

2013 Medical Student Service Leadership Project award winners

Alpha Omega Alpha is committed to preparing future leaders in medicine and health care. Leadership is about making a positive difference, and is learned through education, observation, and experience, and working with leader mentors. Service leadership may develop an excellent opportunity for students to develop as servant leaders. The most effective leaders are well grounded in and committed to positive professional values.

The winning projects receive \$5000 for the first year, \$3000 for the second year, and \$1000 for the third year

The winners of this year's award are:

Duke University School of Medicine: The Duke Leadership Education and Development Program

Despite a growing need for physician leaders in the U.S. health care system and abroad, very little formal leadership training occurs at the medical student level. Duke University School of Medicine hopes to change that by implementing the Duke Leadership and Education (LEAD) Program, a formal, four-year leadership curriculum for all Duke medical students. Through this program, Duke aims to develop and train future physicians to be more ef-



Teams of students, residents, and fellows compete in a communication exercise.



The team members of the Duke LEAD Program, kneeling (left to right): Shannon O'Connor, Jacob Berchuck, Deeptee Jain, Kyle Gibler, Ankit Mehta, MD, and Mitch Bassett. Second row (left to right): Kathy Coyner, MD, John Anderson, MD, Scott Adams, MD, Maureen LeBoeuf, PhD, Stephanie Mayer, MD, Anupam Pradhan, MD, Marty Head, John Feagin, MD, Nicholas Viens, MD, Jane Boswick-Caffrey, Grant Sutter, Judy Seaber, Dean Taylor, MD, and Bobby Murrah, MD.



The SUNY Upstate team for Helping Hands for Forgotten Feet, from left to right, back row: John Kulesa, Austin Meeker, Kyle Devins, John Pizzutti, Rob Handzel. From left to right, front row: Lin Deng, Matt Helm, Tim Kuchera, Dr. Ryan D'Amico, Jess Sassani, Delia Vahey, Leesha Alex, Ericka Steinbrenner.

fective agents of change in dynamic and complex health care environments.

The following core competencies represent the desired outcomes of the program. These competencies will be evaluated and tracked using faculty and peer evaluations and feedback: fundamental leadership theory, self-management, teamwork, communication, mentorship, health care acumen, service, improvement, and innovation.

The LEAD Program will span all four years of medical education. The first and second years will be primarily didactic, focusing on lectures, workshops, and small group activities. The third and fourth years will be experiential, providing students real-world opportunities to practice newly acquired skills through a variety of active leadership roles, including underclassmen mentorship and hospital-based service projects.

The curriculum will include a diverse team of speakers and collaborators, such as individuals from Duke School of Medicine, Duke Fuqua School of Business, Duke Corporate Education, the Institute for Healthcare Improvement Open School, and the Feagin Leadership Program. Duke LEAD Program student leaders will have the opportunity to assist in the delivery of lectures and workshops and will also work with organizations within the hospital and the community to identify opportunities for experiential

service projects. Faculty mentors will teach and mentor students in all four years of the curriculum and serve as advisers for experiential learning projects.

Project team members are: Student leader Kyle Gibler (AQA, Duke University, 2012) and student team members Marisa Dowling, Parastou Fatemi, Nimit Lad, and Peter Wei. Mentor leader Dean Taylor, MD; and mentor team members Saumil Chudgar, MD (AQA, Duke University, 2007), and Devdutta Sangvai, MD, MBA.

State University of New York Upstate Medical University: Helping Hands for Forgotten Feet

Helping Hands for Forgotten Feet (HHFF) is a novel program designed by medical students of SUNY Upstate Medical University to provide foot care and health education to the large homeless population that frequents the Syracuse Rescue Mission. The clinical goals of this project are:

1. Conduct semiannual shoe and sock drives for the Rescue Mission.
2. Organize and run a monthly foot care clinic at the Rescue Mission to provide medical foot care and offer basic care supplies.
3. Conduct foot care education sessions at the Rescue Mission to improve the medical literacy and health of this patient population.

Additionally, this project allows Upstate Medical University students

to serve their community while developing leadership and advocacy skills through a program that brings together AQA members and junior medical students.

The AQA chapter has developed a leadership curriculum to supplement HHFF clinical activities. There will be four to six scheduled interactive lectures each academic year pertaining to the role of a leader, improving communication and leadership skills, and the role of advocacy in medicine, among other topics. In March, Dr. Gregory Eastwood, Professor of Bioethics and Humanities, Professor of Medicine, and former President of Upstate Medical University, will be speaking to the student body regarding defining the role of a leader in a clinical context. Participating students will have an opportunity to improve leadership and advocacy skills at each clinic, with fourth-year AQA medical students overseeing the clinic and first-year medical students gaining increasing amounts of responsibility and experience as the year progresses.

HHFF held its first free clinic on February 21, 2013. Eighteen patients received care and treatment for various problems ranging from painful calluses to ankle sprains and poor shoe support from eight first-year medical students, and two physicians, including two AQA members. We reached capacity and already have a full patient roster for the

next clinic in March.

