

# Choosing a Specialty: How Faculty and Residents May Influence Medical Students Career Choices

Diamond Buchanan<sup>1</sup>, Quintin Solano<sup>2</sup>, Marquise Singleterry<sup>1</sup>, Darrell Tubbs<sup>1</sup>, Rico Ozuna-Harrison<sup>1</sup>, Julie Evans<sup>1</sup>, Priya H. Dedhia<sup>3</sup>, Cara Liebert<sup>4</sup>, Laura Mazer<sup>5</sup>, Gurjit Sandhu<sup>1</sup>

<sup>1</sup>Michigan Medicine Department of Surgery, <sup>2</sup>University of Michigan Medical School, <sup>3</sup>The Ohio State University, <sup>4</sup>Stanford University, <sup>5</sup>Academy of Thought & Industry

## BACKGROUND

Specialty selection decisions are not purely personal; influence from faculty and residents impact medical students decision.

- Feedback received from faculty and residents were shown to impact final specialty selection



## METHODS

**329 COMPLETED SURVEYS**

Taken by M4s at University of Michigan, The Ohio State University, and Stanford University before Match Day

**17-22**

Number of survey questions based on responses

**3**

Multiple choice, Likert-scale, and open-ended free response questions

Descriptive statistics was used to conduct all quantitative analysis



Thematic analysis of specialties



## RESULTS

Feedback was categorized into 4 groups:

- Same specialty as attending
- Different specialty than attending
- Same specialty as resident
- Different specialty than resident

Survey captured 3 types of feedback medical students received from faculty and/or residents:

- When intended specialty is disclosed
- Differences in feedback based on specialty of those providing feedback
- Same specialty as resident

These themes manifested differently based on specialty selection:

### Positive Feedback

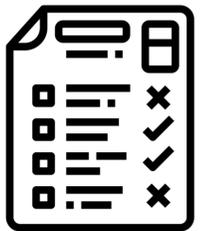
- Same specialty**  
*Most students receive positive feedback if selecting same specialty as faculty*
- Surgical specialty**  
*Students who selected a surgical specialty received the most positive feedback regardless of faculty or resident specialty*
- Specialty support**  
*Most positive feedback was followed up with positive reinforcement and support within selected specialty*

### Negative Feedback

- Family Medicine**  
*Specialty reported to receive the most negative feedback*
- Impact of negative feedback on medical students**  
*26.8% of students changed their specialty based on the feedback received*
- Comfort with sharing specialty selection**  
*41% of students felt uncomfortable sharing their selected specialty*

## DISCUSSION

- Fear of judgement, lower grades, and retaliation were reasons medical students felt uncomfortable sharing specialty selection



- Perceived that teaching was affected after specialty selection was revealed



- Reported experiencing bias based on specialty selection



- Provide training to faculty and residents on effectively delivering constructive feedback to specialty selection

