

Diversifying the Health Disparities Research & Practice Community

*Faculty & Student Perspectives on the Importance
Of Interdisciplinary Training, Mentoring, & Partnerships*

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- P20 Center of Excellence funded by The National Institutes of Health (NIH) and the National Institute on Minority Health (NIMH)
- Five Cores:
 - *Administrative*
 - *Research*
 - *Research, Training, & Education*
 - *Environmental (new – supplement)*
 - *Community Engagement*

Joe has mentored 2 students funded through HHDCRC

Holly, Kristen, Sandra, Sujehy

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Everyone
has a
connection

- UTEP Department of Public Health Sciences
 - *Interdisciplinary PhD Program*
 - *MPH Program*
 - *Undergraduate Health Promotion major*



I'm surrounded by
great students!

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Community Engagement Core

- Translate findings into clinical and public health practice in order to decrease health disparities.
- Disseminate research findings using community partnerships and scientific venues.



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Why we care

- Literature highlights need for and the benefits of diversifying the public health research and practice communities
- Internships offer insight and experience into careers in health disparities research and practice
- Increased access to graduate school
- More ethnic minorities in underrepresented fields
- Research Group & Practicum Experiences facilitate our professional development

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What's up with “3%”?

- In 2004: Blacks represented 3.3% of the physician workforce; Hispanics 2.8%
- Hispanics accounted for just over 3% of doctorates awarded in 2005, Blacks just less than 3%
- Ditto for NIH career research rewards, 2005

Cargill, 2009; Stoff et al., 2009

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Literature: sources & inspirations

The case for Diversity in Research on Mental Health and HIV ¹

- *NIH-supported Diversity Enhancing Programs*
- *Equity, broader research agenda, better access to health care*

Lessons Learned from a Decade of Focused Recruitment & Training to Develop Minority Public Health Professionals²

- *Diverse set of role models*
- *Commitment to working with students with varied levels of academic prep*

Race, Ethnicity, & NIH Research Awards³

- *Blacks less likely receive to receive awards (other factors accounted for)*
- *Blacks & Hispanics less likely to resubmit revised applications*
- *Policy implications*

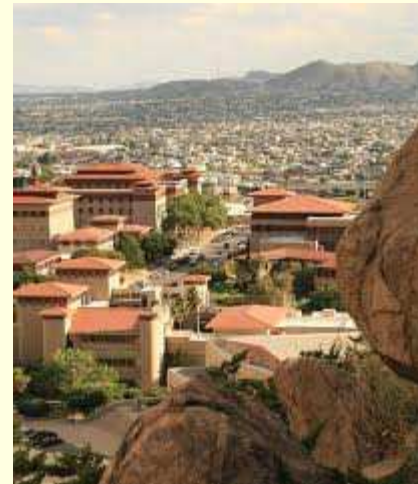
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¹Stoff et al., 2009; ²Kreuter et al., 2011; ³Ginther et al., 2011

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UTEP

- On the U.S. – Mexico border
- 77 % Hispanic
- 83% from El Paso county
- “first Tier 1 university serving a 21st century student demographic”



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MPH Students

- First generation college students
 - Native El Pasoans
- Undergraduate
 - Health Promotion/ Community Health
- Graduate
 - Public health with emphasis on border health issues
- Community Health Practicum with HHDRC
 - Program implementation & evaluation
- Interdisciplinary research group
 - Exposure – Experience - Confidence



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Faculty



- Joe Tomaka, PhD (1993)
 - Social and Health Psychologist
 - Stress, Coping and Cardiovascular Reactivity to Stress, Brief Interventions for Alcohol and substance use
- Holly Mata, PhD (2011), CHES
 - Clinical mental health background, now focusing on translational health disparities research (tobacco-related disparities; community health)

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Community Health Practicum

- Health Promotion major/Community Health minor
- 320 hours of practicum experience with community agency
- 7 with Community Engagement since 2009
- Graduate school (5 MPH, 1 in OT, 1 in MRC)
- Fall 2011 became preceptor with DHPE Health Equity internships
 - Increased focus on social determinants of health
 - Students get paid
 - Benefit from additional mentoring



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Areas of Responsibility for Health Education Specialists (NCHEC)

- I. Assess Individual and Community Needs for Health Education**
- II. Plan Health Education Strategies, Interventions, and Programs**
- III. Implement Health Education Strategies, Interventions, and Programs**
- IV. Conduct Evaluation and Research Related to Health Education**
- V. Administer Health Education Strategies, Interventions, and Programs**
- VI. Serve as a Health Education Resource Person**
- VII. Communicate and Advocate for Health and Health Education**

