

Themes Committee

Date	May 21st, 2019
Time	4:00-5:00
Location and/or connection info	E308 https://uw-phi.zoom.us/j/367837997
Governance Website	http://blogs.uw.edu/somcurr4/committees/
Chair	<i>Amanda Kost</i> <i>Marj Wenrich</i>
Attendees	<i>Voting members: Marjory Wenrich, Amanda Kost, Marivern Easton, Peter Fuerst, Roberto Montenegro, MaKenna Siebenaler, Doug Schaad, Karen Segerson, Belinda Sanchez</i>
<input checked="" type="checkbox"/> QUORUM REACHED <i>[6] voting members required for quorum</i>	<i>Guests: James Stevenson, Kellie Engle, Nick Cheung, Kristen Hayward</i>
Regrets	<i>Voting members: Paul Borghesani, Angela Bangs, Michael Spinelli, Alyssa Stephenson-Famy, Jeanne Cawse-Lucas, Susan Merel, Kathleen Mulligan, Jordan Lewis, Maya Narayanan</i>

#	ITEM	LEAD	TIME	ATTACHMENT(S)	ACTION
1	Approve March meeting minutes	Amanda Kost	5 minutes	Attachment A	Decision
2	Theme Mapping: Invaders & Defenders	Kristen Hayward	35 minutes	Attachment B	Discussion

Next Meeting: September 3rd, 2019

1. Approve March meeting minutes

Discussion: The March meeting minutes were approved.

DECISION REQUIRED?

[9] VOTES FOR

[0] VOTES AGAINST

2. Invaders & Defenders theme mapping

Discussion:

Standalone sessions/discrete topics:

- Tuskegee/research ethics: students trace ideological justifications underpinning the Tuskegee experiment. The intent is to help understand how ostensibly valid intellectual ventures can end up violating ethical precepts. In the past, this hasn't always been successfully communicated, but more recent iterations have been better-received by students thanks to some changes in communicative decisions (for example, a switch from "justify" to "understand rationales") and a richer coverage of cases.
- Health equity in dermatology: a discussion of issues of access and treatment across social lines, and how it is represented in medical training (e.g., skin color in example pictures). This session has generally been fairly effective in achieving its goals.
- Sexual networks and trans persons: some coverage of STI rates associated with some social groups, like trans men. There is some concern about creating a stigma around trans persons and disease, but some faculty felt strongly about presenting the content to students. Coverage of trans health care issues elsewhere in the block may influence how it's presented in the future.
- Lifelong learning: Small-group sessions are mandatory and graded, and students are supposed to facilitate sessions, modeling how to approach problems and come to conclusions. Some lectures also employ some in-class research endeavors (though it was more robust in previous iterations).

Previous years had coverage of global burdens of disease as well as some content under the epidemiology/biostatistics umbrella.

Risk factors: early in the block, epidemiological factors such as race (acting as a "muddy proxy" for social determinants of health) that are factual issues (for social, not genetic reasons). Other factors include travel/immigration history, and country or region of origin. Making faculty more consistent throughout the block has helped to make the language more consistent. Challenges in I&D specifically include risks of over-association/stigma of certain types of people with certain diseases, such as TB being associated solely with a specific country of origin (and missing other possible risk factors like incarceration in the US).

More faculty development and support is always helpful for making all sessions better. Existing BRICC analysis is being utilized to improve content in challenging areas. The outcome of the patient identifiers workgroup will be of use as well in syllabi, cases, and test questions.

DECISION REQUIRED?

[0] VOTES FOR

[0] VOTES AGAINST

3. ARAC Meeting Update

Discussion: The ARAC group proposed that Social Determinants of Health taught and assessed as a thread. This would be a significant burden on any involved faculty. Existing block- and session-learning objectives could be examined to see whether they've fulfilled this goal already. It reflects an interest of ARAC in expanding the curriculum's coverage of these topics (e.g., faculty preparation), though that is not without additional challenges.

DECISION REQUIRED?

[0] VOTES FOR

[0] VOTES AGAINST