APA SAMHSA MFP Resident Fellowship Program Year-End Evaluation Report

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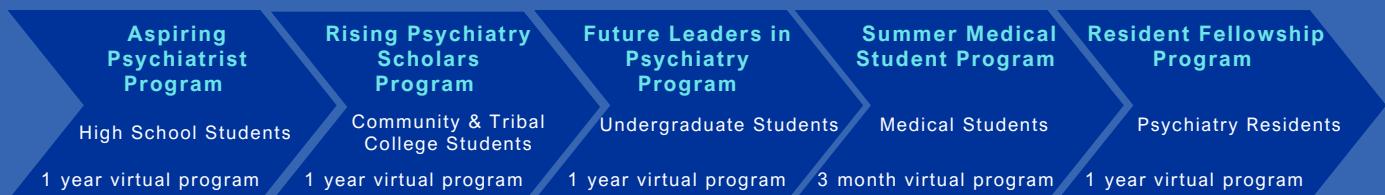Services Administration

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INTRODUCTION

The Minority Fellowship Program (MFP) aims to reduce mental health disparities and improve behavioral health outcomes for marginalized and minoritized populations by:

- Increasing the number of culturally competent mental and substance use disorder psychiatrists who teach, administer services, conduct research, and provide direct mental or substance use disorder services to marginalized and minoritized populations.
- Increasing the knowledge related to prevention, treatment, and recovery support for individuals who are from marginalized and minoritized populations and who have a mental or substance use disorder.
- Improving the quality of mental and substance use disorder prevention and treatment services delivered to marginalized and minoritized populations.

To address these aims, the American Psychiatric Association (APA) has developed several programs that provide experiential learning opportunities for future psychiatrists at all academic levels. For the past 50 years, this program has built a reputation for promoting and recruiting a culturally humble psychiatric workforce, a mission we proudly continue with innovative and impactful programming.

The Resident Fellowship Program (RFP) offers an innovative, comprehensive, and well coordinated one year fellowship for psychiatry residents. This program is dedicated to improving mental health care outcomes for all patients, particularly those from marginalized and minoritized populations, by growing the number of culturally sensitive and linguistically competent psychiatrists. In addition to the RFP, the APA SAMHSA MFP has developed several pathway programs to prepare students at various educational levels to become culturally humble psychiatrists. From high school through residency, we aim to provide passionate students with the tools they need to effectively serve patients from all walks of life.

Aspiring Psychiatrist Program	Rising Psychiatry Scholars Program	Future Leaders in Psychiatry Program	Summer Medical Student Program	Resident Fellowship Program
High School Students	Community & Tribal College Students	Undergraduate Students	Medical Students	Psychiatry Residents
1 year virtual program	1 year virtual program	1 year virtual program	3 month virtual program	1 year virtual program

The report will begin by providing relevant details about the APA SAMHSA RFP and the 2023 2024 cohort. Lastly, the results of the RFP year end evaluations will be described, followed by strengths of the program and areas for improvement.

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PROGRAM DESCRIPTION

Goals

The MFP Resident Fellowship Program (RFP) aims to train and prepare psychiatrists to be culturally informed and linguistically skilled for an ever changing and diverse patient population.

Intended Beneficiaries

To become an RFP Fellow, you must be a psychiatry resident at the PG1 level or higher. Additionally, applicants must demonstrate a commitment to improving the mental health equity of marginalized and minoritized populations.

Program Benefits

All fellows are given the following benefits:

- Funding support for a capstone project addressing mental health inequalities.
- Mentorship with a psychiatry leader through the Advocate and Protégé Program.
- Understanding mental health inequalities through the LEAD (Leadership in Equity and Diversity) Institute curriculum.

- Financial support to attend the APA Annual Meeting, Mental Health Services Conference, and the Spring Leadership Summit.
- Networking with APA leadership and MFP Fellows.

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Program Design

The RFP is a one year program that runs from October 1st to September 30th. Applications are open from July 15th to September 15th, with awards being released on October 1st. For the 2023 2024 cohort, 29 applicants were accepted. Fellows are awarded a stipend to be used for their capstone projects, educational material, and to attend professional development conferences. A demographic breakdown of the cohort can be found in Table 1.

Table 1: 2023-2024 RFP Demographics

	American Indian or Alaska Native	Asian American	Black or African American	Hispanic or Latino	Other	White	Total
Man	1	1	6	0	2	0	10
Woman	1	7	7	2	1	1	19
Total	2	8	13	2	3	1	29

The RFP has 5 major components that are discussed in more detail below.

Capstone Project

Each Fellow is given financial support and guidance to develop and execute a capstone project focused on mental health equity and addressing mental health disparities for underserved communities. Fellows are asked to develop a detailed budget and proposal at the start of the program, which is reviewed and approved by the Senior Program Manager, Razan Jaber, and the Principal Investigator, Dr. Regina James. A list of capstone project titles from the 2023 2024 cohort can be found in Appendix A.

Educational Opportunities

Fellows are required to attend and participate in educational opportunities. These opportunities include:

- Mental Health Services Conference
- APA Annual Meeting
- Spring Leadership Summit

They are also encouraged to attend any educational or professional development conferences that align with the aims of the MFP.

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Professional Development Series

Fellows are required to complete a professional development training series as part of the LEAD (Leadership, Equity, and Diversity) Institute. They must take one course per quarter. The courses cover topics such as structural and institutional racism in mental health care, social determinants of mental health, and cultural competence.

An additional aspect of the LEAD Institute is the Advocate and Protégé Program, which pairs Fellows with an APA and other psychiatry leaders who provide them with guidance and actively facilitate career opportunities. The APA SAMHSA MFP is committed to connecting Fellows with experienced psychiatrists from a wide array of backgrounds, to further enrich the Fellowship experience.

APA/APAF Council/Workgroup Meetings

Fellows are assigned to their preferred APA council/workgroup and are expected to attend meetings and contribute to the work of the council/workgroup. Fellows are also encouraged to connect with the Executive Director and President of their APA District Branch/State Association.

Monthly Conference Calls

Razan holds monthly check in meetings with the fellows to update them on upcoming events, check on their progress with their capstone projects, and facilitate a consistent and open line of communication with the Fellows.

The RFP schedule for the 2023 2024 cohort can be found in Table 2.

