



INTRODUCTION

- Professional development is a core competency for medical student education¹
- A standardized model for assessment of student longitudinal professional identity development will allow medical schools to better implement interventions.

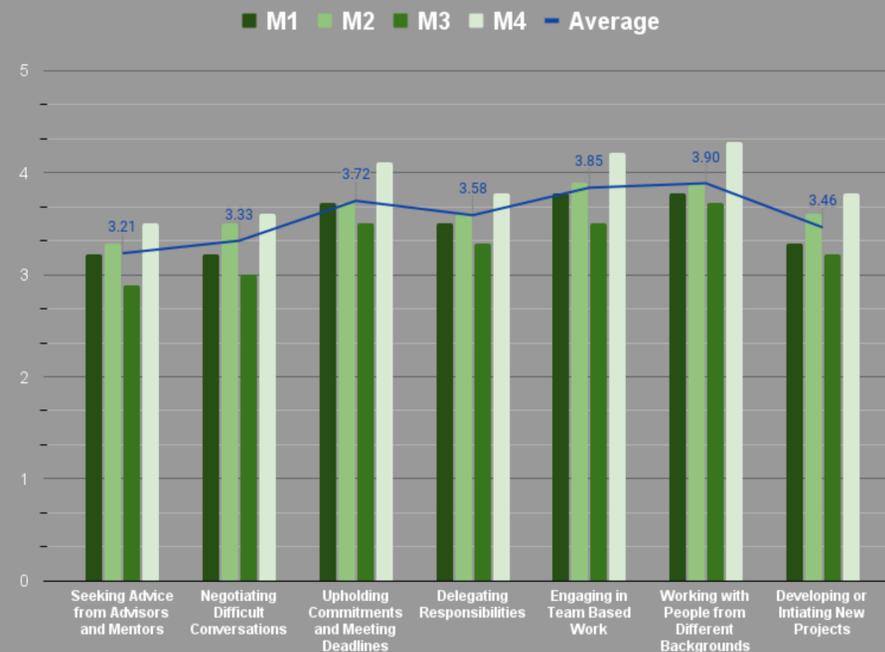
METHODS

- To assess professional development at a large Midwestern allopathic medical school, a survey with seven statements regarding professional development was created.
- The statements encompassed domains of mentorship, communication skills, professionalism, teamwork, and innovation
- Students were asked to rank each statement from 1-5 (1 - highly deficient, 5 - highly proficient).
- The online, anonymous survey was emailed to all medical students (n = 1154) over a 2-month period

RESULTS

- 319 (27.6%) total surveys were completed
- Responses between year 1 to 2 and year 3 to 4 showed a unanimous increase in average proficiency across all 7 statements
- Year 3 to 4 had a significant increase in overall proficiency ($p < 0.00224$)
- Responses between year 2 and year 3 showed a unanimous decrease in average proficiency across all 7 statements and a significant decrease in overall proficiency ($p < 0.0234$)
- Across all classes, the students reported highest proficiency in their ability to work with people from different backgrounds and lowest in their ability to seek advice from mentors/advisors, particularly in year 3.

Professional Identity Development Among Medical Students



Service Learning Professional Development Growth

Please respond to the following 7 statements to state how much your skills have changed after engaging in the Service Learning course. Your responses are anonymous.

	Highly Deficient 1	2	Unsure 3	4	Highly Proficient 5
Seeking advice from advisors and mentors.	<input type="radio"/>				
Negotiating difficult conversations.	<input type="radio"/>				
Upholding commitments and meeting deadlines.	<input type="radio"/>				
Delegating responsibilities.	<input type="radio"/>				
Engaging in team based work.	<input type="radio"/>				
Working with people from different backgrounds.	<input type="radio"/>				
Developing or initiating new projects.	<input type="radio"/>				

Which class are you in:

- Class of 2026
- Class of 2025
- Class of 2024
- Class of 2023

We thank you for your time spent taking this survey.

CONCLUSIONS

- Although professional identity development follows an overall upward trend, year 3 is a particularly vulnerable period for professional identity development.
- While increased accessibility to mentorship/advising is needed in all four years, it is even more necessary in year 3
- This points to a need for additional support in professional identity formation as students transition into clerkships.
- The power of the study is limited by the number of responses and that it does not factor in outside influences such as COVID-19 on individual class data.

LIMITATIONS

- The study design used an online survey that is limited in its ability to establish causation
- A response rate of 27.6% may not fully represent the whole student population

FUTURE RESEARCH

- Future research could focus on following each class throughout their four years of medical school to better assess longitudinal progression and correlate events, such as COVID-19, to survey data.
- Additionally, interventions should be implemented at both the class and school level to improve the gaps we identified in this study.

REFERENCES

- Englander R, Cameron T, Ballard AJ, Dodge J, Bull J, Aschenbrener CA. Toward a common taxonomy of competency domains for the health professions and competencies for physicians. Acad Med. 2013 Aug;88(8):1088-94. doi: 10.1097/ACM.0b013e31829a3b2b. PMID: 23807109.