Appendix: Supplemental Materials

Medical Education Workshop Materials
- Minute Paper #1
- Minute Paper #2
- Table Activity #1
  - Prompt A
  - Prompt B
  - Prompt C
  - Prompt D
  - Prompt E
  - Prompt F
- Table Activity #2

Medical Education Workshop Surveys
- Pre-Session Survey
- Post-Session Survey
**MINUTE PAPER #1**

**UNIQUE ID** — Please write your unique ID # here: ____________

**TABLE PROMPT** — Please check the box corresponding to your table’s prompt:

(A) Student roles
(B) Benefits of student engagement
(C) Attributes of effective student leaders
(D) Broadening student engagement
(E) Barriers to student engagement
(F) Learning from other educational communities

**INDIVIDUAL RESPONSE** — In 1-3 minutes, provide concise sentences or a bulleted list in response to the table prompt.

We will collate your responses with those from other participants’ minute papers after the session’s completion.

Without naming your institution, please feel free to include specific innovations and perspectives you have encountered.

*Please do NOT include any identifying information in your response.*
Medical Students as Catalysts for Curricular Change: How Students Can Lead the Charge

MINUTE PAPER #2

UNIQUE ID — Please write your unique ID # here: ___________

TABLE PROMPT — Please check the box corresponding to your table’s prompt:
1. Establishing a sense of urgency
2. Creating a guiding coalition
3. Developing a vision & strategy
4. Communicating the change vision
5. Empowering broad-based action
6. Generating short-term wins

INDIVIDUAL RESPONSE — In 1-3 minutes, provide concise sentences or a bulleted list in response to the table prompt. We will collate your responses with those from other participants’ minute papers after the session’s completion.

Without naming your institution, please feel free to include specific innovations and perspectives you have encountered. *Please do NOT include any identifying information in your response.

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Medical Students as Catalysts for Curricular Change: How Students Can Lead the Charge

TABLE ACTIVITY #1: Discussion

PROMPT A – Student roles

An established medical school is in the very early stages of a major curricular transformation.

➢ In what role(s) would students add the greatest value to this curricular transformation?

➢ How might the value of these roles change as the transformation process enters later stages?

➢ Does student involvement become more or less valuable in later stages of transformation as compared to earlier stages?

TASKS:
(1) Complete a minute paper on the prompt above (1-3 minutes)
(2) Elect a designated “note taker” at your table
(3) Discuss with your table (20 minutes)
(4) Report back consensus (and minority) viewpoints to the large group (1 minute)
**TABLE ACTIVITY #1: Discussion**

**PROMPT B – Benefits of student engagement**

An established medical school is in the very early stages of a major curricular transformation.

- What are potential benefits of student engagement?
- What are potential downsides of student engagement?
- Has your institution experienced unexpected consequences of student involvement?

**TASKS:**

1. Complete a **minute paper** on the prompt above (1-3 minutes)
2. Elect a designated “note taker” at your table
3. Discuss with your table (20 minutes)
4. Report back consensus (and minority) viewpoints to the large group (1 minute)
TABLE ACTIVITY #1: Discussion

PROMPT C – Attributes of effective student leaders

An established medical school is in the very early stages of a major curricular transformation.

➢ What are attributes of effective student leaders?
➢ What are attributes of ineffective student leaders?
➢ What are specific ways faculty can foster student leadership?
➢ How might your institution foster student leadership?

TASKS:
(1) Complete a minute paper on the prompt above (1-3 minutes)
(2) Elect a designated “note taker” at your table
(3) Discuss with your table (20 minutes)
(4) Report back consensus (and minority) viewpoints to the large group (1 minute)
Medical Students as Catalysts for Curricular Change: How Students Can Lead the Charge

TABLE ACTIVITY #1: Discussion

PROMPT D – Broadening student engagement

An established medical school is in the very early stages of a major curricular transformation.

➢ What are approaches for broadening student curricular engagement?
➢ What specific approaches has your institution implemented, and to what effect?
➢ What are other ways in which your institution could broaden student curricular engagement?

TASKS:
(1) Complete a minute paper on the prompt above (1-3 minutes)
(2) Elect a designated “note taker” at your table
(3) Discuss with your table (20 minutes)
(4) Report back consensus (and minority) viewpoints to the large group (1 minute)
TABLE ACTIVITY #1: Discussion

PROMPT E – Barriers to student engagement

An established medical school is in the very early stages of a major curricular transformation.

➢ What are barriers to student engagement?
➢ What are enablers of student engagement?
➢ What are specific ways in which faculty or your institution could eliminate barriers to student curricular engagement?

