

# AACOM 2022-2023 Academic Year Survey of Graduating Seniors and POMEE Survey

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## Start of Block: AACOM Introduction

**TO THE STUDENTS:** Your opinions and attitudes regarding your osteopathic medical education, plans for medical practice and debt information are very important as both the colleges and osteopathic profession develop and plan for the future of osteopathic medical education. Please take a moment to complete the following questionnaire to assist in planning for the future of osteopathic medical education. This year, we have added important questions to assess graduating students' baseline well-being; evaluation of the residency match process, and the final administration of the Project in Osteopathic Medical Education and Empathy (POMEE) questions. The data collected in this survey will be either aggregated or summarized; individually identifiable information will not be made available to colleges or other organizations. The purpose for requesting your identification is to allow for longitudinal studies linking your responses when you took similar surveys throughout your medical education.

This survey will take approximately twenty-five to thirty minutes to complete. Your personal survey link provided by your school and/or AACOM allows you the flexibility to save and complete the survey during a time that is more convenient to you.

The following instructions will ensure the successful completion of this survey: 1. Use the survey's navigation buttons (e.g. BACK, NEXT) instead of your web browser's "forward" and "back" buttons to move throughout the survey. 2. Only complete this survey ONCE. 3. An "\*" indicates a required response.

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Last Name

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First Name

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**Middle Name (or other/alternative last name)**

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**Suffix**

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**Please enter your email address:**

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**\* Osteopathic Medical School**

▼ A.T. Still University Kirksville College of Osteopathic Medicine, MO ... William Carey University College of Osteopathic Medicine, MS

End of Block: AACOM Introduction

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Start of Block: POMEE

**Part I: PROJECT IN OSTEOPATHIC MEDICAL EDUCATION AND EMPATHY (POMEE)**

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**Our medical college is pleased to partner with AACOM to participate in the final administration of this nationwide Project in Osteopathic Medical Education and Empathy (POMEE) Survey. The validity of the findings depends on the representativeness of the participating samples to reflect the entire population of osteopathic medical students in**

the U.S. Thus, we would like to encourage all of our students to complete this survey, assuring broad representation across all colleges of osteopathic medicine.

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Please read the following statements before starting the survey:

My completion of this survey is an indication of my voluntary participation in this Project in Osteopathic Medical Education and Empathy. I can refuse to participate or stop my participation at any time without penalty. I understand that individual data will remain confidential, and only aggregate, group data will be reported.

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**\* Would you like to proceed with completing the Osteopathic Medical Education and Empathy Survey?**

Yes

No

*Skip To: POMQ33 If \* Would you like to proceed with completing the Osteopathic Medical Education and Empathy Survey? = No*

**Were you ever employed in a health care role prior to entering medical school?**

Yes

No

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Page Break

**What was your undergraduate major? (Check all that apply)**

- Aerospace Engineering
- Anthropology
- Applied Mathematics
- Architecture
- Arts/Fine Arts
- Biochemistry
- Biology or Biological Sciences
- Biomath
- Biomedical Engineering
- Biomedical Sciences
- Biophysics
- Chemistry
- Chemical Engineering
- Civil Engineering
- Classics
- Computer Science
- Economics
- Electrical Engineering

- Engineering
- English
- Environmental Studies
- Foreign Language
- General Studies
- Genetics
- Geology
- Hispanic Studies
- History
- Honors Program
- Human Biology
- Human Evolution Biology
- Humanities
- Instrumental Music
- Interdisciplinary
- Literature
- Linguistics/Speech
- Mathematics

- Mechanical Engineering
- Microbiology
- Microbiology & Immunology
- Molecular Biology
- Music
- Natural Science
- Neuroscience
- Philosophy
- Physics
- Physiology
- Pre-Med
- Psychobiology
- Psychology
- Religion
- Science General
- Science-Business
- Science other Bio
- Sociology

Theatre Arts

Zoology

Other

No Major

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Page Break

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Please indicate the extent of your agreement or disagreement with each of the following statements by clicking the appropriate circle. A higher number on the scale indicates more agreement.

	Strongly Disagree (1)	(2)	(3)	(4)	(5)	(6)	Strongly Agree (7)
Physicians' understanding of their patients' feelings and the feelings of their patients' families does not influence medical or surgical treatment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Patients feel better when their physicians understand their feelings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is difficult for a physician to view things from patients' perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding body language is as important as verbal communication in physician-patient relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A physician's sense of humor contributes to a better clinical outcome	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because people are	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

different, it is difficult to see things from patients' perspectives

Attention to patients' emotions is not important in history taking

Attentiveness to patients' personal experiences does not influence treatment outcomes

Physicians should try to stand in their patients' shoes when providing care to them

Patients value a physician's understanding of their feelings which is therapeutic in its own right

Patients' illnesses can be cured only by medical or surgical treatment; therefore, physicians' emotional ties with their patients do not have a significant influence in medical or surgical

treatment

Asking patients about what is happening in their personal lives is not helpful in understanding their physical complaints

Physicians should try to understand what is going on in their patients' minds by paying attention to their non-verbal cues and body language

I believe that emotion has no place in the treatment of medical illness

Empathy is a therapeutic skill without which the physician's success is limited

Physicians' understanding of the emotional status of their patients, as well as that of their families is one important component of the physician-patient

relationship

Physicians should try to think like their patients in order to render better care

Physicians should not allow themselves to be influenced by strong personal bonds between their patients and their family members

I do not enjoy reading non-medical literature or the arts

I believe that empathy is an important therapeutic factor in medical treatment

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Please respond to the following statements by indicating if the statement is “True” or “False” about you.

	True	False
I never met a person that I didn't like	<input type="radio"/>	<input type="radio"/>
I have always told the truth	<input type="radio"/>	<input type="radio"/>
I always win at games	<input type="radio"/>	<input type="radio"/>
I have never been bored	<input type="radio"/>	<input type="radio"/>
I never get lost, even in unfamiliar places	<input type="radio"/>	<input type="radio"/>
I never get annoyed when people cut ahead of me in line	<input type="radio"/>	<input type="radio"/>
I never have any trouble understanding anything I read the first time I read it	<input type="radio"/>	<input type="radio"/>
No matter how hot or cold it gets, I am always quite comfortable	<input type="radio"/>	<input type="radio"/>
I have never lost anything	<input type="radio"/>	<input type="radio"/>
It doesn't bother me if someone takes advantage of me	<input type="radio"/>	<input type="radio"/>

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Please indicate the extent of how the following statements best describes you by clicking the appropriate circle. Items are answered on a 5-point Likert scale (1=Does not describe me at all, 5=Describes me very well).

	Does not describe me well (1)	(2)	(3)	(4)	Describes me very well (5)
I often have tender, concerned feelings for people less fortunate than me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sometimes I don't feel very sorry for other people when they are having problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I see someone being taken advantage of, I feel kind of protective towards them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other people's misfortunes do not usually disturb me a great deal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I see someone being treated unfairly, I sometimes don't feel very much pity for them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am often quite touched by things that I see happen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I would describe myself as a pretty soft-hearted person

In emergency situations, I feel apprehensive and ill-at-ease

I sometimes feel helpless when I am in the middle of a very emotional situation

When I see someone get hurt, I tend to remain calm

Being in a tense emotional situation scares me

I am usually pretty effective in dealing with emergencies

I tend to lose control during emergencies

When I see someone who badly needs help in an emergency, I go to pieces

Please indicate the extent of your agreement or disagreement with each of the following statements by clicking the appropriate circle. A higher number on the scale indicates more agreement.

	Strongly Disagree (1)	(2)	(3)	(4)	(5)	(6)	Strongly Agree (7)
Health professionals should be viewed as collaborators rather than superiors or subordinates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All health professionals should have responsibility for monitoring the effects of interventions on their patients/clients.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork in healthcare cannot be an outcome of interdisciplinary education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic institutions should develop interdisciplinary educational programs to enhance collaborative practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health professionals should not question decisions made by colleagues even if they feel that it might	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



have detrimental effects on the patient/client.

All health professionals can contribute to decisions regarding the well-being of patients/clients.

Collaborative practice always works best when health professionals develop working relationships to achieve agreed upon goals.

Interdisciplinary education and interprofessional collaboration are not linked to one another.

The primary function of other health professionals is to follow, without question, orders by the physicians who are treating the patients/clients.

Interprofessional collaboration which includes mutual respect and communication improves the work environment.

All health professionals

should contribute to decisions regarding improving care of their patients/clients.

Job satisfaction has nothing to do with interprofessional collaborative practices.

Health professionals should be made aware that their colleagues in other health-related disciplines can contribute to the quality of care.

Health professionals should be involved in making policy decisions concerning their work.

Because of role differentiation, there are not many overlapping areas of responsibility among health professionals in providing care to their patients/clients.

To promote the best interest of the patient/client,

health professionals should use their own judgment rather than consulting their colleagues in other health-related disciplines.

Medical errors will be minimized when collaboration exists among health professionals.

All health professionals have their own special expertise to render quality care to their patients/clients.

Health professionals working together cannot be equally accountable for the care/service they provide.

During their education, all health profession students should have experience working in teams with other health profession students in order to understand their respective role.

Please indicate the extent of your agreement or disagreement with each of the following statements by clicking the appropriate circle. A higher number on the scale indicates more agreement.

	Strongly Disagree (1)	(2)	(3)	Strongly Agree (4)
Searching for the answer to a question is, in and of itself rewarding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Life-long learning is a professional responsibility of all physicians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy reading articles in which issues of medicine are discussed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I routinely attend meetings of student study groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I read medical literature in journals, websites or textbooks at least once every week	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I routinely search computer databases to find out about new developments in medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that I would fall behind if I stopped learning about new developments in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

medicine

One of the important goals of medical school is to develop students' life-long learning skills

Rapid changes in medical science require constant updating of knowledge and development of new professional skills

I always make time for learning on my own, even when I have a busy class schedule and other obligations

I recognize my need to constantly acquire new professional knowledge

I routinely attend optional sessions, such as grand rounds, guest lectures, or clinics where I can volunteer to improve my knowledge and clinical skills

I take every opportunity to gain new knowledge/skills that are

important to  
medicine

My preferred  
approach to  
finding an  
answer to a  
question is to  
consult a  
credible  
resource such as  
a text, computer  
database, or  
colleague



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**Below are a number of statements that describe different feelings that you may feel at work. Please indicate how often, in the past 30 days, you have felt each of the following feelings.**

	Never or Almost Never (1)	Very Infrequently	Quite Infrequently	Sometimes	Quite Frequently	Very Frequently	Always or Almost Always (7)
I feel tired	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have no energy for going to class in the morning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel physically drained	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel fed up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like my "batteries" are "dead"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel burned out	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My thinking process is slow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have difficulty concentrating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I'm not thinking clearly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I'm not focused in my thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have difficulty thinking about	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

complex things

I feel I am unable to be sensitive to the needs of coworkers and patients

I feel I am not capable of investing emotionally in coworkers and patients

I feel I am not capable of being sympathetic to co-workers and patients

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Page Break



Please indicate the extent of your agreement or disagreement with each of the following statements by clicking the appropriate circle. A higher number on the scale indicates more agreement.

