

Winter 2015 Underserved Pathway Mentor Memo

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Hope all is going well!

If you are a new mentor to the Underserved Pathway, welcome and thank you! If you have any questions, please don't hesitate to contact us!

As a reminder, the purpose of this memo is to help guide your quarterly discussions. For another great place to find ideas for conversations with our students, **follow us on Twitter @UWSOM_UP!**

Thanks again for taking time to be a mentor for our Underserved Pathway students.

WINTER: Checking in With Your UP Mentee:

Mentoring First Year Medical Students (MS1)

Things to talk about with your UP student:

- Classmates & classes (see below for a list of courses)
- Demands on their time and intellect
- What is your student doing this summer? *(See below for more links and information!)*
 - o Global Health Immersion Program (GHIP) or Rural Underserved Opportunities Program (RUOP)
- [MS1 Curriculum \(http://ow.ly/zLb4s\)](http://ow.ly/zLb4s)

Ask your student what they are participating in this summer. 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. A III project completed during RUOP or GHIP automatically qualifies for UP credit.

Most MS1 students are doing, or have done, a preceptorship, so discussing their clinical experiences continues to be important. Students should explore community service or service learning opportunities to meet that requirement. They should also be considering what non-clinical selectives to take and should start completing some of the UP online modules.

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Mentoring Second Year Students (MS2)

Things to talk about with your UP student:

- Demands on their time and intellect
- Preceptorships
- UW College small group sessions
- Adjustments to a larger class size (for students NOT from Seattle)
- Adjustments to Seattle (for students NOT from Seattle)
- Classes (see below for a list of all Winter courses)
- Opportunities to practice skills:
 - o Writing-up histories & physical exams
 - o Giving an oral case presentation
- [MS2 Curriculum \(http://ow.ly/z140y\)](http://ow.ly/z140y)

Second year students usually feel more settled during winter. The curriculum continues to be hard and fast paced. In the small college groups, your student completes two H&Ps, presents the cases orally at the bedside, and listens to and discusses at least 8 other presentations by classmates. They will also write them up and submit them for comment.

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 have put in their requests for their third year “track” or order of the required clerkships. They will no doubt benefit from discussing their interests and schedules with you. Most students find it helpful to do a preceptorship in the specialties they are considering sometime in second year.

It is also important to continue to discuss your student’s progress in the Underserved Pathway. They should consider completing at least four of their eight required modules before their clerkships. They must also complete their 2 credits of non-clinical selectives with an underserved focus by the end of second year. 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 these requirements?

Mentoring Third Year Students (MS3)

At this time, most third year students have completed three or four clerkship experiences. As they see and learn more about 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.

Students are also now planning their fourth year rotation schedules. Your guidance in selecting elective clerkships, and discussions around care of the underserved and careers with the underserved can be most helpful as your student navigates this stage of their professional development. 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.

Things to talk about with your UP student:

- Year-end summary discussion
- Concerns about how the transition to clinical years has gone
- Demands on their time and intellect
- Opportunities to practice skills:
 - o Writing-up histories & physical exams

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- Giving an oral case presentation
- [MS3 Curriculum \(http://ow.ly/z1512\)](http://ow.ly/z1512)

Mentoring Fourth Year Students (MS4)

The deadline for your fourth year students to submit their rank list is coming soon (Feb 25th).

As students weigh their residency program options, advice on the types of training and experiences working with underserved populations that would best suit their career goals can be helpful in their prioritization process. Match week begins Monday, March 16th and Match day is Friday, March 20th. An email or phone call to your student to check in and see where they were matched is a great way to keep in touch with your student.

Things to talk about with your UP student:

- Wrapping up medical school
 - Moving on and staying in touch!
 - [MS4 Curriculum \(http://ow.ly/z16yQ\)](http://ow.ly/z16yQ)
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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.
 - R/UOP, IHOP, and/or preclinical preceptorship in underserved setting.
 - III focused on issue affecting underserved population(s). III completed on R/UOP or IHOP automatically qualify.
 - 12 credits clinical courses in underserved setting or serving vulnerable population(s).
 - Attendance of one UP event/gathering per quarter is encouraged.
 - Average of 2 hours per quarter of community service/service learning (TOTAL = 24 hours).
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