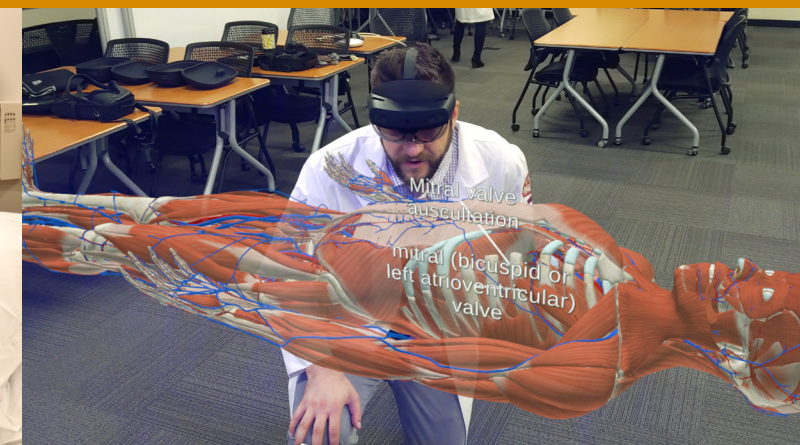


This file includes:

1. Pre-med for medical school Brochure
2. MCAT Prep Summer Camp Brochure
3. MCAT Tips and Techniques Brochure
4. Fresno State Pre-med Club Brochure
5. Pre-med Pathway Boot Camp Brochure
6. Fresno Area Hispanic Foundation Membership
7. Publications of MCAT preparatory courses could potentially promote
interest among premedical students to pursue careers in osteopathic
medicine in underserved areas
8. Reaching Out Aspiring Doctors (ROAD) 2020 Conference Program
9. CVHEC Member Mini-Grant for CHSU's Pre-Med Pathways Bootcamp
10. 2020-2021 NNLM PSR Funding Awards for Health Careers Boot Camp
11. Admissions Letter to Advisors
12. Recruitment Events

PREPARING FOR MEDICAL SCHOOL



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FIRST AND SECOND YEAR OF UNDERGRAD

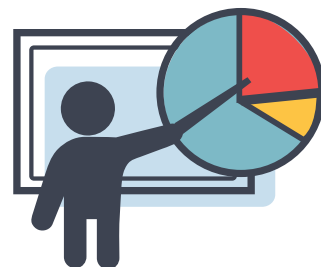
TAKE THESE CLASSES:

YEAR ONE

One year of General or Inorganic Chemistry
One year of Calculus
One year of Human Biology
One year of English
(i.e. Composition or Literature)

YEAR TWO

One year of Organic Chemistry
One semester of Behavioral Sciences
(i.e. Psychology or Sociology)



PARTICIPATE IN EXTRACURRICULAR OR COMMUNITY SERVICE ACTIVITIES:



Explore the various specialties of medical practice.

Attend medical school community events, such as health fairs or simulation experiences.
Begin a health care related volunteer program, job, or internship.
Consider joining an academic society, pre-med club, and/or other student organizations, to ensure you are comfortable in a health care setting.

PREPARE YOURSELF FOR MEDICAL SCHOOL:

YEAR ONE

Meet with a pre-med advisor, review course requirements, and create a pre-medical school game plan.

Investigate a career in medicine. Is it right for you? What are your personal and academic goals?

Build relationships with professors who can later serve as mentors, offer you the opportunity to participate in research, or write letters of recommendation on your behalf.

YEAR TWO

Begin online reviews of various medical school options.

Compare medical school cost of attendance, including cost of living, tuition, and other expenses.

Schedule campus tours and visit the medical schools for which you are considering to apply.

Continue seeking relationships with professors and think about who might write your letters of recommendation.

GET READY TO TAKE THE MCAT:

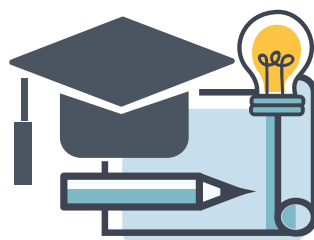
YEAR TWO

Start planning to take the MCAT. This high-stakes exam requires knowledge of biology, inorganic chemistry, organic chemistry, and physics.

You must really prepare to do well.

Take a free MCAT practice test to gauge your performance.

Seek MCAT preparation workshops at CHSU and online.



IMPORTANT:

YEAR ONE

Establish good study habits – These will serve you well through your undergraduate years and into medical school!

YEAR TWO

Talk to a physician! Ask them about their career choice, what they wish they knew when they were applying to med schools, what they do, and don't like about their work, etc.

Your PATHWAY TO MEDICAL SCHOOL

Are you considering a career as a physician? The process to become a physician requires a lot of hard work, investment, and time. Follow this guide to medical school to help you prepare for your post graduate education. Prepare to take many science courses, satisfy graduation requirements to obtain your Bachelor's degree, and participate in extracurricular activities. You'll also need to prepare for and take the MCAT examination and dedicate time to complete the medical school application materials.

THIRD YEAR OF UNDERGRAD

TAKE THESE CLASSES:

Fall Semester:

One year of Physics
One year of Biochemistry

Spring Semester:

Continue upper division major course work



TAKE THE MCAT:

Register for the MCAT at aamc.org.
(approximately \$300 fee, with additional charges for re-scheduling and other services).

You must really prepare to do well.

Take the MCAT no later than mid-May to receive your scores in June.

If you are dissatisfied with your score, register for the next exam (while there is still time) and create a plan to get the score you need.

PREPARE YOURSELF FOR MEDICAL SCHOOL:

Apply to medical schools of your choice at the end of your junior year/during the summer before your senior year. The CHSU College of Osteopathic Medicine application period typically opens in early May.



FOURTH YEAR OF UNDERGRAD

TAKE THESE CLASSES:

Finish remaining major, university, and pre-med requirements.

Optional: Take upper-division or graduate-level courses in medically related subjects, such as: Physiology, Histology, Pharmacology, Anatomy, and Statistics.

APPLY TO MEDICAL SCHOOL(S):

Do more comprehensive research about the medical schools to which you applied.

If a medical school likes your candidacy, they will send you their own secondary application.

You'll have some essays to write. Give yourself enough time to revise and to allow someone else (a good writer) to read them.



Send thank you notes to your recommenders—

it's the perfect way to gently remind them to get on this task if they haven't already.

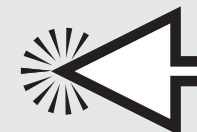
Explore financial aid options.

Prepare for interviews, which typically take place in the fall, winter, and, at some schools, early spring.

Interview and wait for decision letters!



***FOLLOWING THE GUIDE ABOVE DOES NOT GUARANTEE ADMISSION INTO MEDICAL SCHOOL. CONTACT THE MEDICAL SCHOOL(S) YOU ARE APPLYING TO FOR SPECIFIC ADMISSIONS REQUIREMENTS AS EACH INSTITUTION DIFFERS.**



MCAT PREP SUMMER CAMP

JUNE 8 - JULY 28, 2019

EVERY SATURDAY AND SUNDAY, 9 AM TO 5 PM

(8 WEEKENDS TOTAL)

AT THE CHSU CAMPUS IN CLOVIS, CA



Application Deadline Extended to June 6, 2019

Registration Fee is \$200 for Central Valley Residents. The Full Price
Registration Fee is \$400.

The California Health Sciences University College of Osteopathic Medicine (CHSU COM) is pleased to offer an MCAT Prep Summer Camp for the pre-medical students to help strengthen MCAT scores and train pre-medical students to become competitive when applying for medical school admission.

The 120 hours of instruction covers the four sections of the MCAT and includes:

- ⚙ Complete AAMC content review of anatomy, physiology, general biology, organic chemistry, biochemistry, and general chemistry
- ⚙ Practice materials provided by CHSU include 7 gold standard full-length MCAT practice tests and more than 300 practice passages
- ⚙ Mock interviews and application material workshops
- ⚙ MCAT test taking tips and techniques
- ⚙ Networking with peers who share the same interests

Register today at osteopathic.chsu.edu/mcat-summer-camp

For more information about the MCAT prep summer camp contact:

Email: medschool@chsu.edu

Phone: 559-712-4200



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FREQUENTLY ASKED QUESTIONS

WHO IS ELIGIBLE TO PARTICIPATE?

- Pre-med students or residents who have achieved a minimum GPA of 3.0 on a 4.0 scale
- Students who have completed at least 3-credit hours of biology, 3-credit hours of physics, 3-credit hours of chemistry and 3-credit hours of organic chemistry or are currently enrolled in those classes
- Students who are interested in serving the populations in the Central Valley of California after finishing their residency

WHAT IS EXPECTED OF ME AS A PARTICIPANT?

- At least 80% attendance is required
- Participants must comply with the CHSU policies regarding conduct, academic honesty, and lawful behavior
- Participants are highly encouraged to take the MCAT test as soon as possible after finishing the camp
- Participants should be willing to share their MCAT test scores with the Instructor to obtain outcomes

HOW MUCH DOES IT COST TO ATTEND?

- The summer camp costs \$200 for Central Valley residents and the full price registration fee is \$400. The deadline to register and pay for the camp is June 6, 2019.
- In addition to the registration fee, students are expected to bring their own laptop and purchase the MCAT textbook (The Princeton Review MCAT, 3rd Edition ISBN-13: 978-0525567813, cost is approximately \$60.00)

HOW DO I PAY FOR THE REGISTRATION FEE?

- Upon registration, you will receive confirmation of your acceptance in the program that includes payment instructions.

IS LUNCH PROVIDED?

- Lunch is not provided, but students are granted a one hour lunch break and will be provided with a list of close by restaurants.

WHO IS TEACHING THE CAMP?

- The camp will be led by Dr. Samuel Kadavakollu, PhD (Dr.K), Associate Professor of Biomedical Education at CHSU's College of Osteopathic Medicine. Dr. K has been teaching MCAT prep courses and test taking strategies for the last seven years and has helped hundreds of pre-med students to improve their test scores.

MCAT Tips and Techniques

By participating in this **FREE** informative workshop,
you will have the opportunity to:

- ✓ Understand the MCAT Exam Basics
- ✓ Learn the Best Test-taking Strategies
- ✓ Know the Common Mistakes and How to Avoid Them
- ✓ Practice Tactics by Using Full-length Exams
- ✓ Score More Than 500 on Your MCAT Score
- ✓ Adapt Ways to Manage Time and Test Anxiety

For the Future MCAT Test Takers:

- ✓ How to Study for the MCAT
- ✓ How to Review the MCAT Content
- ✓ How to Practice by Using Passage Centered Learning
- ✓ How to Prepare by Using AAMC Full-length Exams
- ✓ How to Create a Personalized Study Plan for MCAT

**Tuesday,
April 2, 2019
5-7pm**

**CHSU Campus
45 N. Clovis Ave
Clovis, CA 93612**

**Visit
chsu.edu/mcat
to Register**

Unable to attend in person?

The workshop will be live streamed at careereco.com/events/chsu-com

Hosted by Samuel Kadavakollu, PhD (Dr.K) from CHSU College of Osteopathic Medicine. Dr. K has been teaching MCAT prep courses and test taking strategies for the last seven years and has helped hundreds of pre-med students to improve their test scores.

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School**
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WHEN Wednesday, February 6, 2019
4:00pm - 5:00pm

WHERE Fresno State Campus
University Business Center
Room 192

CONTACT medschool@chsu.edu
559.712.4200

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Pre-Med Pathway Boot Camp

**Saturdays,
September
7, 14, 21 & 28** | **10:00am – 3:00pm
CHSU Campus
45 N. Clovis Ave, Clovis**

Register Today - Limited Spots Available
osteopathic.chsu.edu/premed-pathway-bootcamp

Deadline to register is August 30th

The California Health Sciences University College of Osteopathic Medicine (CHSU COM) and Central Valley Higher Education Consortium (CVHEC) are pleased to offer a Pre-Med Pathway Boot Camp for pre-med students who will have the opportunity to:

***Discover MCAT Study Tips
Advance Personal Statement Writing Skills
Learn Interviewing Techniques
Improve Volunteer Experience
Demonstrate Microsoft HoloLens Technology
Experience Learning in Team-Based Format***

For more information about the Pre-Med Pathway Boot Camp contact medschool@chsu.edu or (559) 712-4200

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December 13, 2016

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As CHSU submits its application to the Commission on Osteopathic College Accreditation, this letter serves to communicate our support for the creation of a new Osteopathic School of Medicine in our community. The Fresno Area Hispanic Foundation is committed to promoting education and economic development to strengthen our community. Our business organization remains committed to providing CHSU with the support and resources needed to assist the school deliver high quality, highly trained, medical professionals for the next century.

This opportunity is a collaborative effort to facilitate positive change in our community. The new school of medicine would benefit the region in many ways including supplying the region with high quality health care services, increased economic opportunities for the region, and showing future physicians the beauty of Clovis, CA; thus, addressing the physician recruitment and retention problems.

The development of a new Osteopathic School of Medicine is an important step in addressing the underserved populations within our state and community. We look forward to developing a beneficial partnership with CHSU.

Sincerely,

Dora Westerlund
President & CEO

EX-OFFICIO

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Al Galvez
Amani-International

Jaime Marquez
Marquez Brothers

NEGOCIANTES UNIDOS

BREAKFAST MEETING

OCTOBER 28, 2020 | 8 A.M. - 9 A.M.



DR. JOHN W. GRANETO

KEYNOTE SPEAKER

Dean, Osteopathic Medicine
at California Health Science
University

Join us to hear from Dr. Graneto as he shares the challenges in establishing a medical school in the Clovis/Fresno area, the recruitment efforts for local students to attend and the impact in the community.

zoom

MEETING ID:

836 5143 5365

RSVP at www.fresnoahf.org/events

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JAOA/AACOM

Comprehensive Medical College Admission Test Preparatory Course as a Strategy to Encourage Premedical Students to Pursue Osteopathic Medicine in Rural Areas

Timothy W. Shipley, PhD; Nancy Phu, OMS II; Abigail M. Etters, OMS III; Samuel Kadavakollu, PhD

From the Burrell College of Osteopathic Medicine (BCOM) in Las Cruces, New Mexico.

Financial Disclosures:
None reported.

Support: Funding for this study was provided by BCOM.

Address correspondence to Samuel Kadavakollu, PhD, BCOM, 3501 Arrowhead Dr, Las Cruces, NM 88001-6056.

Email:
samuelbsnl@gmail.com

Submitted
April 19, 2018;
final revision received
August 30, 2018;
accepted
October 3, 2018.

Context: Comprehensive Medical College Admission Test (MCAT) preparatory courses could potentially promote interest among premedical students to pursue careers in osteopathic medicine in underserved areas.

Objective: To determine whether a comprehensive 16-week course centered on MCAT preparation and exposure to an osteopathic medical school setting will promote interest among premedical students to become osteopathic physicians in the rural Southwest.

Methods: At the Burrell College of Osteopathic Medicine in Las Cruces, New Mexico, undergraduate premedical students from the surrounding rural and urban areas completed an all-inclusive 16-week MCAT preparation course. Students were required to have completed medical school prerequisite courses and have a minimum 3.0 grade point average. The program included interactive instructional sessions for teaching material pertinent to the MCAT, an introduction to osteopathic philosophy, workshops for application preparation, a tour of the medical school facilities, full-length practice tests, and mock interviews. After course completion with at least 80% attendance, a survey was conducted to identify effectiveness and outcomes of the course. The survey used a Likert scale that ranged from 1 (strongly disagree) to 5 (strongly agree).

Results: Of the 170 student participants, 163 completed the survey. After completing the course, participants felt more knowledgeable about the true nature of medical school and osteopathic medicine (weighted averages, 4.26-4.40) than before the course. Compared with attitudes before taking the course, participants were more inclined to attend an osteopathic medical school and practice rural medicine in the southwestern United States (weighted averages, 4.16-4.45). Participants who completed the course also felt that they were better prepared to take the MCAT (weighted average, 4.37).

Conclusion: Participant knowledge and attitudes about practicing osteopathic medicine were enhanced after they completed the comprehensive MCAT preparatory course. These results suggest that offering similar courses in osteopathic medical schools throughout the country may improve the outlook of creating a diverse physician workforce that provides health care in rural areas.

