



PBP WIRE - THE OFFICIAL BI-ANNUAL NEWSLETTER OF THE ASSOCIATION OF STEMM PATHWAY & BRIDGE PROGRAMS

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Letter from the Editorial Team: The current climate, DEI, and impact on PBP

by Kyeorda Kemp Ph.D.

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Diversity, equity, and inclusion (DEI) seek to allow all individuals access, to the appropriate tools to be successful, and provide a welcoming environment. A wealth of data shows that the success of organizations is increased when organizations are diverse and inclusive. As professionals in Pathways and Bridge Programs (PBP), we seek to increase access to pathways in science, technology, engineering, mathematics, and medicine (STEMM) and engage communities. Often folks focus on DEI initiatives and racial and ethnic groups, but DEI initiatives go beyond this. For some students that may mean places to pray, some might require access to adaptive technologies, and others may require financial support. Those that have been historically and intentionally excluded may require financial support and additional mentorship.

Currently, there is a pushback against DEI efforts, with many states passing anti-DEI legislation that has resulted in changes in priorities, restructuring or dissolving of DEI efforts, and personal changes ([Chronicles of Higher Ed, 2023](#)). These efforts in addition to the recent Supreme Court decision restricting the use of race in admissions have left many institutions of higher learning and their faculty and staff wondering what are the consequences of these outcomes and how will their efforts to provide equitable access to all be perceived. In this issue of PBP Wire, we explore the impact of these changes on higher ed and how we can continue to provide access to STEMM pathways in the current climate in addition to highlighting Tips and Tricks for PBP programs.

For more information on legislative efforts see [The Chronicle of Higher Education's Legislation Tracker](#).

For information on the June 29, 2023 Supreme Court Decision [click here](#).

Fostering Inclusion in STEM for the Communities We Serve in the Face of Current Legislation



by Edgar R. Meyer, M.A.T., Ph.D.

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There is a growing urgency for institutions of higher learning to adapt their policies in light of the ongoing backlash to diversity, equity, and inclusion (DEI) programs and initiatives in the United States while continuing to conduct the important work that accomplishes student, community, and, ultimately, the future patient population needs. Despite the legal barriers or threats that now exist for once ubiquitous DEI offices and programs, combined with the end of affirmative action, we are challenged to consider our goals and how we can implement strategies that continue to serve students, community members, and the future patient populations to whom students will administer healthcare. This article will provide some suggestions for accomplishing these goals and strategies while also discussing the goals and strategies that have already been successfully implemented at some institutions.

Goal 1: Continue to foster the growth and development of groups rich in differences.

Strategies:

- Actively recruit students who have the prescribed scholastic merits and the necessary prerequisites and also have unique traits and backgrounds as conveyed by their personal statement narratives. Focus on traits that do not directly involve race or ethnicity, but consider cases of intersectionality in which students identify with two or more marginalized populations.
- Cite research that supports the benefits of diversity.
- Adhere to the foundational goals of DEI, which is to provide support and space for all individuals to succeed, and reflect on how you can help all of your students thrive.
- Develop a contingency plan in the event that the state legislature of the respective DEI program passes laws that threaten its existence to ensure that necessary programming is not paused or discontinued altogether.
- Consult institutional resources and resources from other organizations that have developed and published materials addressing current crises [e.g., [Association of American Medical Colleges \(AAMC\)](#), [Icahn School of Medicine \(SOM\)](#), etc.]

Goal 2: Continue to promote a sense of belonging among student cohorts.

Strategies:

- Plan and implement orientation activities that allow students to interact with and learn about, from, and with one another before beginning any program courses.
- Purposefully assign students to small groups and lab teams so that they represent these rich differences. Intentional groupings are critical so that students can learn to engage in and work with individuals who differ from them. In the first small group discussion or lab session, provide students with guided questions that engage them in conversation about these rich differences. These questions would explicitly prompt the students to discuss the unique perspectives they bring to the group and how those perspectives, moving forward, will benefit the group, challenge the group, and transform the group positively. These questions would also request students to discuss their needs in terms of being able to feel a sense of belonging in the group and the common rules or regulations they will follow to ensure that all group members feel that sense of belonging. A strategy to maintain accountability among all members would also need to be established and implemented frequently.

- Consult institutional offices or centers that can provide professional development training and resources that promote team building, etc. [e.g., Human Resources (HR), Interprofessional Education (IPE) Office, DEI Office, Education Center/Department, etc.].
- Cite research that supports the need for belonging.