Table 2: FY 2024 APA SAMHSA MFP Training Calendar

September	October	November	December
Launch the new SAMHSA MFP cohort Establish monthly protocols for virtual meetings Match Fellows with Advocates Assign Fellows to a council/committee	MFP Orientation Review the Fellows' capstone projects and budgets Fellows check-in calls Professional development session	Launch the LEAD Institute Fellows check-in calls Professional development session	Fellows check-in calls LEAD Institute Course Professional development session
January	**February**	**March**	**April**
Fellows check-in calls LEAD Institute Course Professional development session	Fellows check-in calls Professional development session	In-Person Event: Spring Leadership Summit Fellows check-in calls MFP mid-year evaluation	LEAD Institute Course Fellows check-in calls Professional development session
May	**June**	**July**	**August**
In-Person Event: APA Annual Meeting MFP Fellows Poster Session Networking Breakfast All Fellows Luncheon Fellows check-in calls	LEAD Institute Course Fellows check-in calls Professional development session	LEAD Institute Course Fellows check-in calls Professional development session	LEAD Institute Course Fellows check-in calls Professional development session Year-end evaluation

Funding

EVALUATION RESULTS

Capstone Project

Table 3 illustrates the progress fellows have made on tasks for their capstone projects. Stakeholder engagement and resource acquisition show the highest completion rates (76% and 72%, respectively), indicating success in building partnerships and securing resources. However, lower completion rates in data analysis (52%), evaluation planning (60%), and final project completion (56%) suggest challenges in more complex stages, potentially due to time constraints or data processing difficulties. Additional guidance in these areas and timeline flexibility could support fellows' success.

Table 3: To what degree have you completed the following tasks?

	I have completed this task	I have begun but not completed this task	I have not begun this task
Engaged key stakeholders for project facilitation	**76%**	20%	4%
Secured the necessary resources for project execution	72%	20%	8%
Collected my data	68%	28%	4%
Marketed or advertised my project to the target audience	**64%**	24%	12%
Developed an evaluation plan to determine overall project success	**60%**	24%	16%
Completed my capstone project	**56%**	40%	4%
Analyzed my data	**52%**	36%	12%

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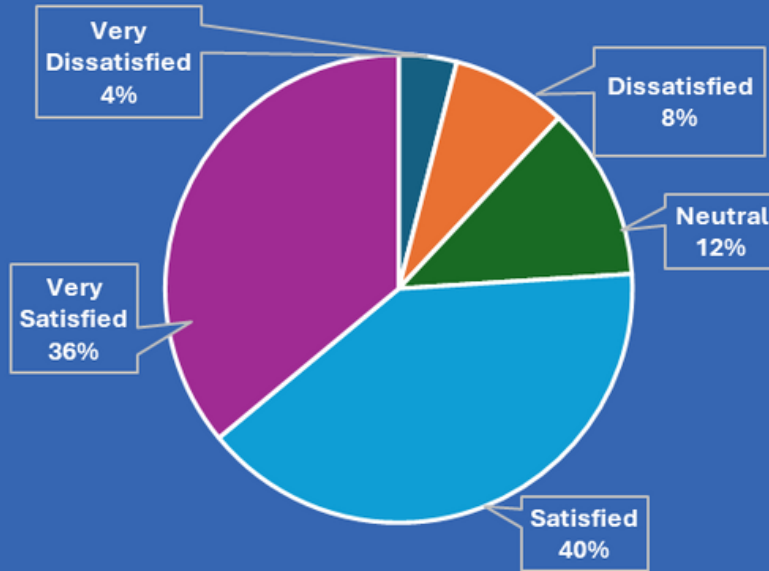Substance Abuse and Mental Health Services Administration

Table 4 highlights challenges faced by fellows, with "Time or Resource Barriers" being the most common (16 respondents), likely due to the competing demands of residency. Razan has worked on addressing this issue with the current cohort by individually meeting with fellows to ensure their project proposals and budgets are aligned with the aims of the MFP and achievable in the given one year timeframe. "Administrative Barriers" (11 respondents) and "Project Development Barriers" (9 respondents) emphasize the need for support in navigating program requirements and executing projects. One fellow expressed frustration with financial restrictions, which redirected funds from community focused work to professional development. Clearer expense guidelines could alleviate such concerns.

Table 4: What barriers, if any, did you experience while working on your project?

Barrier	Count
Time or Resource Barriers	16
Administrative Barriers (e.g. needing assistance)	11
Project Development Barriers	9
Research Barriers (e.g. IRB approvals)	6
Environmental Barriers (e.g. meeting restrictions)	4
No Barriers Faced	3
Participants	2
Financial Barriers	2
Mentorship or project guidance	1
Write-In Response	
"I think there were a lot of restrictions on our budget to be used on our capstone project, so I ended up using a lot of the funds for my personal professional development; when I would have rather used it for my project for the community."	