J Am Osteopath Assoc. 2019;119(4):243-249
doi:10.7556/jaoa.2019.041

Keywords: MCAT, premedical students, rural and underserved areas

The United States is projected to have a shortage of as many as 104,900 physicians by the year 2030,¹ with the greatest physician shortage occurring in rural areas.² Therefore, the need to generate qualified medical school applicants willing to establish practices in underserved areas is greater than ever. Studies have shown that students from rural areas are far more likely to practice medicine in rural settings than their urban counterparts.³ However, in-person educational opportunities available to individuals residing in rural areas are often limited because of inaccessibility to educational establishments or socioeconomic challenges.⁴ A cursory glance online of onsite commercial Medical College Admission Test (MCAT) preparatory courses shows that prices for these courses can be prohibitive, ranging from approximately \$2300 to \$9500. Even if individuals were able to attend and afford one of these courses, there is no guarantee of success.⁵ The questionable efficacy of these courses could be due to lack of a more complete medical school experience that includes adequate student engagement combined with a robust structure, access to a mentor or advisor, and sufficient preparation time.⁶

While programs that provide training for the MCAT are an important component of preparing future medical students, other programs have been developed that are designed to increase interest in practicing osteopathic medicine. Increasing interest in practicing osteopathic medicine is important because osteopathic medical schools emphasize the practice of primary care medicine, often in underserved settings. In one study⁷ conducted at the Oklahoma State University Center for Health Sciences, a diverse population of area high school students was exposed to osteopathic medicine. Participants gained an increased interest in science, technology, engineering, and mathematics (STEM) careers during the 6-week long biomedical research internship.⁷ Additionally, a 2018 study by Atance et al⁸ demonstrated that interest in careers and health care sciences increased in high school students who participated in a week-long enrichment program.

A program offered at the West Virginia School of Osteopathic Medicine showed that a 1-day mini medical school program was able to promote interest among high school students toward pursuing a career in osteopathic medicine.⁹

However, these studies focused on high school students who may not have solidified the career path that they will necessarily follow. Other similarly focused programs offered to undergraduate students may have a greater impact on participants who are on the cusp of embarking on specific career paths. Numerous programs are carried out by a variety of medical schools around the United States, but, to our knowledge, they are abbreviated programs that focus on MCAT preparation and do not provide an experience that will draw them into rural primary care. Moreover, few osteopathic medical schools offer such programs even though osteopathic medical schools are known for producing physicians, particularly primary care physicians, who gravitate toward medical practices in underserved areas of the United States.^{10,11}

In consideration of all these factors, we chose to assemble a 16-week comprehensive course that provides undergraduate students with MCAT preparation, workshop training for writing medical school applications and being interviewed, and general experience for what life in an osteopathic medical school is like.

The mission of the Burrell College of Osteopathic Medicine (BCOM) at New Mexico State University in Las Cruces, which admitted its inaugural class in August 2016, is to improve the health of the southwestern United States by increasing the number of physicians practicing in the region while increasing diversity in the physician workforce.¹² Las Cruces, a medium-sized city of approximately 100,000, lies in a predominately rural region 48 miles from the US-Mexico border with a nearly 60% minority population. Therefore, to meet the stated mission, BCOM offered this comprehensive MCAT preparatory course in spring 2017 (free of charge) and 2018 (\$100.00).

The objective of this study was to gauge the attitudes of course participants regarding their desire to attend an osteopathic medical school and practice medicine, particularly rural medicine, in the region.

Methods

This survey-based study used a nonexperimental design with a convenience sample of premedical students who completed a 16-week MCAT preparation course hosted on the BCOM campus. The study was conducted after receiving approval from BCOM's institutional review board.

Study Population

Premedical students who were preparing for the MCAT were recruited through premedical advisors and student organizations at various undergraduate institutions. The students were from Las Cruces, New Mexico, and the surrounding regions, including both rural and urban areas, and enrolled in school at New Mexico State University, University of Texas at El Paso, and other colleges in the geographic region. Registration for the course included required completion of an enrollment form in which personal data comprising name, date of birth, sex, race/ethnicity, current place of residence, and prior coursework were collected. To be eligible for the course, completion of prerequisite work in chemistry, biology, and physics with a minimum 3.0 grade point average on a 4.0 scale was required. The enrollment form also contained several questions designed to gauge motivation of the participants for taking the course and commitment to attendance. A question inquiring about passion for pursuing a DO or MD degree was also included to assess interest in a career in medicine.

Course

The course delivered more than 112 hours of in-class lectures focused on high-yield topics covered on the MCAT as outlined by the American Association of Medical Colleges. Multiple workshops were included

to familiarize participants with osteopathic principles and practice. To accommodate class and work schedules, 2 one-and-a-half hour evening class sessions and 1 four-hour Saturday session took place at BCOM each week.

The MCAT instructional sessions followed the American Association of Medical Colleges syllabus, and all materials and recordings of lectures were loaded into the learning management system, Canvas, so that participants could access them at any time during the course. The 4 MCAT sections (Biological and Biochemical Foundations of Living Systems; Chemical and Physical Foundations of Biological Systems; Psychological, Social, and Biological Foundations of Behavior; and Critical Analysis and Reasoning Skills) were taught by discipline experts from BCOM as well as other local university faculty. Four full-length MCAT practice examinations were administered throughout the course to help students improve test-taking skills. Additionally, supplemental workshops taught by BCOM osteopathic faculty exposed students to the medical school via tours of the facility, as well as the profession, tenets, and philosophy of osteopathic medicine. The admissions team at BCOM conducted a workshop explaining the admissions process, and students had the opportunity to ask questions.

Further workshops guided students through the process of writing a personal statement, had students participate in mock interviews to receive constructive feedback on their interview skills, and allowed students to participate in the "DO for a Day" program sponsored by the Department of Student Affairs at BCOM. All participants were mentored by a first-year osteopathic medical student for the duration of the course.

Survey

Participants from the cohort for each year were asked to complete a 6-item survey via SurveyMonkey after completion of the course. To protect participants' identities, they were emailed the link to the survey, which they could complete anonymously. A title page containing a consent form was followed by the survey questions.

All questions used a Likert scale, with 1 indicating “strongly disagree” and 5 indicating “strongly agree.” The first 2 questions were intended to evaluate participants’ perception of the course with respect to preparing them for the MCAT and for the rigors of medical school. The next 2 questions assessed participants’ change in knowledge level about osteopathic medicine and whether they were more or less likely to practice osteopathic medicine compared with the beginning of the course. The final 2 questions evaluated whether the course had any effect on the participants’ likelihood to practice medicine in the southwest region of the United States and/or to practice rural medicine. Monthly reminders were sent to the students until at least 95% had responded.

Data Collection and Analysis

Once the questionnaires were completed, percentages for responses to each question were calculated and a weighted average out of 5.0 for each question was determined. Although an overall response rate of 163 out of 170 was obtained, full compliance was not achieved on the 163 completed questionnaires because a small number of the questions were left unanswered, which led to minor anomalies in the data reporting. Upon completion of the course, participants were invited to share their MCAT results and acceptances to medical school via email with the primary investigators. However, the participants were not in a controlled setting after they completed the course, and this rendered collection of these data sporadic. Therefore, occasional allusions to these data in this work should be deemed anecdotal. Descriptive statistics including frequency and weighted average were used to analyze demographic variables including ethnicity, gender, and size of city each participant was from, as well as the results from the survey.

Results

Of the 170 students who completed the course, 163 (95.9%) completed the survey. Demographic data collected from course participants included gender and

ethnicity, with 118 (69.4%) reporting gender as female and 137 (80.6%) reporting Hispanic ethnicity (**Table 1**). Despite the majority of the respondents (96 [56.5%]) being from cities with populations of 500,000 or more, there was a substantial number of participants (74 [43.5%]) from smaller cities of 100,000 or less, demonstrating successful outreach to students from underserved communities (**Table 1**).

The majority of participants (137 of 161 [85.1%]) agreed or strongly agreed that their knowledge of osteopathic medicine was enhanced after the course (weighted average 4.40; **Table 2**). The majority (128 of 163 [78.5%]) also agreed or strongly agreed that they were more likely to apply to osteopathic medical schools (weighted average, 4.26) and that if they became physicians, they would be more likely to practice medicine in the Southwest (140 of 163 [85.9%]) and/or practice rural medicine (124 of 163 [76.1%]) (weighted average, 4.16) (**Table 2**).

Most students (146 of 163 [89.6%]) felt more confident in their ability to perform well on the MCAT (weighted average, 4.37). Thirty-four 2017 course

Table 1.
Demographic Information of Participants in Medical College Admission Test Preparatory Course (N=163)

| Characteristic | No. (%) |
|--------------------------------|------------|
| Gender | |
| Male | 52 (30.6) |
| Female | 118 (69.4) |
| Race/Ethnicity | |
| Asian | 10 (6.1) |
| White | 17 (10.0) |
| Black | 6 (3.7) |
| Hispanic | 137 (84.0) |
| City Size by Population | |
| ≤50,000 | 22 (13.5) |
| 50,000-100,000 | 1 (0.6) |
| Approximately 100,000 | 51 (30.0) |
| >500,000 | 96 (58.9) |

Table 2.
Survey Results of Premedical Students Enrolled in the Comprehensive MCAT Course at the Burrell College of Osteopathic Medicine (N=163)^a

| Survey Item | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Weighted Average |
|---|-------------------|----------|------------|------------|----------------|------------------|
| Compared to my knowledge before the course, I feel more knowledgeable about what medical school is truly like. | 3 (1.8%) | 3 (1.8%) | 11 (6.8%) | 59 (36.2%) | 87 (53.4%) | 4.37 |
| Compared to my knowledge before the course, I feel more knowledgeable about osteopathic medicine. | 4 (2.5%) | 3 (1.8%) | 17 (10.5%) | 37 (23.0%) | 100 (62.1%) | 4.40 |
| Compared to how I felt before the course, I am more likely to apply to osteopathic medical schools. | 4 (2.5%) | 6 (3.7%) | 25 (15.3%) | 37 (22.7%) | 91 (55.8%) | 4.26 |
| Compared to how I felt before the course, I am more likely to practice medicine in the southwest United States if I become a physician. | 3 (1.8%) | 1 (0.6%) | 19 (11.7%) | 37 (22.7%) | 103 (63.2%) | 4.45 |
| Compared to how I felt before the course, I am more likely to practice rural medicine if I become a physician. | 4 (2.5%) | 5 (3.1%) | 30 (18.4%) | 46 (28.2%) | 78 (47.9%) | 4.16 |
| Compared to how I felt before the course, I feel/felt more confident in my ability to perform well on the MCAT. | 3 (1.8%) | 3 (1.8%) | 11 (6.8%) | 59 (36.2%) | 87 (53.4%) | 4.37 |

^a Data are given as No. (%). For the second item, 161 participants responded.

Abbreviation: MCAT, Medical College Admission Test.

participants (53%) reported taking the MCAT and shared their scores. Of these, 21 (61.8%) scored at or above the national average of 500 (scale, 472-528), with 1 who scored 521 (98th percentile).

The rate of reporting on medical school acceptance has been sparse; we are aware of only 9 acceptances to osteopathic medical schools. Data collection is ongoing for both the 2017 and 2018 course participants.

Discussion

The comprehensive MCAT course offered by BCOM was designed to simultaneously help premedical students in the region gain entry into medical school and increase their interest in practicing osteopathic medicine, possibly in the rural Southwest. We provided an all-encompassing experience consisting of MCAT

preparation, medical school application and interviews, and exposure to osteopathic medical school life.

In fulfillment of BCOM's mission, the course was made accessible to a population of students largely from rural communities around Las Cruces. Opportunities such as our onsite course are not typically available to premedical students in this area. Moreover, where there is availability, the cost of such opportunities are often prohibitive, so we offered our course free of charge the first year and for \$100 the second year.

It was not by design, but the fact that females greatly outnumbered males is significant because women remain largely underrepresented among physicians, especially in specialties such as orthopedics. Yet, male and female applicants to medical school and trainees in many medical specialties are nearly equal.¹³ Of greater consequence, perhaps, is the high percentage of

Hispanic participants. Hispanic applicants comprise only 6.3% of applicants to US medical schools.¹⁴ This statistic translates to gross underrepresentation in the physician workforce for this group. We hope to greatly augment diversity within the physician workforce in the arenas of gender and Hispanic ethnicity, thereby offering greater social justice and decreased health disparities in the region. Greater physician diversity may be especially consequential because it may lead to improved public health.¹⁵⁻¹⁷

Because the MCAT serves as the gateway into medical school, it was also imperative that the students be well prepared for this difficult examination. The combination of teaching that covered the full spectrum of MCAT content by experts that included medical school faculty and the opportunity to practice with 4 full-length examinations boosted the participants' confidence in taking the MCAT (weighted average, 4.37).

One limitation of this study is the ability to collect data on MCAT score results and admission to medical school. Participants who do not score well on the MCAT and do not matriculate to a medical school may be less inclined to share these data. Nevertheless, we will continue to communicate with participants to glean as much data as possible. Furthermore, we would like to track the career pathways of individuals who participate in the course to determine the true long-term impact of the course with respect to medical school admissions followed by practice of medicine in the region and in rural areas.

This course provides an excellent platform for pre-medical students to experience osteopathic medical school. We believe these kinds of outreach courses can have a 3-fold benefit: (1) furthering the careers of individuals who participated in the course; (2) increasing the osteopathic physician workforce; and (3) serving rural and underserved communities.

Conclusion

A comprehensive 16-week MCAT preparatory course is effective at stimulating interest among premedical stu-

dents toward a career in osteopathic medicine, including in rural areas. The results of our research indicate that targeting premedical students who are minorities or from underserved communities with a course of this nature promotes interest in practicing osteopathic medicine in areas with rural or underserved populations. The interest in practicing in areas with rural and underserved populations is especially relevant in the context of our MCAT preparatory course since the majority of participants were female or Hispanic students, both of which are underrepresented in the physician workforce. Therefore, we feel that the effects of our course could be far-reaching with respect to promoting a diverse physician population in rural areas. Ongoing monitoring will be required to fully know the extent. We believe that if every osteopathic medical school were to offer similar courses, the courses would have a large impact on reducing the physician shortage in rural and/or underserved parts of the country.

Author Contributions

All authors provided substantial contributions to conception and design, acquisition of data, or analysis and interpretation of data; Drs Shipley and Kadavakollu drafted the article or revised it critically for important intellectual content; Drs Shipley and Kadavakollu gave final approval of the version of the article to be published; and all authors agree to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved.

Acknowledgments

We thank BCOM for providing funding and BCOM scientific and clinical faculty for providing instruction to the participants. We also thank the BCOM Department of Admissions, Department of Student Affairs, Simulation Labs, Department of Medical Education, Department of Administration/Operations, Department of Information Technology/Facilities/Compliance, and the BCOM Institutional Review Board for additional support.

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Reaching Out to Aspiring Doctors



2020 Conference

The purpose of the conference is to provide aspiring doctors, physicians, and surgeons with the information, resources, skills, and networking that is essential to achieving their educational goals with the hope that they will return to the Valley to provide culturally responsive care.

ROAD for the San Joaquin Valley is traditionally held as a biennial conference and located on the campus of UCSF Fresno. Due to the COVID-19 pandemic, the conference will be held virtually over two days. This conference is for pre-health, pre-medical and public health students from community colleges and universities located within the San Joaquin Valley. In addition to post-baccalaureate students from the Valley who are preparing to apply for medical school

Full Conference Agenda

Friday, September 25

| Time | Session Title | |
|---------|--|--|
| 12:00PM | Welcome Keynote Speakers | TO JOIN MAIN SESSION Please refer to the email with the unique link previously sent to you. |
| 1:00 PM | Successful Mentoring Strategies | |
| 2:15 PM | Financing Your Medical Education | |
| 3:30 PM | Military Medicine: Opportunities and Adventures | |
| 4:45 PM | Concurrent Session Options A. Pre-Health Jobs During Undergrad B. MiMentor: Mentoring the Next Generation of Diverse Healthcare Professionals | CLICK HERE to join Session A CLICK HERE to join Session B |
| 6:00 PM | Concurrent Session Options: A. Preparing for Health Professions School: What It Takes to be A Competitive Medical School Applicant B. Journey Towards Medical School C. Guide to Choosing an International Medical School | CLICK HERE to join Session A CLICK HERE to join Session B CLICK HERE to join Session C |

Saturday, September 26

| Time | Session Title | |
|----------|---|--|
| 9:00 AM | My Journey to Becoming a Family Medicine Physician | TO JOIN MAIN SESSION Please refer to the email with the unique link previously sent to you. |
| 10:15 AM | San Joaquin Valley Program in Medical Education (SJV PRIME) Panel Discussion | |
| 12:15 PM | Lunch Break (on own) | |
| 1:00 PM | Concurrent Session Options: A. Your First Patient: Improving the Health Of Your Own Community Through Inter-Professional Collaborative Partnerships (2-hour session - 1:00 PM to 3:00 PM) B. How to Write an Amazing Personal Statement for Medical School (1-Hour Session) | CLICK HERE to join Session A CLICK HERE to join Session B |
| 2:00 PM | Overcoming Academic Barriers: Numbers Aren't Everything (What you Can Do to Repair a Damaged GPA) | TO JOIN MAIN SESSION Please refer to the email with the unique link previously sent to you. |
| 3:15 PM | UCSF School of Medicine: An Overview of the Admissions Process* | |
| 3:15 PM | Closing Keynote | |

Opening Keynote: Friday, September 25

The ROAD Conference has two keynote speakers for 2020. These physicians will be sharing their personal story of the journey to becoming a medical professional. They had to overcome many challenges and prepare in many ways to be successful in medical school. Both have incredible life experiences that will resonate with many and be an encouragement to all.



