Physician Executive Leadership (PEL): 

Student-run, student-driven curriculum enhances and extends traditional medical education

Physician Executive Leadership (PEL) was founded in 2013 at Jefferson’s Sidney Kimmel Medical School to directly address gaps in medical education. The PEL curriculum is both student run and student led, informed by student demand and feedback. Students can complete the curriculum at the standard level of commitment or be more engaged to earn Distinction. The PEL curriculum is centered around six pillars:

1. Applied Leadership
2. Care Quality & Experience
3. Health Finance
4. Entrepreneurship & Innovation
5. Law & Ethics
6. Health Policy

Programming includes:
- Guest lectures (large and small groups)
- Student-run journal, The Diagnostic
- PEL Plus, a structured capstone program focused on management/leadership, with Jefferson lecturers outside SKMC and industry lecturers
- Funded summer internship of up to $1,500; self-directed student projects focused on innovation

METHODS
For the guest lecture component of the curriculum students fill out a survey that utilizes a 7-point Likert scale to assess the perceived utility of each lecture and the self-reported improvement in understanding of the relevant pillar. Data was collected from 2017-2018 and 2018-2019 academic years and organized by graduating class.

RESULTS
- During 2018 and 2019, 164 and 188 students attended at least 1 event each year, which comprises nearly 20% of the entire medical student population at Jefferson
- Engagement is highest during the MS1 and MS2 preclinical years
- 7 Large Groups, average attendance 58 students
- 13 Small Groups, average attendance 25 students
- Large group lectures received higher utility (6.32 vs 6.17) and content (6.28 vs. 5.93) ratings than small group events
- Students rated Health Policy (6.42) and Law/Ethics (6.41) events as the most valuable and interesting
- Students self-reported learning the most from the Health Finance (6.38) and Entrepreneurship/Innovation (6.29)
- Applied Leadership events were perceived to be relatively less valuable (5.93) and educational (5.75)

DISCUSSION
As a student-run, student-driven curriculum, PEL adapts to evolving student interests. Participants found the events useful and their understanding of all pillars’ content increased. Analysis of event ratings may drive curricular improvement. Further research is required to assess PEL’s utility after graduation.

A Predictive Validity Comparison Between Domestic and International Students

Non-graduation required curricular understanding which students

Participants rated Health Policy (6.42) and Law/Ethics (6.41) events as the most valuable and interesting

Students self-reported learning the most from the Health Finance (6.38) and Entrepreneurship/Innovation (6.29)

Applied Leadership events were perceived to be relatively less valuable (5.93) and educational (5.75)