Figure 1 shows the levels of satisfaction among fellows regarding the support and guidance they received for their project. A significant majority of respondents indicated positive satisfaction: 40% reported being "Satisfied," while 36% reported being "Very Satisfied." This suggests that most fellows felt sufficiently supported in their project development.
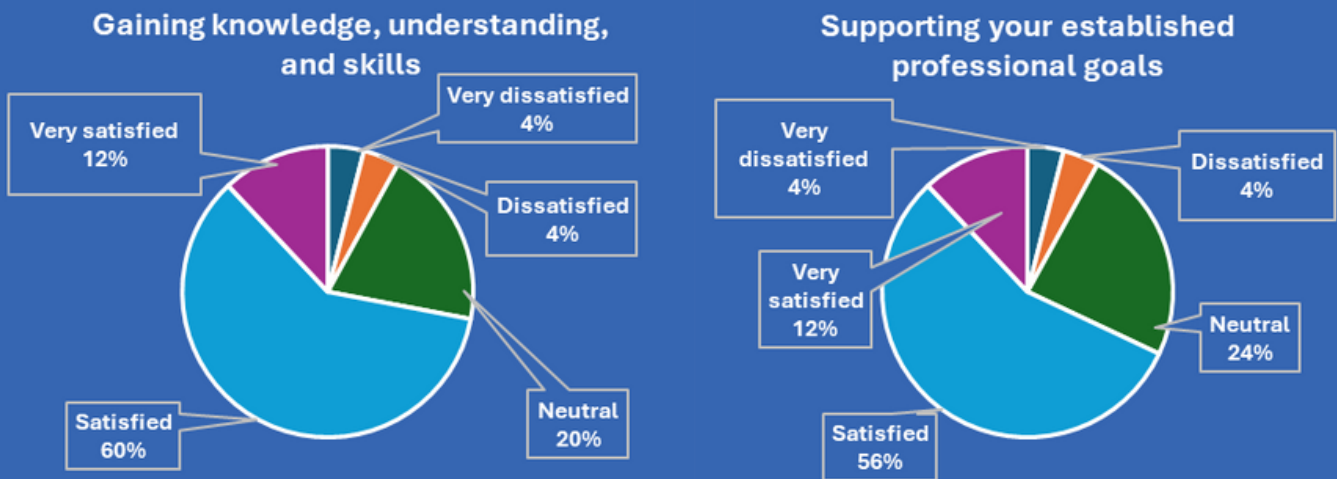
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Figure 1: How satisfied are you with the support and guidance received for your project?
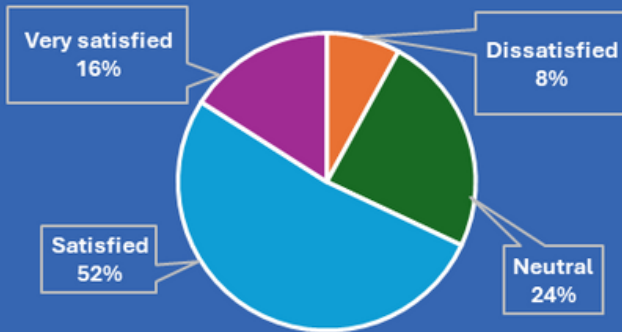

Monthly Conference Calls

Figure 2 shows generally positive satisfaction with the fellowship's monthly conference calls, particularly in "Gaining knowledge, understanding, and skills," where 72% of fellows were satisfied or very satisfied. Satisfaction with "Supporting professional goals" and the "Overall experience" was also high at 68%. However, only 64% felt the calls met expectations, suggesting room for improvement in structure or content. Increasing interactivity and aligning sessions more closely with fellows' needs are recommended.
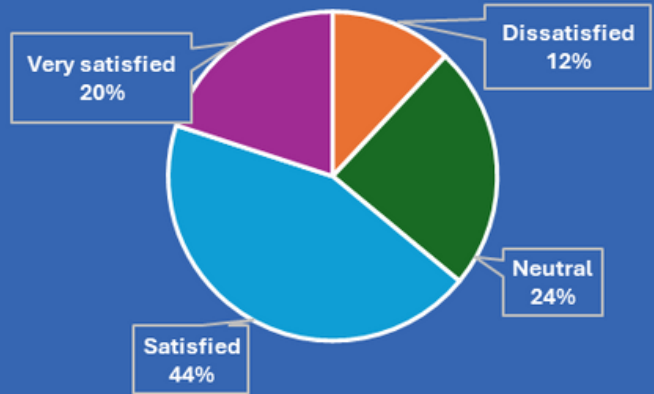
Figure 2: Please rate your satisfaction with the Fellowship Monthly Conference Calls throughout the program.

Overall experience in participating in fellowship monthly conference calls

Very satisfied 16%
Satisfied 52%
Dissatisfied 8%
Neutral 24%

Meeting your expectations

Very satisfied 20%
Dissatisfied 12%
Satisfied 44%
Neutral 24%

When analyzing fellows' feedback on their monthly conference calls in Table 5, they generally reported a positive experience, highlighting their appreciation for Razan's efforts to keep fellows informed and noted her as a fantastic resource and support. However, several respondents expressed a desire for more proactive communication, suggesting that important updates could have been shared earlier via email rather than waiting for the calls. Additionally, a few participants felt that a comprehensive calendar at the start of the program would have helped them prepare more effectively for upcoming sessions. Moreover, one fellow saw the monthly calls as an underutilized opportunity for community building. They suggested incorporating more interactive elements, such as time to discuss shared challenges, successes, and insights, which could foster stronger connections among fellows.

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Table 5: Is there anything you would like to share regarding your experience with the monthly conference calls?

| Themes	Quotes	Count
Appreciation for Razan's Support	"Razan worked hard to keep us informed!" "Razan was a fantastic resource and great support!"	2
Desire for Advance Scheduling and Communication	"I think it there was a complete calendar given in the beginning of the year of all the meetings we would have had, that would have been helpful." "Meetings were informative however, many times we learned brand new information in these meetings that should have been communicated earlier by email rather than waiting for these meetings."	2
Enhancing Community-Building	"As mentioned before, I think there should be more thought into making these monthly Zoom sessions community-building opportunities that facilitate fellows learning from each other. I can imagine setting time for fellows to discuss struggles and successes during each meeting. A time to hear from past fellows. I would have also expected that the director of the fellowship would attend more of the monthly Zoom sessions. Unfortunately, I feel like the monthly sessions were a disappointing missed opportunity."	1

APA/APAF Council/Workgroup Meetings

The satisfaction ratings with the APA/APAF Council/Workgroup Meetings, as shown in Figure 3, indicate a generally positive response with noted areas for improvement. For "Meeting expectations," 56% were satisfied, but 32% were neutral, and 12% were dissatisfied, indicating unmet expectations for some. "Gaining knowledge, understanding, and skills" had 67% satisfaction, though 24% were neutral, and 8% dissatisfied, suggesting room to enhance content. Similarly, 68% felt supported in professional goals, with 24% neutral and 8% dissatisfied, highlighting a need for better alignment with individual goals.

