



THE UNIVERSITY OF NEW MEXICO • HEALTH SCIENCES CENTER

◦ Center for Native American Health

A Program Report to the New Mexico Legislature Indian Affairs Committee (Interim)

August 30, 2012



Center for Native American Health: History, Mission & Vision

HISTORY:

2002 - Established in UNM School of Medicine to build and strengthen health alliances between NM Native communities & UNM; Dr. Gayle Dine'Chacon, Director.

2004 - NM legislative funding authorized with match dollars from UNM SOM.

2011 (Nov) - Dr. Dine'Chacon on contract to Navajo Nation, Dr. Tassy Parker became CNAH director.

● **VISION**

The Center for Native American Health aims to be New Mexico's best practice for Native American health workforce creation, health equity promotion, healthy communities support and development.

● **MISSION**

The Center for Native American Health (CNAH) is the University of New Mexico's established organization for developing students, faculty, staff and community learners as Native health professionals by applying the principles of tribal sovereignty, core values and collaboration in the institutional missions of research, education and service for improving Native American health and well-being.

**Mailing Address: Center for Native American Health (CNAH)
The University of New Mexico
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MSC07 4246
I University of New Mexico
Albuquerque, NM 87131-0001**



CNAH – 10 fully equipped offices plus shared storage, photocopy, and conference rooms.

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E-mail: cnah@salud.unm.edu

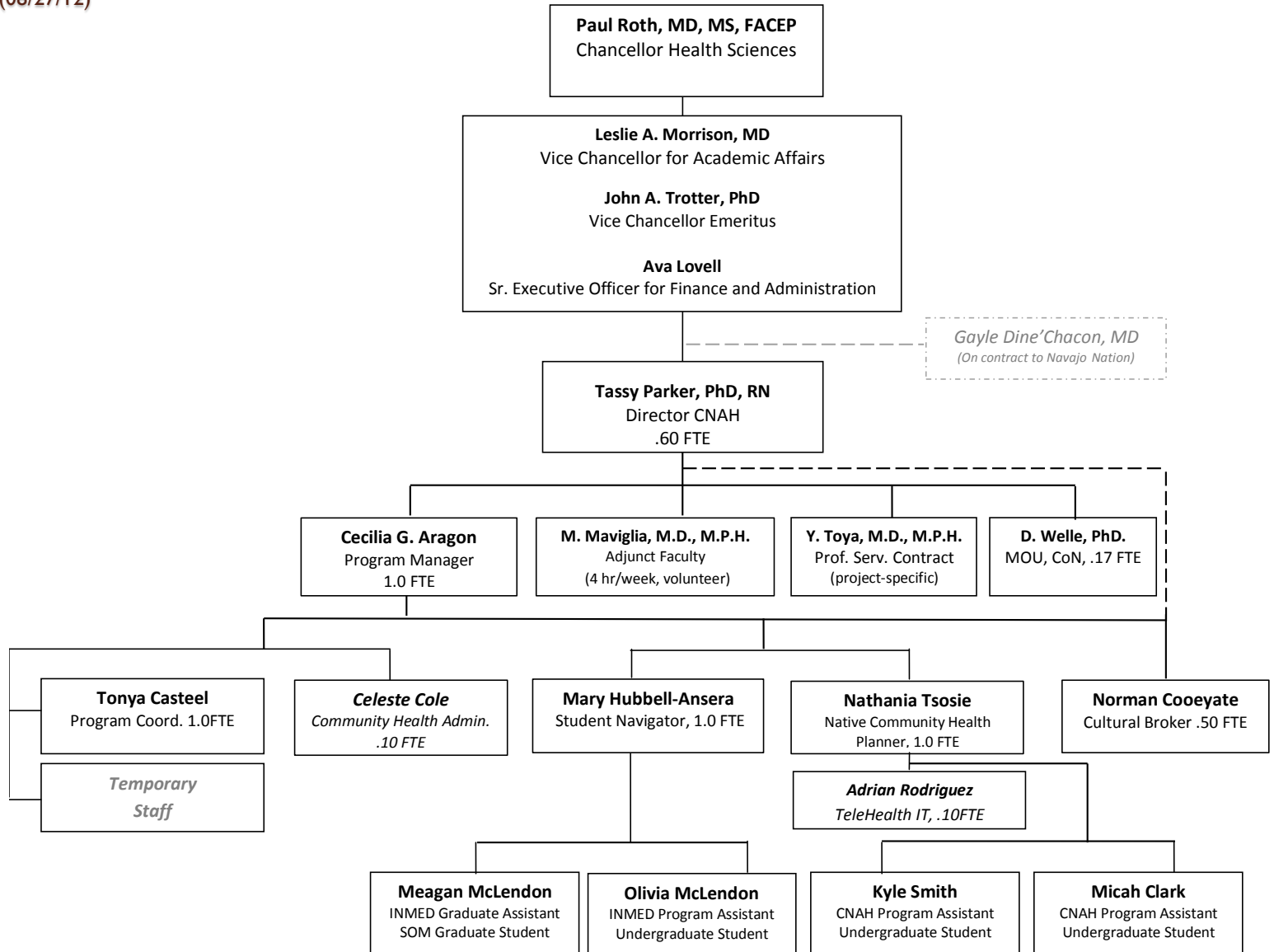
How to find us: CNAH is located on the 2nd floor (south wing) of the Integrity Building at 1001 Medical Arts NE, near the intersection of Lomas and Interstate 25. We share the building with Project ECHO and School Based Health. Complimentary parking is available on the east side of the building (level 2). Access to the building is controlled by each wing and can be obtained by ringing the doorbell located to the right of the door.

