

The Supplemental Instructor

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A Newsletter from Saint Louis University School of Medicine Office of Multicultural Affairs



OFFICE OF MULTICULTURAL AFFAIRS

The Office of Multicultural Affairs opened its doors on July 1, 1996 to serve and support students in their pursuit of becoming physicians. The Office of Multicultural Affairs (OMA) is a student-centered office which has a commitment to support the matriculation, retention and timely graduation of students of color in the School of Medicine. However, the office is offering its support programs to all students. One of its goals is to increase diversity and to foster understanding and respect among students of color and students from the majority culture at SLU. The Office of Multicultural Affairs is staffed by Dr. George Rausch, Assistant Dean for Multicultural Affairs, Ms. Velois Whiteside, Director of Student Support Services, and Mrs. Pamela Thomas, Senior Secretary.



New Assistant Dean for Multicultural Affairs

Dr. George Rausch, the Assistant Dean for Multicultural Affairs came to Saint Louis University from the University of Colorado Health Sciences Center in Denver, Colorado. Dr. Rausch spent the last 20 years in the Center for Multicultural Enrichment. He comes with an outstanding record of supporting the underrepresented students whose goal is to become a physician. He obtained funding in excess of \$3 million from both government and private sources to carry out the various programs that he directed. Dr. Rausch's expertise in the grant writing arena led him to serve as a Peer Reviewer for the Department of Health and Human Services (DHHS) since 1986. Soon after leaving UCHSC, his latest Health Careers Opportunity Program (HCOP) grant was selected for funding in the amount of \$600,000 over a three year period.

Dr. Rausch lists among his significant achievements as being one of the founders of the National Association of Medical Minority Educators NAMME, founded in November of 1975. It is an organization whose mission is to recruit and matriculate students and faculty of color into health career programs throughout the country. Its membership consists of approximately two-hundred health career Faculty and staff from the four regions of the country: Northeast, Southern, Central and Western.

By an interesting coincidence, or perhaps "divine intervention", Dr. Rausch has returned to the land of his birth (St. Louis, Missouri) after moving to Denver with his family when he was ten years old. He received a Bachelor of Arts Degree in Sociology and Psychology from Western State College in Gunnison, Colorado where he holds numerous basketball records, i.e., highest individual single season scoring average (30 per game) and most points (56) in a single game by a player. He subsequently received a Master of Arts in Guidance and Counseling from Wayne State University in Detroit, Michigan. He received his doctorate in Higher Education Administration from the University of Northern Colorado in Greeley, Colorado in 1984. Dr. Rausch's interest in basketball led to a 17 year avocation as a basketball official (referee) at the high school and college levels. He also enjoys tennis, and bicycle riding. *Dr. Rausch states "I am looking forward to the challenge of implementing creative initiatives designed to insure the matriculation, even progression and timely graduation of our medical school students."*



Ms. Velois Whiteside, Director, Student Support Services, for the Office of Multicultural Affairs spent the past twenty-two years at the University of Colorado School of Medicine before starting a new position here at Saint Louis University, School of Medicine on July 1, 1996. She obtained a Bachelor's degree in Sociology from Howard University in Washington D.C. Her experience includes, recruitment, retention programs, admissions, advising students, coordinating clinical schedules, a laboratory skills course and an interviewing skills program. Her most unique job was spending two years (part-time) as the Director of the Denver Broncos Wives organization. She coordinated their annual Food Drive and planned family focused activities. The highlight of this position was traveling to Japan with the team and staff in 1990. Ms. Whiteside states... *"I love working with medical students to assist in any way that I can to help them realize their life's goal of making a difference in a world where there is so much to be done! Thank you, students, faculty and staff for the warm welcome that we have received here" at Saint Louis University!"*



Mrs. Pamela Thomas, Senior Secretary in the Office of Multicultural Affairs is from St. Louis. She has worked in similar positions for the last fifteen years. Mrs. Thomas' most recent position was at the University of Missouri-St. Louis where she worked with the Vice Chancellor's Administrative Services Division to coordinate various student/faculty related projects and as a customer services specialist. Her prior position was at Washington University as correspondence secretary in the word processing department. Pamela attended Southern Illinois University, in Edwardsville, Illinois where she began pursuing a degree in Communications. Pamela is a very pleasant, professional person who greets visitors with a smile. She has already made herself indispensable and much appreciated!

