Chair: Easton Hu  
SNMA Liaison: Isabel Gamez  
Historian: Jing Chen



# Our Vision

HS-MACA will be recognized and respected as an innovative center that pioneers and synthesizes community, education and research in the development of future healthcare professionals who are culturally aware and work toward the elimination of health disparities.

## Goals

- To recruit underrepresented or disadvantaged students and faculty in the Health Science schools who will promote health and health equality to a diverse population.
- To provide and promote retention activities for culturally competent underrepresented students and faculty.
- To promote, expand and cultivate cultural awareness to campus and community.
- To address health disparities through teaching, research and community advocacy.
- To seek funding opportunities for innovative, integrative and coordinated

# Our Mission

"To promote Creighton University Health Sciences as a recognized leader in the training and development of a multicultural healthcare workforce that serves to reduce health disparities in underserved and diverse communities through research, culturally proficient education, community interaction and engagements".

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