Website:

<http://hsc.unm.edu/community/cnah/>

CNAH ORGANIZATIONAL CHART

(08/27/12)



AI Faculty at UNM HSC*, N = 8

RANK	STATUS/TRACK			
	Tenured	Tenure Track	Clinician Educator	Research
Professor	1			
Associate Professor	1		1	1
Assistant Professor		1	2	
Lecturer III (I)				
TOTALS	2	1	3	1

* For the purposes of this report, the HSC includes the School of Medicine , the Colleges of Nursing and Pharmacy, and the Health Sciences Library and Informatics Center.

AI Students at the HSC, N = 92

Discipline	# of Students
Medicine	25
Pharmacy	14
Nursing	41
Physician Assistant	00
Physical Therapy	02
Occupational Therapy	02
Masters of Public Health (MPH)	02
Radiologic Sciences	01
Med Lab	04
Dental Hygiene	01
TOTAL	92

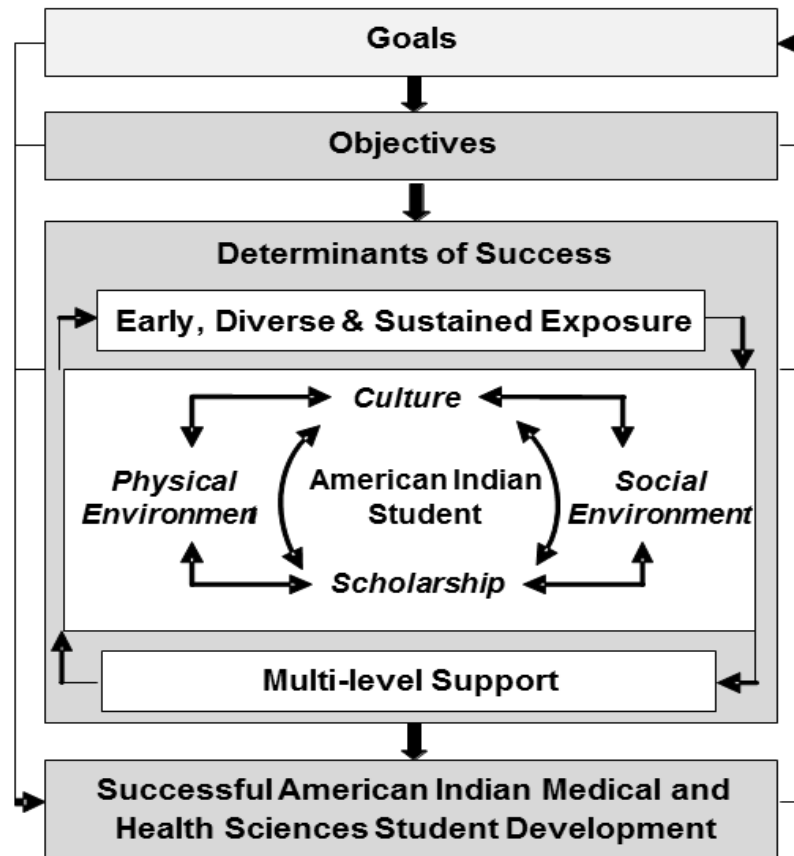
Examples of CNAH's Projects and Initiatives