The Purpose of our Health Education Efforts Through the Coalition

- highlight ethnic and gender disparities in HIV prevalence
- to provide accurate information about HIV
- to promote HIV/STI testing in our community
- to develop, implement, & share evaluation of coalition events
 - Evaluation of event my major project



Creating & Sustaining Partnerships

- Partnerships enhance health education efforts in our region
- Increase the reach of community partners
 - Events w/Black Student Union
 - Community events (walk; outreach)
 - Clinic partner provides free monthly testing; we provide education



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Lessons Learned

- Our skills benefit the community
- Events bring more confidence to us as health educators and advocates
- Ongoing collaboration, evaluation, innovation



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Other practicum experiences

- International AIDS Empowerment
- Northeast Coalition, a community network devoted to improving the lives of youth
- College Bound program through United Way
- ***Developed and conducted a workshop on the importance of breast cancer screening for women in the YWCA Transitional Living Center***
- Helped develop an evaluation tool for the Youth Gang Outreach Program at Boys and Girls Club

BGC Healthy Habits

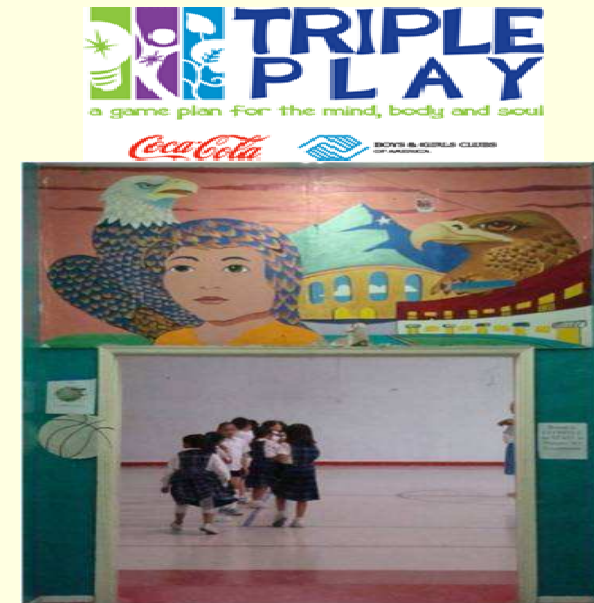
Funded by
TX Dept of Agriculture

Student Educators
provided programs

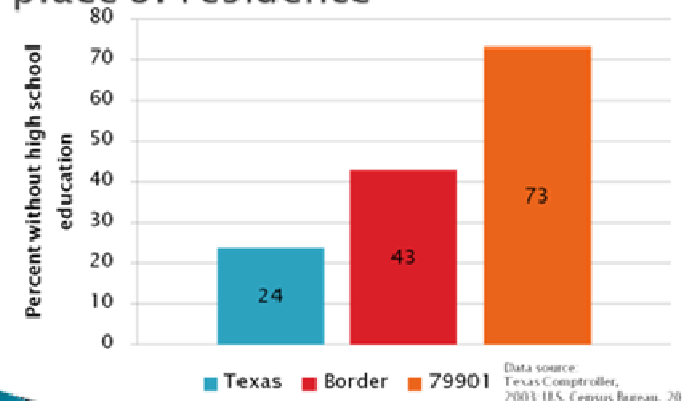
Adapted curriculum and
evaluation plan

Enhanced club offerings
while providing
experience for us

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Percentage of Adults age 25+
without high school education by
place of residence



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Healthy Habits: Parts I & II

- Training staff for sustainability
- Replicable in other club sites
- Evaluation component strengthened (bilingual & interactive)



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Strategic mentoring

Self-Assessment for Health Educators (SAHE)

- Assesses perceived competence in Areas of Responsibility for Health Educators (multiple sub-competencies)
- Previous work has shown the positive impact of community health education project on perceived competence
- Currently, using SAHE and other mentoring tools to improve quality of mentoring and service to community partners

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HHDRC Mentoring Plan

- Developed after Holly & Kristen attended several mentoring workshops
- Merged mentoring successes from other universities with Areas of Responsibility – tailored to HHDC and intern assets and areas of focus
- Using SAHE and other mentoring tools to improve quality of mentoring and service to community partners
 - Holly, Kristen, Samantha (undergrad intern)
 - Evaluation of improvement in Areas of Responsibility & benefit to Community Partner

