

# Designing, Implementing, and Evaluating a National Student-Led Conference on Leadership in Medical Education

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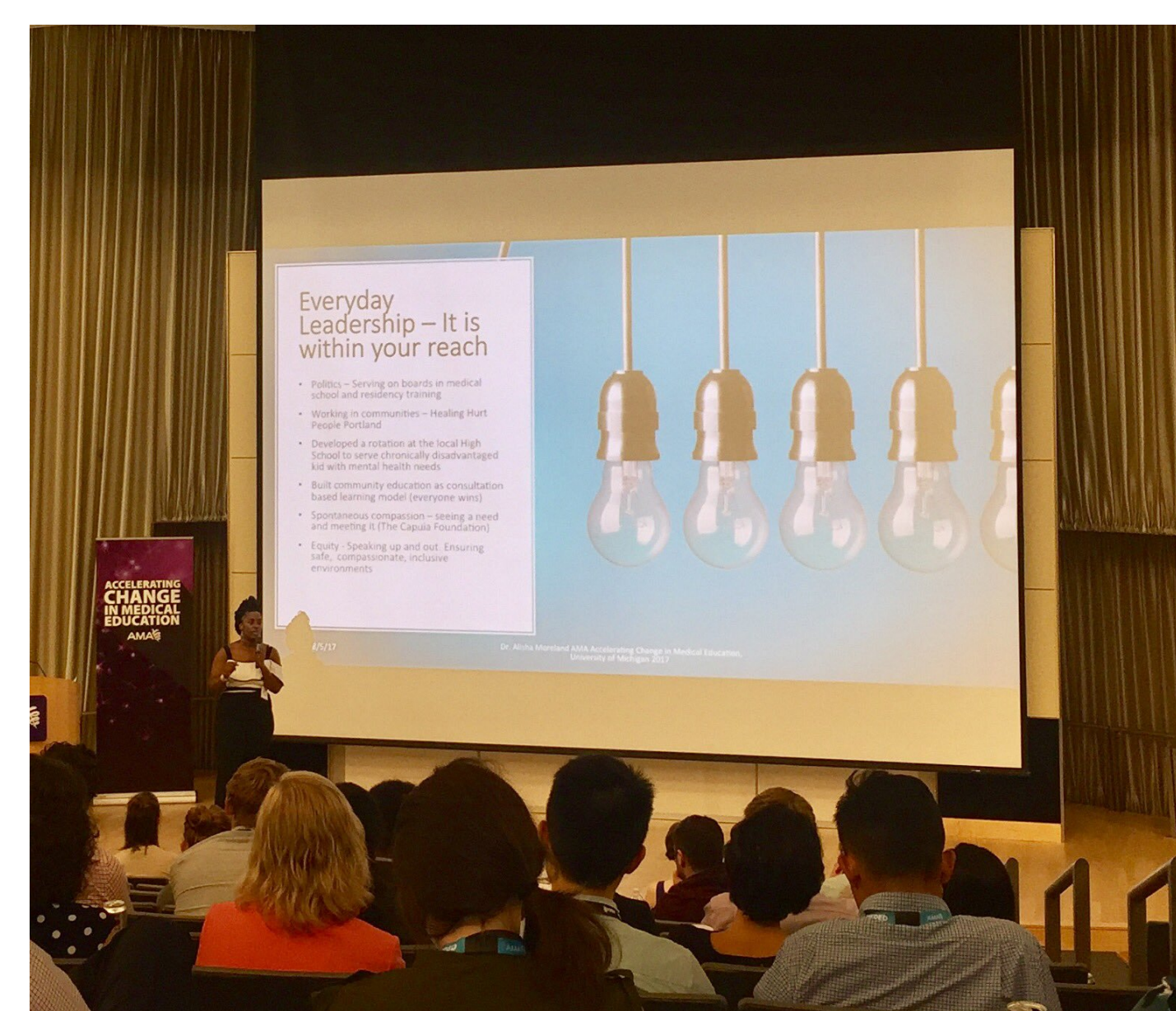
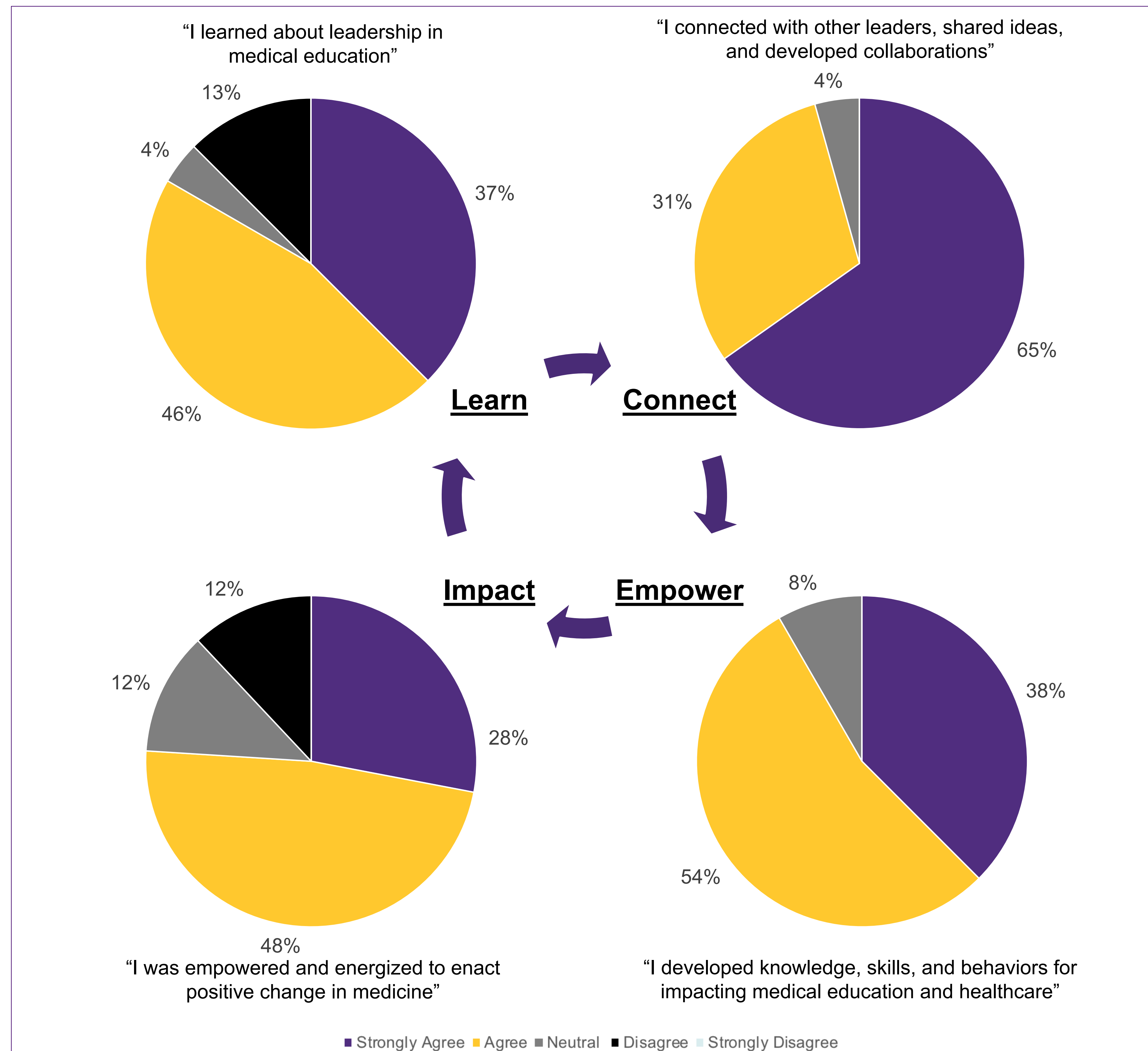
## RATIONALE/NEED

Students have long served a singular role in medical education – the learner. This narrow view neglects the larger contributions students can provide in shaping the future of medical education. While many UME and GME programs state that they are developing the physician leaders of tomorrow through deliberate training, the practices in doing so are variable and without clear assessment of the skills attained. As a result, students will be expected to pursue leadership opportunities within their future careers, potentially without first developing the necessary skills.

