Diversity

Diversity Committee, UAMS

Center for Diversity Affairs, COM

UAMS Health Disparities Task Force Brochure

Back

09/07/2006
UAMS Diversity Committee

"About the committee....."
The University of Arkansas for Medical Sciences must be inclusive of the diversity represented by our students, faculty, and employees and build on the strengths of cultural differences. Such a multicultural environment benefits not only those who have traditionally been underrepresented and disadvantaged, but all who work at study at UAMS. We define our overall goal to be that of creating an organizational change effort intended to alter organizational norms, policies, and procedures based on the extent to which they are barriers to creativity, productivity, and advancement of all student and employees, however different they may be.

"Our diversity is our strength..."
Culture can influence how patients interpret their diseases and how they relate to healthcare providers. Conversely, culture may also influence how pharmacists interpret their patients or patients’ diseases. (Pharmaguide to Hospital Medicine. Culture Diversity and Pharmaceutical Care.)

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UAMS Online  Copyright Statement  Privacy Statement
Welcome to the College of Medicine (COM) Center for Diversity Affairs (CDA) at the Arkansas for Medical Science (UAMS). In 1976, the COM established the Center for Diversity Affairs as the central structure for developing and coordinating diversity in health care. The Center for Diversity Affairs has developed a network of successful programs in response to the educational needs facing disadvantaged students despite the barriers created by society and under-capitalization that characterizes Arkansas. As the Assistant Dean for Diversity Affairs, it is our goal to identify students as early as the middle school and encourage, support, and participate in their training from an early stage in their education until professional school.

We hope that you find our website to be insightful and engaging. If you have further need for assistance, please don't hesitate to contact our office or me.
UAMS
College of Medicine
Diversity and Health Disparities
UAMS has a long-standing commitment to serving all Arkansans. That commitment to excellence and equality for all is a driving force not only behind the compassionate clinical care we deliver to our patients but also in our other missions of education, outreach and research.

As you will see in this report, many remarkable programs originated in the UAMS College of Medicine. Some of those are mature and some are relatively new, but all are about opportunity – opportunity and real possibilities for a good life for all people across our state.

Nowhere is the diversity of our state and of our world more evident than among the faculty and staff at UAMS. We continue to strive to someday reflect that same degree of diversity in all our programs. We realize that by not only embracing but celebrating our differences we will continue to grow and better serve our fellow Arkansans as well as those who seek our help from around the world.

I. Dodd Wilson, M.D.
Chancellor, University of Arkansas for Medical Sciences
Message from the Dean

The UAMS College of Medicine's most important goal is to ensure the highest quality of health care in Arkansas and the region. As the state's only medical school, the College of Medicine (COM) trains the vast majority of doctors in Arkansas. It is the state's premier medical research institution. COM faculty members provide unparalleled medical care in clinical settings on campus and throughout the state and the region.

The Association of American Medical Colleges has recognized that we must increase diversity within the medical profession, particularly as the nation – and Arkansas – grow more diverse. Just as importantly, we must ensure that every COM graduate thoroughly understands minority health care issues, including disparities in health and health care and the importance of "cultural competence" upon entering practice.

The College of Medicine is enriched by the evolving diversity on our campus. This report addresses diversity and health disparities among minorities and surveys the COM's multifaceted strategies to address these disparities and to increase diversity among students, faculty and the medical profession. You will read about the new Center for Diversity Affairs, which is spearheading comprehensive programs designed to bolster diversity through enrollment and retention and through innovative programs for students of all ages. This report provides a sample of the educational and clinical programs that directly benefit the minority population. Select groups and programs are highlighted. Research into health disparity issues and many clinical and outreach programs are also covered.

In the College of Medicine, increasing diversity and addressing health disparities are major priorities along with our clinical and academic missions.

Sincerely,

E. Albert Reece, M.D., Ph.D., M.B.A.
Vice Chancellor and Dean
The Role of Medical Schools

Increasing diversity in the medical profession is of paramount importance both nationally and locally as the population becomes more diverse. The need to bolster the number of physicians who are members of underrepresented racial or ethnic minorities (African American, Hispanic and Native American) is well documented. Today, less than 10 percent of U.S. physicians and surgeons are of a racial or ethnic minority.

