Learning to Communicate Effectively

by Ron Kills Warrior

Communication has been an important element to the six week Indians Into Medicine Summer Institute Program. Despite the fact that INMED emphasizes the areas of science and math, there is a deep need to offer a class in communication and the many facets to it. Bridget Tetteh-Batsa, a candidate for her PhD in English at the University of North Dakota has been spear-heading this course during the INMED Program. During the course, students have been engaged in learning about scholarly writing and understanding the fine lines of APA citation to the many sources that they will be using to do their research.

It should be noted that during some of my visits to the class, the many items that students are taught are crucial to understand college and their communication skills when it comes to their own writing and research skills. Students have also been given the opportunity to find topics that interest and engage them in researching using a variety of sources. Using UND Chester Fritz Library students have utilized many services including the library portal, quicklinks, and computer to write their projects.

According to Bridget, the course is offered to help students understand communication as a crucial skill, but to hone in their skills in public speaking and oral presentation skills. These are important skills to have when students are considering going to college. Not only are critical writing skills important, so are the aspects of public speaking and oral presentations to greater audiences in college and beyond. Reiterating student presentations, the participants at the INMED Summer Institute can research and present topics from culture, to mental health issue that plague their communities.
Hello Everyone,

I know that you are used to Gene Delorme writing this section, but this year Gene is enjoying more time with his beloved family and his neglected motorcycle. In the first part of April Gene started a well-deserved retirement. Thank you for your service Gene and safe travels. For those who don't know me, my name is Joy Dorscher; I am an enrolled member of the Turtle Mountain Band of Chippewa Indians and I work for the medical school as the Associate Dean of Student Affairs and Admissions. I came to the University of North Dakota from the University of Minnesota where I served as the Director of the Center of American Indian and Minority Health. I'd run programs similar to INMED although never a residential high school program. This was a new adventure for me; one that I thoroughly enjoyed. The safety, education and (yes) entertainment of the Summer Institute students has been my top priority since taking over in early April; although I am writing this prior to the end of the program I feel confident in saying that we accomplished that. You will read about the program in the newsletter but since I am the Interim Director of INMED I must take this opportunity to express my appreciation to everyone who helped make the summer programs a success.

The staff, counselors and teachers have been an incredible asset not just to the program but also, to the SI participants. The leadership team for SI is Morgan Goulding, Susan Holden, Taylor Boster and Naomi Bender. Naomi, a former SI Coordinator, with another full time job in the Center for Rural Health, came back to help us on a part time basis since we were all new to this program. Morgan and Susan started the day after Gene retired (as did I) and Taylor agreed to lend us her expertise even though it meant being apart from family. These women put together an excellent program, addressed any issues that came their way and did it all with a heart for service. Thank you ladies, for all that you have done. The next level of oversight for the students is the counselors. These folks live, eat and play with the students. They are available twenty-four hours a day and get very few days off during the summer. They have the immense task of caring for a group of students, making sure that they know where the students are at all times, that they are doing their homework, making friends, staying safe, remaining healthy, the list goes on. Many of the counselors are past SI participants themselves and recount the importance of SI in their own development. That this next generation of young professionals would return to the dorms to provide a similar experience for these students says a great deal about their dedication. A heartfelt "thank you" to the counselors for all of the things that you have done this summer; your efforts have contributed a great deal to the success of the Summer Institute. My deepest appreciation to the Head Counselor Brianna Bradley and to Dorm Parent Ron Kills Warrior. Brianna and Ron you make your jobs look easy, when I know they are not. Your dedication and passion for the education and well-being of each individual SI participant is evident. Thank you for everything that you have done.

The teachers provided the content for the Summer Institute, these individuals developed lesson plans, tests, experiments and learning opportunities for the students and they made it fun. That is not always an easy task especially in summer days when students may wish to be swimming or doing those fun "summer things" rather than sitting in a classroom wrestling with new material. Thank you for lending your expertise and knowledge toward the success of the Summer Institute and the participants. I've spent a great deal of time writing about SI, mostly because it is a large program and it has been the focus of our attention since starting in April. There is another important program that takes place in the summer, the MCAT Prep program. I worried not one bit about this program because firmly at the helm was Kathleen Fredericks, a long-time member of the INMED family. Thank you for your years of leadership and unwavering support for these students Kathleen.

