**Schedule:** June 24-28 (one-week) followed by opportunity to request individual appointments with DRS, learning specialists, financial aid, etc. in the weeks running up to orientation. NOTE: All times are listed in Pacific Daylight Time.

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|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| 8:00-9:00 | Small Group Welcome and Kickoff Session (Peer Facilitators) |  |  |  |  |
| 9:00-10:30 | Cellular and Molecular Biology & Genetics Session Part I: Didactic Alex Merz, PhD | Biochemistry Part I: Didactic (Faculty)Young Kwon, PhD | Biochemistry Part II: Team-Based Learning (Peer Facilitators) | Pharmacology Part I: DidacticEdith Wang, PhD | End of Week Practice Exams (students will take individual test and then take the test as a small group) |
| 10:45-12:15 | Cellular and Molecular Biology & Genetics Part II: Team-Based Learning (Peer Facilitators) | Pathology Part I: Didactic (Faculty)Brian Menkhaus, MD | Pathology Part II: Team-Based Learning (Peer Facilitators) | Pharmacology Part II: Team-Based Learning (Peer Facilitators) | Post Exam Review and Analysis (led by Peer Facilitators) |
| 12:15-12:30 | Break | Break | Break | Break | Break |
| 12:30-1:20 | Lunch with a Dean (optional; bring your lunch) Heather McPhillips, MD, MPH | Lunch with a Dean (optional; bring your lunch) Erik Malmberg, PhD, JD  | Lunch with a Dean (optional; bring your lunch) Gabe Sarah, MD | Lunch with a Dean (optional; bring your lunch) Maya Sardesai, MD, MEd | Lunch with a Dean (optional; bring your lunch) Janelle Clauser, MD |

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| 1:30-3:15 | Growth Mindset and Lifelong Learning Skills WorkshopKelly Rush, MSEd | Developing Self-Regulated and Asset-Based Learners Skills WorkshopRebekah Freed, PhD | The Equity Mission: A Commitment to Anti-Racism, Cultural Humility and Compassion for the UnderservedMichelle Terry, MD  | The Memory Process: Improving Long-Term Retention and Recall Skills Workshop Yvonne Tyler, MD | Introduction to Professional Identity Formation Skills Workshop Maya Sardesai, MD |
| 3:30-4:30 | Student Panel: Meeting Your Basic Needs While in Medical School  | Networking in Medicine: Why, Where & HowLinh Ngo | Student Panel: Strategies for Well-being and ResilienceCliff Kelly | Finding Your Path in MedicineGabe Sarah, MD & Estell Williams, MD | End of Program Celebration |

**Goal:**

The Pre-matriculation Program (PMP) is an equity, diversity and inclusion (EDI) program, that occurs prior to orientation, designed to strengthen the academic, professional, and social skills of entering students from culturally, economically, educationally, and environmentally underrepresented / under-resourced backgrounds as they enter the MD program in the School of Medicine. PMP curricula and competencies will be delivered in sessions which will focus on content covered during the foundations phase of medical school.

During this program, students will cover master learning skills that support academic success and a growth mindset including learning styles, test taking skills, time management, study strategies, and reflection and self-assessment. The program also helps familiarize students with campus resources for addressing basic needs and wellness and provide an important opportunity to for entering students get acclimated and form relationships and community with future classmates before orientation.

The morning sessions will cover introductory content from the foundations phase taught by select faculty, followed by team-based learning in small groups with student peer tutors. Afternoon sessions will focus on academic success skills and wellness and community building, including connecting with current medical students. Students will also be participating in afternoon sessions.

**Objectives**: By the end of the PMP program, students will:

* Explore the mastery learning skills needed as an incoming medical student using an applied approach, by incorporating study skills workshops for first-year course material.
* Understand the academic success, student services and equity resources available to UWSOM students.
* Reflect on experiences prior to medical school and develop an asset-based approach for the transition to undergraduate medical education requires.
* Develop relationships with current diverse students and faculty and enhance camaraderie amongst incoming medical school cohort.

**The Pre-Matriculation Program will include:**

**Foundational Science Didactic Sessions/Lectures:** You will listen to live lectures presented by UWSOM faculty. Lectures will include content from courses in the foundations phase of the curriculum. You will have the opportunity to experience the pace and caliber of typical lectures and practice learning skills that will help you be successful in your courses.

**Foundational Science Team Based Learning:** Peer Teaching and Team Based Learning are two teaching modalities that will be used through the foundations phase of the curriculum. Your peer mentor / facilitator will walk your small group through a series of cases or problems developed by the faculty. You will learn skills and strategies to help you prepare for participation in these sessions to complete the assignments.

**Academic Skills Development Workshops:** You will learn and apply strategies for previewing and reviewing content presented in lectures. With the guidance of UWSOM learning specialists, you will engage with your peers in practicing time-effective, evidence-based approaches on topics like growth mindset, asset-based learning, spaced review, interleaving, and recall and retrieval.

**Community Building and Wellness Sessions:** You will attend sessions lead by UWSOM staff and faculty on topics such as belonging in medical school. These sessions will provide you with resources for managing your wellness as you begin the challenging endeavor of medical school.

**Formative Assessments:** You will study foundational science content presented in PMP and complete an individual and group practice exam, developed by the faculty teaching these sessions, at the end of the week These assessments allow you to evaluate the content knowledge that you have acquired as well as the effectiveness of the study strategies that you have implemented. You will then review your answers with the support of your peer mentor /facilitator.

**Intro to Medical Sciences Content:**

1. Biochemistry Topic
2. Pathology Topic
3. Pharmacology Topic
4. Cellular and Molecular Biology / Genetics Topic

**Skills Assessment and Development Workshop Topics and Speaker (1 hour, 45 minutes each):**

1. Growth Mindset and Lifelong Learning
2. Developing Self-Regulated and Asset Based Learners
3. The Memory Process: Improving Long-Term Retention and Recall
4. The Equity Mission: A Commitment to Anti-Racism, Cultural Humility and Compassion for the Underserved
5. Introduction to Professional Identity Formation

**Wellness and Community Event Topics and Speakers (1 hour each):**

1. Student Panel on Meeting Your Basic Needs (including Finances) for Medical School (Erik Malmberg, PhD, JD)
2. Finding Your Path in Medicine (Estel Williams, MD, Gabe Sarah, MD)
3. Strategies for Well-being and Resilience w/ Student Panel (Cliff Kelly, Counseling and Wellness Services)
4. Building a Network of Mentors, Sponsors, and Coaches (Linh Ngo, Career Services)
5. End of Program Celebration (led by Peer Facilitators)

**Peer Mentors/Facilitators:**

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| --- | --- | --- | --- |
| **Name** | **Email Address** | **Foundations Site** | **Special Programs** |
| Luis Sanchez (he, him) | luissan@uw.edu | Seattle | CTRP |
| Ché Ross (he, him) | Cross8@uw.edu | Seattle | Indian Health, MedStAR |
| Byron Kim (he, him) | bskimak@uw.edu | Anchorage | CTRP |
| Danielle Schalk (she, her) | drs01@uw.edu | Seattle | Indian Health |
| Alfred Albear (he, him) | aalbear@uw.edu | Seattle | CUSP, Underserved, Latinx Health |
| Colton Kray (he, him) | coltonk@uw.edu | Spokane | RUOP, Underserved |
| Archie Einstein (she, her) | einsta@uw.edu | Spokane | LGBTQ, Humanities, Black Health |
| Dorsa Toghani (she, her) | dorsat@uw.edu | Seattle | CTRP |
| Samartha Shrestha (he, him) | samartha@uw.edu | Spokane | Spokane Leadership |