Increasing diversity among health care professionals will improve access to quality health care for the growing number of minority patients, whom studies have shown are more likely to seek care from physicians of their own ethnicity. Predominantly ethnic/racial minority areas tend be underserved by physicians. Surveys by the Association of American Medical Colleges (AAMC) demonstrate that minority medical students are far more likely than majority students to establish practice in underserved areas.

Clearly, medical schools have a critical role in alleviating health care disparities through recruitment, retention and support of minority students and faculty. Other measures include increased research into minority health issues and communication of preventive medicine opportunities to ensure not only equitable, high-quality care for minority patients, but also a reduction in morbidity and mortality. The UAMS College of Medicine considers these responsibilities as priorities.
A More Diverse Arkansas

Arkansas, like the nation, has become more diverse in recent years. In particular, Arkansas' Hispanic population tripled between 1990 and 2000—showing one of the fastest rates of growth in the nation. Arkansas also has a large proportion of African American residents.

The chart in Fig. 1 compares the racial compositions of Arkansas and the United States.

![Fig. 1: U.S. and Arkansas Demographics](chart)

Source: Arkansas Racial and Ethnic Health Disparity Study 2004

UAMS Partners with Arkansas Minority Health Commission
Study Points to Health Disparities

In Arkansas, as in the United States, African Americans and Hispanics are more likely to live in poverty, according to a report by Creshelle Nash, M.D., M.P.H., and Eduardo R. Ochoa Jr., M.D.,* that was funded by the Arkansas Minority Health Commission. They are more likely to lack health insurance and face other socioeconomic factors that negatively impact health, according to the Arkansas Racial and Ethnic Health Disparity Study.** The health disparities encountered by African American Arkansans are highlighted on Table 1 on page 4.

Almost 75 percent of African Americans and 60 percent of Hispanics in Arkansas are overweight or obese, according to the study. In addition to obesity, other risk factors for morbidity include diabetes, hypertension and behaviors such as smoking, poor eating habits and physical inactivity.

African Americans are two and one-half times more likely to die from diabetes and more than three times more likely to die from AIDS than Caucasians, the study found. Mortality from colorectal cancer, breast cancer, prostate cancer, diabetes and HIV/AIDS is increasing among minorities in Arkansas, according to Nash and Ochoa, who are continuing their research into health disparities.

*Nash is an assistant professor in health policy and management and assistant dean for professional relations for the UAMS College of Public Health. Ochoa is an assistant professor of maternal and child health, assistant dean for minority affairs in the College of Public Health and an assistant professor in the Department of Pediatrics in the College of Medicine.

**The study is available online at www.amminorityhealth.com
The College of Medicine's Strategies for Addressing Health Disparity and Diversity

The UAMS College of Medicine is working aggressively to address issues of health disparity and diversity. See Table 1 below for Arkansas' health disparity data. The College has pursued a multifaceted approach to these challenges. This study highlights strategies including:

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- Clinical and outreach programs ................ 15
- Other measures ...................................... 20

Table 1: Arkansas Racial Health Disparity

<table>
<thead>
<tr>
<th>Condition</th>
<th>Black/White Disparity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infant Mortality</td>
<td>+63%</td>
</tr>
<tr>
<td>Heart Disease</td>
<td>+25%</td>
</tr>
<tr>
<td>Ischemic Heart Disease</td>
<td>+21%</td>
</tr>
<tr>
<td>Lung Cancer</td>
<td>+1%</td>
</tr>
<tr>
<td>Colorectal Cancer</td>
<td>+46%</td>
</tr>
<tr>
<td>Breast Cancer</td>
<td>+43%</td>
</tr>
<tr>
<td>Cervical Cancer</td>
<td>+136%</td>
</tr>
<tr>
<td>Prostate Cancer</td>
<td>+143%</td>
</tr>
<tr>
<td>Stroke</td>
<td>+45%</td>
</tr>
<tr>
<td>All Accidents</td>
<td>+19%</td>
</tr>
<tr>
<td>Motor Vehicle Accidents</td>
<td>+2%</td>
</tr>
<tr>
<td>Diabetes</td>
<td>+152%</td>
</tr>
<tr>
<td>Asthma</td>
<td>+194%</td>
</tr>
<tr>
<td>HIV/AIDS</td>
<td>+242%</td>
</tr>
<tr>
<td>Homicide</td>
<td>+490%</td>
</tr>
<tr>
<td>All Cause Mortality</td>
<td>+31%</td>
</tr>
</tbody>
</table>

Arkansas Racial and Ethnic Health Disparity Study 2004
The New Center for Diversity Affairs

The College of Medicine's commitment to diversity is readily apparent in the evolution of the new Center for Diversity Affairs.