EDUCATION

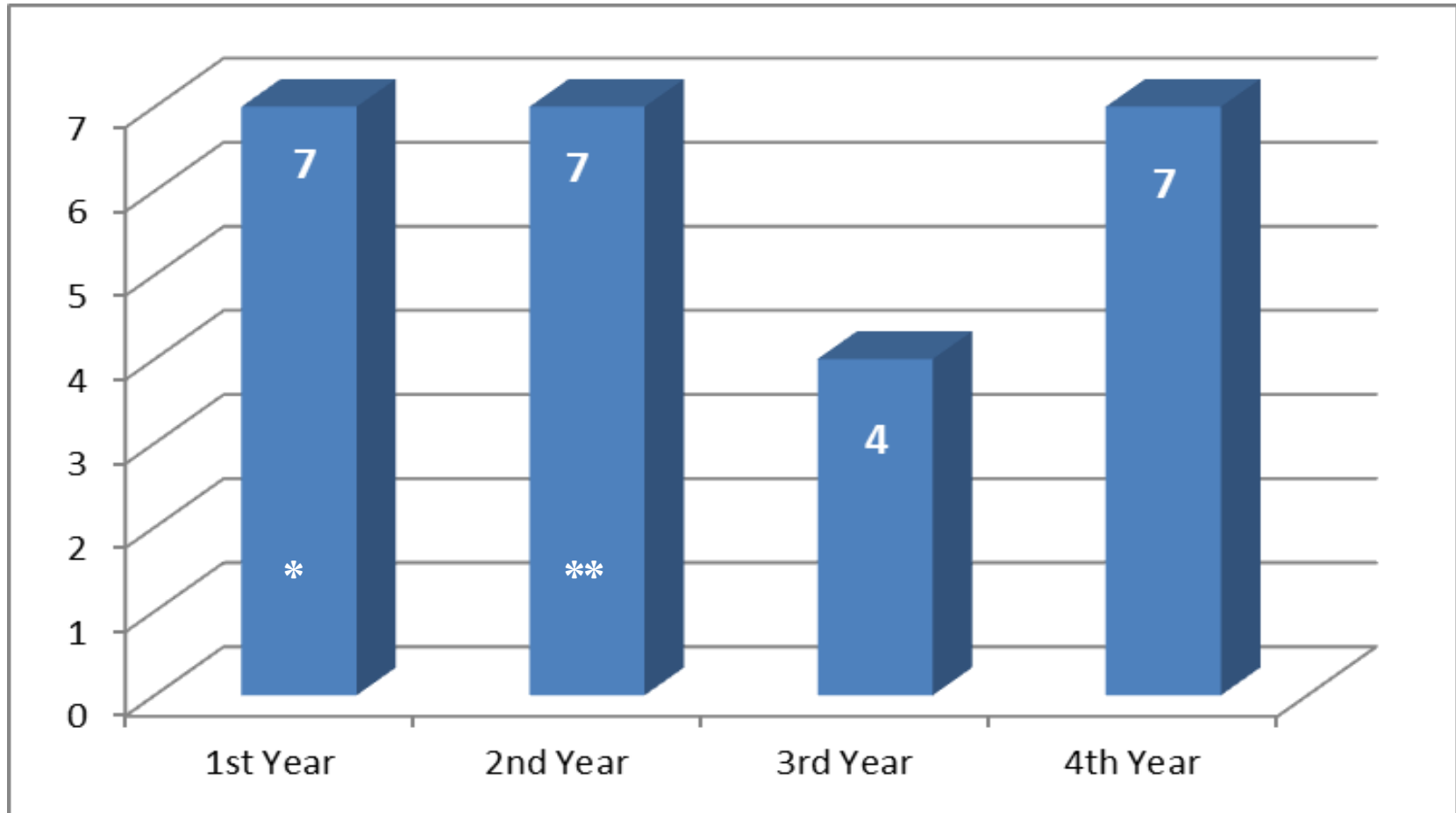
CNAH Model for American Indian Student Development in the Health Professions...