Figure 3: Please rate your satisfaction with APA/APAF Council/Workgroup Meetings throughout the program

Meeting your expectations

- Very satisfied 12%
- Dissatisfied 12%
- Neutral 32%
- Satisfied 44%

Gaining knowledge, understanding, and skills

- Very satisfied 16%
- Dissatisfied 8%
- Neutral 24%
- Satisfied 52%

Supporting your established professional goals

- Very satisfied 16%
- Dissatisfied 8%
- Neutral 24%
- Satisfied 52%

Connecting with other fellows and psychiatrist leaders

- Very satisfied 20%
- Neutral 28%
- Satisfied 52%

Overall experience in APA/APAF Council/Workgroup Meetings

- Very satisfied 16%
- Dissatisfied 8%
- Neutral 28%
- Satisfied 48%

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The data displayed in Figure 4 reveals that nearly 3/4th of the fellows have connected with their local APA District Branch/State Association (DB/SA), indicating a strong level of engagement. For those fellows (28%) who indicated that they have not connected with their local APA DB/SA, the results of an open response follow up question indicated that this was primarily due to time constraints, lack of understanding on how to connect, and recent relocations were cited as obstacles.
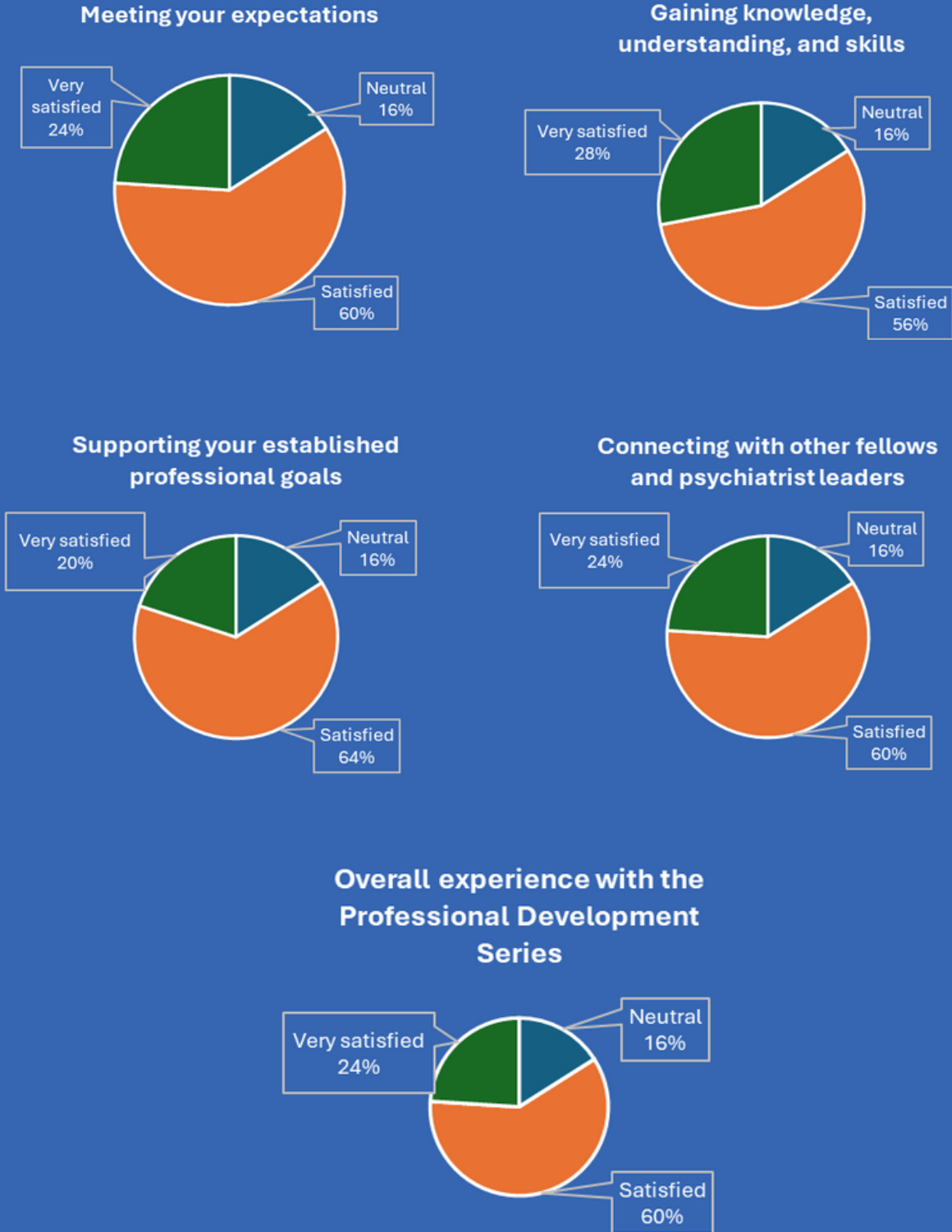
Figure 4: Have you connected with the local APA District Branch State Association (DB/SA)?
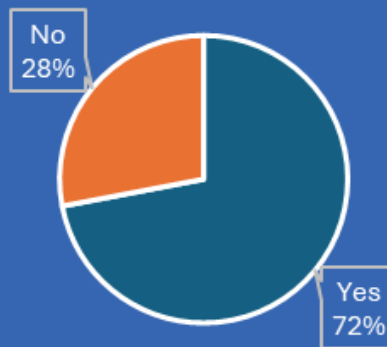
Professional Development Series

