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Underrepresented Minorities in Medical School Admissions: Developing a Theoretical Model

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Purpose

This research follows a grounded theory approach to explore the medical school admission experiences of a sample of minority medical students.

Research Question

What facilitators and barriers do minority students perceive in medical school admissions?

Methodology

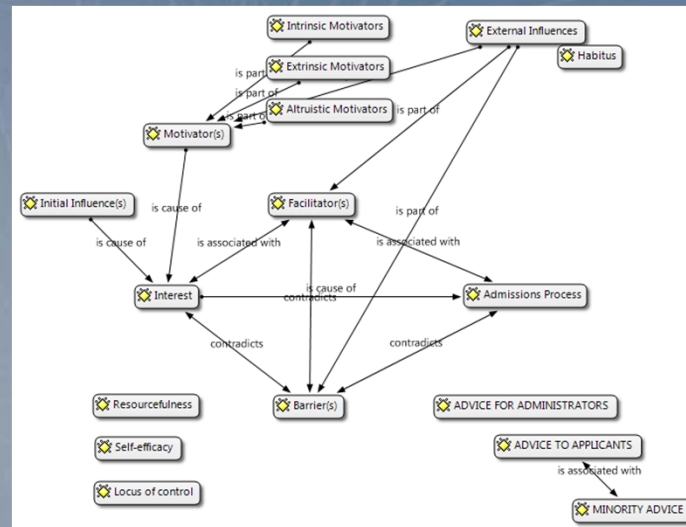
Phase 1 – 1-1 interviews
Phase 2 - semi-structured focus groups
Phase 3 - feedback session

Sample

- Members of the Northeast and National Latino Medical Student Association and Student National Medical Association
- Participants represent 25 allopathic medical schools.
- 23 Black/African-Americans and 10 Hispanics; 21 women and 12 men

Findings

Preliminary findings illuminate elements of college access and choice models that may be applicable to medical school admissions.



Advice for Administrators

- Communication/information
- Academic and test-taking support
- Recruitment/support
- Financial assistance
- Admissions process improvements
- Holistic review

Advice for Applicants

- Early and thorough experience
- Commitment to medicine
- Mentorship/networking
- “Strong” application
- Application/admissions process
- Mental and academic preparation
- Overcoming barriers

Implications

Theoretical and practical findings could be applicable to medical schools seeking to understand how minorities experience the admissions process, to better serve these students, and to increase the number of minorities applying to and matriculating into a particular school.

