Our Mission

Bridging the Gaps (BTG) links the provision of health-related service for under-resourced populations with the interprofessional training of health and social service professionals.

As we complete our 32nd program year, we thank all the people and organizations who have made Bridging the Gaps possible, many of whom are listed in this report. The past few years have tested our responsiveness to events that have rapidly altered the world’s balance and created new challenges — events that often disproportionately impact the people we serve. We are continually reminded of the need for people with the skills and commitment to create new ways of addressing inequities. BTG invests in the development of future health and social service professionals, supporting their vision, dedication, and ability to effect change, while simultaneously offering organizations who serve marginalized and disadvantaged people additional staffing for health-related services. As we build on our mission, we are ever grateful for the valued relationships that have resulted and the many stakeholders who make it achievable.

With much gratitude,
Lucy Tuton
for the BTG Network

BTG Network

PHILADELPHIA CONSORTIUM
Louis M. Bell Jr., MD
University of Pennsylvania

Hillary Bogner, MD, MSCE
University of Pennsylvania

Joan I. Gluch, PhD, RDH, PHDHP
University of Pennsylvania

Elissa Goldberg, MSS, LSW
Drexel University

BTG Program Director

Maria Hervada-Page, MSS
Thomas Jefferson University

BTG Program Director

Angela Kim, MD
Drexel University

Ingrid Mapano, MSW, MPH
Temple University

BTG Program Director

Ellen Martinak, MS
University of Pennsylvania

BTG Program Director

Bridget McCormick, MS
University of Pennsylvania

Laura Mullin, BA
Drexel University

Providenza Rocco, JD, MSW, MBE, HEC-C
Temple University

BTG Program Director

Lucy Wolf Tuton, PhD
University of Pennsylvania

BTG Executive Director

George P. Valko, MD
Thomas Jefferson University

Brian Work, MD, MPH
Temple University

Jerome Wright, BA
Temple University

BTG Program Director

Vincent J. Zarro, MD, PhD
Drexel University

COOPER MEDICAL SCHOOL OF ROWAN UNIVERSITY
Mara Gordon, MD
Cooper Medical School of Rowan University, BTG Program Director

Anthony L. Rostain, MD, MA
Cooper Medical School of Rowan University, BTG Program Director

LAKE ERIE COLLEGE OF OSTEOPATHIC MEDICINE (LECOM)
Leah Labranche, PhD
Lake Erie College of Osteopathic Medicine, BTG Program Director

Noelle R. Thielman, PhD
Lake Erie College of Osteopathic Medicine

LEHIGH VALLEY HEALTH NETWORK
Abby S. Letcher, MD
Lehigh Valley Health Network

Mary Ellen T. Miller, PhD, RN, PHNA-BC
DeSales University

BTG Program Director

DREXEL UNIVERSITY – READING
Holly Metzgar, DO, FACOG, NCMP
Drexel University

BTG Program Director

UNIVERSITY OF PITTSBURGH
Thistle Elias, DrPH, MPA
University of Pittsburgh

BTG Program Director

Brandi Boak, BS, CNP
University of Pittsburgh

Alda Gonzaga, MD, MS
Our heartfelt thanks to BTG for initially convening us and for facilitating rich opportunities for collaboration, mentorship, and fellowship. BTGAN is now a lifelong opportunity. This year has been productive and enriching. We collaborated in developing the alumni website and a BTGAN LinkedIn page, participated in mentoring sessions, and structured discussions on ways to capitalize on the strengths of BTG. We also completed our first BTGAN event, “Innovation 101: Creating a Compelling Pitch.” Our network has grown to over 730 alumni! Now more than ever, we need healthcare providers with a strong social justice orientation. Being that professional in a rapidly changing world is an infinite journey, and BTGAN provides alumni with incredibly valuable opportunities to learn and teach as we work to eradicate health inequity. We look forward to growing the network as we explore how alumni can benefit from the exceptional human capital that is BTG.

Warmly,

The BTG Alumni Network (BTGAN)
BTG Program Components

CHIP (All Locations)

BTG Community Health Internship Program

BTG CHIP is a summer internship that matches students with community agencies/organizations, taking into account community site needs, professional disciplines and student interests. Whenever possible, students work in interprofessional teams. Students also participate in didactic sessions where community members and health professionals help them gain the skills and knowledge to be effective providers for under-resourced populations.

