Creating connections between community and curriculum: A new lens for curricular development.

The DISCuSS model

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We do not have an affiliation (financial or otherwise) with a pharmaceutical, medical device or communications organization.

Je n’ai aucune affiliation (financière ou autre) avec une entreprise pharmaceutique, un fabricant d’appareils médicaux ou un cabinet de communication.
TIME PLANNER: TOTAL 90 minutes

- 10 min- Welcome and Introductions around the tables
- 20 min- Presentation
- 5 min- Questions about the presentation
- 5 min- Description of tasks
- 25 min- Small group activity
- 20 min- Small group presentation
- 5 min- Feedback
Objectives of the session

- Apply methods to identify gaps in curricular content related to diversity and social accountability.
- Create modularized content adapted to the program’s curriculum and learners.
- Consider methods to assess the sustainability of the content.
Challenges

- The mosaic composition of a medical school curriculum, segmented by specialties, has placed barriers to change.

- Any change to the curriculum requires an alignment of directions from:
  - Availability of faculty
  - Availability of content
  - Resources (curriculum time)
Rationale: Approach to modularize social accountability and integrate it sustainably into our curriculum- why did we develop it?

- Increasing volume of information on social responsiveness and accountability
- Increasing demand for medical education to address societal topics and include in curriculum
- Limited number of curricular hours
- Reflect the immediate needs of the profession
- Adapt knowledge that is relevant to practice
- Meet societal needs from the institution and community related to Equity, Diversity and Inclusion
DISCuSS model - 5 step approach

D - Diversity
I - Identify gaps (raise questions; curricular mapping)
S - Search literature - scoping review; rapid review
C - Create and Community engagement
U - Sustainability (Relevance to program, program evaluation and assessment)
S - Social accountability (periodical update)
Working example of the model

LGBTQ curricular content
Application of our model: LGBTQ curricular content

Identified gaps

- Media
- Tri council agencies: NSERC, CIHR, SSHRC- Equity Diversity Inclusion requirements
- Dimensions EDI Canada Charter (previously known as Athena SWAN made in Canada)
- AAMC Curriculum Reports
- Curricular mapping: 5 sessions that mentioned the topic but 49 existing sessions as possible options for integration
A summer student conducted a literature review on LGBTQ health and identified 36 competencies that needed to be integrated into the medical school curriculum, 7 of which were linked to physician bias.

The AAMC, CFMS, and CMA have all called for improving sexuality and gender diversity training in medical school curricula.\textsuperscript{1,2,3}

Health disparities among the LGBTQ population have been linked to physician bias. However, providing medical students direct communication with LGBTQ individuals is correlated with a reduction of said bias and more positive attitudes.\textsuperscript{4}

The purpose of this project was to integrate LGBTQ competency training and address bias towards this population through development of a human library session as part of an entire LGBTQ curriculum.


7. Implementing Curricular and Institutional Climate Changes to Improve Health Care for Individuals Who Are LGBT, Gender Nonconforming, or Born with DSD. Association of American Medical Colleges. 2014.
A working group was established with:

- Local LGBTQ community members
- Diversity Advocate from the Health Care system
- Faculty of Education, members of Institute for Sexual Minority Studies & Services
- Education experts

- All reviewed the literature, and mutually created objectives
- The initial literature review and curricular mapping identified the opportunity for 2 new sessions.
- After consulting with the working group it was expanded to 5 sessions based on the group’s recommendation to prioritize communication skills, community service and patients’ lived experience
Objectives created:

- To develop and deliver a curriculum that reduces negative bias towards LGBTQ patients
- To integrate LGBTQ people’s lived experiences into the curriculum to foster empathy and positive attitudes
- To develop an evaluation framework for this curriculum
C-reate, C-ommunity engagement

- 25 local LGBTQ individuals were recruited through social media to facilitate a half-day volunteers’ lived experience in accessing and navigating health care systems
- This session consisted of discussing personal experiences of stigma and discrimination with groups of 3-4 medical students in 45-minute sessions
Sustainability: Relevance to program, program evaluation and assessment

Student Assessment
- Students wrote a reflection essay using the utility-value framework to make it applicable to their own lives and medical practice:
  - Utility value interventions have been well validated to increase student motivation and learning by relating material to their own lives.
  - Students were asked to write a short essay discussing how their experience with the human library is useful to their own life and career.
  - Student answers were analyzed to determine the degree of utility value they derived

Program Evaluation
- Evaluation of the event
- Evaluation of the course
- Feedback from community stakeholders and participants involved
Thematic analysis of the utility value exercise

