Message from the Director

by Dr. Lindia Willies-Jacobo

As hard as it is to believe, another year has gone by, and what a year it has been! Our PRIME-HEq community continues to thrive, and our students are well on their way to becoming the physician-leaders that we imagined they would be.

On June 2, 2013, we graduated our second PRIME-HEq cohort. Eighty percent of our graduates will be training in a primary care specialty, and eighty percent will be staying in California for training. Six of our students are reintegrating into the fourth year medical school curriculum, after successfully completing their Master’s degrees in various areas, including policy, public health, and higher education. We bid a heartfelt farewell to our ten students who are headed out, for one year, to do meaningful Master’s degree work at Harvard, Johns Hopkins, UC San Diego, San Diego State, and UC San Francisco. We wish our rising third year students much luck as they embark on their clinical journey. Lastly, we wish our rising second year students a productive, but restful summer!

Overseeing such a talented cohort of students continues to bring me great joy and fulfillment. We continue to make great headway into many of our neediest local San Diego communities, including our rapidly-growing refugee population. The summer will be very busy for us, as we will be the host institution for the 5th Annual UC PRIME Conference, to be held October 18th-20th, 2013. Stay tuned!

I wish you all a relaxing and enjoyable summer!

All the best,
Lindia
Lindia Willies-Jacobo, MD
PRIME-HEq Director

Healthy Minds, Healthy Bodies

Healthy Minds, Healthy Bodies began 4 years ago as a response to Lincoln High School’s elimination of their Health Course. This program has now transformed into an official SOM Elective course. Read about the transformation of HMHB.

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UC Diversity Pipeline Initiative (UCDPI) Conference

In 2007 the UC DPI Conference began with the goal of uniting and encouraging women from underrepresented backgrounds in the Health Sciences to pursue careers in academic paths. Today the UC DPI gathers underrepresented women from all 15 of UC’s health sciences schools.

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Alexis Lopez

Congratulations to Alexis Lopez, (UC San Diego SOM Class 2015; PRIME-HEq Class 2016) recipient of the **2013 Oliver Goldsmith Scholarship**.

The 2013 Oliver Goldsmith Scholarships are presented to thirteen outstanding students entering their third or fourth year of medical school who have demonstrated a commitment to the advancement of culturally and/or linguistically responsive care or diversity through community service work, clinical volunteering, or applicable research.

Oliver Goldsmith Scholars will participate in a 4 – 6 week clerkship at a Kaiser Permanente facility in Southern California between July 2013 and August 2014.

Kim Nguyen-Ta (UCSD Postbac 2013)

Stegemann Award Recipient

Kim is currently one of the UCSD Postbac students. Kim has volunteered with the UCSD Free Clinic Project since June 2011. Throughout this time she has displayed enthusiasm with a real thirst for learning and leading. She is a dedicated volunteer fearlessly tackling any situation that needs attention and continually seeking opportunities to improve the Patient Assistance Program. Kim expresses friendliness, warmth and caring to one and all. She is quiet, but a true leader and a bright star among us.

Congratulations Kim! Kim will be applying to medical school in Summer 2013.

Marianne McKennett, Professor of Family and Preventive Medicine, Blue Community Director

**Excellence in Community Service**

Dr. Marianne McKennett, an Academic Community Director at the School of Medicine, recently received the prestigious Chancellor’s Associates Faculty Excellence Award for her excellence in community service.

Marianne McKennett has spent two decades developing and directing programs to support underserved populations, most notably the Scripps Chula Vista Family Medicine Residency Program, which was established to serve low-income populations in Southern San Diego. Her programs focus on attracting and maintaining medical students from underrepresented groups and include high school mentorships designed to encourage local youth to pursue careers in healthcare. Her impact is felt at all levels, and students frequently praise her level of engagement throughout their careers, from pre-enrollment to graduation.

Congratulations

Steven Rojas (MSIV)

**Edwin Reithmayer, MD Memorial Scholarship Award by the San Diego Academy of Family Physicians**

This award is presented to a fourth year medical student actively pursuing a Family Practice Residency who exemplifies “Excellence in Undergraduate Family Medicine”

**San Diego County Medical Society Foundation Award**

This award is granted based upon merit and the candidate’s actions aligning with the mission of the San Diego County Medical Society Foundation. This mission seeks to improve community health, access to care for all, and wellness for patients and physicians through engaged volunteerism.
Congratulations to Damilola Soyode (MSII)!
2013 Joyce Felder Scholarship Award

The scholarship recognizes a second-year medical student who displays tenacity in the face of adversity, who helps foster an environment of class comradery and who commits to helping his or her peers.

Congratulations
Anne Chmilewski (MSIV)
The Roderick K. Calverley Humanitarian Service Award is given to a student of high moral character and personal qualities who during her/his medical school career, has provided Outstanding Humanitarian Service, either in a single event or by a consistent pattern of activity. This year the selection committee was deluged by nominations for students who met these criteria.