Creating a new generation of health professionals for New Mexico Native communities.



Medical Students by Year, N=25

(08/17/12)



* Includes 2 BA/MD students

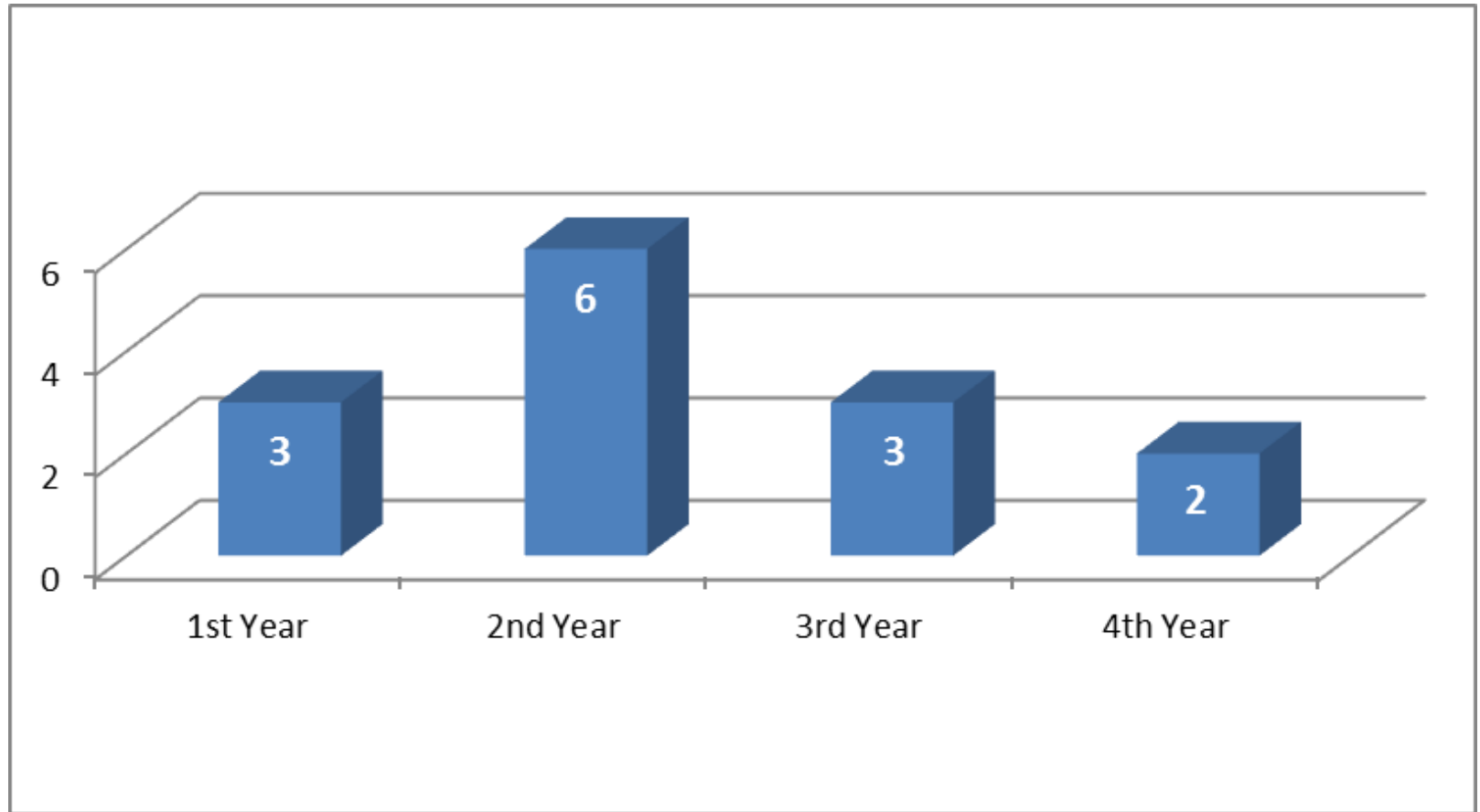
