

From: [Campus Climate Proposal form](#)
To: [Libby Peterek](#); [Carrie Olson](#)
Subject: New submission from Campus Climate Proposals
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First name:

Susan

Last name:

Nelson

Email address:

[REDACTED]

Phone number:

[REDACTED]

Group name (if applicable):

Center for Pre-Health Advising, Office of the Provost

What is your affiliation with UW-Madison? For group submissions, please respond for main contact.

- Academic Staff

Describe the concept. If already in use here or elsewhere, please indicate this.

The Center for Pre-Health Advising proposes a Health Professions Shadowing Program that connects students from groups underrepresented in health care with health care providers at UW Hospital and Clinics. The Health Professions Shadowing Program is already in development. We will launch the pilot version of this program in August 2016.

The Center for Pre-Health Advising advises University of Wisconsin-Madison undergraduates, alumni, and returning adult students pursuing health professions programs. In order to become competitive applicants, students must have strong academic metrics and substantial experiences outside the classroom. In addition, students must be able to articulate a clear and insightful understanding of, and motivation for, their desired field. Shadowing and developing relationships with clinicians is the best way for students to develop the depth of insight they need to successfully enter health professions programs.

Shadowing clinicians introduces students to the day-to-day responsibilities of a health care provider. Moreover, shadowing provides students with models of professionalism as they observe clinicians navigating the complex ethical and culturally sensitive treatment of patients. Most significantly for our students, health professions programs increasingly require, or tacitly expect, shadowing. Schools of Dentistry, Occupational Therapy, and Physical Therapy require students to shadow for 40-100 hours. In recognition of the crucial role shadowing plays in preparation for medical school, The Association of American Medical Colleges (AAMC) published guidelines for this experience. Learn more about these guidelines here: <https://www.aamc.org/download/356316/data/shadowingguidelines2013.pdf>

We know that it is increasingly difficult for students to shadow clinicians in our community, and while there are many barriers to increasing diversity in the health professions, this program is designed to specifically address the obstacles that prevent UW-Madison students from underrepresented groups from finding professional mentors. Students who do not have professional networks through family or friends struggle to initiate these relationships. We have found that students from the groups underrepresented in health care, including students of color, have an especially difficult time connecting with health care professionals in Madison, a predominantly white and affluent community of

professionals.

The Center for Pre-Health Advising proposes the creation of a Health Professions Shadowing Program (HPSP) to address this situation. The program is designed to develop a broader web of support for students who lack connections with health care professionals by matching them with providers in clinical settings. As we match students with mentors, we will connect students with professionals who similarly come from underrepresented backgrounds or have a record of allying themselves with underrepresented groups in the Madison community.

This summer's pilot of the HPSP is a two-week program. We anticipate enrolling ten students this year and aim to expand in the future. In addition to daily clinical observation, the program includes the following experiences:

- Students will meet daily with first- or second-year students in a health professional program on the UW-Madison campus.
- Students will hear from the providers who work in local free clinics and community health organizations.
- Students will attend presentations on health disparities in WI tribal communities.
- Students will observe a mock patient case with students in UW-Madison's Physician Assistant program.
- Students will conduct informational interviews with social workers, financial department representatives, and other key constituents in the UW Health system.
- Students will reflect each day with their peers and with their health-professional mentors on questions that might include: what to expect from a mentoring relationship or why is teamwork important in health care.
- Students will present a final project at the celebratory dinner that will close this summer's the program. Projects might take the form of a 5 minute TED talk or a video, and will address a topic that the students engaged during the two previous weeks of clinical immersion.

There are many effective programs like this on campuses across the country. We consulted with Indiana University - Purdue University Indianapolis, Florida A&M University, St. Louis University, Stanford University, the University at Buffalo, the University of Minnesota, and the University of Wisconsin-Milwaukee as we developed our plan.

How would this affect cultural change on campus?

The Center for Pre-Health Advising serves a large number of undergraduate students preparing for post-graduate programs in the health professions. Our advisors work with approximately 2,500 students each year. During each application cycle, about 700 UW-Madison students apply to health professions programs. Less than 5% of UW-Madison's applicants are from underrepresented backgrounds.

When first-year students enter UW-Madison and indicate an interest in health care, we welcome a diverse cohort of about 1,500 pre-health students. However, we see trends of disengagement by students from underrepresented groups, including students of color, as they prepare for medicine, dentistry, veterinary medicine, physician assistant training, physical therapy, and occupational therapy. We are concerned that we, and the campus broadly, are failing these students in ways that we can change.

Despite the best efforts of faculty and staff, STEM programs are difficult for students from underrepresented backgrounds to navigate. As an advising office, we do not have a direct impact on students' classroom experiences, but we can partner with students, and the campus programs focused on the support of students from underrepresented backgrounds, to develop a formal web of support. Whether or not a student is affiliated with a campus program, they may find it difficult or intimidating to connect with advisors who can help them navigate professional resources in a community that is predominantly white. The development of this program is one way in which we can make a difference for students from underrepresented groups on our campus.

