Tulane has program to help minorities enter med school

In 1969, Tulane School of Medicine initiated a summer educational program to help increase the number of qualified minority applicants to medical school.

By establishing the program, the school was focusing on the inadequacies of health care provided to minority, rural and inner city communities—a problem which exists because of underrepresentation of physicians from these areas.

Now as the Medical Education Reinforcement and Enrichment Program, or MEdREP, celebrates its 10th anniversary, a look at statistics indicates the program's success.

With some 273 undergraduate premedical and science students having participated in the summer program, 190 have applied to medical school to date.

Of those applicants, about 80 percent have been accepted to medical school — approximately twice the national average of all minority applicants who are accepted to medical school.

"We have tried to develop a larger pool of qualified and competitive minority applicants to achieve greater success with the competition for the limited number of openings in medical school," explained Dr. Anna Cherrie Epps, Tulane professor of medicine who has directed the program from its inception.

"Improving the underrepresentation of minorities in the medical field is dependent upon having more qualified and competitive applicants who are prepared to make it through the rigors of a medical education."

MEdREP started on a small scale, receiving support from the university, several small philanthropies and the federal government.

In 1974 the Robert Wood Johnson Foundation made its initial grants to MEdREP to expand the summer program and to support year-round counseling and regular workshops for pre-professional advisers and administrative representatives from other schools.

This year the Johnson Foundation has added another $300,000 to the program which will help support a total of 50 students in the summer program for each of the next three years.

The grant will also enable the MEdREP staff to continue their technical assistance to other schools in developing similar programs.

College students who have shown potential for medical school are selected to participate in a 10-week program at Tulane.

The goal is to provide them with a behind-the-scenes look at medical school life and to prepare them for the competition they will face before their applications are even considered.

Dr. Epps said each student is assigned to a particular research project where he or she works closely with a Tulane faculty member.

The students also spend time each week reviewing subject matter and preparing for the Medical College Admission Test — a comprehensive and competitive examination every applicant must complete.

Paul McClain of Omaha, Neb., attests to the program's effectiveness. A MEdREP student in 1977, he is completing his first year of medical school at Tulane.

"We took a practice exam the first week of the summer session and another at the end of the program," said the former All-American track star from the University of Nebraska.

"I was aware of a substantial improvement in my score in the second practice test. In my opinion, these practice tests and the review sessions we had in MEdREP definitely proved advantageous when I took the official examination."

"We've found that the students completing the summer program create a pool of applicants whose experience in the program gives them a much better chance of successfully pursuing a medical career," Dr. Epps said.

A problem facing many medical students, but one often intensified among minorities and students from rural areas, is the high cost of medical school.

"This is one of the major problems we face," she said. "Many potential students are hesitant to pursue a medical career because of the high cost of the education involved.

"But this is something we feel should never be an obstacle," she added. "We stress to these potential students that their first priority is to gain acceptance to medical school.

"Once that goal is reached, we are sure the student can find the necessary funds through existing loan and scholarship programs. No student should ever be denied or prevented from pursuing educational goals because of financial position."

When Tulane's emphasis on minority recruitment first began, Jack R. Aron of New York was chairman of the board of governors of the medical center.

He shared the view that a minority applicant should not shy away from medical school because of costs and established a special scholarship fund to aid incoming students from economically disadvantaged backgrounds.

In the past 10 years more than 100 students have been assisted with nearly $300,000 donated by the J. Aron Charitable Foundation.

"The Aron scholarships remain an important part of our financial aid package," Dr. Epps said.

"With this partial scholarship support during the freshman year, the medical student has time to make a determination on future financial planning.

"The student is then able to examine what kinds of loans are available, evaluate the pros and cons of the different government-sponsored scholarship programs, as well as those available in the private sector."

She said that programs such as MEdREP and the availability of various financial aid programs will gradually lessen underrepresentation of minorities and the economically disadvantaged in the delivery of medical care to these populations.

JR & SR MINORITY ENGINEERING STUDENTS

(Mex.-Amer., Black Amer., Amer. Indian, P. Rican)

SUMMER WORK is available with one of 20 employers PLUS A FELLOWSHIP for MASTER'S degree at one of 27 universities.

FOR DETAILS & APPLICATION WRITE TO:

GEM
BOX 537
NOTRE DAME, IN 46556

DEADLINE FOR COMPLETED APPLICATION DEC. 1, 1979

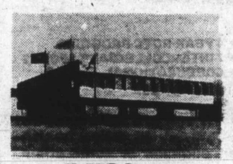
INSURANCE CAREERS

If you believe an insurance career means becoming an agent, then look again. We are one of the largest casualty insurance companies and we did it without having insurance agents. We are Government Employees Insurance Company, the "Good Driver's Company", and we have career opportunities in many areas of our corporate staff and operations. If Claims, Underwriting, Systems and Data Processing, and Customer Service are areas that appeal to you, check with us further for our current openings by writing or stopping by in person at our Employment Office located in Chevy Chase, Maryland.

GOVERNMENT EMPLOYEES INSURANCE COMPANY
5260 Western Avenue
Chevy Chase, Md. 20676

We aggressively support equal opportunity and affirmative action.

SOUTH CAROLINA STATE COLLEGE



Ke W. G. Dorana
Administration Building
Equal Opportunity Employer

offers

. . .Student Counseling toward career goals

A N D

. . . an extension co-operative education program to give students a "head start" with future employers.

Over 80% of the college's graduates locate positions through the Career Development Center.