** Includes 3 BA/MD students

AI Med Student Graduation Rate

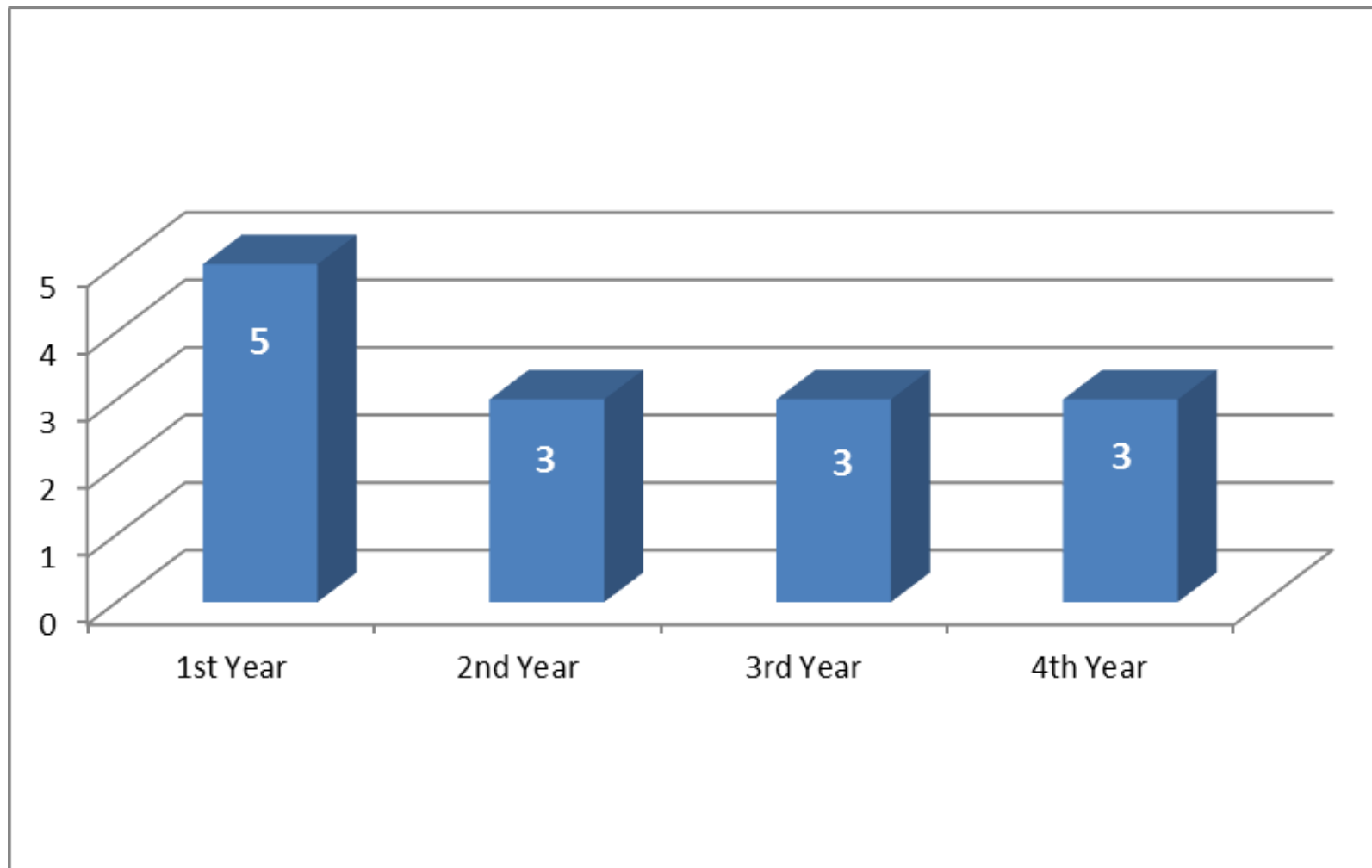
- *Graduating year 2012: 3/64 (4.7%)*
- *Graduating year 2011: 3/80 (3.8%)*
- *Graduating year 2010: 1/77 (1.3%)*
- *Graduating year 2009: 3/80 (3.8%)*