TO THE STUDENTS:

This is all about you and your success. You have done the work and made the sacrifices to prepare for your future. Even after you leave here you will remain a part of the INMED family. Don't forget about us, we can be a good resource if you have questions (about many different things) please don't hesitate to call or email, we will help however we can. Stay safe, and hope to see you next summer!

Sincerely,

Joy Dorscher MD

Interim Director, INMED

Associate Dean for Student Affairs and Admissions
Why I love INMED

By Bretany White Hat (7th Grade)

I love INMED because of the many long-lasting friendships. The friendships you create with people you didn't know you had similar interests with. The way they have our classes set up is great! I really like how INMED is teaching us things we should know for our grade levels. I am really enjoying how much I am learning from the second week of being here. In my opinion, I feel like I am learning more about our classes than at my own school. INMED is a great program for students like me and many others. INMED is truly a great program with good teachers, great counselors, and wonderful INMED family members. INMED also teaches us to be confident and courageous.

By Amia Roach (8th Grade)

I love INMED because it provides me with a lot of learning experiences and new opportunities. I am taking classes that I've never taken before, and this will help me academically when the beginning of school starts. Also, I think this program will help me with my social skills like making new friends with people from across the country. When you build these relationships and become close with people, they make you want to come back the next summer so you have something to look forward to. INMED also provides something for the Native American youth to be proud of. We get the chance to spend our summer doing productive things. We also meet different people from different states and different reservations who become family members for life. Overall, INMED is a place where I feel safe, a place where I can call people my family. I am sad it's only six weeks.

By Tommie Raymond (7th Grade)

I love INMED because it's helping me with my education. We take a total of 6 classes; Math, Health, Chemistry, Physics, Biology, and Communications. We also do four different labs. I think that INMED's classes will prepare me for college classes and life. I also get to grow socially here at INMED; when I got here, I didn't think I would make any friends, but getting to do different activities over the weekend has helped! I liked going to ALL SEASONS and planting our own succulents. It was a great bonding and learning experience!
My First INMED Experience!

By Quinton "Q" Tordsen

_Hau Mitakuyapi, (Hello my Relations), my name is Quinton Tordsen and I am 16 years old; I am currently a junior at Rapid City Central High School and I currently live in Rapid City, South Dakota. I'm also known as "Q" around the INMED community of students. I'd like to give you my impressions of my first experiences here at the Indians Into Medicine Summer Institute._

While on a 12-hour bus drive from Rapid City to Grand Forks, I was asking myself what I was getting myself into by signing up for the INMED Summer Institute Program. At first, I felt that the bus was lost as we pulled into Grand Forks, but was soon relieved to know that we were able to get to our destination. As a student, I felt that the INMED Program would benefit me in ways that I didn't think it would. If there is anything to say about skills, my social, problem solving, and being a team player have all improved by just interacting with my peers. I must say that all my peers are from all different tribes, which helps me to understand a greater sense of acceptance and friendship from people who are so different from me, are similar in that we are teenagers and Native.

Apart from the skills that I could build on, I find that INMED has helped me solidify any academic information that I might have not gotten down completely. This is especially beneficial because if I passed one of my classes at my high school and I didn't quite grasp the concept. Being in this program gives me the opportunity to be taught something that I might have missed during my regular classes during the school year. The INMED Program is super beneficial, and to be taught a concept during the summer while working on social skills and doing some really fun activities with people my age is a better use of my time.

