Underrepresented Minorities in Medical School Admissions: Developing a Theoretical Model

Margaret A. Hadinger EdD, MS
Lehigh Valley Health Network, margaret_a.hadinger@lvhn.org

Follow this and additional works at: http://scholarlyworks.lvhn.org/education
Part of the Education Commons, and the Medical Education Commons

Published In/Presented At

This Poster is brought to you for free and open access by LVHN Scholarly Works. It has been accepted for inclusion in LVHN Scholarly Works by an authorized administrator. For more information, please contact LibraryServices@lvhn.org.
Underrepresented Minorities in Medical School Admissions: Developing a Theoretical Model

Margaret A. Hadinger, MS, EdD Candidate, University of Pennsylvania, Graduate School of Education

**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.