Office Programs/ Mission Statement

Dr. Rausch and his staff are busy organizing programs for students and initiating recruitment programs for qualified underrepresented students who are interested in studying medicine. A few of the programs offered by the Office of Multicultural Affairs include Supplemental Instruction (SI), which is being offered in several identified courses in both the 1st and 2nd years, i.e., biochemistry, physiology, microbiology and pharmacology, a USMLE STEP 1 Board Review course, a clinical rotations survival booklet called "BODD" (Book of Differential Diagnosis) which is a "how-to" booklet for third year students entering the wards.

There is one common "thread" that exists in nearly all of the programs that are offered by the Office of Multicultural Affairs. It is the use of Supplemental Instruction. SI is active, participatory, collaborative small group study, which is a learning method involving active student participation with a trained Facilitator who is content competent in the subject matter. The Facilitator is compensated for participation in the program.

What is SI?

Supplemental Instruction assists students in developing the following techniques in SI sessions: *an overview, a framework on which to hang information, visual models, good organization of the material, concrete examples, practice with application, immediate reinforcement, and sequencing of information.* SI:

- identifies difficult/high-risk courses and provides regularly scheduled, out of class, peer facilitated "learning" sessions
- begins the first week of the scheduled class and continues throughout the term
- reinforces/clarifies the material covered in the lectures
- focuses upon prevention versus crisis intervention
- allows efficient structured study time, that enhances understanding of the course material
- is a study method that can increase academic performance and long-term retention
- is active learning within a small group utilizing a "trained" leader/facilitator
- is collaborative learning/sharing among classmates!
- is supported/encouraged by faculty who want to see students succeed
- is a voluntary program that is open to all first and second year medical students

What SI is Not:

- SI is NOT a tutorial session!
- SI is NOT a remedial session!

What do we know about the effectiveness of Supplemental Instruction?

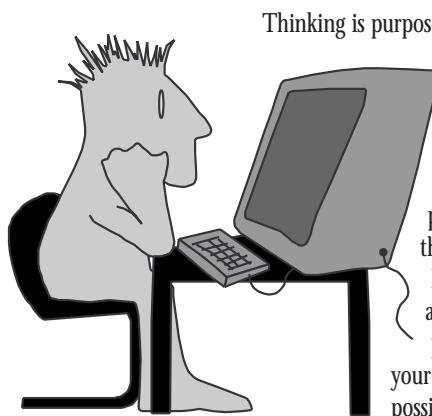
Research data from hundreds of programs throughout the country (including England and Australia) have shown that students who consistently attend SI earn higher grades and withdraw less often than non-SI participants.

A Word on Supplemental Instruction from Assistant Dean Rausch:

"When students are initially introduced to the concept of SI, it is often difficult for them to understand and adjust to this active form of learning. In SI, the Facilitator is not presented as a content expert but as a "model student". He or she usually avoids directly answering questions about the course content; instead questions are re-directed to the group to answer. SI encourages students to develop independent thinking. The SI Facilitator's role as a "near-peer" removes the temptation to fall back on the expert knowledge base rather than developing a framework of one's own making. This stands in contrast to traditional forms of academic assistance where the content expert is expected to give the student the "right answer". SI sessions mechanically depart from this in an attempt to develop the students' ability to independently think critically about the issues as they unfold."

Why USE SI?...

It Promotes **CRITICAL THINKING**
and **LONG TERM RETENTION!**



Thinking is purposeful mental activity:

However, the unconscious mind can continue working on a problem after conscious activity stops—for example, while you sleep... thinking is two-sided.

Ideas are first produced and then evaluated. To produce ideas, widen your focus and look at several possibilities.

Success in the medical profession depends on thinking skills. It isn't enough for physicians to possess a large body of medical information; they must be able to apply information to their respective areas of expertise. It is simply not enough for a physician to be a "walking encyclopedia," if you will, he or she must be a problem solver and a decision maker....Critical thinking is a reliable way of searching for the truth.

An Executive Vice Chancellor at the University of Colorado Health Sciences Center shared some interesting information with the Diversity Committee: relating some findings regarding how cultural habits can affect the success of students. A group of faculty members decided to explore the reasons why Asian American students tended to succeed in far greater percentages than their white, Hispanic and African American counterparts. It was discovered that there is a commonality among the Asian students that "If one succeeds, we all succeed;" thus they studied in groups and supported each other; the results were that the non-Asian students were much more singularly competitive and individualistic in their approach to succeeding and acquiring a position at the head of the class. The latter group did not utilize collaborative learning as often or as effectively!