**Kenny Banh, MD,
FACEP**

**Assistant Dean of
Undergraduate Medical
Education, UCSF Fresno
Associate Professor of
Clinical Emergency
Medicine at UCSF Fresno**

**Director, Mobile Health and Learning
Director, COVID-19 Equity Project**

Dr. Banh is Assistant Dean of Undergraduate Medical Education, UCSF Fresno and Associate Professor of Clinical Emergency Medicine as well as the Director of Mobile Health and Learning and COVID-19 Equity Project

He earned his medical degree at Drexel University College of Medicine and completed his residency in Emergency Medicine at University of California, San Francisco, Fresno.

Dr. Banh's awards in teaching and service include the UCSF Academic Senate Distinction in Teaching and California Medical Associations Compassionate Services Award. He is on the AAMC's Group on Regional Medical Campuses Committee focusing on regional medical school campus development.

In his personal time, he enjoys basketball, ballroom dancing, and martial arts.



Enid Picart, MD

**Emergency Medicine
Resident, UCSF Fresno**

Enid Picart is the proud daughter of immigrant parents and the first in her family to become a physician. Prior to becoming an emergency medicine resident, she dedicated half a decade to promoting community advocacy and community resident leadership development as an AmeriCorps member and community advocate for many diverse Californian Central Valley communities. She is alumna of the UC Davis, UCSF-Fresno and UCMerced SJV PRIME medical school program. She is interested in continuing her community public health advocacy, continuing to support the efforts of the UCSF-Fresno Mobile Health Clinic and promoting the importance of teaching and mentoring aspiring Central Valley physicians.

For fun: Enid enjoys spending time with her partner Francisco and our pup Kodi! She enjoys being active her go to's are yoga, hiking, dancing (salsa anyone?), reading (lovin' audiobooks, too!), cooking, trying new activities! Pre-COVID... she LOOOVED potluck-BBQ hangouts!

Session Information: Friday, September 25

Successful Mentoring Strategies

Friday, September 25 – 1:00PM

Pre-health students need to seek out a mentor who can assist them with the career pathway to medicine. A mentor can provide guidance and advice along the pathway to assist with successfully applying to health profession school. This session will help those seeking out a professional mentor identify the necessary attributes of a successful mentoring relationship.

Charles J. Alexander, PhD

Associate Vice Provost/Director
Adjunct Associate Professor
UCLA, Advancement Program (AAP)



Financing Your Medical Education

Friday, September 25 – 2:15PM

In this session, you will learn about the financial aid process, the costs associated with applying and paying for medical school, and the AAMC's resources and tools that can prepare you to borrow wisely so that you can later repay your loan debt responsibly. During this time, in addition to having your questions answered, you will also learn about the AAMC's Financial Wellness program and how the program can assist you with general money management information, before, during, and after medical school.

Julie Gilbert, BS Education

Senior Education Debt Management Specialist
Association of American Medical Colleges (AAMC)



Military Medicine: Opportunities and Adventures

Friday, September 25 – 3:30PM

Participants will learn about the vast array of opportunities and adventures that a career in military medicine has to offer. The different routes to becoming a military physician will also be explained. Specific details about applying to medical school at the Uniformed Services University and through the Health Professions Scholarship Program (HPSP) will also be provided for interested applicants.

Robert A. Liotta, MD

Captain; Associate Dean, Recruitment and Admissions; Assistant Professor of Radiology
F. Edward Hébert School of Medicine Uniformed Services University
United States Navy Medical Corps



Pre-Health Jobs During Undergrad

Friday, September 25 – 4:45PM

This session will include examples of different jobs a pre-health student can consider while completing their undergrad degree. Possibilities discussed will benefit students in gaining some exposure in a medical setting, or related field. Some of the occupations in this session will be CNA, PCA, Scribe, and more. As well as learning the process to obtain these jobs, and how they may be beneficial during their pre-health journey.

Yesenia Buenrostro Ramirez

Bachelor of Science
Kinesiology- Exercise Science



MiMentor: Mentoring the Next Generation of Diverse Healthcare Professionals

Friday, September 25 – 4:45PM

MiMentor's mission is to develop and support innovative and inclusive mentoring opportunities to inspire the next generation of diverse healthcare leaders for underserved communities. During this session, students will learn about MiMentor and the opportunities it has to offer. MiMentor provides pre-health students with a platform to find a mentor through our Together We Mentor (TWM) events. Students also gain guidance in applying to medical school through our Medical School Ready (MSR) series.

As a student-led organization, students can also develop and strengthen their leadership skills. In addition, on our website www.mimmentor.org, students can find scholarships and other extracurricular activities.

This workshop consists of a PowerPoint presentation, students will have the opportunity to create a MiMentor account and learn how to navigate our website to meet their specific needs.

Alexa Lopez

Central California Internal President



Atziri Barboza

Central California Vice President of Outreach and Recruitment



Guide to Choosing an International Medical School

Friday, September 25 – 6:00PM

MCAT, Pre-requisites, Extracurriculars, oh my! Many students feel overwhelmed during the medical school application process, fixating their time and energy on checking the application boxes. However, it's important to also fully research your options on where to attend medical school so that you can apply to best fit institutions where you can work toward your goals!

Join the Associate Director of Admissions to learn more about your options to attend medical school internationally, gain exposure to global health systems, and then return to the US to help address our physician shortage. We will discuss the nine factors to consider as you evaluate medical schools and provide more information on how to research international options so that you can put your best foot forward in beginning your medical education. Presentation to be followed by Q & A.

Wendy Mathis, MA

Associate Director of Admissions
St. Georges University
Grenada, West Indies



Preparing for Health Professions School: What It Takes to be A Competitive Medical School Applicant

Friday, September 25 – 6:00PM

Are you interested in a professional career in healthcare? This session will introduce the pathway to becoming a healthcare professional, including prerequisite courses, required exams, and how you can start preparing right now! Special attention is given to the AAMC Core Competencies for Entering Medical Students.

Erica Robbins, MS

Director of Student Services and Pre-Health Advisor



Jenn Souza, MS

Academic Advisor & Pre-Health Advisor

UC Merced, School of Natural Sciences



Journey Towards Medical School

Friday, September 25 – 6:00PM

I would like to go to medical, but where do I even start? This session will discuss the academics, extracurricular activities, research, personal statement, and letter of recommendations that are needed to apply to medical school.

Larry Riley, PhD

Professor of Biology, Premedical advisor
Fresno State University



Session Information: Saturday, September 26

My Journey to Becoming a Family Medicine Physician

Saturday, September 26 – 9:00AM

I am the daughter of farmworkers and was raised in the rural city of Selma, CA. Despite my parents having a 3rd grade level education and being monolingual Spanish speakers, they instilled in me the importance of obtaining an education and giving back to the community. I attended college at Stanford and later went to medical school at UCSF. I am now a family medicine physician. I will share my journey to medical school and highlight tips that helped me get into medical school. I will also discuss pearls that I wish I had known before attending medical school. Lastly, I will explain why I chose the amazing field of family medicine.

Trinidad Solis MD, MPH

Family Medicine Physician
MD, MPH
UCLA Family Health Center



San Joaquin Valley Program in Medical Education (SJV PRIME) Panel Discussion

Saturday, September 26 – 10:15AM

This session will be a panel presentation led by the Director of the SJV PRIME Program, Dr. Alving. Current SJV PRIME medical students will also be in attendance to share about their experiences. Special attention will be given to the "Valley 6" which are the most common health issues that occur within the San Joaquin Valley and integrated into the medical school curriculum.

Loren Alving, MD

Clinical Professor of Neurology
Director, UCSF Fresno Alzheimer & Memory Center
Director, SJV PRIME
UCSF Fresno



Medical Student Panelists:



**Jacqueline
Annette Leon**
Third Year



**Jeffrey
Rilveria**
Third Year



**Rey
Berry**
Second Year



**Vanessa
Mora**
First Year



**Jacob
Perez-Stringer**
First year

Your First Patient: Improving the Health of Your Own Community Through Inter-Professional Collaborative Partnerships

Saturday, September 26 – 1:00PM

Interested in becoming a doctor? Or a public health worker? Or something else in the medical field? Ever heard of health inequities? Or the Social Determinants of Health? Well, you don't have to wait until professional school to have your first patient. Instead, your first patient could be your local community. Instead of working to improve the health of one individual, you have the chance to change the health of your entire community. How? By partnering with physicians, other health care professionals, and/or community agencies to improve community health. What if you partnered with local community agencies to provide a youth viewpoint on things such as human trafficking and STDs or to reach your fellow youth through mediums such as Instagram, Tik Tok, and the like. And what if this type of collaboration could be the steppingstone to increasing the number of under-represented minorities in the health care professions?

Renee Kinman MD, PhD, MAEd

Medical Director, Pediatric Endocrinology, UCSF Fresno Department of Pediatrics
Clinical Associate Professor, UCSF
Member, UCSF Academy of Medical Educators

UCSF School of Medicine



How To Write an Amazing Personal Statement for Medical School

Saturday, September 26 – 1:00PM

This session is designed to discuss with students how to craft an effective personal statement for a medical school application. There will be an overview of the specific details of a personal statement, included what is allowable and recommended for both medical school application services, AMCAS and AACOMAS, the important details to keep in mind in writing it, with practical dos and don'ts. There will be an additional hands-on portion, where students will brainstorm ideas and get started with answering some questions on paper that are designed to start inspiring and focusing thoughts, to get started with the process.

Anne VanGarsse, MD

Associate Dean for Clinical Affairs, Community Engagement and Population Health
California Health Sciences University College of Osteopathic Medicine



Stay Connected After the Conference!

Use the hashtag #ROADSJV2020



facebook.com/ROADfortheSJV



instagram.com/RoadfortheSJV



twitter.com/RoadSJV

Overcoming Academic Barriers: Numbers Aren't Everything How to Repair a Damaged GPA

Saturday, September 26 – 2:00PM

Many students experience academic difficulty in college. At the end of the day, your numbers alone do not predict your chances of getting into medical school, as many students with lower GPAs get in and many with very high GPAs do not. Successful applicants need an upward trend. This session will discuss strategies for students at all levels for building an upward trend either through staying a fifth year, taking community college courses after graduating, doing a formal post-bac program, or completing a master's degree. We'll discuss how each impacts AMCAS GPAs and what to consider when making those decisions. Additionally, I will share what else is necessary for a successful applicant.

Joanne Snapp, MA, MS Ed

Director, Health Professions Advising; Health Professions Post-Bac Program
UC Davis



UCSF School of Medicine: An Overview of the Admissions Process*

Saturday, September 26 – 3:15PM

The University of California, San Francisco, School of Medicine director of admissions will be providing a comprehensive overview of the admissions process from start to finish. This session will include a question and answer period.

Hallen Chung

Director of Admissions
UCSF School of Medicine

UCSF Fresno

Hit the ROAD!



UNIVERSITY OF CALIFORNIA
MERCED

UCSF Fresno and UC Merced are collaborating to offer additional enrichment webinars after the conference concludes. Webinars will be facilitated by a variety of education and health professionals who are interested in growing the healthcare career pipeline. Webinar topics will focus on helping students gain knowledge and skills needed to pursue a career in the healthcare industry!

Webinars will be available November 2020 through May 2021

For more information, visit:
sjvpremed.ucsf.edu/webinars

Advisory Board

UCSF Fresno

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Associate Director Latino Center for Medical Education and Research, Director, UCSF Fresno Library

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Juan David (JD) Garza

Associate Program Director, AHEC

Kenny Banh, MD, FACEP

Assistant Dean of Undergraduate Medical Education, UCSF Associate Professor of Clinical Emergency Medicine at UCSF Fresno

Summer Connery

CME Events Specialist

Grace Carlson

Manager, UCSF Fresno SJV PRIME

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Erica Robbins

Director of Student Services & Pre-Health Advisor, School of Natural Sciences



Lilia De La Cerda, MPH

LSAMP & HCOP Coordinator/Director



Shantay Davies-Balch, MBA

Maternal Child Health Director

Sylvia Miller Ed.D, RN, FNP

Nursing Department Chair, Associate Professor



Omar Guzman, MD EM

Faculty, Director of Undergraduate Medical Education



Venise Curry, MD

Consultant



Michael Galvez, MD

Director, Pediatric Hand and Upper Extremity, Pediatric Plastic Surgery



Ben Duran, EdD

Executive Director

Angel Ramirez

Virginia Madrid-Salazar



Jasmine Dilworth

Doctors Academy Alumni
UC Davis Pre-Med Student



CVHEC Member Mini-Grant

As a result of funding from the College Futures Foundation and the California Community Colleges Chancellors Office, Central Valley Higher Education Consortium (CVHEC) is happy to inform you that CVHEC is providing mini-grants in the amount of **\$5,000 per CVHEC member college**. The mini-grants are intended to fund activities of faculty and staff for implementation assistance and professional learning associated with **Guided Pathways, Leading from the Middle, California College Guidance Initiative/College Next, Math Pathways, and implementation of AB 705 and EO 1110**. This includes refining co-requisite support models or any other efforts related to improving the lives of our students in the Central Valley.

CVHEC is proposing grants that are broad in nature to assist Central Valley faculty, administrators, and staff as best fits institutional needs. The grant funds are available immediately and must be expended by September 30, 2019.

Please provide CVHEC a description of your institution's expected activity, a proposed budget for activity and timeline.

Scope of Activities Template

1. College / University Name:

California Health Sciences University College of Osteopathic Medicine

2. Area of Focus / CVHEC Objective

Please select an area of focus / activity area:

☒ **Guided Pathways**

☐ Leading from the Middle

☐ California College Guidance Initiative/College Next

☐ Math Pathways

☐ Implementation of AB 705

☐ Implementation of EO 1110

☐ Other _____

Please select a CVHEC Board Objective that will be satisfied through the above selected area of focus/activity area:

☐ Persistence

☐ Time to Degree

☐ Degree / Completion

☒ **Decrease Equity Gap**

3. Expected Timeline for when activity will occur:

Four Saturday's workshops at CHSU COM for central valley pre-medical students between September 6th, 2019 to September 27th, 2019

Schedule Outline:

| Timings | Week 1 | Week 2 | Week 3 | Week 4 |
|------------------------|---|--|---|-------------------------------|
| 10: 00 AM to 11: 00 AM | Program introduction and registration | How to prepare for medical school interview/ HoloLens Activity | Biological and Biochemical Foundations of Living Systems | TBL Activity |
| 11: 00 AM to 12: 00 AM | MCAT Tips and Test taking strategies | How to prepare for medical school interview/ HoloLens Activity | Chemical and Physical Foundations of Biological Systems | TBL Activity |
| 12:00 PM to 1:00 PM | LUNCH | LUNCH | LUNCH | LUNCH |
| 01: 00 PM to 02: 00 PM | How to write a statement of purpose | How to improve Scientific Inquiry and Reasoning Skills (SIRS) And How to improve time management skills by using passage-centered learning (PCL) | How to improve critical analysis and reasoning skills (CARS) | Team Building/ Scavenger Hunt |
| 02: 00 PM to 03: 00 PM | Q and A with Medical School Admissions team | What is a DO? and How to improve volunteering and health related job experiences? | Psychological, Social, and Biological Foundations of Behavior | Graduation ceremony |

Project Description:

The road towards medical school can be a very difficult one to navigate, especially for rural and underserved regions. The goal of California Health Sciences University (CHSU) College of Osteopathic Medicine to recruit medical students from the Central Valley to serve in the Central Valley is especially important in attenuating the disparity of medical care provided to this region. We aim to bring a taste of medical school, and advice for students interested in pursuing medicine through four weekend workshops, held at the CHSU Campus. Students will receive didactic instruction and participate in activities concerning MCAT studying tips and test taking strategies, personal statement writing, interviewing techniques, and ways of improving their volunteer experiences. Students will have the opportunity to observe demonstration of the new HoloLens technology that CHSU will be utilizing to teach anatomy. An entire day will be spent on MCAT specific sections content and how to tackle the daunting test. The camp will culminate in the application of the previous week's material taught in Team Base Learning format, which will give students the opportunity to learn and apply material as medical students do in medical school. This will be followed by a scavenger hunt through the campus and team building exercise, and finally the camp graduation ceremony.

Expected Outcomes:

This experience will be an outstanding event, which will leave a lasting impression on the students involved. It will be a significant guiding experience for many of the participants as they direct their vision towards health care, and specifically medical school. In addition to the attitude

change that will take place, the students will learn valuable lessons that will help them prepare for and pursue whatever their desired career may be, medicine or not. We hope to reach students ranging from year 1 thru 4 at undergraduate school, especially those who are in various stages of preparation for medical school admission. It will also be a tremendous opportunity to interact with and showcase our devotion of providing service and outreach to this region as a new medical school.