In late 2004, E. Albert Reece, M.D., Ph.D., M.B.A., vice chancellor and dean of the College of Medicine, broadened the focus of what was then called the Office of Minority Affairs. Reece promoted Billy Thomas, M.D., M.P.H., from assistant dean of minority affairs to associate dean for diversity affairs. The College is conducting a national search for a new director of diversity recruitment to further strengthen its overall efforts.

Enrichment Programs Attract Students to Medicine

The Center for Diversity Affairs conducts numerous summer enrichment programs for minority and disadvantaged students in Arkansas from kindergarten through the 12th grade. The programs highlighted in Table 2, below, are being expanded to increase participation in the future. The goal is to motivate minority students to choose a career in medicine.

Table 2: Participation in Key Center for Diversity Affairs Programs 2002-2005

<table>
<thead>
<tr>
<th>Program</th>
<th>Total Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Summer Sciences Enrichment Program</td>
<td>98</td>
</tr>
<tr>
<td>6-week program for college undergraduates emphasizing standardized (MCAT) testing, physiology, biochemistry and microanatomy.</td>
<td></td>
</tr>
<tr>
<td>Bridging the Gap</td>
<td>116</td>
</tr>
<tr>
<td>6-week program for disadvantaged 9th and 10th grade students focusing on basic science, chemistry, math and standardized testing. A partnership with the Arkansas Medical, Dental and Pharmaceutical Association (AMDPA) and the Arkansas Minority Health Commission.</td>
<td></td>
</tr>
<tr>
<td>Health Sciences Summer Camp</td>
<td>211</td>
</tr>
<tr>
<td>1-week camp for disadvantaged 6th-8th grade students focusing on study habits and stress and conflict management. Presented by UAMS' 5 colleges.</td>
<td></td>
</tr>
<tr>
<td>Summer Science Discovery Program</td>
<td>725</td>
</tr>
<tr>
<td>Multiple 1-week sessions offering hands-on lessons in science and medicine for disadvantaged students in kindergarten through 5th grade. A partnership with the Museum of Discovery, the AMDPA and the Arkansas Minority Health Commission.</td>
<td></td>
</tr>
<tr>
<td>Total Participants 2002-2005</td>
<td>1,150</td>
</tr>
</tbody>
</table>
The Medical Education Pipeline
The Center for Diversity Affairs’ educational enrichment and outreach programs are well aligned with recommendations from the Association of American Medical Colleges (AAMC), which cites “fundamental structural problems in our nation’s education system that impede efforts to increase diversity in medical education.”

In the AAMC report, *Minorities in Medical Education: Facts & Figures 2005*, the AAMC elaborates, “These problems in the medical education pipeline, often at the K-12 levels, play an essential role in hindering the number of racial and ethnic minorities from applying to, being accepted to, and enrolling in medical school.”

The AAMC specifically “encourages enrichment programs that prepare students for careers in medicine and partnership programs that involve medical schools to work with local educational institutions and community-based organizations.”

The NEW Pre-Professional Academy
The Pre-Professional Academy will enroll junior high school students and follow their progress longitudinally during summers and the school year, throughout high school and college, to ensure retention in this unbroken pipeline of pre-professional students.

Students will have a mentor during the school year who will work with their families and school counselors to help maintain their commitment to the program. We are confident that this will result in a greater number of applicants to UAMS’ professional schools and colleges, including Medicine, Pharmacy, Nursing, Health Related Professions and Public Health. A national search for a director is in progress. Other projects target undergraduate, premedical or entering medical students with MCAT preparatory courses and other resources. The College of Medicine is committed to this program and will provide funding to partly offset the cost. Other partners in this program include the College of Pharmacy and the College of Health Related Professions.

Progress Continues
Over the past two years, the Center for Diversity Affairs has made strides in improving tracking, reporting and evaluation of its programs and participants. The center improved its data collection system, hired a coordinator and developed a Web site (www.uamsoma.org) to provide access to all program information. Plans are under way to seek funding for expanded programs, including classroom activities promoting cultural competency in medical students, programs for sending medical students to work in clinics in underserved areas, and for simulated (model or mannequin) practice patients who represent the diversity of culture, language and nationality found in the United States and Arkansas.

