

# "Ever Better" ... Supporting Professional Identity Formation in Marginalized Medical Students at The University of Rochester School of Medicine and Dentistry

Flavia Nobay, MD, A. Morgan PhD, D. Lambert MD, T. Newton EdD, Owens Shepard MBA, S. Peyre, EdD

## Purpose:

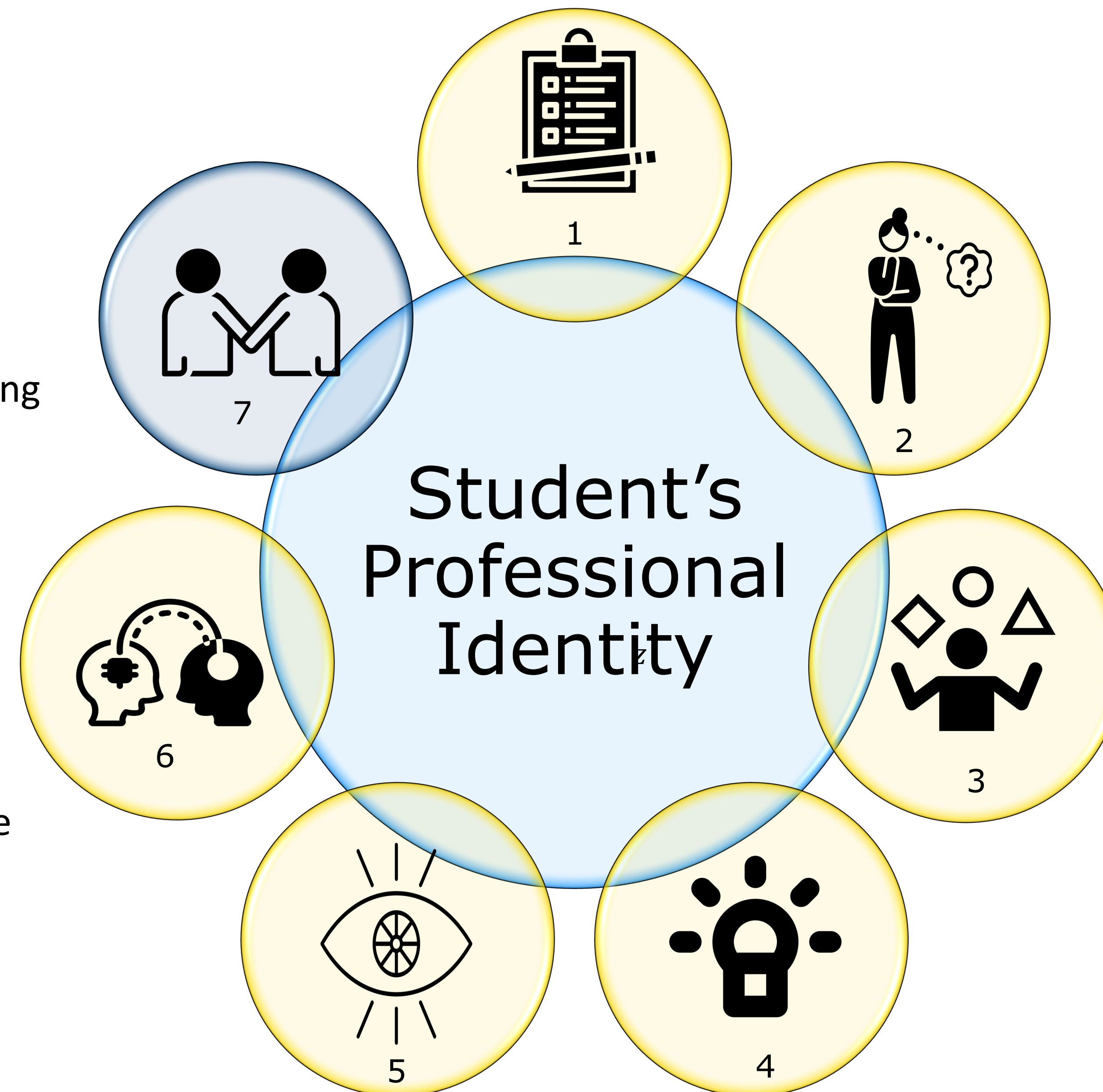
Implement and sustain a 4-year longitudinal cohort program that will support the development of minoritized medical students' professional identities.

## Objectives:

- Support student development by:
  1. Academic competency in standardized testing
  2. Exploring research
  3. Developing micro skills
  4. Illuminating hidden curriculum
  5. Early exposure to competitive specialties
  6. Offer culturally responsive mental health
- Identify and train a "faculty academy" for strategic mentorship (7)
- Develop a robust communication infrastructure
- Promote faculty development

## Approach/Methods:

- Sequential build over 4-years
- Identify and assemble relevant partners
- Utilize institutional experts - micro skills
- Identify mental health services
- Secure continued financial support
- Initiate a database of student outcomes



## Outcomes:

- Development of a functional holistic program to support minoritized medical students within 4 years
- Creation of a faculty academy trained in culturally responsive mentorship
- Measured satisfaction within the educational environment, and professional identity formation as assessed through annual national surveys, standardized testing, NRMP Match data and institutional culture and climate surveys

## Discussion:

Students from minoritized backgrounds face unique obstacles to success in medical school. Failure to support these students in a holistic manner will increase the incidence of academic and professional failures. These failures perpetuate a health care environment that does not meet the needs of our diverse communities.

