

INTRODUCTION

The Liaison Committee on Medical Education (LCME) Element 8.1 outlines the requirement of medical schools having "an institutional body that oversees the medical education program as a whole and has responsibility for the overall design, management, integration, evaluation, and enhancement of a coherent and coordinated medical curriculum."¹ This body is known as the Curriculum Management Committee (CMC) at Wayne State School of Medicine, comprised of faculty members, clinical partners, ex-officio members as well as student representatives voted by the Student Senate.²

Two representatives are selected from each class, totaling 8 student representatives at the CMC. These student reps are tasked with providing direct feedback to course directors regarding various aspects of the curriculum for continuous quality improvement purposes. The reps also act as voices for student concerns at the level of the CMC when decisions are made about the curriculum management process.

Student perception of how their concerns are represented in curriculum management is a relatively unexplored topic. Thus the purpose of this study is to understand the degree to which students feel represented in curriculum management processes at WSUSOM. The results of this study can be used to determine if the LCME requirements need to be more explicit regarding the role of student curriculum representatives or if the current WSUSOM model can serve as a good model.

METHODS

An exploratory mixed methods design was employed using school-wide survey that was administered with open and closed-ended questions to assess students' reactions to the role of curriculum reps, as well as gauging the level of interaction they have had with their representatives during their WSUSOM journey.

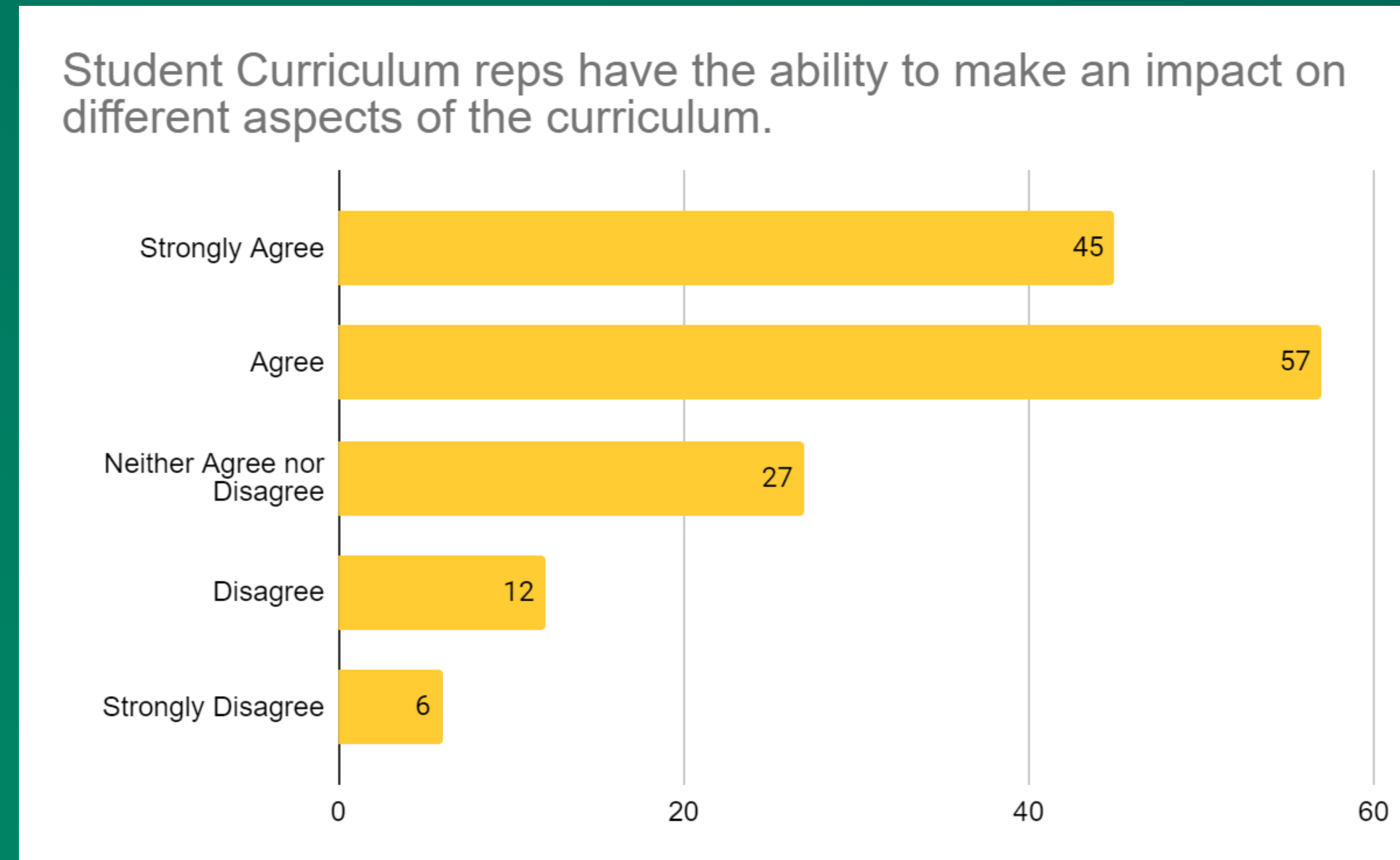
A series of focus groups will be conducted for each representative class in February to collect qualitative data regarding their perceptions of the role of Curriculum reps. Finally, a focus group will be conducted in March with the 8 student reps themselves to get their own perspective on the role and how they believe they are perceived by their classmates. These will be used to illicit personal anecdotes on student representation and what can be improved going forward.

