

Themes Committee

Date	January 15 th , 2019
Time	4:00-5:00
Location and/or connection info	A325 https://uw-phi.zoom.us/j/768645480
Governance Website	http://blogs.uw.edu/somcurr4/committees/
Chair	<i>Amanda Kost</i> <i>Marj Wenrich</i>
Attendees	<i>Voting members: Amanda Kost, Karen Segerson, Paul Borghesani, Michael Spinelli, Jeanne Cawse-Lucas, Belinda Sanchez</i>
<input checked="" type="checkbox"/> QUORUM REACHED <i>[6] voting members required for quorum</i>	<i>Guests: James Stevenson, Nick Cheung, Doug Schaad, Alyssa Stephenson-Famy, Kurt Weaver, Leo Wang, Kellie Engle, Makenna Siebenaler, Peter Fuerst</i>
Regrets	<i>Voting members: Marjorie Wenrich, Angela Bangs, Marivern Easton, Kathleen Mulligan, Bruce Abbotts, Jordan Lewis</i>

#	ITEM	LEAD	TIME	ATTACHMENT(S)	ACTION
1	Approve December meeting minutes	Amanda Kost	5 minutes	Attachment A	Decision
2	Identifiers Workgroup updates	Amanda Kost	5 minutes		Discussion
3	Curriculum Committee updates	Amanda Kost	5 minutes		Discussion
4	MCBD Theme mapping	Peter Fuerst	20 minutes	Attachment B	Discussion
5	MBB Theme mapping	Leo Wang	20 minutes	Attachment C	Discussion

Next Meeting: March 5th, 2019

1. December meeting minutes

Discussion: The December meeting minutes were approved.

DECISION REQUIRED? [6] VOTES FOR [0] VOTES AGAINST

2. Identifiers Workgroup Updates

Discussion: Input has been solicited and the workgroup’s recommendations have been modified accordingly. They are currently out to a group of 27 faculty, staff, and students representing expert consensus at UW. It is back to the Curriculum Committee for final approval. Sara Kim has put the group in touch with the provost of OHSU interested in building a library of ‘equitable images’ in teaching, with possible collaboration forthcoming.

DECISION REQUIRED? [0] VOTES FOR [0] VOTES AGAINST

3. Curriculum Committee Updates

Discussion: The Curriculum Committee approved the continuing mission of the Themes Committee and will be approving new members in February.

DECISION REQUIRED? [0] VOTES FOR [0] VOTES AGAINST

4. MCBBD Theme Mapping

Discussion: MCBBD features three core theme sessions: adherence in adolescents with CF (which is well-integrated), an introduction to epidemiology (designed to complement the first week of EHM, and which could be modified if Research Methods is moved to the Fall), and carrier testing/genetic ethics. The latter is still a work in progress, combining an explanation of genetic testing with a discussion of patient notification and what tests are appropriate. It is morphing into a basic science session. The block touches on genetic risk, smoking, diabetes, chromosomal sex, and disease distribution. They want to improve discussion of determinants/risk factors, but don’t want to create cognitive bias.

Possible improvements include:

- Better development of basic science faculty to equip them to better lead discussions when their larger science hours touch upon thematic issues
- Improvement in discussion of sex versus gender, and geographic background versus race
- A more watchful eye for possibly problematic content when slides attempt humor
- Dealing with clinical stems’ use of identifiers in assessment questions. This is a question-by-question process, but it would be fruitful to reflect more on content like inheritance which isn’t gender/sex-neutral.

Discussion of the previous Race in Medicine session asked whether it was optimally placed and how it could be improved. Some group members expressed concern at its departure and felt it was a valuable small-group exercise.

DECISION REQUIRED? [0] VOTES FOR [0] VOTES AGAINST

5. MBB Theme Mapping

Discussion: The main Theme sessions are:

- Pain in Cultural Context, which touches upon experiences of Native Americans
- Brain Death Ethics, which is informative for palliative care
- Stroke Equity, which speaks to disparities in strokes and the “Stroke Belt”.

Many psychiatry sessions are strongly integrated. The faculty provide slides about social equity, disparities, problems in depression, and eating disorders, in lecture and in small group. The group expressed interest in looking at this material further. Additionally, many sessions discuss risk factors and disease distribution, and the block is interested in “emerging demographic groups” like football players who may have behavioral issues from exposure to concussions.

The block expressed frustration with students’ focus on Step 1, while giving short shrift to themes and clinical content. They also acknowledged the difficulty of treating these issues with respect – giving them enough time to illustrate their weight, without sacrificing too much basic science and clinical knowledge, and also speaking to them in a way that did not offend students.

The following were cited as possibilities to move forward on:

- Coordinating with FCM and Lifecycle to better integrate palliative care and prevent unnecessary overlap.
- Faculty development on respectful discussion of controversial issues, focusing on the best way to make students feel safe and heard, and to make sure faculty felt equipped to ‘own their mistakes’ and avoid getting defensive.

DECISION REQUIRED?

[0] VOTES FOR

[0] VOTES AGAINST