	Absolutely Disagree (1)	(2)	(3)	(4)	(5)	(6)	Absolutely Agree (7)
The osteopathic philosophy of holistic care greatly influenced my decision to attend an osteopathic school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A patient is healed when the underlying pathological processes are corrected or controlled	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Patients whose physicians are knowledgeable of multiple medical systems and complementary and alternative practices (i.e., Chinese, Ayurvedic, Osteopathic Manipulative Medicine, Homeopathic, etc.), in addition to conventional medicine, do better than those whose physicians are only familiar with conventional medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Therapeutic touch has been completely discredited as a healing modality

Physicians who model a balanced lifestyle (i.e. Attending to their own health, social, family and spiritual needs, as well as interests beyond medicine) generate improved patient satisfaction

Osteopathic Manipulation often makes patients "feel" better temporarily, but does not lead to objective improvement in long-term outcomes for patients

A strong relationship between patient and physician is an extremely valuable therapeutic intervention that leads to improved outcomes

Instilling hope in patients is a physician's duty

Osteopathic manipulative therapy is a valuable method for resolving a wide variety of musculoskeletal problems (beyond back pain)

Information about the relative effectiveness of treatments that is obtained by research methods other than randomized controlled trials has little value to physicians

Physicians who strive to understand themselves provide better care than those who do not

Psychosocial factors are as important as biomedical factor in health and illness

Medical problems need specific medical and surgical interventions, thus, holistic approaches to

medical  
problems  
cannot be as  
beneficial as  
targeted  
biomedical  
treatment

Touch and  
tactile  
approaches  
may not serve a  
significant  
purpose in  
patient care



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Page Break

Please indicate if any of the following statements below describes events/observations/ experiences/learning **in the past year** that either positively or negatively influenced your views on the patient-physician empathic relationship by clicking on as many selections below.

- Positive role model
- Negative role model
- High volume of materials to learn
- Sleep deprivation
- Market-driven health care system
- Defensive medicine to protect one's own benefit or to avoid litigation
- Overreliance on computer-based diagnostic and therapeutic technology
- The art of medicine is not viewed by faculty in the realm of evidence-based medicine
- Emotional detachment and clinical neutrality in clinical relationships
- Harassment and belittlement experiences
- Vulgar humor and unprofessional attitudes among attending physicians or residents
- Learning what to do by observing "good" doctors
- COVID-19 pandemic
- Learning what not to do by observing "bad" doctors
- Overly demanding patients
- Unappreciative patients

- Hospital policies and regulations
- Insurance regulations
- Over-hearing attending physicians, faculty, or medical staff stating that medicine is a business not a human service profession
- Heavy workload and demanding curriculum in medical school
- Hostile environment of medical school
- Verbally abusive medical staff/attending
- Lack of sufficient time to form empathic relationship
- Bureaucratic side of medicinal practice that overshadows empathic engagement
- A lack of caregiver's autonomy

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Please list in the following box any other events/experiences/observations/learning, not listed above, that either positively or negatively influenced your views on patient-physician empathic relationship *in the past year*.

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Please enter your e-mail address in the following box. We strongly recommend that you write your email address for two reasons: first, we will send to your email address a confidential report of your empathy scores and related norm table for assessment of your scores at the completion of the project; second, your email address will be used as a unique identifier to merge data from different survey administrations, and will never be shared. After data merging is completed, your e-mail address will be removed from the database.



Email

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Thank you for your participation in the Project in Osteopathic Medical Education and Empathy Survey. If you have any questions about the Project in Osteopathic Medical Education and Empathy Survey please contact [meded@acom.org](mailto:meded@acom.org). If you have questions about your rights as a research participant, you can contact the American Association of Colleges of Osteopathic Medicine at 301-968-4148.

End of Block: POMEE

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Start of Block: Resilient Mindset

## Part II: RESILIENT MINDSETS IN MEDICINE

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**The questions in this section will collect data to help AACOM and your individual COMs assess the impact of medical school and wellness initiatives on all our students. Please answer each question as honestly as possible.**

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**Please respond to the following items:**

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
You can learn new things, but you cannot really change your basic intelligence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You have a certain amount of intelligence, and you really cannot do much to change it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your intelligence is something about you that you cannot change very much.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The faculty at my medical school seem to believe students have a certain intelligence level, and they really cannot do much to change it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The faculty  
at my  
medical  
school  
seem to  
believe that  
students  
can learn  
new things,  
but they  
cannot  
really  
change  
their basic  
intelligence,

The faculty  
at my  
medical  
school  
seem to  
believe that  
students  
either  
"have it" or  
they don't.

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Page Break

**Thinking back on your pre-clinical courses, please respond to the following items:**

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
I think my pre-clinical courses were important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What I am learning in my pre-clinical courses is useful to me currently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What I learned in my pre-clinical courses will be useful to me in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often connect what I learned in my pre-clinical courses to patient care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My pre-clinical instructors believe that what I learned in my pre-clinical courses is useful to me currently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My pre-clinical instructors believe that what I am learning in my clerkships is useful to me in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My pre-clinical instructors believe I often connect those objectives/material to patient care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The pre-clinical instructors believe I found my pre-	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

clinical courses  
interesting.

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Page Break

**Thinking back on your clinical clerkship training, please respond to the following items:**

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
I think the clerkships are important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What I am learning in my clerkships is useful to me currently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What I am learning in my clerkships will be useful to me in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often connect what I learn in clerkships to patient care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My preceptors or attendings believe that what I am learning in my clerkships is useful to me currently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My preceptors or attendings believe that what I am learning in my clerkships is useful to me in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The preceptors or attendings believe I often connect objectives/material to patient care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The preceptors or attendings believe I find my clerkships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

interesting

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Page Break

**Please respond to the following questions on your school's mental health resources:**

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Not Applicable
During my pre-clinical training at my COM, I was aware of how to get help for physical problems or illnesses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During my pre-clinical training at my COM, I sought care for physical problems or illnesses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, I found the resources available during my pre-clinical training for my physical problems or illnesses to be helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During my preclinical training, I felt like there was a negative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

stigma associated with getting help for physical problems or illness.

During my pre-clinical training, I was aware of how to get help for mental or emotional health problems or illnesses.

During my pre-clinical training, I sought help for mental or emotional health problems or illnesses.

In general, I found the resources available during my pre-clinical training for my mental or emotional health problems or illnesses to be helpful.



During my preclinical training, I felt like there was a negative stigma associated with getting help for physical problems or illness.

During my clinical training (for example, at my clinical rotation site). I was aware of how to get help for physical problems or illnesses.

During my clinical training, I sought care for physical problems or illnesses.

In general, I found the resources available during my clinical training for my

physical  
problems  
or  
illnesses  
to be  
helpful.

During my  
clinical  
training, I  
felt like  
there was  
a negative  
stigma  
associated  
with  
getting  
help for  
physical  
problems  
or illness.

During my  
clinical  
training, I  
was aware  
of how to  
get help  
for mental  
or  
emotional  
health  
problems  
or  
illnesses.

During my  
clinical  
training, I  
sought  
help for  
mental or  
emotional  
health  
problems  
or  
illnesses.

In general,  
I found the  
resources  
available

during my clinical training for my mental or emotional health problems or illnesses to be helpful.

During my clinical training, I felt like there was a negative stigma associated with getting help for mental or emotional health problems or illnesses.



---

Page Break

**Please respond to the following items:**

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
When something bad happens, I feel that maybe I don't belong in medical school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sometimes I feel that I belong in medical school, and sometimes I feel that I don't belong in medical school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I sometimes feel like other students on campus have stronger academic skills than me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I belong at this medical school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like this medical school is a good fit for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel more academically prepared than other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

students at  
this medical  
school.

My faculty  
believe that I  
belong in  
medical  
school.



---

Page Break

**Please respond to the following items:**

	Strongly Disagree	Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Agree	Strongly Agree
I lead a purposeful and meaningful life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My social relationships are supportive and rewarding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am engaged and interested in my daily activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I actively contribute to the happiness and well-being of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am competent and capable in the activities that are important to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am a good person and live a good life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am optimistic about my future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

People  
respect me



---

Page Break

**Please indicate how for each item, how true the statement is in describing you**

	Not true at all	Rarely true	True nearly all the time	Often true	Sometimes true
I am able to adapt when changes occur.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can deal with whatever comes my way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to see the humorous side of things when I am faced with problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having to cope with stress can make me stronger.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I tend to bounce back after illness, injury or other hardships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe I can achieve my goals, even if there are obstacles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Under pressure, I stay focused and think clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am not easily discouraged by failure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think of myself as a strong person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



when dealing with life's challenges and difficulties.

I am able to handle unpleasant or painful feelings like sadness, fear and anger.

**Overall, based on your own definition of burnout, how would you rate your level of burnout?**

- I enjoy my work. I have no symptoms of burnout.
- Occasionally I am under stress, and I don't always have as much energy as I once did, but I don't feel burned out.
- I am definitely burning out and have one or more symptoms of burnout, such as physical and emotional exhaustion.
- The symptoms of burnout that I'm experiencing won't go away. I think about frustration at work a lot.
- I feel completely burned out and often wonder if I can go on. I am at the point where I may need some changes or may need to seek some sort of help.