Goal 3: Continue to provide support opportunities that leverage students' current varied traits and enhance their performance outcomes.

Strategies:

- Communicate scholarship, grant, and professional development resources to students directly and frequently so that all students, regardless of financial obligations or income, can continue in their educational journey.
- Tailor advising, personal statement review, and mock interview sessions as well as other professional development meetings to accommodate and reflect students' desired and achievable career paths.
- Incorporate service learning and outreach initiatives that enable students to interact with members of the community (e.g., free clinic volunteer experiences, health screenings, group service projects, etc.).
- Cite research that supports the need for this leverage, such as the need for health science professionals that are representative of their patient populations.

Actions at other institutions:

- Collect student demographic and performance data and analyze them retrospectively to determine any potential correlations between certain factors and students' performance outcomes for quality improvement purposes.
- Leverage the unique talents of students in various courses and strategically assign them to small groups with other students different from them.
- Target other student needs that would allow the delivery of accommodations and health and well-being services (i.e., Accommodations, Office of Well-being, Student Counseling and Wellness Center referrals, etc.).

Please feel free to share other ideas you might have that would allow ASPBP to continue to propagate its efforts. You may reach out to the author [here](#) with any ideas.



Boosting Healthcare Exposure for High Schoolers: Tips and Tricks from MedAchieve



by Chirag Soni, MS and Nisha Sheikh, MS
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MedAchieve is a program hosted by medical students geared towards increasing healthcare exposure to local high schoolers. As the program grows, it is evident that outreach, engagement, and accessibility are recurring issues. Three tips will be presented in this article that were found to increase recruitment, diversify applicants, and engage students. The tips include the maximizing utilization of social media and websites for recruitment and program visibility, the use of Zoom to reach various populations, and creating mentorship opportunities to increase completion. Pathway Programs each have a unique approach, but the end goal is the same: increasing outreach, expanding participation, and providing an educational environment. The aforementioned tips have succeeded after implementation in MedAchieve and can be applicable to other programs.

Keywords: High school, Education, Healthcare Paraprofessionals, Afterschool Enrichment

Introduction

MedAchieve is a weekly high school enrichment program completely run by medical students at the Touro College of Osteopathic Medicine. Since its inception in 2015, the goal of the program has been to expose high school students that are curious about healthcare to career opportunities and introductory medical science lectures. The trajectory of the program is in the hands of the student directors; however, faculty are always very willing to present topics in their field of interest and assist when requested. Every spring, applications are distributed to high schools in the local county. Selected applicants are paired with a medical student for the duration of the program where they participate in a range of activities from medical science career talks to cadaver lab dissections.

Mentors attend sessions alongside their mentees, including logging on Zoom with their mentee if need be. A sample curriculum is outlined in Figure 1. Sessions are two hours long, once a week for a total of twenty weeks. Each year, the program coordinators make adjustments in an attempt to increase the quantity and diversity of applicants, as well as mentee engagement, and maximize the benefits these students receive.

Figure 1. Sample MedAchieve Curriculum

Semester 1		Semester 2
Lecture/Activity	Week	Lecture/Activity
Taking a Medical History	1	Basics of Dermatology
Diabetes	2	Racial, Cultural, & Gender Sensitivity
COVID-19 Microbiology	3	Basic Physiology in Medicine
EMS & Ambulance Tour	4	Embracing Diversity
Experiences as a Navy Nurse	5	Career Discussion: PA, MD, DO, NP, RN
Intro to Lifestyle Medicine	6	Orthopaedic Relief Services
Basic Anatomy on Cadavers	7	International Kidney Dissection
The Art of Medical Illustrations	8	Wilderness in Medicine
OBGYN	9	What is Public Health?
Sports Medicine	10	College Panel

Note: All lectures and activities were held hybrid, with majority of participants on-campus. Zoom attendees and their respective mentors joined online. Zoom and in person sessions were held synchronously. Live discussions were encouraged as Zoom students were visible and audible to entire group with the use of large monitor and speakers.

