Medical Student Perspectives on a Structured Medical Student Leadership Curriculum

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Introduction

➢ Structured leadership programs have developed skills that increase the probability of future success
➢ Only 55% of U.S. medical schools provide leadership education in some form
➢ Few studies have examined medical students views of leadership education
➢ We aimed to understand the general medical student's perspective on the importance of and desire to pursue formal leadership training in medical school

Methods

➢ An electronic survey was distributed to medical students of a private, Midwestern medical school in September 2019 over a 2 week period
➢ Students were asked to share their perspectives on the importance and delivery of a medical student leadership curriculum
➢ Dependent t-tests and Spearman rho correlations generated with IBM® SPSS® 24.0

Results & Future Directions

➢ Demographics
  o 155 (20%) student respondents, 56.5% female
  o 26.5% M1, 31.6% M2, 20.0% M3, 21.9% M4
  o Average age 25 +/-2
  o 76.5% without previous formal leadership training
➢ 56% reported formal leadership education as moderately or extremely important
➢ Future studies should examine the impact of a formal leadership curriculum on graduates
➢ Optimal methods of leadership training delivery and assessment should be identified
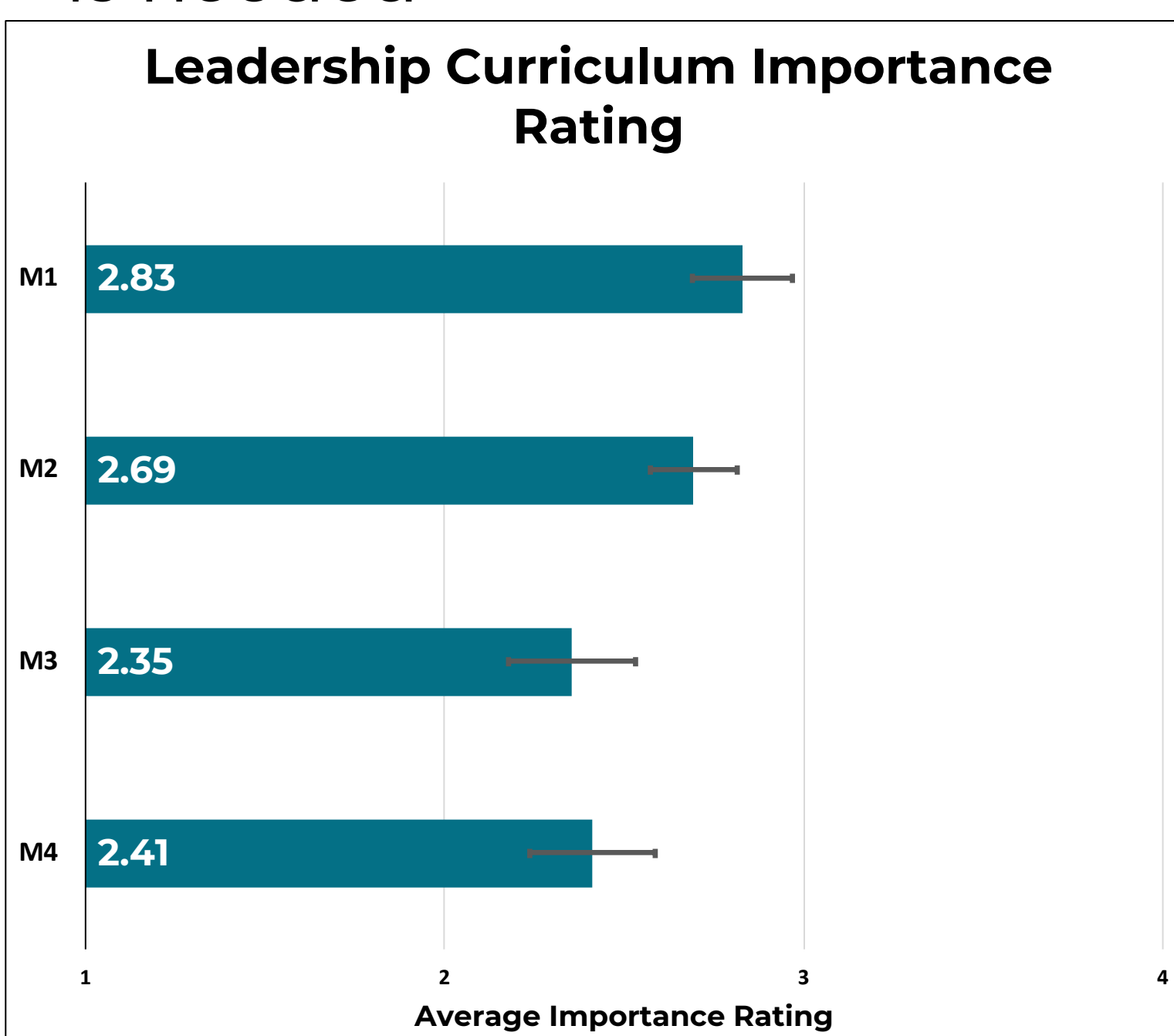➢ Further examinations into leadership interest by level of training is needed