The newly created Pre-Professional Academy will help attract minority and disadvantaged students to the College of Medicine and other professional schools.
Medical Student Recruitment and Retention

Increasing minority medical student enrollment is a central goal in the national and local effort to increase diversity in the physician workforce. Unfortunately, medical schools across the country have been reporting declines in the medical school minority applicant pool beginning in 1997. In 2002, minority applicants began to rise again on some campuses.

The numbers of African American students in the UAMS College of Medicine increased from 30 to 34 between the 2002 and 2006 school years.

Table 3 shows the numbers of unrepresented minority students enrolled during the past five years.

The overall retention and graduation rates have significantly increased for unrepresented minorities, moving from 73.7 percent to 92 percent during the past two years. This brings the rate closer to the retention rate for all students.

The College's overall student retention efforts have contributed to an average retention rate for all students of almost 94 percent for the past five graduating classes.

Minority Student Recruitment and Retention Committee

The Minority Student Recruitment and Retention Committee, a campus-wide committee with representatives from all colleges and other campus divisions, reviews admission policies, minority recruitment efforts, financial planning and support, and the continuing development of mentoring and other support programs.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Native American</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Black</td>
<td>30</td>
<td>32</td>
<td>33</td>
<td>34</td>
<td>34</td>
</tr>
<tr>
<td>Hawaiian</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Mexican American</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vietnamese</td>
<td>5</td>
<td>6</td>
<td>4</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>50</td>
<td>51</td>
<td>51</td>
<td>49</td>
</tr>
</tbody>
</table>

*Underrepresented minority groups at this institution who are eligible for the Scholarships for Disadvantaged Students Program through the U.S. Department of Health and Human Services.
More than 60 percent of all students and 100 percent of African American students in four of the past five graduating classes received scholarship support during their matriculation in the College of Medicine.

Effects of Scholarship and Financial Aid Availability

According to the AAMC, greater numbers of African American, Native American and Hispanic students nationwide rely on scholarships to finance their medical education. Loans rank highest among both majority and minority students. See Fig. 2.

Approximately 95 percent of all UAMS College of Medicine students received financial aid in 2004-2005. Loans accounted for 89 percent of the aid received. Scholarship amounts, however, have remained relatively flat since 1999-2000, when a little over $2 million was awarded. In 2004-2005, total scholarships awarded to all students were $1,769,204. Among that year’s graduating class, African American students comprised 4.8 percent of the class but received 9.23 percent of the scholarship funds during their four years at UAMS.

In 2005, four of the 10 African American students accepted into the College of Medicine declined to enroll. Offers of larger scholarships at other medical schools are often cited as a factor. Through the support of private foundations such as the Arkansas Community Health and Education Foundation, the College of Medicine is working aggressively to overcome these obstacles in the form of increased scholarship support to competitive, underrepresented minority students.
The Community Match and Rural Practice Programs
The Community Match and Rural Practice Programs subsidize one or more years of a student's medical education in exchange for their agreement to practice primary care in rural communities for the same number of years after completing their medical training.

Since 2000, 85 students have been accepted into the state-funded Community Match and Rural Practice programs. Fifteen of the students – 17.6 percent – are members of underrepresented minority groups. The impact of increasing minority physicians is seen in Fig. 3, which demonstrates the increased likelihood that minorities will practice in under-served areas. Fig. 4 shows the qualified sites in the state where minority physicians have chosen to practice.

The program helps minority and other students afford medical school, and it helps rural, often minority, communities by providing doctors for these practice sites.

Fig. 3: U.S. Medical School Graduates' Plans to Practice in an Underserved Area by Race and Ethnicity, 2004

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Undecided</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Graduates</td>
<td>21.4%</td>
<td>38.1%</td>
<td>40.5%</td>
</tr>
<tr>
<td>White</td>
<td>16.4%</td>
<td>42.2%</td>
<td>39.4%</td>
</tr>
<tr>
<td>Asian</td>
<td>15.2%</td>
<td>37.2%</td>
<td>47.6%</td>
</tr>
<tr>
<td>Black</td>
<td>50.4%</td>
<td>16.4%</td>
<td>39.2%</td>
</tr>
<tr>
<td>Native American</td>
<td>40.9%</td>
<td>22.9%</td>
<td>36.2%</td>
</tr>
<tr>
<td>(includes Alaska Native)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Native Hawaiian/</td>
<td>62.5%</td>
<td>12.5%</td>
<td>25.0%</td>
</tr>
<tr>
<td>Other Pacific Islander</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>33.2%</td>
<td>22.5%</td>
<td>44.3%</td>
</tr>
</tbody>
</table>

Source: Association of American Medical Colleges

Fig. 4: Minorities Choosing Underserved Practice Sites

Community Match Program
Two have completed residency training and are practicing in Redfield and Ashdown. Four are in residency training and are committed to Camden, Hughes, and Osceola (2). One is a sophomore medical student committed to practice in Barling.