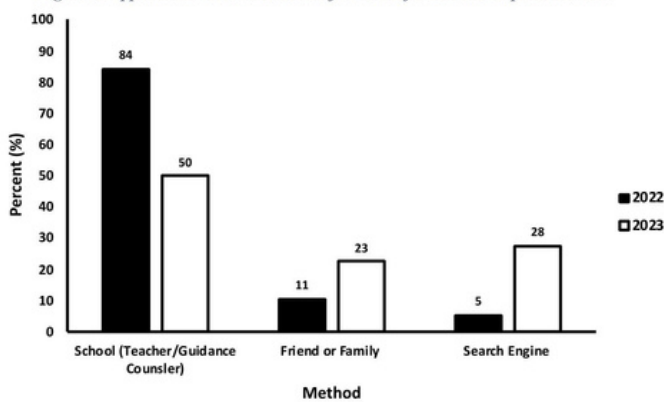


Tip #1: Utilize social media and websites to maximize program visibility, outreach, and accessibility. Programs can establish credibility and expand outreach by creating a discoverable website displaying all relevant information.

In the modern day, the internet and social media are indispensable social resources for communication, especially among the younger generations. A recent survey conducted by Pew Research showed that 52% of 15-17-year-olds reported almost constant internet use, a significant increase compared to 24% of teens who reported the same in 2014-2015 (Vogels et al., 2022). Programs that utilize social media outlets and create websites are more likely to broadly disseminate information to generate a more diverse applicant pool. This was evident in our own program as the creation of a website increased the number of applicants and high schools from which students applied.



Figure 2. Application Access Method before and after website implementation.

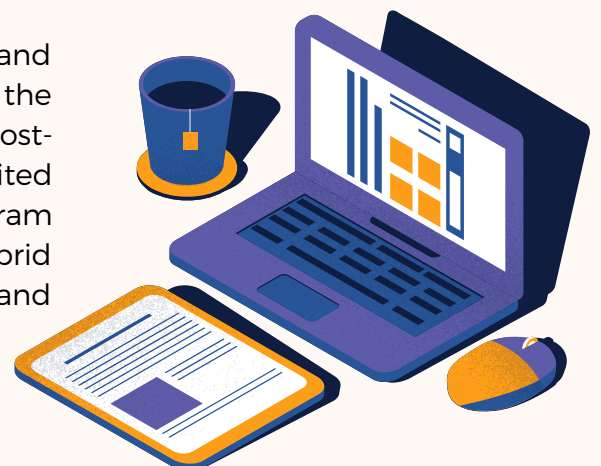


Analysis of applications showed an increase in the number of high schools with applicants, from 9 schools in 2022 to 16 schools in 2023, which was the year after website implementation. The use of social media platforms, such as Instagram, also increases the credibility and accessibility of programs. Prior to having a social media presence, application materials would only be found if students were sent a link from their guidance counselor.

An internet presence allows for equitable access to those who have heard about the program or are interested but do not have guidance counselors that are aware of the program. Electronic post-program surveys that were conducted for the 2022 class, which applied before the creation of the website, and the 2023 class, the first class after the website’s launch, showed an increase in students hearing about the program through a search engine from 0% to 5%, along with an increase in applications accessed from a search engine from 5% to 28%. A comparison of application access methods can be found in Figure 2

Tip #2: Although Zoom and other platforms were initially popularized out of necessity during the pandemic, it can continue to be a valuable tool in the post-pandemic world. These platforms provide flexible hybrid attendance and facilitate events featuring guest speakers not situated locally.

Technology can also assist in improving program content and availability. Zoom was specifically helpful during the pandemic and continued to be a valuable tool in the post-pandemic world. Administrative restrictions prohibited unvaccinated individuals from attending in-person program sessions. During this time Zoom was used to allow for hybrid attendance, with the unvaccinated individuals online and vaccinated in person....



Although these restrictions are no longer in place, Zoom continues to be of use as guest speakers that are not local can now present virtually, expanding the range of lectures and learning opportunities that can be provided to the students. It also gives those students who otherwise cannot attend live events, possibly due to an illness, injury, or other time commitment conflicts, the opportunity to still participate in the program. Additionally, specific features of Zoom, such as individual break-out rooms, and the poll option was utilized to organize smaller group discussions and more interactive sessions. Zoom also played a big role in the annual healthcare panel for the seniors of the program. During the panel, multiple healthcare professionals were invited for a Q&A. Zoom was a key part in making this come together, as paraprofessionals from joining from various locations. Zoom has connected those near and far in the post-pandemic world and will continue to serve as an asset in future programs.

Tip #3: Partnering attendees with a mentor and interactive activities leads to an excellent combination for a successful program. Participants want to feel involved, and pairing them with a mentor increases the likelihood of continuity in the program and encouragement of participation.

