Greetings from Martin Teintze, Ph.D., Director

This spring, our E-16 students completed Step 1 of the USMLE Boards and headed off to their clinical rotations. The E-17 students finished their first year with the Blood & Cancer block. Summer 2018 has six E-17 students engaged in research projects in Baengst or in Seattle; one student is going on a global health experience in Nepal; the rest of the class will spend a month at a rural or underserved clinic located in Montana and complete a community health project in the ROOP program. All students will also be completing a new online Research Methods course, which includes content focused training a variety of other classes is the old and new curriculum Jander names like CREM, MIDM, EPI, etc.

Fine tuning of the Foundations Curriculum continues, but overall students are appreciating the fewer class hours and greater clinical focus. The E-18 class has been selected, their orientation and clinical immersion starts Aug 13th. For the first time this year, students are required to choose between committing to returning to Montana to practice for 3 years (or face a payback of over $180,000 in student loan debt!).

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Montana WWAMI Native American Mentorship Program & Public Health Experience

The Montana WWAMI Program is dedicated to providing training in cultural competency, an understanding of the social factors that contribute to health disparities, and the role of physicians in improving health status and health care access and utilization in underserved populations.

For several years now, students from the Blackfeet Indian Reservation are paired with Montana WWAMI entering students, working with them to develop a project, conduct research, and put together a presentation. In April, 14 high school students from the Blackfeet Indian Reservation visited the University of Montana to present their research. In April, 14 high school students from the Blackfeet Indian Reservation visited the University of Montana to present their research.

Students organized the health fair in weekend Bozeman. Students visit projects on various topics including professions in and MSU campuses. The students presented research a presentation. In April, 14 high school students from Indian Reservation are paired with Montana WWAMI.

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As part of Montana WWAMI's orientation for entering students, Native American students have an immersive experience each August. Students are split into two groups and they along with WWAMI faculty to spend three days in an underserved community on or near a reservation. The goal is to give students exposure to a variety of cultural issues present through the lives of communities with large numbers of American Indians live, as viewed and experienced in the Blackfeet Health Activities include meetings with tribal elders and community leaders, six on-campus health fairs, a history and tradition tour of the MSU campuses, and a roundtable discussion on the Native Health. Activities include meetings with tribal elders and community leaders, six on-campus health fairs, a history and tradition tour of the MSU campuses, and a roundtable discussion on the Native Health.

Despite the struggles, I determined to go to college. Although my parents were supportive, they could not afford to send me to a university. The best option was the local Salish Kootenai College. I became financially independent working 60-90 hours a week to support myself, including paying for my tuition. My first summer research internship was at Stanford. I found that my background was significantly different from most other students. Attending Stanford, I found that my background was significantly different from most other students. I struggled as I transitioned from a small community college to a large university. I was lucky to find a great friend who had a similar background. We supported each other through the struggles of undergraduate school and then applying to medical school. In order to keep up, I also had an amazing mentor who took me under his wing and showed me the ropes and how to become a competitive applicant. He really cared about my well-being and career goals. I was blessed to find these people during my journey into medicine, and I know that I would not be nearly as successful as I am today.

Reminders of humility, health inequities, and the importance of support are important for all of us. Eric embodies these lessons. I have had the pleasure of mentoring Eric. He brings strength and reminders of humility, health inequities, and the importance of support are important for all of us. Eric embodies these lessons. I have had the pleasure of mentoring Eric. He brings strength and reminders of humility, health inequities, and the importance of support are important for all of us. Eric embodies these lessons. I have had the pleasure of mentoring Eric. He brings strength and reminders of humility, health inequities, and the importance of support are important for all of us. Eric embodies these lessons. I have had the pleasure of mentoring Eric. He brings strength and reminders of humility, health inequities, and the importance of support are important for all of us. Eric embodies these lessons. I have had the pleasure of mentoring Eric. He brings strength and reminders of humility, health inequities, and the importance of support are important for all of us. Eric embodies these lessons. I have had the pleasure of mentoring Eric. He brings strength and reminders of humility, health inequities, and the importance of support are important for all of us. Eric embodies these lessons. I have had the pleasure of mentoring Eric. He brings strength and reminders of humility, health inequities, and the importance of support are important for all of us. Eric embodies these lessons. I have had the pleasure of mentoring Eric. He brings strength and reminders of humility, health inequities, and the importance of support are important for all of us. Eric embodies these lessons. I have had the pleasure of mentoring Eric. He brings strength and reminders of humility, health inequities, and the importance of support are important for all of us. Eric embodies these lessons. I have had the pleasure of mentoring Eric. He brings strength and reminders of humility, health inequities, and the importance of support are important for all of us. Eric embodies these lessons. I have had the pleasure of mentoring Eric. He brings strength and reminders of humility, health inequities, and the importance of support are important for all of us. Eric embodies these lessons. I have had the pleasure of mentoring Eric. He brings strength and reminders of humility, health inequities, and the importance of support are important for all of us. Eric embodies these lessons. I have had the pleasure of mentoring Eric. He brings strength and reminders of humility, health inequities, and the importance of support are important for all of us. Eric embodies these lessons. I have had the pleasure of mentoring Eric. He brings strength and reminders of humility, health inequities, and the importance of support are important for all of us. Eric embodies these lessons. I have had the pleasure of mentoring Eric. He brings strength and reminders of humility, health inequities, and the importance of support are important for all of us. Eric embodies these lessons. I have had the pleasure of mentoring Eric. He brings strength and reminders of humility, health inequities, and the importance of support are important for all of us. Eric embodies these lessons. I have had the pleasure of mentoring Eric. He brings strength and reminders of humility, health inequities, and the importance of support are important for all of us. Eric embodies these lessons. I have had the pleasure of mentoring Eric. He brings strength and

Eric Marceau, MT WWAMI E-17

A native descendant of the Salish people, I grew up on the Flathead Indian Reservation. My father was the sole supporter of my family, which consisted of my parents and three older brothers. We lived very tight and I lived with psychosocial problems. I had a challenging time adjusting to the stress of moving to the reservation. Eventually, I found a friend who had a similar background. We supported each other through the struggles of undergraduate school and then applying to medical school. In order to keep up, I also had an amazing mentor who took me under his wing and showed me the ropes and how to become a competitive applicant. He really cared about my well-being and career goals. I was blessed to find these people during my journey into medicine, and I know that I would not be nearly as successful as I am today.

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Service Learning/Student Awards

Part of the UWMC curriculum includes understanding health care disparities. Students work together in pairs or small groups to identify a significant issue for change in their communities. This year, the E17 students organized a free health clinic, fulfilling the vision of the E16 class. Montana WWAMI students with the assistance of Dr. Matt Bartlett, and in collaboration with Indian Health Services and MSU, have extended access for patients with serious mental illness and substance use disorder in Choteau County. WWAMI students see patients in CHP. WWAMI students see patients in CHP. WWAMI students see patients in CHP.

In recognition of student efforts, each year, UWMC students are recognized for their academic accomplishments. Service Award recipients are students who have demonstrated consistent, outstanding commitment to service. This award is given in the MSPE Dean’s Letter, and grants each student $100 to contribute to the UWMC graduation ceremony.

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