

## Fellowship in Social Justice, Equity Administration, and Leadership

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This fellowship provides an opportunity for medical, master's and doctoral graduate students to develop leadership skills to advance equity and justice in institutional settings and community-based organizations and advance the Jacobs School's mission to create a supportive learning environment.

The symposium presents the research that our current fellows have worked on the duration of this fellowship, and through this work, cultivate new relationships among members of the community.

## Contact Information

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Office of Community Engagement and Inclusion

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<https://medicine.buffalo.edu/oiace/awards/social-justice.html>

## SOCIAL JUSTICE FELLOWSHIP RESEARCH SYMPOSIUM

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April 17, 2025



Jacobs School of Medicine  
and Biomedical Sciences  
University at Buffalo

# SOCIAL JUSTICE FELLOWSHIP PROJECTS

## Projects



Nitya Murali and Henry Burton

*"Beyond the Books: Evaluating Mental Well-being and Barriers to Care among Medical Students at Jacobs School of Medicine and Biomedical Sciences"*

In 2023, UB announced they would discontinue their university-sponsored insurance plan. This decision left students facing uncertainty regarding healthcare access. UB's decision overlooked factors necessitating use of its insurance plan. The average matriculation age to medical school nationally is 24 and rising. NYS Medicaid acceptance is not universalized throughout UBMD Physicians' Group, heightening concerns. Medical training's rigor increases depression, anxiety, and suicide risks. Yet, these issues, are poorly identified and understood at Jacobs School, which may worsen individual isolation and desire to seek treatment. This project will assess the impact UB's decision has on current mental health attitudes and access to pertinent services at Jacobs School of Medicine.

## Projects



George Ghanatios, Kaswanna Phiri and Shyon Small

*"Empower the youth: educating on immigrant health care inequities in the Buffalo Community"*

Buffalo has become an increasingly diverse community, especially with the recent rise in immigrant and refugee populations. Unfortunately, the opportunities for this population to receive a high standard of healthcare as their counterparts is difficult for several reasons. We look to address the aspect of education by playing the role of a mentor for a handful of students at Lafayette International High School (LIHS). Their curriculum pays particular attention to offering career programs that further the opportunity for students to be successful after high school. Our team is looking to empower these students with the knowledge of healthcare inequities to create a perspective that advances their interest in medicine. By implementing this program at LIHS, we also hope to influence several students to consider the medical field.

## Projects



Rhonda Drewes

*"AED Registration Strategies in Buffalo: Increasing Access to Lifesaving Devices"*

This project seeks to increase registered AEDs (Automated External Defibrillator) in Buffalo, and make all their locations accessible to 911 operators today. This will be done by following an already established model for electronically registering AEDs from the non-profit organization Pulse Point. This organization's main mission is to provide AED locations from smartphones and have worked with cities to employ similar projects. The chances of survival from a cardiac arrest are about 10%, but with the assistance of a lifesaving device such as an AED, those chances dramatically increase. Unless AEDs are registered and mapped, it is difficult to know where they are located. We will promote healthcare equity in disadvantaged communities with increased AED access.

## Projects



Zoe Arditi, Berkley Sawester and Madison Clague

*"Abortion & Gender Affirming Care: Provider Experiences & Support Needs"*

The landscapes of both abortion care and gender affirming care have changed rapidly as new policies legislate the provision of care for these patient populations. These laws and their surrounding social environments create a difficult landscape for clinicians to practice within. These providers potentially have shared experiences through the complex legal regulations they practice in, core tenets underlying their care, and safety concerns arising from the surrounding social environments. Despite the stigma and harassment that abortion providers experience being well documented, little scientific literature exists that documents the experiences of gender affirming care providers or explores common experiences of gender affirming care and abortion providers. We aim to conduct a series of peer focus groups that will fill this gap in knowledge and serve as a potential tool for clinician support and healing across disciplines.

## Projects



Megan Conrow-Graham, Oluwadahunsi (Dahunsi) Okunlola and Rahima Hussain

*"Parent Perceptions and Alternative Treatments for Anxiety in ADHD"*

Attention-deficit/hyperactivity disorder (ADHD) is a neurodevelopmental disorder affecting ~6-16% of school-aged children. Untreated ADHD and anxiety can have long-term effects on school performance, mental health, and career attainment. Anxiety in ADHD can be addressed with medications and/or with evidence-based alternative interventions, such as music and art therapy. Current research indicates that BIPOC and low-income children are less likely to receive accurate diagnoses and are less likely to receive sufficient treatment for ADHD and concurrent anxiety. There is evidence that this may be due partly to differing parental perceptions of mental health conditions and psychoactive medications. In this case, we theorize that parents may be more willing to utilize alternative therapies. Our project aims to determine whether parents' cultural factors affect their perceptions of their child's mental health diagnoses, acceptance of the treatment plan, and satisfaction with treatment for children with both ADHD and anxiety.

