



2025 Medical School Year Two Questionnaire (Y2Q)

If you are attending a U.S. medical school in 2025 and are currently in your second year, then you are encouraged to participate in the Medical School Year Two Questionnaire (Y2Q).

Note: Please use a standard web browser capable of viewing large pages, such as Chrome or Firefox. [JavaScript and cookies must be enabled](#) in order for this survey application to work properly.



2025 Medical School Year Two Questionnaire (Y2Q)

Please Verify Your Name and Medical School

Please take a moment to verify the information below. This information does not affect the confidentiality of your responses but ensures that your responses will be correctly associated with your medical school.

FIRST NAME:

LAST NAME:

MEDICAL SCHOOL:

(Note: the legal name displayed above was provided by your school's registrar to help us verify your eligibility for the survey; it may differ from the personal information you control separately in your AAMC account.)

Is your name and medical school information above correct?

☐ Yes

☐ No



Important Information About the Medical School Year Two Questionnaire (Y2Q)

Please Read Carefully

The Medical School Year Two Questionnaire (Y2Q) is administered annually by the Association of American Medical Colleges (AAMC) to all second-year medical students. The Y2Q seeks information from second-year medical students to improve medical education. The survey will take approximately 15 to 25 minutes to complete.

Participation Is Voluntary

Participation in the Y2Q is voluntary. You have the right not to answer any question or set of questions. To help ensure participation is voluntary, the AAMC will not inform medical schools which students have started or completed the Y2Q. If you believe you are being coerced into participation, contact the AAMC Office of Human Subjects Research Protection by email (humansubjects@aamc.org).

Confidentiality Statement

The data collected in this survey are classified as confidential. Confidential data may not be released with individual identification, except with permission. (Your agreement to participate in the survey is not considered to be permission to release your identified responses.) Your responses will be securely stored by the AAMC with appropriate access controls to limit exposure of your data to the research team and support staff.

Benefits and Risks of Participation

Benefits of Participation: By participating, you will be contributing to medical education research, national benchmarking, and the improvement of medical education programs.

Risks of Participation: This data collection is considered to be minimal risk. If individually identified data were made public, it could prove embarrassing.

How Responses are Used

Medical schools receive Y2Q data in reports that aggregate responses at the national, medical school, and (where applicable) campus levels. On occasion, for the purpose of conducting further studies to improve their programs, schools may request a de-identified file of individual responses. The AAMC reduces the probability of connecting responses to specific individuals by not providing information where the small number of respondents in a specific category would allow individuals to be reasonably identified. Additionally, the AAMC may provide medical schools and AAMC or other medical education researchers a file of de-identified individual responses, in which your Y2Q responses may have been linked with information from other AAMC databases, without additional informed consent. Those receiving such de-identified files will be required to agree to terms that outline how the data may be used and for how long.

This data collection activity has been reviewed according to AAMC policies and procedures and its Institutional Review Board.

If you have any questions about your rights as a participant, contact the AAMC Office of Human Subjects Research Protection by email (humansubjects@aamc.org). If you have any technical questions about the Y2Q, contact Y2Q staff by email (Y2Q@aamc.org) or telephone (202-862-6151).

- ☐ I have read and understood this disclosure and agree to participate in the survey
- ☐ I have read and understood this disclosure and choose not to participate in the survey



2025 Y2Q Part I - Medical Education Experiences

Please indicate the extent to which you agree with the following statement:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Overall, I am satisfied with the quality of my medical education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



2025 Y2Q Part II - Curriculum

Please describe how often you attend:

	Almost Never (0% - 20%)	Occasionally (21% - 40%)	Somewhat Often (41% - 60%)	Often (61% - 80%)	Most of the Time (81% - 100%)
In-person pre-clerkship courses/lectures at YOUR medical school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Virtual pre-clerkship courses/lectures (e.g., podcast or video) at YOUR medical school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



2025 Y2Q Part II - Curriculum

Are you aware that your school has policies regarding the mistreatment of medical students?

- ☐ Yes
- ☐ No

Do you know the procedures at your school for reporting the mistreatment of medical students?

