

Summer 2015 Underserved Pathway Mentor Memo

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

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It's Summer!

Thank you for all the hard work you have done to mentor Underserved Pathway (UP) students!

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!](#)

Summer is a great time to:

- Meet with your UP student (it is required at least once per quarter). 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!
- Reach out to us if you would like to be matched to another UP student or know of any new providers who you think would be a great mentor!



Thank you again for taking the time to be a mentor for our Underserved Pathway students. Please let us know if you have any questions or concerns.

Mentor Resources:

- Hernandez J.M. Mentoring Medical Students: A Resident's Perspective. Bulletin of the American College of Surgeons, May 2009, 94:5 - <http://aats.org/multimedia/files/Mentoring-Medical-Students.pdf>
- McLuskie, P. Mentoring tips: how mentor and mentee can make the most of it. The Guardian, March 2014. - <http://www.theguardian.com/culture-professionals-network/culture-professionals-blog/2014/mar/11/mentoring-tips-mentor-mentee>

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SUMMER: Checking in with your UP Mentee

Mentoring for your Student Entering Medical School in Fall 2015 (E15)

Most E15 students in the Underserved Pathway this summer are TRUST Scholars. The Underserved Pathway is required for all TRUST Scholars. These students join the Underserved Pathway the summer before they start medical school. TRUST Scholars are also required to complete the Online Module on Public Health Epidemiology prior to going on their TRUST First Summer Experience. They are asked to focus on their TRUST site while completing the 3 assignments associated with this module, with the purpose of learning about and understanding the health epidemiology of their TRUST site prior to their TRUST First Summer Experience. The Underserved Pathway mentor for TRUST Scholars is their TRUST site preceptor.

New Curriculum

This fall, the UWSoM begins its new medical school curriculum. Students entering in 2015 will be the first cohort of students to be trained with this 3-phase structure: 1. Foundations Phase, 2. Patient Care Phase, 3. Career Exploration and Focus. The curriculum renewal process has taken the focused attention of many UW faculty and staff; you can learn more about this process at the curriculum renewal website: <http://www.uwmedicine.org/education/md-program/curriculum-renewal>

Those of you who are TRUST preceptors will have your first meeting with your Underserved Pathway / TRUST student this summer:

- Introductions, expectations for role as a mentor, site orientation, contact information for you and your student, etc.
- 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 and how it differs from the previous 4-year structure. A detailed outline of the Foundations Phase is included on the curriculum renewal website: <http://www.uwmedicine.org/education/Documents/CurriculumRenwalSchematic.pdf>. This gives specifics of what the student will be learning from September 2015 to December 2016.
- How do you both envision this mentor/mentee relationship growing or developing over time?
- What is your student doing for the remainder of the summer?
- Schedule a time to see or talk to your mentee in the fall.

Mentoring for your Rising Second Year Medical Student (MS2)

Things to talk about with your UP student:

- Year-end summary: How was his/her first year of medical school? Does s/he feel prepared for the second year?
- Current coursework – see below for a link to the fall curriculum.
- Concerns if they are a WWAMI student and coming to Seattle for year 2.
- Demands on time and intellect.
- What is your student doing this summer?
 - o Global Health Immersion Program (GHIP) or Rural Underserved Opportunities Program (RUOP)?
 - o Research?
 - o How is it going? Is the experience feeding the career goals?
- Do they have any questions or concerns about preceptorships over the next year?
- As they prepare for their clinical years, do they have any questions for you?
- Schedule a time to see or talk to your mentee next fall.

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If you haven't already, discuss your student's summer activities. The [Rural Underserved Opportunities Program \(RUOP\)](#) 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. The UP requires an [Independent Investigative Inquiry \(III\)](#) project that addresses an issue affecting underserved populations. Students often complete their III project during these RUOP and GHIP experiences, and thus are automatically qualified for UP credit. If your student is not completing the III as a part of RUOP or GHIP, then there may be a possibility for them to complete a project with you. Please have them email Toni Moe (upath@uw.edu), if they are not completing their III with RUOP or GHIP.