When I think of the daily life of INMED, I often think about the schedule which is jammed packed with classes and activities. Every single week you do a lot of activities that involve going to Hyslop Center on campus, playing catch, swimming, volleyball, and when we have some downtime, I get to do some other things like video games, hackysack, playing pool, drawing, and listening to some music. Other activities that people take up playing while in the dorms is ping pong, playing cards, playing on our phones, watching a movie or TV series, and just having fun with friends. So, to make a long story short, signing up for INMED for six weeks could have been spent laying around and not learning anything, instead INMED will be more fruitful to me in the future and I am happy that I did sign up.

Thank you!!!!
Bridget Tetteh-Batsa: Communication and Study Skills

My name is Bridget Tetteh-Batsa——now Mrs. Bridget Mason. I am originally from Ghana, West Africa, and currently a Ph.D. Candidate in English Language and Literature here at the University of North Dakota. This is my second year as the instructor for the program's Communication Skills course; I also worked as INMED SI counselor for four years. Considering my five-year tenure at INMED SI, there is no gainsaying how much I love working with and mentoring our determined student-participants.

The communication skills course aims at providing targeted opportunities for students to hone public speaking and oral presentation skills. It also introduces our students to academic research strategies colleges privilege in the interest of academic integrity. INMED SI’s curriculum, in other words, fashions and advances participants’ consequential academic and professional goals—and as the instructor for its communication course, I expect positive learning outcomes for our students beyond our classroom context. I appreciate our students’ engagement in class, and even more, grateful staff and senior officials at UND’s Chester Fritz Library, and the Native American Students’ Center provided needed learning resources and instructional support...on behalf of my students and INMED SI, we say thank you for all you do!

Really, my work here——as counselor and/or instructor——has been personally and intellectually rewarding: I have gained a new lens on the aspirations that define the Native American community, and learned fortitude and perseverance from our young students who do not let the uncertainty of time diminish their resolve to achieve set goals. I wish all INMED SI participants the best of what time and opportunity offer.

To Kristen Borysewicz, and the Chester Fritz Library Staff

UND’s Indians into Medicine Summer Institute program provides teaching, learning, and community resources able to launch participants’ college and career aspirations. In fact, verified data confirms INMED alumni now compete with otherwise advantaged college peers working towards competitive opportunities in medicine, residencies, or even serving as health professionals with community-based Indian Health Service facilities. INMED SI’s administrative and supporting staff will be remiss to discount the consequential ways staff and resource persons at the Chester Fritz library support INMED SI’s academic goals. Kristen Borysewicz, Information Literacy Coordinator at the Chester Fritz Library has been supporting and continues to support INMED’s Communication Skills course, and its targeted interest in introducing students to academic and library research techniques for successful college-level work. This year, students in the communication skills course learned techniques for navigating and accessing library-based databases, they reviewed and practiced criteria for evaluating web/on-line resources, for distinguishing popular vs. scholarly sources, and for detecting and/or avoiding plagiarism, to mention a few. R. David Lankes contends that “great libraries build communities.” We thank Kristen Borysewicz, Susan Vandagriff, and the Chester Fritz library community for helping us build ours——a Community of Native health professionals.

Katey Monette

My name is Katey Marie Monette. I am an enrolled member of the Turtle Mountain Band of Chippewa Indians tribe in Belcourt ND. I lived my entire life on the Turtle Mountain reservation with my immediate family, which consisted of myself, two older brothers, an older and younger sister, and my parents. I graduated from Turtle Mountain Community High School in 2008 and began my college career at the Turtle Mountain Community College that fall. I obtained a two year degree in practical nursing at this college, and later returned to college at UND in pursuit of my four year degree in nursing. I am currently a student at UND and will be graduating in December of 2017 with my Bachelor of Science in Nursing Degree.
Telaper Profiles

Brittany Bunde: Math

Hello all, my name is Brittany Bunde and this is my second year as the math instructor for the INMED Summer Institute Program. I am from Grand Forks, proud graduate of UND, and currently, teach mathematics at one of the high schools in town.