---

Page Break

**Please respond to the following items:**

	Disagree strongly	Disagree slightly	Neutral	Agree slightly	Agree strongly
Events in my transition to medical school affect my life in an emotionally unhealthy way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel burned out from the transition to medical school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel fatigued when I get up in the morning and have to face another day transitioning to medical school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel frustrated by transition to medical school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I am working too hard transitioning to medical school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Events in medical school affect my life in an emotionally unhealthy way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel burned out from medical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

school.					
I feel fatigued when I get up in the morning and have to face another day in medical school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel frustrated by medical school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I am working too hard in medical school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Please indicate how frequently you have experienced the following since transitioning to medical school:**

	Never	Rarely	Always or nearly always	Often	Sometimes
Trouble falling asleep	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling tense or high strung	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling irritable or angry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling down, depressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling inferior to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Please indicate how much each of these statements are like you:**

	Not at all like me	Not much like me	Very much like me	Mostly like me	Somewhat like me
I finish whatever I begin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Setbacks don't discourage me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am a hard worker.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am diligent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**When thinking about medical school, how often, if ever, do you wonder, 'Maybe I don't belong here?'**

- Never
- Rarely
- Sometimes
- Usually
- Always

End of Block: Resilient Mindset

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Start of Block: Sat/Car/Enrol/Div

### **Part III: OSTEOPATHIC MEDICAL EDUCATION EXPERIENCES**

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**The next set of questions will ask you to evaluate your educational experiences during medical school (pre-clinical and clinical), Visiting Student Learning Opportunities (VSLO), the Match process, etc. Please answer the questions as accurately as possible.**

---

**Please rate your overall satisfaction with the quality of your osteopathic medical education.**

- Very satisfied
  - Satisfied
  - Neither satisfied nor dissatisfied
  - Dissatisfied
  - Very dissatisfied
- 

**At this time, how satisfied are you that you selected Osteopathic Medicine as a career?**

- Very satisfied
  - Satisfied
  - Neither satisfied nor dissatisfied
  - Dissatisfied
  - Very dissatisfied
- 

**If given the opportunity to begin your medical education again, would you prefer to enroll in:**

- The osteopathic medical school from which you are about to graduate
- Another osteopathic medical school
- An allopathic medical school
- Would not have gone to medical school at all

---

**I believe my osteopathic medical school values diversity in its faculty, administration, and student body.**

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

**Please rate your overall satisfaction with your osteopathic medical institution's overall climate/environment that you experienced.**

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
I was able to openly express all my identities within my college of osteopathic medicine.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to connect with someone I considered a trusted friend or at least one person who helped me with my struggles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My college of osteopathic medicine was committed to creating a campus climate that respects individuals and groups with various cultural differences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My peers and I were afforded equitable opportunities for success under the same set of standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My college of osteopathic medicine had a safe and inclusive environment.

My college of osteopathic medicine had a visible culture that supported me while I was on campus.

My college of osteopathic medicine had a visible culture that supported me while I was off campus.

I felt safe raising concerns about discrimination at my college of osteopathic medicine.

There was a process in place that led to appropriate outcomes when I raised concerns about discrimination at my college of osteopathic medicine.



My college of osteopathic medicine valued and respected the unique attributes I brought to the learning environment.

During my clinical years, I continued to receive support from my college of osteopathic medicine.

My college of osteopathic medicine promoted a culture of civility.

---

**If you need a break, please take one. Your responses will be saved, just use the same survey link you were provided.**

**You can take a break at any time while completing the survey.**

**If not, please continue!**

End of Block: Sat/Car/Enrol/Div

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Start of Block: Time Instructed/ARP

**Did you participate in AACOM's Academic Recognition Program (ARP) on Health Disparities and Health Equity?**

Yes

No

*Skip To: arpresid If Did you participate in AACOM's Academic Recognition Program (ARP) on Health Disparities and Healt... = Yes*

*Skip To: Timques If Did you participate in AACOM's Academic Recognition Program (ARP) on Health Disparities and Healt... = No*

---

*Display This Question:*

*If Did you participate in AACOM's Academic Recognition Program (ARP) on Health Disparities and Healt... = Yes*

**Did AACOM's Academic Recognition Program (ARP) on Health Disparties and Health Equity make your residency application more competitive?**

Yes

No

**Please evaluate the amount of instruction provided in each of the areas listed below.**

	Appropriate	Inadequate	Excessive
Basic medical science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behavioral science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Biostatistics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bioterrorism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Care of ambulatory patients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Care of elderly (geriatrics)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Care of hospitalized patients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Care of patients from diverse ethnic groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Care of patients from LGBTQI+ population	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Care of patients with HIV/AIDS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical decision-making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical pharmacology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost-effective medical practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diagnostic skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drug & alcohol abuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Family/domestic violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Genetics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health promotion & disease prevention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human sexuality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independent learning & self- evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Infection control/health care setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Infectious disease prevention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrative medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legal medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Literature analysis skill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical care cost control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical record-keeping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medical socioeconomics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neuromusculoskeletal med./OMT	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nutrition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pain management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Patient education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Patient follow-up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Patient interviewing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physician-patient relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Primary care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public health & community medicine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rehabilitation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Role of medicine in community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Screen for diseases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork with other health professionals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Therapeutic management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilization review & quality improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate whether you agree or disagree with the following statements about your first two years of osteopathic medical education.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Basic & clinical science course objectives were made clear to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Basic science courses were sufficiently integrated with each other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Basic science courses were sufficiently integrated with clinical training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course objectives & examination content matched closely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course work adequately prepared students for clerkships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The first two years of medical school were well organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students were provided with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

timely  
feedback on  
performance

There was  
adequate  
exposure to  
real or  
simulated  
patient care  
during the  
first two years

Osteopathic  
principles  
were  
adequately  
integrated  
into course  
work

An  
appropriate  
amount of  
training was  
provided in  
OMT

There was  
adequate  
preparation  
for COMLEX-  
USA Level I

End of Block: Time Instructed/ARP

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Start of Block: Req/IPE

**During your osteopathic medical education, have you participated in organized interprofessional educational activities where you learned with students from different health professions (for example, dentistry, pharmacy, nursing, podiatry, physician assistant, physical therapy, and other)?**

- Yes
- No
- Unsure

*Skip To: imeocur If During your osteopathic medical education, have you participated in organized interprofessional e... = Unsure*

*Skip To: imeocur If During your osteopathic medical education, have you participated in organized interprofessional e... = Yes*

*Skip To: reqques If During your osteopathic medical education, have you participated in organized interprofessional e... = No*

*Display This Question:*

*If During your osteopathic medical education, have you participated in organized interprofessional e... = Yes*

*Or During your osteopathic medical education, have you participated in organized interprofessional e... = Unsure*



**Please indicate when these interprofessional educational activities occurred during your osteopathic medical education. Check all that apply.**

- Preclinical education
- Clinical education



Display This Question:

If During your osteopathic medical education, have you participated in organized interprofessional e... = Yes

Or During your osteopathic medical education, have you participated in organized interprofessional e... = Unsure

**With which other profession(s) have you experienced these educational activities?  
Check all that apply.**

- Advance Practice Nursing (NPs)
- Dentistry
- MD Medicine
- Nursing
- Occupational Therapy
- Optometry
- Pharmacy
- Physical Therapy
- Physician Assistant
- Podiatry
- Psychology
- Public Health
- Social Work
- Veterinary Medicine
- Other \_\_\_\_\_

Display This Question:

If During your osteopathic medical education, have you participated in organized interprofessional e... = Yes

Or During your osteopathic medical education, have you participated in organized interprofessional e... = Unsure



**What kinds of educational experiences did you have with other health professions students? Check all that apply.**

- Lecture (basic science)
- Lecture (clinical subject)
- Patient-centered case studies
- Clinical simulations
- Active engagement with patients (rotations of any kind, clinics)
- Community projects or service learning
- Skills training in team setting workshops
- Other \_\_\_\_\_

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Page Break

*Display This Question:*

*If During your osteopathic medical education, have you participated in organized interprofessional e... = Yes*

*Or During your osteopathic medical education, have you participated in organized interprofessional e... = Unsure*

**Indicate your level of agreement with each of the following statements:**

---

*Display This Question:*

*If During your osteopathic medical education, have you participated in organized interprofessional e... = Yes*

*Or During your osteopathic medical education, have you participated in organized interprofessional e... = Unsure*

**The learning experiences with other health professionals helped me to better understand the roles of other health professionals in patient care.**

- Strongly agree
  - Agree
  - Neither agree nor disagree
  - Disagree
  - Strongly disagree
-

Display This Question:

*If During your osteopathic medical education, have you participated in organized interprofessional e... = Yes*

*Or During your osteopathic medical education, have you participated in organized interprofessional e... = Unsure*

**I believe the learning experiences with other health professionals will contribute to/improve my performance as an osteopathic physician.**

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

---

Page Break

Display This Question:

If During your osteopathic medical education, have you participated in organized interprofessional e... = Yes

Or During your osteopathic medical education, have you participated in organized interprofessional e... = Unsure



**Please use this space to comment on your interprofessional medical education experiences.**

**Please note that there is a 1,000 maximum character length for the comment section.**

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Page Break

Please indicate whether you agree or disagree with the following statements about your **REQUIRED Core Clerkships/Rotations** during the last two years of osteopathic medical education.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Clear goals and objectives were set	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to design my own goals and objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clear performance objectives were set	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clerkships were well-organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rounds were conducted as scheduled	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timely feedback was provided on performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There was too large a role by residents in teaching and evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There was appropriate diversity of patients and their health issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There was an appropriate number of inpatient experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Each clerkship had an informal or formal osteopathic student orientation process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Osteopathic principles & practice (OPP) were well-integrated in at least one clerkship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There was appropriate technology usage for the situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I was able to work on a personal basis with patients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most attendings modeled excellent patient relationship/communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support staff were friendly and supportive to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coverage hours were set and finished on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was asked relevant and pertinent questions on patient diagnosis, treatment options, management, and follow-up care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt free to ask questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The attendings seemed interested in my opinions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My personal concerns were addressed by the attendings while on rotations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was treated with respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to discuss progress on rotation with the attendings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The attendings critically evaluated me during rotations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to discuss the final rotation evaluation with the attendings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The attendings based the evaluation on direct observations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I was able to meet and discuss areas of concern with the attendings outside of the clinical setting

I lived a reasonable distance from rotation sites

The rotations prepared me for examinations

Testing was provided at end of each core rotation

There was adequate preparation time for COMLEX-USA Level 2-CE

There was adequate assessment of my clinical skills using standardized patient encounters

End of Block: Req/IPE

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Start of Block: Req/Elec/Sel Clk

**For your required clerkships, please indicate the approximate percentage that were arranged/set up by your osteopathic medical school.**

- 10% or fewer
  - 11% - 40%
  - 41% - 60%
  - 61% - 80%
  - 81% - 100%
-



**On average, how much advance notice did you have of where you would be doing your required clerkships?**

- Less than 1 month
  - 1 to 3 months
  - 3 months or more
-

**Please indicate whether you agree or disagree with the following statements about your SELECTIVE/ELECTIVE Clerkships/Rotations during the last two years of osteopathic medical education.**

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Clear goals and objectives were set	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to design my own goals and objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clear performance objectives were set	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clerkships were well-organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rounds were conducted as scheduled	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timely feedback was provided on performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There was too large a role by residents in teaching and evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There was appropriate diversity of patients and their health issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There was an appropriate number of inpatient experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Each clerkship had an informal or formal osteopathic orientation process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Osteopathic principles & practice (OPP) were well-integrated in at least one clerkship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There was appropriate technology usage for the situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I was able to work on a personal basis with patients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The attendings modeled excellent patient relationship/communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support staff were friendly and supportive to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coverage hours were set and finished on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was asked relevant and pertinent questions on patient diagnosis, treatment options, management, and follow-up care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I felt free to ask questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The attendings seemed interested in my opinions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My personal concerns were addressed by the attendings while on rotation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was treated with respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to discuss progress on rotation with the attendings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The attendings critically evaluated me during rotation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to discuss the final rotation evaluation with the attendings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The attendings based the evaluation on direct observation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I was able to meet and discuss areas of concern with the attendings outside of the clinical setting

