

**Regenerative Medicine Minnesota
Native Americans Into Medicine
July 11, 2016-August 5, 2016
Final Report
June 29, 2017**

Project Description

In July of 2016, the Center of American Indian and Minority Health (CAIMH) held its 43rd Native Americans Into Medicine program, a four-week summer science enrichment course for Native American college students intending to improve their confidence in the sciences, inform them of different health professions and how to apply to the different areas of study. In 2016, NAM also aimed to increase Native American community awareness of regenerative medicine.

Project Location

NAM was held on the Duluth campus of the University of Minnesota Medical School. Students worked in labs within the biomedical department of the medical school and received lectures in one of the two medical student classrooms. Students also shadowed physicians and health care providers in clinics throughout the Duluth area for two half-days of the program.

Project Participants

Twenty students began the 2016 Native Americans Into Medicine Program. Two students left the program early. While we did have students from around the nation including one student each from California, Connecticut, Arizona and Mississippi and three from Montana, most students were from regional tribal communities. There were two students from Wisconsin and eleven from Minnesota. All of the students were Native American.

Project Outcome

We measured outcomes primarily by survey but also by attendance and student engagement. Students completed pre and post questionnaires on the program to gauge their perceptions and understanding of regenerative medicine, their confidence in the sciences and their understanding of different health professions and the steps needed to enter each field of study. 20 students took the initial survey and 19 of them completed the post program survey. Survey results do not demonstrate large gain in some important areas such as confidence in science. For instance, while 9% of 21 students strongly agreed that they were confident in their knowledge of chemistry pre survey 11% of 19 respondents strongly agreed that they were confident post survey. In assessing the same confidence level in biology, the results are similar with 14% strongly agreeing they were confident compared to 16% post survey. We recognize that results are limited by the small number of participants. It should also be

noted that the program is also helpful in some specific areas such as student knowledge gain in American Indian health. For instance, pre survey, 73% pre survey students versus 90% post survey students agreed that they understood the unique factors (legal, sovereign, cultural...) that influence the health of American Indians. The survey recorded an increase in general confidence levels with 73 % of pre survey versus 89% of post survey students feeling they could be a successful health professional. Students noted increased knowledge of health professions and regenerative medicine.

Beyond the survey, we know that students also gained less tangible benefits from attending the program. For instance, this was the first exposure to health professionals for some students. Students have also told us many times that they most appreciated the cultural component of the program and the opportunities to meet and work with other Native students. Finally, though very difficult to measure, we know that in educating the 19 to 20 students in the NAM program about regenerative medicine, we increased Native community knowledge about this important health concept that will undoubtedly affect the lives of many AI/AN people.

Program Costs

Stipends for room and board remain the largest expense for NAM. We allocated over fifty percent of the budget to student stipends to cover their housing and food costs. Other expenses included smaller amounts for salaries, lab supplies, space, and presenters, each item representing five to eight percent of the budget. About one fourth of the budget covered indirect costs.