## Projects

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Janiece Loren Rosado, Gabriela Funez De Pagnier, Teara Robinson, Bryan Carvajal, Justin Ingersoll

### *"Black and Hispanic Post-Operative Ophthalmologic Health Outcomes"*

In the United States, the role of health literacy gravely impacts vision health among Black and Hispanic patients. Studies reveal, lower health literacy among glaucoma patients result in decreased adherence to treatment and severe disease outcomes. Notably, African Americans currently represent the second largest demographic impacted by blindness and visual impairment and in 2040, this demographic is expected to shift to Hispanics. Further, research has highlighted the significant influence of adherence to post-operative instructions on the success of glaucoma surgeries. In Western New York, there is a significant gap in understanding how health literacy affects ocular disease burden in Black and Hispanic communities. Current and anticipated trends highlight existing inequalities and emphasize the critical need for bridging the gap of knowledge for better eye care within these populations.

## Projects

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Zakwan Uddin, Josef Iqbal and Hannah Iqbal

### *"Exploring Socioeconomic Obstacles to Mammogram Screening in South Asian Communities: Crafting Screening Strategies for Health Equity Restoration"*

Our project aims to address the barriers to mammogram screening faced by South Asian women in Buffalo, New York. Through a comprehensive approach, we will identify these barriers, which may include language barriers, cultural beliefs, and accessibility issues. Building on these insights, we will develop and implement a culturally sensitive screening initiative tailored to the specific needs of the community. Key strategies include developing resources in multiple languages to promote health literacy and engaging community leaders and stakeholders for guidance and support. We aim to enhance the participation in screening programs among South Asian women, potentially fostering a continuum of care, which would ultimately enhance healthcare accessibility and optimize outcomes.

## Projects

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Shyon Small

### *"Evaluation and Implementation of a School-Based CPR/AED Training Program: Fostering the Next Generation of Diverse Community-Engaged Healthcare Providers"*

UBMD Orthopaedics and Sports Medicine, in collaboration with UB's Black Men in White Coats and the Buffalo Black Nurses, Inc. developed a hands-only CPR/AED training program that addresses health disparities in out-of-hospital cardiac arrest victims by training historically underserved community members. The trainings are offered at no cost and aim to reduce barriers of convenience and effort by embedding themselves into pre-existing events and programs. In less than one year, the program trained over 6,000 participants. The training takes place in school-based settings such as athletic games and Buffalo City School Saturday academies. To evaluate, improve, and expand our CPR instructor training program, we propose to use the RE-AIM implementation science framework to evaluate this component of the project.

## Research Symposium Program

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05.00 - 05.30 PM - Dinner

05.30 - 05.35 PM - Welcome, acknowledgements, and awardees' introductions.

Anyango Kamina, PhD , Assistant Dean for Trainee and Faculty Development

05.35 - 05.50 PM - "Beyond the Books: Evaluating Mental Well-being and Barriers to Care among Medical Students at Jacobs School of Medicine and Biomedical Sciences"

05.50 – 06.05 PM - "Empower the youth: educating on immigrant health care inequities in the Buffalo Community"

06.05 – 06.20 PM - "AED Registration Strategies in Buffalo: Increasing Access to Lifesaving Devices"

06.20 – 06.35 PM - "Abortion & Gender Affirming Care: Provider Experiences & Support Needs"

06.35 – 06.50 PM - "Parent Perceptions and Alternative Treatments for Anxiety in ADHD"

## Research Symposium Program

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06.50 – 07.05 PM - "Black and Hispanic Post-Operative Ophthalmologic Health Outcomes"

07.05 – 07.20 PM - "Exploring Socioeconomic Obstacles to Mammogram Screening in South Asian Communities: Crafting Screening Strategies for Health Equity Restoration"

07.20 – 07.35 PM - "Evaluation and Implementation of a School-Based CPR/AED Training Program: Fostering the Next Generation of Diverse Community-Engaged Healthcare Providers"

07.35 – 07.40 PM - Closing Remarks  
Anyango Kamina, PhD , Assistant Dean for Trainee and Faculty Development

07.40– 08.00 PM - General Discussion

- End of the Event -

**THANK YOU FOR  
ATTENDING THE  
SYMPOSIUM**

**PLEASE FILL OUT THE  
POST-EVENT SURVEY**