The fellow's experience with the professional development series was overwhelmingly positive. Across all measures (meeting expectations, gaining knowledge, understanding, and skills, supporting established professional goals, connection with other fellows and psychiatrist leaders, and overall experience), most participants reported satisfaction, with 56 64% "Satisfied" and 20 28% "Very Satisfied, as shown in Figure 5. These findings indicate that the professional development series has succeeded at increasing the fellows' understanding of how to be a culturally humble psychiatrist and further supporting their professional goals.
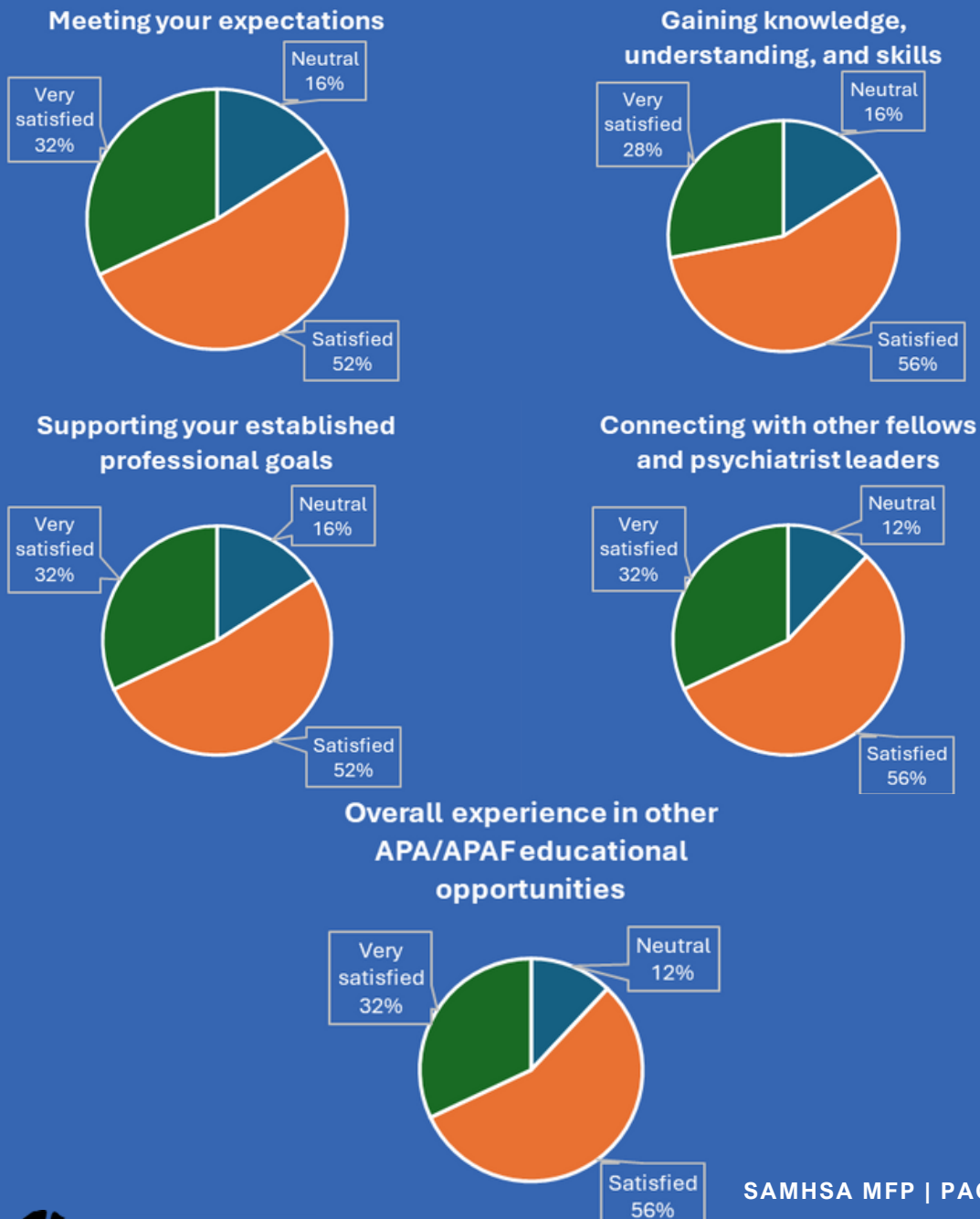
Figure 5: Please rate your satisfaction with the Professional Development Series for Fellows throughout the program?

Meeting your expectations

Very satisfied 24%
Neutral 16%
Satisfied 60%

Gaining knowledge, understanding, and skills

Very satisfied 28%
Neutral 16%
Satisfied 56%

Supporting your established professional goals

Very satisfied 20%
Neutral 16%
Satisfied 64%

Connecting with other fellows and psychiatrist leaders

Very satisfied 24%
Neutral 16%
Satisfied 60%

Overall experience with the Professional Development Series

Very satisfied 24%
Neutral 16%
Satisfied 60%

Educational Opportunities

Fellows reported overwhelmingly positive experiences with the APA/APAF educational opportunities. Across all measures (meeting expectations, gaining knowledge and skills, supporting professional goals, connecting with peers and leaders, and overall experience), 52 56% were "Satisfied," and 28 32% were "Very Satisfied" (Figure 6). These results indicate that the LEAD Institute courses, webinars, town halls, and discussion sessions, were highly valued by fellows and effectively provided them with meaningful knowledge and support.

Figure 6: Please rate your satisfaction with other APA/APAF educational opportunities throughout the program. This includes the LEAD Institute courses, webinars, town halls, discussion sessions, etc.

Meeting your expectations
- Neutral 16%
- Very satisfied 32%
- Satisfied 52%

Gaining knowledge, understanding, and skills
- Neutral 16%
- Very satisfied 28%
- Satisfied 56%

Supporting your established professional goals
- Neutral 16%
- Very satisfied 32%
- Satisfied 52%

Connecting with other fellows and psychiatrist leaders
- Neutral 12%
- Very satisfied 32%
- Satisfied 56%

Overall experience in other APA/APAF educational opportunities
- Neutral 12%
- Very satisfied 32%
- Satisfied 56%

The educational components offered in the RFP have effectively helped fellows develop and enhance various skill sets, as shown in Figure 7. Of the 15 listed skill sets, the most frequently selected were diversity, equity, inclusion competence (80%), leadership (76%), and cultural competence (72%). These findings indicate that the fellowship is in alignment with the aims of the SAMHSA MFP in increasing the number of culturally competent leaders in the psychiatric workforce.

