



THE AMERICAN COLLEGE OF PSYCHIATRISTS

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2024 Award for Creativity in Psychiatric Education Application Form

Please complete and return this application with any supporting materials (not to exceed 30 pages total) by email to nathan@acpsych.org by June 30, 2023

Guidelines

This Award is open to any creative/innovative program for psychiatric education that has been in operation for at least two years, includes program outcome data, and has been a part of a U.S. or Canadian psychiatric residency training program approved by ACGME or The Royal College. Trainees may include medical students, residents, other physicians, allied mental health professionals, or members of the community. The program and any contributors must be free from commercial interest or benefit. Applicants must submit a completed form and related documentation by June 30, with the total submission not to exceed 30 pages. Please include all relevant information about your program within these 30 pages; do not rely on hyperlinks as your program's primary source of information.

Applicant Information:

Name of person completing this application: Patrice K. Malone, MD PhD

Title: Assistant Professor

Name of educational program: (e.g., Diversity Training Program): The Dr. June Jackson Christmas Program

Institution: Columbia University

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State/Prov: NY

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Country: USA

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Training Director: Melissa Arbuckle, MD PhD

Department Chair: Blair Simpson, MD PhD

Program Information (use additional space as needed):

1. Brief description of program:

The Dr. June Jackson Christmas Medical Student Program (JJC) offers medical students who belong to historically underrepresented groups in medicine, the opportunity to explore a career in psychiatry. These opportunities are: a 5-week clinical experience during the summer after the first year of medical school, an 8-week research experience during the summer after the first year of medical school, and a 4-week fourth year elective (Figure 1).

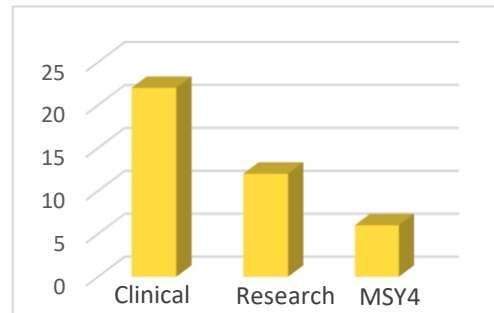


Figure 1. Total number of JJC participants.

The program was named to honor the pioneering work of Dr. June Jackson Christmas, an African-American Psychiatrist, who dedicated her life to the field of mental health. Dr. Christmas founded the Harlem Rehabilitation Center, an innovative community-based psychiatric program, which trained local Harlem residents to assist psychiatric in-patients' with reentry into society. She worked as the Commissioner of Mental Health and Mental Retardation Services of New York City and later as a member of Governor Mario Cuomo's Advisory Committee on Black Affairs. Dr. Christmas taught at Columbia University and continues to be active in her community at 99 years young.

The Dr. June Jackson Christmas Medical Student Summer Clinical Fellowship began in Summer 2016 and is a five-week experience for medical students in the summer after completing their first year of medical school. Students are exposed to the breadth of psychiatry with rotations through an inpatient psychiatry unit, a community outpatient clinic, the mobile crisis team, the Comprehensive Psychiatric Emergency Program, and the consultation-liaison service. In addition, students attend a week of didactics to lay a found in psychiatry that may not already have and visit local community mental health sites in New York City. Beginning in 2017, we expanded this effort to include an 8-week summer research experience. Students are assigned to work with a research mentor while gaining broad exposure to a wide range of research opportunities in psychiatry. Both the research and clinical students engage in a week of didactics to lay a foundation in psychiatry they might not otherwise already have, visit local community mental health sites in New York City, and are paired with a current psychiatric resident or fellow at Columbia University for mentorship. The fellowship opportunity provides a \$3,500 stipend for the 5 weeks of clinic experience and \$5,600 for the 8-week research program.

In Summer 2021, the Dr. June Jackson Christmas Senior Visiting Medical Student Psychiatry Elective Program was conceived by Dr. Nicole Pacheco, who was a psychiatry resident at the time, to provide fourth year medical students from underrepresented groups in medicine the opportunity to participate in an elective at New York Presbyterian/New York State Psychiatric Institute. Participants have the opportunity to work in either a community center with a collaborative care-based model or on our inpatient unit. Students also participate in residency didactics during their rotation. To further support students' education and development, each participant receives academic textbooks on topics ranging from general psychiatry to social justice, as well as, equipment to aid in preparation for board examinations, for a total value of up to \$1,000. Participants also receive a \$2000 stipend to cover travel, lodging, and other expenses.

