

# Healthcare Pathways



## Angela Echiverri – Building Experience through Mentors

Angela Echiverri is entering her third year at the University of California, San Francisco (UCSF) School of Medicine, as part of the unique UCSF Program in Medical Education for the Urban Underserved (PRIME-US), a 5-year combined Doctor of Medicine (MD)/Master of Business Administration (MBA) program focused on medical students with a demonstrated commitment to working with underserved communities. She is determined and focused, but was not always so confident in her career path.

Angela began her interest in medicine during high school. She liked science and began taking courses on a track toward a medical career. Her pre-med undergraduate studies in Psychobiology (the study of behavioral neuroscience) and Latin American Studies were valuable. However, during college she was not involved with any student/pre-med organizations, as she worked 25-30 hours per week as a Lab Assistant through the federal work-study program. Then, during her senior year in college, she began an internship at the Venice Family Clinic in Los Angeles helping to provide primary care to local residents and their families. Immediately she felt at home.

### In This Issue:

- Angela Echiverri – Building Experience through Mentors
- Health Careers Training Program Resources
- Pomona Health Career Ladder
- Training at the Wine Country Regional Simulation Center
- Taking a Closer Look – Fastest Growing Health Careers in Northern California
- Student Tip: “Manage Up” to Avoid Misunderstandings
- Connect with Student Groups and Associations
- Clinical Training Opportunities with Cal-SEARCH



UCSF PRIME-US student, Angela Echiverri

***“Standing in the clinic, I knew this was where I was meant to be. I felt a connection to medicine. This is what I want! Before that, studying science was great, but it lacked that humanistic component.” – Angela Echiverri***

Angela considered applying to medical school, but wanted to learn more about the health of underserved communities. She began to build her work experience by assisting with literacy efforts and school-readiness in a pediatric clinic as an AmeriCorps Volunteer in Service to America (VISTA). At one of the clinic sites, she also served as a Volunteer Coordinator, learning about clinic operations and its infrastructure. Subsequently, she learned of health disparities firsthand by working on a research study examining the effectiveness of stress reduction on heart disease and diabetes in African-American communities at Charles R. Drew University. She later worked as a Health Fellow at The Greenlining Institute in Berkeley, advocating for health workforce diversity and healthcare reform for multi-ethnic communities.

Angela’s experiences, determination, and interest in public health brought her to UCSF PRIME-US, where she began

*Continued on Page 2*

...“Angela Echiverri” (continued from page 1)

an academic career toward a Master’s Degree (MBA) and Medical Doctorate Degree. Working with campus student organizations, such as the Latino Medical Student Association (LMSA) and the Student National Medical Association (SNMA), she found colleagues, friends, and mentors. She has worked to recruit and retain new students, especially those currently underrepresented, through community outreach and pre-medical conferences. She has become a mentor to high school and pre-med students through the UCSF MedLink program, LMSA and SNMA.

***“Much of my first year was spent adjusting to the rigors of medical school. After that, I felt OK and was able to get involved in student organizations and mentoring activities to cultivate my passions and interests.” – Angela Echiverri***



UCSF Latino Medical Students Association members

Her goals are to continue taking care of families and watching them grow up together through primary care, specifically family medicine. She feels that in primary care, she can best advocate for social justice, combat health disparities, and continue to directly help underserved communities. Continuing to mentor youth and encourage future generations to give back and help take care of our communities is also a priority.

***“I have been blessed with so many mentors, that I want to give back in the same way. I would like to help answer the question when medical students ask ...Do I belong? Am I fit to be here?” – Angela Echiverri***

For more information on the UCSF PRIME-US program, please visit: <http://medschool.ucsf.edu/prime/>

For more information on the UCSF MedLink program, please visit: <http://rco.ucsf.edu/index.php/medlink>

For more information on AmeriCorps Volunteer in Service to America program, please visit: <http://www.americorps.gov/>

For more information on The Greenlining Institute, please visit: <http://www.greenlining.org/about/>

## Health Careers Training Program Resources

The new Health Careers Training Program site offers information and resources to students including career exploration,

education and pipeline programs, scholarships, and a calendar of events for upcoming career fairs, job trainings, and other opportunities for learning and networking. Plan now for 2010!

Please visit: [http://www.oshpd.ca.gov/HWDD/HCTP\\_resources.html](http://www.oshpd.ca.gov/HWDD/HCTP_resources.html)



## Pomona Health Career Ladder

A student pipeline program was started in the Pomona Valley in 2008 to guide and assist students through a successful education and into a career as a culturally competent healthcare professional. The Pomona Health Career Ladder is a partnership between the Pomona Unified School District, California State Polytechnic University Pomona, and the Western University of Health Sciences. The program guides middle school students through high school, onto an undergraduate degree at Cal Poly Pomona, followed by a graduate degree in the medical field at Western University.