Figure 7: What skill sets have you learned or improved upon thus far?
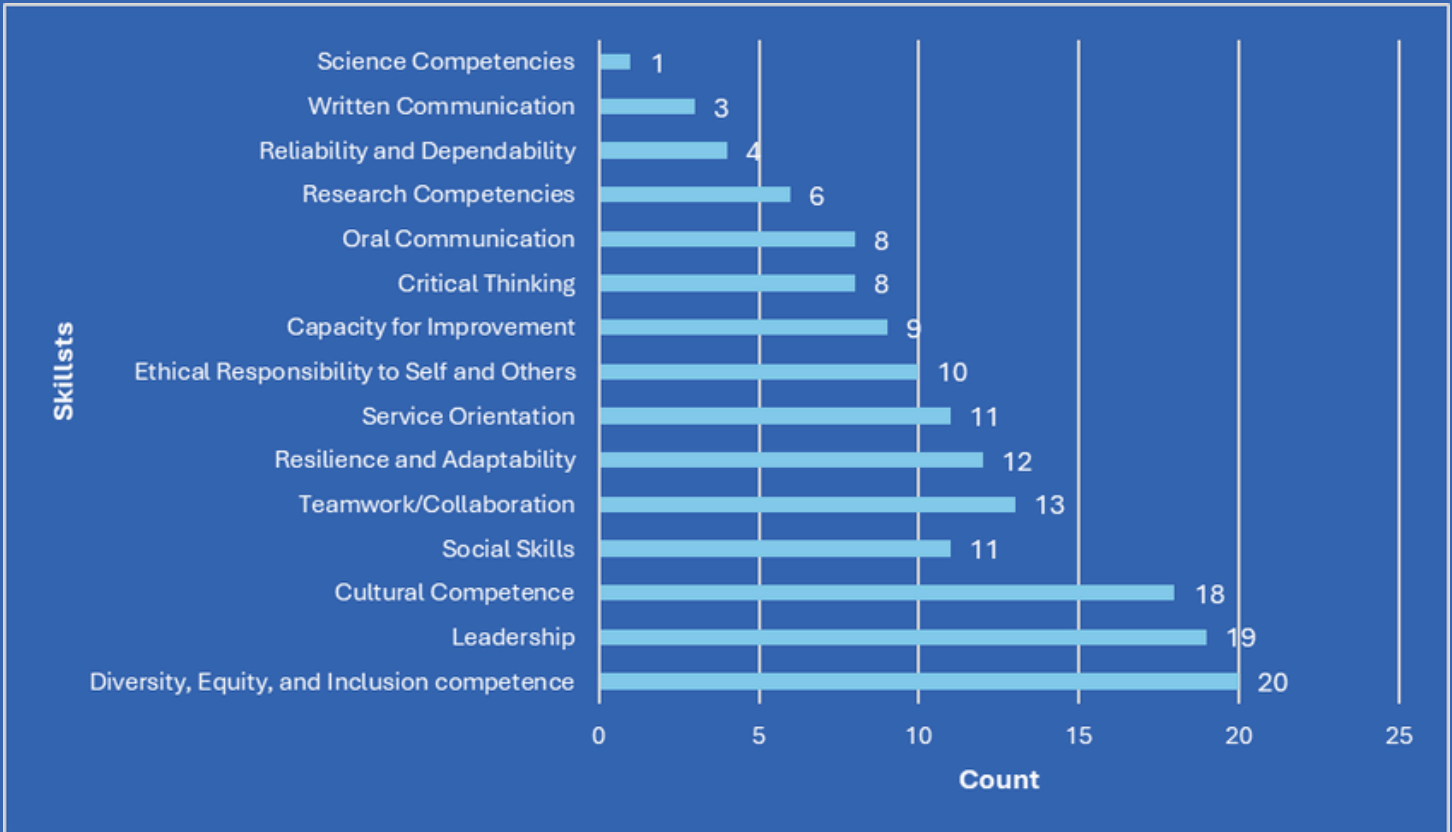
Lower ratings in science competence (4%), written communication (12%), and oral communication (32%) suggest areas for improvement. Hosting science focused webinars and requiring fellows to present their capstone projects during monthly meetings could strengthen these skills, boosting confidence and public speaking abilities.

Overall Experience

Most fellows agreed (40%) or strongly agreed (52%) that they gained valuable skills in cultural sensitivity and linguistic competence (Figure 8), and 92% reported increased awareness of marginalized populations' needs (Figure 9). Additionally, 92% felt the training improved their cultural humility and patient centered care (Figure 10). Skills in evidence based practices for mental health and substance use disorders were also highly rated, with 88% agreeing or strongly agreeing (Figure 11).

Figure 8: I have gained valuable skills to help me become a more culturally sensitive and linguistically competent psychiatrist.
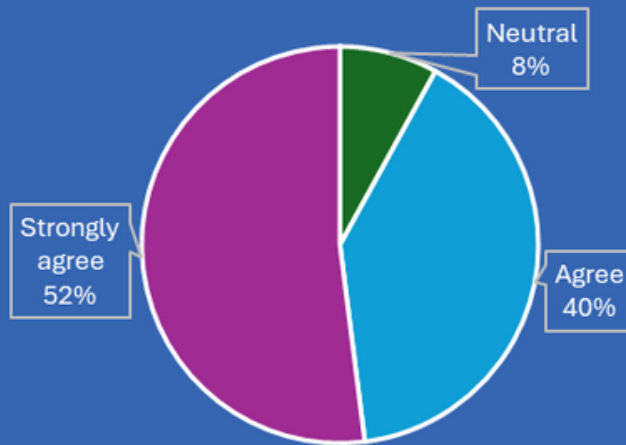

