

Virtual HS-MACA Programs



Creighton
UNIVERSITY

Health Sciences - Multicultural
and Community Affairs

Fall 2020 Newsletter



MISSION

The mission of Health Sciences Multicultural and Community Affairs is to promote Creighton University as a recognized leader in the training and development of a multicultural health care workforce that serves to reduce health disparities in underserved and diverse communities through research, culturally proficient education, community interaction and engagements through Ignatian values.

VISION

Health Sciences Multicultural and Community Affairs will be recognized and respected as an innovative department that pioneers and synthesizes community, education, research and the development of future healthcare professionals who are culturally aware and work toward the elimination of health disparities.

REFLECTION



Sade Kosoko-Lasaki, MD, MSPH, MBA, FAASS
Associate Vice Provost, Health Sciences
Director, Post Baccalaureate/
Pre-Matriculation Programs
Professor, Ophthalmology

Year 2020 has been a particularly difficult year for many of us. With the Pandemic COVID-19, it is a year like no other in our lifetime. We remember our loved ones who have not survived the pandemic and we also remember many who survived but have suffered economically and socially from it. Our campus has also experienced big changes, from wearing masks everywhere to social distancing and online classes. Through it all, we have managed to make the best of the situation by delivering the quality education that our students expect.

In the spring of 2020, our Center for Promoting Health and Health Equity (CPHHE), an affiliate of HS-MACA, was the proud recipient of a \$250,000 COVID-19 grant from Douglas County Health Department (DCHD) through the CARES Act Coronavirus relief fund, for 6 months, to address the disproportionately high numbers of morbidity and mortality due to the COVID-19 pandemic in the minority community in Omaha. Currently, we have educated and trained (using the train-the-trainer method) over forty (40) lay

Community Health Ambassadors/Advocates (CHAs) in the African American churches, the low-income Omaha Housing Authority towers, the Latino community and the Maya community in the city. These individuals are helping to spread the CDC recommendation messaging to their community to reduce the spread of the COVID 19 virus.



**Center for Promoting Health and Health Equity, CPHHE
COVID-19 Project Logo**

Thanksgiving cannot come any sooner because we all have a lot to be thankful for. If you cannot interact with loved ones in the usual face-to-face manner, I hope you will remember to call, email or video conference. We thank everyone, students and staff that have had to adjust and follow CDC guidelines of wearing masks, social distancing, washing hands with soap and water and carrying hand sanitizers everywhere. This has kept us safer on campus.

As we come to the end of the Fall Semester and look forward to the Holiday Season, we wish you all a Merry Christmas and a very Happy New Year! Remember to remain safe!

"He who has health has hope, and he who has hope has everything." – Arabian proverb

Sade Kosoko-Lasaki, MD, MSPH, MBA, FAASS
Associate Vice Provost and Professor

EXECUTIVE ASSISTANT REFLECTS ON VIRTUAL COMMUNICATION AND TASKS

by **Phebe Mercado Jungman, BS, *Administrative Assistant III***

COVID-19 pandemic has brought us all a new normal. This affects everything that we do, everywhere, including our job at HS-MACA. The availability of the internet supported overcoming



Phebe Jungman, BS, HS-MACA Administrative Specialist

of COVID-19 barriers that keep us from being physically present at the office and from each other, during this difficult time. In performing our respective tasks, we use variety of communication strategies. It allows us, despite being separated by geography and time zones, to work collaboratively using the Internet and other media for communication. This reflection specifically focuses on the Administrative Assistant's personal experiences and observations on how to explore the opportunities around me

that is dressed in something called "work".

In early 2020, working from home was a challenge at first. One of my responsibilities is to coordinate with staff, faculty, and other stakeholders in various offices, programs, and activities to assist the Associate Vice Provost. I need to be able to connect with them and stay informed and updated in their programmatic activities. With mandated work-from-home policies, physically visiting their offices to see and talk to them personally was off the table. I needed to use my fingertips in communicating virtually. This was a challenge for me as directly talking to people and coordinating with them in person has always been the best quick way. Following up and following through is another big focus of conducting administrative support virtually. I had to make sure that I am understood, when communicating required tasks, and that action by responsible parties is taken and received just in time, with expected accuracy and efficiency. The key is good communication and making sure that everything is done right and on time.

In the last three months, when the Creighton University reopened campus, going back to work physically was another challenge to defeat. Having been used to working from the comfort of my home, transitioning back to the reality of the workplace became another new normal to adapt to. The use of emails and phones became the media of communicating and the Internet became a very important resource for most of my questions and concerns. I realized that being adaptable to any situation and making the most of it, always makes sense. However, being able to communicate well by using whatever available media there is, and getting my messages across, enabled me to reach out. In reaching out, I can get things done.

VIRTUAL RECRUITMENT AND RETENTION: PROCESS AND INNOVATION

by Mervin D. Vasser, MPA, *Assistant Director, Recruitment and Retention*



Handshake Logo

While majority of colleges and universities around the world integrate some form of online education into their coursework, moving all aspects of business online may prove to be challenging. The severity of COVID-19 directly affected the travel industry therefore hindering any recruitment that requires travel or face-to-face contact. Recruiting efforts are remote and implemented through various digital platforms.

Online events provide an opportunity for students to familiarize themselves with HS-MACA, however, increasing reliance of virtual recruiting has created opportunities and challenges for HS-MACA and the students served through programming. Online recruiting is more cost effective and allows for a broader reach of students within a short period of time. Although virtual recruiting provides more student access, it requires technological know-how.

Presenting at colleges and universities, attending graduate and professional career fairs and other networking events are key components of HS-MACA's recruitment strategy. Now it is equally important to conceive of ways to replicate the success of those events virtually. Choosing the right digital platform to host and promote programs and events is essential. Conferencing software like Zoom and Handshake have become very popular and are heavily relied upon by colleges and universities for their videoconferencing and marketing capabilities.

HS-MACA's programs and events are promoted across all social media platforms and digital databases. Everything from the HS-MACA website to its Facebook pages which has reached over 4,000 people. Online communities like Pre-Med Star and the American Association of Medical Colleges (AAMC) Minority Applicant Registry (Med-Mar) help target marketing efforts to prospective students. Additional associations like the Association of American Indian Physicians (AAIP) and American Dental Education Association (ADEA), aid in the ability to gain access to a virtual database of over 3,000 students.

Virtual recruitment has challenged the efficacy of recruiting efforts. While metrics tracking the number of students impacted, enrollment, and attendees help to calculate conversion rates, measures for retaining students are most indicative of academic success. Academic success, scholarships and social support are key factors that promote retention. The health and safety of students is the primary concern. Innovative strategies have been implemented to create an



Michael Brown, BS, Post-Bac Pre-Medical Program

inclusive environment amid this COVID 19 pandemic. Despite transitioning into a virtual environment, opportunities to join clubs, conduct research, participate in clinical simulations and engage in extracurricular activities are available by means of virtually reality techniques. Faculty and staff have continued to provide support while adhering to HS-MACA interdepartmental policies and Creighton University's COVID-19 Community Standards. Examples include scheduled meetings with students in the conference room to ensure safe social distancing, no longer gathering in large groups, positive, affirming and encouraging e-mails or direct messages to students, check-up on students by phone and email virtual birthday celebrations and individual/group mentoring via Zoom.

HS-MACA is best positioned to reap the benefits of recruiting and retaining students in a virtual environment. The future of healthcare lies in working together with technology and together with healthcare workers must embrace emerging healthcare technologies in order to stay relevant in the coming years.