The JJC Program was initially funded by an American Psychiatric Association SAMHSA Minority Fellowship award to Dr. Patrice K. Malone, an award given to residents addressing psychiatric mental health issues for underserved minorities. Subsequently the clinical track has been funded by a gift from the Leon Levy Foundation and the research track from both an NIH supplement to Dr. Arbuckle's T32 grant, as well as, an American Psychiatric Association SAMHSA Minority Fellowship awarded to Dr. Angela Coombs. The fourth-year medical student elective has been funded by an American Psychiatric Association SAMHSA Minority Fellowship awarded to Dr. Nicole Pacheco initially and subsequently in 2022, Dr. Jade Avery, along with support from the Department of Psychiatry.

Initiated in 2016	First Year Medical Student Clinical Summer Fellowship
Length of program/Financial support	<ul style="list-style-type: none"> • 5-week clinical elective *2020 program was postponed due to covid-19 • Participants received \$3,500 total stipend funding
Site Placement(s)	<ul style="list-style-type: none"> • Inpatient psychiatric unit, community outpatient clinic, mobile crisis team, the comprehensive psychiatric emergency program, and the consultation-liaison service
Medical Student Role	<ul style="list-style-type: none"> • Observation and participation in clinical encounters
Mentorship/Sponsorship	<ul style="list-style-type: none"> • Each participant was paired with a resident mentor • Each participant received mentorship from program director
Didactic Structure and Educational Exposure	<ul style="list-style-type: none"> • JJC specific seminars were provided • JJC students also attended PGY1 lectures

Initiated in 2017	First Year Medical Student Research Summer Fellowship
Length of program & Financial support	<ul style="list-style-type: none"> • 8-week research elective *held virtually 2020 & 2021 due to covid-19 • Received stipend of \$5,600
Site Placement(s)	<ul style="list-style-type: none"> • Medical students were assigned to a research mentor/team based upon their specific research interests
Medical Student Role	<ul style="list-style-type: none"> • Develop research project • Present Research at final symposium
Mentorship/Sponsorship	<ul style="list-style-type: none"> • Each participant was directly mentored by faculty researcher • Each participant was paired with a resident mentor • Each participant received mentorship from program director
Didactic Structure and Educational Exposure	<ul style="list-style-type: none"> • JJC specific seminars were provided • JJC students attended PGY1 lectures

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Initiated in 2021	Fourth Year Medical Student Elective
Length of program/Structural support	<ul style="list-style-type: none"> • 4-week virtual elective in July *held virtually 2021 due to covid-19 • Participants received \$1000 worth of educational material and relevant equipment for tele-psychiatry
Site Placement(s)	<ul style="list-style-type: none"> • A community psychiatry clinic at New York Presbyterian
Medical Student Role	<ul style="list-style-type: none"> • Medical students were expected to be directly involved in patient through screening, performing evaluations, and providing follow-up care
Mentorship/Sponsorship	<ul style="list-style-type: none"> • Participants were formally matched with both a faculty member and a resident based on expressed interests • Participants were encouraged and supported in identifying additional mentors from their clinical sites and didactics • Participants meet weekly with program director
Didactic Structure and Educational Exposure	<ul style="list-style-type: none"> • JJC program specifics seminars ran from M-Th. Topics were focused on understanding structural vulnerability within providing psychiatric care and introduction to treatment options including therapy and psychopharmacology. • Participants attended site-wide didactics including women's mental health rounds

Figure 2. Description of each JJC Program track as of Summer 2022.

2. In what way is your program creative and innovative?

In order to both set the clinical track students up for success on their clinical rotations and provide exposure to the different psychiatry subspecialties, the rising 2nd year medical students have a week of didactics. Moreover, since the program participants come from institutions around the country, some have received education in behavioral health during their first year of medical school while others have not. The individual didactics include: Introduction to the Psychiatric Interview, Mental Status Exam, Forensic Psychiatry, Psychotic Disorders, Anxiety Disorders, Personality Disorders, Mood Disorders, Psychotherapy, Substance Use Disorders, and Child & Adolescent Psychiatry. Lectures are typically 1.5 hours each and cover the most common mental health illnesses and different treatment modalities to target those illnesses. Of note, the program was initially designed such that lectures took place once a week, however, this structure was modified based on feedback from the students. Students specifically recommended having the didactics earlier in the program so that they would feel more confident on the clinical services and could directly apply what they learned. Many of the didactics are taught by current psychiatry residents at Columbia allowing for another point of contact for the JJC fellows with individuals who have already chosen mental health as a profession.

The rising 2nd year medical students also visit community mental health sites to get a sense of a career in psychiatry outside of an academic medical center. The community site visits occur once a week; mainly in the borough of Manhattan. For example, the students visited a men's shelter that housed homeless individuals with co-occurring substance use disorder(s) and mental health illness(es) where the psychiatrist saw them

onsite. They also visited a drop-in facility that caters to young people and provides a wide range of services including reproductive health care and education, mental health counseling and crisis assistance, arts, and GED/HSE classes.