- ☐ Yes
- ☐ No



2025 Y2Q Part III - Educational Environment

Please indicate the extent to which you agree with the following statements about your medical school:

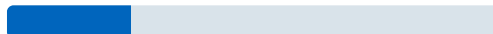
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
My medical school prepares students to effectively communicate with people across a broad spectrum of backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often feel isolated at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers and mentors have told me that they have high standards for my performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often feel that my performance is being judged more closely than others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers and mentors have told me that they feel sure that I can perform well against high standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I closely share the professional values and interests of most of my classmates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often feel as if my performance is being judged as a member of the identity group that I belong to more than as an individual.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students learn effective tools for recognizing their own bias in interacting with people of different identity groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The medical school experience, to this point, contributes to students' ability to work in disadvantaged communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



2025 Y2Q Part III - Educational Environment

Think about HOW OFTEN you experience the following at your medical school. Determine your response by choosing one of the categories of frequency given below. Choose the category that best approximates your perceptions.

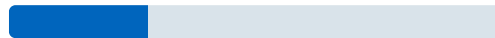
	Never	Almost never	Sometimes	Fairly often	Very often	Always
Faculty are helpful to students seeking advice not directly related to academic matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students in the school are distant with each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students in the school get to know each other well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When giving criticism or answering a question, faculty are genuinely interested in helping the student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students spend time assisting each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students gather together in informal activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never	Almost never	Sometimes	Fairly often	Very often	Always
Faculty and administrators give personal help to students having academic difficulty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty are reserved and distant with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The educational experience makes students value themselves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The educational experience makes students feel a sense of achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are disconnects between what I am taught about professional behaviors/attitudes and what I see being demonstrated by faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The educational experience makes students feel confident of their academic abilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



2025 Y2Q Part III - Educational Environment

Please rate how often the following professional behaviors/attitudes are demonstrated by your medical school's faculty.

	Never	Almost never	Sometimes	Fairly often	Very often	Always
Respecting patient confidentiality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using professional language/avoiding derogatory language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dressing in a professional manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resolving conflicts in ways that respect the dignity of all involved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being respectful of house staff and other physicians.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respecting diversity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never	Almost never	Sometimes	Fairly often	Very often	Always
Being respectful of other health professions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being respectful of other specialties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being on time and managing a schedule well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing direction and constructive feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showing respectful interaction with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Showing empathy and compassion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



2025 Y2Q Part III - Educational Environment

Indicate whether you agree or disagree with the following statement:

My medical school has done a good job of fostering and nurturing my development as a:

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Future physician	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



2025 Y2Q Part IV - Medical School Support and Services

Indicate your level of satisfaction with the following:

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied	Did not use
Academic counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutoring	<input type="radio"/>	<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"/>	<input type="radio"/>
Financial aid administrative services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied	Did not use
Student health insurance	<input type="radio"/>	<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"/>	<input type="radio"/>
Student mental health services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student programs that promote effective stress management, a balanced lifestyle and overall well being	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



2025 Y2Q Part IV - Medical School Support and Services - Financial Information

How are you financing your medical school education? Please enter a percentage for each applicable category to total 100%. Enter 0 (zero) for non-applicable categories.

Scholarships or awards:

 %

Scholarships or awards with a service commitment (NHSC, military, etc.):

 %

Loans:

 %

Work-study program:

 %

Personal income and savings:

 %

Money from parents, guardians, or other relatives:

 %

Money earned by spouse or partner:

 %

Other:

 %

Total (should equal 100%):

 %


2025 Y2Q Part V - Career Plans and Interests

In which of the following activities do you plan to participate during your career? Select all that apply.

- ☐ Patient Care
- ☐ Research
- ☐ Teaching
- ☐ Medical School Faculty
- ☐ Administration (e.g., Department Chair, Dean)
- ☐ Military Service
- ☐ Public Health
- ☐ Other (please specify):



2025 Y2Q Part V - Career Plans and Interests

In which of the following activities do you plan to participate during your career? Select all that apply.

- ☒ Patient Care
- ☒ Research
- ☐ Teaching
- ☐ Medical School Faculty
- ☐ Administration (e.g., Department Chair, Dean)
- ☐ Military Service
- ☐ Public Health
- ☐ Other (please specify):

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)

How exclusively do you expect to be involved in research?

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



2025 Y2Q Part V - Career Plans and Interests

The following question is about your future career in medicine.

What general specialty are you considering?