Rural Practice Program
Three have completed residency training and are practicing in Alma, Mena and Osceola. Five others are medical students and will select a rural community after they complete residency training.

Participants
10 African Americans
4 Native Americans
1 Vietnamese
Graduate School Program Recruitment Efforts
The number of minority scientists, as well as non-minority researchers, is declining nationally. To reverse this trend, the College of Medicine Graduate Program actively recruits students at regional historically black colleges and universities, including the University of Arkansas at Pine Bluff, Philander Smith College in Little Rock, Grambling State University in Louisiana, and others.

The College of Medicine enrolled its first M.D./Ph.D. minority student in 2005.

UAMS/COM Minority Resident Physicians Increasing
The College of Medicine's commitment to diversity has resulted in a dramatic increase in the number of minority resident physicians.

The number and percentage of underrepresented minority residents in the College of Medicine has increased by almost 44 percent, from 32 to 46, since the 2001-2002 school year. See Figure 5 below.

Fig. 5: UAMS/COM Minority Residents (and % of total residents)

Minority groups include: Blacks, Hispanics, Native Americans.
Educational Programs

The College of Medicine is committed to ensuring cultural competency and sound understanding of minority health issues among all of its students. This section addresses some of the measures used to realize this commitment.

Cultural Competence Subcommittee
Demonstrating cultural competence in dealing with patients and their families is a fundamental component of the medical knowledge. The Cultural Competence Subcommittee, chaired by Eduardo R. Ochoa, Jr., M.D., oversees integration of cultural competence into the four-year medical curriculum.

The Medical Humanities Program
The Medical Humanities Program helps students understand ethical issues affecting patient care. The program's medical ethics course will have a unit on health disparities beginning in the next academic year.

Prematriculation Program Introduces Students to Medical School
The College of Medicine helps prepare incoming students for the demands of medical school by introducing them to a medical curriculum of lectures, labs and exams, providing learning and test-taking skills, and enabling social acclimation.

Area Health Education Centers (AHEC)
College of Medicine faculty and residents help staff UAMS' seven AHEC teaching centers, providing educational services in communities across Arkansas. Each AHEC extends its programs into a multiple-county service area, making programs and services accessible to potential students and rural providers. AHECs expose students and residents to practice opportunities in underserved rural communities, helping to encourage rural practice choices.
Research in Health Disparities

Many College of Medicine investigators are exploring health issues that disproportionately affect minorities. This report provides just a small sample of this crucial avenue of research, which is strongly supported by Dean Reece, who is nationally known for his own research into diabetes in pregnancy and birth defects.

Reece participates in numerous national and local organizations working to better understand and reduce diabetes, birth defects and infant mortality, which disproportionately affect minority women and babies. The only member of the Institute of Medicine of the National Academy of Sciences from Arkansas, Reece was appointed by the secretary of the U.S. Department of Health and Human Services to serve on an advisory committee addressing infant mortality and disparities.

Reducing Cancer Disparities

College of Medicine investigators in the Cancer Control Program of the Arkansas Cancer Research Center (ACRC) received a $4.2 million grant from the National Cancer Institute last spring to continue research and outreach to reduce cancer disparities in minority and poor populations in Arkansas through awareness, prevention and early detection.

The principal investigator for the grant is Ronda Henry-Tillman, M.D., director of the ACRC Cancer Control Outreach Program and an associate professor of surgery in the UAMS College of Medicine.

Recently, the ACRC and UAMS College of Public Health (COPH) announced a partnership with Philander Smith College to allow students at both schools to take courses relevant to cancer disparities and community-based participatory research.

Tobacco Settlement Funding Research into Minority Health

In 2003, UAMS received $3.6 million in tobacco settlement funds, and many of the dollars went to research in high-risk health problems that are more prevalent in minorities, including heart disease, cancer, stroke and high blood pressure.
Hypertension Study Benefits Minorities in Rural Arkansas
Camille Jones, M.D., M.P.H., an assistant professor in the Department of Internal Medicine Division of Nephrology, directs the Arkansas Minority Health Commission’s Hypertension Program. Now starting its third year, the program is researching hypertension among minorities in Lee, Crittenden and Chicot counties in southeastern Arkansas.