Along with the didactics and community mental health site visits, the rising 2nd year medical students also have the opportunity to learn and be supported by psychiatrists and current psychiatry trainees. The students engage in a formal mentorship program where they are paired with a current psychiatry resident or fellow at Columbia University. Students meet with their assigned mentee at least twice during the summer and are encouraged to stay in touch post-JJC Program for additional mentorship. There are also panel discussions consisting of psychiatrists who themselves are members of underrepresented groups in medicine, practice different psychiatry subspecialties, and share their professional journeys with the students. Significant time is allotted for the students to ask any burning questions after the panelists present.

Research track fellows are assigned to a research group where they receive one on one direction regarding their summer project and are integrated into the research team. Research track students are required to present their project at the end of the summer to an audience of their JJC peers, their research group, and Columbia employees that have supported the JJC Program. Amazingly, Dr. Christmas has met with the students in-person (or virtually in Summer 2020 and 2021) to discuss her path as one of the first African American graduates of Vassar College, one of only seven women in her class at the Boston University School of Medicine, and a female psychiatrist from a historically minoritized racial group.

Of note, the clinical track was put on hold during Summer 2020 due to the pandemic and resumed in Summer 2021 with a sole Columbia medical student as the medical school was not allowing visiting students at that time. The research track, however, continued during the pandemic in a modified way in both Summer 2020 and Summer 2021. Essentially, all of the activities for the research students were conducted virtually over zoom including their presentations at the end of the summer experience. Since the research groups they were associated with were meeting primarily virtually, the addition of the JJC students was not a reach. Moreover, this model of a virtual program could be used by other institutions when resources are limited while providing an enriching experience for all students including those from historically underrepresented groups. Using a video meeting platform to connect with the JJC Program participants in a more longitudinal manner is a possibility in the future.

Medical students participating in the JJC Fourth Year elective served as sub-interns and were directly involved in patient care through screening, performing evaluations and providing follow up care. In alignment with the program's goal of promoting education on mental health disparities, participants were provided exposure to the field of public psychiatry through active engagement in clinical care and teaching within the community sector. Moreover, the clinical rotation sites were based in diverse settings that placed an emphasis on promoting recovery-oriented care to historically underserved and marginalized populations. The elective was held at an inpatient unit and outpatient clinic that are part of a state-funded urban community mental health center that provides comprehensive services for patients with severe mental illness; these clinical sites also allowed for education on cross-cultural psychiatry as it serves the ethnically diverse neighborhood of Washington Heights where many residents are immigrants or first-generation Americans.

Alongside, clinic specific training, JJC MSY4 students received additional educational training. They participated in various seminars on mental health disparities and relevant macro-level vulnerabilities to treatment access. Participants also attended daily residency didactics with current first-year psychiatry interns for direct educational purposes and direct experience of our psychiatry residency program. To promote mentorship and career development, all participants were formally matched with both a faculty member and resident based on clinical interests, who they met with a minimum of twice during their rotation, and were encouraged to continue the mentorship relationship post-JJC Program.

All JJC participants met weekly with our program leadership to discuss progress and feedback. Lastly, the students met with the Director of the Columbia Psychiatry Residency Program to learn more about our department's residency training. There is also a special Psychiatry Grand Rounds that all of our faculty, staff, trainees, and JJC fellows are invited to attend. The inaugural JJC Grand Rounds in 2016 was presented by Dr. Altha Stewart, the first African-American President of the American Psychiatric Association. In 2017, Dr. Carl Hart, who is the first African-American to obtain tenure at Columbia University, presented the JJC Grand Rounds. The JJC Grand Rounds presentations have centered around such topics as disparities in mental health care, the social determinants of health, targeting the stigma that existences in communities of color around psychiatric illness, and community engagement in mental health care. The JJC fellows meet as a group with these accomplished speakers and trailblazers in their own right, giving the students an opportunity to engage with and be inspired by these esteemed faculty. An added benefit of the JJC annual Grand Rounds is the coming together of our own departmental community to learn about important challenges facing historically minoritized racial and ethnic groups. We believe all of these components of the program are valuable and create an enriching learning environment for the students.