- *Records of the UNM Program Evaluation and Research Office indicate that in the past five years, there were **0 students who self-identified as American Indian that withdrew or were dismissed from medical school.** (08/23/12)*

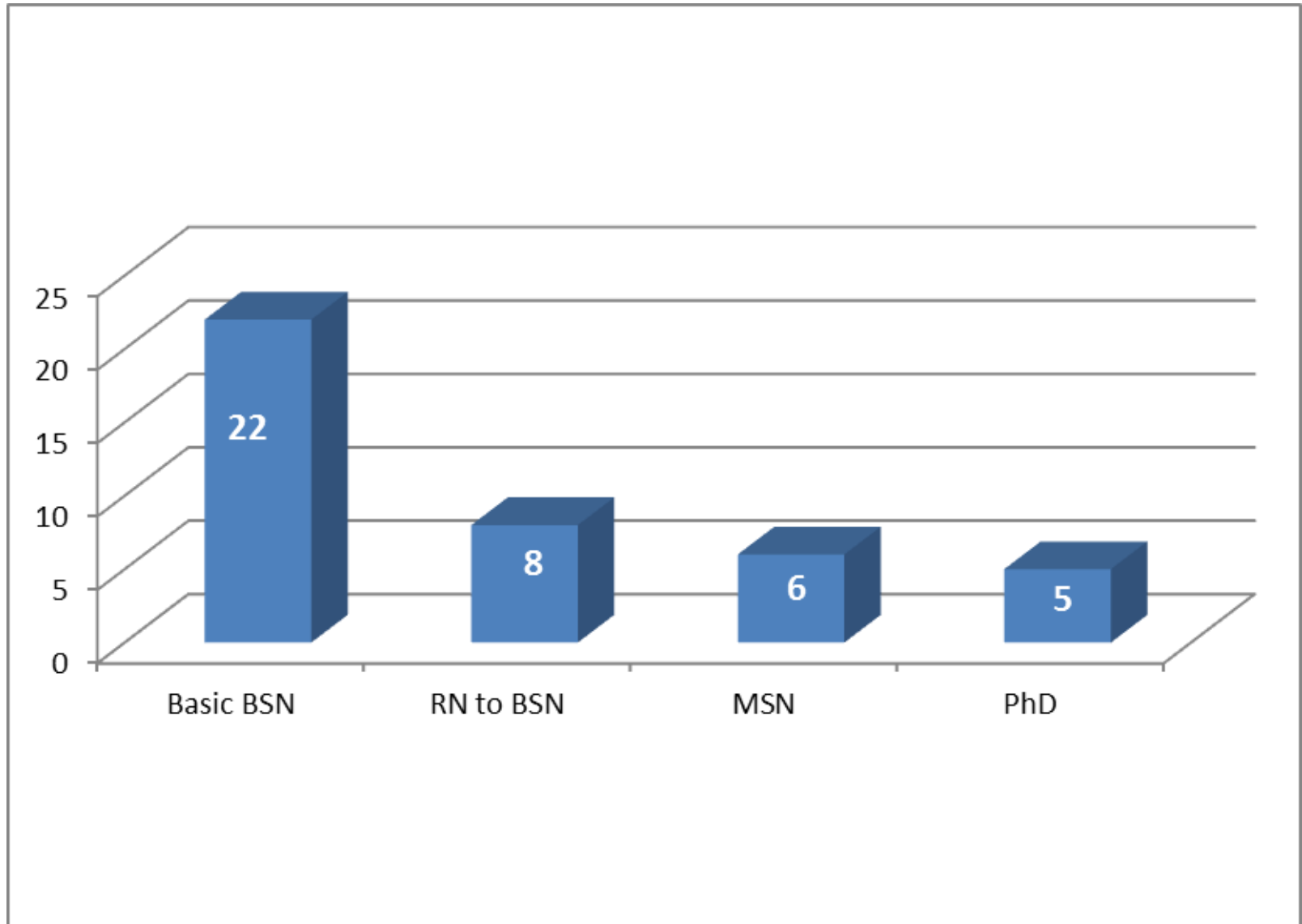
In the UNM HSC AI Physician Pipeline: **BA/MD Students by Year, N=14**



