Dear BNGAP community members,

With the start of the new academic year, we wish you all great achievement! We look forward to starting out this new academic year with hope and excitement as many of us have begun to gather in-person. Whether you are starting your next year of medical school or residency/fellowship, preparing for interviews, or establishing yourself as a faculty member we wish you success in your journey!

September 15th – October 15th celebrates National Hispanic Heritage Month (Mes Nacional de la Herencia Hispana). This is a period in the United States that recognizes the contributions and influence of Hispanic Americans to the history, culture, and achievements of the United States; as well as time honoring five of our Central American neighbors who are celebrating their independence in September. We acknowledge the prominent faculty members of Hispanic Heritage within the BNGAP community and all their contributions and dedication to improve diversity, equity, and inclusion in the academic workforce and within published literature.

National Hispanic Heritage Month is a time for a Call to Action as we reflect on the unique health issues and disparities of our Hispanic communities and the diversity of our academic workforce. Accepted to publication in 2020, "Taking Care of the Puerto Rican Patient: Historical Perspectives, Health Status, and Health Care Access" was a successful BNGAP workshop aimed to highlight the unique health care issues of Puerto Ricans and how to train providers to provide culturally competent care. Although, in 2018, Hispanics represented approximately 18% of the U.S. population, only 11% of medical students and 6% of faculty are Hispanic. Programs such as Summer Health Professions Education Program (SHPEP) have paved the road for diverse learners to pursue careers in health care fields.

We recognize and thank our national partner organizations - the Latino Medical Student Association, the National Hispanic Medical Association, and the Hispanic Serving Health Professions Schools – for their perseverance and dedication to building the Hispanic pipeline. Felicidades to the LMSA, which is celebrating its 50th Anniversary this year, and launched LIDERes and LISTOS this summer! Please consider getting involved and engaged in these critical conversations, both this month and throughout the year. As always, thank you for all that you do! Mil gracias, adelante!

Un abrazo,

Valerie Romero-Leggott MD
Executive Board Member, BNGAP Inc.
Two LMSA Faculty/Physician Advisory Council Board Members, Denise Martinez MD and Pedro Mancias MD are core leaders of the SHPEP programs at their institutions and are leading the way to build Hispanic/Latina/Latino/Latinx and People of Color inclusion in the health professions.

SHPEP exposes students from underrepresented backgrounds to the possibility of pursuing health fields and supporting their goals in accomplishing that dream to help improve the health of society at large. Through in-depth experiences, scholars learn about the variety of opportunities available in the healthcare field to help Hispanic/Latina/Latino/Latinx and People of Color decide which career they are interested in pursuing. Additionally, students have opportunities to improve study skills, understand and learn how to improve health disparities, and enhance networking skills. Each scholar will have the opportunity to take one basic science course including Anatomy/Physiology, Physics, and Organic Chemistry to help expose and prepare for future enrollment in these courses. Scholars will also learn how to best work in healthcare teams through an inter-professional curriculum.

For further information on SHPEP at Iowa Carver College of Medicine - Click here and at University of Texas Health Sciences Center at Houston - Click here
I was born and raised in Santo Domingo, Dominican Republic. I never really felt I lived in an impoverished country until a family member fell ill and we had to visit a hospital. It was only after I matured and left D.R. that I understood the severity of my country’s healthcare system. The hospitals were run down, overcrowded, the staff was scarce and inexperienced, and public health infrastructure was nonexistent. Though I didn’t realize it at the time, this was one of the first experiences that influenced me to pursue medicine.

We immigrated to the U.S. in search of a better life and opportunities. It was apparent when migrating here that our healthcare experience was superior compared to D.R.; we were able to qualify for Medicaid insurance and other assistance, which afforded us healthcare services. However, after years of education and experiencing the healthcare system myself, I witnessed the many inequalities, disparities, and the lack of representation of Latinx-identified physicians, healthcare workers, and hospital leadership. Growing up, I realized how the well-equipped state-of-the-art hospitals and care of expert physicians are mostly (if not exclusively) available to the few that can afford it. The clinics and hospitals around my neighborhood, Bronx, N.Y., and many others inhabited by low-income minorities are severely underfunded.

My experience with the Bronx healthcare system highlighted to me the underrepresentation of Latinx people in medicine and academia and the various healthcare injustices against Hispanic/Latinx patients. Navigating the path to become a physician is intricate and expensive, and I believe it is one of the main obstacles keeping Latinx students from pursuing it. I wish to empower other Latinx students to pursue medicine through mentorship and support. In the future, I hope to see an increasing number of Latinx clinicians and faculty offering compassionate care and mentorship that our communities deserve.
Saturday, Sept. 25
9:00 AM - 3:30 PM MST
Virtual conference

CAREER DEVELOPMENT CONFERENCE

Attend if you are interested in becoming a more competitive applicant to medical school AND are interested in learning more about academic medicine

ACADEMIC CAREERS
Explore how research, educational and service work not only makes you competitive for medical school but also helps you build a foundation for an academic career

SCHOLARSHIP
Describe how to transform research, educational and service work to scholarship to enhance your competitiveness for graduate school

COMPETITIVE APPLICANT
Develop and enhance your portfolio to be a more competitive applicant to health professional graduate school and academia

EXPAND NETWORK
Expand your network of graduate/medial school faculty and role models

REGISTER AT:
http://bngap.org/prefac-college/

SESSIONS INCLUDE
• Diversity and inclusion in academia
• Academic career roles and responsibilities
• Building a supportive team/mentorship
• Research Scholarship
• Educational Scholarship
• Service Scholarship
• Being a competitive applicant to health professional graduate school and academia
The start of a special community

As the first and only osteopathic medical school in Kansas, the proposed Kansas Health Science Center—Kansas College of Osteopathic Medicine is committed to building a diverse, supportive, and inclusive community. Join our team to contribute to this culture and train well-prepared, culturally competent physicians who will positively impact the overall well-being of our communities.

Apply today at kansashsc.org/facultyappointments or email jdickerman@kansashsc.org

I’m a leader.

I am a daughter of Marshall.

As a medical student at Marshall University, I embrace my role as a leader in the classroom, in the clinic and among my peers.
Abstract

Introduction: Hispanics are the largest minority group in the US at 18% of the population, of which Puerto Ricans are the second largest subgroup. Puerto Ricans have poorer health status than other US Hispanic and non-Hispanic populations. Thus, health care providers need to know about and distinguish the health care problems of Puerto Ricans to improve their health. Although there are some published curricula addressing how to provide health care to Hispanic populations, none address the specific needs of Puerto Ricans.

Methods: We developed a 60-minute interactive workshop consisting of a PowerPoint presentation and case discussion aimed at increasing health care providers' knowledge and understanding of the historical perspective that led to Puerto Rican identity, health issues and disparities, and the health care access problems of mainland and islander Puerto Ricans. Evaluation consisted of pre- and postworkshop questionnaires.

Results: There were a total of 64 participants with diverse ethnoracial identities including medical students, residents, faculty, physicians, researchers, administrators, and students/faculty from nursing, occupational therapy, genetic counseling, biomedical sciences, and social work programs. A comparison of pre- and postworkshop data showed a statistically significant increase in participants' confidence in meeting all learning objectives. Participants positively commented on the interactive nature of the workshop, the case discussion, and the historical perspective provided.

Discussion: With the increasing migration of Puerto Ricans to the US mainland this module can uniquely improve the preparation of current and future health care providers to provide competent care to Puerto Rican patients.