In the fall, BTG program locations host their own symposia to engage community representatives, public health officials, agency personnel, grantmakers, and university faculty and staff in the work of the program and to provide students with the opportunity to present their summer projects. The Annual Philadelphia Symposium includes representation from all program locations.

BTG CHIP PROGRAMMATIC THEMES

Given the impact of oral health, smoking, and cardiovascular disease on overall health, BTG offers students access to mentors and tools to support health education and activities at the community level. In 2022 students created robust educational resources on these topics.

BTG TO-DATE FACTS & FIGURES

<table>
<thead>
<tr>
<th>Community Sites Served</th>
<th>629 Community Sites Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>since inception</td>
<td>629 Community Sites Served</td>
</tr>
<tr>
<td>426 Philadelphia</td>
<td>75 Erie</td>
</tr>
<tr>
<td>13 Lehigh Valley</td>
<td>40 New Jersey</td>
</tr>
<tr>
<td>67 Pittsburgh</td>
<td>5 Reading</td>
</tr>
<tr>
<td>3 Other Locations</td>
<td>132 Other Locations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students Participated</th>
<th>6,118 Students Participated</th>
</tr>
</thead>
<tbody>
<tr>
<td>since inception</td>
<td>6,118 Students Participated</td>
</tr>
<tr>
<td>4,895 Philadelphia</td>
<td>438 Erie</td>
</tr>
<tr>
<td>112 Lehigh Valley</td>
<td>196 New Jersey</td>
</tr>
<tr>
<td>463 Pittsburgh</td>
<td>5 Reading</td>
</tr>
<tr>
<td>9 Other Locations</td>
<td>13 Other Locations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Days of Service Provided</th>
<th>131,952 Days of Service Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>from 2000-2022</td>
<td>131,952 Days of Service Provided</td>
</tr>
<tr>
<td>99,523 Philadelphia</td>
<td>11,757 Erie</td>
</tr>
<tr>
<td>2,913 Lehigh Valley</td>
<td>5,163 New Jersey</td>
</tr>
<tr>
<td>12,229 Pittsburgh</td>
<td>125 Reading</td>
</tr>
<tr>
<td>242 Other Locations</td>
<td>26 Other Locations</td>
</tr>
</tbody>
</table>

OTHER PROGRAMS TO-DATE

<table>
<thead>
<tr>
<th>BTG Seminar Series</th>
<th>BTG Community Health Rotation Program</th>
<th>BTG Community Health Scholars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2003 – Spring 2023</td>
<td>Fall 2003 – Spring 2023</td>
<td>Fall 2006 – Spring 2023</td>
</tr>
<tr>
<td>2,792 Students</td>
<td>362 Students</td>
<td>216 Students</td>
</tr>
<tr>
<td>Attended at least one seminar; some attended multiple seminars</td>
<td>Completed the Community Health Rotation Program</td>
<td>Graduated as Community Health Scholars</td>
</tr>
</tbody>
</table>
Program Components (continued)

Other Programs (Philadelphia)
Three BTG program components take place in Philadelphia, only:

BTG Seminar Series
This multipart series draws on the expertise of participating community partners and academic health centers. The sessions are designed to augment professional curricula in various content areas and to offer concrete strategies for addressing issues affecting under-resourced populations.

BTG Community Health Rotation Program
This advanced community rotation experience offers students a collaborative interdisciplinary approach to health and healthcare delivery for under-resourced populations.

BTG Community Health Scholars Program
Students who complete the BTG CHIP, Seminar Series, and Community Health Rotation Program graduate as BTG Community Health Scholars.

Storytelling Project
The Storytelling Project provides students with an opportunity to gain perspective from a representative community member. Students are introduced to the topic of “narrative medicine” as the basis of the project and are encouraged to use the medium of their choosing (audio, video, painting, drawing, writing, etc.) to represent the story. (See the student project summaries.)