PHYSICIAN OF COLOR *Highlight*

Saint Louis University has produced some outstanding physicians of color who are practicing in St. Louis and around the country! One of our outstanding Alumni is **Dr. Irene Duhart-Long** from Cleveland, Ohio.

THE OFFICE OF MULTICULTURAL AFFAIRS is pleased to highlight **Irene Duhart-Long M.D.** Dr. Duhart-Long is Director, Biomedical Operations and Research Office, John F. Kennedy Space Center. She has been at the National Aeronautics and Space Center (NASA) since July, 1982. She currently resides in Merritt Island, Florida. She is responsible for program management of the Center's Aerospace and Occupational Medicine, life sciences research, and environmental health programs and operational management of the life sciences support facilities. To put it more "simply" Dr. Duhart-Long oversees the medical operations related to the launch and landing activities and its day-to-day institutional functions...

Dr. Duhart-Long comes from a family of four. Her mother, an Adult Education teacher, assisted adults in becoming proficient enough in math and English to pass the GED test. Her father was a steel worker who developed an interest in airplanes and space. She loved going to flying lessons with her father and brother who is a freelance artist.

Duhart-Long says she has fond memories of Saint Louis University School of Medicine and the support that was provided her when she came here for a pre-med summer experience in 1973 before matriculating that September. She particularly remembers the support of Father Sullivan, who taught her Anatomy and Histology. She also mentioned our own Dean Patricia Monteleone who taught her Genetics. Irene Duhart-Long recalls that her interest in medicine stemmed from a very early age of 3 when she saw an open heart surgery on television and said she "wanted to do that someday;" at age 9 years she saw a TV program called "Man and the Challenge"



regarding Aerospace Medicine and again stated that she "wanted to do that", thus her wish was to become a heart surgeon and then a "space doctor."

Duhart-Long graduated from East High School in Cleveland, Ohio. She attended Northwestern University in Evanston, Illinois, and received a Bachelor of Arts (BA) in pre-medicine/biology in 1973. When she was first told by another student that she must satisfactorily complete the MCAT, she had to admit that she did not know about the MCAT but she

signed up, scored well and "before I knew it, I was attending Saint Louis University School of Medicine." She received her M.D. degree in 1977. She completed two years of a General Surgery residency at the Cleveland Clinic and the Mount Sinai Hospital of Cleveland. She then completed a three year residency in Aerospace Medicine through Wright State University School of Medicine in Dayton, Ohio and received a Masters of Science (M.S.) Degree in Aerospace Medicine. Thus, she was fulfilling her lifelong dreams and aspirations!

Duhart-Long's memberships and accolades are extensive. Among them are: the Society of NASA Flight Surgeons, the National Medical Association, the Alpha Kappa Alpha Sorority (AKA), and the NAACP. She was named one of the Outstanding Young Women of American in 1981. She was a recipient of the Spacelab-Life Sciences Experiments Team Group Achievement Award and was selected to receive the Kennedy Space Center (KSC) Federal Woman of the Year Award both in 1986.

Duhart-Long says that her strength has been her faith, and reading daily text from her Bible which is always with her and finally, her belief that "you can do anything if you are willing to prepare for it!" Dr. Irene Duhart-Long, Saint Louis University, School of Medicine, Office of Multicultural Affairs Proudly Salutes You — You Have Made a Difference!

STUDENT OF COLOR *Highlight*



Christine D. Salter was born to Wilton and Daphne Moore in Nottingham, England. Her mother is a nurse who went back to school at age 39. Her father is a retired laborer. Her parents were native Jamaicans who immigrated to England during the period of British colonial rule. Chris feels that the greatest gifts that her parents gave her were "a strong religious foundation, trust in God, determination, and the faith that she would be able to overcome all obstacles in life with her faith. "They helped me to have a vision for my life." Christine does truly have a vision for her life. She is currently a third year student in our school of medicine. She is also a wife and mother of two children, Victoria, age three and Jonathan, eight months. Her husband Robert is an Administrator in a Long-term care facility. Christine plans to do her residency in Family Medicine and practice primary care; to dedicate her career to improving the plight of African Americans and others. Christine has a commitment to give something back to the Black community. She intends to empower her patients to be in charge of a healthy lifestyle, in essence, she wants to have a "partnership" with her patients built on mutual understanding and respect. She has a special concern for the many serious disorders that are the leading killers of African Americans, i.e., heart diseases, diabetes, asthma...