I was fortunate to spend three hours a week working in class with the students and an additional two hours in study hall. It was challenging to decide what areas to cover as the students came from different mathematical backgrounds. Since we were given 90-minute blocks of time together, it allowed me to get the students up and moving around the classroom. Some of these activities include scavenger hunts, task cards, partner activities, math labs, and stations. The major focus of the 7th and 8th-grade course was working with the real number system and algebraic properties. We hit these topics quite rigorously as they are the foundation of Algebra! The larger part of my time with the 9th and 10th graders was spent working with plane figures, area, and volume. Lastly, in the 11th-grade course, we covered trigonometry, my favorite! We covered the basics and were able to see some applications in our everyday life as well.

I would like to take this time to thank the all of the INMED staff for their help and support, as well as the staff at Witmer Hall for allowing us to use their facility all summer long. It truly takes a village. I have had the best experience working with this program! On behalf of the INMED SI math classes, I would like to extend a huge thank you to the faculty at Witmer Hall for allowing us to use their wonderful facility throughout the duration of our program. The lecture halls provided the perfect place to hold class. The students got a taste of what college will be like and the technology that was available made for smooth and seamless instruction. We feel very fortunate to have had this opportunity!

Arna Mora

Mitakuyepi, anpetu wašte (Relatives, good day), Arna Mora emačiyapi kšto. Malakota na Wakpa Wašte ematahan kšto. (My name is Arna Mora and I am Lakota from the Cheyenne River area.) I am also the 2017 Biology Instructor for the InMed Summer Institute. Concerning my credentials, I possess a Bachelor’s degree in Biology with a pre-health emphasis and will be entering the M.D. program here at the University of North Dakota this fall. I have years of tutoring experience and was most recently employed with the local school district as the Native American Program Liaison. The Indians into Medicine Program has supported me since I began attending the summer institute in the summer of 2004, and I was very excited to obtain this opportunity.

During my time as an instructor, it has been my hope to expand upon the traditional areas of cell biology, ecology, and genetics, as well as individual areas of student interest. Specifically, we have covered a variety of topics from natural selection, and the prevalence of traits like eye color or salivary amylase, to the development of cancer and genetic conditions. I am honored to have been able to work with these determined young people, and would like to convey my appreciation to the attendees and their families. It is through opportunity, support, and dedication that I know each of our students can find and achieve the requirements of any career they choose.

I would like to take a moment to express our appreciation to the University of North Dakota Biology Department and the employees of Starcher Hall. We are so grateful to have had the support from your department and staff to not only use available equipment and facilities but to be encouraged in doing so. It is a wonderful gesture to support the InMed Summer Institute students as they grow in their interest in the health field and related sciences. The opportunity to have hands-on experiences in a lab setting is something that not only brings life to our discussions but allows students to make connections between the material we cover and its origins. On that note, I would like to thank you for your assistance and support on behalf of myself, the Summer Institute students, and InMed staff.

Sincerely, Arna Mora, INMED Biology Instructor
Teacher Profiles...continued

**Grant Bowker: Physics**

My name is Grant Bowker and I am the Physics instructor for INMED 2017. I graduated from Glasgow High School in 2009 and went to college at the University of North Dakota. I graduated with a Bachelors of Science in Mechanical Engineering in the spring of 2013 and a Masters in Mathematics in the spring of 2017.

I love doing nothing with my awesome wife Anna, teaching, learning mathematics, listening to stand up comedy, and going back country camping.

We focused primarily on electricity and magnetism in hopes of understanding some of the electronics around us for they have become inescapable in our daily lives. In our first lab, we made an electric motor using a cup, some wire, a battery and a magnet. This was a wonderful way to illustrate how the pieces of a motor utilize electricity to turn a shaft.

In a different lab, to show the complementary features of an electric motor and an electric generator, we made a generator out of a motor in hopes of lighting an LED in which only two groups were successful.

To have a more successful and simple lab, we built a doorbell hammer out of a nail, a straw, some wire, and a battery. The look on the kids' faces when they saw the nail get sucked into the straw and strike the bell was fantastic. Many students didn't think it was going to work but were pleasantly surprised when they watched the science do its magic. This was a great lab for the simple parts and a great demonstration how an electric current creates a magnetic field.

