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Sub-Committee Report for Pre-Medical Enrichment Program

Commission for Blacks

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SUB-COMMITTEE REPORT FOR PRE-MEDICAL
ENRICHMENT PROGRAM

I Department or Project: Pre-Medical Enrichment Program

II Director of Project/Department Head:
Nina Elliot

III Information Requested of Department of Project:

a. Send any available data on recruitment policies of the Premedical Enrichment Program.

b. Also, provide data by race and sex on the number of minority applicants in the last five years.

c. List the various courses that are offered to the MIP-HEP participants.

d. Include any available statistics on the success rate of past and present MIP-HEP participants.

e. Give a brief statement on this programs' long term and short term goals.

f. Give suggestions to improve the quality and relationship among Blacks and minorities on campus (i.e. Black freshmen, graduate women, and Hispanic faculty)

g. Briefly state the importance of motivating Black students who participate in MIP-HEP and other such enrichment programs.

h. Feel free to send any brochures, pamphlets, studies, or literature that would enhance and compliment this study.

IV Compilation of Data Received:
See the attached



The University of Tennessee • Knoxville • 37996-1320
College of Liberal Arts • Office of Special Programs
226 Ayres Hall • 615 974-4161

Pre-Medical Enrichment Program

To: Janice Wright, Staff Assistant
Commission for Blacks

From: Nina T. Elliott, Director *NTE.*
Pre-Medical Enrichment Program

Date: January 4, 1984

RE: Data on Pre-Medical Enrichment Program

In response to your letter of September 30, 1983, the following information is being submitted. To the best of my knowledge this data is accurate and current. If you have further questions or need additional information, I can be reached at 4353. We are most happy to cooperate with you and your staff. If I can be of further service, please let me know.

a. Send any available data on recruitment policies of the Premedical Enrichment Program.

Recruitment policies for PMEP are addressed in our brochures and I have enclosed one with this memo.

b. Also, provide data by race and sex on the number of minority applicants in the last five years.

| | <u>1979</u> | <u>1980</u> | <u>1981</u> | <u>1982</u> | <u>1983</u> |
|------------------------|-------------|-------------|-------------|-------------|-------------|
| Black Female | 9 | 22 | 21 | 48 | 39 |
| Black Male | 8 | 11 | 17 | 27 | 17 |
| White Female | 5 | | | | 3 |
| American Indian Male | 1 | | | | |
| Vietnamese Male | 2 | 5 | | | |
| Puerto Rican Male | 1 | | | 1 | |
| Race Unknown Female | 1 | 3 | 5 | | 15 |
| Asian Female | | 2 | 2 | 1 | 1 |
| Asian Male | | 2 | | 3 | 4 |
| White Male | | 4 | 4 | 3 | 2 |
| Race Unknown Male | | 6 | 5 | 2 | 3 |
| Chicano | | | | 1 | |
| American Indian Female | | | | 1 | |
| | <u>27</u> | <u>55</u> | <u>54</u> | <u>87</u> | <u>84</u> |

Pre-Medical Enrichment Program

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c. List the various courses that are offered to the MIP-HEP participants.

We do not offer courses to the MIP-HEP participants. The MIP-HEP organization is designed to offer support and encouragement to minority pre-health professions students located on the UTK and Knoxville College Campuses. We do offer courses to the Pre-Medical Enrichment participants during our eight week summer institute. The courses offered, and their description can be found on pages 2 and 3 of our 1984 Program outline, which I am also enclosing.

d. Include any available statistics on the success rate of past and present MIP-HEP participants.

Again, our participants are referred to as PMEP which stands for Pre-Medical Enrichment Program. I have enclosed a copy of our follow up study covering the years of 1978-1982. You can review our success rate from this sheet.

e. Give a brief statement on this programs' long term and short term goals.

Refer to your 1984 program outline for our program goals.

f. Give suggestions to improve the quality and relationship among Blacks and minorities on campus (i.e. Black freshmen, graduate women, and Hispanic faculty).

(1) Have social events or gatherings for all minorities on campus. Give us the opportunity to meet one another and to exchange ideas and information.

(2) Have projects requiring the cooperation of different groups. Perhaps by working together the various groups can grow stronger.

g. Briefly state the importance of motivating Black students who participate in MIP-HEP and other such enrichment programs.

It is important to motivate Black students because often times their base of support is lacking or very small. They need to have someone who believes in them and supports them also. But, believing in them is not always enough, the support base must also offer them challenges and serve as a motivator. With few Black professional role models, it becomes even more necessary to help Black students remain motivated.

