

Medical Education and Outreach Committee
Notes from 8/3/2018 Meeting (49 Attendees!)

Agenda

- Overview of our challenge/opportunity
- Table Work → identify a legible note taker and a reporter
 - 10m: List your best education/outreach initiatives/projects
 - 5m: Select your top priority among these
 - 5m: Report up top priority to large group
 - 15m: Outline tasks over the next 6 months for top initiative/project
- Wrap-up discussion
 - Collect lists and task outlines → distribute for ongoing work

Summary of 2017 Committee Meeting

- Focus on EvMedEd as curating and dissemination tool
- Who is most important learner target –undergrads, HS, med students?
- Challenge of teaching EvMed given cultural and religious beliefs
- Disciplinary epistemology challenge – each define core problems and approaches uniquely
- EvMed as distinct academic entity or an invisible, foundational model
- Evidence expected in medicine

Top Priorities from Table Groups

- TEDx EvMed (recommended by two groups)
- Testing theories with evidence for and against – improve rigor
- Focus on diff groups of educators; require evmed for med school
- Dev case studies as resource for teaching
- How to coordinate and disseminate – most useful method, partners
- Tailor educ. outreach to audience and venue;
- Pair evmed academics and clinicians for learning; social media campaign on evmed
- Grass roots effort to increase understanding – dev guideline for core course for undergrads; dev a textbook for undergrads
- Health disparities – social determinants

Notes from Table Discussions

Table 1 (from Dan Grunspan, ASU)

- Find ways to disseminate educational materials being created by the society. There are competing venues for this, one option I am keen on is CourseSource.
- Keith Mintzer works with the NIH, and is happy to work in his power to help with outreach efforts.
- Vaughn Parker and Charlie Nunn are both interested in building more dialogue between centers focused on EvMed regarding research, teaching, mentoring, and outreach.

- Charlie Nunn discussed building opportunities to get MDs and medical students into evmed research opportunities (get them into the field, etc).
- Djuke Veldhuis discussed the importance of building better laboratory experiences and research experiences for undergraduates in EvMed for undergraduates.

Table 2

- Textbook for non-majors
- Develop outline for a course
- See if ISEMPH can pull together an edited book (edited by ISEMPH) with specific chapters (assigned certain topics) assigned to an expert in that field.
- Perhaps a description/discuss of one of the EMPH principles, then a case study illustrating this principle.

Table 3

- Investigators submit ideas for projects or teaching materials, which are reviewed and suggestions given for improvement
 - To facilitate collaborations and add rigor to research
 - Model: journal reviewer services; grant writing services
 - Concern: must prevent theft of ideas – confidential reviews
- Set up a way to post questionnaires and invite anyone to form an interest group
- Set up a way to post questions/problems and invite suggestions for solutions

Table 4 (from Becca Malizia, UCLA)

- Make educational case studies
 - Buffalo case studies – repository and guide for how to write and use cases
 - Find existing ones – find the gaps and fill them
 - Put them on EvMedEd
 - Misty Thomas – experienced at writing cases and teaching
 - Start subcommittee on this
 - Link to creation of grand rounds for clinicians
 - UCLA's MS program has a seminar
- Introduce evmed theory in many courses – not just those on evmed
- Translate research for public and policy makers
- Create a PhD program in evmed (with associated masters program)

Table 5 (my table)

- TEDx for Evmed topics – to help faculty less confident in evmed and popularize evmed themes and value
 - Reach out to TED – start with ISEMPH members who have done TED talks
 - Use research centers – ASU, Duke
 - Come up with list of topics
 - Use sore principles in Delphi study
 - Give core objectives for each talk

- Focus on human applications
- Produce examples of how using an evmed perspective would have led to insights earlier
- More anatomical examples to provide med schools
- Career development certificate program in evmed
- Combine our meetings with another society to link with larger audience

Table 6

- TED Med event
- Career development programs
- Need more courses at each level – undergrad, grad, med school, residents, faculty
- Need list of participants from ISEMPH meeting
- Partner with natural history museums
- Case series

Table 7

- Facilitate interaction between researchers and clinicians
 - ISEMPH program to match and support job shadows and discussions
- Can we teach evmed in schools without a discussion of creationism and make it acceptable?
 - Focus on HS students
 - Skip homo evolution – focus on plasticity and variation among modern humans
- Publically advertise examples for improving science of evmed
- How can we increase evmed competencies and applications among clinicians?

Table 8 (Cynthia Beall)

Barbara Natterson-Horowitz, Julie Horvath, Krijn Paaijmans, the post-doc from ASU who works on the evolution of resistance, and a phage guy came up with a plan for tailored outreach.

1. audience inventory
2. think of topics that people teach - ask ourselves and then provide information on the tools of evolutionary biology that will help people do their jobs
3. consider the concepts and keywords that are already in use, such as phylogeny or resistance, and build on those concepts to show how evolutionary biology concepts could expand their usefulness or insights or how additional concepts could do so
4. ambassadors to other disciplines, perhaps as professional meetings, ambassadors may need talking points
5. if going to a meeting as an ambassador, listen for one or two days and find out what the questions are and think about the application of evolutionary concepts
6. align with a senior well-respected person at a meeting, for example, to stress some of the parallels between their questions and those of evolutionary biology
7. hitch to the appreciation for ecology, nature and the environment, e.g. the microbiome as ecology
8. influence the Advisory Boards, eg. of WHO, or NIH, so that new directions or actions incorporate evolutionary ideas.