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HHDRC Mentoring Plan

PLANS ARE
MADE FOR
UG AND
GRAD

HHDRC MENTORING PLAN COMMUNITY ENGAGEMENT AND DISSEMINATION CORE

FREQUENCY OF MEETINGS PER SEMESTER: AS NEEDED

INTENDED FUNCTIONS OF MEETINGS: TO PLAN COMMUNITY AND CAMPUS PROJECTS IN JUNCTION WITH PARTNERS

FREQUENCY AND TYPE OF GROUP MEETINGS:

WEEKLY MEETINGS WITH THE ASSISTANT PROFESSOR OVERSEEING ON-GOING STUDENT FACILITATED PROJECTS, HHDC GRADUATE RESEARCH ASSISTANT-MPH STUDENT PLANNING, ORGANIZING, IMPLEMENTATION OF UNIVERSITY AND COMMUNITY OUTREACH PROJECTS, AND HHDC SENIOR HEALTH PROMOTION PRACTICUM INTERN IMPLEMENTING AIDING IN PLANNING

INTENDED FUNCTIONS: TO COMMUNICATE WITH OTHERS ON-GOING PROJECTS

MODE OF COMMUNICATION :

E-MAILS & FACE TO FACE MEETINGS

HHDC SENIOR INTERN

Course	Title	CRN	Days	Time	Location	Instructor
HSOI 4309	Program Evaluation	23516	TR	7:30 am – 8:30 am	Undergraduate Learning Center 334	Lester
HSOI 4600	Practicum	23223	T	4:30 pm – 7:30 pm	Health Sciences Building 216	Rascon
HSOI 4304	Public Health Administration	22069	W	4:30 pm – 7:30 pm	UGLC 216	Devis
HSOI 3311	Epidemiology	22065	R	9:00 am – 11:30 am	Health Sciences Building 217	Ibarra

PROFESSIONAL DEVELOPMENT:

NETWORK WITH COMMUNITY ORGANIZATIONS, NPO'S, CAMPUS ACTIVITIES, ETC...
PARTICIPATE AND HELP COORDINATE CENTER'S WORKSHOPS
MEDIA COMMUNICATION DISSEMINATION

PROFESSIONAL GROWTH: VII 6.1

READ PROFESSIONAL JOURNALS
ATTEND PROFESSIONAL MEETINGS (RESEARCH GROUP)
PARTICIPATING IN OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

SKILL DEVELOPMENT:

- INCREASE SELF-ASSESSMENT FOR HEALTH EDUCATORS SCORE OF PERCEIVED COMPETENCE FROM BASELINE ASSESSMENT
- MID-TERM AND FINAL EVALUATION

BODY OF WORK:

CONCENTRATION TO PROVIDE OPPORTUNITIES FOR:

- INTEGRATE HEALTH EDUCATORS' 7 AREAS OF RESPONSIBILITY IN PRACTICE
- CREATE AN UNDERSTANDING IN ADDRESSING SOCIAL DETERMINANTS OF HEALTH ALONG THE U.S. MEXICO BORDER
- ADHERE TO HEALTHY PEOPLE 2020 – FOUNDATION TO HEALTH MEASURE GOALS (DETERMINANTS OF HEALTH [SOCIAL AND PHYSICAL]) &

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Research Group

- Weekly forum for graduate and undergraduate students conducting research in public health
 - 4+ years
- Reasonably interdisciplinary
 - Backgrounds in Public Health, Nursing, Nutrition, Biology, Psychology, Communication
- Forum for Informal training/mentoring in many areas:
 - Pre-Planned topics
 - Developing a research question, research design, statistical analysis, presentation style, and scale development
 - Participants discuss current or planned projects
 - Range from initial ideas → practice dissertation defenses
 - Chance to rehearse/practice
 - Receive feedback from other group members

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Recent Topics



- Missing Data Analysis
- Instrument Design
- Factor Analysis, SEM, AMOS
- Poster Design
- Proposal and Defense Practice
- Conference Presentation Practice
- Support & Resource Sharing
- Mediation and moderation

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What students get out of RG?



- Learn some new things
- Gain experience
- Receive feedback from other group members
- **Opportunity to engage in critical thinking**
- **Opportunity to engage in scholarly discussion and debate *in a relatively “safe” environment***

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Research to help reduce youth smoking susceptibility (PhD, MPH, BS students involved)



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Development and Evaluation of a Personalized Normative Feedback Intervention for Hispanic Youth at High Risk of Smoking

- Research experience for graduate & undergraduate students
- Informing community youth programs & future research
- Youth involvement