I lived a reasonable distance from rotation sites

There was adequate preparation time for COMLEX-USA Level 2-CE

---

**For your elective/selective clerkships, please indicate the approximate percentage that were arranged/set up by your osteopathic medical school.**

- 10% or fewer
  - 11% - 40%
  - 41% - 60%
  - 61% - 80%
  - 81% - 100%
- 

**On average, how much advance notice did you have of where you would be doing your elective clerkships?**

- Less than 1 month
- 1 to 3 months
- 3 months or more

End of Block: Req/Elec/Sel Clk

---

Start of Block: ERAS/Invol Clk/Exams/Bias

**In your view how supportive was your osteopathic medical school involvement in your clerkship years?**

- Excessive involvement
- Outstanding involvement
- Adequate involvement
- Some, but inadequate involvement
- Not involved

*Skip To: clrkinv If In your view how supportive was your osteopathic medical school involvement in your clerkship years? = Excessive involvement*

*Skip To: clrkinv If In your view how supportive was your osteopathic medical school involvement in your clerkship years? = Outstanding involvement*

*Skip To: clrkinv If In your view how supportive was your osteopathic medical school involvement in your clerkship years? = Adequate involvement*

*Skip To: clrkinv If In your view how supportive was your osteopathic medical school involvement in your clerkship years? = Some, but inadequate involvement*

*Skip To: rsrcm If In your view how supportive was your osteopathic medical school involvement in your clerkship years? = Not involved*

**Display This Question:**

*If In your view how supportive was your osteopathic medical school involvement in your clerkship years? = Excessive involvement*

*Or In your view how supportive was your osteopathic medical school involvement in your clerkship years? = Outstanding involvement*

*Or In your view how supportive was your osteopathic medical school involvement in your clerkship years? = Adequate involvement*

*Or In your view how supportive was your osteopathic medical school involvement in your clerkship years? = Some, but inadequate involvement*



**Indicate the type of involvement your osteopathic medical school had in your third- and fourth-year education? Check all that apply.**

- COMLEX-USA Level 2-CE preparation guidance
  - Distance learning
  - Learning Management System (i.e. Canvas, Blackboard)
  - Virtual programming or meeting using Zoom, Microsoft Teams or other virtual platforms
  - Clinical skills assessment
  - E-mail
  - Faculty visit
  - Newsletter
- 

**Did your COM purchase extracurricular resources to support your learning?**

- Yes
- No

*Skip To: rsrcomqu If Did your COM purchase extracurricular resources to support your learning? = Yes*  
*Skip To: rsrstud If Did your COM purchase extracurricular resources to support your learning? = No*

---

Page Break

*Display This Question:*

*If Did your COM purchase extracurricular resources to support your learning? = Yes*

**Please select which extracurricular resources your "COM" purchased to support your learning:**

*Display This Question:*

*If Did your COM purchase extracurricular resources to support your learning? = Yes*

**Question banks:**

TrueLearn COMBANK

ScholarRx

UWorld

Kaplan

AMBOSS

Other \_\_\_\_\_

*Display This Question:*

*If Did your COM purchase extracurricular resources to support your learning? = Yes*

**Purchased exams:**

- NBOME exams (For example COMSAE)
- Clinical Subject COMAT
- Comprehensive Foundational Biomedical Sciences COMAT-Targeted (subjects)
- NBME (For example Comprehensive Basic Science Self-Assessment/shelf exams)
- Other \_\_\_\_\_

---

*Display This Question:*

*If Did your COM purchase extracurricular resources to support your learning? = Yes*



Video tutorials/digital learning modules:

- Kaplan
- Boards & Beyond
- ScholarRx
- Sketchy
- Pixorize
- Draw it to Know it
- Osmosis
- OnlineMedEd
- ACOFP OMT Video Library
- Aquifer
- Lecturio
- Pathoma
- Other \_\_\_\_\_

---

Page Break

Display This Question:

If Did your COM purchase extracurricular resources to support your learning? = Yes

Please indicate if your COM offers other types of **extracurricular** resources such as board prep scheduling (Cram Fighter), memorization tools (Anki), etc.

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Did "You" purchase extracurricular resources to support your learning?

Yes

No

Skip To: [rsrstdqu](#) If Did "You" purchase extracurricular resources to support your learning? = Yes

Skip To: [rsrlink](#) If Did "You" purchase extracurricular resources to support your learning? = No

Page Break

*Display This Question:*

*If Did "You" purchase extracurricular resources to support your learning? = Yes*

**Please select which extracurricular resources "YOU" purchased out of pocket:**

---

*Display This Question:*

*If Did "You" purchase extracurricular resources to support your learning? = Yes*

**Question banks:**

- TrueLearn COMBANK
  - ScholarRx
  - UWorld
  - Kaplan
  - AMBOSS
  - Other \_\_\_\_\_
- 

*Display This Question:*

*If Did "You" purchase extracurricular resources to support your learning? = Yes*

**Purchased** exams:

- NBOME exams (For example COMSAE, WEICOM, etc.)
- Clinical Subject COMAT
- Comprehensive Foundational Biomedical Sciences COMAT-Targeted (subjects)
- NBME (For example Comprehensive Basic Science Self-Assessment/shelf exams)
- Other \_\_\_\_\_

---

*Display This Question:*

*If Did "You" purchase extracurricular resources to support your learning? = Yes*

Video tutorials/digital learning modules:

- Kaplan
- Boards & Beyond
- ScholarRx
- Sketchy
- Pixorize
- Draw it to Know it
- Osmosis
- OnlineMedEd
- ACOFP OMT Video Library
- Aquifer
- Lecturio
- Pathoma
- Other \_\_\_\_\_

---

Page Break

*Display This Question:*

*If Did "You" purchase extracurricular resources to support your learning? = Yes*

Please indicate other types of **extracurricular** resources you purchased such as board prep scheduling (Cram Fighter), memorization tools (Anki), etc.

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*Display This Question:*

*If Did "You" purchase extracurricular resources to support your learning? = Yes*

What were your estimated out-of-pocket expenses spent on **extracurricular** resources during your education?

- \$500 or less
- \$1,000
- \$2,000
- \$3,000
- \$4,000 or more

Page Break

*Display This Question:*

*If Did "You" purchase extracurricular resources to support your learning? = Yes*

What amount of your estimated out-of-pocket expenses spent during your education was on **extracurricular** resources?

- All
- Some
- None

*Skip To: rsryredu If What amount of your estimated out-of-pocket expenses spent during your education was on extracurr... = All*

*Skip To: rsryredu If What amount of your estimated out-of-pocket expenses spent during your education was on extracurr... = Some*

*Skip To: rsrlink If What amount of your estimated out-of-pocket expenses spent during your education was on extracurr... = None*

---

*Display This Question:*

*If Did "You" purchase extracurricular resources to support your learning? = Yes*

*And What amount of your estimated out-of-pocket expenses spent during your education was on extracurr... = All*

*Or What amount of your estimated out-of-pocket expenses spent during your education was on extracurr... = Some*

What year during your education was the majority of your out-of-pocket expenses spent on **extracurricular** resources?

- OMS I
  - OMS II
  - OMS III
  - OMS IV
- 

Page Break

*Display This Question:*

*If Did your COM purchase extracurricular resources to support your learning? = Yes  
Or Did "You" purchase extracurricular resources to support your learning? = Yes*

**Did your extracurricular resources link content and learning objectives in your courses?**

Yes

No

*Skip To: rsryovlp If Did your extracurricular resources link content and learning objectives in your courses? = Yes*

*Skip To: rsreq If Did your extracurricular resources link content and learning objectives in your courses? = No*

*Display This Question:*

*If Did your extracurricular resources link content and learning objectives in your courses? = Yes*

**What year did you experience your extracurricular resources overlapping with your program's content and learning objectives?**

OMS I

OMS II

OMS III

OMS IV

*Display This Question:*

*If Did your COM purchase extracurricular resources to support your learning? = Yes  
Or Did "You" purchase extracurricular resources to support your learning? = Yes*



**Are your extracurricular resources a part of your graded course requirement?**

Yes

No

*Skip To: rsrcurr If Are your extracurricular resources a part of your graded course requirement? = Yes*

*Skip To: comlex1 If Are your extracurricular resources a part of your graded course requirement? = No*

---

*Display This Question:*

*If Are your extracurricular resources a part of your graded course requirement? = Yes*

**Please describe ways in which extracurricular resources are incorporated into your curriculum.**

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**National Licensing Examinations - COMLEX-USA**

**Did you pass COMLEX-USA Level 1 on your first attempt?**

Yes

No

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Page Break

**Did you pass COMLEX-USA Level 2 CE on your first attempt?**

Yes

No

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### **National Examinations - USMLE**

**Did you or are you planning on taking any of the following exams: USMLE Step 1, USMLE Step 2 CK or USMLE Step 3?**

Yes

No

*Skip To: usmleone If National Examinations - USMLE Did you or are you planning on taking any of the following exam... = Yes*

*Skip To: biressel If National Examinations - USMLE Did you or are you planning on taking any of the following exam... = No*

---

*Display This Question:*

*If National Examinations - USMLE Did you or are you planning on taking any of the following exam... = Yes*

### **National Examinations - USMLE**

**Did you take USMLE Step 1?**

Yes

No

*Skip To: usmlefr If National Examinations - USMLE Did you take USMLE Step 1? = Yes*

*Skip To: usmleck If National Examinations - USMLE Did you take USMLE Step 1? = No*

---

Display This Question:

If National Examinations - USMLE Did you or are you planning on taking any of the following exam... = Yes

And National Examinations - USMLE Did you take USMLE Step 1? = Yes

**If you did take the USMLE Step 1, did you pass on your first attempt?**

Yes

No

---

Display This Question:

If National Examinations - USMLE Did you or are you planning on taking any of the following exam... = Yes

**Did you take USMLE Step 2 CK?**

Yes

No

Skip To: [usmlecf](#) If Did you take USMLE Step 2 CK? = Yes

Skip To: [usmlethr](#) If Did you take USMLE Step 2 CK? = No

---

Display This Question:

If Did you take USMLE Step 2 CK? = Yes

And National Examinations - USMLE Did you or are you planning on taking any of the following exam... = Yes

**If you did take the USMLE Step 2 CK, did you pass on your first attempt?**

Yes

No

---

Display This Question:

If National Examinations - USMLE Did you or are you planning on taking any of the following exam... = Yes