Congratulations
Arthi Balu (MSIV)
The Kiwanis Club of San Diego Foundation/Walter A. Zitlau Memorial Award– This award recognizes graduating seniors who will be doing his or her residency at UCSD and who embody the Kiwanis’ ideals of high moral character and personal excellence.

The Growing Need for Cultural Competency in Institutions of Higher Education

by Katherine Garcia, PRIME-HEq Coordinator

Every year, the UC PRIME Administration participates in the AAMC Western Group Educational Affairs (WGEA) Conference to discuss the latest in Medical Education and to give updates on UC PRIME programs. This year there was an additional pre-conference workshop, “Cultural Competence in the Student Affairs Environment.” Much of the time, many people think of cultural competence in relation to working with students from underrepresented backgrounds or developing curriculum that teaches students to be culturally sensitive and interact with patients in a culturally appropriate manner. As a staff member of UCSD School of Medicine, I thought this was a very appropriate session for personnel in Higher Education. This past year, UCSD SOM had the highest number of underrepresented minority students and with this change, the UCSD SOM student needs will be changing too. It is the institution’s responsibility to be ready to respond to a diverse student population.

This session allowed me to interact with various staff members from different universities. We discussed the inclusion (or exclusion) of diversity in our school’s Mission statement. We explored a common scenario in student affairs, where MS2s organized a Diversity Skit for Orientation which received criticisms from MS1s for its misinterpretation of diversity. We ended the day by sharing best practices, challenges and successes that have worked for our individual campuses.
La Jolla – The UCSD SOM family hosted over 550 people from LMSA’s West-Regional chapters, high school students, undergraduates, post-baccalaureate students, and clinicians. The cross generational presence of Latin@s in medicine passionate about the medical profession was remarkable: from the unsure high school student wanting to know more about becoming a physician to the practicing family physician who is making a huge difference, in not just the Latin@ community, but a conglomerate of all races and ethnicities of under-served communities.

From one workshop to the next, we learned about HIV prevalence in San Diego and other major US cities and treatment options, diagnostic imaging tips, cultural stigmas of accessing mental health; we became aware of the additional challenges refugees face and how to overcome them. Many had the opportunity to try out the latest surgical technology and learn colonoscopy techniques. After a day full of workshops, the strides made in improving healthcare and educational achievement were rediscovered with our senior speakers and physician’s speeches. The Gala celebrated the accomplishments of our outgoing 4th year medical students. Seeing them dressed in their sarapes was breathtaking as I took a moment to appreciate that 29 years of conferences have been nurturing a healthcare workforce dedicated to excellence, patient safety, and improving access to care for all underrepresented groups. There have been 29 years of exchanging belief in one another, providing encouragement to future and practicing physicians, and offering tools to achieve the difficult and complex work ahead of us.

We discussed politics, opportunities, research, ways and means to get through our respective internal and external barriers individually and as a community. Every year this event serves to remind each individual embarking on this journey that you are not alone and inspire each open mind in attendance to give their absolute best to this field. We spent the evening celebrating the success and hardship that represent our favorite colloquial phrase: *Si Se Puede*. 
By Vanessa Cobian (MSIII)

In April, I had the privilege of attending the University of California Diversity Pipeline Initiative Leadership Conference. The goal of the conference is to support underrepresented women professional and graduate students in academic health sciences to pursue careers in academia. It was designed to promote an understanding of the barriers that face women interested in career academic paths, with an emphasis on the unique barriers facing women of color who are underrepresented in the health professions. The conference brought together students and faculty from the fields of nursing, pharmacy, dentistry, medicine, veterinary medicine and public health.

It was a successful conference filled with opportunities for profession development, skill building and networking. I learned public speaking tips and about the importance of not selling oneself short when considering and approaching salary negotiations. We even discussed and practiced ways to say “no” gracefully.

I met a group of wonderful, empowered and fierce women who were open to voicing common fears and struggles about being a career woman in the health sciences. We had a session where faculty discussed the concept of a work-life balance, and it got real! The discussion topics ranged from children to self-care to house cleaning to department meetings during weekends to being envious of partners for even having a wife. The best advice I heard was, “You can have it all, but not at the same time” referring to the idea that a women’s focus shifts throughout her life. It was a thoroughly engaging and enriching conference.

I thank the UCSD Office of Student Affairs, the UC Clinical and Translational Science Institute, the UCSF Multicultural Resource Center and the UC’s Office of the President for sponsoring this conference that better prepares the attendees for pursuing a career in academia.

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Michelle Ramirez (MS3) and Vanessa Cobian (MS3)
Pose for a group photo at the UCDPI Conference 2013

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In March 2007, the University of California Office of the President, Division of Health Affairs, together with the University of California, San Francisco Center for Gender Equity and the UCSF Student Activity Center hosted a conference addressing issues facing minority women who are under-represented in the health professions and who may be interested in pursuing future academic careers. Today, the UCDPI hosts students from all 15 of UC’s Health Sciences Schools in an annual Spring Conference.
Taking a Closer Look at Health Minds, Healthy Bodies

By, Tamara Powell

Just over four years ago I attended a meeting in southeastern San Diego to discuss a budding university-community partnership between Lincoln High School, San Ysidro Health Center, and UCSD to establish a community wellness center at Lincoln. I was a second-year doctoral student in Communication at the time, invited to the meeting because I was working on developing informal health education activities for youth at an after-school learning center near Lincoln.

