

NAPCRG 52nd Annual Meeting — Abstracts of Completed Research 2024.

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Title

CASFM - A Unique Underrepresented in Medicine Mentorship Program: The Mentee Perspective

Priority 1 (Research Category)

Education and training

Presenters

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Abstract

Context - The Ohio University Heritage College of Osteopathic Medicine's (OUHCOM) Physician Diversity Scholars (PDS) program is a longitudinal program for underrepresented minority medical students that connects them with physician mentors in what can be thought of as a "Community of Physicians Network". The program seeks to help students become well-rounded, accomplished scholars and community representatives to make a positive impact on the diversity of Ohio's health care industry.

Objective – 1.) To investigate the efficacy of the PDS program in promoting minority physician development; 2.) To examine the benefits of the program on students' education; and, 3.) To assess the impact of mentoring on students' perspectives of leadership and civic engagement.

Study Design - Anonymous mixed-methods online survey via Qualtrics including 25 questions regarding demographics, overall program experience, and community association engagement and leadership roles.

Dataset - OUHCOM PDS program participants and mentors involved in the program.

Population Studied – 49 current and former PDS program participants (n=49).

Instrument – Qualtrics survey distributed with 25 quantitative and qualitative questions.

Outcome measures – To learn about the impact of the intervention including student satisfaction, benefits to their education, and engagement in community work and leadership.

Results - 95% of students reported participation was worth their time with 59% reporting their mentor was the most beneficial portion. Importantly, 71% stated that being involved with PDS encouraged them to think about becoming more involved in community engagement efforts.

Conclusion – Mentorship beyond medical technical acumen and training, especially related to community engagement and responsibility, can be an essential portion of the resources we provide to URiM students in medical education. Our program was highly valued and participants felt supported and had a place to discuss both personal and professional development beyond the high-stakes environment of assessment. Continuing to support engagement in community leadership through programs where URiM students can connect with established physicians and learn more about their roles in their communities could lead to improved health outcomes for minority populations at large.

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