



Student-staff partnerships for improving equality at Warwick Medical School

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Warwick Medical School (WMS) achieved an Athena SWAN Silver Award in 2019

Students wanted to get more involved

Student steering group was appointed to work with the staff Athena Swan group



Warwick Medical School
Athena SWAN
MBChB Sub-group







Students as catalysts for curricular innovation: A change management framework

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ABSTRACT

Introduction: The role of medical students in catalyzing and leading curricular change in US medical schools is not well described. Here, American Medical Association student and physician leaders in the Accelerating Change in Medical Education initiative use qualitative methods to better define student leadership in curricular change.

Methods: The authors developed case studies describing student leadership in curricular change efforts. Case studies were presented at a national medical education workshop; participants provided worksheet reflections and were surveyed, and responses were transcribed. Kotter's change management framework was used to categorize reported student roles in curricular change. Thematic analysis was used to identify barriers to student engagement and activators to overcome these barriers.

Results: Student roles spanned all eight steps of Kotter's change management framework. Barriers to student engagement were related to faculty (e.g. view student roles narrowly), students (e.g. fear change or expect faculty-led curricula), or both (e.g. lack leadership training). Activators were: (1) recruiting collaborative faculty, staff, and students; (2) broadening student leadership roles; (3) empowering student leaders; and (4) recognizing student successes.

Conclusions: By applying these activators, medical schools can build robust student–faculty partnerships that maximize collaboration, moving students beyond passive educational consumption to change agency and curricular co-creation.

KEYWORDS

Medical students;
leadership; curriculum
change; undergraduate
medical education



How have we implemented change?

The raising concerns process at WMS

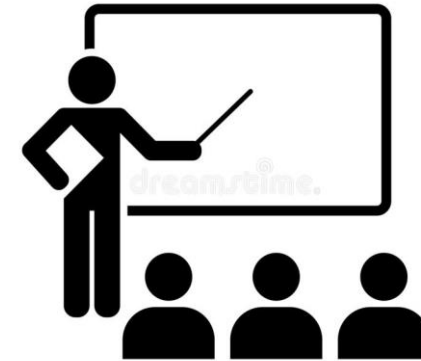


The raising concerns survey



What were the results?

48% knew
how to raise
a concern



21% felt that they
had received
adequate amounts of
teaching on the topic

Why are students not raising concerns?

Is my concern serious enough?

Will there be repercussions?

Am I being annoying or inconvenient?

I feel the process is ineffective

The faculty isn't representative of me, so how do I know they will take my concern seriously?

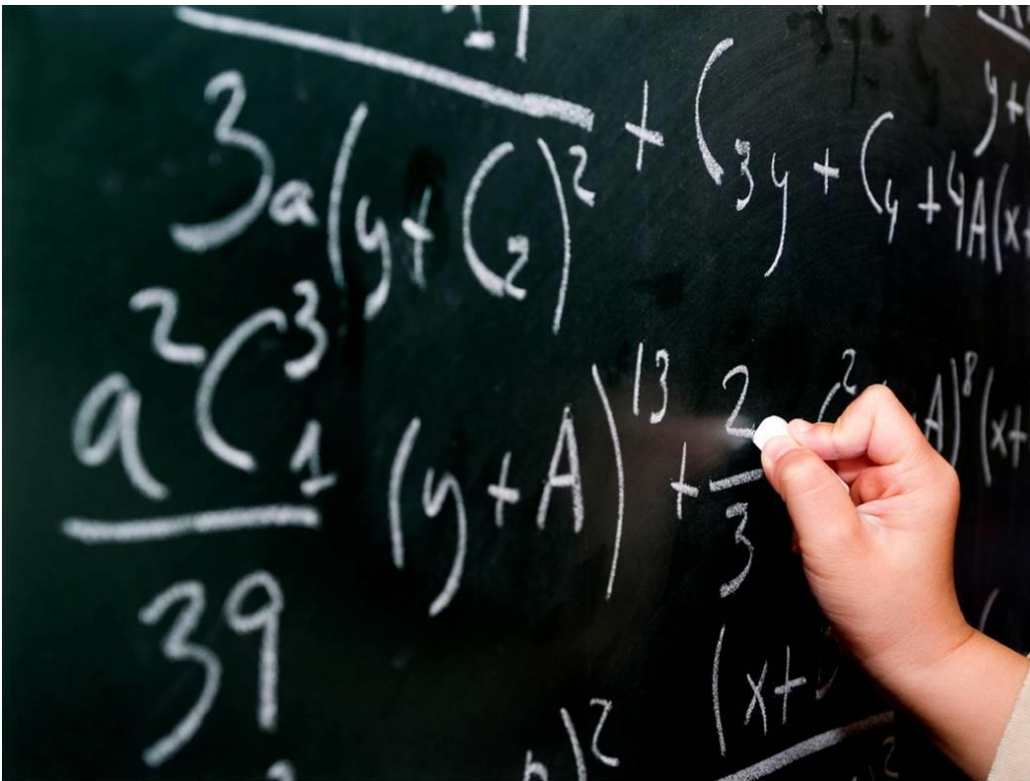
What next?