4. Invoicing

Identify the designated contact person(s) authorized for addressing mini-grant funding questions:

| | |
|----------------|---|
| Name | Samuel Kadavakollu |
| Title | Associate Professor |
| Address | 120 North Clovis Avenue, Building 65 Clovis, CA 93612 |
| Phone | 559-712-4127 |
| Email | skadavakollu@chsu.edu |

| | |
|----------------|---|
| Name | Kevin Steed |
| Title | Assistant Professor |
| Address | 65 N. Clovis Avenue Clovis, CA 93612 |
| Phone | 559-712-4129 |
| Email | ksteed@chsu.edu |

A CVHEC Mini-Grant Invoice Template is included in this packet to ensure proper disbursement of mini-grant. *Please plan on expending all dollars.* **Scope or Work and Mini-grant Invoice** must be submitted electronically **directly to Angel Ramirez** via email at the following address:

angelr@csufresno.edu

Please expect a check from California State University Fresno Foundation, CVHEC's fiscal agent, for the Mini-Grant Disbursements at least 30 days after invoice submittal.

5. Proposed Budget

| Brief Description by Category | | | |
|---|----------------------|-----------|-----------------|
| Activities | Quantity | Cost | Total |
| Facilitators' fee \$100.00 per hour | 16 Hours | \$100 | 1600.00 |
| Directors' fee for camp administration | 10 Hours | \$100 | 1000.00 |
| Organizing Assistant support fee | 20 Hours | \$ 20 | 400.00 |
| Travel | | | Total |
| NA | NA | NA | NA |
| Conference | Quantity | Cost | Total |
| Lunch for the students | 120 Lunches | \$10 | 1200.00 |
| Handouts cost for the students | 1000 Copies | 0.20 | 200.00 |
| Office expenses (Markers, certificates, etc.) | 30 Supplies | 5 | 150.00 |
| Inspirational Tee-shirts for the students | 30 Shirts | 10 | 300.00 |
| TOTAL ESTIMATED BUDGET | <i>Not to Exceed</i> | \$ | 4,850.00 |

6. Term of Agreement: Feb. 1, 2019 to Sept. 30, 2019

7. Reporting Requirements

Please provide periodic Activity Reports as mini-grants are expended following this schedule:

April 5, 2019, reflecting January through March activities

July 8, 2019, reflecting April through June activities

November 8, 2019, reflecting July through September activities

Please provide a detailed description of activity conducted and any outcomes achieved as mini-grants are expended. If activity occurs in more than one quarter, please provide activity report at the conclusion of the mini-grant expected activity. Please note reminders will be sent to the college contacts as reporting dates approach.

Email Activity reports to: bduran@csufresno.edu

8. Authorized Parties Executing SOW Agreement

| CVHEC Member College / University | | | |
|-----------------------------------|---------------------------------------|-------|-------------------|
| Name | Mahboob Qureshi | Phone | 559-712-4200 |
| Title | Associate Dean | Email | mqureshi@chsu.edu |
| Signature | | Date | |
| Name | | Phone | |
| Title | | Email | |
| Signature | | Date | |
| Agency | California Health Sciences University | | |
| Street Address | 65 N. Clovis Avenue | | |
| City, State, ZIP | Clovis, CA 93612 | | |

| Central Valley Higher Education Consortium | | | |
|--|-------------------------|-----------|--|
| Full Name | Benjamin Duran | Signature | |
| Title | Executive Director | Date | |
| Organization/Agency | CVHEC | | |
| Street Address | 550 E Shaw Ave, Ste 101 | | |
| City, State, ZIP | Fresno, CA 93710 | | |

9. Payee Contact Information

| CSU Fresno Foundation makes all payments to the following: | |
|--|---------------------------------------|
| Organization/Name | California Health Sciences University |
| Department | Biomedical Education |
| Street Address | 65 N. Clovis Avenue |
| City, State, ZIP | Clovis, CA 93612 |
| Phone | 559-712-4200 |
| Email | |

From: [Samuel Kadavakollu](#)
To: [Jiehan Chen](#)
Subject: FW: CVHEC Minigrant / CHSU
Date: Friday, December 4, 2020 12:19:01 PM
Attachments: [CVHEC Mini-Grant Proposal_CHSU.docx](#)

Here is the mini-grant approval letter from CVHEC.

Best Wishes,

Sam K

Samuel Kadavakollu, Ph.D. M.Sc.

Associate Professor of Biomedical Education

Director of MCAT and Preparatory Programs

California Health Sciences University

College of Osteopathic Medicine

2500 Alluvial Avenue

Clovis, CA 93611

559.712.4200

osteopathic.chsu.edu



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From: Angel Ramirez <angelr@csufresno.edu>

Sent: Thursday, July 11, 2019 9:19 AM

To: Samuel Kadavakollu <skadavakollu@chsu.edu>; Kevin Steed <ksteed@chsu.edu>; Mahboob Qureshi <mqureshi@chsu.edu>; John Graneto <jgraneto@chsu.edu>

Cc: Shoua Yang <shyang@csufresno.edu>

Subject: CVHEC Minigrant / CHSU

Good morning,

Per this message the mini-grant application from California Health Sciences University has been reviewed and approved.

I have cc'd Shoua Yang from the Fresno State Foundation who will set up the sub-award and will be requesting additional documents and information. She will make sure all the appropriate documents are signed and executed on our end.

We, and the College Futures Foundation, are excited to get the mini-grants project going.

Please let me know if you have any questions.
Angel

Angel Ramirez | Communications Manager

550 E. Shaw Ave., Suite 100, Fresno, CA, 93710 t [559.292.0576](tel:559.292.0576) m [559.698.4665](tel:559.698.4665)

e angelr@csufresno.edu w CVHEC.org



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**SUBAWARD AGREEMENT FOR PROFESSIONAL SERVICES
BETWEEN
CALIFORNIA STATE UNIVERSITY, FRESNO FOUNDATION
AND
CALIFORNIA HEALTH SCIENCES UNIVERSITY**

Subaward Agreement Number: SC330398-18-05
Subaward Period of Performance: 02/01/19 through 09/30/19
Amount Funded by this Action: Not to Exceed \$5,000
Subrecipient DUNS Number: 078677250
Registered DUNS Name: California Health Sciences University
Primary Award Number: 17-02542
Name of Primary Awarding Agency: College Futures Foundation

WHEREAS, the California State University, Fresno Foundation, hereinafter referred to as “**Foundation**”, received a 2-year grant from College Futures Foundation pursuant to the agreement entitled: “Central Valley Higher Education Consortium” (“**Funding Contract**”); and

WHEREAS, California Health Sciences University, hereinafter referred to as “**Subrecipient**” has agreed to participate in this effort;

NOW THEREFORE, the **Foundation** and the **Subrecipient** agree as follows:

**ARTICLE I
SCOPE OF SERVICES**

- A. The **Subrecipient** agrees to contribute to the overall goals and objectives of the Funding Contract by providing professional and/or technical services to the **Foundation**, in accordance with and pursuant to the details of this Subaward Agreement (“**Agreement**”), and specifically Attachment A – Scope of Work, which is attached hereto and incorporated herein by this reference (“**Work**”).
- B. The **Subrecipient** shall perform the specified Work and shall furnish all labor, materials, supplies, equipment, supervision, and services for and incident to the performance of the Work.
- C. The services covered by this Agreement shall be performed in accordance with the provisions herein, including all attachments.
- D. With respect to the required Work, the **Subrecipient** agrees to be bound to the **Foundation** except as expressly provided herein.
- E. In consideration of services rendered, the **Foundation** agrees to pay the **Subrecipient** in accordance with and subject to the provisions of Article IV.

ARTICLE II GENERAL PROVISIONS

- A. This Agreement, including attachments, shall form the entire agreement and understanding between the **Foundation** and the **Subrecipient**. Except as provided in Article VII hereof, no other written or verbal statements, shall be binding upon the parties or construed as modifying this Agreement in any way.
- B. The governing law of this Agreement shall be the law of the State of California, excluding its choice of law provisions. The parties agree that Fresno County is the sole proper venue for the litigation of any and all disputes arising out of or relating to this Agreement.
- C. The **Subrecipient** is an independent contractor and will maintain complete control of and responsibility for its employees, agents, methods, and operations. The **Subrecipient** is responsible for compliance with all federal, state, and other tax, labor, safety, health, non-discrimination, and other applicable laws and regulations.
- D. Execution of this Agreement by the **Foundation** will be authorization for the **Subrecipient** to proceed with the Work and services specified herein.
- E. The **Subrecipient** represents that a review of its existing clients and work has concluded that there exist no known conflicts between such clients and work and the Work to be performed by the **Subrecipient** pursuant to this Agreement. The **Subrecipient** agrees to inform the **Foundation**, in writing, of any discovered conflicts or potential conflicts, which may arise in the course of the Agreement. **Subrecipients** are required to pass conflict of interest conditions to any lower tier(s).
- F. Both parties agree that the administration of this Agreement shall be subject in all respects to the Bylaws, policies and procedures of the **Foundation**.
- G. Programmatic Communications to the **Foundation** shall be directed to:

Dr. Benjamin Duran, Project Director
California State University, Fresno
550 East Shaw Avenue, Suite 100
Fresno, CA 93710
(559) 292-0576
bduran@csufresno.edu

Fiscal Communications to the **Foundation** shall be directed to:

Linda Christian, Post Award Manager
California State University, Fresno Foundation
4910 North Chestnut Avenue, M/S OF123
Fresno, CA 93726
(559) 278-0852
(559) 278-0992 FAX
lindacar@csufresno.edu

Programmatic Communications to **Subrecipient** shall be directed to:

Samuel Kadavakollu, Assistant Professor
California Health Sciences University, College of Osteopathic Medicine
65 North Clovis Avenue
Clovis, CA 93612
(559) 712-4200
skadavakollu@chsu.edu

Kevin Steed, Assistant Professor
California Health Sciences University, College of Osteopathic Medicine
65 North Clovis Avenue
Clovis, CA 93612
(559) 712-4200
ksteed@chsu.edu

Fiscal Communications to **Subrecipient** shall be directed to:

Derek Hayashi, Chief Financial Officer
California Health Sciences University
120 North Clovis Avenue
Clovis, CA 93612
(559) 549-6045
(559) 473-1487 FAX
dhayashi@chsu.edu

ARTICLE III TIME, SCHEDULES, AND DELAYS

- A. Time is of the essence in this Agreement.
- B. The period of this Agreement shall be from **02/01/19** through **09/30/19**. The period may be extended, at the **Foundation's** option, by notice in writing to the **Subrecipient** and execution of a written amendment hereto.
- C. After commencement of the Work, the **Subrecipient** shall notify the **Foundation** immediately by confirmed fax transmission, and confirm in writing within ten business days, of any event or condition impairing its ability to meet the schedule, together with proposed revisions to the schedule. Delays caused by matters beyond the **Subrecipient's** control shall be excusable, but shall not be compensable beyond the contract amount specified in Article IV(A) below.

ARTICLE IV CHARGES, INVOICING, AND PAYMENT

- A. The total to be paid by the **Foundation** to the **Subrecipient** shall not exceed **\$5,000** for the period indicated above, and shall only be paid out of, and will be subject to availability of funding provided by the Funding Contract. Notwithstanding anything to the contrary seemingly contained in this Agreement, the **Foundation** shall in no case be liable to make payment out of its own funds to the

Subrecipient for any portion of the amount referenced above in this Article IV(A) if funding is ceased or otherwise not provided to the **Foundation** through the Funding Contract. The **Subrecipient** will submit, in arrears, an invoice for the full award amount to the **Foundation** for services rendered in accordance with Attachment A, Scope of Work. The final invoice shall be received no later than **10/15/19** and shall accompany the Activity Report describing outcomes achieved based on Attachment A, Scope of Work. Invoice shall reference the Subaward Agreement and Purchase Order Number and shall include the following certification signed by the designated fiscal contact:

“I hereby certify that this claim for reimbursement of expenditures is true and correct to the best of my knowledge; that all expenditures claimed have been made in accordance with the terms and for the purpose set forth in our contract; and that these expenditures in the amount of \$_____ have not been and will not be reimbursed from any other source.”

- B. Provided that **Subrecipient** is not then in breach of this Agreement, within 20 business days following receipt of invoice, and subject to the provisions of Article IV(A), the **Foundation** will pay the **Subrecipient** for the approved invoice amount. Payment of any invoice by **Foundation** shall not imply inspection, approval, or acceptance of Work by the **Foundation**.
- C. Acceptance by the **Subrecipient** of final payment under this Agreement shall constitute a release to the **Foundation** for all claims and liability to the **Subrecipient** for payment hereunder, and for any additional compensation or payment relating to any and all things done or furnished in connection with this Agreement. However, final payment shall in no way relieve the **Subrecipient** of liability for its obligations, or for faulty or defective work, discovered after final payment.

ARTICLE V INDEPENDENT CONTRACTOR STATUS

- A. This Agreement is by and between two independent contractors and is not intended to and shall not be construed to create the relationship of employer, employee, partnership, agent, servant, or joint venture with the **Subrecipient** or any persons employed by or representing the **Subrecipient** including subrecipients or employees thereof. The **Subrecipient** shall control the manner and means of accomplishing the performance of the Agreement.
- B. **Subrecipient** shall be solely responsible for any and all compensation of individuals providing services pursuant to this Agreement, including but not limited to, federal and state withholding taxes, workers' compensation, and other fringe benefits required by law or contract.

ARTICLE VI INSURANCE AND INDEMNIFICATION

- A. The **Subrecipient** shall maintain throughout the period of this Agreement the following insurance coverages, which shall be written on an “occurrence” basis and provided by insurers that are subject to the approval of the **Foundation**:
 - 1. Worker's Compensation and Employer's Liability insurance, as required by law;

2. Comprehensive General, Bodily injury, and property damage insurance, with \$1,000,000 combined single limits (or aggregate limits twice this amount); and
3. Comprehensive automobile liability for owned and rented/leased vehicles, including bodily injury and property damage coverage, with \$1,000,000 combined single limits (or aggregate limits twice this amount).

If the term of this Agreement exceeds twelve (12) months, then the **Foundation** may in its sole discretion, and upon thirty (30) days' advance written notice to the **Subrecipient**, require that the **Subrecipient**, at **Subrecipient's** sole cost and expense, acquire insurance having: (i) higher coverage limits, and/or (ii) additional types or amounts of coverage. Within fourteen (14) days after such a directive being made by the **Foundation** to the **Subrecipient**, **Subrecipient** shall provide the **Foundation** certificates of insurance evidencing compliance with such directive.

- B. The **Subrecipient** shall hold harmless, defend, and indemnify the **Foundation**; the Trustees of the California State University; the State of California; California State University, Fresno; and all of said entities' employees, agents, representatives, directors, officers, boards, committees and volunteers, from and against all claims, damages, costs, expenses, liabilities and/or losses arising out of, resulting from, or relating to: (1) the failure of the **Subrecipient** to perform its obligations under the Agreement or the performance of its obligations in a willful or negligent manner; (2) the inaccuracy of, or failure to adhere to, any representation or warranty by the **Subrecipient** given in accordance with or contained in the Agreement; and (3) any claim of damages or loss by any supplier or laborer arising out of any alleged act or omission of the **Subrecipient** or anyone directly or indirectly hired or employed by the **Subrecipient**; and (4) all claims, damages and losses arising out of, resulting from, or relating to the negligent acts of omissions or willful misconduct of the **Subrecipient** or anyone directly or indirectly hired or paid by the **Subrecipient**, or anyone for whose acts the **Subrecipient** may be liable. The obligation to indemnify pursuant to this Article shall be effective and shall extend to all such claims and losses in their entirety, even when such claims or losses arise from the comparative negligence of the **Foundation**, its employees, agents, and/or representatives. However, this obligation to indemnify shall not extend to any claims or losses arising out of the sole negligence or willful misconduct of the **Foundation**, its employees, agents, and/or representatives. The indemnification obligations under this Article shall survive any termination or expiration of this Agreement and shall not be limited by any assertion or finding that the person or entity indemnified is liable by reason of a non-delegable duty.
- C. The following shall be named as additional insureds under the general liability and automobile liability policies: "State of California; the Trustees of the California State University; California State University, Fresno; the California State University, Fresno Foundation; California State University, Fresno Association, Inc.; and all of the said entities' employees, agents, representatives, directors, officers, boards, committees and volunteers."
- D. All such insurance required by this Article shall contain a waiver of subrogation as to and in favor of: the State of California; the Trustees of the California State University; California State University, Fresno; the California State University, Fresno Foundation; California State University, Fresno Association, Inc.; and all of the said entities' employees, agents, representatives, directors, officers, boards, committees and volunteers.
- E. Any deductible shall be the **Subrecipient's** sole liability. For any claims related to or arising out of this Agreement, the **Subrecipient's** insurance coverage shall be primary insurance as to all those

defined in Article VI(C) above as additional insureds. Any insurance or self-insurance maintained by said additional insureds shall be in excess of the **Subrecipient's** insurance and shall not count as contributing to it. Certificates of insurance evidencing compliance with this Article VI shall be issued and mailed to the **Foundation** within 7 days of execution by the **Subrecipient** of this Agreement, and thereafter promptly following each policy renewal, and shall provide for no cancellation or modification of coverage without thirty (30) days' prior written notice to the **Foundation**.