3. What significant educational issue is addressed by your program?

In 1991, the AAMC launched a national campaign to increase enrollment of underrepresented minority (URM) medical students matriculating in medical school from 1,485 to 3,000 by year 2000 called Project 3000 by 2000. Unfortunately, instead of an increase in URM enrollment there was a dramatic decline as a result of bans on affirmative action in many states. For instance, in California, Florida, Texas and Washington there was a 27.5% and 30% drop in Latino and African-American enrollment in medical schools. In 2012, 16% of the US population was Latino and 14% African-American, but constituted 9% and 7%, of medical students. Medical schools have been actively trying to increase the diversity of their students through a number of initiatives. Of course, there is a trickle-down effect that extends to residency programs, making some medically specialties disproportionately underrepresented in terms of minorities. In psychiatry residency programs, for instance, African-Americans and Latinos consist of 6.2% and 7.7% of the residents. It is imperative to increase the diversity of mental health providers, because we know this is key in reducing mental health care disparities. This is due in part to the idea that minority providers treat a higher proportion of minority patients. Moreover, the ethnic match between providers and clients encourages patients to stay in treatment. We know that the therapeutic alliance between patient and physician in psychiatry is so important because diagnoses do not rely on lab tests, but on the trust built between two individuals. With this in mind, it makes sense that the rapport needed to properly diagnose a patient and for patients to comply with treatment can be directly impacted by the patient's views of their provider, which may ultimately affect the therapeutic alliance. Thus, it is crucial for the field of medicine and certainly psychiatry to be diverse in every way possible. The JJC Program was created to assist in addressing this issue.

4. What year did your program begin?

The Dr. June Jackson Christmas Program began in Summer 2016. At that time, there were five rising second year medical students from historically underrepresented groups in medicine that participated in the five-week clinical program.

5. Have other academic centers created similar programs modeled on yours? If yes, please specify: _____

A participant of the JJC research track in 2017 was awarded an American Psychiatric Association SAMHSA Minority Fellowship in 2021 and planned to extend the JJC Program to their psychiatry department. Unfortunately, due to extenuating circumstances she was unable to follow through with this plan and pivoted to

more community-based work. We were honored that she was so influenced by our program that she desired to replicate it. We do not know the extent to which other programs may have developed initiatives based on this work.

6. Has your program been presented at a national meeting, won awards from other organizations, or been accepted for publication?

The Dr. June Jackson Christmas Program has been presented at several national conferences via posters and talks as follows:

Oral Presentations

- 05/2018 **Patrice K. Malone**, Co-Discussant, "Representation matters: Diversity Issues in Recruitment" Workshop. American Psychiatric Association Annual Meeting
- 03/2018 **Patrice K. Malone**, Co-Leader, "Beyond URM Recruitment: Building Programs That Support Diversity, Access, and Inclusion in Psychiatry Residency Training" Workshop. AADPRT Annual Meeting

Poster Presentations

1. Pacheco N, Avery J, Arbuckle M, Culas R, Cutler J, **Malone P**. The Dr. June Jackson Christmas (JJC) Pipeline Program: A Multi-level Psychiatric Medical School Pipeline Program. Association for Academic Psychiatry Conference, September 2022
2. Pacheco N, Avery J, Arbuckle M, Culas R, Cutler J, Souza E, **Malone P**. The Dr. June Jackson Christmas (JJC) Pipeline Program: A Multi-level Psychiatric Medical School Pipeline Program. American Association of Directors of Psychiatric Residency Training Conference, March 2022; Virtual
3. **Malone P**, LeMelle S, Bradford JM, Lowenthal C, Arbuckle M. The Dr. June Jackson Christmas Medical Student Summer Fellowship: Guiding the Flow of the Pipeline Towards Psychiatry. American Association of Directors of Psychiatric Residency Training Conference, March 2017; San Francisco, CA

Awards

- 11/2022 Dolores Shockley Diversity and Inclusions Advancement Award, American College of Neuropsychopharmacology

Peer Publications

1. Avery J, Pacheco N, Arbuckle M, Culas R, Cutler J, Malone PK. Development of an Underrepresented in Medicine (URM) Pipeline Program for Fourth Year Medical Students in Psychiatry. Submitted to Academic Psychiatry on April 30, 2023, accepted conditionally on June 28, 2023.

7. What method of self-evaluation is integrated into the program? Explain and provide a sample of the evaluation tool as well as any outcome data that the program has generated: _____

There are pre- and post-surveys that are conducted for the rising 2nd year students just prior to beginning the program and immediately following their completion of the JJC Program, respectively (Figures 3 and 4). The surveys assess the students' attitudes, knowledge, and expectations regarding a career in psychiatry and the program experience.

Your Summer Program Experience

Strongly Agree
5

Agree
4

Neutral
3

Disagree
2

Strongly Disagree
1

Please indicate answer based on scale above.

1. My desire is to learn more about psychiatry as a profession.
2. Mentorship is important to my career development.
3. I am confident that I am going to pursue psychiatry as a career.
4. Many of my role models in medicine are underrepresented racial/ethnic minorities.
5. It is important for me to work with a population of patients that are similarly to me culturally.
6. The teachers and supervisors that I have experienced in my development as a physician have been from underrepresented racial/ethnic groups.
7. I knew when I started medical school that I planned to become a psychiatrist.
8. I feel that I am very knowledgeable about the sub-specialties of psychiatry.