Figure 9: My knowledge and awareness of the unique needs and challenges of marginalized populations has increased.
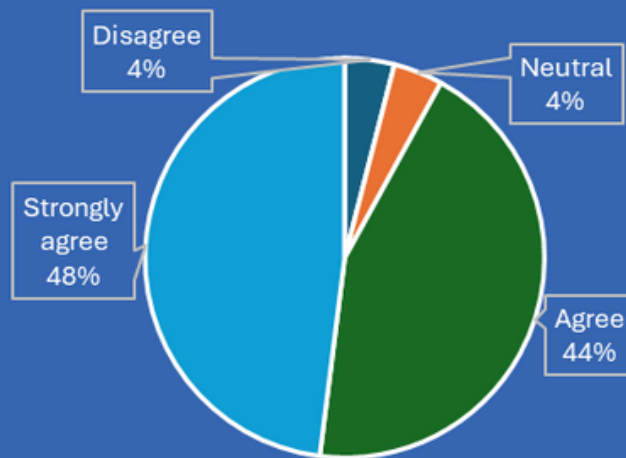
Figure 10: The training and resources provided helped me enhance my practice of cultural humility and patient-centered care.
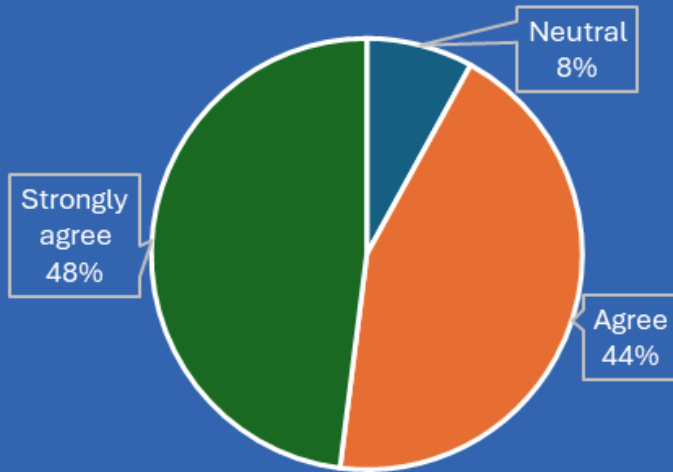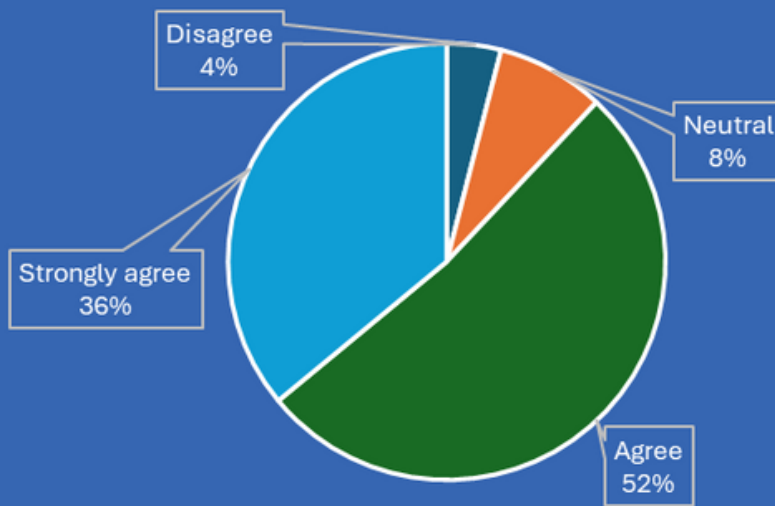

Figure 11: I have gained valuable skills in evidence-based practices in mental health and substance use disorders.

Positive program engagement is reflected in 96% of fellows recommending the program to their peers (Figure 12). These results demonstrate the fellowship's success in fostering culturally competent psychiatric leaders and sustaining long term commitment to its mission.

Figure 12: Would you recommend this program to your colleagues, friends, and individuals in your network?

Maybe
4%

Yes
96%
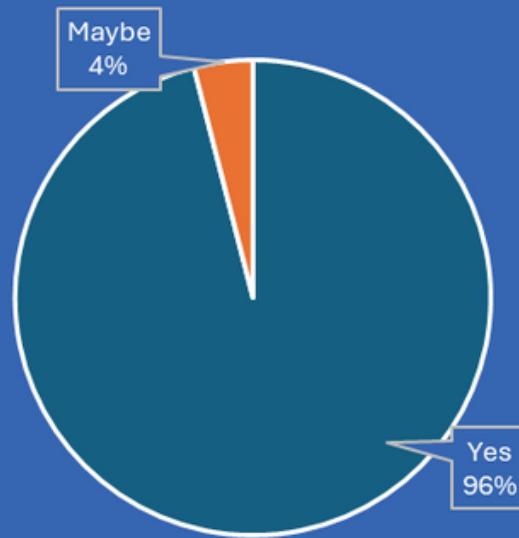
Open responses (Table 6) highlighted increased networking (13 mentions), enhanced community engagement, and professional development as key career impacts since joining the Fellowship. Fellows credited the program with building connections, advocating for minority mental health, and developing leadership skills and career clarity. These findings underscore the fellowship's effectiveness in fostering a close knit cohort of psychiatry leaders dedicated to serving marginalized communities.

"This fellowship has greatly assisted in bringing my visions and passions to life for community mental health and advocacy for Native American populations. This fellowship was an amazing experience and one of the most educationally and experientially enriching that I've had during my time in residency period."

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Table 6: What has been the most significant change in your career since you received your fellowship?

Themes	Quotes	Count
Networking & Connections	"Networking and connection with other fellows and leaders in the field." "The connections I have made with other APA fellows have been invaluable, and these relationships will last a lifetime." "Increased networking confidence."	**13**
Advocacy & Community Engagement	"Mentorship and networking experience, as well as working with my community to support minority mental health. It has helped me build my leadership skills and helped me see that I can contribute to the APA." "Creating more interdisciplinary relationships within mental health care and my community." "This fellowship has greatly assisted in bringing my visions and passions to life for community mental health and advocacy for Native American populations."	**9**
Professional Development & Leadership	"(MFP) has guided me towards wanting to work with more marginalized youth in my practice and pursue public policy advocacy for mental health care." "Learning about the wide range of opportunities and ways in which those who are passionate about community mental health equity work." "Determining my career goals."	**7**
Increased Expertise in Minority Mental Health	"Profound enhancement of my ability to serve underserved communities." "Developed confidence and expertise in minority mental health."	**5**
Research & Scholarly Contributions	"Additional publications, conference presentations, and networking."	**2**

STRENGTHS

Monthly Conference Calls

- Most fellows reported a positive experience with the monthly conference calls, expressing appreciation for Razan's efforts to keep them informed and recognizing her as an invaluable resource and source of support (Table 5).

Educational Opportunities

- Fellows expressed overwhelmingly positive experiences with APA/APAF educational opportunities, with most indicating high satisfaction (52 56% "Satisfied," 28 32% "Very Satisfied") across key areas, including knowledge gained, skill development, and alignment with professional goals (Figure 6). These results indicate that the Leadership in Equity and Diversity (LEAD) Institute courses, webinars, town halls, and discussion sessions, were highly valued by fellows and effectively provided them with meaningful knowledge and support.

- The program successfully enhanced fellows' skill development in key areas, with 80% reporting increased DEI competence, 76% in leadership, and 72% in cultural competence (Figure 7). These findings demonstrate that the fellowship outcomes are well aligned with the SAMHSA MFP's goal of increasing culturally competent leaders within the psychiatric workforce.

Overall Experience

- Most fellows reported increased knowledge and awareness of the unique needs and challenges of marginalized communities (92%; Figure 9) and improvements in practicing cultural humility and patient centered care (92%; Figure 10). This highlights the program's success in fostering empathetic providers.