CONTACT:
DIRECTOR of ADMISSIONS
SOUTH CAROLINA STATE COLLEGE
Orangeburg, S.C. 29117
803/536-7000

Homestead-Montebello Center community and career oriented

The Homestead-Montebello Center of Antioch University is a school with a mission and commitment that is community and career oriented.

The Homestead-Montebello Center of Antioch University, a community controlled component of Antioch University, has developed innovative learning techniques which link the "world of work" with the academic community for its adult student population.

HMC grew out of and continues to respond to the community's expressed desire for control of forces that shape our lives.

This desire carries with it the understanding that total self-development can be recognized only when members of the community are active in defining, designing and implementing the strategies for self-determination.

The community's need for improvement lends to the development of HMC's baccalaureate educational programs in the applied social sciences, designed primarily for the mature adult student who is interested in a career-oriented curricula.

The achievement of the present operational status has been a relentless community effort to maintain a necessary and viable alternative of higher educational opportunity for by-passed blacks and others dedicated to the unique goals of the institution.

Accordingly, the Homestead - Montebello Center is in a position to assist in bringing to the community some control over an institution which has a direct influence upon its quality of life.

The school attempts to illustrate the continued interrelationship between theory, the work-a-day world and the total society.

In whatever we do here at HMC, we stress the social utility of education.

We would like to see HMC make a major impact on educational approaches.

To that end, we will continue to use community development processes in a planned and organized effort to assist individuals to acquire the attitudes, skills and concepts required for the democratic participation in the solution of as wide a range of community improvement problems as possible.

Students are asked to master the classroom while applying concepts to their individual lives and world-wide events, issues and concerns.

The HMC curriculum includes traditional and non-traditional approaches to education, but the directors emphasize that the courses are approached with a focus which "makes sense" to the learner, while developing skills toward the mastery of the subject matter.

For example, the English literature series employs Pan-African literature as aids in the mastery of grammar, writing, and reading, and as a means of stimulating an awareness of the history of black cultural development for the cultivation of positive self-concepts.

HMC is attempting to foster and advance the idea of community education. Community education is for the community, the people.

Community problems cover a wide and varied spectrum, and the problem solving techniques demand cooperation on many levels.

HMC's community involvement demonstrates how institutions of higher education can cooperate with state and/or local governmental agencies and private industry to develop innovative educational solutions to national problems.

The program at HMC represents a coming together of a lot of local agencies to provide training and educational opportunity as well as a service to the resident.

HMC information

Omowali Ali

Omowali Ali - Director of Information Services at HMC Antioch University. Born - May 18, 1941 in Jersey City, New Jersey. Raised in the Bronx, New York and Wyandanch, Long Island, New York. Served in U.S. Air Force, 1958 - 1962. Graduated from HMC Antioch University in August, 1978 with a degree in Sociology - Community Development. Married and has two children.

I am a Muslim and committed to the idea of spiritual, moral and physical development of the human race. I hold the rank of Major in Blackman's Development Center, Inc., a community based organization specifically dedicated to the cause of liberating and uplifting fallen humanity.

I am especially interested in the cultural development and contributions of man in general, and the black man in particular. I believe that culture is a reflection of our existence; a way to show the world how we see things and what is valuable and sacred to us.

I believe the greatest enemies to black people—at this point in time—are ourselves. We have not been able to unite as a race, and it is very clear that our survival depends on a strong united effort.

Raise the quality of life, for you and the community.

Homestead Montebello Center of Antioch University

500 North Caroline Street
Baltimore, Maryland 21205
Phone. 276-0306

BACHELORS DEGREE PROGRAM

Enhance your present career or develop a career through a flexible program which combines theory and practice within a structure that enables you to obtain the Bachelor of Arts Degree through a self designed, individualized plan. An example of some learning modes are as follows:

- college courses,
- prior learning from life experiences,
- faculty directed/assisted study,
- experiential learning, and clinical study

ENROLL NOW FOR:

- Individualized learning programs
- Credit for prior learning
- Full time evening college
- Accredited Bachelor's Degree
- Financial Aid available
- Approved for Veterans

DEGREE OFFERINGS

Please note that degrees are individualized and students may therefore put together degrees not listed below. Degrees are offered in three areas of concentration:

Administration
- Administration and Management
- Business Administration
- Program Administration

Human Service
- Human Services
- Social Work
- Community Development

Human Growth and Development
- Human Development
- Early Childhood Education
- Psychology
- Sociology
- Urban and Social Development

FOR FURTHER INFORMATION CONTACT: Registrar's Office • Telephone: 276-0306
Antioch Univ. Homestead-Montebello Center • 500 N. Caroline Street • Baltimore, Maryland 21205

Education Extraordinaire!

Yale School of Nursing

— is open to nurses who have a bachelor's degree in Nursing, Science, or Liberal Arts.

— is actively seeking minority students as a part of its commitment to Equal Opportunity in its Graduate Program.

Nurse Practitioner Preparation programs offered:
Family Nurse Practitioner
Nurse Midwife
Pediatric Nurse Practitioner

Clinical Specialization
Community Health Nursing
Maternal-Newborn Nursing
Medical-Surgical Nursing
Pediatric Nursing
Psychiatric-Mental Health Nursing:
Psychiatric Liaison Nursing
Child Psychiatric Nursing

Development of Research Skills
Courses and tutorial work assist the student to develop a thesis that systematically explores a nursing problem related to patient care

Yale School of Nursing

For Information Write To:
Sandra M. Nelson, Director
Minority Recruitment Program
Yale School of Nursing
855 Howard Avenue
New Haven, Connecticut 06520