

Spring 2018 Underserved Pathway Mentor Memo

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

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Happy Spring!

Thank you for all the hard work you have done to mentor Underserved Pathway (UP) students and to prepare the graduating class of 2017.

Please save the date for the UW School of Medicine All Pathways graduation.

WHEN: Thursday, May 24 (time to be determined)

WHERE: Washington Convention Center: 705 Pike Street Seattle

More Details: Genya Shimkin (upath@uw.edu) will send an email with more details

As a reminder: the purpose of this memo is to help guide your quarterly discussions with your UP students.

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



Photo by Ivan Henson

And special Congratulations to two of our Underserved Pathway students who were selected to be one of the [2018 Husky 100](#). Each year 100 undergrads and graduate students are selected for being students who make the most of their experience at the University of Washington. E16 student Mahlet Assefa grew up in South Seattle and started her time at UW in high school through the Making Connections Program at the Women's Center and now serves as an alumni volunteer at the Center helping to introduce middle and high school students in the Seattle area to careers in the health sciences. After Yale College and work as a research assistant, she entered UW School of Medicine. E16 Spokane TRUST student Justin Thompson, spent six years as a sergeant and pharmacy technician in the US Army before completing his Bachelor's Degree at UW Bothell and entering medical school. Justin was previously the student representative for the Spokane County Medical Society, and President of the Spokane Medical Student Association.

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SPRING: Checking in with your UP mentee

Mentoring First Year Medical Students (MS1), now known as Foundations Phase students

Things to talk about with your UP students:

- Year end summary - how was their first year of medical school? Do they feel prepared for the summer? What did they value most in their Primary Care Preceptorship (PCP) and the first four blocks?
- Concerns about the summer or the remaining blocks of the Foundations Phase?
- Demands on time and intellect.
- What is your student doing this summer?
 - o Global Health Immersion Program (GHIP) or Rural Underserved Opportunities Program (RUOP)? Research? Something else?
- Schedule a time to see or talk to your mentee over the summer.
- MS1 Spring Curriculum (Year 1 Spring has a drop down): <http://www.uwmedicine.org/education/md-program/current-students/curriculum/phase-1-foundations>

Discuss student's summer plans. 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. All students must complete a scholarly project to graduate and the UP requires a Scholarly Project focused on the underserved. Most students complete an [Independent Investigative Inquiry \(III\)](#) project during RUOP or GHIP which automatically qualifies for UP credit. If your student is not completing the III as a part of RUOP or GHIP, they will do an alternative project and there may be a possibility for them to complete a project with you. Please have them email Genya Shimkin (upath@uw.edu), if they are not completing their III with RUOP or GHIP.

Continue the discussion from winter quarter about preceptorships and clinical experiences. 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 part of the Underserved Pathway. Students also need to complete 2 credits of non-clinical selectives. If there is time, you can help discuss possible courses. Please remind students to complete at least 3-4 UP online modules per year of medical school.

Mentoring Second Year Students (most now in Clinical Clerkships)

Most of these students finished Foundations and their Consolidation and Transition (the time to study for and take Step 1 Boards and prepare for clerkships). Some may have delayed taking Boards and are still studying.

Things to talk about with your UP student:

- Interpretation of their Board Scores, especially because these scores need to be factored into career planning decisions. (<http://blog.firecracker.me/students/what-step-1-score-do-you-need-to-match>)
- How has their transition to clinical training gone?
- Demands on their time and intellect
- Opportunities to practice skills: writing-up histories & physical exams, giving an oral presentations

They enjoy discussion about how developing their clinical skill set, including basics such as hearing murmurs and visualizing the optic disc and fundus. They will benefit from discussing their interests and schedules with you. It is important to continue to discuss your student's progress in the Underserved Pathway. They can consider a goal to complete at least 5 of their 10 required modules before summer. 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 Genya Shimkin (upath@uw.edu).

Mentoring Third Year Students (MS3)

Things to talk about with your UP student:

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- Year-end summary discussion
- Concerns about their clinical training
- Demands on their time and intellect
- Opportunities to practice skills:
 - o Writing-up histories & physical exams
 - o Giving an oral case presentation
- **MS3 Curriculum:** <http://www.uwmedicine.org/education/md-program/current-students/curriculum/phase-2-patient-care>

At this time, most third year students have completed 4-6 clerkship experiences. As they 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 wonder about ways to care for the underserved in their future careers. This is fruitful material for conversation with your UP mentee.

Students are planning fourth year rotation schedules; this is a good time to discuss residency thoughts. If your student has not completed 12 credits of clerkship with an underserved focus they need to choose elective clerkship experiences that meet this pathway requirement.

Mentoring Fourth Year Students (MS4)

Things to talk about with your UP student:

- Wrapping up medical school
- Moving on and staying in touch!

Your fourth year student knows where they are going next year: residency match, expanding to do research or another endeavor. Consider an email or phone call to check in and see where their plan is for next year!

UP Student Requirements to Earn a Certificate:

- Minimum of 10 (E15 and up) or 8 (E14 and before) online curriculum modules or associated activities
 - Module: *Who Are the Underserved?* is **required** for all UP students.
 - Attendance at 1-2 UP event/gatherings per year is encouraged.
- One meeting per quarter (4/year) with Underserved Pathway/TRUST mentor (skype/phone, email, in-person).
- 2 credits of non-clinical selectives focusing on underserved populations or issues.
- Underserved Community Experience: RUOP, GHIP, PCP, and/or preclinical preceptorship in underserved setting.
- Scholarly Project: Focus on an issue affecting underserved population(s). A III completed on RUOP or GHIP automatically qualifies.
- 12 credits (6 weeks) clinical courses in underserved setting or serving vulnerable population(s).
- 24 hours of community service, service learning, advocacy, or engagement in an underserved setting.

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