

# Autumn 2017 Underserved Pathway Mentor Memo

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UP Website: <https://depts.washington.edu/fammed/education/programs/upath/>

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## We are grateful for you all!

The purpose of this memo is to help guide your quarterly discussions with your mentees. Another great place to find ideas for conversations with our students is to follow us on Twitter @UWSOM\_UP!

Thank you! Each of you contributes so much for our students. Thank you! And as you will see in the Annual Report, students are voting with their feet, with over 300 students enrolled this last year.

[2017 Annual Report](#)

Now is a great time to: **schedule a time to see or talk to your mentee in the fall.**

Please let us know if your student is not reaching out to you on a quarterly basis to schedule these meetings. We are happy to send them a reminder!

If you would like to be matched to an additional UP student or know of any new providers who you think would be a great mentor, please let us know!



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## New Curriculum

The students entering medical school this month (E17) are the third cohort of students to be trained with this 3 phase curriculum structure: 1. Foundations Phase, 2. Patient Care Phase, and 3. Career Exploration and Focus. You may still be mentoring students who are in clerkships under the old curriculum. The curriculum renewal process continues to have faculty involved in revising and improving the curriculum; you can learn more about this process at the curriculum renewal website:

- <http://www.uwmedicine.org/education/md-program/curriculum-renewal>
- [http://engage.washington.edu/site/MessageViewer?em\\_id=184042.0](http://engage.washington.edu/site/MessageViewer?em_id=184042.0)

Those of you who are TRUST preceptors will have had your first meeting with your TRUST Scholars this summer; all TRUST Scholars are also enrolled in the Underserved Pathway (UP). As TRUST preceptor, you are also the mentor for this student in the UP. Topics you may have covered include:

- Introductions, expectations for role as a mentor, site orientation, contact information for you and your student, etc.
- How do you both envision your relationship growing or developing over time?
- Does s/he feel prepared for the first year of medical school? What are they nervous about? How can you help?
- Discussion about the Goals and Objectives for the TRUST First Summer Experience. Does your student feel s/he can complete all the assignments?
- Discussion of the new curriculum. A detailed outline of the Foundations Phase, which gives specifics of what the student will be learning during the Foundations Phase from August 2016 to March 23 2018, is included on the curriculum renewal website:
  - o <http://www.uwmedicine.org/education/Documents/CurriculumRenwalSchematic.pdf>.

## AUTUMN: Checking in with Your UP Mentee:

### Mentoring Term One Medical Students: These are students who are now beginning the Foundations Phase at the UWSOM

Your first year students started two exciting weeks of “Immersion” on August 21, 2017. They will talk about health equity, communication skills, learn how to take a history, do a physical exam, see their first patients, and more. From there and until the December holiday, they complete a block call The Molecular and Cellular Basis of Disease and one called Invaders and Defenders. This new curriculum is more experiential and courses are not demarcated by specialty. Things to talk about with your UP student:

- Set-up mentoring goals and expectations: is may be useful for both you and your mentee to read the UP Mentoring Guide (This mentoring guide provides a check-list for initial meetings and suggested mentor and mentee roles):
  - o <http://depts.washington.edu/fammed/wp-content/uploads/2016/05/UP-Mentoring-Guide-FINAL.pdf>
- What are students looking forward to as they enter medical school? What expectations do they have? Personal goals? Interests?
- How can you as a mentor help them nurture their interests over time?

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- What types of patient populations does your mentee hope to serve? What are the demographics of the community you serve?
- Is there an opportunity to work together at some point in time over the next year? What needs to be done to plan this?
- If possible, schedule the next quarterly meeting to see or talk to your mentee.

Please remind your student(s) to look into summer opportunities, most of which involve an option to complete their Independent Investigative Inquiry (III). The UP requires a III project that addresses an issue affecting underserved populations. The Rural Underserved Opportunities Program (R/UOP) and the Global Health Immersion Program (GHIP) each offer a chance to live in a rural, underserved, or international community for a month or more during the summer, and a III completed in one of these programs automatically qualifies for UP credit. Applications for both GHIP and RUOP applications are usually due in **January 2018**.

- **III** - <http://www.uwmedicine.org/education/md-program/current-students/curriculum/independent-investigative-inquiry>
- **RUOP** - <http://www.uwmedicine.org/education/md-program/current-students/curriculum/independent-investigative-inquiry/ruop>
- **GHIP** - <http://www.uwmedicine.org/education/md-program/current-students/curriculum/independent-investigative-inquiry/ihop>

**Mentoring Term Three Medical Students: These are “second year” students who are in the middle of the Foundations Phase at the UWSOM (these students will complete the course work of Foundations Phase in December 2017). This fall their blocks are Mind, Brain, and Behavior and Life Cycles.**

Things to talk about with your UP student:

- Updates on coursework/programs your student did and how did it go?
- What program did they do (GHIP, RUOP, Research)? What did they learn?
- How they are doing in their studies? Do they have a plan for National Board preparation?
- For Wyoming students (who will be in Seattle this fall), how is resettling in Seattle? Questions? Concerns?
- Demands on their time and intellect
- How is their experience in their Primary Care Practicum going?
- What is their experience with UW College small group sessions?
- What Opportunities do they have to practice skills?
  - o writing patient notes
  - o giving an oral case presentation
- As they prepare for their clinical years, do they have any concerns regarding clerkships or for you in particular?
- If possible, schedule the next quarterly meeting to see or talk to your mentee

Students will be meeting this Fall to plan their Patient Care Phase clinical schedules. As Underserved Pathway students, they are required to complete 12 clinical credits (6 weeks) in an underserved setting. Students are also able to take part in the WWAMI State TRACK Program and WWAMI Rural Integrated Training Experience (WRITE).