The 32nd Annual Symposium
BTG held a virtual symposium on October 21, 2022, featuring Storytelling Project highlights, messages from community partners and BTG alumni, and an interactive poster session. Heather McGhee, JD, received the 2022 BTG award and delivered the keynote speech. Ms. McGhee is an educator and an activist who has crafted legislation, testified before Congress, and helped shape presidential campaign platforms. Her book, The Sum of Us: What Racism Costs Everyone and How We Can Prosper Together, served as the central text for BTG in 2022.

BTG 2022 FACTS & FIGURES

CHIP 2022

- 160 STUDENTS
- 4 IN PA | 1 IN NJ
- 4,036 DAYS OF HEALTH-RELATED SERVICE
- 86 PROJECTS
- 87 SITES
- Professional Disciplines
  - Creative arts in therapy
  - Dental medicine
  - Medicine
  - Occupational therapy
  - Pharmacy
  - Physician assistant
  - Public health
  - Social work
  - Veterinary medicine

OTHER 2022

- BTG Seminar Series
  - 157 Students
  - Attended at least one seminar
- BTG Community Health Rotation Program
  - 25 Students
  - Participated in the Community Health Rotation Program
- BTG Community Health Scholars
  - 18 Students
  - Graduated as Community Health Scholars
Philadelphia Program Participants

Participating Institutions†

- Bryn Mawr College
- Drexel University
- Temple University
- Thomas Jefferson University
- University of Pennsylvania

† Lehigh Valley and Cooper Medical School students participated in Philadelphia’s core curricular sessions.

Philadelphia Small Group Leaders

- Susan Brotherton
- Tariem Burroughs
- Patrick Dooley
- Elissa Goldberg
- Teresa Mendez-Quigley
- Rayn Philips
- Darcie Rudolf
- Anthony Singleton
- Sara Solomon
- Nikki Thomas
- Crystal Wortham

Thanks to the Bridging the Gaps participants, we are able to provide extra programming and educational curriculum, fun activities, and homework help to our children. Our children absolutely love the BTG students with whom they form caring and supportive relationships. I believe it is vital to continue these types of programs. For nonprofit community-based organizations like us, having educated and caring volunteers like the ones we regularly receive from the BTG network, allows us to enhance our programs to our children. We are not only thankful for the support but believe our partnership is integral to the success of our programs.

Krista Wieder
North Light Community Center
BTG Community Preceptor

I continue to learn so much from the students, the group leaders, the speakers, the content, and also about myself. The world needs programs like BTG to promote intersectional perspectives and true collaboration. What a gift.

Darcie Rudolf, MA, LPC, NC
BTG Small Group Leader

PROFESSIONAL DISCIPLINES

- Creative arts in therapy
- Dental medicine
- Medicine
- Nursing
- Occupational therapy
- Pharmacy
- Public health
- Social work
- Veterinary medicine

STUDENT ACTIVITIES*

- Advocacy
- Assessing community resources
- Community outreach
- Community social activities
- Health-related client education
- Planning/organizing or implementing health/recreational activities
- Research on health/social/environmental topics

* The information provided here reflects only those categories reported by 40% or more of students participating at this BTG program location.

Philadelphia Consortium
I am beyond grateful for my time spent with Bridging the Gaps and hope that it continues to run well into the future. This program attacks social injustice by putting us in real situations where we have to deal with and combat these structural issues. This is a program that has fundamentally changed my life. I was able to grow from being a homeless, food-insecure child on the streets of Philadelphia to a woman who was able to return the help to my community in a meaningful way.

Shanelle Jones
Drexel University
Dornsife School of Public Health

Completing the narrative medicine assignment was enlightening to learn about the continuum of medicine that proceeds after the family exits the physician’s office. … [It] pushed me to think about the vast and varied components that create a safe, healthy, and happy life. What we can provide our patients in the hospital or at their office visit as physicians is a vital part of healthcare, but it is not the end all be all when it comes to overall health and well-being. People like the amazing navigator that I had the pleasure of interviewing are the people and positions we need … in our healthcare team to complete the circle of care.