ARTICLE VII MODIFICATIONS

The terms of this Agreement and its attachments may be modified or amended only by a written instrument signed by both parties hereto.

ARTICLE VIII COMPLIANCE WITH LAW

- A. The **Subrecipient** shall carry out the responsibilities of this Agreement in accordance with applicable Federal, State, and local laws.
- B. The **Subrecipient** agrees to comply with all terms and conditions of the Funding Contract that is in effect from **09/01/17** through **11/30/19** and agrees that this Agreement is subject to all terms and conditions contained in said Funding Contract, which are incorporated herein by this reference.

ARTICLE IX INSPECTION AND AUDIT

The **Subrecipient** shall maintain records supporting payments made under this Agreement in accordance with applicable laws, rules and regulations. The **Subrecipient's** performance and records pertaining to this Agreement are subject to monitoring, inspection, review, and audit by authorized representatives of the **Foundation**, at the **Subrecipient's** place of business, upon reasonable notice, during the **Subrecipient's** normal business hours. These records shall be retained for a period of three (3) years from the date of final payment received through this Agreement, or beyond that date, if any audit findings remain unresolved.

ARTICLE X STANDARD OF CARE

The **Subrecipient** represents that: (i) it is qualified to undertake the Work (Attachment A), (ii) it possesses the means and resources required in order to perform the Work in compliance with this Agreement, and (iii) the Work will be performed in a manner consistent with that level of skill and care ordinarily exercised by other qualified professional consultants under similar circumstances.

ARTICLE XI SUSPENSION OF WORK

The **Subrecipient** will, upon written notice from the **Foundation**, suspend, delay, or interrupt all or part of the Work, as requested by the **Foundation**. In such event, the **Subrecipient** will resume

Work upon written notice from the **Foundation**, provided the **Subrecipient's** staff is still available. An appropriate extension of time will be mutually agreed upon and added to the **Subrecipient's** time of performance if Work is resumed.

ARTICLE XII DISPUTES

The parties may pursue their respective remedies at law or equity for any claim, controversy, or dispute relating to this Agreement.

ARTICLE XIII NON-ASSIGNMENT

The **Subrecipient** shall not assign, transfer, or further subaward this Agreement, in whole or in part, without prior written approval by the **Foundation**, which approval or denial shall be at the sole discretion of the **Foundation**. Notwithstanding the foregoing, **Foundation**, at its sole discretion, may assign this Agreement at any time and without the consent or approval of the **Subrecipient**.

ARTICLE XIV SEVERABILITY AND SURVIVAL

If any of the provisions herein are held for any reason to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability will not affect any other provision, and this Agreement will be construed as valid, legal, and enforceable in all other respects.

ARTICLE XV TERMINATION

- A. The **Foundation** retains the right to terminate this Agreement without cause upon thirty (30) days' advance notice to the **Subrecipient**. Each party retains the right to terminate this Agreement for cause upon fifteen (15) days' advance written notice to the other, which notice shall specify the cause and provide the breaching party with an opportunity to cure the breach within fifteen (15) days.
- B. After termination, and subject to the limitations of section IV(A) hereof, the **Subrecipient** will be reimbursed for services rendered and necessary expenses incurred to the termination date upon submission of an invoice to the **Foundation**.

ARTICLE XVI
ENTIRE DOCUMENT

This Agreement represents the entire agreement between the parties and supersedes all prior agreements and understandings.

FOUNDATION

California State University, Fresno Foundation
4910 N. Chestnut Avenue, M/S OF123
Fresno, CA 93726-1852
(559) 278-0850
(559) 278-0992 FAX

SUBRECIPIENT

California Health Sciences University
65 North Clovis Avenue
Clovis, CA 93612
(559) 712-4200
(559) 473-1487 FAX

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by their duly authorized representatives, as follows:

Approved for the California State University,
Fresno Foundation

by_____

Deborah S. Adishian-Astone
Executive Director

Date_____

Approved for California Health Sciences
University

by_____

Wendy Duncan
Provost and SVP of Academic Affairs

Date_____

and

by_____

Keith Kompsi
Director, Foundation Financial Services

Date_____

ATTACHMENT A

Scope of Work

As a result of funding from the College Futures Foundation, Central Valley Higher Education Consortium (CVHEC) is providing mini-grants in the amount of \$5,000 per CVHEC member college.

The mini-grants are intended to fund activities of faculty and staff for implementation assistance and professional learning associated with Guided Pathways, Leading from the Middle, California College Guidance Initiative/College Next, Math Pathways, and implementation of AB 705 and EO 1110. This includes refining co-requisite support models or any other efforts related to improving the lives of our students in the Central Valley.

CVHEC is proposing grants that are broad in nature to assist Central Valley faculty, administrators, and staff as best fits institutional needs.

The scope of activities for **California Health Sciences University** are as follows:

Area of Focus / Activity Area

- Guided Pathways

CVHEC Board Objective that will be satisfied through the above area(s)

- Decrease Equity Gap

Reporting Requirements

Please provide detailed Activity Report describing activity conducted and any outcomes achieved as funds are expended. Please note, reminders will be sent to the college contacts as the reporting date approaches.

Email Activity Reports to: bduran@csufresno.edu

ATTACHMENT B
Itemized Budget

California Health Sciences University (02/01/19 - 09/30/19)

| | |
|------------------|----------------|
| Fixed Fee | \$5,000 |
|------------------|----------------|

Activity Report:

CUFF Subaward SC330398-18-05/ California Health Sciences University

“CHSU’s Pre-Med Pathways Bootcamp”

Administrators: Samuel Kadavakollu, PhD, Kevin Steed, PhD.

Scope of Work:

As a result of funding from the College Futures Foundation, Central Valley Higher Education Consortium (CVHEC) is providing mini-grants in the amount of \$5,000 per CVHEC member college.

The mini-grants are intended to fund activities of faculty and staff for implementation assistance and professional learning associated with Guided Pathways, Leading from the Middle, California College Guidance Initiative/College Next, Math Pathways, and implementation of AB 705 and EO 1110. This includes refining co-requisite support models, or any other efforts related to improving the lives of our students in the Central Valley.

CVHEC is proposing grants that are broad in nature to assist Central Valley faculty, administrators, and staff as best fits institutional needs.

The scope of activities for California Health Sciences University are as follows:

Area of Focus / Activity Area

Guided Pathways

CVHEC Board Objective that will be satisfied through the above area(s)

Decrease Equity Gap

Email Activity Report to: bduran@csufresno.edu

Work Before Bootcamp:

We planned the 4-week bootcamp to provide pre-medical students of the Central Valley with expert advice and direction to improve their understanding of and skills for the entire medical school application process. Our list of instructors and facilitators includes 17 faculty and staff from CHSU College of Osteopathic Medicine and 2 faculty from surrounding colleges. They were scheduled to

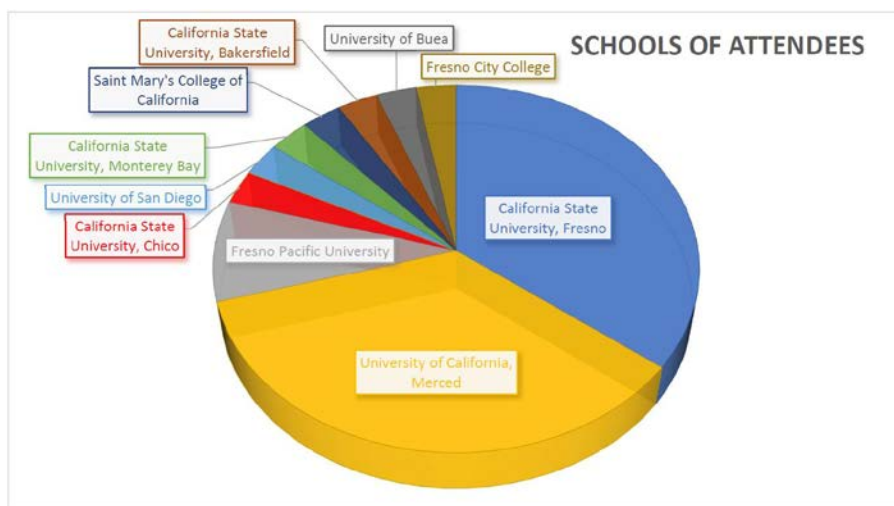



Figure 1 - Schools of the Attendees.

provide instruction on specific MCAT Sections and their unique tips and tricks, what is a Doctor of Osteopathy, improving volunteering and health related job experiences, interviewing techniques, personal statement writing, admissions team Q&A, holographic anatomy demonstration, clinical simulation demonstration, Team-Based Learning activity and a graduation ceremony. With over 80 applicants we easily filled our available 30 seats, with a wide variety of students from varying backgrounds and demographics. While most were from the surrounding Fresno area, students came from as far north as Sacramento area and as far south as San Diego Area to participate in the program (see figure 1). Due to varying schedules we were forced to reorder the proposed schedule but

were very happy with the finalized schedule (see figure 2). Additionally, we planned the lunches and designed the T-shirts that we would give to each of the attendees upon completion.

| <div>  <div>2019 Schedule</div> </div> | | | | |
|---|---|--|---|--|
| Timings | Week 1 September 7th | Week 2 September 14th | Week 3 September 21st | Week 4 September 28th |
| 10:00am to 11:00 am | Program Introduction and Registration Dr. Kevin Steed and Ms. Sarahi Bravo | Biological and Biochemical Foundations of Living Systems Dr. Samuel Kadavakollu | How to Prepare for Medical School Interview/HoloLens Activity COM Faculty | TBL Activity Dr. Chris Burns |
| 11:00am to 12:00pm | What is a DO? Dr. Krista Lund How to Improve Volunteering and Health Related Job Experiences Dr. Anne VanGarsse | Chemical and Physical Foundations of Biological Systems Dr. Samuel Kadavakollu | How to Prepare for Medical School Interview/HoloLens Activity COM Faculty | TBL Activity Dr. Chris Burns |
| 12:00pm to 1:00pm | Lunch | Lunch | Lunch | Lunch |
| 1:00pm to 2:00pm | MCAT Tips and Test Taking Strategies Dr. Kevin Steed | How to Improve Critical Analysis and Reasoning Skills (CARS) Mr. David Gejeian | How to Write a Personal Statement Dr. Michael Conte | Simulation Demonstration Ms. Leslie Catron and Dr. Nanami Yoshioka |
| 2:00pm to 3:00pm | How to Improve Scientific Inquiry and Reasoning Skills (SIRS) and How to Improve Time Management Skills by Using Passage-Centered Learning (PCL) Dr. Samuel Kadavakollu | Psychological, Social, and Biological Foundations of Behavior Dr. Martin Shapiro | Q and A with Medical School Admissions Team Dr. Susan Ely | Graduation Ceremony Dean Dr. John Graneto, Dr. Mahboob Qureshi and Dr. Chris Burns |

Week 1:

Starting with orientation and registration to sign release forms and waivers, we quickly began a discussion about the schedule and what outcomes the students hoped to achieve through the camp. Some of those included: understand what it takes to become a competitive applicant for medical school, discern what areas you can focus on and understand the skills you will need to help you improve, and discover what it is takes to step into the shoes of a medical student. We discussed their expectations, fielded questions they had about the schedule and finished that session with a team building exercise to get to know their teams better.

Dr. Krista Lund began the next session describing what it means to be a Doctor of Osteopathic Medicine. While all the tips in the camp are applicable to medicine in general, we also wanted to give them a better understanding of the school that is being built in their area. The students asked many questions about osteopathy, medical school in general, and how her experience at a DO school changed her perspective. Krista even stuck around during the lunch break to answer more questions and talk to the students further. Krista finished her presentation, and Dr. Anne VanGarsse began her discussion of ways to improve volunteering and health related job experiences. She engaged in a discussion of student's experiences and questions they had on how to improve them. She offered examples of good ways and poor ways to gain volunteer and health related experiences.

After Lunch we jumped into MCAT Tips and Techniques. Dr. Kevin Steed began a discussion of recently published literature and available resources from the AAMC to improve preparation and planning to take the MCAT. Students responded well and maintained active questions and comments on the process and its steps. Dr. Samuel Kadavakollu finished the day by talking about specific test prep techniques, namely; Scientific Inquiry and Reasoning Skills (SIRS) and Passage Centered Learning (PCL). We finished the day on time and answered questions

as students filtered out. Attendance the first day was at 27 out of 30 students, and everyone seemed excited to be there.

Week 2:

Week 2 was all about MCAT preparation and improving specific skills tested on the monumental test. The first session started by introducing content from the Biological and Biochemical Foundations of Living Systems section of the MCAT by Samuel Kadavakollu Ph.D. In this session, we covered the important classes premedical students are supposed to take before working on this section. We dissected one biochemistry-based passage to explain to the students how the MCAT passages are structured and how they should approach them during the test. We also focused on key concepts of biochemistry, anatomy, physiology, organic chemistry and basic biology. The students were all given extra content and MCAT preparation materials related to biochemistry so students can start preparing for this section on their own time after the camp has concluded.

The next session we introduced the content related to Chemical and Physical Foundations of Biological Systems section. Like the previous session we used a couple of passages from general chemistry to explain the MCAT exam format. We shared all the required content materials such as general chemistry and organic chemistry prepared by Dr. Kadavakollu.

After lunch the students were guided through a session titled, "How to improve critical analysis and reasoning skills (CARS)" presented by Mr. David Gejeian. The critical analysis and reasoning section of the MCAT it traditionally the lowest scored section, but one of the most important skills for medical students. That session was followed up by an introduction into a newer section of the MCAT, "Psychological, Social and Biological Foundations of Behavior." Dr. Martin Shapiro was invited to present the information to our students. All the MCAT sessions on this day were well received, and the students seemed to appreciate the materials and instruction provided. We had 26 of 30 students attend week 2 sessions.

Week 3:

We began this session of the boot camp by splitting the group into two halves. The first 15 students went to prepare for mock medical school interviews. We asked 4 faculty members, Drs. Lora Benoit, Michael Conte, Hany Ibrahim, and Jody Takemoto to come and interview 8 students each, and provide feedback on their interview answers. Each student was asked some variation of why they feel they would be a good fit as a medical student, or why they think they would make a good physician. They were given ten minutes total for the questions, and feedback. The students were reminded that this was not representative of interviews specifically here at CHSU, but it was an example of any medical school, osteopathic or allopathic. Students waiting to interview were paired up and asked to interview each other, including providing feedback to each other. There was an overwhelming positive response from the students about the helpfulness of this demonstration. One student even remarked, "This is a once in a lifetime opportunity to practice with real medical school faculty."

The second half of students in the morning took turns stepping into the holographic world of anatomy through the Microsoft HoloLens devices. They were led by our Simulation and Mixed Reality Specialist, Thayer Merritt, and Anatomist Dr. Boris Boyanovsky. The students were shown various 3-Dimensional holograms in groups of 4 so that the groups could investigate the structures together, while also being led through the content by an expert. CHSU will utilize this groundbreaking new technology to teach anatomy to the first- and second-year medical students. Again, the students left the demonstration excited about the technology and talking to each other about their favorite parts. It was a very impactful morning.

The morning continued by switching the groups to allow every student a chance to interview and use the HoloLens. While each of these activities were going on, we were visited by a reporter from GV Wire, a local news outlet to take some statements from the administration and students, as well as capture some action shots from

the morning's activities. The story ran on October 1st, 2019 and can be viewed using the following link:

<https://gvwire.com/2019/10/01/boot-camp-gives-these-med-school-hopefuls-a-big-leg-up/>.

During lunch, a member of the CHSU Admissions team came to field questions about medical school admissions in general as well as our schools' policies specifically. Dr. Susan Ely has extensive experience at multiple allopathic as well as osteopathic medical schools in a variety of admissions and student affairs roles and was an extraordinary resource for these students. The students remained engaged in asking a wide range of admissions questions and capitalized on their opportunity by asking questions right up to the top of the hour and end of lunch time.

After lunch the day continued with a presentation and practical application of personal statement writing tips from CHSU Clinical Faculty, Dr. Michael Conte. He presented common pitfalls and problems with personal statements and provided suggestions that the students. He even had them practice what he had discussed and begin writing a section of their own personal statement.

