Medical students are exposed to racism, discrimination, and microaggressions (RDM) during training. Describing RDM from the medical student’s perspective is critical. An unsafe and unsupportive learning environment harms all students and leads to increased prevalence of RDM. This study was approved by the institutional review board at the University of California, Berkeley. The study employed a convenience sample strategy for recruiting a diverse group of medical student participants. The survey was created through a participatory action method with a cohort of 6 medical students. The survey data was completely anonymous and no identifiable information was collected from participants. Researchers disseminated the survey via medical school listservs, medical school student club listservs, and personal email. Participants were asked what state they attended medical school but not to identify the actual medical school, to maintain the confidentiality of their responses. The survey was completed in a single 30-minute session. Participants were asked to share details regarding the perpetrator and target of RDM exposures. Participants were able to skip any and all questions as they went through the survey and they were able to come back to previous questions and update them until they submitted the final question. Researchers disseminated the survey via medical school listservs, medical school student club listservs, and personal email. Participants were asked what state they attended medical school but not to identify the actual medical school, to maintain the confidentiality of their responses. The survey was completed in a single 30-minute session. Participants were asked to share details regarding the perpetrator and target of RDM exposures. Participants were able to skip any and all questions as they went through the survey and they were able to come back to previous questions and update them until they submitted the final question.

**RESULTS**

- 328 unique free response narratives were completed by 112 medical students. Of those who responded 37.65% (n = 36) were MS4s, 24.73% (n = 22) were MS3s, 11.83% (n = 11) were MS2s, 21.51% (n = 20) were MS1s, and 4.3% (n = 4) were MD/PhD students.
- When asked if students identified feeling like an outsider (Q 6.4), there was a statistically significant difference (p = 0.01) between non-white students feeling like outsiders compared to white students. Approximately 56.1% of non-white students expressed feeling like an outsider at least half of the time (responses categorized from 3 through 6). When asked if students identified feeling like an outsider (Q 6.4), there was a statistically significant difference (p = 0.01) between non-white students feeling like outsiders compared to white students. Approximately 56.1% of non-white students expressed feeling like an outsider at least half of the time (responses categorized from 3 through 6).
- While white students were more likely to report feeling represented and supported by faculty compared to non-white students (p < 0.01) (Q11.1). This significant difference was also observed with a feeling sense of belonging and connectedness to the medical school community (Q11.3).
- In the pre-clinical environment, approximately 67.4% of students witnessed at least one incident of race-based medicine taught (Q9.6) and 77.2% of students witnessed at least one incident of racial stereotyping used in teaching (29.8). In the clinical environment, approximately 63.6% of students witnessed at least one incident of race-based medicine (Q 10.6) and 69.4% witnessed at least one incident of racial stereotyping in treating minority patients (Q10.8).

**REFERENCES**


**Figure 1:** Example open-ended question from the survey with corresponding QR code of DRME questions.

**Figure 2:** Medical Student Quote 1

**Chart 1:** Frequency of medical student experiences of RDM.

**Chart 2:** Perceived social race of medical student respondents.

**Figure 3:** Example open-ended question from the survey with corresponding QR code of DRME questions.

**REFERENCES**