TASKS:
(1) Complete a minute paper on the prompt above (1-3 minutes)
(2) Elect a designated “note taker” at your table
(3) Discuss with your table (20 minutes)
(4) Report back consensus (and minority) viewpoints to the large group (1 minute)
TABLE ACTIVITY #1: Discussion

PROMPT F – Learning from other educational communities

An established medical school is in the very early stages of a major curricular transformation.

➢ What can we learn from other educational communities regarding student engagement in change processes (e.g., undergraduate education)?
➢ How has the culture of medicine helped or hindered development of student leaders in curricular transformation?
➢ How might your institution work with non-medical educational communities to enhance student engagement in curricular change?

TASKS:
(1) Complete a minute paper on the prompt above (1-3 minutes)
(2) Elect a designated “note taker” at your table
(3) Discuss with your table (20 minutes)
(4) Report back consensus (and minority) viewpoints to the large group (1 minute)
TABLE ACTIVITY #2: Brainstorming (Kotter Framework)

PROMPT
An established medical school is undertaking a major curriculum transformation.

- In what ways can students help in...
- What are barriers to student engagement in...
- What are specific ways faculty or institutions could foster student engagement in...

☐ (1) Establishing a sense of urgency
☐ (2) Creating a guiding coalition
☐ (3) Developing a vision & strategy
☐ (4) Communicating the change vision
☐ (5) Empowering broad-based action
☐ (6) Generating short-term wins

TASKS:
(1) As a table, select a stage (above) in Kotter’s model to discuss
(2) Complete a minute paper on the prompt above (1-3 minutes)
(3) Elect a designated “note taker” at your table
(4) BRAINSTORM with your table, using the paper easel to identify at least:
   a. 10 ways students can help further the stage of Kotter’s change model
      selected above (10 minutes)
   b. 10 barriers to students engaging in this activity (10 minutes)
   c. If you still have time, feel free to brainstorm around another area of
      Kotter’s model
(5) Report back findings to the large group (1 minute)
PRE-SESSION SURVEY: Medical Students as Catalysts for Curricular Change

Please complete this survey BEFORE the session begins. An electronic version of this survey is available at: http://tinyurl.com/aamc2015. Obtain a unique ID card at your table. Please KEEP this ID for use throughout the session. We will use it to link your anonymous pre- and post-session responses.

1. UNIQUE ID — Please write your unique ID # here: ______________

2. Your current appointment (select all that apply):
   - Medical student
   - Resident / Fellow
   - Faculty (primarily clinical)
   - Faculty (primarily research)
   - Faculty (primarily teaching / education)
   - Dean or Assistant Dean
   - Lecturer
   - Staff / administrator
   - Other (specify): ____________________________

7. Student leaders can play a unique role in enabling effective curricular change:
   - Not engaged
   - Unsure
   - Strongly Agree
   - Agree
   - Neither Agree nor Disagree
   - Disagree
   - Strongly Disagree

8. I have seen student leaders play a unique role in enabling effective curricular change at my institution:
   - Yes
   - No
   - Unsure

9. I have a strong understanding of the role for students in curricular transformations:
   - Strongly Agree
   - Agree
   - Neither Agree nor Disagree
   - Disagree
   - Strongly Disagree

10. My institution could be more effective in its curricular efforts by better incorporating students into the process:
    - Strongly Agree
    - Agree
    - Neither Agree nor Disagree
    - Disagree
    - Strongly Disagree

E-Mail: medicalteacher@dundee.ac.uk URL: http://mc.manuscriptcentral.com/CMTE
POST-SESSION SURVEY: Medical Students as Catalysts for Curricular Change

Please complete this survey AFTER the session is complete. An electronic version of this survey is available at: http://tinyurl.com/2015aamc.

1. UNIQUE ID — Please write your unique ID # here: ____________

2. Student leaders can play a unique role in enabling effective curricular change:
   - [ ] Strongly Agree
   - [ ] Agree
   - [ ] Neither Agree nor Disagree
   - [ ] Disagree
   - [ ] Strongly Disagree

3. I have a strong understanding of the role for students in curricular transformations:
   - [ ] Strongly Agree
   - [ ] Agree
   - [ ] Neither Agree nor Disagree
   - [ ] Disagree
   - [ ] Strongly Disagree

4. My institution could be more effective in its curricular efforts by better incorporating students into the process:
   - [ ] Strongly Agree
   - [ ] Agree
   - [ ] Neither Agree nor Disagree
   - [ ] Disagree
   - [ ] Strongly Disagree

5. My institution should make further strides to incorporate students into the curriculum revision process:
   - [ ] Strongly Agree
   - [ ] Agree
   - [ ] Neither Agree nor Disagree
   - [ ] Disagree
   - [ ] Strongly Disagree

6. Two ideas, concepts, or approaches I will take back to my institution are:
   - [ ] (1)
   - [ ] (2)