VIRTUAL ON-BOARDING OF POST-BACCALAUREATE STUDENTS AND ORIENTATION

by Larissa Sanon, *Post-Baccalaureate Coordinator*



Post-baccalaureate students in a virtual classroom

In March, amid the application reviews for the 2020-2021 Post-baccalaureate class, interviews and selections, the entire world shut down due to the COVID-19 Global Pandemic. The University afforded us the opportunity to work from home. Thus, the program had to pivot from physical in-person classes to virtual programming. The many virtual tools utilized for virtual programming are, BlueLine/Canvas, Adobe, Zoom, Microsoft Office and Outlook, and the GroupMe messaging app.

The Post-baccalaureate program, for as long as it's been in existence, has always been structured to be a physical in-person learning program, here at Creighton University. Pivoting, for us, meant turning the entire program virtual, where courses and all programming are facilitated via BlueLine/Canvas. A Department that majorly helped with this transition was the Teaching and Learning Center (TLC), specifically Andrew Bunton, who was so instrumental in guiding the post-baccalaureate staff and faculty in matters relating to virtual learning. All post-baccalaureate courses were converted into online courses, and training was offered for all post-baccalaureate

faculty who had no experience teaching online courses. We also made use of the BlueLine/Canvas site, as this is where all the course information was now housed (i.e. all syllabi, grades, course content and communication). Microsoft Outlook also played a huge part, as communication was important, as evidenced by how frequently we emailed each other throughout this transition. We also utilized Zoom to keep a sense of visibility and connection with our students, faculty, and staff.

Implementation of virtual post-baccalaureate programming included, looking at the spectrum of our courses and every aspect of the Post-baccalaureate program, and then planning to transition all these elements into virtual formats.

The first step was contacting the TLC to ensure all courses were now virtual and had online components, on which students had access to online discussion boards, and the ability to access course contents, materials and grades. BlueLine/Canvas is Creighton University's preferred online learning tool. Students were then registered via the Registrar's Office. Once students were registered, all further communication occurred through their Creighton outlook email.

Examples of an onboarding task list:

- ☐ Send out Information letter to incoming students
- ☐ Verify new students Financial Aid offers
- ☐ Collect Faculty syllabus for diagnostic & pre-matriculation sessions
- ☐ Email and Zoom Communication with the new students
- ☐ Summer classes registration in collaboration with the registrar's office
- ☐ Pre-Medical and Pre-Dental cohort Schedule
- ☐ Updating and disseminating Student handbook
- ☐ Coordinate Online Student orientation
- ☐ Coordinate faculty planning session
- ☐ Students exiting the program
- ☐ Coordinate and presenting data on Spring Course evaluations (faculty + Student)
- ☐ Spring course and Faculty evaluations
- ☐ Send out Faculty communication and planning session
- ☐ Pre-Matric sessions Course evaluations (faculty + student)
- ☐ Complete Certificate applications
- ☐ Coordinate Zoom award and recognition ceremony

The delivery of education via an online environment was a new experience for the Post-baccalaureate program, its instructors, and staff. Through our course and program evaluations, we found valuable information and insight into the impact of virtual learning on students, primary areas of concern, and opportunities for improvement.

Students were impacted in both positive and negative ways by their experiences with virtual post-baccalaureate programming. Some students became more responsible and in control of their learning atmosphere. Other students recognized the need to be both self-disciplined and motivated to experience success as online learners. Management issues (e.g., late start dates, late delivery of textbooks and supplemental materials, and issues with systemic support) had a negative impact on the student learning process and diminished the opportunity for students to experience online learning at an optimal level. The Technological barriers for students and staff, along with skills of online instructors, adaptation of online courses, and accountability, were also evaluated. It became clear that a clearly articulated process for overseeing day-to-day coordination of the program is necessary to ensure its success.

The lessons learnt are that we learn from our own project/events experiences as well as the experiences of others. Sharing lessons learned among team members prevents an organization or program from repeating the same mistakes and allows them to take advantage of organizational best practices. Learning should be deliberate. As a department, we should be prepared to take advantage of the key learning opportunities that projects/events provide.

To maximize learning from project to project or events, programs should have an infrastructure in place to acquire and socialize project information—lessons learned process. The purpose of a lessons learned process is to define the activities required to successfully capture and apply lessons learned. As far as plans for future virtual programming we plan to implement a quick survey at the end of each virtual event/ meeting to ensure the qualitative impact of each project or event.

2020 became a year of firsts for this program, however we've managed to navigate the high and lows of learning and implementing programming virtually successfully.



Post-baccalaureate students in class (front to back): Paola Olivares-Carzoli, Julie Nguyen, Brianna Wright and Tina Dinh

OUR VIRTUAL EXPERIENCE IN THIS YEAR'S POST-BACCALAUREATE PROGRAM

by **Adnan Almazloun and Brianna Wright, *Post-Baccalaureate Student Leaders***



**Brianna Wright, MS, Fall Class
Leader, Post-Bac Pre-Dental
Program**

While the excitement of being accepted into the HS-MACA program began to settle, we knew that the challenges we would face ahead would be no easy feat. In addition to entering a program that is known for great academic rigor, we were also preparing to virtually take on every aspect of our post-bac experience. In summer 2020, the program's diagnostic summer session was taught 100% online, challenging us to think more critically while offering us opportunities to learn uniquely. Use of Google Docs and cloud technology, flexible office hours of professors, and group study sessions via Zoom were all key infrastructures that facilitated our first semester's success in the program.

As we approached the fall semester, the transition to on-campus classes in Omaha was an even greater challenge. Although we would be able to engage in in-person learning, it was also our responsibility to adhere to social distancing rules and the guidelines of Creighton University. Currently, we have a hybrid of classes taught through Zoom and in-person, allowing a space for us to continue learning during these trying times. While going back to normal academic environment seems far-fetched in our academic career, we can rest assured that we have persevered through some of the most challenging times in history and can use these lessons to fuel our confidence as we move forward.

Ultimately, what made this experience fruitful, are the bonds we created and the sharing of experiences. At HS-MACA, our success stems from our family-like organizational and student culture. Collectively, we were able to navigate through our curriculum and achieve success.



**Adnan Almazloun, BS, Fall Class
Leader, Post-Bac Pre-Medical
Program**

THE VIRTUAL SOCIAL INTERACTIONS OF STUDENTS: POST-BACCALAUREATE PROGRAM

by Tina Dinh and Erik Steinberger, *Post-Baccalaureate Student Leaders*

When the COVID-19 pandemic hit the United States, the enforcement of social distancing guidelines became vital to preventing the spread of disease. Academic institutions such as Creighton University needed to adapt and make big changes to keep its students and faculty safe. Although the post baccalaureate program at Creighton University is a relatively small program on campus with fourteen students matriculating in 2020, returning to campus posed an additional challenge, as most each week is spent together.

While the campus prepared for safe reopening in the Fall semester, we began in the post baccalaureate program with an online summer session. During this period, students remained at home - many still living in states other than Nebraska - and participated in courses through Zoom. When campus reopened in the Fall, students, faculty, staff, and visitors were required to abide by the university's COVID-19 Community Standards with



**Erik Steinberger, BS, Spring Class
Leader, Post-Bac Pre-Medical
Program**

daily temperature checks and #CampusClear screenings, mask requirements, and social distancing guidelines. With many professors still teaching remotely and students largely having to remain isolated outside of class, staying connected with each other became more crucial than ever.