Researchers Studying Impact of Stimulants on African American Youth
Brenda Booth, Ph.D., a professor in the Department of Psychiatry and Director of the Division of Health Services Research, has received $198,538 in supplemental funding from the National Institute on Drug Abuse (NIDA) for her grant, “Rural Stimulant Use and Mental Health: Services and Outcomes.” Teresa Kramer, Ph.D., an associate professor in the department, is co-investigator. The investigators’ expanded research is to identify factors influencing pathways into the criminal justice and/or mental health/substance abuse treatment systems relative to African American youth.

New Center for Addiction Research
The UAMS Center for Addiction Research, led by two of the nation’s top scientists in drug addiction, has begun clinical trials to unlock the mysteries of substance abuse. Warren K. Bickel, Ph.D., is director of the center and a professor of psychiatry and behavioral sciences in the College of Medicine. Alison Oliveto, Ph.D., is the new center’s senior scientist and a professor and vice chairman for research in the Department of Psychiatry and Behavioral Sciences.

An important goal of the research program is to examine methods that will improve the prevention and treatment of addiction for individuals who are susceptible to or afflicted with addiction. In doing so, this team wishes to decrease the stigma associated with addiction and to bring addiction in to the medical mainstream of diseases. Important to that goal is correcting misconceptions that minorities across the board are affected more by the addictions. For example, the prevalence of addiction is comparable for Caucasians, African Americans and Hispanics. Where prevalence differences exist (e.g., greater prevalence of recent cocaine uses among African Americans), the Center for Addiction Research will explore the contribution of genetics, environment and cultural determinants to understand those differences.
Clinical and Outreach Programs

Over the past five years, the College of Medicine has implemented or expanded numerous clinical and outreach programs particular to health disparities or the health needs of Arkansas' African American and Hispanic populations. This report includes a small sample.

ANGELS

The Antenatal and Neonatal Guidelines, Education and Learning System (ANGELS) has provided highly specialized, expert care for women with complicated, high-risk pregnancies from across Arkansas since 2002. A key component of ANGELS is a vast telemedicine network that facilitates life-saving consultations among physicians as well as educational support for providers across the state. The program was created in partnership with the Arkansas Medicaid program, which supports low-income patients.

Cancer Prevention

The UAMS/Arkansas Cancer Research Center (ACRC) Breast Center was expanded in 2004. UAMS researchers also work with numerous outreach programs statewide. The ACRC and College of Public Health sponsor the Witness Project, a community-based breast and cervical cancer education program that uses African American cancer survivors as role models and provides free or low-cost mammograms in rural areas. In August 2005, the ACRC's Cancer Control Program received a second year of funding from the University of Arkansas at Pine Bluff to continue locally run, tobacco-related cancer prevention programs in rural Mississippi, Phillips and St. Francis counties.

Interpreters for Spanish-Language Patients

UAMS clinics now have translators to assist with our Spanish language population. The campus periodically offers Spanish classes, and many of our physicians and students are learning basic Spanish to assist with this burgeoning patient population.
Head Start

The College of Medicine is one of only three medical schools in the country to directly administer a Head Start program.

Since 1998, the Department of Pediatrics, under the leadership of Chairman Debra Fiser, M.D., has operated 27 centers in and around Little Rock, providing high-quality early education and day care for more than 1,000 children from low-income, predominantly minority families in Pulaski County. Targeting those most in need, the Head Start centers provide bilingual resources and numerous outreach services.

Fig. 8 demonstrates the demographics of children served by the UAMS Head Start program. Fig. 9 compares achievement levels of children in the UAMS program with those of Head Start children nationally.

In National Reporting System analyses, children in the UAMS Head Start program, including minority children, have scored at or above regional and national averages for vocabulary, early math skills and other achievement measures.