RESULTS

In-progress survey data was acquired from 147 (12.2%) WSUSOM students across all four classes. Focus group data is planned to be collected in February and March.

Student Perceptions of Student Representation in Curriculum Management

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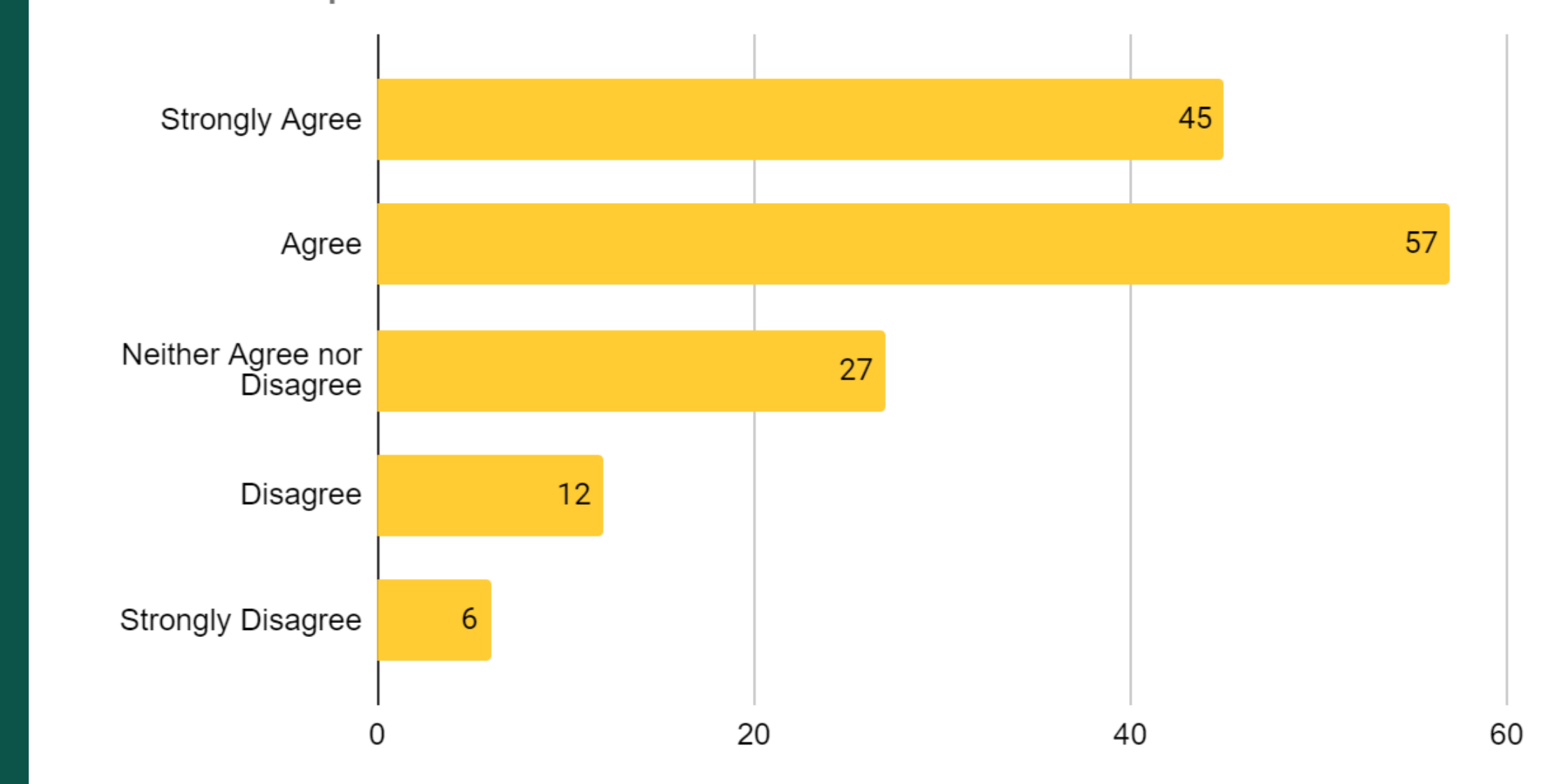
Students view Curriculum Committee student representatives as having moderate utility in affecting curricular changes