Christine has an interesting and unique background. She graduated from college with honors in England with a basic science degree in biochemistry/physiology. She came to U.S. and attended Logan College of Chiropractic. In 1991, she received the Health Center Achievement Award for exemplary clinical performance and academic excellence. She was immediately, upon graduation, invited to join the academic faculty. After practicing as a Chiropractor, she decided that she and her patients would benefit from her continued education, thus, she decided to seek a medical degree. Christine stated "I am certain that with my intense motivation and persevering attitude, I will successfully become an integral part of the medical and scientific community in Missouri."

Christine is a young woman with many talents that she so humbly keeps to herself until asked. She has a lovely voice as does her husband, Robert. They both sing Gospel songs at church and sometimes at weddings and other events. They sang to each other at their own wedding, a song called "Cherish the Treasure." She has taught aerobics and she loves creative vegetarian cooking!

The Office of Multicultural Affairs, feels very fortunate to have this soft-spoken, dedicated young woman as a third year student at Saint Louis University School of Medicine! Christine Salter we Salute you!!

Attitude

by
Charles Swindoll

“The longer I live, the more I realize the impact of attitude on life. Attitude, to me, is more important than facts. It is more important than the past, than education, than money, than circumstances, than failures, than successes, than what other people say or do. It is more important than appearance, giftedness or skill. It will make or break a company...A church...A home. The remarkable thing is we have a choice every day regarding the attitude we will embrace for that day. We cannot change our past...we cannot change the fact that people will act in a certain way. We cannot change the inevitable. The only thing we can do is play on the one string we have, and that is our attitude...I am convinced that life is 10% what happens to me and 90% how I react to it. And so it is with you...we are in charge of our attitudes.”

In This Special Moment of Life

Think freely. Practice patience.
Smile often. Savor special moments.
Make new friends. Rediscover old ones.
Tell those you love that you do. Feel deeply.
Forget trouble. Forgive an enemy.
Hope. Grow. Be crazy. Count your blessings. Observe miracles. Let them happen.
Discard worry. Give. Give in.
Trust enough to take. Pick some flowers.
Share them. Keep a promise.
Look for rainbows. Gaze at stars.
See beauty everywhere. Work hard. Be wise. Try to understand. Take time for people. Make time for yourself. Laugh heartily.
Spread joy. Take a chance. Reach out.
Let someone in. Try something new.
Slow down. Be soft sometimes.
Believe in yourself. Trust others.
See a sunrise. Listen to rain. Reminisce.
Cry when you need to. Trust life. Have faith.
Enjoy wonder. Comfort a friend.
Have good ideas. Make some mistakes.
Learn from them. Celebrate Life.

Calendar of Events

Milestones

July 1 1996	Office of Multicultural Affairs opened its doors	November	Attended National Student Retention Conference and participated in Recruitment Fair
August	Participated in Welcome Week activities for Matriculating Medical Students Planned and implemented Students Welcoming Reception with Office of Student Affairs Implemented Supplemental Instruction (SI) for 1st and 2nd year students in selected courses Participated in Black Expo '96	January 1997	Designed and published Office of Multicultural Affairs brochure Implemented Dr. Rausch's Student Tracking System (STS) Assistant Dean for Multicultural Affairs assumed responsibility for the development and implementation of the Dean's Administrative staff secretarial professional development seminars
September	Participated in National Association of Medical Minority Educators and Association of American Medical Colleges Health Career Fairs	February	Established and convened Office of Multicultural Affairs Steering Committee
September	Established Office of Multicultural Affairs Smart-Track Support Group for Undergraduate and High School students and others interested in medicine	March	Sponsored Parents Weekend Open House Reception Published Supplemental Instructor Newsletter, 1st edition

Upcoming Events

USMLE STEP 1 Board Review Course	Sponsor AAMC Expanded Minority Admission's Exercise (EMAE to increase understanding of noncognitive factors in the medical school admissions process)
Publish Booklet of Differential Diagnosis (BODD), a clinical survival skills booklet for third year students in conjunction with the Office of Curricular Affairs	Sponsor Glaxo Wellcome Pathway Evaluation Program for Medical Professionals - a decision making, self assessment process for residency selection
Design and implement the Component for Advanced Reinforcement Experience (CARE) program, a postbaccalaureate initiative	

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