The program offers intensive mentoring and advising for students through interest-appropriate activities in the areas of sports medicine, microbiology, and community health. Approximately 160 students will participate during 2009-2010.



*Pomona Health Career Ladder students learn from healthcare professionals*

***“Parents have told us that they want more options for their children...more options after graduation, and the Career Ladder is a wonderful option that can help students begin while still (with us) in the school system,”*** noted Superintendent of Pomona Unified School District, Dr. Thelma Melendez de Santa Ana as the program was introduced to the community.

Students start the program in the 6th and 7th grade by attending a series of Saturday academies presented with Spanish translation. Along with their parents, the students learn about the roles and duties of healthcare professionals, including pharmacists, physical therapists, physician assistants, veterinarians, optometrists, and dentists. Valuable writing and presentation skills are also developed and sharpened during group projects which identify and address community issues and health disparities. Test taking and exam preparation skills are also enhanced, along with math and science skills.

***“There are great minds in Pomona, and the Career Ladder is designed to encourage their success,”*** noted J. Michael Ortiz, President, Cal Poly Pomona, in proud support of the program.

When students begin health career training during their second year in the program, they are given white coats in a welcoming ceremony as a symbol of their journey to becoming a health professional. With intensive academic



*Pomona Health Career Ladder student activities*

mentoring, parent education, and practical hands-on learning, students in the Pomona Health Career Ladder have a clear vision toward becoming healthcare professionals who can meet the future health needs of their community.

For more information on Western University of Health Sciences, please visit:

[www.westernu.edu/xp/edu/home/home.xml](http://www.westernu.edu/xp/edu/home/home.xml)

View Western University's "Roadmap to a Health Career" at:

[www.westernu.edu/ladder/roadmap.html](http://www.westernu.edu/ladder/roadmap.html)

For more information on California State Polytechnic University, Pomona, please visit:

[www.csupomona.edu/](http://www.csupomona.edu/)

## Training at the Wine Country Regional Simulation Center

**H**ands-on learning in the healthcare industry not only builds clinical skills, but also assists students in their ability to make important decisions about patient treatment options. Gaining real-world experiences with real patients can come with high risks. To bridge this gap, a dedicated effort was initiated to introduce simulation technology to the Napa Valley.



*Simulation training exercises*

The Wine Country Regional Simulation Center (WCRSC) provides an opportunity for nursing students to learn in realistic healthcare settings with interactive human models which take the place of real patients. These simulators are no “dummies,” but highly complex and state-of-the-art physiological models of human patients. Nursing students participate and interact with these patient models, reviewing test results, monitoring changes, and adjusting treatment options. Health professionals seeking continuing education also use the facilities to reinforce skills used in emergency or advanced treatment situations.

The Wine Country Regional Simulation Center is located in Yountville, California at the Yountville Veterans Home, Holderman Hospital and is a joint effort of Napa Valley College and Solano Community College and funded through the Governor’s Nursing Education Initiative.

Students in Napa Valley and Solano Community College nursing programs visit the simulation center as part of the Associate Degree in Nursing Program (ADN), before

ever going to a hospital for training. During their nursing program, students are presented with a wide variety of simulation scenarios which may take place in a home, a skilled nursing facility or a hospital. Students assess the patient, and administer medications and treatments while observing changes in health status. Students administering care must use their newly-developed clinical and critical thinking skills to respond to computer-generated changes in the patient’s vital signs, oxygen, or even skin color. If mistakes are made, no harm is done and students learn valuable lessons. Participants also have digital video feedback available to use during debriefing to reinforce the simulation training.

The Wine Country Regional Simulation Center is an excellent example of technology and collaboration benefitting not only instructors and students, but also the quality of medical care, one decision at a time.

For more information on the Wine Country Regional Simulation Center, please visit:

<http://www.napavalley.edu/Academics/HealthOccupations/WCRSC/Pages/welcome.aspx>

Napa Valley College’s academic and program information can be found at:

<http://www.napavalley.edu>

Solano Community College’s academic and program information can be found at:

[www.solano.edu](http://www.solano.edu)



*Nursing students visit WCRSC*

## Taking a Closer Look – Fastest Growing Health Careers in Northern California

Interested in pursuing a career in one of the allied health professions in Northern California? The roles of allied health professionals range from laboratory and technical work to diagnostic and direct care practitioners. Many of these jobs support and serve the community directly, assisting patients in every type of care setting.

