

Student-Led Peer Development for Curriculum Growth

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Background

- The disability curriculum group at USF Health Morsani College of Medicine (MCOM) serves as a unique model of student leadership that combines an innovative organizational structure and emphasis on mutual development to advance IDD-focused medical curriculum.
- The group intentionally includes medical students from different stages of training and curricular tracks for a multilevel approach.
- The group uses near-peer teaching, professional development sessions, and mentorship to foster collaboration and sustainability.

Objectives

To showcase the student-led disability curriculum group’s innovative structure and strategies for sustainability and long-term curriculum advancement.

Methods

Team Structure

- Group of 8 members divided into 4 sub-teams consisting of 1 upperclassman and 1 underclassman
- Sub-teams were paired based on the two curricular tracks offered at USF Health MCOM
- Multilevel structure allows members to contribute strengths specific to their stage of medical education

Methods cont.

Collaborative Network

- Ongoing partnerships with faculty, community advocates, and curriculum leaders to inform and guide project development

Sustainability

- Mid-year assignment of new leadership roles and recruitment of first-year students, creating a new cohort of leaders and underclassmen

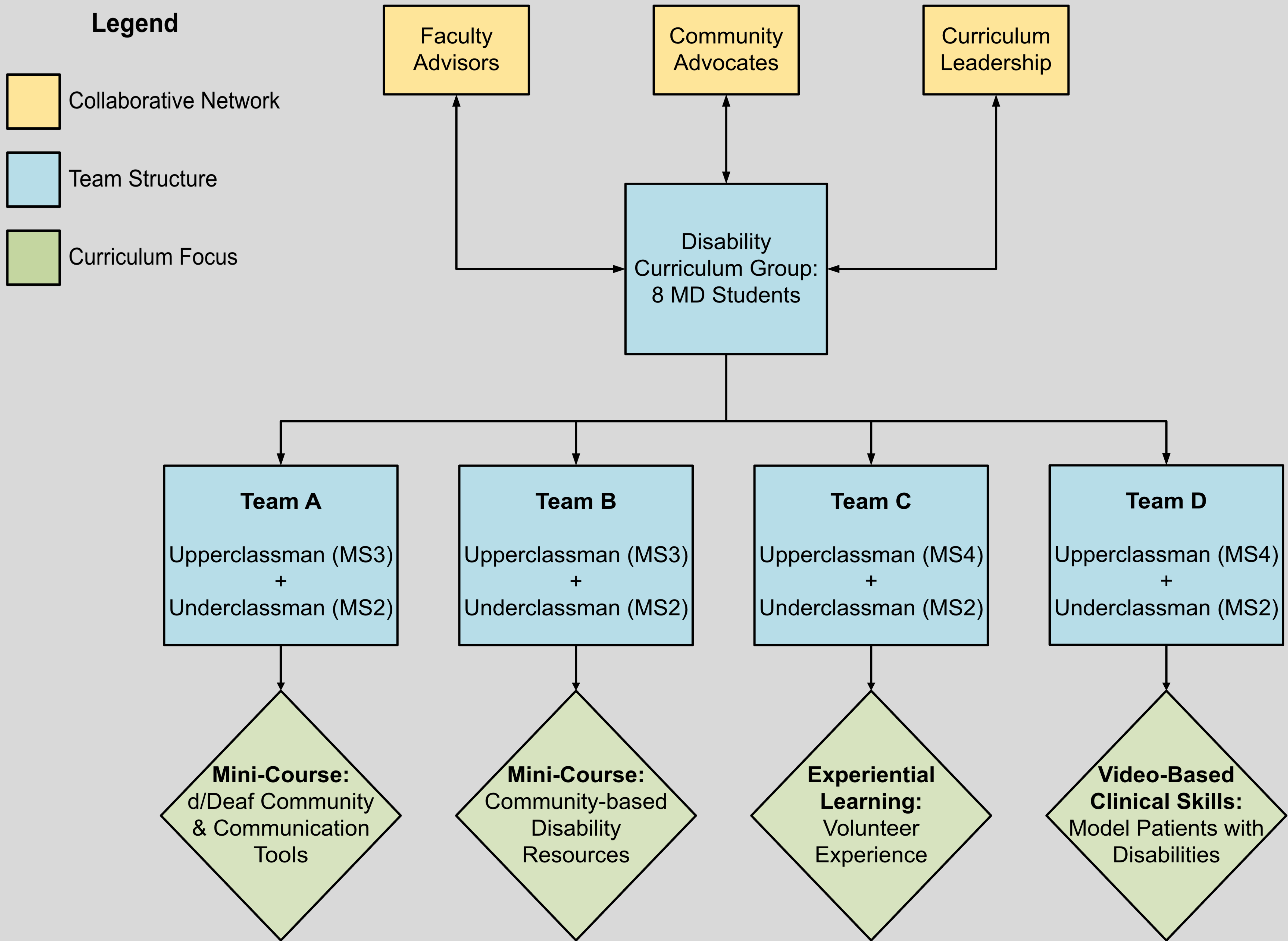


Figure 1. Multilevel, collaborative group design

Methods cont.

Mutual Development

- Integrates near-peer teaching to support collaborative learning across training levels and long-term development of skills
- Encourages mentorship within each sub-team and across the full group
- Includes professional development sessions during team meetings

Results

Through their participation in the team, members developed leadership, teamwork, and advocacy skills. Teams used these skills to develop new disability-focused curriculum components, including:

- Disability-focused mini-courses
- Volunteer initiatives
- Model-patient clinical skills videos

Discussion

The student-driven, multilevel model the group has established provides a framework that can be implemented at other institutions seeking to engage students in meaningful advocacy and sustainable curriculum development.

Acknowledgments

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