



SNMA

STUDENT NATIONAL MEDICAL ASSOCIATION

PIPELINE MENTORING INSTITUTE

INTRODUCTION	2
INSTITUTE OVERVIEW	2
Institute Structure and Management	4
Pipeline Mentoring Institute Chair	4
Advisory Council	4
Subcommittees	5
Institute Design	6
Goals	6
Education	6
Exposure	6
Parent/Advisor Preparation	7
Mentorship	7
Cultural Humility	7
Financial Considerations	8
PMI Grant Program	8
HPREP, BASE, YSEP	8
Research	8
Training and Education	8

INTRODUCTION

The Student National Medical Association (SNMA) addresses the needs and concerns of medical students of color and provides services to underserved communities. Established in 1964 by medical students from Howard University School of Medicine and Meharry Medical College, SNMA boasts over 40 years of service to underserved communities and medical students. As an independent and student-run non-profit organization, SNMA has over 6,000 members composed of pre-medical and medical students, residents and licensed physicians from 135 medical schools, colleges and universities in the U.S. and the Caribbean. The organization advocates for policies that will improve health care services for underserved populations and that will increase the enrollment and retention of medical students of color.

Although one-fourth of the nation's population is of color, less than 10% of its physicians represent that diversity. Evidently, there is an unmet need stemming from three general weaknesses:

1. Passive recruitment and targeted exposure of underrepresented minority (URM) students to this field of study
2. Inadequate preparation of URM students for the rigorous pursuit of careers in medicine
3. A lack of a multi-faceted support structure for students already embroiled in these undertakings.

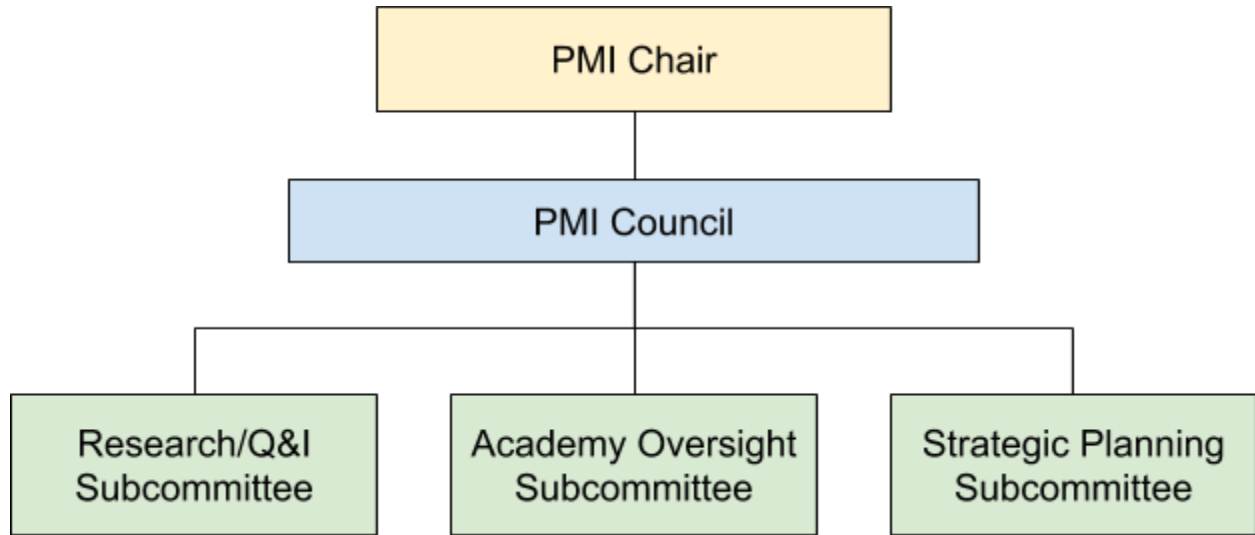
In order to create a diverse healthcare system, students' preparation should begin very early in their academic career. The SNMA prioritizes exposure and education starting in elementary school with continued support throughout the trajectory of medical training. uch programs are beneficial and necessary, especially in communities where the disparities are great and the number of students pursuing careers in healthcare is disproportionately low.

INSTITUTE OVERVIEW

The Pipeline Mentoring Institute (PMI) exists within the SNMA to address three of the aforementioned weaknesses. Recognizing that many of the barriers to greater diversity within the medical profession lie within the continuum of elementary through undergraduate education, the PMI seeks to close the gap in preparing URM students for a career in medicine and other health-related professions. Specifically, the PMI will focus on establishing pipeline programs that improve general study skills, standardized test-taking skills, and science preparation, promoting age-appropriate, cross-cultural experiences and assessing success, sustainability and opportunities for growth for pipeline programs across the SNMA. Further, the PMI will facilitate students' exposure to health careers and professional meetings in their chosen field of interest.

The PMI provides the framework and programmatic support for pipeline work within the SNMA. Its primary programs include the Health Professions Recruitment and Exposure Program (HPREP), Brotherhood Alliance for Science Education (BASE) and the Youth Science Enrichment Program (YSEP). The PMI works to foster academic and scientific interest in elementary students and mentor participants as they progress through middle and high school. Through these efforts, the PMI ultimately aims to increase the number of culturally sensitive and capable health professionals.

INSTITUTE STRUCTURE AND MANAGEMENT



Pipeline Mentoring Institute Chair

The PMI Chair will bear ultimate responsibility for overall implementation and management of the Pipeline Mentoring Institute. The Chair is responsible for setting a plan for PMI programming each administrative year. The Chair will supervise and coordinate all PMI activities. The Chair will sit on the National Board of Directors and convey information from national leadership to the committee.

