

Diversity Documentary: A Cohort of Resilience

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Background:

The percentages of matriculating underrepresented minority (URM) students are not meeting the demand for a diverse physician workforce (Lett et al., 2019). Several solutions have been proposed, including “pipeline programs” to inspire the next generation early in their schooling (Smith et al., 2009). Few have created documentaries following the journeys of URM students from start to finish of medical school, and we hypothesize there are significant benefits to creating a documentary for both medical student cohorts and URM premed students.

Results:

MS1 – 2:

- Missing sense of community due to the COVID-19 pandemic
- Identity that led to medical pursuit
- Finding their place in on-campus groups, clubs, and social causes

MS3:

- The cohort started their clerkship year and were thrust into the clinical setting after 1.5 years of virtual learning
- Exploration of passions, specialties, and future career options
- Opportunities through Dean Zimmer to have “Fireside chat” interviews with mentors in their specialty of interest
- Viewing patient care from each cohort member’s unique perspective
- Confronting racism, sexism, and classism in the clinical setting
- Prioritizing self-care and family in times of stress and chaos
- Imposter syndrome x100

MS4:

- ERAS anxieties
- Specialty changes
- Acting internships

Description:

- Form a team: 1 tech expert, 3 interviewers.
- Choose 9 diverse CUSOM 2024 students.
- Feature unique stories: 2 Black men, Latinx woman, student with cerebral palsy, Black mother, Korean American veteran, Vietnamese refugee's daughter, gay Muslim man, rural student of color.
- Note most are first-gen college students.
- Pair for a 4-year medical school journey.
- Adapt interviews for pandemic: in-person or Zoom.

Conclusion:

- Emerging themes: imposter syndrome, trauma (immigration status, veteran status, race, poverty, medical training), classism, frustration with systemic healthcare issues, and implicit bias in patient care.
- The process of creating our documentary has offered many opportunities to foster a sense of community among subjects and interviewers.
- We believe it has ameliorated some feelings of isolation given the setting of online medical school courses during a global pandemic.

References:

Lett, E., Murdock, H. M., Orji, W. U., Aysola, J., & Sebro, R. (2019). Trends in racial/ethnic representation among US medical students. *JAMA Network Open*, 2(9), e1910490-e1910490.

Smith, S. G., Nsiah-Kumi, P. A., Jones, P. R., & Pamies, R. J. (2009). Pipeline programs in the health professions, part 1: preserving diversity and reducing health disparities. *Journal of the National Medical Association*, 101(9), 836-851.