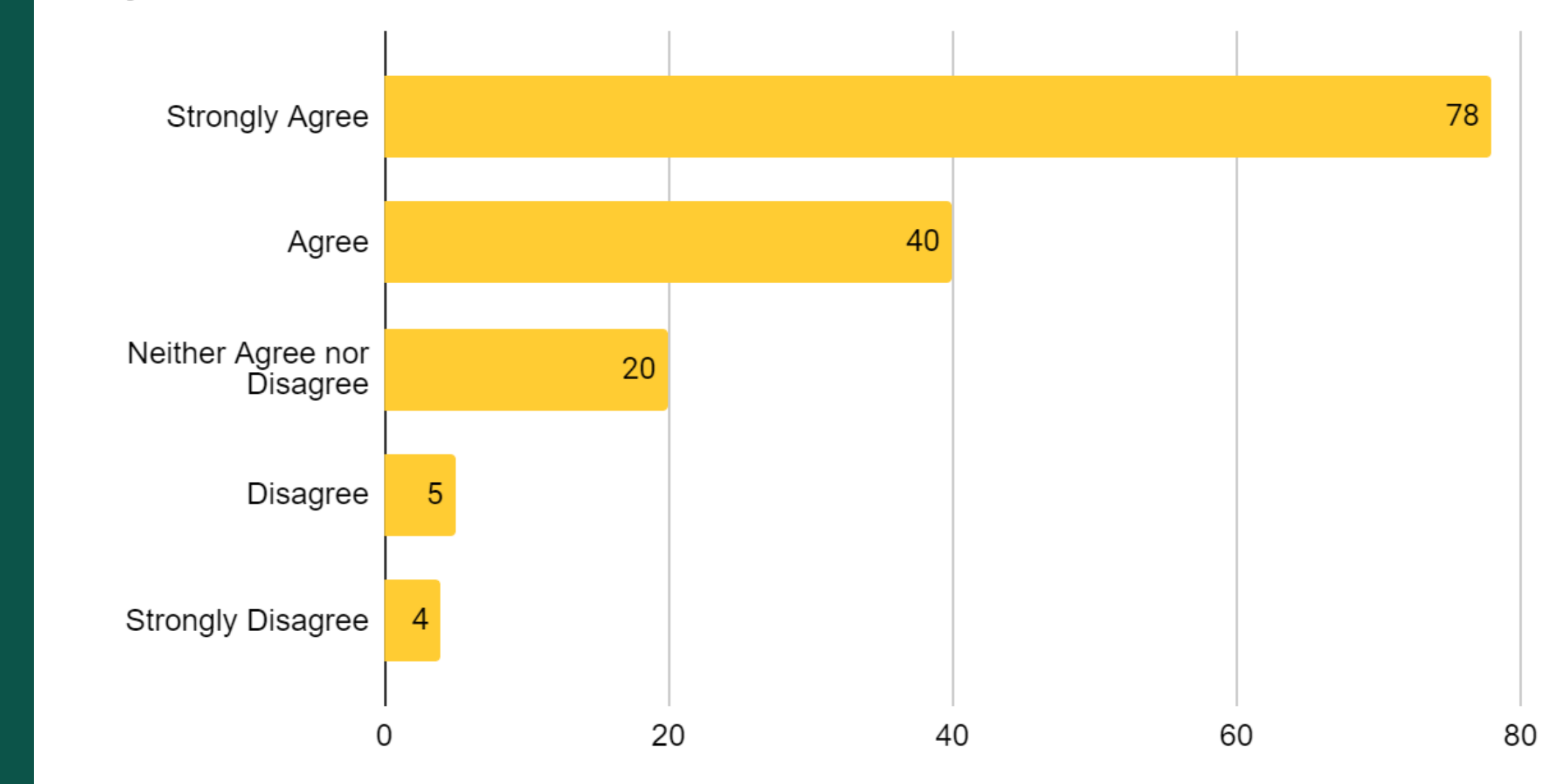
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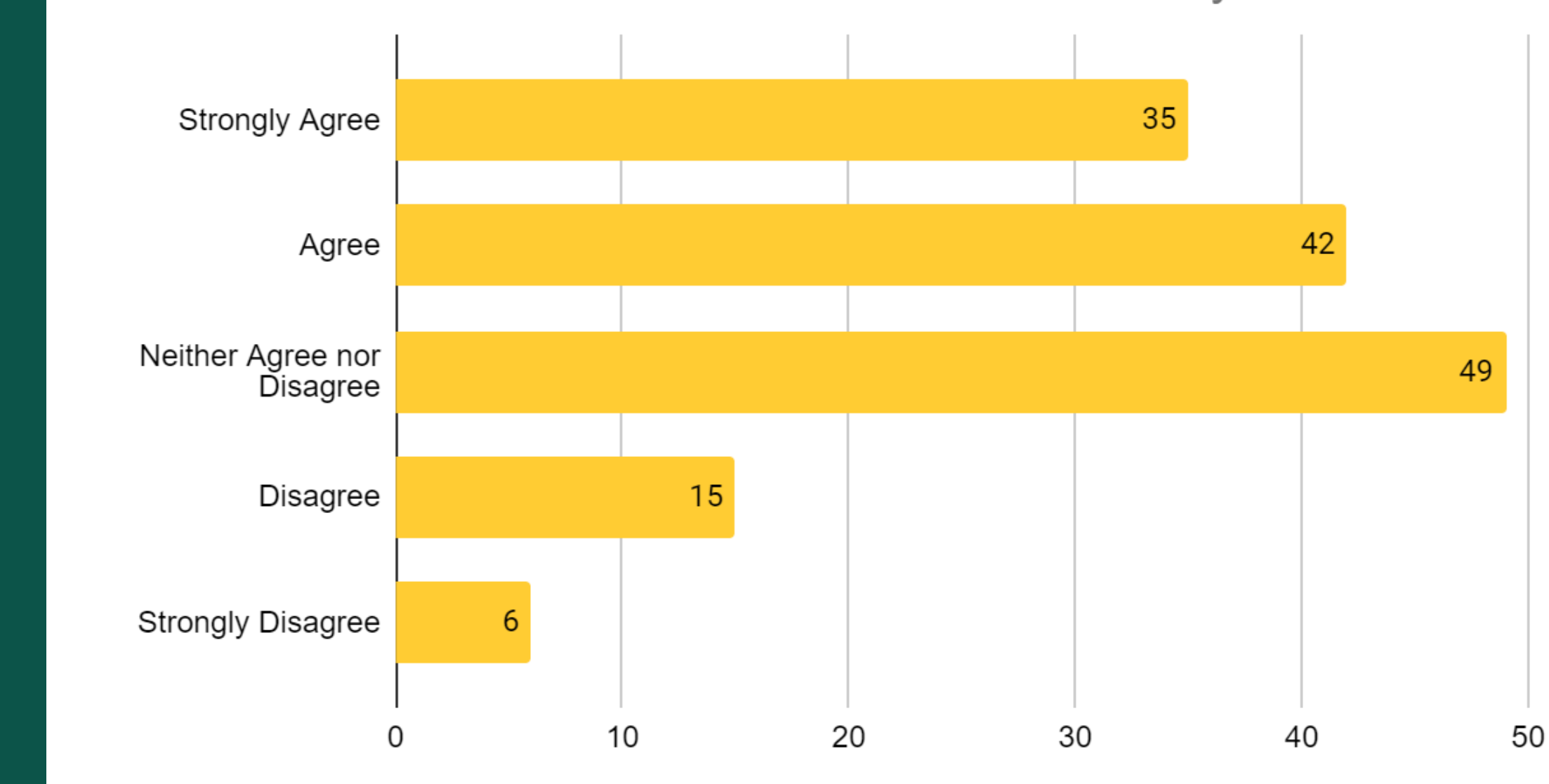
Student Curriculum reps have the ability to make an impact on different aspects of the curriculum.



I am satisfied with how my student Curriculum reps represent my concerns with the WSUSOM curriculum.



The student Curriculum reps seem to have a strong impact in conversations at the level of the CMC / with faculty.



CONCLUSION

Overall students have a mostly favorable reaction to how the reps are able to have an impact on the level of curriculum at WSUOM. There is some variation in how students describe the role of the reps, which could be alleviated with clearer established guidelines by the LCME. There also seems to be a lack of understanding by the general student body of the role of the Curriculum Management Committee in enacting broad curricular changes. This could be a future area of work to establish a more transparent operation in which students can become more involved with the betterment of their undergraduate medical education experience.

REFERENCES

- Liaison Committee on Medical Education. (2023). *Standards for Accreditation of Medical Education Programs Leading to the MD Degree*. Retrieved from https://lcme.org/wp-content/uploads/2023/03/2024-25-Functions-and-Structure_2023-03-21.docx
- Curriculum Management Committee. Wayne State University School of Medicine. Retrieved November 2, 2023, from <https://www.med.wayne.edu/curriculumcommittee>