Social distancing may help flatten the curve and slow the spread of COVID-19, but it also poses a barrier against our fundamental need for connection. Ironically, the very tools and devices once blamed for hindering social relationships are now what keep us together. FaceTime, Skype, Zoom, and other similar platforms which were primarily used for teaching or running meetings, are now being used to spend time with friends and family. Digital media has kept us socially connected while also remaining physically apart.

Students in the Post-Bac program found that even the smallest of activities integrated into the video chat sessions were enough in creating meaningful interactions. These

activities included anything from virtual games and mini ice breakers, to meal prepping and watching movies. Students are even finding ways to replicate daily activities. For instance, being



**Tina Dinh, BS, Spring Class
Leader, Post-Bac Pre-Dental
Program**

present on video chat while doing homework silently has proven to be helpful in keeping some students on task and accountable for their own academic success.

Fewer in-person interactions have also led to the use of various social media apps like Facebook, Instagram, Snapchat, as well as group chats on Messenger, iMessage, and GroupMe for class communication. Students are very involved in these forums, bidding their classmates good morning and good night, sending memes and GIFs, holiday greetings, and of course, "Happy Studying!" As the nation prepares for a second wave of COVID-19, students in the Post-Bac program will continue to adhere strongly to campus restrictions. However, we will also continue to enjoy using online platforms as a way of spending time, building camaraderie, and supporting each other through difficult times. As a relatively small program at Creighton University, the Post-Bac students have made the best of a difficult situation and move forward with optimism.



2020-2021 Post-Baccalaureate Pre-Medical and Pre-Dental students at St. John Cathedral

TRANSITIONING FROM VIRTUAL TO FACE-TO-FACE ADVISING

by Mado Juarez, MEd, *Assistant Director, Academic Excellence*

Academic advisors and students around the country were impacted by the unprecedented global pandemic (COVID19). Students who had the luxury to meet with an academic advisor face-to-face were forced to adapt to the new "normal" meeting with academic advisors via Zoom or Skype. Class of 2020-2021 post baccalaureate students who started the school year online due to the pandemic had a smooth transition from virtual to face-to-face advising.

When advising students online, surprises have occurred during the sessions. For example, students may not have a reliable internet connection and could be facing mental health concerns especially during these unprecedented times. The academic advisor also had to remember that students may be taking care of their loved ones, financially or otherwise. It is very important to understand that students may have to cancel their advising sessions, or reschedule for another day, due to unexpected hurdles. Therefore, it is necessary for the academic advisor to always remain flexible and prepare to face unforeseen surprises.

As Creighton staff and faculty prepared to return on campus on August 3rd, 2020, so did our post baccalaureate students. Our students were ready both mentally and emotionally. Students were patiently waiting on this day to come and were more excited to finally get to meet their faculty, HS-MACA staff face to face and have the one-on-one interaction which goes beyond than just academics.

While transitioning from online advising to face-to-face advising, Students were more responsive as they were completing their IAPs (Individual Academic Plans) and discussing their study plans and academic goals. As the individual advising sessions progressed, it was discovered that many of the post baccalaureate students preferred to have in-person interactions, speaking to the academic advisor face-to face instead of having Zoom meetings, or having to answer questions back and forth through emails. Students did not have to rush through conversations and knew if for any reasons they needed additional time to discuss their academic concerns, it was possible to do so. Post baccalaureate students were also encouraged to simply knock on the door to meet with the Assistant Director of Academic Excellence for any urgent matters.

The semester is coming to an end. At this point, all post baccalaureate students have met with the academic advisor more than three times during the semester. Some students were referred to counseling services based on the information provided during the advising sessions. Post baccalaureate students are much more relaxed and are willing to open as they continue to meet face-to-face with the academic advisor while still practicing social distancing.

VIRTUAL PIPELINE PROGRAMMING: THE HS-MACA EXPERIENCE

by **Bryan Benson**, *Pipeline Program Coordinator*

As the Health Sciences-Multicultural and Community Affairs Pipeline Program Assistant it is my job to for engage and empower local youth that we work with through various after-school programs for middle and elementary aged students. The lessons I teach are Science, Technology, Engineering, and Math (STEM) based and the objective of the program is to build a pipeline of young people who are eager to learn more about the health sciences, and ultimately want to join the profession as adults and further diversify the workforce.

Omaha Public Schools exclusively uses the Microsoft Teams application for all their virtual video correspondence. With the pandemic, most work transitioned to an online format, after-school programming being no exception. Despite the schools opening back up for students to attend in person for half of each week on a rotating basis, external service providers are not permitted on campus, as it would further expose students and building staff to a greater risk of contracting the coronavirus. Because of this inability to work with my students in person, I have had to familiarize myself with using Teams as a tool to host my classes virtually. The pipeline program classes taught this fall, along with those led over the summer, have afforded the opportunity to really become conversant in using the application as a teaching tool in the absence of in-person lessons. Screensharing allows me to show them a more detailed image or demonstration of the lesson when necessary. In addition, having students type in their names for attendance via the application's text conversation feature allows for attendance to be taken easily. Microsoft Teams even allows playing of YouTube videos, which is an instructional strategy used in the case where the video would be beneficial for students' understanding of a concept.

At the beginning of every class, together with the students, we sign into Teams, and after introductions and greetings, the objectives and overview of the day's lesson is presented. Some of the lessons have been modified so that students can do them from home, or at the school without the coordinator being physically present. For these sessions' supplies were purchased and delivered to students, so that they will then be able to use them during the virtual lessons. Other cases include: 1) the lessons are too impractical to have them do along with the coordinator, as guided instruction, 2) the activity might require adult supervision which cannot be guaranteed, or 3) the supplies themselves may be too expensive to allow every student to have their own set to utilize during the guided lesson. In these instances, a scientific lesson is presented to students (such as a dry ice experiment, or a sheep eye dissection), while demonstration is conducted for them using the Teams video feature. This may not be ideal; however, it is much preferable to not exposing the students to any of our STEM-based lessons due to distanced learning.

The students continue to participate and return for a new lesson every week, despite their being no structure in place to force them to do so, their participation is purely voluntary. This shows that they appreciate the educational extracurricular activities that are available to them and that they are happy for a return to some semblance of normalcy, despite the lessons being done

virtually. The site leaders of the nonprofit organizations that run the after-school programs are also quite grateful that all the providers are continuing to do the work they do. This includes HS-MACA's pipeline program for continuing to provide students with meaningful engagement opportunities during this incredibly difficult time for young people to feel connected and to grow their interests and understanding. These are the opportunities that parents and communities continue to want for their children even during a pandemic.

From this experience, we have learned quite a bit about what works and what doesn't, in terms of grabbing and keeping student attention during long days spent staring at screens, or in quieter than usual, socially distanced classrooms. The pipeline program will continue to provide the kind of lessons that interest students, mixing in as many classes as possible that they can do at home or in classrooms virtually, to keep their minds as engaged as possible during this time when learning itself has undergone so much change. These kinds of programs reduce opportunity gaps between more and less affluent student demographics, an effort that is even more important than ever to continue now, and it's also an opportunity that HS-MACA is proud to provide.