Mentorship is a relationship that centers around mutual growth and understanding and has become a staple in the healthcare field. Being exposed to a mentor has been shown to benefit not only the mentee, but the mentor as well, leading to personal, professional, and academic development for both (Henry-Noel et al., 2018). Mentees often search for a mentor who will guide them by listening to their concerns, understanding their stances, sharing their interests, and giving advice to advance their knowledge and careers. Studies have demonstrated that having a mentor leads to positive outcomes, so having a mentor in the earlier stages of one's career, such as high school, will further provide benefits (Burgees et al., 2018). In MedAchieve, high school mentees learn firsthand from a mentor that is a medical student. In the program, it has become evident that a mentor that is actively involved and demonstrates passion has formed deeper connections with their respective mentee. The mentee, in turn, is more involved and has a higher likelihood of benefiting from the program. Mentorship is the foundation of MedAchieve's mission and is often what mentees provide in feedback as their reason for continuing and enjoying the program.

No matter the discipline, early enrichment programs have shown to be beneficial to those who actively participate. The tips above emphasize that programs should have accessible communication methods, diverse delivery means, and interactive activities built on strong disciplines of mentorship. Through MedAchieve, it is evident that the above tips and tricks, when implemented alongside a passion for education and growth, can lead to a successful program. MedAchieve flourished after these methods were practiced, leading to a high rate of students returning to the program the following year and an increase in reported interest in healthcare. Post-program surveys were distributed inquiring about participants' interest in healthcare before and after the program using a Likert scale. When asked to evaluate their initial interest in healthcare before the program, 48.2% of students choose a score of 8 or higher, while 91.1% of students selected a score of 8 or higher when assessing their interest in healthcare after completion of the program. Students also utilized the skills and lessons learned in order to advance their careers by forming connections with mentors and gathering advice on different programs, with 98.2% of the 2023 MedAchieve participants indicating that MedAchieve increased their knowledge about healthcare options. Some of our students have gone on to attend nursing programs, 5-year PA programs, or 7-year medical programs. Two previous students have even matriculated into their first year of medical school at TouroCOM. Although all programs are different, the tips above can be implemented to assist in program growth and positive outcomes for those enrolled.



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Conflict of Interest Declaration

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Tips from Travels and Pandemic Pivots

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The Tour for Diversity in Medicine started in 2012 as a grassroots effort to bring content from pre-medical student conferences to students from across the country, meeting them in their own backyards. The organizational mission is to educate, inspire, and cultivate the diversification of the future healthcare workforce. In the 10 in-person bus tours covering 28 states and over 9000 miles of traveled distance, over 3600 high school, college, and post-baccalaureate students participated in workshops with 80% identifying as underrepresented in medicine. Mentors themselves are also all from minoritized backgrounds in medicine, dentistry, pharmacy, and podiatry with many different specialties covered. However, when the COVID pandemic started, in-person conferences stopped. The organization pivoted to synchronous virtual programming, partnering with academic institutions and national organizations to continue to develop high-quality content, now with an even larger reach that includes pre-health students as well as health professions students. Additionally, the organization has leveraged social media platforms to continue to mentor students along their journeys into medicine. This article will detail tips and tricks from both the in-person and virtual experiences and how this can be used to strengthen programming for pathways, whether conducting single sessions or longitudinal curricular programming.

Introduction

The Tour for Diversity in Medicine (T4D) was established in 2012 as a non-profit organization with a mission to educate, inspire, and cultivate future health professionals of diverse racial and ethnic backgrounds by forming local connections in order to fulfill a national need. In 2020, COVID-19 caused interruptions to medical education (Ostrov, 2020; Rose, 2020). At the time, organizations supporting students from minoritized backgrounds, such as those considered underrepresented in medicine (URiM), had feared that those academic disruptions would also mean less opportunity for networking and career development for these students as compared to their non-URiM counterparts. Such an opportunity gap would add to the many disparities this group already faced before and during the pandemic (Gauthier et al., 2021; Lame et al., 2021; Poulson et al., 2021; Rogers et al., 2020; Shippee et al., 2020). The Tour for Diversity in Medicine had origins related to the need to diversify the health professions workforce with a need for essential programmatic reframing during COVID-19 that has continued since, supporting trainees from high school through health professions training into residency.