While I anticipated this meeting would offer me the opportunity to learn about exciting school-based health interventions in San Diego from seasoned practitioners and professionals, what I did not anticipate was feeling most inspired by three fresh-faced medical students who spoke briefly about starting a health education program – Healthy Minds Healthy Bodies.

I was eager to connect with these students after the meeting, and they seemed happy to include me in their efforts, and so began three-years of ethnographic formative evaluation research to advance Healthy Minds Healthy Bodies.

From 2009 to 2012 I observed three cohorts of Healthy Minds Healthy Bodies, looking at the development of the program as it transitioned from a service project to a for-credit elective course. As the focus of HMHB shifted from purely outreach to a combination of service and multicultural medical education, I worked with Dr. Willies-Jacobo and students to think about what was next for Healthy Minds Healthy Bodies.

We concluded from our investigation that after three years of operation it was time to transition Healthy Minds Healthy Bodies from an elective service project to a service-learning course, which would offer untapped pedagogical advantages. Service-learning, a contemporary offshoot of experiential education “provides a bridge between the various forms of experience-based teaching and learning...[and] is more than simple volunteerism and community service; it is service that is integrated with academic curriculum and is based on real community needs”1.

Based on our observations, Healthy Minds Healthy Bodies was both naturally progressing toward service-learning and drifting away from some of its core values. We identified three particular ways in which Healthy Minds Healthy Bodies might be refocused to align with the best practices for service-learning in higher education:
1) *Curricular integration with other underserved/multicultural medical education coursework.* This would allow Healthy Minds Healthy Bodies to incorporate structured learning while still allowing students to spearhead projects and to work with community partners to define the course of action.\(^1,2\)

2) *Guided reflective practices to help medical students establish connections between service experiences and future professional activity.* Reflection in service-learning entails analyzing emotional and intellectual responses to service experiences and the benefits can include: 1) helping students understand the limitations and opportunities of the service site or community setting, 2) creating a habit of introspection and self-assessment, 3) improving the quality of service activities as participants consider ways to refine their efforts.\(^3\)

3) *Emphasis of the reciprocal learning relationship between medical students and high school students.* Service-learning fosters collective as well as individual development. It highlights the fact that university students gain from services acts and that community partners are our best teachers.\(^2\)

Dr. Willies-Jacobo and Katherine will be working with the 2013-2014 Healthy Minds Healthy Bodies cohort to incorporate these new foci. We hope that these modifications will help Healthy Minds Healthy Bodies to have an even greater impact on participants’ professional and personal development.

Though I completed my doctorate in April and am now a UCSD alum, I hope to continue to partner with you all to support the exciting, innovative, important work that PRIME students are doing through Healthy Minds Healthy Bodies and other community-based outreach. Please, feel free to contact me anytime at tamarajeanpowell@gmail.com.

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**References**


Match Day 2013
Congratulations to PRIME-HEq Class of 2013

Hershey Avula – Internal Medicine, Hospital of the University of Pennsylvania, Philadelphia, PA

Arthi Balu – Internal Medicine, UCSD Medical Center, San Diego, CA

Elizabeth Berryman – Family Medicine, Contra Costa Regional Medical Center, Contra Costa, CA

Zaida Botello – Family Medicine, Scripps Mercy Hospital, Chula Vista, CA

Anne Chmilewski – Family Medicine, Scripps Mercy Hospital, Chula Vista, CA

Chuong Dang – Pediatrics, Kaiser Permanente Medical Center, Oakland, CA

Hubert Luu – General Surgery, UCSF Medical Center, San Francisco, CA

Marilyn Mendoza – Pediatrics, UC Irvine Medical Center, Orange CA

Steven Rojas – Family Medicine, Scripps Mercy Hospital, Chula Vista, CA

Daniel Shocket – Emergency Medicine, University of Rochester/Strong Memorial Hospital, Rochester, NY
Happy Birthday Wishes to our PRIMErs!

April
Daniel Shocket 4/24
Sheila Dejbakshs 4/13

May
Inga Wilder 5/3
Diana Garcia 5/7
Richard Kow 5/16

June
Anne Chmilewski 6/3
TC Robbins 6/23

July
Bryan Davis 7/9
Daniel Woolridge 7/6
Viridiana Tapia 7/8

August
Jacob Bailey 8/15

Upcoming Events

PRIME Orientation– 3rd week in August

5th Annual UC PRIME Conference
October 18-20, 2013

For more information about UCSD PRIME-HEq:
https://meded.ucsd.edu/index.cfm/asa/dcp/primeheq