Recurring Themes

- Students recognized that part of making healthcare more accessible and open for LGBTQ+ patients.
- Finding ways to make the healthcare environment more open and safe
- Feeling the need to remove barriers
- Stigma and bias exist in healthcare system
- Lack of knowledge on how to communicate, approach or terminology
- .. responsibility, collectively, to change these environments such that individuals of any orientation feel safe to express their authentic selves
LGBTQ 4 year curriculum
S-ocial responsiveness and accountability

Competency
- Describing the special healthcare needs and available options for quality care for transgender and intersex patients.
- Performing a complete and accurate physical exam with sensitivity to issues specific to LGBT individuals at stages across the lifespan. This includes knowing when particulars of the exam are essential and when they may be unnecessarily traumatizing.

Relevant Areas of Practice
- Reproductive Medicine
- Endocrinology
- Anatomy
- Psychiatry
- Geriatrics

Physical Exam
Communication Skills

Integrate into Existing Sessions
1. Sexual Differentiation and Puberty
2. Male Gonadal Disorders
3. Male and Female Anatomy
4. Psychosocial Care for LGBT
5. Gender

1. Physical Exam: Breast Exam
2. Pelvic and Digital Rectal Exam
3. Prevention and Screening for Cervical Cancer
4. OBS/GYN History and Physical Exam
5. Discovery Learning: Breast Cancer
Outcomes

- Developed a process of adopting social accountability content into the curriculum
- Made a substantial impact on: curricular relevance, student learning, student acceptance
- Increased scores in Graduation Questionnaire (CGQ) on questions related to diversity and social accountability
- Faculty Development: additional groups adapting the model to their curricular topics

It works!
Application of the Model

- Refugee health
- Organ donation
- Global and Environmental Health
- Human Trafficking
- Medicare
Explaining the Model
DISCuSS model - 5 step approach

D: Diversity
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Rationale of the modular approach

- Neurobiology of learning
- Social learning theory
Lessons from Neuro-Anatomy and Physiology
One neuron needs another one to create the synaptic intersection= Brain “Chat”
Only a neuronal network will create a semantic field= “Teleconference”
A semantic field will become “meaningful” if accessed through different angles and feeds back= Brain “Twitter” Account
Social Learning Theory (Bandura)

- Observation (environmental)
- Retention (cognitive)
- Reproduction (cognitive)
- Motivation (environmental, cognitive)

Application in the model
- Experiential learning enhances the environmental aspects of learning and improve the motivation and relevance of the topic
- Utility value writing exercise enhances the potential and for future reproduction of the behaviors and topics learned in the module
Identify gaps in curricular content related to Diversity and social accountability:

Raise the question and:

- Look up statistical data: demographic, economic, geographical (local, national, international)
- Look up media (including social media)
- Be aware of scientific innovation
S-earch

- Literature on the topic in general
- Literature on the topic related to your profession
- Educational materials on the topics relevant to your profession
- Guidelines, standards of practice, position papers
Create, Community engagement

- Describe your group of learners: by program, age range, demographics
- Define the population that your group of learners will serve upon their graduation
- Define who needs to be involved in the conversation (Faculty, Community)
- Adapt to new/current terminology
- Relevance to program: content
- Adapt to current technology in education methodology
Sustainability

Assessment

- Diversity and social accountability are complex topics with little to recall
- Formative in nature
- Rather than focusing on recall, focus on reflection and integration of knowledge
  - Applying what you have learned in this session, how would you react in the following scenario?

Evaluation

- Are you collecting feedback on the session?
  - Presenter focused questions
  - Content focused questions
  - Learner focused questions
- After each module, we provide evaluation opportunities for students
Social accountability

- Periodical assessment and updates of content
- Longitudinal relationship with community and groups of interest
- Use the previous steps for the above
Educational Methodology

Different ways to apply knowledge

- In multiple blocks
  - From Pediatrics through Geriatrics
  - From Endocrinology through Reproduction blocks

- In different modalities
  - From communication-history taking skills to Physical exam, Academic Service Learning
  - From “Human book” through patient presentation, small group discussion, frontal lecture, DL
Questions so far?
Small-group Activity (30 minutes)

- Discuss a topic of interest related to diversity and social accountability
  - In your groups, discuss how this topic of interest that you want to apply using this method
  - Identify sources that can inform you on questions and identify gaps
  - What are some of the community groups you can engage
  - How do you want to measure the outcomes of this topic on your students/activity
  - How can you make this module sustain on a continual basis
  - Consider what are the challenges this method adapted to your current setting
- Create a mini plan in addressing these questions using the work sheet provided
Group presentations
Objectives of the session

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