

Rob Strong



The Geisel School of Medicine
Class of 2019.

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O N THE FIRST DAY OF JUNE, 100 medical students received their MD degrees during Geisel School of Medicine’s annual Class Day ceremony. Among this group of graduates, eleven were awarded combined degrees: three received an MD-PhD, and eight received an MD-MBA.

While congratulating the new physicians, Dean Duane Compton, PhD, said, “I don’t know what our collective future holds. What I do know is that I feel confident walking into that future beside all of you. I can’t imagine putting our future into the hands of a more capable, thoughtful, and compassionate group of people to lead us to that new future.”

Anne Schuchat MED ’84, the principal deputy director of the Centers for Disease Control and Prevention and a retired rear admiral from the Commissioned Corps of the U.S. Public Health Service, spoke to the class in defense of worrying—particularly about the state of healthcare and the doctor-patient relationship.

“Becoming a doctor is an awesome responsibility. Choose worrying over apathy, choose respect and compassion, choose humility over hubris. You will make the future happen in your practices and in your communities as physicians connecting to public health, and as doctors through your genuine intelligence and humanity.”

STEM PROGRAM HELPS HIGH SCHOOLERS MAKE CONNECTIONS

UPPER VALLEY STEM (SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS) Scholars, is a collaborative project led by Geisel Schweitzer Fellows Shuaibu Ali ’21 and Kenny Williams ’21, in partnership with classmates Laura Herrera Gomez ’21 and Carlos Aramayo ’21, and local high school teachers.

Because the demand for workers in STEM-related fields is on the rise, Ali and Williams invited a group of high school students to campus to acquaint them with career options, including medicine.

Workshops at both Geisel and Dartmouth-Hitchcock Medical Center introduced a variety of topics, including human physiology and disease, clinical interventions and

treatments, and how societal issues, such as poverty and racial status, impact the health of communities.

Medical students—who share similar backgrounds as people of color and those who were raised in lower income households—shared their own experiences to help the young scholars feel validated and hopeful about their future.



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Shuaibu “Sha” Ali ’21 (left) and Kenny Williams ’21 (right).

Seeing how passionate the teachers were “about empowering their students and giving them outside-the-classroom experiences that will likely help shape their career choices and their impact on society is not only refreshing to see—it’s inspiring,” Ali said.