Please select your MOST likely specialty from the list below:

- ☐ Anesthesiology or subspecialty
- ☐ Child Neurology
- ☐ Dermatology or subspecialty
- ☐ Emergency Medicine or subspecialty
- ☐ Family Medicine or subspecialty
- ☐ Internal Medicine or subspecialty
- ☐ Internal Medicine/Pediatrics
- ☐ Medical Genetics and Genomics or subspecialty
- ☐ Neurological Surgery or subspecialty
- ☐ Neurology or subspecialty
- ☐ Nuclear Medicine
- ☐ Obstetrics and Gynecology or subspecialty
- ☐ Ophthalmology or subspecialty
- ☐ Orthopaedic Surgery or subspecialty
- ☐ Otolaryngology or subspecialty
- ☐ Pathology or subspecialty
- ☐ Pediatrics or subspecialty
- ☐ Physical Medicine and Rehabilitation or subspecialty
- ☐ Plastic Surgery or subspecialty
- ☐ Preventive Medicine or subspecialty
- ☐ Psychiatry or subspecialty
- ☐ Radiation Oncology
- ☐ Radiology or subspecialty
- ☐ Surgery - General Surgery or subspecialty
- ☐ Thoracic Surgery or subspecialty
- ☐ Urology or subspecialty
- ☐ Vascular Surgery or subspecialty
- ☐ *Undecided*
- ☐ *I do not plan to practice medicine*

2025 Y2Q Part V - Career Plans and Interests

You selected an interest in Family Medicine, Internal Medicine, Internal Medicine/Pediatrics, Obstetrics and Gynecology, or Pediatrics. What career are you considering?

- ☐ Primary care practice (e.g., office-based continuing care in general Internal Medicine)
- ☐ Hospitalist (i.e., full-time care of hospitalized patients)
- ☐ Sub-specialty (e.g., Cardiology, Pediatric Oncology, Maternal and Fetal Medicine)
- ☐ Undecided



2025 Y2Q Part V - Career Plans and Interests

When thinking about your career path after medical school, how important are the following considerations?

	Not important	Somewhat important	Very important	Essential
Working for social change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High income potential	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social recognition or status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stable, secure future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity and initiative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expression of personal values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of jobs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership potential	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work/life balance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to pay off debt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity for innovation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



2025 Y2Q Part V - Career Plans and Interests

If you could revisit your career choice, would you choose to attend medical school again?

- ☐ No
- ☐ Probably Not
- ☐ Neutral
- ☐ Probably Yes
- ☐ Yes



2025 Y2Q Part VI - Well-Being

Please select the number best reflecting your response to the following that describe your feelings during the past week, including today. How would you describe:

	As bad as it can be = 0	1	2	3	4	5	6	7	8	9	As good as it can be = 10
Your overall quality of life?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your overall mental (intellectual) well-being?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your overall physical well-being?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your overall emotional well-being?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your level of social activity?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your spiritual well-being?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



2025 Y2Q Part VI - Well-Being

Please select the number best reflecting your response to the following that describe your feelings during the past week, including today. How would you describe:

	Constant tiredness = 0	1	2	3	4	5	6	7	8	9	No fatigue = 10
Your level of fatigue, on the average?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	No support = 0	1	2	3	4	5	6	7	8	9	Highest level of support = 10
Your level of social support from friends and family?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Constant concerns = 0	1	2	3	4	5	6	7	8	9	No concerns = 10
Your financial concerns?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



2025 Y2Q Part VI - Well-Being

How true are the following statements:

Often true

Sometimes true

Never true

Within the past 12 months, I have worried whether food would run out before I got money to buy more.

☐☐☐

Within the past 12 months, the food I bought just didn't last and I didn't have money to get more.

☐☐☐

2025 Y2Q Part VI - Well-Being

The following questions ask you about your feelings and thoughts during the last month. In each case, indicate how often you felt or thought a certain way.