Meghan Schilken
Drexel University
College of Medicine
Philadelphia Program Participants (continued)

TEMPLE UNIVERSITY

Program Staff and Faculty
Providenza Loera Rocco, JD, MSW, MBE, HEC-C, Program Director (through June 30, 2022)
Ingrid Mapanao, MSW, MPH, Program Director (beginning July 1, 2022)
Jerome Wright, BA, Program Director (beginning July 1, 2022)
Dianne Butera, MSW
Brian Work, MD, MPH

Academic Preceptors
Providenza Loera Rocco, JD, MSW, MBE, HEC-C
Brian Work, MD, MPH

Community Preceptors
Katie Barnhart, MSW
Charmaine Sudler Milligan

THOMAS JEFFERSON UNIVERSITY

Program Staff and Faculty
Maria Hervada-Page, MSS, Program Director
George P. Valko, MD

Academic Preceptors
Amanda Lyons, MS, OTD, OTR/L
Mary M. Hess, PharmD, FASHP, FCCM, FCCP, BCCCP

Community Preceptors
Gwendolyn Bailey, LSW
Mary Ellen Bolden, BSW
Barbara Coleman, MS
Kara Friesen, MA
Jenna Gosnay, MSW, LSW
Andrew Gudzelak
Zakiyyah Harris
Christina Kubica, MSW, LSW
Karen Minyety
Shauntay Murray, MHA, CLC
Shawna Murray
Betsy Neiva, PhD
Julie Nelson, BS
Eric Paulukonis

UNIVERSITY OF PENNSYLVANIA

Program Staff
Ellen Martinak, MS, Program Director
Louis M. Bell, Jr., MD
Hillary Bogner, MD, MSCE
Zvi D. Gellis, PhD
Joan I. Gluch, PhD, RDH, PHDHP
Bridget McCormick, MS
Ann L. O’Sullivan, PhD, FAAN, CRNP
Christopher Renjilian, MD
Lucy Wolf Tuton, PhD
Brittany Watson, VMD, PhD, MS, DACVPM

Academic Preceptors
Hillary Bogner, MD, MSCE
Zvi D. Gellis, PhD
Joan I. Gluch, PhD, RDH, PHDHP

BTG understands what it means to meet communities where they are. Physicians must prioritize patient-centered communication to guide patients through difficult events. My experiences at Puentes de Salud taught me to listen to patients intently. As a physician, I hope to advocate for and with patients who traverse through social stigmas, including socioeconomic status, language barriers, mental illness, and/or substance abuse. I hope to improve all my future patients’ health by acknowledging these factors and considering how they may impact health outcomes.

Brittany Chavez
Thomas Jefferson University
Sidney Kimmel Medical College

There are so many articles and presentations about social determinants of health, but I was on the front line talking to families currently facing these struggles and deterrents to their health. We can’t live healthy lives without healthy communities.

Josh Somers
Temple University
Lewis Katz School of Medicine

Community Preceptors
Mark Atwood
Laura Boyd, MSW, LSW
Beverly Bradley
Danny Burke
Brad Cary
Lauren Chappel, PhD
Ben Cocchiaro, MD, MPH
Julie Conway, SLPD, CCC-SLP, ATP
Adrian Glass Crafford, MPH
Mario Cruz, MD
Amy Eckendorf, MSW
Amber Fields, SFW
Teresa Giardina, BSEd
Tyrique Glasgow
Adrienne Harmon
Stephanie Haynes
Jule Anne Henstenburg, PhD, RD, LDN, FAND
Tyler Holmberg
Frances Hoover, BS, MBA
Mercy Howard, BA
Denise Johnson, MSW
Traci Kennedy, MPA
Lauren Kobyiarz
Margaret Lowenstein, MD, MSHP
Colleen McCauley, RN, BSN, MPH
Nya McGlone, MS
Lynette Medley, MEd
Ed Miller
Betsy Neiva, PhD
Cait O’Donnell, MSW
Daphne Owen, MD
Molly Pisciottano, MHA
Leah Reisman, PhD
Michelle Shuler
Anthony Singleton
Lydia Sit, MD
Melissa Heinlein Storti, PhD, CAVS
Lorraine Thomas

Ann L. O’Sullivan, PhD, FAAN, CRNP
Christopher B. Renjilian, MD
Brittany Watson, VMD, PhD, MS, DACVPM
As someone who did not grow up in the United States, I didn’t have a strong background in American history, government, and policymaking. To me, the challenging topics and conversations we had on Wednesdays were eye-opening and enlightening, providing me with different perspectives on healthcare and our society. Similarly, after reading the book, I realized how much more I still didn’t know. I thoroughly enjoyed the book, as it sparked my interest in reading more to understand the history and future of various social issues in the country.