Please answer the following questions as thoroughly as possible.

1. What are you hoping to gain from this summer experience?
2. Have you had previous clinical experience working with psychiatric patients? If so, please describe.
3. How has being a minority affected your career choices?
4. When did you first become interested in psychiatry?
5. What is your impression of what a psychiatrist does as a professional?

Figure 3. Pre-survey

Your Summer Program Experience

Strongly Agree
5

Agree
4

Neutral
3

Disagree
2

Strongly Disagree
1

Please indicate answer based on scale above.

As a result of the Dr. June Jackson Christmas Medical Student Summer Fellowship:

1. I am confident that I am going to pursue psychiatry as a career.
2. I feel that I am very knowledgeable about the sub-specialties of psychiatry.

Please answer the following questions as thoroughly as possible.

1. What experience during the program would you say was most significant for you? Please explain why.
2. Of the different components of the summer program, please list in order of most useful for you beginning with number 1.
 - a. Mentorship program
 - b. Site visits
 - c. Clinical rotations
 - d. Didactics
 - e. Panel discussions
3. Which didactic did you find most useful (i.e. Introduction to the psychiatric interview, The mental status exam, Anxiety disorders, Forensic psychiatry, Psychotic disorders, Child psychiatry, Mood disorders, Personality disorders and psychotherapy)? Please explain why.
4. What site visits did you like the most (i.e. The Bronx Mental Health Court, Fort Washington Shelter, The Door, Kirby Forensic Psychiatric Center, Fountain House)? Please explain why.
5. Please describe which clinical rotation you found most impactful (i.e. CPEP, C/L, Audobon clinic, 4 South, 9GN, Mobile crisis team).
6. How has the summer program broadened your view of psychiatry?
7. If you could, what would you change about the program?
8. Are there components of the program that you would like to have had more of? If so, what?
9. Please add any additional comments below.

Figure 4. Post-survey

Generally, the students enter the program interested in psychiatry and their summer experience greatly adds to their knowledge of what psychiatry has to offer as a career including the available subspecialties (Figure 5.). The following are direct quotes from JJC participants 6 months post program:

“The June Jackson Christmas Fellowship was a wonderful opportunity for me to explore opportunities in psychiatry. The five rotations allowed me to experience diverse psychiatric subspecialties. Before this program, I didn’t even know HIV psychiatry existed; now I want to work in HIV psychiatry.”

“I really appreciated how the Fellowship brought together students interested in social justice and psychiatry. I learned so much from this Fellowship and feel incredibly privileged that I got the opportunity to be a JJC Fellow.”

“The learning that I did during the fellowship was rigorous and thorough. The knowledge and experience helped me to be someone that others [in the psychiatry module at my medical school] look to for help when they were confused by a topic.”

“The JJC Program truly fostered a community between physicians and students. Medicine, with its limited racial diversity, can feel discouraging and isolating. I really appreciated that most of our classes were run by physicians who were part of racial minority groups. Speaking with people who understood us and hearing about the impacts that they have made in their own respective communities has reignited my passion for the field and helping underserved, minority communities.”

“The most valuable part of participating in JJC was the exposure to the wide possibilities within psychiatry.”

“Working with psychiatrist and engaging in mental health research over the summer really confirmed for me that this is the field that I am invested in pursuing.”

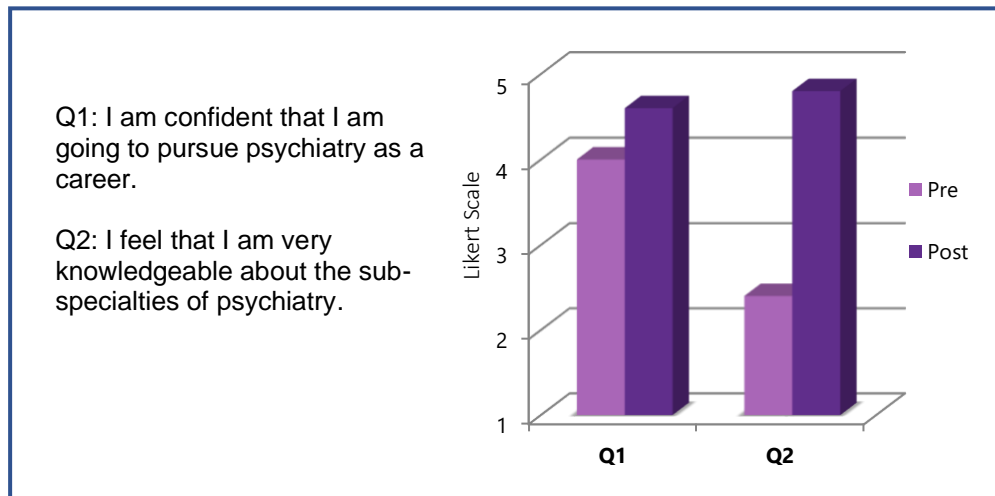


Figure 5. Pre- and post-survey data.