- Current Clinical Curriculum: <http://www.uwmedicine.org/education/md-program/current-students/curriculum/clinical-curriculum>
- WRITE: <http://www.uwmedicine.org/education/md-program/current-students/curriculum/clinical-curriculum/write>
- WWAMI State Track Program: <http://www.uwmedicine.org/education/md-program/current-students/curriculum/clinical-curriculum/wwami-state-track>

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It is important at this time to also discuss your student's progress in the Underserved Pathway. What online Underserved Pathway modules have they completed? Have they taken any selective courses with an underserved emphasis? (This fall might be the last time they have to satisfy that requirement). Have they explored options for and participated in community service? All Underserved Pathway students must complete an Individual Investigative Inquiry (III) with an underserved population. Your student may have met this requirement through a RUOP or GHIP summer experience. Please confirm with your students that they did complete it or what their plan is for completing this requirement. If you and your mentee have questions about the status of requirement completion (especially the III and the non-clinical selectives), please have them call or write to UP staff and faculty.

## Mentoring Third Year Students (MS3)

Students in their third year will have started their clinical rotations as early as May 2017, after completing their Board exam. (See links above for the clinical curriculum)

Things to talk about with your UP student:

- What rotations have they done so far? How is it going?
- Do they have concerns about the transition to clinical years?
- Demands on their time and intellect
- What opportunities do they have to practice skills?
  - o Writing-up histories & physical exams
  - o Giving an oral case presentation
  - o Learning some procedures

For those of you paired with third year students, this is a great time to check in with your student and find out about their initial clinical experiences. A number of personal hopes and fears about their clinical competence and their ability to work with patients may be surfacing. Your guidance can be very helpful as they think about their role in caring for patients and their future career paths.

This is also a good time to start talking with them about elective clerkships once they complete the required clerkships. These electives will help students to further identify and focus their career plans. Clerkships with an emphasis on underserved communities are available and remember that students need to complete 12 credits of clinical coursework (required or elective) at an underserved location to meet Underserved Pathway requirements. If your mentee does not have required clerkships scheduled at sites caring for the underserved, please have them get in touch with UP staff and faculty now so that we can plan with them to meet this requirement during their elective rotations.

## Mentoring Fourth Year Students (MS4)

Current MS4 students are in the process of applying to residencies, completing more required clerkships and arranging Sub-Internships and electives—MS4 Curriculum (<http://ow.ly/z16yQ>)

Things to talk about with your UP student:

- This is a great time to talk to them about residency interviews.
- They will want to discuss their specialty choice and may still be undecided!
- What are their plans for the remainder of medical school?

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- Moving on and staying in touch!

At this point, fourth years are submitting their residency applications. They will have a list of residency programs where they are applying. Mentoring your student through this exciting time can be a rewarding experience for both of you. Offer to help your students with their preparation for the interview process – perform a mock interview or work with your student to come up with a list of questions for potential residencies. Help them look at their list with an eye to which programs support training for care of the underserved. Your student should have taken or will soon be taking both the clinical skills and the written step 2 board examinations. Talking with your student about preparing for these exams and about their experiences with these exams is a great way to connect further with your student.

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## Reminder of All UP Student Requirements to Earn a Certificate:

- Curriculum: Modules — *Who Are the Underserved?* is **required** for everyone
    - o Minimum of **10** online curriculum modules or associated activities for (E15 and after)
    - o Minimum of **8** online curriculum modules or associated activities for (E14 and before)
  - Longitudinal mentorship with Underserved Pathway or TRUST mentor:
    - o 1 meeting per quarter or a minimum of 4 meetings per year
    - o Meetings can occur via in-person, phone, web-based video conferencing, or email
  - Scholarly project:
    - o III focused on an issue affecting underserved population(s).
    - o III completed on RUOP or GHIP automatically qualify.
  - Pre-clinical community experience:
    - o RUOP, GHIP, PCP, and/or preclinical preceptorship in underserved setting
  - Non-clinical coursework: selectives:
    - o 2 credits focusing on underserved populations or issues
  - Clinical courses – Clerkships, Patient Care Phase, Career Explorations Phase:
    - o 12 credits (or SIX weeks) of clinical courses in underserved setting or serving vulnerable population(s)
  - Service learning, advocacy, community service or engagement:
    - o 24 hours completed in an underserved setting
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