Advisory Council

The Advisory Council will serve as the primary programmatic planning body for the PMI. The Council will be the main resource for the PMI Chair for the programmatic structure of the Academy. Based on its experience with pipeline programs, the Council will develop and revise the Academy guidelines and curricula, offer suggestions and advice for individual programs, and will maintain regular communication with the PMI Chair. The Council will include, but not be limited to:

- Regional Director rep
- National Vice President
- National Pre-Medical Board Member
- SNMA-Kaiser Permanente fellow
- A Community Service Committee chair

A professional board member may choose to sit in on Council meetings and engage with the leadership. Should a Future Leadership Project fellow(s) wish to complete a project centered around pipeline work, they may also sit on the Council.

Subcommittees

- Research/Quality & Improvement subcommittee: chaired by KP fellow
 - Coordinates with membership, diversity research and community service committees to evaluate pipeline work being done across the SNMA
- Strategic Planning subcommittee: chaired by KP fellow
 - Works closely with national president, PMBM, MAPS leadership to set a strategic plan for each administrative year
 - The MAPS Internal Affairs Chair would be recommended to serve on this subcommittee
- Academy Oversight subcommittee:
 - Offers region and chapter-based support for the Academy programs (HPREP, YSEP and BASE)
 - Pre-medical student representatives from each region are encouraged to sit on this subcommittee to ensure they have the resources to support the work in their regions
 - Responsible for regional and chapter based trainings and education around the PMI as a whole and Academy programs

INSTITUTE DESIGN

Goals

- *Increase the recruitment of URM and disadvantaged students in grades 4-12 for careers in medicine and other health-related professions through the Pipeline Academy.*
- *Increase cultural humility in academic environments through regional workshops focusing the need for the diversity of the medical and other health-related professions.*
- *Increase the academic and social preparedness of URM and disadvantaged students for careers in medicine and other health-related professions.*
 - *To provide age and culturally appropriate academic and social skills that will assist their retention in the pipeline to the health professions.*
 - *To provide access to and mentorship from health professionals and medical students.*
 - *To provide exposure to the daily activities and environment of health professionals through interactive, hands-on experiences.*
 - *To provide parents and advisors with background information on the health professions and the advice and guidance necessary for their children to become successful health professionals.*

Facilitated by medical and pre-medical chapter sites, SNMA will carry out these goals through focused programs: YSEP for grades 4 through 8, BASE for male-identifying students and HPREP for grades 9 through 12. Each Academy program will act with five focuses in mind Education, Exposure, Parent/Advisor Preparation Mentorship, and Cultural Humility. The PMI suggests these programs span for the duration of the school year to ensure retention and longitudinal engagement however program length and implementation is at chapters' discretion.

1. Education

Standardized curricula will be created and used for each of the targeted grade groupings. Academic and social preparation will focus on age and culturally appropriate science education, standardized test preparation, critical thinking skills and professional development. The SNMA community service health prevention protocols leveraged to create standardized curricula with specific focus on mental health awareness, smoking cessation, violence prevention, obesity prevention, and sexual health awareness. SNMA medical and pre-medical students will conduct all workshops with assistance from chapter/institutional faculty, academic counselors and/or school teachers.

2. Exposure

Interactive and innovative exposure to local healthcare offices, hospitals, research laboratories, academic facilities, community centers, and public health agencies

should be provided. Age and culturally appropriate tours may be led by SNMA medical and pre-medical students and include presentations that demonstrate current medical technology, various aspects of clinical medicine, interesting medical/basic science research, public health concerns, and current issues facing URM communities.

3. Parent/Advisor Preparation

Parents and advisors of Academy students will be invited, but not required, to take part in the Academy in order to provide them with insight on higher education, the pipeline into the health professions, psychosocial needs of students, financial aid, and overall career development. SNMA medical students, in partnership with school teachers, will conduct the parent and advisor preparation workshops based on a standardized curriculum.

4. Mentorship

SNMA medical students and pre-medical members will serve as mentors to Academy students. Mentorship may include one-on-one discussions between SNMA members and the Academy students, workshops for Academy students, group events and other initiatives concerning career and personal development and long term strategies of success. Mentorship shall always be at the center of Academy programming.

5. Cultural Humility

Workshops will be organized and held regionally that focus on cultural humility, diversity of the health professions, and the importance of mentoring. Local faculty, community health professionals, academicians, medical students, other health professional students, advocacy organizations, and community members will be invited to participate through targeted outreach. Partners of the SNMA, such as the National Medical Association, will be asked to assist in the creation of a workshop curriculum and its presentation.

FINANCIAL CONSIDERATIONS

The PMI Committee will utilize funds awarded through the KP fellowship to support its work and programming. The following initiatives may be funded through the fellowship as allowed by current contractual language and obligation and with the expressed consent of the KP fellow, Kaiser-Permanente leadership and the Chair of the Board of Directors.

PMI Grant Program

Each year, ten awards will be given out to chapters who submit appropriate application materials. Award amount will be determined by the PMI Council and approved by the National Treasurer. The PMI council will be the primary body responsible for grant management and resource allocation once chapters have been awarded.

HPREP, BASE, YSEP

The PMI may financially assist chapters demonstrating program success throughout the year to support their program endeavors per the financial guidelines.

Research

Funds may be used to purchase assessment tools, contract statisticians to evaluate data, offer work stipends for students completing assessments or other needs contributing to research and Q&I.

Training and Education

- Annual Medical Education Conference (AMEC): workshops speakers honorariums, travel stipends for MAPS members and Academy students looking to attend AMEC and other needs related to AMEC planning and workshop implementation.
- Regional workshops: focused training around Academy program protocols, chapter report form submission and other elements of the PMI.