

SEP Summary

This past summer, I had the amazing opportunity to work with the Brody Rise Pre-Collage program in the implementation of a week-long summer program. The Brody Rise program targets 6th-12th grade students from local underserved areas that have expressed an interest in pursuing a healthcare-related field. One of the primary goals of the program is to enhance the access of disadvantaged and minority students in medical education, a goal that I was very happy to help progress. During the weeklong camp, students stayed in dorms on ECU's main campus to get a feel for the college atmosphere, with activities planned from morning to night each day. Students were transported to Brody each morning, where programming was specifically related to healthcare or research fields. While working with Brody Rise, I was allowed to have dedicated time every afternoon to show students the many possibilities of the medical field, as well as have students engage in a variety of activities to increase interest in medicine.

Each day at the beginning of this dedicated time, we had a medical student speak to the group about their journey into medicine. As each student spoke, it was great to see students' reactions to the various ups, downs, and turns of each individual's story, hopefully making it clear that the journey into medicine is not always a straight line. Another point that we tried hard to address was the notion that there are many different careers within medicine, from MD to DPT, nursing to radiology technician. In order to expand on this point, we allowed time to speak about a different program track every day, even having EMS personnel come in to give an interactive lecture to students.

While it was important to educate the students as to the various pathways one could pursue in medicine, my favorite part of the program included the activities to promote interest in medicine. On the first day of camp, we were able to supply each student with suture kits that, unknown to them, would be "won" on the last day of camp during a suture competition. After a demo, we had all the students scattered around the room doing their best to "save their patient", and the pride that each student took with every suture completed was absolutely amazing. The students were allowed to carry these kits all throughout the camp, and I had more than one student run up to me over the following days with a grin on their face to show off their impressive handiwork, as they had been practicing at night.

Another favorite was an opportunity to expose the students to cadaveric anatomy. Working with the anatomy lab, I was able to secure specimens of a brain, heart, lungs, kidney, and even a knee that had undergone an artificial replacement! My favorite moment of the camp was when we brought out the brain and every student stared in disbelief as we held it in front of them, but this reaction was only amplified when they learned they would also have the chance to hold each one of these specimens for themselves! Anatomy lab is one of the most shocking, awe-inspiring

experiences any medical student has the opportunity to experience, a truly once in a lifetime opportunity, so sharing a little bit of the magic with these students was incredible.

While these were amongst my favorite activities, we were able to fit in a lot of great experiences in this short time. Other activities that students participated in included basic microbiology labs, VR anatomy, anatomical models that students disassembled and reassembled as part of a competition, exposure to the SIM lab with CPR and stop the bleed, and much more. It was clear that the students were exhausted by the end of the week, but there was no doubt they had a blast! Brody Rise also programs throughout the year on the weekends with these same students, so it is very exciting that I will be able to continue to foster a mentorship relationship with this group! Enjoy the photos of the kids below, I promise there are no surprise cadaveric specimens as this was a no photo topic!

This summer I have also had the opportunity to participate in the Medical Education and Teaching Distinction tract, in which I have served as a TA in the anatomy lab for DPT and CRNA students. In addition, as part of this program, I have had the opportunity to complete graduate courses in adult education with a focus on healthcare education. The lessons I have learned during this experience will undoubtedly improve my capabilities as a student, but I believe that every physician will inevitably have a vital job to train the next generation of students, and I can't wait to implement the skills I have gained to do so in the future.