## METHODS

In response to the recognition of the value of engaging medical students and the need for concrete experiences in leadership, the University of Michigan Medical School (UMMS), along with six other schools from the Accelerating Change in Medical Education Consortium, collaborated to host the American Medical Association Accelerating Change in Medical Education (ACE) Student-Led Conference on Leadership in Medical Education. Nineteen students enrolled in these schools came together to design the core curriculum, teach their peers, and analyze the results of the conference. The objective of the student-led conference was to introduce core leadership skills and engage students to think as empowered partners in transforming the future of medical education. Students applied the skills learned throughout the conference, connected with other like-minded individuals from consortium schools to seek new opportunities, and became empowered to impact the future direction of medical education.

## FIGURES



### Accelerating Change in Medical Education Consortium

A.T. Still University, School of Osteopathic Medicine in Arizona, Case Western Reserve University School of Medicine \*, CUNY School of Medicine, Dell Medical School at the University of Texas at Austin, Eastern Virginia Medical School, Emory University School of Medicine, Florida International University Herbert, Wertheim College of Medicine, Harvard Medical School, Indiana University School of Medicine, Mayo Clinic School of Medicine, Michigan State University College of Osteopathic Medicine, Morehouse School of Medicine, New York University School of Medicine, Ohio University Heritage College of Osteopathic Medicine, Oregon Health & Science University School of Medicine \*, Pennsylvania State University College of Medicine, Rutgers Robert Wood Johnson Medical School, Sidney Kimmel Medical College at Thomas Jefferson University, The Brody School of Medicine at East Carolina University \*, The University of Chicago Pritzker School of Medicine, The Warren Alpert Medical School of Brown University, University of California Davis School of Medicine, University of California San Francisco School of Medicine, University of Connecticut School of Medicine, University of Michigan Medical School \*, University of Nebraska Medical Center College of Medicine, University of North Carolina School of Medicine \*, University of North Dakota School of Medicine and Health Sciences, University of Texas Rio Grande Valley School of Medicine, University of Utah School of Medicine \*, University of Washington School of Medicine, Vanderbilt University School of Medicine \*

## RESULTS

Participants were introduced to core leadership skills and challenged to think as change-agents in transforming the future of medical education. Students applied these skills throughout the conference, connected with other students and faculty to seek new opportunities, and were empowered to impact the future direction of medical education. A post-conference survey was sent to all conference attendees to evaluate the outcomes of the conference. Of the 105 students surveyed, 52% of respondents rated the conference overall as "Excellent". Greater than 90% of respondents stated they felt connected with other leaders, shared ideas, and developed collaborations, as well as empowered and energized to enact positive change in medicine. Student responses also stated the conference was "very engaging" and "empowering". Respondents stated they enjoyed working with like-minded students from other medical schools and were "inspired" by conference attendees.

## IMPACT/LESSONS LEARNED

Conference attendees were encouraged to return to their home institutions and share the skills and knowledge they gained with other student leaders. The goal of the conference was to empower students to continue to lead from a student role at their respective medical schools, and be the face of the future of medical education. Post-conference survey responses stated that the conference increased "level of engagement and passion for making changes in medical education" and "challenged students to critically think and discuss issues pertinent in healthcare and medical school today and develop a viable solution". It is our hope that students will return to their respective institutions with tools for leadership development, allowing them to play a larger role in medical education from the ground up, whether on a local, state, or national level.

## ACKNOWLEDGEMENTS

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