

Inclusive Pedagogy and the “Threads” at TUSM

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Frank Chessa, Ph.D., MA, HEC-C

Director of Clinical Ethics, MMC

Assistant Professor of Medicine, TUSM

I have no conflicts of interest related to this talk

My purpose is to describe the intentional use of techniques from inclusive pedagogy in the “Threads” curriculum at TUSM.

- A description of what has been done, without implying that we have done it well, done enough, or achieved tangible benefits.
- Many examples from my sessions (because I know the material).
- Acknowledgement of a group effort: Sarah Rosenberg-Scott, Patrick Vivier, Jen Hayman, Frank Chessa.

“Threads” courses at TUSM

- Population Health and the Profession of Medicine
 - Perspectives in Medicine 1
 - Perspectives in Medicine 2
 - Interclerkships
-
- Future project: Identifying which 4th year rotations carry through themes from threads.

Inclusive Pedagogy – Definition

Inclusive pedagogy refers to the ways that courses, classroom activities, curricula, and assessments consider issues of diversity in an effort to engage all students in learning that is meaningful, relevant, and accessible.

The University of Chicago,
inclusivepedagogy.uchicago.edu

Why is inclusive pedagogy important?

- Supports the success of all students
- Enhances workforce recruitment quantitatively
- Enhances workforce recruitment for a diversity of skills, ideas and experiences.
- Avoids stigma from supplemental programs that occur separately
- Controversial material becomes an opportunity for constructive interactions (rather than a source of faculty burnout).
- Contributes to social justice and equity

How can inclusive pedagogy be incorporated into a course?

- Climate
- Content
- Methods
- Assessment
- Mentorship
- Power

Climate

- Get to know your students
- Use low stakes, well-designed ice breakers
- Gather anonymous feedback
- Acknowledge feedback and your responses
- Inclusive examples and images



GI & NUTRITION

Circa 2016

Life is not sustainable without food and water. Eating and drinking are central in our culture. Not providing nutrition and hydration is noticed by families.



GI & NUTRITION

Circa 2020

Life is not sustainable without food and water. Eating and drinking are central in our culture. Not providing nutrition and hydration is noticed by families.

Ethical reasoning similarity to diagnostic reasoning

Problem representation: Brief (one sentence) description of a case to guide diagnostic reasoning. Will evolve with additional information.



Episode 104: Clinical unknown with Dr. Dhaliwal and Dr. Costello – leg & back pain



Episode 104: Clinical unknown with Dr. Dhaliwal and Dr. Costello – leg & back pain

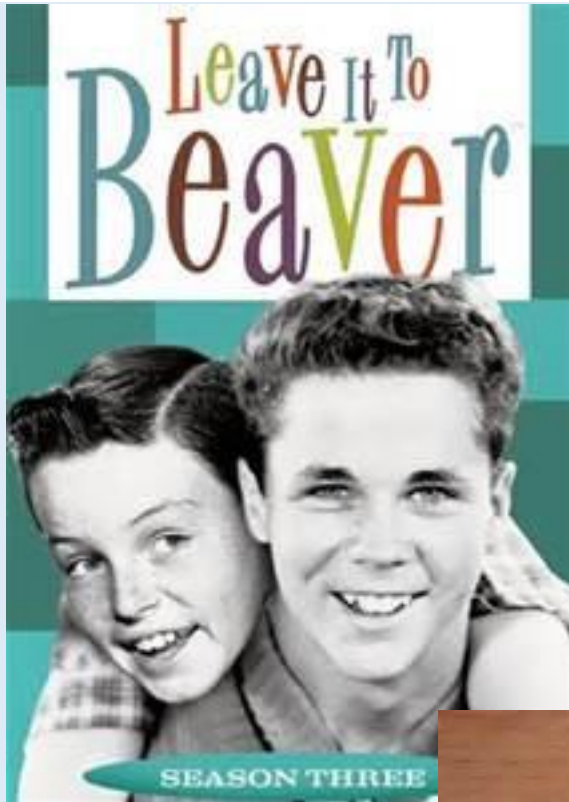


Dr. Costello presents a clinical unknown to Dr. Dhaliwal.

[Download CPSolvers App here](#)

[Patreon website](#)

Dr. Anna Costello



Content

- Include a wide range of perspectives, experiences and background in course materials
- Speak positively about a wide range of perspectives
- Transparency about content choices

**Example:
PHPM Syllabus**

“We study Aristotle, Mill and Kant because they espouse moral theories that underlie laws in the United States that guide medical practice.”

Kwame Anthony Appiah: “Cultures are made of continuities and changes, and the identity of a society can survive through these changes. Societies without change aren’t authentic; they’re just dead.”

Example:
PHPM Syllabus

WESTERN ETHICAL THEORY AND RACISM

It is worth pausing to consider some general criticisms of Aristotle, Mill and Kant from the perspective of anti-racist philosophical ethics. First, both Aristotle and Kant had theories of human nature and race that underwrote slavery and, in fact, they defended the practice in some of their writings. Emmanuel Eze (*Achieving our Humanity: The Idea of the Postracial Future*) argues that Kant's focus on reason and autonomy privileges the upper classes, who more generally have access to a range of educational, social and career choices. Can a person whose life choices are constrained by poverty and structural racism attain "autonomy" as conceived by Kant? If not, is Kant's theory a covert justification for exclusionary practices? Naomi Zack (*The Ethics and Mores of Race: Equality After the History of Philosophy*) provides a comprehensive discussion of how Western ethical theories coexisted with the reality of racism and racist practices throughout history. One prominent idea in her work is whether persons are responsible for harms it is (at least partially) in their power to prevent, or whether persons are only responsible for harms that result from actions they intend to perform. ...

