Leadership Courses and Programs in Undergraduate Medical Education: Necessity or Nuisance?

Heather Wagenschutz

Session on Medical Education

Topic Short Description: Leadership is increasingly recognized as a critical component of medical education with identified curricula becoming more prevalent in medical schools. What are some lessons learned for developing (and sustaining) leadership skills in the next generation of physicians? The sharing of best practices is sparse and there is currently no consistency with use of leadership models or assessment methods.

Various medical schools will provide a brief overview of their leadership programs. By comparing how they define, teach, and assess leadership, we can begin to understand what leadership "is". Future collaboration among AAMC institutions is important to ensuring similar approaches to this important topic.

Presenters: Panel
Joe Doty, PhD - Duke University School of Medicine
William Cutrer, MD - MEd- Vanderbilt School of Medicine
Philip A. Cola, PhD - Case Western Reserve University, Colleges of Medicine and Management
Neil Grunberg, PhD - Uniformed Services University of the Health Services
Joann Farrell Quinn, PhD - USF Health, Morsani College of Medicine, Muma College of Business

Table Facilitators (can adjust based on # of participants)
Amy Smith, PhD- Lehigh Valley Health Network/ USF Health, Morsani College of Medicine
David Musick, PhD- Virginia Tech Carilion School of Medicine and Research Institute
Meg Keeley, MD- University of Virginia School Medicine
Dawn Schocken, PhD- USF Health, Morsani College of Medicine
Margaret Hadinger, EdD- Lehigh Valley Health Network/ USF Health, Morsani College of Medicine
Brian Clyne, MD-Rhode Island Hospital/The Miriam Hospital
Dean Taylor, MD-Duke University School of Medicine

Facilitator: Heather Wagenschutz, MA, MBA-University of Michigan Medical School

Learning Objectives: Compare approaches to leadership curricula within UME
Identify curricula content and different assessment methods
Explore and problem solve challenges with buy-in from students
Create networks with other UME leadership program directors, faculty, staff, and students

Session Plan: 70-75 min Total

7-10 min Setting the Stage & Getting to know the audience
5 min Facilitator will provide a brief overview of the session and leadership development/learning programs in UME (5min) referencing Webb (2014) et. al. "A first step toward understanding best practices in leadership training in undergraduate medical education: a systematic review".
5 min Next the facilitator will engage participants so the panel can know a little bit about their audience:
ASK "By a show of hands who is:...1-a current med student?...leadership course director?...staff with a leadership program?"
ASK "Raise your hand if you've had leadership training/development during your formal education? Keep your hands UP if you found that training or development to be useful."
Have participants and panel scan the room. Facilitator thanks audience and then turns attention to the panel.

25-30 min Leadership in UME-Five schools in 30 minutes
Representatives from five medical schools who will provide a brief overview of their leadership UME program using a TEDTalk 'story telling' summary lasting no more than 4-5 min (up to 5 slides). Each summary will include-Name of program(s), required or elective, how their institution defines "leadership"; 2 examples of sessions/classes; 1-2 examples of how leadership is assessed.
Facilitator thanks the panel.
7-10 min Tell Us More About...

The facilitator will encourage participants to ask a Tell Us More About ___ question. Questions can be to the entire panel or to a specific panel member. Gentle reminder to panel to keep answers distilled and focused on the audience question. Facilitator thanks audience and panel, then shifts focus to table based activity.

10-12 min Table Talk-Student Perceptions

Program creation takes time, resources, thoughtfulness and patience. Although some students show up excited and open to leadership learning, there are others who feel differently. Reference to Abbas et al. (2011) discussed how, "Education interventions had variable effects on students’ attitudes. Medical students perceive a need for leadership and management education but identified lack of curriculum time and disinterest in some activities as potential barriers to implementation."

Student 1-"I don’t need any more leadership development. I had a lot prior to coming here."
Student 2-"There is no time to focus my energy on leadership. I need to focus on scientific sequences, clinical rotations, and then Step One."
Student 3-"What is this…business school? I am not interested in running a company or becoming a CEO."

Participants at tables will get one of three students to discuss:
What are your initial reactions to the student's statement?
What other questions might you ask?
How would you respond?

Table facilitators circulate around the room and listen in on, or offer help with, what is being discussed. Facilitators pass the mic and summarize what they heard at some of the tables for each 'Student’ statement.

10 min Panelist Wrap up and Borton's What? So What? Now What?

7 min Facilitator circles back to panel. Each panelist gives 1 min of Final Thoughts on Leadership in UME
Facilitator thanks panel and audience.
3 min Facilitator gives quick review of what was covered - (What?)
Next ask participants to reflect for 30 sec and jot down what, if anything, they learned or wish to know more about or desire clarity on? (So What?). Finish with asking audience and panel, "Now What?"--Will you use the session from today and plug it into tomorrow? If so, how? If not, why?

Close with "For more information on any of the programs we talked about today…please feel free to contact our panel, directly"


Level of Audience: Mid-career
Focus of Presentation: UME, GME

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