**Are you planning to take the USMLE Step 3 after graduation?**

Yes

No

---



**Did you experience bias in the residency selection process because of your DO degree? Bias includes being excluded from residency programs or consideration by programs for interviews or selection, not ranking programs or specialties because they do not take DOs, or being required to take the USMLE to be considered by programs.**

Yes

No

Unsure

---

Page Break

*Display This Question:*

*If Did you experience bias in the residency selection process because of your DO degree? Bias includ... = Yes*

*Or Did you experience bias in the residency selection process because of your DO degree? Bias includ... = Unsure*

**Please share a brief description of the bias(es), if any, that you experienced.**

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**Did you find a residency position prior to taking this survey?**

Yes

No

*Skip To: match If Did you find a residency position prior to taking this survey? = Yes*

*Skip To: vslofour If Did you find a residency position prior to taking this survey? = No*

Page Break

*Display This Question:*

*If Did you find a residency position prior to taking this survey? = Yes*

**How did you Match?**

- I matched in the Military Match
  - I matched in the Urology/Urologic Surgery Match (the “Early Match”)
  - I matched in the Ophthalmology Match (the “San Francisco Match”)
  - I matched in the NRMP Match (the “Match”)
  - I matched in the post-Match Supplemental Offer and Acceptance Program (the “SOAP”)
  - I matched to a residency program in another way, please describe
- 

*Display This Question:*

*If Did you find a residency position prior to taking this survey? = Yes*

**To what specialty did you match?**

▼ Allergy and Immunology ... Undecided or Indefinite

*Display This Question:*

*If Did you find a residency position prior to taking this survey? = Yes*

**Did you also match to a separate PGY 1 program?**

- Yes
- No

Skip To: matpyoth1 If Did you also match to a separate PGY 1 program? = Yes

Skip To: matonpg1 If Did you also match to a separate PGY 1 program? = No

---

Display This Question:

If Did you find a residency position prior to taking this survey? = Yes

And Did you also match to a separate PGY 1 program? = Yes

**What PGY 1 program did you match to?**

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Display This Question:

If Did you find a residency position prior to taking this survey? = Yes

**Did you only match to a PGY 1 program?**

Yes

No

---

Display This Question:

If Did you find a residency position prior to taking this survey? = Yes

**To what program(s) institution(s) did you match?**

PGY 1 \_\_\_\_\_

PGY 2+ \_\_\_\_\_

---

*Display This Question:*

*If Did you find a residency position prior to taking this survey? = Yes*

**I matched to:**

My first-choice specialty

My second-choice specialty

My first-choice program

A program in the top five programs on my Rank Order List

A program in the top half of my Rank Order List

A program in the bottom half of my Rank Order List

---

*Display This Question:*

*If Did you find a residency position prior to taking this survey? = Yes*

**Did you not rank any specialties or programs because they do not accept or have DOs?**

Yes

No

---



**Did you seek any visiting student rotations in your 4th year?**

Yes

No, please explain why you did not do a visiting student rotation.

---

*Skip To: vslospc If Did you seek any visiting student rotations in your 4th year? = Yes*

*Skip To: erasexm If Did you seek any visiting student rotations in your 4th year? = No, please explain why you did not do a visiting student rotation.*

*Skip To: erasexm If Condition: No, please explain why you ... Is Empty. Skip To: Did you report scores for both the US....*

*Skip To: erasexm If Condition: No, please explain why you ... Is Not Empty. Skip To: Did you report scores for both the US....*

---

*Display This Question:*

*If Did you seek any visiting student rotations in your 4th year? = Yes*

**In what specialty(ies) did you seek visiting student rotations?**

- Allergy and Immunology
- Anesthesiology
- Child Neurology
- Dermatology
- Diagnostic Radiology
- Emergency Medicine
- Family Medicine
- Internal Medicine
- Interventional Radiology
- Medical Genetics and Genomics
- Neurodevelopmental Disabilities
- Neurological Surgery
- Neurology
- Nuclear Medicine
- Obstetrics and Gynecology
- Ophthalmology
- Orthopedic Surgery
- Osteopathic Neuromusculoskeletal Medicine

- Otolaryngology
- Pathology
- Pediatrics
- Physical Medicine and Rehabilitation
- Plastic Surgery
- Preventive Medicine
- Psychiatry
- Radiation Oncology
- Surgery
- Thoracic Surgery
- Urology
- Vascular Surgery
- Undecided or Indefinite

---

Page Break

Display This Question:

If Did you seek any visiting student rotations in your 4th year? = Yes

**If you sought one or more visiting student rotations accepted through VSLO, please answer the following questions.**

Display This Question:

If Did you seek any visiting student rotations in your 4th year? = Yes



**The total number of Visiting Student Rotations applied for through VSLO:**

---

Display This Question:

If Did you seek any visiting student rotations in your 4th year? = Yes



**The total number of Visiting Student Rotations accepted through VSLO:**

---

Display This Question:

If Did you seek any visiting student rotations in your 4th year? = Yes



**The total number of Visiting Student Rotations accepted through VSLO that you attended:**

---

Display This Question:

If Did you seek any visiting student rotations in your 4th year? = Yes



**The total number of rotations accepted through VSLO at which you interviewed for a residency position:**

\_\_\_\_\_

*Display This Question:*

*If Did you seek any visiting student rotations in your 4th year? = Yes*

**Did you list any rotation sites accepted through VSLO in your Rank Order List?**

Yes

No

*Display This Question:*

*If Did you seek any visiting student rotations in your 4th year? = Yes*

**Did you list any rotation sites accepted through VSLO in the top three positions of your rank order list?**

Yes

No

*Display This Question:*

*If Did you seek any visiting student rotations in your 4th year? = Yes*

**Did you match to a program where you did a rotation that you arranged through VSLO?**

Yes

No

Display This Question:

If Did you seek any visiting student rotations in your 4th year? = Yes

**Did you do one or more visiting student rotations accepted outside of VSLO?**

Yes

No

Skip To: vslootapl If Did you do one or more visiting student rotations accepted outside of VSLO? = Yes

Skip To: vslobias If Did you do one or more visiting student rotations accepted outside of VSLO? = No

---

Display This Question:

If Did you seek any visiting student rotations in your 4th year? = Yes

And Did you do one or more visiting student rotations accepted outside of VSLO? = Yes



**The total number of Visiting Student Rotations applied for outside of VSLO:**

---

Display This Question:

If Did you seek any visiting student rotations in your 4th year? = Yes

And Did you do one or more visiting student rotations accepted outside of VSLO? = Yes



**The total number of Visiting Student Rotations accepted outside of VSLO:**

---

Display This Question:

If Did you seek any visiting student rotations in your 4th year? = Yes

And Did you do one or more visiting student rotations accepted outside of VSLO? = Yes



**The total number of Visiting Student Rotations accepted outside of VSLO that you attended:**

---

*Display This Question:*

*If Did you seek any visiting student rotations in your 4th year? = Yes*

*And Did you do one or more visiting student rotations accepted outside of VSLO? = Yes*



**The total number of rotations sites accepted outside of VSLO at which you interviewed for a residency position:**

---

*Display This Question:*

*If Did you seek any visiting student rotations in your 4th year? = Yes*

*And Did you do one or more visiting student rotations accepted outside of VSLO? = Yes*

**Did you list any rotation sites accepted outside of VSLO in your Rank Order List?**

Yes

No

*Display This Question:*

*If Did you seek any visiting student rotations in your 4th year? = Yes*

*And Did you do one or more visiting student rotations accepted outside of VSLO? = Yes*

**Did you list any rotations sites accepted outside of VSLO in the top three positions of your rank order list?**

Yes

No

---

*Display This Question:*

*If Did you seek any visiting student rotations in your 4th year? = Yes*

*And Did you do one or more visiting student rotations accepted outside of VSLO? = Yes*

**Did you match to a program where you did a Visiting Student Rotation that you arranged outside VSLO?**

Yes

No

---

**During your VSLO Rotations, did you experience any of the following biases because of your DO degree?**

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**Did you have to provide a USMLE score for one or more visiting student rotations?**

Yes

No

*Skip To: vsloextyp If Did you have to provide a USMLE score for one or more visiting student rotations? = Yes*

*Skip To: vslofee If Did you have to provide a USMLE score for one or more visiting student rotations? = No*

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Page Break

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*Display This Question:*

*If Did you have to provide a USMLE score for one or more visiting student rotations? = Yes*

**Did you have to provide a:**

- USMLE Step 1 score
  - USMLE Step 2 CK score
  - Both scores
- 

*Display This Question:*

*If Did you have to provide a USMLE score for one or more visiting student rotations? = Yes*

**Were you not permitted to do one or more VSLO rotations because you did not have a USMLE score?**

- Yes
- No

*Skip To: vsloprtyp If Were you not permitted to do one or more VSLO rotations because you did not have a USMLE score? = Yes*

*Skip To: vslofee If Were you not permitted to do one or more VSLO rotations because you did not have a USMLE score? = No*

---

Page Break

*Display This Question:*

*If Were you not permitted to do one or more VSLO rotations because you did not have a USMLE score? = Yes*

*And Did you have to provide a USMLE score for one or more visiting student rotations? = Yes*

**Did you have to provide a:**

- USMLE Step 1 score
- USMLE Step 2 CK score
- Both scores

---

Page Break

**Did you have to pay a higher fee than your MD-student colleagues for one or more visiting student rotations?**

- Yes
- No

---

Page Break

**Did one or more of your desired visiting student rotations not accept you because you were earning a DO degree?**

- Yes
- No

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Page Break



**If you had (an) experience(es) of bias in Visiting Student Rotations, please describe.**

**Please note that there is a 1,000 maximum character length for the comment section.**

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Page Break



**Please comment on your experiences with the Visiting Student Learning Opportunity service.**

**Please note that there is a 1,000 maximum character length for the comment section.**

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Page Break

*Display This Question:*

*If National Examinations - USMLE Did you or are you planning on taking any of the following exam... = Yes*

*And National Licensing Examinations - COMLEX-USA Did you pass COMLEX-USA Level 1 on your first atte... = Yes*

*Or National Licensing Examinations - COMLEX-USA Did you pass COMLEX-USA Level 1 on your first atte... = No*

*Or Did you pass COMLEX-USA Level 2 CE on your first attempt? = Yes*

*Or Did you pass COMLEX-USA Level 2 CE on your first attempt? = No*

**Did you report scores for both the USMLE and COMLEX in your ERAS application?**

Yes

No

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Page Break

*Display This Question:*

*If National Examinations - USMLE Did you or are you planning on taking any of the following exam... = Yes*

*And National Licensing Examinations - COMLEX-USA Did you pass COMLEX-USA Level 1 on your first atte... = Yes*

*Or National Licensing Examinations - COMLEX-USA Did you pass COMLEX-USA Level 1 on your first atte... = No*