Out of the rising 2nd year research and clinical track participants that participated in the JJC program and have applied to residency (N=23), 78% have chosen psychiatry and successfully matched. In fact, one of the current Columbia psychiatry interms participated in the JJC program as both a research fellow in 2019 and 4th year elective medical student in 2021. JJC fellows have matched in psychiatry at Yale University, Cornell University, Temple University, and Brown University, just to name a few. Although not anticipated, 3 out of 6 of the JJC 4th year elective students have matched at Columbia University in psychiatry. In addition, three past JJC fellows have received American Psychiatric Association SAMHSA Minority Fellowships themselves! Research fellows have had the opportunity to publish and/or present their summer projects at national meetings:

Peer Reviewed Publications

1. Talley RM, Rolin SA, **Trejo BN**, Goldman ML, Alves-Bradford JE, Dixon LB. Perspectives of Individuals With Serious Mental Illness on a Reverse-Colocated Care Model: A Qualitative Study. *Psychiatr Serv.* 2019 Sep 1;70(9):793-800. doi: 10.1176/appi.ps.201800480. Epub 2019 May 21. PMID: 31109264; PMCID: PMC6718316.
2. Lloyd EC, Shehzad Z, Schebendach J, Bakkour A, Xue AM, **Assaf NF**, Jilani R, Walsh BT, Steinglass J, Foerde K. Food Folio by Columbia Center for Eating Disorders: A Freely Available Food Image Database. *Front Psychol.* 2020 Dec 23;11:585044.

Oral Presentations

04/2022

Belinda Busogi, Presenter, "Intergenerational Transmission of Trauma: Expanding Knowledge on Methylation of the FKBP5 Gene Following the Rwandan Genocide." Student National Medical Association Annual Meeting. Orlando, FL.

Poster Presentations

05/2022

Belinda Busogi and **Cristiane S. Duarte**. Intergenerational Transmission of Trauma: Expanding Knowledge on Methylation of the FKBP5 Gene Following the Rwandan Genocide. American Psychiatric Association Annual Meeting. New Orleans, LA. (Figure 6.)