On the Road

T4D was organized to meet students in their own backyards through in-person regional bus tours. See Figure 1 for a more detailed overview of the institutions visited, which included over 40 college campuses in 28 states. In one tour, about five campuses would be visited by ~15 URiM volunteer mentors, who included medical students, residents, and faculty representing medicine, dentistry, podiatry, pharmacy, and pre-health advising. Mentors also helped organize tours in coordination with local institutions, which included those not typically connected within academic medicine, such as Historically Black Colleges & Universities, Hispanic Serving Institutes, community colleges, and rural institutions. Through in-person tours, T4D had reached 3,000 students, over 80% of whom identify as URiM. While programming was initially directed toward college and post-baccalaureate students, some stops were directed toward high school students and their families. Local adjustments for programming would often be made to account for identified challenges by advisors and institutions prior to conferences such that local needs could be addressed. A strength of T4D is that mentors incorporate their own experiences, both accomplishments and challenges overcome, in addition to the discussions with students for their local best practices...

...which allows for interactive workshops. T4D also recognized that for the impact to last beyond the single day visit, the local advisors would also need to be supported so a pre-health advising mentor from T4D would lead workshops for faculty as well and share resources from National Association of Advisors for the Health Professions. Being directed by student needs, T4D learned through focus groups that participants perceived multiple challenges to entering health professions, including financial, personal, academic, & motivational (Freeman et al., 2016), similar to the anecdotal experiences of T4D mentors. Learners reported that they often searched for academic support and mentorship yet struggled to find health professionals willing to support their goals. This served to further the work T4D through expanding resources to meet student needs.

Pandemic Pivot Due to Student Needs

Like other organizations, T4D also adapted due to COVID-19 by pivoting to virtual mentoring sessions in April 2020. Beginning with Instagram Live personal interviews between mentors, T4D expanded to a virtual conference model, first created in partnership with Harvard Medical School Diversity Inclusion & Community Partnership and the Biomedical Science Careers Program (#VirtualT4D). Over 1300 unique viewers attended the four-day conference, including high school students, undergraduate students, and professional students from diverse backgrounds across the globe. Students asked over 1100 questions, which were answered in workshops and chats by T4D mentors. In the years since starting virtual programming, there have been roughly 50 events per year. Over 150 hours of programming have been conducted, with recent events including #QuarantineAndAnswer, #BeatthatTest, #BIPOCinMed, #MockandRock, #ChooseDO, and #SHPEPT4D. Strategic partner organizations have included Explore Health Careers & Health Professions Week, Student National Medical Association, Latino Medical Student Association, and Summer Health Professions Education Program as well as individual institutions. Between 50-150 students would participate in a single virtual session; an estimated total of over 5000 students have engaged through all virtual programming. Supporting the growth, the social media presence has continued to expand between different platforms, including podcasts, Instagram, Twitter, and LinkedIn. Current followings include over 2.8K on Twitter, over 2.9K on Instagram, over 2.5K on Facebook, 700 on LinkedIn, and ~500 on YouTube.

T4D also recognized a need to provide more individualized mentorship for students with specific specialty interests in health professions and felt this could also be conducted through virtual mentorship support in a new way compared to past programming. Pediatrics was the first specialty to have an individualized mentorship program, developed with grant support from the American Academy of Pediatrics through the Pediatric Pipeline Innovation Program for 2020-2022. The resulting Pediatric Mentoring Circles (PMC) served as a new complement to ongoing virtual programming, aiming to provide URiM students and those from disadvantaged backgrounds with increased exposure to pediatrics. Students were recruited virtually through social media and partnership networks. Separate cohorts were conducted for pre-medical and medical students, but all with a shared interest in a career in pediatrics. Thus far, almost 90 students have participated in the program; pre-medical students included college and post-baccalaureate students while medical students were first through third year as well as physician-scientist trainees. Overall, >85% of participants identified as URiM while nearly half had never attended a pathway program previously. Additionally, 54% were first-generation college students, 64% would be the first healthcare worker in their family, and 97% would be the first physician. Programming included large and small group sessions covering mentorship & professional identity formation, diversifying the pediatric workforce, support for pediatrician-scientists, and conversations about health disparities. Based on lessons learned from PMC, T4D has plans to expand specialty-specific programming to other medical specialties so trainees can continue to get more individualized directed mentorship for their career trajectories.

