Background

• By 2080, racial minorities are projected to constitute more than 50% of the US population, but according to the American Association of Medical Colleges, minorities make up only 16% of physicians in America[1].

• A 2013 study on national post-baccalaureate programs found that these programs play a critical role in increasing the number of underserved populations in medical school who later on go back to practice medicine in underserved regions as physicians[2].

• A 2014 study showed that despite osteopathic medical schools being around for over 100 years in America, 29% of people did not know that osteopathic physicians practice medicine, 33% did not know that osteopathic physicians could prescribe pharmaceutical drugs, and 66% did not know that osteopathic physicians could perform surgery[3].

The goal of this pilot study is to qualitatively and quantitatively assess how a pipeline program focused on providing post-baccalaureate pre-medical students exposure to an osteopathic medical school, changes their understanding and interest in the role of osteopathic physicians in the healthcare field as well as in Osteopathic Manipulative Medicine.

Method

A total of 23 students from the Rowan University Graduate Students of Biomedical Sciences (RowanGSBS) Minority Association PreMedical Students (MAPS) chapter, took part of the Rowan ShadOw DO MAPS program. Pre- and post-program assessments were given to participants. The questions in the assessments were based on the, “A Brief Guide to Osteopathic Medicine For Students, By Students” by Patrick Wu, DO, MPH and Jonathan Sin, DO which is on the American Association of Colleges of Osteopathic Medicine (AACOM) website [4].

Results

Goal #1: Attract students from diverse backgrounds to this ShadOw DO MAPS program.

Figure 1. Diversity of Participants in Pilot Study.

Table 1. Demographics of Participants in Pilot Study.

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Number of Participants</th>
</tr>
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<tbody>
<tr>
<td>21-24</td>
<td>10</td>
</tr>
<tr>
<td>25-29</td>
<td>10</td>
</tr>
<tr>
<td>30-34</td>
<td>2</td>
</tr>
<tr>
<td>35-39</td>
<td>1</td>
</tr>
</tbody>
</table>

Goal #2: Expose participants to what osteopathic medical students learn in medical school on a full-time basis.

Figure 2. Majority of participants shared that they enjoyed shadowing the non-OMM Professional Development Course the most or that they enjoyed all segments of the program equally.

Goal #3: Increase participant interest in the Osteopathic Medical School philosophy.

Figure 3. Participants shared an increased interest in the Osteopathic Medicine philosophy.

Goal #4) Increase participants’ understanding of what OMM/OMT is and how osteopathic physicians are able to improve care in the field of medicine.

Figure 4. Participants expressed an increased interest in learning Osteopathic, Manipulative Medicine, and Osteopathic philosophy.

Goal #5) Increase participant interest in applying to osteopathic medical schools in the future.

Figure 5. Participants expressed an increased interest in applying to osteopathic medical schools.

Goal #6: Increase participant knowledge on the scope and practice of osteopathic physicians as well as help debunk popular myths on the field of osteopathic medicine.

Figure 6. Participants showed an increased interest in applying to osteopathic medical schools.

Comparison of Pre & Post assessments per ShadOw DO MAPS session.

Discussion

• This program is also RowanSOM’s first pipeline program that targets demographics underrepresented in medicine who have completed have already obtained Bachelor’s degree but are still interested in applying to medical school.

• This program is one of the few programs in the American Association of Colleges of Osteopathic Medicine (AACOM) community to target post-baccalaureate pre-medical students which is important to note given the fact that, in comparison to the allopathic medical school counterparts, students that enroll in osteopathic medical schools are on average older, non-traditional students who have already completed their bachelor’s degree and have either obtained or completing a graduate degree or have worked a few years before matriculating [5,6].

Future Direction

• Continue with ShadOw DO program with Rowan University SOM MAPS students for 2018-2019 school year. The goal would be to expand program duration from Sep-Feb to Aug-March.

• Continue to do further data-analysis to evaluate the effectiveness of the program on perceptions and interest of osteopathic medical school programs and osteopathic medicine as a healthcare field.

• Increase size of participants per session from four to seven to give more students opportunity to experience program.

• Provide students the choice to shadow medical students in the traditional medical curriculum or in the Problem-Based Learning medical curriculum since both are offered at RowanSOM.

• Promote more interactions between medical students and graduate students outside the one day program through collaborative programming with RowanSOM SNMA chapter and the Rowan GSBS MAPS chapter such as student-panels and mixer opportunities.

• Consider future expansion of program in the year 2021 to allow students from nearby universities to participate.

Bibliography


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1. Rowan University SOM Admission Staff
2. 1st and 2nd year RowanSOM Medical student volunteers
3. Dr. Audrey Ulmer, Dr. Rebecca Moran, Dr. Laron Jennings, Kye Robins and Dr. T. Palaia for allowing the pilot study the opportunity to sit in on the classes.

Rowan University
School of Osteopathic Medicine

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