The collective favorite lab was the speaker we made out of a styrofoam bowl, some wire, a magnet, and some paper. Everyone, including myself, was in almost disbelief when ordinary items created a sound as well as they did. This lab still makes me smile when I think of it.

On behalf of the INMED program, I would like to thank the UND Physics and Astrophysics Department for allowing us to use their classrooms and supporting the INMED staff whenever possible. Moreover, I would like to extend a personal thank you to Dr. Marasinghe, Dr. Loh, and Dr. Mizuho Schwalm for their generosity and graciousness in helping with the students' labs. Because of your support, we were able to introduce physics to many students who have not been exposed to the subject until this program. Thanks again to all of those who helped us get kids excited about science!

**Anna Bowker: Chemistry**

My name is Anna Bowker, and I am the Chemistry Instructor for the INMED Summer Institute program. This is my second year as an INMED Instructor, but my first year teaching chemistry. I taught physics last year and had a blast teaching these students, so I was excited to get the opportunity to teach again this summer. I graduated from UND in 2014 with a Bachelor's degree in Civil Engineering and after working for a year decided to return to UND to pursue my passion for teaching. This spring I got my Bachelor's degree in Physics and I will be starting graduate school for physics this fall at the University of Alaska Fairbanks. I also recently got married and my husband joined the INMED crew this year as the Physics Instructor! We have both had a lot of fun throughout the summer getting to know all of the students and watching them learn and grow.

This summer in chemistry the students started off by familiarizing themselves with the periodic table by learning about how it was developed, why it is organized the way it is, and then playing "Periodic Table Battleship." They then learned more about atomic structures and the different energy levels that electrons fill. This concept was further demonstrated in a lab where we did a 'Flame Test' and the students used Bunsen burners to apply heat to different elements and observed the color given off from the electrons changing energy levels. Once we got familiar with individual atoms and their structures we went on to figure out how atoms bond together and got introduced to the different types of chemical reactions and how to balance them.

To demonstrate a chemical reaction and the power of a catalyst we made colorful "Elephant Toothpaste" by adding some soap and different catalysts to hydrogen peroxide to speed up its reaction with air. We will be ending the summer by reviewing the states of matter and making ice cream using liquid nitrogen, my personal favorite lab!

A special thank you to the chemistry department at UND for letting us use their lab and supplying us with the chemicals we needed to do some of our labs. The students gained a lot of valuable hands-on experience and confidence being able to work in the college lab setting.
Meet the Counseling Staff

Marty Meineke
My name is Marty Meineke. This summer marks the end of my 5th year of attending the INMED program and my first year as a counselor. I’m from the beautiful Blackfeet Reservation in Browning, MT. I’m so grateful for the opportunity to have contributed to Summer Institute as a counselor this year after the many amazing ways this program has enriched my own life. I’m currently a senior at the University of Montana where I study Community Health with a minor in Global Public Health. I can’t thank the students and staff here at INMED for sharing their creativity, intelligence, and many talents with me throughout another great summer. It was truly my honor to share my education, friendship, guidance and love with all of you and I’m so excited to see the bright futures that I know you all have in front of you!

SaNoah LaRoque
Boozhoo, hello! My name is SaNoah LaRocque, and I am a member of the Turtle Mountain Band of Chippewa in North Dakota. I am an upcoming junior at Harvard College in Cambridge, Massachusetts. I am a pre-med student studying Human Evolutionary Biology. I was a student at the Indians into Medicine Summer Institute for 3 summers, and it impacted my life course profoundly. This is my first summer as a SI counselor, and I feel so fortunate to have the opportunity to give back to a program that gave so much to me! I truly believe that INMED changes lives!