Conclusion: Lessons Learned

Pathway programs serve the needs of individuals, who aspire to join the ranks of healthcare professionals and help to bridge important resource gaps for talented and motivated students. T4D was unique in quickly adapting during the pandemic, including pivoting the programmatic delivery to include synchronous virtual conferences/ workshops as well as developing specialty-specific mentorship programming. There were four main areas at the core of innovation, whether related to the in-person bus tours or the virtual pandemic pivot: student engagement, strategic partnerships, social media, and organizational diversity. Some general tips from T4D for increasing program resilience and adaptability include:

- **Student Engagement:** Determine the needs of the target student population and recognize that content may evolve due to time or other constraints; for T4D, determining how to continue to support students and trainees through the pandemic was the core value that led to the pandemic pivot and has continued the broad virtual programming
- **Strategic Partnerships:** Leverage partnerships to help grow the scope of the program, recognizing how there may be an overlap between community needs, organizational needs, and partnership needs
- **Social Media:** Determine ways to increase the organizational reach through sharing content and engaging with the students; T4D was able to utilize social media to pivot and then continue to broadcast new events such as virtual conferences or engage with new followers through workshops with strategic partners
- **Organizational Diversity:** Think about the strengths of members, i.e. mentors, in order to create new program niches while still staying true to the organization's core mission and vision; T4D recognized that there are multiple mentors in different specialties and as the organization broadened support for medical students, this allowed for additional programs to be created



The Approach

5 years → **10 bus tours** →
35+ professional
mentors → **28 states** →
9000+ miles driven → **140+**
hours on a bus → **48 stops** →
40+ college campuses →
3600+ students mentored,
80% URiM

T4D is more likely to visit **public schools outside of the city** with undergraduate populations **under 10,000** that serve primarily **Black** or **Hispanic** students and where more students receive **Pell grants** than the national average. Unfortunately, these schools also tend to have student bodies with **lower SAT/ ACT** scores (even at or below the national average in most cases)

Abbreviations

(PMC), Pediatric Mentoring Circles; (T4D), Tour for Diversity in Medicine, and (URiM) underrepresented in medicine, as defined by the Association of American Medical Colleges

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T4D could not exist if not for the tireless volunteer efforts of the mentors who have shown a strong commitment to the mission of the organization. For those seeking more information about T4D and potential institutional partnerships for programming (in-person or virtual), please contact the authors through the website or other social media (@tour4diversity) and mention ASPBP.

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Conflict of Interest Statement

Drs. Matthews and Landry are the co-founders and directors of the Tour for Diversity in Medicine. Drs. Freeman and Trevino are both researchers and mentors of T4D while Dr. Trevino secured the AAP grant funding. None of the individuals have relevant financial disclosures.

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Association of STEM Pathway and Bridges Programs 2nd Annual Conference

by Gurvinder Kaur, Ph.D.

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The Pathway Programs and Bridges (PPB) was first created in 2017 as a Special Interest Group of the AAMC SGEA (Southern Group on Educational Affairs). In 2022, this organization changed its name to Association of STEM Pathway and Bridge Programs (ASPBP) to achieve inclusivity, equity, and diversity and expand access across the continuum of education with a specific emphasis on STEM. The association is governed by an Executive Council and a General Council. The ASPBP is flourishing under the strong leadership of Drs. Tracey Weiler (President), Kyeorda Kemp (President-Elect), Jon Wisco (Treasurer) and Edgar Meyer (Secretary), and the General Council members. The 2023 ASPBP conference will be held virtually on October 4th-5th, 2023, and is focused on “Pathways and Bridges: Opportunity. Connection. Equity. Success.” The conference committee is led by Dr. Peter Vollbrecht (Conference Chair) with a goal to provide opportunities to connect with and learn from others who share the same passion for justice, equity, diversity, and inclusion essential for STEM disciplines.

This two-day conference will begin with an orientation and networking. Dr. Allison Empey is our Day 1 plenary speaker. The title of her talk is “Creating Native American Pathways to Diversify the Healthcare Workforce”. Dr. Empey is an Assistant Professor in the Department of Pediatrics and Vice Chair of Equity, Diversity, and Inclusion at the Oregon Health & Sciences University (OHSU). She is a citizen of the Confederated Tribes of Grand Ronde and works there clinically one day/week. She also serves as the Director of the Wy'east (traditional name for Mt. Hood) Post-Baccalaureate Pathway, part of the Northwest Native American Center of Excellence with the mission of increasing the number of Native Americans in healthcare. You can [learn more](#) about Dr. Empey and her career journey by visiting “Pathways to Pediatrics podcast with Dr. Allison Empey.