	Never	Almost never	Sometimes	Fairly often	Very often
In the last month, how often have you felt that you were unable to control the important things in your life?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the last month, how often have you felt confident about your ability to handle your personal problems?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the last month, how often have you felt that things were going your way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



2025 Y2Q Part VI - Well-Being

Please indicate the extent to which you agree with the following statements:

	Strongly disagree	Disagree	Agree	Strongly agree
I always find new and interesting aspects in my medical school work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are days when I feel tired before I arrive at medical school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It happens more and more often that I talk about my medical school work in a negative way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After a day of medical school, I tend to need more time than in the past in order to relax and feel better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I can tolerate the pressure of my medical school work very well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lately, I tend to think less at medical school and do my medical school work almost mechanically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find my medical school work to be a positive challenge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During my medical school work, I often feel emotionally drained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



2025 Y2Q Part VI - Well-Being

Please indicate the extent to which you agree with the following statements:

	Strongly disagree	Disagree	Agree	Strongly agree
Over time, one can become disconnected from medical school work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After a day of medical school, I have enough energy for my leisure activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sometimes I feel sickened by my medical school work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After a day of medical school, I usually feel worn out and weary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The study of medicine is the only thing that I can imagine myself doing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Usually, I can manage the amount of my medical school work well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel more and more engaged in my medical school work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I am at medical school, I usually feel energized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



2025 Y2Q Part VII - Educational Environment

Your responses to the following questions about behaviors or experiences during medical school might be sensitive. These data may be reported at the national, school, or campus level; however, they would only be reported in aggregate and after review by AAMC staff to reduce the probability that you could be identified by your responses.

For each of the following behaviors, please indicate the frequency you personally experienced that behavior during medical school. Include in your response any behaviors performed by faculty, nurses, residents/interns, other institution employees or staff, and other students. Please do not include behaviors performed by patients.

During medical school, how frequently have you...

	Never	Once	Occasionally	Frequently
Been publicly embarrassed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been publicly humiliated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been threatened with physical harm?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been physically harmed (e.g., hit, slapped, kicked)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been required to perform personal services (e.g., shopping, babysitting)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never	Once	Occasionally	Frequently
Been subjected to unwanted sexual advances?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been asked to exchange sexual favors for grades or other rewards?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been denied opportunities for training or rewards based on gender?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been subjected to offensive sexist remarks/names?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Received lower evaluations or grades solely because of gender rather than performance?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never	Once	Occasionally	Frequently
Been denied opportunities for training or rewards based on race or ethnicity?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been subjected to racially or ethnically offensive remarks/names?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Received lower evaluations or grades solely because of race or ethnicity rather than performance?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been denied opportunities for training or rewards based on sexual orientation?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been subjected to offensive remarks/names related to sexual orientation?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Never	Once	Occasionally	Frequently
Received lower evaluations or grades solely because of sexual orientation rather than performance?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been denied opportunities for training or rewards based on a disability?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been subjected to offensive remarks/names related to a disability?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Received lower evaluations of grades solely because of a disability rather than performance?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been subjected to negative or offensive behavior(s) based on your personal beliefs or personal characteristics other than gender,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
race/ethnicity, sexual orientation, or disability?				

If you were subjected to negative or offensive behavior(s) based on your personal beliefs or personal characteristics other than gender, race/ethnicity, sexual orientation, or disability, please describe the behavior(s) here:

500 characters left.



2025 Y2Q Part VIII - Background Information

What is your current marital status?

- ☐ Single (never legally married)
- ☐ Legally married
- ☐ Common law or civil union
- ☐ Divorced
- ☐ Separated, but still legally married
- ☐ Widowed

How many dependents do you have (not including a spouse/partner)?

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4 or more



2025 Y2Q Part VIII - Background Information

The individual responses provided below will not be shared with or reported to your medical school. The data will only be reported in aggregate.

What sex were you assigned at birth?

- ☐ Male
- ☐ Female

What best describes your current gender identity?

- ☐ Man
- ☐ Woman
- ☐ Trans man
- ☐ Trans woman
- ☐ Agender
- ☐ Genderqueer/Gender nonconforming
- ☐ Nonbinary
- ☐ Another gender identity (please specify):



2025 Y2Q Part VIII - Background Information

The individual responses provided below will not be shared with or reported to your medical school. The data will only be reported in aggregate.

What best describes your current sexual orientation?

- ☐ Asexual
- ☐ Bisexual
- ☐ Gay or Lesbian
- ☐ Heterosexual or Straight
- ☐ Pansexual
- ☐ Queer
- ☐ Another sexual orientation (please specify):



2025 Y2Q Part VIII - Background Information

The individual responses provided below will not be shared with or reported to your medical school. The data will only be reported in aggregate.

