

Designing an online Native-focused curriculum for the University of Washington School of Medicine's Underserved Pathway



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INTRODUCTION

- Through a destructive legacy of dispossession and colonization, Native Americans (NA) suffer a disproportionate burden of poor health and social outcomes.
- Compounding this issue is an overwhelming lack of representation of NA individuals as both students and faculty in health professional schools.
 - A meager **0.56%** of all registered physicians identify as NA along with **0.48%** of full-time faculty at MD-granting institutions¹
 - 43% of MD-granting institutions had **no** students identifying as AI-AN²
- In addition to enhancing recruitment and retention, NA communities could benefit from increased health professional education on NA-specific health issues
- A team of Indigenous and allied educators at the University of Washington School of Medicine (UWSOM) designed an online Native health curriculum for the Underserved Pathway, a certificate program nurturing the educational pursuits of medical students interested in working with underserved and vulnerable populations.

SUMMARY:

- Efforts must be made to increase medical student education around Native American (NA) health-related issues
- In response, we designed an online Native-focused health curriculum for use in the UWSOM's Underserved Pathway
- The module was released in Fall 2021 and is currently undergoing beta testing for acceptability and utility among a coalition of Native physicians, students, and community members at UWSOM.
- The module has the potential to enhance the academic experience of UWSOM students, bringing awareness to a neglected aspect of professional health education.



MODULE OBJECTIVES

1. Illustrate the ways historical events and structural racism contribute to and perpetuate health disparities in Native communities
2. Develop a foundational understanding of the medical and structural barriers to health and wellbeing for Native populations
3. Design strategic interventions on clinical, academic and community levels to improve the overall health status for Native individuals
4. Formulate a plan that current healthcare providers may implement to facilitate the care of Native patients

MODULE CONTENT & FORMAT

- Introduction and overview of historical policies and injustices (e.g. forced migration, land acquisition, boarding schools) impacting Native individuals, with a focus on NA communities within the UWSOM service area
- Presentation of select NA health disparities including:
 - Life expectancy
 - Chronic medical conditions
 - Socioeconomic status
 - Police violence
 - Pregnancy-related morbidity and mortality
 - MMIW/violence against women
 - Disparate funding structure of HIS/UIHP
- Special considerations when treating NA patients
- Tools to apply to clinical practice
- Reflection
- Post-survey

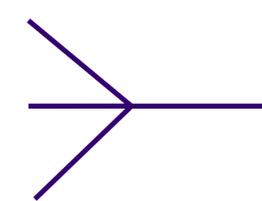
MODULE TIMELINE

Team Identification

Outline Development

Content Development

Completed Spring 2021



Completed Fall 2021

First iteration: pilot study for acceptability and utility

Feedback and editing

Subsequent Iterations

Feedback and editing

Publication on the Underserved Pathway online curriculum

Study of utility among UWSOM students

(Ongoing)

NEXT STEPS

- Published to the online Underserved Pathway curriculum in Fall 2021. A group of Native physicians, students, and community members have completed the module and provided feedback which will be used to assess for acceptability and utility.
- Continually adjust and edit, per feedback from the pilot study participants
- Iterate new changes with ongoing feedback from participants
- Work with other medical schools to expand content more broadly

PUBLIC HEALTH IMPACT

- Using a community-driven design approach, this module will bring awareness and exposure to a neglected aspect of professional health education.
- Providing concrete tools and skills for medical students to better engage with Native health issues will improve care provision and advance the health and vitality of Native communities.

CITATIONS

1. Musu-Gillette, L., Robinson, J., McFarland, J., KewalRamani, A., Zhang, A., and Wilkinson-Flicker, S. (2016). Status and Trends in the Education of Racial and Ethnic Groups 2016 (NCES 2016-007). U.S. Department of Education, National Center for Education Statistics. Washington, DC. Retrieved [date] from <http://nces.ed.gov/pubsearch>.
2. Association of American Medical Colleges. AAMC FACT Table B-5: Total Enrollment by U.S. Medical School and Race/ Ethnicity, 2016-2017.