Jeremy Silva
Hey everyone, my name is Jeremy Silva. I am a 23-year-old member of the Standing Rock Sioux tribe, and one of the male counselors here at Summer Institute this year. I currently live in Fargo, ND and in the process of moving back home to the reservation to pursue a career in education. I have been apart of INMED for five years, three as a student and two as a counselor. One of the reasons I keep coming back is because of the positive changes that INMED has provided to me, and continues to provide to the students it welcomes.

As a student, INMED helped me break out of my shell and provided me with friendships and memories that transcend the six weeks we spend on campus. Being a counselor, my main goal is to aid in giving those ideas to the kids and encourage them to strive for a higher education, but understand that it is important to appreciate the fun and laughter that Summer Institute creates. We like to say that we are all a big family here at INMED, and by the end of the program, we truly are. Mitakuye oyasin-- We are all related.

MaKayla Valdez
Hola, my name is Makayla Valdez. I am currently a Graduate Student and Composition Instructor at the University of North Dakota. I received my B.A. in English Literature from Highlands University in my home state of New Mexico. My aspiration is to continue working with students in whatever opportunities the future brings my way. A few more fun facts about myself include my intense love for coffee, books, music, writing, travel, and my Sapphire Cat. I can usually be found reading books, laughing with friends/family, binge-watching Netflix, and spending copious amounts of time sending memes about writing in an attempt to avoid any actual writing.

My first year as an INMED counselor has only solidified my passion for working with students of various ages. I started working with the program in hopes of making a change in the lives of young students and found that the students instead have impacted my life in countless ways. It has been a privilege to work with all of the bright and wonderful students of INMED. To everyone I have encountered in this program, especially you exceptional students: know that you have had such a positive impact on my experience and on the world around you. Thank you for being my INMED FAM, my home away from home.
Meet the Counseling Staff

Tyra Payer
Hello! I'm Tyra and I am from Belcourt, ND. I recently graduated from North Dakota State University, where I studied psychology. This is my first year with INMED and I absolutely love it! The students are so intelligent, kind, and amazing. I am excited to see our students furthering their education after high school. I have so much hope for the next generation of Indian Country after seeing what they can do.

Ashley Heida
My name is Ashley Heida and I am an undergraduate physics student at UND. I will be starting my senior year this fall and plan on continuing my education into graduate school. I live with my cat, dog, and two roommates, and my favorite pastime in Grand Forks is rollerblading on the Greenway. This is my first year working as an INMED counselor and I love it! These students are some of the most hardworking, free spirited, and caring individuals that I have met. It has been such a blessing working with these students for the last few weeks and I can't wait to see all of the great things each one of them will do with their future!

Ron Kills Warrior
Hou Mitakuyapi, iyuskiy na cante waste nape ciyuzapi. (Hello my relatives, with a good heart I greet each of you with a warm handshake) My name is Ron Kills Warrior and I am from Porcupine, South Dakota. I am a member of the Oglala Band of Lakota and reside on the Pine Ridge Indian Reservation. I recently graduated from the University of the Southwest with a Master of Science in Education when an emphasis in School Counseling. During the school year, I am a school counselor for the Red Cloud Indian School District. This is my first year as being part of the INMED Family, and so far it has been an enjoyable experience to work with some extraordinary individuals and to provide some guidance to some extraordinary students.

I have been involved with Indian Into Medicine in a very distinctive and indirect way, as I contributed recommendations to students over the years as part of their application for admissions to the INMED Summer Institute Program. My hope is that these students continue their education and dreams of becoming successful for their people, community, and their families.

Brianna Bradley
Hey–o, I'm Brianna Bradley and this is my tenth year being a part of the INMED family. I have been a student for six years, a counselor for the past three years, and this is my first time being the head counselor. I am an enrolled member of the Mandan, Hidatsa, Arikara Nation and grew up on Standing Rock. Currently, I am senior music industry major at Minnesota State University Moorhead and will be receiving my bachelors of music this December.