Normative Ethical Theories

Applied Ethics

- Principles of Medical Ethics

Normative Ethics

- **John Stuart Mill** (1806-1873)
 - Primary focus is action
 - Decision procedure: The Greatest Happiness Principle
- **Immanuel Kant** (1724-1804)
 - Primary focus is action
 - Decision procedure: The Categorical Imperative
- **Aristotle** (384-322 B.C.E.)
 - Primary focus is character
 - Decision procedure: What would the virtuous person do?

Other sources of moral values

- 1.Christianity (2.1 billion)
- 2.Islam (1.3 billion)
- 3.Nonreligious (1.1 billion)
- 4.Hinduism (900 million)
- 5.Chinese traditional religion (394 million)
- 6.Buddhism 376 million
- 7.Primal-indigenous (300 million)
- 8.African traditional and Diasporic (100 million)
- 9.Sikhism (23 million)
- 10.Juche (19 million)
- 11.Spiritism (15 million)
- 12.Judaism (14 million)
- 13.Bahai (7 million)
- 14.Jainism (4.2 million)
- 15.Shinto (4 million)
- 16.Cao Dai (4 million)
- 17.Zoroastrianism (2.6 million)
- 18.Tenrikyo (2 million)
- 19.Neo-Paganism (1 million)
- 20.Unitarian-Universalism (800,000)

Non-Western Moral Philosophy

Nagurjuna, ~250 CE, Madhyama Pratipad

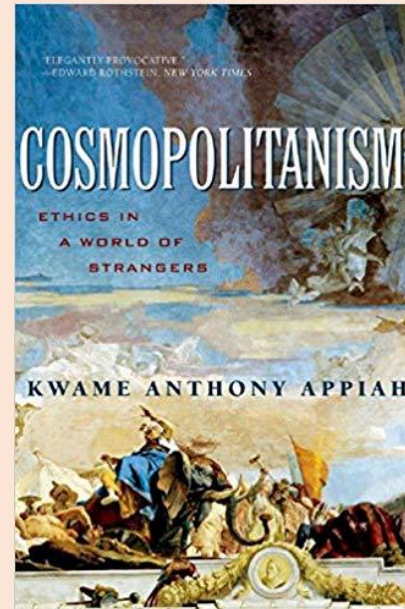
Al-Farabi (872 CE), Virtuous City

Al-Ghazzali (1058 CE), Deliverance from Error

Hypatia (370 CE)

Maimonides (1135 CE)

Kwame Anthony Appiah (1954 CE)



"Ethics in a World of Strangers"

K. Anthony Appiah

Importance of the Medical Profession

Quran 5:32: ‘Whoever saved a human life shall be regarded as having saved all mankind’

Hadith: There is a cure for every disease, except one, aging or death.

"O people! Be treated! There is no disease that Allah has created, except that He also has created its treatment ... except one, old age [or death]"



Slide attribution: D.
Cummiskey, Bates
College

Teaching Methods

- Multiple, different and active ways to learn
 - Presentations, media, problem-based, project based, group work, patient voices, clinician voices
- Be explicit about reasons for learning methods
- Recognize the role of student input into course design
- Provide opportunity for current students to influence course
- Practice skills for the unanticipated challenging moment



Excellent question? Thanks for raising that issue

Why do you think X is such a hot button issue. (Go meta)

Teaching methods

- Think, Pair, Share: particularly useful in mandatory lectures.

Take a Moment...

Turn to a neighbor.

Identify three situations in which you would turn down a patient request for fertility treatment.

Take a Moment

Turn to several neighbors.

1. Why do you think people disagree about when personhood begins?
2. Can medical science answer the question?
3. Is the debate similar to the debate about diagnosis of brain death?

Take a Moment

Turn to a neighbor

1. Provide an example of an inclusive pedagogy technique you have seen in the last month.

Teaching methods

- Small Group, e.g., ethics case discussions
- Rotating groups through stations
- Patient voices
- Clinician Voices
- Experiential learning
 - China Town Project
 - Cooking coupled with nutrition learning
 - Portland Museum of Art Small Group Field Trips: Homeless encampments, MH Food Pantry, Wolf's Neck Farm

Assessment

- Multiple Assessment Techniques (Could use more)
 - Group Project (with choice)
 - Ethics Case Analysis
 - Multiple Choice Questions
- Utilize peer feedback.
- Thoughtful approach to purpose of assessments
 - In perspectives, we designed assessment methods to foster active engagement with the material in an effort to influence attitudes regarding the provision of excellent care to all patients and behaviors related to respect and inclusion.
Lead by Dr. Rosenberg-Scott.
- Transparency about the reason for choosing the assessment

Shout it out!

An example of inclusive pedagogy from this talk

The definition of inclusive pedagogy

Your motivation to do more in your instruction

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