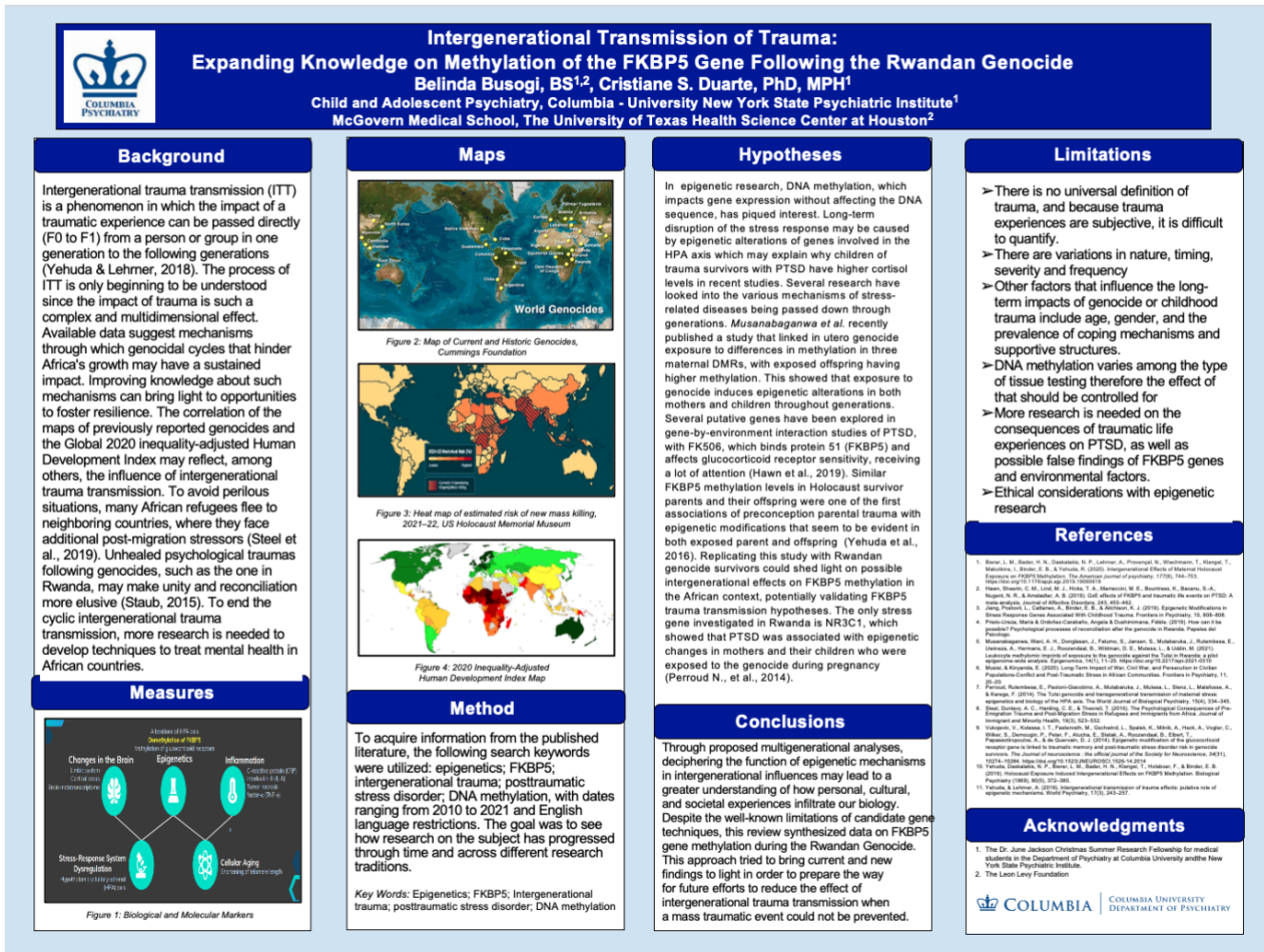


Figure 6. Poster presented at APA by Belinda Busogi who participated in JJC research track in 2021.

The following table (Table 1) is a summary of the JJC Program participants including their notable accomplishments such as match results for those that have been eligible.

Table 1. Summary of JJC Program Participants

Summer of JJC Participation	Name of Participant	Status	Home Institution	Notable accomplishments
2022	Nicole Gehret	JJC 5-week MS1 clinical program	Brown University	

2022	Halima Suleiman	JJC 5-week MS1 clinical program	Upstate Medical University	
2022	Maria Tovar	JJC 5-week MS1 clinical program	McGovern Medical School	
2022	Monica Perdomo	JJC 4-week MS4 elective	Charles E. Schmidt College of Medicine at Florida Atlantic University	Matched in psychiatry at Columbia University
2022	Alyssandra Abrenica	JJC 4-week MS4 elective	Stritch School of Medicine at Loyola University	Matched in psychiatry at University of Wisconsin
2022	Brianna Gordon	JJC 8-week MS1 research program	Icahn School of Medicine at Mount Sinai	
2022	Sharen Rivas	JJC 8-week MS1 research program	Icahn School of Medicine at Mount Sinai	
2021	Alesia Antoine	JJC 4-week MS4 elective	Rowan University School of Osteopathic Medicine	Matched in psychiatry at Brown University
2021	Adriana Cantos	JJC 4-week MS4 elective	Loyola University Chicago Stritch School of Medicine	Matched in psychiatry at Mass General Hospital
2021	Anita Uche	JJC 4-week MS4 elective	Rutgers Robert Wood Johnson Medical School	Matched in psychiatry at Columbia University
2021	Diana Perez	JJC 5-week MS1 clinical program	Columbia University	
2021	Belinda Busogi	JJC 8-week MS1 research program	McGovern Medical School at the University of Texas in Houston	Conducted research with Dr. Cristiane Duarte; Presented research as a poster at the 2022 annual APA meeting in New Orleans (See Figure 6)
2021	Kiana Dash	JJC 8-week MS1 research program	Medical School at Ohio State University	Conducted research with Dr. Roberto-Lewis Fernandez and Oscar Jimenez-Solomon
2020	Adaadinchezo Oguejiofor	JJC 8-week MS1 research program	University of Texas Rio Grande Valley School of Medicine	Conducted research with Dr. Cristiane Duarte Matched in neurology at Houston Methodist
2020	Rachel Trusty	JJC 8-week MS1 research program	Tulane University School of Medicine	Conducted research with Drs. Susie Hoffman and Susan Tross in the HIV Center for Clinical and Behavioral Studies; Accepted to participate in the RISE: Developing Future Leaders in Academic Medicine & Science Leadership Seminar sponsored by the Association of