The day concluded with an application exercise of MCAT passages and questions presented by Dr. Samuel Kadavakollu. He guided the students through several passages and the corresponding questions which mimic exactly what the students would see on the real MCAT. Students worked on these passages as individuals as well as in teams by using the Team Based-Learning teaching method. He remarked at how surprised he was with the interaction and energy level of the students during the passages. It was obvious to the faculty and staff present that day of the excitement expressed by the students of being able to experience all these activities. We had an attendance of 29 out of 30 students on week 3.

Week 4:

The final week began with a teaching activity presented in the Team-Based Learning (TBL) modality, by CHSU Faculty and TBL expert Dr. Chris Burns. The students were given a short video and short paper to read to prepare them to discuss the topic of communication skills. TBL is a form of flipped classroom, where students are asked to prepare before class and apply the content during class in application exercises. The first hour was spent taking readiness assurance tests individually, and then in a group, and discussing the answers together. After the readiness assurance process, the students were guided through several application exercises where they identified issues with communication between nurses, doctors and other hospital staff. These scenarios were presented at the level of a medical student to help the attendees of the bootcamp get the feel of what would be expected of them. The overall response from the group was very positive, and they all expressed having learned something about communications skills.

After the lunch break, the students had another opportunity to apply the communication skills that they learned by participating in three simulation exercises. These exercises were organized by CHSU Simulation Manager, Leslie Catron, and Standardized Patient Educator, Nanami Yoshioka. The standardized patients who acted out the scenarios were trained by the simulation staff and provided realistic reactions and scenarios that are common to health care and doctors. The students were paired up and given the introduction to the scenario. Each pair would only have two minutes to interact with the patients before the next group would take their place and continue. The first scenario involved a patient who had a fever, elevated heart rate and was complaining of pain after having a baby. The students were supposed to identify the problem as an infected c-section scar. The next patient was a couple that were fighting, and the students needed to calm them down. The final scenario was delivering bad news to a patient and managing the response. Even with limited background and training, the students did a wonderful job, and each one participated in resolving the conflicts. They remarked at how real the scenarios were, and how as soon as they stepped into the shoes of the "doctor" how much more they felt they needed to learn in order to be prepared. The students appreciated the opportunity to be put in very realistic, and difficult situations to help them understand the type of thing they will encounter. Many of them said that all the science knowledge in the world would not have helped them, and that all that they needed to do was calmly communicate with the patients the way that they would hoped to be talked to.

Finally, to end the bootcamp we opened an invitation to the family and friends of the camp attendees to join us in a small "graduation" and certificate ceremony. The Dean of the College of Osteopathic Medicine, Dr. John Graneto, the Associate Dean of Academic Affairs, Dr. Mahboob Qureshi, and the Chair of Biomedical Education, Dr. Chris Burns, all came to share their support and offer a word of advice to the students who went through the camp. We reflected on the intended and realized outcomes of the camp, heard from the Dean, and presented the certificates during the last hour. The students talked of their amazement of the realistic nature of the camp. Many had come with an expectation of being lectured at about medical school and the MCAT but left with a profound understanding of the tools they need to use in order to improve their applications and grades. They left with experiences of what medical school teaching and simulation is really like. It was an extremely successful and beneficial camp for both the students and the faculty involved. One faculty was so impressed by the camp that she has submitted an IRB for a longitudinal study to examine the long-term impacts of the camp on helping prepare these students to enter medical school. We thank the granting agency CVHEC for supporting this camp, and we hope that we can continue this program long into the future.

Budget information:

We maintained a current record of our budget through the duration of the camp, and despite small changes that were required to help the camp achieve its goals, we stayed within the proposed budget. Below is a breakdown of the expenses.

Pre-Med Pathway Boot Camp Expenses

| Item | Original Budget | | Amounts | Comments |
|--|-------------------|----------|-------------------|--|
| Administrative Hours - Dr. Kadavakollu | | | \$250.00 | Administration and Planning |
| Administrative Hours - Dr. Steed | | | \$250.00 | Administration and Planning |
| | \$1,000.00 | Subtotal | \$500.00 | Adjusted to compensate for increased number of faculty |
| Faculty Contracted Hours - Dr. Steed | | | \$200.00 | 2 Sessions |
| Faculty Contracted Hours - Dr. Kadavakollu | | | \$300.00 | 3 Sessions |
| Faculty Contracted Hours - Dr. Shapiro | | | \$100.00 | 1 Session |
| Faculty Contracted Hours - David Gejeian | | | \$100.00 | 1 Session |
| Faculty Contracted Hours - Dr. Lund | | | \$50.00 | 1/2 Session |
| Faculty Contracted Hours - Dr. VanGarsee | | | \$50.00 | 1/2 Session |
| Faculty Contracted Hours - Dr. Conte | | | \$300.00 | 3 Sessions |
| Faculty Contracted Hours - Dr. Ibrahim | | | \$200.00 | 2 Sessions |
| Faculty Contracted Hours - Dr. Benoit | | | \$200.00 | 2 Sessions |
| Faculty Contracted Hours - Dr. Takemoto | | | \$200.00 | 2 Sessions |
| Faculty Contracted Hours - Dr. Boyanovsky | | | \$200.00 | 2 Sessions |
| Faculty Contracted Hours - Thayer Merrit | | | \$200.00 | 2 Sessions |
| Faculty Contracted Hours - Leslie Catron | | | \$100.00 | 1 Simulation Session |
| Faculty Contracted Hours - Nanami Yoshioka | | | \$100.00 | 1 Simulation Session |
| Faculty Contracted Hours - Dr. Burns | | | \$200.00 | 2 TBL Sessions |
| Faculty Contracted Hours - SP's | | | \$200.00 | 1 Simulation Session |
| | \$1,600.00 | Subtotal | \$2,700.00 | Increased number of faculty to facilitate interactive sessions |
| Admin Camp Hours - Sarahi Bravo | | | \$444.40 | Admin support \$20 x 22.22 hours |
| | \$400.00 | Subtotal | \$444.40 | Increased support role and responsibilities |
| Food - (week 1) | | | \$164.99 | Lunch |
| Food - (week 1) | | | \$82.72 | Waters, plates, cups, etc. |
| Food - (week 2) | | | \$75.20 | Lunch and Drinks |
| Food - (week 3) | | | \$124.78 | Lunch and Drinks |
| Food - (week 4) | | | \$325.71 | Lunch, Drinks, Graduation |
| | \$1,200.00 | Subtotal | \$773.40 | |
| Handouts | | | \$62.31 | |
| | \$200.00 | Subtotal | \$62.31 | Sent PDF versions to reduce costs |
| Certificates of Completion | | | \$0.00 | |
| | \$150.00 | Subtotal | \$0.00 | Used previous camp supplies |
| T-Shirts for Camp | | | \$519.89 | |
| | \$300.00 | Subtotal | \$519.89 | Shirts for attendees as well as faculty involved |
| Total | \$4,850.00 | | \$5,000.00 | |

AUG
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2020-2021 NNLM PSR Funding Awards Recipients

Posted by [Marco Tamase](#) on [August 31st, 2020](#) Posted in: [All of Us](#), [Announcements](#), [Funding](#), [Outreach](#)

We would like announce the recipients of our 2020-2021 NNLM PSR Funding Awards. We completed the review process for our requests for Express Outreach Award and Outreach Mini-Award proposals. NNLM PSR staff did preliminary reviews of the proposals to ensure that all mandatory criteria were met. Scores were based on evaluative criteria, and a total score was calculated. The following *eight* Express Outreach Awards and *four* Outreach Mini-Awards were funded.

Express Outreach Awards

For 2020-2021, we increased our funding for Express Outreach Awards up to \$20,000. Express Outreach Awards are designed to increase awareness of health information resources by health professionals, consumers, public health professionals, and minority health practitioners.

Building a Healthier Las Vegas through Participatory-Based Creation of Community Health Workforce Training
University of Nevada, Las Vegas, Health Sciences Library, Las Vegas, NV
Project Lead: Katie Houk
Period of Performance: May 2020 – April 2021

This project will bring together community health program stakeholders across the Las Vegas Valley in order to discover educational needs and design appropriate online interventions prioritizing National Library of Medicine (NLM) and Network of the National Library of Medicine (NNLM) materials for health workers in the field. The focus of stakeholder meetings will include identifying areas for education across health literacy and consumer health information and aims to prioritize delivery and incentives to increase likelihood of participation by frontline health workers.

Healthy Eating with Show Low Public Library’s Cookmobile
Show Low Public Library, Show Low, AZ
Project Lead: Lisa Lewis
Period of Performance: May 2020 – April 2021

This project will provide opportunities in the community in Show Low, AZ, to learn how to prepare healthy food for all age groups. By acquiring a “Charlie Cart”, the library will hold cooking demos at various different locations such as community health fairs, back to school open houses, farmers markets, community events to include 4th of July celebrations, Show Low Days, and at the library itself as part of our ongoing “Healthy Living” program. This mobile cooking station will allow the library to reach many more people and take this program to where they are.

Health Careers Boot Camp Series: Increasing the Health Professions Pipeline in California’s Central Valley
California Health Sciences University, Health Sciences Library, Clovis, CA
Project Lead: Joanne Muellenbach
Period of Performance: July 2020 – April 2021

This project will seek to engage high school students from underrepresented populations and in areas of highest need. CHSU’s Health Careers Boot Camp series will target first-generation, and economically and educationally disadvantaged high school students in the districts of Fresno and Madera counties, two of the Central Valley’s seven counties, beginning in the summer 2020 and continuing throughout the award year. The goal is to

ADDITIONAL RESOURCES

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- [Announcements](#) (106)
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spark the interest of prospective students not only in our own programs of osteopathic medicine and pharmacy, but also in collaborating educational institutions offering programs in many health careers such as respiratory therapy, medical assistance, nursing, emergency medical services (EMS), paramedic and infection control.

- [2005](#)

Educating African American Nurses About Key Topics in Precision Medicine Using National Library of Medicine Resources
National Black Nurses Association, Southern Nevada Black Nurses Association, Las Vegas, NV

Project Lead: Lauren Edgar

Period of Performance: May 2020 – April 2021

This project involves an educational webinar (via Zoom) that will present to members of the National Black Nurses Association (NBNA) a list of publicly available National Library of Medicine (NLM) resources that the members can use to learn more about an under-recognized and underdiagnosed, yet fatal, genetic condition that disproportionately affect African Americans (transthyretin-related hereditary cardiac amyloidosis). NBNA members working within and outside of academia have expressed that they want to know more 1) about the importance of African American community engagement in precision medicine, 2) how precision medicine research can address health care disparities, and 3) educational library tools they can use to learn more and educate others about genomics and precision medicine.

Expanding Telehealth Services at WCCHC School-Based Health Clinics
Waianae Coast Comprehensive Health Center Health Sciences Library, Waianae, HI

Project Lead: Marita Padilla

Period of Performance: September 2020 – April 2021

Many of the youth in the communities served by WCCHC cannot sufficiently access telehealth services for a variety of reasons. As it stands, their school-based health clinics lack some of the crucial resources needed to appropriately facilitate telehealth services. This project hopes to expand the ability to offer telehealth services at WCCHC’s school-based clinics to ensure youth have a safe, confidential location to meet with a medical provider, behavioral health provider, and/or health educator that sufficiently has the technology to execute quality care on school grounds.

The following awards have an **All of Us Research Program** (AoU RP) component. The projects will provide awareness of the program through training and also hand out AoU RP promotional materials and brochures.

CDU and King/Drew High School Health Professionals Partnership
Charles R. Drew University of Medicine and Science, Los Angeles, CA

Project Lead: Darlene Kelly

Period of Performance: September 2020 – April 2021

The project seeks to create an awareness of how to find and evaluate reliable health information on the Internet. The target population are students who are enrolled at King/Drew High School in one of the certification programs. A major concern is students are unsure where to find reliable health information, hence the need for library workshops. The primary emphasis of the library workshops will be to introduce students to reliable health information available from the National Library of Medicine and affiliates. Over the course of the project, students will demonstrate how to find, evaluate, and use reliable health information on the Internet.

Mobile Hotspots for Circulation
Nevada County Community Library, Nevada City, CA

Project Lead: Megan Lloyd

Period of Performance: August 2020 – April 2021

Through this project, the Nevada County Community Library will purchase 47 mobile hotspots and lend them to library cardholders for at-home use. Borrowers will also receive information about authoritative online health resources, such as PubMed, MedlinePlus, ClinicalTrials.gov, free NNLM online classes, the All of Us Research Program and Nevada County’s Public Health website. This project will help to bridge the digital divide experienced by Nevada County residents who cannot afford traditional internet access at home or for whom home internet service is simply not available, thereby contributing to equal access to health information.

Chinatown COVID Relief Program
Southeast Asian Community Alliance, Los Angeles, CA

Project Lead: Sissy Trinh

Period of Performance: July 2020 – April 2021

This project will provide culturally and linguistically appropriate COVID-19 outreach and education to low-income immigrants and refugees in the Chinatown and Lincoln Heights areas of Los Angeles. Low-income immigrants and refugees are among the highest at risk of contracting COVID-19 but the least likely to receive accurate public health information in a timely manner. This is due to a wide range of economic, linguistic, and technological barriers.

Outreach Mini-Awards

This year we increased our funding for Outreach Mini-Awards up to \$8,999. Outreach Mini-Awards are designed to support smaller projects, such as NLM traveling exhibition programming or one-day events such as health fairs. Both awards have the ultimate goal of promoting knowledge of and access to National Library of Medicine resources for healthcare providers and consumers.

Expanding Health Information Services in a Rural Telehealth Outreach Program
University of Nevada, Reno School of Medicine, Savitt Medical Library, Reno, NV
Project Lead: Terry Henner
Period of Performance: May 2020 – April 2021

The overarching aim of this proposal is to make clinically important patient care information presented in teleheath videoclinics more widely accessible and to improve the ability of participating clinicians to engage with the archived content. This will be achieved through enrichment of a health information clearinghouse and recordings archive that has been developed as part of the already successful Project ECHO Nevada implementation of videoconference-based clinics.

Heart-Body Connection
Sacramento Public Library, Sacramento, CA
Project Lead: Katie Ball
Period of Performance: July 2020 – April 2021

The Heart-Mind Connection project will be a continuation and expansion of the Brain Health Initiative, which focused on educating the public on ways to lower their risk for dementia as well as providing resources to those living with Alzheimer’s disease and Alzheimer’s caregivers. The Heart-Mind Connection will emphasize the connection between good heart health and a healthy brain, as well as the benefits of lowering blood pressure for improved long-term health. This project will also address the need for virtual mind and body wellness programming, as well as equipping people with health resources and medical tools, while the library is closed to the public.

Women and Self-Care
Show Low Public Library, Show Low, AZ
Project Lead: Lisa Lewis
Period of Performance: October 2020 – April 2021

This project will provide the women in the community of Show Low, AZ the opportunity to become educated on the importance of taking care of themselves in a variety of different ways that include physical health, mental health, emotional health, and safety. The project will include a NLM Traveling Exhibit on Domestic Abuse and a personal safety course offered by local experts. A self-care fair for female youth and adults that will have different booths that addresses all the aspects of self-care such as skin care, diet, exercise, mental health, support groups, beauty, fashion, hobbies/interests, etc.

Beaumont Library District Health Outreach Initiative
Beaumont Library District, Beaumont, CA
Project Lead: Nathan Harris
Period of Performance: October 2020 – April 2021

This project will acquire books on COVID-19, which we will be used in a display in order to educate the public on the topic. Beaumont will purchase up to ten Kindle Paperwhites to loan out to our patrons so as to better advertise their e-book services.

We sincerely appreciate all the thoughtful efforts and contributions to an excellent pool of applications to enhance outreach in the NNLM PSR. Additional information about funding opportunities is available on our [funding](#) page.

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ABOUT MARCO TAMASE
Marco Tamase is the Member Services Coordinator for the Pacific Southwest Region of the Network of the National Library of Medicine located at UCLA.



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This project is funded by the National Library of Medicine, National Institutes of Health, Department of Health and Human Services, under Cooperative Agreement Number UG4LM012341 with the UCLA Louise M. Darling Biomedical Library.