AI Pharm D Students by Year, N=14



AI Nursing Students, N=41



CNAH Early, Diverse, & Sustained Exposure: Undergrad, High School, Families & Community

- **Summer Policy Academy** – a partnership between SFIS and CNAH to expose between 25-28 AI high school students to community health assessment, health disparities research, health policy formulation, and health professions opportunities.
- **Summer Internship at CNAH** – a new program to engage AI high school students in the health-related work conducted by CNAH. The most recent AI intern completed a literature search about photovoice as a tool to engage youth and communities in health investigations.
- **On- Campus Visits & Engagements-** presentations and hosting AI high school students for an on-campus experience at HSC to explore various health sciences and meet current HSC students (e.g., Myamura High School, Santa Fe Indian School, Health Sciences Career Day, Eastern NM University, Central NM University, Dine' College)
- **Engaging families and communities** through community workshops on the topics of how to prepare for health sciences studies - (e.g., Laguna Pueblo, Cochiti Pueblo, Chinle, Telehealth-Tsalie, Shiprock, Tuba City)
- **Regular communication** with students, families and communities through our monthly newsletters, phone call, email, social media and 1:1 meetings about HSC programs, resources and information on health sciences.

CNAH Multi-level Support: Current Students

- **Mentoring Program** – a CNAH initiative to match AI HSC students with AI community-based health providers for clinical care exposure, community involvement, and professional development
- **Dr. Erv Lewis American Indian Student Center** – located on HSC campus. Heavily utilized for studying, socializing, cultural exchanges, peer support, intimate learning with INMED lecturers, resource center (access to books, computers, printers), nourishment. Maintained by CNAH.
- **Financial Resources** to support attendance of professional conferences, clinical field experiences, **cultural connectedness** (feast days, ceremonies), exam and licensing preparation, and other academic and socioeconomic needs.
- **Faculty support** for Society of Native American Health Professional Students (SNAHPS).
- **Academic and social networking** - Established an AI Health Professions Students Journal Club
- **Connecting and honoring achievements with student, family, community:** AI Health Professions Welcome/Welcome Back Picnic (Aug) and Graduation Ceremony & Dinner (May).
- **Exposure to national/local AI Health Imperatives.** Indians Into Medicine (INMED) Lecture Series (Fall, Spring), a series of 3-4 lectures each semester to provide broad exposure to current and compelling AI health issues and professional opportunities for students, as well as to provide education across campus and community about unique challenges, traditional health perspectives and practices, and systems of care that are of importance to Native students and populations.
- **Research and other scholarly and cultural mentorship**, research proposal development, residency applications, professional paper requirements, serving on student doctoral and professional paper committees.

CNAH Educational Initiatives with Communities

- **Health Workforce Capacity Building** with Tribal Communities – a CNAH initiative to assist Native communities envision their health workforce needs and to create proactive plans to address health priorities through workforce development and to “grow their own” workforce. CNAH offered a Tribal Workforce Development Summit in 2011, and responded to Laguna Pueblo’s request to plan a public health nurse pipeline.
- **Community Health Assessment (CHA) Workshop Series** – a strengths-based, CNAH initiative for supporting self-determination of Native communities to strategically address priority health concerns, prevention, and workforce development through skills-building, community engagement, resources identification, strategic planning, technical assistance, and social action. CNAH is engaging 8 Pueblo teams (Acoma, Isleta, Jemez, Laguna, San Ildefonso, Santo Domingo, Ysleta del Sur, Zuni); 1 Navajo Nation team (Window Rock), 3 Navajo community teams (Ramah, Tohajiilee, Chinle); 1 Apache team (Jicarilla), and 1 urban team (First Nations Community HealthSource) in the series.
- **Telehealth for AI Health Professions Education** – a partnership between CNAH and Dine’ College to augment the latter’s public health curriculum, and to provide student peer advisement and faculty continuing education support. The educational exchange includes Dine’ College providing UNM AI and other students and faculty with knowledge about cultural perspectives on health. Expansion of the program will include UNM – Gallup with subsequent inclusion of other AI serving educational institutions.
- **Special Educational Events:** Collaborative effort between CNAH & Wings of America for a premiere showing of “Run to the East” and a related panel presentation on the role of sports in long-term disease prevention and other related positive outcomes of participation in sports.