Qinyuan Doris Chen
University of Pennsylvania, School of Dental Medicine

How I view community organizations will never be the same. I strive to be extremely intentional about if I am being helpful or if I am only doing the work to make myself feel better and advance my career.

Alicia Selvera
University of Pennsylvania Perelman School of Medicine

I learned about how health changes and access to healthcare can truly alter one’s life. I learned about the heartbreak of the experience that comes with health changes and the process of seeking answers to understand health conditions. I was honored to hear a glimpse of the resident’s life, and I have nothing but respect and admiration for the journey she has been on.

Sara Mathai
Thomas Jefferson University College of Rehabilitation Sciences

What also stood out was all the amazing people on the same team as these patients, helping to establish these victories, all without judging, always with patience, and always out of selflessness. Though it may seem our society has a lot of work to do, it always gives me hope that there are groups of people like this in Philadelphia, and all over the country, remembering to help those that society tries to forget. ... As I begin caring for patients [I hope to] make sure that I never forget either.

Sixtus Akinlosotu
Drexel University College of Medicine BTG Community Health Scholar
I have learned numerous lessons that will shape the rest of my time as a student and future physician. I have seen the significance of integrating myself into the community that I serve while simultaneously having the humility to recognize that I need to rely on the expertise of others. I have seen the power of a small 10-minute conversation to build a connection. I leave ... with an aspiration to contribute to the betterment of this city and its people.

Megha Andrews
Cooper Medical School of Rowan University

Nearly every public health paper I have read has professed that factors such as race, income, and education are just as impactful in predicting health status as genetics or prescriptions. My experiences ... put faces to that data. The guests experiencing homelessness ... [inhabit] a socioeconomic climate that exacerbates their ability to access adequate healthcare. These interactions reinforced my conviction that medicine ... can bridge the gap between a patient’s unique circumstance and the physician’s medical expertise.

Amir Davoodi
Cooper Medical School of Rowan University

Program Staff and Faculty
Mara Gordon, MD, Program Director
Anthony Rostain, MD, Program Director

Academic Preceptors
Rosanna Eang, DO
Mara Gordon, MD
Jessica Horvath-Matthews, MD

Community Preceptors
Michelle Aydniec, BSN, RN
Teresa Casañas
Martha Chavis
Mouy Eng K. Van Galen
Dayna Fondell, MSN, RN
Megan Lepore
Barbara May, RN, MPH
Jameka McGraw-Byrd
Brandy Mullin
Joye Rozier
Shawn Sheekey

Community Partners
Catholic Partnership Schools
Camden Area Health Education Center (AHEC)
Camden Coalition
Center For Family Services
Joseph’s House of Camden
Southern New Jersey Perinatal Cooperative (SNJPC)
My summer … allowed me to be a part of the care of psychiatric adolescents and children in a way I don’t think I would have experienced if not for Bridging the Gaps. I got to spend time with each patient in a capacity that was not strictly medical, which gave me the chance to get genuinely know each patient beyond the scope of their diagnosis and history. Coming up with the project and implementing it allowed me to connect with the patients and just really drove home the point that at the end of the day, they are still kids, and they want to have fun and be happy despite the challenges they’re facing.

Mieng Nguyen
Lake Erie College of Osteopathic Medicine

I gained so much knowledge and experience. I have learned about the geriatric population, the diseases and conditions that affect them, and how to communicate with them effectively and empathetically. I have also come to realize the vast diversity in the population that is taken care of within nursing homes, whether they be there for short-term rehabilitation or long-term skilled nursing care. Overall, I am absolutely grateful for the experience.

Rachel Leone
Lake Erie College of Osteopathic Medicine

My summer … allowed me to be a part of the care of psychiatric adolescents and children in a way I don’t think I would have experienced if not for Bridging the Gaps. I got to spend time with each patient in a capacity that was not strictly medical, which gave me the chance to get genuinely know each patient beyond the scope of their diagnosis and history. Coming up with the project and implementing it allowed me to connect with the patients and just really drove home the point that at the end of the day, they are still kids, and they want to have fun and be happy despite the challenges they’re facing.