Cow Eye Dissection

Bryan Benson, BA, Pipeline Program Coordinator, Teaching Virtual Lessons in STEM

"ENTER THE INTERNET ERA"- THE CHALLENGE OF COMMUNITY PROGRAMMING IN A PRO-VIRTUAL WORLD DUE TO COVID-19

by **Errik Ejike, MPH, CPHHE Program Supervisor**

The Coronavirus (COVID-19) unexpectedly brought about situations and issues unfathomable in the 21st century. Not only have people never heard of COVID-19, but the virus shed light on the world's unpreparedness while simultaneously adding depth to the persistent issues that many underserved and under resourced communities have been facing for years, decades and centuries. Individuals with underlying health conditions are affected more severely by the virus, communities with more crowding or stacking have a faster spread of the virus, small businesses and local businesses are closing and selling at higher rate, and organizations that serve the community through direct programming are forced to pull back and reconceptualize a new approach to continue the work needed to serve these communities. The big question many organizations are facing is, "how do we restructure our programming so that communities can receive what they need from us without compromising the health of our community and workforce?" Well, the good thing is that technology has advanced far enough this decade to provide virtual video platforms that can be used for personal and business purposes! While this seems like a seamless transition, the grass isn't always greener on the virtual side...

There are many virtual platforms that promote the use of virtual web conferencing that can be used for many functions. While our social media platforms have integrated live features for capturing

video and audio in real time and allowing an audience to interact with the user, such as YouTube, Facebook, Instagram, these tools built within these platforms are to optimize an individual or small group experience. So, what if you're looking move your community program online or you must reconstruct your entire conference or figuring out how to continue to provide outreach, resources and connectivity to the communities you serve? There are more platforms who have specialized in live and recorded web conferencing application such as Zoom, Skype, Google Hangouts, and many more. The platforms offer expanded bandwidth and capacity to hold many



Digital Image of COVID-19 (Coronavirus)

participants in a single “conference room”. Some of these platforms even provide organizations to break out into separate video rooms or allows speakers to present in a live webinar format.

With all this ability at our fingertips on the computer screen, it seems like a logical step to move all of the programs as is onto a digital web platform, but is this really feasible or even necessary for all of your community outreach and education programs and forums? There are both pros and cons that each organization needs to consider while gauging what outreach and programming can be converted to a digital platform. Here are some factors that are affected through virtual programming:

With all this ability at our fingertips on the computer screen, it seems like a logical step to move all the programs to a digital web platform, but is this feasible or even necessary for all of the community outreach and education programs and forums? There are both pros and cons that each organization needs to consider while gauging what outreach and programming can be converted to a digital platform. Here are some factors that are affected through virtual programming:

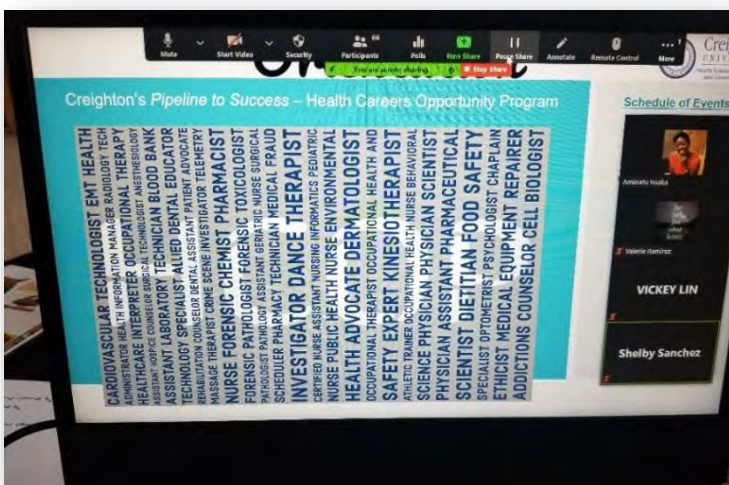
Pros Transitioning to a Virtual World	Cons to Transitioning to a Virtual World
Increased Ability to gain or reach a greater audience	May see an attrition of participants due to the change in the program
Increased ability to save funding due to inability to host in person programming/conferences (Speaker travel and board, meeting space, etc.)	Reduced amount of incentives to attend or participate in programming (no food, giveaways, etc.)
More incentive to use web-based databases for program evaluation – aggregates the data more efficiently	Steep learning curve on learning digital platforms and how to use them effectively
The opportunity to revamp, refresh and rethink programs and various elements of the program to fit an online platform	Organizations may face the reality of reconstructing programs that may lead to a different direction than originally intended

While the COVID-19 community continues to spread and provide adverse health issues to many of our communities and neighbors, we must continue to innovate on ways to provide information, resources and outreach to communities of need. This is a unique issue that will test the fortitude of our organizations and willingness to engage with our communities in new ways using new ideas and tools. While transitioning programs to a safer virtual environment, we must ensure that programs keep their integrity to where they continue to focus on impact and not just implementation to satisfy funding requirement while maintaining program outcome. Additionally, the community’s safety and their need for our resources must remain first and foremost a priority. Thus, organizations must do their due diligence to ensure programming remains impactful and relevant, consider the needs of the community, audit and review programming prior to transitioning to a virtual platform, and remain mission-focused to continue a trajectory of impacting the community!

SUMMERTIME, SUMMER VIBES

#TEAMHCOP DELIVERS SIX-WEEK PROGRAM IN A VIRTUAL SPACE

by Aminatu Issaka, MFS, *HCOP Program Supervisor*



2020 Online Structured Summer Session Virtual Student Orientation

As experienced by many, a global pandemic results in a vast amount of transformation, adjustment, compromise and most importantly, patience. For millions of people around the globe, what was once the “new normal” has shockingly become “the normal”. From Zoom meetings to Microsoft Teams meetings with fellow classmates working on a group project to Cisco WebEx meetings every day in order to successfully complete your high school senior year coursework – *VIRTUAL* is indeed “the normal”.

And as for the Creighton University *Pipeline to Success* Health Careers Opportunity Program (HCOP), there is no exception; as all programmatic activities have been transformed, reshaped and administered in a virtual space since March 23, 2020.

According to Oxford Languages, the term *virtual* means to be carried out, accessed, or stored by means of a computer, especially over a network. Recruitment, community engagement and program objectives were three (3) main areas in which the Creighton University *Pipeline to Success* Health Careers Opportunity Program (HCOP) placed its focus on while gearing up for its 2020 Online Structured Summer Session. In a virtual space; how many student participants, how to get the “word” out about the six-week program offerings/benefits, how to implement activities to students, how can virtual programming be done successfully, etc. – all questions the HCOP team had to address before summer programming started. We intentionally set out on a mission to *continue to provide students from economically and educationally disadvantaged backgrounds the skills needed to successfully compete for, enter and ultimately; graduate from health professional school despite the change in platform.*

For HCOP, Zoom - an audio/video conferencing application and Canvas – a learning management system became prominent resources and tools in order to (1); conduct prospective student/instructor interviews for those that expressed interest in participating in the summer session (2); to provide programmatic activities with staff, students, instructors and facilitators (3); to instruct upper-level math and science enrichment courses to high school and undergraduate students and (4); to share additional educational resources with student

participants. This summer, Zoom and Canvas allowed students to virtually partake in various health-related workshops, classroom instruction, professional development seminars, standardized test preparation, online homework support, clinical shadowing, job shadowing, field trips and much more. Additional virtual spaces that have proven to be successful for HCOP during these unprecedented times are the following: social media, email, text, chat, and phone calls.