*Or Did you pass COMLEX-USA Level 2 CE on your first attempt? = Yes*

*Or Did you pass COMLEX-USA Level 2 CE on your first attempt? = No*

**Were there any questions on the ERAS application that you felt were biased against students earning the DO degree?**

Yes

No

*Skip To: erasbias If Were there any questions on the ERAS application that you felt were biased against students earni... = Yes*

*Skip To: intvtpsp If Were there any questions on the ERAS application that you felt were biased against students earni... = No*

Display This Question:

If National Examinations - USMLE Did you or are you planning on taking any of the following exam... = Yes

And Were there any questions on the ERAS application that you felt were biased against students earni... = Yes

And National Licensing Examinations - COMLEX-USA Did you pass COMLEX-USA Level 1 on your first atte... = Yes

Or National Licensing Examinations - COMLEX-USA Did you pass COMLEX-USA Level 1 on your first atte... = No

Or Did you pass COMLEX-USA Level 2 CE on your first attempt? = Yes

Or Did you pass COMLEX-USA Level 2 CE on your first attempt? = No

**Please describe the bias(es) you experienced during the ERAS application.**

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Page Break

Display This Question:

If National Examinations - USMLE Did you or are you planning on taking any of the following exam... = Yes

And National Licensing Examinations - COMLEX-USA Did you pass COMLEX-USA Level 1 on your first atte... = Yes

Or National Licensing Examinations - COMLEX-USA Did you pass COMLEX-USA Level 1 on your first atte... = No

Or Did you pass COMLEX-USA Level 2 CE on your first attempt? = Yes

Or Did you pass COMLEX-USA Level 2 CE on your first attempt? = No

**Did you get any interviews in your top choice specialty?**

Yes

No

---

Page Break

Display This Question:

If National Examinations - USMLE Did you or are you planning on taking any of the following exam... = Yes

And National Licensing Examinations - COMLEX-USA Did you pass COMLEX-USA Level 1 on your first atte... = Yes

Or National Licensing Examinations - COMLEX-USA Did you pass COMLEX-USA Level 1 on your first atte... = No

Or Did you pass COMLEX-USA Level 2 CE on your first attempt? = Yes

Or Did you pass COMLEX-USA Level 2 CE on your first attempt? = No

**Did any programs to which you applied for an interview communicate to you that they do not interview or select students earning the DO degree?**

Yes

No

---

Page Break

Display This Question:

If National Examinations - USMLE Did you or are you planning on taking any of the following exam... = Yes

And National Licensing Examinations - COMLEX-USA Did you pass COMLEX-USA Level 1 on your first atte... = Yes

Or National Licensing Examinations - COMLEX-USA Did you pass COMLEX-USA Level 1 on your first atte... = No

Or Did you pass COMLEX-USA Level 2 CE on your first attempt? = Yes

Or Did you pass COMLEX-USA Level 2 CE on your first attempt? = No

**Did you have any other experiences of inequity in applying for residency positions through ERAS?**

Yes, please explain \_\_\_\_\_

No

---

Page Break \_\_\_\_\_

**In what specialty(ies) did you interview?**

- Allergy and Immunology
- Anesthesiology
- Child Neurology
- Dermatology
- Diagnostic Radiology
- Emergency Medicine
- Family Medicine
- Internal Medicine
- Interventional Radiology
- Medical Genetics and Genomics
- Neurodevelopmental Disabilities
- Neurological Surgery
- Neurology
- Nuclear Medicine
- Obstetrics and Gynecology
- Ophthalmology
- Orthopedic Surgery
- Osteopathic Neuromusculoskeletal Medicine



- Otolaryngology
- Pathology
- Pediatrics
- Physical Medicine and Rehabilitation
- Plastic Surgery
- Preventive Medicine
- Psychiatry
- Radiation Oncology
- Surgery
- Thoracic Surgery
- Urology
- Vascular Surgery
- Undecided or Indefinite

**End of Block: ERAS/Invol Clk/Exams/Bias**

---

**Start of Block: Interviews/Match**

Page Break 

---

**Did you have any interviews that were conducted virtually?**

Yes

No

*Skip To: intvtolvt If Did you have any interviews that were conducted virtually? = Yes*

*Skip To: intvpr If Did you have any interviews that were conducted virtually? = No*

---

Page Break

---

*Display This Question:*

*If Did you have any interviews that were conducted virtually? = Yes*



**How many interviews did you have virtually?**

\_\_\_\_\_

---

Page Break

---

**Did you have any interviews that were conducted in-person?**

Yes

No

*Skip To: intvtolpr If Did you have any interviews that were conducted in-person? = Yes*

*Skip To: intvadp If Did you have any interviews that were conducted in-person? = No*

---

Page Break

---

Display This Question:

If Did you have any interviews that were conducted in-person? = Yes



**How many interviews did you have in-person?**

---

Page Break

Display This Question:

If Did you have any interviews that were conducted virtually? = Yes

Or Did you have any interviews that were conducted in-person? = Yes



**Do you believe:**

Display This Choice:

If Did you have any interviews that were conducted virtually? = Yes

You were advantaged by having virtual interviews

Display This Choice:

If Did you have any interviews that were conducted in-person? = Yes

You were advantaged by having in-person interviews

Display This Choice:

If Did you have any interviews that were conducted virtually? = Yes

You were disadvantaged by having virtual interviews

Display This Choice:

If Did you have any interviews that were conducted in-person? = Yes

You were disadvantaged by having in-person interviews

Display This Choice:

If Did you have any interviews that were conducted in-person? = Yes

And Did you have any interviews that were conducted virtually? = Yes

Both in-person and virtual interviews were equally advantageous to you

---

Page Break

**At your interview were you:**

---

**Interviewed by any attending physicians with a DO degree?**

- Yes
- No
- I do not know

---

Page Break

**Interviewed by any residents or trainees with a DO degree?**

- Yes
- No
- I do not know

---

Page Break

**Asked why you went to DO school rather than MD school?**

- Yes
- No

---

Page Break

**Asked about the quality of your clinical training?**

Yes

No

---

Page Break

**Were you able to ask about DOs who teach in the residency program, practice in the hospital, or treat patients in the community?**

Yes

No

Not applicable

---

Page Break

**Were you told your program does not usually or ever match students with a DO degree?**

Yes

No

---

Page Break

**Were you made to feel uncomfortable about your medical education or clinical training?**

Yes

No

---

Page Break

**How did your osteopathic training impact the Match process?**

---

**Overall, I think that my osteopathic training:**

- Was viewed by others as an advantage in my residency interview and match process
  - Was viewed by others as not an important factor in my residency interview and match process
  - Was viewed by others as a disadvantage in my residency interview and match process
- 

**For me, I think that overall my osteopathic training:**

- Was an advantage in my residency interview and match process
  - Was not an important factor in my residency interview and match process
  - Was a disadvantage in my residency interview and match process
- 

Page Break

---

**If you need a break, please take one. Your responses will be saved, just use the same survey link you were provided.**

**You can take a break at any time while completing the survey**

**You're halfway there!**

**End of Block: Interviews/Match**

---

**Start of Block: OMT/Gen**

**The next set of questions will evaluate the training you received during medical school and how confident you feel using these skills as a physician.**

**Please indicate your agreement with the following statements regarding your training in Osteopathic Manipulative Treatment and Osteopathic Principles (OMM/OMT), and Practice (OPP).**

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Well prepared to diagnose structural problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Well prepared to treat structural problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Well prepared to document findings in a structural examination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had opportunity to practice OPP during first two years in medical school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had opportunity to practice OPP during in-hospital rotations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had opportunity to practice OPP during ambulatory primary care rotations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had opportunity to practice OPP during ambulatory non-primary care rotations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had osteopathic physician role models during the first two years in medical school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had osteopathic physician role models during required in-hospital	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

rotations

Had osteopathic  
physician role  
models during  
ambulatory primary  
care rotations

    

Had osteopathic  
physician role  
models during  
ambulatory non-  
primary care  
rotations

    

Had osteopathic  
physician role  
models during  
selectives/electives

    

---

Page Break



**Indicate whether you agree or disagree with the following statements about your geriatrics and gerontology education during medical school.**

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I can identify situations where co-morbid conditions, life expectancy, and/or functional status should modify (or override) standard recommendations for screening tests in older adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can anticipate and identify hazards of hospitalization for older adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can identify those medications that should be avoided or used with caution in older adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can differentiate the clinical presentations of delirium, dementia, and depression in older adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can assess a patient's self-care/functional capacity, e.g. ADLs & IADLs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can assess an older adult patient's fall risk,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

identify underlying causative factors, and make recommendations for further evaluation and initial management

I can describe the differences in the presenting signs, symptoms, and laboratory findings of common conditions in older, as compared to younger, adults



Page Break

End of Block: OMT/Ger

Start of Block: Competency/Exam

**The following questions are being asked by AACOM to evaluate the competencies expected of medical school graduates who will soon be entering residency.**



**How confident are you in your current ability to perform the following activities:**

	Completely Confident	Mostly Confident	Fairly Confident	Not at all Confident	No Opportunity to Perform
Perform an accurate, complete, and focused history or physical exam in a prioritized, organized manner without supervision and with respect for the patient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrate patient data to formulate an assessment and develop a list of potential diagnoses that can be prioritized, leading to a selection of a working diagnosis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Select and interpret common diagnostic and screening tests using evidence-based and cost-effective principles when approaching a patient in any setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write safe and indicated orders and prescribe therapies or interventions in a variety of settings (e.g. inpatient,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ambulatory, urgent or emergent care) without direct supervision.

Provide accurate, focused, and context-specific documentation of a clinical encounter in either written or electronic formats.

Present a concise oral summary of a patient encounter to achieve a shared understanding of the patient's condition.

Identify key clinical questions in caring for patients, identify information resources, and retrieve information and evidence that will be used to address those questions.

Perform safe and effective transitions of responsibility for patient care from one health care team or practitioner to another.

Participate as a contributing and integrated

member of an interprofessional team and fully embrace the value of teamwork in patient care.

Promptly recognize a patient who requires urgent or emergent care, initiate evaluation and treatment, and seek help.

Obtain consent for tests and/or procedures for which I know the indications, contraindications, alternatives, risks and benefits.

Understand systems, identify system failures, and intervene in systems to improve quality and safety in health care.

