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Implicit Bias Mask: Understanding What it Means to be a "Life-Long Learner" Both Inside the Classroom and in the Community

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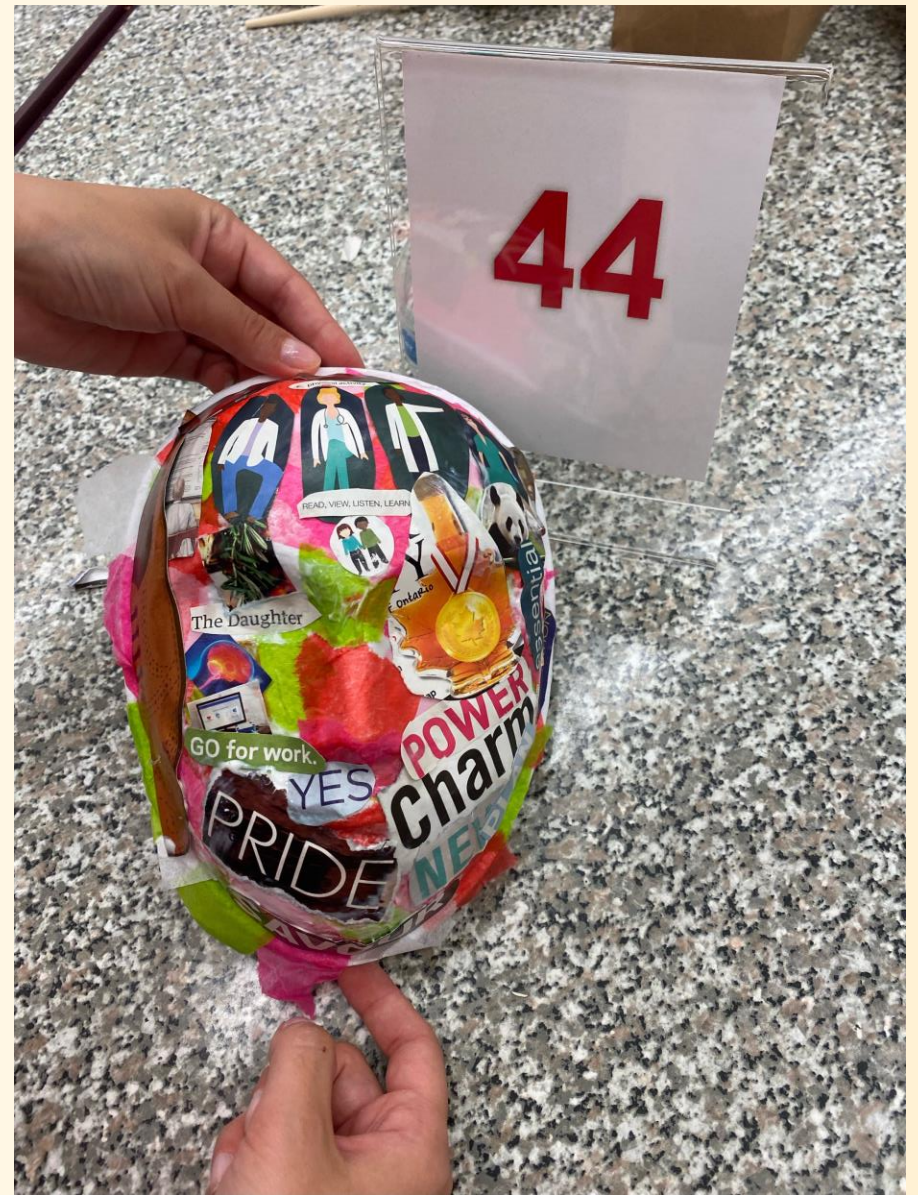
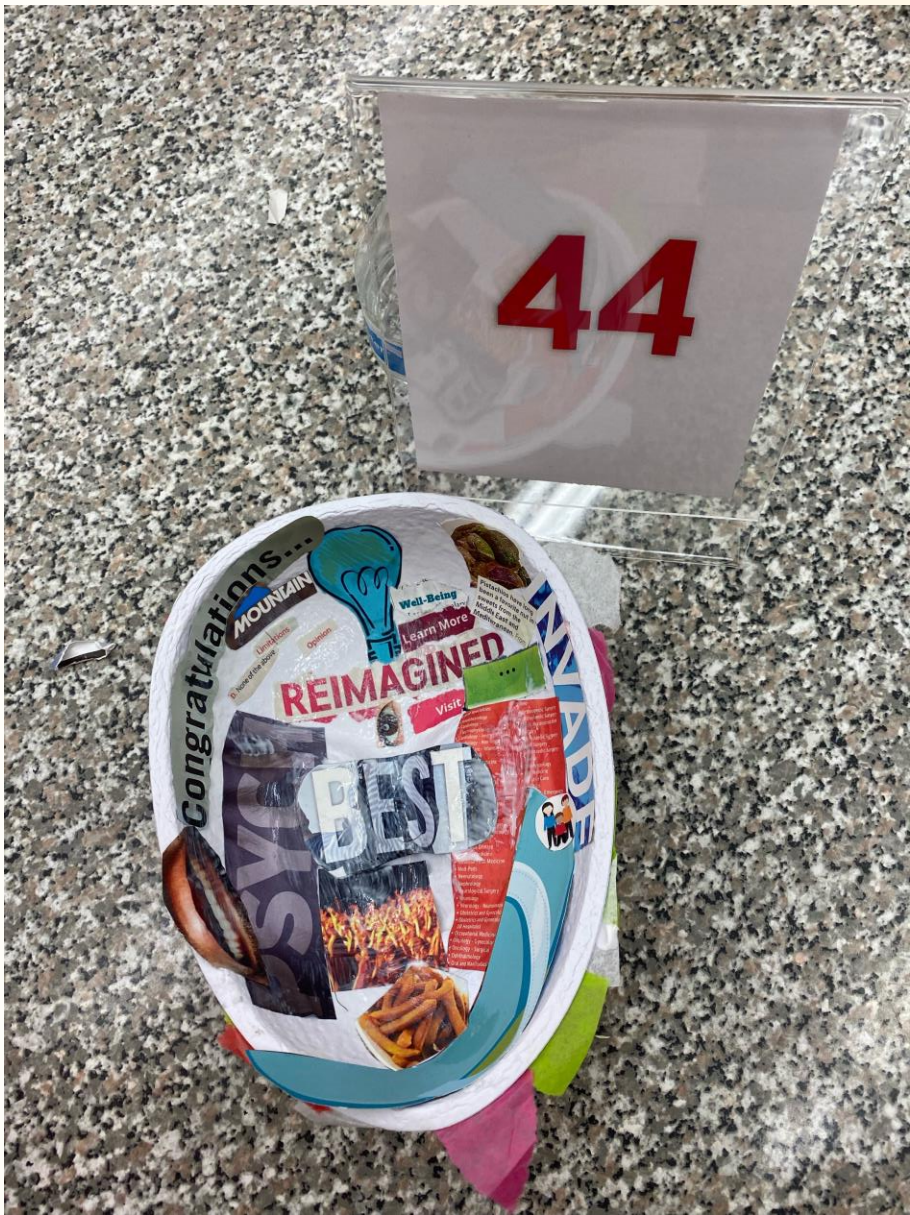
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Understanding What it Means to be a "Life-Long Learner" Both Inside the Classroom and in the Community