- The overwhelming majority of fellows (96%) would recommend this program to others, reflecting strong satisfaction and program effectiveness (Figure 12).

- The fellows shared that participating in the MFP positively impacted their careers, including expanded networking and mentorship opportunities, increased engagement with their communities, and improved leadership and professional skills (Table 6). These responses highlight the program's success in fostering a close knit, empowered cohort of emerging psychiatry leaders dedicated to advocating for marginalized communities.

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RECOMMENDATIONS

Capstone Project Completion and Skill Development Gaps

- Fellows experienced challenges in completing tasks such as data analysis and evaluation planning (Table 3). Additionally, fellows reported lower skill development in science competence (4%) and written communication (12%) (Figure 6). To address these gaps, the program could incorporate virtual workshops led by experienced psychiatry researchers to provide guidance on data analysis, evaluation methods, and techniques and resources to enhance scientific writing skills.

- Fellows also reported low skill development in oral communication (32%) (Figure 6). Requiring all fellows to deliver brief presentations on their capstone projects during monthly meetings could provide valuable practice in oral communication, helping them to build confidence and skills in public speaking.

- Many fellows noted that completing a capstone project within one year was overly ambitious, especially given their demanding residency responsibilities. Many recommend extending the fellowship duration from one year to 18 24 months. To address this concern, while keeping the RFP as a one year program, it was suggested that the fellowship offer a set of pre designed projects that Fellows could join or replicate in their communities. This would reduce the burden of independently creating a new project and would allow them to have greater involvement with other components of the fellowship.

Administrative Barriers

- Many fellows faced administrative challenges, particularly with reimbursement processes and logistical coordination (Table 4). Reaching out to similar fellowship programs to learn how to simplify the reimbursement process could improve fellows' experiences.

Monthly Conference Calls

- Several fellows suggested restructuring the monthly conference calls (Table 5). Rather than sharing key information during the calls, it was recommended that important updates be sent through email. Additionally, providing fellows with a comprehensive calendar of program events and sessions would help them be better prepared.

- Sending important updates through email would allow the monthly conference to become a space for cohort community building. Designating time to discuss shared challenges, successes, and insights, could foster stronger connections among fellows.

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APPENDIX

2023-2024 Resident Fellowship Program Capstone Projects

Fellow	Project Title
Dr. Allison Chang	Understanding Native Hawaiians' Perspectives on Current Cannabis Educational Materials: Qualitative Study
Dr. Amira Athanasios	Prolonged Grief Disorder in Minority Communities
Dr. Ashley Wu	Developing a Culturally Adapted Cognitive Behavioral Therapy App for Anxiety in Adolescents of Asian Heritage
Dr. Benjamin Burton	Cultivating Resilience and Empowerment Among African-American Youth Through Nature-Based Healing
Dr. Bessie Staplefoote-Boynton	Social Determinants of Health and Mental Health Curriculum for Psychiatry and Primary Care Graduate Medical Trainees
Dr. Chrystel Dol	Let's Grow Together: Gardening a Coping Tool for Daily Stressors
Dr. Darron Lewis	Youth Education in Marijuana Use
Dr. Derrick Knox	Barbers as a First Line Defense for Mental Health Crises Amongst African American Men
Dr. Elaine Shen	Multimedia Oral Histories to Promote Intergenerational Wellness and Pride in LGBTQ Asian American Communities
Dr. Fikayo Falodun	Unpacking the Immigrant Paradox: Enhancing Mental Health Support for First-Generation American Youth
Dr. Juliana Zambrano Navia	Hispanic Psychiatry Core Curriculum for Spanish-Speaking Psychiatry residents Providing Culturally Appropriate Care to Hispanic/Latinx Populations
Dr. Kumari Sunneta	The Development and Implementation of Culturally Adapted Motivational Interviewing (MI) to Improve Mental Health Outcomes in Minority/South Asians (SAs) Patient Populations
Dr. Malini Desai	Representations of Asians with Mental Illness in Media (i.e. television, movies, literature) and Impact on Youth
Dr. Marcos Moreno	Addressing Mental Health Stigma in Indigenous Communities—Pilot

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2023-2024 Resident Fellowship Program Capstone Projects

Fellow	Project Title
Dr. Marlene Torres	Empowering Psychiatrists to Address the Opioid Epidemic: A review of naloxone training in psychiatry residency programs and lecture development
Dr. Mikaela Kelly	Analyzing and Evaluating Quality of Substance Use Treatment for Incarcerated Youth in the United States
Dr. Natalie Ramsey	Mental Health Equity and Scholarship: A Retreat for Minoritized Residents
Dr. Natalie Rivera Matos	Decreasing Racial and Ethnic Mental Health Disparities by Improving Psychiatrist Knowledge and Confidence when Treating People from Different Cultural Backgrounds: Introducing Cultural Competency Training to a Diverse Community-Based Psychiatric Residency Program
Dr. Nicolette Lee	Decreasing Stigma and Increasing Mental Health Access in Philadelphia's Chinatown
Dr. Oluwakemi Balogun	Beyond the Blues: Developing a Community Informed Group CBT Intervention for Black Patients at Risk of Post Partum Depression
Dr. Oluwole Babatunde	Social Determinants and Racial Disparities in the Association between Adverse Childhood Experiences and Depression in Adulthood
Dr. Osama El-Gabalawy	Improving Access to Mental Health Care for Minority Muslim Communities in New York City Metropolitan Area
Dr. Rohit Mukherjee	Unnamed Project Proposal
Dr. Russell- Kackley	Native Hawaiian-Based and Adapted Programs Addressing Mental Health Issues: an Indigenous Review of the Literature
Dr. Samir Sarda	Adapting the Shamiri Layperson-Provided Intervention to School-Based, Marginalized and Minoritized Youth in the US: A Proof of Concept
Dr. Sandy Juste	"988! Learn Mental Health First Aid" A Community Initiative to Train Individuals to Become First Responders for Those in Mental Crisis
Dr. Terence Howard	Homecoming: A Roundtable Discussion of Black Queer US Adult Psychiatry Residents
Dr. Tonee Sumlin	Mother's Hug
Dr. Xialing Chen	Raising Awareness for Mental Health Issues Prevalent in Asian American and Pacific Islander (AAPI) Youth at San Francisco Public Schools and a Community Programs

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