Health Careers Boot Camp Series: Increasing the Health Professions Pipeline in California's Central Valley

Lead Organization:

California Health Sciences University, Health Sciences Library (Member Organizations)

Project Lead:

Joanne Marie Muellenbach

Project Summary:

The California Health Sciences University (CHSU) Health Sciences Library, in collaboration with the CHSU Simulation Center, Marketing and Communications, and faculty and staff in the College of Osteopathic Medicine (COM) and the College of Pharmacy (COP) strive to educate the next generation of health professionals to serve the people of the state of California, particularly in the Central Valley. We seek to engage high school students from underrepresented populations and in areas of highest need. Our Health Careers Boot Camp series will target first-generation and economically and educationally disadvantaged high school students in the districts of Fresno and Madera counties, two of the Central Valley's seven counties, beginning in the summer 2020 and continuing throughout the award year. To this end, we will offer a series of Health Careers Boot Camps geared towards prospective students and applicants. Our goal is to spark the interest of prospective students not only in our own programs of osteopathic medicine and pharmacy, but also in collaborating educational institutions offering programs in many health careers such as respiratory therapy, medical assistance, nursing, emergency medical services (EMS), paramedic and infection control. Active hands on experiences will be demonstrated in inpatient hospital scenario simulations as well as outpatient medical office simulation settings. The Health Careers Boot Camp series will include demonstrations of cutting-edge technology with a focus on simulation-based education, human anatomy, and the biomedical and clinical sciences. In addition, National Library of Medicine (NLM) databases, such as MedlinePlus and PubMed will be highlighted in order to increase awareness of health information resources for aspiring health professionals, and to better integrate the role of libraries in health professions education and training. NLM database presentations and health careers software demonstrations will be led by health sciences librarians, simulation specialists, and anatomy and biomedical sciences faculty. High School students with an interest in the health professions, such as medicine, nursing, paramedic/EMS, medical assisting, pharmacy, respiratory therapy, and infection control, as well as faculty, and community health care providers throughout California's Central Valley, will benefit from enhanced access to high fidelity simulation manikins, realistic patient cases, task trainer equipment, along with access to, and training on how to locate high-quality, evidence-based health information available through the National Library of Medicine (NLM) and other reputable resources. The Express Outreach Award, entitled, Health Careers Boot Camp Series: Increasing the Health Professions Pipeline in California's Central Valley, will allow the Health Sciences Library to collaborate with the Simulation Center, Marketing and Communications, and faculty from the COM and COP, and to participate in a series of Health Careers Boot Camps, geared towards high school students from California's Central Valley with an interest in the health professions. This Express Outreach Award will support the NLM's Strategic Plan, to "accelerate discovery and advance health through data-driven research"; and to "reach more people in more ways through enhanced

dissemination and engagement” (U.S. National Library of Medicine, NLM Board of Regents, 2017). The target populations will include economically and educationally disadvantaged high school students residing in California’s Central Valley district, representing two of its seven counties - Fresno and Madera. Groups of up to ten students will be invited to the CHSU campus to participate in a series of half day Boot Camps and to gain hands-on exposure to medical and health sciences career opportunities. The target populations will visit a series of health career stations and receive information about the specific health professions. They will engage with interactive technology and simulators used for education in healthcare and participate in demonstrations of some of the latest technologies. Students will also have opportunities for hands-on practice based on a medical or health sciences career while interacting and being assisted by current medical students at CHSU. CHSU has established outreach programs specifically to connect with California’s Central Valley students. Although the focus is to have high school students from underrepresented populations comprise most of the Health Careers Boot Camp participants, students from any demographic background are welcome to attend. The CHSU Marketing and Communications Department will extend invitations to the high school allied health careers program as a first choice. Any high school can choose to open the opportunity up to other students should there be an interest. It would be up to the high school to develop the criteria for student selection. Instructors within these courses can determine which students meet the intention of the program. Parent and instructor consent are required. It would be suggested to the instructors of these courses to request a written essay from students interested in attending and make decisions based on the written content, interest in attending, reason for considering a health career and any research done by the student on medical careers.

Have you/your institution previously received NNLM funding in the current grant cycle (2016-21)?

Yes

Institution Tax ID:

45-4846058

Institution DUNS Number:

078677250

Amount Requested:

\$20000

File Attachments:

 [Muellenbach - CV](#) [1]

 [Robinson - CV](#) [2]

 [Hoskins - CV](#) [3]

 [Catron - CV](#) [4]

 [Herrera - CV](#) [5]

 [Kleiser - CV](#) [6]

 [CHSU Letter of Support](#) [7]

 [CHSU Express Outreach Award Application Bibliography](#) [8]

 [CHSU NNLM EOA Detailed Budget](#) [9]

Proposed Start and End Dates for the Project:

Wednesday, July 22, 2020 to Friday, April 30, 2021

Project Goals and Objectives:

Goal #1: To improve access to high-quality health professional information for prospective health careers students. Objective: Organize a series of health careers boot camps geared towards high school students and offer sessions on “locating high-quality health careers information for health professions students,” along with hands-on experience with innovative technologies and simulation that focus on healthcare education and practice. Goal #2: To increase awareness about the resources and services of the National Library of Medicine. Objective: Develop a CHSU Health Careers Information library guide that will provide convenient access to high-quality health information developed by the National Library of Medicine (NLM) and provide information for prospective and matriculating health sciences students on NLM resources, such as PubMed and MedlinePlus. Goal #3: To promote, and improve, access to, medical and health information in support of education, research, and patient care. Objective: Select, and obtain innovative supplies and technologies such as Dinamap Vital Sign machines, cardiopulmonary resuscitation (CPR) manikins, automated external defibrillator (AED) Trainers, and simulated intravenous (IV) arms, in order to demonstrate their application in medical and health sciences education, research, and patient care. Goal #4: To connect prospective students with health professionals and promote health sciences careers. Objective: Gain hands-on exposure to health science career opportunities that include interaction with medical professionals.

Evidence of Need:

CHSU was established in 2014 with the specific goal of addressing healthcare shortages in California’s Central Valley and to provide services to the community (University Strategic Plan 2019). The counties in the California Central Valley have the lowest ratios of providers to patients and access to care is the lowest in the state. For the past seven years, CHSU has made it its mission to create opportunities to educate medical and pharmacy professionals who would practice and stay in California’s Central Valley. This philosophy of identifying needs and finding ways to address them is central to CHSU’s mission. Throughout CHSU’s seven-year history, it has been the guiding principle for our new program development, community outreach initiative, facility improvement, and new services offered. Today, CHSU continues to pave the way for innovative education in healthcare and is a leading institution of graduate-level higher education for healthcare professionals in California’s Central Valley. With impressive admission applications to CHSU’s highly competitive programs, we must continue to seek ways to remain competitive for attracting the most talented students from the state, region, and around the country. Augmented reality and ultrasound technologies in medical and health sciences education have fast become among the most prominent innovations of the past decade and are leading factors in prospective students’ decision-making process (Moran 2018).

Implementation:

The project plan includes the estimated percentage of effort that health sciences librarians and simulation specialists will devote to Award activities. The Express Outreach Award will support the following activities: * Participation in at least four, daylong Health Career Boot Camps that will be scheduled during the Award period. * Design and delivery of library instruction and

training sessions on topics related to health professions education. Session topics could include -- Locating Health Professions Resources through the National Library of Medicine (NLM). -- PubMed: Techniques for Finding High-Quality Health Professions Information. --MedlinePlus: Tips & Tricks for Locating Health Professions Information. --Searching Smarter for Health Professions Information on the Web. *Development of a CHSU Health Careers Information library guide that will provide access to local, state, regional and national health professions information, including links to NLM databases and other resources. *Develop and implement six interactive stations that students rotate through to experience different health care careers and their responsibilities:

Schedule/Timeline:

Educational Activity Month / Year Collaborate with the CHSU Simulation Center and the Marketing 8/2020 Department in the design and distribution of a pre-project evaluation survey. Develop library instructional sessions on 'locating health professions 8/2020 information' for the CHSU-sponsored recruitment events. Design and develop the CHSU Health Careers Information library guide; 8/2020 develop a marketing plan. Develop simulation-based experience and pre-post-evaluation 8/2020 of basic health career knowledge. Design and develop interactive patient case stations for 8/2020 hands-on activity with Simulation Specialists. Review NLM training materials, as well as training materials available 9/2020 through other libraries and organizations; design and develop training sessions that focus on health professional information. Pilot simulation-based experiences with current medical students 9/2020 at CHSU, complete revisions if needed. Organize and participate in a series of CHSU Health Careers Boot Camps; 9/2020 - 4/2021 launch the CHSU Health Professions Information library guide. Collect evaluation surveys for the Health Careers Boot Camp 1/2021 training sessions and analyze the results. Collect evaluation data from the CHSU Health Careers Information library guide. 2/2021 Conduct a post-project evaluation survey to find out if 3/2021 the Express Outreach Award met the Project goals and objectives. Final Project report developed and submitted by the Project deadline. 4/2021

Evaluation Plan:

The Health Sciences Library and Simulation Center will work with CHSU's Office of Institutional Assessment, Effectiveness, and Research to develop a pre- and post-test survey. A short second survey will focus on health career knowledge before and after the interactive simulation sessions. Prospective health careers students will be invited to complete both surveys in advance of the Health Careers Boot Camp event activities. Then, at the end of the event, we will conduct a post-project evaluation survey with the health careers knowledge survey to find out if the Express Outreach Award activities achieved the goals that were set. We will also review the feedback received from the sessions offered at the Health Careers Boot Camp, including information literacy training, educational supplies, technologies, and simulation events. In addition, usage statistics will be compiled, and feedback will be obtained from the CHSU Health Careers Information library guide. A feedback link on the site will allow users of the library guide to make suggestions and to provide feedback. All data and survey feedback will be used to improve the process for future boot camps and ensure that students receive the quality experience defined in the objectives. The evaluation survey results will inform us regarding how far we have come and what remains to be done.

Publicity/Promotion:

The Health Sciences Library will work closely with the CHSU Office of Marketing and Communications staff on the development of promotional items such as bookmarks, brochures, and flyers to promote the half-day and day-long events, training sessions, the CHSU Health Careers Information library guide, and the selection of innovative supplies, technologies, and simulators for engaging prospective students. The Health Sciences Library will also coordinate with the CHSU Marketing Department to promote the Express Outreach Award with local media, to secure photos for CHSU's website and internal/external publications, and to promote the project activities via CHSU's social media platforms. Ideas for promoting Award activities will be developed by project investigators in the Health Sciences Library. Excellent ideas for promoting the Award would be found through marketing techniques used by the NNLM PSR, the Association of Academic Health Sciences Libraries (AAHSL), Medical Library Association, the American Library Association, the Association of College and Research Libraries, and other organizations to which we have memberships. As much as possible, promotional materials will be distributed electronically, throughout our region.

Continuity/Sustainability Plan:

CHSU has a primary mission to provide quality educational programs in medicine and pharmacy in concert with a commitment to social justice, intellectual pursuit, and service to humanity. The CHSU vision statement is "Enhancing the wellness of our community by educating health care professionals dedicated to providing collaborative care for the Central Valley." Various studies (Coffman 2018) have identified California as having major shortages of health professionals. CHSU has demonstrated its commitment to integrating educational supplies, technologies, and simulators within the curricula of its healthcare programs. The establishment of this inaugural program will contribute to the sustainability of this program. The equipment and technology provided by this initial award will be an asset to ongoing opportunities for undergraduate students to have interactions with medical students and health care professionals. Because of the foresight of the university founders, there was an early commitment to expand the technology offerings and to support the integration of educational technologies and software within our program curricula and thereby to enhance the growth of the health professions in the state of California. Furthermore, the university continues to actively work to identify additional funding to support technology advancements from private, corporate, state, and federal sources. In fact, the integration of educational technologies within the College of Osteopathic Medicine curriculum is a key focus for our dean, Dr. John Graneto, as well as for Ms. Leslie Catron, director of the CHSU Simulation Center. Furthermore, the CHSU Health Sciences Library will ensure that health professions information literacy training and support is highlighted as a key initiative in its strategic plan. The Health Sciences Library is developing a strong partnership through this collaboration on the Express Outreach Award. The Award will also provide an excellent opportunity for the Award investigators to develop partnerships with the high school institutions throughout California's Central Valley. With regard to the Health Sciences Library, such partnerships will demonstrate the librarians' role in collaborating with faculty and staff in the use of educational technologies and NLM databases, to support research and teaching, and thereby, enhance students' skills in information literacy and evidence-based practice. CHSU will make every effort to continue to develop these relationships after the Award year. As a result, the Award will enhance the CHSU Health Sciences Library's reputation within the institution and throughout the community, and further CHSU's efforts to provide community outreach services to the participants in this Award, as a part of the university's ongoing library outreach services.

Personnel Qualifications:

Library Director: Joanne M. Muellenbach, Health Sciences Library, California Health Sciences University. Ms. Muellenbach, as the Principal Investigator, will oversee all aspects of the proposed project, including the design and delivery of the evaluation surveys, the information literacy sessions offered at the CHSU-sponsored Health Careers Boot Camps, the CHSU Health Careers Information library guide, the selection and purchase of educational supplies, technologies, and simulators, and the completion and submission of reports. Electronic and Technical Services Librarian: Kyle Robinson, Health Sciences Library, California Health Sciences University. Mr. Robinson will advise on all aspects of the proposed project, including the evaluation surveys, the information literacy sessions, the CHSU Health Careers Boot Camps, the Health Careers Information library guide, and the educational supplies, technologies, and simulators. He will provide support in the design and development of promotional materials. Research and Instruction Librarian: Katie Hoskins, Health Sciences Library, California Health Sciences University. Ms. Hoskins will assist in the design and delivery of the evaluation surveys, the Health Careers Boot Camps, the CHSU Health Careers Information library guide, the training sessions, and the selection and purchase of educational supplies, technologies, and simulators. She will also provide support in the design and development of promotional materials. Director: Leslie Catron, Simulation Center, California Health Sciences University. Ms. Catron will advise on all aspects of the proposed project, including the design and delivery of the evaluation surveys, the information literacy sessions offered at CHSU-sponsored Health Careers Boot Camps, the CHSU Health Careers Information library guide, and the selection, purchase, set-up, and demonstration of the educational supplies, technologies, and simulators for the purpose of interactive learning through simulation. She will also provide support in the design and development of promotional materials. Simulation Specialist, Operations: Ralph Herrera, Simulation Center, California Health Sciences University. Mr. Herrera will advise on all aspects of the proposed project, including the evaluation surveys, the information literacy sessions, the CHSU Health Careers Information library guide, and selection, purchase, set-up, demonstration, and trouble-shooting of the educational supplies, technologies, and simulators. Vice President, Marketing and Communications: Richele Kleiser, Marketing and Communications, California Health Sciences University. Ms. Kleiser will advise on all aspects of the proposed project, including the evaluation surveys, the information literacy sessions offered at CHSU-sponsored Health Careers Boot Camps, the CHSU Health Careers Information library guide, and the selection and purchase of the marketing and communication supplies. She will also provide support in the design, development, and distribution of promotional materials.

Will Training Be Provided as Part of this Award?

