

June 2022

Learning Communities: Do They Improve Imposter Syndrome and Loneliness Among Medical Students?

Nicole C. White

Wayne State University, gt4064@wayne.edu

Sahar Elmenini

Wayne State University School Of Medicine

Follow this and additional works at: https://digitalcommons.wayne.edu/som_srs



Part of the [Higher Education Commons](#), and the [Medical Education Commons](#)

Recommended Citation

White, Nicole C. and Elmenini, Sahar, "Learning Communities: Do They Improve Imposter Syndrome and Loneliness Among Medical Students?" (2022). *Medical Student Research Symposium*. 147.
https://digitalcommons.wayne.edu/som_srs/147

This Research Abstract is brought to you for free and open access by the School of Medicine at DigitalCommons@WayneState. It has been accepted for inclusion in Medical Student Research Symposium by an authorized administrator of DigitalCommons@WayneState.

Learning Communities: Do They Improve Imposter Syndrome and Loneliness Among Medical Students?

Elmenini, S., White, N., & Ayers, E., M.D.

Learning Objectives: Do learning communities improve feelings of being an imposter and loneliness.

Topic Keywords: Learning Communities; Learning Community; Imposter Syndrome; Imposter Phenomenon; Loneliness; Lonely; Alone; Isolation; Locus of Control; Medical Students; Medical School

Current literature links imposter syndrome (IS), isolation, and locus of control (LOC). Learning communities (LCs) serve to directly and effectively combat loneliness, feelings of isolation, and better promote students' wellbeing and success. We hypothesized that those who attend more LC events will score lower on the IS scale and lower on the social loneliness scale. Furthermore, those who scored higher on IS and social loneliness are more likely to have an external LOC. To test this, a survey was sent to the Classes of 2021, 2022, 2023, and 2024 at Wayne State University School of Medicine, resulting in 144 participants. The survey included questions from the following: gender, age, class, number of LC events attended, number of non-LC events attended, IS, loneliness, and LOC. Surprisingly, it was found that there was not a significant correlation between the number of LC events attended and IS, loneliness, and LOC. However, a slight positive correlation between loneliness scores and the number of non-LC social events attended was found. Furthermore, there were correlations between IS, loneliness, and LOC. In summary, this study coincides with current literature in the connection between gender and IS, loneliness, and external LOC, while contradicting literature on the connection between IS and loneliness. However, the study fails to affirm that LCs decrease feelings of loneliness and IS. Further studies on the different types of LCs and how they contribute to the student body may shed some light on the gaps between LCs, IS, and loneliness.