

MPP Program Logic Model Snapshot

The MPP program logic model outlines our program elements, immediate, intermediate, and long-term outcomes the program aims to achieve.

| Program Element | Immediate Outcome | Intermediate Outcome | Long-Term Outcome |
|--|---|--|--|
| Experience the first year of medical school. Learn what it is like to be a student at a top medical school in the U.S. | Students will experience the “pomp and circumstance” and sense of personal achievement upon being accepted to the program and having first experiences within it. They will also develop a sense of the dedication that is required to remain a part of such a special cohort of students. | Given that students are provided with metered exposure to the coursework, simulations, related programming, and multitude of other supports associated with medical school, they are able to more comfortably assimilate what they have learned and to apply it as they progress. | By the time their involvement in the MPP has commenced, students will be very well-prepared for the rigors of medical school. And given the NAPCA Family Commitment, students will have a “team” that will remain a part of their journey through medical school, into employment, and beyond. |
| Build a strong scientific and mathematical foundation to thrive in pre-med coursework, medical school, and for future medical practice | In public schools across the nation, students are being exposed to Science, Technology, Engineering, and Math (STEM) earlier than ever before. Knowledge in these content areas is central to thriving in pre-med coursework. Early exposure means that students can gain “entry-level” access to the content and can determine whether it is “for them.” | Successful completion of coursework in the areas of science and mathematics that align with the expected knowledge, skills, and abilities of viable medical school applicants (as outlined by the AAMC) gives students a clear sense of what they need to have accomplished prior to applying to medical school. | Exposure to quality instruction in key areas of science and mathematics during high school and undergraduate studies will prepare students for the rigors of advanced courses in these broad areas during medical school education. |

| Program Element | Immediate Outcome | Intermediate Outcome | Long-Term Outcome |
|--|--|--|---|
| Explore the career as a medical physician in depth and develop a personal strategic action plan to clearly outline a path to achieve your future career goal of becoming a medical physician | Initially, students will engage an assessment of their values and interests and will obtain 360-degree feedback from significant figures in their lives regarding their strengths and areas of need. This valuable information can then support selection of a broad career field. | Students analyze a career field and to make a subsequent choice regarding a career specialty. | Students emerge from this process having completed an actionable education and career plan, leading to gainful employment in a career specialty that will give them a sense of purpose and fulfillment. |
| Career Exploration and Planning | Supports introspection and assessment of values so that students become aware of what is most meaningful to them. | Informs choice of career field, promotes Career Field Analysis, and narrows the potential choices of career fields. | Informs choice of specialty within a career field and supports the systematic development of a formal career and education plan. |
| Academic Skills | Provides the “building blocks” for an academic skill set that supports acquisition of content knowledge. | These practices become inherent to the learner with repeated application and in turn, help the learner to remain motivated to meet new challenges. | Given the need for physicians to acquire continuing education (CE) credits, academic skills such as those taught through the MPP Program will remain relevant. |
| Career Simulations | Gives students a “feel” for the tasks associated with a particular career field and an opportunity to decide whether they enjoy those tasks. | Participation in simulation exercises establishes a degree of proficiency in performing a set of skills over time. | Students will be well-prepared to engage in clinical duties once in medical school. |
| Academic Instruction | Orients students to the specific areas of content knowledge that they will need in order to be viable medical school candidates. | Helps students to build content knowledge as they progress towards important milestones, such as taking the MCAT and USMLE exams. | Puts students in an advantageous position as they begin medical school training. |

| Program Element | Immediate Outcome | Intermediate Outcome | Long-Term Outcome |
|---|--|--|---|
| Social-Emotional Learning | To spark the development of a skill set that will allow students to contend effectively with the rigors of academics and vocation. | To help students to overcome the non-cognitive barriers that might otherwise inhibit goal achievement. | Allows students to complete a medical degree and to manage the rigors of a very demanding field and job. Strike a balance between personal and professional lives. |
| NAPCA Family Commitment | Provides students with a clear sense of having a “team” of collaborators and advisors who will be with them step-for-step along their journey. | Helps students to remain motivated to achieve their goals, even as the demands associated with that pursuit become more numerous and more challenging. | Enables students to establish lasting collegial and professional networks. |
| Summer and monthly programming: Build a robust community of peers and support that will last a lifetime | Provides students with peer-level camaraderie, a sense of belonging, and an opportunity to share experiences. | Builds an expectation that cohorts provide concentrated learning opportunities. | Students come to value the experience of learning in groups and provides a network of peers that support one another personally and professionally. |
| Summer and monthly programming: Build a robust community of peers and support that will last a lifetime | Early, teacher-supported efforts to aid student development of these skills is key to building a success mindset that will support learning efforts across multiple subject areas. | Student acquisition and independent implementation of these skills are central to maintaining motivation as learning demands increase and content becomes more abstract. | These skills will ensure that the learner will be able to manage academic rigor throughout his/her academic career, (including medical school) and throughout a career as a physician, in which ongoing learning is required. |
| Learn effective strategies/study skills and strengthen non-cognitive skills, behaviors, and attitudes for success in college and career | Early, teacher-supported efforts to aid student development of these skills is key to building a success mindset that will support learning efforts across multiple subject areas. | Student acquisition and independent implementation of these skills are central to maintaining motivation as learning demands increase and content becomes more abstract. | These skills will ensure that the learner will be able to manage academic rigor throughout his/her academic career, (including medical school) and throughout a career as a physician, in which ongoing learning is required. |