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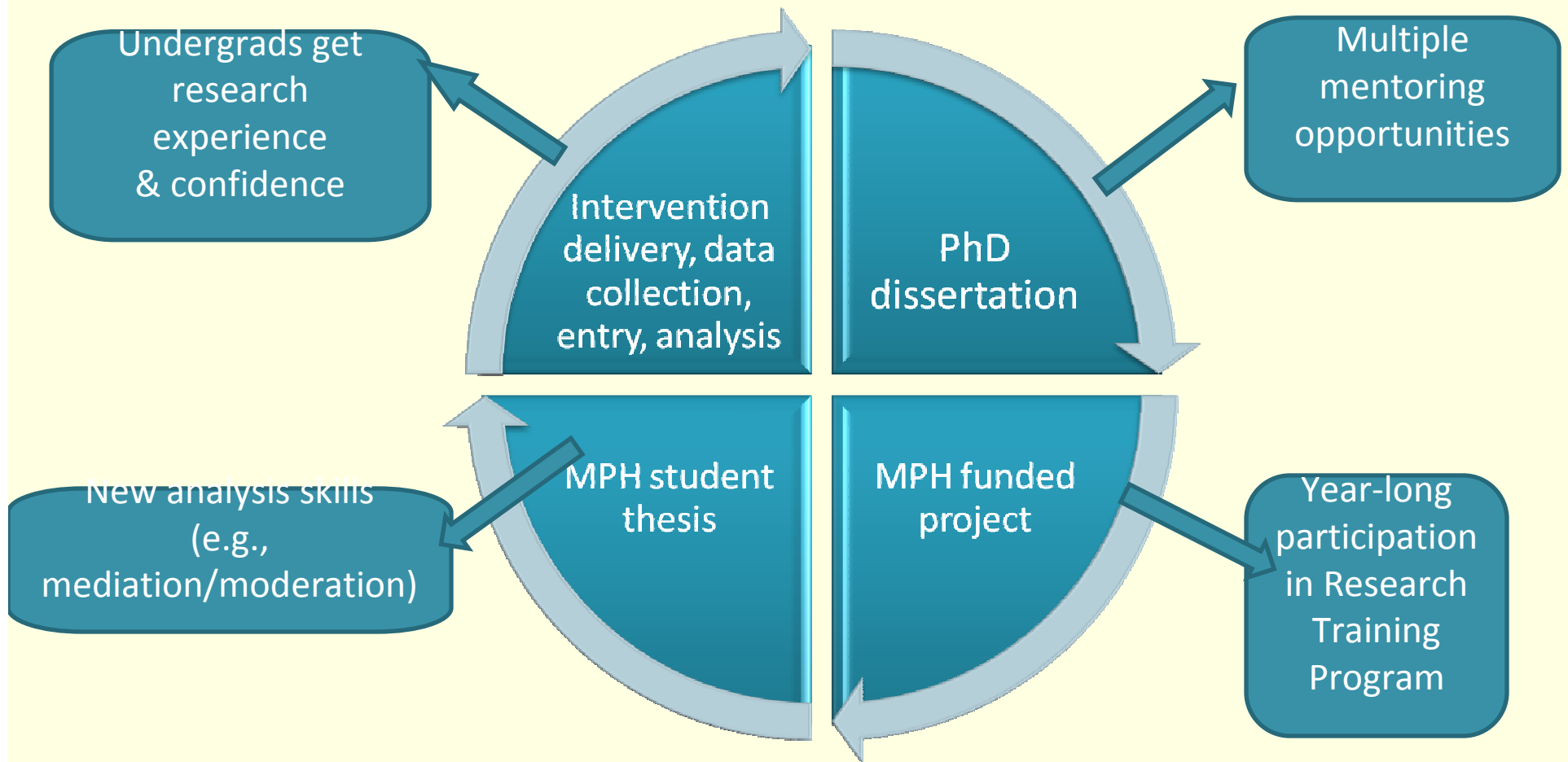
Giving back to my community

- Serving as a resource for youth
- Being a role model
 - Staying in school
 - Achieving your dreams
- Research – gaining experience while facilitating participation & recruitment
 - Talked with youth about colleges and majors
 - Helped start youth-led Teen Service Club (now thriving)

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Multilevel mentoring



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What we do

Kristen – GRA for HHDRC Community Engagement Core

Thesis topic: Social desirability in self-reported drinking behavior

Sujehy – GRA for School of Nursing (Project VIDA II)

Thesis topic: Relationships between substance abuse and IPV among Hispanic women in the U.S. – Mexico border region

Sandra – GRA Dept. of Public Health Sciences

Thesis topic: Sexual behavior among migrant men

Holly – Research Ass't Professor, HHDRC and School of Nursing

Promoting health, educational attainment, & civic engagement in vulnerable communities