Mieng Nguyen
Lake Erie College of Osteopathic Medicine
I chose to spend my summer working with BTG after seeing the disconnect between educators and the communities they serve, while I worked as a high school teacher for a few years in Baltimore. At the start of the COVID-19 pandemic, and during my first year of medical school, I witnessed similar, nonproductive relationships between healthcare professionals and community members, which motivated me to break the cycle. We learned how to make collaborative decisions with community members, rather than prescribing solutions for them, leaning into culturally responsive modes of communication. In doing so, we learned about what the wants and needs are for our clinic. As future physicians, we learned more about how to engage underserved populations that can often be stigmatized.

Saran Taj Singh
Temple University
Lewis Katz School of Medicine

PROFESSIONAL DISCIPLINES
• Nursing
• Medicine
• Physician Assistant

COMMUNITY HEALTH ISSUES*
• Access to healthcare
• Budgeting/personal finances
• Cardiovascular health
• Childcare
• Communication (language/literacy)
• Cultural health beliefs and practices
• Diet and nutrition
• Environmental health
• Homelessness/housing
• Mental health
• Oral health
• Poverty
• Race/ethnicity
• Substance use
• Violence

STUDENT ACTIVITIES*
• Advocacy
• Assessing community resources
• Client interviews
• Community outreach
• Community social activities
• Development or administration of surveys
• Evaluation of existing programs
• Health-related client education
• Linking clients with health resources
• Literacy activities
• Oral health activities
• Planning/organizing or implementing health/recreational activities
• Research on health/social/environmental topics

* The information provided here reflects only those categories reported by 40% or more of students participating at this BTG program location.

Participating Institutions
DeSales University
Moravian University
Temple University

Program Staff and Faculty
Mary Ellen Miller, PhD, RN, PHNA-BC, Program Director
Abby Letcher, MD

Academic Preceptors
Abby Letcher, MD
Mary Ellen Miller, PhD, RN, PHNA-BC
Rajika Reed, PhD, MPH, MEd
Katey Ruppert, BS
Whitney Szmodis, PhD, MEd

Community Preceptors
Brianna Aletras-Dunn, CRS
Tina Amato, MS, LDN, RD
Hasshan Batts, DHSc, MSW

Robin Chontos, CRS
Jeani Garcia
Lyric Isaac

Community Partners
Alliance Hall, Summer Recreation Program
Promise Neighborhoods of the Lehigh Valley (PNLV)
St. Luke’s University Health Network
I had worked with homeless folks in the past, but [this] opened my eyes to some of the specific struggles of the Reading community and gave me ample opportunity to listen to the residents’ stories. I am grateful that I had the ability to partner with and deliver personable medical attention to the residents.

John LeMoine
Drexel University College of Medicine at Tower Health

I was exposed to so many aspects of social services that impact health and address areas such as food insecurity, access to healthcare, homelessness, transportation, and language barriers. Seeing firsthand how [basic] needs can take precedence over the need to fill a prescription or go to a doctor’s appointment gave me further insight about how I, as a future medical provider, can better understand how to care for this population.

Priscilla Lozano
Drexel University College of Medicine at Tower Health

I had worked with homeless folks in the past, but [this] opened my eyes to some of the specific struggles of the Reading community and gave me ample opportunity to listen to the residents’ stories. ... I am grateful that I had the ability to partner with and deliver personable medical attention to the residents.

John LeMoine
Drexel University College of Medicine at Tower Health

Participating Institution
Drexel University College of Medicine at Tower Health

Program Staff and Faculty
Holly Metzgar, DO, FACOG, NCMP
Program Director

Academic Preceptor
Holly Metzgar, DO, FACOG, NCMP

Community Preceptors
Debbi Boone
Jamie Chmielewski, COTA/L
Mairead Desmond
Frank Grill
Sue Krall
Jeff Laylon
Mihaela Pendos, CRNP