| Program Element | Immediate Outcome | Intermediate Outcome | Long-Term Outcome |
|---|---|--|---|
| <p>Visit medical facilities and clinics and observe the activities of physicians and residents</p> | <p>First visits and initial observations provide students with a quick snapshot of the activities of professionals working in the field and allow those students to develop initial impressions about those activities.</p> | <p>Repeated observation affords students the opportunity to look more closely at the activities of physicians working in specialties that may be of great interest to them.</p> | <p>Students develop a strong sense of their preferences for the activities of one specialty over another. Given multiple opportunities for visits and observations, clarifying questions can be posed to practicing professionals. A proper “coach” (whether medical student, resident, or licensed physician) could be chosen given these opportunities.</p> |
| <p>Connect with a Career Coach and receive personalized one-on-one sessions to support your professional and personal development into the medical field</p> | <p>Initially, students can utilize the support of the Career Coach to facilitate assessment of their values and interests, and to obtain 360-degree feedback from significant figures in their lives. This valuable information can then support selection of a broad career field.</p> | <p>Students utilize the support of the Career Coach to explore and analyze a career field and to make a subsequent choice regarding a career specialty. The Career Coach, who can be a medical student, resident, or licensed physician, is best suited to facilitate student selection of a career specialty.</p> | <p>Students emerge from coaching having completed an actionable education and career plan and the ongoing support of a Career Coach who can advise implementation of that plan, leading directly into gainful employment in the desired specialty.</p> |
| <p>Provide participants with substantive academic preparation and social-emotional skills development training to break through academic and non-academic barriers to strengthen their preparation for undergraduate study and medical school</p> | <p>Academics and social-emotional learning are often integrated in modern-day school curricula, and for good reason. It is important for students from an early age to be able to meet the demands of the learning environment, including acquisition of new knowledge and skills, being asked to demonstrate use of that knowledge and those skills, and to do this under considerable social pressures, day after day, grade level after grade level.</p> | <p>Students who receive substantive academic preparation and social-emotional skills training are more likely to remain engaged in school, to maintain motivation to meet ongoing academic demands, and to continue to break through barriers as they present themselves.</p> | <p>From the earliest years in school through college, successful mitigation of barriers through substantive academic preparation and social-emotional skills development will position a student very well to handle the rigors of undergraduate studies and of medical school.</p> |

| Program Element | Immediate Outcome | Intermediate Outcome | Long-Term Outcome |
|---|---|--|--|
| <p>Navigate the four-year college and medical school admissions and financial aid process, including preparation for the MCAT entrance exam, with greater confidence and reduced stress and anxiety</p> | <p>First exposure to these processes can go a long toward debunking a number of myths and can make the process seem far less daunting than it actually is. This fact alone could encourage those students to engage who might otherwise assume that they are incapable of meeting the many demands associated with these processes.</p> | <p>Once a student has applied successfully to a four-year college and has navigated the financial aid process, he/she will feel better equipped to engage processes such as preparation for the MCAT and applying to medical school.</p> | <p>Students who have successfully applied to undergraduate studies, for the MCAT examination, and to medical school will likely have few reservations about applying for residency and preparing for the licensing examination.</p> |
| <p>Connect with professionals from different specialties in the medical field to learn about the wide variety of medical specialties and career opportunities in medicine</p> | <p>Initial contacts will afford students with curiosities about the medical field to make some initial determinations about the basic “goodness of fit” between themselves and the career field of medicine.</p> | <p>With repeated contact with medical professionals, and given opportunities to acquire knowledge, skills, and abilities within the field of medicine, students can begin to make informed decisions about specialties.</p> | <p>Developing collegial and “coach” relationships with professionals from different specialties over time ensures that students will have the right collaborators on their “team” to guide decision-making and education and career plan implementation.</p> |
| <p>Earn First Aid, CPR, AED, and BLS Certification from American Red Cross</p> | <p>Students will acquire useful, adaptive, life-saving skills that will serve them and others well regardless of the career field that they may choose to enter.</p> | <p>Once interested and invested in maintaining these certifications, students may also be inclined to further their knowledge and skill bases as they apply to the broader field of medicine. Further, these skills will allow students who value helping others to be of great service in difficult situations.</p> | <p>Continued application of the skills specific to the First Aid, CPR, AED, and BLS certifications, as well as acquisition of specialty-specific skills acquired through formal and informal learning opportunities, will make for a well-rounded professional and person.</p> |

| Program Element | Immediate Outcome | Intermediate Outcome | Long-Term Outcome |
|--|---|---|--|
| <p>Live and study at a top university campus for 4-5 weeks during the summer</p> | <p>This initial experience generates a real sense of excitement for the young learner, who will likely relish the formative experience of living and studying on a university campus.</p> | <p>As students become accustomed to being on a university campus, their comfort levels will increase. Moreover, they develop a sense of belonging to a group of dedicated learners who share similar aspirations.</p> | <p>Students will come to associate being on a campus with dedicated study and academic excellence.</p> |
| <p>Participate in a variety of academic and career preparation activities each month during the academic year.</p> | <p>This will provide a general orientation to the types of activities and content that will be provided over the span of months and years to come.</p> | <p>A steady progression of academic and career preparation activities will afford students the opportunity to sample a host of academic content areas and career preparation contents.</p> | <p>Students will “zero in” on the specific academic content areas and career preparation contents that have the greatest appeal.</p> |