Pre-Medical Enrichment Program
College of Liberal Arts
University of Tennessee, Knoxville
226 Ayres Hall

CURRENT STATUS OF ALL PRE-MEDICAL ENRICHMENT PROGRAM PARTICIPANTS
1978 through 1982

To date, sixty-seven students have participated in the Pre-Medical Enrichment Program since the program began in the summer of 1978. The number of students participating each summer follows:

1978 - 15 participants, Level I
1979 - 10 participants, Level I
1980 - 7 participants, Level I
13 participants, Level II
1981 - 7 participants, Level I
13 participants, Level II
1982 - 13 participants, Level I
9 participants, Level II
4 participants, Level III

Three students have participated in Levels I, II and III; one student has participated in Levels II and III; ten students have participated in Levels I and II; seventeen students have participated in Level II only; and thirty-five students have participated in Level I only.

The following information has been gathered on the sixty-seven students who have been a part of the Pre-Medical Enrichment Program. Follow-up studies are regularly conducted to determine what the participants are doing after their involvement in the program.

- I. Thirty-three of the sixty-seven participants have graduated from undergraduate school.
A. Fourteen of the participants have been accepted to medical school. The medical schools from which the participants accepted an admissions offer are listed below.

| <u>School</u> | <u># of participants accepted</u> |
|--|---------------------------------------|
| 1. University of Tennessee Center for the Health Sciences, Memphis, TN | 5 |
| 2. Vanderbilt University, Nashville, TN | 1 |
| 3. University of Mississippi, University, MS | 1 |
| 4. Dartmouth College, Hanover, NH | 1 |
| 5. Washington University, St. Louis, MO | 1 |
| 6. University of Kentucky, Lexington, KY | 1 |
| 7. Meharry Medical College, Nashville, TN | 2 |

(over)

8. Quillen-Dishner College of Medicine,
ETSU, Johnson City, TN 1

9. LSU School of Medicine, New Orleans, LA 1

B. Six of the participants are enrolled in other health-related professional schools as listed below.

1. UTCHS College of Dentistry, Memphis, TN 2

2. UTCHS College of Nursing, Memphis, TN 1

3. Mercer University College of Pharmacy,
Atlanta, GA 1

4. School of Cytotechnology, University of
South Carolina 1

5. School of Medical Technology, Methodist
Hospital, Memphis, TN 1

C. Two of the participants are enrolled in graduate schools listed below:

University of Tennessee, Knoxville, TN
Tennessee State University, Nashville, TN

D. Three of the participants are employed in a field that is not health related.

E. Seven of the students' status is not known at this time. Follow-up efforts will be continued in order to ascertain what these students are doing.

II. Thirty-one of the participants are still enrolled in undergraduate school.

A. Five students are in the process of submitting applications for the 1983 entering class. (Two of these five students have received one or more acceptances for the 1983 entering class.)

B. Twenty-six students are still in the process of completing their pre-medical requirements and will apply later.

III. Three of the students graduation status is not known at this time. Follow-up efforts will be continued in order to ascertain what these students are doing.

11-1-82

PRE-MEDICAL ENRICHMENT PROGRAM
College of Liberal Arts
University of Tennessee

1985 Program Outline

I. Introduction

The Pre-Medical Enrichment Program, sponsored by the College of Liberal Arts, at the University of Tennessee, Knoxville is a comprehensive summer institute for pre-medical students from minority and or low-income backgrounds. The goals of the program are:

1. To identify undergraduate students from minority and/or low-income backgrounds who have the interest in and aptitude for pursuing a career in medicine.
2. To increase the retention of these students in the undergraduate pre-medical curriculum, thereby increasing the applicant pool of minority and low-income students for admission to medical school.
3. To increase the visibility of program participants to the admissions committees of area medical schools, and vice versa.
4. To enable the students to be more competitive in their attempts to be admitted to medical school and to be successful in the medical school curriculum.
5. To help students explore alternative careers in the health professions.
6. To increase the number of physicians from minority and low-income backgrounds in areas where there is a shortage of minority physicians.