Fig 1
- Scores range from 1=Not important to 4=Extremely important, error bars represent standard error
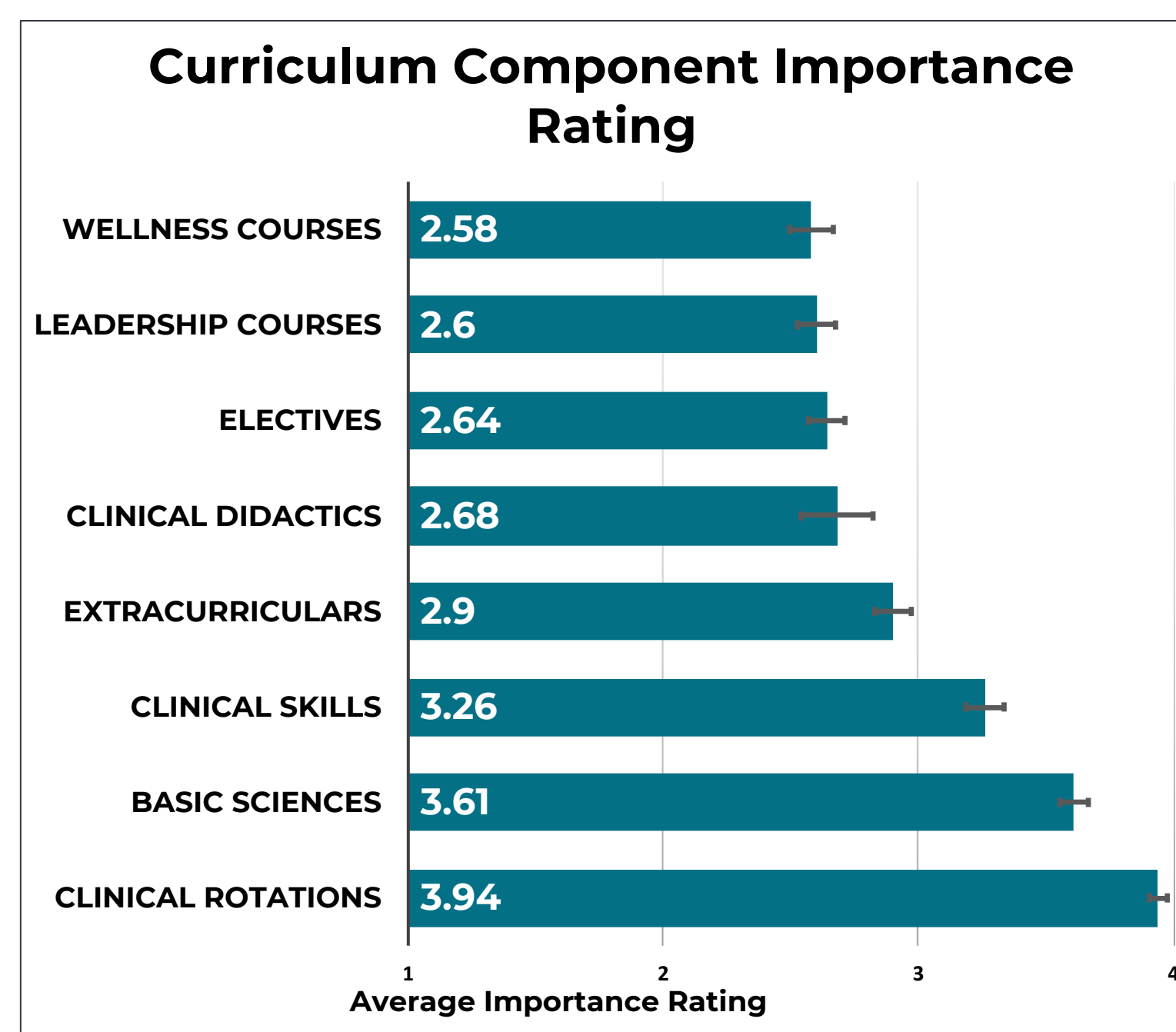
Leadership Curriculum Importance Rating
M1 2.83
M2 2.69
M3 2.35
M4 2.41
Average Importance Rating

Fig 2
- Scores range from 1=Not important to 4=Extremely important, error bars represent standard error

Curriculum Component Importance Rating
WELLNESS COURSES 2.58
LEADERSHIP COURSES 2.6
ELECTIVES 2.64
CLINICAL DIDACTICS 2.68
EXTRACURRICULARS 2.9
CLINICAL SKILLS 3.26
BASIC SCIENCES 3.61
CLINICAL ROTATIONS 3.94
Average Importance Rating

Leadership education was viewed **as important** as electives, wellness courses, and clinical didactics

Leadership skills were **more important** for faculty to master vs students

In person, small group learning environments were preferred for the **teaching** of leadership skills

Barriers to leadership teaching included limited timing and difficulties teaching leadership skills

If you wish to learn more about this project, please use the included QR code or visit:
mcwisc.co1.Qualtrics.com/jfe/form/SV_0MTA7X0Vqj2pOVT

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