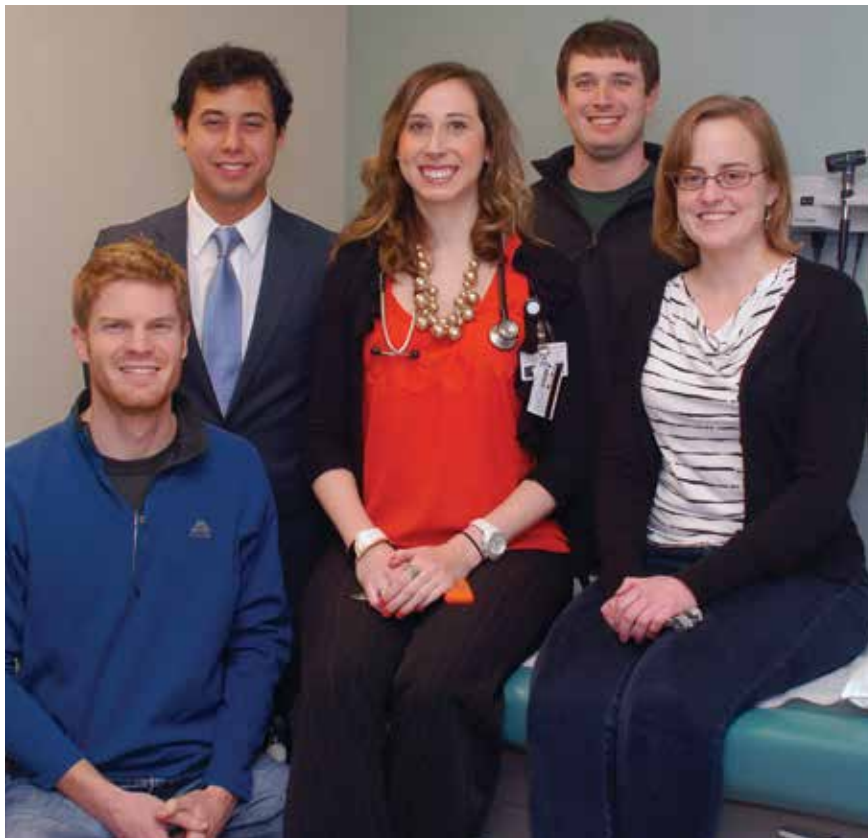
Project team members are: Student leader Jessica Sassani and student team members Matthew Helm, Stefanos Haddad, and Caitlyn Foote. Mentor leader Susan Stearns, PhD (AQA, SUNY Upstate University, 2006), and mentor team members Lynn Cleary, MD (AQA, Ohio State University, 1978); Ruth Weinstock, MD, PhD (AQA, Columbia University, 1980); Ryan D'Amico, DPM; and Thomas Helm, MD (AQA, Albany Medical College, 1987).

Mercer University School of Medicine Service Leadership Program

Foreseeing an era of physician leaders trained to collaborate more closely and advocate more effectively for the needs of the underserved, students at Mercer University School of Medicine (MUSM) will create an experiential leadership training program focused on the development of community-responsive physician leaders. The project includes the following three key components: developing and implementing a service-leadership curriculum, developing a community mentoring program, and developing a student-driven free health care clinic. Leaders of the School of Medicine foresee offering this program to the Macon and Columbus campuses as well.

Service-leadership curriculum

During the project period, students will explore leadership curricula implemented at other medical schools. Experts will be invited to the Savannah Campus to share their insights on the content and structure of leadership programs—these sessions will be videoconferenced to the Macon and Columbus campuses. Other speakers at monthly meetings will provide instruction on such topics as advocacy, law, and the legislative process. The proposed service leadership curriculum will include defined competencies, delivery methods, evaluation approaches, and a dissemination plan for all three campuses.



Some of the team members of the Mercer University School of Medicine Service Leadership Program. Left to right: Brian Renken, Andres Montes, Mary Kate Claiborne, Keith Reeves, Tia Bingham.

Insights from faculty, staff, and community stakeholders, as well as preceptor and student-led reflections will be integrated into the curriculum as well. Additionally, students will have the opportunity to present their findings at a MUSM service-learning conference.

Community mentoring program

In parallel with the leadership curriculum development, interested students will have the benefit of building mentoring relationships with community leaders. Through four to six one-on-one sessions during the year, the community mentor will help students to understand the plight of the underserved, the role of service organizations in promoting community health, and the employment of core leadership skills in practice.

Student-run medical clinics

Students will partner with two volunteer and nonprofit organizations that provide free/low-cost health care for medically underserved individuals: Community Health Mission (CHM) in

Savannah and The Hearts and Hands Clinic (HHC) in Statesboro. Students will have the opportunity to directly reach Savannah's underserved urban patients through CHM and, through HHC, to treat underserved individuals from rural and migrant populations. The Saturday clinic will benefit the clinics and the patients by reducing patient waiting lists for the clinics. As the students develop and implement the Saturday clinics, the "hands on" leadership experience will reinforce core competencies developed through the leadership curriculum.

Project team members are: Student team leader Mary Kate Claiborne and student team members Andres Montes, Godfrey Ilonzo, Alison Smith, Tia Bingham, Keith Reeves, Bryan Renken, and Hareesh Soorma. Mentor leader Martin Greenberg, MD (AQA, Albany Medical College, 1973); and mentor team members T. Philip Malan, Jr., MD, PhD; Marie Dent, PhD, EdS, MBA; Robert Shelley, MD; Sarfaraz Dhanji, MD; and Miriam Rittmeyer, MD, PhD, MPH.