The Pre-Medical Enrichment Program is an intensive academic program designed to reinforce the traditional undergraduate pre-medical curriculum. The academic program is combined with a series of clinical experiences developed to give students a closer look at medicine as a career. The program serves as a source of motivation for the participants and a means of confirming their interest in a health career. There are three levels of course work and clinical experiences. The placement of students into Levels I, II or III is based upon what courses the students have completed in the pre-medical curriculum. The students in Level I, usually post-freshmen and post-sophomores, are in the beginning stages of the pre-medical curriculum and are getting ready to take organic chemistry, physics and advanced biology. Their academic and clinical program is designed to increase their motivation to pursue a medical career. The students in Level II are a combination of post-sophomores and post-juniors who have successfully completed most of the minimum academic course requirements for admission to medical school. Their academic and clinical

experiences are designed to confirm their motivation of pursuing a career in medicine as well as to increase their chances of being successful in their application to medical school and in their tenure as medical students. Level III is primarily a research experience designed for those students who have successfully completed level II of the program or who are in the final stages of their pre-medical curriculum.

II. Academic Program

The academic component supplements and reinforces the traditional undergraduate pre-medical curriculum without duplicating it. All participants in the program are enrolled as full-time students at UT, Knoxville for the summer quarter and receive 10-12 quarter hours of credit for the experience. The academic experience for each level is discussed separately below.

Level I

| <u>Course Name</u> | <u>Credits</u> | <u>Description</u> |
|---|----------------|---|
| Chemical Concepts and Calculations | 0 | A review of general chemistry and preparation course for organic chemistry. Emphasis is placed on mathematical calculations to strengthen the students' problem solving skills. |
| Human Physiology | 4 | Fundamentals of biology, principles of human physiology and anatomy. |
| Decision Making and Problem Solving in Medicine | 4 | A course designed to focus on mathematical and logical problem solving skills using issues in medical ethics as topics for discussion, debate, papers, etc. |
| Communications Lab | 0 | A course designed to emphasize oral and written communication skills. |
| Efficient Reading & Study Skills | 3 | A course designed to improve vocabulary, reading, and study skills. |
| Educational Psychology 4551 | 1 | A course designed to improve students self-awareness as well as to introduce students to techniques of goal setting, stress reduction, time management and career planning. |

Level II

| <u>Course Name</u> | <u>Credits</u> | <u>Description</u> |
|---|----------------|---|
| Basic Science Review Seminar | 0 | A course designed to increase the students' understanding of the basic science courses that are the foundation for the courses taught during the first two years of medical school and that are covered on the Medical College Admissions Test (MCAT) |
| Decision Making and Problem Solving in Medicine | 4 | A course designed to focus on mathematical and logical problem solving skills using issues in medical ethics as topics for discussion, debate, papers, etc. |
| Communications Lab | 0 | A course designed to emphasize oral and written communication skills. |
| Student Leadership Workshop | 1 | A course designed to emphasize application to professional school, sources of financial aid, and skill of interviewing. |
| Efficient Reading and Study Skills | 3 | A course taught in conjunction with the Basic Science Review to improve vocabulary, reading and study skills and to introduce students to medical terminology. |
| Histology | 4 | The functional organization of tissues and organs of the human body. Control of the development of human tissues and organs. |

Level III

| <u>Course Name</u> | <u>Credits</u> | <u>Description</u> |
|------------------------------|----------------|--|
| Medical Issues in Literature | 4 | A course designed to identify medical issues in literature, to examine the treatment of and responses to these issues, and to improve oral and written communication skills through discussions and critical papers. |
| Research Experience | 6 | Experience in active research projects under supervision of zoology faculty members. |

III. Medical Correlations

The major goal of the medical correlations component of the program is to give the students a closer look at a career in medicine. The three aspects of this component that are designed to meet this goal are weekly clinical experiences, speakers who give both formal and informal presentations, and medical school tours. Some of the specific activities included are: tours of local hospitals, clinical and research laboratories; discussion sessions with local physicians and other health professionals; cardiopulmonary resuscitation training; in-depth tours of three area medical schools; and discussion sessions with regional medical school admission committees.

Additional information and details about the Pre-Medical Enrichment Program at the University of Tennessee, Knoxville may be obtained by either calling (615) 974-4161 or by writing:

Nina T. Elliott, Director
Pre-Medical Enrichment Program
226 Ayres Hall
University of Tennessee
Knoxville, TN 37966-1320

PRE-MEDICAL ENRICHMENT PROGRAM

COMMENDATIONS:

Ms. Nina Elliot, Director of the Pre-Medical Enrichment Program should be Commended for:

(1) Sincere and honest efforts in recruiting minority students.

(2) ~~By~~ Providing and Keeping upto date records on the number of minority applicants in the last five years.

A list of Courses offered, their objectives and goals. Data on the success rate of the past participants.

(3) A Carefully and well laid out flyer, ~~explaining~~ providing information concerning the programs sponsor, stipend, who can apply, and deadline dates.

(4) Excellent circulation of pertinent information concerning

the program to our
office.