Being able to continue coming back each summer to study and/or work with some of the brightest individuals in Indian country has been the privilege of a lifetime and I hope that I have in turn inspired others to do the same, as well as follow their dreams to the fullest extent. Go forth, native youth. I believe in you and you can do it.
Dorm Life @ INMED
During their experience with INMED, students have the opportunity to visit an Indian Health Service Facility as part of their learning experience. This year, students had the opportunity to visit the IHS Facility at Cass Lake on the Leech Lake Indian Reservation in northern Minnesota. Students were give a tour and a presentation of different and vital parts of the facility. These including presentation on patient care, radiology, emergency services, pharmacy, physical therapy, social services, and many other important services that is provided.
SIM Lab

INMED students were given the opportunity to visit and conduct hands-on-learning at UND’s state of the art simulation lab. This lab allows students to understand the technology and procedures to deal with patients that are in need of medical attention. Providing a simulated situation, allows students to understand the real-world situation of going into the health care profession.
Class life @ INMED

Part of the INMED experience is having students attend classes that are designed to enhance skills and knowledge in Math, Health, Science, and Communication. Much like a college student, there is advance work in learning new concepts as well as understanding concepts that have been taught during the regular school year. Homework and assignments are designed to assess students knowledge and to help them become responsible much like college students.
MED – PREP

The summer Med-Prep program is available for college juniors and seniors who are preparing for medical school. The program is split into two parts: the online Blackboard course and the MCAT-Prep course. The online Blackboard course allows first-year medical students to study and review various topics before they set foot on campus. Although this course was developed for INMED, it has since been adopted by the University and is available to selected university students interested. The MCAT-Prep course runs simultaneously with the SI and Pathway programs in the summer. It is a course for college juniors and seniors to prepare them for their MCAT exams. Preparation for this exam can be extremely stressful, so we strive to provide our students with as many resources and as much guidance as we can to help them make the leap from an undergraduate to a medical professional in training. Upon completion of the Med-Prep program, students are eligible for a one-year tuition waiver.

Once students are enrolled at UND, whether they are undergraduates or graduate students, INMED facilitates their learning environment year-round. Students in all programs have full access to the INMED wing at the UND School of Medicine and Health Sciences building. This includes access to library services, computer labs, study and tutor rooms, INMED offices, and instruction rooms. Other benefits to students participating in INMED include exposure to the UND campus in general, participation in clinical exposure at local hospitals and health care facilities, and direct contact with staff for advisement in course selection for the regular academic term. Students also receive financial aid counseling and college financial planning, as well as exposure to Grand Forks itself.
Special Thanks: INMED Staff & Campus Officials

- Dr. Joycelyn Dorscher, MD (Interim Director)
- Naomi Bender: (Senior Program Coordinator)
- Morgan Goulding (INMED SI Coordinator)
- Taylor Boster (Assistant SI Coordinator)
- Anna Bowker (Chemistry Instructor)
- Grand Bowker (Physics Instructor)
- Brittany Bunde (Math Instructor)
- Arna Mora (Biology Instructor)
- Bridget Tettah-Basta (Communication Instructor)
- Katey Monette (Health Instructor)
- Brianna Bradley (SI Head Counselor)
- SaNoah LaRoche (Counselor)
- Ashley Heida (Counselor)
- MaKayla Valdez (Counselor)
- Tyra Payer (Counselor)
- Marty Meinike (Counselor)
- Jeremy Silva (Counselor)
- Ron Kills Warrior (Dorm Parent)
- Jeff Gibson & Campus Housing Staff
- BEK Hall Directors and RA Staff
- Staff and Administration of Hyslop (UND)
- Witmer Hall Staff & Administration
- Abbot Hall Staff & Administration
- Starcher Hall Staff & Administration
- Simulator Lab, Clinical Instructors & Staff
- Staff & Officials @ IHS Facility Cass Lake, MN
- Parents & Families
- Our Tribal Board Members

Join INMED
Summer Institute 2018

INMED applications can be found on our website at: www.inmed.und.edu. If you have any questions or need additional information please call (701) 777-3037 or email us at inmed@med.und.edu