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Other Experiences

- Planning & participating in HHDRC workshops
 - Grant writing
 - Mental health in the Border Region
 - HIV, Substance use, & Intimate Partner Violence
 - Policy Advocacy to Build Health Equity
- Professional Organizations
 - Regional & National Conferences
 - Service
- Additional Internships
 - Minority Health International Research Training
 - Cancer Prevention Research

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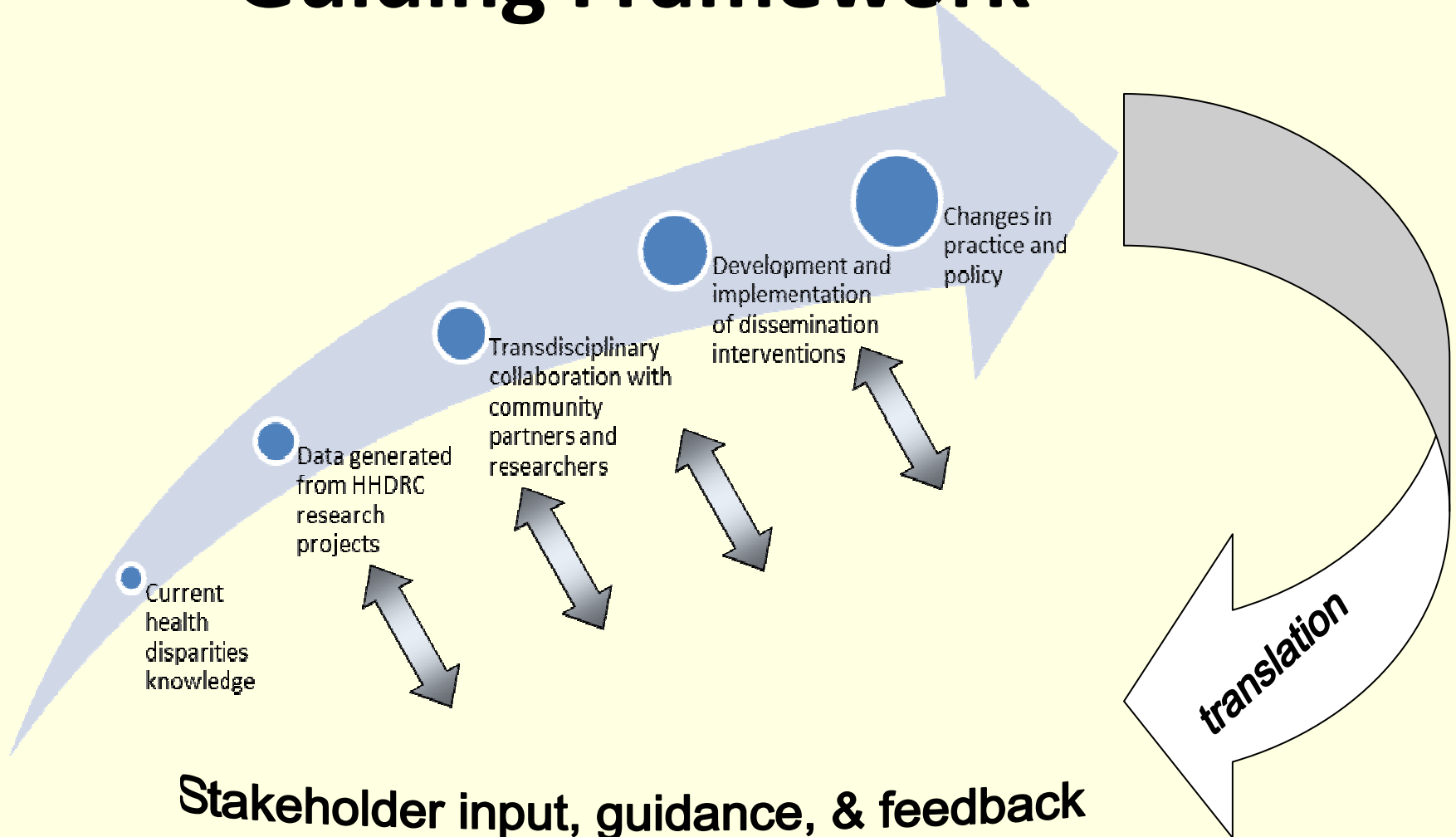
SOPHE APHA SBM



**Research group, ESG, SPH,
Paso del Norte SOPHE**

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Guiding Framework



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Adapted from Dankwa-Mullan et al., 2010

Closing thoughts

➤ More funded opportunities for students



➤ Build & sustain partnerships

➤ Encourage and support multi-level mentoring

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Thank you!!

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