Virtual health professional job shadowing for students during one of many HCOP Friday Funday sessions

As the saying goes, when implementing anything new – you need to look at the process. Ensuring that students, instructors, and facilitators were adequately prepared to use the aforementioned virtual platforms, the HCOP team developed Zoom and Canvas video tutorials, distributed “how-to” handouts to participants and instructors, created personalized log-ins for all, and provided program session Zoom links for joining and participating in scheduled activities. Early on, the HCOP team brainstormed on what potential impact converting to a virtual space could have on the students and surrounding community. A few concerns were the adjustment of students that were accustomed to learning in a “brick and mortar” classroom, those accustomed to the student-instructor “call and response” style of teaching, those lacking a “quiet and peaceful environment” and/or internet service to participate in HCOP’s virtual activities, maintain the level of interaction as in an in-person class format...and the list goes on and on!! The anticipated concerns quickly diminished as students became increasingly engaged, maintained eagerness to succeed in their summer enrichment courses and became experts at utilizing Zoom, Canvas as well as other virtual platforms offered by the HCOP team. This was verified through evaluation instruments (surveys and focus group discussions) provided to and completed by the students and instructors. The process also allowed the HCOP team to gather pertinent information directly related to HCOP’s programmatic activities and platforms – overall, the impact was a positive one.

In closing, when faced with adversity such as a global pandemic, the HCOP team immediately learned that it is imperative to be willing to adapt; identify options; be creative and innovative; remain patient and positive; and finally, do it all for the STUDENTS!!! Kudos to our students (future health professionals), instructors, facilitators and community members for an amazing summer.

“Success is a journey, not a destination!” – Arthur Ashe
#TeamHCOP
Find us on Facebook: @CreightonUniversityHCOP

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<https://www.google.com/search?client=firefox-b-1-e&q=virtual>

VIRTUAL ADVISING OF HIGH SCHOOL, UNDERGRADUATE, AND HEALTH PROFESSIONAL STUDENTS: THE HCOP EXPERIENCE

by Christina Jelinek, *HCOP Academic Success Counselor*

When the Spring 2020 HS-MACA newsletter was published earlier this year, the COVID-19 pandemic was a new beast. We were still reeling in the shock of the loss of life, the shutdowns, and the abrupt change to our society. As fall rolls into winter, the pandemic is still with us and infection numbers (especially here in the Midwest) are climbing to record highs. Practices like mask wearing and social distancing are becoming habitual, and students are no longer strangers to remote learning.

As the Academic Success Counselor for the *Pipeline to Success* Health Careers Opportunity Program (HCOP) here at Creighton University, my goal is to ensure that our students succeed and meet their academic goals. I meet with students to discuss their progress - their strengths, their challenges, their goals - and seek to find ways that HCOP can help. This help can come in the form of tutoring, test prep resources, mentoring, or simply counseling.

Before the COVID-19 pandemic, academic counseling sessions would generally happen in one of two ways - by teleconferencing (such as Zoom), or in-person. To help stop the spread of the virus, the 2020-2021 HCOP Health Careers Ambassador Program has adopted a virtual format. This virtual format means that all our sessions take place remotely via Zoom. It also means that HCOP can accept program participants from across the US. To practice social distancing and to connect with our non-local participants, all academic success meetings currently take place via Zoom.

While it may be different than meeting in person with a student in my office, virtual student meetings have advantages. It's much easier for students to schedule a meeting with me when they don't have to worry about parking and navigating campus - especially for those participants who are not Creighton students. I've also found there is a level of comfort that students have when they are in their own homes or dormitories, as opposed to my office (as homey as I try to make it!)

Meeting with our students solely in a virtual space doesn't come without challenges as well. The process of getting to know students and forming connections must be more intentional in a virtual space, since Zoom meetings are not as conducive to one-on-one discussions as in-person meetings. To meet this challenge, our HCOP sessions are very interactive. In addition, I spend extra time during academic success meetings to get to know the students outside of their academics, with the goal of helping to promote a feeling of familiarity despite the distance.

Counseling students through unique and difficult times such as these involve ensuring that students have a strategy for adapting to the changes a pandemic brings: adapting habits for study, glean knowledge from lectures, and communicating with instructors. All these take time and effort. I am continually asking students to be mindful of their study routine, to ask themselves

questions such as “am I paying less attention to lectures now than I did when I was in the classroom?”. Above all else, I find it important to reassure students that they CAN adapt and succeed, and that this pandemic, with all its stressors and idiosyncrasies, will not last forever.

It’s now been about nine months since the COVID-19 pandemic began to make itself known in the United States. While some things have temporarily changed – such as the way we interact – some important things have not. Our ability to connect may look different, but it is not diminished. Thanks to the technology at our fingertips, HCOP continues, counseling continues, and student success continues.



2020 Online Structured Summer Session student participants engaged in an interactive discussion with the HCOP team

VIRTUAL HEALTH DISPARITIES PROGRAMMING: THE COPC EXPERIENCE

by Andre Tan, *COPC Program Supervisor*

Community-Oriented Primary Care (COPC) Health Disparities programming were impacted by COVID-19 as the pandemic forced the Creighton University campus to close in adherence to safety regulations, attempting to minimize transmission of SARS-CoV-2. Through the end of the 2019-2020 Academic Year and the summer of 2020, Common Ground interprofessional forum on health disparities was interrupted. As Common Ground sessions were typically in-person gatherings with an average of forty (40) attendees per session, food provided, it was only wise to cancel the sessions as the pandemic hit Omaha.

Disruption, from an innovation perspective, is not entirely a bad thing. It necessitates new ideas and configurations and encourages organizations to grow and adapt to changing times and evolving environments. With Creighton campus reopening and safety measures in place, HS-MACA is shifting strategies based on the lessons that this pandemic has taught us: Technology brings flexibility and alternative engagement strategies. The Common Ground interprofessional forum was reestablished and maintained in its new virtual format, after Creighton University decided to reopen campus for in-person instruction in Fall 2020 - 2021.

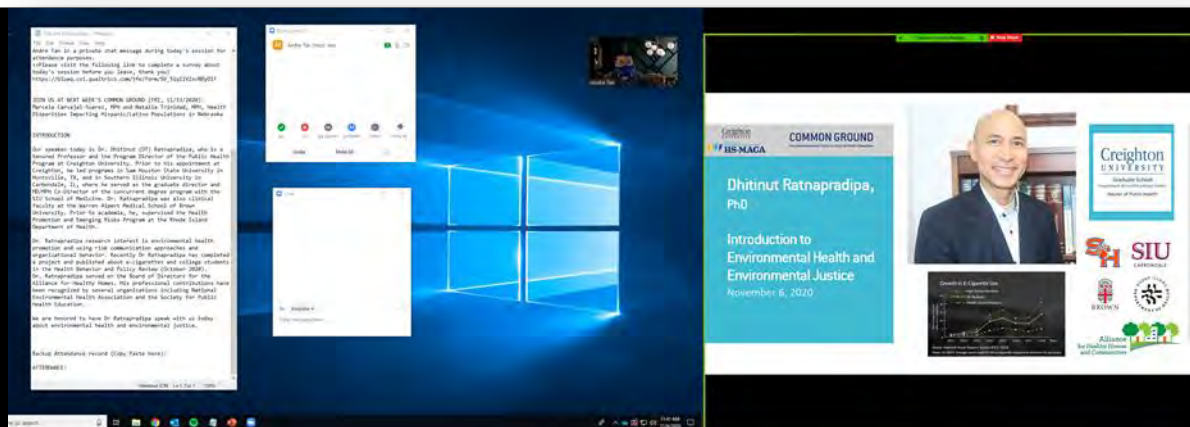
On average, virtual Common Ground sessions in Fall 2020-2021 had a total of twenty-five (25) attendees. While attendance numbers for virtual Common Ground was not comparable to pre-pandemic in-person Common Ground, we were able to engage audience members differently. For example, students from as distant as the Creighton Phoenix campus called in and learned about health disparities, including pressing topics like the following:

- *Cultural Perspective on Public Health and Health Disparities,*
- *Achieving Academic Success in Healthcare Education,*
- *Promoting Culturally Sensitive Care to Resettled Refugees,*
- *Conducting Community-Engaged Research with Black Cancer Survivors, and*
- *Introduction to Environmental Health and Justice.*

The virtual format of Common Ground also brought about questions around publicity of the event on campus. There is an increase in interest by various stakeholders in Creighton University Health Sciences in health disparities, as racial, gender, and socioeconomic equity becomes a key theme in our nation's dialogs. In conjunction with increased interest, we've also taken the opportunity to renew connections on campus to publicize the event, such as with the Master of Public Health program and the Schlegel Center for Social Justice, rejuvenating the spirit of interdisciplinary and interprofessional practice by design. New connections have yielded new opportunities to publicize the events, and new attendees, who have not heard of Common Ground before, showed interest in the topics discussed.

Virtual Common Ground is hosted via Zoom, as a regular meeting instead of a webinar. As attendees arrive in the waiting room, a screenshare of a welcome slideshow awaits them as the facilitator ensures readiness to receive attendees in the Zoom call. A TXT document is used to

prepare the routine text used to solicit attendance information and distribute the link to the evaluation survey for the event. As attendees are admitted into the meeting, they are met with instructions to enter their NetIDs or emails (for non-Creighton affiliated attendees) privately to the facilitator in the Chat function. The auto-save of chat function was turned on prior to the meeting, to ensure the records are secured after each meeting.



Example of multiple-screen layout and preparation for facilitation of a Common Ground session

Encouraging attendees to have their web cameras and Zoom video turned on helps reduce anonymity and increase a sense of community. While daunting, we sometimes ask attendees to unmute and verbally participate by asking questions and commenting on what they hear from presenters and the ensuing dialog. However, we have experimented with low-stakes participation strategies, like inviting attendees to send questions and comments through the Zoom chat box privately, and using virtual engagement tools such as Slido, where students can share their input anonymously but publicly.

Removing the video and audio spotlight from audience members who are participating is a great way to increase rate of participation, especially with persons who have an introversion preference. However, what we have learned is that anonymous input does not replace verbal engagement by unmuting, and vice versa. They both complement each other, and we are in the process of refining these practices while respecting everybody's time commitments and keeping the presentation and Q&A within the designated one-hour time frame.

Finally, coordinating Common Ground virtually has been a fruitful learning experience. As we expand our outreach on and beyond campus, we hope health disparities become a day-to-day conversation topic. We dream of the day where eliminating health disparities and achieving health equity become a common aspiration and a reality for all health professionals and community care providers.

Creighton

TEACHING BIOLOGY REMOTELY

by Charles Austerberry, PhD, *Assistant Professor, Creighton University*



Charles F. Austerberry, PhD.
**Assistant Professor, College of Arts
and Sciences**

My biology colleagues and I are thankful that Creighton has resumed in-person classes this Fall 2020 semester, but we are also glad that technology exists to enable effective teaching remotely when necessary. In March 2020 remote teaching became the only option.

In my Arts and Sciences courses, I had to suddenly pivot to asynchronous online teaching because students went home to very different time zones around the globe. Fortunately, the post-baccalaureate course could be synchronous. Because the class was small, students were not spread out across much different time zones. Everyone could connect simultaneously. We quickly learned how to teach and learn from our homes, how to use Zoom's features such as chat and screen sharing, and to overcome limitations in internet bandwidth, webcams, microphones, etc. We could hear each other, see each other, and have an engaged virtual classroom experience.

Much biology information is visual. That's obviously true for topics such as human anatomy, but even for the molecular and cellular biology that I teach, it's important for students to have visual representations of the biomolecules and their interactions that make cells function. I'm glad that images and animations can be transmitted effectively using Zoom.

It's also important for students to be able to review recordings of in-person class sessions that they have attended. I'm glad that Zoom recordings are available within minutes of a class session ending, and that I can upload them to Creighton's Panopto system for students to access at their convenience.

Creighton's students and staff have managed to keep COVID-19 case numbers low, but of course that has depended upon anyone with potential exposure staying home until they can be confident that it's safe to return to campus. When individual students have needed to isolate or quarantine temporarily, live real-time delivery of our class from the classroom has worked well. Again, credit goes to the students. They have each other's backs. For example, if students participating remotely have trouble connecting to our Zoom, they instantly notify friends in the classroom who then alert me right away to the problem so that together we can quickly get the remote student(s) connected.

I no longer take for granted the ability to hold class sessions in person together in a classroom, but I also have a greater appreciation for the ability of technology to facilitate effective teaching and learning so that all students can continue their progress despite the challenges of the pandemic.

TEACHING SOCIOLOGY AS A VIRTUAL SUBJECT

by Cynthia Cook, PhD, *Adjunct Professor, Creighton University*



Cynthia Cook, PhD
Adjunct Professor, Sociology
Creighton University

Sociology as a discipline develops in the 18th century as a response to changes taking place in Europe as a result of the industrial revolution. The discipline has always been concerned with inequality and social change; inequality and change as seen in the relations between employer and employee, men and women, and racial and ethnic groups. Today as COVID-19 transitions the discipline to virtual learning, we see this inequality in the form of the digital divide based on social class and age, the ramifications of which will become more evident in the coming years.

The populace that had access to the internet and electronic equipment were prepared for the transition to virtual learning; but those who did not, had to struggle to obtain laptop, desktop, iPad, smartphone and/or access to the internet. As a result, many young people from low-income families were at a disadvantage and continue to be so as middle-class parents hire private tutors to continue their children's education.

I was fortunate to be exposed to online teaching several years ago while at Thomas Edison State College (TESC) in New Jersey. My students were working full-time, in the military, and/or homemakers with young children. They were located all over the world in different time zones, but these online courses allowed them to continue their education while they served their country, supported their families, and cared of their minor children.

Online courses were initially more demanding than face-to-face courses. My students had to submit two written assignments each week, keep a blog, and respond to their classmates' answers to a controversial question based on the readings; they also had a written midterm and final exam. I was amazed with how students could be critical of an answer but polite, courteous, and civil to the writer. In other words, although they may have disagreed with the answer, they were still able to engage in a civil conversation online. I was also impressed with how focused and dedicated the students were in comparison to my traditional students, who did not always make it to class or turned assignments in late.

In the spring of 2020, my institution, Rensselaer Polytechnic Institute (RPI) switched to the online format. Faculty and students were informed during spring break that classes would resume two weeks late. Some students perceived this as having an extra two weeks of vacation. When I sent out a notice announcing the due date for the first online assignment, forgetting to adjust the date, a student quickly replied saying "we are still on vacation." The two weeks was not to give students more vacation time, but to allow faculty to adjust to the new teaching format. RPI, like other institutions, had faculty who had never used blackboard, YouTube, or online teaching or

testing. Information Technology had to provide all faculty with access to blackboard, the Learning Management System, for their courses, and include WEBEX for the virtual classroom.