COMMUNITY HEALTH ISSUES*
• Access to healthcare
• Asthma
• Budgeting/personal finances
• Childcare
• Cancer
• Cardiovascular health
• Communication (language/literacy)
• Computer literacy
• Cultural health beliefs and practices
• Diabetes
• Diet and nutrition
• Exercise
• HIV/AIDS
• Homelessness/housing
• Immigrant issues
• Immunization
• Insurance/social services
• Mental health
• Obesity
• Oral health
• Personal hygiene
• Physical disability

STUDENT ACTIVITIES*
• Advocacy
• Assessing community resources
• Client interviews
• Clinical care
• Community outreach
• Community social activities
• Direct service delivery
• Evaluation of existing programs
• Health-related client education
• Health screening
• Health status tracking
• Immunization
• Linking clients with health resources
• Planning/organizing or implementing health/recreational activities
• Medical interpretation
• Research on health/social/environmental topics
• Social service intervention

Poverty
Race/ethnicity
Substance use
Transportation
Violence

* The information provided here reflects only those categories reported by 40% or more of students participating at this BTG program location.
I learned a lot about community health, mental health, and what it takes to run an organization. My classes have always focused on the medical model for the treatment of mental illness. It was good to see the social aspect of mental health recovery in action, and I saw what a difference it made to the members to be a part of a community with so much support.

Nivitha Periyapatna
University of Pittsburgh
School of Public Health

I learned firsthand a wealth of knowledge about underserved populations and the structural/societal barriers that they face as well as the ways I can work to break them down. I aspire to carry the lessons from our clients, mentors, and the other interns with me into my future career work, and I am incredibly grateful for this opportunity.

Arvin Sequeira
University of Pittsburgh
School of Pharmacy

Program Staff and Faculty
Thistle Elias, DrPH, MPA, Program Director
Brandi Boak, BS
Alda Gonzaga, MD, MS

Academic Preceptors
Betty Braxter, PhD, CNM, RN, FAAN
Thuy D. Bui, MD
Sharon Connor, PharmD
John Stewart Maier, MD
Nina Markovic, PhD, MS
Martha A. Terry, MA, PhD
Jamie Zelazny, PHD, MPH, RN

Community Preceptors
Maureen Anderson, EdD
Richard Carrington
Danielle Chaykowsky
Sarah Crawshaw, MEd

Jasmine Davis, BS
Julia Donnelly, MPH
Debbie Gallagher, MEd
Allison Haley, LCSW
Jim Paolicelli
Margot Russell, MEd
Donna Smith, MPM
Karen Upsher-Williams, MSW

Community Partners
Center of Life
Council of Three Rivers American Indian Center (COTRAIC EHS), Early Head Start
Peoples Oakland
Reimagine Reentry
Sojourner House
Voices Against Violence
Youth Enrichment Services (YES)

PROFESSIONAL DISCIPLINES
• Nursing
• Pharmacy
• Public health
• Social work

COMMUNITY HEALTH ISSUES*
• Access to healthcare
• Budgeting/personal finances
• Childcare
• Communication (language/literacy)
• Diet and nutrition
• Exercise
• Homelessness/housing
• Insurance/social services
• Mental health
• Oral Health
• Poverty
• Race/ethnicity
• Substance use
• Transportation
• Violence

STUDENT ACTIVITIES*
• Assessing community resources
• Client interviews
• Community outreach
• Community social activities
• Development or administration of surveys
• Evaluation of existing programs
• Health-related client education
• Linking clients with health resources
• Planning/organizing or implementing health/recreational activities
• Research on health/social/environmental topics
• Teaching living skills

* The information provided here reflects only those categories reported by 40% or more of students participating at this BTG program location.

I learned a lot about community health, mental health, and what it takes to run an organization. My classes have always focused on the medical model for the treatment of mental illness. It was good to see the social aspect of mental health recovery in action, and I saw what a difference it made to the members to be a part of a community with so much support.

Nivitha Periyapatna
University of Pittsburgh
School of Public Health

I learned firsthand a wealth of knowledge about underserved populations and the structural/societal barriers that they face as well as the ways I can work to break them down. I aspire to carry the lessons from our clients, mentors, and the other interns with me into my future career work, and I am incredibly grateful for this opportunity.

Arvin Sequeira
University of Pittsburgh
School of Pharmacy
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Bridging the Gaps

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