Dr. Ebonie Woolcock will be our Day 2 plenary speaker on October 5th, 2023. Dr. Woolcock is an Assistant Professor of Obstetrics and Gynecology at the Chobanian and Avedisian School of Medicine. She is an Assistant Dean for Diversity and Inclusion and the Director of the early assurance pathway program, the Early Medical School Selection Program. Prior to being appointed to her current position, Dr. Woolcock was an Instructor of Obstetrics at Harvard Medical School, a Biodiversity Fellow at The Partnership Inc., and an attending physician at The Kraft Center for Community Health Leadership. You can [learn more](#) about Dr. Woolcock and her work to close the health gaps and provide equal healthcare.

Pathways & Bridges

Opportunity. Connection. Equity. Success.

October
4-5, 2023

Wednesday, October 4	Virtual Help Desk	Thursday, October 5	Virtual Help Desk
	Orientation & Networking		Orientation & Networking
	Welcome		Keynote
	Plenary: Creating Native American Pathways to Diversify the Healthcare Workforce		Short Communications
	Short Communications		ASPBP Town Hall
	Break and Networking		Panel Discussion
	Breakout Sessions		Poster Session
	Poster Sessions		Breakout Sessions
	Panel Discussion		Concluding Remarks

#ASPBP23

www.ASPBPconference.org

ASPBP



The conference will also include poster sessions, short communication sessions, breakout sessions, panel discussions, and conclude with closing remarks, and acknowledgment of conference presentation award winners. The tentative schedule can be found [here](#). If you are STEMM Pathway and Bridges faculty, administrator, support staff, or student, this conference is tailored towards your needs. Don't forget to register for this conference! Registration is free if you are a member of the ASPBP or a student. For ASPBP non-members the conference registration is \$50. You can register for the meeting using this [link](#).



**We hope to see you there
(virtually that is!)**

Deadlines

by Jaehwa Choi, Ph.D.

Mercer University School of Medicine

- The 2nd Association of STEMM Pathway and Bridge Programs (ASPBP) Annual Conference will be held virtually from Wednesday, October 4, 2023, to Thursday, October 5, 2023. Registration will be open in August. The deadline for early bird registration will be **September 5, 2023**. Registration is free for ASPBP members. [Click here](#) for the registration and more information!
- Learn, Serve, Lead 2023: The AAMC Annual Meeting will be held in Seattle, Washington on November 3-7, 2023. The early bird registration is until **August 2, 2023**. More information is available [here](#).
- The International Association of Medical Science Educators 2024 Annual Meeting will be held in Minneapolis, Minnesota, USA from June 15-18, 2024. The important deadlines are as follows. More information is available [here](#).
 - Focus session abstracts: September 1, 2023
 - Poster and oral abstracts: **December 1, 2023**
 - Travel awards: December 15, 2023
 - Educational grants and curriculum innovation grants: January 15, 2024
 - Early bird registration: April 1, 2024
- Anatomy Connected (American Association for Anatomy) will meet in Toronto, Canada on March 22-25, 2024. The deadline for abstract submission is **December 4, 2023**. [Click here](#) for more information!
- The 38th Human Anatomy & Physiology Society (HAPS) Annual Conference will be held on May 25-29, 2024 in St. Louis, Missouri. [More information](#) will be available soon.



Kudos

by Cassie Chinn



- In recognition of leading youth neuroscience outreach efforts through the non-profit organization Simply Neuroscience, Chinmayi Balusu (first year neuroepidemiology and medical humanities student) was awarded the [Alzheimer's Association's AAIC Neuroscience Next "One to Watch" Award](#), which recognizes the next generation of leaders in neuroscience: the students, postdoctoral researchers and early career investigators who are trailblazers in scientific thinking, collaboration, communication, and outreach.
- Dr. Kirsten Porter-Stransky began a new faculty position as an Associate Professor in Biomedical Sciences at the University of South Carolina School of Medicine Greenville.
- Dr. Leah Robinson was promoted to [Associate Dean at the University of South Carolina School of Medicine Greenville, SC](#).

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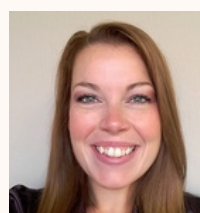


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