The virtual learning did not affect my Post Baccalaureate sociology course at Creighton University because we were already online. The Post Bac sociology course was modeled on TESC. However, I was already using online testing at RPI before the pandemic. While an associate professor at Florida A & M University, a younger

colleague was using virtual learning in her classroom. I recall senior faculty complaining that she was never in the classroom. I asked how she was able to conduct class remotely. She introduced me to TED Talks, YouTube and electronic testing; something I was able to utilize at RPI for my sociology courses.

However, WEBEX and Zoom were new to me, but not to RPI students.

Most RPI students recognized immediately that faculty were not comfortable with virtual learning. I told my students that the syllabus had not changed but the format for in class discussion had. The online course would have a synchronous format; we would continue to meet twice a week at the regular time, but we would be on the discussion board. LMS or Blackboard has a discussion board, something that I had not used since Thomas Edison State College. The discussion board allowed me to post a question, have students comment, comment on their classmates' comments, and me grade their discussions. The discussions that we would have had in class, we had online.

Later, when I was more comfortable with WEBEX, we went "live." We switched the discussion board back to the virtual classroom where we could see one another. However, there were hiccups with WEBEX. We could see some students, but we could not hear them. Some students could not sign on but had to call in. And the last week of class, when we were doing group projects, my microphone malfunctioned; I had to conduct the class through the chat room! Nevertheless, we were able to cover everything in the syllabus for my Bioethics class and the Medicine, Culture, and Society class. Nothing changed for us except the format. The introduction to Sociology course was more of a challenge. The syllabus did change.

My Introduction to Sociology class at RPI had 50 students. Bioethics and Medicine, culture, and society only had 21. Students in Bioethics and Medicine, Culture, and Society write a short mini paper every week and discuss it in class while they work on a group project that they present the last two weeks of the semester. They were able to do this when we switched to virtual learning. However, the Introduction to Sociology course consist of my lecturing on chapters in the textbook, showing videos related to the chapters, and having their learning assessed via in class online midterm and final exam.

Well, as I said earlier, it took me awhile to become familiar with WEBEX, so it was not utilized in my Introduction to Sociology course. Instead, I had to upload my power point slides, something I had never done, to share with students, to substitute for my lectures. The Introduction to Sociology course had an asynchronous format. Students had two weeks to read 2 or 3 chapters, respond to a discussion question on the discussion board, and take an online quiz. Many students perceived this as more work than the original syllabus. But after a couple of weeks they realized they were interacting more with their fellow classmates than they did with the face to face class.

Several commented that they like this format better and could not wait for me to post the next discussion question.

Nevertheless, although students were able to adjust, better than faculty, to virtual learning, I think most prefer the face-to-face, traditional format. This is because the virtual learning system always had problems. As I said earlier, some students could not log in, their audio equipment did not work, or their cameras were inoperative. When I was showing slides, I saw students getting up to get snacks or dozing off. In the face-to-face classroom, the professor has control; but in the virtual classroom, students have control of their learning. They can sign in but mute their audio or turn off the camera. So, their name is on the screen, but they may not be there. However, I always took attendance at the beginning and end of the class. Thus, I knew who left early or arrived late. And as with the face-to-face class, they were not penalized.

TEACHING CHEMISTRY VIA ZOOM

by Sharon Solsky, *Adjunct Instructor, Creighton University*



Sharon Solsky
Adjunct Instructor, Chemistry
Creighton University

Teaching chemistry via Zoom is a unique, and in my mind, a very rewarding experience. If I were in a traditional classroom, I would be using ELMO (document camera) at the front desk and walking around the room to assist students with any problems that they might have.

I tell my students that in the current Covid-19 crisis – I would not be able to walk around the room and interact with them. Instead, I would have to remain behind the glass shield and converse with them.

The main difference between face to face instruction and online instruction is that they do not see all of me in the front of the room.

So, how is online instruction any different? Instead of using ELMO at the front of the classroom, I am using the whiteboard on Zoom and interacting with my students. I call on them and they respond to me. Together, we solve the various problems and come up with solutions. We even have open discussions on the best way to solve a certain type of problem.

When using the PowerPoint presentations, I use the review function and write on the slide currently in view. I also ask the students for input on what would make the slide at hand more understandable. Again, the students are interacting with me and asking questions and providing valuable insights. I do not allow them to just sit back and look at me. They must assume responsibility for their own learning. Openly discussing problems and solutions with me is the key to my classroom being successful.

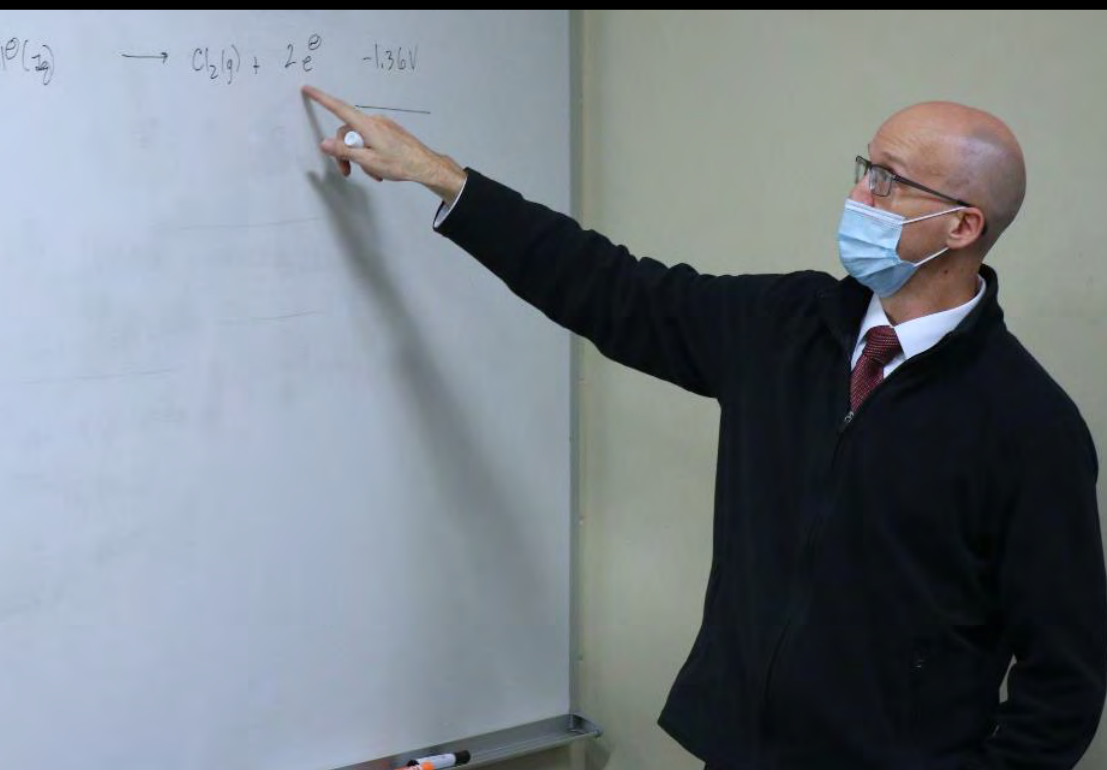
All the classroom lectures and enrichment materials are loaded on the Blue Line website for students to review on their own time. I provide a chemistry hotline to my cell phone and they can also ask questions about homework assignments and projects when we are not in class. My Blue Line website is also loaded with practice problems and links to MCAT and DAT questions. We discuss these in class as well. I have gone to a multiple-choice format for tests – since that is the best way to prepare for the standardized tests.