---

Page Break

**How confident are you in your current ability to perform the following skills without direct supervision (i.e., with no supervisor in the room)?**

	Completely Confident	Mostly Confident	Fairly Confident	Not at all Confident	No Opportunity to Perform
Intravenous (IV) line insertion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phlebotomy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bag-valve-mask (BVM) ventilation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cardiopulmonary resuscitation (CPR)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Osteopathic manipulative treatment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Simple laceration or excision repair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

Page Break

**How confident are you in your current ability to perform the following examinations?**

	Completely Confident	Mostly Confident	Fairly Confident	Not at all Confident	No Opportunity to Perform
General adult examination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General pediatric examination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Well-baby examination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Breast and pelvic examination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prostate and testicular examination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Osteopathic structural examination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sports participation examination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Page Break



**Please offer any comments that may help the AACOM determine the usefulness of these questions for benchmarking and improving medical education at the local and national levels.**

**Please note that there is a 1,000 maximum character length for the comment section.**

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End of Block: Competency/Exam

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Start of Block: Sat/Act/Allo



**Enter percentage amounts without percent signs or decimals. If none, enter 0.**

**Please estimate the percentage of time you devoted to the following activities during the third and fourth years. Please be sure the sum of all equals 100.**

Inpatient care, including reading x-ray films & laboratory work : \_\_\_\_\_

Outpatient care : \_\_\_\_\_

Extended/long-term care : \_\_\_\_\_

Test preparation : \_\_\_\_\_

Residency application activities : \_\_\_\_\_

Research : \_\_\_\_\_

Other : \_\_\_\_\_

Total : \_\_\_\_\_

---

Page Break



**What percentage of your clinical training was delivered by allopathic physicians?**

	None	1 - 25%	26 - 50%	51 - 75%	76 - 100%
During the first two years of medical school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During required in-hospital rotations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During required ambulatory primary care rotations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During required ambulatory non-primary care rotations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During selectives/electives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

---

Page Break

**End of Block: Sat/Act/Allo**

**Start of Block: Sat/Survey Comments**

**Indicate your level of satisfaction with the following.**

	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
Academic counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessibility to administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Awareness of student problems or concerns by administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer resource center (i.e. IT, available software)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability insurance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic communication (e-mail, Internet/Intranet)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial aid administration services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation of students on key medical school committees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student health insurance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student health services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student relaxation space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student study space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutorial help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research or scholarly activity involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Page Break



**Please submit suggestions for improvement or positive comments on your osteopathic medical education. Your comments will be fed back to the schools ANONYMOUSLY in the spirit of helping to improve osteopathic medical education.**

**Please note that there is a 1,000 maximum character length for the comment section.**

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Page Break

**If you need a break, please take one. Your responses will be saved, just use the same survey link you were provided.**

**You can take a break at any time while completing the survey.**

**You're nearing the finish line!**

End of Block: Sat/Survey Comments

---

Start of Block: Career Plans

#### **Part IV: CAREER PLANS**

---



**Please indicate your plans immediately following graduation.**

- Transitional year with Osteopathic Recognition
- Transitional year without Osteopathic Recognition
- Residency with Osteopathic Recognition
- Residency without Osteopathic Recognition
- Osteopathic Focus/Integrated Residency
- Governmental/military service residency with Osteopathic Recognition
- Governmental/military service residency without Osteopathic Recognition
- Research or other non-residency activity
- Undecided

---

Page Break

**Please select ONE item that best describes your plans for board certification.**

- AOA boards
- ABMS boards
- Both AOA and ABMS boards
- Not planning board certification
- Undecided or indefinite
- Other

*Skip To: spec If Please select ONE item that best describes your plans for board certification. = AOA boards*

*Skip To: certopt If Please select ONE item that best describes your plans for board certification. = ABMS boards*

*Skip To: certopt If Please select ONE item that best describes your plans for board certification. = Both AOA and ABMS boards*

*Skip To: spec If Please select ONE item that best describes your plans for board certification. = Not planning board certification*

*Skip To: spec If Please select ONE item that best describes your plans for board certification. = Undecided or indefinite*

*Skip To: spec If Please select ONE item that best describes your plans for board certification. = Other*

---

Page Break

Display This Question:

If Please select ONE item that best describes your plans for board certification. = ABMS boards

Or Please select ONE item that best describes your plans for board certification. = Both AOA and ABMS boards



**Please give ALL the reasons why you plan to pursue ABMS boards or both AOA and ABMS boards.**

- Board certification is more widely recognized
- Board certification has more colleague acceptance
- Board certification carries more prestige
- Board certification provides more opportunities (career, residencies, etc.)
- Personal desire for selected board certification
- Hospital privileges more readily obtained with selected board certification
- Licenses more readily obtained with selected board certification
- It is a requirement of the residency program
- Other

---

Page Break

**Area of Interest: Select ONE specialty in which you are most likely to work or seek training.**

- Allergy and Immunology
- Anesthesiology
- Child Neurology
- Dermatology
- Diagnostic Radiology
- Emergency Medicine
- Family Medicine
- Internal Medicine
- Interventional Radiology
- Medical Genetics and Genomics
- Neurodevelopmental Disabilities
- Neurological Surgery
- Neurology
- Nuclear Medicine
- Obstetrics and Gynecology
- Ophthalmology
- Orthopedic Surgery
- Osteopathic Neuromusculoskeletal Medicine
- Otolaryngology
- Pathology

- Pediatrics
- Physical Medicine and Rehabilitation
- Plastic Surgery
- Preventive Medicine
- Psychiatry
- Radiation Oncology
- Surgery
- Thoracic Surgery
- Urology
- Vascular Surgery
- Undecided or Indefinite

---

Page Break



Please indicate the importance of each of the following factors affecting your specialty choice decision.

	Major Influence	Strong Influence	Moderate Influence	Minor Influence	No Influence/NA
Intellectual content of the specialty (type of work, diagnostic programs, diversity)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Like dealing with people (type of person, type of patient) more than techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prestige/income potential	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Debt level (level of debt, length of residency, high malpractice insurance premiums)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lifestyle (predictable working hours, sufficient time for family)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Like the emphasis on technical skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Specialty has programs with Osteopathic Recognition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Role models (e.g., physicians in the specialty)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer influence (encouragement from practicing physicians, faculty, or other)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

students)					
Skills/abilities (possess the skills required for the specialty or its patient population)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic environment (courses, clerkships in the specialty area)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity for research/creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Desire for independence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Previous experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Page Break

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**Long-Range Plans: Select ONE item that best describes your intended activity five years AFTER residency training.**

- Practice in an HMO
- Practice in a Federally Qualified Health Center (FQHC)
- Employed in a hospital or physician group
- Self-employed with or without a partner in private practice
- Governmental service, e.g. military, NHS Corps, Indian Health Service, V.A., state/local health dept.
- Fellowship
- Academic Medicine
- Other professional activity, e.g. teaching, research, administration, fellowship
- Undecided

---

Page Break

**Do you plan, at some point in your career, to work as a hospitalist (i.e., full-time care of hospitalized patients)?**

- Yes
- No
- Unsure

*Skip To: hosptim If Do you plan, at some point in your career, to work as a hospitalist (i.e., full-time care of hosp... = Yes*

*Skip To: futst If Do you plan, at some point in your career, to work as a hospitalist (i.e., full-time care of hosp... = No*

*Skip To: futst If Do you plan, at some point in your career, to work as a hospitalist (i.e., full-time care of hosp... = Unsure*

---

Page Break

*Display This Question:*

*If Do you plan, at some point in your career, to work as a hospitalist (i.e., full-time care of hosp... = Yes*

**If you plan to work as a hospitalist, do you anticipate providing patient care full-time or part-time?**

- Full-time (at least 36 hours a week)
- Part-time (less than 36 hours a week)
- Unsure

---

Page Break

*Display This Question:*

*If Do you plan, at some point in your career, to work as a hospitalist (i.e., full-time care of hosp... = Yes*

**If you plan to work as a hospitalist, to what extent do you expect to participate in research?**

- Full-time
- Significantly involved
- Involved in a limited way
- Unsure

---

Page Break

**Where do you expect to locate after the completion of your internship or residency?**

▼ ALABAMA ... OTHER

---

**What is the population of the city/town/area of legal residence where you plan to be employed or in practice after completion of internship or residency?**

- Major metropolitan area (1,000,001 or more)
- Metropolitan area (500,001 to 1,000,000)
- City (100,001 to 500,000)
- City (50,001 to 100,000)
- City or town (10,001 to 50,000)
- City or town (2,501 to 10,000)
- Area 2,500 or less
- Undecided

---

Page Break

**Are you planning to practice in any underserved or shortage areas after completion of internship or residency?**

- Yes
- No
- Unsure

*Skip To: typund If Are you planning to practice in any underserved or shortage areas after completion of internship... = Yes*

*Skip To: income If Are you planning to practice in any underserved or shortage areas after completion of internship... = No*

*Skip To: income If Are you planning to practice in any underserved or shortage areas after completion of internship... = Unsure*

---

Page Break

*Display This Question:*

*If Are you planning to practice in any underserved or shortage areas after completion of internship... = Yes*

**In what type of underserved or shortage area do you plan to practice?**

- Rural community
- Inner-city community
- Suburban/urban but shortage of my specialty
- Other

---

Page Break

The following question relates to your expected income after internship and residency.

Dollar amounts should be entered as whole numbers without dollar signs, commas, or decimals. If none, enter 0.

What annual gross income do you expect to earn before taxes during:

---

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First year in practice after internship and residency?

---

---

---

Fifth year in practice after internship and residency?

---

---

---

Tenth year in practice after internship and residency?

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End of Block: Career Plans

---

Start of Block: Fin Aid/Demo 1

Part V: FINANCIAL AID

---

The following section relates to debt you have incurred to complete your education.



When completing the following questions please refer to the National Student Loan Data System (NSLDS) for your loan information [by clicking here](#). To access the NSLDS you will need your username and password. If you do not have a FSA ID you will need to create one to log in.

Dollar amounts should be entered as whole numbers without dollar signs, commas, or decimals. If none, enter 0.



Upon entering medical school, how much did you owe from your undergraduate education? Do NOT include osteopathic medical school debt.

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Page Break



Upon entering medical school, how much did you owe from your graduate education? Do NOT include undergraduate or osteopathic medical school debt.

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Page Break



When completing the following questions please refer to the National Student Loan Data System (NSLDS) for your loan information [by clicking here](#). To access the NSLDS you will need your username and password. If you do not have a FSA ID you will need to create one to log in.

Dollar amounts should be entered as whole numbers without dollar signs, commas, or decimals. If none, enter 0.

