



Association of Native American Medical Students (ANAMS)



1225 Sovereign Row, Suite 103
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ALLIED HEALTH PROFESSIONAL STUDENTS MENTORING PROJECT

OBJECTIVES:

The purpose of our project is to communicate and establish a direct relationship amongst ANAMS members and North American Native health professionals in order to foster our development towards improving Native health inequities. Health inequities are defined as disparities in health (or healthcare) that is systemic and avoidable and, therefore, considered unfair or unjust. This includes acknowledgement of social determinants of health that are inter-related in social and economic factors that influence health. Objectives for mentorship include:

- Building relationships through common goals
- Learning more about local Native community health issues
- Receive suggestions for residency (with an understanding of the application process and anecdotal experiences with residency program environments)
- Suggestions on clerkships
- Career development support

MEMBER DESCRIPTION:

Our member amount is currently about 50 students enrolled throughout the U.S. and one state in Canada at 29 medical schools. Most of our members are either enrolled in an allopathic or osteopathic medical school. We do have 3 students who are enrolled in an allied health professional school. However, most of our members hope to go into the primary care healthcare workforce to provide direct clinical patient care to vulnerable populations with a focus on the American Indian and Alaska Native communities. Many ANAMS members are also planning a career in subspecialty clinical practice and a few with a niche in research. Therefore we acknowledge the importance of resources within the overall medical field network in seeking a similar goal in decreasing disparities of healthcare exclusive to Native communities for our patients.

Allied health student/member: Our professional student members are from and Allopathic, Osteopathic, Dentistry, Veterinary, Optometry, Pharmacy, Podiatry, and/or Public Health school.

The two main anticipated types of mentoring groups include:

- Group A (relationship oriented)

This group of students will expect a professional/ personal relationship who may request meeting regularly. Many of their interests may include learning more about the challenges faced in the pathway to becoming a Native physician. Students may request advice to career choices, interpersonal challenges amongst other cultural groups in the health care workforce, and/or may seek advice to securing a balanced lifestyle.

- Group B (resource oriented)

This group of students would like to network through the Association of American Indian Physicians (AAIP), Indian Health Service (IHS), or other Native health organizations for resources including clerkship site experience and contacting specific specialists for career advice. The ANAMS board has a current list of IHS clerkship contacts which allows students to request for a clinical experience within a community that relies on an IHS site for medical attention. The ANAMS board is aware of these sites if a student is interested on making contacts and we can further provide information on the application process to these sites. However, your input in simplifying the process can be beneficial student or adding additional clinical sites to our list (Indian Medical Centers, Traditional Native Healing Practices



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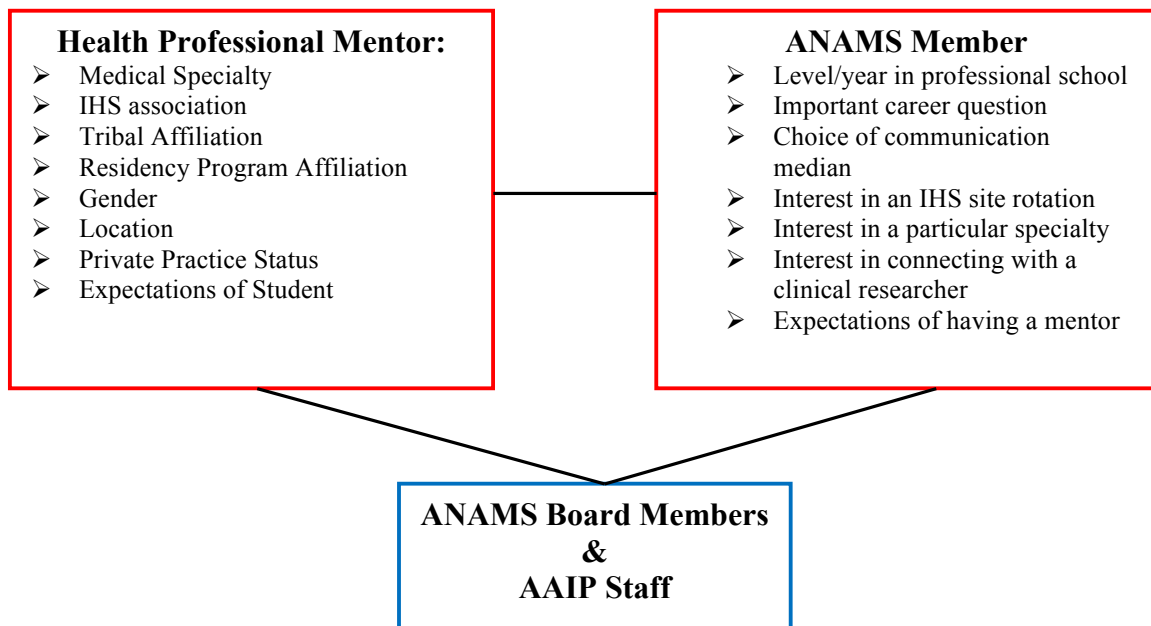
collaborative sites, etc.) as well as informing our mentees of important medical conferences in your region would be of added benefit to our health professional student members.

Although we anticipate the two main groups, we also recognize there may be a combination of needs a student may be interested in.

STRUCTURE OF MENTOR TO ALLIED HEALTH STUDENT MATCHES:

Students will be given an initial questionnaire to guide our knowledge about interests related to having a mentor. Mentors will also be given an initial sheet to fill out covering their service work with Native communities for matching purposes.

The demographics of both student and mentors involve the following for initial matching:



An ANAMS board member will be responsible for asking in the fall and spring (based on a semester schedule) updates amongst matches. Be aware that initial matches may not be ideal between both student and mentor. Therefore, the ANAMS board member overlooking the matches may relay information to the rest of the board to answer concerns to accommodate for our member's needs and interests, which will be shared anonymously to participating mentors. This may involve switching mentors, providing resource information, and/or communicate with other members if requested. In order for us to sustain feedback, we will be asking for short time commitments to mentors every 6 months. If there is a great relationship of commonality, mentees will be encouraged to ask if they would like to stay with their mentors for continuity and this will have to be communicated to the ANAMS board member overlooking the project to address student interests.



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CONTINUITY OF THE PROJECT:

6 month updates by the ANAMS board member overlooking the matches will be asked from both AAIP mentors and ANAMS members. A yearly assessment of the mentor experience will be summarized at the end of the year to hand to the next board member who will overlook the project. The yearly assessment will be used to revise or add beneficial components to the project.

COST:

All relationships will be voluntary. If there is interest in sponsoring or advocating for a mentor or mentee in any way, this would be encouraged.

TOOLS for the ANAMS board member (found as separate documents):

- Excel list of matches
- List of member emails
- IHS medical and residency coordinators
- Medical student questionnaire
- Mentor letter of interest
- Secondary sheet for mentors (for demographic information for an initial match)