Office hours are also handled via Zoom and I can interact with them in various ways. I can load on to the screen their online tests to peruse and I also can use the white board to solve any additional problems they may have about an incorrect test question.

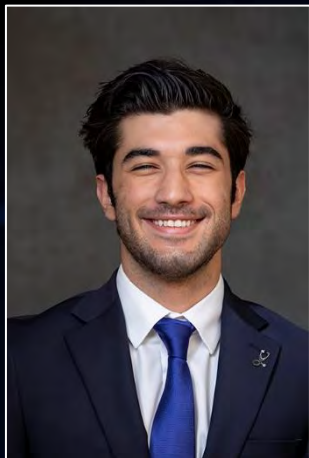
Another strategy is to do live demonstrations with chemistry kits that have been ordered online. They are invitations to inquiry and the students try to predict the outcomes. Molecular model sets can also serve as an excellent teaching tool as well as live videos showing models in 3D.

Any device that can help them interact with the instructor is very important in establishing a successful learning environment.

In summary, teaching online can be very valuable if you have the enthusiasm and materials to spark your student's interest.



2020-2021 Post-Baccalaureate Pre-Medical Class



Adnan Almazloun



Michael Brown



Geraldine Desir



Amari Evans



Solomie Ghebreegzabheir



Alyxandra Ingram



Erik Steinberger

2020-2021 Post-Baccalaureate Pre-Dental Class



Casandra Barba



Tina Dinh



Kenol Felix



Julie Nguyen



David Moon



Paolo Olivares-Carzoli



Brianna Wright

NEWS AND ANNOUNCEMENTS



Andre Tan, BS
COPC Program Supervisor

Andre Tan is the Program Supervisor for Community Oriented Primary Care programs at Health Sciences-Multicultural and Community Affairs Department. Andre was born in Knoxville, Tennessee but grew up in Malaysia. He received his Bachelor of Science in Anthropology (with a certificate in Educational Policy Studies) at the University of Wisconsin-Madison.

Prior to moving to Omaha, Andre worked at several public and public charter schools as a math teacher and mentor in the Bay Area, California. While teaching mathematics is not the easiest, he enjoyed tailoring instruction to ensure student understanding and building

students' self-efficacy. Mentorship is also a key reason Andre chose to work in the field of education. Coaching others through self-management, such as through teaching time and task management skills, and teaching self-directed learning strategies, is a passion of his.

When transitioning out of his teaching career, Andre worked at an educational technology company, Course Hero, located in Redwood City, California. During his time there, he bolstered his skills around data collection, management, analysis, and documentation of processes to educate others in data entry and management.

In his free time, Andre enjoys learning new things, cooking, making art, and catching up with old connections over the phone.

NEWS AND ANNOUNCEMENTS

Jonathan and Naomi Saffold



Married August 8, 2020

*Robert Robinson, DDS ('12-'13) and
Bre'on Anderson, DDS ('13-'14)*



Married October 3, 2020

*Alec "AJ" Scarborough, M4 ('16-'17) and
Emily Scarborough*



Married June 29, 2020

Todd Rohde, D2 ('18-'19) with son



*Thomas Rohde
Born March 25, 2020*

*Natasha "Pyfrom" Kebasso, MD ('08-'09)
with newborn daughter*



*Milkah Laura Anne Kebasso
Born 10/24/2020, 8lbs 19inches*

NEWS AND ANNOUNCEMENTS



HS-MACA and CPHHE Hackathon occurred on October 29 and 30, 2020. It was facilitated on Zoom. Participants worked with mentors from various backgrounds and presented their final ideas on technological solutions to mental health issues. The following are the winners of the event:

First Place: Team ACTION (Catrina Tounjian, Areeha Ilyas, Tinh Tran)



Center for Promoting
Health and Health Equity

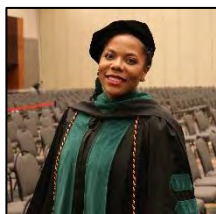


The 2020 Dr. Frank T. Peak Health Disparities Essay Competition was able to be concluded this fall despite the setback due to the COVID-19 pandemic which aided in the inability to physically attend and work on Creighton University's campus this late spring semester. Thus, this closure caused a delay in scoring and awarding the 2020 scholars who completed their essays. Here are your 2020 Dr. Frank T. Peak Essay Competition winners:

First Place: Amen Mengistu, 1st Year Doctoral Student
Creighton University School of Pharmacy and Health Professions
"Exploring Opioid and Illicit Drug Addiction Across Race and Time"

Save-the-Date

13th Annual Addressing Health Disparities Seminar
The COVID-19 Pandemic and Community Response
Saturday, April 24, 2021



The application cycle for the 2021-2022 Post-Baccalaureate Pre-Medical and Pre-Dental programs is now open. Visit <https://healthsciences.creighton.edu/diversity/post-baccalaureate-programs> to learn more.



Pipeline to Success Health Careers Opportunity Program (HCOP) - 2021 Structured Summer Program. APPLICATION DEADLINE: June 21, 2021

Link to the program webpage which includes additional information for students, staff, parents and/or guardians as it pertains to HCOP at Creighton University: <https://healthsciences.creighton.edu/diversity/health-careers-opportunity-program-hcop>

HS-MACA Staff Holiday Photo



Creighton University
GIVING
DAY

SAVE
THE
DATE

2.3.21



Staying Safe, Staying Creighton

Creighton University has reopened its Omaha, Phoenix and satellite campuses and returned to in-person courses for the fall 2020 semester, with measures in place to manage operations during the COVID-19 pandemic.

For the health and safety of our campus community, all students, faculty, staff and visitors must agree to abide by Creighton University's [COVID-19 Community Standards](#). Our guidelines will continue to follow national, state and local health recommendations and directives.

For more information, read the [Caring for Our Creighton Community](#) guide.



COVID-19 Testing Center Open on Campus

Creighton's COVID-19 Testing Center is open daily, Monday-Friday, inside the Kiewit Fitness Center. [Learn more and register for a test.](#)

Report Symptoms through #CampusClear Self-Screening

All students, faculty and staff are required to complete a daily self-screening and report COVID-19 symptoms and exposure through the [#CampusClear app](#) or the [#CampusClear web interface](#).

If you are not cleared to access campus or are feeling ill, please stay home or in your residence hall room and contact CoronavirusResponse@creighton.edu.

Report to Campus Screening Stations

Adjusted hours and locations begin Monday, Oct. 12, for Creighton's general-campus [Temperature Check-In/Screening Stations](#) and continue for the remainder of the semester.

- Hixson-Lied Science Building atrium; M-F, 7:30 a.m.-2:00 p.m.
- Skutt Student Center, ground-level information desk, 7 days a week, [normal Skutt Student Center building hours](#)
- Harper Center front desk, 7 days a week, [normal Harper Center building hours](#)

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UNIVERSITY

Health Sciences - Multicultural
and Community Affairs

For more information contact us at 1-855-770-2700 or visit our website at
<https://healthsciences.creighton.edu/diversity>

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MULTICULTURAL & COMMUNITY
AFFAIRS

<https://tinyurl.com/donatehsmaca>