Indicate the principal amount you borrowed from each loan source listed below to finance your osteopathic medical education. Exclude loans to finance your

**undergraduate or previous graduate education and non-educational debt.**

Unsubsidized Stafford Loan (FFEL or Direct) : \_\_\_\_\_

Subsidized Stafford Loan (FFEL or Direct) : \_\_\_\_\_

Federal Graduate PLUS Loan Program : \_\_\_\_\_

Perkins Loan in whole dollars : \_\_\_\_\_

Loans for Disadvantaged Students (LDS) : \_\_\_\_\_

Primary Care Loan (PCL) : \_\_\_\_\_

Other loans insured by a state government : \_\_\_\_\_

Osteopathic association loans (For example: AOA, state or local osteopathic society) : \_\_\_\_\_

Alternative loan (For example: Robert Wood Johnson, student loan program, PEP, StillLoan, MedFunds, CitiAssist, MedEXCEL, Med-Cap, Med-Achiever, Signature Health) : \_\_\_\_\_

Any other loans for your osteopathic medical education in your name : \_\_\_\_\_

Total : \_\_\_\_\_

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Page Break

**Family Loans: If your parents or other family members borrowed to help finance your osteopathic medical education, please indicate the total amount of their loan(s). Omit any loans in your name.**



**Total loans taken out by family members**

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*Skip To: Inrefam If Condition: Total loans taken out by fa... Is Not Empty. Skip To: How much of the previous amount of&nb...*

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Page Break

Display This Question:

If If Total loans taken out by family members Text Response Is Not Empty



**How much of the previous amount of  $\${Intotfam/ChoiceTextEntryValue}$  for loans taken out by family is to be paid by you?**

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Page Break



**Dollar amounts should be entered as whole numbers without dollar signs, commas, or decimals. If none, enter 0.**

**Indicate the total amount you received as scholarship/grant, fellowship funds from the sources listed below to finance your osteopathic medical education. Exclude any scholarships or grants received to finance your undergraduate or previous graduate education.**

National Health Service Corps Scholarship : \_\_\_\_\_

Armed Forces Health Professions Scholarship : \_\_\_\_\_

Veterans Affairs Health Professionals Scholarship Program (HPSP) : \_\_\_\_\_

Post-9/11 GI Bill : \_\_\_\_\_

Indian Health Service Scholarship Program : \_\_\_\_\_

Department of Defense Tuition Assistance Program : \_\_\_\_\_

Scholarships for Disadvantaged Students : \_\_\_\_\_

Diversity/Minority Scholarship : \_\_\_\_\_

Western Interstate Commission for Higher Education (WICHE) : \_\_\_\_\_

State government scholarship/grant : \_\_\_\_\_

Scholarship/grant/fellowship from osteopathic medical school or its parent university : \_\_\_\_\_

Tuition waiver : \_\_\_\_\_

Osteopathic association scholarships (For example: AOA, state or local osteopathic society) : \_\_\_\_\_

Other sources : \_\_\_\_\_

Total : \_\_\_\_\_

Page Break



**This question relies on your previous responses to the survey. If you need to change your response please do so by using the “Back” button below.**

**Enter percentage amounts without percent signs or decimals. If none, enter 0.**

**Estimate the percentage of the total cost of your osteopathic medical education that was paid by each of the following sources. Please be sure the total equals 100.**

Loans - **Total from your previous response loan question** : \_\_\_\_\_

Scholarships/grants - **Total from your previous response scholarships/grants question** :

\_\_\_\_\_

Personal savings : \_\_\_\_\_

Personal earnings - (Only include monies earned by you or your spouse during your 4 years of medical school.) : \_\_\_\_\_

Parents : \_\_\_\_\_

Other relatives : \_\_\_\_\_

Others : \_\_\_\_\_

Total : \_\_\_\_\_

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Page Break



**How much non-educational consumer debt (such as car loans, credit card, and medical expenses) did you incur while in osteopathic medical school? Dollar amounts should be entered as whole numbers without dollar signs, commas, or decimals. If none, enter 0.**

\_\_\_\_\_

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Page Break

**How many years do you expect to take to repay the indebtedness for your osteopathic medical education?**

▼ 1 ... More than 30

Page Break

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**Do you anticipate participating in a student loan consolidation program (Federal or non-Federal) for repayment?**

- Yes
  - No
  - Undecided
- 

Page Break

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**Do you plan to enter a loan forgiveness or repayment program?**

- Yes
- No

*Skip To: progtyp If Do you plan to enter a loan forgiveness or repayment program? = Yes*

*Skip To: Q121 If Do you plan to enter a loan forgiveness or repayment program? = No*

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Page Break

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*Display This Question:*

*If Do you plan to enter a loan forgiveness or repayment program? = Yes*

**Please list the type of loan-forgiveness or repayment program you plan on participating in:**

- Department of Education's Public Service Loan Forgiveness Program (PSLF)
- Armed Services (Navy, Army, Air Force)
- National Health Service Corps Loan Repayment Program
- Indian Health Service Loan Repayment Program
- National Institutes of Health Loan Repayment Program
- Health Resources and Services Administration Faculty Loan Repayment Program
- State loan forgiveness program
- Hospital program (e.g. sign-on bonus)
- Other \_\_\_\_\_

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Page Break

**Part VI: DEMOGRAPHIC DATA**

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**This information is for classification purposes only and is considered confidential. Information will only be used by the AACOM and affiliated organizations in totals or averages.**

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**\* Date of Birth (MM/DD/YYYY):**

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End of Block: Fin Aid/Demo 1

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Start of Block: Demo 2

**Assigned sex at birth: What sex were you assigned at birth, on your original birth certificate?**

Male

Female

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Page Break

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**Current Gender Identity: How do you describe yourself?**

- Male
- Female
- Transgender female
- Transgender male
- Gender variant/non-conforming
- Intersex
- Not listed
- Decline to answer

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Page Break

**Marital Status**

- Married/cohabiting
- Single



**Dependents: Not including yourself or your spouse/partner, how many dependents do you support financially?**

- 1
- 2
- 3
- 4
- 5 or more

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Page Break

**Race/Ethnicity: Indicate your race and/or ethnicity from the categories provided. If you are selecting Hispanic or Latino ethnicity and/or Asian or Native Hawaiian or Other Pacific Islander race, you must check one or more of the sub-categories.**



Ethnicity - Check all that apply

**Hispanic or Latino**

- Mexican, Mexican American, Chicano/Chicana
- Cuban
- Puerto Rican
- Other Hispanic or Latino



Race - Check all that apply

**American Indian or Alaskan Native**

American Indian or Alaskan Native

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**Asian**

Asian Indian

Chinese

Filipino

Japanese

Korean

Pakistani

Vietnamese

Other Asian

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**Black or African-American**

Black or African-American



### Native Hawaiian or Other Pacific Islander

- Guamanian or Chamorro
- Native Hawaiian
- Samoan
- Other Native Hawaiian or Pacific Islander



### White

- White

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### Ethnic Description:

**American Indian or Alaskan Native:** *A person having origins in any of the original peoples of North and South America (including Central America) who maintains cultural identification through tribal affiliation or community attachment.*

**Asian:** *A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.*

**Black or African American:** *A person having origins in any of the black racial groups of Africa.*

**Hispanic or Latino:** *A person of Cuban, Mexican, Puerto Rican, South or Central America, or Spanish culture or origin, regardless of race.*

**Native Hawaiian or Other Pacific Islander:** *A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.*

**White:** *A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.*

**Citizenship Status**

- U.S. Citizen
- Permanent Resident
- Temporary Resident
- Non Resident
- None

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Page Break

**Was English your first language?**

- Yes
- No

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Page Break

**What is your current state of legal residence?**

▼ ALABAMA ... OTHER

**What is the population of the city/town/area of legal residence?**

- Major metropolitan area (1,000,001 or more)
- Metropolitan area (500,001 to 1,000,000)
- City (100,001 to 500,000)
- City (50,001 to 100,000)
- City or town (10,001 to 50,000)
- City or town (2,501 to 10,000)
- Area 2,500 or less

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Page Break

**Father's Education: Select the highest level of education your father attained. Complete this item even if he is deceased.**

- Professional Degree (DO/MD, JD, DDS, etc.)
- Doctorate (Ph.D. Ed.D. etc.)
- Master's
- Bachelor's
- Associate Degree/Technical Certificate
- High School Graduate
- Less than High School
- Unknown

*Skip To: fathdomd If Father's Education: Select the highest level of education your father attained. Complete this i... = Professional Degree (DO/MD, JD, DDS, etc.)*

*Skip To: educm If Father's Education: Select the highest level of education your father attained. Complete this i... = Doctorate (Ph.D. Ed.D. etc.)*

*Skip To: educm If Father's Education: Select the highest level of education your father attained. Complete this i... = Master's*

*Skip To: educm If Father's Education: Select the highest level of education your father attained. Complete this i... = Bachelor's*

*Skip To: educm If Father's Education: Select the highest level of education your father attained. Complete this i... = Associate Degree/Technical Certificate*

*Skip To: educm If Father's Education: Select the highest level of education your father attained. Complete this i... = High School Graduate*

*Skip To: educm If Father's Education: Select the highest level of education your father attained. Complete this i... = Less than High School*

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Page Break

*Display This Question:*

*If Father's Education: Select the highest level of education your father attained. Complete this i... = Professional Degree (DO/MD, JD, DDS, etc.)*

**What is your father's professional degree, please select one of the following:**

- DO/MD
- Other Health Professions
- Other

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Page Break

**Mother's Education: Select the highest level of education your mother attained. Complete this item even if she is deceased.**

- Professional Degree (DO/MD, JD, DDS, etc.)
- Doctorate (Ph.D. Ed.D. etc.)
- Master's
- Bachelor's
- Associate Degree/Technical Certificate
- High School Graduate
- Less than High School
- Unknown

*Skip To: mothdomd If Mother's Education: Select the highest level of education your mother attained. Complete this i... = Professional Degree (DO/MD, JD, DDS, etc.)*

*Skip To: parinc If Mother's Education: Select the highest level of education your mother attained. Complete this i... = Doctorate (Ph.D. Ed.D. etc.)*

*Skip To: parinc If Mother's Education: Select the highest level of education your mother attained. Complete this i... = Master's*

*Skip To: parinc If Mother's Education: Select the highest level of education your mother attained. Complete this i... = Bachelor's*

*Skip To: parinc If Mother's Education: Select the highest level of education your mother attained. Complete this i... = Associate Degree/Technical Certificate*

*Skip To: parinc If Mother's Education: Select the highest level of education your mother attained. Complete this i... = High School Graduate*

*Skip To: parinc If Mother's Education: Select the highest level of education your mother attained. Complete this i... = Less than High School*

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Page Break

*Display This Question:*

*If Mother's Education: Select the highest level of education your mother attained. Complete this i... = Professional Degree (DO/MD, JD, DDS, etc.)*

**What is your mother's professional degree, please select one of the following:**

- DO/MD
- Other Health Professions
- Other

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Page Break

**Parent's Income: Give your best estimate of your parents' combined income before taxes for the prior year.**

- Less than \$20,000
- \$20,000 - \$34,999
- \$35,000 - \$49,999
- \$50,000 - \$74,999
- \$75,000 - \$99,999
- \$100,000 - \$199,999
- \$200,000 or more
- Deceased/Unknown

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Page Break



**Financial Independence: Do you consider yourself financially independent from your parents?**

Yes

No

End of Block: Demo 2

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