Abstract

Background: The enrollment, graduation, and advancement of underrepresented minority medical students (URM) has become an increasingly important subject as the United States continues to diversify. Despite certain efforts to increase enrollment, numbers have remained stagnant and many disparities among performance and experience have been identified between URM's and their white counterparts. Recent focus has emphasized the impact of microaggressions on racial minorities and the cumulative burden they can have in impacting learning and attitudes. To date, very few studies have investigated the frequency or type of microaggressions in the medical school educational or clinical setting, likely due to the lack of a well-designed tool to assess these metrics. This study aims to create a novel survey tool based off of the validated REMS tool specific to the medical school environment. This tool can be used in the future to quantify the difference in frequency and types of microaggressions occurring in the medical school environment and its impact on medical student perceptions of the learning environment. Furthermore, findings can promote curricular change and action planning can be initiated at each respective institution to address behaviors identified by this tool. The study is designed to include only the traditional URM groups as defined by the AAMC in 2004 being African American/Black, Latino/Hispanic/Puerto Rican, and Native American/Native Alaskan.

Methods: The survey-based questions were developed after extensive literature review and further focus on the Racial Ethnic Microaggressions Scale (REMS) and the Racial

microaggression scale. As REMS is currently recognized as the gold-standard tool, questions were based within this validated framework. This was accomplished by focusing on three major categories of the REMS tool: assumptions of similarity, microinvalidations, and environment.