Examples of CNAH's Projects and Initiatives



RESEARCH

Research: Resources & Innovative Work

- **Mentor the required research projects** of AI medical students (a 3-year process per project) and final health policy and professional research papers.
- Community-based participatory research with the off-reservation AI community and the First Nations Community HealthSource to examine **integrated health care for co-occurring conditions in primary care**. RWJF Center for Health Policy at UNM faculty research grant (Parker, PI).
- Collaborative research with the University of Wisconsin – School of Medicine, awarded a 5-year NIH grant (2012-2017) to test effectiveness of an intervention to **prevent AI pediatric obesity** among AI children 2-5 years old and their primary caregiver in 6 AI communities nationally (Parker, Co-I).
- Co-offering of a 3-credit, **graduate level course** on Community-based Participatory Research and Indigenous Knowledge.
- Collaborative **evolving of a theoretical model (process)** for the recognition of the benefits of both Western and Indigenous knowledge in research and to reduce the tension between Western and Indigenous sciences to support student cultural identities and strengthen research partnerships.

Examples of CNAH's Projects and Initiatives



SERVICE

Service

- Co-founders with First Nations Community HealthSource of a newly acquired building establishing the All Nations Wellness & Healing Center for use by urban/off-reservation AIs
- Technical assistance for abstracts review – Navajo Nation Research Conference
- Participation in International Indigenous Academic Health Network Planning Meeting
- Participation on planning committee for International Indigenous Women's Health Conference
- CNAH Website for Community & Campus
 - <http://hsc.unm.edu/community/cnah/>
- CNAH Bimonthly Newsletter for Students & Community
- Tewa Women United – A'Gin Healthy Sexuality and Body Sovereignty Project
- Serve on various AI local and national community boards, committees

CNAH Collaborations: Indian Health Service



Photo: Chinle IHS Team at CNAH Community Health Assessment Workshop, June 22, 2012

- Indians Into Medicine (INMED), a 4-year (2010-2014) IHS funded grant to increase numbers of AI health professionals serving AIs.
- Native Research Network/IHS Annual Research Conference – Planning Committee, AI Student Research Forum, Education
- Albuquerque Area Southwest Tribal Epidemiology Center (AASTEC)
 - AI Community Health Assessment Workshop (I, II, & III)
- First Nations Community Health Source (IHS Urban, Title V)
 - Research – Depression Treatment in Primary Care
 - Service/Education – All Nations Wellness & Healing Center
- “Child Ready” – Regionalization of Pediatric Emergency Medical Services (5-yr grant, 2012-2017) funded by USDHHS Health Resources and Services Administration), an educational and service initiative for tribal, IHS facilities, and rural communities (UNM R. Sapien, PI; T. Parker, Co-I)
- IHS Grant Review – Navajo Area IHS School-based Health
- IHS staff invited as INMED lecturers for UNM HSC audience of faculty, students, staff and community

CNAH Relationships: External Institutions

- U of Arizona College of Medicine, U of Colorado School of Medicine, U of Utah Health Sciences Center, & American Association of Indian Physicians (collaborative pre-admission workshop; education/service)
- University of Wisconsin – School of Medicine (research)
- Dine' College (education/service)
- University of Washington (research education)
- Harvard University (faculty member, Dr. Thomas Sequist, serves on the CNAH Student Development Advisory Committee)
- NM DOH (service), CYFD (education, research), IAD (service)
- National Institutes of Health (service)
- Hogg Foundation for Mental Health (education, service)
- National Congress of American Indians (service, research, education)

We Leverage CNAH Resources by:

- Planning strategically and implementing S.M.A.R.T. * goals to achieve CNAH's vision and mission,
- Building strong and numerous collaborations on campus and in the community,
- Using social media/telehealth to extend educational benefit from campus to community,
- Supporting CNAH staff through professional development planning, &
- Responding to opportunities for external funding (currently have 3 grants).

* Acronym for goals that are specific, measurable, attainable, realistic and timely.



Photo: UNM HSC AI health professions students and CNAH student staff members with Dr. George Blue Spruce, Nov 2011

Thank you for the opportunity to present the Center for Native American Health at UNMHSC!