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Learning Community: Red 44





REFLECTION: having participated in this project.

The outside of the mask:

- People see us as hardworking and accomplished individuals. We portray ourselves as professionals with a lot of confidence and passion for medicine. We also represent different ethnic minorities in our community and believe our backgrounds give us unique perspectives that will help us communicate with a wide array of people.
- Our roles are defined by our pursuit of medicine to become physicians, which is why we put pictures of a doctor on the outside of the mask.
- Exploring our ability to navigate through medical school by planning ahead, being organized, and working hard. We aim to succeed through the power of learning, practicing, and sharing our medical skills.

The inside of the mask:

- Implicit bias: Coming from a variety of diverse backgrounds within our group, we all collectively learn to be more aware of the different implicit biases we may encounter. Understanding these biases can often occur within the medical field, we realize it may be hard to combat these issues and are consistently taking a step toward addressing these in scenarios with our future patients and their families.
- Conscious attitudes will help us overcome barriers like implicit biases, imposter syndrome, and anxiety. Medical school can be very challenging, and it is easy to be intimidated and overwhelmed by the journey ahead. However, we believe that a healthy balance between studying, self-care, and community engagement will help us overcome any challenges we face. That is why we added words like 'wellbeing,' 'psych,' 'best,' and 'reimagined' to the inside of our mask.
- My Professional Identity Formation: We aim to create a professional identity by recognizing our implicit biases, celebrating our successes, and framing our conscious attitudes towards becoming compassionate physicians dedicated to our community and our patients.



We know that the many changes and challenges in the first year of medical school will help us become more adaptive learners and will show us the importance of asking for help and support from our peers, faculty, and mentors. We also look forward to learning from our peers and future patients about their unique cultural backgrounds and diverse life experiences. We hope to use the cultural dexterity we gain in our first year of medical school as we help address health disparities and concerns in our future patient populations. We hope that this first year of medical school will help shape our professional identity, although we know most of us began medical school in the stage 2 “independent operator” focusing on our own academic success, we hope that by the end of our first year we will progress into stage 3 and become more “team oriented” by learning to lean on our teammates and support one another. We hope that getting comfortable asking for help from our team and supportive faculty will help us cope with ongoing stressors in medical school and become more adaptive learners.