Peer support volunteers



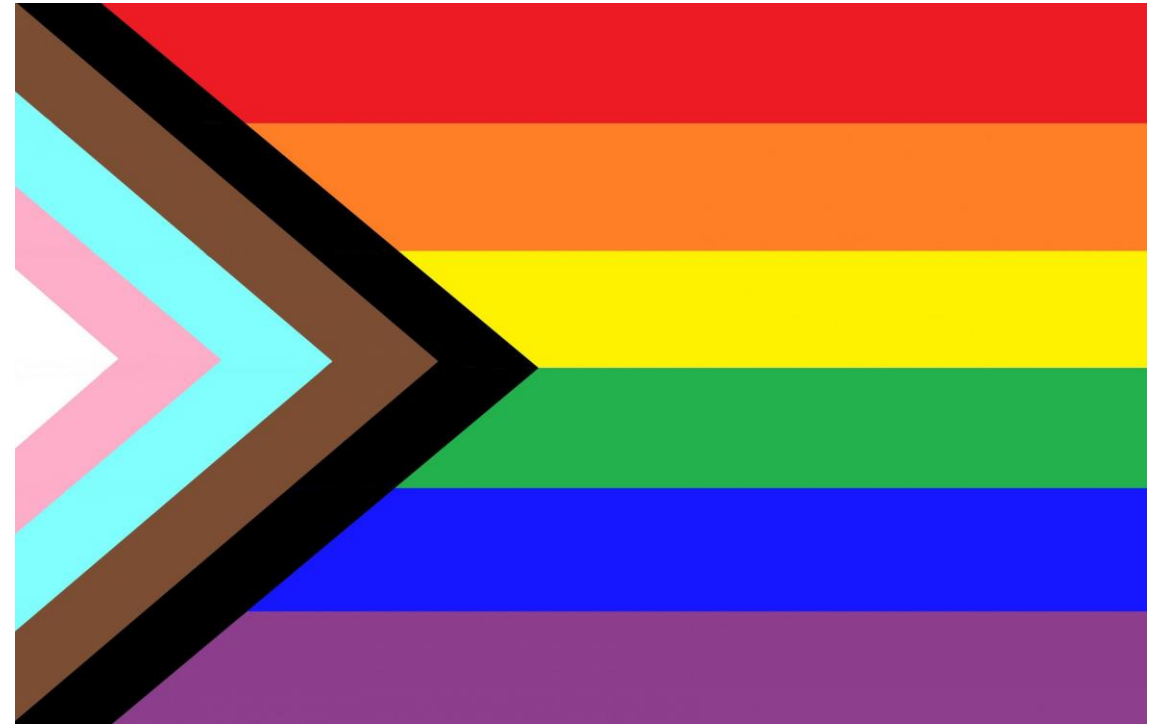
Curriculum Consultations

Phase 1 Lecture Content



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LGBTQ+ Student Consultation



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Curriculum Consultations

Case-based Learning Audits



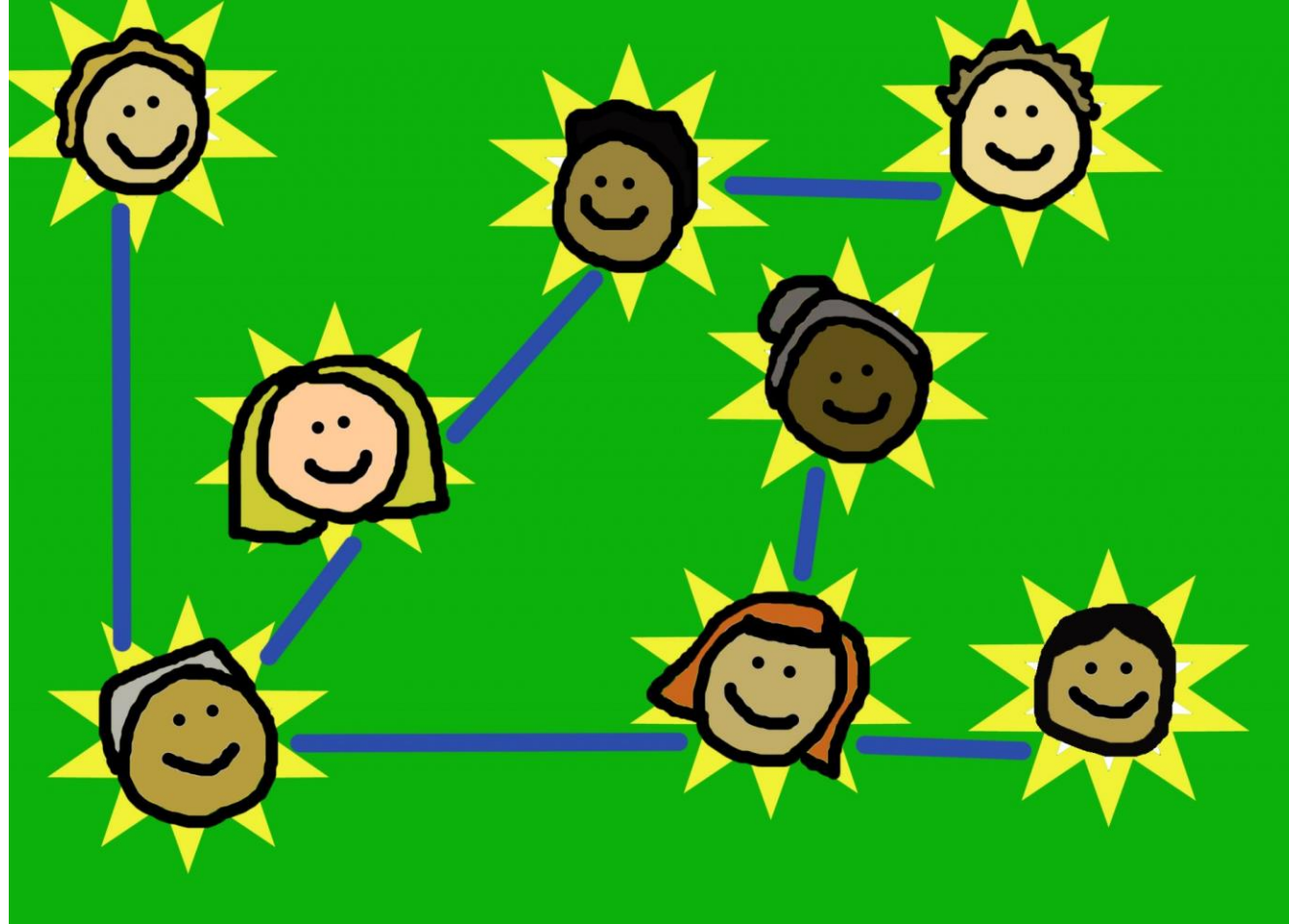
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Health, Welfare and Professionalism Consultation



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Staff Champions and Student Networks



<https://www.publicdomainpictures.net/pictures/60000/velka/networking-diagram.jpg>

Speaker Series

“Equality and Diversity in Healthcare: The Experiences and Challenges of Inspirational Professionals”

Improving the health outcomes of LGBT+ people

Experiences of menopause

Being a med student with a disability

Academic life as a woman with children

Future research

Student-led research (as part of medical degree) on ED&I as an Athena Swan Beacon activity

Summary and Close

- We've described student involvement in ED&I at Warwick Medical School, and some of the things we've achieved
- Tell us what is working well at your institution!

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