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				American Medical Colleges (AAMC)
2019	Adrianna Tilton	JJC 5-week MS1 clinical program	Florida State University	Matched in ob/gyn at University of Alabama at Birmingham
2019	Christyn Haigler	JJC 5-week MS1 clinical program	Morehouse School of Medicine	Matched in psychiatry at The Kaiser Permanente Oakland Medical Center
2019	Camila Ramirez	JJC 5-week MS1 clinical program	New York Medical College	Matched in psychiatry at Temple University
2019	Oladele Osisami	JJC 5-week MS1 clinical program	University of Louisville School of Medicine	Entered into MD/MBA program Matched in emergency medicine at New York Presbyterian/Columbia & Cornell Universities
2019	Fabian Thompson	JJC 8-week MS1 research program	Columbia Vagelos College of Physicians and Surgeons	Conducted research with Jean Marie Alves-Bradford Matched in psychiatry at Cornell
2019	Oluwatofunmi "Tofunmi" Oshodi	JJC 8-week MS1 research program and JJC 4-week MS4 elective	Florida Atlantic University (Charles E. Schmidt College of Medicine)	Conducted research with Dr. Roberto Lewis Ferandez Matched in psychiatry at Columbia
2018	Zachari Murphy	JJC 5-week MS1 clinical program	Morehouse School of Medicine	Entered into MSTP Program.
2018	Paula Mendoza	JJC 5-week MS1 clinical program	University of California at Irvine	
2018	Jayla Watkins	JJC 5-week MS1 clinical program	Medical College of Wisconsin	Matched in ob/gyn at UC Davis
2018	Darren Miller	JJC 5-week MS1 clinical program	Medical College of Wisconsin	Matched in psychiatry at McGraw Medical Center of Northwestern University
2018	Francis Tongpalad	JJC 5-week MS1 clinical program	University of Illinois at Chicago	Matched in psychiatry at UC Davis
2018	Naomi Assaf	JJC 8-week MS1 research program	Albany Medical College	Conducted research with Dr. Joanna Steinglass; co-authored publication: Lloyd EC, Shehzad Z, Schebendach J, Bakkour A, Xue AM, Assaf NF, Jilani R, Walsh BT, Steinglass J, Foerde K. Food Folio by Columbia Center for Eating Disorders: A Freely Available Food Image Database. Front Psychol. 2020 Dec 23;11:585044.

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				Matched in psychiatry at NYU
2018	Janet Adeola Keku	JJC 8-week MS1 research program	Brody School of Medicine at East Carolina University	Conducted research with Dr. Cristiane Duarte; Matched in psychiatry at Yale
2017	Bárbara N. Trejo Ortega	JJC 8-week MS1 research program	Columbia University College of Physicians and Surgeons	Conducted research with Dr. Lisa Dixon; co-authored paper: Talley RM, Rolin SA, Trejo BN, Goldman ML, Alves-Bradford JE, Dixon LB. Perspectives of Individuals With Serious Mental Illness on a Reverse-Colocated Care Model: A Qualitative Study. <i>Psychiatr Serv.</i> 2019 Sep 1;70(9):793-800. Award APA-SAMHSA Minority Fellowship. Matched in psychiatry at Yale
2017	Jennifer Bailey	JJC 8-week MS1 research program	Icahn School of Medicine at Mount Sinai	Conducted research with Dr. Ryan Lawrence; coauthored paper: Lawrence RE, Perez-Coste MM, Bailey JL, DeSilva RB, Dixon LB. Coercion and the Inpatient Treatment Alliance. <i>Psychiatr Serv.</i> 2019 Dec 1;70(12):1110-1115. Matched in pediatrics at UCLA
2017	Jack St. Jean	JJC 5-week MS1 clinical program	University of Buffalo	Matched at University of Buffalo in psychiatry
2017	Marlene Torres	JJC 5-week MS1 clinical program	Morehouse School of Medicine	Matched at SUNY Upstate Medical University in psychiatry
2017	Francois Williams	JJC 5-week MS1 clinical program	Morehouse School of Medicine	Awarded APA/SAMHSA Minority Fellowship. Matched in psychiatry at Baylor College of Medicine. Fast tracked into Child and Adolescent Psychiatry at Georgetown University
2017	Danielle Weck	JJC 5-week MS1 clinical program	University of California at Irvine	Matched at UCSF in psychiatry

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2016	Simrun Bal	JJC 5-week MS1 clinical program	Dartmouth	Matched at Dartmouth in internal medicine
2016	Kevin Gutierrez	JJC 5-week MS1 clinical program	Thomas Jefferson University	Awarded APA/SAMHSA Minority Fellowship. Matched at New York University in psychiatry
2016	Rohit Mukherjee	JJC 5-week MS1 clinical program	Drexel	Matched at University of California at Los Angeles in psychiatry
2016	Stephanie Pottinger	JJC 5-week MS1 clinical program	University of Chicago	Matched at New York University in psychiatry
2016	James Thompson	JJC 5-week MS1 clinical program	University of Buffalo	Matched at University of Buffalo in psychiatry

8. Please attach to this application any additional narrative description or other information that would assist the Committee in evaluating your program.



Figure 7. JJC Fellows throughout the years with and without Dr. Malone or Dr. June Jackson Christmas