Remind students to explore community service or service learning opportunities. Students need to complete 24 hours of community service over 4 years of medical school as a part of the Underserved Pathway. Students also need to complete 2 credits of non-clinical selectives; if there is time, you can help to discuss a possible course. Please remind students to complete at least 2 UP online modules per year of medical school.

Mentoring for your Rising Third Year Medical Student (MS3)

Things to talk about with your UP student:

- Year-end summary discussion
- Concerns about transition to clinical years
- Demands on their time and intellect
- UW College small group sessions
- Clerkships (see below for MS3 Curriculum)
- Opportunities to practice skills:
 - o Writing-up histories & physical exams
 - o Giving an oral case presentation

At this time, rising third year students are wrapping up their board exams and transitioning into their clinical years. The curriculum will continue to be hard and fast paced.

They will enjoy continued discussion about how they are developing their clinical skill set, including the basics such as hearing murmurs and visualizing the optic disc and fundus. Students know their third year "track" or order of the required clerkships. They will no doubt benefit from discussing their interests and schedules with you.

It is also important to continue to discuss your student's progress in the Underserved Pathway. They should consider completing a least four of their eight required modules before their clerkships.

Have they participated in any community service or service learning? Did they complete their Individual Investigative Inquiry (III)? If not, what are their plans for meeting this requirement? If you or they have questions about any of these requirements, please have them contact Toni Moe (upath@uw.edu).

Mentoring your Rising Forth Year Medical Student (MS4)

Things to talk about with your UP student:

- Year-end summary discussion
- Concerns about applying to residency
- Residency selection
- Demands on their time and intellect
- Opportunities to practice skills:
 - o Writing-up histories & physical exams
 - o Giving an oral case presentation

Most rising forth year students have completed at least five clerkship experiences, and most of their required clerkships. As they see and learn more clinical medicine, questions may arise around the health disparities that they see on their rotations and the types of care practiced in community versus academic settings. They may be wondering about various ways to care for the underserved in their future careers. This can provide fruitful material for conversation. Please continue this conversation with your UP mentee.

Rising forth year medical students are just completing their Senior Objective Structured Clinical Exam (OSCE). Senior OSCE cases integrate history taking skills, physical diagnosis skills, the ability to determine a logical differential

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diagnosis, the ability to develop a reasonable plan, and the ability to document the findings. This is a great time to assess if they feel the need to sharpen any clinical skills over the next year. They are preparing for the National Board exams Step 2.

It's time to start discussing residency plans! This summer rising fourth year students begin to work on their Medical Student Performance Evaluation (MSPE) letter. The MSPE letter is written as part of a student's credentials for applying for residency training. The purpose of the evaluation is to provide the residency directors with an overall assessment of performance in the medical school coursework and the status of other graduation requirements.

If your student has not completed 12 credits of clerkship with an underserved focus, they will need to choose elective clerkship experiences that meet this pathway requirement. They will need to discuss this with the Underserved Pathway team if they want participation mentioned in the MSPE. If you or they have questions about any of these requirements, please have them contact Toni Moe (upath@uw.edu).

Reminder of All UP Student Requirements to Earn a Certificate:

- Minimum of 8 online curriculum modules and associated activities
 - MODULE: *Who Are the Underserved?* is required for everyone
 - One meeting per quarter with Underserved Pathway/TRUST mentor (skype/phone, email, in-person)
 - 2 credits of non-clinical selectives focusing on underserved populations or issues
 - RUOP, GHIP, and/or preclinical preceptorship in underserved setting
 - III focused on issue affecting underserved population(s). III completed on RUOP or GHIP automatically qualifies.
 - 12 credits clinical courses in underserved setting or serving vulnerable population(s)
 - Attendance at one UP event/gathering per quarter is encouraged; attendance is required for TRUST Scholars.
 - Average of 2 hours per quarter of community service/service learning (4 year total = 24 hours).
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