Allied health careers are among the fastest growing careers in the state. Many entry-level positions don't require an advanced college degree, only a certificate which can be earned in one to two years. Becoming a lab scientist or providing treatment options to patients may require a graduate degree or more.

### Fastest Growing Allied Health Careers in the Greater Sacramento/ Northern California Region (26 counties total)

| Health Occupation       | Education                  | 2007 Average Annual Salary for Region |
|-------------------------|----------------------------|---------------------------------------|
| Home Health Aide        | Certificate (<1 yr)        | \$17,826 – \$23,130                   |
| Nursing Assistant/Aide  | Certificate (<1 yr)        | \$21,570 – \$29,328                   |
| Psychiatric Technician  | Certificate (1-2 yr)/Assoc | \$32,282 – \$53,186                   |
| Radiologic Technician   | Certificate (1-2 yr)/Assoc | \$53,976 – \$68,058                   |
| Clinical Lab Scientist  | Post-Baccalaureate degree  | \$70,450 – \$77,854                   |
| Mental Health Counselor | Master/Doctoral degree     | \$36,982 – \$60,881                   |

Data from the November 2009 Report, "Allied Health Regional Workforce Analysis Sacramento/Northern California Region," prepared by the UCSF Center for the Health Professions and supported by The California Endowment.

In Northern California, regional changes in healthcare needs over the next few decades will provide many opportunities for careers in health. The overall population for the Northern California region is expected to grow by roughly 1.1 million people over the next two decades, with the majority of the population growth expected in Sacramento, Solano, Butte, Sutter, and Yuba counties.

Much of the anticipated population growth will be in Latino and Asian populations, and the population over 65 is projected to more than double in size within the greater Sacramento region. Allied healthcare services for this aging population will be the biggest source of jobs.

Geographic areas that are more densely populated will also have the greatest opportunities for employment. In Northern California, the greater Sacramento region has the largest workforce and the highest projected employment opportunities.

Allied health career training is offered at local community colleges, private colleges, and medical training facilities near you! Learn how you can prepare for a job in allied health, and find yourself in one of the fastest-growing jobs in California.

For more information on the wide variety of jobs in allied health, please visit:

<http://stats.bls.gov/oco/cg/cgs035.htm>

For more information on jobs in the medical sciences, please visit the community college resource page at:

[https://misweb.cccco.edu/webproginv/prod/toptitlelist\\_n.cfm](https://misweb.cccco.edu/webproginv/prod/toptitlelist_n.cfm) or the state university resource page at:

<http://www.calstate.edu/>

## Student Tip: “Manage Up” to Avoid Misunderstandings

**G**ood communication brings clarity to your busy day. How many times have misunderstandings of a manager’s or instructor’s expectations caused you wasted time and effort? We often “manage up” (which is different from “kissing up”) to avoid mistakes. The best communication is two-way, but is effective only if you both speak the same language. The ability to communicate clearly can benefit you in any situation.

According to Thomas Zuber and Erika James, professors at Emory University, “managing up is the process of consciously working to obtain the best possible results for you, your boss, and your organization.” Of course, your academic career or job also benefits when you are known as someone who is easy to work with.



Don’t expect others to figure out what you are trying to say! Follow these tips for better communication:

### “Quick Speak”

Teachers, parents, professors, and peers sometimes speak different “languages” by using unique phrases and “quick-speak” in conversation. Take notice and adjust your message in order to communicate more effectively.

### Talk or Text?

Is your instructor or boss a listener, email user or texter, or both? Is a written note or email/text enough or do you need to make a phone call reminder? Get to know how to quickly communicate important information.

### Don’t Mention It

Watch out for the sensitive areas or pet peeves of those you communicate with regularly. Don’t mention things or act in ways that irritate or damage your relationships with others.

### Are You Helping?

When in a conversation with an instructor or boss, think about switching roles for a moment. Is a question being asked or is a problem being created? Be a solution, not a problem.

### Honesty and Loyalty

The core of good communication is trust. Don’t be labeled a “problem” by covering up problems or failures. Be truthful to the best of your ability. After all, the truth will come out sooner or later.



Overall, the effort to help your instructor or boss will benefit everyone in the end. It is a skill to be developed to enhance all your relationships. Using your strengths in communication to demonstrate your talents and hard work to others is a path to success.