The HPSP will increase support for students from underrepresented groups on our campus as we connect them with invaluable experiences and relationships. The HPSP will also affect change by strengthening the ties between the Center for Pre-Health Advising and the scholarship programs that support minority and low-income students. We have worked since the development of our office in 2010 to build meaningful relationships with the Center for Educational Opportunity, and the Chancellor's and Powers-Knapp Scholarship program, the L&S Center for Academic Excellence, the Native American Center for Health Professionals, the PEOPLE program, and the POSSE program. We fear that we, and our campus broadly, expect programs whose specific mission it is to support students from underrepresented groups to be responsible in a unique way for the success of these students. We believe linking our offices in support of a focused effort like the HPSP is a step toward a better distribution of responsibility for these students' success.

For new ideas, how would you propose piloting this idea to see if it would work? If the idea is already in use at UW-Madison, how would you propose expanding or altering this program for greater impact?

With the support of Wren Singer, Director of the Office of Undergraduate Advising, and Timothy Walsh, Associate Director of the Office of Undergraduate Advising, we will pilot the CPHA Health Professions Shadowing Program in August 2016. With additional support from Chancellor Blank, we would be able to accommodate more students for a longer period of time. We would also be able to develop additional opportunities that would enrich student learning during the program.

Our pilot is designed to support ten students from groups who are underrepresented in health care for two weeks during which they will be in residence and will participate in scheduled programming each day. We will also host events to bring this community together during subsequent semesters in order to strengthen relational ties and help students build networking opportunities. We will invite participants to intern with future cohorts of students and hope to create opportunities for the students who participate to be active in events on campus that will further develop a formal, structured network of support for pre-health students from groups underrepresented in the health professions.

What resources would be needed to implement your suggestion?

We are grateful that the UW-Madison Office of Undergraduate Advising has graciously agreed to support the pilot version of this program with one-time funds totaling \$8,000 to cover the cost of meals and campus housing for 10 students for two weeks in August 2016. In order to build a quality, sustainable program we propose three possible options:

1. A continuing annual grant of \$10,000 will cover the cost of meals and campus housing for 12 students.
2. A continuing annual grant of \$20,000 allows our office to expand the number of participants to 25 students beginning in summer 2017 and potentially allows us to lengthen the program to three weeks.
3. Additional funds totaling \$25,000 would allow us to have dedicated staff developing and administering this program.

We will also seek outside funds as we continue to strengthen this program in subsequent years.

If this proposal was developed in partnership with any other organizations, please list them below.

We developed the HPSP over the last three years in partnership with academic advisors from the UW-Madison Campus Committee on Pre-Health Advising. The advisors who participated in the program's development include: Brian Asen, Biology advisor, Rachelle Eilers, Chican@ and Latin@ Studies advisor, and Valerie Johnson, Psychology advisor. We continue to work with Rachelle Eilers from the department of Chican@ and Latin@ Studies on curriculum development.

We met with numerous units on campus who work with students from groups in order to gain insight and support. The following units have contributed ideas and are in support of the development of this program: the Center for Educational Opportunity, the Chancellor's and Powers-Knapp Scholarship program, the L&S Center for Academic Excellence, the Native American Center for Health Professionals, the PEOPLE program, and the POSSE program.

Once we completed the proposal and the program plan, we partnered with Manuel Santiago, Director of

the Office of Multicultural Affairs at UWSMPH, Shiva Bidar-Sielaff, the Director of Community Partnerships at the UW Hospital and Clinics, and Bridgett Willey, the Director of Allied Health Education and Career Pathways at UW Hospital and Clinics. Manuel Santiago will match the undergraduate students with professional students in the UW-Madison Physical Therapy Program, the UW-Madison Physician Assistant Program, and the UW School of Medicine and Public Health. Shiva Bidar-Sielaff and Bridget Willey will connect our students with the health professionals they will shadow during their two weeks at the University of Wisconsin Hospital and Clinics.

Please use this space for any additional information about your proposal that you wish to share:

The Center for Pre-Health Advising's Health Professions Shadowing Program does not claim to solve the legacy of racial bias that the UW-Madison community faces or the current crisis in campus climate. However, this program offers us the opportunity to take a step toward better supporting students from underrepresented groups. Our current advising landscape inadvertently isolates students from underrepresented groups, and fosters misconceptions and "othering" in the campus community. This program aims to build formal ties between pre-health students and mentors in the field, and between our office and the campus programs whose mission it is to support students from underrepresented groups. In combination with the actions that faculty and staff are taking across campus, we will create a more equitable environment for all students.