Yes

Budget Justification:

Equipment: All equipment and supplies: All pieces are specifically chosen with a focus on anatomy, physiology, and patient care. Each one will provide a better understanding of the health care role responsibility, accountability, and required knowledge to use safely and without error in patient care. This simple educational technique of seeing and doing increases interest, knowledge, and engagement in how each role integrates into an effective healthcare team. Teamwork and communication are effective when simulated situations train individuals to

function more efficiently together. Further, having the opportunity to talk with the person who uses this equipment and supplies will educate the students in the process and function that is constantly being reviewed for quality and performance. Dinamap Vital Signs Machine: This is a common piece of equipment used in all clinical settings and provides a way for a nurse to determine a patient's vital signs using a quality automated modality. Although a simple piece of equipment, the use of this machine will increase the realism of the simulated environment so that it mimics the real world. Students will also take vital signs using the manual method (BP cuff, stethoscope, and palpation) and then be able to compare the results from the two methods. This will demonstrate the challenges of human error and variability when taking these important measurements. Although a medical assistant has been trained for the clinic/doctor's office setting to take vital signs, only a registered nurse, paramedic or physician can interpret what they mean. The collaboration of these roles will be discussed with the students as they take their own vital signs. CPR Manikins and AED Trainers: Research has been found by the American Heart Association that the first six minutes are critical in the outcome of a patient experiencing a heart attack. Having the knowledge of what to do in the immediate situation can mean life and death. Students will practice cardiac compressions and use an automated external defibrillator (AED) to manage a cardiac arrest victim. They will experience what it feels like to "save a life" using the advanced technology manikins who talk, breathe, and respond to treatment. CPR in Schools is a movement across the nation to give this type of training to senior high students before graduation. This will not be a basic life support certification class, but it will provide basic knowledge to know who to call and what to do should they find themselves in such a situation. Any layperson can learn CPR. A physician, registered nurse, EMT/Paramedic, and Respiratory Care Practitioner is required to have regular training ensuring quality CPR for all patients. IV Arms: In an emergency situation, whether on the street or in the hospital, most patients will have an intravenous (IV) catheter placed for fluids and medications. Experiencing how an IV is placed and then actually doing it will give the student a better understanding of why this somewhat painful treatment is necessary to save lives. Registered nurses and EMT/Paramedics become highly skilled at inserting IVs, even painlessly. This skill is necessary when a patient is in critical condition and finding a site for insertion becomes challenging. Students will have this discussion with the clinical personnel while attempting to find the IV arm vein. The discovery of its difficulty is a valuable learning moment. Injection Equipment: Every child and adult received vaccinations throughout their lifetime. Giving a vaccination is not just poking a needle into an arm but rather a thorough understanding of anatomy is necessary to perform this procedure safely. Registered Nurses and Pharmacists are trained with extensive practice to give injections. Students will learn the correct method of giving an intramuscular injection safely using the IV arms. Pharmacy students will guide participants to identify anatomical landmarks ensuring proper delivery. Camcorder: Individual student progress through each station can be captured and played back at the end of the experience. In healthcare, this is called a debriefing. It is where a student can look at how they did, reflect on the actions and communication, and then make decisions for improvement with the guidance of a facilitator, health care individual. The camcorder will also capture the day for process improvement as the team looks at opportunities in the future. The video can be provided to the school as part of their instruction and promotion of future events such as the Health Careers Boot Camp. Black Lights: These are used with the GloGerm powder to determine if hand washing was successful, an activity that has received prominent attention as a measure to reduce the spread of COVID-19 during the pandemic. Students will be instructed on proper handwashing, GloGerm powder is applied and then

students wash their hands. This eye-opening exercise demonstrates to the students why warm water, soap, and time are effective in removing germs from hands and even demonstrates the importance of wearing gloves when touching a patient. This will be an important station along with Donning and Doffing personal protection equipment for students to grasp the complexities of strict infection control by ALL health care personnel, down to the janitor. The perspective will be gained with knowledge on infection prevention using this equipment and supplies. Supplies: The list supports the use of the equipment at all stations and demonstrates the enormity of supplies needed to care for a patient whether in a doctor's office or hospital setting. They are necessary to ensure safety (patient and staff member), infection prevention, and quality care. Students will have hands-on learning on how to use the supplies safely and effectively with attention to proper disposal. This will continue the realistic experience plus ensure the student's safety in practicing with the equipment. Further, simulated inhalers and nebulizers will be used to show how a respiratory care practitioner provides respiratory treatment and education. This may be valuable education to some students as they need to use this treatment for their own medical conditions. The list also supports the development and purchase of marketing and communication supplies. Carts/Trucks: Storage and movement of all the equipment and supplies become a challenge without the proper system. With six stations all requiring different elements, having rolling carts or trucks will ensure equipment remains undamaged and readily available. Further, it will designate the equipment and supplies for student Bootcamp practice. Keeping everything in one location also aids in inventory control: what is missing, what needs to be reordered, what needs to be replaced.

Indirect Costs (IDC) or F&A:

1571

Other:

2719

Equipment:

11190

Supplies:

4520

Population(s) Served:

Teens

Medically Underserved Areas/Populations

Rural

Suburban

Urban

Behavioral/Social Determinants of Health

Asian

Latino or Hispanic

Participants' Role(s):

Educator, K-12

Health care provider
Library or information professional
Public health professional
Researcher
Student, K-12
Funding Region:
PSR

Links

- [1] <https://nnlm.gov/sites/default/files/Muellenbach-CV-2020.pdf>
- [2] <https://nnlm.gov/sites/default/files/Robinson-Kyle-CV%20%28005%29.pdf>
- [3] <https://nnlm.gov/sites/default/files/Hoskins%20CV%20%28July%202020%29.pdf>
- [4] <https://nnlm.gov/sites/default/files/Catron-2020%20CV.pdf>
- [5] <https://nnlm.gov/sites/default/files/Herreracv05-2020.pdf>
- [6] <https://nnlm.gov/sites/default/files/Richele%20Kleiser%20CV%202020.pdf>
- [7] <https://nnlm.gov/sites/default/files/NNLM-PSR-EOA-CHSU-Letter-Support-22-July-2020.pdf>
- [8] <https://nnlm.gov/sites/default/files/NNLM-PSR-EOA-CHSU-Bibliography.docx>
- [9] https://nnlm.gov/sites/default/files/NNLM-EOA-CHSU-Revised-Budget-23-July-2020_0.xlsx

June 25, 2019

College Name
Attn: Full Name
Street Address
City, State, Zip Code

Dear Full Name,

I'm pleased to announce that the application process has begun for the new CHSU College of Osteopathic Medicine, and we are now accepting applications for the 2020-2021 academic year. Students can apply through AACOMAS.org and can find us under *California Health Sciences University College of Osteopathic Medicine (CHSU COM)*. The application deadline is February 1, 2020.

We hope you share in our excitement about having a medical school available to [Central Valley or California] students. Located in the beautiful town of Clovis, within the agriculturally-rich Central Valley, CHSU-COM is the first medical school in the region and the third College of Osteopathic Medicine in California. Aligned with the University mission, CHSU COM hopes to recruit, train and retain future physicians – *like your students* - to serve the Central Valley of California, especially the underserved population.

Our Admissions staff can be a great resource to you and to your students who are pursuing medical school. Enclosed you will find our *CHSU-COM Admissions Brochure* and *Preparing for Medical School* handouts for your students. Please let us know when you need additional supplies, or we also have them available electronically on our website at osteopathic.chsu.edu/admissions. You can always contact the CHSU COM Admissions Office staff at medschool@chsu.edu or by phone at 559-712-4222. We look forward to the opportunity to connect with you.

Sincerely,



Zea Moullet
Director of Admissions
CHSU College of Osteopathic Medicine
zmoullet@chsu.edu
559-712-4222

Recruitment Events Conducted at CHSUCOM for Recruiting Diverse Applicants

NHMA Conference, January 25-26, 2020

Zea Moullet, Director of CHSU-COM Admissions, travelled to the Los Angeles area to participate in recruiting events at the National Hispanic Medical Association conference. The conference was at the University of Southern California (USC) on January 25, and at University of California, Riverside (UCR) on January 26. Many of the conference attendees visited the display and spoke with Zea about CHSU-COM, with hopes to apply in the next few cycles. 17 prospective applicants signed up for the CHSU-COM interest list between these two events. Jennette Munn joined Zea at these events, recruiting for the CHSU College of Pharmacy.

Data: Interest list for both events

UC Merced Recruiting Events - 5/5/2020 and 10/28/2020

CHSU-COM Admissions has a working relationship with the Pre-Health Advisors from University of California, Merced (UCM), which is certified as a Hispanic Serving Institution. The COM Admissions Team has participated in multiple events with UCM students and staff. Most recently, we have offered virtual information sessions for their premedical students on May 5 and October 28, 2020. At each of these events, we have offered a presentation about CHSU-COM – its curriculum, distinct features, and admissions policies & requirements.

Data: list of chat room participants for 10/28/2020 event

Choose DO Tour for Diversity: Diversity in Osteopathic Medicine Recruiting Event – 9/12/2020

CHSU-COM Admissions team participated in this Choose DO event, aimed at encouraging applicants from underrepresented backgrounds and groups to apply to osteopathic medical schools. The COM Admissions team interacted with many prospective students nationwide during this six-hour virtual event.

Data: list of chat room participants

UC Riverside Recruiting Event - 11/3/2020

CHSU-COM Admissions has a working relationship with the Pre-Health Advisor from University of California, Riverside (UCR), which is certified as a Hispanic Serving Institution. The COM Admissions Team offered an informational session to UCR students on November 3, 2020, discussing our curriculum, distinct features, and admissions policies & requirements. We were available to answer questions for participants and have provided a recording of the session to the Pre-Health Advisor, so that she can share the information with additional interested UCR students.

Data: Presentation recording

Redwood High School XL Program - 11/4/2020

CHSU-COM Admissions team presented a virtual informational session to the Redwood High School Pro Youth Expanded Learning Program in Visalia, CA on November 4, 2020. They are "an educational nonprofit organization that works with high schoolers to provide them with educational opportunities." Since these high school students are much too young to apply to CHSU any time soon, the presentation instead focused on exploring a career as a physician and planning their education to set them up for success later. Although there were technical difficulties for some of the students and not many were able to participate live, the session was recorded and shared with any interested students.

Data: Presentation recording

MCAT Tips and Techniques Workshops Spring 2019 to Spring 2020:

CHSUCOM admissions' team and director of MCAT and Preparatory Programs have conducted three workshops with premedical students at the University of California Merced, California State University Fresno, and Clovis Community College. These workshops cover the topics such as understand the MCAT exam basics, best test-taking strategies, know the common mistakes during the test, practicing tactics, score more than 500 in MCAT, and adapt ways to manage time and test anxiety. All the applicants successfully finished these workshops and created a personalized study plan for their MCAT preparation at the end of the workshop. COM faculty and admissions team would be able to interact with local premedical students to answer the additional questions related to admissions. Since there are no MCAT preparatory programs available in the Central Valley, these programs will encourage diverse student populations to get ready with the MCAT preparation and medical school application process.

Data: Presentation recording.

MCAT Prep Sumer Camp – June 8 to July 28, 2019 (8 Weeks):

CHSUCOM has offered an MCAT Prep Summer Camp for the premedical students to help strengthen MCAT scores and train premedical students to become competitive applying for medical school admission. More than 70% of the applicants were considered under-representative in medicine. The MCAT Prep Summer Camp was conducted from June 8 through July 28, 2019, every Saturday and Sunday from 9 am-5 pm at the CHSU Campus. The 120 hours of instruction covers the four sections of the MCAT and includes a Complete AAMC content review of anatomy, physiology, general biology, organic chemistry, biochemistry, and general chemistry. Practice materials provided by CHSU include seven gold standard full-length MCAT practice tests and more than 300 practice passages. Mock interviews and application material workshops. MCAT test-taking tips and techniques. Networking with peers who share the same interests. 5 local students from this summer camp joined the inaugural class of 2024 at CHSUCOM.

Premed Pathway Bootcamp – September 7 to September 28, 2019:

CHSU-COM and the Central Valley Higher Education Consortium (CVHEC) have offered Pre-Med Pathway Bootcamp in September 2019. This free 4-week boot camp provided premedical students of the Central Valley with expert advice to improve their understanding of skills for the entire medical school application process. The instructors and facilitators' list included 17 faculty and staff from CHSU-COM and two faculty from surrounding colleges. Students were instructed on specific MCAT sections and unique tips, what is a Doctor of Osteopathy, improving volunteering and health-related job experiences, interviewing techniques, and feedback with multiple faculty members, personal statement writing preparation, admissions Q&A with admissions' team, holographic anatomy demonstration, clinical simulation demonstration, Team-Based Learning activity, and a graduation ceremony to complete the camp. With each session, students were asked what outcomes they hoped to achieve. Some of those included: understanding what it takes to become a competitive applicant for medical school, what areas they needed to focus on and understand the skills they will need, and discover what it takes to step into the shoes of a medical student. During the graduation ceremony, students talked of their amazement at the realistic nature of the camp and left with a profound understanding of the tools they need to use to improve their applications and grades. They left with the experiences of what Medical School teaching and simulation is really like. It was an extremely successful and beneficial camp for both the students and the faculty involved. Some of the pre-medical students from this camp have applied CHSUCOM class of 2025. This experience will be an outstanding event, which will leave a lasting impression on the students involved. It will be a significant guiding experience for many participants as they direct their vision towards health care, specifically medical school. In addition to the attitude change that will occur, the students will learn valuable lessons that will help them prepare for and pursue whatever their desired

career may be, medicine or not. We hope to reach students ranging from year 1 thru 4 at undergraduate school, especially those in various preparation stages for medical school admission. It will also be a tremendous opportunity to interact with and showcase our devotion to providing service and outreach to this region as a new medical school.

Virtual MCAT Boot Camp June 2020:

Pre-medical students from the Central Valley joined faculty from California Health Sciences University College of Osteopathic Medicine in a Virtual MCAT Boot Camp each of the four Saturdays of June 2020. Students received in depth instruction concerning each of the four main sections of the MCAT, as well as resources and practice questions for the content to the test. Additionally, students were exposed to study strategies, school course suggestions, personal statement writing tips and one-on-one time with a CHSU-COM faculty member during a mock interview. They also received a taste of what CHSU-COM will be teaching the inaugural class through sessions like, Introduction to DO, a Team-Based Learning experience, HoloLens Demonstration, Simulation Center Virtual Tour, Introduction to a DO School Curriculum, and Medical Admissions Team Q and A. Each of these sessions was provided to help inspire students of the Central Valley to set goals to reach their goal of medical school. The response from the students was overwhelmingly positive in the experience had and the insights gained through participation in the camp. It was a growth promoting event for all those involved, faculty and student alike.

CHSU Receives the \$20,000 National Network of Libraries of Medicine Award to Conduct Health Careers Boot Camp for High School Students- July 2020 – April 2021:

The CHSU Health Sciences Library, in collaboration with the Simulation Center and the Marketing & Communications Department, is the recipient of a 2020-2021 National Network of Libraries of Medicine Pacific Southwest Region (NNLM-PSR) Express Outreach Award, entitled: Health Careers Boot Camp Series: Increasing the Health Professions Pipeline in California's Central Valley. The Award, which runs from July 2020 – April 2021, provides CHSUCOM with \$20,000 to support a series of Health Careers Boot Camps that will be geared toward first-generation and economically disadvantaged high school students in the Central Valley. CHSU faculty and staff collaborate with the local school districts to design and offer a series of Health Careers Boot Camps geared towards prospective students and applicants. Our goal is to spark prospective students' interest not only in our programs of osteopathic medicine and pharmacy but also in programs such as respiratory therapy, medical assistance, nursing, emergency medical services (EMS), paramedic and infection control through the demonstration of inpatient hospital scenario simulations as well as outpatient medical office simulation settings. The Health Careers Boot Camp series will include demonstrations of cutting-edge technology focusing on simulation-based education, human anatomy, and the biomedical and clinical sciences. Also, National Library of Medicine (NLM) databases, such as MedlinePlus and PubMed, will be highlighted to increase awareness of health information resources for aspiring health professionals and better integrate libraries' role in health professions education and training. NLM database presentations and health careers software demonstrations will be led by health sciences librarians, simulation specialists, and anatomy and biomedical sciences faculty.

CHSU Received \$5000.00 Grant from Central Valley Higher Education Consortium (CVHEC) Fall 2019:

The CHUSCOM faculty have received a \$5000.00 from CVHEC to conduct boot camp for local premedical students. The goal of CHSUCOM to recruit diverse medical students from the Central Valley to serve in the Central Valley is especially important in attenuating the disparity of medical care provided to this region. We aim to bring a taste of medical school and advice for students interested in pursuing medicine through four-weekend workshops held at the CHSU Campus. Students have received didactic instruction and participate in activities concerning MCAT studying tips and test-taking strategies,

personal statement writing, interviewing techniques, and ways of improving their volunteer experiences. Students had the opportunity to observe a demonstration of the new HoloLens technology that CHSU will be utilizing to teach anatomy.

CHSUCOM Published Work to Enhance Future Rural and Diverse Osteopathic Physician Populations (2019 and 2020):

CHSUCOM faculty and director of MCAT and Preparatory Programs published the following manuscripts in the medical education journals to support CHSUCOM's mission and increase the diversity among qualified applicants for medical school admissions. These publications help premedical students in the Central Valley, CA, and also help premedical students in the nation who are applying for osteopathic medical schools. CHSUCOM collaborated with other osteopathic medical schools such as Burrell College of Osteopathic Medicine and AT Still University School of Osteopathic Medicine in Arizona to publish the work related premedical education, outreach, and medical school admissions in the Journal of American Osteopathic Association (JAOA), Medical Science Educator, International Journal of Osteopathic Medicine, and Medical Education Publish journals.

- Motivating High School Students from Rural Areas to Attend College and Pursue Careers as Osteopathic Physicians. **Journal of American Osteopathic Association**, 2020, 1, 1-11. <https://doi.org/10.7556/jaoa.2020.146>
- Medical College Admission Test Preparatory Course as a Strategy to Encourage Premedical Students to Pursue Osteopathic Medicine in Rural Areas. **Journal of American Osteopathic Association**, 2019, 119, 243-249. <https://doi.org/10.7556/jaoa.2019.041>
- How to Prepare for the Medical College Admissions Test (MCAT): Six Important Tips for Premedical Students from Rural Areas. **Medical Science Educator**. 29, 1147-1153, 2019. <https://doi.org/10.1007/s40670-019-00823-0>
- A Novel Approach to Preparing Students for the Medical College Admission Test: Passage-Centered Learning (PCL). **MedEdPublish**, 2019, 1, 1-3. <https://doi.org/10.15694/mep.2019.000128.1>
- Undergraduate Pre-requisite Coursework: Six Important tips for Premedical Students Considering Osteopathic Medical School in the USA. **International Journal of Osteopathic Medicine**, Submitted October 2020, ID: IJOSM-S-20-0010.