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Fig. 9: UAMS Head Start Achievement
National Reporting System (NRS) Achievement
Comparative Analysis for High Minority Children*

- **Understanding Spoken English**: 75% (UAMS), 89% (National Average)
- **Vocabulary**: 50% (UAMS), 53% (National Average)
- **Letter Recognition**: 27% (UAMS), 37% (National Average)
- **Early Math Skills**: 46% (UAMS), 50% (National Average)

*High minority is the predominant minority segment.*
Kids First
Eleven UAMS Kids First centers across Arkansas provide classroom teaching, individualized developmental care and speech, and occupational and physical therapy for almost 600 children who are at risk for mental retardation and other developmental disabilities because of medical and social situations early in life. Administered since 1989 by the College of Medicine's Department of Pediatrics, the centers also provide medical monitoring, nursing care, nutrition consultation and other services. About 47 percent of participating children are minorities, and 94 percent are from low-income families. The numbers of Hispanic children who primarily speak Spanish are increasing.
Department of Psychiatry Special Programs Benefit Minority Communities

The Department of Psychiatry provides care to approximately 1,200 patients per day at 12 sites around central Arkansas. Many of these patients are low-income and minorities. In addition, the department's wide-ranging specialty programs provide support for many underserved Arkansans. A few of the programs are:

- **STRIVE**
  A school based program in North Little Rock currently serving about 130 students, mostly African American girls, who have been referred for emotional or behavioral problems.

- **Arkansas CARES**
  The Department of Psychiatry operates the Arkansas Center for Addictions Research, Education and Services (Arkansas CARES), which provides multidisciplinary, comprehensive services for women with substance addictions, and for their children.

- **Parenting Training for Fathers**
  Patti A. Bokony, Ph.D., an assistant research professor in the Department of Psychiatry, is the principal investigator of the Family Foundations Project (FFP): Strengthening Families/Fatherhood, a multiyear project working with Head Start/Early Head Start to enhance parenting skills.
Get Healthy UAMS Helps Staff

The campus-wide “Get Healthy UAMS” campaign is providing many new opportunities for staff members to improve their health. The well-equipped, expertly staffed Fitness Center is open to all staff at low, salary-based fees. UAMS has been a smoke-free campus since July 2004. Other initiatives include employee health screenings, healthier cafeteria menu options, and distribution of wellness information through the UAMS Web site and newsletters. The programs directly target many of the risk factors that impact minority health, including physical activity and eating habits.
Other Measures to Improve Diversity

Recognition and Awards
The Joycelyn Elders, M.D., Community Service Award was created to recognize AHEC or COM residents or fellows who made significant contributions to community health during their program. Elders, former U.S. Surgeon General and former Director of the Arkansas Department of Health, is a professor emeritus in pediatrics in the COM.

The College of Medicine has honored the leadership of the late Phillip Leon Rayford, Ph.D., former chairman of the Department of Physiology and Biophysics and the College's first African American chairman, with a scholarship fund, a lectureship, and the naming of an auditorium in the Biomedical Research Building II. Rayford, who died in 2002, worked tirelessly to recruit and retain minority students.

Women's Faculty Development Caucus
The College of Medicine is committed to promoting all forms of diversity. The Women's Faculty Caucus was organized in 1989 by Debra Fiser, M.D., who is now chairman of the Department of Pediatrics. Under the leadership of Glenda Cooper, M.A., Director of Faculty Affairs and Women's Faculty Development, for the past 13 years, the caucus has provided networking, informal mentoring and skills-building opportunities.

Today, five College of Medicine departments are chaired by women, and numerous other women hold key faculty and administrative leadership positions.
College of Medicine Hall of Fame

The College of Medicine celebrated its 125th Anniversary in 2004 with the induction of 37 outstanding alumni and faculty members into the Hall of Fame. The inductees had distinguished themselves through leadership and accomplishment in research, teaching, clinical care, support and philanthropy. They each had demonstrated service to humanity and character that exemplified College of Medicine values, and had served as outstanding peer leaders.

Seven of the initial 37 inductees into the College of Medicine's prestigious Hall of Fame are members of minority groups.

UAMS and the College of Medicine Reach Out to Hurricane Victims

*UAMS and the College of Medicine contributed extensively to relief efforts after thousands of evacuees from Hurricane Katrina poured into Arkansas.*

*Efforts included:*

- Physician triage unit at airport for arriving evacuees
- Physician teams assigned to several Arkansas camps
- In-house care for the very sick
- Mobilization of Area Health Education Centers (AHECs)
- Disaster relief fund and extensive collections of food and clothing
- Department of Psychiatry clinic to help those who were distressed or depressed
- Enrollment of evacuated children in UAMS Head Start program
- Offer of educational opportunities for displaced students