For more on “Managing Your Boss” by Thomas Zuber and Erika James, visit the American Academy of Family Physicians at:

<http://www.aafp.org/fpm/2001/0600/p33.html>

## Connect with Student Groups and Associations



**S**tudent success is much more than achieving the best grade. A successful college experience connects our talents and passions with our daily lives toward a future attainable goal. For many students, that goal is a rewarding job in the healthcare industry.

Just as there are many career paths to choose from, there are many ways to find friends, mentors, and fellow students who share similar dreams and similar cultural backgrounds. Campus organizations, associations, and interest groups help students connect with each other, advocate for change, and offer support through tough times and tough assignments. Organization members and alumni can also help you build real-world skills by partnering with healthcare professionals involved in community outreach or youth-mentorship programs.

Students can join some campus groups while still in high school. This early involvement can provide insight and motivation to help you find your place in the healthcare industry. Premedical and undergraduate students needing to broaden their extra-curricular work experience can find workshops, leadership academies, internships, and volunteer activities. You may soon find yourself organizing student events, coordinating workshops, or even becoming a mentor yourself!

Choosing a field of study and finding a rewarding and satisfying job takes time and effort, but having the advice and support of friends and mentors can be a great help,

more than you can imagine! Take a moment to talk with or visit your campus student organization office or speak with students in your classes to find local opportunities to explore and grow.

To learn more about student organizations in the healthcare industry, please visit the following links:

**American Medical Student Association (AMSA)**  
[www.amsa.org/AMSA/Homepage.aspx](http://www.amsa.org/AMSA/Homepage.aspx)

**Asian Pacific American Medical Student Association (APAMSA)**  
[www.apamsa.org](http://www.apamsa.org)

**California Nursing Students' Association (CNSA)**  
[www.cnsa.org](http://www.cnsa.org)

**Health Occupations Students of America (HOSA)**  
[www.hosa.org/](http://www.hosa.org/)

**Latino Medical Student Association (LMSA)**  
<http://west.lmsa.net/>

**Student Physicians for Social Responsibility**  
<http://www.psr.org/chapters/student-chapters/>

**Student National Medical Association (SNMA)**  
[www.snma.org/](http://www.snma.org/)

# Clinical Training Opportunities with Cal-SEARCH

Cal-SEARCH accepts students/residents enrolled in the following programs:

**DENTISTRY**  
**FAMILY MEDICINE**  
**PHYSICIAN ASSISTANTS**  
**FAMILY NURSE PRACTITIONERS**  
**ALLOPATHIC AND OSTEOPATHIC MEDICINE**  
**AND OTHER MEDICAL DISCIPLINES...**



Interested in a stipend for clinic-based training and participating in a community-based project? Don't miss this exciting opportunity! Applications are now being accepted for clinical training opportunities as part of California's first Student/Resident Experiences and Rotations in Community Health Program (Cal-SEARCH).

Selected applicants will participate in a 4-6 week clinical rotation and complete a community project! Students and residents of the following disciplines are eligible: physician assistant, family medicine, dentistry, family nurse practitioner, and allopathic & osteopathic medicine. Students of other disciplines are also encouraged to apply and will be considered – space permitting.

To learn more and to apply online, please visit:  
<http://www.oshpd.ca.gov/HWDD/Cal-SEARCH/index.html>.

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## Healthcare Pathways

Office of Statewide Health Planning & Development  
Healthcare Workforce Development Division  
400 R Street, Room 330  
Sacramento, CA 95811  
(916) 326-3700  
[www.oshpd.ca.gov/hwdd/](http://www.oshpd.ca.gov/hwdd/)

### State of California

**Arnold Schwarzenegger**  
Governor

### California Health & Human Services Agency

**Kimberly Belshé**  
Secretary

### Office of Statewide Health Planning & Development

**David M. Carlisle M.D., Ph.D.**  
Director

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Interim Chief Deputy Director

**Anne Drumm**  
Assistant Director for Legislative and Public Affairs

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### Healthcare Workforce Development Division

**Angela L. Minniefield, M.P.A.**  
Deputy Director

### Managing Editor

**Felicia M. Borges**  
Manager  
Health Careers Training Program

### Staff Writers & Graphics

**Kevin Romero**  
Program Coordinator  
Health Careers Training Program

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We welcome contributions. Send us your ideas, letters, announcements, or stories today! Announcements of scheduled events to be published must be mailed to our editorial office at least three months in advance. Be sure to include your name, address, and telephone number on all correspondence. The *Healthcare Pathways* editorial staff reserves the right to edit all material.