Are you a person with a disability (e.g., ADHD, learning, psychological, chronic health, mobility, hearing, vision, etc.)?

- ☐ Yes
- ☐ No
- ☐ I do not know



2025 Y2Q Part VIII - Background Information

The individual responses provided below will not be shared with or reported to your medical school. The data will only be reported in aggregate.

Are you a person with a disability (e.g., ADHD, learning, psychological, chronic health, mobility, hearing, vision, etc.)?

- ☒ Yes
- ☐ No
- ☐ I do not know

Which of the following best describes your disability? If you have more than one type, select all that apply.
(Optional: please add a brief description where provided.)

- ☐ Attention deficit/hyperactivity disorder
- ☐ Chronic health disability (please specify):
- ☐ Deaf or hard of hearing
- ☐ Learning disability (please specify):
- ☐ Mobility disability
- ☐ Psychological disability (please specify):
- ☐ Visual disability
- ☐ Another disability or condition (please specify):

Have you received accommodations from your institution for your disability?

- ☐ Yes
- ☐ No

Please indicate your level of satisfaction with your institution's accessibility/disability services:

	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied	Not applicable
The process for requesting accommodations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The accommodations that I received	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use the space below if you would like to share anything about your experiences regarding disability and medical school:

1500 characters left.



The accommodations that I received

Use the space below if you would like to share anything about your experiences regarding disability and medical school:

1500 characters left.



2025 Y2Q - Medical School Strengths and Areas for Improvement

Any comments you write below about your school's programs will be provided to your medical school verbatim. The verbatim responses will not be linked to your identity and will not be linked to Y2Q data other than your campus location. In responding to these essay-type questions, you should not provide self-identifying information unless it is your intention that your identity be known.

Please comment on what you perceive to be the strengths of your medical school experiences to date. (3000 character limit)

3000 characters left.

Please comment on any areas where you believe your medical school could improve. (3000 character limit)

3000 characters left.



2025 Y2Q - Survey Feedback

Please share any thoughts that you have about this survey:

1500 characters left.

2025 Y2Q - Submit Your Survey

Please read carefully:

Clicking on "Submit Survey" below will complete the survey and direct you to a final page that displays your name. You may print that page for personal purposes, or for purposes such as raffles, prize drawings, or other incentives that your school or student organization may have offered to encourage your participation in this survey.

If you have questions you have not completed, you may use the "Previous" button to review prior responses.

(Optional:) Would you like an email confirming your participation in the Y2Q?

Indicate your preference below:

- ☐ Email me confirmation of my participation in the Y2Q, which will be sent after I click "Submit Survey" below.
- ☐ Do **not** email me confirming my participation in the Y2Q. I understand that I can use the standard confirmation page that will be displayed after I click "Submit Survey" below.



2025 Y2Q - Submit Your Survey

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- ☐ Do **not** email me confirming my participation in the Y2Q. I understand that I can use the standard confirmation page that will be displayed after I click "Submit Survey" below.

An email confirming your participation in the Y2Q will be sent to:

(Note: If you do not see our confirmation email in your Inbox soon after submitting your survey, please check your junk or spam folder first. It is possible that your email provider may direct our confirmation email to a junk or spam folder.)

If you would also like us to cc your confirmation to an alternate email address for yourself, please enter it below:

Your alternate email address:

Re-enter your alternate email address:

2025 Medical School Year Two Questionnaire (Y2Q)**Name:**

Thank you for participating in the Year Two Questionnaire. If you have any questions, please contact us by email at Y2Q@aamc.org.

Although you have completed the Y2Q, you may still use your survey link to review or revise your responses before the survey closes on January 4, 2026.

Aggregate results from respondents at your school will be reported to your school's AAMC Student Surveys Contacts on March 31, 2026. To see a report of national Y2Q results, visit the [Y2Q website](#).

You may print a copy of this page for your records. Your school or student organization may also offer raffles, prize drawings, or other incentives for those who have participated in the survey, and this page can be used as verification of completion.

AFTER YOU ARE FINISHED, PLEASE CLOSE YOUR BROWSER TO ENSURE THE SECURITY OF YOUR SURVEY.